

BAYAMÓN CENTRAL UNIVERSITY

Self-Study

Middle States Commission on Higher Education

BCU Self-Study Steering Committee

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Executive Summary

Chapter 1: Overview of the Institution

Bayamon 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. In December 1971, BCU received for the first time its full accreditation as an independent, private non-for-profit university.

BCU offers academic courses and degrees leading to a certificate/diploma, associate, bachelor and master in the areas of liberal arts, sciences, health professions, education, and business.

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.

Chapter 2: Mission, Goals and Integrity (Standards 1 and 6)

This chapter examines the institution's success in achieving its mission, goals and values as well as the level of adherence to its Christian-humanistic ethical standards and institutional stated policies.

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 evidences its adherence and commitment to development, realization and dissemination of the mission, goals and values with the idea of contributing to intellectual, personal and professional development of its students. The mission, goals and values of BCU are safeguarded by Council of Founders that governs BCU. The institution's mission, goals and values constitute a reference for the effective development of services and academic offerings. To comply with the mission, goals and institutional values, BCU establishes protocols, procedures and institutional policies in accordance with ethical and religious principles that characterize BCU as a Dominican and Catholic institution that promotes a Christian-Humanistic formation.

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

This chapter includes the use of BCU's Institutional Strategic Plan 2007-2012 for planning activities, supporting the development of external fundraising, and subsequent evaluation of the success of these strategies. The evaluation of the strategic plan evidences significant progress in curriculum revision, development of new academic offerings and acquisition of technology to support these processes.

Strategic planning produces better allocation of resources, improvement in the physical plant, and budget administration. The strategic plan is the result of the participation of members of the academic community in decision-making.

Chapter 4: Leadership and Governance Administration (Standards 4 and 5)

BCU has a well-defined system of governance that provides appropriate opportunities for administration, faculty and student contributions. The governing body reflects all constituents and public interest and is appropriate in size to fulfill its responsibilities. Shared governance is especially enhanced by the presence of the faculty in the University Senate and Academic Council. BCU By-Laws outlines the selection process of the governing body as well as its duties and responsibilities.

The president of BCU as a chief executive officer is appointed by the Board of Trustees and ratified by the Council of Founders. The president's primary responsibility is the administration of the institution.

Chapter 5: Student Admission, Retention and Support Services (Standards 8 and 9)

BCU aspires for each student to successfully complete his/her college degree with an integral formation. To fulfill its mission and vision as an institution of higher education, it provides support services for students enrolled in the certificate, undergraduate and graduate program, as well as services for students at risk. Among the services offered are the following: enrollment management, guidance and counseling (academic, psychological and personal), spiritual counseling, tutoring, recreation and sports, first aid, and learning and research resources (library).

BCU has an admission policy which outlines the requirements and criteria for admission to academic programs. This policy, published in BCU catalog, ensures uniformity of procedures.

Chapter 6: Faculty (Standard 10)

Bayamon Central University's faculty is highly qualified to plan, develop, teach and monitor academic programs, conduct research, revise curriculum and develop related programs. It promotes the faculty's professional development to meet the curricular needs of the institution. Professional development, recruitment and evaluation of faculty contribute to the achievement of BCU's mission.

To draft this section of the self-study, the committee analyzed faculty profile, results from two questionnaires administered to the faculty, interviewed program directors and members of the administration, and revised existing documents such as, Faculty Handbook and Faculty Evaluation Handbook.

Chapter 7: Educational Offerings (Standard 11)

BCU has aligned the curriculum to the mission, vision, goals and student profile. The revision is aligned to the strategic plan, the action plans of the academic units, the content of the academic offerings, and faculty support services.

BCU has developed institutional assessment instruments to evaluate the degree to which the institution meets the needs of students and employers. The institution works towards the attainment of this goal by making the necessary curricular adjustments.

BCU has a highly qualified team of committed professionals aware of the challenges in higher educational in Puerto Rico. The faculty is up to date in new educational tendencies to guarantee an education of excellence. The university takes pride in its alumni who are committed to solidarity demonstrating respect for human dignity, diversity, and social justice within the community they serve.

Chapter 8: General Education and Related Education Activities (standards 12 and 13)

This chapter integrates standard 12 (General Education) and standard 13 (Related Educational Activities). Since 2008, BCU has promoted the design of a General Education Program that responds to the needs of students and society. The university encourages its implementation to promote the development of intellectual abilities, the mastery of oral and written communication skills, Christian values, work ethics, and technological competence. The goals and objectives of the GEP are aligned and consistent with institutional mission and philosophy.

It is through institutional policies, rules and regulations that GEP guarantees compliance with quality and contact hours of courses in order to stimulate intellectual, emotional and social progress. The GEP promotes the transition and application of skills, knowledge and attitudes to the academic major. Title V Project set up an assessment plan compiling information from both the student learning process and the curriculum revision process to improve and update the curriculum. These changes have been disseminated to all sectors of the university community through government bodies and/or faculty activities.

BCU establishes policies and procedures to identify and provide support to students with academic deficiencies. The university provides a variety of services to help these students achieve their academic goals.

The goals and objectives of the Certificate Program are consistent with institutional mission and philosophy. The program meets the needs and interests of various professional and business groups that require ongoing training. It establishes a work plan for the development, approval, review and ongoing evaluation of course offerings.

BCU incorporates distance learning for the development of some courses of the GEP, core and major areas of academic offerings. Distance learning is in keeping with the guidelines outlined in the institutional mission and philosophy. Distance learning offerings meet the standards of the institution and regulatory agencies as to the quality of teaching and academic rigor.

Chapter 9: Institutional Assessment and Assessment of Student Learning (standards 7 and 14)

This chapter examines BCU's institutional and student learning assessment. It discusses the Institutional Assessment Plan, its implementation process, student learning assessment and outcomes. BCU's implemented institutional assessment procedures to guarantee students acquire the necessary knowledge, skills and competencies for professional success.

The university faces the challenge of improving assessment practices. While considerable progress has been made over recent years to promote a culture of assessment, specifically with respect to the teaching-learning process, assessment activities need to be more systematic and consistent. Progress is being made in administrative assessment through the recently established Institutional Assessment Office.

Chapter 10: Summary of Recommendations

Recommendations represent the building blocks that will provide the foundation for Bayamon Central University's next decade of growth. These recommendations are part of BCU Strategic Plan 2013-2018 and will be implemented in response to the Self Study.

Chapter 1: Overview of the Institution

Bayamon Central University Institutional Profile

Initial Accreditation: 1971

Last Reaffirmed: November 20, 2008

Institutional Type: Master's Smaller Programs Carnegie Classification

Scope of Institution at the Time of the Evaluation

Degrees Offered: Certificate/Diploma, Associate's Bachelor's and Master's

Distance Education Program: No

History

Bayamon 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.

Bayamon Central University is in the city of Bayamon 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 Bayamon. There are 12 buildings with a total of 199,660 square feet.

BCU offers academic courses and degrees in certificate/diploma, associate's, bachelor's and master's 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 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 individual 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, 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 Bayamon Central University (BCU) as to 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 reaffirmed 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 the institution to continue along this path. Some 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 its Periodic Review Report to the Middle States Commission on Higher Education (MSCHE). 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.

Philosophy

Parallel to the process of building a structural and administrative autonomy, a philosophical definition also took place at the Bayamon Central University. In 1999, the Council of Founders, the maximum institutional governing body, established the following general guidelines for its educational philosophy:

Since its beginning in the 13th century, the Dominican Order has been associated with universities. In fact, the Order of Preachers is the first religious order to found universities. By charisma and tradition, the Institution has an educational philosophy that exemplifies a Catholic institution. This philosophy consists in developing and transmitting appreciation for knowledge and adapting and integrating different philosophical trends. For the Dominican Order, a university is an opportunity to achieve this objective at the theological research level and the teaching level. A Dominican university is a live extension of its charisma, which consists of searching for truth. In a Dominican university this charisma connects with the contemporary cultural tendencies.

As a Dominican institution, Bayamon Central University strives for the integration of the different levels of knowledge, according to the methods and principles of St. Thomas Aquinas, who harmonized reason and faith. Technological information and Christian humanistic formation coexist to create a mature individual with a critical and dialogical capacity and transcendent vision.

Bayamon Central University aspires to disseminate scientific knowledge integrated with a Christian life, to transform and humanize the Puerto Rican society and the world. From a

Christian and cultural perspective, the institution aims to preserve, extend and disseminate knowledge while respecting the scope and methods of each science. It is fundamental, in this interdisciplinary dialogue, to have intellectual freedom of thought which is necessary for a profound and comprehensive knowledge.

Bayamon Central University educates citizens with a historic sense of culture based on a personal and collective identity. It promotes intellectual curiosity and ethical and aesthetic universal values to develop character and talent. Cultural and spiritual formation contributes to the creation of professionals, according to the needs of an industrial and technological society. The Institution instills a Christian communitarian sense cultivated in an environment of respect and dignity.

The Council of Founders founded the University in light of the Dominican charisma. Its essential function is to safeguard and promote the humanistic, Catholic and Dominican mission at all levels: academic, student, and administrative. The Council of Founders fosters the development of a personal and world view in order to communicate effectively with the modern world.

The Council of Founders opens new channels of communication with the university community. They exhort students, professors, and administrators to reflect and come together in a respectful atmosphere for an exchange of ideas and opinions of the meaning of a humanistic, Catholic, and Dominican University in the XXI century. Such exchange is essential to advance and perfect its vision originating from a Dominican charisma, which is the essential purpose of the University.

Today, more than ever, at the threshold of a new millennium, Bayamon Central University seeks to form men and women capable of being active citizens in a conflictive and accelerated world. Without the truth of faith, human knowledge becomes barren and flawed. Faith enriches human knowledge and consequently strengthens personal faith. This University seeks as its optimum goal to live by this philosophy and to transmit it to the rest of society.

Bayamon Central University upholds a Catholic educational philosophy and promotes dialogue within the diverse scientific and theological disciplines. It also offers a humanistic education based on critical thinking, acquisition of ethical, social and religious values, increasing social commitment and responsibility for lifelong learning. The University aspires to improve communication skills, leadership potential, and adaptability to various employment scenarios. Lastly, students, faculty and administration should create a work environment that teaches to teach, learns to teach and learns to learn, guided by mutual respect and a quest for truth.

BCU Mission 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 forming 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 Vision Statement

Bayamon Central University projects itself as a unique center of Christian humanist formation and social transformation through its cutting edge student-centered academic programs and quality of university life. It's professional training responds to the most essential needs of social, cultural, economic, and ecclesiastic institutions, in accordance with 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 motivates and sustains all human deeds, therefore in the intellectual, cultural, social, economic, and technological spheres.

SPIRITUALITY, that integrates in depth the human being to serve society with self-awareness in relation to others, with the environment, and with God.

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

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

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

PROFESSIONALISM, that procures optimum preparation and performance for the ecclesiastic and civil society of today, from a high ethical, dynamic, and innovative sense.

INTEGRITY, which commits our institution to: comply with all the laws, norms, and regulations of the state; licensure and accreditation agencies, and institutional 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 and committed to team work.

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.

BCU Important Developments in the past 5 years

BCU has addressed various concerns 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 state.

Since its last re-accreditation in 2003, Bayamon Central University has experienced transformation in important areas: new academic programs have been implemented; all existing academic programs were revised or are under revision. BCU developed new facilities for the graduate programs, remodeled nursing program facilities and labs. BCU continues with the renovation of library, classrooms and laboratories.

Curriculum revision and academic offering

In 2007 BCU initiated a curriculum revision 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 science laboratories and incorporating technology in the teaching process.

Based on a five year Strategic Plan(2007-2012), BCU submitted and subsequently awarded by the U.S. Department of Education three Developing Hispanic-Serving Institutions Title 5 grants, one College Cost Reduction and Access Act-STEM grant and one HSI-STEM and Articulation grant. A brief description follows of these funded grant projects.

In 2007, a Title 5 grant was awarded to revitalize General Education and Critical Degree Programs: (1) revitalize the General Education Curriculum; (2) revitalize the Nursing Program; (3) revitalize the Social Work Program; (4) improve Information Technology (IT) improve Infrastructure and, (5) implement a student data tracking and analysis system, and a Colleague e-Advising module.

During 2008-2010 a *College Cost Reduction and Access Act-STEM (CCRAA)* grant was awarded to BCU. The *Strengthening the STEM Education Pipeline for Low-Income Hispanic Student* project developed: (1) adequate resources for STEM curricula (updated facilities and modern lab instrumentation); (2) proactive advisement and academic support for STEM declared majors and two-year college transfer students; and, (3) articulation agreements with the partner two-year college (Huertas Junior College), including vertically aligning general education science curricula between the two institutions.

In 2010, a Title 5 PPOHA grant *Promoting Post Baccalaureate Opportunities for Hispanic American* (PPOHA) was awarded to strengthen 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 degrees awarded. Funds were awarded to (1) revise 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 scholarships for low-income students.

PPOHA will also assign additional funding to expand library holdings and to support research and thesis oriented graduate requirements.

In 2011 another Title 5 grant was awarded to increase the number of students who successfully complete their studies in *Science, Technology, Engineering and Mathematics* (HIS-STEM). The *Equitable Access to Quality STEM Education Transfer Pathways Hispanic Serving Institutions STEM & Articulation Program* grant will provide students with a new sub specialization and a bachelor's degree in Behavioral Neuroscience (BN). The five year \$4.3 million grant will serve to develop the BN program and improve science and supplemental instruction facilities. Scholarships and technology maintenance funds will be provided during the last two years.

In 2012, through the Developing Hispanic-Serving Institutions Program, Bayamon Central University was granted \$3,246,975.00 for the next 5 years. The *Revitalizing Failing Bachelor Degree Programs as Integrative and Innovative* grant will serve to (1) revise the upper division Business Administration and Humanities curriculum as integrative, experiential/project-based and technology-rich; (2) provide a faculty studio and professional training for faculty to revise curriculum; (3) renovate/redesign classrooms to create quality, collaborative learning environments; (4) develop an Entrepreneurship major in Business Administration and; (5) develop a business incubator lab (for experiential/project-based learning).

All projects funded by grants are designed for the development of a data-based decision making environment by integrating data at the administrative and program levels through the implementation of comprehensive student tracking software, the development of a portal and the incorporation of diverse instructional technology tools in the classroom and laboratories.

Subsequently in summer of 2012, the governing bodies of the Institution approved a new General Education Program would respond to the needs of students, institutional philosophy, and changes in labor market.

In December 2010, BCU initiated the process of curriculum revision of the Graduate Program. This initiative impacts the academic offerings of the Graduate Program and the development of various online courses. This proposal will also be used to improve technology infrastructure (BCU portal), bibliographical references, acquisition of books and others educational materials for the Library.

During 2008-2010, BCU designed and implemented a program for mentoring, tutoring and supporting students with academic deficiencies in the areas of science and math. This program is under the supervision of the College of Liberal Arts and Humanities. BCU offer tutoring services in all of its colleges. The Institution also realigned various courses and improved the infrastructure of the science building.

Institution's Finances

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

1. Implementing monthly closing procedures to ascertain that financial statements are reliable and completed on time.
2. Using Colleague Financials as the new program for financial reporting purposes. The Colleague program was implemented in July 1, 2009.

3. Completing the Colleague General Ledger Course offered by the Datatel Company.
4. Preparing financial statements in accordance with GAAP on a monthly basis for decision making as required.
5. Including the students' accounts receivable in the Colleague program and monitoring student deposits and accounts effectively. A similar process occurs with the payroll system.

Other important measures taken to strengthen our financial state during the last years were:

1. On July 1, 2009, resulting from the implementation of the All Year Round Pell, BCU allocated more resources to support its mission, goals and objectives. The All Year Round Pell increased the Institution's income by approximately 29%.
2. 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 was \$12,457,055 and this increase (12%) was possible as a result of the Year Round Pell.
3. Development of service agreements between BCU and government agencies and expansion of offerings in Continuing Education Program (CEP) by the Center of Professional and Technical Development (CEDEPT). These agreements and the additional offerings of CEP produced a substantial increase in revenues (\$103,381 to \$327,071) from 2008 to 2009.
4. As a result of the elimination of the All Year Round Pell, the approved budget for the period 2011-12 was \$11,712,942. The approved budget for the period 2012-2013 is \$11,581,415. This budget was prepared taking into account the strategic plan.

It's important to state that even through turbulent financial times, 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 from tuition and fees derived from Pell Grants and Loans.

Student Enrollment and Retention

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

BCU's first semester total enrollment has experienced a downward trend over the last decade. From the academic year 2001-02 to the year 2009-10 the total enrollment decreased by 31.0%. In 2010-11 an increase was experienced, basically as a result of the Year Round Pell benefits of accelerating the pace to graduation. With the termination of the Year Round Pell, the first semester enrollment resumed the declining path.

Table 1: Fall enrollment, 12-Month enrollment unduplicated headcount, 2001-2011

	Year										
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Fall enrollment	3334	3393	3480	3012	2913	3036	2825	2382	2287	2479	2185
12-Month enrollment unduplicated headcount	3912	4952	4152	4272	4041	4369	3618	3168	2656	2877	2716

Table 2: Full-time and full-time equivalent enrollment 2004-2011

	Year							
	2004	2005	2006	2007	2008	2009	2010	2011
Full-time enrollment	2342	2000	2198	1911	1545	1510	1830	1546
Part-time enrollment	670	913	838	914	837	777	649	639
Total enrollment	3012	2913	3036	2825	2382	2287	2479	2185
Full-time equivalent enrollment:	2604	2357	2525	2266	1870	1811	2083	1796

The downward trend is also noted for twelve months unduplicated head count enrollment. During the academic years 2002-01 to 2006-07, the unduplicated headcount was over 4,000 students; while during the last three years (2009-10 to 2011-12) unduplicated headcount enrollment did not reach 3,000 students.

Chart 1: Annual enrollment change (%) Fall 2001-2011

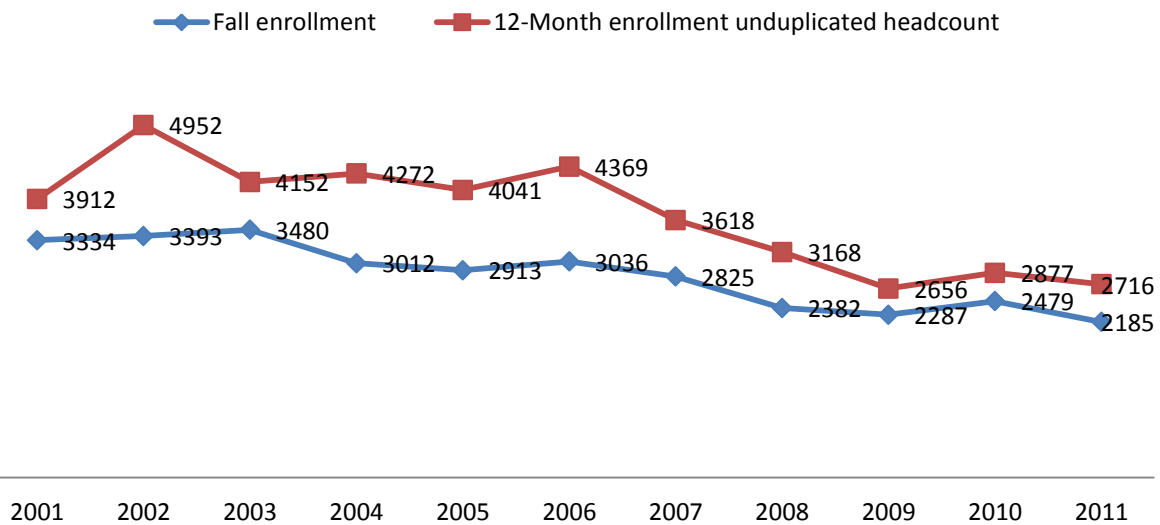


Chart 2: Annual enrollment change (%) Fall 2001-2011

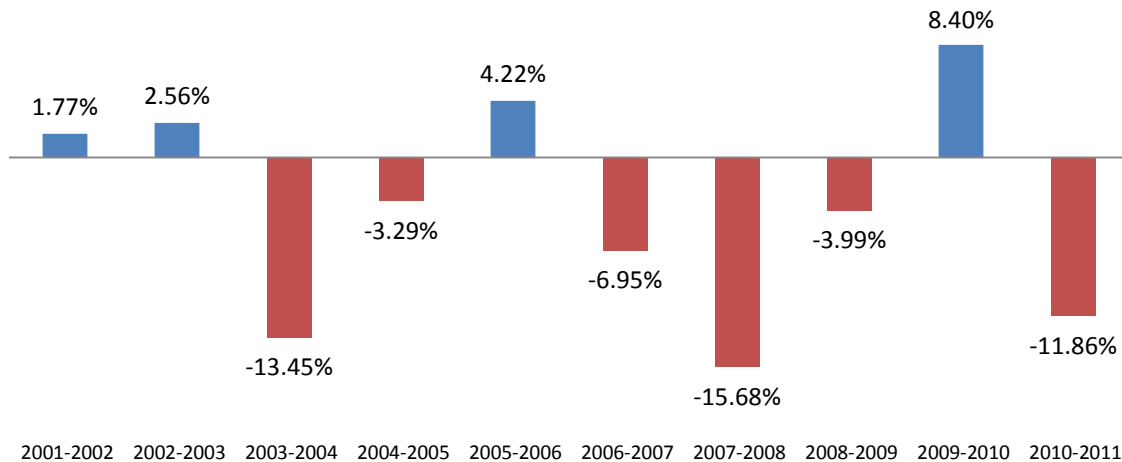
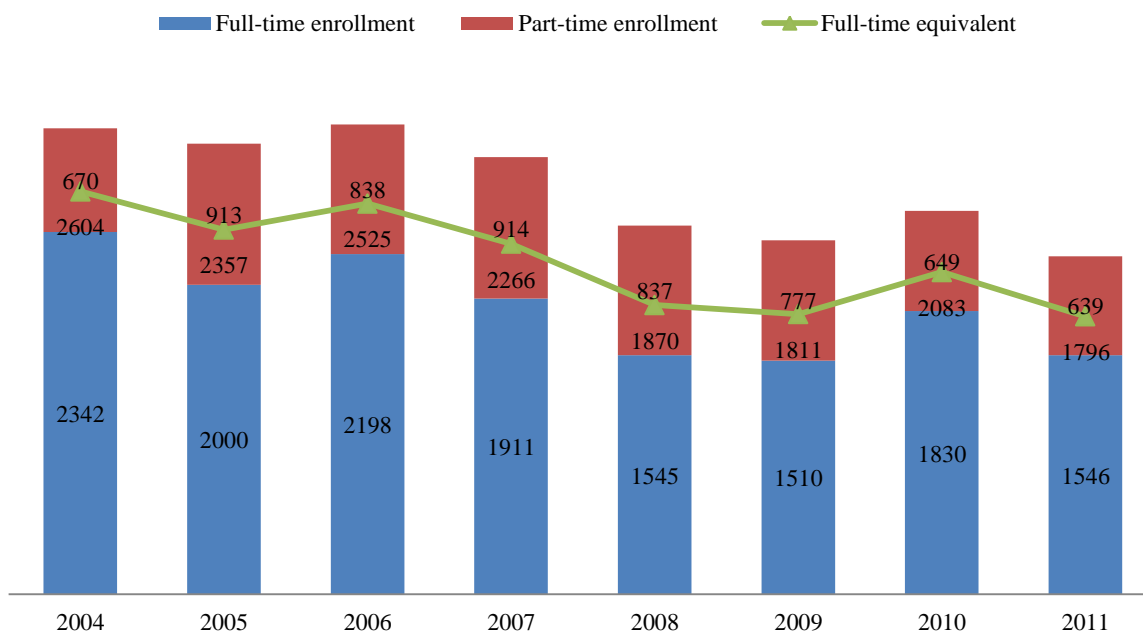


Chart 3: Full-time and part time enrollment and Full-time equivalent, 2004-11



The full-time first-time degree/certificate-seeking undergraduate enrollment has also reflected a decline for the past seven years, bringing down the numbers from approximately 400 to 213 in 2010-11. The following academic year (2011-12) the full-time first-time degree/certificate-seeking undergraduate enrollment increased 22 students. This increase as well as the retention rate improvement (see table below) help us to decelerate the downward trend, however more significant efforts must be done in the recruitment and retention area.

Table 3: Full-time first-time degree/certificate-seeking undergraduate enrollment: 2009-2012

Degree/certificate-seeking undergraduate enrollment	Year		
	2009	2010	2011
Full-time first-time	277	213	225
Part-time first-time	16	17	27
Total	293	230	252

Table 4: Retention rate, Full-time and Part-time, 2004-2011

Retention rate	Year								
	2004	2005	2006	2007	2008	2009	2010	2011	
Full-time enrollment	83	68	70	59	66	68	69	70	
Part-time enrollment	76	72	65	55	56	39	23	65	

To address the aforementioned situations and to comply with Standard 8 (Student Admissions and Retention), BCU developed a Strategic Enrollment Plan in 2004 which was later revised in 2008 and updated in 2012. The plan proposes the following goals:

- Establish a customer service culture called “Students first”

- Set up an easy flowing enrollment process
- Increase retention and graduation rate
- Increase student enrollment.
- Position BCU in social communication media and social networks.

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

- Recruitment
- Admissions
- Guidance and Counseling
- Bursar
- Student Financial Aid
- Registrar
- Student Academic Advising

This measure accelerates and improves the enrollment process. To promote a customer service culture among administrative personnel, especially among those working directly with students, the University established an action plan in January 2008 with Datatel's Professional Services to:

1. Audit the Colleague database and update the data for reliable results.
2. Train administrative personnel to understand the functions and management of the Colleague Program in the following areas:
 - a. Admissions/Recruitment
 - b. Active Admissions
 - c. Curriculum Management and Faculty Information
 - d. Financial Aid
 - e. Academic Records/Registration
 - f. Accounts Receivable/Cash Receipts

In the Academic year 2010-11, as part of a Title 5 Project, Bayamon Central University added the following modules:

1. Degree Audit: Even though the University has Degree Audit, it purchased Datatel's consulting services to 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 strengthens retention efforts through the use of advanced online services allowing advisors to seamlessly exchange information regarding students, course offerings, and registration guidelines. This module provides support to the development of strategic course planning based on student's academic path. E-Advising services will be fully incorporated during the 2012-13 fall semester.

3. Retention Alert: To track and monitor at-risk students through Colleague by triggering alerts based on predetermined scenarios or manual triggers such as those from an instructor or advisor. This module aids in tracking the progress and overall results of the University's efforts.

Building and Remodelling

1. Installation of electrical substation to meet the electrical demand of the institution. This substation has reduced the electricity bill and provides a connection to a higher voltage line, offering greater stability to the electrical system.
2. Remodeling of the science building with funds from STEM proposal. The remodeling included improvements to the electrical system, air conditioning system, classrooms, installation of laboratory furniture and new office space.
3. Renovation of classrooms in the library with funds from PPHOA proposal. This project included remodeling and equipping two classrooms, office space, and research laboratory.
4. Improve and pave roads and parking.
5. Remodeling the lobby of the Library.
6. Remodeling the interior of Theatre Laura Gallegos.
7. Remodeling sports complex and administrative offices.

BCU Student Center Building

BCU Student Center building was completed in 2006. It houses the Student Service Office and the Graduate Program. This facility is a four story concrete structure of 46,000 square feet. 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. The second floor houses the College of Education, student center, first aid emergency area, Quality of Life Office, and the Office of Students Affairs. Situated on the third floor are the College of Graduate Studies, the Counseling Center, computer room, and three classrooms (one with a two-way mirror laboratory). The fourth floor has eight classrooms, seven 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. Students have access to research tools, library consortium known as the Metropolitan Library Consortia (COBIMET) networks and to the interlibrary loan process. Funding resources allocations are assigned to periodically up-grade the collection and the COBIMET membership. The Library also has: (1) instructional bibliographical modules to strengthen data base and research skill, (2) instructional modules for APA writing style, (3) technical assistance in searching and locating information, and (4) faculty digital resources in the reserve area.

Research resources such as the Faculty Research Center, IRB Center and the Graduate Research Center are situated in the library. 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 Friday and Saturday. Access to the catalog is through the BCU Webpage.

Governance and Leadership

In June, 2011 the Board of Trustees and the Council of Founders conducted elections. Dr. José Toral was elected president of the Board. The Council of Founders appointed Friar Angel Valentín, O.P. as head of the Council. Later, in June 2012, the Council of Founders designated Friar Mario Rodríguez, O.P. as head of the Council. The Board of Trustees has increased its members to sixteen and activated all of its Commissions. Each Board of Trustee's Commission includes a member of the Council of Founders. During the last year the by-laws were evaluated and updated by the Board of Trustees.

In 2011 the Board of Trustees gave its support to the president's proposal to restructure the university. This proposal included an academic reorganization of the three existing academic departments into five colleges: 1) College of Liberal Arts; 2) College of Science and Health Professions; 3) College of Business and Technology; 4) College of Education and Behavioral Professions, and 5) the College of Graduate Studies.

The Management Information System Office was reorganized to respond directly to the university President. The 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 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 and general financial consulting; (3) implementation of Colleague human resources module, and (4) Implementation of the portal and 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 as President of Bayamon Central University.

President Future Plans

Dr. Lillian Negrón-Colón as the new President instituted a set of priorities to be incorporated into the Strategic Plan 2013-2018, these priorities are: (Appendix 1.A)

Academic Affairs

- Continue to revise and diversify the academic offering so it can respond to actual labor demands.
- Continue to revise and update undergraduate majors and graduate specializations.
- Support academic programs that require professional accreditation, professional certifications, and professional exams.
- Promote the development of programs offered in distance education.
- Strengthen short term careers to meet current demand.
- 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 recruitment and student retention.
- Continue to identify financial aid for graduate programs.

Human Resources

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

Research

- Improve faculty participation in academic research.
- Revise the procedures of Institutional Review Board (IRB) for research with human beings to comply with the federal regulations.

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 and a business continuity 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 institutional efforts.

Institutional Planning and External Resources

- Expand search for external funding opportunities to other government agencies and private industry.
- Develop collaborative research projects with other colleges/universities.
- Continue support to physical and technological infrastructure by developing projects funded by external resources.
- Involve faculty in grant writing.

Library

- Increase Library holdings.
- Revise the Technological Support Center's business plan to promote the development of an auxiliary enterprise.

Community

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

Evangelization faith & life

- Consider participation to spiritual retreats as part of the professional development of employees.
- Develop academic and student activities that foster the Christian message
- Strengthen a Catholic formation throughout academic programs

Organizational Structure of the Self-study Process at Bayamon Central University

Self-study Goal

Bayamon Central University has identified self-study outcomes that will serve to focus on key institutional issues and build a groundwork for moving forward, including undertaking strategic planning initiatives. This planning process will begun simultaneously with the self-study allowing the institution to conduct a comprehensive assessment of the implementation of the Strategic Plan (2007-12) and established an extensive knowledge base for developing the institution's new strategic plan (2013-18).

BCU's goal is to: *Create a concise and constructive document that meets the requirements of the Middle State Commission on Higher Education and serve as a valuable tool for institutional planning, change, and growth.*

During the BCU's Institutional Self-Study, the University was able to:

1. 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;
2. assess the institution's current Mission Statement to establish its sufficiency and accuracy;
3. examine the efficacy of the institution's structure for assessment (institutional, program, and course-level);
4. strengthen the institution's ability to respond to change, with particular attention to the current and projected budget challenges;
5. ensure that the institution's commitment to diversity, civility, and inclusiveness is integrated throughout the campus environment and in all university processes;

6. assess the integration of technology and multimedia approaches in teaching and learning, and establish whether teaching methods are flexible and responsive to the diverse learning styles of an ever-changing student population;
7. evaluate the enrollment management system to maximize the Institution's ability, consistent with our mission, to recruit, retain, and graduate students;
8. identify best practices to improve advising at both the undergraduate and the graduate levels;
9. determine structures to support and reward faculty research;
10. continue the development of an assessment culture which began after the last visit of the MSCHE;
11. demonstrate compliance of the 14 accreditation standards;
12. focus on the concerns of the academic, administrative and student services;
13. establish discussion of the strengths and weaknesses of BCU; and
14. use the self-study results 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 the 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 with each standard (Appendix 1.B).

The working groups identified the following areas as requiring greater attention: faculty, institutional assessment, assessment of student learning, resource allocation and institutional renewal. Documents and policies identified for immediate revision were Faculty Handbook and Faculty Evaluation.

The Comprehensive Model proposed by the Steering Committee and disclosed to the university community addresses the 14 standards of accreditation required by MSCHE.

Comprehensive Model Description

The comprehensive model selected by the Steering Committee organizes the 14 accreditation standards into eight 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 conducted several meetings with each working group to discuss 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. http://www.ucb.edu.pr/lic_acred1.php

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

For re-accreditation BCU selected eight working groups represented by faculty, students and administrative personnel to satisfy the 14 standards of the Characteristics of Excellence established by Middle State Commission on Higher Education. The Steering Committee and the eight working groups identified the evidence needed to support each standard. The working groups submitted their drafts and the steering committee revised and re-submitted the final draft to the university community. The community submitted comments which are reflected in the final Self-Study.

Self-Study Steering Committee

The Institutional Steering Committee appointed by the President consists of 17 members representing the different institutional levels that include the 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 to facilitate coordination, flexibility, and communication.

Functions of the Steering Committee

The Steering Committee has the following functions:

- Head the institutional self- study.
- Determine areas of importance.
- Inform the university community of the self-study model.
- Conduct 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.
- Coordinate MSCHE visit to BCU.

Self-Study Steering Committee Composition (17 members)

- | | | |
|-----|--------------------------|---|
| 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 | Dean of Finance and Administration |
| 6. | Mr. Pedro Bermúdez | Chair of Planning and Institutional Development Director |
| 7. | Dr. Haydeé Domínguez | Faculty of College of Education and Behavioral Professions |
| 8. | Dr. Caroline González | Director of College of Education and Behavioral Professions |
| 9. | Dr. Oscar Cruz-Cuevas | Director of College of Liberal Arts and Humanities |
| 10. | Dr. Pedro O. Robles | Director of College of Science and Health Professions |
| 11. | Prof. Nidia Colón | Director of College of Business and Technology |
| 12. | Dr. Juan Mejías | Director of Curriculum Review Project |
| 13. | Prof. Elba Rivera | Faculty of College of Liberal Arts Science and Health Professions |
| 14. | Dr. Yamil Samalot, OP | Council of Founders |

- | | |
|-----------------------------|--|
| 15. Dr. Iliá Suarez | Faculty of College of Education and Behavior Professions |
| 16. Dr. Nitza Márquez | Director of College of Graduate Studies |
| 17. Dr. Judith Torres-Ortiz | Assessment Specialist |

Self-Study Working Groups

Functions of Working Groups

The President appointed eight groups based on recommendations of 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 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 compliance with standards.
- Submit a rough draft of research questions and identify documents to evidence the compliance with a standard.

