



**UCB**  
UNIVERSITY OF CANTON BAHAMAS



# Strategic Plan 2020-25





## DOCUMENT APPROVAL

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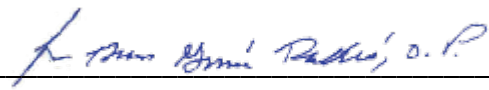
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Fray Oscar Morales Cruz, O.P.  
Presidente Interino



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Maritza Soto García, PhD/JD  
Presidenta de la Junta de Síndicos



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Presidente del Consejo de Fundadores

Approved on (date): November 6, 2021

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# I. Message of the Interim President

Greetings:

Santo Domingo de Guzmán was a man enlightened by faith and the Holy Spirit and knew how to discern the signs of the times discovering the needs and concerns of men and women from his time in the thirteenth century, a time of great historical changes. He answered adequately faced with those needs and challenges, which led him to find the Order of Preachers, a community made up of nuns, friars and lay collaborators of the Evangelical Mission centered on prayer, study, community life and the values of the Kingdom of God. It was like this how he designed for his Order a new form of democratic and participatory government by sending his friars were trained in universities, many of them founded by the Order of Preachers.

We at the Central University of Bayamón are the heirs of the Dominican charism facing the new challenges and needs that are presented to us in today's world. Moved by a spirit of faith and hope, we collectively seek to discover the appropriate answer.

The moment to consolidate our university competitiveness has arrived in the Higher Education in Puerto Rico and the continuous achievement of the Institution's Mission and Vision in pursuit of promoting growth. Having this clear, the preparation and approval processes of our Strategic Plan 2020-25 has been highly participative. In an articulated, manageable, and realistic manner we did the exercise of coordinate and evaluate efforts with the purpose to keep a sustainable development.

This plan, with four priorities' areas, propose to integrate the strategic planning toward making decisions and align the Budget with the institutional's objectives. In the design of this new plan, the final product was encouraged to reflect the consensus of all university sectors on what our goals and priorities should be. From its own development strategy, it seeks to achieve a direct and clear result or operational work document, which we constantly keep in mind in our decision-making.

The plan is a clear, concise, operational document capable of promoting that in the next five years we move in the right direction: institutionalizing a culture of strategic planning and evaluation, staying at the forefront of higher education, increasing and diversifying our income sources, implementing agile and efficient administrative processes, strengthening research and competitive creative work, impacting our society through the Mission and Vision and strengthening the sense of belonging. With this plan and our commitment to move in the direction outlined, we will achieve important changes and successes that will make the Institution transcends in many ways.

Always counting with your support,



Fray Oscar Morales Cruz, O.P.  
Interim President

## **II. Executive Summary**

The Universidad Central de Bayamón has demonstrated the capacity of service and the competence of its offerings before the accrediting bodies. Furthermore, its growth potential is evident. The conjunctural moment has arrived to provide for a sustained development that allows it to extend its range of educational, social, cultural and pastoral impact, consolidating its image of excellence. This requires that we review the ways of conceptualizing, analyzing, operationalizing, and evaluating development results.

The Strategic Plan that we present below constitutes the instrument to coordinate and evaluate the efforts of the Institution towards the achievement of its Vision and Mission. It is also the vehicle to communicate to all members of the university community the articulation of the processes that will guide decision-making in the next five years and the strategies that will be implemented to achieve the goals. It is a manageable, realistic instrument, structured with clear objectives and viable strategies. It documents and analyzes the factors, the interrelation of which conditions development and identifies resources for the implementation of processes and practices. This scenario, complex due to its multiple factors and protagonists, requires harmonizing aspirations with capabilities. The Plan articulates what is wanted with what is feasible to achieve in the established time and with the projected resources.

This document is expected to promote and guide the development of the University in the way to operationalize the goals and objectives in such a way that they are susceptible to evaluation and allow the necessary flexibility for a dynamic decision-making process. It should serve as the basis for annual work plans prepared by the Presidency, academic departments, and administrative offices. The annual reports must contain the result of the implementation of the Plan.

Strategic planning can effectively influence the institutional culture to the extent that it manages to reorient processes, productivity expectations and quality levels. Also, if it stimulates the will to pursue the objectives and obtaining the resources to achieve them. Consolidating the competitiveness of our University in the higher education market in Puerto Rico will be a tangible achievement of that culture.

## **III. Introduction**

The axis of any strategic development plan is the Vision and Mission that the institution has defined for itself. In effect, for the Universidad Central de Bayamón, the Vision and Mission enunciate that privileged space that it aspires to achieve through the initiatives and concerted efforts of all its collaborators. The Goals identify the areas that must be addressed so that this envisioned space becomes concrete, so that the University achieves the educational, social, cultural, and spiritual functionality to which it is dedicated.

## **IV. HISTORICAL BACKGROUND, PROFILE, EDUCATIONAL PHILOSOPHY, VISION, MISSION, VALUES, GOALS AND PROFILE OF THE UCB GRADUATE**

### **Historical Background**

The first Dominican friars who came to the New World from the Convent of San Esteban de Salamanca (Spain) arrived in 1510 on the Island of Hispaniola. These pioneers were Fray Pedro de Córdova, Vicar of the mission; Fray Antonio de Montesinos, Fray Bernardo de Santo Domingo and Fray Domingo, brother cooperator. On the island of Hispaniola these intrepid friars were distinguished by their Thomistic training, deep apostolic zeal, and their feverish defense of the Indians against the abuses of the Spanish conquerors. It was there that in December 1511, Fray Antonio de Montesinos made his prophetic sermon in defense of the Indians from the pulpit of the convent of the city of Santo Domingo.

