

SELF-STUDY REPORT

2000-2005



University of Puerto Rico
at Aguadilla
Self-Study Steering Committee

March 3, 2006

EXECUTIVE SUMMARY

This Self-Study Report is submitted by the University of Puerto Rico at Aguadilla (UPR-Aguadilla) to the Puerto Rico Council of Higher Education (PRCHE), as part of the requirements to obtain a License Renovation to operate as an institution of higher education in Puerto Rico, for the years 2006 to 2011. The report covers the five-year period between 2000 and 2005. In conjunction with an on-campus visit scheduled for April 23-26, 2006, the Report will be the basis upon which an evaluation team appointed by the PRCHE will sustain its recommendations pertaining to the License Renovation. The assessment for this report has served the equally important purpose of giving us new insights into our strengths and weaknesses in the context of the new educational imperatives that rise from the ever changing knowledge-society we now live in.

Background Information

The University of Puerto Rico (UPR) is a public-supported higher education system serving some 70,000 students. The system is comprised of three major campuses and eight 4-year university colleges distributed throughout the Island, one of which is the University of Puerto Rico at Aguadilla (UPR-Aguadilla).

The mission of the UPR-Aguadilla is:

To provide educational alternatives, within the arts, sciences and technologies that respond to the economic, social, and cultural needs of Puerto Rico, particularly those of the northwestern part of the island. Academic options include programs at the baccalaureate and associate degree levels, professional certificates, and credit and non-credit courses for professional and technical development or personal growth.

Presently, the UPR-Aguadilla has 3,231 students (2,931 FTE). Most are seeking a degree. They may fulfill this objective by completing one of the seven bachelor's or four associate degree programs offered at UPR-Aguadilla, or by completing transfer requirements and completing their desired degree in another institution.

SUPPORTING DATA

Some relevant institutional data are already included in the text. However, the interested reader may refer to the Factbook 2004-2005 or the 2005-06 data supplement for more detailed statistics on institutional outcomes. The UPR-Aguadilla General Catalog (2005-2007) should also be referenced for details on student services and policies and program descriptions. Besides this report, the PRCHE evaluation team will be provided with additional institutional data and documents to show full compliance with its license requirements. Most documents will be located in a General File available to the PRCHE team in a working room separated for the group during its visit.

METHODOLOGY

On October, 2004 a Self-Study Steering Committee was appointed by the Chancellor, Prof. Pablo Rodríguez. The Committee included adequate representation of all college constituents: Administration, faculty, non-faculty, and students. Once completed, the first draft of the report was put online and discussed with significant participation of all interested parties. Recommendations for improvement were taken into account when editing the draft to produce the final version. It too has been widely publicized and placed online (www.cetem.upr.edu).

RESPONSE TO RECOMMENDATIONS

During its previous evaluations, the PRCHE required physical improvements to eliminate some architectural barriers detected during an inspection visit, better external lighting, and additional parking spaces. They also solicited a plan to establish more computer labs to increase academic computing resources. On the other hand, the Middle States Association of Colleges and Schools (MSA) required special attention to enhancing learning assessment.

Actions Taken

Physical improvements

Corresponding to PRCHE recommendations, in the past years physical improvements included the elimination of architectural barriers, enhanced campus lighting, more electrical capacity, and additional paved parking spaces. Recently, legal requirements at the state level have been approved to explicitly recognize or enhance the rights of handicapped individuals. Correspondingly, since last year a College Committee (*Committee on Law 51*) was asked to evaluate our current status to ensure, among other things, that the physically handicapped have unencumbered access to facilities and to design a plan for corrective actions, where required. The UPR-Aguadilla will respond affirmatively to the recommendations put forth by this Committee. More information pertaining to physical resources is presented in Chapter 5. Comments related to the Capital Improvement plan are presented in Chapter 6.

Advancements in providing computers for academic use have been substantial. Between years 2000 and 2005, an estimated \$945,942 was invested in the acquisition of computers and other IT equipment and software. This figure does not include recent purchases—totaling over \$200,000—of equipment not yet received. For a thorough explanation of these matters see the section on Information Technology Resources in Chapter 5. See also, Appendix 2.

Learning Assessment

In response to MSA's recommendations, the UPR-Aguadilla reorganized its Academic Assessment Committee, reconceptualized its assessment strategies placing emphasis on classroom projects, developed several assessment rubrics as tools for the faculty, and has been providing direct training and assistance to stimulate class-based projects. As a result, almost all departments have initiated learning assessment projects.

As a means to promote the presentation of assessment results as well as to guide academic decisions for improvement, a *Department Assessment Conference* was initiated in 2004-05 and will continue to be celebrated each semester. Also, the Academic Assessment Committee has established an assessment website for UPR-Aguadilla (<http://cetemhost.uprag.edu/prof/avaluo>). It is still in a developmental stage.

A five-year revision cycle has been continued for every program. The new policy is to improve programs to the level of obtaining external accreditation, when that option is available.

The details on learning and institutional assessment are presented in Chapter 6. Also, the special reports submitted to the MSA will be included in the General File prepared for the PRCHE Team.

CONTENT REVIEW OF REPORT

Following is a brief highlight of the contents and conclusions of each chapter, seven in all.

Chapter 1 - Introduction

This chapter explains the purpose of the report. It also includes a brief summary of actions taken in response to recommendations received from the PRCHE and the Middle States Association of Colleges and Schools (MSA). Finally, it covers the methodology followed to complete the self-study and the contents of each of the chapters.

Conclusions

This chapter is mostly descriptive to familiarize the reader with the methodology followed to complete the self-study and to explain what is to follow in the report. The methodology guaranteed a good degree of participation of all college constituencies. Major recommendations from the PRCHE and MSA are referenced and corresponding actions taken by the UPR-Aguadilla are described. As summarized above, all major recommendations were successfully addressed.

Chapter 2 - Institutional Overview

In chapter 2 the reader is introduced to the University of Puerto Rico system, in general, and the University of Puerto Rico at Aguadilla, in particular. Information with respect to mission, goals leadership and governance is presented. A list of programs offered is included and an important distinction between general and articulated transfers is made. The chapter ends with some basic references to institutional integrity.

Conclusions

Among other topics, the contents of this chapter address institutional items referenced in articles 51.2, 51.4 (a), 51.8 (a, i, l) of the PRCHE Bylaws.

UPR-Aguadilla's administrative organization is similar to those of most complex university systems in Puerto Rico and the United States. Its system structures, bylaws and regulations are designed to provide proper attention to academic programs and activities, student services and support, and adequate administrative processes.

Its leadership is well-prepared, dedicated to ensuring high quality programs and services, and focused on the improvement of the campus in all dimensions relevant to its mission. The professional experience and credentials of all academic and administrative executives are commensurate with their responsibilities as defined in their job descriptions.

The college operates in agreement to all relevant laws, bylaws, policies, and regulations conducive to ensure the highest institutional integrity in its relationships to its students and other constituents from the internal and external community that it serves. All bylaws, policies, norms and regulations are appropriately publicized and distributed.

The General Catalog, Student Manual, and student-related documents include most of the information of relevance to students.

Chapter 3 - Students and Student Services

A general profile of the students at UPR-Aguadilla is presented, accompanied with statistical information related to enrollment. Included also is a description of the basic student services provided.

Conclusions

Among other topics, the contents of this chapter address institutional items referenced in articles 51.4f and 51.8 of the PRCHE Bylaws.

A typical UPR-Aguadilla student is most likely to be female (64%), unmarried, between 17 and 24 years old, enrolled in a bachelor's degree program, in need of economic assistance, a first generation university student from the northwestern region of Puerto Rico, and an everyday commuter to the college.

Total enrollment had been slowly increasing, reaching 3,161 FTE in 2003-04. It began a downturn, starting in 2004-05 (3,100 FTE), reaching its present level at 2,931 FTE. Since new student admissions have not declined, and graduation rates and academic suspensions have not changed appreciably, total enrollment reduction seems to signal a problem with retention. Retention will receive special attention in the following years.

UPR-Aguadilla offers an array of student services including orientations to prospective students and assistance during the admission process; academic guidance, professional counseling, and instructional support for currently enrolled students; assistance and orientation for internships or international exchanges; and providing information related to job-placement and graduate studies for graduates. The principal goals of these services are to facilitate student processes through effective and efficient procedures and, more importantly, to contribute to their academic, social, and personal development.

Chapter 4 – Faculty and Programs

This chapter gives general information related to academic affairs. It provides a brief profile of the faculty, in general, and the faculty by departments. Also, some critical program outcomes are highlighted. The chapter includes a brief introduction to the academic departments, their main objectives, the programs they offer, and some insights into their activities and plans for the immediate future. The Division of Continuing Education and Professional Studies, the Honors Program, and some other academic points of particular interest are also covered.

Conclusions

Among other topics, the contents of this chapter address institutional items referenced in articles 51.4, 51.5, and 53 (e) of the PRCHE Bylaws.

In the fall of 2005 there were 150 full-time faculty members and 16 part-time. Of the full-time group, 138 were teaching faculty, 7 were librarians, and 5 were professional counselors. They are academically well prepared—holding either doctorates or master degrees—well balanced in terms of discipline, and committed. The faculty has a good mix of senior and junior members and is infused with varied perspectives, coming from different disciplines related to the liberal arts, the sciences and technical areas. Most faculty members are highly identified with the college and turnover mostly results from retirement or transfer within the UPR system.

The selection process is based on merit. All faculty members hold at least one masters degree in an area related to their teaching responsibilities. Some have additional graduate preparation, including other masters or a doctorate. The recently adopted policy is to require the doctorate as a minimum requirement. In absence of available candidates, those hired with masters are required to complete or initiate doctoral studies no later than two years after hire.

Following general guidelines established in the UPR General Bylaws and more specific criteria established by the Faculty Personnel Committee, promotions and tenure are also subject to

merit and peer evaluation. Development is ensured through institutional support. Most faculty leaves are approved for the purpose of advanced degree studies. In 2004-05, faculty leaves amounted to \$273,462. Some funds are also assigned for non-credit training such as workshops, symposia, and conferences.

The UPR bylaws guarantees faculty participation in all major areas of academic affairs and institutional governance: The hiring of new faculty; evaluation for tenure and promotion; program creation, assessment and revision; learning assessment; and policy formulation through membership in deliberating bodies (Senate, Administrative Board, university Board).

The regular teaching workload of a full-time faculty member is 12 credits per semester. Under current regulations, extra credit assignments may be approved, as needed, and are paid as extra compensation. Summer courses are compensated at the rate of 1.5 the regular monthly salary, for a three credit course. The average course load per full-time professor in the fall of 2004 was 15.7 credits whereas five years ago it was 18.

The overall quality of a program results from a combination of multiple factors: Adequacy of program descriptions and related information, admission requirements, objectives and curriculum design, instructional methods and student evaluation, the academic support system, assigned resources, and program administration. The report shows that UPR-Aguadilla integrates these factors to produce programs that serve the educational needs of its students and are in conformance to the quality standards agreed upon by the academic community.

Curriculum balance between specialization, general education, and electives is critically important, especially at the bachelor's degree level. An analysis of course distributions of all programs shows that the curriculum design assures adequate balance between these three components.

As described in the academic departments' sections, all departments complement their teaching with a set of related educational activities that enrich the overall educational experience. Most bachelor's degree programs require some type of work-related practice in external organizations. In these cases, agreements between the UPR-Aguadilla and the sponsoring institution are in effect. Generally, these agreements are not formal contracts but they are designed to ensure that the educational experience is in accord to program objectives. Duration of practice, student evaluation, and student security issues are also discussed with the sponsors.

Chapter 5 - Institutional Resources

Chapter 5 provides information related to human resources; the general distribution of land and physical resources; academic support resources such as the library, information technology, and instructional equipment; and financial resources.

Conclusions

Among other topics, the contents of this chapter address institutional items referenced in articles 51.1, 51.3, 51.6, 51.7, and 58 (1) of the PRCHE Bylaws.

The analysis shows that over the past five years operational funds have increased but not at the same rate as inflation. External funds account for less than 10% of general expenses. Very little has been assigned for new Capital Improvement projects. Nevertheless, through strict financial management the UPR-Aguadilla has managed to uphold quality requirements by providing adequate resources to support its programs and services.

Information Technology is an area that has received special attention. Over the past ten years, UPR-Aguadilla has been investing heavily on its network infrastructure and acquiring computer and IT related equipment for administrative and educational use at a significant rate. The total estimated amount invested in IT equipment since the year 2000 is \$1,629,973 (\$945,942 for academic use and \$684,032 for administrative use). In addition to that, a recent disbursement of over \$200,000 was

made to purchase more IT equipment for academic use. On the other hand, equipment to improve both the optical fiber and wireless networks will soon be purchased thanks to a special assignment of \$90,978 provided by the UPR Central Administration as part of its institutional effort to improve IT capabilities within the UPR.

All educational laboratories in the institution are adequately equipped to satisfy program objectives. Laboratory rules are in effect to guarantee safe management and use of equipment and to follow proper security and safety procedures, when required.

Excluding expenses for computers and other IT related equipment and software, in the past five years UPR-Aguadilla has invested an estimated \$1,662,084 for the purchase of equipment and supplies to support its academic programs. About four fifths of this is for equipment; the rest for supplies.

Chapter 6 – Institutional Advancement

In Chapter 6 the planning process is explained. The highlights of an implementation assessment report in relation to the present strategic plan are also presented. The chapter describes advances on learning and institutional assessment and emphasizes two initiatives of special importance: The Accreditation Initiative and the IT Initiative. Also included are 5-years projections both for enrollment and for financial resources. Among other topics, the contents of this chapter address institutional items referenced in article 58d of the PRCHE Bylaws.

Conclusions

Among other topics, the contents of this chapter address institutional items referenced in articles 51.3, 58 (d,1), and 58 (e) of the PRCHE Bylaws.

In 1995 a five-year strategic planning cycle was initiated producing our first strategic plan: *Strategic Plan: 1995-2000*. In the year 2000 another strategic planning cycle resulted in the *Strategic*

Plan: 2000-2005. We are now in the third cycle. The *Strategic Plan: 2006-2011* is under development. All major constituents of the UPR-Aguadilla participate in the process. Input is obtained through committee participation, surveys, and direct consultation with interested parties. The process is coordinated by the Self-Study Steering Committee. The plan is scheduled for completion by the end of May 2006.

The Accreditation Initiative and the IT Initiative are two long-range efforts that are having a significant impact on institutional advancement. Through the Accreditation Initiative, program assessment and revision is emphasized by establishing the goal of obtaining external professional accreditation or validation for all programs and services for which such options are available. This process has already begun to have positive impact on our Education programs, and on our library and professional counseling services. Efforts to accredit the Business Administration program are still in an early stage. Other details related to assessment in general have already been summarized in the initial part of this Executive Summary.

The IT Initiative has focused both on improving the computing infrastructure as well as on developing effective IT skills on the part of faculty and students. To these ends, the Multimedia Educational Technology Center (MET-Center) was established in 2001 and funded under the Title V Strengthening Hispanic Institutions Program. Under this federal program, the UPR-Aguadilla landed a \$2,014,116 grant which was dedicated in its entirety to infuse IT technology into the teaching/learning process. The UPR-Aguadilla is committed to institutionalize the MET-Center as the federal funds that sustain it are depleted. Funds for this purpose have already been approved by the Central Administration, Budget Office.

In the context of slow economic growth, we are conservatively projecting an annual increase of 5% in the operating budget, which is now \$21,368,426. Presently we have 3,231 students (2,931

FTE). The goal for enrollment is not to exceed 3,100 FTE for the following three years. Afterwards, a slight increase would be acceptable subject to availability of funds.

At present external funds are below 10% of the overall operational expenses. The Self-Study shows the need for management to approach the matter of seeking external funds in a more aggressive and effective manner.

There is a need to overhaul the campus with a significant infusion of Capital Improvement funds to complete a series of new constructions combined with overall redesigns of existing facilities. This is not to be construed to mean that at present the facilities of the UPR-Aguadilla are not well equipped to meet its academic responsibilities. They are. The vision, however, is to improve to a degree that will put the institution in the concert of well-advanced 21st century university colleges.

Chapter 7 - Moving Forward

This chapter focuses on the future. It pinpoints the critical development factors to be addressed in the Strategic Plan 2006-2011.

Conclusions

The new *Strategic Plan 2006-2011* is under preparation. It is scheduled to be completed by May 2006. Nevertheless, some goals have already been identified as critically important:

1. To respond to the social, cultural, and economic needs of Puerto Rico, particularly the northwestern region, through innovative, and relevant educational programs, considering both degree-granting and non-degree-granting alternatives.
2. To improve the teaching-learning outcomes through multiple strategies, and effective student support and counseling services.
3. To continue to effectively integrate the new Information Technologies into the teaching-learning process.
4. To increase faculty activities in research and scholarship and involve students as part of their formal development.

5. To increase external resources and net continuing education service revenues to no less than 30% of the total budget.
6. To improve processes through the use of effective computer-based systems and student services through user friendly web-based alternatives.
7. To expand and improve the physical facilities and outdoor environment.
8. To maintain a positive and collaborative relationship between the institution and the external community.

Limitations notwithstanding, the quality of our programs has not diminished even while the difficulty to sustain that quality did increase. Higher revenues coming from the recent tuition hikes, coupled with a more aggressive approach towards fund raising, should provide the UPR—including the Aguadilla campus—with the funds it requires to advance. The goals set forth for the following five years will be our roadmap to continued success.

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Chapter 1

INTRODUCTION

PURPOSE OF THE REPORT

This Self-Study Report is submitted by the University of Puerto Rico at Aguadilla (UPR-Aguadilla) to the Puerto Rico Council of Higher Education (PRCHE), as part of the requirements to obtain a License Renovation to operate as an institution of higher education in Puerto Rico, for the years 2006 to 2011. The report covers the five-year period between 2000 and 2005. In conjunction with an on-campus visit scheduled for April 23-26, 2006, the Report will be the basis upon which an evaluation team appointed by the PRCHE will sustain its recommendations pertaining to the License Renovation.

The preparation of the Self-Study Report involved significant participation from a varied group of UPR-Aguadilla constituents. Aside from the objective of providing comprehensive information for licensing purposes, the assessment for this report has served the equally important purpose of giving us new insights into our strengths and weaknesses in the context of the new educational imperatives that rise from the ever changing knowledge-society we now live in. As a result, our strategic goals for the years 2000-01 to 2005-06 are now being revised. The resulting Plan—scheduled for completion by May 2006—will soon be a guiding document for our next development period: 2006-07 to 2011-12.

CONTENT REVIEW OF REPORT

The report is divided into seven chapters and three appendices. For a quick review of the content of each chapter and corresponding conclusions the reader is referred to the Executive Summary (Preface starting on page i).

The appendices cover complementary information.

- Appendix 1 – The Steering Committee
- Appendix 2 - Academic Computing Resources
- Appendix 3 - Administrative Positions

RESPONSE TO PREVIOUS RECOMMENDATIONS

Among other purposes, this self-study should serve as a lens through which an external evaluator from the PRCHE or the Middle States Association of Colleges and Schools (MSA) may view the degree to which UPR-Aguadilla has responded affirmatively and effectively to recommendations stemming from their respective assessment processes. Details will be covered in the remaining chapters, but at this point a brief presentation of these recommendations and our institutional response is in order.

PRCHE Recommendations

In an executive meeting on March 19, 2002, the PRCHE found UPR-Aguadilla in compliance with all license requirements relative to financial capacity, academic sufficiency and programs, faculty experience and credentials, and library resources. However, it also noted that several physical improvements were required to fully comply with the American Disability Act (ADA), as well as to improve campus lighting and parking facilities.

The PRCHE also solicited show of progress towards the establishment of several computer laboratories that were to be established as part of the institution's strategy to strengthen its Information Technology support structure for academic use.

Actions Taken

Physical Improvements

Corresponding to PRCHE recommendations, in the past years physical improvements included the elimination of architectural barriers, enhanced campus lighting, more electrical capacity, and additional paved parking spaces. Recently, legal requirements at the state level have been approved to explicitly recognize or enhance the rights of handicapped individuals. Correspondingly, since last year a College Committee (*Committee on Law 51*) was asked to evaluate our current status to ensure, among other things, that the physically handicapped have unencumbered access to facilities and to design a plan for corrective actions, where required. The UPR-Aguadilla will respond affirmatively to the recommendations put forth by this Committee. More information pertaining to physical resources is presented in Chapter 5. Comments related to the Capital Improvement plan are presented in Chapter 6.

Computer Resources

Advancements in providing computers for academic use have been substantial. Between years 2000 and 2005, an estimated \$945,942 was invested in the acquisition of computers and other IT equipment and software. This figure does not include recent purchases—totaling over \$200,000—of equipment not yet received. Another indicator demonstrating significant improvement in this area is the ratio of students to computers. For UPR-Aguadilla, this ratio fell from 14 in the year 2000 to 9 in 2005. For a thorough explanation of these matters see the section on Information Technology Resources in Chapter 5. See also, Appendix 2.

MSA Recommendations

Presently, The Middle States Association of Colleges and Schools (MSA) clearly differentiates between a recommendation and a suggestion. A recommendation is something that an

institution is required to address in an effective manner in order to maintain accreditation status, whereas a suggestion is highly desirable but not forcefully required.

At the time of UPR-Aguadilla's last evaluation visit these rules were not in effect. Therefore, in the Evaluation Team Report of October 2000, no clear distinctions were made between these two terms. Nevertheless, while granting UPR-Aguadilla a *Reaffirmation of Accreditation*, the MSA Commission on Higher Education solicited improvement on learning assessment implementation and solicited one followup report and a subsequent complementary report on the matter. Therefore, this was clearly meant to be a recommendation.

Actions Taken

The UPR-Aguadilla reconstituted its Academic Assessment Committee , reconceptualized its assessment strategies placing emphasis on classroom projects, developed several assessment rubrics as tools for the Faculty, and has been providing direct training and assistance to stimulate class-based projects. As a result, almost all departments have initiated learning assessment projects. Some are in the second year of this effort.

As a means to promote the presentation of assessment results as well as to guide academic decisions for improvement, a *Department Assessment Conference* was initiated in 2004-05 and will continue to be celebrated each semester. During the *Department Assessment Conference*, faculty members have the opportunity to report the results of their assessment activities, sharing insights on what was learned, what questions still remain unanswered, what new questions arise, and what actions seem appropriate to induce improvement. The concept of the conference will soon be extended by celebrating a campus-wide *Annual Assessment Conference*. Here, the faculty will be able to discuss their projects and findings to a wider audience.

A five-year revision cycle has been continued for every program. The new policy is to improve programs to the level of obtaining external accreditation, when that option is available. Also, during revision, our strategy explicitly includes adding capstone courses, courses that prepare students for licensure exams or courses that comply with several accreditation criteria of external professional accrediting institutions, whether or not professional accreditation is sought.

The Academic Assessment Committee has established an assessment website for UPR-Aguadilla (<http://cetemhost.uprag.edu/prof/avaluo>). Although still in developmental stage, the site is expected to become a virtual center of assessment where one may discuss projects, report findings, and find assessment related materials (models of assessment plans, professional improvement opportunities, theoretical discussions, assessment techniques, implementation strategies, ...)

The details on learning and institutional assessment are presented in Chapter 6. Also, the special reports submitted to the MSA will be included in the General File prepared for the PRCHE Team.

SUPPORTING DATA

Some relevant institutional data are already included in the text. However, the interested reader may refer to the Factbook 2004-2005 or the 2005-06 data supplement for more detailed statistics on institutional outcomes. The UPR-Aguadilla General Catalog (2005-2007) should also be referenced for details on student services and policies and program descriptions. Besides this report, the PRCHE evaluation team will be provided with additional institutional data and documents to show full compliance with its license requirements. Most documents will be located in a General File available to the PRCHE team in a working room separated for the group during its visit.

METHODOLOGY

On October, 2004 a Self-Study Steering Committee was appointed by the Chancellor, Prof. Pablo Rodríguez. The Committee included adequate representation of all college constituents: Administration, faculty, non-faculty, and students.

The Steering Committee was charged with the responsibility of approving the Self-Study Plan, overseeing the workgroups assigned for each major self-study area, analyzing and integrating the principal findings of the workgroups, and approving the Self-Study Report. Following the Report and based on its finding, the Committee was also charged with the preparation of a Strategic Plan for the years 2006 – 2011. The Plan is scheduled for completion by May 2006.

In the first Steering Committee meeting, the goals of the committee were discussed, information related to the Middle States Association of Colleges and Schools' (MSA) accreditation requirements was presented, and related materials for further reading and discussion were distributed. Further on, the requirements for licensing under the PRCHE Bylaws were discussed. Thus, the importance of the Self-Study was clearly stated, as it was to be the basis for both, accreditation and relicensing.

The following major self-study areas were identified. Although some were assigned to specific individuals, most were addressed through workgroups¹:

- Academic Affairs
- Outcomes Assessment, emphasis on learning (Standing Committee)
- Library and Development of Information Skills
- Information Technology (Standing Committee)

¹ Some regular institutional committees were already in place at the time of the Self-Study. It was agreed that these standing committees should not be duplicated; rather, their results were incorporated into the Self-Study findings.