Working Groups Composition

Working Group 1

Standard 1 – Mission and Goals and Standard 6 – Integrity

1. Dr. Oscar Cruz-Cuevas (P), Director of College of Liberal Art and Humanities
2. Ms. Virna Rivera-Román, Director of Human Resource Office
3. Prof. Awilda Padró, Faculty of College Liberal Arts and Humanities
4. Dr. Iliá 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
8. Prof. Héctor Aponte-Luna, Faculty of College of Liberal Arts and Humanities

Working Group 2

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

1. Mr. Pedro Bermúdez (P), Chair, Planning and Institutional Development Director
2. Ms. 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
5. Prof. Elba Rivera, Faculty of College Liberal Arts and Humanities
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 Muñoz, Faculty of College of Business and Technology
10. Mr. José Toral, Member of Board of Trustees

Working Group 3

Standard 4 – Leadership and Governance and 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, Member of Academic Council
4. Ms. 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 Science and Health Professions
12. Prof. Ángel Salgado, College of Business and Technology
13. Prof. Bessie Ann Martínez, Faculty of College of Education and Behavioral Professions

Working Group 4

Standard 8 – Student Admissions and Retention and 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. Ms. Mirna 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 of Education and Behavioral Professions
4. Prof. Miguel Rivera-Rivera, Faculty of College of Science and Health Professions

5. Ms. Elaine Núñez, Human Resource 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 and Humanities
5. Dr. Nitzá Márquez, Director of College of Graduate Studies
6. Dr. Pedro O. Robles, Director of College of Science and Health Professions
7. Sra. Wanda Aponte, Director of Institutional Center / CEDEPT

Working Group 7

Standard 12 – General Education and Standard 13 – Related Educational Activities

1. Dr. Juan Mejías (P), Curriculum Review Committee
2. Prof. Carmen Núñez, Faculty of College Sciences and Health Professions
3. Prof. Julia Pérez-Amill, Faculty of College Sciences and Health Professions
4. Prof. Awilda Burgos, Faculty of College of Business and Technology
5. Prof. Brenda López, Faculty of College of Business and Technology
6. Dr. Caroline González, Director College of Education and Behavioral Professions
7. Dr. Nitzá Márquez, Director of College Graduate Studies
8. Dr. Daniel Torres, Faculty of College of Education and Behavioral Professions
9. Prof. Milagros Rivera Watterson, Member of Curriculum Review Committee
10. Prof. José Cruz-Maura, Member of Curriculum Review Committee
11. Miss. Annette Valentín, Library Director
12. Prof. Ana Sobrino, Faculty of College of Science and Health Professions
13. Prof. Lilliana López, Faculty of College of Education and Behavioral Professions
14. Prof. Myrna Rodrigo, Faculty of College of Business and Technology
15. Dr. Oscar Cruz-Cuevas, Director of College of Liberal Arts and Humanities
16. Prof. Wanda Aponte, Director of CEDEPT
17. Prof. Jorge Díaz, Director of Distance Education / CFD
18. Miss Mirna Pérez, Coordinator STAE
19. Prof. Yanis Alvarado, Faculty of College of Science and Health Professions

Working Group 8

Standard 7 – Institutional Assessment and Standard 14 – Assessment of Student Learning

1. Dr. Judith Torres (P), Assessment Specialist
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 Humanities
6. Prof. Nidia Colón, Director of College of Business and Technology

7. Dr. Pedro O. Robles, Director of College Science and Health Professions
8. Prof. Floridalia Vidal, Faculty of College of Science and Health Professions
9. Dr. Nitza Márquez, Director of College Graduate Studies
10. Prof. Juan R. De Jesús, Faculty of College of Education and Behavioral Professions
11. Prof. Lourdes Ríos, Faculty of College of Business and Technology
12. Dr. Daniel Torres, Faculty of College of Education and Behavioral Professions
13. Prof. Jose Cruz-Maura, Curriculum Review Committee
14. Dr. Juan Mejías, Curriculum Review Committee
15. Prof. Migdalia Rodríguez, Faculty of College of Science and Health Professions
16. Dr. Luz Valentin, Associate Dean, License and Accreditation Office (Co-Chair)

Inventory of Documents for Self-Study

The following documents comprise a list of the main documents included in this Self-Study:

1. Bayamon Central University Self-Study, March 2003.
2. Report to the Faculty, Administration, Board of 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.
3. Pre-Monitoring Report to MSCHE submitted by BCU in October, 2004
4. Follow-up Report Up Date submitted by BCU in September, 2005
5. Report to Faculty, Administration, Trustees, and Students by a Team Representing the MSCHE prepared after a visit to the Campus on October 11-12, 2005
6. Follow-up Report to MSCHE submitted by BCU: Steps Taken to Strengthen Shared Governance, submitted on December 1, 2006.
7. Periodic Review Report presented by BCU, June 2008
8. Progress letter submitted by BCU in October, 2010. Steps Taken to Strengthen the Institution's Finance and Steps Taken to Improve Enrollment and Retention
9. BCU Strategic Plan 2007-2012
10. BCU Faculty Handbook
11. BCU By-laws.

Chapter 2 Mission, Goals and Integrity (standard 1 and 6)

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

Through 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.

This chapter examines the institution's success in achieving its mission and goals as well as its level of adherence to its Christian-humanistic ethical standards and to institutional stated policies.

Following the philosophy of Saint Thomas Aquinas and inspired in the multi-secular charisma of the Order of Preachers, Bayamon Central University has the mission of promoting an integral formation by means of academic excellence aimed at preparing 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.

Through its mission, BCU evidences its adherence and commitment to the development, realization and dissemination of its mission, goals and values with the aim of contributing to personal, intellectual and professional development. BCU's governing bodies have the responsibility of safeguarding its mission, goals, and values. Institutional mission, goals and values serve to guide the development of services and academic offerings. BCU establishes protocols, procedures and institutional policies in accordance with the ethical and religious principles of a Catholic Dominican Institution.

1. How effective is the University at accomplishing its mission? What protocols and processes have been used to disseminate its mission, goals and objectives among all constituents? How effective have these processes been? How can the Institution improve them?

Mission and Goals

Since its founding in 1961, BCU's institutional mission has guided the institution as a center of humanistic-Christian formation and one of social transformation in accordance with the philosophy of Saint Thomas Aquinas and inspired by the multi-secular charisma of the Order of Preachers. In its 50 years of contributing to university formation, BCU has been consistent with its institutional mission. The effectiveness in achieving its mission is evidenced in that the Order of Preachers through its Council of Founders has the responsibility of conforming to the doctrine of the Catholic Church, to the Dominican tradition and to a humanistic-Christian philosophy. The university community knows, promotes and disseminates the mission. Institutional policies are in accordance with the institutional mission. As an example, the institutional policy of the *Use and Abuse of Drugs & Alcohol and Sexual Harassment* reads as follows:

“As part of this mission Bayamon Central University is committed to the fight against the use and abuse of illegal drugs and alcoholic beverages”. (cfr. Institutional Policies of: The use & abuse of drugs & alcohol & sexual harassment, December 1, 1999).

Similarly, the policy for procedures of academic advisement establishes the following:

“The academic advisement is the process in which a full time faculty, committed with the philosophy, vision and mission of the institution, exercises a task as a counselor – student guide during his/her academic term in one of the institutions programs.” (cfr. Executive Order ACA 07 -07).

Bayamon Central University has established procedures to disseminate and disclose the mission, goals and institutional values among the university community. This is done through faculty and administrative personnel meetings, selection of the candidates to educational or administrative positions, catalogs for undergraduate and graduate level, among others.

The mission, goals and values are displayed on posters in services offices, Colleges, Library, and classrooms. It has proved to be an efficient process for disseminating the mission, goals and values to all the members of the university community. Through the years, BCU has been consistent in promoting its mission, goals and the values. www.ucb.edu.pr/sobre.php

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?

Goals and objectives alignment with the institutional mission

BCU's goals and objectives are aligned and correspond to the Institutional Mission as evidenced in the Graduate Catalogue 2009 – 2011, where the following is affirmed:

“BCU, as an institution of higher education, contributes to the objectives of higher education through the transmission of culture and scientific knowledge, formation of the individual, the systematic search of new knowledge, scientific interests and community services.”

The university interprets these educational goals in accordance with Catholic-Christian humanism and from the St. Thomas philosophical tradition. The curriculum promotes the dialogue between reason and faith, ethical and social awareness, through a theological and philosophical perspective.

To achieve these goals, the General Education Program (GEP) serves to integrate the specialization programs, university environment, and life experiences such as: vocational, psychological, social, and religious. Values...” (Graduate catalog)

In fact, not only are the goals and objectives of BCU aligned to the mission, but in a recent review of the mission delegated to a commission inside the Board of Trustees, values have been established which correspond with the institutional mission. These values reflect the character of the Institution and affirm its educational philosophy, and the direction of administrative and academic processes” (BCU Values).

Also each academic college established its own mission and objectives aligned with the mission of the institution. As an example of this is the mission and vision of the College of Liberal Arts and Humanities. (BCU General Catalogue) <http://www.ucb.edu.pr/catalogos.php>

Example

The College of Liberal Arts and Humanities adopts an educational philosophy that emphasizes the appreciation for knowledge and integrates scientific disciplines to respond to the diverse circumstances individuals may encounter. Its philosophy promotes the communion between reason and faith according to the teachings of Saint Tomas of Aquinas.

In the administrative and educational scope, the College of Liberal Arts and Humanities carries out the mission, the objectives, the goals and institutional values, with emphasis on an

integral formation based on the teachings of the Catholic Church. The College of Liberal Arts and Humanities strives for the development of moral, intellectual and Christian competencies to enable students to become active members of society promoting dignity.

Our humanistic formation should respond to the needs of the contemporary world by means of human and Christian values. The goal is to create awareness of the present historic moment, to assume challenges and opportunities from a Christian perspective, evangelical values and respect for human life.

The College of Liberal Arts and Humanities offers an education focused on the humanization and personalization of the individual, forming a citizen with open mind and critical spirit based on universal values.

The goals and values of BCU are published in official institutional documents, such as: General Catalog (2011 – 2014), webpage www.ucb.edu.pr, promotional flyers, academic offerings, and posters. Institutional policies refer to the mission, vision, goals and values of BCU as evidenced in the following Executive Order ACA 09-02, which establishes the policies for courses and programs in Distance Education:

“Bayamon Central University, in harmony with its mission and vision, favors the exchange of knowledge by means of technology to promote growth, values and ethical behavior in each subject area. As an institution of higher Education, BCU serves the particular needs of its students providing emerging technologies and new teaching modalities...” (Appendix2.A. Executive order ACA 09 -02).
www.edu.pr/normas_politicas.php

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

Decision making process

Bayamon Central University is governed by the mission, goals and objectives for its decision-making in academic and administrative matters as well as in matters concerning student participation in institutional committees. This is emphasized in the Executive Order ACA 09 – 06, which establishes policies on student participation in institutional committees established by BCU in accordance with Student Handbook:

“The Office of Student Affairs promotes student leadership and participation in university life through student representation in institutional committees.”
(Apendix2.B)

Administrative decision-making is in accordance with the mission, goals and objectives of BCU. An institutional policy for reasonable accommodation has been established in accordance with the ADA law. In addition BCU established a protocol for the management of these services:

“Bayamon Central University does not discriminate, exclude, and deny benefits to any person by reasons of race, gender, age, disability, color, birth, origin or social condition or by political, religious, social or syndical ideas.” (Appendix 2.C)

Recently, the Institution adopted a research policy as an integral part of the strategic plan and in support to its mission and institutional vision. Research is a scientific activity that is inherent at all levels of the university community. Quoting, the Executive Order ACA – 12 – 01: Política de Investigación (Research policy).

“Research should play an important role in academics.”

This is evidenced with the following actions:

- Direct support to research through federal funds for PPOHA (Title V) Grant.
- The development of the Strategic Plan which incorporates the quality, innovation and investigation.
- The creation of consolidated research groups for the development of new research projects for different academic programs.
- The rules and procedures for presenting, evaluating and authorizing various research proposals and their subsequent completion.
- The development of policies to ensure faculty time to participate in research
- The allocation of funds for the development of research activities. (Appendix 2.D)

Administration and faculty receive a copy of BCU’s mission, goals and objectives to use them as a guide in the decision-making process.

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

Integral human development

In accordance with its mission, goals and values, Bayamon Central University promotes integral human development in the spiritual, professional and community dimension through co-curricular and curricular activities, such as *El Batey*, Quality of Life Office, Week of Saint Thomas Aquinas, patron saint of the university. During this week, the Institution held an exposition of the work of Fray Marcolino Mass.

BCU’s mission is supported by the pastoral care of university students and personnel, which involves both the spiritual care of individuals and effective activities promoting cultural and social initiatives at the light of the Gospel. The Quality of Life office and the University Pastoral Ministry have organized symposiums on sexual orientation (2011) and violence (2012). These symposiums foster commitment to diversity and social issues.

These institutional activities respond to the philosophy, mission, goals and values. These activities are evaluated and the outcomes are considered for planning of future activities and allocation of funds.

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

Mission oriented institutional activities

The Institution organizes diverse academic and administrative activities that reflect its mission, goals and objectives. As a Catholic university, all institutional activities open with a prayer. To promote the values of charity, spirituality, studiousness, truth, cultural promotion, professionalism, integrity, community life, social justice, and solidarity in the students, the university holds the following activities: spiritual retreats, community service, mass, youth group meetings, spiritual workshops, among others.

The faculty and administration attend religious services, spiritual retreats, and spiritual workshops as part of professional development to foster the Christian message.

As part of its mission and vision, the Institution encourages faculty and student involvement in community service. Student organizations take part in service activities, such as: health clinics, service to elderly, hospital visits, and service to disadvantaged communities. These activities support the needs of the community and contribute to the transformation of society.

6. How does BCU evidence the participation of the university community in activities that facilitate institutional improvement and development? How are these groups selected?

Participation of the university community

The President appoints working committees to facilitate institutional improvement and development. These committees are comprised of faculty and administration with specific task, such as: curriculum revision, assessment plan revision, policy revision, Faculty and Staff Handbook revision, student retention, graduation rates, and enrollment management assessment. Through participation in institutional committees, the faculty, staff, and students evidence academic freedom, intellectual freedom, and freedom of expression central to academic enterprises. The participation of faculty and administration in the working committees guarantees a climate of academic inquiry and engagement that fosters respect among students, faculty, staff, and administration from diverse backgrounds, ideas, and perspectives. Committee recommendations are analyzed by the President and integrated into decision-making.

7. How does BCU establish and evaluate the protocols to resolve student appeals and concerns? How does the institution determine the adequacy of the protocols?

Protocols

BCU has established impartial procedures that are published and widely available to address student grievances, such as alleged violations of institutional policies. Most student grievances pertain to course grades. The institution assures that they are addressed promptly, appropriately, and equitably. Grievance procedures are outlined in the General Catalog. This procedure guarantees the student a fair and impartial process to address grievances. The institution establishes disciplinary policies and procedures in the Student Handbook. Upon

enrollment students receive copies of the catalog and Student Handbook and agree to comply with the rules and regulations established by the University. The procedures established by the Institution are appropriate in that they allow for a prompt resolution of grievance and protect student confidentiality. (Appendix 2.E)

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

Academic freedom

BCU guarantees faculty academic freedom, intellectual freedom, and freedom of expression. Faculty Handbook establishes the policies and the institutional procedures that assure and respect the conditions for academic freedom, specifically Chapter IV, titled Academic Liberty. Article 6 states as follows:

“Any member of the faculty has the right to express his/her professional opinion subject to those limitations imposed by professional ethics, objectivity, common sense and respect for others.”

The Institution safeguards academic freedom in the classroom by respecting faculty expertise. The principle of academic freedom cannot oppose institutional by-laws or doctrines of the Catholic Church in matters of faith and morale. (Appendix 2.F).=

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

Freedom of expression

BCU protects academic freedom, intellectual freedom and freedom of expression in all academic endeavors. These privileges are characteristic of institutions of higher education and are extended to all members of the university community.

Academic and intellectual freedom grants the right and obligation to examine data and to question assumptions and present information objectively asserting the student’s right to know all information.

The Students Handbook establishes the following with regard to freedom of expression:

- Student has the right to freely express opinions and beliefs in the classroom.
- Student has the right to object to data or opinions expressed by the professor. The right to disagree with the opinion of the professor will not relieve the student of the responsibility to comply with the demands of the course.

With regard to freedom of expression in co-curricular activities, the Student Handbook states the following:

- Student has the right to conduct meetings and invite members of the external community.

- Student has the right to organize peaceful demonstrations outside the campus. These activities may not interrupt academic activities and are subject to proper conduct.

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

Promotion of ethical principles

Bayamon Central University promotes ethical principles through its mission, vision, values and goals. As part of its philosophy, the University establishes the following:

“Bayamon Central University aims to form open minded citizens guided by social, ethical, and religious values.”

Ethical principles are promoted through the following undergraduate courses: Philosophy 301 (Christian Philosophy), FIL 340 (The human Being and Ethical – Moral Problems); FIL 345 (Bioethics), Social Ethics (FIL 380), Bible and Christian Life EREL 113.

BCU promotes ethical principles through equal opportunity policy which re-affirms the inherent right of every person to be treated equally without regard to age, race, color, sex, status, social or national origin, social condition, and political affiliation, religious ideas, disability, gender, victim of domestic violence, sexual aggression, stalking or any another category prohibited by law (Appendix 2.G).

As part of this institution’s duty to respect state and federal laws, BCU has established the equal opportunity policy. With this policy, BCU commits to re-affirm and to safeguard the principle of equality and opportunity of employment and education. The executive orders and institutional protocols evidence BCU’s commitment to promote and re-affirm the religious and ethical principles that are expressed in the institutional mission.

11. How does the university protect and promote intellectual property rights?

Property rights

The Institutional Policy on Academic Honesty-Plagiarism protects and promotes intellectual property (Appendix 2.H). BCU, committed to the values of integrity and ethics, promotes academic honesty through a policy of non-tolerance to plagiarism. Academic and disciplinary sanctions are established in the Student Handbook.

Furthermore, BCU establishes in the executive order ADM -03-01 the Policies for Copyright of BCU. This policy guarantees the rights and responsibilities of the university community with regard to Copyright laws (Appendix 2.I).

This policy establishes protocols to protect publication and disclosure rights of intellectual property of faculty, students and administrative personnel, or the author of a creative work.

12. How does the institution promote, defend and respect human rights?

Bayamon Central University is fully committed to promote and respect human rights. The Institution respects human rights through a curriculum that promotes diversity, institutional values, community service, student activities, religious activities, and symposiums. Freedom, justice, peace and dignity are the foundation of BCU's curriculum. The university's curriculum prepares students to exercise their rights and duties in order to contribute to social transformation.

Bayamon Central University promotes, defends and respects human rights in compliance with state and federal laws. Institutional policies and procedures establish protocols in defense of human rights (Appendix 2.J).

13. How does the institution ensure the integrity and veracity of the information disseminated to the university community? How effective is this process?

BCU establishes the Executive Order ADM 07-05 to guarantee the integrity and veracity of information disclosed throughout the community. This policy states that the person who generates the information must confirm its veracity.

All official documents must be approved by the President of the university. They are published on the university webpage, in administrative offices and in academic colleges. This procedure has been effective in disclosing information (Appendix 2.K).

Findings

1. BCU is committed to its mission, goals and institutional values.
2. BCU's protocols, policies and institutional procedures are consistent with its mission, goals and values.
3. BCU's governing bodies safeguard the mission, goals and institutional values.
4. Institutional activities are organized to comply with the mission, goals and institutional values.
5. BCU has been consistent in disclosing the mission, goals and institutional values to the university community.
6. Working committees contribute in a significant way to the development and improvement of institutional activities in accordance with the institutional mission, goals and objectives.
7. BCU has been consistent in respecting and safeguarding academic freedom.
8. The Institution promotes ethical principles through its mission, vision, values and goals.
9. BCU guarantees equal opportunities of employment.
10. BCU guarantees and respects human rights.

Recommendations

1. Continue disseminating the mission, goals and values through the university webpage, placing posters in strategic areas

2. Develop academic and student activities that foster the Christian message
3. Include procedures to address student claims in the BCU Graduate Catalog
4. Revise Faculty Handbook with regard to academic freedom
5. Assess periodically institutional policies, processes, and manner in which they are implemented
6. Assess student graduation, retention, certification, and licensure pass rates as appropriate to the programs offered
7. Assess honesty and truthfulness in announcements, advertisements, and recruitment practices

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

Standard 2: Planning, Resource Allocation, and Institutional Renewal

The 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 to improve and 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 use of resources is analyzed as part of ongoing outcomes assessment.

This chapter assesses the alignment of strategic planning and 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 appropriateness of resource assignment to comply with the mission and goals.

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

Constituents involvement in the planning process

BCU has been effective involving the university community in the strategic planning process. The 2007-2012 Strategic Plan process as well as the 2013-2018 Strategic Plan process began with workshops, directed by the Institutional Planner and included representatives from the university community. The workshops analyzed the institution's position as a small higher education institution amidst other institutions with similar academic offerings. The initial planning process began in 2006 under the presidency of Fr. Benito Reyes and in 2007 a first draft was completed under former President Prof. Nilda Nadal. Relevant changes were made before submitting the document to the Board of Trustees Planning Committee, who endorsed the plan. On September 17, 2007 the 2007-12 Strategic Plan was approved and published electronically.

On March 19-20, 2012 a Strategic Planning Workshop was held with representation from faculty, students, administrators, members of the Board of Trustees and the Council of Founders. The workshop discussed the institution's strengths, weaknesses, opportunities and threats. It outlined the main strategy and key initiatives to be developed over the next five years. (Appendix 3.A)

The strategic planning process visualizes and systematically develops the procedures and operations necessary to manage the required change and to achieve the desired outcomes. It is a process that provides a structure for decision-making and appropriate allocation of university resources. It sets the direction of the institution for the next five years and establishes priorities according to the challenges and opportunities that limit or enable the achievement of the mission.

BCU’s strategic planning is action-oriented and serves as a guide for operational planning and budget. It guides each unit in developing its operational plan. Operational plans, such as information technology, human resources, finance and business are linked to the strategic plan. BCU Strategic Plan:

- sets the challenges, opportunities, strengths and weaknesses of the institution,
- identifies issues and sets the strategic direction taking into account its philosophy, vision, mission and values,
- establishes institutional objectives and strategies to achieve our goals.

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

Initiatives and projects guided by the Strategic Plan

The Strategic Plan 2007-2012 has been the guideline for major initiatives and projects during the last five years. It was fundamental to the successful development of the federal grant proposals submitted by the institution and awarded. Without these grants our goals and objectives were more difficult to achieve.

Table 5: Federal funded grants, goals and fund awarded.

Projects	Goals	Funds awarded
Title V (HSI) (USDE) Title V “Revitalizing General Education and Critical Degree Programs”. Grant Period - 10/1/2007 – 9/30/2012	Title V main goals were: <ul style="list-style-type: none"> • To revitalize the General Education Curriculum • To revitalize the Nursing Program • To revitalize the Social Work Program • To improve the IT Infrastructure. 	2,874,478.00
College Reduction and Access Act (CCRAA) HSI (Strengthening the STEM Pipeline for Low-Income Hispanic Students. Grant Period - 10/1/2008 – 9/30/2010	<ul style="list-style-type: none"> • To repair and strengthen the STEM education pipeline for Hispanic and low-income students by developing: <ul style="list-style-type: none"> • (1) adequate resources for STEM curricula (updated facilities and modern lab instrumentation); • (2) proactive advisement and academic support for STEM declared majors and two-year college transfer students; and, • (3) articulation agreements with the partner two-year college (Huertas Junior College), including the alignment of the general education science curricula between institutions. 	\$3,320,962.00
Title V (HSI) (USDE) Post – Baccalaureate, “Leveling the Playing Field: Access to Quality Post-Baccalaureate Programs” Grant Period - 10/1/2010 – 9/30/2010	<ul style="list-style-type: none"> • Provide higher quality, accessible, relevant (to student needs) and supportive graduate education to level the playing field for disadvantaged Hispanic individuals in the San Juan-Bayamon Metro area. Overall, the five-year project outcomes are: <ul style="list-style-type: none"> (1) increased low-income Hispanic individuals 	\$2,873,575.00

Projects	Goals	Funds awarded
	<p>participation (enrollment) in quality graduate programs and (2) increased number of graduate degree awards.</p>	
<p>Hispanic Serving Institutions (HSI) T-III – STEM (USDE) Grant Period - 10/1/2011 – 9/30/2016</p>	<ul style="list-style-type: none"> • Improve and Expand STEM Infrastructures and Resources [renovate Science Building to improve labs and classrooms environmentally and technologically and provide collaborative learning spaces for STEM students]. • Increase STEM Student Participation, Success and Completion [Summer STEM Bridge sessions for first-time entering and two-year transfer students; supplemental instruction and tutoring in science and math for academically underprepared students; access to science and math online instruction; and, new bachelors of science program]. • Develop and Implement Model STEM Articulation and Transfer Processes with Partner Hispanic-Serving Institutions [proactive STEM transfer advising; transfer guides for students; cross-institutions HIS faculties aligning transfer STEM courses]. • Develop and use a STEM Database Accessible at the Program and Instructor Level [Capacity to perform cohort trend analyses and determine correlations between student success and specific project services and activities]. 	<p>\$4,342,300.00</p>
<p>Hispanic Serving Institutions (HSI) T-5 Regular (Revitalizing Failing Bachelor Degree Programs as Integrative and Innovative) (USDE). Grant Period - 10/1/2012 – 9/30/2017</p>	<ul style="list-style-type: none"> • Redesign upper division Business Administration and Humanities curricula as integrative, experiential/project-based and technology-rich. • Provide a Faculty Studio and professional training for faculty to redesign curriculum. • Renovate/redesign classrooms to create quality, collaborative learning environments. • Develop an Entrepreneurship concentration in Business Administration and a business incubator lab (for experiential/project-based learning). 	<p>\$3,239,072.00</p>
<p>Rehabilitation Services Administrative Training Program (RSA) (USDE)</p>	<ul style="list-style-type: none"> • Increase number of Rehabilitation Counselors to compensate shortage of counselors at state and federal level. • Provide scholarships to 8 student program participants per year. • Award Rehabilitation Counseling degree to 100% of the students enrolled in program. 	<p>\$750,000.00</p>
<p>Total</p>		<p>\$11,204,947.00</p>

These initiatives part from the strategic direction, goals, and objectives stated in the 2007-12 Strategic Plan (Appendix 3.B)

The following were the Strategic Directions, Goals and Objectives of the 2007-12 strategic plan and the accomplishments made during the last five years. Other activities are still under development specially those funded with grants funds.

Strategic Direction 1

“Establish an academic offering that boosts development of a higher education institution with academic excellence. An academic offering that responds to the standards and characteristics of excellence as established by regulating and/or accrediting agencies and according to local and global demands of society.”

Goal 1.1: Maintain an updated academic offering

Objective 1: Revise all institutional academic offerings.

Accomplished:

1. A revision of the General Education Program (GEP) with Title V funds made the following accomplishments:
 - a. Reduction in credit requirement (59 to 48), distributed in 16 courses.
 - b. Development of new evaluation instruments for the courses
 - c. Development of a new syllabus model
 - d. A redefined student profile
 - e. Institutionalization of the structure of curriculum revision of the General Education Program.
 - f. Development of a follow-up to the curriculum revision process by the Director of the College of Liberal Arts and Humanities.
2. The following low enrollment programs were placed in moratorium:
 - a. Associate Degree in Computerized Accounting
 - b. Associate Degree in Computer Science
 - c. BA in Environmental Science
 - d. BA in Finance
 - e. BA & MA in Management in Protection & Security
3. New academic offerings were submitted to the Puerto Rico Council of Education (PRCE):
 - a. MA in Rehabilitation Counseling
 - b. MA in Educational Counseling
 - c. MA in Addictive Disorders Counseling
 - d. MA in Mental Health Counseling
4. New professional certificates were submitted to PRCE:
 - a. Vocational Evaluation
 - b. Visual Impairments
 - c. Counseling in Addictive Disorders
 - d. Mental Health Counseling
 - e. Family Counseling

5. Scientific research opportunities were developed for students and faculty through the following proposals:
 - a. Promoting Post Baccalaureate Opportunities for Hispanic American (POPHA) grant integrates research in graduate program.
 - b. The HSI-STEM grant will develop a sub-specialty and a new bachelor degree in neuroscience. Research will be integrated in the science courses of this academic offering.
6. Undergraduate research courses are under development in the science program (Cs. 304 Investigation methodology & Cs 305).
7. Graduate research courses were strengthened. (EDUC 507, EDAS 511, CON 699, EDES 526, PSIC 698, PSIC 699, MER 602, CONT 606, GER 607 y FIN 625)
8. An Institutional Review Board (IRB) was established to evaluate and authorize all research and to guarantee all research protocols comply with research regulations.
9. POPHA Title V for the graduate program developed:
 - a. Flexible access to graduate courses
 - b. Distance learning graduate programs
 - c. Research oriented graduate programs
 - d. Redesigned core courses in business and education
 - e. New graduate certificates in Human Resources, Health Service Administration, Project Management.
10. In July 2012, a Title V grant was awarded for curriculum revision of courses in College of Business and Technology. This grant provides funds for the academic offering revision, program development amongst other activities:

Objective 2: Redefine the student profile as to knowledge, skills, and attitudes.

Accomplished:

1. Through Title V grant (Revitalizing General Education and Critical Degree Programs) the student profile was redefined and new scientific and technical knowledge were integrated in the courses in order to bring about this kind of student.

Objective 3: Obtain professional accreditation for the programs of Nursing, Education, Psychology, social Work and Rehabilitation Counseling.

Accomplished:

1. The General Education Program (GEP) was aligned with the requirements of the professional accreditation agencies:
 - a. Nursing (CCNE)
 - b. Education (TEAC)
 - c. Social Work (CSWE)
 - d. Rehabilitation Counseling (CORE)
2. The Rehabilitation Council program, developed in 2008, was accredited by the Council on Rehabilitation Education (CORE) 2011-2019. RSA granted scholarship funds for students in the program.

3. The education program submitted its candidacy to TEAC and is preparing the Inquiry Brief document, to be submitted during the academic year 2014-2015. The following measures were implemented to strengthen the teacher preparation program:
 - a. Curriculum revision.
 - b. Alignment of the curriculum with the Puerto Rico Department of Education (PRDE) to comply its program requirements.
 - c. Draft an admission policy to comply with PRDE minimum GPA requirement to obtain a teacher certification.
 - d. Conduct review sessions for the PCMAS general and professional competencies.
 - e. Include capstone courses as an education requirement.
 - f. Conduct assessment of competencies of the teacher preparation program before applying for PCMAS. College Board administers and analyzes the results and identifies areas of deficiencies.
4. The Social Work program will submit its Benchmark to the CSWE on February 2013.
5. In April 2012, the nursing program submitted a membership application to American Association of Colleges of Nursing. On January 2013 a self-study process will begin.
6. New offerings in Associate Degree:
 - a. Health Service Billing and Coding
 - b. Medical Emergencies

Objective 4: Develop and strengthen the Central Institute (undergraduate certificate program) and the continuing education program

Accomplished:

1. Income from continuing education increased from \$9,225 to \$295,466 during last years.
2. Service agreements with government agencies were agreed to offer continuing education to professionals in the following areas: professional counseling, nursing, and pre-school teachers
3. Review sessions for College Board Entrance Exam were offered.
4. Swimming classes, food preparation courses, computer training and conversational English were offered to the community.

Goal 1.2: To offer flexible curriculum with multiple teaching modalities, such as: on-line courses, hybrid courses, and experiential learning.

Objective 1: Develop an undergraduate and graduate distance education program

Accomplished:

1. Development of the criteria for the establishment of an online course.
2. During the academic year 2010-11, 152 sections of online courses were offered to 2,991 students for an average of 19.67 students per section.
 - a. The College of Business and Technology offered 21 sections to 492 students for an average of 23.4 students per section.

- b. The College of Science and Health Professions offered 8 sections to 165 students for an average of 20.6 students per section.
- c. The College of Education and Behavioral Professions offered ten sections to 165 students for an average of 16.5 students per section.
- d. The College of Liberal Arts and Humanities offered 77 sections to 2057 students for an average of 26.7 students per section. Most courses were from the GEP.
- e. Through funding from PPOHA Project, the College of Graduate Studies developed online courses.
- f. Central Institute offered six online sections to 112 students for an average of 18.6 students per course.

Goal 1.3 Incorporate assessment in a systematic and systemic manner during the teaching-learning process

Objective 1: Define quality standards to be evaluated in the teaching-learning process.

Accomplished:

1. Established an Institutional Assessment Office
2. All institutional units aligned their mission with BCU's mission.
3. Assessment instruments and templates were developed to determine academic program effectiveness.
4. Performance indicators were established for formation, life and work competencies.
5. GEP administers pre-tests and post-tests to assess the learning process

Strategic Direction 2

“Build a new learning environment to develop creativity and sensibility in our social community”

Goal 2.1. Transition faculty to the role of facilitator responding to the demands of interdisciplinary approaches

Objective 1: Train faculty in the teaching-learning process.

Accomplished:

1. During 2012 the faculty evaluation system was revised and a faculty professional development policy was established. The evaluation system includes faculty self-assessment, student, peer and college director evaluations.
2. Promoting Post Baccalaureate Opportunities for Hispanic Americans Program (PPOHA) began in 2010. This grant funded:
 - a. Faculty training in areas such as, curricular design and evaluation, research and distance learning.
 - b. Library and learning technological resources.
 - c. Technological infrastructure (Virtual Graduate Campus).

Objective 2: Recruit and retain highly qualified faculty.

Accomplished:

1. The faculty contracting institutional policy was revised.
2. Faculty profile was revised.
3. As required by accreditation agency CORE a full time faculty member was hired for the Master's in Rehabilitation Counseling.

Objective 3: Revise faculty policy and regulation.

Accomplished:

1. Faculty Handbook and Faculty Evaluation process and instruments revised.

Objective 4: Promote faculty participation in licensing and accreditation, research and publication, and community service.

Accomplished:

1. Appointment of institutional curriculum revision committee.
2. Faculty from each academic college participated in Title V research workshops.
3. From 2008 to present, twenty full time and part time professors participated in the GEP curriculum revision.

Objective 5: Convert faculty to retention agents.

Accomplished:

1. A retention committee of faculty, college directors, and deans was established to address retention issues.
2. Retention Alert module was installed to identify students at risk (faculty training scheduled).
3. The Gradebook tool was installed to keep student academic and attendance records. 100% of the full-time faculty is using the electronic tool and part-time faculty is trained continuously on its use. The contractual relation signed by the part-time faculty includes the use Gradebook to submit grades.
4. After 2007 the full-time retention annually increased in a steadily pace while the part-time retention kept its downslope trend until 2010.

Table 6: Retention rate 2004-2011, FT and PT

	2004	2005	2006	2007	2008	2009	2010	2011
Full-time retention rate	83	68	70	59	66	68	69	70
Part-time retention rate	76	72	65	55	56	39	23	65

Goal 2.2 Develop responsible students and alumni distinguished by their capacity for critical thinking, effective communication, scientific, mathematical and technological knowledge, ethical responsibility, aesthetic sensibility and a Christian conscience.