In 1521 Fray Antonio de Montesinos and Fray Luis Cáncer founded the Convento Santo Tomás de Aquino on the islet of San Juan de Puerto Rico. In 1530 the Province of Santa Cruz de las Indias was established, of which the Dominican friars in Puerto Rico formed part. During the first half of the 16th century, the famous Dominican friar Bartolomé de las Casas (1484-1566) was on several occasions in Puerto Rico in evangelizing work and defending Indians and black slaves.

Pope Clement VII, by the brief in splendide die of January 9, 1532, gave apostolic authority to the General Study of the convents of San Juan and Santo Domingo, in the Dominican Republic. In this second, the Primate University of America will be founded in 1538. Thus, the Convento Santo Tomás de San Juan, now the National Gallery of the Institute of Puerto Rican Culture, became the first center for university studies in Puerto Rico. By the middle of the seventeenth century it was already an important Higher Education Center under the province of Puerto Rican Fray Jorge Cambero. Puerto Rican famous heroes such as José Campeche (1751-1809), the first national painter of Puerto Rico, and member of the Venerable Third Order of Santo Domingo, studied at the General Study of the Dominicans.

After the expulsion of the Spanish Dominican friars from the Convents of Puerto Rico by the confiscation laws of Juan de Mendizábal from 1836-1837 in Spain, and the Invasion of the Island by US tropas, it will be necessary to wait until the beginning of the 20th century for its restoration in Puerto Rico, this time through the friars of the Province of Holland. Thanks to the intervention of the Bishop of Puerto Rico, S.E.R. Bishop Jaime H. Blenk, SM, on July 20, 1904, the first Dutch Dominican friars settled in Yauco; Fray Gregorio Vuylesteke, Fray Martín Luyckx and Fray Joaquín Selbach. In 1918, Fray Martín J. Berntsen (1886-1958), an outstanding intellectual and great humanist, came from the

Netherlands, whom in May 5, 1926, along with Fray Marcos Huigens, OP, began the publication of *El Piloto* in Ensenada, Guánica, an important publication and means of dissemination in the defense and promotion of culture and thought in Puerto Rico.

Being a parish priest for the entire municipality of Bayamón for the third time, Fray Mariano Nieuwenhuijzen had the concern of offering a Catholic university education to young people in the northern region of Puerto Rico. In 1948, the Universidad Santa María had been founded in the diocese of Ponce. However, at the time, this represented overcoming great distances to pursue a university degree without losing the experience of the Catholic faith. Thus, on August 14, 1961, and with the animation of the Dominican Tertiary Guillermo "Mitín" Ramírez Higuera, it was founded in the Colegio de Santa Rosa de Lima, a nocturnal and Saturday extension of the then Universidad Católica de Ponce. Colegio Santa Rosa de Bayamón was run by the Dominican Sisters of the Holy Cross from Amityville, New York. There taught the servant of God, Mother Dominga Guzmán, founder in 1949 of the first Puerto Rican religious congregation, the Dominican Sisters of Our Lady of the Rosary of Fatima.

The first administrator of the Bayamón Campus of the Universidad Católica was the Reverend Mother Augusta Pfundstein, OP, later becoming, from 1961 to 1964, Mr. Guillermo Ramírez Huigera had served as a Spanish teacher at the Colegio Santa Rosa since 1953. University courses at Colegio Santa Rosa were limited to the first two years of baccalaureate, having to move to Ponce to the central campus of the Universidad Católica to complete the academic degree. On August 15, 1964, the University extension of the Colegio Santa Rosa, which already had 79 students, was transferred to the grounds of the recently opened convent of Our Lady of the Rosary in Hato Tejas, Bayamón. Its new executive director was Fray Vicente A.M. van Rooij.

On September 30, 1964, with the endorsement of Fray Jaime Vísler, Provincial Vicar, the University Center of Bayamón was incorporated into the Department of State of Puerto Rico under the name of "Universidad Católica de Bayamón, Inc.", being the incorporators (Founding friars) Fray Vicente van Rooij, OP, Executive Director; Fray Miguel Reckman, O.P., Professor and Fray Lorenzo W.A. Booms, O.P. Prior of the Convent of Our Lady of the Rosary. In this way the Founders Council was constituted, which as a body "owns and executes all the power and all authority guaranteed to the original incorporators and their successors in the government of the University". The first Board of Trustees of the Universidad Católica de Bayamón was established on April 6, 1965 and was appointed by the Vicar Provincial. On June 2, 1965, the Board of Trustees approved the "Statute on the Structure of the Internal Government of the Universidad Católica de Bayamón, Inc."

Subsequently, and in the interest of also to be able to offer third- and fourth-year courses at the Universidad Católica de Bayamón, the corresponding steps were taken to make it independent from the Universidad Católica de Puerto Rico at Ponce. On September 3rd, 1970, the separation of the Universidad Católica de Puerto Rico was formalized, carrying out the procedures before the "Middle States Commission on Higher Education. "The Universidad Católica de Puerto Rico requested that the



term "Catholic" be removed and the Board of Trustees of the University thus changed its corporate name to "Universidad Central de Bayamón" on September 15, 1970. By application of the Puertorican Episcopal Conference from the apostolic constitution "Ex corde Ecclesiae" of Saint John Paul II to the Ecclesiastical Province of Puerto Rico, the Universidad Central de Bayamón (UCB) is recognized as a Catholic university. Likewise, by foundation, constitution, mission, and values, UCB is a university in the educational, formative and spiritual line of the Order of Preachers.