- Financial Resources
- Strategic Planning and Resource Allocations (Full Self-Study Committee)
- Student Affairs
- Physical Facilities (Director of Office of Physical Resources, and Coordinator of Occupational Safety and Health Affairs)
- Catalog (Dean of Academic Affairs)
- Report Writing (Chair of Self-Study Steering Committee)

Each workgroup or individual received a written charge as well as deadlines. Most workgroups were chaired by a member of the Steering Committee and included faculty and non-faculty personnel. The Deans of Academic Affairs, Administrative Affairs, and Student Affairs were designated as facilitators to help each workgroup or assigned individuals to carry out their missions as swiftly as possible.

Besides the formal representation of the students in the Steering Committee and the Student Affairs workgroup, their input was obtained through several focus group discussions, each chaired by eight individual faculty members during one of their class periods.

The Office for Planning and Institutional Research (OPIR) acted as a general center of information and was also charged with preparing the Implementation Assessment Report on the Strategic Plan, 2000-2005.

The information gathered by the workgroups, as well as other available data, was integrated into this Self-Study Report by the Steering Committee chairperson. The first draft was announced to all major college constituencies and placed in the institution's website (www.uprag.edu and www.cetem.upr.edu) to facilitate general access to the document. The department chairs and office directors were asked to review the document with their unit members and to collect their views and

recommendations for improvement. These were to be channeled through the Deans or, alternatively, sent directly to the Steering Committee chairperson. The draft was also sent to the Office of Academic Affairs at the Central Administration of the University of Puerto Rico.

In a Self-Study Steering Committee meeting on February 28, 2006, recommendations for change and improvement were discussed and approved, and later incorporated into the final version of the report.

Recommendations from the Office of Academic Affairs of the Central Administration were also taken into account. The final report was unanimously approved, granting the chairperson the freedom to make any last minute minor modifications, if necessary.

Conclusions

This chapter is mostly descriptive to familiarize the reader with the methodology followed to complete the self-study and to explain what is to follow in the report. The methodology guaranteed a good degree of participation of all college constituencies. Major recommendations from the PRCHE and MSA are referenced and corresponding actions taken by the UPR-Aguadilla are described.

The PRCHE found UPR-Aguadilla in substantial compliance with most of its licensing requirements. However, it solicited attention to required physical improvements to fully comply with the American Disability Act (ADA), as well as to improve campus lighting and parking facilities. The PRCHE also solicited show of progress towards the establishment of several computer laboratories that were to be established as part of the institution's strategy to strengthen its Information Technology support structure for academic use.

The Major areas of concern of the MSA were centered on learning assessment. It solicited one followup report and a subsequent complementary report on the matter to show progress.

As indicated in the chapter, all major recommendations were successfully addressed. However, because of their ongoing importance they will continue to be high priority items in the *Strategic Plan 2006-2011*.

Chapter 2

INSTITUTIONAL OVERVIEW

THE UNIVERSITY OF PUERTO RICO SYSTEM

The University of Puerto Rico (UPR) is a public-supported higher education system serving some 70,000 students. It has three major campuses: a comprehensive university at Río Piedras, a Medical Sciences Campus, also at Río Piedras, and a Land Grant institution focusing on engineering and agricultural sciences at Mayagüez. Also within the system are eight 4-year university colleges distributed throughout the Island, one of which is the University of Puerto Rico at Aguadilla (UPR-Aguadilla).

Administration and Governance

The governing board for the University of Puerto Rico is the **Board of Trustees**. The Board has thirteen members, ten appointed for six-year terms by the governor with the advice and consent of the Senate of Puerto Rico. The other three are two faculty representatives and one student representative selected by their corresponding constituencies among those on the University Board, for one year terms. The Board of Trustees formulates policy for the University system in general and oversees its development. It establishes the bylaws and other regulations applying to the University as a whole, approves the annual budgets of the different campuses, and –after a process of public hearings and other means of consultation with the university and outside community– appoints the President and the Chancellors, and approves the nominations of Deans made by the Chancellors of the various campuses. Such nominations are channeled through the President, who may also add his recommendations.

The President of the University, as its chief executive officer, directs the system, coordinates and supervises all the activity of the university, serves as its official representative, and promotes its development. He works closely with the Board of Trustees as well as with all other administrative boards in the system. He presides over the University Board, his principal advisory body. Taking into account the individual budget petitions by the Chancellors of the autonomous units, the President puts together a general budget proposal for the consideration and approval of the Board of Trustees. Finally, the President organizes and supervises the work of the executive offices of the University's Central Administration located in Río Piedras, which includes the vice presidencies for Academic Affairs and for Research and Technology, and the offices for Finance, Planning and Development, Administrative Services, Human Resources, and Legal Affairs.

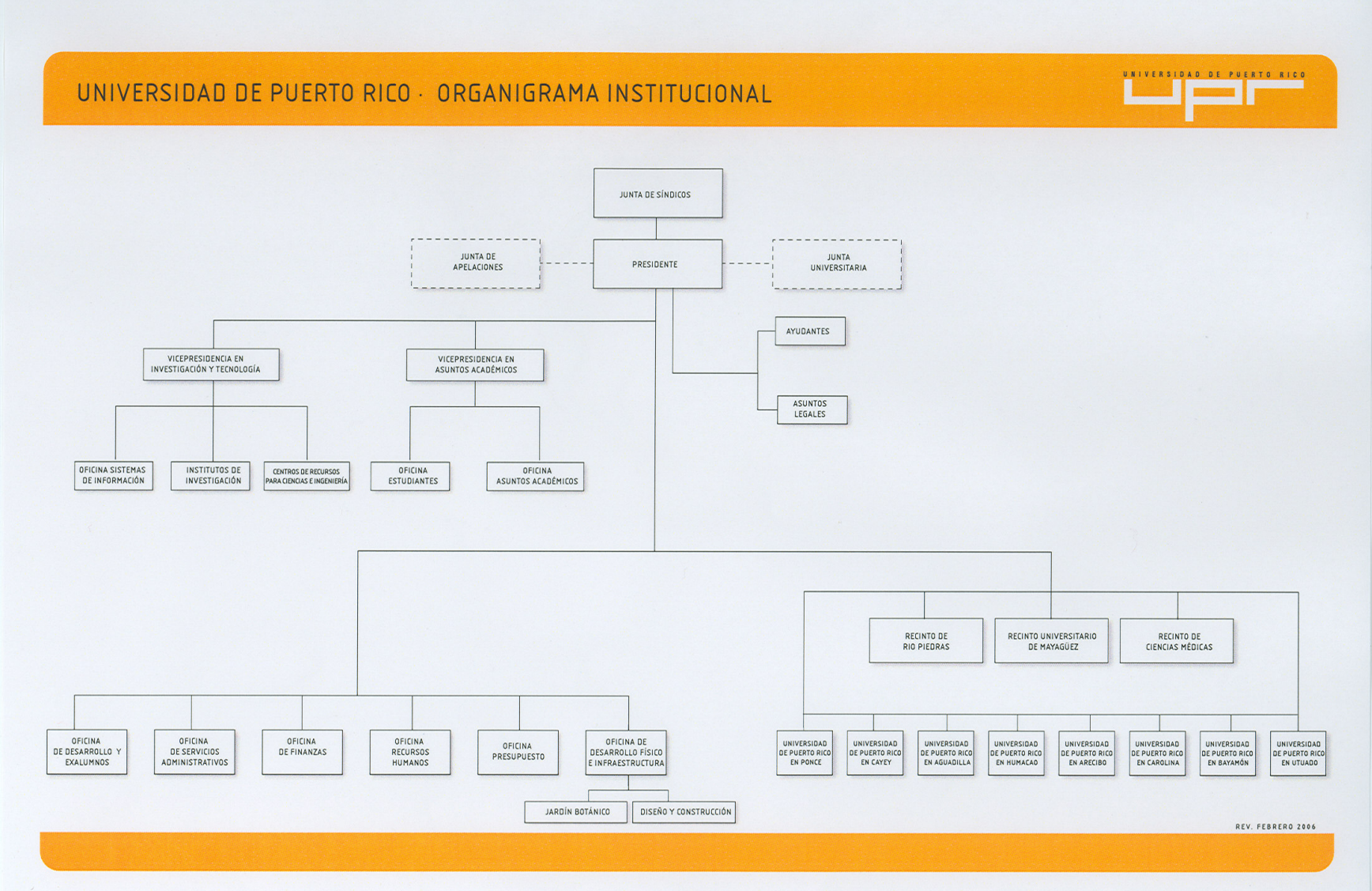
The University Board advises and assists the President in policy formulation for the system. The Board is composed of the Chancellors of the system, one elected faculty representative from each Academic Senate, one student representative elected by the students from each of the eleven autonomous campuses, the Director of Finance, and three additional officials appointed by the President. The University Board gives preliminary approval to academic programs, the general bylaws, and the annual budget proposals. These are submitted to the Board of Trustees for final consideration and approval. It also serves as appellate body for decisions made by the Administrative Board on promotion, tenure and leaves, affecting faculty members.

Each one of the eleven autonomous units of the university system is headed by a Chancellor, which in turn are assisted by a group of Deans, department chairs, and office and program directors.

UPR Organizational Structure

The general organizational structure of the University of Puerto Rico is presented in the next page (Figure 2.1).

Figure 2.1 - University of Puerto Rico Organizational Chart



REV. FEBRERO 2006

THE UPR AT AGUADILLA

Administration and Governance

The Chancellor is the chief executive officer and the nominating authority for the institution. He is assisted by three **Deans** for academic, administrative, and student affairs, and a Director for Planning and Institutional Research. The Chancellor directs, supervises and coordinates the development and work within the institution: planning and development, programs and teaching, finance and budgetary control, student services, and evaluation. He presides over the two bodies which participate in the management of academic and administrative tasks, the Administrative Board and the Academic Senate.

After consultation with the university and general community, the Chancellor nominates the Deans to the Board of Trustees. The nominations are channeled through the President who presents them to the Board with his recommendations. The Chancellor appoints the directors of the offices under his direct supervision. These are the Office of Planning and Institutional Research, the Multimedia Educational Technology Center, the Office of Information Technology, the Budget Office, the Alumni Association Office, and the Student Ombudsperson. Upon recommendation from the corresponding deans, he also appoints the department chairpersons, the office directors, and all other appointments.

Each of the ten academic departments—eight of them offer academic programs and two are service departments—is headed by a **Department Chair or Director**, who teaches two classes (six semester credit-hours) and devotes the rest of his/her time to administrative tasks. The Library/Learning Resources Center and the Division of Continuing Education and Professional Studies are also headed by Directors.

The main deliberating bodies are the Academic Senate and the Administrative Board. The **Academic Senate** is the official forum for the academic community. It is chaired by the Chancellor, and includes an elected faculty member from each academic department, the library, and the Professional Counselors. An at-large faculty member is also elected. The Student Council President, and three additional students are also Senate members. Besides the Chancellor, there are five other *ex officio* members: The President of the UPR, the Deans of Academic, Student, and Administrative Affairs, and the Library Director. The Senate approves proposals for new academic programs and courses as well as program and course revisions. It also establishes faculty evaluation guidelines and norms pertaining to other academic, faculty and student matters.

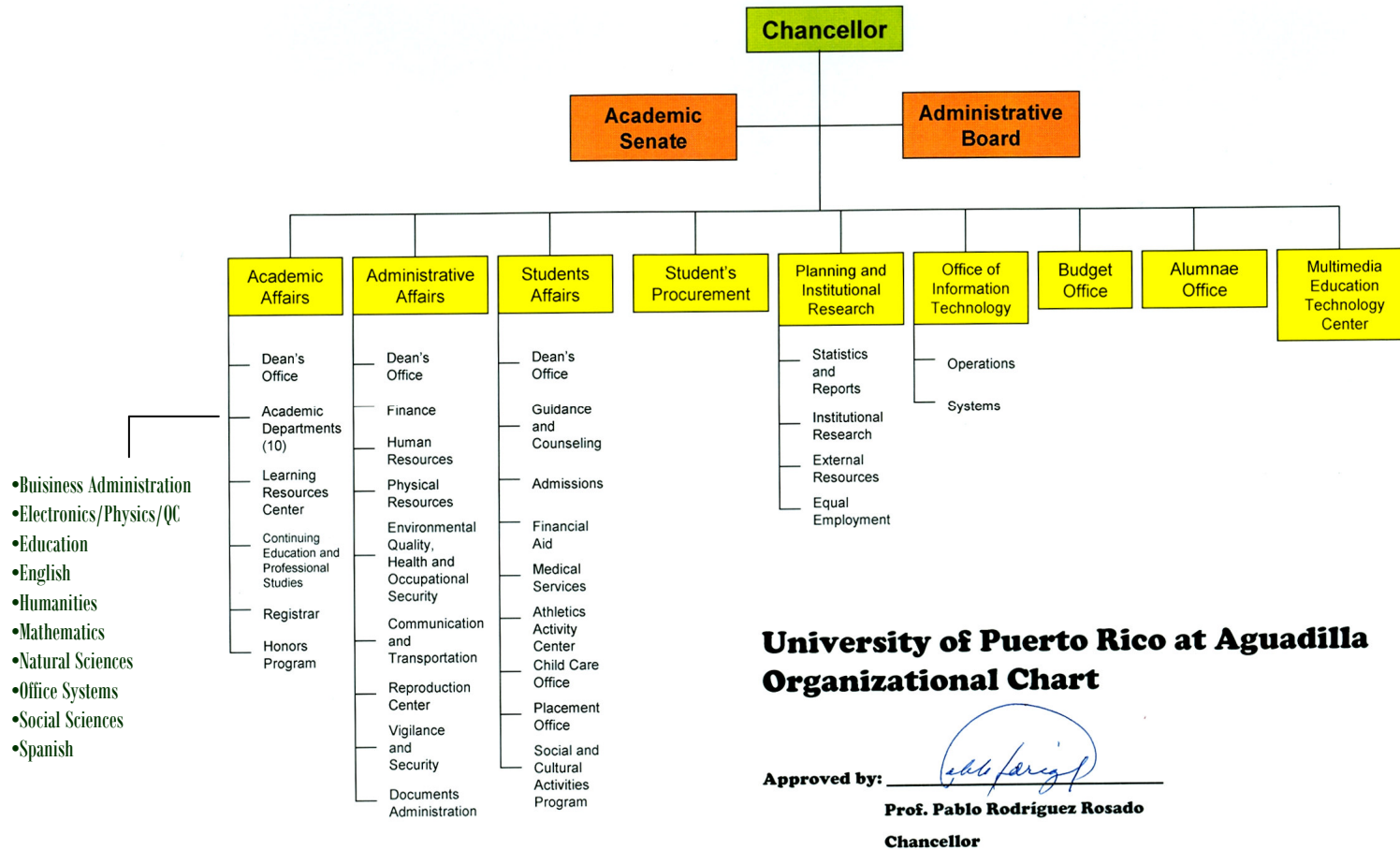
As with the Senate, the Chancellor presides over the **Administrative Board**. This body includes the Chancellor, the Deans, four department chairs appointed by the Chancellor, two faculty senators elected by their peers, and an elected student representative. The Board approves development plans for the institution as well as the budget proposal submitted by the Chancellor. It is the Administrative Board which, working in accordance with provisions in the University By-laws, grants faculty promotions and tenure, leaves of absence, and leaves and economic assistance for studying to faculty and non-faculty personnel.

A number of institutional committees function on a regular basis (e.g., IT-Technology, Library, Academic Achievement, Bids Review) whereas others are created by the Chancellor or the Deans when required for special purposes. Because of its particular duties, the **Faculty Personnel Committee** is one of the most important. It is composed of the Dean of Academic Affairs, an elected representative from each Department Personnel Committee, a representative of the Administrative Board, and three Department Directors appointed by the Dean. This committee makes

recommendations relating to tenure, promotion, leaves of absence, sabbaticals, and financial aid for professional improvement.

Figure 2.2 depicts the organizational structure of the institution.

Figure 2.2 – UPR-Aguadilla Organizational Chart



Selection of Executive Personnel

The executive personnel of the University of Puerto Rico at Aguadilla is academically well-prepared, dedicated to ensuring high quality programs and services, and focused on the improvement of the campus in all dimensions relevant to its mission. Usually all top executives hold faculty rank, although some positions may not require it. The selection process of the chancellor and the deans are regulated in the University of Puerto Rico General Bylaws. These processes establish procedures to allow for the participation of the academic community in the selection process, through consulting committees. The department chairs are appointed by the chancellor after receiving the Academic Dean's recommendations and consulting the department faculty.

The professional experience and credentials of all academic and administrative executives are commensurate with their responsibilities as defined in their job descriptions. Their resume and job requirements are available for inspection by the PRCHE team members.

Philosophy and Goals

The philosophy and main purposes of UPR-Aguadilla are stated in its Strategic Plan 2000-2005. They are summarized as follows:

Mission

The mission of the University of Puerto Rico at Aguadilla is to provide educational alternatives, within the arts, sciences and technologies that respond to the economic, social, and cultural needs of Puerto Rico, particularly those of the Northwestern part of the Island. Academic options include programs at the baccalaureate and associate degree levels, professional certificates, and credit and non-credit courses for professional and technical development or personal growth.

Statement of purpose and values

We are committed to the offering of academic programs that meet stringent criteria of academic excellence. They are geared towards meeting the needs of our principal beneficiaries which are the students and their families, their present or potential employers, and our corporate clients.

The activity of the institution occurs within the dynamics of the new technological global society and the particular characteristics of Puerto Rico. In this context, the educational process is visualized as a human experience that not only provides students with adequate preparation for work, but also with a socio-humanistic background to help them integrate and participate constructively in their communities. The awareness and practice of learning as a life-long experience is also cultivated.

Our mission includes the duty of creating an internal environment conducive to the intellectual, professional, and personal development of all constituents. This implies:

- ~ providing adequate physical facilities for academic and administrative activities;
- ~ providing effective academic support and high quality services to students;
- ~ maintaining a social climate of cordiality, respect, and democratic participation, in accordance to the best styles and traditions of the university culture.

Vision

The University of Puerto Rico at Aguadilla will be a model of excellence for similar institutions both within and outside of Puerto Rico. The institution aspires to be at the vanguard of academic activities, offering innovative programs centered in the needs and interests of the students and relevant to the economic, social, and cultural needs of Puerto Rico, particularly those of the Northwestern region.

UPR-Aguadilla has concluded an assessment of its Strategic Plan, 2000-2005 and is now undergoing the development of the *Strategic Plan 2006-2011*. The process, explained in Chapter 6, includes the revision of the above statements as well as the adoption of new goals and objectives. Nevertheless, it is expected that the existing philosophy and main purposes of UPR-Aguadilla will be reaffirmed, if at all with minor changes.

Strategic Goals

The UPR-Aguadilla goals for 2006-2011 are:

1. To respond to the social, cultural, and economic needs of Puerto Rico, particularly the northwestern region, through innovative, and relevant educational programs, considering both degree-granting and non-degree-granting alternatives.
2. To improve the teaching-learning outcomes through multiple strategies, and effective student support and counseling services.
3. To continue to effectively integrate the new Information Technologies into the teaching-learning process.
4. To increase faculty activities in research and scholarship and involve students as part of their formal development.

5. To increase external resources and net continuing education service revenues to no less than 30% of the total budget.
6. To improve processes through the use of effective computer-based systems and student services through user friendly web-based alternatives.
7. To expand and improve the physical facilities and outdoor environment.
8. To maintain a positive and collaborative relationship between the institution and the external community.

In the past five years the mission of UPR-Aguadilla, the profile of its students, and the generalities of its internal and external environment—save for the economics of the university which has suffered some hardships—have not varied significantly. Hence, not surprisingly, the above goals are similar to those identified in the previous planning period. The specific context differs, however, thus requiring new perspectives and varying emphasis, as reflected in the new objectives. A first draft of the *Strategic Plan 2006-2011* is presented in Chapter 7.

Degree Programs

Most students registered in UPR-Aguadilla are seeking a degree. They may fulfill this objective by completing one of the bachelor's or associate degree programs offered at UPR-Aguadilla or by completing transfer requirements and completing their desired degree in another institution. Present offerings are presented below.

Bachelor's Degrees

- B. S., Biology
(Through appropriate course selections, students may emphasize Biomedics, Bioinformation, Evaluation of Quality, Genetics or General Biology.)
- B. B. A., Business Administration
(Through appropriate course selections, students may major in human resources, accounting, finance, information systems, or marketing.)
- B. A., Elementary Education
- B. A., Education in English with Multimedia Technology
- B. S., Electronics Technology
- B. S., Environmental Technology
- B., Office Systems
- B.S., Quality Control in Manufacturing

Associate Degrees

- Arts²
- Natural Sciences²
- Electronics Technology
- Office Systems

Nature of Transfer Programs

There are two transfer modalities: general (non-articulated) transfers and articulated transfers. General transfers usually require the students to take at least 60 credits in basic courses, with the expectation of being able to complete a bachelor's degree in another institution. The courses are particularly selected to increase the probability of acceptance within one or more campuses of the UPR system. Acceptance, however, is not guaranteed; admission is granted on a competitive basis.

² Both the Associate Degree in Arts and in Natural Sciences are granted to general transfer students who solicit such a degree before leaving the institution, and comply with the requirements set forth in Certification II (1971-1972) issued by the Administration of Regional Colleges Academic Senate. This Certification is under evaluation and will most probably be derogated by the Board of Trustees in the very near future.

Transfers*

- Education, Secondary Schools
- Humanities,
 - General, non-articulated
 - General, articulated with UPR-Río Piedras
 - Radio & TV Communications, articulated with UPR-Arecibo (Two alternatives: the Bachelor's or the Associate Degree programs)
- Natural Sciences
 - General, non articulated
 - Health related, non-articulated (designed for students interested in competing for admission in medical technology or animal health care programs)
- Nursing
 - Articulated with UPR-Mayagüez
- Social Sciences
 - General, non-articulated
 - Several options articulated with UPR-Río Piedras (general, anthropology, cooperative studies, political sciences, economy, geography, sociology)

**** Except otherwise stated, all transfers are to Bachelor's Degree Programs***

Since the general transfer options do not guarantee admittance to a higher degree program within the UPR, in 1997 the Board of Trustees adopted Certification 115 (1996-97) to regulate the offering of articulated transfers. An articulated transfer involves an agreement between two or more UPR units —although private universities may also enter into these agreements with the UPR— whereby one or more colleges admit students to initiate a given bachelor’s degree in their institutions and another allows these students to continue their degree studies in its home-campus. The transfer is assured if the students have satisfactorily completed all requirements set forth in the agreement of articulation. The articulation requirements usually include:

- Admission requirements equal to those of the home campus,
- Approval of a set of specific courses,
- An accumulated minimum GPA.

Although the general transfers still exhibit more student enrollment at most UPR units—including UPR-Aguadilla—the system is moving to phase-out general transfers in favor of the articulated transfers. UPR-Aguadilla has several articulated transfer agreements and is working towards establishing new ones. The following programs are under negotiation, in the initial stages.

- Bachelor’s in Social Sciences, Iberian-American Studies; with UPR-Arecibo
- Bachelor’s in Social Sciences, Forensic Psychology; with UPR-Ponce
- Bachelor’s in Social Sciences, Psychology and Mental Health; with UPR-Ponce
- Bachelor’s in Social Sciences,; with UPR-Mayagüez
- Bachelor’s in Criminal Justice; with UPR-Carolina
- Bachelor in Social Sciences; with UPR-Cayey
- Bachelor in Humanities; with UPR-Mayagüez

Non-Degree Options

Credit-Courses for Professional Improvement

Individuals interested in keeping up-to-date, receiving training, or improving themselves professionally can register in any of the credit-courses offered at the University of Puerto Rico at Aguadilla. Those interested must obtain formal admission to the *Professional Improvement Program* and satisfy the pre-requisites of the course in which they are interested.

Continuing Education and Professional Studies Offerings

The Division of Continuing Education and Professional Studies (DCEPS) provides diverse academic offerings for professional, technical, and personal improvement. Its offerings include credit courses for professional improvement; short non-credit courses; and lectures, conferences, seminars and workshops. The DCEPS can respond to specific needs through custom-made courses or programs, and other flexible educational experiences. For details on the DCEPS's offerings see Chapter 4.

Institutional Integrity

As indicated in its Statement of Purpose, UPR-Aguadilla strives to maintain “an internal environment conducive to the intellectual, professional, and personal development of all college constituents.” Among other things this includes “maintaining a social climate of cordiality, respect, and democratic participation, in accordance to the best styles and traditions of the university culture.”

Academic freedom is a tenet of the University of Puerto Rico. It is explicitly included in its bylaws (General Bylaws; section 11.1) and especially valued at UPR-Aguadilla. In general, the Faculty exercises this freedom with prudence and responsibility and the Administration strives to maintain the institutional climate required for its exercise without undue limitations.

