

Monitoring Report to the
Middle States Commission on Higher Education

UNIVERSIDAD CENTRAL DE BAYAMÓN
Bayamón, PR 00960-1725

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Subject of the Follow-Up Report:

*To reaffirm accreditation and to commend the institution for the quality of the self-study process.
To request a monitoring report, due September 1, 2014, documenting (1) evidence of the
development and implementation of an enrollment management plan and the utilization of those
results in program planning and budgeting (Standard 8) and (2) evidence that faculty are
sufficiently numerous to support the delivery of academic programs (Standard 10). The Periodic
Review Report is due November 1, 2018.*

Contents

Overview of the Institution	1
History.....	1
Accreditation Status	1
Progress to Date and Current Status	2
Development and implementation of an Enrollment Management Plan and the utilization of those results in program planning and budgeting (Standard 8)	2
UCB Enrollment Management Plan	2
SEM Goals and Objectives	2
Goal 1: Expand enrollment activities and develop new opportunities identifying prospective students and recruiting.....	2
Recruitment Efforts.....	2
Marketing efforts	3
Planned Actions	4
Goal 2 Increase enrollment by developing an institutional “student first” service culture. .	5
Enrollment efforts	5
Planned Actions	6
Goal 3 Increase retention and student success by developing early academic and support strategies as students enter the university.	6
Retention efforts.....	7
University preparedness action taken	8
Planned Actions	10
Goal 4 Enhance the academic programs to encourage student retention and academic success. 11	
Programs accreditation as a retention	11
SEM Plan Budget impact.....	14
Evidence that the faculty are sufficiently numerous to support the delivery of academic programs (Standard 2).....	14
UCB Faculty	14
Full-Time Faculty per Program	15
Budget impact	16
Conclusion	17

Overview of the Institution

History

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

Bayamón Central University is in the city of Bayamón located within the metropolitan area of San Juan, Puerto Rico. The campus is situated in 55 acres of land and comfortably distant from the noisy avenues of the city of Bayamón. There are 12 buildings 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 nurtured by an interdisciplinary dialogue, in accordance with the teachings of St. Thomas Aquinas and the traditions of the Dominican Order.

Accreditation Status

On June 27, 2013 Universidad Central de Bayamón (UCB) received Middle States Commission on Higher Education (MSCHE) accreditation letter with the following statement:

To reaffirm accreditation and to commend the institution for the quality of the self-study process. To request a monitoring report, due September 1, 2014 documenting (1) evidence of the development and implementation of an enrollment management plan and the utilization of those results in program planning and budgeting (Standard 8) and (2) evidence that faculty are sufficiently numerous to support the delivery of academic programs (Standard 10). The periodic Review Report is due November 1, 2018.

Progress to Date and Current Status

Development and implementation of an Enrollment Management Plan and the utilization of those results in program planning and budgeting (Standard 8)

UCB Enrollment Management Plan

Universidad Central de Bayamón (UCB) Strategic Enrollment Management Plan 2013-2016 (SEM Plan 2013-2016) is the result of the institutional effort and institutional enrollment management structure to search for more effective student services and academic programs. Guided by the Mission, Values and Principles, UCB enrollment management is characterized by a shared and wide-ranging institutional commitment to increase student enrollment, retention and academic success through: (1) marketing, public relations and recruitment coordinated process; (2) excellent and student oriented management and enrollment services; and, (3) academic advising and supported retention process. These make the enrollment management a comprehensive endeavor that relies on every single component of the institution and its effort to ensure the achievement of the enrollment goals. The SEM Plan 2013-2016 provides guidance and direction to the university enrollment determinations to support the Mission and the achievement of the Student Profile.

The goals, objectives and strategies have been formulated through the collaborative effort of Enrollment Management, Retention, and the Marketing and Recruitment committees, with participation from the university community (faculty, staff and students).

The SEM Plan's basic assumptions are: Universidad Central de Bayamón is committed to academic excellence emphasizing its Christian-humanistic perspective and the identification with the cultural values and social redemption of our nation in accordance with the teachings of St. Thomas Aquinas and the traditions of the Dominican Order.

In June 2013 the institution began the development of UCB Strategic Enrollment Management Plan 2013-2016. (*See Appendix A: UCB SEM Plan 2013-16*)

SEM Goals and Objectives

Goal 1: Expand enrollment activities and develop new opportunities identifying prospective students and recruiting.

Objective 1.1 Develop new recruitment and innovative promotion strategies to impact high schools, adult vocational schools and general public in order to increase the number of new and transfer students by 5% in the next three years.

Objective 1.2 Increase student social and academic diversity.

Objective 1.3 Strengthen UCB position in the higher education market by increasing its presence in the media and among high school counselors in the community.

Recruitment Efforts

- During 2013-2014 the number of school visited increased 19%; a total of 67 public schools and private schools were visited by June 2014 and 1,559 prospects students contacted.
- Approximately 5,000 recruitment and promotion emails were sent.
- A total of 300 birthday cards and 180 welcome cards were sent.