Fray Vicente A.M. van Rooij, O.P. was president of the Universidad Central de Bayamón from 1964 to 1995. He was succeeded in office by: Dr. María de los Ángeles Ortiz (1996-1999), Fray Teodoro Veerkamp, O.P. (interim 1999-2000); Dr. Aníbal Colón Rosado (2000-2002), Fray Benito Reyes Rivera, O.P. QEPD (2003-2006), Prof. Nilda Nadal Carreras (2007-2010), Dr. Lillian Negrón Colón (2010-2019) and Prof. Angel Valentín Román, MDiv. (interim 2019-present). In 2016 the Universidad Central de Bayamón celebrated its fifty-five years of foundation, during the Jubilee for the 800 years of the reception of the Dominican Order by the Church.

## UCB Profile

The Universidad Central de Bayamón is a private, non-profit, post-secondary level institution offering baccalaureate and master's degrees, which is located in the city of Bayamón, the second largest city (population 208,000) in Puerto Rico within the Metropolitan Area of San Juan (population approximately 2 million). The students enrolled at UCB (1,491 enrolled in Fall 2018) are made up of 100% Latinos, 74% are first-generation college students, and 96% are low-income recipients of the 'PELL' Scholarship. The University offers four academic levels: Diploma / Certificate, Associate Degree, Baccalaureate and Master distributed among three schools: College of Sciences and professions related to health, Liberal Arts Humanities and Education, Business Administration and technology.

## UCB Educational Philosophy

In 1999, the Founders Council, the highest body of institutional government, established the following Guidelines on the educational philosophy that should guide university work:

*"Since its beginnings in the 13th century, Dominicans have been related to universities. In fact, the Order of Preachers is the first in the Church to found university institutions. Due to charisma and tradition, we have our own educational philosophy that is embodied in this type of institution. **This philosophy consists of creating and transmitting a positive appreciation for all genres of knowledge, and trying to harmonize and integrate these different currents, translating them into current terms.** For Dominicans, a university is a broad opportunity to achieve this goal, both in theological research and in teaching. The dominican university is a living extension of its charism, which consists in the search for Truth. In a dominican university, this charism dialogues with contemporary cultural trends.*

*As a dominican, the Universidad Central de Bayamón seeks the integration of the different levels of knowledge, according to the method and principles of Saint Thomas Aquinas, who harmonized reason and faith. **Technological information and Christian humanist training coexist in this Institution, to create a particular human being, a mature person, with a dialogical-critical capacity and a transcendent vision.***

*The Universidad Central de Bayamón aspires to spread scientific knowledge integrated with the Christian life of reality to transform and humanize Puerto Rican society and the world. From her Christian orientation, and from a total vision of culture, she intends to preserve, enhance and disseminate valid findings of knowledge with the utmost respect for the fields and methods of each science. Intellectual freedom is fundamental in this interdisciplinary dialogue, without which there is no deep and enriching learning.*

*The Universidad Central de Bayamón wants to educate citizens with a historical sense of culture that, in turn, tends to establish identity, both personal and collective. **From that base, it fosters intellectual curiosity and ethical and aesthetic sensitivity of universal values, to achieve the development of character and synthesizing talent. Along with cultural and spiritual formation, it contributes to the creation of professionals, in accordance with the needs of our industrial and technical society.** At the same time, this Institution seeks to instill in the person a Christian community sense, cultivated in an environment of respect and dignity.*

*As its name explains, the Founders Council founds and institutes the University with guides in light of the Dominican charism. Its essential function is to safeguard and promote the humanistic, Catholic and Dominican mission of the University at all levels: academic, student, administrative, etc. The Founders Council establishes and guarantees a vision of the world and of the human being, which is what the University collects and contributes to dialogue with the modern world, which encompasses so many challenges.*

*By increasingly instrumentalizing the above, the Founders Council opens new avenues for dialogue with the university community. We urge students, faculty, administration and non-teaching employees to reflect and share, together with us, in a climate of respectful exchange, their ideas and opinions about what it means to be a humanist, Catholic and Dominican university in the dawn of the XXI century. Such an exchange is essential to increase and perfect the concretion of the vision that is born from our Dominican charism, which is the reason for this University.*

*About to enter this new millennium, today, more than ever, we believe in the innovative alternative of institutions such as the Universidad Central de Bayamón, which seeks to train men and women in a world of rapid and conflictive changes. Without the Truth of faith, human knowledge becomes impoverished and remains truncated, and this, in turn, enriches and consolidates faith. This University seeks the optimal realization of the experience of this philosophy at the level of individuals and of the different university bodies, to then spread it to the rest of society. "*

The Universidad Central de Bayamón thus maintains a Catholic educational philosophy, while promoting dialogue between the various scientific and theological disciplines. It offers a humanistic education, based on which the individual must develop his critical thinking capacity, acquire an awareness of ethical, social and religious values, increase his sense of social commitment and assume responsibility for continuing his educational process by himself, throughout life. The University, also, intends to improve the student's communication capacity, awaken in him his leadership potential and develop a condition of adaptability to various work alternatives. Finally, it starts from the premise that students, faculty and administration must create an environment where they teach how to teach, learn to teach and learn to learn guided by mutual respect and the search for truth.

### **VISION, MISSION AND VALUES OF THE UCB**

Based on the Guidelines of the Founders Council, during the year 2000 the Universidad Central de Bayamón redefined its Vision, Mission and Institutional Values as follows:

#### **Vision**

The Central University of Bayamón is projected as:

*'an original center of humanistic-christian formation and social transformation that, through its avant-garde academic programs, student-centered educational processes, and a quality of university life, will provide that professional training that responds to the main needs of service in social, cultural, economic and ecclesial institutions, in tune with the state of knowledge, technological advances and the values of the Gospel.'*

#### **Mission**

Following the spirit of Saint Thomas Aquinas and inspired by the multi-century charism of the Order of Preachers, the community of the Universidad Central de Bayamón has the mission of:

*'Foster the integral development of its students through an academic excellence education that trains them as professionals and leaders who, with a high social commitment, build a cultural, scientific-technological and business world from the evangelical values of Christian humanism.'*

#### **Values**

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

**CHARITY**, as the supreme evangelical value that moves and bases all human actions and, therefore, intellectual, cultural, social, economic, technological, etc.