Objective 1: Support students in the completion of their academic goals and at the same time, develop skills, and cultivate aesthetic, social, ethical and spiritual values.

Accomplished:

1. Obtained the HSI-STEM Title III-F Grant which focuses on the increase of the enrollment in Science, Technology, Engineering and Mathematics (STEM) programs, and to increase the number of students who successfully complete their studies in these fields. A new bachelor's degree in Behavioral Neuroscience is under development. The grant includes \$280,000 for scholarship endowments.
2. The project Promoting Post Baccalaureate Opportunities for Hispanic Americans Program (PPOHA) Title V supports students by granting scholarships to graduate students. In the first year \$57,500 were invested in scholarship programs and in the second year (2010-11) \$88,125.
3. BCU received \$750,000 from Rehabilitation Service Administration (RSA) to grant scholarships to 24 students in order to complete a Master's Degree in Rehabilitation Counseling.

Objective 2: Align student services to changes in student profile.

Accomplished:

1. Upon termination of the Student Support Services proposal in 2010, BCU institutionalized the tutoring service under Student Transition Service and Support (STAE).

Objective 3: Improve academic and support services.

Accomplished:

1. BCU provides the following support services to students enrolled in on-line courses through institution's web site.
 - a. On-line Admission application
 - b. Digital Reserve
 - c. Catalogs
 - d. Virtual Library (COBIMET)
 - e. Access to information skills modules
 - f. Institutional email
 - g. Internet access
 - h. Virtual learning offers the following:
 - i. Course access guides
 - ii. Password
 - iii. Tutorial Knowing On-line Courses
 - iv. Distance Education Policy
 - v. Frequently Asked Questions
 - vi. Technical requirements for online s
 - vii. Service applications (Forms)
 - viii. Internet netiquette
 - ix. Communication tools
 - x. Access tools

Goal 2.3 Implement a more agile, dynamic and efficient management system.

Objective 1: Establish accountability for the quality of academic programs.

Accomplished:

1. Through the Office of Institutional Assessment, BCU established accountability for the following:
 - a. Monitor results of boards and professional certifications
 - b. Revise curriculum
 - c. Evaluate programs
 - d. Monitor learning outcomes
 - e. Submit annual Teacher Report Card to Title II
 - f. Evaluate faculty
 - g. Monitor attendance, retention and graduation rate
 - h. Monitor class size

Objective 2: Strengthen planning and institutional studies and their contribution to management and decision making process.

Accomplished:

1. Appointment of an Institutional Statistical Officer
 - a. Installation of statistical tools
 - b. Establish a time table for all institutional studies. The following studies were conducted: (Appendix 3.D)
 - c. New Students Satisfaction Survey
 - d. Satisfaction Survey for Freshmen
 - e. Graduate Senior Exit
 - f. Faculty Satisfaction Survey
 - g. Counseling Services Satisfaction Survey
 - h. Graduate Program and Rehabilitation Counseling Program Satisfaction Survey
2. Enrollment Analysis by Program
3. Institutional economic resource analysis
4. Recommendation for contracting a lobbyist to identify external funds.
5. Labor market analysis to create new course offerings

Objective 3: Offer learning opportunities for personnel.

Accomplished:

1. Quality of Service workshop for all personnel
2. A new service protocol was established

Goal 2.4 Achieve financial self-sufficiency and reduce dependency on Title IV.

Objective 1: Achieve financial self-sufficiency.

Accomplished:

1. Downsizing administrative personnel and outsourcing services (e.g. janitorial, parking and security services).

2. Increase revenues during years 2008-10 by adopting the Year Round Pell (2008-09 & 2009-10).
3. Increase academic calendar options to satisfy the needs of working students.
4. Academic college restructuring.
5. Renegotiation of university debt.
6. Increase of external funds proposals.
7. Physical facilities and parking rental to increase revenues and service quality.

Objective 2: Achieve financial self-sufficiency.

Accomplished:

1. Strengthen endowments to provide financial support for students.
2. Scholarships funded through PPOHA and RSA.
3. BCU scholarship fund (academic merit and sports).

Objective 3: Establish a cost system for academic programs.

Accomplished:

1. Negotiation with federal government indirect cost agreement.
2. Revision of cost per credit and enrollment fees.
3. Calculated cost for each academic program.

Goal 2.5 Expand public exposure.

Objective 1: Promote BCU in the media.

Accomplished:

1. Hiring of a new marketing agency.
2. Creation of a new BCU logo and a Corporate Image Policy (Executive Order ADM. 12-01).
3. Creation of new BCU web page and social media source for news updates.
4. Publication and distribution of El Halcon publication.
5. Increase promoting BCU at movie theaters, student fairs, conventions, newspapers, television, and social media.

Objective 2: Observation and analysis of the external environment and the job market. The Institutional Development office conducted the following analysis:

Accomplished:

1. SWOT analysis (Strengths, Weakness, Opportunities and Threats).
2. PEST analysis (Political, Economic, Socio-cultural and Technological environment).
3. Puerto Rico and US Department of Labor career trends.
4. Academic offerings of other institutions.

Objective 3: Establish consortiums with private and public organizations.

Accomplished:

1. Transfer agreements with two year post-secondary institutions: Huertas Junior College, EDIC College and ICPR College as part of the STEM Project
2. An agreement between Pontifical Catholic University of Puerto Rico and Bayamon Central University was signed to offer Doctoral Degree in Business Administration at BCU campus (Appendix 3.E).
3. Banco Santander agreement.
4. Puerto Rico Chamber of Commerce membership.
5. Latin America Catholics universities membership (ODUCAL) Organización de Universidades Católicas de América Latina y El Caribe/Organization of Catholic Universities of Latin America and the Caribbean.

Strategic Direction 3

“Strengthen physical and technological infrastructure to improve learning environment, management and decision making process.”

Goal 3.1: Strengthen managerial and academic infrastructure through the use of technology.

Objective 1: Develop and maintain technological infrastructure that facilitates access to academic and managerial data.

Accomplished:

1. Colleague Modules: BCU installed Colleague Modules for academic, student, administrative and financial processes with the following core licenses:
 - a. Colleague Financials: Implemented in July 1, 2009.
 - b. Human Resources Licenses: BCU has used Human Resources and Payroll module since 2010.
 - c. Student Licenses: These were the only modules managed by BCU since the 90’s.
 - d. Web Advisor and the BCU Portal are under construction.

Objective 2: Develop physical and technological academic infrastructure.

Accomplished:

1. BCU’s physical and technological infrastructure development through federally funded Grants:
 - a. Title V – Revitalizing General Education and Critical Degree Programs 10/1/2007 – 9/30/2012.
 - i. Updated science and nursing labs.
 - ii. Purchase of human patient simulators for nursing lab and incorporated technology in nursing education.
 - iii. Implementation of a new student tracking system software (Retention Alert) for continuous assessment and improvement of academic programs and student outcomes.
 - iv. A dedicated SQL server was acquired for the tracking software applications.
 - v. Updated Microbiology Lab, acquired supplies.

- b. College Reduction and Access Act (CCRAA) HSI -Strengthening the STEM Pipeline for Low-Income Hispanic Students 10/1/2008 – 9/30/2010.
 - i. Acquired equipment for Microbiology lab, Biology Labs, Chemistry Lab, Organic Chemistry Lab, Physics Lab, Analytic Chemistry Lab.
 - ii. Construction and Renovation of classrooms and laboratories in science building.
 - iii. Developed the Advising and Transition Center.
- c. Title V – Post – Baccalaureate, Leveling the Playing Field: Access to Quality Post-Baccalaureate Programs 10/1/2010 – 9/30/2015.
 - i. Upgraded the current management information system to launch a virtual graduate campus (Colleague Portal).
 - ii. Upgraded the broadband capacity and speed from 6 mbps to 30 mbps.
 - iii. Developed a Graduate Faculty Center and a Graduate Student Center for research.
 - iv. Installed an AC system in science building.
- d. T-5 HSI, Equitable Access to Quality STEM Education and Transfer Pathways 10/01/2011 – 09/30/2016.
 - i. Renovated and equipped neuroscience lab.
 - ii. Support Colleague “student intelligence” capabilities with syststords4000, ExpS810, ExpU81; BladeCenter hs21 Xeon Quad C 6,143 x 3; BladeCenter H Chassis.
 - iii. Renovated STEM collaborative classrooms and STEM group study rooms with multimedia technology.
 - iv. AC with environmental conditions control.

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?

Issues to be focused on the 2013-18 Strategic Plan

The strategic plan has been very effective because it has served the institution during a period where uncertainties, framed in an ongoing recession that began in 2008, affected higher education development in Puerto Rico.

As a working document our strategic plan provided continuity, direction and guidance in the development of policies, standards and practices. The continuity of the plan addressed important issues and guided institutional development. The strategic plan addressed institutional curriculum revision, development of academic offerings, improvement in infrastructure and technological advancement. It served as a guide in the development of five important institutional grants that provided for continued development for at least 10 years (2007 to 2017).

As part of the analysis and evaluation of the 2007-2012 Strategic Plan, BCU identified significant challenges to be addressed in the upcoming years. Some of these challenges are:

1. Increase student enrollment at all levels.
2. Strengthen institutional research and assessment by allocating additional resources.
3. Improve productivity and efficiency in Information Systems (IT) to advance academic and administrative activities.
4. Develop distance academic program offerings.
5. Develop distance education support centers in Puerto Rico.
6. Develop an international student exchange programs.
7. Establish education and students transfer agreements with Latin American universities.
8. Intensify external funds to strengthen institutional finances.
9. Reduce dependence on Pell Grants by diversifying income sources.
10. Develop a system of grants and loans to supplement student aid.
11. Establish an institutional installment plan for tuition payment.
12. Establish agreements with credit unions to develop a system of student loans with monthly payments.
13. Expand professional certificates in the areas of:
 - a. College of Science and Health Professions
 - Associate Degree in Pharmacy Technician
 - Associate Degree in Optical Science Technician
 - Associate Degree in Physical Therapy Technician
 - Bachelor in Neuroscience
 - Bachelor in Environmental Management
 - Bachelor in Veterinary Technology
 - Bachelor in Environmental Health and Safety (distance)
 - Certified Midwife Nurse
 - Certificate in Critical Care
 - b. College of Business and Technology
 - Bachelor in Entrepreneurship
 - Bachelor in Information Networks
 - Bachelor in Forensic Information System
 - c. College of Education and Behavioral Professions
 - Bachelor in Recreational Gerontology
 - Bachelor in Adapted Physical Education
 - Bachelor in Physical Fitness
 - Bachelor in Bilingual Education K-12
 - d. College of Liberal Arts and Humanities
 - Bachelor in Liberal Arts
 - Bachelor in Philosophy and Law
 - Bachelor in Criminal and Forensic Investigation
 - Bachelor in Faith based Nonprofit Organizations (Interdisciplinary with entrepreneurial Development and Technology)
 - e. Graduate Program
 - Master of Bioethics (Interdisciplinary Science and Health Professions and Liberal Arts and Humanities)

- Master in Educational Therapy
 - Professional Certificate in Sexuality
 - Professional Certificate in Conflict Mediation
 - Professional Certificate in Project Management (PM)
 - Professional Certificate in Developmental Disabilities
 - Professional Certificate in Educational Therapy
 - Professional Certificate in Andragogy
 - Professional Certificate in Health Services Administration
 - Professional Certificate in Project Management
 - Professional Certificate in Human Resources
 - Professional Certificate in Forensic Psychology
 - Professional Certificate in Library Science
 - Professional Certificate in Early Intervention
14. Improve physical infrastructure.
 15. Revise employee salary scale.
 16. Establish an agreement with Solid Waste Authority to develop an institutional recycling program.
 17. Establish a multidisciplinary service center that integrates counseling, psychology, social work, vocational rehabilitation and special education services and serves as a practicum center.

4. *How is the budget (operating and capital) linked to the strategic plan? How does the distribution of resources respond to the goals and objectives of the strategic plan?*

Budget linkage with the Strategic Plan

The budget is prepared based on the goals established in the institutional strategic plan. The strategic plan is a participatory process which includes representation from the university community (Appendix 3.A).

The strategic plan guides the distribution of economic resources. Unit directors participate in budget planning and budget assignment. Each operational unit has a budget assignment and is responsible for distributing resources according to the strategic plan. The budget takes into account the following priorities:

1. Improve the quality of student life with emphasis in retention.
2. Strengthen academic quality.
3. Improve technological infrastructure, develop research and distance education, with emphasis in quality of service.
4. Improve physical facilities.
5. Improve the Learning Development and Research Center.
6. Increase revenues through agreements e.g., Doctoral Degree in Business Administration with Pontifical Catholic University of Puerto Rico.
7. Strengthen the institutional assessment structure in order to improve academic quality.
8. Restructure academic colleges. Assign funds to create the College of Liberal Arts and Humanities and the College of Graduate Studies.
9. Strengthen Management Enrollment.

- 10. Add online courses
- 11. Improve technological infrastructure, mainly the backup system
- 13. Redesign services areas: Admission, Bursary, Register, and Student Aid Offices

In order to comply with the previously mentioned goals and objectives, the institution distributed its resources as follows:

Chart 4: Budget Expense Percent by function for the period 2011-12

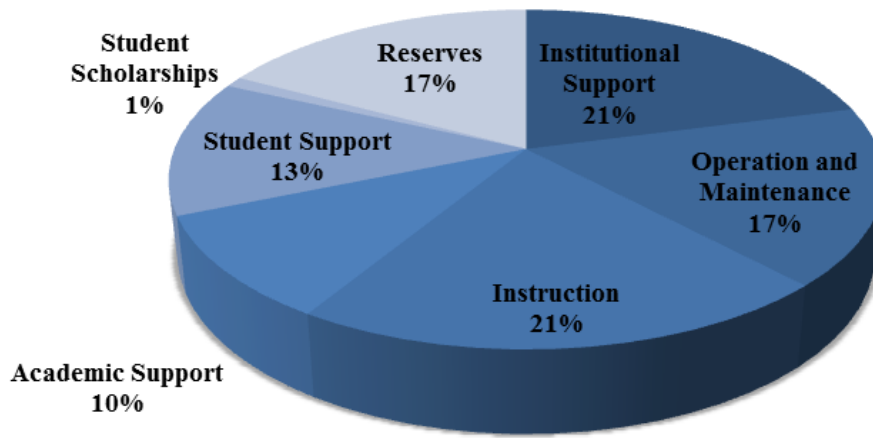


Chart 5: Budget Expense Percent by function for the period 2012-13

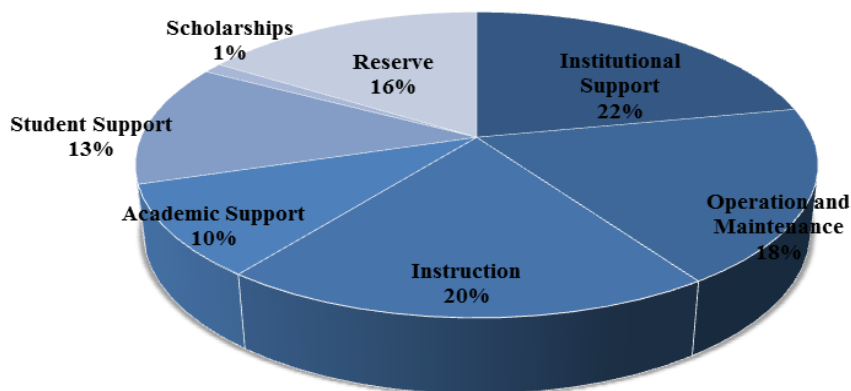


Table 7: Budget Expense by function for fiscal periods 2009-12

Description	2008-09	2009-10	2010-11	2011-12	2012-13
Instructional Support	\$2,038,207	\$2,679,941	\$2,748,921	\$2,443,311	\$2,303,400
Academic Support	997,430	1,002,860	1,169,351	1,152,012	1,128,275
Student Support	1,035,904	1,275,405	1,348,948	1,494,894	1,489,536
Institutional Support	1,803,669	2,099,774	2,440,555	2,452,150	2,532,015
Operation & Maintenance	2,236,019	2,043,642	1,992,103	2,018,750	2,159,590
Operational Budget	8,111,229	9,101,622	9,699,878	9,561,117	9,736,921
Mandatory Transfers & Reserves	1,890,000	1,516,046	1,888,897	1,864,440	1,844,495
Reserves	456,000	276,811	703,280	163,280	
Sub-Total	2,346,000	\$1,792,857	\$2,592,177		
Scholarships & Fellowships	195,000	160,000	165,000	124,105	124,105
Total	\$10,652,230	\$11,054,480	\$12,457,055	\$11,712,942	\$11,581,416

A decrease of (\$744,113) between 2010-11 and 2011-12 is reflected due to the elimination of the All Year Round Pell and the Student Support function increase of approximately \$145,946 mainly responds to the institutionalization of the Student Support Service (SAE) as (STAE) of \$98,845.

Federal Grants and Projects

BCU has several federal grants running since the academic year 2007-2008. These grants provide improvements for laboratories, buildings, and equipment, among other areas. The detail of the federal proposals during fiscal years as follows:

Table 8: Detail of federal grants for improvement during 2010-11 and 2011-12

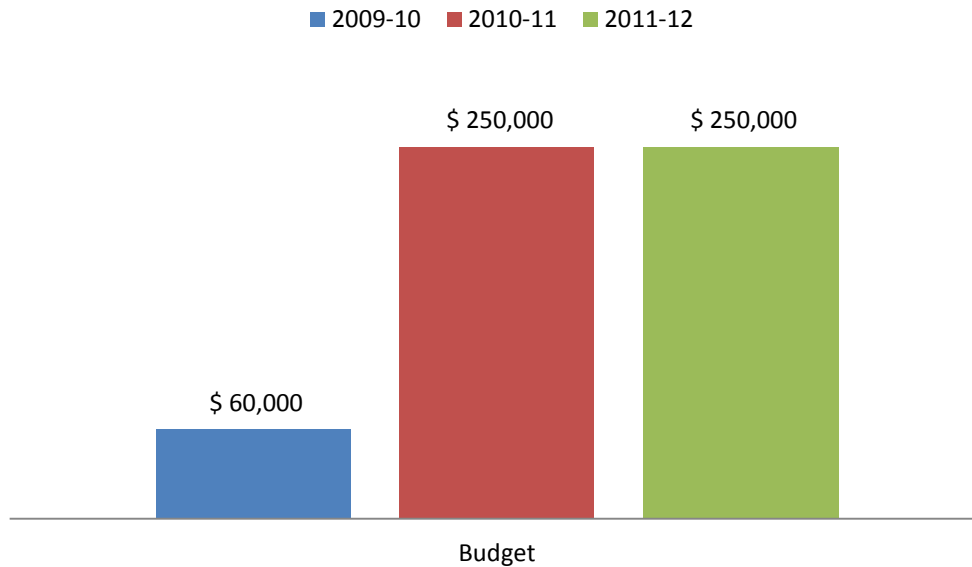
Federal Grants	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Student Support Services	\$337,001	\$337,001	\$354,694	\$ -	\$ -	\$ -
Upward Bound	388,329	293,156	293,156	302,706	302,706	302,706
Trust Fund: Child Development	50,000	-	-	-	-	-
CCRAA	-	2,022,902	1,772,348	-	-	-
Title V: Undergraduate	574,927	574,786	574,786	574,951	574,927	269,870
Title V-Graduate	-	-	-	574,470	574,470	574,470
CORE	-	-	-	150,000	150,000	150,000
Title III Neuroscience						870,000
Title V Entrepreneurship Development						649,250
C.E.M.E.E.S (Dept. Educ.)	617,250	617,250	-	-	-	-
<u>R.E.M.A.S.A (Dept. Educ.)</u>	<u>617,250</u>	<u>617,250</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total	\$2,584,757	\$4,462,345	\$2,994,984	\$1,602,127	\$1,602,103	<u>\$2,816,441</u>

Continuing Education Program

The Continuing Education Program offers seminars, courses, and workshops aimed at professionals who are required to comply with continued education hours to practice their

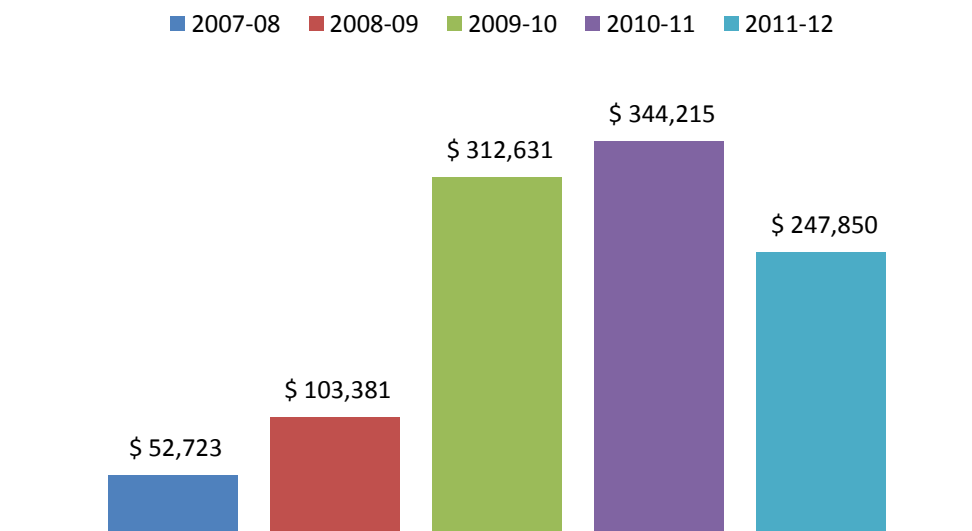
profession. The next chart presents the continued education budget for the fiscal years 2009-10 to 2011-12.

Chart 6: Continuing Education Projection



During the fiscal year 2010-11, the university established a budget of \$250,000 for the continuing education program. This represented an increase of approximately of \$190,000. The next figure presents continuing education actuals for the fiscal years 2007-08 to 2011-12:

Chart 7: Continuing Education Actual



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

Budget support to the mission

BCU as a Catholic higher education, non-profit institution establishes a budget that supports its vision and mission. This budget includes the priorities identified in the strategic plan. It supports the following budget areas: institutional support, general service, instructional support (academic), academic support (service,) student support, and scholarship fund.

Scholarship fund includes athletic scholarships, scholarships for religious studies (CEDOC) and institutional scholarships awarded to employees, children of employees and spouses. The presidential scholarship is awarded to students with economic need.

To foster a Christian humanist philosophy, a budget line is assigned to religious and community service and quality of life area.

Table 9: Religious service budget allocation for the fiscal year 2012-13

Religious Service Fiscal Year: 2012-2013	
Description	2012-2013
Chapel Supplies	400
Office Supplies	200
Professional Services	12,000
Printing & Binding	200
Activities	1,500
Total religious services	\$ 14,300

University Pastoral Office has a budget assignment of \$14,300 to accomplish three major goals: evangelize the university community, maintain and strengthen the Dominican philosophy, and promote social-religious activities.

BCU has an agreement with CEDOC/Graduate School of Theology (Accredited by ATS Commission) to offer the following graduate programs:

- Master in Divinity (MDiv)
- Master in Bible Studies
- Master in Theological Studies
- Master in Religious Education

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

BCU initiatives to financial constraint

The major financial challenges are: the reduction of the family income (from \$32,000 to \$23,000) in the qualification process of the Pell Grant award as established by new federal legislation, the increase of higher education institutions and universities in Puerto Rico, the

unemployment (13.8%) and job opportunity contraction, the inflation and the increase in energy costs.

Due to competition of other higher education institutions (83 Title IV participating, degree granting institutions) in Puerto Rico, increasing student enrollment has been a major challenge. Due to the institutional constraints during the period 2008-09, downsizing was necessary in order to work more efficiently and improve finances. The following strategies were used to increase its revenues: develop academic offerings, strengthen Continuing Education, develop auxiliary enterprises, and identify external funds through federal grants, among other alternatives.

Other initiatives to overcome financial constraints are as follows:

Student Center Building Loan Negotiation

As a result of current low interest rates, BCU refinanced the loan of the Student Center Building. This strategy resulted in a saving of \$ 672,000. The Board of Trustees approved the use of these funds to:

- Stabilize finances for the period 2012-13
- Improve infrastructure
- Economic benefits for non-academic employees

Institutional Scholarships

BCU instituted a scholarship fund to reduce the impact of new federal legislation and provide additional financial aid.

Table 10: Scholarship funds for the period 2012-2013

Scholarships funding area	Amount
Sports	\$109,105
CEDOC	5,000
Presidential Scholarships	10,000
CORE	150,000
Title V Graduate College	132,000
Endowment Title V	94,000
Freshmen	<u>25,000</u>
Total	\$525,105

The financial position of Bayamon Central University consists of total assets of \$34,285,895, total liabilities of \$13,168,582, and net assets of \$21,117,313 as of June 30, 2011. UCB’s net assets increased by \$3,290,962 during the year ending June 30, 2011, when compared to an increase of \$3,874,562 during the year June 30, 2010 and to a decrease of \$2,310,849 during the period ending June 30, 2009. These increases and decreases are explained in the section entitled “Analysis of Financial Position and Changes in Financial Position”. An overview of the statements is presented below with the financial analysis of the transactions impacting the statements.

UCB’s financial statements as of and for the period ending June 30, 2011, 2010, 2009 and 2008 are presented as follow:

Table 11: Assets

Current Assets:	2011	2010	2009	2008
Cash and cash equivalents	\$2,404,610	\$2,008,219	\$1,373,895	\$737,275
Students accounts receivable	702,593	653,357	438,412	305,848
Grants Receivable and others	2,044,857	3,315,344	2,831,646	1,287,732
Inventories	21,410	20,410	13,371	14,190
Investments, at market value	7,982,854	6,909,188	6,157,804	7,994,954
Prepaid expenses and other current assets	<u>153,241</u>	<u>55,465</u>	<u>45,554</u>	<u>63,785</u>
Total Current Assets	13,309,565	\$12,961,983	\$10,860,682	\$10,403,784
Property, Plant and Equipment, net	<u>20,976,330</u>	<u>20,576,282</u>	<u>19,536,947</u>	<u>19,810,953</u>
	<u>\$34,285,895</u>	<u>\$33,538,265</u>	<u>\$30,397,629</u>	<u>\$30,214,737</u>

Table 12: Liabilities and Net Assets

Liabilities and Net Assets	2011	2010	2009	2008
Liabilities:				
Short-term borrowing	\$2,612,906	3,438,209	\$4,049,902	\$1,236,818
Outstanding checks in excess of bank balance	-	-	-	1,165,915
Accounts payable	612,471	1,156,105	1,445,409	381,672
Payroll taxes withheld and accrued expenses	286,647	280,168	277,562	381,381
Obligations under capital leases, current portion	200,878	154,907	144,264	284,744
Loans payable, current portion	804,102	759,186	716,829	1,080,332
Deferred Revenues	<u>1,439,627</u>	<u>2,200,640</u>	<u>1,418,049</u>	<u>299,371</u>
Total current liabilities	5,956,631	7,989,215	8,159,051	4,830,233
Obligations under capital leases, long-term portion	598,975	312,077	234,774	263,837
Loans payable, long term portion	<u>6,612,976</u>	<u>7,410,622</u>	<u>8,159,051</u>	<u>8,858,029</u>
	<u>\$13,168,582</u>	<u>\$15,711,914</u>	<u>\$16,445,840</u>	<u>\$13,952,099</u>
Net assets:				
Unrestricted	\$18,702,976	\$15,654,567	\$11,906,599	\$13,863,683
Temporarily restricted	<u>2,414,337</u>	<u>2,171,784</u>	<u>2,045,190</u>	<u>2,398,955</u>
	\$21,117,313	\$17,826,351	\$13,951,789	\$16,262,638
	<u>\$34,285,895</u>	<u>\$33,538,265</u>	<u>\$30,397,629</u>	<u>\$30,214,737</u>

Analysis of Financial Position and Changes in Financial Position

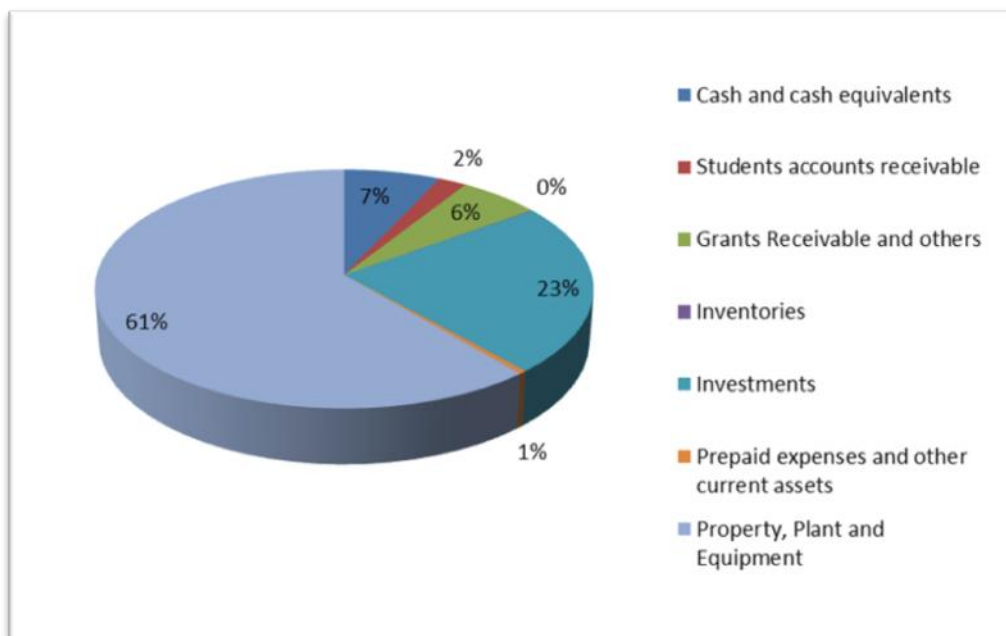
Statement of Net Assets

UCB's statement of net assets presents the assets, liabilities, and net assets as of June 30, 2011, and 2010. The net assets are displayed in two parts: temporarily restricted and unrestricted. Temporarily restricted net assets consist of federal grants received from the U.S. Department of Education under the Title III Program, Endowment Challenge Grant, together with the income earned on that amount. UCB matches these grants dollar for dollar. The federal grants and the University's contribution constitute the Endowment Fund Corpus.

Unrestricted net assets, while they are generally designated for specific purposes, are available to UCB to meet current expenses for any purpose. The statements of net assets, along with all of the UCB's basic financial statements, are prepared under the accrual basis of accounting, whereby revenues are recognized when the service is provided and expenses are recognized when others provide the service to UCB, regardless when cash is exchanged.

Total assets included in the statement of net assets are classified as current or noncurrent. Current assets consist primarily of cash and cash equivalents, short-term investment, and accounts receivable. Of these amounts, cash, and cash equivalents, investments and accounts receivable, comprise approximately 18%, 59% and 20%, respectively of current assets as of June 30, 2011. As of June 30, 2010, these amounts comprise approximately 14%, 53% and 30% of current assets and 61% of noncurrent assets are capital assets. Approximately 60% of noncurrent assets are capital assets as of June 30, 2010. The total assets composition is as follows:

Chart 8: Assets Composition



UCB's cash, cash equivalents and investments increased from \$8,917,407 to \$10,387,464 during the time period of June 30, 2010 to June 30, 2011. The increase is the result of an increase in cash flow due to the three semester effect and the increase in the investments markets indexes. UCB investments consist of 44.4% fixed income portfolio and 55.6% equity portfolio. The investment portfolio increased from \$7,142,067 to \$7,142,067 during the period of June 30, 2010 to June 30, 2011.

7. How does the institution evidence its commitment and capacity for the development and maintenance of physical facilities?

Physical facilities maintenance

The institution has a budget assigned to the operation and maintenance of physical facilities. This budget is 17% of the total budget assigned to the university. It consists of building maintenance, equipment maintenance, property insurance, and human resources assigned to this area. The operational Budget 2012-13 considers approximately \$483,000 from the following budget lines:

Table 13: Resources assigned to maintenance of physical facilities

Budget Description	Amount
General Services Budget	\$168,000
Cash flow economies as result of bank negotiations	235,000
Institutional Fund	80,000
Total	\$483,000

The Director of General Services submitted a physical improvement plan for \$409,000 (Appendix 3. G).

Appendix 3.F details budget assignment from Title V proposals and STEM proposal for maintenance and development of physical facilities.

8. To what extent does income depend on enrollment? What is the level of dependence of students on Pell grants? How have 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?

Budget revenues dependence on enrollment

Bayamon Central University has a high dependence on enrollment and Pell grants. In 2010-11 BCU ranked second among institutions with students receiving Pell grant, only surpassed by Inter American University in Barranquitas.

Table 14: % Students receiving Pell Grant, 2008-10

Institution Name	2008-09	2009-10	2010-11
Bayamon Central University	84%	85%	95%
Inter American University of Puerto Rico-Barranquitas	95%	95%	96%

Table 15: Students receiving Pell Grant, 2008-10

Institution Name	2008-09	2009-10	2010-11
Inter American University of Puerto Rico-Barranquitas	2,329	2,418	2,422
Bayamon Central University	2,382	2,287	2,479

During the years of the Year Round Pell, due to the student acceptance and the subsequent high enrollment, BCU reflected the highest Pell Grant per student even though the institution had the lowest cost per credit.

The summer session allowed students to advance their studies in a significant way by taking 12 credits during the term resulting in a significant number of students surpassing 36 credits in one academic year.

In the next pages charts comparison with other institutions in Puerto Rico are shown.