- UCB Fan page has 3,891 users, while Facebook has 3,993 users. After investing in digital advertising on Facebook, it shows a 12% increase in our Fan Page.
- By June, 2014 approximately 69 university tours were conducted, obtaining favorable results as expressed by students.
- 330 high school students participated in the Open House and 52 (16%) requested admission at UCB.
- A Graduate College recruiter and a STEM promoter were hired to support these specialized areas.
- Continuing education workshops were held for 25 high school counselors whose schools participated in our Open House event.

Marketing efforts

- After evaluating at the institutional level promotion and recruitment activities, a need to increase its efficiency with the marketing activity was established. To do this work UCB appointed a Director to the Marketing and Recruitment Office; an integrated effort of recruitment, advertising, promotions and public relations. This main responsibilities of this office are to align recruitment, advertisement (supervising the TEN Marketing agency), social network management and the public relation, events coordination to enhance and strengthen the institutional image.
- In 2013 Universidad Central de Bayamón hired the prestigious consulting firm Estudios Técnicos Inc. (ETInc.), to develop a Marketing and Viability study. (*See Appendix B: UCB Marketing and Viability Final Report*). In general terms ETInc. Recommended to:
 - develop a new academic offering aimed at new students profiles (eg. on-line courses, accelerated programs, bilingual programs, special programs for particular demand);
 - develop a cost effectiveness study of the present academic offering;
 - increase market exposure and community presence; and
 - consider the expansion of services and different academic level offering in our market area.
- The Marketing and Recruitment Office developed a Marketing Plan aligned to the allocated budget and contemplating the projections set out in the Strategic Plan. The plan enrollment goal is commonly known in the university as the “600” (students). The aim for the Fall 2014-2015 semester is to surpass retained enrollment by at least 600 students. (*See Appendix C: Recruitment and Marketing Plan 2014-15*)
- In August 2013, a new advertising campaign began with the slogan “Es.Tu.Día” (It’s Your Day/Study). TEN Marketing Agency developed a new production which was used in TV advertisement, cinema, shopping malls and other media.
- At least 17 members of UCB community, belonging to different areas and levels began working with the Institutional Marketing committee.

Additional actions taken

- 2013-2014 Budget contemplated \$350,000 for the Advertising activity. Due to the creation of the Marketing and Recruitment Office the budget was increased \$120,170 during budget period 2013-2014. For the next budget period (2014-2015), the operating budget was increased by \$92,715 over the amount spent in 2013-2014.
- A public relation plan was developed in June 2014 and a public relation company (Bright Clients, Inc.) was contracted to work with the Marketing and Recruitment Office in its implementation. The plan includes TV and radio interviews, press conferences scheduled in our remodeled facilities (science classrooms and laboratories, management and entrepreneurship progressive classrooms). The plan also includes the promotion and publication of our articulation agreements with upper and lower level institutions:
 - Sherman College of Chiropractic
 - Universidad Carlos Albizu (Speech Pathology Program)
 - Nova Southeastern University (Pharmacy Program)
 - Pontificia Universidad Católica de Puerto Rico (DBA Program)
 - Huertas Junior College (Transfer agreement to UCB)
 - Instituto Comercial de Puerto Rico (Transfer Agreement to UCB)

These agreements aim to attract students from -associate or less- institutions interested in continuing studies and to serve as a feeder to -master and over- institutions.

Planned Actions

- Develop a new Web Page as suggested by Estudios Técnicos.
- Develop the *Club de los Halcones/Hawks* Club entrance criteria and implementation plan.
- Since the 2014-2015 enrollment process is in progress during the elaboration of this document, the success of the marketing campaign and the recruitment efforts are yet to be measurement during the 2014-15 academic year. The results must be reported by December 2014.
- Development of the Policy for the Award and Management of Scholarships at Universidad Central de Bayamón. This policy will increase the scholarship types to eight:
 - High School Students (grades 11 and 12) Scholarships (New)
 - Dominican Catholic Schools Scholarship (New)
 - Religious Students or Dominican Religious Personnel Scholarships
 - Institutional Honor Program Scholarships (New)¹
 - Choir Scholarships (New)
 - Athletics Scholarships
 - Science and Health Professions Students Scholarships (New)

¹ Integrates the Presidential and the Institutional scholarships.

- New Academic Programs Scholarships (New)
- Expand services and academic offering at a certificate level in our market area.
- Develop a cost effectiveness and prioritizing study of our academic offering to determine what offerings are no longer in demand.
- Develop a need assessment and educational preference study for the 35 to 45 years population.
- The 2014-2015 marketing campaign and recruitment efforts success measurement must be reported by December 2014.

Goal 2 Increase enrollment by developing an institutional “student first” service culture.

Objective 2.1: Establish a “student first” service culture between the administrators and faculty.

Objective 2.2: Establish a streamlined and articulated enrollment process and increase the quality of service given to our students.

Objective 2.3: Increase enrollment among admitted students.

Objective 2.4: Use technology to improve the quality of the enrollment process and increase student self-serve services.

Objective 2.5: Increase student satisfaction with the enrollment process.