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

**STUDY**, which seeks the attention of all human capacities so that the truths that will lead the human being to live in a state of interior and community freedom are discovered.

**TRUTH**, as a goal and fruit of dedication to study, research and spirituality, always yearned for and constantly sought in the most diverse fields of knowledge and realities of human experience, as Saint Thomas Aquinas testified.

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

**PROFESSIONALISM**, which seeks the optimal training and performance of the services that are intended to be offered to the civil and ecclesial society of Puerto Rico today, from a high ethical, dynamic and innovative sense.

**INTEGRITY**, which commits our institution to comply with all the laws, rules and regulations of the State, of the licensing and accrediting bodies, as well as the inmates of the Universidad Central de Bayamón.

**COMMUNITY LIFE**, as a principle and goal to build a just, full and peaceful society through respectful dialogue, clear and open communication, which assumes diversity as a wealth, striving for teamwork.

**SOCIAL JUSTICE**, as a concern and commitment in the construction and transformation of the most varied dimensions of Puerto Rican and international society, from the profession itself.

**SOLIDARITY**, which springs from the commitment to social justice and that charity concretizes in the daily actions of each member of the university community that puts at the service of others everything that the Creator has given him as a gift.

### **Institutional Goals**

To fulfill its Mission, the Universidad Central de Bayamón has set the following Institutional Goals as a purposeful commitment to the society it serves:

1. Strengthen and develop a competitive academic offer with innovative study modalities that respond to the demands of the local and international labor market.
2. Develop an international presence in global society by extending or redesigning the academic agreements.
3. Strengthen and develop student empowerment strategies.
4. Strengthen and develop the students support service and the process of transition to university life to achieve their academic goals.
5. Strengthen IMSERCO (Multidisciplinary Institute of Community Services) of the UCB to have a estate on the community in general and to promote volunteering.

6. Highlight the UCB's institutional values and academic leadership through community activities.
7. Diversify the economic base of the Universidad Central de Bayamón by balancing the growth rate of operational costs (administrative and academic).
8. Reassess and strengthen the internal mechanisms and controls used to ensure the UCB's managerial and fiscal transparency.

### **Profile of the graduate of the Universidad Central de Bayamón**

The UCB proposes, in keeping with the guidelines on Educational Philosophy set forth by the Founders Council, the Mission and Vision of the University to forge a graduate with the following characteristics:

- Develop critical logical thinking skills so that you can communicate your ideas clearly and correctly.
- Understand the general and fundamental principles of the great fields of knowledge of the Humanities, Natural Sciences, Business Development, Social Sciences and Theology.
- Establish the active interrelation between these fields of knowledge, its interdisciplinary nature, respecting plurality and cultural diversity.
- Learn at the specialist level the theories, concepts, processes, methods, problems, scientific conclusions, and practical implications of an academic discipline or a particular profession.
- Use technology to develop continuous learning, research, and creativity.
- Understand the ethical dimension of human and professional life, so that you act in concrete situations in terms of their ethical and moral implications.
- Respond to the changes in the demand of the labor market in a competitive economy with an attitude for professional and personal development throughout life.
- Recognize the value of personal and social dignity to act responsibly, with respect and tolerance for human dignity and with a deep sense of social justice.
- Develop an appreciation and commitment to productive work, recreation, physical and emotional health, the enjoyment of ethical and aesthetic values that allow you to live a full and healthy life.
- Communicate your ideas clearly and correctly through written expression in the vernacular and in English.
- Develop scientific, mathematical, and investigative reasoning to the maximum applying the resources and means of technology.
- Aware of the importance of productive work and collaborative work.
- You will know and appreciate the cultural heritage that identifies you as Puerto Rican, Latin

American, and Western, and you will participate in the analysis and solution of the problems that afflict Puerto Rican society today and our world.

- You will be aware of the transcendent dimension of life; and will know the foundations of the Christian religion and will participate, in harmony with his conscience, of the experience of the Faith and of its communal expression.

## V. DESCRIPTION OF THE PLANNING CYCLE

The Office of Strategic Planning and Institutional Assessment outlined the phases for the drafting of the Strategic Plan 2020-25. It began by considering the Achievement Report of the goals, objectives and strategies established in the previous Strategic Plan using the **Xitracs**™ Program. This achievement report is limited to the period of the strategic plan 2013-14 to 2017-18 (Appendix I). Within the Action Plan of this evaluation, it was recommended to review the strategies of the objectives not achieved in order to align them with the compliance criteria of the Puerto Rico Board of Education, the standards of the MSCHE and other specialized accrediting agencies to incorporate them into the new 2020-2025 Strategic Plan. (Appendix II)

The next phase is to evaluate the validity of the Vision and Mission of the Institution. To carry out this analysis, a template was developed for the evaluation by component of the mission. Then a report of the evaluation results was written (Appendix III).

