



# Self-Study Design

---

Submitted to  
Middle States Commission on Higher Education

---

April 30, 2021

---



## Table of Contents

I.	Institutional Overview.....	2
II.	Institutional Priorities to be Addressed in the Self-Study.....	14
III.	Intended Outcomes of the Self-Study.....	17
IV.	Self-Study Approach.....	18
V.	Organizational Structure of the Steering Committee and Working Groups.....	18
VI.	Guidelines for Reporting.....	51
VII.	Organization of the Final Self-Study Report.....	51
VIII.	Verification of Compliance Strategy.....	52
IX.	Self-Study Timetable.....	53
X.	Communication Plan.....	55
XI.	Evaluation Team Profile.....	57
XII.	Evidence Inventory.....	60
	Appendix A. Academic Programs.....	63
	Appendix B. Organizational Chart.....	66
	Appendix C. Map.....	67
	Appendix D. IAUPR-GC Priorities Survey Results.....	68
	Appendix E. Organizational Structure of the Steering Committee and Working Groups...	69
	Appendix F. Organization for the Working Group Report.....	70

## I. Institutional Overview

### A. Description of Inter American University of Puerto Rico - Guayama Campus

Inter American University of Puerto Rico, Guayama Campus (IAUPR-GC) is one of the eleven higher education units of Inter American University of Puerto Rico (IAUPR). It is a private, nonprofit organization with a Christian heritage and an ecumenical tradition. IAUPR-GC offers three (3) certificate programs, thirteen (13) associates, twenty-one (21) baccalaureates, and five (5) masters' degrees (for more information on academic programs see Appendix A). The Chancellor is the chief executive officer (CEO) of the campus. The main support of the Chancellor comes from three components: Dean of Academic Affairs, Dean of Students, and Dean of Administration. In addition, the Dean of Academic Affairs is supported by the Associate Dean of Academic Affairs and five departments as follows: Business Administration and Entrepreneurial Development; Agricultural and Animal Sciences; Education, Social Sciences, and Humanistic Studies; Health Sciences; Natural Sciences, and Technology. Furthermore, the organizational structure of Guayama Campus provides additional support and collaboration to fulfill the Mission and Goals (refer to GC Organizational Chart in Appendix B).

The campus is located in an area of fifty acres of land on Road 744, K. 1, H.2 of Bo. Machete in the southern part of the town of Guayama. IAUPR-GC serves first generation college students, low-income diverse student populations from Guayama, and adjacent municipalities of the southeastern region of PR where most IAUPR-GC's students live. Places of origin where also students come from include other fifty-four (54) municipalities of Puerto Rico. There are other students who are enrolled in the Distance Learning Program and/or at the two additional locations who live abroad. In 2018, *Centro Universitario Inter Humacao* and Orlando Cyber Study Center in Florida, were approved by Middle States Commission on Higher Education (MSCHE) as additional locations. Thus, the map in Appendix C shows the geographic location of national and international students who are served by GC.

IAUPR-GC's mission is geared to offer an education developing technical and professional careers in business administration, natural sciences and technology, agriculture, animal sciences, education, and health fields. This focus has been significant for developing well-prepared professionals to work in Puerto Rico and abroad. GC has an annual operating budget, that fluctuates from ten to eleven million dollars designed to accomplish its mission and goals, taking into consideration the Strategic Plan Priorities.

The average enrollment of IAUPR-GC in the last four years has fluctuated between 1,922 to 1,668, including undergraduates, graduates, and certificate students. As of Spring 2021, total enrollment decreased due to socioeconomic and demographic factors, migratory movements, the impact of COVID-19, among others. Most of the students are Puerto Rican but many international students have enrolled in the last four years. Table 1 presents information about student enrollment.

**Table 1**

*Guayama Campus Student Enrollment by Gender  
Academic Years: 2017-2018 to 2020-2021*

AY	Total Enrollment	Undergraduate Total Enrollment	Gender		Graduate Total Enrollment	Gender		Certificate Total Enrollment	Gender	
			Female	Male		Female	Male		Female	Male
2017-18	1,922	1,758	67.69%	32.31%	123	49.59%	50.41%	41	68.29%	31.71%
2018-19	1,726	1,567	66.43%	33.57%	121	50.41%	49.59%	38	81.58%	18.42%
2019-20	1,805	1,634	68.85%	31.15%	139	51.08%	48.92%	32	90.63%	9.37%
2020-21	1,668	1,516	68.12%	31.87%	128	53.90%	46.09%	24	81.81%	18.18%

Source: *IAUPR Statistical Reports (2021) & GC Enrollment Management Office (2021)*.

Most of the students, eighty-five percent (85%), come from low-income or low-middle class families. Approximately ninety percent (90 %) of IAUPR-GC students receive Pell Grants and/or state funds. IAUPR-GC retention rate is currently seventy-four percent (74%) and graduation rate is thirty-four percent (34%).

As of Spring 2021, the number of full-time faculty members is thirty-one (31) and for part-time faculty members is one hundred eleven (111). Of the full-time faculty members, nineteen (19) have tenure, five (5) have probationary, and seven (7) have temporary contracts. On the other hand, full-time faculty distribution by academic rank is as follows: two (6%) professors; eight (26%) associate professors; fifteen (48%) assistant professors; and six (19%) instructors. In addition, there are eleven (35%) faculty members who have doctorate degrees.

During the last decade, IAUPR-GC has continued promoting a culture of assessment as the best practice to support institutional and student learning assessment outcomes. The TK-20 Campus Wide Assessment and Reporting System is the platform that GC uses for gathering and analyzing data to continue improvement of students learning outcomes and campus endeavors.

## B. Challenges Faced

IAUPR-GC has faced great challenges caused mainly by natural disasters such as Hurricanes Irma and Maria (2017). During September 2017, the island of Puerto Rico was struck by two category 4-5 hurricanes.

The first one, Irma, occurred on September 6, 2017, causing island-wide power outages and access to tap water was also affected for several days. This was because heavy rains saturated many land areas, as well as strong winds affected most of the island's structures and public utility services. Hurricane Irma was one of the most powerful Atlantic Hurricanes in recorded history. It was a Category 5 storm when it made landfall. Its winds were 185 miles per hour for 37 hours. These winds extended 50 miles from the center.

Within two weeks, on September 20, Hurricane Maria crushed the entire island of Puerto Rico as a category 4 hurricane with wind speeds of 155 miles per hour, classified as the most dangerous hurricane to make landfall in PR since 1928 (San Felipe). Maria's path moved across the island. Thus, the impact of natural forces caused heavy rainfall, flash floods of rivers, streams, valleys, among others. Many parts of PR received 15 or more inches of rain in a 48-hour period.

Therefore, the rainfall from both hurricanes in such a short time, led to thousands of landslides. There was also damage to infrastructures, failures in transportation, communication, water supply, wastewater treatment systems, among others.

Since the overall needed services were not available, especially water, electric power, communication, among others, after these two disastrous hurricanes, the educational services were interrupted for at least two (2) months. Furthermore, people had limited access to food and water because most of the businesses were closed, as well as transportation problems because of damaged roads. Many people lost their jobs, schools were closed, government services and private companies could not operate. A lot of these situations extended in some parts of the island for over a year and in 2021, there are still some unfortunate situations.

On the other hand, in a report dated October 23, 2017, concerning the damages caused by Hurricane Maria to Guayama Campus the following were mentioned as being completely or partially affected: All buildings, especially the IAC/Library, Auditorium, Annex structures - A, B, C, and D; Classrooms B-1 to B-4, Videoconference Room, Natural Sciences laboratories, mainly those used for Biotechnology, Biology, Physics, Chemistry, Agricultural Technology,

Campus Chapel, Informatics and Telecommunication System, especially the servers, restrooms, faculty and administration offices, all types of furniture, Student Services Building, among other areas.

In addition, the recently inaugurated additional location – Centro Universitario Inter Humacao was completely devastated by both Irma and Maria, with damages for almost two million dollars. For this reason, private school facilities were rented, with authorization from the PR Higher Education Board and the MSCHE as well as approval from the Board of Trustees and the President of the IAUPR. The facilities were located at the Private School Colegio Roque Diaz Tizol in Yabucoa, PR 00767 (authorization 20 Oct 2017; Cert. 2017-286).

### **Recovery Efforts of IAUPR-GC after the Impact of Hurricanes Irma and Maria.**

Fast recovery strategies were implemented by IAUPR-GC after the impact of Hurricanes Irma and Maria in September 2017. The reason for this was that efforts had to be made to continue offering academic services of excellence, as well as motivating the campus community to gradually recover from both natural disasters. Notwithstanding these support elements, IAUPR as a multicampus system, had moved to the Ellucian Cloud technical model with the following positive results:

- Cloud system enabled IAUPR units, including GC to reopen in 17 days.
- Payroll process remained in operation so that members of the campus community were paid on time during the island-wide extended crisis.

In addition, complying with institutional goals of Christian and ecumenical values, the campus community, especially faculty members were advised by the Board of Trustees, President, and Chancellor to demonstrate fair judgment, flexibility, and above all empathy towards all stakeholders, especially students, who were unable to attend in person to fulfill course and/or job requirements until the hurricanes' damages were gradually reduced. This recommendation was mainly due to the fact that most of the members of the campus community lived in areas where there was no electric power, water, telephone/internet services, and highways/roads were closed, among others. Furthermore, all GC's campus community members commute every day in their cars and/or public transportation which they could not use because most of the gas stations were closed. Also, traffic lights were out of service, making driving dangerous.

IAUPR developed and implemented different strategies to ensure the rigor and quality of the curriculum:

- In order to comply with required course credit-hours, the GC Academic Calendar was officially amended and approved by the Vice President of Academic and Student Affairs and Management, Finance, and Systemic Services. As a result of this change, the Fall term resumed on October 16, 2017 to January 8, 2018. Moreover, the academic calendars for all other terms were officially amended.
- GC established temporary “Other Instructional Site” at *Ciudad Educativa Roque Diaz Tizol*, Yabucoa, PR 00767. This site opened for academic operations from October 16, 2017 to June 30, 2018. One hundred seven (107) students continued their studies at the Other Instructional Site, at *Ciudad Educativa Dr. Roque Diaz Tizol*.
- For students who were not able to comply with course requirements because of the damages of the hurricanes to their houses and personal belongings, IAUPR applied a temporary/provisional final grade strategy “*Incomplete Withdrawal*” (IW) to provide students the opportunity to accomplish course requirements until December 2018 without extra fees.
- Acquisition of additional Internet lines with 100 mg for GC and Aeronet wireless Internet line with 100 mg to support Inter Humacao University Center, which enhanced and facilitated students the access to online courses and academic electronic support resources.

The campus continued the implementation of its Student Learning Outcomes Assessment Plan. According to the student-learning outcomes, IAUPR-GC nursing graduates proved their academic excellence by passing the Puerto Rico Nursing Board Licensure Examination with the required passing score or higher. Furthermore, the Deans of Academic Affairs, Students, and Administration, together with student organizations and Student Council had the experience of providing social support to students and their families by offering their knowledge and skills to promote emotional stability after the hurricanes. Many students had the experience of developing active leadership by planning community activities to enhance health, food donations, clothing drives, among others. All these experiences complied with GC Mission and Goals, MSCHE Standard IV: Support of the Student Experience, and development of ethical/moral values.

It is important to mention that the Incomplete Withdrawal (IW) was a provisional contingency measure to help students during this process. However, other strategies and modifications mentioned above can be permanent because they are perfectly aligned with the missions of IAUPR-GC. The experience gained because of these hurricanes gave the internal and external communities an opportunity to face the realities of unexpected devastation using the knowledge, skills, and attitudes required. Thus, GC prepared to continue ensuring the quality of education and services for students with excellence. Evidence of this is that GC received the first Commission on Collegiate Nursing Education (CCNE) accreditation team visit on March 19 – 21, 2018 with confidence because of the rigor and quality of this program. The university community, especially the Baccalaureate of Science in Nursing Program Administrators and Faculty prepared to welcome the educators, notwithstanding the impact of the hurricanes.

After all those events, in January 2020 a magnitude 6.4 earthquake struck the southwest of Puerto Rico. Hundreds of small earthquake events had occurred in the previous weeks and the aftershocks affected the people in the area including GC professors and students who live there.

Other challenges are also related to Puerto Rico's financial crisis, population decrease, migration, among others, which have contributed to a decrease in student enrollment. Similar to many other higher education institutions all over the world, COVID-19 pandemic posed immediate and unprecedented challenges to in-person education, student services in general, and to recruitment efforts. For these reasons, IAUPR-GC has implemented new measures to fulfill the needs of its constituents, namely faculty, administrative staff, and students. As a result of the pandemic lockdown restrictions, the faculty and administrative staff worked remotely. All in-person courses transitioned into remote instruction. The Office of Distance Learning Program further trained faculty in the best practices and in-person professors were Blackboard certified in the course "Fundamentals of Design and Teaching in Virtual Learning Environments" to deliver online courses. Students also received Blackboard tutorials, orientation, and mentoring to succeed in this nontraditional modality. Diverse instructional strategies were implemented by IAUPR-GC's faculty, such as providing students with laboratory kits for a remote laboratory experience and lending laptops to students, faculty, and administrative staff.

All student services: deanships; library; chaplaincy; informatics; enrollment management; and distance learning were made available via Blackboard Learn virtual course rooms besides regular

telephone calls and email communications. Additional support services were also offered to students, such as counseling, virtual tutoring, and spiritual support. Technological upgrading and improved Information Technology (IT) infrastructure strengthened personalized services to students. This strategy placed IAUPR-GC in a position to offer innovative academic programs to reach and motivate international students to study.