Enrollment efforts

Streamline and articulated process

- “Cross Training” workshops between the enrollment management offices were developed during 2013-2014. The workshops aimed that each office personnel learn about the functions and processes of the other offices. In the long term our goal is to prepare the admission, registrar and financial aid personnel as a “Gestor único”/ Single manager. Certificates were given to the participants.
- Enrollment management established a working relationships with the Finance Dean since they play an important role with stakeholders by providing affordable options to students and parents.
- A scholarship committee was instituted and additional scholarship criteria and corresponding budget sub-items were included in the scholarship budget item. A scholarship policy draft was developed with its guidelines and procedures and must be approved before the development of the Spring 2015.
- The whole academic year enrollment continued as a practice to promote “enrollment increased responsibility” in students.
- By June 2014, 60 new admissions for the 2014-15 Fall were already processed.
- Letters were sent to all first time students, from 2011 to 2014, who had requested admission to UCB and did not complete the admission process, and to those who completed the admission process but did not enroll.

- Special parent orientation was included in the prospective students financial aid and student service orientation.
- During the enrollment period UCB continues with its perception surveys to gather information related to student services and the enrollment process at the different service areas (registration, admission, bursar, financial aid and other services).
- The Bursar office was identified with the lowest satisfaction among students (53.6%); the Academic colleges followed with 59.9% and Financial Aid and the Registrar office followed with 62.9% and 64.7% respectively. Due to these results the Bursar facilities were situated within the same working area and a remodeling project was scheduled to begin in Summer of 2014. The academic colleges began academic advising prior to the student registration and payment period. (See Appendix D: Students Enrollment Process Satisfaction Survey 2013-14)

Technology use

- Technology helps with data management and in making informed decisions. Data collected by recruiters (admissions and prospective students) in schools and special activities was entered into Colleague database and organized by different interest and characteristics. 24 Students under 18 years of age and graduating from non-traditional high school were identified. The Director of the Centro para el Fortalecimiento del Aprendizaje y el Éxito Estudiantil² (CFAEE) program, the Director of the Center of Guidance and Counseling, and the Director of the Admissions, identified specific procedures to work with this new student population.

Planned Actions

- Design and implement an online admission application.
- Design and implement an annual enrollment e-mail communication plan to increase effectiveness in the communication process with students, faculty and staff.
- Even though the “cross training” was developed for the enrollment process, there is still a need to create a mandatory and periodic training program. Training will include customer service (“Student First”), cross training and technology training.
- Edit the academic advising policy to set the procedures at least one month prior to the enrollment process (registration and payment period).
- Set up and implement interactive electronic pages with the enrollment offices including a University enrollment FAQs.

Goal 3 Increase retention and student success by developing early academic and support strategies as students enter the university.

Objective 3.1 Evaluate the ongoing development, implementation and coordination of an effective institutional retention process developed by the Institutional Committee for Student Retention.

² Center for the Strengthening of Student Learning and Success

Objective 3.2 Improve student academic and university preparedness.

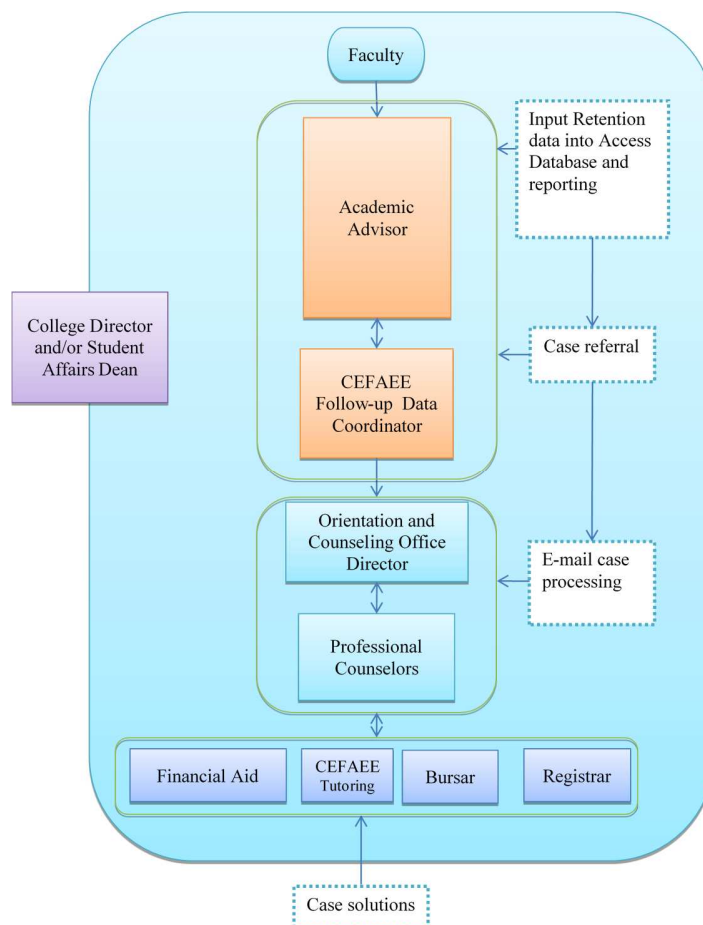
Objective 3.3 Help students improve academic performance by strengthening academic advising procedures.