The UPR-Aguadilla follows formal and equitable procedures for student admission, and for the selection, evaluation, and promotion of its teaching and non-faculty personnel. The non-discrimination policies are strictly adhered to.

An effort is made to provide relevant institutional data to the university community and interested parties within the general public, as well as to encourage its examination for public discussion. There are mechanisms to promote participation of students and faculty in all major academic decisions, including faculty evaluation, program creation or revisions, academic assessment, and planning and resource allocation.

The institution is very careful to assure that its prospective and actual students receive trustworthy information related with all its programs, general policies and procedures. Promotional materials have been carefully scrutinized to make sure that no false representations are made as to admission criteria, costs, and employment or transfer opportunities after graduation. As required by the Student-Right-to-Know Act, program outcome data and campus-security reports are published and disseminated to students and the general public on a yearly basis.

All regulations and policies are adequately communicated and distributed to students and employees. The General Catalog, Student Manual, and student-related documents include most of the information of relevance to students. All employees receive a copy of the University of Puerto Rico General Bylaws, the policy brochures adopted by the institution, and all other normative documents of their required knowledge. An effort is being made to place the most sought-for and relevant information online.

Conclusions

Among other topics, the contents of this chapter address institutional items referenced in articles 51.2, 51.4 (a), 51.8 (a, i, l) of the PRCHE Bylaws.

UPR-Aguadilla's administrative organization is similar to those of most complex university systems in Puerto Rico and the United States. Its system structures, bylaws and regulations are designed to provide proper attention to academic programs and activities, student services and support, and adequate administrative processes.

Its leadership is well-prepared, dedicated to ensuring high quality programs and services, and focused on the improvement of the campus in all dimensions relevant to its mission. The professional experience and credentials of all academic and administrative executives are commensurate with their responsibilities as defined in their job descriptions.

The college operates in agreement to all relevant laws, bylaws, policies, and regulations conducive to ensure the highest institutional integrity in its relationships to its students and other constituents from the internal and external community that it serves. All bylaws, policies, norms and regulations are appropriately publicized and distributed.

The General Catalog, Student Manual, and student-related documents include most of the information of relevance to students.

Chapter 3

STUDENTS AND STUDENT SERVICES³

ENROLLMENT AND STUDENT CHARACTERISTICS

A typical UPR-Aguadilla student is most likely to be female (64%), unmarried, between 17 and 24 years old, enrolled in a bachelor's degree program, in need of economic assistance, a first generation university student from the northwestern region of Puerto Rico, and an everyday commuter to the college.

Table 3.1 shows total enrollment per year since 2001-02. On the other hand, Table 3.2 shows the distribution of new students.

Table 3.1 – Fall Enrollment, 2001 - 2005

PROGRAM	2001-02	2002-03	2003-04	2004-05	2005-06
ASSOCIATE DEGREES					
Sub-total	357	238	203	185	142
<i>Percent of Total</i>	11%	7%	6%	5%	4%
TRANSFERS					
Sub-total	713	557	491	514	518
<i>Percent of Total</i>	22%	17%	14%	15%	16%
ARTICULATED TRANSFERS					
Sub-total	71	115	127	135	126
<i>Percent of Total</i>	2%	3%	4%	4%	4%
BACHELOR'S					
Sub-total	1,915	2,148	2,334	2,293	2,183
<i>Percent of Total</i>	58%	64%	67%	68%	68%
OTHERS					
Sub-Total	220	307	342	266	262
<i>Percent of Total</i>	7%	9%	10%	8%	8%
Total Head Count	3,276	3,365	3,497	3,393	3,231
Full-Time Equivalent	3,004	3,045	3,161	3,100	2,931

³ A considerable quantity of student-related and other institutional data covering 1999-2000 to 2004-2005 is available in the **Fact Book 2004-2005**. Data for previous years is also available in Fact Books of earlier periods.

Table 3.2 – New Students, 2001 – 2005

Category	2000-01	2001-02	2002-03	2003-04	2004-05
Freshmen	707	639	703	716	788
Readmissions (returning students)	253	306	283	253	215
Transfers from non-UPR units	65	81	95	89	81
Transfers from UPR units	58	62	42	78	55
Total	1083	1088	1123	1136	1139

Table 3.1 shows the gradual increase of total enrollment, up to and including year 2003-04. However, Table 3.2 shows that new students enrollment has risen every year by a small amount. Hence, the drop in total enrollment is clearly not from lack of demand. The answer lies elsewhere. Even discounting for graduations and transfer-outs, it seems that a fall in retention is the culprit. Both, an assessment to determine the major factors leading to retention reductions and a plan to improve are required.

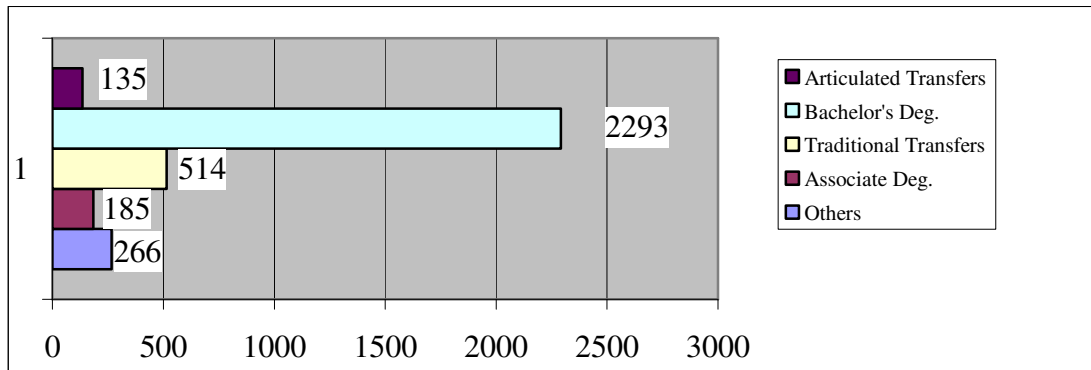
Enrollment in general transfer programs are diminishing as articulated transfers increase, albeit very slowly. This trend will continue, given the UPR's general policy to phase-out general transfers. Even so, because articulated agreements will be somewhat limited in number and students at UPR-Aguadilla have more in-campus options than several years ago, enrollment in articulated transfers are not expected to reach the levels previously held by general transfers.

Table 3.3 below shows how the students are presently distributed in terms of sex and age, while Figure 3.1 shows the distribution by program type or level.

Table 3.3 - Enrollment by Sex and Age, 2004-05

AGE GROUP	FEMALE	% IN AGE GROUP	MALE	% IN AGE GROUP	TOTAL	% IN AGE GROUP	Accumulated % OF TOTAL
Under 17	2	0.1%	0	0.0%	2	0.1%	0.1%
17 - 21	1,415	64.8%	734	60.7%	2,149	63.3%	63.4%
22 - 26	498	22.8%	331	27.4%	829	24.4%	87.8%
27 - 31	104	4.8%	73	6.0%	177	5.2%	93.0%
32 - 36	74	3.4%	34	2.8%	108	3.2%	96.2%
37 - 41	48	2.2%	18	1.5%	66	1.9%	98.2%
42 - Over	43	2.0%	19	1.6%	62	1.8%	100.0%
Unclassified	0	0.0%	0	0.0%	0	0.0%	100.0%
TOTAL	2,184	100%	1,209	100%	3,393	100%	
<i>Percent of Total Enrollment</i>	<i>64%</i>		<i>36%</i>		<i>100%</i>		

Figure 3.1 Fall Enrollment by Program Type (2004-2005)



Non-traditional Students

Annually, UPR-Aguadilla receives a considerable number of non-traditional students seeking credit and non-credit courses through different options offered by the Division of Continuing Education and Professional Studies (DCEPS). Table 3.4 shows section-enrollment (not to be confused with head counts)⁴ corresponding to years 2000-01 to 2004-05.

⁴ Section-enrollment is the sum of students in all sections. It is not equivalent to head count since double counting is possible.

Table 3.4 – DECEPS Enrollment, 2004-05

Division of Continuing Education and Professional Studies	
2000-2001	Section Enrollment
Credit Courses	885
Non Credit Courses	1,820
Grant Sponsored Programs ⁵	3,554
Others	865
Total	7,124
2001-2002	Section Enrollment
Credit Courses	1,736
Non Credit Courses	1,490
Grant Sponsored Programs	665
Total	3,891
2002-2003	Section Enrollment
Credit Courses	1,566
Non Credit Courses	1,711
Grant Sponsored Programs	1,554
Others	284
Total	5,115
2003-2004	Section Enrollment
Credit Courses	1,326
Non Credit Courses	1,760
Grant Sponsored Programs	853
Total	3,939
2004-2005	Section Enrollment
Credit Courses	1,714
Non Credit Courses	1,067
Grant Sponsored Programs	280
Total	3,061

Degrees Awarded

Table 3.5 shows the number of degrees awarded between 2001-02 and 2004-05. It is interesting to note that the number of graduates fell in 2004-05. This was to be expected since enrollment at the Associate Degree level has also been falling in the past years. However, one can also detect a slight drop in bachelor's degrees, which is not in line with increased enrollment figures at that level. Obviously, this requires further analysis.

⁵ Grant sponsored programs are offerings that stem from specific agreements with public and private organizations needing custom educational services or from approved proposals originating from the DECEPS, submitted to external sources (such as the federal or local government, and private foundations and corporations.)

Table 3.5 – Degrees Awarded

PROGRAM	2001-02	2002-03	2003-04	2004-05
	Degrees Awarded	Degrees Awarded	Degrees Awarded	Degrees Awarded
ASSOCIATE DEGREES	146	81	81	53
BACHELOR’S DEGREES	314	322	414	371
TOTAL DEGREES AWARDED IN ALL PROGRAMS	460	403	495	424
% of 2nd semester enrollment	16%	14%	17%	15%

STUDENT ORGANIZATIONS

UPR-Aguadilla has always stimulated and supported the creation of both academic and social student organizations. Within its limitations, it has helped student groups by providing them access to physical facilities and providing administrative services to support their activities. At present we have 23 student organizations of varied nature. As expected, the main student organization in the College is the Student Council. This group is constituted in conformance to the University of Puerto Rico General Student Bylaws. It is a representative body whose members are selected through direct student election each year.

STUDENT SERVICES

UPR-Aguadilla offers an array of student services including orientations to prospective students and assistance during the admission process; guidance and support for currently enrolled students; assistance and orientation for internships or international exchanges; and providing information related to job-placement and graduate studies for graduates. The principal goals of these services are to facilitate student processes through effective and efficient procedures and, more importantly, to contribute to their academic, social, and personal development.

In past years, efforts made to extend and formalize the institution's relations with our alumni are beginning to bear fruit. Although monetary donations from the group are still relatively modest, the alumni are beginning to respond to the institution's call to contribute with the UPR-Aguadilla's development efforts. The Alumni Association is now in place and is gradually becoming an integral part of the UPR-Aguadilla.

Most student services are offered through the offices comprising the Deanship of Student Affairs. As part of the self-study, all office supervisors under this Deanship were asked to self-assess their capabilities to provide quality services within their units. A simple questionnaire was designed around several areas of interest such as quality of personnel (competencies, training, institutional contribution), relationship with students (dedication, attitudes), and availability of computers and other resources. The supervisors concluded that their units were facing no major obstacles in meeting their responsibilities towards the students and that their personnel were highly capable and student oriented.

Based on the results of the Student Services Workgroup and on the opinions of eight groups of students who participated in focus group discussions, these findings were the most significant with respect to student services:

1. In most administrative units, computers and office equipment were added to improve effectiveness and efficiency of services. However, some student services offices seem to be in need of more or better computing equipment.
2. As in the previous self-study, the convenience of centralizing student services in a single facility was noted. Also stressed was the need for an Athletic Center and improved Physical Education facilities. This area has not experienced significant improvement.

3. Several years ago a system to measure student satisfaction had been providing good information for improvement. The system was discontinued and seems to be warranted once again.

The Dean of Students Office

This office is headed by the Dean of Students who is assisted by an Extracurricular Activities Coordinator, an Administrative Official II, and a professor who serves as the Athletic Director. This office also has the responsibility of certifying the Student Council and other student organizations, fraternities and sororities. It is also directly in charge of the graduation ceremony and the administration of the Student Center. The Dean oversees the Disciplinary Committee through which the institution evaluates cases of possible student misconduct.

Besides the areas mentioned, the Dean supervises the work of several offices under his administrative authority (see organizational chart in Chapter 2, Figure 2.2). These will be included in the descriptions that follow.

Student Government and Other Forms of Participation

In keeping with its mission, the UPR-Aguadilla supports and encourages student development through participation in institutional life, both formally and informally. Each year the student body is encouraged to elect a Student Council and formal representatives to important UPR deliberating bodies such as the Academic Senate, the Administrative Board and the University Board.

As is to be expected, effective participation of students is not always to be found in formal governance structures. To be sure, a significant number of students participate in college activities and decision making through informal committees, student organizations, and ad hoc groups.

Students also participate in formal faculty evaluations. The results contribute to faculty

improvement and are taken into account when considering faculty merits for promotion and other personnel decisions.

The Athletic Activities Program

The Athletic Activities Program is coordinated by a Physical Education professor with a half-time teaching load. He is assisted by several part-time trainers. In 2004-05, 174 students participated in the Athletic Program. These are officially registered full-time students in *good academic standing*, as defined by the University's academic norms. The program provides for the practice –at a competitive level– of the following sports: track and field, cross-country, basketball, weight lifting, table-tennis, tennis, softball, baseball, volleyball, and chess. Full-time students that make the team receive exemption from registration payment (excluding special fees) and meal stipends as an incentive for representing the UPR-Aguadilla in inter-college competitions. Although winning in competitions is always a welcome result, the main objective of the athletic activities program at UPR-Aguadilla is the promotion of healthy social interaction, physical well-being, and an appreciation of teamwork.

Child Care

The students child care service office is attended by an Administrative Assistant I under the payroll of the UPR Aguadilla Campus. A child care stipend for students who have children and show economic need is available. These funds are provided by a federally funded program resident in UPR-Rio Piedras which extends to our a campus. In Academic year 2004-2005, a total of 37 students with their 46 children received financial aid for child care. All beneficiaries were female, except one.

Student Complaints and Disciplinary Action

Students at UPR-Aguadilla are expected to uphold appropriate social and academic conduct, and we are happy to inform that the great majority do so. When in fault, students may be subject to disciplinary action as spelled out in the Student Bylaws. Regulations provide for fair examination of the students' position providing for appropriate case presentation and argumentation. The Disciplinary Committee is constituted by a college functionary designated by the Chancellor, two elected faculty members, and two elected students from the Student Council.

The Student Ombudsperson

Students who have a problem with a professor, a college official, or administrator, and fail to resolve their grievances through regular administrative channels may have recourse to the Student Ombudsperson. This individual is a college functionary designated by the Chancellor, and operating under his supervision, whose main responsibility is to represent the interest of the student when a seemingly valid claim is presented. The Ombudsperson is expected to help find a satisfactory solution to the parties involved in a problem without recurring to strict regulatory procedures or formalities. At present a professor from the Natural Sciences Department is acting as Student Ombudsperson, for which she receives release time equivalent to six credit-hours. In academic year 2004-2005, 29 cases were presented and 27 were solved to the satisfaction of the student claimants; the other 2 cases needed follow up and observations.

The Admissions Office

The UPR-Aguadilla has enjoyed stable demand for most of its programs. This is attributed not only to its added 4-year programs, but also to the public recognition of its institutional quality. About 1000 freshmen are admitted each year and between 70% to 80% complete registration. New students also include transfers from other institutions and a small number of returning students.

Being a public institution, the University of Puerto Rico, and UPR-Aguadilla as one of its units, is committed to provide educational opportunities to all qualified citizens of Puerto Rico at the lowest possible cost, without regard to race, gender, religion, economic status, political preferences, or any other condition not associated to academic merit. Admission to a given program is dependent on the student's General Application Index. This index is a number calculated from a formula that integrates the high school grade point average with the entrance examination results from the College Entrance Examination Board. A minimum General Application Index is set for each program individually. The specific value of the index is dependent on the academic nature of and the demand for the program.

Admission policies and specific requirements are published yearly and distributed to school counselors and interested individuals. Pertinent information such as tuition and other special fees, student services, and specific program requirements, is also included in the General Catalog.

The admission process is uniform throughout the University of Puerto Rico system. High school students apply to the UPR through the Central Administration Office of Admissions. They are allowed to select up to three programs within the system, in order of preference. Transfer students from institutions outside the UPR System follow a different procedure. Their application is fully processed in the recipient campus. For a transfer, admission is dependent on the quality of the applicant's transcript, the relation of his/her existing academic record to his/her program of interest, and availability of space. General transfers—as opposed to articulated transfers⁶—from within the UPR System are similarly evaluated, but processed by the Registrar's Office instead of the Admissions Office.

⁶ A distinction between articulated and non-articulated or general transfers is made in Chapter 2.

Despite central coordination of the freshmen admissions process, the Admissions Office of the College plays a role that goes beyond the simple processing of admitted students. To be sure, this Office also participates actively in the promotion campaigns to orient prospective students and attract them to the college. It also provides individual orientation to interested students and parents so that they may be in a position to make well informed decisions. Transfer students from units outside the UPR are also served by the Admissions Office.

The Admission Offices of the UPR will be among the first administrative units to experiment with the new Oracle-based system. In fact, some aspects of the system have already been used in the processing of the 2006-07 students.

The Orientation and Counseling Department

Through the Orientation and Counseling Department many students receive career counseling, vocational testing, and general academic orientation. Ever improving, at present the professional counseling services are undergoing major quality changes to gain accreditation eligibility by the International Association of Counseling Services.

The Department strives to help students realize their full academic and personal potentials. Of special concern are the students in high risk of failure. To increase their probability of success, the Department helps them to learn how to become goal-oriented, manage their time, reduce negative stress, and improve study habits.

The development of social responsibility and leadership traits in our students is an essential part of the College mission. Towards this end, the Orientation and Counseling Department organizes student activities and works in collaboration with student organizations and groups to develop social interaction skills, promote democratic participation, and instill in the students a sense of collective responsibility towards the college, in particular, and society as a whole.

Another service under the Orientation and Counseling Department is the International Exchange and Student Internship Programs. This service is designed

- To promote opportunities for credit-based university studies abroad.
- To facilitate work-related internships

Study opportunities outside of Puerto Rico are expected to enhance the educational experience of participating students by exposing them to different cultures, dissimilar educational practices, and varied social contexts. The internships are expected to provide the students with professional experiences and help them develop work-related skills through authentic real-world situations, as opposed to classroom modeling.

The study-abroad program is usually for a one-year stay at a prestigious university, with which a formal agreement has been established with our university system. The following universities—all from Spain—have entered into such agreements with the UPR:

- Universidad Autónoma de Madrid, España
- Universidad Complutense de Madrid, España
- Universidad Carlos III de Madrid, España
- Universidad Politécnica de Madrid, España
- Universidad de Salamanca, España

To qualify, a participating student must have a full-time load in a degree program, and a minimum G.P.A. of 2.75. Students are expected to cover their own expenses. However, based on need, students may qualify for Pell Grant funds or Federal Stafford Loans. A few private scholarships are also available. Since its beginnings in the year 2002, eight students have benefited from the internship program: four from Business Administration, two from Electronics Technology, one from Education and one from Environmental Technology.

Work-related internships may occur in governmental agencies or private organizations. They do not require agreements with the sponsoring agents, and may or may not carry credit value. As seen from Table 3.6, between 2002 and 2006, 67 students participated in a work-related internship.

Table 3.6 – Participation in Work-Related Internships (2002-2006)

Internship Program	Number of Students	Department
Global Village for Future Leaders of Business and Industry (summer internship)	2	Business Administration
Internship Program Jorge Alberto Ramos Comas (students participate in Puerto Rico governmental agencies or offices from any of the three branches of government)	3	Business Administration
Hispanic Association of Colleges and Universities (15-weeks internships in federal government agencies or private corporations in Washington D. C.)	3	Business Administration
Quality Education for Minoriteis in Marine & Environmental Sciences and Experiences for Minorities in Costal Ocean Science (summer internship)	1	Natural Sciences
Walt Disney World College (I semester internship)	58	Business Administration (15) Office Systems (4) Education (9) Humanities(6) Natural Sciences(9) English(6) Electronics, Physics, Q.C.(8) Social Sciences(1)
	Total 67	

The Financial Aid Office

The majority of UPR-Aguadilla students come from public schools and low-income families. On average, 70% of the student body is a Pell Grant recipient. In 2004-05, 69% received Pell Grant

funds, and some within the same group had other types of aids, such as legislative grants and participation in the federal work-study program and loans.

Students who need financial aid receive information with respect to eligibility requirements; available aid through different programs; criteria for the awarding of scholarships, loans, and other aids; and how to apply. Conditions for continued eligibility, such as ongoing class attendance, academic good standing and minimum credit load/approval requirements, are also clearly informed. The Board of Trustees of the University recently approved a new academic good standing policy for participation in financial aid programs, which gives students the full extent of options allowed by the United States Department of Education. All efforts are being made to apprise students of this new policy, including direct correspondence from the President of UPR, media coverage and web-page information.

Students who require economic aid receive information with respect to eligibility requirements; available aid through different programs; criteria for the awarding of scholarships, loans, and other aids; and how to apply. Conditions for continued eligibility, such as ongoing class attendance, academic good standing and minimum credit load/approval requirements, are also clearly informed.

The Financial Aid Office participates in high school visits to provide group orientations. Students and parents receive individualized attention when required. Following federal and state guidelines, the Office is responsible for processing student aid applications, determining eligibility, and approving aid levels.

The procedures of the Financial Aid Office are required to assure fair consideration, student confidentiality, and record safekeeping. To check that this is so, periodically, the Central Administration Financial Aid Office of the University of Puerto Rico carries out yearly monitoring

inspections on the campus offices to insure compliance with both institutional and federal requirements. External audits are also conducted in three-year cycles by contracted independent auditors. Past audits show that the Financial Aid Office at UPR-Aguadilla operates well within requirements.

The Job-Placement Service

A Job-Placement Service, established by agreement with the Puerto Rico Labor Department and staffed by one of its employees, is offered in the College. This unit provides assistance to graduates or other interested students related to job opportunities, how to prepare a resume, and how to go through a successful job interview.

The Family Planning Program

This program offers an opportunity to students and employees to maintain a healthy active sexual life. Orientation, medical examination and birth control methods are provided. The program is sponsored by a federal proposal resident in the Medical Sciences College. Resources for birth control are supplied to the program clients at very low costs. In academic year 2004-2005, a total of 504 clients received the benefits of the Family Planning Program.

The Quality of Life Program

Through the Quality of Life Program (QLP), the UPR-Aguadilla promotes campus safety and well-being. The QLP Office—located at the Student Center and coordinated by an administrative assistant II of the Student Affairs Deanship—conducts activities to prevent the use of illegal drugs, alcohol abuse, and sexual harassment. Those who are referred to the office or come on their own having such problems receive guidance by professional student counselors. These services are provided under strict confidentiality.

All the activities promote healthy life styles among the university student population in an

effort to improve academic performance. The Quality of Life Program complies with the bylaws established by the Federal Education Department.

Health Services

As part of their enrollment, regular students are required to possess the government public health plan, a private health insurance plan, or must purchase the University Student Health Plan. Thus, comprehensive health services are available to all students. Services such as general medical examinations, first aids and blood pressure screening are provided by the Health Services Office on campus. Students in need of continuous treatment are referred to outside physicians. This office is staffed with one full time registered nurse, a part time registered nurse, and two part time physicians. The office is open every day between 8:00 a.m. and 8:00 p.m. During this period a physician is available at all times, up to 7:00 PM.

The Registrar's Office

Under the Deanship of Academic Affairs, the Registrar's Office provides important student services such as registration, grade reporting, and the issue of transcripts and other certificates. This Office has strict controls to safeguard student confidentiality and guarantee the integrity of student records in case of fire or attempted theft. An extension and remodeling of the Registrar's Office was undertaken in 2000 to make it more comfortable and student-friendly.

Registration is a critical process that has improved over the years. It is now completed 100% online, except for payment. The latter will be the next step to complete, hopefully during the next enrollment period.

The Bursar and the Disbursement Offices

The Bursar and the Disbursement Offices operate under the Deanship of Administration. Payments to the institution are handled by the Bursar's Office. The Disbursement Office is of

particular interest to the students since it handles the emission of checks from the financial aid programs, such as the work-study program, among others.

Learning Resources

To complement its academic program, UPR-Aguadilla maintains a series of support programs and learning resources of critical importance. Among the most obvious are the Library services, Information Technology, language and science laboratories. A detailed account of these and other resources is presented in Chapter 5.

Conclusions

Among other topics, the contents of this chapter address institutional items referenced in articles 51.4f and 51.8 of the PRCHE Bylaws.

A typical UPR-Aguadilla student is most likely to be female (64%), unmarried, between 17 and 24 years old, enrolled in a bachelor's degree program, in need of economic assistance, a first generation university student from the northwestern region of Puerto Rico, and an everyday commuter to the college.