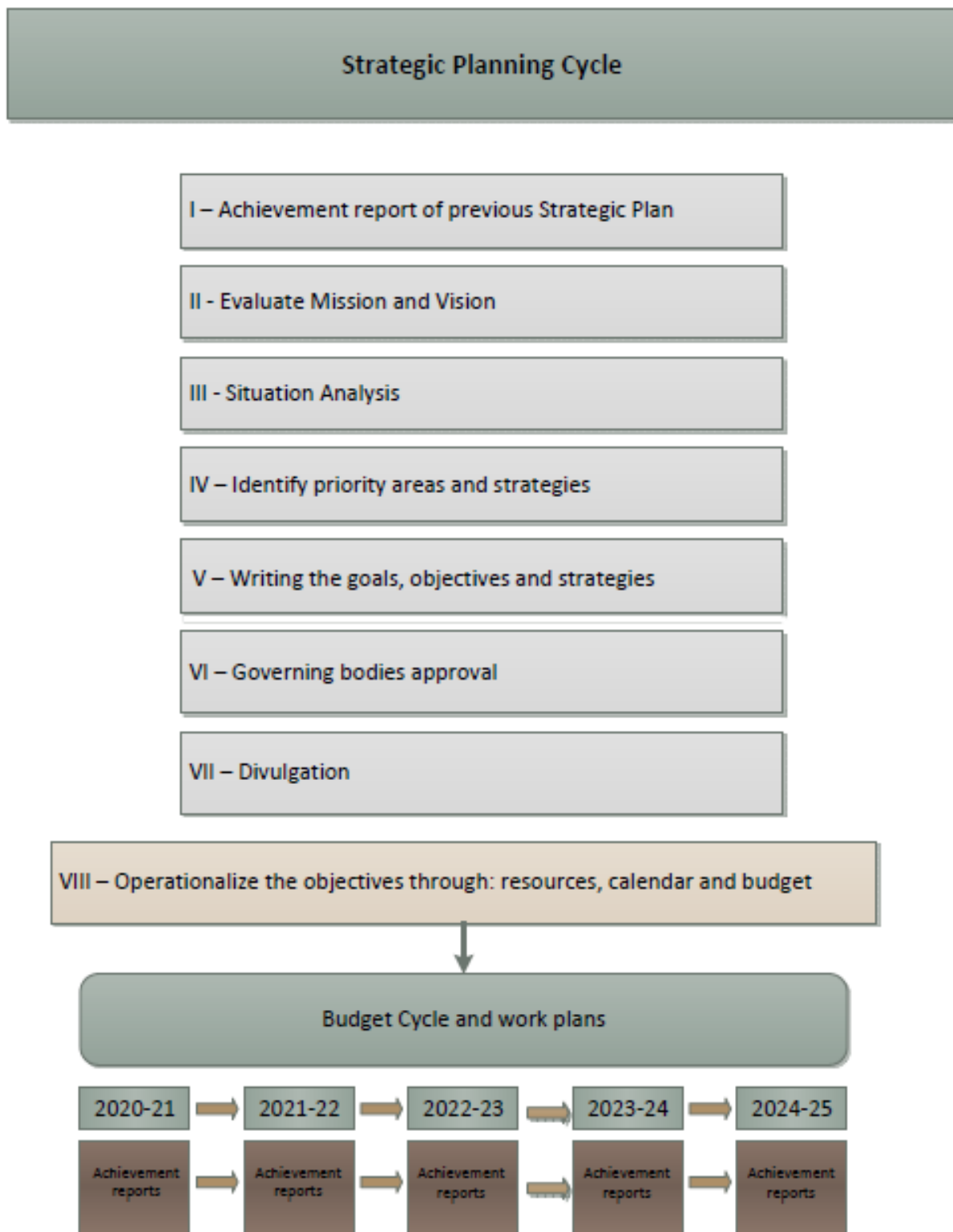
For the analysis of the situation, several activities were carried out (Appendix IV), one with the Administration and the other with the faculty, where SWOT exercises were carried out to identify the strengths, opportunities, weaknesses and threats of the organization. In addition, the recommendations reflected in the results of the student investigations carried out during the last 2 years were taken into consideration. As a result of these activities, the information necessary to complete the SWOT analysis (Appendix V) was collected.

In drafting the organization's strengths, weaknesses, opportunities and threats, we classify them into priority areas. The priority areas help us establish goals and objectives in all the units that make up the institution. With the results report of the Strategic Plan 2013-18 and the SWOT analysis, goals by priority area were established as guidelines to be considered in the drafting of the plan.

Subsequently, committees were appointed by priority area to draft the goals, objectives, strategies, indicators, responsible for the budget, and year of implementation. The result of the Committees is reflected in the Operationalization of the Strategic Plan (Appendix VI). To identify the resources to support this operationalization, the necessary information was compiled to draft assumptions that could impact enrollment, credits, or the budget. For example, the Academic Excellence Committee was asked for the Curriculum Review Calendar and New Academic Offer (Appendix VII). In conclusion, the enrollment and budget projections for the period of the Strategic Plan 2020-21 to 2024-25 are presented (Appendix VIII).

To complete the requirements of external agencies, the activities that the institution will carry out to publicize the new plan were detailed (Appendix IX). In addition, the Manual for the writing of Work Plans and achievement reports (Appendix X) which will be used to manage and monitor compliance with the plan as established in the Operationalization. Finally, to evaluate the Strategic Plan 2020-25, a validated rubric for university institutions was used. It is made up of eleven evaluation criteria, of which 10 classify the exercise carried out as excellent (Appendix XI).

Upon completing the process, he referred the Strategic Plan 2020-25 for approval by the governing bodies of the institution and incorporate **Xitracs**™ for its administration.