Ten of the newest IAUPR-GC academic initiatives are:

- Post-secondary Programs
  - Barbershop and Technician Certificate
  - Cosmetology Technician Certificate
- Natural Science and Technology Programs
  - Associate degree in Videogames and Mobile Applications
  - Associate degree in Computer Forensics
- Agriculture and Animal Sciences Programs
  - Associate Degree in Applied Sciences in Agricultural Technology
  - Associate Degree in Applied Sciences in Veterinary Technician
  - Baccalaureate Degree Veterinary in Technology
  - Baccalaureate Degree in Veterinary Technology with Pre-Veterinary
  - Baccalaureate Degree in Agricultural Sciences in Agronomy
- Administration and Entrepreneurial Development
  - Master's in Business Administration in Digital Marketing and Electronic Commerce

On the other hand, the CARES Act funds meant an immediate solution to the pandemic situation, providing financial support for the transformation of IAUPR-GC campus classrooms into virtual classrooms. As of Spring 2021, fifteen (15) classrooms including laboratories, and a conference room have been renovated as virtual classrooms, expecting one hundred percent completion of this project by the end of the current academic year. These virtual classrooms not only allow faculty to have in-person encounters with students on site (following COVID-19 protocols), but also to streamline their lessons online as well. In addition, the coronavirus COVID-19 relief funds allowed IAUPR-GC to purchase software and simulators for Natural and Health Sciences programs.

In conclusion, these efforts have supported student enrollment and opened a door to new curricular initiatives, such as campus internationalization and technology upgrading, among others. IAUPR-GC implemented strategies to facilitate students' achievement of academic, professional, and personal objectives, complying with its mission and goals.

### C. Main Programs of Study

IAUPR-GC academic programs have been developed to comply with students' educational needs as well as employment demands in PR, USA, and foreign countries in the last decade. For this reason, associate and baccalaureate degrees enrollment of nursing has fluctuated from 470 to 554. Since the last reaccreditation process, GC has developed a master's degree in Nursing as an additional offering, Master's in Nursing with Specialization in Medical Surgical Nursing. Furthermore, the passing score for students who take the PR Professional Nursing Licensure Board for the first time has been consistently outstanding. The current passing rate is one hundred percent (100%). Also, the employment rate for GC's nursing graduates is very significant both in PR and continental USA.

Thus, in 2018 to continue offering academic services of excellence and complying with internationalization stated in the campus mission and goals statements, GC became a member of the National Council for Authorization Reciprocity Agreements (NC-SARA). This membership allows students from continental USA to take courses in the Distance Education Program. Currently, there are five programs completely on-line as follows: Associate of Applied Science in Accounting, Bachelor of Business Administration in Accounting, Associate of Applied Science in Informatic Forensics, Master's in Computer Science with Specialization in Networks and Security, and Master's in Business Administration in Digital Marketing and Electronic Commerce. GC faculty members continue developing proposals for new academic offerings completely online.

On the other hand, in response to new tendencies in curricular revision programs, GC faculty members have integrated the following concepts: technology, entrepreneurship, and research. The curriculum of the Associate of Applied Science in Agriculture and the Associate of Applied Science in Veterinary Technician, as well as Certificate Programs in Barbershop and Cosmetology Technician integrate these concepts.

## D. Distinguishing Characteristics of GC Compared with Other IAUPR Campuses

- **Retention rate:**

The percentage of undergraduates who returned to GC as a first-time undergraduate student is 73% which compares favorably to the national rate of 67% (National Student Clearinghouse 2020 Persistence and Retention Report).

- **Unique majors:**

GC offers unique fields such as associate degrees in agriculture, agricultural technology, veterinary technician/technology, and pharmacy technician. As of Baccalaureate degrees, GC unique academic offerings include Veterinary in Technology/Veterinary Technology with Pre-Veterinary, and Agricultural Sciences in Agronomy. In addition, the Master's in Business Administration in Digital Marketing and Electronic Commerce is a recently approved unique program.

- **Additional Locations in Humacao, Puerto Rico and in Orlando, Florida:**

The above-mentioned locations, authorized by the MSCHE, have offered academic opportunities to students in the last five years. At these locations, the following higher education studies are offered:

- *Centro Universitario Inter Humacao:* Associate and Baccalaureate degrees in Nursing, Associate in Radiology Technology, and Health Care Billing Technician Certificate.
- *Orlando Cyber Study Center in Florida:* Associate and Baccalaureate degrees in Accounting (online), Baccalaureate in Arts in Criminal Justice, and Master's in Computer Science with Specialization in Networks and Security (online).

- **Cultural Enhancement:**

A unique form of preservation of PR culture (Goal 2) has been the Luis Pales Matos Archive which is housed in a special area of the Information Access Center/Library. Luis Pales Matos, well known journalist, essayist, and poet was born in 1898 in Guayama. He is considered one of the best-known authors who created Afro-Antillean literary works, especially poetry. His mastery of poetic form and language, and the musicality and sonority of the verses, have been widely acknowledged. His family donated his personal memorabilia as well as his unpublished works to GC.

- **The Salvation Army Ray & Joan Kroc Corps Legacy Project:**

An article entitled “Puerto Rico opens First Kroc Center,” that appeared in October 2013 in the *New Frontier Chronicle* (California), highlighted the fact that it was unique accomplishment for the poverty-stricken southeastern area of the island. This center consists of state-of-the-art facilities whose goal is: “Providing children and families with opportunities to discover and develop their passions and talents within their own neighborhood.” Hence, GC’s outstanding proposal, that was supported by the Board of Trustees and the President included the donation of five (5) acres of land (which belonged to the campus) to build the required facilities. Therefore, GC was granted the privilege of being chosen as the recipient of this significant honor among a number of institutions who submitted proposals. The facilities are located on the left side of its main campus offering employment opportunities to local and adjacent communities, as well as a center to develop talent/skills in music, sports/swimming, bilingual daycare services, community worship, among others.

## E. Mission and Goals

IAUPR-GC promotes an integral **education of excellence** that leads to the formation of an educated person. In December 2020, the GC Mission and Goals statement was revised and approved by the IAUPR President and Board of Trustees on March 8, 2021. It states as follows:

### Mission

Guayama Campus of Inter-American University of Puerto Rico offers an education that promotes development and commitment to cultural diversity through the use of diverse study modalities at the post-secondary, undergraduate, and graduate levels, framed in the internationalization and globalization of education within an ecumenical Christian context.

### Goals

The ten goals strive to:

1. Offer educational programs that harmonize with humanistic, scientific, technological, business; and agricultural, health, and veterinary sciences knowledge necessary to form a well-educated person committed to social well-being.

2. Promote effective communication, development of moral values, ethics, culture, ecumenical Christianity, critical thinking, diversity, and internationalization.
3. Promote professional development of teaching and non-teaching personnel through a continuous and updated training program according to the outcomes of institutional assessment.
4. Maintain a systematic assessment process that identifies student-learning achievements, campus community needs, and effectiveness of services in academic, student, and administrative areas, which contribute to continuous improvement.
5. Motivate voluntary service and strengthen integration ties through the development of collaboration projects with local, national, and international entities.
6. Budget and manage fiscal resources adequately to support campus operations effectively and efficiently according to the Strategic Plan.
7. Promote development and dissemination of research to foster new knowledge framed in moral and ethical values.
8. Foster respect for the preservation and conservation of the environment in the campus community.
9. Promote the inclusion of the transversal axis of institutional values in the educational process and extracurricular activities, in accordance with the mission and goals.
10. Foster, through a pastoral plan, an environment where the spiritual needs of the campus community are addressed.

The revision of the mission and goals statement of GC complies with current and future trends of academic and administrative processes in university affairs, study modalities, academic programs, and the integration of internationalization in educational offerings.

Guided by this mission, GC is aware that its academic programs, co-curricular activities, and general education program motivate students to acquire knowledge, critical thinking, and technological skills, as well as understand the importance of being sensible human beings in every aspect of their lives. Thus, GC prepares students to deal with 21<sup>st</sup> century personal and professional challenges, ethical values, and globalization and/or internationalization, among

others. They will also understand that learning is an ongoing process throughout the development of all persons, despite academic preparation and/or professional titles.

## **Vision of Guayama Campus and Strategic Plan**

### **Guayama Campus Vision**

Promote academic excellence through innovation, internationalization, and research, according to global educational needs. The campus promotes the enhancement of knowledge framed within an ecumenical Christian context that fosters equity in a flexible and innovative environment for the development of its constituents and adjacent communities.

GC will continue offering academic services of excellence at the undergraduate and graduate levels. In addition, it will also provide other learning opportunities to those persons who want to take special courses leading toward post-secondary non-degree (paraprofessional) certificates, as these comply with the mission and goals as well as with the vision of GC Strategic Plan (2017-2018 to 2020-2021). Thus, non-degree courses are also offered in the Continuing Education Program. On the other hand, as far as assessment outcomes are concerned, “excellence” stated in GC’s vision, will be confirmed in the passing score rates students obtain in the PR Professional Licensure Board, namely in nursing, education, and in other relevant outcomes.

Other significant projections which are supported by the mission, is the fact that students are motivated to achieve their academic goals because of support services and technology provided since the 2019 Title V Project, and improvement of campus’ resources through a federal multicampus proposal after Hurricanes Irma and Maria was granted by US Department of Education. Furthermore, the campus fiscal resources are stable allowing it to fulfill functions and plans continuously, especially those related to academic, administrative, student, and technological endeavors, among others.

### **GC Strategic Plan Goals**

**Goal 1:** Offer academic programs of excellence in Business Administration, Education, Science, Health, Technology, Humanities, Agriculture, and Animal Sciences.

**Goal 2:** Increase development of skills through a program of trainings that will enhance professional expertise, research knowledge, and use of technology.

**Goal 3:** Prepare students to be responsible for their own self-directed learning that makes them co-owners of the teaching-learning process.

**Goal 4:** Prepare campus constituents with updated effective and efficient management trends.

**Goal 5:** Strengthen integration bonds between the university and the community, as well as promote development of collaborative projects with local, national, and international entities.

**Goal 6:** Comply with accrediting agencies standards, as well as state and federal laws.

**Goal 7:** Offer academic programs of excellence in harmony with humanitarian, social, scientific, and technological elements necessary to form an educated person.

**Goal 8:** Promote an environment toward a culture of peace that fosters the development of Christian ethical attitudes and values within an academic and ecumenical context resulting in companionship, solidarity, and service to mankind enhancing the essential growth of the student-body.

## **II. Guayama Campus' Priorities to be Addressed in the Self-Study**

GC priorities to be addressed are based on the *IAUPR Institutional Strategic Plan, 2019 to 2020-2020-2021* and the *Working Plan – Priorities from the President to the Institution, 2020-2021*. To determine which priorities align to GC Mission and Goals, some of the campus participants included faculty, students, and administrative staff members. Thus, a survey was administered to these campus groups using Microsoft Forms. Then the collected data was analyzed and results were shared to determine the three priorities to be addressed (see results of survey in Appendix D).

These are as follows:

### **A. Academic Offer, Accreditation, and Internationalization**

The three priorities can be aligned to each other leading GC to ensure that academic programs and services maintain the concept of excellence. Therefore, these priorities will be achieved by:

- Strengthening the technological infrastructure for the continuous development of academic distance learning which will enable GC to serve local and worldwide student populations.
- Reviewing the organizational structure of the campus to integrate the internationalization project.
- Developing the skills and competences of the faculty and staff to serve diverse populations.

- Promoting of professional accreditations for different academic programs.
- Encouraging the establishment of consortia with other educational institutions.
- Continuing the development of educational enterprises to promote education, research, business and to maintain close links with the external community.

## **B. Comprehensive Student Development**

- Promoting education and training of students to become professionals with academic excellence.
- Offering curricular options that provide students equal access to a diversity of knowledge, considering their personal interests.
- Promoting the development of leadership.
- Supporting the achievement of academic goals through on campus services, such as academic advisement and tutoring.
- Encouraging student participation in research.
- Supporting the physical, mental, spiritual, and emotional health of students.

## **C. Social Responsibility and Ethical, Democratic and Christian Ecumenical values**

- Promoting an environment that develops social responsibility through co-curricular and/or extra-curricular activities that serve the community.
- Continuing integrating ethical, democratic, and Christian ecumenical values in the curriculum.
- Supporting spaces for students to examine their own beliefs and values as they reflect upon GC's core values.

Selected priorities are aligned with GC's Mission and the Commission Standards in tables 2 and 3.

Table 2

*Alignment of Mission with GC's Priorities*

IAUPR-GC Mission		Institutional Priorities		
Focus	Priority 1: Academic Offer, Accreditation, and Internationalization	Priority 2: Comprehensive Student Development	Priority 3: Social Responsibility and Ethical, Democratic and Christian-Ecumenical Values	

IAUPR-GC Mission	Institutional Priorities		
I. Education of excellence	X	X	X
II. Cultural diversity	X	X	X
III. Internationalization and globalization	X		X
IV. Diverse modalities of study	X	X	
V. Christian Ecumenical Context	X	X	X

Table 3 shows how the MSCHE Standards align with the GC's three priorities.

Table 3

*Alignment of GC's Priorities with MSCHE Standards*

Priorities aligned to	IAUPR – GC's Priorities		
MSCHE Standards	Priority 1: Academic Offering, Accreditation, and Internationalization	Priority 2: Comprehensive Student Development	Priority 3: Social Responsibility and Ethical, Democratic and Christian-Ecumenical Values
I. Mission and Goals	X	X	X
II. Ethics and Integrity			X
III. Design and Delivery of the Student Learning Experience	X	X	
IV. Support of the Student Experience	X	X	
V. Educational Effectiveness Assessment	X	X	
VI. Planning, Resources, and Institutional Improvement	X		
VII. Governance, Leadership, and Administration	X		

GC's priorities are also linked to the goals of GC's Strategic Plan as shown in Table 4.