Chart 9: Comparison of percentage of students receiving Pell Grants

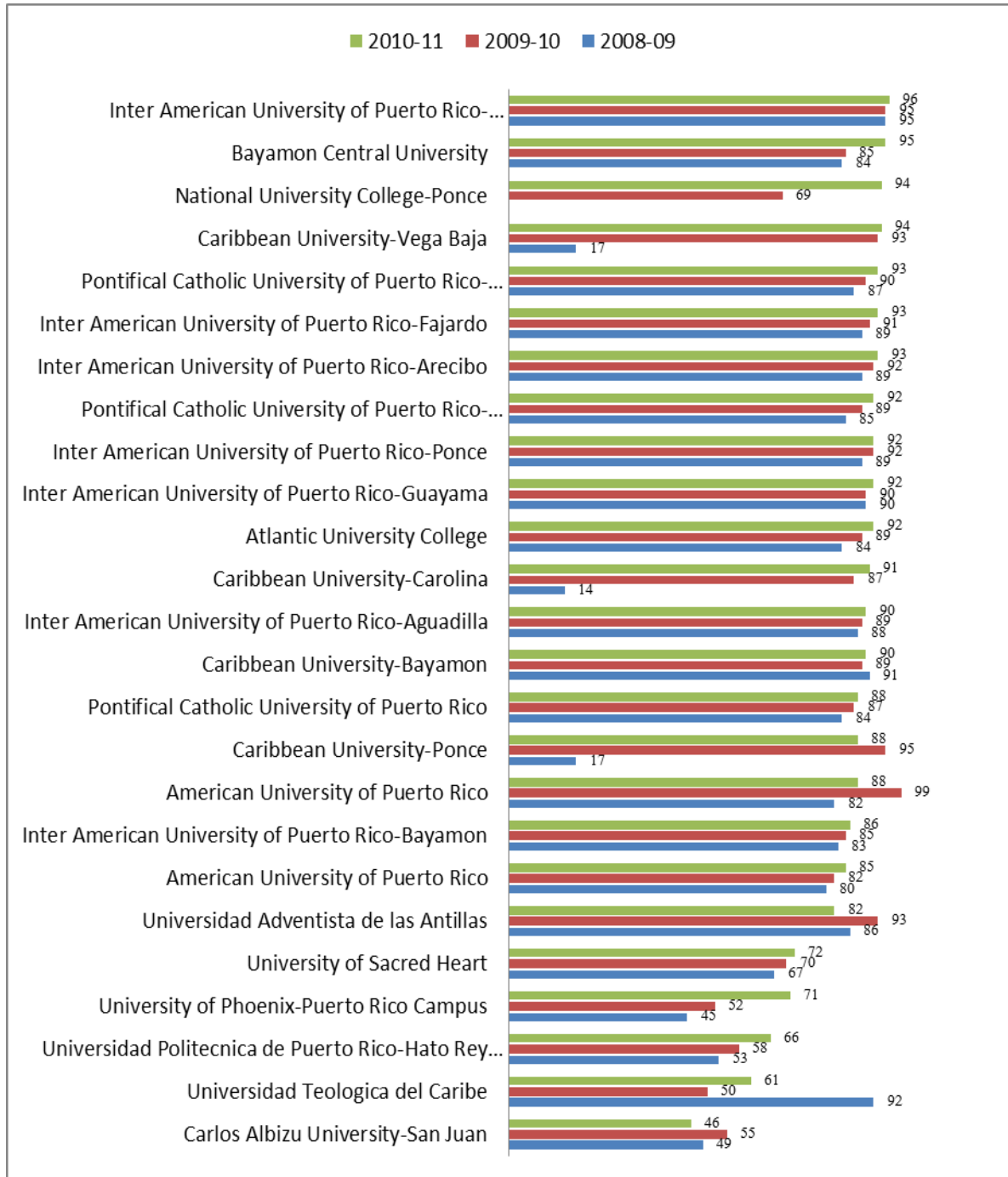
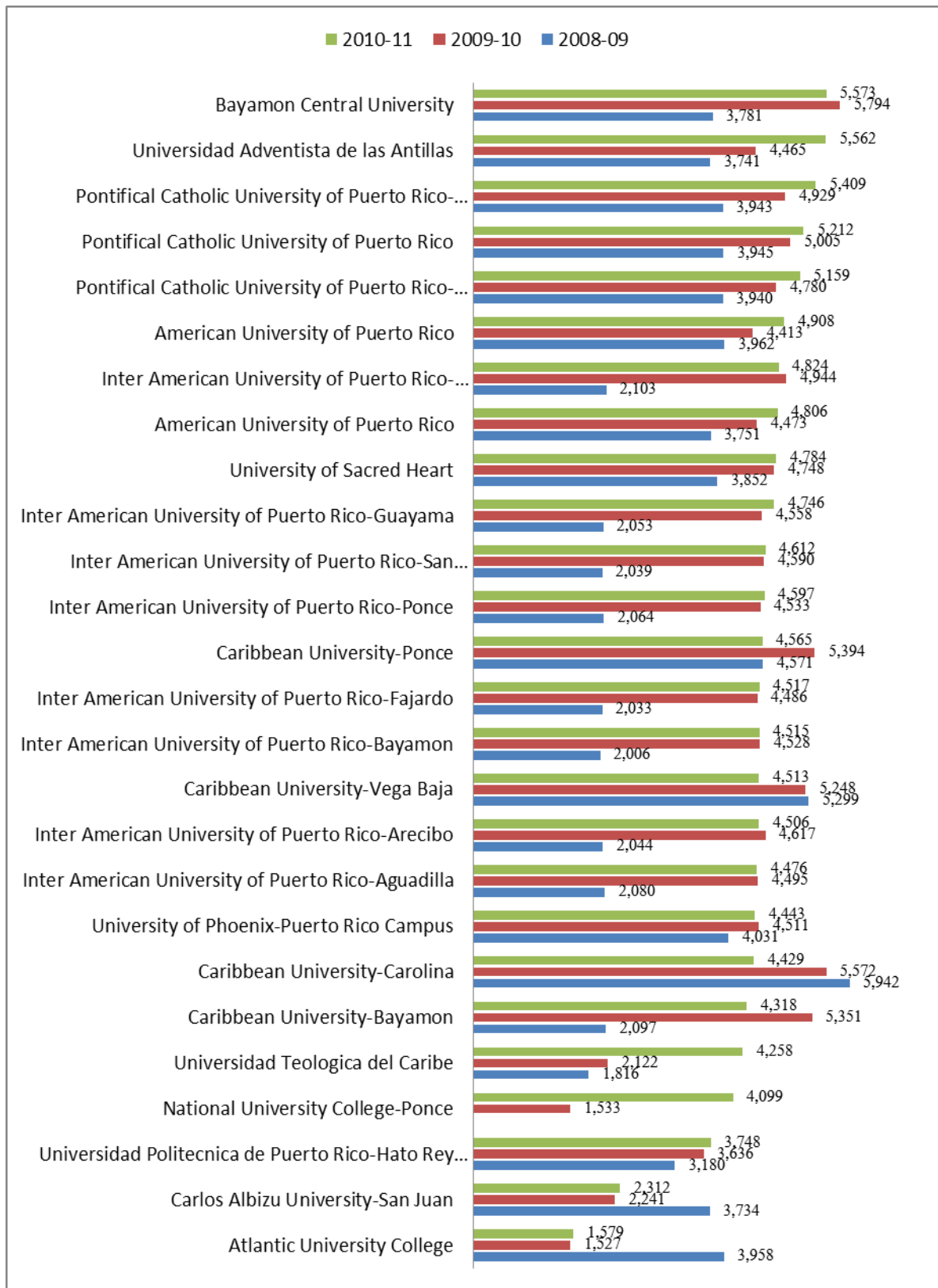


Chart 10: Pell Grant per Student



9. How does the institution evidence that technological developments support the strategic plan? How successfully have these developments been implemented?

BCU technological developments

The 2007-2012 Strategic Plan served as a guide for technological development for the past five years. Through proposal funding the institution acquired technology equipment for classroom and labs (Appendix 3.F). Additionally, BCU improved technological infrastructure.

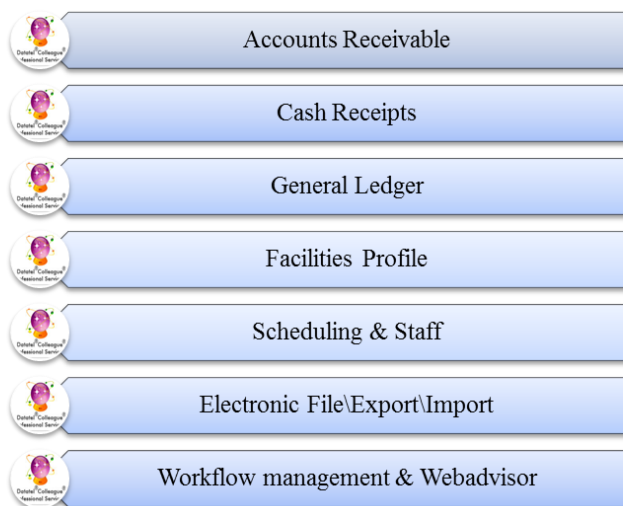
Backup System and Internet

In order to improve efficiency and value, the institution negotiated a financial agreement for \$306,802 to acquire a remote backup system and to integrate technological infrastructure. To improve internet speed and efficiency, the institution invested \$110,464 for a 36 month contract with Metro Ethernet Connection which includes a local loop of 50 Megabytes.

Colleague Modules

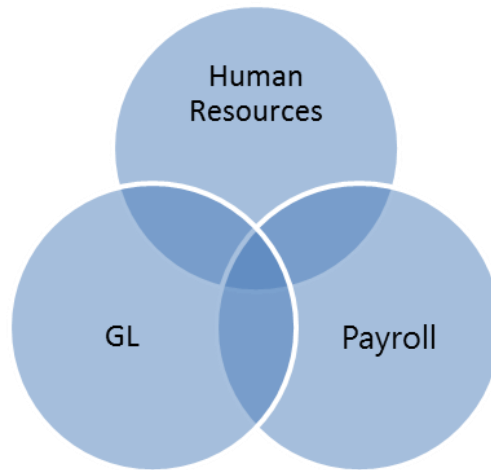
BCU's strategic plan includes strengthening the academic and managerial infrastructure by utilizing a technology which fusions both. Colleague system unifies academic, student, administrative and financial processes. Each unit has access to modules to process daily operations and obtain reports for decision-making. The total investment in the Colleague System was approximately \$150,000, which includes the development environment application, partner renewals and license maintenance. The modules consist of core, student and human resources licenses.

Figure 1 Core Licenses



Colleague Financials is used for financial reporting purposes. The Colleague program was implemented in July 1, 2009. The GL Module in Colleague allows the completion of financial statements automatically using the financial statement processor tool. The system provides for inter-phases of daily deposits, accounts receivables between two software General Ledger Module and Accounts Receivable Module increasing efficiency and reducing risk of fraud or errors. It allows for monitoring of cash balances and students accounts more effectively.

Figure 2: Human Resource Licenses



BCU utilizes the Human Resources and Payroll module. Interphases with GL are also allowed since both modules are Colleague system.

Figure 3: Student Licenses



Academic Records module provides useful information for registrar and academic areas and the Recruitment and Admission module provides information for admission and recruiting purposes.

The Curriculum Management module facilitates the scheduling of courses, classrooms, and faculty course assignment while the Degree Audit module improves our advisory services, course tracking, academic progress, credit tracking, graduation requirements, cumulative GPA, and updates student's permanent record automatically.

The Faculty Information module provides information related to faculty, including qualifications, schedules, advising responsibilities, and course assignments.

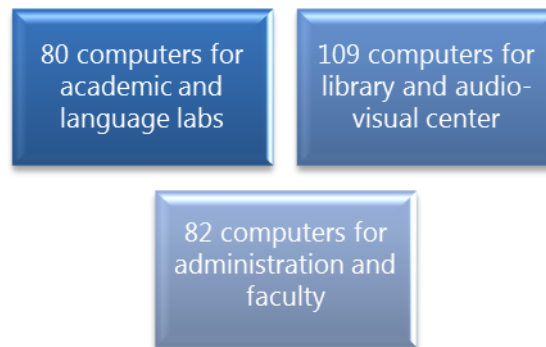
Our Registration module facilitates student registration through the use of an automated process and its integration with other modules; and the Retention Alert module (integrated in Web Advisor) identifies students at risk.

The university is in the process of providing electronic counseling through the software Web-advisor for E advising.

Computer Equipment

During the fiscal period 2010-11, the institution invested approximately \$230,000 in computer equipment, audiovisual equipment and laptops. The following figure presents assignment by area.

Figure 4: Computer Equipment



Printing Contracts

During fiscal period 2011 the institution entered a lease agreement of \$239,700 for photocopy machines or an upgrade for additional capacity, accounting manager, expense control and document management.

Pharos System

Pharos is a fully automated system to make printing more efficient for students. The total investment was \$231,181.

Virtual Library - COBIMET

BCU is part of a consortium of metropolitan libraries (COBIMET). The investment for the 2012-13 fiscal year is \$80,000.

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

Budget Control

In order to guarantee that resources are used effectively and efficiently and in compliance with state and federal regulations, the institution implemented several procedures.

Budget Assessment

The institution's operational budget is presented annually in a specific and detailed manner. It identifies short and long term objectives, establishing assessment procedures for achieving these objectives (Appendix 3.H).

The President, deans, and unit directors prepare and submit the annual budget to the Board of Trustees for review and approval. Once the budget is approved, only the President and Board of Trustees are authorized to make changes in funding allocations. Any changes should be done through the Budget Director and Dean of Administration and Finance.

Accounts Payable Policies

BCU established policies, standards and procedures for the efficient and productive use of economic resources according to institutional philosophy. To request a disbursement, each dean or director must submit a properly completed and authorized requisition one week in advance to the budget office. Only original invoices are paid on purchase requisitions. Payments to suppliers are paid by mail and according to the due date. All checks are canceled after one hundred eighty days. Canceled checks are registered as account payable (Appendix 3.I).

Purchase Policies

BCU established a policy and procedures for the purchase of materials, equipment and non-personal services. The policy includes justification of purchase and process for approval. The purchasing department is responsible for processing all documentation related to purchases and services from third parties, duly approved by the directors or deans of departments with budgetary responsibility, and finally by the dean of administration and finance and the president. In order to comply with the executive order number 12549 of Debarment and Suspension under the Office of Management and Budget of the federal government (OMB), the procurement officer, for each purchase or service over \$ 25,000, will include evidence that the supplier has not been suspended from doing transactions with the federal government. This evidence is requested through the Excluded Parties List System (EPLS). The purchase order is awarded to the supplier with the lowest quoted price, if they meet the criteria for fast delivery, good service, good quality and responsibility (Appendix 3.J).

Fixed Asset Policy

University policy is to maintain strict control over fixed assets. They are protected by insurance policies against fire, theft, liability and special risks. Furthermore, the institution is audited annually in order to comply with state and federal regulations (Appendix 3.K).

Financial Statement Audit and compliance

The institution is responsible for presenting financial information in accordance with generally accepted principles of the United States of America and submits the single audit to the federal government (Appendix 3.L).

Findings:

1. Although with limited IT personnel, BCU has improved its technological infrastructure by implementing the following modules: Academic Records, Recruitment and Admission, Curriculum Management, Degree Audit, Faculty Information, Registration and Retention Alert.
2. The institution is experiencing a decline in enrollment over the past seven years.
3. Given the insufficiency of resources and funding over the past seven years, budget planning is essential for the development of the strategic plan.

4. External funds have been used for: curriculum revision, curriculum alignment with accrediting agencies, new academic offerings, improvement of technological infrastructure, and improvement of labs. This strategic move has given us the benefit of strengthening activities aimed at achieving the goals set in the strategic plan.

Recommendations

1. Expand academic offerings to other markets outside Puerto Rico through online programs
2. Develop new academic offerings that respond to current market demands to increase enrollment
3. Expand agreements with other academic institutions and with public and private organizations
4. Continue submitting proposals for external funding to improve physical facilities
5. Develop undergraduate and graduate online academic programs
6. Assess appropriate use of budget by linking budget planning and the strategic plan
7. Improve efficiency and effectiveness in management (billing, accounts receivable, etc.).
8. Improve finances by establishing a fund raising foundation

Chapter 4: Leadership Governance and Administration

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 assessed the process and structure of its governance, paying particular attention to the reorganization processes, to seek 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 shared governance effectiveness?

Shared government

Bayamon Central University has a shared government constituted by a Council of Founders which governs the university through a Board of Trustees. The President of the University, as chief executive, governs the university in collaboration with an Administrative Council, University Senate, Academic Council, and other administrative officials such as Deans, Office Directors, and College Directors. The University ensures student participation in the decision-making process through the Student Council. Similarly, the faculty and administration participate in the shared governance.

Council of Founders

The primary responsibility of the Council of Founders is to safeguard the University's Catholic and Dominican mission and educational philosophy as a means to human formation. The Council of Founders consists of five (5) friars from the Order of Preachers who are "de jure" members of the Board of Trustees. The Council of Founders possesses and executes all the power and authority guaranteed to the original incorporated in the Incorporation Certificate number 3707 of the Commonwealth of Puerto Rico, given September 30, 1969, amended December 22, 1997. (Appendix 4.A)

BCU has established a transparent institutional policy known as By-laws of BCU that specifies the level of authority including the roles and responsibilities of each of the governing bodies. This document was revised and approved by the Council of Founders in an extraordinary meeting on December 13, 1997. This document establishes the governing bodies of BCU and the procedures for decision-making in a shared government. As part of the process of updating

governing documents, the By-laws were revised by the Council of Founders and the recommendations made by the Board of Trustees were incorporated. After a thorough discussion of the document, it was approved by the Council of Founders in an extraordinary meeting on December 13, 2011. The organizational chart was also revised establishing an operational organizational structure which clearly indicates the supervisory relations and responsibility of each unit of the university (Appendix 4.B).

In order to comply with the Governing Body's responsibility of disclosing its by-laws among the University Community, the President, as Chief Executive Officer, convened a meeting with the entire university community to discuss the by-laws, Institutional Organizational Chart and Faculty Regulations. These documents were then posted on the University homepage (Appendix 4.C).

The University's shared government demonstrates its effectiveness by establishing and publishing rules and procedures, revising and updating handbooks, policies, executive orders and regulations. Each office has hard copies and digital copies of all policy and regulation handbooks to guarantee their availability and accessibility to the entire university community.

BCU as an organized system of higher education is made up of several academic and administrative units which operate under a system of by-laws, rules, regulations and executive orders to guarantee compliance with the university's mission and goals.

The institution also revises and updates all handbooks to ensure compliance with new federal and state regulations. As part of this process the following handbooks were updated:

1. Purchase and Service Handbook (revised Oct. 2011) (Appendix 4.D)
2. Student Handbook (revised June, 2012)(Appendix 4.E)
3. Drug and Alcohol Handbook (Appendix 4.F)
4. First Year Student Handbook (Appendix 4.G)
5. Faculty Evaluation Handbook 2012 (revised 2012) (Appendix 4.H)
6. Faculty Handbook 2012 (revised 2012) (Appendix 4. I)
7. Academic Director Evaluation handbook 2012 (Appendix 4.J)
8. BCU Catalog 2012-2017 (Appendix 4.K)
9. Crisis Management Handbook (Appendix 4.L)
10. University Senate Handbook (Appendix 4.M)

As part of shared government, the Council of Founders confers powers to the Board of Trustee to govern the institution. The Board of Trustees may be constituted by a maximum of seventeen (17) members. At present, there are fifteen (15) members. All members of the Council of Founders are "de jure" members of the Board of Trustees. All other members of the Board of Trustees are appointed considering academic experience and professional qualifications.

All procedures for decision-making within the shared government are defined in the by-laws, Faculty Handbook, Student Handbook, Administrative Personnel Handbook, University Senate Handbook, executive orders and official notices published on the university webpage. The procedures are also found in print form. These procedures evidence the effectiveness of the process of shared government and their compliance with institutional philosophy, mission, vision, values and goals.

There is appropriate representation of faculty, administration and students in the structure of the government. The student body is represented through a Student Council which holds yearly elections to select their representatives in the institutional government. The Student Council together with members of the faculty and the Dean of Academic Affairs revised the Student Handbook in 2012. The new handbook was submitted and approved by the Board of Trustees and subsequently disseminated throughout the university community through the university's webpage.

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

Governing bodies

Council of Founders

All components of the Governing Body are aware of their duties and responsibilities which are clearly outlined in the By-Laws of BCU. The members of the Governing Body receive copies of the By-Laws as well as copies of their duties and functions within a shared government. Each governing unit also has its own internal regulations to ensure availability and accessibility for its members.

The Council of Founders consists of five (5) Friars from the Order of Preachers. The primary responsibility of the Council of Founders is to safeguard the University's Catholic and Dominican mission and educational philosophy as a means to human formation and to ensure they are observed at all levels of the University community.

The Council of Founders has the following responsibilities:

1. Ensure the university observes its philosophy, mission, vision and values.
2. Ratify the appointment or dismissal of the President of the university and/or members of the Board of Trustees
3. Ratify the appointment of Deans and Directors
4. Ratify amendments to the Certification of Incorporation of UCB and its By-Laws.
5. Approve any sale, lease, exchange, donations exceeding \$10,000 and the transfer of a substantial part of the university's assets.
6. Ensure graduating students meet all university requirements.
7. Receive the President's Annual Report
8. Ratify the rules and regulations approved by the Board of Trustees.
9. Ratify the candidates recommended by the President and the Board of Trustees for the degree of "Honoris Causa".
10. Promote the Catholic faith in the university community.

Board of Trustees

The Board of Trustees as a governing body reflects the interests of institutional programs. The number of members, academic preparation and experience of each member of the Board is appropriate for the structure of the university and for carrying out its responsibilities.

The Board of Trustees is composed of fifteen (15) members, four (4) females and eleven (11) males. Academic preparation and experience of the members are as follows: three (3) accountants with experience in banking, one (1) economist with experience in academia, two (2) educators, one (1) attorney, five (5) theologians (clergy with experience in academia), two (2) engineers, and one (1) physician. (Appendix 4.N)

The members of the Board of Trustees have a fiduciary responsibility and are required to sign on a yearly basis the Policy of Conflict of Interest. They are required to inform the Board of any conflict of interest and must abstain from participation in any matter or discussion related to the possible conflict of interest. (Appendix 4.O)

The Board of Trustees has eight (8) permanent commissions: Executive Commission, Administration and Finance Commission, Commission of Academic and Student Affairs, Commission of the Board's Internal Affairs, Assessment Commission and Investment Commission. Each commission consists of designated members of the Board and members of the university community who act as consultants in areas of academics, administration, and student affairs. The Board of Trustees has the following responsibilities:

1. Be responsible for the structure, operation and future of the university.
2. Appoint the president of the university, subject to the limitations established in the by-laws and subject to the ratification of the council of founders.
3. Revise and approve the annual budget submitted by the president of the university.
4. Approve salary scale for university employees.
5. Approve recommendations for doctorates in *honoris causa*, professor emeritus and other academic distinctions presented by the president in conjunction with faculty recommendation.
6. Promote the growth and development of the university through the acquisition of funds
7. Create committees of board members with clearly defined powers.
 - a. . members of these commissions who are not board members will be appointed
 - b. according to the process established for board members
8. Authorize and approve all rules and regulations that govern the university subject to the ratification by the Council of Founders.
9. Confirm the appointment of the Vice-President, Deans and College Directors
10. Meet periodically with university officials and faculty
11. Grant academic degrees
12. Approve any purchase, sale, exchange, lease, mortgage and/or disposition of immovable assets of the university. All banking, financial, loan, and credit line negotiations and all lending activities in excess to the budget approved by the Board of Trustees in order to be effective and legal requires the approval of two-thirds of the Board of Trustees and the approval of two-thirds of the Council of Founders. The Council of Founders will appoint a member from the Council or from the Board of Trustees to carry out this function.

President

The President of the University as Chief Executive Officer directly governs the university in all areas conforming to the By-Laws. The President is appointed by the Board of Trustees and

ratified by the Council of Founders. The President participates in the decision-making process and is present at board meetings but only in an advisory capacity. The President has the following duties and responsibilities:

1. Serve as an official representative of the University and implement policies adopted by the Board of Trustees.
 - a. Represent the University within the Board of Trustees, in the community at-large and in the university community. Submit monthly reports to the Board with regard to the status of operations and academic progress of the University. Submit an annual progress report of the functions, activities and operations of the University in conformity with the Strategic Plan.
 - b. Exercise leadership to direct, influence, motivate and supervise personnel to achieve the mission, vision, values, goals and objectives of the university. Demonstrate initiative to develop projects and innovating ideas.
2. Preside over Senate meetings or appoint a delegate to preside if necessary.
 - a. Appoint all university employees. Appointment of Vice-President, deans, and directors is subject to the approval of the Board of Trustees and ratification by the Council of Founders. These appointments will take into consideration disposition to comply with the mission, vision, and values of BCU.
 - b. Dismissal of Vice-President, deans, and directors is subject to the approval of the Board of Trustees and ratification by the Council of Founders.
 - c. Delegate power and authority to university officials in order to effectively govern the University. The President cannot delegate the power to establish regulations.
 - d. Sign diplomas after students have met graduation requirements
3. Designate committees to address the needs of the university and notify the Board of Trustees as to the composition and purpose of the committee.
 - a. Recommend for consideration and approval by the Board, the administrative structures and the rules and regulations of the academic programs. Adopt necessary procedures in order to comply with the rules and regulations established by the Board of Trustees. Measures which affect the budget will also need the approval of the Board of Trustees.

Although the position of Vice-President is outlined in the By-Laws of BCU, it is not in function. The President assumes the functions and responsibilities of the position. The participation of the administration, faculty and students in the government of the University is through the Administrative Council, University Senate, Faculty Council and Student Council. Following are the functions and responsibilities of these governing bodies.

Administrative Council

The Administrative Council aids the President in the management of the University. This governing body is composed of the President, who convenes and presides, the Dean of Administration and Finance, the Dean of Academic Affairs, Dean of Student Affairs, Associated Dean of Academic Affairs, the Director of Planning and Institutional Development and the Director of Human Resources. The duties of the Administrative Council are the following:

1. Approve standing rules.

2. Approve the academic calendar.
3. Consider and evaluate any promotion in academic Rank submitted by the President
4. Study and consider the granting of licenses to faculty or Administration recommended by the President and subject to the approval of the Board.
5. Study and consider awarding scholarships to the Faculty and Administration submitted by the President and subject to the approval of the Board.
6. Make recommendations of a budgetary nature recommended by the President and subject to the approval of the Board of Trustees.
7. Evaluate and make recommendations to the President concerning all agreements reached by the University Senate.

Academic Council

The Academic Council acts as advisory body to the President. It includes the Dean of Academic Affairs, who convenes and presides over it, the Dean of Administrative Affairs, Dean of Student Affairs, College Directors, Registrar, a faculty member from each College, and a student named by each College Director. The Academic Board has as its main duties and responsibilities the following: receive, examine and make suggestions for curricular revision and proposals for new programs

Faculty and College Directors forming part of the Academic Council are responsible for being spokespersons informing colleagues of new programs approved by this governing body. They are also spokespersons for their peers before the Academic Council. This facilitates disseminating information among their peers of any amendments suggested to the curriculum.

University Senate

The University Senate represents the administration, faculty, and students. It can approve legislation projects and submit them to the Board of Trustee by way of the President and Administrative Council.

The University Senate represents all units of the University and consists of three (3) classes of members, aside from the President who presides:

1. Ex officio senators (Deans, College Directors, Director of Education Resource Center, Registrar and President of the Student Council).
2. Senators elected by the Academic Colleges (each college elects one member for a total of five and two faculty members elected at-large).
3. Full time students from each college elect a student senator.

The roles and responsibilities of the University Senate are as follow:

1. Approve the direction of the academic programs and investigations according to the mission and goals of each academic college.
2. Approve the requirements for admission and graduation.
3. Approve the creation and organization of academic units.
4. Study and submit to the Administrative Council, by way of the President, recommendations of general policy as to the appointment, promotion, development, rank and licenses of Faculty.

5. Establish its own rules and procedure and submit them to the Board of Trustees for approval.
6. Create ad hoc committees when necessary, appointed by the Senate President with prior approval of the Senate.
7. Study any proposition to amend the by-laws and/or regulations and submit, by way of the President of the University, recommendations to the Board of Trustees.

The University Senate as governing body revised the regulations of the University Senate in 2012. This document was submitted to the Board of Trustees and later disseminated to the university community.

Student Council

The Student Council as part of the governing body represents the student body's interests and aspirations. Its roles and responsibilities are as follow:

1. establish interaction and integration among students, faculty and administration as a means of developing college awareness
2. strengthen college awareness by encouraging cooperative and harmonious relationships among students, promoting communication with other universities and student organizations at the local, national, and international level
3. Contribute to the effort of better understanding the mission, goals, and objectives of BCU
4. Support freely and spontaneously teaching endeavors by promoting and sponsoring educational, religious, cultural, social and sports activities.
5. Analyze problems or situations which students confront and propose recommendations to the Office of Student Affairs
6. Promote discipline and defend the prestige and good name of the University

The university community interacts and consults with all representatives of the 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?

Fundraising

The Board of Trustees supports Bayamon Central University by providing economic resources to sustain and improve the Institution. As part of this support, the Board of Trustees has sponsored art expositions, fund raising, seminars for banking, finance and Investment communities. Additionally, the Board of Trustees has integrated into its governance board accountants and economists who have recommended financial and economic improvements for the institution. Currently, the University reduced the interest rates on loans based on the recommendations of the Administration, Dean of Finance, the President and the Board of Trustees. The Board of Trustees continues with its fund raising plans in order to obtain the necessary economic resources for the University. However, the present economic condition of Puerto Rico with a 16% unemployment rate and a negative GDP growth is pulling donors out of the stream of the usual philanthropic activities.

The Board of Trustees has instituted an External Community Commission whose main function is fund-raising. This Commission has outlined a fund-raising plan which begins in August of 2012. As part of its plan of action, this Commission has included finding alternative sources of money to supplement our funding such as Alumni Association and the development of auxiliary companies among others.

This commission is comprised of three (3) members of the Board of Trustees, The President, two (2) university administrators and four (4) members from the external community.

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

President's performance

To assess the President's performance various strategies are used: Presidency's work plan, the Council of Founders annual report chronicling achievements, monthly and annual reports of the Board of Trustees, reports to faculty and administrative personnel, and reports to Governing Bodies such as University Senate. Following is a description of the reports.

President's work plan: The President of BCU prepares an Annual Work Plan framed within the priorities established in the Strategic Plan and the Work Plans submitted by each unit. This plan is aligned with the operational budget (Appendix 4.P).

Board of Trustee Monthly Reports: The President prepares a consolidated monthly report reflecting the outcomes of the activities carried out. This report includes the monthly reports from each unit. This report is presented at the Board of Trustees' monthly meeting. The Board assesses the President's performance and submits recommendations to the Council of Founders. (Appendix 4.Q)

Annual Reports for the Board of Trustees: the outcomes of the academic year reflect the achievement of institutional mission and goals. This report incorporates elements of direct and indirect assessment used by the President as Chief Executive Officer of the Institution. (Appendix 4.R)

Reports to Faculty: Each academic term, the President convenes the faculty and reports the results of her efforts as Chief Executive Officer of the Institution. At this meeting, the President presents a written report to the Faculty outlining the vision for the institution and the activities that have been carried out to attain this vision. (Appendix 4.S)

Reports to Administrative Personnel: Each year the President convenes the Administration to discuss crucial issues such as matters of enrollment and strategies to improve such matters. (Appendix 4.T)

Reports to the University Senate: The President convenes the Senate and submits a report of the activities carried out. (Appendix 4.U)

The purpose of these reports is to assess the President's performance and how it secures the achievement of the mission and goals of the Institution. It also serves to evidence how the Chief Executive disseminates throughout the university community the effectiveness of performance.

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?

Organizational change

Over the past five (5) the University has undergone two (2) organizational restructurings that have affected the administrative area.

On August 27, 2008, the Board of Trustees approved a restructuring leading to the establishment of three (3) Academic Colleges: College of Arts, Science and Health Professions; College of Business and Technology; College of Education and Behavioral Professions.

The purpose of merging five (5) colleges into three (3) was mainly to reduce operating costs. (Appendix 4.W). This restructuring responded to economic needs due to:

1. A decrease in economic revenues due largely to a reduction in enrollment.
2. An increase in operational expenses.
3. Limited participation in funding from External Resources.
4. Lack of a fundraising culture.
5. Absence of auxiliary companies.

Subsequently, in 2011 the President of BCU, after studying the organizational structure of the university and consulting the faculty and college directors, submitted to the Board of Trustees a new administrative structure that would facilitate the organization and uniqueness of each academic college. The Board of Trustees approved a new restructuring of five (5) colleges: 1. College of Liberal Arts and Humanities, 2. College of Science and Health Professions, 3. College Education and Behavioral Professions, 4. College of Business Development and Technology, 5. College of Graduate Studies

This restructuring responded to the need of strengthening the administration of programs to give greater attention to individual professional accreditations. The establishment of the Graduate School, in turn, strengthened the graduate academic offering responding to the needs of students. With this restructuring, the university returns to its previous structure of five (5) academic colleges, each with a director and coordinators for each program.

The process of academic restructuring requires institutional flexibility and openness to change in order to develop an academic environment that fosters a solid academic formation. In addition, the administrative restructuring has brought continuous and systematic attention in implementing strategies to strengthen academic programs. The new structure strengthens academic formation through the establishment of learning sequences in the process of curricular revision. It has enhanced faculty and student participation in the decision-making process through faculty meetings, student meetings, and the establishment of student organizations that respond to academic programs. Full time professors were assigned offices within their academic college and adjunct professors share a common office. In this way, students and professors interact within their respective academic colleges and actively participate in the teaching/learning process. An evening coordinator was appointed to service areas of registrar, financial aid, and bursary.

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?*

Communication to the community

The administrative body carries out monthly and yearly planning in order to attain institutional goals. These work plans are shared at staff meetings at each institutional unit. Individual and staff meetings are the channel of communication between the President and staff. At these meetings deans, directors and administrators report on activities carried out, different situations are addressed and evaluated and decisions are made.

The administrative body participates actively in the decision making process. Each member has the opportunity to share ideas in matters under discussion (Appendix 4.X). Deans conduct periodic staff meetings to address issues pertinent to the unit.

Changes in policy and procedure are established through executive orders and official communications from the Office of the President. These changes respond to changes in federal and state regulations or academic policies which need to be updated to respond to student needs. Emails are sent to the administrative personnel and faculty informing of the changes in policy and procedures. By posting policy changes on the homepage, the University ensures that the university community is informed of the new regulations and procedures. www.ucb.edu.pr/normas_politicas.php

The governing body has the authority and responsibility of developing policies that address the need of the university community. Policies pertaining to academic matters are drafted by the academic area with participation of deans, academic directors, registrar and faculty. These participants are also involved in the development of policies which require shared decision-making between academic areas and the Financial Aid Office. Administrative policies are drafted by the Dean of Finance in consultation with the staff.

Once the policies are developed or revised, they are submitted to the Academic Council and the University Senate for evaluation and analysis. After the President of the University signs the policy, it is posted on the university homepage and emails are sent informing the entire university community.

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

Administration staff

BCU has a system of government with policies and procedures available to the university community. These policies and procedures include the duties and responsibilities of the administration. All incumbents in administrative positions have the necessary preparation and experience. The office of Human Resources evaluates the requirements of each position and recommends highly qualified candidates. The ratio of FTE Students per FTE Administrative is 28. This ratio is proportionate to the ratio of other institution of higher education in Puerto Rico.

The administrative structure of the university is appropriate and facilitates administrative services offered by the university. Personnel assigned in the administrative structure are

appropriate for an institution of this size with an enrollment of 2185 for the year 2011-2012. The administrative structure is managed by the President who has the responsibility of guiding the university in attaining its goals. The President has a support staff in the areas of Planning and Institutional Development, Human Resources and Federal Affairs. The President's support staff also includes three (3) deans who lead the academic areas, Finance and Administrative and Student Affairs. Each dean also has a staff providing support to its respective units.

The Institutional flow chart presents in a clear and precise way the lines of authority and organization prevailing in BCU. The administrative services offered by each institutional unit are clearly outlined in the By-Laws of BCU, Handbooks and Regulations. The administrative personnel providing direct service to students are appropriate. This service has been validated through a questionnaire administered to a sample of 309 students to measure the level of satisfaction with the services provided by the admission's office, Registrar, Financial Aid Office and Bursary. 82 % of the students reported that service units perform as expected and report that the personnel are completely qualified for their work. The area with the lowest satisfaction rate is the Financial Aid Office (74%) (Appendix 4.Y).