Total enrollment had been slowly increasing, reaching 3,161 FTE in 2003-04. It began a downturn, starting in 2004-05 (3,100 FTE), reaching its present level at 2,931 FTE. Since new student admissions have not declined, and graduation rates and academic suspensions have not changed appreciably, total enrollment reduction seems to signal a problem with retention. Retention will receive special attention in the following years.

UPR-Aguadilla offers an array of student services including orientations to prospective students and assistance during the admission process; academic guidance, professional counseling, and instructional support for currently enrolled students; assistance and orientation for internships or international exchanges; and providing information related to job-placement and graduate studies for graduates. The principal goals of these services are to facilitate student processes through effective and efficient procedures and, more importantly, to contribute to their academic, social, and personal development.

Chapter 4

FACULTY AND PROGRAMS

GENERAL INFORMATION

At UPR-Aguadilla there are a total of eight degree-granting departments, and two service departments offering courses to support the programs. The Division of Continuing Education and Professional Studies is also an academic unit offering both credit and non-credit options. The Orientation and Counseling Department and the Library also hold academic status. However, they will not be considered here since they are treated elsewhere in this report: the former in Chapter 3, the latter in Chapter 5. The Honors Program—open to qualified students from all degree-granting programs—is not subordinated to a specific academic department.

As depicted in Chapter 2, the institution offers seven bachelor's degrees, four associate degrees, and several transfer options. Program related academic advisement is mostly carried out in the corresponding academic departments. This includes orientation related to course and graduation requirements, transfer or work opportunities for graduates, licensing and certification requirements.

THE FACULTY

In the fall of 2005 there were 150 full-time faculty members and 16 part-time. Of the full-time group, 138 were teaching faculty, 7 were librarians, and 5 were professional counselors. They are academically well prepared—holding either doctorates or master degrees—, well balanced in terms of discipline, and committed. The faculty has a good mix of senior and junior members and is infused with varied perspectives, coming from different disciplines related to the liberal arts, the sciences and technical areas. Most faculty members are highly identified with the college and turnover mostly results from retirement or transfer within the UPR system.

The faculty is mostly Puerto Rican, with only two from the continental U.S.A, two from Spain, and six from Latin America.

Tables 4.1 and 4.2 show the relevant profile statistics.

Table 4.1 – Faculty Profile: Gender and Degree; 2005

Department	Number of Full-Time Faculty	Gender		Degree		
		F	M	Doctors	Masters	Bachelor's
Teaching faculty	138	75	63	22	115	1
Librarians	7*	5	2	0	7	0
Professional Counselors	5	4	1	0	5	0
Total	150	84	66	22	127	1
Percent Distribution	100%	56.0%	44.0%	14.7%	84.7%	1%

* One of these librarians works outside of the Library as Director of the Division of Continuing Education and Professional Studies.

Table 4.2 – Faculty Profile: Academic Rank; 2005

Department	Number of Full-Time Faculty	Academic Rank			
		Full Prof.	Associate Prof.	Assistant Prof.	Instructors
Teaching faculty	138	32	29	46	31
Librarians	7	2	1	2	2
Professional Counselors	5	0	1	4	0
Total	150	34	31	52	33
Percent Distribution	100%	22.7%	20.7%	34.7%	22.0%

The faculty is involved in professional improvement in their disciplines as well as in areas such as assessment, educational technology and the improvement of teaching. Faculty members are required to provide at least six office hours per week for individual student attention. Most, however, put in a lot more hours, as many students are willing to acknowledge.

The use of Information Technology for educational purposes has been receiving considerable attention. A five-year grant from the Title V Hispanic Serving Institution federal program⁷ has

⁷ More details in Chapter 6.

allowed for significant investment in IT equipment for educational use, and training has laid down the foundation upon which faculty are building knowledge and skills that allow them to make effective use of IT as a resource for enhanced teaching.

Faculty research is still a minor undertaking at UPR-Aguadilla. This is to be expected since the college is mainly a teaching institution. However, given the importance of developing research related skills in the undergraduate curriculum, an effort to increase research activities is in order. The need to attract more faculty with doctorates is still a noted priority.

Compensation and Benefits

Faculty salaries and other economically related compensations, although not as high as desired, have been improving. The average salary of a professor at the UPR-Aguadilla is \$37,242 which is a little over 18% of the average salary in 1998. Faculty members with a degree in Engineering have a salary differential. The faculty receives the same fringe benefits as all other employees. Among other things, these include comprehensive health insurance, a Christmas Bonus, opportunities for leaves and sabbaticals, and free tuition for themselves and their dependants.

During each of the past five years a faculty salary increase has been granted, averaging 4.56% per year.

Faculty Selection

The nominating authority in the College is the Chancellor. Before he hires new faculty or renews an existing contract he receives adequate counsel from the Dean of Academic Affairs as well as the corresponding Department Personnel Committee (DPC). Such a committee exists in every department and is charged with the responsibility of faculty peer evaluation and making recommendations to the Dean of Academic Affairs and the Chancellor with respect to all faculty-

related personnel decisions. The DPC is composed by the department chairperson and up to seven senior faculty members, normally from the same department, elected by their peers.

To enhance the quality of incoming faculty, the Academic Senate and the Administrative Board have come into agreement to require a doctoral degree as a requirement for new full-time hires. Masters may be hired only in cases of difficult recruitment. In such cases, new professors are required to complete or initiate the doctoral degree no later than two years after being hired.

Promotions and Development

Promotions and tenure are subject to merit as determined through peer evaluation. Although some quarrel with the evaluation system is always present, it is perceived as equitable. Faculty members going up for tenure or promotion are evaluated by their corresponding DPC. The committees take into account the yearly evaluations which have three formal components: administrative, academic, and student. The DPC evaluations are revisited by the Faculty Personnel Committee (FPC). This group operates at the institution level. It is presided by the Dean of Academic Affairs and includes a faculty representative from each department plus three Department Chairs appointed by the Dean.

Even when operating under financial limitations, significant attention has been given to faculty development and training. Most faculty leaves are approved for the purpose of advanced degree studies. In 2004-05, faculty leaves amounted to \$273,462. Some funds are also assigned for non-credit training such as workshops, symposia, and conferences.

Faculty Workload

The regular teaching workload of a full-time faculty member is 12 credits per semester. Under current regulations, extra credit assignments may be approved, as needed, and are paid as

extra compensation. Summer courses are compensated at the rate of 1.5 the regular monthly salary, for a three credit course.

The average course load per full-time professor in the fall of 2004 was 15.7 credits. Five years ago it was 18. This is an improvement, but still a lower load is desirable if one wants the faculty to increase their participation in academic activities, other than teaching.

Participation in Governance

Academic freedom exercised with responsibility is a distinguishing mark of the faculty at UPR-Aguadilla. At the departmental level, it has significant autonomy over all academic matters such as course and program development, and content selection and teaching. Also, it is involved in institutional governance through formal membership in deliberating bodies such as the Academic Senate and the Administrative Board. Through these organizational structures the institution adopts policies, norms, and formal procedures (see Chapter 2). The faculty also participates in many standing and ad hoc committees where institutional assessment and recommendations for improvements at both the departmental and institutional levels arise.

PROGRAM QUALITY

Besides the excellence of the Faculty, the overall quality of a program results from a combination of multiple factors. Although certain areas were identified as requiring improvement, taken as a whole, these factors render quite positive results.

Adequacy of Program Descriptions and Related Information

As part of the recent catalog revision process, all departments revised their materials assuring adequate up-to-date information of each program. Many departments produce their own information brochures. These brochures include well-organized information and data related to program

objectives, admission requirements, instructional methodologies, resources available to the students, and courses offered, among other things.

Admission Requirements

In all cases examined, the admission requirements were clearly stated and informed, both for freshmen candidates as well as transfer candidates. No evidence of arbitrariness or unfair consideration was detected. Courses approved in other accredited university-level institutions may be accepted for credit transfer, if appropriate equivalence with required courses is established. Equivalency tables have been setup for this purpose.

Program Objectives and Curriculum

All programs have clearly stated objectives that respond to specific educational needs, and the course syllabi and curriculum activities show good congruence with these objectives. The average semester workload in bachelor’s degree programs is 16 credits, whereas for the associate degree programs it is 17. Courses are frequently reviewed by the faculty. These revisions are reflected in the constant up-dates of the corresponding syllabi.

The following table shows that, in general, the curriculum design assures adequate balance between general education courses and courses of specialization.

Table 4.3 – Distribution of course load

Program Type	Average credit distribution by program type			
	General education courses	Specialization courses	Courses related to specialization	Free electives
Bachelor’s	35%	29%	25%	11%
Associate Degree	26%	53%	12%	9%

Instructional Methods and Student Evaluation

Varied instructional methodologies are used. Most departments include lectures, class discussions, problem solving, group exercises, out of class projects and assignments, and written and oral presentations of reports. Laboratory practice and computer applications are also used when appropriate. Some departments practice role playing and case study discussions. Recently, some professors have been making use of the Electronic online forums to promote group discussions and critical thinking.

Evaluation strategies include grading of exams, quizzes, projects, and reports. Direct observation of laboratory experiments and class presentations are also frequent.

Academic Support System

Support strategies include individual faculty attention to students who seek help during office hours, some degree of student tutoring, skills development practice (Math Tutorial Center, Academic Computing labs, Writing Labs for English and Spanish), and professional counseling services. Students with some type of handicap receive special attention. A professional counselor determines the services they require and interfaces between the student and their professors to ensure that these services are provided.

One initiative worth noting is the Orientation and Counseling Department's program for high risk students. Through this program, students showing inadequate academic progress and students on probation are assigned a Counselor which, through a series of group sessions—covering study techniques, time management, goal setting, and the like—and individual attention, helps the students gain appropriate skills for academic success. Although good results have been obtained for participating students, no comparisons have been made with high risk students not participating in the program. Thus, outcomes assessment activities should be designed to evaluate its degree of

effectiveness. To date, this program is only serving a small proportion of high-risk students. It should be expanded.

The Self-Study Steering Committee is in agreement that better formative outcomes assessment—to detect problems at an early stage—and a more structured approach to complement individual department support initiatives are warranted. The establishment of a more extensive on-going student tutoring program should be considered.

Program Resources

Although higher budget assignments are always welcome and solicited, all programs have adequate resources to meet their basic objectives. Most departments are interested in making more intense use of information technology for educational applications. This area has been receiving close attention (see Chapter 5 for details) during the past years and will continue to be a priority. Science laboratories also receive appropriate funds to provide for materials and keep the equipment up-to-date.

Program Administration

All departments are chaired by a faculty member with 50% release time of their regular course workload. In the large departments –Business Administration; Electronics, Physics, and Quality Systems; and Natural Sciences– an administrative assistant aids the chairperson.

A departmental committee structure involves significant faculty participation in all academic affairs and students may also participate to some degree. Annually, all departments prepare Action Plans aligned to the institutional Strategic Plan. Also, annual reports and other periodic reports are submitted to the Dean of Academic Affairs and other officers as deemed necessary. Academic programming is congruent with program requirements. Course syllabi are frequently revised and

faculty make efforts to improve their teaching and satisfy administrative tasks associated with their academic duties.

Most bachelor’s degree programs require some type of work-related practice in external organizations. In these cases, agreements between the UPR-Aguadilla and the sponsoring institution are in effect. Generally, these agreements are not formal contracts but they are designed to ensure that the educational experience is in accord to program objectives. Duration of practice, student evaluation, and student security issues are also discussed with the sponsors.

Some Program Statistics and Outcomes

Completion Rates

The completion rate reported in 2004-05—based on the 1998-99 freshmen class—is 37%. The rate is defined as that percent of the class which graduates or completes transfer requirements in 150% of normal time. The revised strategic plan calls for an institutional effort to increase completion rates.

Retention Rates

Table 4.4 shows after-first-year retention rates since 2000.

Table 4.4 - After-First-Year Retention Rates of Freshmen Class

Cohort	Enrollment 2000-01	Retention from 2000-01 To 2001-02	Enrollment 2001-02	Retention from 2001-02 to 2002-03	Enrollment 2002-03	Retention from 2002-03 to 2003-04	Enrollment 2003-04	Retention from 2003-04 To 2004-05
Bachelor's Degrees	226	72%	315	75%	383	83%	389	77%
Associate Degrees	163	53%	99	59%	64	53%	79	48%
General Transfers	300	64%	174	65%	190	67%	188	71%
Articulated Transfers	16	56%	49	59%	66	53%	60	48%
College Retention	705	79%	637	74%	703	80%	716	76%

One can see that first-year retention fluctuates between 74% and 80%, averaging 77%. When broken down by program types however, it is evident that

- Retention at the bachelor's degree level has been improving, except for a slight drop in 2004-05
- Retention of regular transfer students has steadily improved.
- Retention of associate degree students and articulated transfers has been more or less the same over the past four years, but much lower than for the other two program levels.

When distributed in terms of year of study, one sees that 40% of total withdrawals are first year students whereas 25% are second year students. Suspended individuals are mostly first year students (73%). This suggests that the first two years are critical in terms of retention.

Almost 5% of the total student population voluntarily withdraws from the college, while approximately 4.8% is suspended and 1.9% is allowed to continue studies on probation. However, the cause of departure of most students is still undetermined. Although several hypotheses have been considered, a comprehensive assessment of the situation is warranted. Thus, retention has been identified as one of the areas to receive priority during the next development cycle (2006-2011).

Grade Distributions

In general, 75% of the grades that students receive are As or Bs, or Cs. The median grade-point-average of the student population is 2.82. Students with the highest G.P.A. are enrolled in bachelor's degree programs.

Critical Courses

Table 4.5 shows those courses where poor grades and withdrawals exceed 60% of enrollment. These courses were identified as critical since they are extremely untypical when compared to the majority of the offerings at the institution. Clearly, better student performance in

the critical courses would serve to yield better program outcomes, including higher retention rates. Improvement and assessment projects linked to these courses are an absolute necessity.

As a first start, the Department of Mathematics has identified its basic courses for improvement. They are considering several alternatives, including strengthening their tutoring services through their Mathematics Skills Development Lab, preparing online instructional materials, and offering a remedial course. The Academic Senate has asked the Department to conduct a comprehensive assessment to determine the root-causes of the high failure and withdrawal rates. The assessment should put the Department in a good position to select remedial alternatives. It is expected that other departments will follow suit.

Table 4.5 - Failure and Withdrawal Rates of Critical Courses, 2004-05

Course Code	Course Title	D, F and W
COCA 2101	Statistics Methods/Quality Control I	83%
CONT 3005	Elementary Accounting I	70%
FILO 3002	Introduction to Philosophy II	84%
FISI 1001	Technical Physics I	63%
FISI 1004	Technical Physics Lab II	71%
MATE 3001	Introductory Mathematics I	63%
MATE 3171	Pre-Calculus I	73%
MATE 3172	Pre-Calculus II	73%
MATE 3031	Calculus I	71%
MATE 3032	Calculus II	61%
SOFI 3357	Elementary Accounting	62%
SOFI 3215	Speed Writing in Spanish	64%
TEEL 3161	DC Circuit Theory	72%

Some Measures of Cost Efficiency

The cost per FTE student augmented from \$5,225 in 2000-01 to \$6,530 in 2004-05. This is attributed mostly to salary increases and inflation. It is, however, still quite low when compared to the costs at other University of Puerto Rico units.

The average class size—see Table 4.6—is 24, a number that has remained practically constant over the past years, despite budgetary hardship and enrollment hikes, albeit small. The Electronics and the Office Systems programs have the lowest number of students per section. This is because of the great number of laboratory courses taken by the students. A strategy to increase the number of students per section in these departments without affecting quality would be to increase the size of the small-room laboratories and provide more equipment to augment the number of workstations.

Table 4.6 - Average Class Size by Department, 2004-05

DEPARTMENT	FTE* Instructors In Department(1)	Total Sections Offered by Department Faculty (2)	Total Students Registered in Sections	Average Section Size (3)
Business Administration	19.8	113	2,708	24
Natural Sciences	22.1	119	2,938	25
Office Systems	8.1	30	559	19
Social Sciences	8.3	45	1,176	26
Education-Physical Educ.	11.3	75	1,726	23
Electronics-Quality Control-Physics	14.8	73	1,302	18
English (2)	11.5	63	1,619	26
Spanish	9.3	55	1,451	26
Mathematics	11.5	52	1,383	27
Humanities	12.9	67	1,578	24
TOTAL	129.6	692	16,440	24

Program Assessment

In accordance to UPR regulations, all new programs must be assessed after its first year of implementation. The assessment report is to be presented not only to the UPR-Aguadilla, but to the

Board of Trustees and the University Board. After that, internally, a comprehensive assessment is required once every five years. The Academic Dean's schedule for program assessment will be available in the General Archive assembled for the PRCHE. Program assessment is discussed in detail in Chapter 5.

THE SERVICE/DEGREE-GRANTING DEPARTMENTS

In this section a brief introduction to each department and its programs will be made. The two service-only departments will be presented first then the degree-granting departments, in order of their enrollment levels.

The Spanish Department

The Spanish Department offers the two-semester Basic Spanish course which is a requirement for all students. Other general education courses such as Spanish for Honors Students, Spanish Grammar, Puerto Rican Literature, and Spanish Literature are also offered. Some professional and technical programs require specialized courses such as Report Writing, Oral and Written Communication, and The Sociology of Communication.

Population Served

All degree-seeking students at UPR-Aguadilla are required to take one or more Spanish courses. Through the Division of Continuing Education and Professional Studies, the department also offers courses for professional or personal improvement.

Objectives

- To help students develop greater mastery of their language, both orally and in writing.
- To help students develop a better understanding and appreciation of the Spanish Language.
- To cultivate the students' esthetic and critical sensibilities through the study of Hispanic literature.

The Faculty

There are 9 faculty members, 2 non-regular full-time members, and 1 part-time member. The profile of the full-time faculty is summarized in the following table.

Table 4.7 - Profile of Full-Time Faculty

Department	Number of Full-Time Faculty	Gender		Degree		Academic Rank			
		F	M	Doctors	Masters	Full Prof.	Associate Prof.	Assistant Prof.	Instructors
Spanish	9	9	0	5	4	2	3	2	2

Related Educational Activities

The department sponsors a student organization denominated Club Cervantes. This organization has the purpose of stimulating the creativity and talents of students that show special interest in developing communication skills in the Spanish Language. The Club's activities include the reading of poetry, oratory, and special readings, among others. The organization also serves the purpose of establishing closer student-faculty relations in a professional context.

The Spanish Department jointly publishes with the Humanities Department a literary magazine called *El Cuervo*. This publication receives contributions both from Puerto Rico and abroad. The department also sponsors *Brisas*, a publication of the students in the Spanish Course for Honors Students and *Identidad*, a publication of the campus students.

The presentation of new books in public forums is a common event throughout the year.

The Mathematics Department

The Mathematics' Department mission is to contribute to the general education of students by strengthening their quantitative skills and logical reasoning. Almost all degree-granting programs at UPR-Aguadilla require one or more courses in mathematics. The department offers mostly basic

courses. Some students, however, require higher level or specialized courses such as calculus, statistics, and computer related courses.

Population Served

All degree-seeking students at UPR-Aguadilla are required to take at least one course in mathematics. Through the Division of Continuing Education and Professional Studies, the department also offers courses for professional or personal improvement.

Objectives

- To help students develop basic mathematical knowledge and skills, as well as logical reasoning.
- To stimulate, among the students, an appreciation of the value of mathematics not only as a means of intellectual development but also as an instrument for the advancement of science, technology, and other areas requiring quantitative analysis.

The Faculty

There are 12 regular faculty members. The profile of the full-time faculty is summarized in the following table

Department	Number of Full-Time Faculty	Gender		Degree		Academic Rank			
		F	M	Doctors	Masters	Full Prof.	Associate Prof.	Assistant Prof.	Instructors
Mathematics	12	5	7	0	12	2	2	7	1

Related Educational Activities

During the year the department offers short lectures as well as seminars and workshops in areas related to mathematics and the use of the computer.

Projections

- Explore opportunities for the creation of a Mathematics program

- Offer a remedial course to students with math deficiency
- To improve personal tutoring and computer-based services offered through the Math Skills Development Laboratory

The Business Administration Department

The mission of the Business Administration Department is to offer:

- Degree-granting programs in areas related to business administration, for both traditional and non-traditional students.
- Business administration courses for students of other departments as part of their program requirements.
- Business administration courses for continuous professional improvement.

Programs Offered

The department offers a Bachelor's Degree in Business Administration with minors in:

- Accounting
- Marketing
- Finance,
- Computer Information Systems
- Human Resources.

Through appropriate course selections, students may acquire a concentration in accounting, finance, human resources, information systems or marketing. The students will be able to choose from a variety of scenarios, such as: completing two majors [with the same amount of credits], a major and one or two minors, interdepartmental concentrations or completing a general program without specifying a major.

Population Served

The department serves students admitted to the above mentioned degree-granting programs, some of whom are non-traditional students registered through the Evening University Program. It also serves students from other departments requiring courses in business related areas. Occasionally, the department offers courses for professional or personal improvement, mostly through the Division of Continuing Education and Professional Studies.

Table 4 - Enrollment Statistics, 2005-06

Business Administration:		Enrollment		Full Time	Part Time	Gender	
Program		Number	% of total			Female	Male
Bachelor's (several concentrations)		775	24%	630	145	461	314

Objectives

- To assure that the students graduating from the degree-granting programs offered by the department show mastery of their major to the degree that they acquire a solid base for upper division studies and adequate professional and general skills to excel in their professional undertakings.
- To offer degree options to non-traditional students unable to study within the current mainstream.
- To complement the professional training of the non B.A. majors taking the department's courses, with the basic knowledge and skills they require to be successful in their programs and, later on, in their professional lives.

The Faculty

The profile of the full-time faculty is summarized in the following table.

Table 4.8 - Profile of Full-Time Faculty

Department	Number of Full-Time Faculty	Gender		Degree		Academic Rank			
		F	M	Doctors	Masters	Full Prof.	Associate Prof.	Assistant Prof.	Instructors
Business Administration Department	18	11	7	1	17	4	2	8	4

Related Educational Activities

During the year the department offers short lectures as well as seminars and workshops in areas related to business. Some of these presentations are coordinated by students in partial fulfillment of several of their courses.

Students have the opportunity of becoming members of the Society of Human Resources Management, American Marketing Association, Institute of Management Accountants and the Association for Computing Machines.

Projections

The Business Administration Department will work towards meeting the requirements for accreditation of the Association of Advanced Schools of Business (AACSB).

The Natural Sciences Department

The Natural Sciences Department is charged with the mission of offering all courses related to biology, chemistry, and environmental science/technology. Besides the offerings corresponding to its own degree and transfer programs, it offers general education or specialized courses for students of other departments as part of their program requirements.

Programs Offered

- Bachelor Degree in Environmental Technology
- Bachelor Degree in Biology – Minors in:
 - Biology
 - Biomedics

- Genetics
 - Bioinformatics
 - Quality System Evaluation
- Associate Degree in General Sciences
 - Transfers to bachelor's degree programs related to the natural sciences or to some health related programs –available on a very competitive admission basis– such as medical technology and animal health care technology.
 - Transfer to B.S. in Nursing (Articulated with UPR-Mayagüez. Only basic courses are offered to facilitate transfer.)

Population Served

The department serves students admitted to the above mentioned degree-granting and transfer programs as well as students from other departments requiring courses in the biological sciences, environmental technology, or chemistry. Through the Division of Continuing Education and Professional Studies, the department also offers courses for professional or personal improvement.

Table 4.9 - Enrollment Statistics, 2005-2006.

Natural Sciences						
Program	Enrollment		Full Time	Part Time	Gender	
	Number	% of total			Female	Male
Bachelor's, Biology	496	15%	449	47	333	153
Bachelor's, Enviromental Tech	117	4%	93	24	74	43
Transfers	151	4.7%	146	5	91	60

Objectives

- To assure that students graduating from the degree-granting programs offered by the department show mastery of their major –at the corresponding level, bachelor's or

associate–, to the degree that they acquire a solid base for upper division studies and adequate professional and general skills to excel in their professional undertakings.

- To strengthen the general science education background required by non-science majors, to the degree that they acquire basic knowledge of the fundamental principles of the natural sciences, a working knowledge of the scientific principle, and an appreciation of the philosophical and social contributions of science and technology.

The Faculty

The profile of the full-time faculty is summarized in the following table.

Table 4.10 - Profile of Full-Time Faculty

Department	Number of Full-Time Faculty	Gender		Degree		Academic Rank			
		F	M	Doctors	Masters	Full Prof.	Associate Prof.	Assistant Prof.	Instructors
Natural Sciences	26	12	14	7	19	5	8	9	4

**There are 6 regular full time faculty members pursuing their Ph.D. in the area of specialization.*

Related Educational Activities

In the Natural Sciences Department, all Biology students receive formal training in research methods. Every year the department organizes a Student Research Symposium with one distinguished external researcher invited as keynote speaker. Some students actually present their work in this and other public conferences and participate in research exchange programs during a semester or summer period. Something similar, although more modest, is done with the Environmental Sciences program through their seminar course.