Table 4

*Goals of Strategic Plan and Priorities*

GC's Priorities			
Goals of GC's Strategic Plan	Priority 1: Academic Offer, Accreditation, and Internationalization	Priority 2: Comprehensive Student Development	Priority 3: Social Responsibility and Ethical, Democratic and Christian-Ecumenical Values
<i>Goal 1</i> Academic programs of excellence	X		
<i>Goal 2</i> Increase skills development		X	
<i>Goal 3</i> Develop self-directed learners		X	
<i>Goal 4</i> Adapt to updated managerial trends			
<i>Goal 5</i> Strengthen integration with community	X		X
<i>Goal 6</i> Compliance with accreditation agencies, federal and state bylaws.	X		
<i>Goal 7</i> Articulate education elements in the formation of educated persons.		X	X
<i>Goal 8</i> Environment guided towards culture of peace, ethical Christian values.		X	X

### III. Intended Outcomes of the Self-Study

The GC 2023 Self-Study intended outcomes will demonstrate that the campus complies with the MSCHE Standards for Accreditation and Requirements of Affiliation as well as with the required higher education federal and state regulations. Furthermore, the collection and analysis of information sources, assessment outcomes of student-learning, and other evidence will also prove that adherence to the mission and goals and planning strategies have continued to enhance academic excellence in the last decade. Thus, the collaborative efforts of the Steering Committee and Working Groups to carry out a self-study process based on the recommended research questions, the Self-Study Design will accomplish the following intended outcomes:

1. Demonstrate that GC complies with the Commission's Standards for Accreditation and

Requirements of Affiliation.

2. Focus on continuous improvement in the attainment of GC's mission, goals, and priorities.
3. Involve GC's community in providing evidence that has been thoroughly analyzed to continue improving student-learning outcomes.
4. Improve planning and developments in the overall student experience and the allocation of resources to achieve the goals of GC's Strategic Plan.

These outcomes establish a clear direction for the Self-Study and will allow GC to assess its own progress.

**IV. Self-Study Approach**

Standards-Based Approach

Priorities-Based Approach

IAUPR GC has identified the standards-based approach to organize the Self-Study Report. This approach has been previously used in self-study documents, as well as in other accreditation processes. The standards-based approach provides a familiar working context for academic departments and service programs. It will also facilitate the documenting of evidence and the integration of institutional effectiveness measures.

**V. Organizational Structure of the Steering Committee and Working Groups**

IAUPR-GC's Self-Study is supported and guided by the Steering Committee, which consists of the Chief Academic Officer who is also the Accreditation Liaison Official, the Chair of the Steering Committee, Co-chairs of the self-study process, the Chairs of each Working Group (one per MSCHE standard), and a Chair of the Evidence Inventory Committee (Appendix E illustrates the committee organizational structure). Each Working Group is composed by other members, including part-time professors, and GC students. In addition, an Evidence Inventory Committee will assist the Steering Committee and Working Groups. The Steering Committee is supported by the Chancellor, GC staff members, as well as the Systemic Central Administration staff, Board of Trustees, and the President of IAUPR.

Working groups will continue working consistently during the self-study process, submitting drafts to the Steering Committee to polish the self-study document which demonstrates commitment to a continuous active inquiry process. Important to note that as drafts are final, the Steering Committee

will share them with stakeholders to receive their feedback. In this phase of the process, the final drafts will also be shared with the Academic Senate, Board of Trustees, and the President.

## Steering Committee Responsibilities

The Steering Committee will:

- provide guidance, support, and the resources for carrying out the work of evaluating and assessing commission standards, requirements of affiliation, verification of compliance, and institutional priorities.
- coordinate the work accomplished by the working groups.
- ensure that evidence is researched, collected, and organized.
- identify strengths, areas for improvements, and innovations.
- coordinate frequent meetings that will allow to identify inconsistencies and duplication of efforts.
- have the responsibility to review the Self-Study draft and provide feedback to the working groups.
- assure that open and active communication lines persist among the Steering Committee, the working groups, and the academic community by means of communicating and providing regular updates to share information on the accreditation process with the campus constituencies and stakeholders.
- ensure that the scheduled timetable is met.

Name	Title	Position of responsibility at GC
Elia M. Colón, Ph.D.	Chief Academic Officer	<ul style="list-style-type: none"><li>• Dean of Academic Affairs</li><li>• Accreditation Liaison Officer</li><li>• Member of the Mission and Goals Committee</li></ul>
Daisy Irizarry, M. Ed.	Chair of Steering Committee	<ul style="list-style-type: none"><li>• Associate Professor of English</li><li>• Title V Project Director</li><li>• Member of Academic Senate</li></ul>
Evelyn Mújica, M.A. Biology	Co-chair of the Steering Committee	<ul style="list-style-type: none"><li>• Assistant Professor of Biology</li><li>• Guayama Campus Academic Assessment Coordinator</li><li>• Member of Mission and Goals Committee</li></ul>

Name	Title	Position of responsibility at GC
		<ul style="list-style-type: none"> <li>• Member of Educational Effectiveness Assessment Committee</li> </ul>
Martha N. Echandy, Ed. D.	Co-chair of the Steering Committee	<ul style="list-style-type: none"> <li>• Associate Dean of Academic Affairs</li> <li>• Verification of Compliance GC Representative</li> <li>• Member of the Ethics and Integrity Committee</li> <li>• Member of Educational Effectiveness Assessment Committee</li> </ul>
Nydia Rodríguez, Ph. D.	Chair of Working Group 1	<ul style="list-style-type: none"> <li>• Assistant Professor of Biology and Natural Science and Technology Department</li> <li>• Co-PI NSF NIH Proposal</li> <li>• Member of Academic Senate</li> <li>• Mentor of Student Organizations (Zeta Nu Chapter and SEMIG)</li> <li>• Member of Mission and Goals Committee</li> </ul>
Arturo Bird, Ph. D.	Chair of Working Group 2	<ul style="list-style-type: none"> <li>• Associate Professor and member of the Department of Education, Social Science and Humanistic Studies</li> <li>• Faculty Evaluation Committee</li> </ul>
Ray Robles, Ph. D.	Chair of Working Group 3	<ul style="list-style-type: none"> <li>• Director of Education, Social Sciences, and Humanistic Studies Department</li> <li>• Part-time Professor of Education</li> <li>• Member of Mission and Goals Committee</li> </ul>
Rosa J. Martínez, Psy. D.	Chair of Working Group 4	<ul style="list-style-type: none"> <li>• Dean of Students</li> <li>• Member of Academic Senate</li> </ul>
José R. Colón, D.B.A.	Chair of Working Group 5	<ul style="list-style-type: none"> <li>• Associate Professor of Computer Sciences</li> <li>• Computer Sciences: Networks and Security Master's Program Coordinator</li> <li>• President of Academic Senate Education Policy Committee</li> <li>• Member of Mission and Goals Committee</li> </ul>

Name	Title	Position of responsibility at GC
Jesubel Pita, M.I.B.A	Chair of Working Group 6  Co-chair of the Steering Committee	<ul style="list-style-type: none"> <li>• Director of Evaluation and Development Office</li> <li>• Member of Mission and Goals Committee</li> </ul>
Marisol Torres, MSN	Chair of Working Group 7	<ul style="list-style-type: none"> <li>• Assistant Professor of Nursing</li> <li>• Executive Secretary of Academic Senate</li> <li>• CCNE Chair Standard III</li> <li>• Coordinator PAE (Nursing Accelerated Program)</li> <li>• Member Committee for Promotion, Tenure, and Change of Contract</li> <li>• Co-Chair Committee on Sabbatical Leaves and Study Grants</li> <li>• Member of Mission and Goals Committee</li> </ul>

### Charge to the Working Groups

Working group members will engage in gathering data by reviewing documents, protocols, and processes, focusing on evidence-based analysis, highlighting satisfactory outcomes and areas that need improvement. Each working group will determine the extent to which GC meets the Standards of Accreditation, Requirements of Affiliation, and GC's priorities assigned to the group and how GC is involved in continuous improvement according to its mission and goals statement. Ongoing process will be reported regularly using the template *Organization for the Working Group Report* (Appendix F).

The final report will present evidence of how GC fulfills the requirements of each standard.

Working Group Chairs will be responsible for: coordinating the work of their group, submitting drafts of reports on time, and reporting to the Steering Committee.

Strategies for how the working groups will interact with one another in the interest of engaging in common areas of inquiry and reducing undue duplication of effort are as follows:

- Hold periodic meetings (monthly)
- Review the interrelationship of all standards to identify overlaps and meet with other working groups.

- Maintain constant communication with the Steering Committee.
- Upload documents to a Temporary Evidence Repository where minutes, drafts, and assessment evidence will be shared by all working groups.

### **Selection Process for Committee Members**

#### **Organization of Committees**

The Chair and Co-chairs of the SSD Steering Committee were designated by the Chancellor in September 2020. The remaining SC and Working Group members were appointed by the Chancellor with input from the Co-chairs. Both selection processes were based on the following criteria:

- Participation in the preparation process of the 2013 Self-Study.
- Representation of a broad range of constituencies of the campus community, administration, staff, faculty, and students.
- Knowledge of the mission, goals, and vision of GC.
- Commitment to institutional priorities.
- Representation of experienced and less experienced staff of university community members.

There are nine Working Groups, namely the Steering Committee, the Working Groups (one for each standard) and the Evidence Inventory Committee.

The Steering Committee includes the Co-chairs who provide guidance and act also as a link to the Chancellor who is an ex officio member and a campus-wide resource in the process. The SC is composed of the chairs of the seven Working Groups. Chairs act as liaisons by establishing direct and effective communication with groups.

#### **Working Groups Responsibilities**

The Steering Committee identified four general charges for the Working Groups.

- Review the criteria for its standard and develop strategies for how the working groups will interact with one another.
- Develop lines of inquiry that will lead to verify that standards are met.
- Create a comprehensive report that will provide a description of how well the findings support GC adherence to the standards, mission, and priorities, among others.

- Identify strengths, areas for improvement, and innovation.

In addition, working groups will analyze compliance with MSCHE Requirements of Affiliation to Standards.

**Table 5**  
*Aligning MSCHE Requirements of Affiliation to Standards*

MSCHE Requirements of Affiliation		Standards
1	Authorization to operate	Compliance Review Process (Standard II)
2	Institution is operational	Compliance Review Process (Standard II)
3	Graduates one class before accreditation	Compliance Review Process (Standard II)
4	Communicated with MSCHE in English	Compliance Review Process (Standard II)
5	Compliance with government policies, regulations, and requirements	Compliance Review Process (Standard II)
6	Compliance with MSCHE policies	Compliance Review Process (Standard II)
7	Mission and Goals	Standard I
8	Systematic evaluation of all programs	Standards III, IV, V, VI
9	Rigor, coherence, and assessment	Standards III, V
10	Institutional Planning	Standards I, II, IV, V, VI
11	Financial Resources	Standard VI
12	Governance Structure	Standard VII
13	Governing Board conflict of interest	Standard VII
14	Governing Board provides accurate information	Compliance Review Process (Standard II)
15	Faculty	Standard III

## Standard I – Mission and Goals

Names, titles, and positions of Working Group members for Standard I

Standard I – Mission and Goals		
Name	Title	Position of responsibility at GC
Nydia Rodriguez Ph.D.	Chair	<ul style="list-style-type: none"><li>Assistant Professor of Biology, Natural Science and Technology Department</li><li>Co-PI NSF NIH Proposal</li><li>Member of Academic Senate</li><li>Mentor of Student Organizations (Zeta Nu Chapter and SEMIG)</li></ul>
Betzaida Rolón, M.S.N.	Member	<ul style="list-style-type: none"><li>Instructor of Nursing</li><li>Clinical Nurse Instructor</li><li>Member of the CCNE Accreditation Committee</li></ul>
Manuel Colón, Ed.D.	Member	<ul style="list-style-type: none"><li>Associate Professor of Nursing</li><li>Clinical Nurse, Mentor</li><li>Coordinator of the nursing and public health master's degrees</li><li>Member of the CCNE Accreditation Committee</li><li>Member of Academic Senate</li><li>Mentor of Student Organizations (Public Health Student Association)</li></ul>
Carmen Román, Ph.D.	Member	<ul style="list-style-type: none"><li>Assistant Professor of Business Administration and Entrepreneurial Development</li></ul>
Verónica Angueira, B.S.	Member	<ul style="list-style-type: none"><li>Director of Veterinary Technician Program</li><li>Professor Veterinary Technician Program</li></ul>
Elia Colón, Ph.D.	Member	<ul style="list-style-type: none"><li>Dean of Academic Affairs</li><li>Accreditation Liaison Officer</li></ul>
Sonia Martínez, M.A.	Member	<ul style="list-style-type: none"><li>Counselor</li></ul>
Juan Covas, Student of Biology	Member	<ul style="list-style-type: none"><li>Student of Natural Sciences and Technology (Biology Major)</li></ul>

### **Standard I – Mission and Goals**

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Criteria	Inquiry Questions	Evidence
<p>An accredited institution possesses and demonstrates the following attributes or activities:</p> <ol style="list-style-type: none"> <li>1. clearly defined mission and goals that:             <ol style="list-style-type: none"> <li>a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;</li> <li>b. address external as well as internal contexts and constituencies.</li> <li>c. are approved and supported by the governing body;</li> <li>d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes.</li> <li>e. includes support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution.</li> <li>f. are publicized and widely known by the institution's internal stakeholders.</li> </ol> </li> </ol>	<p>Which strategies are used to promote the revised mission and goals?</p> <p>How does GC ensure that the goals comply with its mission?</p> <p>What evidence is there that GC's mission and goals is relevant and achievable?</p> <p>How does GC ensure that the goals and mission are supported by administrative, educational, and student support programs and services?</p>	<ul style="list-style-type: none"> <li>• Mission and Goals revised document (2021)</li> <li>• Mission and Goals Committee meetings, attendance, agendas, and minutes.</li> <li>• Institutional values document</li> <li>• Mission and Goals Statement Promotion in Departments and Offices</li> <li>• GC Strategic Plan</li> <li>• GC Annual Reports:             <ul style="list-style-type: none"> <li>-Office of Research, Assessment, and Planning Statistical Reports</li> <li>-Deanship of Administration Annual Report</li> <li>-Deanship of Students Annual Report</li> <li>-Academic Affairs Annual Reports</li> <li>-Trainings and workshops for faculty members</li> <li>-Health Fairs</li> </ul> </li> <li>• Administrative personnel meetings and trainings</li> <li>• Internationalization efforts:             <ul style="list-style-type: none"> <li>• Academic offering in Panama and Orlando</li> <li>• Statistics Report of International Students</li> </ul> </li> <li>• Promotion of research:</li> </ul>

<b>Standard I – Mission and Goals</b>		
<b>Criteria</b>	<b>Inquiry Questions</b>	<b>Evidence</b>
g. are periodically evaluated;		<ul style="list-style-type: none"> <li>• Proposals, Consortia</li> <li>• Participation in research related activities</li> <li>• Documents to manage permits through IRB.</li> <li>• Annual Chaplaincy Report</li> </ul>
2. institutional goals that are realistic, appropriate to higher education, and consistent with mission.		
3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.		
4. periodic assessment of mission and goals to ensure they are relevant and achievable.		