The tasks and functions of the Administration are described in Regulations and Evaluation System for Administrative Personnel. (Appendix 4.Z). This handbook includes the definition of administrative personnel, recruitments and appointments, work plan, evaluation and promotion, compensation, vacations and benefits, discipline and complaints and grievances. Job descriptions, roles and responsibilities of the administrative personnel are part of the employee's personal file. Upon appointment to the position, the employee receives these documents. The Handbook and Evaluation System for Administrative Personnel has been under revision since 2006; however, this revision has not been submitted to the governing bodies. During the academic year 2012-2013 it will be revised and aligned with new state and federal regulations concerning administrative personnel.

Findings

1. Bayamon Central University meets all the "*Fundamental Elements of Leadership and Governance*" expected from an accredited institution. Its governance is well defined in its by-laws.
2. Bayamon Central University provides appropriate opportunity for student, faculty and administration to participate in decision-making through the Academics Council and University Senate.
3. All members of the governing body (Board of Trustee, President, Deans, Directors, Faculty) sign a conflict of interest policy that guarantees the impartiality of governing board members.
4. Since MSCH's last visit, BCU has strengthened the selection process for Chief Executive of the institution through an advisory group that outlined the qualifications of the position. This committee selected candidates based on skills, knowledge, and ability.
5. The proposed strategic plan for 2013- 2018 sets a need income diversification. The Board of Trustee collaborates with the administration in generating resources needed to improve and diversify revenue sources. However, the fund-raising activities have

not been effective. The revised by-laws establish that the area of fund-raising be addressed by the External Community Commission. This commission has the task of developing a fundraising plan that diversifies institutional economic resources.

6. The Administrative Handbook was implemented in 1996. BCU has made several partial revisions which have not been integrated into a final document. The President needs to appoint a revision committee.
7. The evaluation procedure for the administration has not been revised since 1996. There is a need to update the evaluation procedure focused on development and improvement.
8. BCU has a policy of equal employment opportunity that allows fair access to employment opportunities that reflect the demographics of the skilled workforce. This policy is in compliance with federal and state laws prohibiting discrimination against people under protected conditions.
9. A finding based on the analysis of standard 4 (Leadership) is that members of the Board of Trustees are aware of their duties. However, the board had not participated in seminars and workshops related to their duties. To address this finding, a residential workshop was conducted.

Recommendations

1. Create a non-profit foundation registered in the State Department of Puerto Rico devoted exclusively to fundraising. This foundation shall respond to the External Community Commission of the Board of Trustees and shall be appointed in accordance with state and federal regulations governing fundraising.
2. Continue to encourage the leadership of the governing body through recruitment of new members to the Board of Trustees with experience in academia and in program development.
3. Design and implement a professional development plan for administrators and members of the Board of Trustees based on a needs assessment.

Chapter 5: Student Admission, Retention, Student Support Service

Standard 8 – Student Admissions and Retention

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

Standard 9 – Student Support Services

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

Chapter 5 addresses recruitment, admission, retention policies and procedures to ensure their effectiveness. This chapter also addresses the effectiveness of student support services.

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

Enrollment Management Plan

Through Enrollment Management, Bayamon Central University ensures that students and their family receive the necessary services for a successful educational experience. BCU conducted an institutional self-study from 1993 to 2003 for the re-accreditation of the Middle States Commission on Higher Education. The accreditation commission recommended the development and implementation of a comprehensive enrollment management plan.

Organizational Enrollment Management Model

Past President Father Benito Reyes Rivera, O.P. appointed an Enrollment Manager who, along with the Enrollment Committee (representatives from Admissions, Registrar, and Financial Aid, Orientation & Counseling and Bursar offices), developed strategies, policies and procedures for the development of the organizational structure and the Enrollment Management Plan (Appendix 5.A).

In the Enrollment Management Plan strategies to strengthen recruitment, enrollment, retention, and graduation rate are developed (Appendix 5.B) and the Enrollment Management Committee meets periodically to analyze enrollment data, revise and recommend changes in policies and procedures to achieve the objectives in the work plan. Enrollment Management evidences its effectiveness in that 89% of students complete the enrollment process (Appendix 5.C).

Following is a description of the Organizational Enrollment Management model developed.

Figure 5: Enrollment management organizational model



Enrollment Management focuses on the well-being of students and on providing university experiences that foster retention.

To evidence enrollment management service a questionnaire was administered to a sample of 309 students to measure the level of satisfaction provided by Admissions, Registrar, Financial Aid Office, and Bursary. Eighty two percent (82%) of students reported satisfaction with the services. Seventy four percent (74%) of the students surveyed reported satisfaction with the wait time at all units.

Recruitment

The Recruitment Staff has two full-time officials recruiting High School students in public and private schools in the area of Bayamon and bordering towns.

The Recruiters use a number of strategies, such as:

- Visit schools
- Distribute promotional materials
- Offer guided visits to the campus
- Offer educational conferences
- Coordinate vocational and interests tests through the Orientation and Counseling Office
- Promote the Summer Program
- Update the Facebook and Twitter page
- Contact students by email, telephone or postal mail.
- Support the enrollment process.

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

Admission Policy

Bayamon Central University reflects in its Admission’s Policy its mission and humanitarian Christian philosophy while aspiring that students may successfully complete their university degree. BCU accepts applicants of all races, creeds and gender. As a part of its mission, BCU provides aid to students with economic, social, or educational disadvantage. The Institution provides academic support through remedial courses and tutoring service. The admission’s policy provides conditional admission to student who do not meet GPA requirement. The Admission’s Office coordinates placement tests in the areas of English, Spanish and math for students with low academic achievement in College Board Entrance Exam (450 in a scale of 800). They are also referred to Transition and Student Support Service Office and the Orientation and Counseling Office.

All admitted students receive support services for the transition and adjustment process, such as: Orientation and Counseling, Financial Aid, Transition and Student Support, Pastoral Ministry, First Aid Services.

Students Profile

During the 2011-2012 BCU had an enrollment of 2,185: 1,859 (85%) undergraduate and 326 (15%) graduate. Students came from 58 counties across the island, but mainly from 10 nearby counties:

Table 16: Unduplicated students by county of origin, 2011

County	Students	%
Bayamon	782	30.42
Toa Baja	372	14.47
Toa Alta	295	11.47
Dorado	175	6.81
Corozal	147	5.72
San Juan	103	4.01
Vega Alta	103	4.01
Naranjito	85	3.31
Cataño	66	2.57
Vega Baja	57	2.22

Undergraduate students are 66.8% female and 33.2% male. 95% of undergraduate students receive Pell Grants. Of the total enrollment, 1,349 study full-time and 510 part-time. Most students work and study.

Graduate students are predominantly young adults with an average age of 35. The youngest student is 21 and the oldest is 74. Most students combine work and study. Of the 326 graduate students, 230 (70.6%) are female and 96 (29.4%) are male. 60% study full time and 40% part time. To cover tuitions costs, they rely on student loans and personal finances. A total

of 512 (19.91%) students received loans totaling \$2,164,592. 88% received subsidized loans, 10% unsubsidized, and 2% Plus loans

Table 17: BCU Fall Enrollment, 2009-11

Enrollment	Fall 2009	Fall 2010	Fall 2011
Undergraduate	1783	2084	1859
Graduate	504	395	326
TOTAL	2287	2479	2185

Table 18: BCU Total Attendance Status, 2009-11

Attendance	2009	2010	2011
Full-time	1510	1830	1546
Part-time	777	649	639

Table 19: Undergraduate Student Age, 2011

Student Age	2011 (%)
24 and under	64%
25 and over	31%
Unknown	4%

Table 20: Student Gender, 2009-11

	2009	2010	2011
Female			
Undergraduate	1234	1418	1241
Graduate	395	303	230
Total female	1629	1721	1471
Male			
Undergraduate	549	666	618
Graduate	109	92	96
Total male	658	758	714

3. How does the Institution address freshmen social and academic adjustment to university life? How does the Institution provide academic, social and personal support? How does it include parents, guardians, and significant others?

Support services

BCU requires all freshmen to participate in a general orientation of the resources and services available, their rights and responsibilities, student regulations, and services available for students with special needs. The following support services are available to freshmen:

Counseling Service

Freshmen students receive academic, social and personal support using intervention strategies and individual and group counseling in the transition and adjustment process. This service promotes the development of self-awareness, identification of goals, establishment of priorities, decision making, study habits, life and career planning, among others. These skills build a positive self-image and self-esteem needed to be successful.

Transition and Student Support Services

This program offers tutoring to help students acquire the necessary skills and study habits essential for academic success.

Summer Program

Incoming freshmen have the option of participating in the Summer Program as a transition into university life. Extracurricular activities, such as cultural and educational fieldtrips, are part of the course. During the 2010 summer program, there was a 96% retention rate.

DEE 101

Freshmen students are required to enroll in the course Development and Student Success (DEE 101). DEE 101 contributes to the adjustment and adaptation of the new students to the university life. DEE 101 course content includes the mission, goals, objectives, institutional policies, Student Handbook, and student support services, and use of electronic resources.

General Education Program

The GEP provides an integral formation through the courses of Humanities, Philosophy, Religious Studies and Languages (Spanish and English). In the language courses students improve writing, reading comprehension and oral expression. Research skills are developed through the use of library and technology resources.

Extracurricular Activities

BCU fosters values through activities and services organized by institutional units. Among these activities are:

- Artistic and recreational activities
- Concerts, theater plays, musicals and conferences
- Folkloric Thanksgiving Mass
- Interuniversity league competitions
- Symposiums
- Initiation of Student Council and Student Associations
- Employment fair
- Celebration of the Day of the United States Constitution
- Basketball and volleyball tournaments
- Hospitals and nursing homes visits
- Celebration of BCU's 50th anniversary
 - Activities of cultural diversity
 - International Family Fair

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

Students Support Services and the Institutional Mission

Student Support Services contributes to the quality of life of the community. Among these support services are:

Enrollment Management

Enrollment Management integrates the admission, registrar, financial aid, and bursary services in support of the enrollment process.

Pastoral Ministry

The Pastoral Ministry has three main goals: evangelize the university community, strengthen the Dominican philosophy, and promote religious and social acts. Services offered by the pastoral ministry are: catechism, spiritual counseling, Eucharistic celebrations, workshops, seminars, and retreats.

Orientation and Counseling

This office offers services of personal, academic and vocational counseling, reasonable accommodation, and psychological and employment services. It integrates the Student Counselors Program (FACES) serving as liaison between students and counselors.

First Aid Services

They are available from Monday to Saturday during day and evening hours.

Quality of Life

This service promotes integral development through educational and cultural activities such as: health fair, symposium on social diversity, and community service.

Athletic Department

The Athletic Department provides active and passive recreational activities including interuniversity league competitions and intramural tournaments.

Student Organizations

BCU's academic, cultural, social, athletic and religious student organizations foster student leadership.

Learning Development and Research Center (Library)

The Center offers services to the university community in the areas of: library, Technological Support Center and academic laboratories.

Day Care Center

The Center offers day care services to students during the day and evening hours.

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

Students learning Communities

BCU understands that students who participate in learning communities persist at higher rates than students who do not participate. This is evidenced by the number of students who re-enroll and graduate. The Institution promotes the creation of study communities through the following support services:

Mentoring

BCU fosters the creation of learning communities through teamwork activities. The STEM proposal funds a peer mentoring group aimed at strengthening academic skills in science, technology, and math. The mentoring group meets with peers to discuss academic and professional interest. Academic mentoring began in 2009 with 27 student mentors in science and math. This program impacted 233 students.

Tutoring

Transition and Student Support Services (STAE) is a peer tutoring service which promotes learning communities. Tutoring services began in 1973 through federal funding. In 2010 BCU institutionalized this support service. From 2010 to present the tutoring program has had an enrollment of 508 in English, 394 in Spanish and 381 in Math. To measure effectiveness of the service, the program administers a pre-test and post-test in Spanish, English and math and monitors academic progress. As evidence of effectiveness, post-test results show that 66% improved in English, 53% in Spanish and 50% in math.

Supplemental Instruction

Studies show that students who participate in learning communities learn two and a half times more than students who study individually. Supplemental instruction aids students in constructing knowledge through social interaction, exploration, application and integration. CRAA and STEM proposals use supplemental instruction to provide academic support to students in math and science.

Student Organizations

BCU promotes leadership through religious, academic, and social student organizations. At present there are 17 student organizations.

1. Student Council
2. Business and Technology
3. Future Teachers

4. Social Work
5. Psychology
6. Physical Education
7. Biology and Pre-Med
8. Nursing
9. Philosophy
10. Rehabilitation Counselors
11. FACES (Counseling Organization)
12. Journalism
13. Health Exercise and Recreation
14. Pastoral Ministry
15. Quality of Life
16. Sports
17. Cheerleaders

The Institution established a relation between persistence and participation in student organizations. A longitudinal study was conducted from 2009 to 2012 using two clusters of student organizations: Business and Technology and FACES.

The Business and Technology Organization has a membership of 203 students; 73 students (36%) are active students. 49 students (24%) completed their degree. 55 (27%) were first time members of student organizations.

6. How does the institution provide support to students at risk? How effective are the students support services in student retention?

Students at risk and retention

The Institutional Retention Committee addresses the needs of students at risk. The following characteristics identify students at risk: low academic achievement, absenteeism, financial problems, first generation student, transportation problems and/or adjustment problems.

The retention committee concurs with research as to factors contributing to student attrition: academic difficulty, adjustment problems, lack of clear goals, economic uncertainty, lack of commitment, poor social skills, unrealistic academic goals, and isolation. Factors such as family background, prior knowledge, skills and competencies also affect retention/attrition. To address these factors, the institution offers remedial courses in English, Spanish, and math. From 2008-2011, 76 remedial courses were offered in these basic courses resulting in increase of retention.

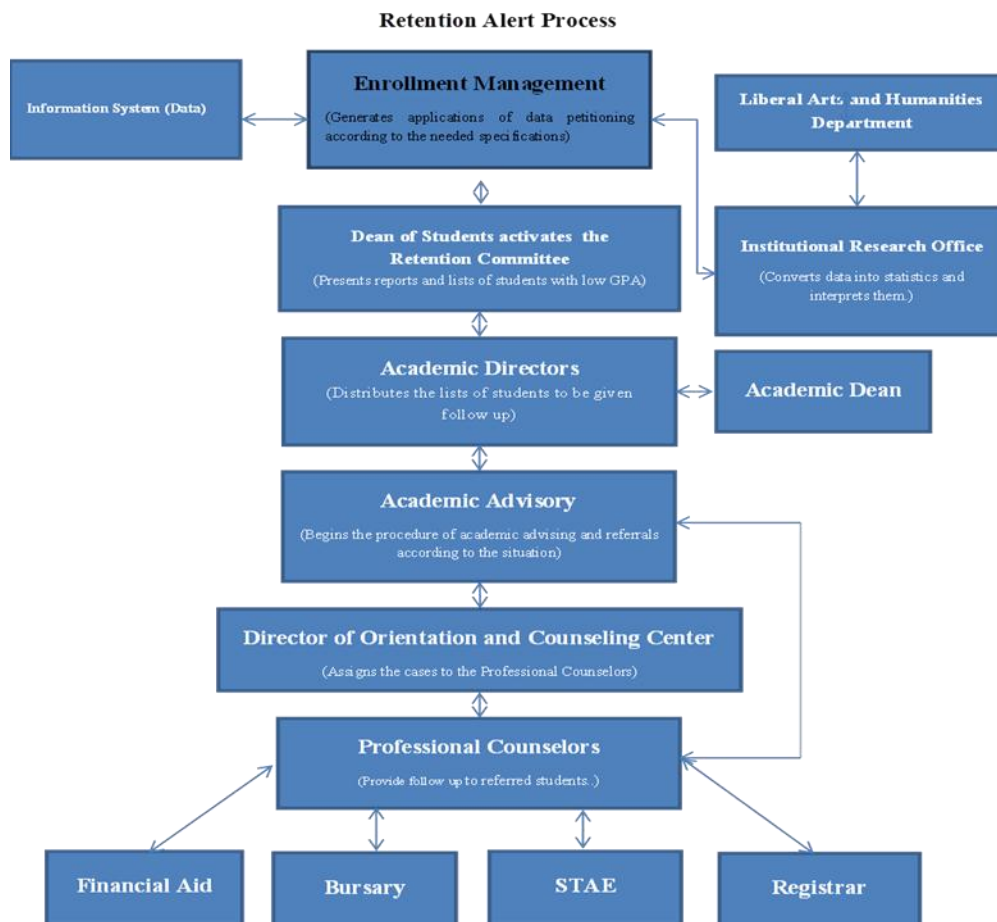
The Institution has a retention rate of 70% compared to a 69% in 2011 for full time students. Retention rate for part time student is 60% compared to 23% in 2011. The improvement rate was the result of strategies developed by the Institutional Retention Committee (Appendix 5.E). The top 5 strategies are:

- Strengthen academic advising process
- Strengthen guidance and counseling service
- Broaden child care service: hours and admission age
- Creation of capstone courses in licensure programs

- Improve transportation services
- Monitor students at risk

The Institutional Retention Committee instituted *Retention Alert Module* to monitor attendance and academic progress to increase retention. (Appendix 5.F)

Figure 6: Retention Alert Process



BCU offers counseling and academic support to students at risk. Student with low academic achievement are placed on probation or suspension according to Satisfactory Academic Progress policy. (Appendix 5.G)

Institutional retention activities include:

- Student interview
- Academic advising
- Student Associations
- Tutoring/Mentoring
- Curricular Activities: symposiums, conferences, , workshops, and community service
- Extra-curricular activities
- Monitoring students at risk
- Focal groups

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

Students with special needs

The Orientation and Counseling Center provides activities for students with special needs such as: Training in Leadership for University Students with Impairments; Conference: Raising Awareness of Values, educational workshops, Theater, Art Fairs. These activities develop relationships, leadership and sense of belonging.

During the academic year 2010-2011, the Orientation and Counseling Center received 65 students with disabilities, of which 54 (83 %) requested reasonable accommodation. Students are also referred to Vocational Rehabilitation Administration.

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

Students organizations

BCU promotes student leadership through participation in academic, professional, and religious organizations. All student organizations must comply with Student Handbook guidelines.

All club initiations take place in October. In 2012, 190 students were initiated as club members. Student organizations foster retention through team work, peer relations and identification of academic goals.

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

Student confidentiality

BCU, in compliance with FERPA Law (Family Education Rights and Privacy Act of 1974), establishes the Policy of Confidentiality in Academic Files (Appendix 5.H).

The executive order establishes that students have a right to inspect and revise their academic files, and request verification and correction of information. In addition, the Institution guarantees confidentiality with student files except in legal matters.

BCU establishes the following procedures to request a revision of student file:

- Students and alumni have the right to inspect and revise their academic file by completing a request form in the Registrar Office. The Registrar will authorize the revision 30 days after the written request is presented.
- Students and alumni have the right for corrections to be made to their academic file. If the Institution understands that the requested corrections do not proceed, students will be notified by mail.

The students and alumni have the right to confidentiality except in those cases outlined by the FERPA Law, such as: University Officials. The Federal Law “Solomon-Pombo Act”

establishes that a third party may request information included in the directory such as: student name, major, address, and year of study.

To guarantee confidentiality of student files in electronic format, the Registrar Office establishes access permits through user accounts. In addition the Institution uses “firewall” to identify and block access to non-authorized users. Authorized users must complete a user request form authorized by the Registrar.

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

External community

BCU promotes the development of alliances or agreements with the external community that promote our mission and goals. The Institution has contractual relationship with other non-profit organizations to provide certain aspects of the educational experience and support service. These organizations are the following:

C.R.U.S.A.D.A: A consortium of universities that promotes healthy life styles, free of high risk behavior. C.R.U.S.A.D.A organizes conventions and workshops for student leaders and faculty.

Inter-university Alliance for Ethics: encourages dialogue on ethical issues in society and promotes respect and appreciation of moral values and diversity.

Also, BCU organizes activities for the external community in order to promote the mission, vision, and our institutional values. Some of the activities are:

Relay for Life: Students, faculty and administration participate in this fundraising activity for research, education and service to cancer patients.

Academic and vocational counseling: Since 1999, Upward Bound Program has offered academic and vocational counseling to high school students identified as first generation, low income students. The goal of this program is to help students transition into a college education.

Give a Smile Campaign: Visit hospitalized children and the elderly in Geriatric Centers.

Health Fairs: Students and staff coordinate health fairs for low income communities. The Science faculty serves as judges in science fairs sponsored by public and private schools.

ACT administration: Graduate program students during the administration of *Pruebas Puertorriqueñas del Departamento de Educación* help students of Special Education.

Religious activities: BCU invites the external community to participate in religious activities such as Misa Jibara, Cantata a la Virgen.

Findings

1. Bayamon Central University develops and implements an Admission’s Policy that reflects and supports the mission, vision and values of our Institution.
2. BCU provides accurate and comprehensive information regarding academic

programs to prospective students to assist in making informed decisions.

3. The Admission's requirements for new students are available in the admission's application, catalog and in the institutional web page.
4. BCU provides accurate and comprehensive information and advice regarding financial aid, scholarships, grants, loans, and refunds.
5. The Retention Committee assesses student success through academic achievement and retention.
6. BCU periodically revises institutional catalogs, informational brochures, electronic pages, and recruitment material. This information is available in electronic and print format.
7. BCU has a support program and service for helping student to persist and to achieve learning goals.
8. BCU has an enrollment management plan for recruitment, retention, marketing, and advertising.
9. The Student Handbook includes procedures to address student claims and appeals. Upon enrollment, all students receive copy of the handbook.
10. BCU guarantees confidentiality of student files complying with the FERPA Law (Family Education Rights and Privacy Act of 1974).
11. Student support services are assessed, and the results are used to improve services.
12. BCU organizes social and cultural activities.

Recommendations

1. Strengthen Enrollment Management by creating a full time position.
2. Align the content of DEE 101 to respond to the needs and interests of the student profile for each academic program.
3. Improve the retention process through retention alert system to quickly identify students at risk and provide immediate follow-up.
4. Increase student participation in social, cultural, and community activities.

Chapter 6: Faculty

Standard 10 – Faculty

Working Group 5 assessed the faculty’s capacity to meet the Institution’s teaching and curricular needs. This Working Group evaluated faculty recruitment and professional development and its effectiveness to support the mission and goals.

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

Faculty is hired based on teaching and curriculum needs of the Institution and the faculty academic preparation and experience. Faculty recruitment and professional development is framed by the institutional mission and objectives.

- 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?*

Faculty academic load

The student–faculty ratio, which includes part time faculty, is 20/1; and according to the National Center for Education Statistics (2010) (Appendix 6. A), this ratio is similar to peer institutions.

Table 21: BCU Teacher-Student Ratio

Undergraduate Program	20/1
Graduate Program	10/1

Table 22: Number of Students per section

Undergraduate: minimum students per section	10
Graduate: minimum students per section	7

Table 23: Average Students per Section

Program	Year	Total Sections	# Students	(μ) Average students per section
Undergraduate, Full time	2009-2010	560	9,699	17
	2010-2011	539	8,951	17
	2011-2012	434	6,913	16
Undergraduate, Part-time	2009-2010	547	10,103	18
	2010-2011	551	9,613	17
	2011-2012	388	6,117	16
Graduate, Full- time	2009-2010	17	222	14
	2010-2011	7	70	11
	2011-2012	8	83	10
Graduate, Part-time	2009-2010	126	1,164	9
	2010-2011	121	959	8
	2011-2012	115	781	7

For undergraduate full time and part time professors the average number of students per section is 17. For full time graduate professors the average is 12 students per section. For graduate part time professors the average is 8.

The Faculty Handbook establishes the following credit load per semester for full time and part time faculty.

Table 24: Faculty credit load

Undergraduate	Full time= 15	Part time =12
Graduate	Full time = 12	Part time = 9

Data obtained from 29 faculty questionnaires administered in October 2011, confirms that student-faculty ratio is adequate for an effective teaching-learning process. 47% of the faculty polled stated that with this student-faculty ratio it is difficult to offer individualized help. Therefore, students receive support through tutoring, mentoring and laboratories. Reasonable accommodation is also available. They also indicated that the number of academic preparations per professor does not affect the teaching-learning process (Appendix 6. C).

BCU has 41 full-time faculty members (21%) and 152 part-time faculties (79%) for a total of 193, which adequately satisfies student services and the academic needs.

Table 25: Faculty Distribution by Colleges

College	Full time Faculty	Part time Faculty	Total faculty per College	Percent of Part time faculty	Percent of full time faculty
College of Business Development and Technology	8	19	27	70%	30%
College of Education and Behavioral Professions	10	19	29	66%	34%
College of Science and Health Professionals	12	36	48	75%	25%
College of Liberal Arts and Humanities	8	28	36	78%	22%
College of Graduate Studies	3	50	53	94%	6 %
Total	41	152	193	79%	21%

As observed in the above table, the number of part time faculty is greater than full time. This is common in all higher education institutions in Puerto Rico where the operational budget makes it difficult to recruit more full time faculty. Part time faculty has vast experience in industry, commerce, and education that enrich academic programs. On the other hand,

Although the graduate college has the greater number of part time faculty, these classes have fewer students. Part time Professors are specialized in different areas enabling students to benefit from their experience and expertise. In turn, each academic program is assigned a coordinator to facilitate the teaching-learning process. When a college has a high percentage of part-time professors, full-time professors are appointed as academic and/or practice coordinators. Coordinators are responsible for academic advising, placement in practice centers, comprehensive exams, learning assessment, and student associations.

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?

Faculty integration of academic activities

The faculty integrates research, learning activities and other student services with the teaching process. To complement teaching, BCU promotes faculty and student participation in symposiums, conventions, academic conferences, research and co-curricular activities integrating theory and practice. It also emphasizes field experiences within each program, participation in discussion of social issues, the development of activities aimed at social justice, volunteer work, and spiritual development. It also promotes professional identity through participation in professional organizations. These activities respond to institutional mission, vision and values of BCU.

During the past three years, students and faculty participated in activities that follow.

Table 26: Faculty and students development activities

	Students	Faculty
Annual Rehabilitation Counselor’s Convention (USA)	20	5
Rehabilitation Service Administration Conference (PR)	10	3
Internships (USA)	2	
Counseling Board workshop	20	1
Workshop: Writing and Publication	2	1
Conference: Mental Health in Puerto Rico	15	3
Preservation of Food for Time of Crisis	18	2
Workshop on Rehabilitation Counselor’s Code of Ethics	12	1
Violence in the Workplace	300	8
Food drive for disaster victims	200	10
Cancer Awareness	75	8
Developing a Research Culture in BCU (10 workshops)	100	81

In October 2011 the following data was collected from faculty questionnaires (41):

- 80% of the professors integrate investigation activities and academic services as part of course requirement. This finding is evidenced in course syllabi.
- 68% of the professors participated in the design, review and/or development of new academic programs (revised programs: Business and Technology, General Education, Social Work, Psychology).
- 26% of the faculty has written proposals for external funds.
- 94% of the faculty showed interest in discipline specific research providing the institution offers Sabbatical, academic release time, or economic resources.
- 68% showed interest in professional development with support from the institution in terms of time and financial aid.
- On the other hand, the vast majority of the professors offer services to the community

such as conferences, workshops, chats, in church and participation in accreditation commissions, among others.

Faculty integrates research into the learning process through literature review, seminar courses, and special projects. Faculty carries out research for curriculum review and the development of new programs. Since 2008, eight (8) new programs have been developed (certificate in Medical Billing, graduate certificate in: Visual Impairments, Mental Health, Addictive Disorders and Vocational Evaluation, Master in Counseling in Mental Health, School Counseling and Addictive Disorders).

Faculty research is mainly related to doctoral dissertations. Of 41% of the faculty doing research, 9% are doctoral dissertations; 17% independent research; 15% in literature review for the development of new programs.

Table 27: Faculty conducting research

College	Full time faculty per college	Number of faculty conducting research
College of Business Development and Technology	8	6
College of Education and Behavioral Professions	10	2
College of Science and Health Professionals	5	1
College of Liberal Arts and Humanities	8	3
College of Graduate Studies	3	2

Teaching and research are central activities of faculty members. As an integral part of the institutions Strategic Plan and the vision and mission, the university established a Research Policy (Appendix 6.D) to foster faculty participation in research. Research is a faculty evaluation criterion. Graduate College faculty integrates research in curriculum through PPOHA Grant (Appendix 6.E).

To ensure that the faculty integrates these activities, recent developed programs faculty recruitment requires compliance academic with experience that includes: teaching experience, experience in the specialization area, certifications or licenses if applicable, and continuing education.

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?

Faculty development

The teaching-learning is the primary responsibility of the Faculty. Therefore, the Faculty should be qualified in terms of academic preparation, training, experience and professional competencies. Consequently, Bayamon Central University provides professional development opportunities to its Faculty responding to the Executive Order ACA.11-01 (Appendix 6.F).

Continuing professional development is a faculty evaluation criterion. BCU offers faculty time for development and allocates an annual budget of \$30.000 for professional development through scholarships for graduate studies or certificates, workshops, conventions, conventions and assemblies (Appendix 6.G). In 2011, 4 professors received scholarships to complete doctoral studies. Additionally, each semester commences with workshops to promote faculty development. Faculty is also encouraged to participate in activities organized by professional

organizations. From 2010-2012, faculty participated in 21 workshops funded by PPOHA proposal (Appendix 6.H). Topics included: research strategies and methods, syllabus design, preparation of modules, Moodle Platform, online courses, writing objectives, and curriculum alignment. The office of Faculty Support Service (CFD) emphasizes technological development and its integration in the classroom. Faculty receives a monthly calendar of workshop to be offered.

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?*

Faculty quality

BCU's faculty is highly-qualified to satisfy the curriculum and teaching needs. Faculty participates in the development of new programs, curriculum review, and assessment of the learning process. They are part of the shared government as members of the Academic Council and University Senate. They participate in institutional committees appointed by the Presidency and Directors of each college. They are members of professional organizations related to their discipline. (Appendix 6.I)

Faculty members are in the process of requesting professional accreditations from (TEAC, CACREP, CCNE and CSWE). At present, the Rehabilitation Program is accredited by CORE.

Social Work and Counseling faculty have been recognized by the external community for excellence in service and leadership. Faculty preparation and experience in the discipline are key factors in assigning courses. BCU established an executive order outlining the requirements for teaching at the undergraduate and graduate level. www.ucb.edu.pr/normas_politicas.php (Appendix 6.J).

The criteria for determining the qualifications of faculty positions are increasingly more rigorous because they meet institutional requirements and the standards of accrediting agencies and certification of the various programs. Requirements to offer courses are:

- Hold the degree and professional experience for the level and specific program
- Two years of academic experience in the field
- Be up-to-date in academic field
- Hold a professional license if the profession requires(counseling, nursing, psychology)

BCU establishes periodic faculty evaluation criteria: student evaluation, director evaluation, and peer evaluation. Faculty evaluation contributes significantly to sustain an appropriate level of growth and excellence. The results of the evaluation are used for contract renewal, granting of ranks, and professional development opportunities. BCU establishes a recruitment system with internal and external announcements. Committees of professional peers are part of the selection process. The contract outlines the roles and responsibilities of the position (Appendix 6.K).

BCU has a highly qualified faculty with extensive professional experience. The faculty is committed to academic advising, research, and administrative tasks (See Appendix 6.L).

The composition of the faculty is as follows: (162) faculty members of which (25%) are full-time, (75%) are part-time; (57%) female, (43%) male

Table 28: Full Time Faculty Academic Preparation

Academic rank	Gender		Total
	Female	Male	
Professor	2	1	3
Associate Professor	3	3	6
Assistant Professor	19	7	26
Instructor	4	2	7
Total	28	13	41
Academic degree			
Doctorate	8	6	14
Master's	21	6	27
Total	31	15	41

Table 29: Part-Time Faculty

Academic degree	Gender		Total
	Female	Male	
Bachelor	1	0	1
Master's	29	26	55
Doctorate	9	4	50
Total	39	30	69

Concerning faculty academic preparation, duties and responsibilities, the Faculty Handbook establishes:

- Chapter I *Faculty*: Regulations strictly apply to the faculty. They must hold a Master Degree from an accredited institution. Faculty academic ranks are: Instructor, Assistant Professor, Associated Professor and Professor.
- Chapter II *Functions of the Faculty*: Duties of the faculty
- Chapter III *Norms and Procedures*: rules and guidelines for teaching
- Chapter IV *Academic freedom*: professional ethics, objectivity, and common sense and respect for others.
- Chapter V *Appointments and Contracting*: Faculty members will be appointed by the President of the University according to regulations
- Chapter VI *Academic Program*: Full time faculty works a minimum of forty (40) hours a week for the Institution.
- Chapter VII *Faculty Evaluation*: Methods and Faculty evaluations are revised every five (5) years by a Faculty committee
- Chapter VIII *Academic Ranks*: Academic ranks are the following: Instructor, Assistant Professor, Associate Professor and Professor.
- Chapter IX *Compensations, Benefits and Vacation*: Compensation for each will be determined according to the norms of compensation emitted by the Institution.

- Chapter X Institutional Order: Institutional order is the daily normal course of teaching, administrative and extracurricular activities.
- Chapter XI Other Norms. Full time Faculty should have previous authorization from the President before accepting outside faculty or administrative positions.

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

Additional recruitment criteria

Executive Order (ADM 12-03) establishes that in the case of specialized areas, the President may authorize the contract of faculty with the knowledge and the professional experience but not the necessary professional credentials. The college director should evidence that the position is of difficult recruitment. The President authorizes the Human Resource Office to place an advertisement in the media to fill the position (Appendix 6.M). Recruitment is also made through the Department of Labor, classified on line, professional associations, and universities.

Once potential candidates are identified, the college director and faculty interview and recommend candidates to the Academic Dean. The academic dean then recommends the candidate to the President.

In reference to the contracting policies, 57% of faculty considers contracting policies fair and objective. Nevertheless, a significant number (63%) admit not knowing the policy related to recruitment and retention of the Faculty.

BCU is committed to affirmative action for equal opportunity in employment and education and does not discriminate by reason of age, race, color, sex, marital status, social or national origin, political affiliation, religious views, Vietnam Veteran Era, disability, domestic violence, sexual aggression or stalking, applied to admission, employment, scholarships, loans, and other Institution programs and activities.

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 does it ensure that the responsibilities in terms of teaching, advising, and other academic services are met?*

Faculty hiring procedures

BCU has established specific procedures to hire and evaluate part-time and full-time faculty. The Office of Human Resources publishes an external and internal announcement stating the requirements for the position. Candidates are interviewed by the academic dean, college director, members of the faculty, and director of Human Resource. Selection criteria are: academic preparation, experience, and research. Once the candidate is selected, the Human Resources Office provides a description of the duties and responsibilities of the position.

To hire full-time faculty and part-time faculty, BCU has established the following procedure: identify possible candidates from the file, receive faculty recommendation of possible candidates, publish an employment announcement, and contact professional associations. All candidate documentation is verified.