Objective 3.4 Promote and facilitate the adaptation process of students to the university life by developing a sense of belonging to a Christian university community.

Retention efforts

- The "Retention Alert" Colleague module was acquired through Title 5 and its implementation began in January 2013, although its full implementation still needs to be completed. The retention process designed to be managed with the software is partially operating with MSAccess. (See Appendix E: CFAEE Retention MS Access Program)

Chart 1 Retention flowchart



- In January 2014, during the Sixth Educational Conference, the faculty participated in a workshop on "Retention and Recruitment" lead by Dr. Luz Valentin, Academic Dean. A study of the retention process by courses was developed. A list ordered by courses and an analysis

of course performance, including withdrawals, percent of success grades (A, B, and C), high risk analysis and a summary of course performance. Results were discussed with the faculty and teaching and tutoring strategies were developed.

- All faculty (full-time and part-time) are required to record grades and attendance in Gradebook thus complying with the Academic Progress Policy. The mandatory use of Gradebook is supported through workshops scheduled prior to the beginning of each academic term. A follow-up report on student's attendance and grades is issued weekly by the Colleague IT Officer and reported to the Academic Dean and the College Directors. (*See Appendix F: Executive Order ACA 12-05 Institutional Policy and Withdrawals Procedures*)

University preparedness action taken

Enhancing Outreach strategies

- A Neuro-Outreach Project was designed, offering laboratories facilities to high school students in the areas of biology, chemistry and physics with a focus on Neuroscience. It impacted 26 students of biology and chemistry from Santo Tomás de Aquino School.
- Entrepreneurs 2020 program was developed with the participation of 66 high school students. Activities included workshops for the development of business skills and eight (8) innovative and successful entrepreneurs speakers.

First Year Students

- Centro para el Fortalecimiento del Aprendizaje y el Éxito Estudiantil (CFAEE) began working with first-year students in June 2013. CFAEE's mission is to offer first-year students integrated services, to support and facilitate preparedness to university life, ensure academic progress, provide academic counseling and tutoring services to contribute to personal and professional training. CFAEE seeks student advancement and academic success by improving and strengthening academic skills. (*See Appendices G: CFAEE*)
- First-year students are referred by the Admissions Office to CFAEE to take placement tests in English, Math, or Spanish. Based on test results, students are assigned in pre-basic or basic courses. During 2013-14 academic year, one hundred and fifty-two (152) students were tested.
- CFAEE collaborates with the first-year student enrollment orientation and during the course (DEE 101) Student Life and Development.
- 2013 and 2014 Summer Bridge students received CFAEE services: course attendance follow-up, service referrals, tutoring, academic advising and registration process. 100% of 2013 Summer Bridge program students enrolled for Fall 2013-14 semester. Currently, 95% of the 2014 Summer Bridge students enrolled in the Fall 2014-15 semester.
- During the Summer Bridge Program the faculty referred 21 students due to: health problems, special needs, personal and financial problems, absenteeism and poor academic performance. CFAEE referred the students to other service areas based upon need. During 2013-2014 there were 226 faculty referrals to CFAEE. The Guidance and Counseling Office assisted 163 freshmen for personal, academic, occupational, employment and reasonable accommodation situations.

- CFAEE also coordinates with the College directors and faculty during academic advising and registration.
- The first year retention rate of the Summer Bridge Program students is slightly higher (78.8%) than those students who enter during the Fall Semester (FT 78% and PT 62%).
- Five (5) tutors: 2 in English, 1 in Spanish and 2 in Math were named. Tutors collaborated in English, Spanish, Mathematics, Business Entrepreneurship and Physical Education courses. Tutoring was offered during and outside class hours for a total of 422 hours.
- 85% of students participating in 2014 Summer Bridge Program obtained a Grade Point Average (GPA) between 4.00-2.50.

Tutoring retention



- During academic year 2013-2014 tutoring was offered in the following courses: ESP 100, 105 and 106; ING 100, 105, 106, 100, 106, 107, 131, 223 and 224 Mat, Cont 110, 115 and 116; Special Mathematics and Spanish courses. A total of 2,242 hours of which 2,021.5 were in regular tutoring services; 177.5 hours in special tutoring services and 43 hours in flexible tutoring services.
- CFAEE offered follow-up to 239 new students of the 13/1S "cohort". 62% of students completed the enrollment process for August 2014 (14/1S) Semester and 54% of the students completed their enrollment for the January 2015 (15/2) Semester.
- CFAEE offered follow-up to 243 students classified as first year students in August 2013. 38% of these students completed enrollment process for the August 2014 (14/1S) Semester and 30% of them completed their enrollment for the January 2015 (15/2) Semester.
- During Academic Year 2013-2014, CFAEE provided 208 students with its tutoring service: 25 Summer Bridge Program students (13/JVI); 78 first time students, 20 adults and transferred without credits students (13/1S); 7 first time students, 6 adults and transferred without credits students (14/2S); 28 freshmen students and 44 students classified in 2nd, 3rd and 4th year.
- Basic courses reported an ABC rate for 75% in Basic Spanish; 65% in Math and 67% in English.
- Over 91% of the students were "Very satisfied" with CFAEE's service and 73% consistently attended tutoring sessions. 93% considered "Very useful what they learned" and over 92% approved the tutor's work.