The Department is a participant of the PR-SLAMP program. This state-wide level initiative, funded by the National Sciences Foundation, is organized to help students develop effective science skills and complete their bachelor’s degree in an effort to increase their chances of going into graduate studies in science, mathematics, or engineering.

The Electronics, Physics, and Quality Control Department

The department integrates three disciplines: Electronics, quality systems, and physics. The mission includes offering degree-granting options for the first two. The physics courses are offered to support the programs within the department as well as those from other departments.

Programs offered

- B. S. in Electronics Technology
- B. S. in Quality Systems in Manufacturing and Services
- A. D. in Electronics Technology

Population Served

The department serves students admitted to the above mentioned programs and students from other departments, mostly from Natural Sciences, requiring introductory physics courses.

Through the Division of Continuing Education and Professional Studies, the department also offers credit and non-credit courses for professional or technical improvement.

Table 4.11 - Enrollment Statistics

Program	Enrollment		Full Time	Part Time	Gender	
	Number	% of total			Female	Male
Bachelor's, Electronics Engineering Technology	184	5.7%	113	71	20	164
Associate Degree, Electronics Technology	62	1.9%	50	12	6	56
Bachelor's, Quality Mfg.	49	1.5%	34	15	23	26

Objectives

- To assure that the students graduating from the degree-granting programs offered by the department show mastery of their major –at the corresponding level, bachelor’s or

associate–, to the degree that they acquire a solid base for upper division studies and adequate professional and general skills to excel in their professional undertakings.

- To complement the general science/technology education of majors from other departments taking the department’s courses, with the basic knowledge and skills they require to be successful in their programs and, later on, in their professional lives.
- To contribute to the continuing education and training of professionals and technicians in areas related to electronics or quality systems.

The Faculty

The profile of the full-time faculty is summarized in the following table.

Table 4.12 - Profile of Full-Time Faculty

Department	Number of Full-Time Faculty	Gender		Degree		Academic Rank			
		F	M	Doctors	Masters	Full Prof.	Associate Prof.	Assistant Prof.	Instructors
Electronic, Physics & Quality Control	17	4	13	0	17	2	5	7	3

Related Educational Activities

For the benefit of its students and faculty the department organizes occasional presentations and short lectures in areas related to science and technology. Some of its faculty members engage in consulting activities.

The Electronics students have been taking advantage of special development and support activities provided through the Puerto Rico Advanced Technological Education program, a state-wide initiative sponsored by the NSF. Students who participate may choose from a wider range of occupations and educational opportunities, have more opportunities for good jobs after graduation,

obtain actual work experience while going to college and develop potential contacts that may broaden employment options.

Projections

The department will continue its ongoing efforts to infuse multimedia technology into the teaching-learning process. With the assistance of the Multimedia Educational Technology Center several professors have enhanced their laboratory courses with computer-based instruction and online resources. A next step will be to experiment with online courses.

The curriculum revision of the Bachelor's Degree in Engineering Technology was completed in July 2004. The new curriculum provides three new concentrations: Instrumentation and Control, Communications and Computer Technology. It will be implemented as soon as it is approved by the UPR Board of Trustees and the Puerto Rico Council on Higher Education.

A program assessment of the Bachelor's Degree in Quality Systems was completed in December 2004. As a result, the faculty has been revising the curriculum. This revision is expected to finalize by academic year of 2005-2006.

The Education Department

Except for the English courses in Education, this department offers all education and physical education courses at UPR-Aguadilla.

Programs Offered

- Bachelor's in Arts - Elementary School Education
- Transfer program - Secondary School Education

Population Served

The department serves the students admitted to the above mentioned programs, students from other departments taking education electives, and working teachers interested in professional improvement. Also, individuals seeking to be licensed as teachers by the Puerto Rico Department of Education are offered the opportunity to complete course requirements through the Teacher Certification Program offered in conjunction with the Division of Continuing Education and Professional Studies.

Table 4.13 - Enrollment Statistics

Education Program	Enrollment		Full Time	Part Time	Gender	
	Number	% of total			Female	Male
Bachelor's	252	8%	227	25	222	30
Transfers	69	2%	67	2	50	19

Objectives

- To assure that the students graduating from the degree-granting programs offered by the department show mastery of their major to the degree that they acquire a solid base for upper division studies, are adequately prepared to pass the Puerto Rico Teacher Certification Exam, and demonstrate effective teaching skills when employed.
- To contribute to the continuing education and training of teachers seeking professional improvement or formal certification.

The Faculty

The profile of the full-time faculty is summarized in the following table.

Table 4.14 - Profile of Full-Time Faculty

Department	Number of Full-Time Faculty	Gender		Degree		Academic Rank			
		F	M	Doctors	Masters	Full Prof.	Associate Prof.	Assistant Prof.	Instructors
Education	11	8	3	2	9	1	2	4	4

Related Educational Activities

During the year, the department organizes special lectures by invited guests and members of the faculty. One student has been participating in the International Studies Program. Through this program education students have the opportunity to enhance their cultural background and develop other educational skills and perspectives.

Projections

The department is completing a curriculum update in order to comply with recent changes in Teacher Certification Requirements established by the Puerto Rico Department of Education. It will also complete its overall assessment and move towards obtaining professional accreditation by the National Council for Accreditation of Teacher Education (NCATE) for its bachelor's degree program. To this end, it has already forwarded a letter of intent to NCATE.

The faculty acknowledges the need of mastering new instructional techniques based on multimedia technology and on-line delivery modes. The goal is not only to apply these techniques in the department's own efforts, but to correspondingly train our students to improve their effectiveness as future teachers. In this context, the department looks forward to benefiting more intensely of the faculty development opportunities available through the Multimedia Educational Technology Center.

The Office System Department

The mission of the Office Systems Department is to offer degree-granting alternatives in the area of office systems for regular students. Credit and non-credit courses for professional improvement may also be offered through the Division of Continuing Education and Professional Studies.

Programs Offered

- Bachelor's Degree in Office Systems
- Associate Degree in Office Systems

Population Served

The department mostly serves regular day-time students admitted to the above mentioned programs. From time-to-time, credit and non-credit courses, seminars, and workshops may be offered to working secretaries and other professionals seeking improvement in areas related to office systems.

Office Systems Program	Enrollment		Full Time	Part Time	Gender	
	Number	% of total			Female	Male
Bachelor's	165	5.1%	144	21	154	11
Associate Degree	79	2.4%	75	4	52	27

Objectives

- To assure that students graduating from the degree-granting programs offered by the department show mastery of their major –at the corresponding level, bachelor's or associate–, to the degree that they acquire a solid base for upper division studies and adequate professional and general skills to excel in their professional undertakings.

- To contribute to the improvement of office administration professionals through continuing education alternatives.

The Faculty

The profile of the full-time faculty is summarized in the following table.

Table 4.15 – Profiles of Full-Time Faculty

Department	Number of Full-Time Faculty	Gender		Degree		Academic Rank			
		F	M	Doctors	Masters	Full Prof.	Associate Prof.	Assistant Prof.	Instructors
Office Systems	8	8	0	0	8	3	1	2	2

Related Educational Activities

During the year the department offers short lectures as well as seminars and workshops in areas related to Office Systems. Some of these presentations are coordinated by students in partial fulfillment for some of their courses.

Students have the opportunity of becoming members of the International Association of Administrative Professionals - Student Chapter.

Projections

Some faculty members are already involved in a campus-wide effort to enhance teaching using computer multimedia technology and on-line alternatives. The department will increase its participation until all of its faculty members are actively applying new educational technologies to their teaching. Some professors will develop online courses or complement their traditional courses with online resources.

We plan to offer courses in the area of business education, so that the students may be certified in that field. Accomplishing the accreditation criteria established by the Association of Collegiate Business Schools Programs is our primary objective. We are focused on offering, once

again, the bachelor’s degree through the Evening University Program under the Division of Continuing Education and Professional Studies.

The Social Sciences Department

The Social Sciences Department offers an Associate Degree in Arts and a transfer program for students interested in completing a bachelor’s degree in a field related to the social sciences. The department is also charged with the responsibility of offering general education courses to students from other departments.

Programs Offered

- Transfer to a bachelor’s degree in Social Sciences. (The curriculum is especially oriented towards fulfilling the requirements set forth by the University of Puerto Rico at Mayagüez or Río Piedras.)
- Articulated transfer with the Río Piedras Campus (Pending signature of agreement by the chancellors involved. Qualifying students will obtain immediate acceptance to the bachelor’s degree programs of Political Science, Sociology, Economics, Geography, Anthropology, General Studies, or Cooperativism.)
- ***Population Served***

The department serves students admitted to the above mentioned programs and students from other departments requiring social sciences courses or selecting them as electives.

Social Sciences						
Program	Enrollment		Full Time	Part Time	Gender	
	Number	% of total			Female	Male
Transfers	223	6.9%	221	2	159	64

Objectives

- To offer a solid two-year curriculum for successful continuation of studies at the bachelor’s degree level.
- To strengthen the general education background of the students by stimulating their intellectual abilities, providing them with a working knowledge of the scientific method, and enhancing their basic skills in critical analysis. The department strives to help students become more sensitive to social issues, gain environmental awareness, and develop civic responsibilities.

The Faculty

The profile of the full-time faculty is summarized in the following table.

Table 4.16 Profile of Full-Time Faculty

Department	Number of Full-Time Faculty	Gender		Degree		Academic Rank			
		F	M	Doctors	Masters	Full Prof.	Associate Prof.	Assistant Prof.	Instructors
Social Sciences	10	4	6	3	7	4	1	1	4

Related Educational Activities

During the academic year, the department organizes a varied set of extracurricular activities involving faculty and students. Each year, since 1998-99, a week is dedicated to the Social Sciences. During this week different topics of social interest are treated by faculty members and distinguished guests (e.g., jurists, communication specialists, politicians, economists, etc.). Topics covered have included minority rights, gender issues, and political themes, to name a few. The presentation of the institution’s musical band and chorus, and the *Orquesta de Acordeones de Puerto Rico* (Accordion Orchestra of Puerto Rico) were social highlights of past year’s activities. Significant presence of the external community was observed.

Through, lectures, colloquia, radio talks, and direct consulting, the faculty of the Social Sciences Department extends its services to the external community, including city governments, government departments and agencies, and schools. A member of our faculty works with a special program developed by the University of Puerto Rico Mayaguez Campus, known as Food Production and Nutrition Excellence: A Multi Disciplinary Approach to Transform the Communitarian Life.

Recently a faculty member completed an introductory text in psychology. Another completed a research project for the Federal District Court of Puerto Rico, related with the attitudes and values of prison inmates; another offered Parliamentary Law Workshops to the University of Puerto Rico in Arecibo Campus, to the Aguadilla and San Sebastián Municipal Legislative Assembly, and other public or private schools or universities; another is a member of the Puerto Rico Accordion Orchestra and offered concerts in various cities in Italy and Argentina; another is member of our college Band and plays the trumpet.

Projections

The Department will improve a proposal to establish a bachelor's degree in Social Sciences. The original proposal had been submitted to the Vice President of Academic Affairs and to the University Board for their recommendations.

The Humanities Department

The Humanities Department offers a transfer program for students interested in completing a bachelor's degree in a field related to the humanities. Articulated transfer options at the bachelor's and associate degree levels are also available in the field of television and radio communications. The department is also charged with the responsibility of offering general education courses to students from other departments.

Programs Offered

- Non-articulated transfer to Bachelor's in Arts degree programs offered by other institutions, especially the University of Puerto Rico at Mayagüez or Río Piedras.
- Articulated transfer to the bachelor's degree in Humanities offered by the University of Puerto Rico at Río Piedras.
- Articulated transfer to the bachelor's degree program in Television and Radio Communications Technology offered by the University of Puerto Rico at Arecibo
- Articulated transfer to the associate degree program in Television and Radio Communications Technology offered by the University of Puerto Rico at Arecibo.

Objectives

- To offer a solid two-year basis for successful continuation of studies at the bachelor's degree level.
- To strengthen the general education background of the students and contribute to their holistic development. The main focus is to help students develop the ability to critically interpret the social and cultural reality of Puerto Rico and the rest of the world. An effort is made to enhance the students' appreciation of the production of culture and to contribute to its process. The values of human solidarity and liberty are strongly upheld.

Population Served

The department serves students admitted to the above mentioned programs and students from other departments requiring humanities courses or selecting them as electives.

Table 4.17 – Enrollment Statistics

Program	Enrollment		Full Time	Part Time	Gender	
	Number	% of total			Female	Male

The Faculty

The profile of the full-time faculty is summarized in the following table.

Table 4.18 - Profile of Full-Time Faculty

Department	Number of Full-Time Faculty	Gender		Degree		Academic Rank			
		F	M	Doctors	Masters	Full Prof.	Associate Prof.	Assistant Prof.	Instructors

Related Educational Activities

The Humanities Department jointly publishes with the Spanish Department a literary magazine called *El Cuervo*. This publication receives contributions both from Puerto Rico and abroad. Since 1997, each year the department dedicates a week to celebrate and promote the Humanities with activities –offered by the faculty and professors from other universities– such as conferences, poem readings, painting exhibitions, music concerts and movies.

Projections

The faculty is working on a proposal for a bachelor’s degree in “Interdisciplinary Studies on Puerto Rico and the Caribbean.”

The English Department

The English Department offers the two-semester Basic English course which is a requirement for all students. General education courses such as Intermediate English, Grammar and Composition, and Introduction to Literature are also offered. Some professional and technical programs require specialized courses in English –such as Technical Writing and Conversational English.

The English Department also offers a Bachelor’s Degree in Arts in Education with a concentration on English and Multimedia Technology. This Program was approved on June, 2001. The Program meets all the requirements of the Department of Education of Puerto Rico.

Population Served

All degree-seeking students at UPR-Aguadilla are required to take one or more English courses. Through the Division of Continuing Education and Professional Studies, the department also offers courses for professional or personal improvement. Students in the BA program may choose a concentration in elementary or secondary education.

Table 4.18 - Enrollment Statistics

Program	Enrollment		Full Time	Part Time	Gender	
	Number	% of total			Female	Male
Education with Multimedia Technology	155	5%	144	11	119	36

Objectives

- To help students develop writing and conversational skills in the English language
- To provide students with an appropriate background in English so that they may successfully continue their studies in the program of their choosing

- To improve the students' abilities to comprehend, interpret, and evaluate information and literature as part of their required life-long learning skills
- To conduct activities geared towards promoting cultural enhancement and good human relations
- To prepare teachers of English as a second language at the elementary and/or secondary level
- To empower our graduates with the knowledge and skills that will allow them to select, plan, and introduce technological tools to their teaching-learning process as well as to any other task they perform
- To offer in-service teachers the opportunity to fulfill the requirements for the Department of Education Certification in Teaching English.

The Faculty

The profile of the full-time faculty is summarized in the following table.

Table 4.19 - Profile of Full-Time Faculty

Department	Number of Full-Time Faculty	Gender		Degree		Academic Rank			
		F	M	Doctors	Masters	Full Prof.	Associate Prof.	Assistant Prof.	Instructors
English	14	11	3	2	12	3	4	4	3

Related Educational Activities

Beginning in February, 2006, a pilot project is being implemented in the English Department: **Future and Mentor Teachers Integrating Technology Together**. The support for this project is provided by *Escuela Digital*. The vision is to motivate teachers to integrate technology in order to enhance the student learning experience and academic progress. The mission is to use technology to learn, transform and create technology with purpose. Future teachers will be mentored by an in-

service teacher to work together integrating technology and will be able to share their learning with others within and outside the university community.

Projections

The English Department Faculty will continue its efforts to keep abreast of the latest technological innovations in order to provide our students with the best instruments and resources in the field of multimedia technology in education.

The faculty will continue striving for academic excellence, so that, in the next three years, four professors will have completed their PhD requirements.

The Department is currently participating, together with all the other campuses of the University of Puerto Rico, in a plan to fulfill the requirements for the accreditation of its program by the National Council for Accreditation of Teacher Education (NCATE).

THE DIVISION OF CONTINUING EDUCATION AND PROFESSIONAL STUDIES

The Division of Continuing Education and Professional Studies (DCEPS) is an academic unit under the Dean of Academic Affairs. It provides diverse academic offerings for professional, technical, and personal improvement. Offerings include credit courses for professional improvement, short non-credit courses, lectures, conferences, seminars, and workshops.

The DCEPS is regulated by the Board of Trustees' Certification 190 (2000-2001). This certification defines the institutional policy and strategic direction for continuing education and professional studies at the University of Puerto Rico, granting the unit an adequate degree of administrative and fiscal flexibility. As a result, the DCEP is capable of responding to specific needs through custom-made courses and programs, and other flexible educational experiences. Following is the DCEPS most important offerings.

The Evening University

Non-traditional students may enter degree-granting programs during evening schedules. At present the bachelor's degree program in Business Administration is available with majors in accounting, marketing, finance, information systems, and human resources. Individuals in the Evening Program are usually employed and study part-time. Most are older than 21 and have family responsibilities.

Teacher Certification Courses

With the collaboration of the degree-granting academic departments, The DCEPS offers the credit courses required to obtain a Teacher Certificate granted by the Department of Education in Puerto Rico. Several certificate options are available.

Short Courses, Seminars, Workshops, Conferences

Diverse offerings under these categories are intended to provide personal or professional development opportunities for interested individuals. Some may carry Continuing Education Units (CEU). Each offering may vary in length, usually between 3 and 30 contact hours. They follow flexible schedules and, if convenient, may be offered in out-of-campus sites.

Community Services

Upon request, many educational presentations are offered by the DCEPS to provide personal growth or professional improvement opportunities to groups or civic organizations.

Public Sector Training

Educational and training alternatives for the public sector are occasionally developed according to special needs identified by the sponsoring entity. Most offerings are directed toward the retraining of unemployed personnel.

Industrial/Business Educational Partnerships

Upon request, particular courses, workshops or programs are designed to satisfy educational and work-related needs for the industrial or business sector. On some occasions, long-standing partnerships between the UPR-Aguadilla and specific industries do develop.

Grant-Sponsored Projects

Frequently the DCEPS prepares proposals to provide educational services to individuals or specific groups. These proposals are usually submitted to governmental agencies that have funding programs for such proposals on a competitive basis. Some private entities such as foundations or corporations also sponsor proposal-based programs.

THE HONORS PROGRAM

At UPR-Aguadilla we acknowledge the need to recognize and stimulate those who excel academically or show high motivational levels to produce above the norm. In line with this principle an Honors Program was established in 1989 and continues admitting a group of 25 to 30 highly talented freshmen every year. This program is coordinated by a faculty member under the direct supervision of the Dean of Academic Affairs.

The selection is based on the General Admissions Index and an interview to determine motivation. The index combines high school grade point average and College Entrance Examination Board test results. The calculation renders a number between 1 and 400. Honors students must have

300 or higher in order to be accepted. Also, they are expected to maintain a college G.P.A. of at least 3.33.

Honors students participate in a diversity of activities of an academic and social nature, directed to develop their intellect, as well as their social skills and leadership. Over the years, a group of special courses, in different disciplines, has been developed solely for the students in the Honors Program.

Conclusions

Among other topics, the contents of this chapter address institutional items referenced in articles 51.4, 51.5, and 53 (e) of the PRCHE Bylaws.

In the fall of 2005 there were 150 full-time faculty members and 16 part-time. Of the full-time group, 138 were teaching faculty, 7 were librarians, and 5 were professional counselors. They are academically well prepared—holding either doctorates or master degrees—well balanced in terms of discipline, and committed. The faculty has a good mix of senior and junior members and is infused with varied perspectives, coming from different disciplines related to the liberal arts, the sciences and technical areas. Most faculty members are highly identified with the college and turnover mostly results from retirement or transfer within the UPR system.

The selection process is based on merit. All faculty members hold at least one masters degree in an area related to their teaching responsibilities. Some have additional graduate preparation, including other masters or a doctorate. The recently adopted policy is to require the doctorate as a minimum requirement. In absence of available candidates, those hired with masters are required to complete or initiate doctoral studies no later than two years after hire.

Following general guidelines established in the UPR General Bylaws and more specific criteria established by the Faculty Personnel Committee, promotions and tenure are also subject to merit and peer evaluation. Development is ensured through institutional support. Most faculty leaves are approved for the purpose of advanced degree studies. In 2004-05, faculty leaves amounted to \$273,462. Some funds are also assigned for non-credit training such as workshops, symposia, and conferences.

The UPR bylaws guarantees faculty participation in all major areas of academic affairs and institutional governance: The hiring of new faculty; evaluation for tenure and promotion; program creation, assessment and revision; learning assessment; and policy formulation through membership in deliberating bodies (Senate, Administrative Board, university Board).

The regular teaching workload of a full-time faculty member is 12 credits per semester. Under current regulations, extra credit assignments may be approved, as needed, and are paid as extra compensation. Summer courses are compensated at the rate of 1.5 the regular monthly salary, for a three credit course. The average course load per full-time professor in the fall of 2004 was 15.7 credits whereas five years ago it was 18.

The overall quality of a program results from a combination of multiple factors: Adequacy of program descriptions and related information, admission requirements, objectives and curriculum design, instructional

methods and student evaluation, the academic support system, assigned resources, and program administration. The report shows that UPR-Aguadilla integrates these factors to produce programs that serve the educational needs of its students and are in conformance to the quality standards agreed upon by the academic community.

Curriculum balance between specialization, general education, and electives is critically important, especially at the bachelor's degree level. An analysis of course distributions of all programs shows that the curriculum design assures adequate balance between these three components.

As described in the academic departments' sections, all departments complement their teaching with a set of related educational activities that enrich the overall educational experience.

As described in the academic departments' sections, all departments complement their teaching with a set of related educational activities that enrich the overall educational experience. Most bachelor's degree programs require some type of work-related practice in external organizations. In these cases, agreements between the UPR-Aguadilla and the sponsoring institution are in effect. Generally, these agreements are not formal contracts but they are designed to ensure that the educational experience is in accord to program objectives. Duration of practice, student evaluation, and student security issues are also discussed with the sponsors.

Chapter 5

INSTITUTIONAL RESOURCES

HUMAN RESOURCES

The UPR-Aguadilla is an equal opportunity employer, providing work opportunities for qualified individuals without regard to race, color, sex, religion, age, national origin, veteran status, or handicap status. It has standard operating procedures to ensure that this policy of nondiscrimination is strictly adhered to. Statistics related to Equal Employment Opportunities and related reports are kept in the Office of Planning and Institutional Research.

Other policies are also in place to promote a working environment free from sexual or other types of harassment, and free from the abuse of alcohol and use of illegal substances. These policies are widely publicized and procedures to counteract policy infringements are well known and enforced.

The Faculty

Details related to the faculty are presented in Chapter 4. In general, the faculty of each program is well prepared, motivated, and student centered. The Faculty has a good mix of senior and junior members and is infused with varied perspectives, coming from different disciplines related to the liberal arts, the sciences and technical areas. Most faculty members are highly identified with the college and turnover mostly results from retirement or transfer within the UPR system.

Non-faculty Personnel

In the fall of 2005 we had 203 non-faculty employees (Appendix 2). Most are tenured, working full-time, and with academic preparation that is adequate or superior to the requirements of

their position. Like the faculty, they are positively related to the college and are committed to its well-being.

As with the faculty, non-faculty personnel have received several salary increases over the past 5 years. On average, each individual has received an increase of \$124/month. All regular employees of the University of Puerto Rico receive a set of fringe benefits that, among other things, include retirement benefits, a comprehensive health insurance, a Christmas Bonus, leaves of absence for special reasons, and free tuition for themselves, their spouses, and legal dependants.

Professional improvement for non-faculty personnel is on-going and many take advantage of the opportunity to take credit courses in the College or other institutions. Employees may take up to 18 credit hours during a given semester. Seven of these may be during working hours, with no adverse effect on their vacation time or salary for the first four credits. An estimated \$11,430 was invested in non-faculty personnel development for year 2004-05. A significant number of training activities are not included in the estimate since not all require direct disbursement from the College.

Committee Participation

Non-faculty personnel are not only involved in the discharge of their functional duties. They also participate in institutional projects and many standing and ad hoc committees. Without a doubt, many improvements experienced at UPR-Aguadilla stem from their contribution.

LAND RESOURCES AND PHYSICAL FACILITIES

The campus of the UPR-Aguadilla comprises about thirty-five (35) acres. The campus itself is quite attractive, with trees and open green areas. It accommodates the 15 College buildings and 11 parking areas providing 1,154 parking spaces.

Despite the significant budget limitations faced by the UPR-Aguadilla during the past three years, through remodeling and additions to existing buildings it has been able to provide some

additional spaces for academic and administrative use, and for student services. Table 5.20 shows the functional distribution of facilities and compares the present status with that of year 2001. Not included in the table is the Learning and Information Resources Center now under construction⁸. Once completed, it will add 40,000 square feet to the facilities. Thus, the strains for additional space will be significantly reduced if enrollment levels remain relatively constant for the following years.