To evaluate full-time faculty, BCU has a comprehensive evaluation procedure with the participation of students, peers, college director, and self-evaluation. The results of the evaluation are used for recommendation of professional development, contract renewal, or granting ranks. This evaluation proceeds according to the Faculty Handbook.

Students evaluate part-time faculty in each academic term. The results are used for contract renewal. This evaluation also sheds light as to the most qualified professors.

The recruitment and evaluation process is outlined in Executive Order 12-03 and Faculty Evaluation Handbook (Appendix 6.N)

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

Faculty participation and duties

It is part of the duties and responsibilities of the faculty to get involved in institutional activities such as the design and review of programs, the revision of handbooks, program accreditation, writing proposals, research, publications, and community service. Nonetheless, some members of the faculty have received economic incentive for curriculum revision through proposals: Title V Project and PPOHA.

Since 2008, 10 full-time faculty members and 2 part-time have designed 12 academic programs; 5 have participated in the revision of programs.

Table 30: Development of New Academic Programs

College	Program Description	Full time	Part time	Number of Professors
Business Development & Technology	Certification in Medical Billing	2	1	3
College of Education & Behavioral professions				
College of Science & Health Related Professions	Associate Degree in Medical Emergencies		1	1
College of Liberal Arts & Humanities				
Graduate Studies	Masters in Orientation & Counseling	1		1
	Certification in Vocational Evaluation	1	2	3
	Graduate Certificate in Visual Impairments	1		1
	Masters in School Counseling	1		1
	Masters in Mental Health Counseling	1		
	Masters in Addictive Disorders Counseling	1		
	Graduate Certificate in Mental Health			
	Graduate Certificate in Addictive Disorders			

Table 31: Revised Academic Programs

College	Program Description	Full time professor	Part time professor	Total
Business Development & Technology	BA Information Systems	1		1
College of Education & Behavioral professions	BA Social Work	2	2	4
College of Science & Health Related Professions	AA/BA Nursing	3	2	5
College of Liberal Arts & Humanities	BA Philosophy	1	2	3
Graduate Studies	Masters in Psychology	1		1
	Masters in Counseling	1		1
	Masters in Counseling with specialty in Families			

Table 32: Community Service

College	Professor	Type of service
Business Development & Technology	Prof. Alzoris Muñoz	Community workshops for filing income tax
College of Education & Behavioral professions	Dr. Milagros Watterson Prof. María E. Laureano	Investigation Project with the community
College of Science & Health Related Professions	Prof. Floridalia Vidal	Health clinics in the community
College of Liberal Arts & Humanities	Prof. Elba Rivera	Community service with the elderly
Graduate Studies	Dr. Haydeé Domínguez	Counseling services in Rehabilitation Centers

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

Professional Development Plan

BCU has a Professional Development Plan to identify faculty needs. Completing this document is part of the Faculty evaluation. Some professional development activities are: conventions, technology workshops, and professional association workshops, among others. The Institution encourages participation either by covering the cost of attendance or providing academic release time to attend.

BCU has a budget of 30,000.00 to cover professional development for faculty. Priority is given to professors teaching in programs requiring professional accreditation, programs requiring licensure, faculty of specialized areas, and professors completing a doctoral degree.

In the next table priorities in the professional development of BCU's faculty are shown.

Table 33: Faculty development priorities

Year	Program	Justification	Activities
2011	Business and Technology/Graduate	Develop online courses	8 Workshops funded by PPOHA
		Integrate research in course development	13 Workshops funded by PPOHA
2011	Education/Undergraduate	Improve PCMAS scores	5 Workshops
	Social Work/ Undergraduate	CSWE accreditation	National Convention of Social Workers
	Education/ Graduate	Integrate research in course development	13 Workshops funded by PPOHA
2012	Counseling and Psychology /Graduate	CACREP accreditation CORE accreditation Develop online courses	Counseling National Convention RSA 13 Workshops in Moodle

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

Development opportunities

The budget for faculty professional development has been same since 2008. However, the Institution has provided resources for professional development such as professional conferences and workshops sponsored by the following office or proposal:

- Center for Faculty Development – This office provides training in integrating technology into the teaching-learning process and in the use of the Moodle Platform (Appendix 6.O).

Besides the institutional funds assigned, BCU in its continuous search for tools to train and strengthen the competences of the faculty has identified and submitted with success several proposals to the federal government such as:

- *Title V Post-Baccalaureate - Opportunities (PPOHA-Promoting Post-Baccalaureate Opportunities for Hispanic Americans)*. Provides funds for graduate faculty training to strengthen the competencies in the academic discipline and in the development of online courses. 10 workshops have been offered to 79 faculty members. (Appendix 6.P).
- *RCA Scholarships- (Rehabilitation Service Administration)* – This grant provides economic aid to graduate faculty in Rehabilitation Counseling.
- *Title V* – Part of the funds of this grant is for undergraduate faculty training, workshops, and conventions. (Appendix 6.Q)
- *Office of Academic Affairs* –At the beginning of each semester, faculty participates in professional development activities such as: teaching strategies, student assessment, learning assessment, use of *Gradebook* tool, and distance learning.

Additionally, BCU makes arrangements in work hours for faculty completing credits toward an academic degree or professional development. Evidence must be submitted to the Human Resources Office. (Copy of the Studies application Form is included as part of the Executive Order ACA.11-01 included in Appendix 6.F.)

Opportunities for professional development are distributed equally among faculty giving priority to faculty of specialized areas. Selection criteria are based on: faculty interest, performance evaluation, and years of service at BCU.

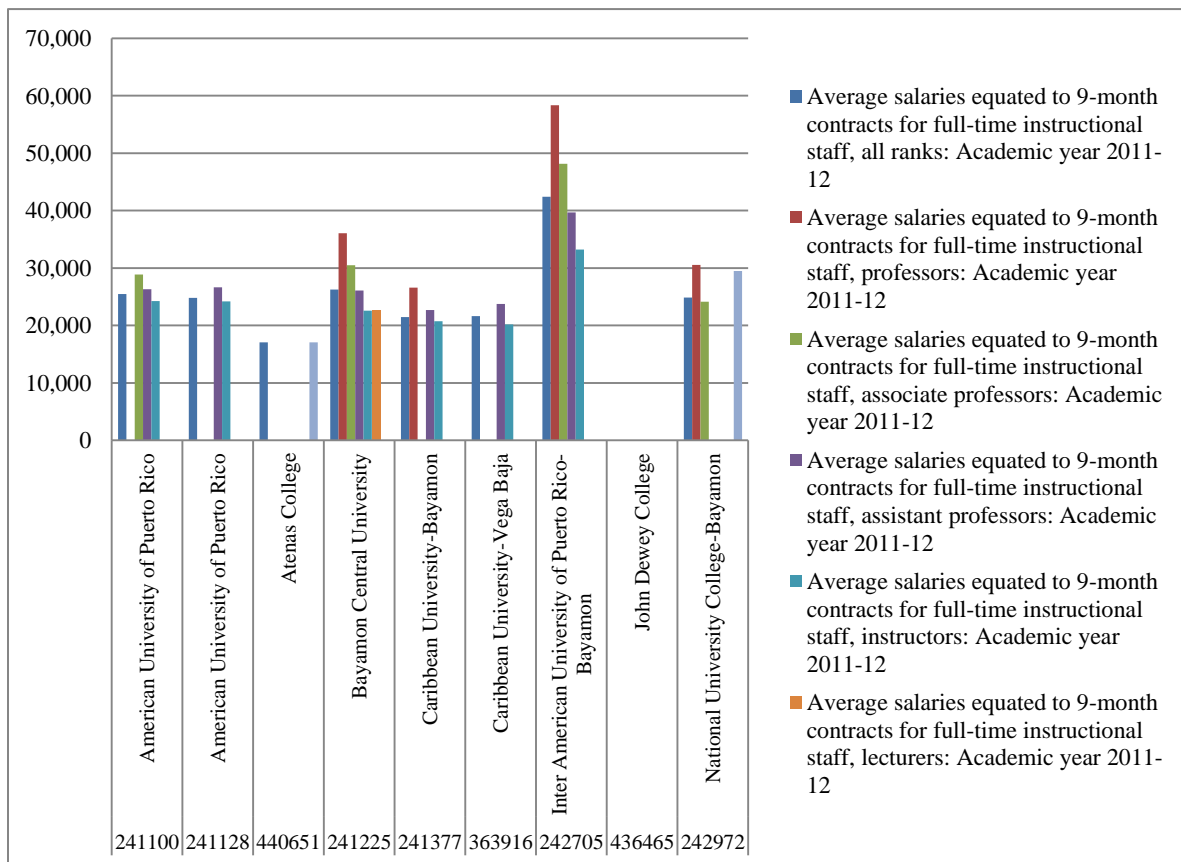
10. How are the acquired rights and benefits of the faculty guaranteed?

Faculty rights and benefits

The current regulations guarantee the faculty’s benefits and acquired rights. The Office of Human Resources is responsible for informing the faculty of these rights and benefits as included in the faculty handbook and contracts.

In terms of salaries our full-time faculty is the second highest paid within the Bayamón area. Following is a chart comparison of these 9 universities.

Table 34: Average salaries equated to 9-months contract, Academic year 2011-12



BCU recognizes that fringe benefits represent an additional income, security and better employment conditions. Some of these benefits are included in Chapter IX of the Faculty Handbook. The following is a summary of the fringe benefits granted to BCU full-time faculty.

- Medical Insurance
- Employee Psychological Support Program
- Life Insurance
- Retirement Plan
- Scholarship Program
- Sick Leave days – 18 days per year
- Vacations - two (2) months (June & July)
- Holidays
- Maternity Leave or adoption License – 56 days
- Leave without pay
- Christmas Bonus
- Direct Deposit
- Parking
- Summer camp enrollment discount

Even with the active intervention of the Human Resources Office it was found by this working group through an administered questionnaire related to faculty rights and benefits that:

- 36% of the faculty knows their rights and benefits;
- 33% know some, and
- 31% are not aware of their benefits and rights.

Findings

1. The student/professor ratio is 1/20 which compares favorably with peer educational institutions.
2. BCU recruits part-time faculty to guarantee the ratio and academic quality.
3. BCU faculty integrate research in the academic curriculum. Through the PPOHA Proposal and Title V Project, the faculty participated in the design, review and/or development of new academic program. These duties are part of the faculty evaluation criteria.
4. Faculty demonstrate continue professional growth. Professional development directly impacts academic preparation and competencies to achieve the institutional mission.
5. The BCU faculty are highly qualified to achieve the expected academic outcomes. The selection process has been more rigorous in the past years. The main criteria to determine faculty qualification are: academic preparation, experience, research, publications, activities of professional development, license (if applies) and teaching and evaluation skills. These criteria comply with quality standards of MSCHE.
6. BCU has established procedures and criteria for recruiting, contracting, and evaluating faculty. Criteria for appointment, supervision, and review of teaching effectiveness for part-time are consistent with those for full-time faculty.

7. BCU has a Professional Development Plan for continuous development and strengthening of faculty competencies to assure the excellence of the teaching process.

Recommendations

1. Develop a bank of professors, especially in specialized areas
2. Increase the number of full-time professors, especially in the College of Graduate Studies which has experienced a growth in specialized programs.
3. Implement Teaching Assistant Program for courses with large enrollment and in specialized programs.
4. Increase budget for faculty professional development with external and institutional funds.
5. Develop an affirmative action policy to strengthen integration of diversity in faculty.
6. Assign a coordinator for each program, especially in Graduate School, which is basically composed of part-time professors.
7. Develop an incentive plan for the faculty to continue with the review and development of academic programs, research and writing proposals.
8. Strengthen faculty research and publications area.
9. Update faculty as to their rights, benefits and responsibilities.

Chapter 7: Educational Offerings

Standard 11 – Educational Offerings

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

This chapter assesses the educational offering and academic services to evidence BCU's mission and goals and the effectiveness of the curriculum in order to meet the needs of students and society. BCU's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and competencies (knowledge, skills, and attitudes).

1. To what extent does the academic offering display the instructional content, rigor and coherence appropriate to the institution's mission and goals?

Academic offer

Bayamon Central University (BCU) offers three academic levels: (3) Certificate/Diploma, (5) Associate Degrees, (34) Bachelor's Degrees and (21) Master's Degrees and (5) graduate certificates, distributed among 5 colleges and Central Institute (CEDEPT) (Appendix 7.A).

At all academic levels promotes the integral development of its students by forming professional leaders, with social commitment with emphasis on a scientist-technological, business, and cultural world based on the Christian humanism. The institution's academic offerings respond to a student centered Christian education. The curriculum is aligned with the institutional mission, professional competencies, licensure, professional accreditation standards, and the student Profile.

Educational offerings are congruent with BCU's mission and have sufficient content, breadth, and length and are conducted at levels of rigor appropriate to the courses. Course content incorporates the discussion of current issues related to violence, economic crisis, scientific discoveries, and changes in business, education and industry, etc. The curriculum strengthens communication skills in English and Spanish, leadership, citizenship, and professional skills, among others.

The curriculum provides for the integration of disciplines. Of the 48 credit requirements of the GEP, students take 12 credits in communication skills: 6 credits in English; 6 credits in Spanish. One of the goals of the General Education Program to prepare students with knowledge in history, humanities, social sciences, philosophy, physical education, general science, math and religion (Appendix 7.B).

The Christian humanistic technological formation aims at forming a mature individual with a critical capacity. Students work with English and Spanish electronic modules in the language lab to complement the teaching process. Teaching methodology integrates scientific knowledge, research, learning experiences, community service, and learning outcomes at program and course levels.

The educational curriculum is designed and updated by faculty and other professionals who are academically prepared and qualified. The curriculum provides all students the adequate opportunities to achieve course level learning outcomes.

2. How do the curricular revision process and the development of new academic offerings integrate the institutions mission and goals?

BCU curriculum

During the curriculum review period, all courses were updated and aligned with BCU's mission, vision and values. The student profile of each academic program was also revised. Course syllabi incorporated expected learning outcomes, research, learning resources, technological competencies, and information literacy.

The institution conducts periodic assessment with the employers and internship centers through questionnaires to assess the competencies and skills associated with the field or area of study. The assessment permits to make curriculum adjustments to obtain the expected results (Appendix 7.C)

The General Education Program is fundamental for each academic program. Courses respond to four (4) general competency areas aligned to the philosophy, goals and student profile. These areas are: philosophy and values; culture, society and economy; communications; and scientific and quantitative reasoning (Appendix 7.F). The core and major courses of each academic program were also revised.

The rapid development of information technology has made institutions reevaluate their academic offerings to make them more competitive and attractive. This has had an impact on the undergraduate academic curriculum reducing the credit requirement of the GEP from 59 to 48. These changes brought about a more accessible, agile and effective curriculum (Appendix 7.D).

BCU revises and develops new academic offerings to meet the challenges of a changing world. The revision responds to new the employment market by preparing graduates qualified to enter the new labor market.

According to the 2011-14 General Catalog, the credit requirement for a bachelor's degree fluctuates between 125 and 134 credits.

The Graduate Program increased credit requirements for some academic programs from 42 to 51 credits. A course in Moral Philosophy (MORL-544) was added to the core component to re affirm the mission and philosophy at the graduate level. The counseling program aligned its courses with the standards established by the accreditation program agencies, such as CORE and CACREP. Additionally, new academic offerings were developed in counseling and special education (Appendix 7.G).

All graduate course syllabi include the institutional philosophy. From the first day of class, students receive copies of the institutional mission, vision, and values and a formal discussion is held.

3. *To what extent does the curriculum provide for the integration of disciplines and knowledge?*

Curriculum integration

The curriculum responds to the acquisition and mastery of ten (10) general competencies: master oral and written communication in Spanish and English; develop quantitative - qualitative and logical reasoning; demonstrate mastery of information literacy skills; develop research skills; develop ethical conduct; respect diversity; develop responsibility, solidarity and social commitment. These competencies are integrated in all the core and major courses (Appendix 7.J).

At undergraduate level, a research methodology course was added to each academic program in order to develop qualitative and quantitative research skills. This course provides students with necessary skills for independent thinking, decision-making, and conflict solution. Research provides the opportunity for collaborative learning and working with others in the completion of learning tasks. (Appendix 7.I)

Twenty-one minors were developed to improve student job opportunities (Appendix 7.H).

To evidence acquisition of key learning goals, courses emphasize reading, writing, critical thinking, and an appropriate balance between theory and practice. Students are encouraged to use information literacy resources (COBIMET) and interlibrary loans to reinforce research skills.

Graduate programs place emphasis on assessment of critical thinking and research skills. Learning assessment has prompted graduate programs to evaluate their structures and decision making process and revamp the assessment of the different components.

4. *How are technology, information literacy, communication skills, support services and research integrated into the curriculum of each academic program?*

Technological resources incorporation to courses

Courses incorporate technology, information literacy, and oral and written communication skills. Faculty and students receive adequate instructional training in the use of library resources, information tools, remote access, and digital reserve through the Student Learning Support Service Center.

The faculty and students have access to a digital reserve on the BCU webpage to post course announcements, exercises, homework assignments and links to topics discussed in the classroom. Having remote access to the digital reserve facilitates professor-student communication.

Students enrolled in the course have access to research labs and to the remote information resource system (COBIMET). The course learning experiences also prepare students to pursue graduate studies.

5. *How effective is the systematic curriculum revision in determining the development of new academic programs and curriculum needs?*

Curriculum revision and new developments

BCU's revision policy establishes procedures to revise academic offerings every five years. Faculty revises syllabi to assure that educational experiences and student learning outcomes meet the requirements of students, licensure, professional accreditation agencies, and commerce and industry. The results of learning assessment are used to update the curriculum.

To guarantee an effective systematic curriculum revision process the following aspects are taken into consideration: student's needs, learning outcomes, internship assessment, employer satisfaction survey, and employment demands. Licensure requirements and professional accreditation standards are also taken into consideration.

6. *How does institutional curriculum meet student needs and preferences, professional requirements and employment changing scenarios?*

Curriculum and students needs

The curriculum and student support services provide academic experiences to meet student needs, such as: DEE 101(Introduction to University Life), tutoring, mentoring, academic advising and counseling, and job placement. Support service offices monitor student performance to ensure they achieve their academic goals.

Support Service offices provide feedback to faculty concerning current student and employer needs. As a result, the faculty aligns the curriculum to student needs, skills and competencies needed in the job market (Appendix 7.K).

The External Advisory Board and internship centers serve as third party expert review for the graduate program with regard to curriculum content, expected learning outcomes, and professional competencies (Appendix 7.L).

The Graduate Studies curriculum review process provides insights as to changes needed to update programs to meet new markets demands. Recommendations by students, professors and professional organizations are taken in consideration based on adequacy and relevance of our curriculum. This is evidenced through the changes made to current offerings and creation of new programs. The following are some of the recent curricular changes made:

- The Master's Program in Organizational Psychology has been renamed Industrial-Organizational Psychology by recommendation of students and professors and to align it with the name used by the Psychology law 96 (June 4, 1983). The change was effective on February 2012. The program curriculum was also revised and restructured.
- To update the curriculum to meet new market trends, two new courses were added as electives in the Rehabilitation Counseling Program: Forensic Rehabilitation Counseling and Transition of Youth with Disability to Adult Life.
- The development of two elective courses in the Rehabilitation Program: Forensic Rehabilitation Counseling and Transition of Youth with Disability to Adult Life to update the curriculum to current market trends.

- Responding to a recommendation of the Advisory Board and the Rehabilitation Counseling Association, Ethics and Legal Aspects in Counseling (CON 600) was revised and renamed Ethics and Legal Aspects in Rehabilitation Counseling (CONRE 600).
- The creation of a Vocational Evaluation Certification in response to a petition from rehabilitation counseling professionals needing formal education in evaluation. (Effective August 2012)
- The creation of the Visual Impairments Certification for special education teachers and other professionals working with visually impaired students to meet the requirement and be considered highly qualified in this specific area by the Department of Educations.
- The creation of two new Counseling Programs: Mental Health Counseling and Addictive Disorder Counseling. This was in response to the needs of the community and market demand for qualified professionals. The two programs have been offered at Master and Certification level since august 2012.
- The revision of the Master in Education in School Administration and Supervision to meet the market demands as recommended by professor and experts in the area. Due to the significant changes to the curriculum, the implementation date depends on the approval by the governing bodies.
- The inclusion of MORL -544 as a core course in all graduate programs to reaffirm the mission and philosophy.
- As part of the curricular revision, the course EDUC 504 (Ethics and Values in Education) and the course EDEL 512 (Philosophy) were combined into Ethics, Values and Philosophy in Education (EDUC 502).

7. How satisfied are students, faculty, employers and professional organizations with the adequacy and relevance of the curriculum?

Students satisfaction

BCU assesses satisfaction through questionnaires administered to faculty and graduating students. The data collected from student questionnaires shows that 88% are satisfied with the curriculum. A questionnaire administered in August, 2011 showed that 100% of the faculty is satisfied with their performance in the classroom. 92% are satisfied with quantity of time spent in class preparation. Another form of assessment is course evaluation. The data collected is used to update the curriculum.

Through internships of several academic programs (counseling, education, nursing, industrial organizational psychology, social work) faculty receive satisfaction feedback from internship supervisors. The following instruments are used to assess student satisfaction during the internship program: Site Supervisor Evaluation Form, Self-Assessment Student Performance, and Student Assessment of Practice Experience. (Evidence of the results of the questionnaire is included in Appendix 7.M)

Students evaluate the courses and practicum student's autos evaluate them and at the same time are evaluated by practicum supervisors. (See practicum & courses evaluation instruments).

In addition BCU has Board Advisors that evaluate the effectiveness and relevance of the curriculum. In the academic year 2011-2012 the Rehabilitation Counseling Advisory Board met twice, and Mental Health Counseling and Addictive Disorders Counseling met once.

8. How does the Institution evidence that alumni possess the necessary skills for their discipline or profession?

Acquired skills evidence

As part of the curriculum, the student participates in experiences to acquire the necessary skills of the profession.

Field Experiences - Practicum and Internship

The on-site field experience provides an opportunity to integrate theory in to practice. Through supervised pre-professional training, practicums and internships students complete field experiences that are designed to help them integrate theory and practice, refine and improve the necessary skills of the profession. The acquisition of these skills is assessed through the following instruments: Practicum Site Evaluation, Student Self-Assessment for Practicum and Internship, Supervisor Assessment for Practicum and Internship Experience (see Manual for Supervision of Internship/Practicum Courses in Rehabilitation Counseling). During the internship, the student is supervised by the center supervisor and faculty advisor to guarantee the acquisition of skill needed in the profession.

BCU holds collaborative agreements with agencies that are used as practicum and internship centers that reinforce the skills necessary in the specific profession. Some of this agencies are: The Human Resource Office of Autoridad de Acueductos y Alcantarillados de Puerto Rico (AAA), Autoridad de Energía Electrica (A.E.E.), Vocational Rehabilitation Administration , Movimiento de Alcance de Vida Independiente (M.A.V.I.), La Perla de Gran Precio, public and private schools of Puerto Rico, and the Department of the Family.

Undergraduate capstone courses were developed to improve teacher certification scores. Capstones integrate professional experiences with teacher preparation courses. These courses help students synthesize their learning. This provides a venue for program assessment because they provide a holistic picture of what students have learned throughout the teacher preparation program. The capstone course is a pre-requisite to the teacher practicum. During the practicum students participate of review sessions for the Teacher Certification (PCMAS).

Results of the board exams are taken into account to revise course content. Courses are aligned taking into consideration the evaluation criteria used by licensure board. The curriculum revision of the graduate program took into account the results of the licensure of psychology and counseling programs. The curriculum of specialized programs requiring licensure is aligned with the requirements of the boards.

Each college tracks alumni employment rate and employment positions. The Institution administers a satisfaction questionnaire to assess the needs of employers and competencies needed for the position. During 2010-2012 the placement official of the Department of Labor of Puerto Rico interviewed 228 BCU students for employment of which 72 were referred to public and private firms.

BCU conducts viability research to develop new academic offerings. Employers are surveyed to identify the desired employee candidate profile. This survey also measure student outcomes through perceptions of employers. This survey provides valuable data for tracking institutional effectiveness, charting progress toward BCU goals, and improving the student experience.

9. How is student outcomes assessment integrated into curriculum revision, program development and course planning?

Outcome assessment

Each professor integrates outcomes assessment into course planning. Assessment aids the faculty in revising course content and implementing new teaching strategies. Resulting from this assessment, interactive modules of oral and written communication skills in English and Spanish are used in the language laboratories to strengthen learning (Appendix 7.N).

The faculty updates syllabi to include new skills, enrich activities and adapt the content to student needs. The Institutional Assessment Plan establishes pre-tests and post-tests as an assessment instrument for the GEP. Pre-tests and post-tests are offered in Spanish, English and math courses. This assessment compares prior knowledge and final outcomes to evaluate meaningful differences (Appendix 7.O.).

10. How are the Curricular Development Plan and the Strategic Plan aligned?

Curricular Development Plan and the Strategic Plan

BCU's Strategic Plan 2007-2012 determines in strategy III the following:

“Establish an academic offering that fosters the development of a higher education institution of excellence at all academic levels; an academic offering that responds to standards and characteristics of excellence established by MSCHE and PRCE.”

BCU's strategic plan sets the following student profile which served as a guide to curriculum revision. The institution aims at forming alumni with the following characteristics:

1. Capable of thinking critically and communicating effectively.
2. Aware of the transcendent dimension of life and the truth of the Christian Faith.
3. Socially committed, sense of solidarity, appreciation of culture, environmental awareness and democratic value.
4. Committed to lifelong learning.

Based on the Strategic Plan, BCU submitted a Title V proposal for curriculum revision of the GEP, Social Work and Nursing Programs. The Institution developed a curriculum revision plan for each college aligned to the mission and student profile (Appendix 7.P) and designed new syllabi for courses. This curriculum revision is described in Chapter 8, General Education.

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

Academic Support services

The following academic support services are available to students: library, language labs, computer labs, science labs, nursing labs, and research labs. Each of the academic support service offices reinforces learning skills that include:

- Information literacy
- Technological competencies
- Use of information sources
- Research skills
- Oral and written communication skills
- Scientific and quantitative reasoning skills

Faculty meets with personnel from academic support services to tailor services to student needs. For example: Professors offering Research Methodology (EDUC 507) coordinate with the library workshops on information literacy and resources. The faculty also coordinates workshops with the research lab on the use of SPSS for the analysis of data. Academic support service provides an adequate balance between theory and practice and the opportunity to practice and improve skills associated with the field of study.

Findings

1. BCU's academic offerings are aligned to institutional mission and respond to a student centered Christian humanist education.
2. Course content integrates the knowledge, skills and abilities necessary for the field of study and the criteria established by professional accrediting agencies.
3. BCU maintains communication with employers, external Advisory Boards and professional agencies to receive input as to the competencies required for employment.
4. BCU revised the curriculum to establish an adequate balance between theory and practice and to incorporate outcomes assessment. This revision included courses in language, philosophy, religion, history, sociology, physical education, technology management, mathematics, and logical reasoning.
5. As part of the revision, a research methodology course was integrated into all undergraduate academic programs and core courses were revised at the graduate level.
6. The Graduate Program developed new offerings in the area of Counseling and Special Education with the aim of expanding academic offerings and to respond to the professional needs in the mention areas.
7. BCU established an IRB (Institutional Review Board) to ensure compliance with protection of the subject.

8. Courses integrate essential skill, such as: oral and written communication, scientific and quantitative reasoning, critical analysis, and technological competencies. Modules were developed to integrate communication skills.
9. Class discussion involves professional ethics, respect for human dignity, diversity, social commitment, integrity, responsibility, and interpersonal relationships.
10. Students have access to diverse learning resources through COBIMET (Consortium of Metropolitan Library).
11. The Teacher Preparation Program drafted policies and procedures to achieve educational expectations of the program.
12. The Nursing Program established review sessions to prepare students for the Nursing Board.
13. The Institutional Assessment Plan establishes pre and post-tests as an assessment instrument for the GEP searching for meaningful difference between prior knowledge and final outcomes.

Recommendations

1. Use outcomes assessment and employment demands to update and align curriculum content.
2. Increase the number of practicum/internship sites
3. Increase enrollment by developing new academic offerings
4. Develop distance education programs
5. Establish contractual relationships with institutions of higher education
6. Strengthen CEDEPT (Certificate/Diploma) offerings
7. Foster faculty research
8. Reinforce personnel training in distance education and online service (WebAdvisor, Retention Alert, Grade Book).
9. Include a theology course in the graduate program to comply with the university mission.
10. Establish community service as an undergraduate graduation requirement

Chapter 8: General Education and Related Educational Activities

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.

General Education Program

Working Group 7 assessed our General Education Program and related educational activities that promote our mission and goals, evaluated their effectiveness in meeting the student needs to acquire the competencies of their discipline or profession. Special attention was given to the alignment and consistency of our Certificate Program with our institutional practice.

The General Education Program (GEP) is an important academic area for the realization of institutional mission and philosophy. From 2008 to present, GEP has been in the process of a curriculum review. Title V Project set out to design a curriculum that would respond to the demands and requirements of a society experiencing economic, workforce, and technological changes. The curriculum also responds to the licensure requirements of accreditation and professional agencies. To this end, Title V Project reactivated the Curriculum Review Committee with the participation of faculty from each of the Academic Colleges. This committee reports to the Presidency and to the Dean of Academic Affairs. This committee outlined the alumni profile, goals and objectives and the GEP courses (Appendix 8.A).

The review committee decided on a GEP consisting of 48 credits broken down into 16 courses aimed at providing educational experiences to foster the achievement of the proposed goals and the advancement of institutional mission and vision. The credit reduction makes the academic offering more competitive.

The curriculum structure of the GEP is conceptualized in four areas of competencies aligned with the educational philosophy, goals and alumni profile (Appendix 8.B). These are:

1. *Philosophy and Human Values*: EDF 106, EREL 114, FIL 201, FIL 301
2. *Culture, Society and Economy*: ADM 111, CSOC 110, HIST 350, HUM 114, HUM 115, HUM 217
3. *Development and Language Proficiency*: ESP 105, ESP 106, ING 105 (ING 113), ING 106 (ING 114)
4. *Quantitative and Scientific Reasoning*: CS 103, MATE 106 (MATE 140)

Curriculum Design and Evaluation Model

An adaptation of a curriculum design model proposed by Jon Wiles and Joseph C. Bondi (Wiles & Bondi, 2010) was made. This model emphasizes managerial planning based on a

systematic and comprehensive system that facilitates decision-making in each of the stages allowing a continuous process of retro-communication. It facilitates the development of a comprehensive plan based on two fundamental elements: institutional philosophy and student needs. Curriculum evaluation is based on the CIPP model proposed by Stufflebean (1971).

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

Strategies to ensure quality

Through its policies, rules and regulations, BCU ensures that academic programs and courses comply with the quality and contact hours required for the development of intellectual, emotional and social behavior. The Title V Project curriculum review included pilot courses in order to identify areas for improvement in the newly designed syllabi. *The New Course Evaluation* instrument was designed (Appendix 8.C) to aid the instructor in assessing contact hours and course content. The new syllabi include a section of co-curricular activities to enhance the study of course topics and encourage students to further enrich their learning and broaden their intellectual framework (Appendix 8.D). In addition, BCU encourages faculty to prepare topic schedules (Appendix 8.E) to include educational activities specifically designed to develop cognitive, affective and psychomotor performance and to guarantee compliance with contact hours.

The program created the instrument *Criteria for Publication Permission of a Distance Learning Course* (Appendix 8.F) for online courses to ensure they meet the required 45 hours. The platform selected to develop the online courses keeps a record of attendance, activities, dates and times of each student enrolled in the course.

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

Curriculum alignment

GEP develops the competencies and basic skills required for students continuing their studies in the academic areas of Liberal Arts, Humanities, Natural Sciences, Education and Entrepreneurship. GEP courses prepare students to successfully complete core requirements and concentration courses.

The curriculum sequence of academic programs comprises three areas of study: General Education, Core Courses, and Concentration Courses (Appendix 8.G). Student enrollment in core and/or concentration courses often requires pre-requisite courses from the GEP. These courses strengthen the alumni profile (Appendix 8.H). Undoubtedly, the GEP is vital to academic and professional success. Next examples of the courses are shown.

Table 35: examples of pre-requisite course

Course	Program	Pre-Requisite GEP.
COMU 210 (Theories and Principles of Mass Communication)	Bachelor of Arts in Communication	ESP 106 ING 106
EDUC 212 (Writing Seminar for Education Professionals)	Bachelor of Arts in Education	ESP 105
EDUC 430 (Educational Philosophy)	Bachelor of Arts in Education	FIL 201
ENF 104 (Pharmacology for Nurses)	Bachelor of Science in Nursing	MATE 106
EREL 420 (Scripture: Old Testament)	Bachelor in Religious Studies	EREL 113
TSOC 220 (Statistical Methods)	Bachelor of Arts in Social Work	MATE 106

Furthermore, descriptions, objectives and course content of GEP are aligned to meet the requirements of various professional organizations offering licensure exams, such as: Testing for Teacher Certification (PCMAS), Board of Examiners of Professional Nursing, Chemists' Association of Puerto Rico, among others (Appendix 8.I).

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

Alignment of the Education Program and the institutional mission and philosophy

Bayamon Central University validates the constitutional right to receive an education that will lead to full character development, respect for human rights and fundamental freedoms (CELAPR, Art II, sec. 5). Thus, philosophical alignments and institutional mission statement foster the development of full intellectual capacity, the transcendent dimension of life, and Christian ethics. Institutional mission and philosophy are reflected throughout the scope of the General Education Program. This is evidenced by:

Alumni Profile – The description of the alumni profile follows the conceptual and philosophical statements of BCU. Consequently, efforts in curricular academic work, service areas and administrative management of the General Education program are harmonized to foster the development of a technical and humanistic Christian formation. GEP courses promote the formation of a professional capable of integrating scientific and technical knowledge with values that promote a Christian life aimed at transforming and humanizing society. From a Christian perspective and from a world view of culture, the GEP, in accordance with the mission and educational philosophy of the BCU, aims to preserve, increase and disseminate knowledge with the utmost respect to the fields and methods proper of each science (Appendix 8.B).

Goals of the General Education Program – BCU views the goals of the GEP in light of Catholic Christian humanism and the philosophy of St. Thomas Aquinas taking into consideration globalization and world cultures. The goal of GEP is to encourage dialogue between reason and faith, social and ethical awareness, leadership development, environmental awareness, effective communication, understanding changes in the global

labor market, recognizing the value of social and personal dignity, and cultural heritage. This goal is achieved through the courses of theology, philosophy, languages, and history among others. (Appendix 8.B).

Course syllabi - Course syllabi of GEP include a summary of institutional philosophy aligning course descriptions, objectives and content to institutional mission, alumni profile and program goals. In addition, attitudinal (affective) objectives responding to the institutional mission are included in the syllabi. While drafting the syllabi, faculty aligned the objectives and course content with alumni profile. An instrument was developed that details the alumni profile into skills, knowledge and attitudes (Appendix 8.I). In turn, these competencies were integrated into the descriptions, objectives and course content of PEG (Appendix 8.J). BCU established an institutional policy for designing a syllabus to ensure the inclusion of all these elements.