Academic Advising

- Development of a new Academic Advising Policy and Procedures (Executive Order ACA.14-07). The document outlines the academic advising institutional policy, the procedures, and responsibilities of the academic college, the academic adviser and students.
- The Academic advising of the First Year Students is done by CFAEE. In the satisfaction survey all measured items reflected over 90% of approval rate, with the exception of the availability of courses (89%).

Student community life

- UCB fosters leadership and student participation through student organizations. In April student assemblies take place in all academic college during daytime and evening hours to elect a Student Council. Only students who are officially registered UCB are able to attend assemblies. In the 2013-2014 Student Council elections, over a 2.0% participation was achieved, as required in the Student Handbook.
- Thirteen Student Organizations selected their directives between August and September. These organizations unite students with a particular passion, interest or cause. They shape the organization activities through an annual work plan reported to the Student Dean. These plans are divided into three major areas: educational, extracurricular and community service.
- During 2013-2014 more than 34 activities were organized on campus and in the external community by UCB students. Such activities include:
 - International day of cleaning beaches at Kikita beach in Dorado County, where many of the students come from.
 - Casitas Virgilio Dávila in Bayamón County. Distribution of toys and sweets among 60 children of this community; games and music were part of the activity.
 - Residencial Barbosa in Bayamón County. Community work and food distribution to homeless, with 112 people impacted.
 - Campaña Ama la Vida – Information was made available on the prevention of suicide during Christmas, impacting 325 people.
 - Holy Week Retreat in the Dominican schools of Santa Gema in Bayamón County, impacting 200 high school students.
 - Parliamentary procedure workshop for UCB Student Council and student organizations members.
- Active participation in student organizations is essential in nurturing student sense of belonging and encouraging academic perseverance. 55% of FACES organization members succeeded in completing their academic goal and 33% are still studying. FACES students provide peer support during academic or enrollment process. Attached to the Office of Guidance and Counseling, students who belong to FACES participate in motivation workshops, educational gatherings, community services and support institutional activities as ushers.
- During 2013-2014 a new community service course was created and a pilot project course was implemented. The Community Service course (DEE102) was developed as a graduation requirement. The evaluation of the pilot course will be presented in October 2014 to the Board of Directors.

Planned Actions

- Retention Alert module already functions in the test area of Colleague, but it needs to be installed in the production area. A delay occurred due to technical problems in the migration process from the IBM pSeries servers to the Blades Servers. Nevertheless, the Retention committee designed the retention process to be followed by different areas and designated

responsibilities. The process designed to be implemented by Retention Alert is still run manually. Title 5 Project ETI is running the pilot using the test area. Colleague final migration is scheduled to be implemented during the academic year 2014-2015. The urgent nature of the project requires the technical skills and management strategies that characterize the project management process. The need for an external consultant should be evaluated.

- UCB must evaluate its Basic courses tutorships due to the following problems:
 - Approximately 25% of the students had an unsuccessful grade (DFW) in Spanish, 35% in Mathematics and 33% in English.
 - Student learning outcomes showed improvement between pre-test and post-test scores but the amount of students that took the post test was lower than expected. The process is under revision to improve the participation in both tests.

Course	Increase in mastery	Took the post-test
Eng 100	22%	60%
Eng.105	23%	54%
Eng 106	27%	58%
Esp 100	18%	49%
Esp 105	12%	85%
Esp 106	52%	75%
Mat 100	38%	70%
Mat 101	41%	71%

- Development of a Dual Enrollment Program that aims to encourage high school students to initiate college studies prior to high school graduation. The scholarship proposal for this student type is included in the Scholarship draft document.

Goal 4 Enhance the academic programs to encourage student retention and academic success.

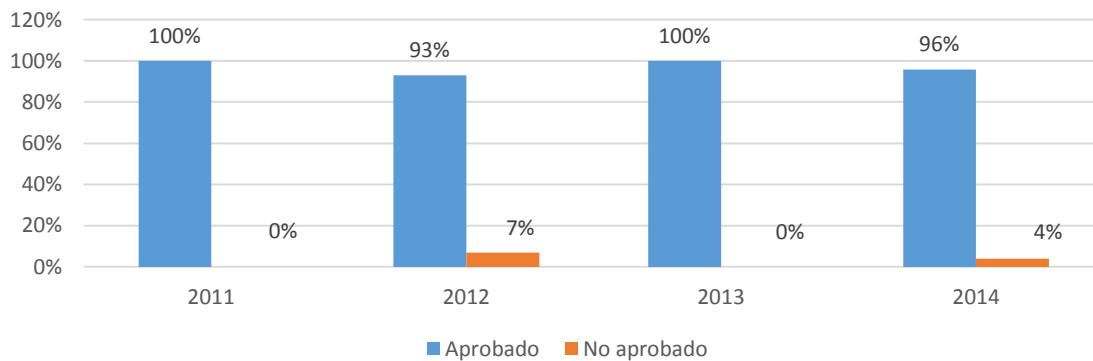
Objective 4.1 Increase the retention rate 10% and the graduation rate 5% in the next 3 years.