## WORKING COMMITTEES FOR THE DRAFTING OF THE STRATEGIC PLAN 2020-25

For the writing of the goals, objectives and strategies, the following work committees were established by priority area:

### Academic excellence

Dr. Kendra Ortiz, Registrar  
Mr. Pedro Bermúdez, Associate Dean  
Dr. Nidia Colón, School Director  
Ms. Elaine Nuñez, Compliance Officer  
Mr. Jorge Díaz, Coordinator of Distance Education and Strengthening of Teaching

### Student Success

Dr. María de L. Rivera, Faculty  
Prof. Nice Zayas, Dean of Student Affairs  
Dr. Pedro Robles, School Director  
Dr. Josefina Hernández, STEM Proposal Director  
Miss Magdalis López, Marketing and Recruitment Supervisor  
Mr. Cesar O. López, Counselor

### Community commitment

Fray José Santiago, School Director  
Mrs. Milagros M. Rivera, Director of the Guidance and Counseling Center  
Dr. Waleska Rivera, Professor, College of Liberal Arts, Humanities and Education  
Mr. Juan A. Figueroa, Director of the Athletic Department  
Fray José Osorio, Pastoral Coordinator  
Mrs. Elizabeth González, Financial Assistance

### Operational and Organizational Excellence

Mrs. Enid Rivera, Director of Budget  
CPA Juan José García, Dean of Administration and Finance  
Mr. José Rodríguez, Systems Administrator  
Mrs. Virna Rivera, Director of Human Resources  
Prof. Litz A. Principe, Faculty

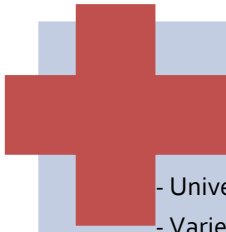
## VI. SITUACIONAL ANALYSIS

For the situational analysis, two activities were carried out, one with the Administration and the other with the faculty, where SWOT exercises were carried out to identify the strengths, opportunities, weaknesses, and threats of the organization. In addition, the recommendations reflected in the results of the student investigations carried out during the last 2 years (Appendix IV) were taken into consideration. As a result of these activities, the information necessary to complete the analysis was collected.

### ***External environment***

*Summary of the external situation in Opportunities (+) and Threats (-)*

 <ul style="list-style-type: none"><li>- Positioning of Puerto Rico in the Educational Tourism market</li><li>- Demand for workers outside Puerto Rico for the command of the English and Spanish languages</li><li>- Demand for international students for the costs of education and accreditations of the Institutions in Puerto Rico</li><li>-Interests of institutions outside Puerto Rico to make collaborative agreements</li><li>- Displaced, retired or retraining adult population interested in continuing studies</li><li>- Need for services for older adults</li><li>- Increased costs in credits and fees in higher education institutions, including in the UPR</li><li>- Elimination of registration exemptions at the UPR</li><li>- Increased interest in studying in different modalities (online, hybrid, part of terms, among others.)</li><li>- Need to improve the environment seeking peace and spirituality</li></ul>	 <ul style="list-style-type: none"><li>- Decrease in the growth rate of gross product</li><li>- PROMISE</li><li>- Crisis in government structures</li><li>- Increased cost of living without due increase in income</li><li>- Reduction of the middle class</li><li>- Reduction in the internal income of educational services</li><li>- Reduction of the birth rate</li><li>- Reduction in the traditional population in post-secondary institutions (18 to 21 years old)</li><li>- Aging of the population</li><li>- Increased migration</li><li>- Increase in the number of post secondary institutions in Puerto Rico</li><li>-Increased competition in the market with the same academic offerings</li><li>- Elimination of legislative scholarship funds</li><li>- Because of inflation, young people are looking for jobs to pay for their studies</li></ul>
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**Internal environment***Summary of the internal situation in Opportunities (+) and Threats (-)*

- University with license and Accreditation
- Varied academic offer at different levels of post secondary education: vocational technicians, undergraduates and graduates.
- High levels of satisfaction with the educational experience as reflected in the exit interview.
- Offers academic programs specialized accreditations
- Offerings differentiated by Schools (Neurosciences, entrepreneurship, among others)
- Campus with a calm and family environment
- Low credit and installment costs compared to competing institutions
- I look after children
- Extended service hours
- Catholic faith-based university
- Promote values and a humanistic philosophy
- Availability of support services to first-year students for the transition to university life (Tutoring, counselors, among others)
- Offers online courses
- High approval rates for revalidations
- The physical facilities have been improved, increasing the capacity of classrooms and recreation areas
- Opportunity for students with previous university experience with the policy of validation of courses for transfer students
- Agreements with other universities
- Adopt a social cause
- Environmental awareness and sensitivity



- Remote location for public transport dependents
- Limited online offer
- Lack of results-based strategic culture
- Few employees and teachers and lacking incentives
- Large campus with budgetary impact on its maintenance
- It must become more cost effective
- Federal funds unit
- Lack of development of auxiliary companies
- Low proportion of full-time teachers vis a vis part-time teachers
- Lack of human resources in academic management
- The Central Institute is not active
- Tuition falls on a few programs vis a vis many low enrollment programs
- Few strategies to recruit international students
- Virtual support services for online enrollment are missing
- Continuous professional development is required to keep pace with technology updates
- Academic offer not tempered to market demand
- Strengthen the image, presence in the market and participation in social causes
- Strengthen documented, systematic and sustainable guides for core processes such as retention, enrollment management, among others
- Strengthen communication between the administration, academia and students
- Strengthen processes of continuous improvement of human resources

### ***IDENTIFICATION OF PRIORITY AREAS AND STRATEGIES***

At the moment to do the situational analysis, the following strategies and priority areas were identified, which will be used to draft the goals, objectives, strategies and indicators of the Strategic Plan 2020-25:



In each priority area, the responsibilities of the main structures that compose the UCB (Deanships, offices, Schools, among others) must be reflected. This distribution ensures that each structure is represented in the writing of the goals, objectives, strategies, and indicators.



#### **ACADEMIC EXCELLENCE** (Relevant offer, academic planning and quality educators)

- Relevant academic offer, develop a new academic offer and innovative study modalities that respond to the need established by the current market demand (traditional and non-traditional population) both in Puerto Rico and internationally.