Student syllabi –Students receive the course syllabus (print or digital) which evidence the alignment of activities and educational experiences with institutional mission and philosophy (Appendix 8. K).

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 students learning assessment to improve the curriculum of the General Education?

General Education Program competencies development

BCU ensures that GEP develops core competencies that will enable students to successfully complete their field of study. Approximately twenty professors participated in the design and teaching phases of the pilot courses; following is a description of the curriculum review process, the assessment plan (Appendix 8.L) and decisions made for improvement of GEP.

Phase I: involved a statistical analysis and projections presented in the 2007-2012 Strategic Plan, Institutional conceptual statements, Church documents governing Catholic Universities and a benchmark study of colleges with similar academic offerings (Appendix 8.M).

Phase II: involved drafting the alumni profile, goals and overall objectives aligned to BCU’s mission and educational philosophy (Appendix 8.N).

Phase III: involved the evaluation of existing syllabi to determine the level of revision required (Appendix 8.O). Professors were identified to participate in the revision of the courses of GEP. Each of the sixteen courses of the program was designed to achieve the goals declared in the institutional mission and philosophy.

Phase IV: Pilot courses served to collect the necessary information for effective decision making. Assessment of student learning is as follows:

- *Analysis of academic success.* Pilot courses monitored students’ academic progress: C or above was considered successful; D or F was considered unsuccessful. Each pilot course analyzed student achievement (Appendix 8.P) considering factors of attendance, test grades and final grade.

- *Monitoring Student Attendance* – Pilot courses tracked_class attendance using *Datatel Retention Alert* to immediately identify students at risk and to alert academic advisors (Appendix 8.Q).
- *Assessment Tool for New Course*. Faculty and students completed a questionnaire to evaluate the course and submit written recommendations (Appendix 8.R).

Phase V: involved incorporating findings and recommendations into the GEP courses. Using the data collected from the questionnaire, modifications were made to course content, assessment tools or instructional methodology. In addition, courses administered a pre and posttest to assess the effectiveness of the educational process (Appendix 8.S).

5. How is support given to the General Education Program evidenced in terms of administrative structure, budget and incentives for faculty? How are the General Education Program requirements divulged?

General Education Program support

BCU, under the 2007-2012 Strategic Plan, encourages the use of external resources for the improvement of GEP and faculty development. To that end, in 2007 the University obtained the approval of the proposal *Revitalizing General Education and Critical Degree Programs* funded by Title V of the Federal Department of Education. Through external funding, the institution created the Office for Curriculum Development in the General Education Program for Nursing and Social Work. This office appointed specialists in these fields and established a five-year work plan (2007-2012) for curriculum revision, faculty training, improvement of infrastructure of the science, language and business labs, and for the acquisition of equipment and instructional materials. The President appointed faculty from each of the academic colleges to the Institutional Curriculum Review Board to collaborate with Title V Project.

BCU encouraged the participation of faculty through Title V Undergraduate Project and CRAA Project. From 2008 to the present, at least twenty professors (regular and part time) have participated in the GEP review process. The incentives granted to the faculty are outlined as follows:

- Financial remuneration for syllabus design, instructional module, and teaching the pilot course (Appendix 8.T).
- Participation in professional development workshops in the areas of curriculum design, drafting cognitive, psychomotor and affective objectives, incorporating technology into the educational process, use of computer programs for creating instructional modules, providing academic mentoring, among others (Appendix 8.U).
- Participation in conventions and conferences in Puerto Rico and in the United States. Activities include:
 - *First Congress of General Education in Puerto Rico*
 - *Academic Renewal Network Conference* : Annual Conference of the Association of American Colleges and Universities held in Boston (2008), Baltimore (2009) and Seattle (2010). (Appendix 8.T)

The curriculum revision of the General Education Program is shared with the university community by way of the Academic Council, Academic Senate, and Senate meetings among others (Appendix 8.V). However, the principal disclosure of GEP is through the Academic Catalog.

In addition, BCU established the College of Liberal Arts and Humanities and assigns the Director and staff the task of implementing and monitoring the curriculum review of the GEP.

6. How are under prepared students identified and what academic support programs and services are available to them?

Academic support and services for underprepared students

Through a variety of services and programs described below, BCU monitors and provides support to students with academic deficiency.

Remedial Courses

The University offers support to students with low achievement in English, Spanish and math through remedial courses. Placement in remedial courses is determined by scores on placement exams (Appendix 8.W) and scores on the College Board Entrance Exam. Students with low scores are enrolled in the remedial courses during their first semester.

BCU offered 76 remedial courses during the academic years 2008 to 2011. The following table presents the distribution of remedial courses offered.

Table 36: Remedial courses

COURSE	YEAR			
	2008	2009	2010	2011
MATH 100	5	7	8	5
SPAN 100	8	7	7	5
ENG 100	6	7	7	4
TOTAL	19	21	22	14

Student Support Service Program (PSAE)/ Transition and Student Support Service (STAE)

The aim of the program, which began in 1972, was to help students achieve their academic and personal goals. Students admitted in the program must meet the following criteria: first generation college student, low income, disability and /or academic need. The services are divided into three components:

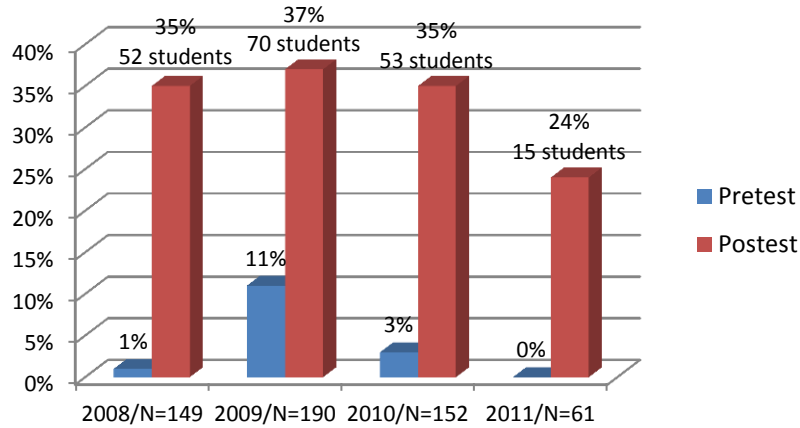
Academic Component - Remedial courses offered in English, Spanish and Math. In addition, tutoring is offered for courses in philosophy, humanities, accounting, computers, general science, and biology. Furthermore, it encourages students to develop skills through participation in academic activities (Appendix 8.X).

Guidance and Counseling Component - These services are aimed at helping students develop personal, academic, and vocational skills. From 2008 to 2010 students participated in a number of conferences and workshops aimed at enabling them to achieve their academic goals (Appendix 8.X).

Cultural Component - Includes extracurricular activities to enrich student’s cultural identity through exposure to new experiences such as educational trips, conferences and concerts. (Appendix 8.X).

From 2008 to 2011, PSAE offered tutoring service to 1684 students in the areas of Mathematics, English and Spanish. The graphs below show the population served and the percentage and number of students assessed in basic skills in these areas.

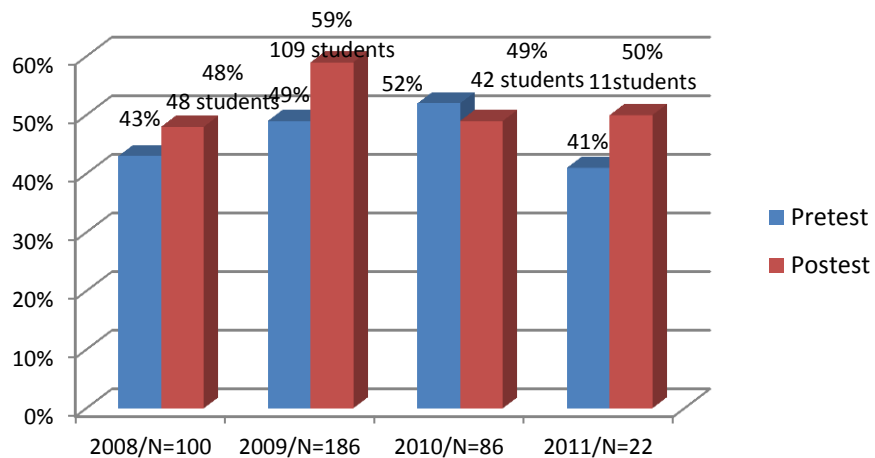
Chart 11: General Education: Math Tutoring Program



The chart compares the outcomes of students who received tutoring in math. As illustrated, there was considerable improvement in scores. It is necessary to highlight that a smaller population was served parting from the year 2011 when mentoring and supplemental instruction programs were established.

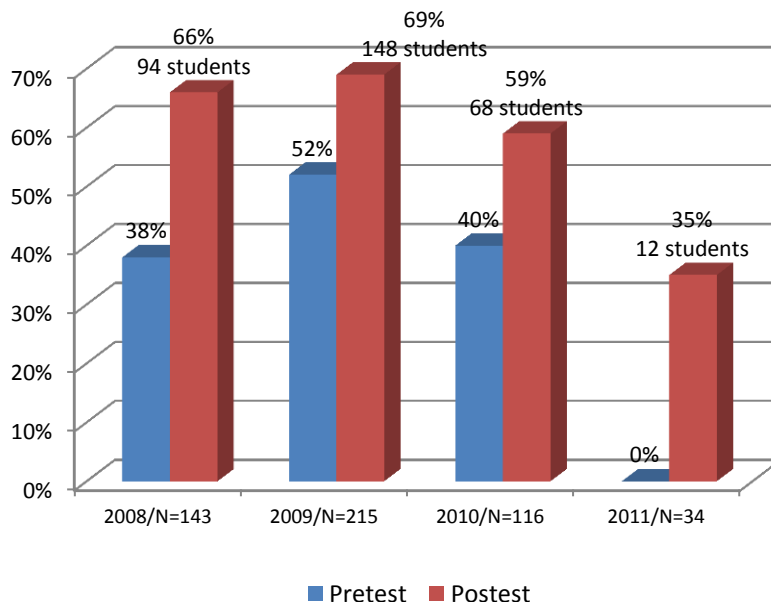
The following chart shows an improvement in the area of Spanish every year except in 2010. Similarly there was a decrease in the population served. Similarly, the number of students served was affected by the mentoring and supplemental instruction programs.

Chart 12: General Education: Spanish Tutoring Program



As seen in the next chart an improvement in English scores is also showed. Similarly, the number of students served was affected by the mentoring and supplemental instruction programs.

Chart 13: General Education: English Tutoring Program



The effect in students’ academic progress is evident through semester course grades. Taking into account the grades of A, B, or C in the three basic courses, it was found that English had greater improvement.

In Spanish, English, and Mathematics pre and post-tests are administered. The pre-tests reveal skills are not mastered; post- tests show the progress and the proficiency of the skills.

In courses where a pre and post-test is not administered, improvement is measured by the semester course grade. The tutoring service is assessed through student evaluation.

Upon termination of the SAE proposal in August 2010, the University institutionalized the office of *Transition and Student Support Services (STAE)* to continue offering tutoring services. These services are available to all undergraduate students with low academic achievement in the GEP. Students who are conditionally admitted to the University are also referred to this program (Appendix 8.Y). The academic progress of participants in the tutoring program is evidenced by the percent of students who improved course grades. English experienced the greatest progress: 78% (2008), 83% (2009), and 82% (2010). Another indicator of the effectiveness of tutoring service is the pre-test and post-test. In the academic year 2010-2011, 129 (85%) failed (F) the Math pre-test and 55% passed the post-test.

To demonstrate the effectiveness of STAE a comparison is made between the number of students enrolled in tutoring and the number of students who passed the course. According to the table, math needs to be strengthened.

Table 37: STAE approval rate

YEAR	Subject	Students Enrolled STAE	Students Approved Course	% Approved
2010-2011	Math	150	88	59
	Spanish	85	62	73
	English	117	95	81
2011-2012	Math	131	66	50
	Spanish	66	51	77
	English	113	81	72

To improve effectiveness, the Institutional Assessment Office is working with STAE to assess skills and increase the number of students receiving the service.

Distance Education

The Distance Education Office provides support to students enrolled in online courses. Online services available to students are:

Institutional Web Site

- Online admission application
- Digital Reserve
- Catalogs
- Virtual Library
- Access to information skills modules
- Institutional Disclosure: handbooks, Licensure, Accreditation and Institutional Policies
- Institutional emails
- Internet Access account

Virtual Learning

- Guides to access courses
- Guide for password recovery
- Tutorial: Guide to an online course
- BCU Vision and Mission
- Distance Education Policy
- Telephone directory
- FAQ
- Technical requirements to enroll in online course
- Guide to student support
- Service request forms
- Internet etiquette (netiquette)
- Communication tools
- Accessibility tools

During 2011-2012 the Distance Education Office offered a certification in Teaching in Moodle to 12 faculty members. At the moment, 25 professors are completing the certification. This certification is a requirement for distance education courses.

Learning Development and Research Center (CRAAI)

The Learning Development and Research Center (CRAAI) provides student academic support. The Center comprises three main units: Library, Technology Support Center, and Academic Laboratories. Bibliographical sources are available in print and digital format. Students have access to multifunctional technology equipment, equipment for students with special needs, and the Virtual Library.

Library

The Learning Development Research Center (CRAAI) hours are Monday through Thursday from 7:00 am to 10:00 pm Friday and Saturday from 8:00 am to 5:00 pm. The Center has several rooms: Information Room, Circulation Room, Special Collections and Information Skills Lab. The Information Room houses: The Puerto Rican Collection Concha Meléndez, Reference, Reserve, Electronic Information Center and Technology Assistance Room, and the Virtual Library.

The Information Skills Program offers workshops, conferences and modules (Appendix 8.Z) to develop and strengthen the skills and competencies necessary for lifelong learning. The assessment of these services is through questionnaires and pre and post-test (Appendix 8.aa) included in each module. The following describes the areas providing service to the academic community.

The Circulation Room comprises activities around the lending of books and other material to users for a limited period of time with the right to renewal. This floor also includes group study rooms, Cataloguing Section, the Center for Faculty Development, and the Gutierrez Isabel de Arroyo Room.

The Special Collections houses several collections of great historical value. These include the personal collections of Dr. Manuel Zeno Gandía and Dr. Cesareo Rosa Nieves with documentation and sources of primary information vital to historians and researchers. In addition, the Religious Art Room and the Historical Archive of the University evidences the Institution’s humanistic philosophy (Appendix 8.ab).

Users, Collections and Services

Library services are also available to the external community. The areas of greater use are the Information Room and the Electronic Information Center. The table below shows library attendance for 2010 and 2011.

Table 38: Library use in 2010 and 2011 (October 2010-2011)

Year	Information Room	Circulation Room	Electronic Information Center	Total Number of Users
2010	12,809	1,625	12,768	27,202
2011	8,273	2,166	7,468	17,904

The decline in the number of users at CRAAI is due to the incorporation of the Virtual Library/COBIMET allowing remote access to services such as databases. The Center also holds academic, religious and cultural activities fostering an integral formation. Among such activities are: Week of St. Thomas Aquinas, Library Week, Reading Week, and arts and craft fairs, among others (Appendix 8.ac).

Technology Support Center (CAT)

The Technology Support Center aims primarily at providing technology resources to improve the teaching and learning process. CAT houses the following areas: Audiovisual Area, Television Studio, Audio Studio, and Center for Reproduction and Graphic Design.

Academic Computer Lab

There are ten computer labs to serve all academic programs.

The main objective of INSEDIE computer laboratories A and B is to complement the Tutoring Program (STAE) using instructional modules for the areas of English, Spanish and mathematics (Appendix 8.ad). The MSEIP Laboratory offers students the opportunity to develop skills in science and math through instructional modules and technology equipment.

Guidance and Counseling Center

The purpose is to provide the student with academic, occupational and personal counseling from the beginning of college life to the completion of the degree. In addition, it serves students with special needs requiring reasonable accommodation.

Co-curricular and extracurricular activities

In order to enrich the learning experience, various academic units hold a number of activities such as symposia, workshops, conferences, cultural activities, and community service, among others (Appendix 8.ae).

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

The Center for Professional and Technical Development

The Center for Professional and Technical Development (CEDEPT) includes Continuing Education programs and non-university post-secondary certifications. It offers professional, vocational and personal development through courses, workshops, seminars and conferences aimed at the general public from a humanistic and Christian perspective.

The Central Institute's mission is to develop individuals with the necessary technical skills to obtain employment or self-employment. As a non-university post-secondary institution, it complies with BCU's Institutional philosophy and mission. The Central Institute responds to the need of people who have a high school diploma and are interested in short term training to enter the workforce. The careers offered are in high demand in today's job market. The objectives of the Center are to:

- Prepare students for employment or self-employment.
- Provide training for employees.
- Train unemployed or unskilled citizens.
- Train at nontraditional hours.

Central Institute aligned its alumni profile to BCU's mission and vision. The attached Alumni Profile Alignment Model evidences the alignment of BCU's alumni profile with the competencies required to practice the profession (EXHIBIT .)

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

The Center for Professional and Technical Development (CEDEPT)

BCU encourages faculty participation in decision making in the Certificate Program. The basic curriculum consists of 12 credits. The student begins with the basic courses of Spanish, English, math and computer. The computer course equips the student with the basic knowledge for using it as a learning tool.

During the 2011-2012 academic year, Faculty and staff revised Practical Nursing Programs, Medical Office Billing and Child Care and Development according to federal regulations 75 FR 66832 of October 29, 2010 (Appendix 8.af). Faculty updated program competencies and established assessment instruments. Revisions took into account the requirements set by the Commonwealth of Puerto Rico, legal regulations, the competencies required for licensure, the mission and vision of the BCU, and the alumni profile.

The existing technical programs are Practical Nursing, Medical Office Billing and Child Care and Development. Each program consists of 14 courses for a total of 46 credits. All courses provide educational experiences to promote the achievement of the goals.

Central Institute performs quarterly faculty assessment to improve the teaching-learning process. Student evaluations assess the quality, diversity and faculty contribution to the achievement of the mission, goals and objectives of the institution.

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?*

Experience learning

BCU has established policies and procedures to grant college credit for experiential learning, which is derived from work or other life experience obtained outside the Institution. Among the criteria considered for granting experiential credit are learning experiences, challenge tests, independent studies, and portfolio, among others. Each academic program establishes criteria to grant credit for experiential learning.

College of Education: For the granting of academic credit for professional experience in teaching, the College of Education follows the guidelines established in the document "Regulation for Teacher Certification" issued by the Department of Education of Puerto

Rico. All students requesting academic credit for experience must meet the requirements set forth herein (Appendix 8.ag).

Nursing Programs: A written policy outlining the requirements and procedures for validating clinical experience for university course credit has been established and are used by the program. (Appendix 8.A.G).

Social Work Program: In past, the Social Work program required students to submit a professional portfolio as a tool for validation of experience. However, this procedure is no long applicable due to CSWE policy of not validating experience for academic credit.

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

Distance Education Program

The Distance Education Program drafted a distance education policy aligned with the Guidelines for the Evaluation of Distance Learning (Online Learning), New England Association of Schools and Colleges Commission on Institutions of Higher Education and Distance Learning Programs, and Interregional Guidelines for Electronically Offered Degrees and Certificate Programs of the Middle States Commission on Higher Education.

BCU, committed to continuous improvement and the pursuit of academic excellence, incorporates distance learning to develop a university without borders. Distance learning is framed within the same principles and values that characterize the Institution's academic offerings. BCU does not have a distance learning program, instead numerous courses are offered online. At present, 59 online courses are offered to approximately one thousand students annually. The project is based on the following institutional objectives:

- Use technology as a tool for the formal educational process
- Develop new approaches for students to assume more responsibility for their learning and faculty takes the role of facilitator.
- Promote equal opportunities for access to information
- Increase enrollment through online courses.
- Create partnerships and consortia with other educational institutions to strengthen and share academic offerings.
- Strengthen and enhance professional development programs
- Meet the needs of students with physical disabilities.
- Meet the multiple needs of a diverse student population.
- Extend the services of the institution transcending geographical boundaries.

Courses offered through distance learning have to the same curriculum requirements and course content of classroom courses, with a basic difference of strategies and resources. Responding to the institutional strategic plan, course offerings in distance learning align functions and services following the procedure manual (Appendix 8.ah).

Findings

1. BCU promoted a curriculum review of the General Education Program responding to student needs, promoting intellectual development, mastering the skills of oral and written communication, Christian values, work ethics, technical competence and skills to access and use information.
2. The goals and objectives of GEP are aligned with mission and institutional philosophy. This is evidenced through institutional alumni profile, course syllabi and topic schedules.
3. Through its policies, rules and regulations, BCU ensures that academic programs and courses meet the standard of quality and contact hours required to develop intellectual, emotional and social behavior.
4. BCU guarantees that the GEP promotes the development of core competencies that will enable the student to successfully complete concentration courses.
5. Title V Project designed an assessment plan to compile the necessary information to improve the curriculum.
6. BCU, under the 2007-2012 Strategic Plan, encourages the use of external funds for the improvement of GEP, including professional development, physical infrastructure science labs, equipment and instructional materials.
7. BCU encouraged faculty involvement in the curriculum review of GEP through Title V Project, by including financial compensation and professional development.
8. BCU offers support to students with academic deficiency through a variety of services and programs, such as remedial courses, Student Support Services, Transition Service and Student Support, Distance Education, Learning Development and Research Center (CRAAI), Guidance and Counseling Center, and co-curricular and extracurricular activities.
9. The goals and objectives of the Certificate Program are aligned and consistent with the institutional mission and philosophy.
10. BCU promotes the participation of faculty and other qualified professionals in the design, operation and evaluation of GEP, the Certificate Program and the design of online courses.
11. BCU establishes policies and procedures to ensure academic credit for experiential learning according to professional regulating agencies.
12. BCU incorporates distance learning for the development of a university without borders. Distance learning complies with the same principles and values that characterize the Institution's academic offerings.

Recommendations

1. Institutionalize the Office for Curriculum Development Project established by Title V Project

2. Review and systematize the process of identifying, placing and monitoring students admitted with deficiencies in the areas of Spanish, English and mathematics.
3. Revise remedial courses in Spanish, English and Mathematics including instructional modules for the development of academic skills required for college-level work.
4. Strengthen the tutoring program through technology and create a web-based repository of information for Spanish, English and Mathematics.
5. Develop a policy that meets the standards of accreditation agencies and professional regulations to grant college credit for experiential learning.

Chapter 9: Institutional Assessment and Student Learning Assessment

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 level, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

This chapter assesses the use of the Institutional Assessment Plan in the institution and how this plan helps faculty, administration and staff to make appropriate decisions about the improvement of programs and services.

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

Institutional Assessment Plan

The Institutional Assessment Plan supports achievement of BCU's mission which expresses the fundamental purpose, the educational and social commitment, and the rationale for the university. The assessment plan is framed within the mission, goals and values in a systemic, systematic and coordinated manner. It is a guide for assessing the outcomes of student learning. The plan determines the quality of the curriculum and educational process to provide students with professionals and leadership skills and with a high social commitment, all framed with the values of Christian humanism.

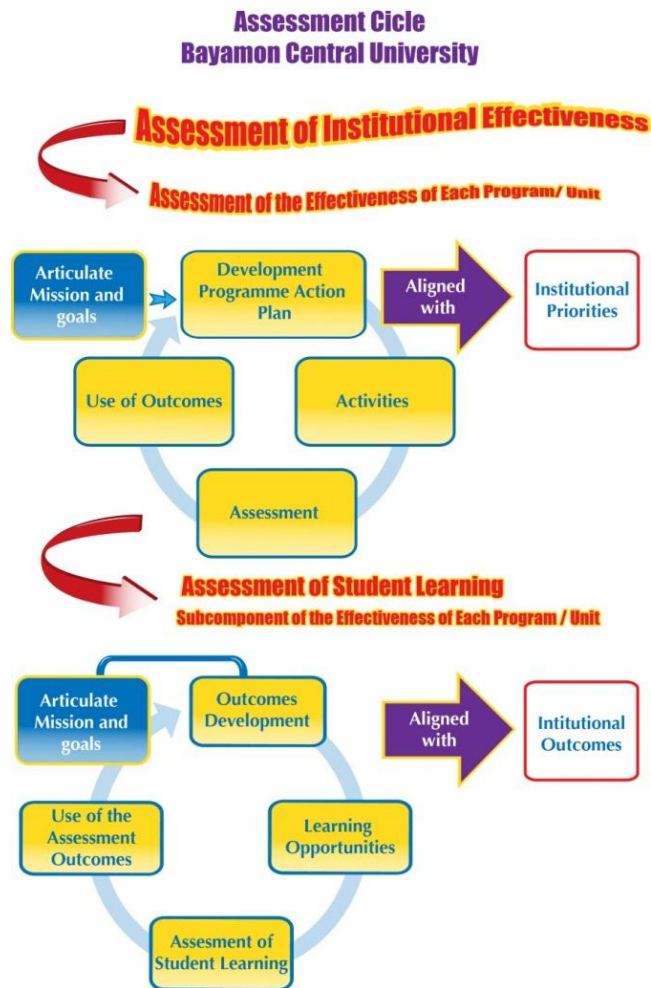
The BCU's Institutional Assessment Plan links the mission of each unit with the Institutional mission and expected outcomes. Overall assessment is based on BCU's mission and goals guided by the values of love, spirituality, studiousness, truth, cultural promotion, professionalism, integrity, community life, social justice and solidarity (Appendix 9.A.)

Institutional Assessment Plan is designed from the four elements in BCU's assessment planning cycle: 1) definition of graduate goals, 2) implementation of activities to achieve these goals and outcomes, 3) outcomes assessment and 4) use of performance assessment for program and service improvement and for planning and resource allocation.

The goals of BCU's graduates are categorized into three areas: formation, life and work. The Assessment Plan on pages 50 to 57 presents performance indicators for skills in the areas in these areas. These skills are achieved through classroom and co-curricular activities. Outcome assessment programs and services determine resource allocation.

Based on the outcomes of Teacher Certification Test (PCMAS), the College of Education developed a Capstone Course (EDUC 413) which began in August 2012 to improve these scores. In November of 2012 students took the PSIAMM (Pre-PCMAS) test offered by the College Board of Puerto Rico to assess mastery of competencies prior to taking PCMAS. This was possible through resource allocation.

Figure 7: BCU Assessment Cycle



Since student learning is the fundamental component of the mission of the university, student learning assessment is an essential subcomponent of the assessment of institutional effectiveness. For this assessment, the plan considers the effectiveness of each program / unit. The plan serves as a guide for continuous assessment of the achievement of goals. The outcomes of the units are reflected in an Annual Evaluation Report (Exhibit 9.A).

Work Plans of all academic units are based on the Annual Evaluation Report. Each academic College uses outcomes assessment and evaluation of student learning to determine its effectiveness. The goal is to improve management decision making, academic quality and relevance of academic programs. The aim of the assessment plan is to evaluate the effective use of human, physical and fiscal resources to improve the teaching-learning process. Based on the outcomes achieved by students in the program and how to address these areas, each unit prepares a report that includes strategies to improve the quality of teaching, service, and setting short and medium term priorities (Exhibit 9.B)

A report generated by each program has a strong emphasis on substantiating the quality and effectiveness of the program or unit. To confirm this, the Institution uses outcomes obtained from the institutional rules and requirements for the Puerto Rico Council on Education (PRCE, governmental licenser entity), the accreditation standards of the Middle States Commission on Higher Education (MSCHE) and standards of professional accreditation bodies.

BCU adopted a formative approach for the development of the Assessment Plan including the following elements of institutional effectiveness: 1) the Institutional Strategic Plan, 2) the Annual Work Plans for each unit, 3) budget planning, 4) the plan and the process for the assessment of student learning, 5) review of programs and curriculum, 6) the plan and process for the assessment of student support services, 7) the assessment of the General Education Program, 8) an institution-wide platform for assessment, and 9) composition of the Institutional Assessment Committee.

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

Administration Support to the Assessment

The administration promotes and supports the development of an assessment culture. The past President of BCU appointed an Institutional Assessment Committee (IAC) to highlight the importance of assessment for institutional effectiveness. This Institutional Assessment Committee (IAC) consisted of administrators and faculty representative of the Academics Colleges. This IAC served as liaison between the Assessment Committees of each college. The role of IAC was preparing the monitoring reports and the Periodic Review Report sent to the MSCHE in 2008.

After completing the PRR, BCU redirected its efforts to the development and implementation of proposals and program assessment. This began in January 2008 with the curriculum review of the General Education Program (GEP), Social Work and Nursing Programs. The curriculum review of other programs began later in 2010. The following table presents the number of courses revised in each program.

Table 39: Courses revised

Program	Number of Courses		Total
	Concentration	Departmental	
General Education	16	1 (Technology)	17
Social Work	21	0	21
Nursing (Associate Degree)	8	3	11
Nursing (Bachelor)	3	2	5
TOTAL	48	6	54

Previously, Assessment in BCU was conducted informally in academic colleges and service units, through work plans. At present, these plans have been revised to include goals, objectives, activities related to objectives, schedule and evaluation (Exhibit 9.A) (Exhibit 9.B). The work plans are aligned and respond to the mission, vision, goals and institutional values. The Administration offers periodic assessment training to update faculty and administration in the use of assessment strategies to achieve the expected outcomes.

In establishing the Strategic Plan 2004-2007, BCU recognized the need to assess the activities of the academic programs and student services in keeping with institutional mission and vision. The strategic plan included unstructured assessment elements such as program evaluation, professional accreditation, certification tests results, professional certifications and satisfaction research studies, among others. However, it was necessary to establish an assessment process for faculty and student learning that would provide more systematic quantitative and qualitative information for decision-making.

As part of administration support, the Board of Trustees considered the need for the Office of Institutional Assessment. On December 15, 2011 the Board of Trustees instituted the position of Institutional Assessment Specialist to systematize and support development and supervision of institutional assessment to achieve a formal assessment.

The Office of Institutional Assessment must prepare the BCU Dashboard with the following assessment indicators: finances, admissions, enrollment, faculty, student outcomes, student engagement, academics, physical plant, satisfaction, research and quality. Thereby, the President and Board of Trustees will have the necessary indicators to support creating a culture of assessment. The metrics are constructed in relation to peer institutions.

The transition into a culture of assessment began with the integration of assessment practices in academic units, programs, and courses. The IAO provides support for continuous improvement in all areas of the university community through conferences, orientations, and workshops.

By establishing individual meeting cycles and group counseling, the institution moves towards an assessment culture. The aim is for all institutional units to clearly establish the expected outcomes. Faculty used templates to measure the outcomes linked to the goals. The outcomes are used to improve teaching, learning and service. The goal is to achieve a culture of evidence of services offered that demonstrates students are acquiring the knowledge, skills and abilities to meet their educational and career goals. The IAO has designed assessment instruments so that all academic units can document the outcomes of student achievement, since this is the central component of institutional effectiveness. (Appendix 9.C) Assessment Templates: Template 5, Assessment of a course, 2nd template for collecting data assessment of academic programs, Template 9 Assessment of Distance Education, Template 6 Resource for Learning and Research Support Center Assessment; Template 11, Course Template, (Appendix 9.D), Guide for Assessment of Management Units and Student Support Services; (Appendix 9.E), Guide for the Preparation of Academics Programs Annual Assessment Report.

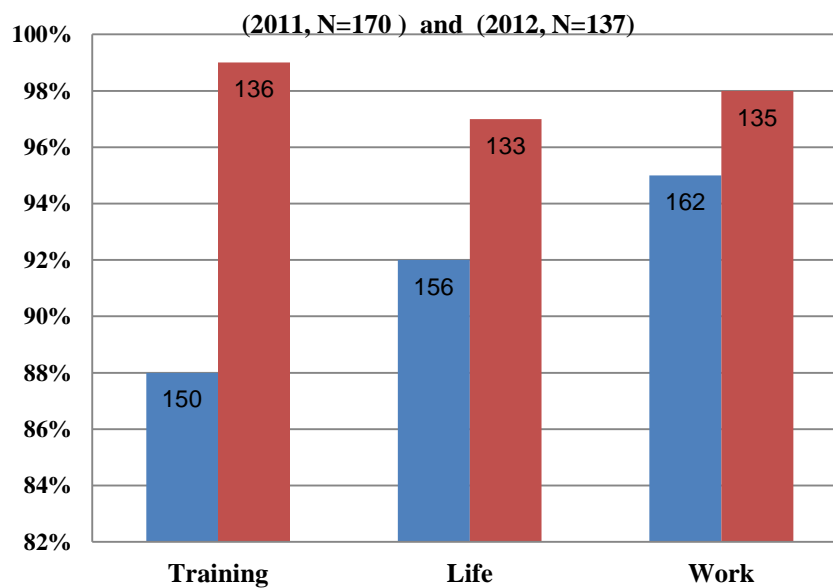
The Policy of Institutional Assessment of 2012 confirms the functionality of the culture of assessment. This policy states that the Office of Institutional Assessment and Institutional Assessment Committee must link the systemic and systematic process of continuous assessment of institutional effectiveness to include: (1) the assessment of each unit, (2) the assessment of the competencies of General Education according to the alumni profile and, (3) the assessment of the University. (Appendix 9.F), Policies of Institutional Assessment and Academic Programs Assessment.

3. How does BCU evidence that its academic programs help students achieve personal and professional goals?

Evidence to students achievement

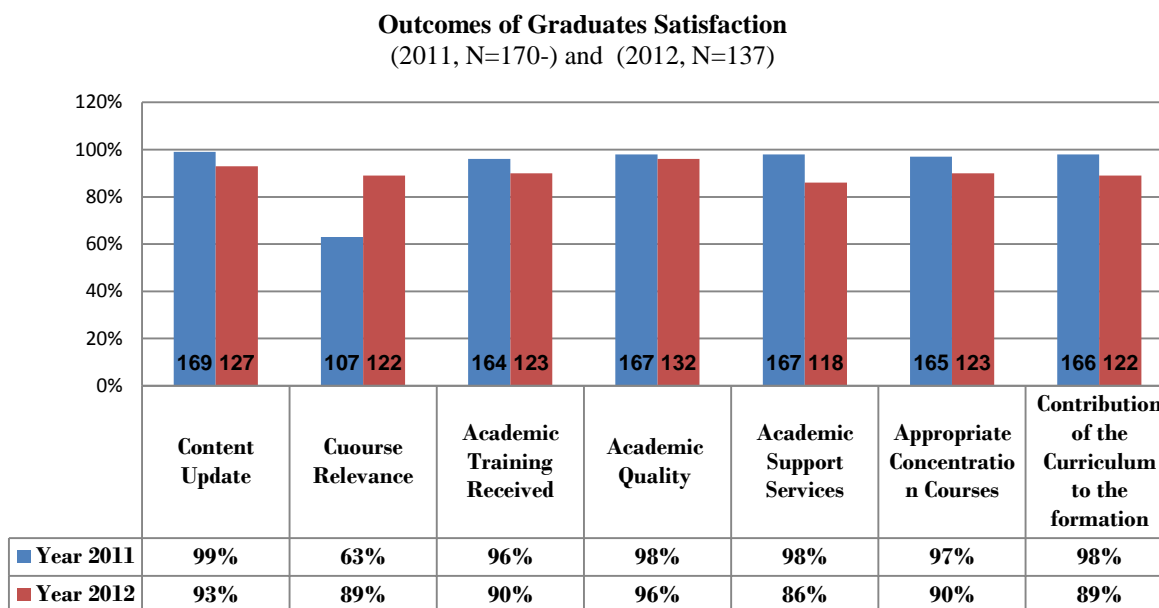
BCU has taken several actions to evidence that academic programs help students achieve their professional and personal goals. The *first action* is to administer a questionnaire to measure graduating student satisfaction. The questionnaire administered to the graduating class of 2011 measured the following indicators: competencies acquired from a BCU education stemming from the Graduate Profile (training, work and life). 88 percent of graduates of 2011 and 99 percent of graduates of 2012 stated they acquired the necessary skills through their education; 92 percent (2011) and 97 percent (2012) achieved their personal skills; and 95 percent (2011) and 98 percent (2012) acquired the competencies for their profession. The figure below shows the distribution of indicators for graduates of 2011.