Objective 4.2 Increase the professional board exams passing rate of our graduates.

Programs accreditation as a retention strategy

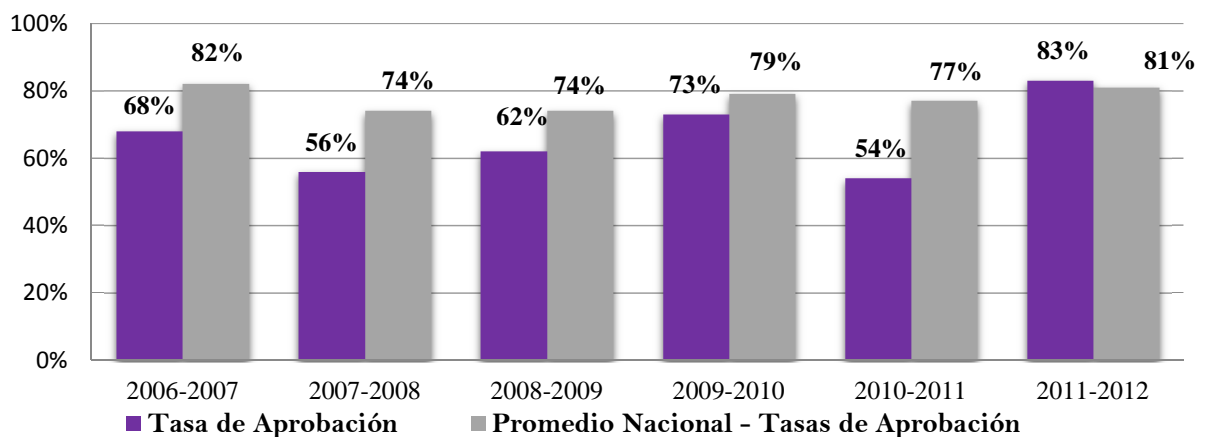
- Council on Rehabilitation Education (CORE) accredited the Master's degree in Rehabilitation Counseling. UCB submitted the annual report, including the evaluation and dissemination of the results of the program. The appointment of an extra faculty member for the program as required by the accrediting agency was evidenced. The annual report of the was published on UCB web page <http://www/ucb.edu.pr> .100 % of the graduates of the Master's degree in Rehabilitation Counseling are working as professional counsellors in rehabilitation.

Chart 2 Rehabilitation counseling passing rate³



- The graduate Rehabilitation Counseling program shows a very high and consistent effectiveness in the passing rate of board tests. The results show passing rates ranging from 93% to 100% during the last four years (2011-2014).
- Currently UCB Teachers Preparation Program has the Council for the Accreditation of Educator Preparation (CAEP) candidacy and is working with the first draft of its self-study needed to be declared an auditable teacher preparation program and to qualify to receive the Council's first visit in October 2015. The Teacher Preparation Program is on the final stage of the self-study for the Departamento de Educación de Puerto Rico (DEPR)/Puerto Rico Department of Education. It includes a collection of assessment documents and will be submitted for evaluation by the DEPR in fall 2014. The document will be submitted in two (2) distinct formats: electronic format and "hardcopy". These student learning outcomes have been crucial to the increase in the PCMAS tests results.