- Academic planning: Taking in consideration the needs and interests of the market in Puerto Rico and internationally, develop an evaluation process of the academic offer with the objective of planning curricular reviews of the programs to: increase interest in students; identify other modalities; meet the expectations of companies, request specialized accreditations, create alliances with other institutions and companies; or place in moratorium.
- Guarantee the quality of the teaching staff through strategies such as: professional development and review cycles of contracts and rank aligned to evaluation processes.
- Strengthen academic support services (academic advising, programming, tutoring, among others) to achieve an increase in student satisfaction and retention. Guarantee the quality of the teaching staff through strategies such as: professional development and contract and rank review cycles aligned with evaluation processes.
- Strengthen academic support services (academic advising, programming, tutoring, among others) to reach an increase in student satisfaction and retention.



### **STUDENT SUCCESS (Service, success model, commitment to the campus, external agreements)**

- Strengthen the model of continuous improvement of student services.
- Strengthen student empowerment strategies such as extracurricular activities, student associations, sports program, academic support services, among others.
- Develop strategies to support the student to achieve their academic goals by writing documented, systematic, and sustainable guides for core processes such as retention, enrollment management, communication, among others.
- Strengthen the image, presence in the market and participation in social causes that promote the institution's values. Strengthen the model of continuous improvement of student services.



### **COMMUNITY COMMITMENT (Community activities, community agreements and community diversity)**

- Incorporate learning and formation activities of the evangelical values of Christian humanism directed, in general, to the needs of the community.
- Establish collaboration agreements with public and private entities that serve the community and other organizations and companies interested in strengthening their social responsibility with evangelical values of Christian humanism.

- Design activities of interest to the community that promote institutional values and philosophy tailored to international movements such as ecology, environmental conservation, home gardens and sustainability, among others.
- Strengthen the dissemination of services designed for the general community such as ecumenical events, childcare and extended hours, summer camps, health fairs, reproductive services, use of the library, sports facilities, activity rooms, among others.



### **OPERATIONAL AND ORGANIZATIONAL Excellence** (‘Accountability’, Administration of physical facilities, operational efficiency and sustainability practices, quality in people, communication, and professional development)

- To keep the physical plant and facilities in optimal and safe conditions to strengthen the environment necessary for the fulfillment of the institutional Mission in accordance with the requirements of licensing and accrediting entities, as well as with government agencies.
- Define and disclose the mechanisms and internal control used to ensure the UCB's managerial and fiscal transparency.
- Diversify the economic base of the Universidad Central de Bayamón in such a way as to reduce dependence on income as a result of enrolled credits and fees, in addition a balance must be contained in the growth rate of operational costs (administrative and academic).
- Develop and maintain a technological infrastructure in support of new academic offerings and tempered services.
- Establish an academic and administrative information system that supports the development of studies and research for institutional decision-making.
- Study UCB's organizational culture and assess its alignment with institutional goals to develop a plan to harmonize private and institutional interests by developing a collegial culture.
- Strengthen communication between the offices and governing bodies with the university community.
- Promote a culture of professional development based of the results of employee evaluations and other recommendations.

## VII. Goals, Objectives, and Strategies by Priority Area

### PRIORITY AREAS 1: ACADEMIC EXCELLENCE

Goal 1: Strengthen and develop a competitive academic offer with innovative study modalities that respond to the demands of the local and international labor market.

Objectives	Strategies
1.1 Expand the academic offer according to the demand of the labor market.	1.1.1 Evaluate the job market demand for the development of new academic programs.
	1.1.2 Establish an advisory committee with the external community for the development of new academic programs.
	1.1.3 Evaluate the new regulated programs and align them with the competencies required by the examining boards in the standardized exams.
1.2 Offer a flexible curriculum with multiple teaching modalities.	1.2.1 Develop academic programs in the distance education modality, both at the graduate and undergraduate levels.
	1.2.2 Develop hybrid courses.
	1.2.3 Integrate student travel into the academic curriculum to enrich the educational experience
	1.2.4 Promote the exchange of students and teachers to enrich the educational experience through collaborative agreements.
	1.2.5 Promote the integration of internships in academic programs to enrich the practical learning process.
	1.2.6 Implement the modality of "Dual Enrollment" as an alternative of study and recruitment.
1.3 Develop and reinforce the programs of the Central Institute (technical courses, professional certifications, etc.) as a training tool for youth and adults.	1.3.1 Develop an academic offer aimed at training students in technical courses that respond to the demand of the labor market (pharmacy technician, high-performance coach, geriatric caregiver, Montessori teacher, etc.).
	1.3.2 Develop and implement Continuing Education programs (workshops, seminars, training, etc.).

## Goals, Objectives, and Strategies by Priority Area

Objectives	Strategies
1.4 Strengthen the Distance Education modality.	1.4.1 Strengthen the technological infrastructure of the distance education modality.
	1.4.2 Strengthen the administrative structure of the distance education area.
	1.4.3 Establish the "State Authorization Reciprocity Agreement"..
	1.4.4 Extend the services offered to face-to-face students for distance students.

**Goal 2:** Develop an international presence in global society by extending or redesigning the academic agreements.

Objectives	Strategies
2.1 Develop and implement an international marketing plan that promotes the academic offer and increases recruitment.	2.1.1 Integrate internationalization into the marketing plan.
	2.1.2 Establish agreements and alliances with international higher education institutions.
	2.1.3 Review and update the information on the institutional website.
	2.1.4 Promote academic moves.
2.2. Aspire to positioning the Institution as a viable option in the global environment through alliances with educational institutions of post-secondary level at local and international level.	2.2.1 Establish collaborative agreements with theological universities in the United States and Latin America.
	2.2.2 Establish collaborative agreements with educational institutions in the United States and Latin America.
	2.2.3 Establish collaborative agreements with religious entities.