Working Group 1 will collaborate with Working Group 6.

## **Standard II – Ethics and Integrity**

Names, titles, and positions of Working Group members for Standard II

<b>Standard II – Ethics and Integrity</b>		
<b>Names</b>	<b>Title</b>	<b>Position of responsibility at GC</b>
Arturo Bird, Ph.D.	Chair	<ul style="list-style-type: none"> <li>• Associate Professor of History, Department of Education, Social Sciences and Humanistic Studies</li> <li>• Faculty Evaluation Committee</li> </ul>
Diana Reverón, J.D. & LL.M.	Member	<ul style="list-style-type: none"> <li>• Assistant Professor of Criminal Justice</li> <li>• Member of the Criminal Justice IAUPR Curricular Revision Committee</li> </ul>

Standard II – Ethics and Integrity		
Names	Title	Position of responsibility at GC
Ismael Vázquez, M.Div.	Member	<ul style="list-style-type: none"> <li>• GC Chaplain</li> <li>• Instructor of Religion and Ethics</li> </ul>
Eduardo A. García, M.A.	Member	<ul style="list-style-type: none"> <li>• Distance Learning Program Director</li> <li>• Part-time Professor</li> </ul>
Luis Soto, B.B.A.	Member	<ul style="list-style-type: none"> <li>• Registrar</li> </ul>
María T. de Jesús, M. E.d.	Member	<ul style="list-style-type: none"> <li>• Instructor of Pharmacy Technician</li> </ul>
Teresa Manataou, M.A.	Member	<ul style="list-style-type: none"> <li>• Bursar Office Director</li> </ul>
Martha N. Echandy, Ed.D.	Member	<ul style="list-style-type: none"> <li>• Assistant Dean of Academic Affairs</li> <li>• Verification of Compliance GC Representative</li> <li>• Member of the Educational Assessment Committee</li> <li>• Co-chair Steering Committee</li> </ul>

### Standard II – Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Criteria	Inquiry Questions	Evidence
An accredited institution possesses and demonstrates the following attributes or activities:  1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	What evidence is there of GC's commitment to intellectual, academic, and freedom of expression, as well as respect for intellectual property rights?  In what ways does GC promote a climate of respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives?	<ul style="list-style-type: none"> <li>• IAUPR Mission and Goals.</li> <li>• GC Mission and Goals revised document (2021)</li> <li>• Library Workshops</li> <li>• Full-time Faculty Handbook (Revised 2017) – Section on Academic Freedom</li> <li>• Part-time Faculty Handbook (Revised 2012)</li> <li>• Non-Teaching Personnel Handbook (Revised 2018)</li> <li>• Student General Regulations (Oct. 2020)</li> </ul>
2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.		

## Standard II – Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Criteria	Inquiry Questions	Evidence
3. A. grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. B. the institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.	What policy documents does GC follow to handle grievances and complaints, to guarantee fair and impartial policies and procedures, and to practice truthfulness and honesty?  What strategies does GC use to advise students concerning informed financial decisions about debts and funding sources?	<ul style="list-style-type: none"> <li>• IAUPR bylaws:</li> <li>• Normative Document G-0610-034 Guías y Normas sobre Derechos de Autor de la Universidad Interamericana de Puerto Rico (Guides and Norms about Copyrights of Interamerican University of Puerto Rico)</li> <li>• Protocols for Handling Student Complaints</li> <li>• Promotion, Marketing, and Recruitment documents</li> <li>• General Undergraduate Catalog (2020-2021): Norms and Services Related to the Office of the Registrar, Financial Aid</li> <li>• Graduate Catalog (2020-2021)</li> <li>• Technical Certificate Program Catalog - INTERTEC (2018-2019)</li> <li>• Financial Aid Office: Student Consumer Handbook.</li> <li>• Deanship of Students: Professional Counselors Service</li> </ul>
4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents	How does GC comply with applicable federal, state, and Commission reporting policies, regulations, and requirements?	
5. fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees	What evidence does GC have to prove that it complies with periodic assessment of ethics?	
6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications	To what extent does the campus comply with MSCHE Requirements for Affiliation, especially 1, 2, 4, 6, and 14?	
7. as appropriate to its mission, services, or programs in place: a. To promote affordability and accessibility informed	What evidence is there to prove that the campus complies with higher education federal regulations as well as	

## Standard II – Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Criteria	Inquiry Questions	Evidence
<p>decisions about incurring debt.</p> <p>b. To enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.</p>	<p>those of the Puerto Rico Higher Education Council?</p> <p>What are some of the compliance processes and procedures followed by GC?</p> <p>How does the campus comply with federal regulations related to offering academic services to international students?</p>	<ul style="list-style-type: none"> <li>Distance Learning Program Documents</li> <li>Course Outlines (Online and in-person courses)</li> <li>Electronic Gradebook</li> <li>Faculty Handbook, section Faculty Rights.</li> <li>Normative Document G-0306-022. (Policy Against Sexual Harassment at Work and at the Academy)</li> <li>Normative Document G-0306-023. (Internal Regulations for Attending Complaints about Sexual Harassment in the Workplace and at the Academy)</li> <li>Normative Document G-0807-028R. (Internal Regulations for Attending Complaints about the Use and Abuse of Drugs and Alcoholic Beverages on the Premises of the Inter-American University of Puerto Rico)</li> <li>Normative Document G-0216-043. (Rules and procedures to address</li> </ul>
<p>8. compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:</p> <p>a. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates.</p> <p>b. The institution's compliance with the Commission's Requirements for Affiliation.</p> <p>c. Substantive changes affecting institutional mission, goals programs, operations, sites, and other materials, issues which must be disclosed in a timely and accurate fashion.</p>	<p>What evidence is there to demonstrate that the campus complies with federal regulations concerning constituents who are veterans or military related family members, affirmative action policies, American Disabilities Act, and others?</p>	

## **Standard II – Ethics and Integrity**

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

<b>Criteria</b>	<b>Inquiry Questions</b>	<b>Evidence</b>
d. the institution's policies.		alleged violations of the provisions of Title IX) <ul style="list-style-type: none"> <li>• GC web page - Costs Bulletins: Tuition Fees and Other Charges</li> <li>• GC Strategic Plan</li> <li>• Student Right to Know Act (P.L. 101-542), 1990</li> <li>• GC Distance Learning Program Regulations</li> </ul>
9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the way these are implemented.		

Working Group 2 will collaborate with Working Group 3 and Working Group 4.

## **Standard III – Design and Delivery of Student Learning Experience**

Names, titles, and positions of Working Group members for Standard III.

<b>Standard III – Design and Delivery of Student Learning Experience</b>		
<b>Name</b>	<b>Title</b>	<b>Position of responsibility at GC</b>
Ray Robles, Ph. D.	Chair	<ul style="list-style-type: none"> <li>• Director of Education, Social Sciences, and Humanities Studies</li> <li>• Part-time Professor of Education</li> <li>• Member of Mission and Goals Committee</li> </ul>
Marisol Velázquez, Ed.D.	Member	<ul style="list-style-type: none"> <li>• Director of Health Sciences &amp; Nursing Program</li> <li>• Part-time Professor of Nursing</li> </ul>
Juan L. Torres, M.B.A.	Member	<ul style="list-style-type: none"> <li>• Director of Business Administration and Entrepreneurial Development</li> <li>• Associate Professor of Human Resources</li> </ul>
María G. Rivera, Ed.D.	Member	<ul style="list-style-type: none"> <li>• Director of Natural Sciences and Technology</li> <li>• Associate Professor of Computer Sciences</li> <li>• Part-time Faculty Member</li> </ul>

Standard III – Design and Delivery of Student Learning Experience		
Name	Title	Position of responsibility at GC
Amaris Guzmán, M.S.	Member	<ul style="list-style-type: none"> <li>• Director of Agricultural and Animal Sciences</li> <li>• Instructor of Agricultural Sciences</li> <li>• Part-time Faculty Member</li> </ul>
Yaitza Rivera, M.S.N.	Member	<ul style="list-style-type: none"> <li>• Assistant Professor of Nursing</li> <li>• Associate Director <i>Centro Universitario Inter Humacao</i></li> </ul>
Luis Sánchez, M.S.	Member	<ul style="list-style-type: none"> <li>• Executive director of Orlando Cyber Study Center</li> <li>• Assistant Professor of Computer Sciences</li> </ul>
Leida Velázquez, M.S.N.	Member	<ul style="list-style-type: none"> <li>• Instructor of Nursing</li> <li>• Director of Continuing Education Program</li> </ul>

### Standard III – Design and Delivery of the Students Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Criteria	Inquiry Questions	Evidence
An accredited institution possesses and demonstrates the following attributes or activities:  1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning.	To what extent or level, do the objectives and length of academic programs fulfill the learning experiences of the students?  To what extent does GC provide learning opportunities and resources that support program of study and students' academic progress?  How does GC have sufficient resources to support academic programs that result in student achievement?	<ul style="list-style-type: none"> <li>• Curricular sequence (Plan of Study)</li> <li>• Student-Learning Assessment Tool</li> <li>• Curricular Revisions</li> <li>• Internships/Practicum Experiences</li> <li>• Compliance with credit-hour regulations.</li> <li>• Course outlines</li> <li>• Faculty monthly attendance reports</li> <li>• Faculty profile</li> <li>• General Catalog (Undergraduate, 2020-2021)</li> <li>• Graduate Catalog (2020-2021)</li> </ul>
2. student learning experiences that are		

### **Standard III – Design and Delivery of the Students Learning Experience**

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

<b>Criteria</b>	<b>Inquiry Questions</b>	<b>Evidence</b>
<p>designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:</p> <ul style="list-style-type: none"> <li>a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;</li> <li>b. qualified for the positions they hold and the work they do;</li> <li>c. sufficient in number;</li> <li>d. provided with and utilized sufficient opportunities, resources, and support for professional growth and innovation;</li> <li>e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;</li> </ul>	<p>How does the General Education Program prepare students to acquire essential skills in oral and written communication, science, mathematical reasoning, critical analysis, technology, information literacy, among others?</p> <p>How do third-party agencies assess students' performance?</p> <p>What strategies does GC have to measure student learning?</p> <p>How does GC use assessment outcomes to continue improving student learning?</p>	<ul style="list-style-type: none"> <li>• Technical and Vocational Certificate Program Catalog (2019-2020)</li> <li>• Dean of Academic Affairs Budget</li> <li>• Departmental Budget (Dean of Academic Affairs)</li> <li>• CAI - Information Access Center (Library/learning resources)</li> <li>• Distance Education Program</li> <li>• Informatics and Telecommunications Center</li> <li>• Simulation and Skills Labs</li> <li>• Syllabus, Curricular maps</li> <li>• Internal/External internships</li> <li>• Work-study program</li> <li>• TK-20 Assessment System</li> <li>• Legal agreements approved and signed by the Chancellor.</li> <li>• Student-learning rubrics</li> <li>• Skills lab reports</li> <li>• Written Tests</li> <li>• In-person skills test</li> </ul>
3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program		

### **Standard III – Design and Delivery of the Students Learning Experience**

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

<b>Criteria</b>	<b>Inquiry Questions</b>	<b>Evidence</b>
<p>requirements and expected time to completion;</p> <p>4. sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;</p> <p>5. at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:</p> <p>a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field.</p> <p>b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission,</p>		<ul style="list-style-type: none"> <li>• Internship Centers student-laboratory assessment outcomes</li> <li>• Research Projects</li> <li>• Faculty publications</li> <li>• Other publications</li> <li>• Participation in local and external workshops/conferences</li> <li>• Employer Satisfaction Survey</li> <li>• Faculty Evaluations by students</li> <li>• Faculty Evaluation Guidelines: evaluation tools, p.5; Self-evaluation, p.5; Classroom Evaluation, p.6; Evaluation by the Department Director, p.7; Faculty Action Plan, p.7.</li> <li>• Academic policies and procedures: <ul style="list-style-type: none"> <li>-credit review process</li> <li>-credit hour policies</li> <li>-program review process and guidelines</li> <li>-student learning objectives</li> <li>-course syllabi</li> <li>-syllabus template</li> </ul> </li> </ul>

### Standard III – Design and Delivery of the Students Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Criteria	Inquiry Questions	Evidence
the general education program also includes the study of values, ethics, and diverse perspectives; and  c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.		
6. in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.		
7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and		
8. periodic assessment of the effectiveness of programs providing student learning opportunities		

Working Group 3 will collaborate with Working Group 5.