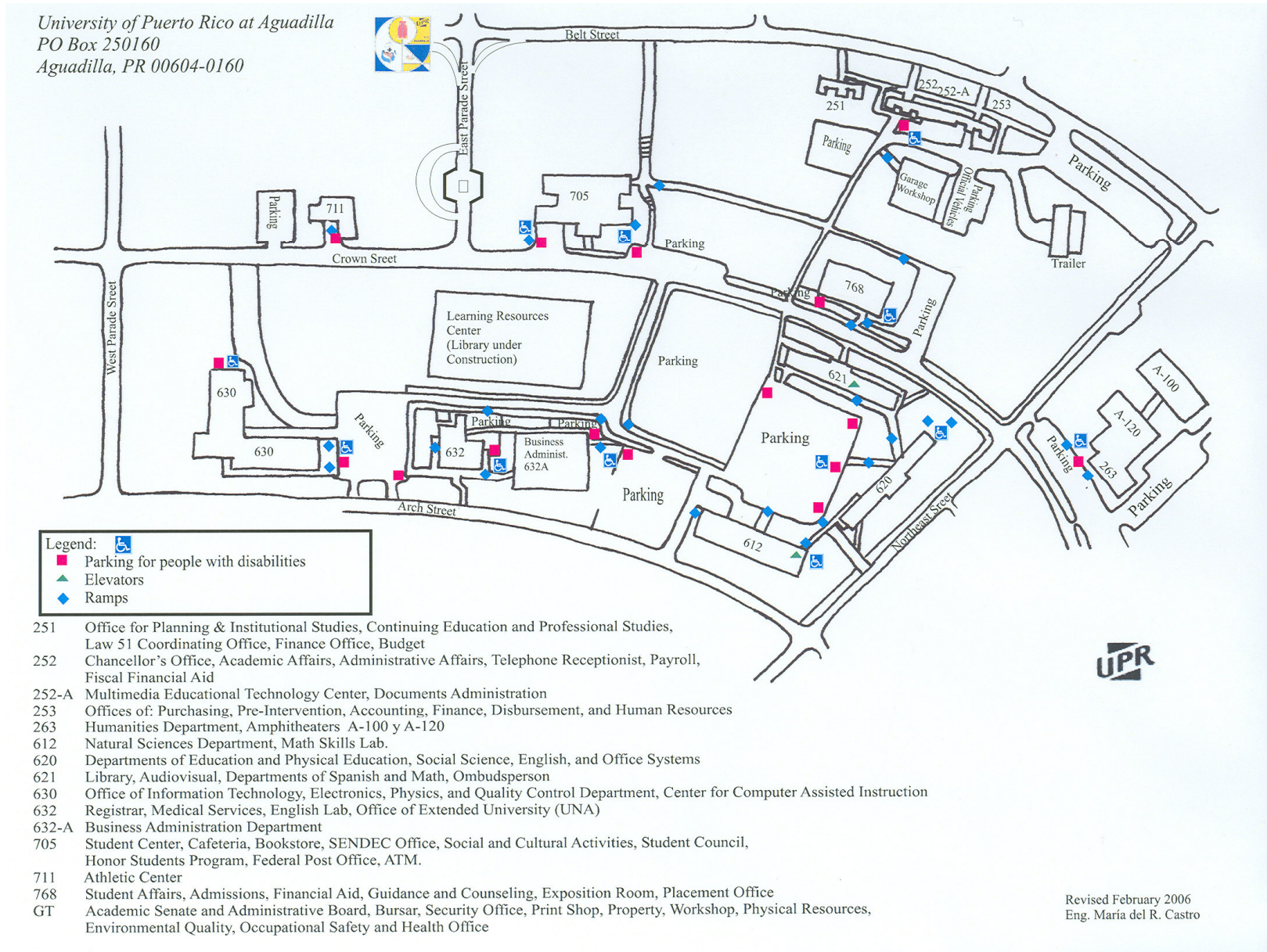
Table 5.20 - Space distribution of facilities

Physical Space	2001		2005	
	Units	Area (Square Feet)	Units	Area (Square Feet)
Classrooms	46	28,695	48	30,195
Laboratories	18	16,353	18	16,353
Audiovisual Laboratories	3	1,155	3	1,155
Offices	123	38,563	141	42,012
Library	1	18,231	1	18,231
General Use ⁽¹⁾	50	52,908	53	53,988
Restrooms	48	8,180	55	8,708
Basketball Court	1	6,000	1	6,000
TOTAL		170,085		176,642

A map of the facilities is presented in the next page (Figure 5.1).

⁸ This building was reported to be under construction in our previous self-study. However, problems with the contractor led to legal procedures that had the effect of suspending the construction. It reinitiated in January 2006 and should be completed in one year.

Figure 5.1- Site Map of UPR_Aguadilla



ACADEMIC SUPPORT FACILITIES

The Library

The 18,231 square feet Library building is located on the last two floors of a three-story building. An elevator is available for students and personnel requiring this service. Between Mondays and Thursdays, it opens from 7:30 AM to 9:00 PM. On Fridays it opens until 4:30 PM and on Saturdays from 8:30 Am to 1:30 PM. No service is offered on Sundays.

The Library plays a central supporting role, providing students and faculty the necessary resources to adequately support their learning and class research. This support includes access to a balanced book collection including basic and reference material in all the major disciplines, particularly those related to the academic programs of the college. The library catalog is online and may be accessed through any computer connected to the UPR library network or the Internet.

The library subscribes to a significant number of journals and other periodical publications, as recommended by the faculty. Many reference materials are available through online subscriptions to many academic and professional publications. Audiovisual materials are also available at the Audiovisual Center, a component of the library. Twenty three PCs are located in the library for public use. Through these, the students are able to search the online databases for learning resources and to access the Internet for additional information.

Librarians at the University of Puerto Rico have academic status equivalent to Faculty. As such, they have similar rights and responsibilities. The Library is staffed with six full-time and one part-time professional librarian,⁹ and seven assistant librarians. Additional personnel include two

⁹Another distinguished librarian works at UPR-Aguadilla as Director of the Division of Continuing Education and Professional Studies.

audiovisual technicians, a computer laboratory technician, and three secretaries. About twenty students from the work-study program provide appreciable clerical help each year.

Library Instruction

Library Instruction at UPR-Aguadilla is a central academic service offered by the librarians. It is intended to help students as well as faculty members to develop lifelong information skills required for effective study and research. To this end, the librarians prepare written materials, coordinate presentations with faculty members for the students, and learn about the resources available to them through the library. Both traditional and multimedia-based techniques are stressed. Topics include library search techniques using the on-line catalog and databases, and exploring the Internet. The training also covers how to evaluate the reliability and usefulness of the information obtained through these sources. The Library publishes **Icono**, an indexed magazine designed to provide general library information and contributes to the Library Instruction program.

Library Acquisitions

A considerable investment in library resources has been made during the past five years. Details are presented below in Tables 5.21, 5.22, and 5.23.

Table 5.21 - Library Budget by Fiscal Year

Fiscal Year	Library Budget (\$)					Audiovisual Adjusted Budget
	Total Adjusted Budget	Funds for Acquisitions				
		Books & Subscriptions	Equipment	Materials	TOTAL	
2000-01	719,822	123,548	68,976	14,399	206,923	48,240
2001-02	762,586	123,548	110,075	11,199	244,822	51,355
2002-03	706,896	130,548	32,212	13,993	176,753	54,360
2003-04	733,897	130,544	42,106	18,704	191,354	57,600
2004-05	730,989	130,548	21,452	12,926	164,926	61,717

Table 5.22 - Distribution of the Library Collection

COLECCION	2002-03		2003-04		2004-05	
	Titles	Volumes	Titles	Volumes	Titles	Volumes
Circulation	27,912	30,025	28,494	30,617	29,337	31,477
Reference	3,677	7,020	3,856	7,323	4,021	7,534
Adiovisual	1,999	13,049	2,028	13,083	2,100	13,199
Aguadillana	346	419	347	422	350	426
Juvenile	214	289	233	313	306	394
Literature						
Enrique Laguerre	---	---	487	1,006	795	1,374
ElectronicsBooks	---	---	---	---	27	82
TOTAL	34,148	50,802	35,445	52,764	36,936	54,486

Table 5.23 – Online Resources, 2004-05

ONLINE DATA	INDEXES	JOURNALS	TOTAL
Ebsco	434	108	542
Gale Group	381	58	439
ProQuest	2,604	509	3,113
Wilson Web	517	34	551
Ocenet Consulta	51	12	63
Ocenet Medicina y Salud	3	0	3
Ocenet ADEM	13	0	13
TOTAL	4,003	721	4,724

New Facilities

Given present needs, the physical layout of the Library does not lend itself for the best distribution of space. A new Learning and Information Resources Center¹⁰ will respond to this need.

This building will more than double the size of the existing library and is designed to meet the most up-to-date requirements of a modern library and information center. Besides the usual spaces set aside for the collections and other resources, and the general study areas, it will include 12 small-group study rooms, 8 computer laboratories for student use, a library instruction room, a

¹⁰The construction of this building has suffered long delays because of problems with the constructor. Fortunately, the construction has been rescheduled and should be completed by December 2007.

teleconference room, a multimedia production center, and a conference room of 100 seats . The cost of the building, furnishings, and equipment is expected to exceed \$ 5 million.

Information Technology Resources

The UPR-Aguadilla computer network is an optical fiber system connected to the UPR system network through a T1 line. It now transmits at speeds between 10 and 100 Mbps, but if required it may be upgraded to operate at higher speeds. During the past years a wireless network – with 14 receiver units distributed throughout the campus– has also been developed. Most areas of high student traffic have wireless access, although an improved, more reliable, system is needed. Equipment to improve both the optical fiber and wireless networks will soon be purchased thanks to a special assignment of \$90,978 provided by the UPR Central Administration as part of its institutional effort to improve IT capabilities within the UPR.

From the technical side, most information technology services in the college are provided by the Information Technology (IT) Office. This office is headed by a Director which responds directly to the Chancellor. Both administrative and academic computing services are provided by the IT Office. The administrative services are provided through the Computer Center which is staffed by one IT specialist, a programmer, a technician, and three operators. The Academic Laboratories— detailed in Appendix 1—are attended by a group of six technicians, directly supervised by the IT Director.

The Computer Center houses nine Windows-based servers which are connected to the UPR net and, through this network, to the Internet. These servers are dedicated mostly to the support of administrative processes as well as website and email management.

From the academic side, the Multimedia Educational Technology Center (MET-Center)¹¹, established in 2001, provides IT based training for both faculty and students. The Center also funds faculty driven projects for educational improvement using multimedia technology, assists the faculty on instructional development, promotes online course developments, provides technical assistance, and academic guidance on the pedagogical applications of IT. The MET-Center has a 16 PC laboratory for student training, a 10 PC laboratory for faculty training and instructional development, and several PCs especially equipped for multimedia instructional development. It is staffed by three faculty members a multimedia technician, and a secretary. Also, several faculty members from other departments collaborate with the Center as “adjunct” trainers.

Presently, there are 770 computers¹² in the institution, 44% for academic computing, 23% for faculty use, 3% for library searches, 3% for library instruction, and 27% for administrative use.

The distribution is as follows:

Table 5.24 – Computers for Academic Use

Location	Number
Standard PC labs* (See Appendix 1)	221
Mobile labs in Natural Sciences Department (notebooks)	51
Assigned to teaching faculty	179
For library instruction (notebooks, mobile lab)	20
For library searches; lab, 3 rd floor	13
For library searches; service areas, 1 st floor	10
For student loans in library (availability starts in February, 2006)	10
Multimedia Educational Technology Center	58
Total	562

*** Not included are three laboratories for general student use that are being completed. They will add 62 PCs to the current inventory. Also more computer labs and IT equipment will be added in the following semester as a result of a \$169,000 investment resulting from the newly approved Information Technology Fee.**

¹¹ For more information on the MET-Center and its central role in IT educational development for the UPR-Aguadilla, see Chapter 6.

¹² Of these, 758 were purchased during the 2000-2005 period which shows that replacement of computing equipment has been taking place, as it should. For purchase details, see Table 5.26 .

Table 5.25 – Computers for Administrative Use¹³

Location	Number
Deanship of Academic Affairs and departments	77
Deanship of Administrative Affairs and associated units	49
Deanship of Student Affairs and associated units	27
Office of Information Technology	32
Multimedia Educational Technology Center	9
Office for Planning and Institutional Research	6
Chancellor's Office	4
Academic Senate and Administrative Board	4
Total	208

Investment in IT

Information Technology is not only the backbone of many administrative processes, but also a primary tool to enhance the teaching-learning process. Hence, over the past ten years, UPR-Aguadilla has been investing heavily on its network infrastructure and acquiring computer and IT related equipment for administrative and educational use at a significant rate. The total estimated amount invested in IT equipment since the year 2000 is \$1,629,973 (\$945,942 for academic use and \$684,032 for administrative use). Details are presented in Table 5.26.

¹³Microsoft Office has been adopted as the primary platform for administrative use. Through its Campus Agreement Program, Microsoft makes MS software available to the UPR-Aguadilla at very low prices both for academic as well as administrative use. For academic use, a variety of software packages are available according to faculty recommendations.

Table 5.26 - IT Investment Between 2000-01 and 2004-05

Administrative Units	Computers		Printers		Scanners		Projectors		Faxes		E- Boards		Software	Others	Total
	N	\$	N	\$	N	\$	N	\$	N	\$	N	\$	\$	\$	
IT Office	0	\$0												\$4,365	\$4,365
Departments	176	\$240,095	62	\$23,715	10	\$2,144	58	\$73,165		\$0.00	5	\$10,070	\$7,208	\$3,632	\$360,029
Academic computing labs	320	\$392,024	13	\$15,538	3	\$2,533	8	\$7,407			7	\$12,266			\$429,768
Multimedia Ed. Tech. Center	58	\$112,906	3	\$1,545	3	\$660	10	\$14,250			2	\$4,400	\$3,592	\$14,427	\$151,780
Total	554	\$745,025	78	\$40,798	16	\$5,337	76	\$94,822	0	\$0	14	\$26,736	\$10,800	\$22,424	\$945,942

IT Investment for Administrative Use; 2000-2004

Administrative Units	Computers		Printers		Scanners		Projectors		Faxes		E- Boards				Total
	N	\$	N	\$	N	\$	N	\$	N	\$	N	\$	\$		
Admin Board/Senate	4	\$5,729	3	\$3,015	0	\$0	3	\$4,310	1	\$156	0	\$0	\$158	\$395	\$13,763
Student Affairs	27	\$36,798	20	\$18,065	1	\$289	2	\$2,160	5	\$1,124	0	\$0	\$0	\$248	\$58,684
Administrative Affairs	49	\$59,912	31	\$37,888	0	\$0	0	\$0	2	\$1,186	0	\$0	\$0	\$62,205	\$161,191
Planning and Institutional Research	6	\$12,016	4	\$2,547	4	\$2,174	0	\$0	1	\$590	0	\$0	\$2,566	\$972	\$20,865
IT Office*	32	\$40,716	3	\$2,170	0	\$0	1	\$3,156	1	\$97	0	\$0	\$44,233	\$79,224	\$169,596
Academic Affairs and Departments	77	\$102,649	73	\$47,037	10	\$15,068	2	\$1,918	11	\$2,991		\$0	\$13,663	\$49,422	\$232,748
Multimedia Ed. Tech. Center	9	\$23,340	0	\$0	1	\$3,435	1	\$400	0	\$0	0	\$0	\$0	\$10	\$27,185
Total	204	\$281,160	134	\$110,722	16	\$20,966	9	\$11,944	21	\$6,143	0	\$0	\$60,620	\$192,476	\$684,032

* IT Office covers the software costs for most departments and offices.

Total IT Investment

UPR-Aguadilla	Computers		Printers		Scanners		Projectors		Faxes		E- Boards		Software	Others	Total
Total IT Investment	758	\$1,026,185	212	\$151,520	32	\$26,303	85	\$106,765	21	\$6,143	14	\$26,736	\$71,420	\$214,900	\$1,629,973

* Not included are three laboratories for general student use that are being completed. They will add 62 PCs to the current inventory. Also more computer labs and IT equipment will be added in the following semester as a result of a \$169,000 investment resulting from the newly approved Information Technology Fee.

At present, the University of Puerto Rico is developing an enterprise system based on Oracle technology. As part of the UPR system, UPR-Aguadilla will be a beneficiary of this multimillion dollar initiative. The system will be phased-in during the years 2006 and 2007. When fully operational, it will provide the UPR with a modern and efficient set of administrative web-based systems to manage its principal student and business operations.

In 2001 UPR-Aguadilla landed a five-year federal grant under the US Department of Education (Title V - Hispanic Serving Institutions). Through this \$2,014,116 grant –in addition to local institutional funds– it has been able to significantly enhance its IT educational resources and elevate the knowledge base of both faculty and students, putting them in a position to use IT technology as an effective teaching/learning tool. As a measure of improvement: in 1995 the ratio student-to-computer in UPR-Aguadilla was 19; in 2000 it was 14; it is now 9. Besides computers, the IT equipment base including digital projectors, Electronicsboards, printers, scanners, and the like, has also increased significantly, in quantity and quality. Naturally, software diversity and availability has also improved.

The recognition that academic computing is central to the teaching-learning process has compelled the University of Puerto Rico system to place high priority on the development of an IT infrastructure and technology base for academic purposes. To this end, it recently established an Information Technology Fee of \$25.00 per student to ensure that IT for education is properly funded. In 2005, UPR-Aguadilla received \$169,000 from the Technology Fee. The totality of these funds has been separated for the procurement of computers and other IT related equipment, solely for student use. The effects of investments funded through the IT Fee will become apparent in the following years.

Usage Guidelines and Security Measures

A general policy statement, approved by the Board of Trustees, regulating the use of IT resources in the University of Puerto Rico is in effect. The IT Office has formal security protocols to assure confidentiality of private institutional, students, and personnel files. It also has clear norms related to the observance of license agreements.

IT Office Budget

The IT Office Budget is as follows:

Table 5.27 – OT Office Budget, 2004-05

IT Office Budget (\$)	
Salaries, regular personnel	156,129
Salaries, non-regular personnel	15,768
Overtime	313
Professional improvement	11,568
Materials	5,800
Software	22,000
Maintenance	30,000
Equipment, lease funds for	9,750
Equipment, general	30,152
Equipment, communications	35,940
Subtotal	\$ 317,420
Academic Computing – Budget (\$)	
Salaries	92,275
Salary differentials	508
Materials	387
Equipment	370
Subtotal	\$ 93,540
Total	\$410,960

The assignment for equipment is admittedly low. The only reason why it has sufficed until now is because it has been constantly reinforced with special additional funds, both from UPR-Aguadilla as well as from the Central Administration. Also, it is important to stress that the IT Office Budget is only for the central administrative costs of that unit. All computer related resources for academic or administrative use by other units are charged either to their respective budgets or to

special assignment funds. This explains why actual IT investment greatly surpasses the IT Office budget assignments.

Educational Equipment

All laboratories in the institution are adequately equipped to satisfy program objectives. Laboratory rules are in effect to guarantee safe management and use of equipment and to follow proper security and safety procedures, when required.

Excluding expenses for computers and other IT related equipment and software, in the past five years UPR-Aguadilla has invested an estimated \$1,662,084 for the purchase of equipment and supplies to support its academic programs. About four fifths of this is for equipment; the rest for supplies. Simultaneously, it has implemented strategies to reduce the need to purchase high cost equipment; for example, use of computer simulations and the redesign of some experiments using homemade equipment (particularly in physics). The use of microscale technology in the Natural Sciences Department has also proven to be economically sound.

Athletic Facilities

The UPR-Aguadilla still provides only very limited facilities to support sports activities and physical education offerings: A small Athletic Center, a basketball court, and a softball field. However, a gymnasium, a swimming pool, and a tennis court owned and administered by the Puerto Rico Department of Recreation and Sports are made available to the College so that the objectives of the physical education courses can be met, although with some inconvenience. Table tennis, billiards, board games, a television set, and a VCR/DVD player are available at the Student Center for recreational purposes.

An Athletic and Sports Development Center had been included in the institution's five-year development proposals, but neither the Board of Trustees nor the Puerto Rico Legislature approved

the required funds, as had been expected. This is a need that has not yet been fulfilled and should receive greater attention.

FINANCIAL RESOURCES

Sources of Funds

The University of Puerto Rico receives funds from different sources, of which the Government of Puerto Rico is the main contributor, providing about two thirds of the total unrestricted funds. The UPR also generates income from internal sources such as registration fees, service fees, and sales from University enterprises.

The other funds that supplement the University income are restricted funds derived from donations and service contracts with the Government of Puerto Rico, the Federal Government and private enterprises. These funds are earmarked and may be used only for the purposes for which they were assigned. Capital improvements are financed through periodical bond issues. Since they are tax-exempt, interest rates usually are comparatively low.

By law, the amount of funds the Government assigns to the University equals 9.6 % of the average of the tax revenues of the Commonwealth of Puerto Rico in the two years previous to the fiscal year being budgeted.

Preparation and Approval of the Budget

Annually, the President of the University prepares and submits to the University Board, for its consideration, and to the Board of Trustees for approval, a budget proposal for the whole system. The budget assignment of a given campus is dependent on available funds, the relative priorities of the University System, and the specific needs of the campus.

An incremental budget model is used. In this model, each campus is assured of receiving its previous year budget—the recurrent base budget— plus additional funds from augmented revenues, if available and properly justified.

When the total budget has been reviewed and approved by the Board of Trustees, funds from the University General Fund are assigned to the units. At the beginning of the fiscal year, the chancellors are allowed to redistribute the approved funds making whatever adjustments they deem necessary for their respective campuses, but without exceeding the total approved amount.

Subject to need and justification, additional allocations coming from the Central Administration reserve accounts or from special purpose funds are possible. Because of these additional funds, on average, the revised budget at the end of the fiscal year is about 7% higher than the assigned budget at the beginning.

In addition to the Operating Budget, Capital Improvement Funds are assigned to the units by the Board of Trustees in response to specific project proposals approved and incorporated into the University of Puerto Rico Capital Improvement Plan.

Controls and Procedures

The entire University of Puerto Rico uses a fund accounting system which controls the receipt and appropriate use of funds according to restrictions imposed either by law, internal regulations, or legal agreements with some lenders or grantors. Each fund has its own budget and maintains separate accounts.

Both internal and external auditing of expenditures are carried out at several levels. Besides these, the Office of the Comptroller of the Commonwealth of Puerto Rico chooses, from time-to-time to audit UPR units. In fact, during years 2004 and 2005, the UPR-Aguadilla was audited by this

Office. In both cases it was found to be in substantial compliance with accounting principles and procedures, thus reflecting the accounting excellence of the institution.

Allocation and Sufficiency of Funds

Table 5.28 presents expenditures and capital funds since 2001-02. At the time of this writing, the total adjusted budget for 2005-06 was \$21,415,810 and an additional \$662,662 came from external sources.

Table 5.28 – Expenditures and Capital Funds

	2001-02	2002-03	2003-04	2004-05	2005-063 (Projected as of Feb., 2006)
Operating Budget	\$16,915,951	\$17,960,449	\$18,996,755	\$20,242,659	\$21,415,810
Capital Improvement Funds	\$106,644	\$4,443	\$20,000	\$0	\$3,000,000
Additional Funds (service revenues, grants, etc.)	\$1,193,652	\$1,598,633	\$3,415,635	\$1,949,951	\$662,662
TOTAL REVENUES	\$18,216,247	\$19,563,525	\$22,432,390	\$22,192,610	\$24,415,810

During the past few years the Puerto Rican economy has been going through rough times. In 2002 the economy was virtually paralyzed with a growth rate of only 0.59%. By 2004 it had reached 2.8%, but only to shift downward again to 2.0% in 2005. This of course reflects negatively on the UPR since, by law, its' state appropriations are a fixed proportion (9.6%) of the Puerto Rico General Fund. The UPR-Aguadilla's budget did increase over the past five years, but at an average rate of 6%, whereas the rate of inflation in Puerto Rico for the same period averaged 7%¹⁴. Unfortunately, external funds from grants, contracts, and fund raising activities is usually less than 10% of the operating budget. A greater effort at attracting external funds is clearly needed.

Almost all budget increments have been for salaries, fringe benefits, and other personnel related expenses. Given that general expenses already account for 86% of the total, the institution is left with only 14% to cover all other necessities. This clearly signals the need for a strategic initiative

¹⁴ At present estimates place inflation close to 12% per year.

directed towards obtaining more funds from external sources, through proposals, and generating revenues through service contracts and continuing education services. The need for halting enrollment hikes is also clear.

The budgetary constraints faced by UPR-Aguadilla in the past few years are expected to subside, as the general Puerto Rican economy improves. Also, it is important to emphasize that although the institution's economic hardships have had some effects, in general the institution has been able to uphold the quality of its programs and main services.