Chart 3 Teacher Preparation Program passing rate (PCMAS)⁴

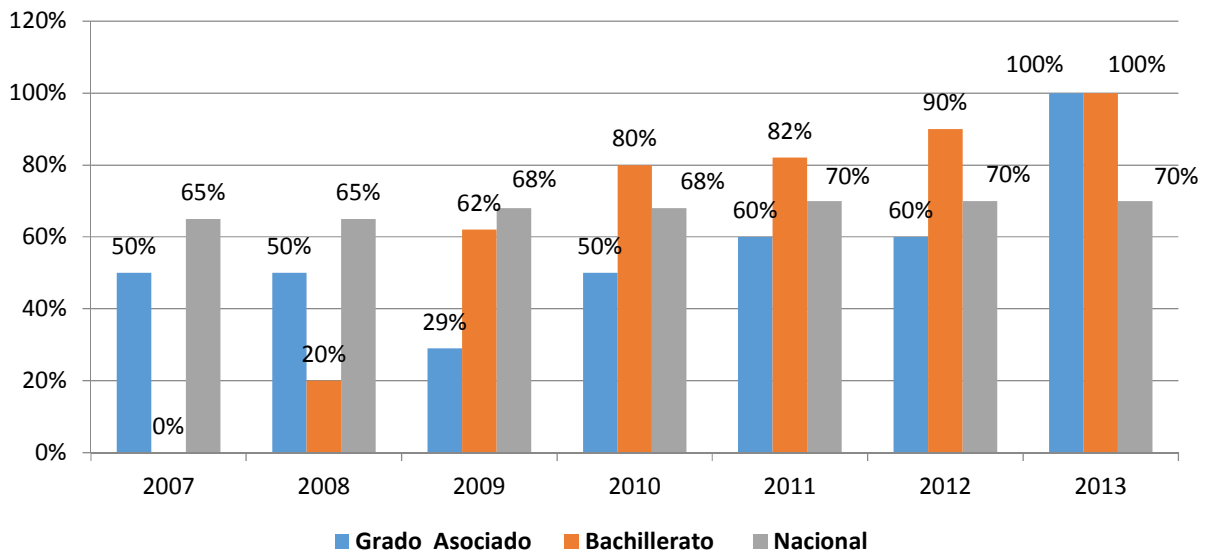


³ Approved, Not approved

⁴ Approval rate, National average of approval rare

- Eighty-three (83%) and 82% of UCB students passed the teacher certification tests (PCMAS) during the last two years (2011-12 and 2012-13) respectively. For the first time in years UCB students passing rate was higher than the national passing rate.
- The Council on Social Work Education (CSWE) visited last January, 2014 to assess Benchmark I of Social Work Program. In June 2014, the program received the Candidacy status demonstrating compliance with the 24 standards evaluated in this first phase. During the next stage, Benchmark II, the program will be preparing the draft of 22 additional standards.
- UCB Nursing Program aligned its curriculum considering the standards of the Commission on Collegiate Nursing Education (CCNE, and it has been developing the accreditation plan and evidence required. The following standards have been worked as draft:
 - Program Quality: Mission and Governance
 - Institutional Commitment and Resources
 - Curriculum and Teaching Practices
- In 2013, 100% of the students (associate and bachelor degree graduates) passed the nursing board tests. This meant a 10% increase at bachelor level and 40% at the associate level and 30% over the national passing rate.

Chart 4 Nursing professional board passing rate⁵



- UCB measured the satisfaction levels suggested by the Commission on Collegiate Nursing Education for the program graduates, it reflected that:
 - 93% of students positively recommended the program
 - 84% of the students evaluate the program faculty positively

⁵ Associate degree, Bachelor and National (Puerto Rico)

- 86% stated that students are treated with respect.
- 75% of students indicated the faculty accessibility outside classroom hours.
- 92% of students improved their critical thinking and analytical skills.
- 93% of students indicated that their experience in the UCB was excellent.

SEM Plan Budget impact

Universidad Central de Bayamón in compliance with quality standards 8 has established a continuous and systematic planning process aligned to its budget to ensure the achievement of the goals and objectives set out in the Institutional Strategic Plan 2013-2018 and the SEM Plan 2013-2016. The Administrative Board of UCB, composed of Deans and Directors of the Office of the Presidency, assessed the needs presented by each of the areas and allocated the necessary budget to ensure fulfilment of the activities to satisfy these needs.

This alignment of planning and institutional budget allowed the following priorities aligned to costs. Among the priorities identified and addressed are:

- The appointment of the Director of Marketing, a recruiter and promoter. During 2013-2014 the Board of Trustees increased the Marketing and Recruitment budget by \$ 120,170 from the investment and presidential funds. Thus, the operating budget was not affected by these designations. For the next budget period (2014-2015), the operating budget was increased by \$92,715 over the amount spent in 2013-2014.
- The budget for 2014-2015 scholarship program to attract high academic achievers and improve social diversity was increased by \$62,020.
- \$21,670 was assigned in the proposed budget to scholarships for the Rehabilitation Counseling students. This is in addition to the Scholarship program.
- For CEFAEE, a budget of \$75,205 was assigned, this does not includes the tutors' budget which are paid with student aid funds.

Evidence that the faculty are sufficiently numerous to support the delivery of academic programs (Standard 2)

UCB faculty is sufficiently numerous to support the delivery of our academic programs. Nevertheless, since 2013-2014 it has been established in article 14.4 of the Faculty Manual a new faculty contract known as the *Contrato por Matrícula*/Enrollment Contract. This contract is issued -when there is an increase in demand in an academic program- to those faculty members without academic rank for a ten (10) month period up to one (1) year.

UCB Faculty

In 2013-2014 UCB Undergraduate faculty was constituted by 139 members, 105 (76%) of which were part-time and 34 (24%) full-time. Following is the faculty distribution by College.

Academic College	FT	%	PT	%
Education and Behavioral Professions	9	26%	15	15%

Liberal Arts and Humanities	8	24%	18	18%
Management, Entrepreneurship and Technology	6	18%	13	13%
Sciences and Health Professions	11	32%	55	54%
<i>Total</i>	<i>34</i>	<i>100%</i>	<i>101</i>	<i>100%</i>

Full-Time Faculty per Program

The Full-Time averages 2 faculty per academic program. Following is the distribution of the faculty among programs.

College	Program	Faculty
Liberal Arts and Humanities	Humanities	2
	English	2
	Spanish	2
	Social Science	2
Education and Behavioral Professions	Social Work	2
	Primary and Secondary Education	4
	Physical education	2
	Psychology	1
Business and Technology	Information System	2
	Entrepreneurship	1
	Office Administration	2
	Communication	1
Sciences and Health Professions	Nursing	5
	Health and Industrial Security	1
	Mathematics	2
	Chemistry	1
	Biology	2

Thirty-one percent (31%) of the Full time Faculty are male and 69% female. Most of the Full-time Faculty are Assistant Professors (58%); 17% are Instructors; 17% are Associate Professors. 8% are Professors.