## Standard IV – Support of the Student Experience

Names, titles, and positions of Working Group members for Standard IV

Standard IV – Support of the Student Experience		
Name	Title	Position of responsibility at GC
Rosa J. Martínez, Psy.D.	Chair	<ul style="list-style-type: none"> <li>• Dean of Students</li> <li>• Academic Senate member</li> <li>• Part-time Faculty Member</li> </ul>
Virnalis Fraticelli, B.B.A.	Member	<ul style="list-style-type: none"> <li>• Administrative Official II</li> </ul>
Ruth González, CTph, B.S.	Member	<ul style="list-style-type: none"> <li>• Pharmacy Laboratory Technician</li> </ul>
Lourdes Ramos, M.A.	Member	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Academic Senate member</li> </ul>
Marisol Piazza, B.B.A.	Member	<ul style="list-style-type: none"> <li>• English Language Laboratory Technician</li> <li>• Distance Learning Technician</li> </ul>
Migdalia de León, B.S.N.	Member	<ul style="list-style-type: none"> <li>• Nursing Laboratory Technician</li> </ul>
Mikel Rivera, B.S.	Member	<ul style="list-style-type: none"> <li>• Networking Technician</li> </ul>
Wilma Gual, M.L.S.	Member	<ul style="list-style-type: none"> <li>• Librarian I</li> <li>• Academic Senate member</li> <li>• MSCHE Evidence Committee</li> <li>• Information Literacy Skills Committee</li> <li>• PR Data Center – GC Representative</li> </ul>

## Standard IV – Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Criteria	Inquiry Question	Evidence
An accredited institution possesses and demonstrates the following attributes or activities:  1. clearly stated, ethical policies and processes to admit, retain, and	What support do students receive in order to obtain their degrees?  How do students know which policies and procedures reinforce their experiences and	<ul style="list-style-type: none"> <li>• General Catalog (Undergraduate, Revised 2020-2021)</li> <li>• Tuition Fees and other charges – p. 56</li> <li>• Student Financial Aid- pp. 57 - 62</li> </ul>

#### **Standard IV – Support of the Student Experience**

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Criteria	Inquiry Question	Evidence
<p>facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p> <p>a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds.</p> <p>b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals.</p> <p>c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience.</p> <p>d. processes designed to enhance the successful achievement of</p>	<p>evaluation of previous learning?</p> <p>What strategies are used to maintain student records confidential?</p> <p>How does GC promote extracurricular and/or cocurricular activities?</p> <p>How is the effectiveness of student support programs assessed?</p> <p>What learning support strategies have been effective for students in these programs: Honors, sports/athletics, AVANCE/adult education, distance learning, American Disabilities Act, among others?</p>	<ul style="list-style-type: none"> <li>• Scholarships granted in the campus – pp. 60-62</li> <li>• Academic Advising – p. 73</li> <li>• Counseling Program – p. 73</li> <li>• Transfer Credit Policy p. 43</li> <li>• Graduation, Honors and Diploma – pp. 94-96</li> <li>• Admission of Transfer Student – p. 42</li> <li>• University Policy regarding Students and Alumni Directory – p. 64</li> <li>• Solomon - Pombo Act -p. 65</li> <li>• Student Records – p. 65</li> <li>• Student Academic and Personal Files – p. 65</li> <li>• Students Activities -pp. 74-75</li> </ul> <p>*The above are also found in the following catalogues:</p> <ul style="list-style-type: none"> <li>• Graduate Catalog (2020-2021)</li> <li>• Technical and Vocational Certificate Program Catalog (2014-2015)</li> <li>• Academic Advising Documents</li> <li>• Normative Document G-0207-027 - (Guides, norms, and procedures for the protection of privacy of consumer information).</li> <li>• Counseling Program Work Plan</li> <li>• Psychological Services Documents</li> </ul>

#### **Standard IV – Support of the Student Experience**

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

<b>Criteria</b>	<b>Inquiry Question</b>	<b>Evidence</b>
students' educational goals including certificate and degree completion, transfer to other institutions, and post completion placement.		<ul style="list-style-type: none"> <li>• GC Retention Plan</li> <li>• GC Statistical Reports</li> <li>• GC Annual Reports</li> <li>• Validation of Learning Experiences: Proficiency Examinations</li> </ul>
2. policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.		<ul style="list-style-type: none"> <li>• Transfer Credits Policies</li> <li>• IAUPR Bylaws</li> <li>• Student Right to Know Act (P.L. 101-542), 1990</li> <li>• Family Education Rights and Privacy Act (FERPA)</li> <li>• American Disability Act (ADA)</li> <li>• Sports/Athletics Program: <ul style="list-style-type: none"> <li>○ General Student Handbook</li> <li>○ Sports and Athletics Handbook</li> </ul> </li> </ul>
3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records.		<ul style="list-style-type: none"> <li>• Interinstitutional League of Extramural Sports (<i>Liga Interinstitucional de Deportes Extramuros</i>)</li> </ul>
4. if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.		<ul style="list-style-type: none"> <li>• Student Organizations</li> <li>• GC Webpage resources</li> <li>• Social Networks: Facebook, Twitter, Instagram</li> <li>• Cultural Activities</li> <li>• Religious Life Office: Ecumenical Activities</li> </ul>
5. if applicable, adequate, and		

#### **Standard IV – Support of the Student Experience**

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

<b>Criteria</b>	<b>Inquiry Question</b>	<b>Evidence</b>
appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers		<ul style="list-style-type: none"> <li>• Enrollment Management Office services</li> <li>• Dean of Student Affairs Support services</li> <li>• Information Access Center (Library Learning Resources)</li> </ul>
6. periodic assessment of the effectiveness of programs supporting the student experience		<ul style="list-style-type: none"> <li>• Informatics and Telecommunications Office</li> <li>• Distance Learning Program services</li> <li>• Learning Center Reports</li> <li>• Mentoring Services</li> <li>• Institutional Assessment Plan/TK-20 platform</li> </ul>

Working Group 4 will collaborate with Working Group 2.

#### **Standard V – Educational Effectiveness Assessment**

Names, titles, and positions of Working Group members for Standard V

<b>Standard V – Educational Effectiveness Assessment</b>		
<b>Name</b>	<b>Title</b>	<b>Position of responsibility at GC</b>
José R. Colón, D.B.A.	Chair	<ul style="list-style-type: none"> <li>• Associate Professor of Computer Sciences</li> <li>• Networks and Security Master's Degree Coordinator</li> <li>• Academic Senate Education Policy Committee President</li> <li>• Member of the Mission and Goals Committee</li> </ul>

Standard V – Educational Effectiveness Assessment		
Name	Title	Position of responsibility at GC
Martha N. Echandy, Ed.D.	Member	<ul style="list-style-type: none"> <li>Associate Dean of Academic Affairs</li> <li>Verification of Compliance GC Representative</li> <li>Member of the Ethics and Integrity Committee</li> </ul>
Evelyn Mújica, M.A. Biology	Member	<ul style="list-style-type: none"> <li>Assistant Professor of Biology</li> <li>Student Learning Assessment Outcomes Coordinator</li> <li>Member of the Mission and Goals Committee</li> </ul>
Wanda Otero, LVT	Member	<ul style="list-style-type: none"> <li>Assistant Professor of Veterinary Technician</li> <li>IACUC member (Institutional Animal Care and Use Committee)</li> </ul>
Carmen J. Torres, M.S.	Member	<ul style="list-style-type: none"> <li>Assistant Professor of Chemistry</li> <li>Academic Senate member</li> <li>Faculty Evaluation Committee</li> <li>Counselor, American Chemical Society</li> </ul>
Mayra Laboy, M.S.N.	Member	<ul style="list-style-type: none"> <li>Assistant Professor of Nursing</li> <li>Academic Senate Education Policy Committee</li> <li>Standard IV CCNE Program Effectiveness: Student-Learning Assessment Outcomes Committee</li> </ul>
José Bristol, M.S.N.	Member	<ul style="list-style-type: none"> <li>Assistant Professor of Nursing</li> <li>Standard IV CCNE Program Effectiveness: Student-Learning Assessment Outcomes</li> <li>Nursing Program Coordinator</li> </ul>
Juan Rodríguez, M.S.	Member	<ul style="list-style-type: none"> <li>Natural Sciences Laboratory Technician</li> <li>Part-Time Faculty Member</li> </ul>
Laura M. Colón	Member	<ul style="list-style-type: none"> <li>Student of Chemistry</li> </ul>

Standard V – Educational Effectiveness Assessment		
Criteria	Inquiry Questions	Evidence
An accredited institution possesses and demonstrates the		<ul style="list-style-type: none"> <li>Institutional and Student Learning Outcomes Plans.</li> </ul>

### **Standard V – Educational Effectiveness Assessment**

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

<b>Criteria</b>	<b>Inquiry Questions</b>	<b>Evidence</b>
<p>following attributes or activities:</p> <p>1. clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.</p>	<p>To what extent do systematic assessment practices demonstrate and support student achievement in relation to curricular goals?</p> <p>How are assessment results used for decision-making related to curricular revisions, academic and administrative development, among others?</p>	<ul style="list-style-type: none"> <li>• General Undergraduate Catalog (2020-2021) p. 124-512</li> <li>• Graduate Catalog (2020-2021) p. 103-282</li> <li>• Technical and Vocational Certificate Program Catalog (2014-2015) p. 76-78, 137-144, 157-160</li> <li>• Course Outlines</li> <li>• Annual Student-Learning Assessment Tool</li> <li>• Distance Learning Program Guidelines and Assessment Plan</li> <li>• Accreditation Reports</li> <li>• Academic Programs curriculum maps</li> <li>• PR Nursing Licensure Scores</li> <li>• PR Department of Education Licensure Scores</li> <li>• Employment Rates/Surveys</li> <li>• Integrated Postsecondary Education Data System (IPED) Reports</li> <li>• Curricular Revisions</li> <li>• Practicum/Internship Student-learning Assessment Outcomes Reports</li> <li>• Dean of Academic Affairs Annual Reports</li> </ul>
<p>2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:</p>	<p>How effective are the strategies used to improve assessment outcomes in technology, distance learning education, student support services, among others?</p>	
<p>a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;</p>		
<p>b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which</p>		

### **Standard V – Educational Effectiveness Assessment**

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

<b>Criteria</b>	<b>Inquiry Questions</b>	<b>Evidence</b>
they are meeting these goals; and		<ul style="list-style-type: none"> <li>• GC Statistic Reports: Graduation Reports, Enrollment and Student profile trends (retention, graduation, post-graduation alumni tracking).</li> </ul>
c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.		<ul style="list-style-type: none"> <li>• Postgraduation survey/tracking</li> </ul>
3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:		<ul style="list-style-type: none"> <li>• Professional Development Activities</li> <li>• Assessment instruments</li> <li>• Department budget priorities</li> <li>• Mock Licensure Tests</li> <li>• Distance Education Faculty Certification (full-time and part-time)</li> <li>• Practicum/Internship Assessment Outcomes Reports</li> <li>• ERDU Reports: Student loan payment rate, Accreditation Reports, Operating Budget priorities or needs.</li> <li>• PR Higher Education Council Authorizations</li> </ul>
a. assisting students in improving their learning;		
b. improving pedagogy and curriculum;		
c. reviewing and revising academic programs and support services;		
d. planning, conducting, and supporting a range of professional development activities;		
e. planning and budgeting for the provision of academic programs and services;		
f. informing appropriate constituents about the		

### **Standard V – Educational Effectiveness Assessment**

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

<b>Criteria</b>	<b>Inquiry Questions</b>	<b>Evidence</b>
institution and its programs;		
g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; and		
h. implementing other processes and procedures designed to improve educational programs and services.		
4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.		
5. periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.		

Group 5 will collaborate with Working Group 3.

## Standard VI - Planning, Resources, and Institutional Improvement

Names, titles, and positions of Working Group members for Standard VI.