Capital improvement Funds

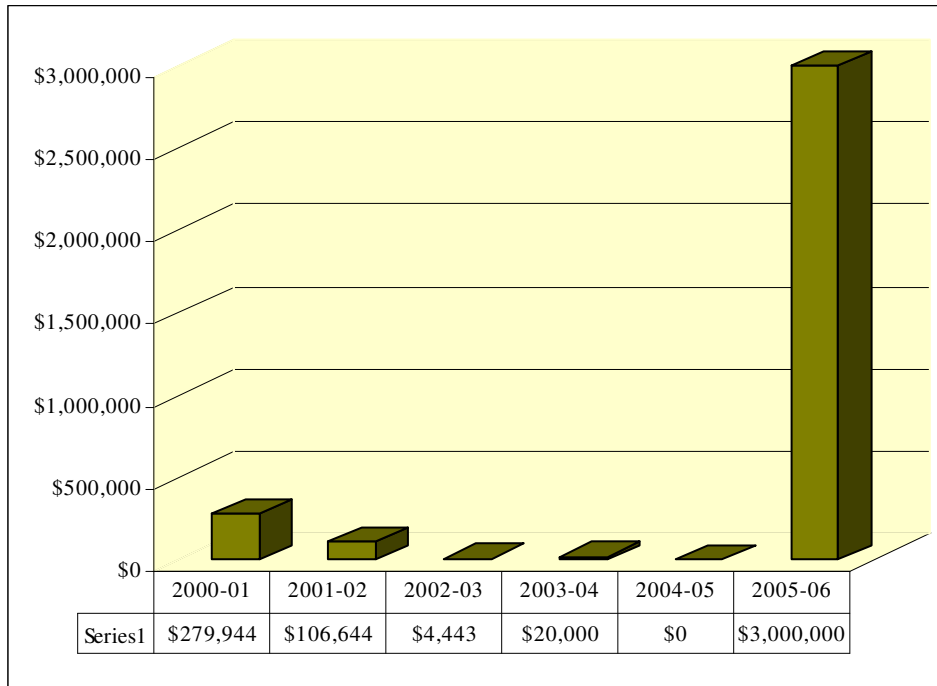
Capital improvement funds to remodel and refurbish the physical facilities at UPR-Aguadilla have always been scarce. Most improvement has come as the result of small remodeling projects, not new constructions. Nevertheless, the College has been able to achieve improvement in critical areas:

- An improved electrical and lighting system in the campus
- Elimination of architectural barriers in compliance with the American Disability Act
- Installation of 17 600-gallon water tanks to be used as rooftop reservoirs
- Partial completion of the Learning and Information Resources Center. (Once completed, it will add close to 40,000 square feet to the facilities.)
- Addition of two classrooms and 38 offices
- Addition of 7 restrooms
- 153 additional paved parking spaces

In FY 2000-01, funds were assigned to continue the construction of a new Learning and Information Resources Center. Unfortunately, the project was later suspended because of defaults

from the contractor. It was renewed in December 2006. Figure 5.2 shows assignment of funds for capital improvements. The jump in 2005-06 corresponds to the allotted funds for the Learning and Information Resources Center.

Figure 5.2 - Capital Improvement Funds



Presently, a bill has been proposed by several of our Legislators to assign \$36,000,000 to UPR-Aguadilla for major capital improvement projects during a six year period. Public hearings have been conducted and a final decision is pending. The self-study group has reviewed the 5-year physical development plan prepared by the Deanship of Administration. It recommends that this plan be revised to include more detailed projects and to submit the plan to the consideration of the Board of Trustees, to be considered whether or not the proposed bill is enacted.

Conclusions

Among other topics, the contents of this chapter address institutional items referenced in articles 51.1, 51.3, 51.6, 51.7, and 58 (1) of the PRCHE Bylaws.

The analysis shows that over the past five years operational funds have increased but not at the same rate as inflation. External funds account for less than 10% of general expenses. Very little has been assigned for new Capital Improvement projects. Nevertheless, through strict financial management the UPR-Aguadilla has managed to uphold quality requirements by providing adequate resources to support its programs and services.

Information Technology is an area that has received special attention. Over the past ten years, UPR-Aguadilla has been investing heavily on its network infrastructure and acquiring computer and IT related equipment for administrative and educational use at a significant rate. The total estimated amount invested in IT equipment since the year 2000 is \$1,629,973 (\$945,942 for academic use and \$684,032 for administrative use). In addition to that, a recent disbursement of over \$200,000 was made to purchase more IT equipment for academic use. On the other hand, equipment to improve both the optical fiber and wireless networks will soon be purchased thanks to a special assignment of \$90,978 provided by the UPR Central Administration as part of its institutional effort to improve IT capabilities within the UPR.

All educational laboratories in the institution are adequately equipped to satisfy program objectives. Laboratory rules are in effect to guarantee safe management and use of equipment and to follow proper security and safety procedures, when required.

Excluding expenses for computers and other IT related equipment and software, in the past five years UPR-Aguadilla has invested an estimated \$1,662,084 for the purchase of equipment and supplies to support its academic programs. About four fifths of this is for equipment; the rest for supplies.

Chapter 6

INSTITUTIONAL ADVANCEMENT

STRATEGIC PLANNING: THE THIRD CYCLE

Institutional planning and research is the main responsibility of the Office of Planning and Institutional Research (OPIR). This Office is headed by a director which responds directly to the Chancellor. The Office is divided into four divisions: Planning, Statistics and Reports, External Resources¹⁵, and Institutional Research. The Director is directly in charge of the planning function and oversees the work of the other divisions.

In 1995 a five-year strategic planning cycle was initiated producing our first strategic plan: *Strategic Plan: 1995-2000*. In the year 2000 another strategic planning cycle resulted in the *Strategic Plan: 2000-2005*. Both efforts involved an external and internal environment analysis; an identification of critical development factors on which to focus on in light of the institution's agreed upon mission and vision; and the adoption of the main goals and strategies to follow during the five-year implementation periods.

The *Strategic Plan 2000-2005* is used by UPR-Aguadilla Management as a guide to decision making. It is also a required reference for the preparation of the budget each year. In 2002-03 it was revised to include the institutional priorities set forth by the President of the University and the new Chancellor of the UPR-Aguadilla, both of whom had recently taken office.

On the operational level, each major academic and administrative unit within the UPR-Aguadilla is required to prepare an Annual Action Plan consistent with the Strategic Plan. These plans are structured in such a way as to induce institutional outcomes assessment by requiring

¹⁵ For the past years, this Division has been limited to preparing reports and disseminating information related to proposal opportunities. No actual proposal writing occurs here.

operational objectives with clear completion indicators. The unit action plans are integrated into an annual UPR-Aguadilla Action Plan. This plan is the basis for the annual reports that every major administrative and academic unit is required to develop.

The Planning Process

Every five years a major review of the Strategic Plan is undertaken. By design, it is scheduled to coincide with the evaluation process required by both, the Council on Higher Education of Puerto Rico, and the Middle States Association of Colleges and Schools, as part of their licensure and accreditation requirements, respectively. Thus, the self-study is the basis for major improvements for multiple purposes and for the elaboration of a revised Strategic Plan.

As part of its evaluation process, the OPIR completed a comprehensive assessment report on the implementation of the *Strategic Plan: 2000-2005*. The Self-Study Steering Committee¹⁶ utilized the report, coupled with two planning surveys, the findings of this self-study, and group discussions, to reach its own conclusions and identify the key development factors that should guide the UPR-Aguadilla during its third planning cycle covering the years 2006-2011. In so doing, the President's *Diez para la década (Ten for the Decade)* has been an important reference for the group. In this document President Antonio García Padilla establishes a general roadmap for the development of the UPR system during the ten year period between 2005 and 2015.

The planning process is still underway at UPR-Aguadilla and on schedule. It should culminate with the *Strategic Plan 2006-2011* by the end of May 2006. Naturally, some partial results are already available and will be discussed in Chapter 7.

¹⁶ This Committee included the preparation of a new Plan as part of its charge.

Assessment of Implementation

As mentioned above, the OPIR concluded its comprehensive assessment on the implementation of the *Strategic Plan 2000-2005*. Although not all objectives were completely attained, most were fulfilled to a good or satisfactory degree and some were fulfilled beyond minimum requirements. Table 6.1 presents a summary of the main findings.

Table 6.1 - Implementation Assessment Report: Strategic Plan 2000-2005

Critical Factors (Principal Goals)	Summary of Findings Period: 2000-2005										
<p>1. Respond to social, cultural, and economic needs of Puerto Rico, particularly the northwestern region, through excellent, innovative, and relevant educational programs.</p>	<p>The following new programs have been approved:</p> <ul style="list-style-type: none"> - B.A. English Education with Educational Technology - B.S. Biology <p>The following programs were revised or are in advanced revision state:</p> <ul style="list-style-type: none"> - B.S. Electronics Technology - A.D. Electronics Technology - B.A. Business Administration (Human Resources; Information Systems) <p>Revisions in progress:</p> <ul style="list-style-type: none"> - B.S. Quality Control - B.A. Office Systems - A.D. Office Systems <p>New Programs in development:</p> <ul style="list-style-type: none"> - B.A. Studies on Puerto Rico and the Caribbean, Humanities - Some articulated transfers with other UPR units <hr/> <p>B.S.: Bachelor's in Science B.A.: Bachelor's in Arts A.D.: Associate Degree N.D.: Non-degree</p> <p>Enrollment in degree-granting programs:</p> <table border="1" data-bbox="480 1528 1201 1598"> <thead> <tr> <th>2000-01</th> <th>2001-02</th> <th>2002-03</th> <th>2003-04</th> <th>2004-05</th> </tr> </thead> <tbody> <tr> <td>3,218</td> <td>3,276</td> <td>3,365</td> <td>3,497</td> <td>3,393</td> </tr> </tbody> </table>	2000-01	2001-02	2002-03	2003-04	2004-05	3,218	3,276	3,365	3,497	3,393
2000-01	2001-02	2002-03	2003-04	2004-05							
3,218	3,276	3,365	3,497	3,393							

Critical Factors (Principal Goals)	Summary of Findings Period: 2000-2005
	<p>Offerings through the Division of Continuing Education and Professional Studies:</p> <p style="text-align: right;">Section-Enrollment*</p> <p>2000-01 Credit courses710 Non-credit courses1,783 Others (seminars, workshops,...)4,808</p> <p>2001-02 Credit courses1,033 1,033Non-credit courses963 Others (seminars, workshops,...)1,519</p> <p>2002-03 Credit courses1,850 Non-credit courses1,339 Others (seminars, workshops,...)1,926</p> <p>2003-04 Credit courses1,083 Non-credit courses1,077 Others (seminars, workshops,...)1,536</p> <p>2004-05 Credit courses1,027 Non-credit courses592 Others (seminars, workshops,...)755</p> <p>* Section-enrollment is the sum of students in all sections. It is not equivalent to head count since double counting of some individuals may occur.</p>
2. Increase teaching and learning effectiveness.	<p>This goal has been achieved through multiple strategies:</p> <ul style="list-style-type: none"> - New teaching methodologies resulting from continuous education and training of faculty in pedagogical areas - Effective use of Educational Technology, particularly during class presentations and through online resources - Support systems such as tutoring, Skills lab in Math, Program for high-risk students, Technology Language Learning Center in English, Writing Skills Lab in Spanish
3. Infuse Information Technology (IT) into the teaching-learning process.	<p>This objective was surpassed, beyond expectations. The initiative was mainly financed through a five-year \$2,014,116 proposal granted by the US Dept. of Education (Title V, Hispanic Serving Institutions program). The program involves:</p> <ul style="list-style-type: none"> - significant improvement to the IT infrastructure to support teaching and learning - training in IT basic and advanced skills for students and faculty - instructional development using multimedia resources <p>Specific results:</p> <ul style="list-style-type: none"> - 156 faculty member received training, averaging 11.3 hours per professor - 15 faculty members obtained graduate level certification in online instructional development - 11 faculty members have developed web-based instructional materials, to a significant degree; many others are also preparing some online resources and multimedia materials for in-class presentations - A custom made Online Course Management System was developed to access and manage web course materials prepared by the faculty. (Available at www.cetempa.upr.edu. To explore a course click on <i>Acceso</i>, then select any course identified as <i>modelo</i>. The username and password to be used is <i>modelo</i>.)

Critical Factors (Principal Goals)	Summary of Findings Period: 2000-2005																																																						
	<ul style="list-style-type: none"> - Several computer labs were established reducing the ratio of students to computers from 19 in 1995, to 14 in 2000, to 9 in 2005. - Approximately 1200 students have received IT training, averaging 2.52 hours per student. 																																																						
<p>4. Strengthen capabilities to obtain external resources and increase self-generated revenues.</p>	<p>The following table summarizes external funds obtained mainly through a few federal proposals or several local proposals and activities generated by the Division of Continuing Education and Professional Studies:</p> <table border="1" data-bbox="509 506 1386 863"> <thead> <tr> <th></th> <th>2000-01</th> <th>2001-02</th> <th>2002-03</th> <th>2003-04</th> <th>2004-05</th> </tr> </thead> <tbody> <tr> <td>Additional Funds</td> <td>\$654,466</td> <td>\$1,193,652</td> <td>\$1,598,633</td> <td>\$3,350,079</td> <td>\$1,915,055</td> </tr> <tr> <td>Federal Grants</td> <td>404350</td> <td>668224</td> <td>1101783</td> <td>1654816</td> <td>398914</td> </tr> <tr> <td>State Grants</td> <td>137111</td> <td>182327</td> <td>451335</td> <td>1597720</td> <td>1368883</td> </tr> <tr> <td>Municipal Grants</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>16000</td> </tr> <tr> <td>Industry Grants</td> <td>105600</td> <td>129398</td> <td>40475</td> <td>26058</td> <td>8321</td> </tr> <tr> <td>Donations</td> <td>7405</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Service Revenues</td> <td>0</td> <td>213703</td> <td>5040</td> <td>47635</td> <td>117097</td> </tr> <tr> <td>Other Funds</td> <td>0</td> <td>0</td> <td>0</td> <td>23850</td> <td>5840</td> </tr> </tbody> </table> <p>The UPR-Aguadilla still lacks appropriate structures to improve on external fund raising and significant proposal writing. External funds comprise roughly 10% of the total operating budget. This is still too low. A higher percentage will be set as an objective for the next planning period.</p>		2000-01	2001-02	2002-03	2003-04	2004-05	Additional Funds	\$654,466	\$1,193,652	\$1,598,633	\$3,350,079	\$1,915,055	Federal Grants	404350	668224	1101783	1654816	398914	State Grants	137111	182327	451335	1597720	1368883	Municipal Grants	0	0	0	0	16000	Industry Grants	105600	129398	40475	26058	8321	Donations	7405	0	0	0	0	Service Revenues	0	213703	5040	47635	117097	Other Funds	0	0	0	23850	5840
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<p>5. Increase faculty scholar and research activities, and involve the baccalaureate students as part of the effort to develop their research basic skills.</p>	<p>Only a small fraction of the faculty is actually publishing articles or books in their respective disciplines, and publications are more frequent in the areas of arts than in science.</p> <p>Not surprisingly given our nature as a teaching institution, most scholarly work is related to the development of instructional materials. Recently a group of faculty members has concentrated on the production of online modules.</p> <p>In the Natural Sciences Department, all Biology students receive formal training in research methods. Every year the department organizes a Student Research Symposium with one distinguished external researcher invited as keynote speaker. Some students actually present their work in this and other public conferences and participate in research exchange programs during a semester or summer period. Something similar, although more modest, is done with the Environmental Sciences program through their seminar course. It is felt that the Natural Sciences model should be emulated by other departments.</p>																																																						
<p>6. Continue with the Total Quality Initiative in the academic as well as the administrative and service areas.</p>	<p>Evidence of completion for this goal stem from integrating all major improvement efforts within the institution and summarized here under the other goals. This includes:</p> <ul style="list-style-type: none"> -faculty development -major Information Technology improvement for educational and administrative purposes -accomplishments in the development and implementation of learning assessment and institutional assessment activities (see section on this topic later in the this chapter) -improvement in physical facilities (more classroom space, better illumination, more parking lots, improved electrical system) -improvement in several administrative processes and student services (documented in the OPIR Strategic Plan Assessment report) 																																																						

Critical Factors (Principal Goals)	Summary of Findings Period: 2000-2005																																																																
	<p>Despite good progress, some areas still require attention and should be included in our next planning cycle:</p> <ul style="list-style-type: none"> - the academic departments need to pay special attention to critical or bottleneck courses (those with high failure and withdrawal rates) - the counseling program for high-risk students should be extended to cover a significantly higher proportion of these students - a formal system to assess student services is lacking (one had been initiated but discontinued) - the procurement process is slow - physical improvement projects are usually behind schedule because financial and human resources for this purpose are scarce - although computer-based, the Property Inventory Data Base does not lend itself to reporting in Electronics format and should include tags for the identification of IT and science equipment (this would expedite some institutional assessment activities) - the student enrollment process requires improvement, including adding the capability to pay online - no formal Capital Improvement Plan is in place - the College Website requires major modifications - many student services could be significantly improved if web-based 																																																																
<p>7. Expand physical capacity, especially for academic use and student services.</p>	<p>Between 2000 and 2005 a series of physical improvement projects were completed, as explained below.</p> <ul style="list-style-type: none"> - 6,557 additional square feet, distributed as follows: <table border="1" data-bbox="548 1026 1344 1516"> <thead> <tr> <th rowspan="2">Physical Space</th> <th colspan="2">2000-01</th> <th colspan="2">2004-05</th> <th rowspan="2">(Square Feet)</th> </tr> <tr> <th>Units</th> <th>Area (Square Feet)</th> <th>Units</th> <th>Area (Square Feet)</th> </tr> </thead> <tbody> <tr> <td>Classrooms</td> <td>46</td> <td>28,695</td> <td>48</td> <td>30,195</td> <td></td> </tr> <tr> <td>Laboratories</td> <td>18</td> <td>16,353</td> <td>18</td> <td>16,353</td> <td></td> </tr> <tr> <td>Audiovisual Laboratories</td> <td>3</td> <td>1,155</td> <td>3</td> <td>1,155</td> <td></td> </tr> <tr> <td>Offices</td> <td>123</td> <td>38,563</td> <td>141</td> <td>42,012</td> <td></td> </tr> <tr> <td>Library</td> <td>1</td> <td>18,231</td> <td>1</td> <td>18,231</td> <td></td> </tr> <tr> <td>General Use⁽¹⁾</td> <td>50</td> <td>52,908</td> <td>53</td> <td>53,988</td> <td></td> </tr> <tr> <td>Restrooms</td> <td>48</td> <td>8,180</td> <td>55</td> <td>8,708</td> <td></td> </tr> <tr> <td>Basketball Court</td> <td>1</td> <td>6,000</td> <td>1</td> <td>6,000</td> <td></td> </tr> <tr> <td>TOTAL</td> <td></td> <td>170,085</td> <td></td> <td>176,642</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> -153 additional paved parking spaces -an improved electrical and lighting system in the campus -installation of 17 600-gallon water tanks to be used as rooftop reservoirs -partial completion of the Learning and Information Resources Center. (Once completed, it will add close to 40,000 square feet to the facilities.) <p>The conclusion is that although critical needs have been taken care of, a formal Capital Improvement Plan for the following years is warranted. Also, more resources are needed for small improvement projects, not necessarily included in the Plan.</p>	Physical Space	2000-01		2004-05		(Square Feet)	Units	Area (Square Feet)	Units	Area (Square Feet)	Classrooms	46	28,695	48	30,195		Laboratories	18	16,353	18	16,353		Audiovisual Laboratories	3	1,155	3	1,155		Offices	123	38,563	141	42,012		Library	1	18,231	1	18,231		General Use ⁽¹⁾	50	52,908	53	53,988		Restrooms	48	8,180	55	8,708		Basketball Court	1	6,000	1	6,000		TOTAL		170,085		176,642	
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Critical Factors (Principal Goals)	Summary of Findings Period: 2000-2005
8. Maintain a physical and natural environment conducive to creative and productive learning and work.	<p>Some results related to this are:</p> <ul style="list-style-type: none"> -Reforestation of certain areas of the campus. Students have collaborated in this effort through voluntary work. - Improvement of campus main entrance - All buildings were repainted - Gardening of outdoor areas now has improved esthetics and extended areas - A sculpture celebrating the UPR Centenary was exposed and permanently installed in visible campus lot - Internal areas (offices, classrooms, labs) receive ongoing maintenance
9. Maintain a positive and collaborative relationship between the institution and the external community.	<p>Many activities have been conducive to the attainment of this objective:</p> <ul style="list-style-type: none"> -The community is welcome and invited to participate in most public presentations organized by the UPR-Aguadilla (cultural activities, conferences and symposia on different topics, entertainment activities, open house activities, etc.) -Many professional organizations are allowed to use the facilities for their meetings or activities, free of charge -The UPR-Aguadilla responds to community educational needs through multiple programs, courses, and educational activities organized by the Division of Continuing Education and Professional Studies -Occasionally, university professors or officials participate in legislative public hearings where social, economic, educational, and cultural issues are analyzed -As part of the formal or informal educational process, some students and professors help communities solve immediate problems, such as collaborating during environmental cleanups, waste recycling, collaborating with the Red Cross, training disadvantaged children in the use of technology.

MEASURING PROGRESS: LEARNING AND INSTITUTIONAL ASSESSMENT

Ever since academic and administrative planning was institutionalized and became a part of the UPR-Aguadilla culture, the questions “how well are we doing?” and “how do we know?” are constantly brought up and examined. These questions, of course, are answered through careful and periodic assessment activities. As a result, assessment has transitioned from being looked upon as “an accreditation requirement” to being accepted as an indispensable activity to determine institutional advancement. Thus, both academic and administrative assessments have developed to the point where they are now self-required by the institution. Very few question their desirability and

usefulness. This is not to imply that we have reached an optimum system. But, significant progress is evident, as will now be described.

Learning assessment

UPR-Aguadilla's most recent on-site evaluation for accreditation occurred on October, 2000. The Commission on Higher Education of the Middle States Association of Colleges and Schools reaffirmed accreditation and commended the institution for its Self-Study Report. Also, the Commission requested a follow-up report and a monitoring report documenting advancement in the area of student learning assessment. Much of what follows is taken directly from the last report, submitted on November 1, 2004¹⁷.

Assessment Plans and Coordinating Efforts

During the past few years the University of Puerto Rico at Aguadilla has been moving toward direct learning assessment as opposed to using indirect measures. Since 2002 our focus has been to emphasize manageable classroom assessment projects.

On October, 2003, the Academic Affairs Office constituted the Academic Assessment Committee –from heron referred to simply as the Assessment Committee– with 7 faculty members, including the Academic Affairs Dean. The Assessment Committee is charged with the responsibility of updating the assessment plans, providing follow-up to projects, coordinating training activities, and providing guidance and mentorship to faculty. In recognition of the importance and responsibilities that is entailed in this committee's work, the Coordinator has been granted a three-credit release off regular duties.

In the process of updating the assessment plans, the Assessment Committee took stock of previous planning documents. The General Assessment Plan, Level I, approved in 1996, established

the conceptual framework for academic outcomes assessment. As such it is still a valuable reference. On the other hand, the General Assessment Plan, Level II, approved in March 1998 is mostly geared towards program assessment. As such it is still applicable, but not very useful for classroom based assessment. Thus, it was necessary to adopt a new plan which we term General Assessment Plan, Level III. This plan is centered on guidelines for classroom and program based assessment. It promotes projects that center on the teaching-learning process and its outcomes. All three plans are available on the newly established assessment website for UPR-Aguadilla: URL: <http://cetemhost.uprag.edu/prof/avaluo/>.¹⁸

Course Level Assessment

As a first step, the committee published *Manual de Técnicas de Avalúo de Aprendizaje* to assist those faculty members submitting projects. This guide includes descriptions of the recommended sections for a project proposal, examples of learning objectives, examples of learning assessment techniques and a set of Internet resources.

Since the beginning of this initiative, 11 projects from different departments have been started and 7 more were recently proposed. Although all the faculty projects are developed in the context of their disciplines, some of them center on discipline-specific knowledge and skills, while others focus on general education areas such as critical thinking, report writing, and presentation skills.

Up to now, in our experience about half of these projects are successfully completed. Both the successes and the failures have brought about valuable lessons. The successes show that projects with well-defined objectives and good faculty management are doable, and that a certain group of faculty members are willing to undergo the extra efforts. The failures demonstrate that assessment

17 The PRCHE Team will find a copy of this and other reports in the documents separated in the Archive Room.

projects require adequate follow-up, and some faculty still need extra motivation, training, and counseling while completing their projects.

To address these difficulties, the committee has held individual and small group meetings to provide further assistance and feedback. Also, its recent Internet site (<http://cetemhost.uprag.edu/prof/avaluo>) provides easy access to supporting materials. On this site—which is still in the developmental stage—professors will be able to find a proposal guide, an example of a completed proposal, a questionnaire template to get information on the student profile, and links to Internet resources.

Program level Assessment

The University of Puerto Rico at UPR-Aguadilla requires that all its academic programs be comprehensively assessed and revised at least every five years. The process requires evaluation of the program learning objectives and the update of all course syllabi in response to program changes. During syllabi revision, course objectives are aligned to program objectives.