Chart 14: Students graduation achievement



The figure below shows a percentage breakdown of the findings of graduating student satisfaction questionnaire of 2011 and 2012. 86 to 99 percent of seniors rated their professional training as excellent.

Chart 15: Outcome of satisfaction questionnaire



The *second action* is the evaluation of retention, graduation and transfer rates. According to the data reported and published in the IPEDS (Integrated Postsecondary Data System), BCU has a current retention rate of 70 percent for full-time students and 65 percent for part-time students.

Table 40: Retention rate

Enrollment type	Academic years 2007 to 2011					
	2006	2007	2008	2009	2010	2011
Full-time (FT)	70%	59%	66%	68%	69%	70%
Part-time (PT)	65%	55%	56%	39%	23%	65%

The data shows a high rate of retention for full-time students. In recent years it has remained stable (66 percent to 70 percent). The retention rate for part-time students had a negative change and became a turning point for the institution. The strategy of increasing the number of distance education courses strengthened retention by 42 percent. Other retention strategies include academic advising, guidance and counseling, child care, the creation of capstone courses and transportation services.

Table 41: Graduation rate

Rate	Year					
	2006	2007	2008	2009	2010	2011
Graduation	24%	25%	26%	26%	30%	26%
Transfer	5	5	8	10	10	9

Graduation and transfer rates are 26 percent and 9 percent respectively, both with positive tendencies. Although an increase was seen in 2010 (30%), there was a decrease of 4 percentage points (26%). The IPEDS data show that the graduation rate for six years was 26 percent in 2011. The graduation rate for eight years was 38 percent. This suggests that although students do not graduate within six years, they do persist and graduate in eight years.

Ninety-five percent (95%) of BCU's students receive financial aid for tuition, thus limiting the credit load delaying graduation. Although retention rate is high (70%), more students graduate in eight years when compared to six years (26%). Addressing retention strategies will serve to increase graduation rates in the six year period. BCU's strategies are to strengthen student activities through sports and the arts.

The average rate of graduation for private institutions, for a six year term with the 2004 cohort in Puerto Rico, is 22 percent. This data is provided by the Puerto Rico Council on Education and collected from IPEDS. The data shows that the graduation rate of BCU is higher than that of other private non-profit institutions in Puerto Rico.

The *third action* was the curriculum review. BCU has an ongoing systematic and deliberative curriculum revision process. This revision aims to combine curricular employability requirements and professional skills.

All colleges are in an ongoing process of curriculum revision to align institutional mission and vision with the goals of professional organizations. The curricular revision outcomes are approved by BCU Academic Senate. The curriculum revision includes: the College of Science, Business Development and Technology, Education and Behavioral Science, Liberal Arts and Humanities, and College of Graduate Studies. Further evidence of professional achievement is the percent of successfully completed concentration courses in Education, Nursing, Social Work and specialty courses in Rehabilitation Counseling.

The *fourth action* that demonstrates student achievement is the evaluation of the outcomes of licensing exams. The following Table presents the passing rates of Nursing Certification and Teacher Certification (PCMAS), the outcomes of the Social Work Program and Graduate Rehabilitation Counseling Certification.

These achievements have been possible due to the investment of funds for infrastructure in science and nursing laboratories, tutoring, guidance and counseling services, and revision of graduate and undergraduate programs.

Nursing Program

The retention and graduation rates of the Nursing Program are evidence that students meet their professional and personal goals. The data shows a retention rate of 78 percent for the baccalaureate program in nursing. This rate is higher than the institutional retention rate of 70 percent. The retention rate for students in the Nursing Associate Degree Program is 55 percent. The decline in the retention rate of students in the associate degree program reflects the number of students who transfer into the baccalaureate degree program in Nursing.

The outcomes of the Nursing Certification are evidence that students acquire their professional and personal goals. According to latest outcomes in the associate degree program, there has been considerable improvement in the passing rate: 25 percent in 2007 to 60 percent in

2011. In the bachelor degree the passing rate has increased from 20 percent in 2008 to 86 percent in 2011.

Table 42: Nursing Certification Outcomes, Fall 2007 – 2011

Nursing	2007		2008		2009		2010		2011
	May	Dec	May	Dec	May	Dec	May	Dec	Dec
Associate Degree									
Number of Students	8	4	6			7		14	5
Number passing	2	2	3			2		7	3
Passing rate	25%	50%	50%			29%		50%	60%
Bachelor Degree									
Total			5			8		15	14
Number passing			1			5		12	12
Passing rate			20%			62%		80%	82%

Based on these scores, several strategies were developed to improve the passing rates.

Among the strategies used were updating the nursing lab with equipment and mannequins, revising curriculum, incorporating additional internship centers in the areas of maternity, pediatric, medical-surgical and psychiatry.

Needs improvement in oral and written communication in English resulted in the development of an English course related to medical terminology.

Education Program

Teacher Certification (PCMAS) has experienced a downward trend in the passing rate. To address this issue different strategies have been implemented: assessment of variables affecting outcomes, the creation of capstone courses, revision of admission policy to Teacher Preparation Program, revision of the programs, faculty training, and the alignment of all core and major courses to PCMAS Teacher Certification Tests (Appendix 9.G).

Table 43: Teacher Certification (PCMAS) Outcomes

Years	Pass rate	Statewide average pass rate
2006-2007	68%	82%
2007-2008	56%	74%
2008-2009	62%	74%
2009-2010	73%	79%
2010-2011	54%	77%

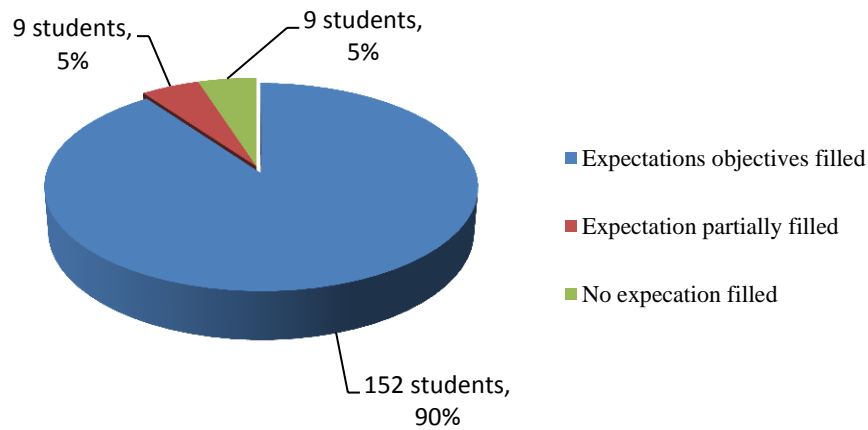
Rehabilitation Counseling Program

The Rehabilitation Counseling Program has a passing rate of 100 percent on the Rehabilitation Counselor Certification. This program also presents an employability rate of 100 percent. All graduates of the program, in addition to passing the certification test, are employed in the rehabilitation counseling field. Moreover, outcomes show that 100 percent complete specialty courses with B or above.

It is of concern the number of student requesting a grade of Incomplete in internship course. It is important to highlight that since this course is given in a shorter term, student have difficulty completing the required hours. After careful analysis, the Dean of Academic Affairs created the Extended Policy to respond to the need for additional time. (Appendix 9.H), Distribution of scores achieved by students in Rehabilitation Counseling specialty courses offered in the years 2010 to 2011)

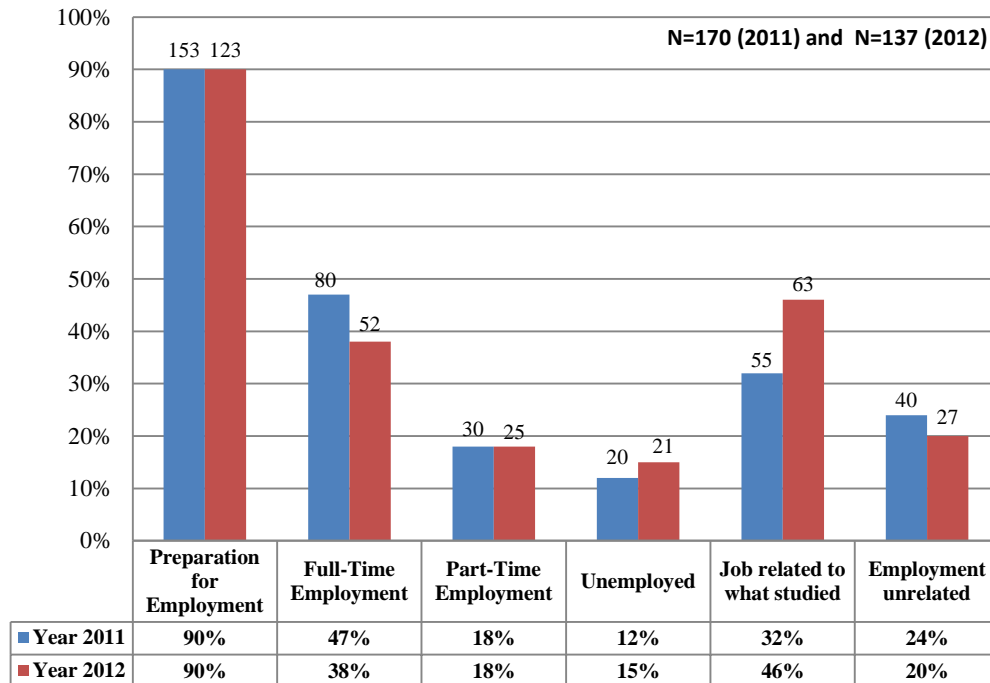
The fifth action to highlight student achievement is employability. The findings from the questionnaire administered to students , 90 percent indicated that the BCU’s curriculum filled their expectations and professional goals. Upon graduation 66 percent of students from the class of 2011 held jobs related to their professional field. Of these, 60 percent were full time jobs.

Chart 16: Curriculum and professional goals expectations.



As illustrated in the following Chart, 47 percent (80 graduates) in 2011 and 38 percent (52 graduates) in 2012 have full-time employment and 18 percent have part-time employment. In 2012, 46 percent (63 students) are working in a job related to their field.

Chart 17: Graduates employment status



The BCU has a placement officer from the Puerto Rico Department of Labor and Human Resources who interviews students twice a week. The following table presents data related to students served in employment services during the academic years 2009 - 2011, 2010 -2011, and 2011-2012.

Table 44: Students served by employment services

Year	Initial Interview	Registration for Employment	Referrals to services in other offices	Self-employed	Placed by Employment Services
2010 -2011	68	20	23	1	6
2011-2012	160	102	49	2	15
Gran total	228	122	72	3	21

Source: Monthly Reports of the Placement Officer

4. How does the Institution incorporate assessment outcomes in institutional improvement plans, strategic planning, in prioritizing, and resource allocation process? How are the outcomes used to improve academic programs?

Institutional Improvement Plans

Outcomes assessment is continuously used for decision-making. On August 27, 2008, the Board of Trustees approved the restructuring of the University into three academic colleges: 1) College of Liberal Arts, Sciences and Health Professions, 2) College of Business Development and Technology and 3) and College of Education and Behavioral Professions. Each college

housed its undergraduate and graduate academic programs. According to the findings of previous research, the ratio of student / faculty was low due to a broad academic offering vs. low enrollment. This restructuring reduced expenditure (Exhibit 9.C)).

Subsequently, on June 29, 2011, the Board of Trustees approved a new restructuring to include five (5) colleges: College of Liberal Arts and Humanities, College of Science and Health Professions, College of Business Development and Technology, College of Education and Behavioral Professions and College of Graduate Studies (Exhibit 9.D).

The following remodeling projects resulted from assessment of the physical infrastructure:

- Remodeling project (2008 and 2009) of the Albertus Magnus science building under STEM proposal. This included improvements to the electrical system, air conditioning system, renovation of classrooms, installation of new laboratory furniture, and remodeling tutoring offices.
- Renovation of classrooms in the Margot Arce Library under the proposal PPHOA for the graduate program. This project included remodeling two classrooms and office space to provide services to students and faculty of the graduate program. This project was conducted between 2010 and 2011
- Parking areas and roads were paved in 2010.
- The lobby of the library was remodeled in 2010.
- Improvement to the Laura Gallegos' Theatre were made in 2010
- In compliance with the requirements of the Intercollegiate Athletic League, the floor of the sports complex was replaced in 2011. (Exhibit 9.E)

Strategic Planning

Assessment is an essential tool in the strategic planning process. To establish the goals of the Strategic Plan 2007-2012 a situational analysis was performed on the external environment, the demographic environment, economic environment and other indicators. This analysis identified the jobs available to recent graduates at the end of 2012. This assessment addressed strategic issues.

For the development of the Strategic Plan 2013-2018 a workshop was held on March 19 and 20, 2012 with representation from all institutional units to discuss the guidelines for the new Plan. The following indicators were considered: trends and enrollment behavior in the years 2007 to 2012 by academic program, outcomes in the Teacher Certification (PCMAS), Nursing Certification, and Rehabilitation Counselor Certification (Appendix 9.I).

Prioritization and Resource Allocation

For the allocation of priorities and resources, the Dean of Administrative Affairs prepares an annual budget based on the Strategic Plan and the outcomes assessment. The Single Audit Report and the Annual Budget Plan contain a detailed description of the resource allocation process and fiscal priority for the operation of BCU as a nonprofit entity.

BCU's budget for the academic year 2011-2012 was prepared based on the Budget Manual established in October 1997 and revised in August 2004. The process included personnel

from areas of Presidency, Finance, Budget, Deans, Directors of Academics Colleges and non-academic Directors. The budget is based on enrollment projections established by the Office of Institutional Planning and Research. To establish the budget, an assessment of three different scenarios is considered: enrollment that is greater, equal or less than the preceding year.

For the budget of 2011-2012, there were budget cuts in the College of Liberal Arts and Science, College of Education and Behavioral Science, College of Business Development and Technology, Information Technology and Telecommunications, in athletic scholarships, and endowments. This reduction responded to a decline in student enrollment this academic year. On the other hand, there was a budget increase in the following areas: Academic Affairs Office, College of Graduate Studies, General Services, tutoring services (STAE), First Aid Office, the College of Education, Learning and Research Support Center, CEDEPT, Presidency, and Institutional Planning and Research Office responding to the need of support services.

For decisions related to budget cuts, an assessment was made of all the areas. Based on this assessment, some areas were increased and others reduced. The document Budget Requests (Pages 23 and 24-Table of Significant Increases) justifies each budget item, resulting from outcomes assessment (Exhibit 9.F).

External Resource Office is another institutional unit that responds to the allocation of external resources through federal and local proposals. An example is the CRAA proposal which funded the renovation of science laboratories 932, 933 and 937 in the College of Sciences and Health Professions. The Title V proposal funded the revision of the nursing program. The revision of the alumni profile and syllabi provided an opportunity to adjust the nursing program offerings and align them to present day demands in terms of the professional competencies.

Another example of the use of resources to improve academic programs can be found in the budget request for 2012-2013. This includes a budget request for contracting full-time faculty, day time faculty for the nursing laboratory, a coordinator of the program, and materials for the lab. Provision was made to maintain full-time faculty (even in low-enrollment programs) and a lab technician for the area of biology. The general education component of the science programs has also benefited from Title V funding.

Resources were allocated to the Teacher Preparation Program for the development of capstone courses, Teacher Certification review, and budget allocation for the College Board SIAMM (Pre-PCMAS) Test.

The Institution also invested in emergent technologies to provide academic support. 379 Tablets were purchased and distributed among incoming freshmen in August 2012. Tablets will also be given to new freshmen in January 2013.

Improving Academic Programs

Academic programs use assessment for improvement. Although in the years 2007 to 2011 assessment was more of an informal nature. In January 2012 BCU incorporates a formal systematic assessment. First, important goals were set for each academic program. Second is to assess student achievement of set goals. Third, the outcomes assessment is used to improve the teaching and learning experience.

The faculty used Outcomes Template No. 5 (Appendix 9.C) to collect evidence of the outcomes achieved in the courses. Each course is assessed based on the achievement of the expected outcomes. A minimum execution point is established for each outcome and a comparison is made with the expected outcome. With this evidence faculty recommends remedial work or ratifies the achievement. Annually, each program is evaluated to determine curriculum changes or remedial measures.

Given the need to achieve the expected assessment in academic programs, the Strategic Plan established the guidelines for curriculum revision. The General Education component of the undergraduate programs is aligned with the requirements of professional accrediting agencies: the Social Work Program, the Nursing Program, and Education Program.

The Assessment Plan for these programs was developed in 2008 as part of the curriculum revision funded by Title V Revitalizing General Education and Critical Degree Program Proposal. The revision included the following undergraduate programs: Education, Social Work, and Nursing and the Graduate Program in Rehabilitation Counseling. These programs were given priority due to licensing requirements.

General Education Program

Previous to the restructuring of 2011, The General Education Program was under the direction of the College of Natural Sciences. Based on outcomes assessment, GEP was moved to the College of Liberal Arts and Humanities. In January of 2012, student assessment was incorporated into all courses of GEP. Spanish 105 and English 105 were the first courses submitting results. A pre-test and post-test evidenced positive results in English 105. Spanish 105 did not obtain positive results; there was no significant change. In accordance with these outcomes, corrective measures were implemented in August, 2012.

Education Program

The outcomes assessment in the education program resulted in the drafting of a policy requiring a minimum GPA of 2.50 for admission into the program and a minimum GPA of 3.00 for graduation in 2016. Comparing the outcomes of the Teacher Certification Tests (PCMAS) for Puerto Rico with institutional outcomes, BCU's scores are below average (Appendix 9.G). These findings led BCU to take remedial measures.

Remedial measures include curriculum revision and alignment of GEP and major courses with the professional competencies established by the Puerto Rico College Entrance Examination Board in the Teacher Certification Test, PCMAS (Appendix 9.G). Students are assessed on the component of basic skills, professional knowledge for the elementary level, professional knowledge for secondary level, specialization and Summary Pass Rates. The data showed an increase in the pass rate in all areas except the professional skills for teaching at elementary level with a drop of four percentage points from 2006 to 2010 (from 85 percent to 81 percent).

A strategy was needed to increase the passing rate in education. The College of Education created a capstone course integrating courses, knowledge, skills and experiential learning to enable students obtain the skills needed for employment and advancement in their

profession (Appendix 9.J). To improve the passing rate, a policy was established requiring students to repeat education courses with a grade of C or less.

BCU constructed tests for teacher pre-certification (Pre-PCMAS) to assess student mastery in basic skills, professional knowledge of elementary education, and professional knowledge in secondary education. These outcomes were used to prepare review courses. Focus groups were formed in the Education Program to validate this content.

In light of all the outcomes and as part of the curriculum revision, working committees were established in order to align the curriculum content of all education programs. (Appendix 9.ac, Evidence of working committees, participating, number of meeting, calendar, agreements and alignment of curriculum).

Regarding personal goals, students participated in workshops and conferences related to professional development. Subject reviews were given with the aim of improving the performance of students in PCMAS (Exhibit 9.G)).

Social Work Program

The Social Work program conducted an assessment for improvement. Competencies were revised according to the Council on Social Work Education (CSWE), the accrediting body for programs. Furthermore, the Social Work Program conducted a longitudinal study tracking students enrollment from 2009 to 2011. During this time period, 12 percent had dropped from the program.

Nursing Program

The outcomes of the licensure examination are the leading indicator for the improvement of the Nursing Program. The Associate Degree Program was restructured. Student performance in the Licensing Exam has been low in both the Associate and Baccalaureate Degree Programs. Measures taken to improve these outcomes were Improvement to the Nursing Laboratory and course revisions. From 2008 to 2011 the Bachelor's Degree Program has had an improvement of 62 percent in the passing rate, and from 29 to 60 percent in the Associate Degree Program.

The College of Sciences and Health Professions evaluated the associate degree program in nursing through the allocation of funds from the Title V Grant. The associate degree program in nursing was reduced from 83 to 77 credits, while the bachelor's program was reduced from 138 to 125 credits, as a measure to have a more attractive academic offering. Courses were aligned with clinical experiences and skills were revised to be covered in the nursing, biology and chemistry laboratories. The curriculum of both degree programs were revised in order to provide students with smooth transition into the bachelor degree program without repetition or duplication of courses.

According to a research of student satisfaction with the Nursing Lab, 87 percent of respondents indicated they were very satisfied with the change in the laboratory. They suggest extending operating hours of the nursing lab.

College of Business Development and Technology

As part of the restructuring process, the Department of Business Administration was changed to the College of Business Development and Technology incorporating the mission, vision, values, goals and the student profile (Exhibit 9.H)).

The faculty initiated the curriculum revision process in the 2010-2011 academic year. Priorities were set to begin with the core courses, and then continue with each of the academic programs. Credit requirement for core courses was reduced from fifty-three (53) to fifty-one (51). In addition, new courses were added; course descriptions and content were updated, and some courses merged.

As part of the curriculum revision, academic minors were developed under the following degrees: Accounting, Finance, Communications (Journalism), Human Resources, Health Service Billing, Management, and Marketing.

Master in Rehabilitation Counseling Program

The Master in Rehabilitation Counseling Program began in March 2008 and receiving its accreditation during the year 2011-2012 by the Council on Rehabilitation Education (CORE) for a period of eight years. The program has also been approved by the Puerto Rico Council of Education (PRCE).

As of February 2011, there is an enrollment of 47 students with partial or full credit load. 13 students have completed the requirements of MCR. Eight (8) students have taken the Puerto Rico Board of Licensed Rehabilitation Counselors with a passing rate of 100%. Of the eight students passed the Board, 100% are currently employed with public and private agencies in and out of Puerto Rico.

The program received a scholarship proposal (Long Term Training) from the Rehabilitation Service Administration (RSA) of which 24 students can benefit. The proposal began in 2009 and ends in 2014. The program constituted the Student Association of Masters in Rehabilitation Counseling. This association has developed a plan of action with activities promoting the profession and professional development. The program has a highly competent faculty holding Doctoral Degree and previous experience in Rehabilitation Counseling (Exhibit 9.I).

5. How are student outcomes assessment evidenced in the educational offering, the General Education Program, and related educational activities? To what extent is student success documented?

Student outcome Assessment

BCU set student learning expectations at various levels: at the course level, program level and college level and all consistent with the University's mission and higher education standards. The Outcomes Assessment Plan of student academic achievement requires faculty to assess the courses from the students' expected outcomes, effectiveness indicators of these outcomes and evidence that the data generated is used to establish action plans.

In the academic year 2011 2012, the faculty and college directors submitted documentation on the use of learning outcomes assessment at the course and program level. The first evidence of assessment is articulating the mission and outcomes of academic programs with the mission and goals of the institution (Exhibit 9.J).

Evidence of the use of students' learning outcomes began with the Institutional Assessment Plan. The learning assessment in BCU's academic programs is based on outcomes assessment aligning the mission of each program to the mission of the College. Using the tables provided by the Institutional Assessment Office (IAO) each college aligns its academic programs with the alumni profile of individual programs and the alumni profile at institutional level. Alumni profile is defined by general education competencies which reflect the mission and goals of the Institution (Appendix 9.C) [Template # 5 of Assessment for a Course, Template for the Assessment of Academic Programs and Annual Report Guide for Assessment of Academic Programs].

Outcomes assessment reveals a great need for full –time faculty training on the topic of learning outcomes assessment. The faculty set 70 percent as the minimum execution level for expected outcomes even where a 100 percent is required. This assessment also noted that curriculum should be reevaluated in its goals and objectives, as there is no uniformity (Exhibit 9.K).

With regard to assessment, the part-time faculty presented a more diverse assessment of the students learning outcomes than full-time faculty.

Academic programs used a variety of instruments to assess outcomes, such as exams, quizzes, journals, oral presentations, certification tests, reflective journals, portfolios, and rubrics. In light of the assessment outcomes, the faculty recommends review, re-teach, and re-evaluate.

Changes made based on learning outcomes assessment

Science and Health Professions Programs

The Chemistry and Biology program merged MAT 223 and MAT 224 and created a 5 credit course MAT 225. Students found the content of the new math course very condensed and not conducive to effective learning. By student request, MAT 223 and MAT 224 were reintroduced into the science curriculum. Another change in the science program is the Chemistry Practice Seminar as an elective course.

General Education Program

A revision of the General Education Program reduced 59 credits to 48 credits. With this credit reduction, the programs are not only more flexible and dynamic, but more competitive with the academic offerings of other institutions.

In addition, the academic assessment plan for the General Education component established pre / post- tests assessment techniques in for the basic courses of Spanish and English. These tests are administered electronically to obtain immediate outcomes (Exhibit 9.L).

Related Education Activities

BCU has a Transition and Student Support Services Office with the goal of strengthening basic skills in Spanish, English and Mathematics for first year students.

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

In considering the adequacy of the efforts of the faculty to assess student learning, it is important to mention that BCU has provided professional development in areas related to assessment), workshops offered to faculty. It began with the faculty development plan designed in accordance with institutional priorities and faculty needs identified through questionnaires and meetings with faculty. Based on the priorities identified, training activities have been offered in 2011 to 2012. Faculty participated in Educational Conferences to strengthen assessment skills (Exhibit 9.M).

The satisfaction questionnaire administered to the graduating class of 2012 reflected the following:

- 91 percent of graduates indicate that faculty uses a variety of assessment strategies.
- 91 percent of faculty informs students of the criteria and methods of assessment.

These findings demonstrate the adequacy of the efforts of the faculty in the assessment of student academic achievement.

Syllabi need to be revised in order to include measurable outcomes by integrating varied direct assessment measures. To address this need the Dean of Academic Affairs offered a workshop on the preparation of syllabi and curriculum revision on August 8, 2012. Several techniques for the assessment of student academic achievement were presented.

Findings

1. Bayamon Central University has an Institutional Assessment Plan to assess its effectiveness in achieving its mission from institutional outcomes.
2. BCU's Assessment Plan is the guide for assessing student learning outcomes and determining the quality of the curriculum and the educational process at equipping students with professionals and leadership skills and a sense of high social commitment based on Christian humanism.
3. BCU's Assessment Plan provides a structured guide to systematize the planning, implementation and evaluation of assessment plans for each program or institutional unit.
4. BCU's assessment cycle has two components: institutional outcomes assessment based on the mission and goals of each institutional unit and student learning outcomes assessment.
5. Institutional Assessment Plan was designed based on the four elements in the assessment planning cycle: 1) definition of alumni goals and competencies, 2) implementation of activities to achieve those goals and outcomes, 3) assessment

- outcomes and 4) use of outcomes to improve programs and services for planning and resource allocation.
6. BCU established its Office of Institutional Assessment in January 2012. Prior to this date assessment was an informal process.
 7. Academic Affairs Office, Administrative Affairs Office and Student Affairs Office are developing and implementing formal assessment plans. Each unit revised its mission and aligned it to the institutional mission.
 8. BCU fosters a culture of assessment that is evidenced by the creation of the Institutional Assessment Office, the designation of an Assessment Specialist, and development of workshops, seminars and periodic training on topics related to institutional and academic assessment.
 9. BCU evidences students' achievement of academic goals through a satisfaction questionnaire of its graduates. It was found that between 88 and 95 percent of the graduates achieved academic, life, and work skills.
 10. The retention rate for full-time students is high and remains stable (70%) while the retention rate for part-time students has increased by 42 percent in 2011.
 11. Although BCU's graduation rate is low (26%), it is above the average graduation rate (22%) for non-profit private institutions in Puerto Rico.
 12. The curriculum revision process of the Teacher Preparation Program and the Associate Degree in Nursing is based on the passing rate on the Certification Test.
 13. The Bachelor Degree Nursing Program has a passing rate of 82 percent and the Graduate Program in Rehabilitation Counseling has a pass rate of 100 percent.
 14. The 2009 and 2011 institutional restructuring evidences the use of assessment outcomes to set priorities for institutional renewal plans.
 15. Assessment was used in decision-making for the remodeling of the physical facilities to respond to academic and student needs.
 16. Assessment is an essential tool in BCU's strategic planning with outcomes assessment providing the strategic direction.
 17. BCU's annual budget and allocation of priorities are based on assessment outcomes and the Institutional Strategic Plan.
 18. BCU incorporates outcomes assessment in the process of institutional renewal. Based on outcomes assessment, the Strategic Plan established among its priorities the expansion of academic offerings and systematic and systemic assessment.
 19. The outcomes assessment provides convincing evidence that the Teacher Preparation programs should be strengthened.
 20. One of the goals of the institution is to prepare faculty in learning outcomes assessment aligned to the curriculum programs. BCU is developing an assessment training program for faculty.

21. Establish uniformity among faculty to express goals in measurable outcomes and use varied direct assessment measures.

Recommendations

1. Continue incorporating assessment outcomes in Institutional Strategic Plan.
2. Assign high priority for improving the Teacher Preparation Program.
3. Design a structured follow-up plan that evidences alumni achievement of the goals and objectives of the programs.
4. Continue systematizing the Assessment Plan in all university units.
5. Establish a robust online systematization process to demonstrate institutional effectiveness and transparency in outcomes.
6. Assign more administrative, technical and fiscal resources to implement changes resulting from assessment.
7. Develop and prioritize strategies to increase graduation rates by three percentage points.

Chapter 10: Summary of Recommendation

The first of each number refers to the Middle States Standard of Excellence relevant to that recommendation.

Standard 1: Mission, Goals and Objectives

- 1.1 Continue disseminating the mission, goals and values of BCU through the university webpage, placing posters in strategic areas.
- 1.2 Develop academic and student activities that foster the Christian message.

Standard 2: Planning, Resource Allocation and Institutional Renewal

- 2.1 Expand academic offerings to other markets outside Puerto Rico through online programs
- 2.2 Develop new academic offerings that respond to current market demands to increase enrollment
- 2.3 Expand agreements with other academic institutions and with public and private organizations
- 2.4 Continue submitting proposals for external funding to improve physical facilities
- 2.5 Develop undergraduate and graduate online academic programs

Standard 3: Institutional Resources

- 3.1 Assess appropriate use of budget by linking budget planning and the strategic plan
- 3.2 Improve efficiency and effectiveness in management (billing, accounts receivable, etc.).
- 3.3 Improve finances by establishing a fund raising foundation

Standard 4: Leadership and Governance

- 4.1 Create a non-profit foundation registered in the State Department of Puerto Rico devoted exclusively to fundraising. This foundation shall respond to the External Community Commission of the Board of Trustees and shall be appointed in accordance with state and federal regulations governing fundraising.
- 4.2 Continue to encourage the leadership of the governing body through recruitment of new members to the Board of Trustees with experience in academia and in development of programs.

Standard 5: Administration

- 5.1 Design and implement a professional development plan for administrators and members of the Board of Trustees based on a needs assessment.

Standard 6: Integrity

- 6.1 Include procedures to address student appeals in the BCU Graduate Catalog.
- 6.2 Assess periodically institutional policies, processes, and the manner in which they are implemented.

- 6.3 Assess student graduation, retention, certification, and licensing pass rates as appropriate to the programs offered.
- 6.4 Assess honesty and truthfulness in announcements, advertisements, and recruitment practices.
- 6.5 Revise Faculty Handbook to include principles of academic freedom.

Standard 7: Institutional Assessment

- 7.1 Continue incorporating assessment outcomes in Institutional Strategic Plan.
- 7.2 Continue systematizing the Assessment Plan in all university units.
- 7.3 Establish a robust online systematization process to demonstrate institutional effectiveness and transparency in outcomes.

Standard 8: Student Admission and Retention

- 8.1 Strengthen Enrollment Management by creating a full time position.
- 8.2 Improve the retention process through retention alert system to quickly identify students at risk and provide immediate follow-up.

Standard 9: Student Support Service

- 9.1 Align the content of DEE 101 to respond to the needs and interests of the student profile for each academic program.
- 9.2 Increase student participation in social, cultural, and community activities.

Standard 10: Faculty

- 10.1 Develop a bank of professors, especially in specialized areas.
- 10.2 Increase the number of full-time professors, especially in the College of Graduate Studies which has experienced a growth in specialized programs.
- 10.3 Implement Teaching Assistant Program for courses with large enrollment and in specialized programs.
- 10.4 Increase budget for faculty professional development with external and institutional funds.
- 10.5 Develop an affirmative action policy to strengthen integration of diversity in faculty.
- 10.6 Assign a coordinator for each program, especially in Graduate School, which is basically composed of part-time professors.
- 10.7 Develop an incentive plan for the faculty to continue with the review and development of academic programs, research and writing proposals.
- 10.8 Strengthen faculty research and publications area.
- 10.9 Update faculty as to rights and benefits and responsibilities

Standard 11: Assessment of Educational Offerings

- 11.1 Use outcomes assessment and employment demands to update and align curriculum content.
- 11.2 Conduct viability research to develop new academic offerings.
- 11.3 Monitor student retention and academic advising process to increase retention rate.
- 11.4 Increase enrollment
- 11.5 Develop distance education programs.
- 11.6 Establish contractual relationships with institutions of higher education.
- 11.7 Strengthen CEDEPT (Certificate/Diploma) offerings.
- 11.8 Foster faculty research.
- 11.9 Reinforce personnel training in distance education and online service (WebAdvisor, Retention Alert, and Grade Book).
- 11.10 Include a theology course in the graduate program to comply with the university mission.
- 11.11 Establish community service as a graduation requirement.

Standard 12: General Education

- 12.1 Institutionalize the Office for Curriculum Development Project established by Title V Project.
- 12.2 Review and systematize the process of identifying, placing and monitoring students admitted with deficiencies in the areas of Spanish, English and mathematics.
- 12.3 Revise remedial courses in Spanish, English and Mathematics including instructional modules for the development of academic skills required for college-level work.
- 12.4 Strengthen the tutoring program through technology and create a web-based repository of information for Spanish, English and mathematics.

Standard 13: Related Educational Activities

- 13.1 Develop a policy that meets the standards of accreditation agencies and professional regulations to grant college credit for experiential learning.

Standard 14: Assessment of Student Learning

- 14.1 Assign high priority for improving the Teacher Preparation Program.
- 14.2 Design a structured follow-up plan that evidences alumni achievement of the goals and objectives of the programs.
- 14.3 Assign more administrative, technical and fiscal resources to implement changes resulting from assessment.