Standard VI – Planning, Resources, and Institutional Improvement		
Name	Title	Position of responsibility at GC
Jesubel Pita, M.I.B.A.	Chair	<ul style="list-style-type: none"> <li>• Director of Evaluation and Development Office</li> <li>• Member of the Mission and Goals Committee</li> </ul>
José Romero, Ed. D.	Member	<ul style="list-style-type: none"> <li>• Dean of Administration</li> <li>• Academic Senate member</li> <li>• President IAUPR Poly Inter Alumni Association</li> <li>• Part-time Faculty Member</li> </ul>
Cynthia Rodríguez, M.B.A.	Member	<ul style="list-style-type: none"> <li>• Auxiliary Dean of Administration</li> </ul>
Luz Ortiz, M.B.A.	Member	<ul style="list-style-type: none"> <li>• Director of Marketing and Student Promotion</li> <li>• Part-time Faculty Member</li> </ul>
María Mares, M.B.A.	Member	<ul style="list-style-type: none"> <li>• Director of Human Resources Office</li> </ul>
Sandra Torres, M.B.A.	Member	<ul style="list-style-type: none"> <li>• Budget Control Officer</li> <li>• Accountant I</li> </ul>
Myrna Collazo, B.A.	Member	<ul style="list-style-type: none"> <li>• Administrative Officer</li> </ul>
Alejandro Claudio	Member	<ul style="list-style-type: none"> <li>• Student of Interdisciplinary Special Education</li> </ul>

## Standard VI – Specific Criteria, Questions, and Evidence

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges

Criteria	Inquiry Questions	Evidence
An accredited institution possesses and demonstrates the following attributes or activities:  1. institutional objectives, both institution wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are	<p>How are planning, resource allocation, and GC's processes aligned with its mission and goals and strategic plan?</p> <p>To what extent does planning and the integration of technology in the work</p>	<ul style="list-style-type: none"> <li>• GC Mission and Goals (revised 2021)</li> <li>• Planning Office Annual Reports</li> <li>• GC Institutional Assessment Plans</li> <li>• Budget Guides</li> <li>• GC Strategic Plan (Revised 2020/2021)</li> <li>• Normative Documents :</li> </ul>

### **Standard VI – Specific Criteria, Questions, and Evidence**

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges

<b>Criteria</b>	<b>Inquiry Questions</b>	<b>Evidence</b>
used for planning and resource allocation.	environment support faculty, students, and non-teaching personnel to comply with their responsibilities?	(F-0221-055, F-0121-053, F-0121-054). Guidelines for purchasing materials, electronic equipment, among others.
2. clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.	What strategies are used to assess the effectiveness of all resource allocation, planning, and improvement processes?	<ul style="list-style-type: none"> <li>• GC General Annual Budget</li> <li>• Faculty profile (part-time and full-time)</li> <li>• Academic course programming</li> <li>• Faculty credit-hour workload (Faculty Statistical Reports first and second semester)</li> </ul>
3. a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives.	What significant factors have developed, despite unexpected challenges in the last decade?	<ul style="list-style-type: none"> <li>• GC Organizational Chart</li> <li>• General Catalog (Undergraduate, 2020-2021)</li> <li>• Graduate Catalog (2020-2021)</li> <li>• Technical and Vocational Certificate Program Catalog (2014-2015)</li> <li>• Distance Education Program Norms</li> </ul>
4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered.	How is the campus community involved in the strategic plan process?	<ul style="list-style-type: none"> <li>• Development of new academic programs</li> <li>• Local Biannual Inventory Report</li> <li>• Fixed Assets Subsidiary Report</li> <li>• Annual Budget Request (included in Annual Plans)</li> <li>• Audit report list</li> </ul>
5. well-defined decision-making processes and clear assignment of responsibility and accountability;		
6. comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;		
7. an annual independent audit confirming financial viability with evidence of		

### **Standard VI – Specific Criteria, Questions, and Evidence**

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges

<b>Criteria</b>	<b>Inquiry Questions</b>	<b>Evidence</b>
follow up on any concerns cited in the audit's accompanying management letter;		<ul style="list-style-type: none"> <li>• Verification of Compliance documents</li> <li>• Enrollment Management Norms</li> <li>• IAUPR Financial Audited Reports</li> <li>• GC Assessment Outcomes Plan</li> </ul>
8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and		
9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.		

Working Group 6 will collaborate with Working Group 1.

### **Standard VII – Governance, Leadership, and Administration**

Names, titles, and positions of Working Group members for Standard VII

<b>Standard VII – Governance, Leadership, and Administration</b>		
<b>Name</b>	<b>Title</b>	<b>Position of responsibility at GC</b>
Marisol Torres, M.S.N.	Chair	<ul style="list-style-type: none"> <li>• Assistant Professor of Nursing</li> <li>• Executive Secretary of Academic Senate</li> <li>• CCNE Chair Standard III</li> <li>• Coordinator PAE (Accelerated Nursing Education)</li> <li>• Co-Chair GC Committee for Promotion, Tenure, and Change of Contract</li> <li>• Co-Chair GC Committee on Sabbatical Leaves and Study Grants</li> <li>• Member of the Mission and Goals Committee</li> </ul>

<b>Standard VII – Governance, Leadership, and Administration</b>		
<b>Name</b>	<b>Title</b>	<b>Position of responsibility at GC</b>
Madeline Cartagena, M.S.N.	Member	<ul style="list-style-type: none"> <li>Assistant Professor of Nursing</li> <li>President of Academic Senate</li> <li>Member University Council</li> <li>Co-Chair CCNE</li> </ul>
Ángel Ortiz, M.A.	Member	<ul style="list-style-type: none"> <li>Associate Professor of Education</li> <li>Honors Program Coordinator</li> </ul>
Juana Aponte, M.S.	Member	<ul style="list-style-type: none"> <li>Director of Informatics and Telecommunications</li> <li>Chair Evidence and Inventory Committee</li> <li>Part-time Faculty Member</li> </ul>
Edny Santiago, M.A.	Member	<ul style="list-style-type: none"> <li>Librarian, Director of Information Access Center (Library Learning Resources)</li> <li>Part-time Faculty Member</li> </ul>
Arcilia Rivera, M.S.N.	Member	<ul style="list-style-type: none"> <li>First Aid Center Nurse</li> <li>Title IX Assistant Coordinator</li> <li>Vaccination Process Coordinator</li> <li>Member of Mission and Goals Committee</li> </ul>
Cynthia Rodríguez, M.B.A.	Member	<ul style="list-style-type: none"> <li>Auxiliary Dean of Administration</li> </ul>
Juan C. Gely	Member	<ul style="list-style-type: none"> <li>Student of Accounting</li> </ul>

### **Standard VII – Governance, Leadership, and Administration**

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

<b>Criteria</b>	<b>Inquiry Questions</b>	<b>Evidence</b>
An accredited institution possesses and demonstrates the following attributes or activities:  1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency,	How can GC demonstrate a clearly articulated and transparent governance structure that promotes accountability and the participation of the campus community?	<ul style="list-style-type: none"> <li>Academic Senate Handbook</li> <li>GC Organizational Chart</li> <li>UIPR Organizational Structure</li> <li>Institutional Assessment Plan</li> </ul>

### **Standard VII – Governance, Leadership, and Administration**

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

<b>Criteria</b>	<b>Inquiry Questions</b>	<b>Evidence</b>
including governing body, administration, faculty, staff and students.	To what extent do faculty members participate in the evaluation and development plans that benefit the institution, students, and other constituencies?	<ul style="list-style-type: none"> <li>• Student Learning Assessment Tool</li> <li>• GC Strategic Plan</li> <li>• Full-time Faculty Handbook (2017)</li> <li>• Part-time Faculty Handbook (2012)</li> <li>• Non-Teaching Personnel Handbook (2018)</li> <li>• Faculty and Non-teaching Personnel Evaluation Instruments</li> <li>• Mission and Goals revised document (2021)</li> <li>• Audited Finance Report</li> <li>• Verification of Compliance documents</li> <li>• IAUPR Policies for Chancellor and Deans</li> <li>• Job descriptions</li> <li>• Curriculum Vitae/Resumes</li> <li>• General Undergraduate Catalog (2020-2021)</li> <li>• Graduate Catalog (2020-2021)</li> </ul>
<b>1. a legally constituted governing body that:</b> <ul style="list-style-type: none"> <li>a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution.</li> <li>b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities.</li> <li>c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution.</li> <li>d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of</li> </ul>	How are ecumenical Christian values shared with internal and external communities?  How does the GC evidence periodic assessment of the effectiveness of governance, leadership, and administration?	

### **Standard VII – Governance, Leadership, and Administration**

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

<b>Criteria</b>	<b>Inquiry Questions</b>	<b>Evidence</b>
<p>personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management.</p> <p>e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution.</p> <p>f. appoints and regularly evaluates the performance of the Chief Executive Officer.</p> <p>g. is informed in all its operations by principles of good practice in board governance.</p> <p>h. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest.</p>		<ul style="list-style-type: none"> <li>• Technical and Vocational Certificate Program Catalog (2014-2015)</li> <li>• IAUPR Normative documents</li> <li>• Constitutional and Academic Senate Regulations</li> <li>• Constitution and Regulations for Academic University Council</li> <li>• CEO Curriculum Vitae</li> <li>• CEO Community Awards/Recognitions</li> <li>• CEO Publications</li> <li>• CEO – Executive Evaluation Card of Chief Executives</li> <li>• Local and Institutional Conferences</li> <li>• Accreditations: <ul style="list-style-type: none"> <li>- Commission on Collegiate Nursing Education (2017 CCNE)</li> <li>- American Veterinary Medical Association/Committee on</li> </ul> </li> </ul>

### **Standard VII – Governance, Leadership, and Administration**

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

<b>Criteria</b>	<b>Inquiry Questions</b>	<b>Evidence</b>
i. supports the Chief Executive Officer in maintaining the autonomy of the institution.		Veterinary Technician Education and Activities (AVMA-CVTA in process)
<b>2. a Chief Executive Officer who:</b>		- International Accreditors for Continuing Education and Training Member of Distance Education (2020 IACET)
a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body.		- National Council for State Authorization Reciprocity agreements membership (2018 NC-SARA)
b. has appropriate credentials and professional experience consistent with the mission of the organization.		
c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission.		
d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.		

### **Standard VII – Governance, Leadership, and Administration**

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Criteria	Inquiry Questions	Evidence
<p><b>3. an administration possessing or demonstrating:</b></p> <ul style="list-style-type: none"><li>a. an organizational structure that is clearly documented and that clearly defines reporting relationships.</li><li>b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities.</li><li>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles.</li><li>d. skills, time, assistance, technology, and information systems expertise required to perform their duties.</li><li>e. regular engagement with faculty and students in advancing the institution's goals and objectives.</li><li>f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations.</li></ul>		
4. periodic assessment of the effectiveness of governance, leadership, and administration.		

The Working Groups listed below will address the indicated GC's priorities:

- Working Group 2 (Standard II) will address Priority 1, Academic Offering, Accreditation, and Internationalization; and Priority 3, Social Responsibility and Ethical, Democratic and Christian Ecumenical Values.
- Working Group 3 (Standard III) will address Priority 1, Academic Offering, Accreditation, and Internationalization; and Priority 2, Comprehensive Student Development.
- Working Group 4 (Standard IV) will address Priority 1, Academic Offering, Accreditation, and Internationalization; and Priority 2, Comprehensive Student Development; and Priority 3, Social Responsibility and Ethical, Democratic and Christian Ecumenical Values.
- Working Group 5 (Standard V) will address Priority 2, Comprehensive Student Development.

## **VI. Guidelines for Reporting**

The Steering Committee will oversee the efforts of the Working Groups. This includes setting timelines for completion of products and for each major step in the process, monitoring the efforts by reviewing reports posted in the Evidence Inventory Repository, and organizing and attending Working Group meetings.

### Working Group Products

- Preliminary Evidence Repository for recording and sharing initially information and supporting documentation.
- A chapter report on the standard assigned to each working group using the template provided.
- Interim drafts of the chapters submitted to the SC for feedback.
- Final drafts of the Self-Study Report and the refined evidence repository to be revised and approved by the Steering Committee which will be uploaded to the secure MSCHE portal.

## **VII. Organization of the Final Self-Study Report**

An outline of the proposed organization of the final draft of the 2023 GC Self-Study is presented here:

Table of Contents

Executive Summary

I. Institutional Overview

- A. Brief Background History of GC
- B. Mission and Goals (revised)
- C. Student Profile

- D. Academic Programs (offerings)
  - E. Strategic Plan (revised)
  - F. Challenges since AY 2013-2014 (last decade).
  - G. Developments since AY 2013-2014
  - H. Others
- II. Objectives of the GC 2023 Self-Study
- III. Standards I to VII
- A. Answers to Inquiry Questions approved in Self-Study Design
  - B. Conclusions
    - 1. Highlights of findings according to MSCHE standards and requirements of affiliation.
    - 2. Recommendations for improvements
- IV. Appendices
- A. List of figures
  - B. Map(s)
  - C. List of Terms and Acronyms
  - D. Organizational Structure of the Steering Committee and Working Groups
  - E. Academic Programs
  - F. Template for Working Group Reports

## **VIII. Verification of Compliance Strategy**

Members of Working group for Standard II, Ethics and Integrity, are in charge of verifying GC's compliance with accreditation related to federal regulations stipulated by the US Department of Education in the Higher Education Opportunity Act of 2008 and with Title IV program responsibilities. MSCHE listed and described these in *Verification of Compliance with Accreditation-Relevant Federal Regulations* (June 2020). These regulations include:

1. Student Identity Verification in Distance and Correspondence Education
2. Transfer of Credit Policies and Articulation Agreements
3. Title IV Program Responsibilities
4. Institutional Record of Student Complaints
5. Required Information for Students and the Public
6. Standing with State and Other Accrediting Agencies
7. Written Agreements
8. Assignment of Credit Hours

Moreover, an analysis and review of these eight federal regulations concerning GC's compliance document, indicate that all apply. Since most of the policies and/or procedures are established at the

institutional level, IAUPR has appointed a committee of representatives from the composed of Systemic Central Office staff and a representative of each unit or campus which will be the liaison between IAUPR and GC.

Dr. Martha Echandy, Associate Dean of Academic Affairs and Co-chair of the Steering Committee will be collaborating with Working Group - Standard II in this task. The MSCHE publication, *Verification of Compliance with Accreditation-Relevant Federal Regulations* (updated June2020), will be used as a guide to answer the research questions and clarify information about federal compliance.

## **IX. Self-Study Timetable**

GC is committed to preparing the self-study process on time. The table below shows the timeline for completing self-study tasks and gathering input form the GC community.