**PRIORITY AREAS 2: STUDENT SUCCESS****Goal 3:** Strengthen and develop strategies for student empowerment.

Objectives	Strategies
3.1 Develop a culture of sense of belonging in the students.	3.1.1 Develop a cycle of institutional activities that require the participation of members of the Administration, Faculty and Students.
3.2 Strengthen the technological infrastructure to support student monitoring (Student Tracking System)	3.2.1 Create an automated institutional retention system for students.
	3.2.2 Create a cyclical training program for users on the use of the institutional automated retention system for students.
3.3 Develop the retention unit concept to support the initiatives of this population of Students promoting academic success and student retention (Greenfield, Kemp & Gardner, 2013).	3.3.1 Analyze the opportunities and challenges of alternatives to structure the Student Retention unit
	3.3.2 Identify and structure the identified Retention unit Student
3.4 Develop a sense of belonging, leadership, and service according to UCB values.	3.4.1 Continue the celebration of specific activities by Schools that contribute to the retention and development of leadership.

**Goal 4:** Strengthen and develop the students support service and the process of transition to university life to achieve their academic goals.

Objectives	Strategies
4.1 Create alliances between the Dean of Academic Affairs and Dean of Student Affairs to integrate and coordinate goals and strategies between academic excellence and student success (Upcraft, Gardner & Barefoot, 2005).	4.1.1 Determine the specific actions that must be incorporated and coordinate between both Deanships: Training of the faculty and staff, institutional activities, and others.
	4.1.2 Faculty and staff training, institutional activities, others.
4.2 Update the Student Retention Institutional Plan	4.2.1 Appointment of an interdisciplinary committee with representation of each College
	4.2.2 Review of institutional policies that concern the students

**PRIORITY AREAS 3: COMMUNITY COMMITMENT**

**Goal 5:** Strengthen IMSERCO (Multidisciplinary Institute of Community Services) of UCB to have a group focused on the community in general and to promote volunteering.

Objectives	Strategies
5.1 Formalize the creation of a Multidisciplinary Advisory Committee (MAC).	5.1.1 Identify a resource from each of the following areas to be part of the MAC.
5.2 Develop a Work Plan aimed at unifying the processes of insertion and community services according to the vision and mission of UCB and the needs identified.	5.2.1 Review IMSERCO organizational structure, vision, mission, goals, and processes to temper them to the Vision and Mission of the UCB.

**Goal 6:** Highlight UCB's institutional values and academic leadership through community activities.

Objectives	Strategies
6.1 Promote the approach of employees, teachers and students, with the community, through which the talents, knowledge, and other qualitative aspects of UCB are shared; the prestige, quality, strength and institutional values that in turn support the academic offer.	6.1.1 To do internal and external activities that involve the university community with the surrounding communities.
	6.1.2 Promote an Active Life Program for the elderly.
	6.1.3 Health fairs, summer camps, sports activities, promotion of the Childcare and Pre-school service, 5K Marathon, Turkey Race, Walking Club, Exercise Club.

**PRIORITY AREA 4: OPERATIONAL AND ORGANIZATIONAL EXCELLENCE**

**Goal 7:** Diversify the economic base of the Universidad Central de Bayamón by balancing the growth rate of operational costs (administrative and academic).

Objectives	Strategies
7.1 Increase the income related to tuition and fees.	7.1.1 Improve our competitiveness by offering relevant academic offer and efficient cost.
	7.1.2 Re-evaluate costs for credits and installments according to the market and other institutions.
	7.1.3 Evaluate the profitability of academic offerings.
	7.1.4 Develop and establish distance academic offering.
7.2 Control / reduce operational costs proportional to operating income.	7.2.1 Establish agile and flexible analysis processes to achieve operational efficiencies.
	7.2.2 Implement adjustments in the shortest possible time according to income projections.
7.3 Develop new auxiliary companies and expand the income of existing auxiliary companies.	7.3.1 Evaluate and improve the performance of existing auxiliary companies.
7.4 Evaluate fundraising strategies such as: Alumni, Donors, pro-fund activities, among others.	7.4.1 Development of Committee for the evaluation of the unit and its expectations.
	7.4.2 Collaborate in the creation of alliances and collaborative agreements with external entities and entities belonging to other alumni and donors.

**Goal 8:** Reassess and strengthen the internal mechanisms and controls used to ensure the UCB's managerial and fiscal transparency.

Objectives	Strategies
8.1 Compliance with Federal and State Regulations.	8.1.1 Establish a plan to develop and improve UCB's level of compliance with federal and state regulations.
8.2 Compliance with institutional regulations.	8.2.1 Updating of all existing Processes and Procedures Manuals.

## Goals, Objectives, and Strategies by Priority Area

<b>Objectives</b>		<b>Strategies</b>	
8.3	Keep institutional policies updated and evaluate documents so that they are in the correct area within the web platform.	8.3.1	Establish procedure for constant review and disclosure.
8.4	Institutionalize annual meetings with all employees to present a fiscal status report.	8.4.1	President's Annual Report.

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## Appendices

- I. Achievement Report of the Strategic Plan 2013-18
- II. Alignment with External Agency Requirements
- III. Evaluation of the Compliance and Alignment of the Mission and Vision with the Evaluation Processes
- IV. Evidence of participation of the University Community
- V. Situational Analysis
- VI. Operationalization of the Strategic Plan
- VII. Curriculum Review Calendar and New Academic Offer
- VIII. Projection of Income and Budget
- IX. Disclosure Plan
- X. Manual of Drafting Work Plans and Achievement Reports
- XI. Evaluation of the Strategic Plan 2020-25