During the academic year 2013-2014, the FT faculty gave an average of 5.8 academic activities (courses, laboratories, seminar or practices) per semester with a faculty load average of 16.32. The PT Faculty gave an average of 2.5 academic activities (courses, laboratories, seminar or practices) per semester with a faculty load average of 6.28 per PT.

For the whole academic year (not including the summer session) the 139 undergraduate faculty gave an average of 6.7 academic activities (courses, laboratories, seminar or practices) with an average faculty load of 8.73.

Full-Time and Part-Time Faculty Load

	FT			PT		
	Faculty Load	Faculty	Average Load per faculty	Faculty Load	Faculty	Average Load per faculty
Liberal Arts and Humanities	161.9	8	20.24	144.7	21	6.89
Sciences and Health Professions	203.3	11	18.48	335.98	54	6.22
Management, Entrepreneurship and Technology	91.36	6	15.23	84.5	15	5.63
Education and Behavioral Professions	98.3	9	10.92	94.2	15	6.28
Grand Total	554.86	34	16.32	659.38	105	6.28

During 2013-2014 the College of Graduate Studies consisted of (6%) FT and 59 (94%) PT faculty. The PT faculty taught 244 (87%) courses, seminars or practice during the 4 academic terms in the 2013-2014 academic year with a total faculty load of 591.39 (90%). The FT faculty taught 38 (13%) courses, seminars or practice during the 4 academic terms in the 2013-2014 academic year with a total faculty load of 67.51 (10%).

Part Time Faculty in Education by degree

DBA	1	2%
EdD	15	25%
MA	10	17%
MBA	2	3%
MD	3	5%
PhD	28	47%
total	59	100%

Full Time Faculty in Education by degree

EdD	2	50%
PhD	2	50%
Total	4	100%

The number of faculty in programs subject to accreditation will be increased –if necessary- to comply with agency standards.

Budget impact

The Board of Trustees adopted an amendment to The Faculty Handbook to include a new type of appointment: enrollment contract. This contract is issued for a period of time, based on the demand of an academic program. As a result of this new contract, the director of the College of Sciences requested 8 additional faculty positions in order to meet the demand for the Nursing program. This increase in the 2014-15 budget was programmed in order to comply with Commission on Collegiate Nursing Education (CCNE) faculty requirements. Also a \$45,000

recruitment bonus for new faculty was established for the nursing program to make UCB competitive with other institutions.

The science area budget was also increased by another \$19,840 to strengthen the STEM programs. This is part of the gradual absorption of the faculty positions of the Behavioral Neuroscience BS Degree developed with HIS grant funds. At the end of the grant period (2016-17) the faculty positions will be 100% absorbed by UCB general operating budget.

The Council on Rehabilitation Education (CORE), the professional accrediting agency, in its recent visit recommended the appointment of an additional faculty to the program. As part of the budget-cost analysis, the appointment of Prof. Yancy Cruz as Assistant Professor was authorized. Professor Cruz was formally a part time faculty in the program. From August 2014 Professor Cruz will be a full time professor with academic rank.

Conclusion

Universidad Central de Bayamón in compliance with quality standards 8 and 10 has established a continuous and systematic planning process aligned to its budget to ensure the achievement of the goals and objectives set out in the Institutional Strategic Plan 2013-2016. (*See Appendix H: SEM Plan 2013-2016 Efforts and Plan Activities*) The Administrative Board of UCB, composed of Deans and Directors of the Office of the Presidency, assessed the needs presented by each of the areas and allocated the necessary budget to ensure fulfilment of the activities to satisfy these needs. As a result of this analysis the university:

- Improved enrollment management processes.
- Established process for monitoring students at high risk of dropping out and established CFAEE as instrumental for first year retention.
- Established work plans that incorporate the elements of marketing, recruitment, and public relations in one operational unit.
- Established professional training in the enrollment area for the faculty, administrators and service office staff.
- Began to incorporate information technology as a tool that can facilitate student tracking
- Added community service as an experience of the Christian faith and values as a way to improve retention.
- Implemented systems of monitoring student academic progress
- Self-evaluated the current academic offering and developed new academic offering plan aligned to the needs of the labor market
- Seeks academic quality through professional accreditation of academic programs in education, nursing and counseling and as a path to increase student academic success.

UCB is characterized by a sensitive, Christian and humanistic education supporting the demands of this changing world: relevant to the labor demand, self-employment and entrepreneurship. The academic offerings development plan for the next years is framed within the needs of the student population and according to the demand of international employment. As part of the actions taken by UCB to maintain a stable enrollment, it has developed two online programs. By May 2015 the institution will offer 5 programs in online format. This action will allow international academic offerings and will strengthen enrollment by these demands.

UCB presents itself before the community of peers strengthened by the development of its SEM Plan 2013-2016, a central instrument for UCB future; projecting strategies for recruitment,

marketing and retention in order to face the challenging demographic context distinguished by a general population decline and an increase in the aging population.