ACTIVITY	MONTH	YEAR
First orientation meeting with Steering Committee	September	2020
Campus Representatives attend online MSCHE Self-Study Institute	September - November	2020
<ul style="list-style-type: none"> <li>• Training at meeting: reaffirmation of the MSCHE Accreditation Process</li> <li>• First Conference Call with Dr. Paul Starkey, MSCHE VP Liaison for Self-Study Design initial planning.             <ul style="list-style-type: none"> <li>○ Schedule a date for the Spring 2021 for the self-study preparation visit with MSCHE VP Liaison</li> </ul> </li> <li>• Appoint and announce the Self-Study Steering Committee Co-Chairs and members.</li> </ul>	December	2020
<ul style="list-style-type: none"> <li>• Self-study Co-chairs have the first Meeting/Workshop with working group members.</li> <li>• Discuss the Steering Committee and Working Group objectives and responsibilities.</li> <li>• Steering Committee Co-chairs initiate drafting the Self-Study Design.</li> <li>• Survey the Campus community about Priorities to be addressed in the Self-Study.</li> <li>• Analyze results of Campus Priorities Survey</li> <li>• Share Self-Study Design with the Working Groups for their review and comments.</li> <li>• Share priorities survey results for community feedback.</li> </ul>	January – February	2021

ACTIVITY	MONTH	YEAR
<ul style="list-style-type: none"> <li>• Present MSCHE reaffirmation Process, Standards, and Requirements of Affiliation to Stakeholder</li> <li>• Present Priorities survey results to the institution's president</li> </ul>	February	2021
<ul style="list-style-type: none"> <li>• Working Groups <ul style="list-style-type: none"> <li>○ Begin collecting and analyzing data per MSCHE Standards and Requirements of Affiliation</li> <li>○ Identify existing evidence to support standards and criteria, as well as identify challenges in getting information.</li> </ul> </li> <li>• Design and implement Self-Study Tab in the Campus Webpages.</li> <li>• Steering Committee will develop surveys for distribution in the Fall 2021 semester.</li> </ul>	February – June	2021
<ul style="list-style-type: none"> <li>• Self-Study Design submitted to MSCHE VP Liaison</li> <li>• MSCHE VP Liaison holds Self-Study Preparation Virtual Visit (March 26<sup>th</sup>)</li> <li>• Self-Study Design evaluation and approval by MSCHE VP Liaison and GC Chancellor</li> <li>• Self-Study Visit dates submitted to the MSCHE</li> </ul>	March	2021
Revision and acceptance of SSD	June	2021
<ul style="list-style-type: none"> <li>• Working Groups continue to do research related to the standards and analysis of the data being collected.</li> <li>• Add available documentation to Evidence Inventory to support Self-Study Report.</li> <li>• Organize Standards supporting evidence.</li> <li>• Steering Committee assesses Working Groups progress reports and provides feedback.</li> <li>• Steering Committee and Working Groups continue to include GC community by sharing Self-Study Draft for input.</li> </ul>	August – December	2021
<ul style="list-style-type: none"> <li>• Working groups continue to revise reports to update Evidence Inventory.</li> <li>• Steering Committee continues to provide feedback to working groups.</li> <li>• Evaluation Team Chair selected by MSCHE VP Liaison.</li> <li>• Self-Study Design sent to Evaluation Team Chair.</li> <li>• Self-Study visit dates confirmed.</li> <li>• Self-Study visit dates selected.</li> <li>• Steering Committee shares first draft of Self-Study report with Campus community.</li> </ul>	January – May	2022

ACTIVITY	MONTH	YEAR
<ul style="list-style-type: none"> <li>Community-wide presentation of first complete draft.</li> </ul>		
<ul style="list-style-type: none"> <li>Second draft submitted by working groups to Steering Committee.</li> <li>Steering Committee completes second Self-Study draft based on working group revision and submissions.</li> <li>MSCHE selection of visiting Evaluation Team.</li> <li>Community-wide presentation of second complete draft.</li> </ul>	May – September	2022
<ul style="list-style-type: none"> <li>Submit Self-Study draft to Evaluation Team Chair.</li> <li>Evaluation Team Chair makes a Preliminary visit to campus and provides feedback on Self-Study Draft.</li> <li>Steering Committee and work groups meeting to evaluate the Evaluation teams share Self-Study draft feedback.</li> </ul>	September – November	2022
<ul style="list-style-type: none"> <li>Self-Study Report finalized based on Evaluation Team Chair feedback.</li> <li>Final Self-Study Report shared with Campus Community.</li> <li>MSCHE community meeting prior to sending Final Self-Study Report.</li> </ul>	December – January	2022 - 2023
Final Self-Study Report/Verification of Compliance/Evidence Inventory uploaded to MSCHE Portal (6 weeks before team visit).	January	2023
<ul style="list-style-type: none"> <li>Evaluation Team visits IAUPR-GC and Additional Location if needed.</li> <li>Evaluation team sends their report.</li> <li>GC responds to the Evaluation Visit Team Report.</li> </ul>	March – April	2023
• MSCHE determines accreditation action.	June	2023

## X. Communication Plan

GC is committed to communicating the self-study process to all constituents. The Steering Committee will have the lead role in communicating the progress of the self-study and gathering input from the GC community. The table below provides a tentative communication schedule; this schedule will probably be modified over time based on identified needs and opportunities.

Purpose	Audience(s)	Place	Time	Dates / Frequency	People Responsible
To share data, documents and research results and	Steering Committee Members and	Middle States Self- Study Site	Fall 2020- Spring 2023	September 2020-May 2023	Middle States Campus Liaison

Purpose	Audience(s)	Place	Time	Dates / Frequency	People Responsible
communicate in a reliable, transparent, and appropriate manner	Working Group				Steering Committee Chair
To gather input and feedback to develop Self-Study	Steering Committee and Working Groups	Virtual meetings; meetings; surveys to Campus community through Microsoft Forms	Fall Year 2020-Spring Year 2022	Monthly beginning in October 2020 until the Self-Study is submitted to MSCHE	Middle States Campus Liaison Working Groups Chairs Steering Committee Chair
To update campus audiences about the self-study process	Students	IAUPR-Guayama Self-study tab on Campus Webpage; virtual meetings with Student Council and student organizations; monthly emails with updates; and a quarterly newsletter to the university community.	Fall Year 2020- Fall Year 2022  Continuous updates to the webpage; audiovisual presentations	Monthly/quarterly until the evaluation report is submitted to GC by MSCHE	Middle States Campus Liaison Steering Committee
	Alumni and community members	IAUPR-GC Self-study tab on Campus Webpage; virtual meetings with the Chancellor's Advisory Board	Continuous updates on Webpage; audiovisual presentations	Monthly/quarterly until the evaluation report is submitted to GC by MSCHE	Chancellor Middle States Campus Liaison Steering Committee
	Faculty	IAUPR-GC Self-study tab on Webpage; updates to	Continuous updates on Webpage;	Monthly/quarterly until the evaluation report is	Middle States Campus Liaison

Purpose	Audience(s)	Place	Time	Dates / Frequency	People Responsible
		Academic Senate; updates in Faculty meetings; and a quarterly newsletter to the university community.	audiovisual presentations	submitted to GC by MSCHE	Steering Committee Chair
	Board of Trustees	IAUPR-GC Self-Study tab on Campus Webpage; and Virtual meetings with University president who reports to the Board of Trustees	Continuous updates on Webpage E-mails	Monthly beginning in September 2020 until after the final evaluation visit report is submitted to the GC.	Campus Chancellor
	Administration and Staff	IAUPR-GC Self-Study tab on Campus Webpage; virtual meetings with personnel; monthly emails with updates; and a quarterly newsletter to the university community.	Continuous updates on Webpage; audiovisual presentations	Monthly/quarterly until the evaluation report is submitted to the GC by MSCHE	Deans and Office Directors

## XI. Evaluation Team Profile

The evaluation team appointed by MSCHE should consist of academic peers who are familiar with Campuses similar to IAUPR-GC higher education characteristics, student population, most of whom are first generation, low-income students.

The MSCHE Team Evaluation members should consist of professionals who understand how GC prepares Hispanic students who come from diverse educational, social, cultural, and financial backgrounds. Furthermore, the team members should have experience in the areas listed below:

### **Team Chair**

- Chief Academic Officer
- Experience with private-nonprofit university systems
- Experience with institutional priorities: Academic Offer, Accreditation, and Internationalization; Comprehensive Student Development; and Social Responsibility and Ethical, Democratic and Christian Ecumenical Values

GC recommends that the MSCHE Evaluation Visit Team Chair should be an experienced academic leader who is a representative from a MSCHE accredited institution. Hence, his/her expertise, knowledge, skills and diverse student-centered attitudes will be helpful in guiding the team members to evaluate GC's compliance with the Standards of Affiliation, policies, procedures, and federal requirements. In addition, most of them should have experience in institutions similar to GC whose mission and goals, as well as strategic planning goals support its priorities; and also comply with its programs, mainly motivated by excellence in the student-learning assessment process. For these reasons, the list below of provosts and/or chief academic officers will be helpful in order to select the prospective MSCHE Evaluation Visit Chair for IAUPR-GC.

### **Peer Evaluators**

- Professors from comparable academic programs (Health Sciences, especially in nursing and pharmacy technician; Criminal Justice, Computer Science, Veterinary Technician, Natural Sciences, and Business Administration)
- Expertise in:
  - Student and academic affairs
  - Online Education
  - Program accreditations
  - Bilingual (English and Spanish)

### **Suggested Institutions for Selecting MSCHE Evaluation Visit Team Members**

Institution, State, and Zip Code	Classification			Total Enrollment	Top Programs/Majors Also Offered at Guayama Campus	Degrees			Study Modalities	
	Private	Nonprofit	Public			A	B	M	Traditional	Non- Traditional
1. ASA College Brooklyn, NY 11201	X	NA		4,365	Pharmacy Technology	X	X		X	X

Institution, State, and Zip Code	Classification			Total Enrollment	Top Programs/Majors Also Offered at Guayama Campus	Degrees			Study Modalities	
	Private	Nonprofit	Public			A	B	M	Traditional	Non- Traditional
2. Bloomfield College Bloomfield, NJ 07003	X	X		1,685	Nursing, Computer Science, and Animation		X	X	X	X
3. Caldwell University Caldwell, NJ 07006	X	X		1,709	Nursing, Business Administration, and Biology		X	X	X	X
4. Centenary University Hackettstown, NJ 07840	X	X		1,193	Accounting, Pre- Vet, and Criminal Justice		X	X	X	X
5. Decker College of Nursing Johnson City, NY 13790			X	750	Nursing		X	X	X	X
6. Gwynedd Mercy University Gwynedd, PA 19437	X	X		2,157	Nursing, Computer Science, and Criminal Justice	X	X		X	X
7. Lincoln University Lincoln University, PA 19352		X		2,040	Nursing, Criminal Justice, Computer Science, Accounting, and Biology		X	X	X	X
8. Harcum College Bryn Mawr, PA 19010	X	X		1,343	Veterinary Technician, Agriculture, and Nursing	X			X	X
9. Pennsylvania College of Health Sciences Lancaster, PA 17601	X	X		1,700	Nursing	X	X	X	X	X
10. Stevens Institute of Technology	X	X		3,487	Computer Science		X	X	X	X

Institution, State, and Zip Code	Classification			Total Enrollment	Top Programs/Majors Also Offered at Guayama Campus	Degrees			Study Modalities	
	Private	Nonprofit	Public			A	B	M	Traditional	Non- Traditional
Hoboken, NJ 07030										
11. Wesley College Dover, DE 19901	X	X		1,163	Nursing and Business Administration		X		X	X

Legend:

A = Associate's  
B = Bachelor's  
C = Master's

## XII. Evidence Inventory

The Evidence Inventory will be uploaded in the MSCHE portal. The inventory will include resources that comply with the affiliation standards of MSCHE required for the reaffirmation of accreditation. Also, other evidence needed to prove compliance with the affiliation standards will be available. Thus, this evidence will support the MSCHE standards that each piece of evidence aligns with.

The names, titles, and positions of Evidence Inventory Committee members are as follows:

<b>Evidence Inventory Committee</b>			
<b>Name</b>	<b>Title</b>	<b>Position of responsibility at GC</b>	
Edny Santiago, M.A.	Member	<ul style="list-style-type: none"> <li>• Librarian, Director of Information Access Center (Library/Learning Resources)</li> <li>• Part-time Faculty Member</li> <li>• Member of the Governance, Leadership, and Administration Committee</li> </ul>	
José Limardo, M. S.	Member	<ul style="list-style-type: none"> <li>• Computer Services Technician</li> <li>• Member of the Editorial Board <i>Sapiencia</i>, campus academic magazine</li> </ul>	

<b>Evidence Inventory Committee</b>		
<b>Name</b>	<b>Title</b>	<b>Position of responsibility at GC</b>
José Romero, Ed. D.	Member	<ul style="list-style-type: none"> <li>• Dean of Administration</li> <li>• Academic Senate member</li> <li>• President UIPR Poly Inter Alumni Association</li> <li>• Part-time Faculty Member</li> <li>• Member of the Planning, Resources, and Institutional Improvement Committee</li> </ul>
Juana Aponte, M. S.	Member	<ul style="list-style-type: none"> <li>• Director of Informatics and Telecommunications</li> <li>• Part-time Faculty Member</li> <li>• Member of the Governance, Leadership, and Administration Committee</li> </ul>
Wilma Gual, M.L.S.	Member	<ul style="list-style-type: none"> <li>• Librarian I</li> <li>• Academic Senate member</li> <li>• MSCHE Evidence Committee</li> <li>• Information Literacy Skills Committee</li> <li>• PR Data Center – GC Representative</li> <li>• Member of Support of the Student Experience Committee</li> </ul>

Since this evaluation is an ongoing process, some documents will be removed, added, or updated by the Steering Committee, with feedback from other members of both the Steering Committee and working groups.

## **APPENDICES**

## Appendix A

### Academic Programs

Department	Program	Post-Secondary Certificate	Associate Degree	Bachelor Degree	Master Degree	Modality		Enrollment
						T	DL	
<b>Administration and Entrepreneurial Development</b>	Barbershop Technician	X				X		5
	Cosmetology Technician	X				X		4
	Health Care Billing Technician	X				X		15
	Accounting		X	X		X	X	57
	Accounting (On-line)		X	X		X	X	109
	Business Administration		X			X		11
	Entrepreneurial and Managerial Development			X		X		62
	Human Resources Management			X		X		31
	Office System Management		X	X		X		51
	Business Administration and Specialization in Marketing				X	X		4
<b>Agriculture and Animal Sciences</b>	Business Administration in Digital Marketing and Electronic Commerce				X	X	X	new
	Agriculture Technology		X			X		10
	Veterinary Technician		X			X		64
	Veterinary Technology			X		X		new
	Veterinary Technology-Pre-Veterinary			X		X		new
	Agricultural Sciences in Agronomy			X		X		new
	Early Childhood Education: Preschool Level			X		X		29

Education, Social Sciences and Humanities	Interdisciplinary Special Education PK-12			X		X		11
	Early Childhood Education: Preschool Level			X		X		29
	Early Childhood Education: Elementary Primary Level (K-3)			X		X		1
	Early Childhood Education: Elementary Level (4-6)			X		X		0 (in phased-out)
	Physical Education: K-12			X		X		14
	Teaching of English as a Second Language at the Elementary Level			X		X		2
	Teaching of English as a Second Language at the Secondary Level			X		X		4
	Sport Technology			X		X		43
	Education with Specialization in Interdisciplinary Special Education				X	X		3
	Criminal Justice			X		X		115
Health Sciences	Police Science		X			X		7
	General Program Education					X		N/A
	Nursing		X	X	X	X		466
	Pharmacy Technician		X			X		92
Natural Sciences and Technology	Radiology Technology		X			X		27
	Public Health				X	X		40
	Installation and Repair of Computerized Systems and Networks		X	X		X		82

	Computer Science with Specialization in Networks and Security				X		X	55
	Informatic Forensics		X			X		5
	Videogames and Mobile Applications		X			X		5
	Biology			X		X		79
	Biotechnology			X		X		61
	Chemistry			X		X		54
Special Students								21
<b>Total</b>		<b>3</b>	<b>13</b>	<b>23</b>	<b>6</b>	<b>37</b>	<b>5</b>	<b>1668</b>

Source: Dean of Academic Affairs Office, 2021

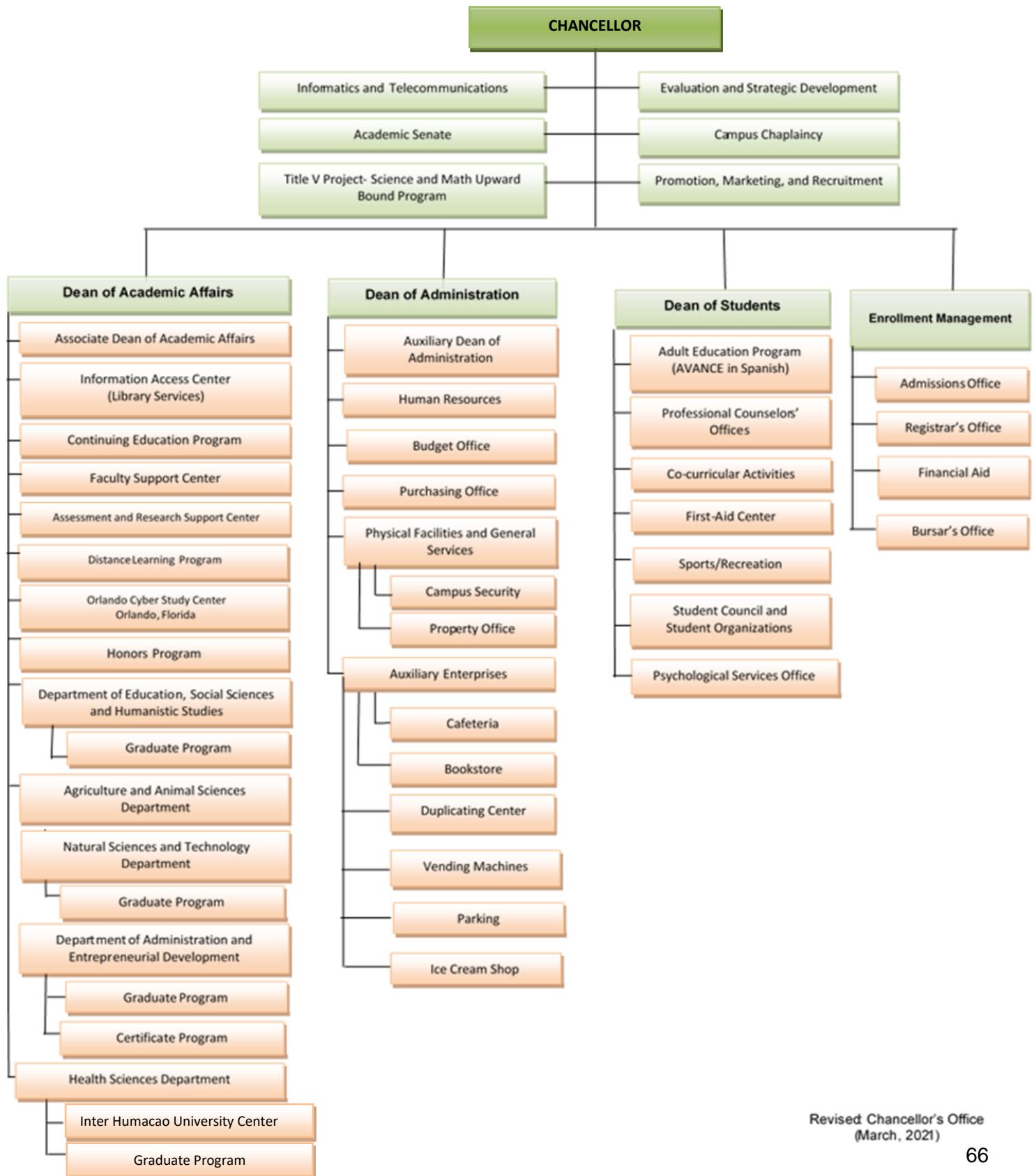
Legend:

- Modality
- T – Traditional
  - DL – Distance Learning

## Appendix B. IAUPR-GC Organizational Chart

## Inter American University of Puerto Rico Guayama Campus

### ORGANIZATIONAL CHART



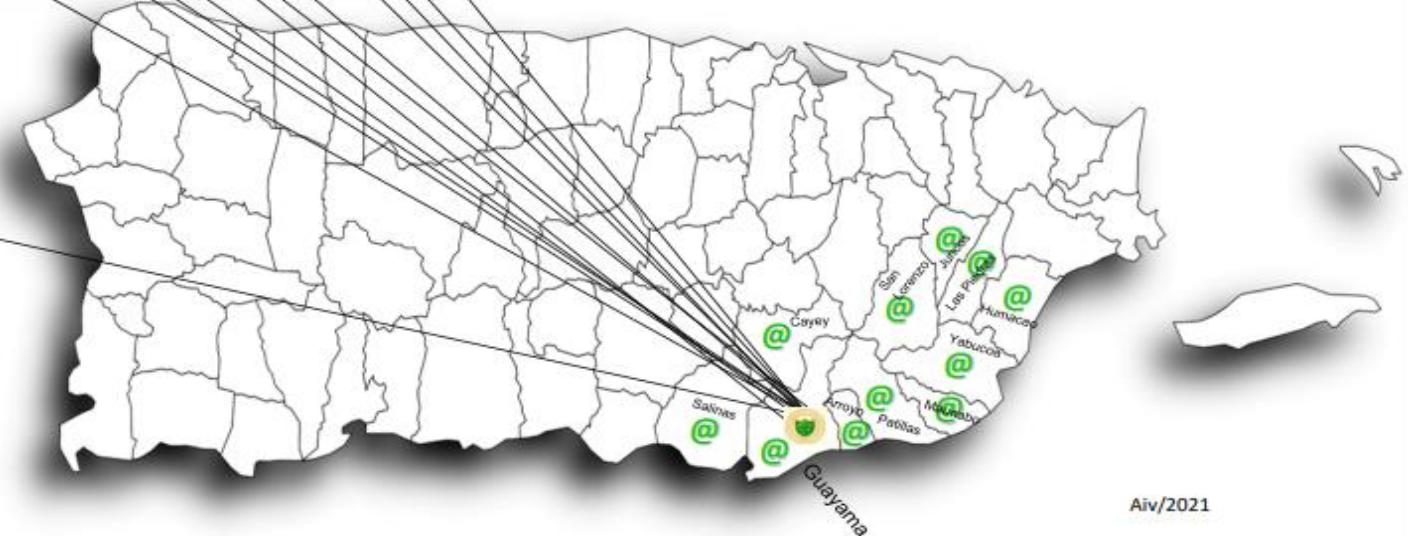
**Appendix C.**  
**National & International Students**  
**Served By Guayama Campus**

**Estados Unidos**



**Puerto Rico**

**Panamá**



Source: Enrollment Management Office  
(2021)

Aiv/2021

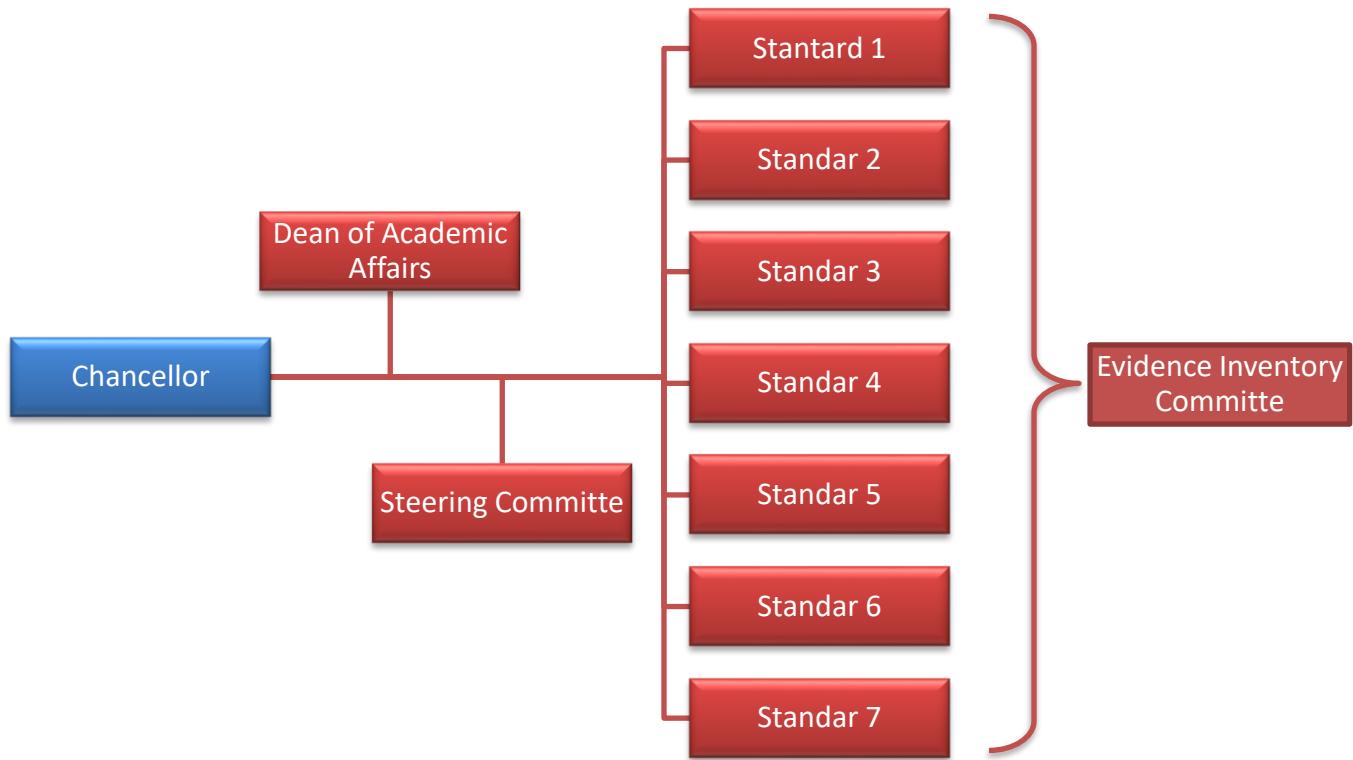
## Appendix D

### IAUPR-GC Priorities Survey Results

Priorities	Faculty and Non-Teaching Personnel (Adm.)	Percentage	Students	Percentage
1. Academic Offerings, Accreditation, and Internationalization	54	56	219	53.9
2. Comprehensive Student Development	28	29	86	21.2
3. Social Responsibility and ethical democratic, and Christian Ecumenical Values	4	4.2	62	15.3
4. Management and Administrative Processes	6	6.3	27	6.7
5. Infrastructure	4	4.2	12	3.0
<b>Total</b>	<b>96/213 = 45%</b>	<b>100%</b>	<b>406/1630 = 25%</b>	<b>100%</b>

## Appendix E

### Organizational Structure of the Steering Committee and Working Groups



## **Appendix F**

### **Organization for the Working Group Report**

#### **I. Overview of Working Group's Charge**

A brief description of the Standards and Priorities assigned to the Working Group and their Alignment with one another and the institution's mission.

#### **II. Description of Lines of Inquiry**

Overview of the lines of inquiry addressed by the Working Groups and how these enable the Working Group to fulfill its charge and the institution's self-study outcomes.

#### **III. Collaboration, Connections and Evidence Inventory Approach**

Overview of the Working Group's collaborations with those refining the Evidence Inventory and, where applicable, Verification of Compliance process, and a list of documentation to be included in the Evidence Inventory. In addition, a description of collaborative discussions with members of other working Groups and, where needed, strategies for avoiding undue duplication.

#### **IV. Assessment Information Utilized**

Description (or listing) of assessment information utilized to conduct analyses consistent with the lines of inquiry.

#### **V. Analytical Report**

Description (or Listing) of assessment information utilized to conduct analyses consistent with the lines of inquiry.

#### **VI. Areas of Strength**

Based on analytical report, evidence-based areas of strength consistent with the Working Group's charge and assigned Standards and Priorities.

#### **VII. Opportunities for improvement and innovation**

Based on analytical report, evidence-based opportunities for improvement and innovation consistent with the Working Group's charge and assigned Standards and Priorities.

#### **VIII. Initial Strategies on Continuous Quality Improvement**

Suggested Institutional strategies for improvement.