In line with our revised assessment plan, new programs or those in revision are to incorporate capstone courses or courses that prepare students for professional licensure examinations. Learning outcomes in these courses involve assessment of learning objectives at the program or summative level.

As a new institutional policy adopted by the President of the University of Puerto Rico, and very welcome by the UPR-Aguadilla, when ever an external professional accreditation is an option for a given program, it will be required to seek such accreditation. Of course, assessment is a critical part of such a policy and is therefore at the forefront of this initiative. For examples, the English and Education Departments are already in preparation to comply with the criteria of the **National**

¹⁸ Still in the early developmental stage.

Council for Accreditation of Teacher Education (NCATE). This process will positively contribute to the external accreditation of the programs as well as to the student's performance on licensure examinations. The revision of the Electronics Technology Programs (associate and bachelor's degrees) entail courses that prepare students for a licensure examination in Electronics. A capstone course is also included. The department faculty followed the accreditation criteria established by the **Accreditation Board for Engineering and Technology (ABET)**, establishing the program educational objectives, desired outcomes, and characteristics accordingly. Finally, although the Department of Business Administration has not yet begun the assessment stage of their programs, they have established the goal of obtaining accreditation of their bachelor's degree program from **The Association to Advance Collegiate Schools of Business (AACSB)**. Their accreditation standards require strict outcome assessment components, which the faculty will strive to follow.

Most of our programs have the same or similar general education objectives. To assist the faculty during program level assessment activities, the Assessment Committee developed a set of rubrics to assess general education program objectives, as presented in the General Assessment Plan, Level III. These rubrics are expected to be of considerable help to all faculty members, irrespective of program.

In conclusion, the process of revisiting our concepts and perspectives related to assessment has been extremely helpful and added new insights to our strategies towards learning outcomes assessment. As a result, UPR-Aguadilla has adopted an approach that is more closely related to direct measures of teaching and learning as opposed to using indirect measures and solely looking at program summative outcomes, as we had previously done. Of course, program assessment is still a focus of our assessment efforts. Here, our revised model explicitly includes adding capstone courses,

courses that prepare students for licensure exams, or courses that comply with several accreditation criteria of external professional accrediting institutions. In all these courses a summative outcomes approach is adopted to measure program outcomes.

The persistence of the faculty and its willingness to use assessment as a tool for improvement is directly related to the institutional support it receives and to the perception that the academic management also uses assessment results during the decision-making process. The Dean of Academic Affairs is committed to see this effort come through with a successful outcome. As stated in our report to the Middle States accreditation agency, “we have the leadership, the plan, and the will to make it happen.”

Disseminating Results

To ensure that assessment results will be discussed among interested parties and used for continuous improvement and decision-making, a *Department Assessment Conference* is to be held in every department at the end of each academic year. During the *Department Assessment Conference*, faculty members have the opportunity to report the results of their assessment activities, sharing insights on what was learned, what questions still remain unanswered, what new questions arise, and what actions seem appropriate to induce improvement.

The first *Department Assessment Conference* was held in academic year 2004-05. Although not many project results were available at the time, the activity served as a forum to discuss the departments’ plans and assessment strategies, envision new projects, and determine the degree of faculty development still required to increase assessment capabilities. The results of future assessment conferences will be closely monitored by the Academic Assessment Committee and by the Academic Dean. In fact, extending the concept, the Dean will soon initiate a campus-wide *Annual Assessment Conference*. The idea is to select the best projects and provide the faculty with a

forum to discuss the corresponding results to a wider audience; thus, amplifying the learning opportunities that stem from the projects.

The Academic Assessment Committee has established an assessment website for UPR-Aguadilla (<http://cetemhost.uprag.edu/prof/avaluo>), now in an early development stage. However, it is envisioned as a virtual forum where assessment projects may be summarized and discussed, and where results may be reported. It will also include web links where one may find assessment related materials (models of assessment plans, professional improvement opportunities, theoretical discussions, assessment techniques, implementation strategies, ...)

Institutional Assessment

Performance indicators are central to institutional assessment. For a considerable number of years the Office for Planning and Institutional Research (OPIR) has been in charge of the periodic revisions, measurements and reporting of these indicators. Every year, the statistics section of the OPIR publishes the **Factbook** which is a comprehensive collection of basic data and performance indicators covering a five-year period. The **Factbook** is constantly referenced by academic and administrative personnel to guide analysis, report writing, proposal preparations, and decision making at the UPR-Aguadilla.

In compliance with Certification 136 (2003-2004) of the Board of Trustees, whereby institutional research is required to be an ongoing activity at all UPR units, the OPIR is actively involved in institutional research activities. Following an annual schedule it prepares reports on different themes of critical importance, some on an annual basis and some as occasionally required. Normally, the reports are discussed with the department chairpersons and at Academic Senate meetings. They are also published and made available to the academic community.

On a periodic basis, institutional data from different college units is sent to the Office of Academic Affairs at the UPR Central Administration where they are integrated with similar reports from other units. The integrated reports are presented on a bimonthly schedule to the President and the University Board. The President and the Board use the reports to pin-point strengths and weaknesses on a system level and evaluate overall progress. Thus, through their particular efforts, each UPR campus and university college contributes to the overall analysis of the system.

Table 6.2 presents a list of the institutional research reports—usually including longitudinal data to facilitate comparisons and determine rate of progress—completed between 2000 and 2005.

Table 6.2 - Institutional Research: List of Studies and Publications

Title	Years					
	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006
Profile of Freshmen Students			X	X	X	X
Student Satisfaction with their Academic Program	X					
Distribution of Admission Indexes (IGS) Report	X	X				
Some Indicators of Academic Progress	X					
External Environment Analysis	X					
Our Graduates: 2000 Class	X					
Annual Factbook with longitudinal data	X	X	X	X	X	
Statistics Summary of current year	X	X	X	X	X	X
Educational Technology: Faculty Profile	X					
Analysis of Admissions					X	
Faculty Productivity			X		X	X
Support Structure for Faculty Productivity			X		X	X
Program Renovation and Development			X		X	X
Report on Extracurricular Activities and Student Services					X	
Academic Programming: Supply and Demand of Courses					X	
Effectiveness of the Educational Process					X	
Report on the Admissions and Student Economic Aid Processes			X			
State of Fund Raising Capability						X
Space Analysis: Professor's Office			X			
Report on Student Economic Aid						X
Report on the Admissions Process: UPR System			X			
Program Satisfaction of Sophomore Class 2003 (In progress)						X
Our 2003-2005 Graduates						X
Institutional Annual Report	X	X	X	X	X	X
Implementation Assessment of Strategic Plan 2000-2005						X

Institutional Assessment Linked to the Strategic Plan

Assessment at the institutional level has been built into the operational requirements of every unit of the UPR-Aguadilla by virtue of the planning and reporting processes themselves. When the personnel with management or supervisory responsibilities express their yearly operational objectives in a column within the planning form used, a corresponding column labeled “indicators of success” must be filled out. When submitting their annual reports the deans and directors are required to integrate the information collected from their units and substantiate their accomplishments using the “indicators of success” as criteria. The information gathered from these annual reports and other sources is what facilitates the completion of summative assessments of the effectiveness of implementation of the strategic plans. The five-year comprehensive assessment of implementation of the *Strategic Plan 2000-2005* is summarized in Table 6.1, above.

TWO INITIATIVES OF CRITICAL IMPORTANCE

The Accreditation Initiative and the IT Initiative are two long-range efforts that are having a significant impact on institutional advancement. They deserve special mention.

The Program Accreditation Initiative

As mentioned earlier, the President of the UPR has adopted the policy of supporting external professional accreditation for all academic programs for which such accreditations are available. The policy extends to support programs and entities such as professional counseling and the libraries.

At the UPR-Aguadilla the process of improvement has already started, initiating with an overall assessment of the two Education programs. The Business Administration programs will follow shortly. Similarly, the Orientation Department will move towards the accreditation of its counseling services by the International Association of Counseling Services, and the Library is

working towards fulfilling the standards of the American Association of Colleges and Research Libraries (AACRL).

The President's policy is welcomed, as it directs an appropriate percent of the University resources towards areas directly related to academic quality and the improvement of student services. It should be of benefit to the UPR-Aguadilla, as well as to other UPR units.

The IT Initiative

Recognizing the central importance that Information Technology (IT) has reached in education, in the past five years, academic computing has received considerable attention from UPR-Aguadilla. This attention has focused both on improving the computing infrastructure as well as on developing effective IT skills on the part of faculty and students. To these ends, the Multimedia Educational Technology Center (MET-Center) was established in 2001 and funded under the Title V Strengthening Hispanic Institutions Program. Under this federal program, managed by the US Department of Education, the UPR-Aguadilla landed a \$2,014,116 grant which was dedicated in its entirety to infuse IT technology into the teaching/learning process. More details can be found at the MET-Center website: www.cetem.upr.edu.

The IT Initiative, managed by the MET-Center, has undoubtedly made one of the most significant impacts on UPR-Aguadilla advancement in the past four years. For many faculty members it has significantly changed the way they teach, and for many of our students it has opened new doorways, reducing the digital divide that separates those with access to technology and those still barred from basic IT resources.

Following a carefully designed five-year plan, the MET-Center has been able to significantly improve the IT infrastructure to support teaching and learning, provide ample training to students and faculty to develop IT basic and advanced skills, and support faculty instructional development

using multimedia resources. Some specific results of the IT initiative are included in Table 6.1, under Objective 3.

An area of strategic development identified by the UPR system is Distance Education. Thanks to the IT Initiative at UPR-Aguadilla, the institution has been able to develop an infrastructure and a set of critical competencies that puts it ever closer to being able to offer a set of Distance Education courses and, eventually, a full program. To be sure, with the aid and supervision of the MET-Center, this year a small group of interested faculty members will be selected to pioneer the offering of several hybrid courses (part face-to-face, part online). This will be gradually extended to the offering of full online courses. The targeted audience is still traditional students, but, hopefully, this will lead to the offering of online courses through the modality of Distance Education.

Besides, the critical support structures required for Distance Education, regular teaching using IT resources and pedagogies also require ongoing faculty and student support. Thus, the UPR-Aguadilla is committed to institutionalize the MET-Center as the federal funds that sustain it are depleted. Funds for this purpose have already been approved by the Central Administration, Budget Office.

DEALING WITH REALITIES

In Chapter 4 we explained the difficulties faced by the Puerto Rican economy and how this situation reflects negatively on the UPR. As a consequence, in the past five years, UPR-Aguadilla's budget increased only at the annual rate of 6% while the annual rate of inflation was 7%. Thus, no real budgetary growth. Furthermore, almost all budget increments have been for salaries, fringe benefits, and other personnel related expenses. Given that these expenses already account for 86% of the total, the institution is left with only 14% to cover all other necessities.

An increase in student matriculation costs, including a new Information Technology Fee, should ease the burden, starting in fiscal year 2005-06. Still, a conservative budgetary approach clearly signals the need for a strategic initiative directed towards obtaining more funds from external sources, through proposals, and generating revenues through service contracts and continuing education services. The need for halting enrollment hikes is also clear.

Budgetary and Enrollment Projections

In the context of slow economic growth, we are conservatively projecting an annual increase of 5% in the operating budget. We now have 3,231 students (2,931 FTE). The goal for enrollment is not to exceed 3,100 FTE—the level we had in 2004-05—for the following three years. Afterwards, a slight increase would be acceptable subject to availability of funds. The following table summarizes the projections.

Table 6.3 - Budgetary and Enrollment Projections

Year	Expected Revenues (5% increase per year)	Projected Enrollment		Expected budget assignment per student	
		Head Count	Full Time Equivalent	Head Count	Full Time Equivalent
2006-07	\$22,445,820	3,200	3068	\$7,014	\$7,316.11
2007-08	\$23,567,835	3,200	3068	\$7,364	\$7,681.82
2008-09	\$24,689,850	3,200	3068	\$7,715	\$8,047.54
2009-2010	\$25,811,865	3,250	3116	\$7,942	\$8,283.65
2010-2011	\$27,102,458	3,250	3116	\$8,339	\$8,697.84

Projections notwithstanding, enrollment goals will be annually revised, on the one hand, to keep them in line with available resources, on the other hand, to avoid being unnecessarily restrictive to possible growth opportunities.

The Role of External Funding

The high dependency of the UPR-Aguadilla on state assigned funds was noted in the previous self-study and resurfaces in this one. Additional non-assigned funds only make up for about 10% of the total budget. It should be higher.

There is no hope that a Strategic Plan for UPR-Aguadilla can be accomplished if the resources for its required events are not available. Once again, the Self-Study shows the need for management to approach the matter of seeking external funds in a more aggressive and effective manner.

Capital Improvement

The UPR-Aguadilla has experienced significant enrollment growth during the past decade – from 2,591 FTE in 1995, it jumped to 3,100 FTE in 2005– Correspondingly, during that period the number of faculty and other personnel also grew significantly. Thus, the institution has reached a point where comfort is somewhat limited and significant enrollment expansion for traditional students is an impossibility.

About thirty years ago, the UPR-Aguadilla took possession of its present facilities, ceded by the U.S. Air Force. They were well constructed and for many years have provided adequate space. However, they are old buildings and require considerable maintenance. Also, since the facilities were designed for military purposes, over the years they have required significant restructuring to adapt them to academic use. Some esthetic improvements have been achieved, but given limitations of funds a more functional approach to remodeling has dominated.

The above situation speaks of a need to overhaul the campus with a significant infusion of Capital Improvement funds to complete a series of new constructions combined with overall redesigns of existing facilities. The piecemeal approach to physical improvement at UPR-Aguadilla

should be substituted by a serious Capital Improvement Plan approved by the UPR Board of Trustees.

Redesigned classrooms to facilitate student centered teaching and the use of state-of-the art information technology during teaching sessions, modern digital communication capabilities, comfortable faculty offices and work spaces, better laboratories, improved areas for student development and student services, as well as esthetic considerations, are of the utmost importance.

The above is not to imply that at present the facilities of the UPR-Aguadilla are not well equipped to meet its academic responsibilities. They are. The vision, however, is to improve to a degree that will put the institution in the concert of well-advanced 21st century university colleges.

Conclusions

Among other topics, the contents of this chapter address institutional items referenced in articles 51.3, 58 (d,1), and 58 (e) of the PRCHE Bylaws.

In 1995 a five-year strategic planning cycle was initiated producing our first strategic plan: *Strategic Plan: 1995-2000*. In the year 2000 another strategic planning cycle resulted in the *Strategic Plan: 2000-2005*. We are now in the third cycle. The *Strategic Plan: 2006-2011* is under development. All major constituents of the UPR-Aguadilla participate in the process. Input is obtained through committee participation, surveys, and direct consultation with interested parties. The process is coordinated by the Self-Study Steering Committee. The plan is scheduled for completion by the end of May 2006.

The Accreditation Initiative and the IT Initiative are two long-range efforts that are having a significant impact on institutional advancement. Through the Accreditation Initiative, program assessment and revision is emphasized by establishing the goal of obtaining external professional accreditation or validation for all programs and services for which such options are available. This process has already begun to have positive impact on our Education programs, and on our library and professional counseling services. Efforts to accredit the Business Administration program are still in an early stage. Other details related to assessment in general have already been summarized in the initial part of this Executive Summary.

The IT Initiative has focused both on improving the computing infrastructure as well as on developing effective IT skills on the part of faculty and students. To these ends, the Multimedia Educational Technology Center (MET-Center) was established in 2001 and funded under the Title V Strengthening Hispanic Institutions Program. Under this federal program, the UPR-Aguadilla landed a \$2,014,116 grant which was dedicated in its entirety to infuse IT technology into the teaching/learning process. The UPR-Aguadilla is committed to institutionalize the MET-Center as the federal funds that sustain it are depleted. Funds for this purpose have already been approved by the Central Administration, Budget Office.

In the context of slow economic growth, we are conservatively projecting an annual increase of 5% in the operating budget, which is now \$21,368,426. Presently we have 3,231 students (2,931 FTE). The goal for enrollment is not to exceed this number for the following three years. Afterwards, a slight increase would be acceptable subject to availability of funds.

At present external funds are below 10% of the overall operational expenses. The Self-Study shows the need for management to approach the matter of seeking external funds in a more aggressive and effective manner.

There is a need to overhaul the campus with a significant infusion of Capital Improvement funds to complete a series of new constructions combined with overall redesigns of existing facilities. This is not to be construed to mean that at present the facilities of the UPR-Aguadilla are not well equipped to meet its academic responsibilities. They are. The vision, however, is to improve to a degree that will put the institution in the concert of well-advanced 21st century university colleges.

Chapter 7

MOVING FORWARD

GOALS 2006-2011

As mentioned earlier, at the moment of this writing, the new *Strategic Plan 2006-2011* is under preparation. It is scheduled to be completed by May 2006. Nevertheless, several areas have already been identified as critically important. With appropriate modifications, the long-range goals from the existing Plan are still relevant and have been retained. Naturally, the specifics of the objectives do change. Although subject to modifications as the process moves forward, the goals and objectives depicted in Table 7.1 are already at the top of the list.

Table 7.1 – Institutional Goals and Objectives

Goal	Objectives (Time-Frame: August, 2006 – July, 2011)
<p>1. Respond to the social, cultural, and economic needs of Puerto Rico, particularly the northwestern region, through innovative, and relevant educational programs, considering both degree-granting and non-degree-granting alternatives.</p>	<p>1.1 Continuous improvement of programs will be assured through systematic assessment, so that:</p> <ul style="list-style-type: none"> - All academic programs will be submitted to formative assessment activities each year, placing emphasis on student learning outcomes. - A five-year formal comprehensive assessment/revision schedule will continue to be enforced. <p>1.2 At least every two years, a needs assessment will be completed to determine if new degree and non-degree offerings are required to meet new or emerging societal needs.</p> <p>1.3 At least two Distance Education options will be offered, most probably to satisfy professional continuing education requirements (e.g., Teacher Certification courses, Quality Systems, Realtors License).</p> <p>1.4 Increase educational opportunities for non-traditional students through online offerings, web-based administrative processes, and adequate services in non regular working hours.</p> <p>1.5 Obtain external professional accreditation for the following bachelor’s degree programs:</p> <ul style="list-style-type: none"> -Education (all variants) -Business Administration (all variants) -Electronics Engineering Technology

Goal	Objectives (Time-Frame: August, 2006 – July, 2011)
<p>2. Improve the teaching-learning outcomes through multiple strategies, and effective student support and counseling services.</p>	<p>2.1 Increase faculty pedagogical competencies through effective and ongoing training in areas such as: - learning-teaching strategies - learning-assessment strategies - how to effectively deal with high-risk students - basic skills development - effective use of educational technology</p> <p>2.2 Improve basic student communication, information, and mathematical skills to the level of observing significant gains in achievement tests and grade distributions.</p> <p>2.3 Increase students' academic performance and satisfaction with their programs to the level where retention and graduation rates rise by at least 2% per year.</p> <p>2.4 Improve the probabilities of success of a significant proportion of high-risk students and of students taking bottleneck courses (through multiple strategies such as improved teaching, effective counseling and development of study skills, better instructional resources, an effective student tutoring program).</p>
<p>3. Continue to effectively integrate the new Information Technologies into the teaching-learning process.</p>	<p>3.1 Develop a comprehensive five-year IT Academic Plan to continue with the successful initiatives already in progress to infuse IT into the educational process.</p> <p>3.2 Institutionalize the Multimedia Educational Technology Center to provide a permanent and effective support structure for faculty instructional development, student basic IT training, and basic academic computing services.</p> <p>3.3 In a five-year period, at least 25% of the regular faculty will be offering one or more online courses.</p> <p>3.4 In a five-year period, at least 60% of the regular faculty will have enhanced some of their courses with multimedia presentations and online instructional materials.</p>
<p>4. Increase faculty activities in research and scholarship and involve students as part of their formal development.</p>	<p>4.1 Increase activities in research to the level where at least 10 % of the full-time faculty is involved in active research for no less than 25% of their time; provide for student participation.</p> <p>4.2 Increase scholarship activities to the level where at least 20 % of the full-time faculty is publishing in academic or professional media; provide for student participation.</p> <p>4.3 Significantly increase the level of external resources for research and scholarship.</p>

Goal	Objectives (Time-Frame: August, 2006 – July, 2011)
<p>5. Increase external resources and net continuing education service revenues to no less than 30% of the total budget.</p>	<p>5.1 Develop proposal writing and other fund raising competencies among faculty and interested staff members as well as the OPIR staff</p> <p>5.2 Develop technical and administrative skills for effective fund management among project administrators and accountants working with proposal monies.</p> <p>5.3 Increase external resources by combining strategies such as</p> <ul style="list-style-type: none"> - writing at least two major federal grant proposals per year - working effectively with the Alumni Association to help win donations by alumni and other contributors - increasing net revenues through an entrepreneurial operation of the Division of Continuing Education and Professional Studies
<p>6. Significantly improve administrative processes and student services.</p>	<p>6.1 Adjust existing procedures to make optimum use of the new Oracle-based enterprise systems adopted by the UPR.</p> <p>6.2 Redesign and maintain an institutional website containing all institutional information of special value and relevance to the academic community.</p> <p>6.3 Make all principal student services available through user-friendly web-based alternatives.</p> <p>6.4 Obtain accreditation by the International Association of Counseling Services for the counseling services offered.</p> <p>6.5 Obtain recognition by the American Association of Colleges and Research Libraries (AACRL) for quality of library services offered.</p>
<p>7. Expand and improve the physical facilities and outdoor environment.</p>	<p>7.1 By December 2007, complete the construction of the new Information and Learning Resources Center.</p> <p>7.2 Adopt and commence implementation of a Capital Improvement Plan approved by the Board of Trustees to expand and improve facilities as measured by</p> <ul style="list-style-type: none"> · an increased number of classrooms and laboratories · the building of a conference room for Continuing Education · the addition of more office space for administrative and faculty use · the addition of multiple meeting facilities for general use · an increased number of parking spaces · a One-Stop Student Services Center · the building of new facilities for athletic activities and physical education · an enhanced electrical system <p>7.3 Enhance the esthetics of existing facilities and the institutional surroundings.</p>

Goal	Objectives (Time-Frame: August, 2006 – July, 2011)
8. Maintain a positive and collaborative relationship between the institution and the external community.	8.1 Strengthen the relation institution-community through frequent collaborative interaction, educational services, consulting, and social and cultural activities. 8.2 Help sustain an active alumni organization. 8.3 Establish Advisory Boards for program assessments.

A close scrutiny of the above plan clearly shows that the development focus of UPR-Aguadilla is centered on teaching and learning. It emphasizes program development as a function of societal needs, and rests on academic assessment as the mechanism to ensure that all programs and academic initiatives are actually promoting learning and in line with quality standards as set forth by external accrediting bodies.

The professors will continue to receive professional and technical support in their efforts to strengthen and develop expertise in their respective disciplines as well as to improve their teaching skills. Although support goes beyond educational technology, the infusion of Information Technology as a tool for teaching will increase considerably.

Given that UPR-Aguadilla is primarily a teaching institution, research is not expected to receive the same level of priority than teaching and learning. Nevertheless, an appropriate degree of research activities is recognized as complementary to our mission. An effort will be made to increase scholarship activities in this area and to include students in faculty research projects.

Critical student services and key administrative processes will be targeted for improvement. For both, the use of Information Technology is envisioned as a means to improve effectiveness and increase satisfaction levels of students and university personnel. The development of web-based services—very limited at present—will receive close attention.

The need for improvement of the physical facilities has been identified as critical (see discussion on Capital Improvement in Chapter 6). A five-year Capital Improvement Plan is to be prepared with specific projects and cost estimates. This Plan is to be submitted to the Board of Trustees for their approval. We are confident that a well developed and justified plan will receive appropriate attention on the part of the Board.

The UPR-Aguadilla and the external community should continue to benefit from each other. In the past, external professionals from the community have contributed with their expertise to our program improvement efforts. This consultation practice—somewhat neglected in the present—is to be reinstated. Another area of potential benefit arising from good community relations is external funding. If our fund-raising capabilities improve, financial contributions from individuals, private foundations, businesses, and corporations can help us meet important goals. On the other hand, the northwestern community should continue to see UPR-Aguadilla as its primary source for cultural enhancement and educational services.

Limited financial resources can be the Achilles' heel of any plan, no matter how well conceived. Thus, an effort to increase institutional capabilities to augment external resources is essential to the UPR-Aguadilla Strategic Plan. This notwithstanding, the proposed goals and objectives are not only defined as a function of UPR-Aguadilla's needs; they are aligned to the roadmap laid down by the UPR President in his *Ten for the Decade (Diez para la década)*. Hence, it is our expectation that a budgetary backing of the plan on the part of the Central Administration will be achieved. Success of the plan is contingent on this.

CLOSING STATEMENTS

Financially, the past five years have been difficult. Some goals have been slowed down, but the University of Puerto Rico at Aguadilla has shown its capacity to withstand the hardship, and

continues moving forward. Limitations notwithstanding, the quality of our programs has not diminished even while the difficulty to sustain that quality did increase.

Although at a slow rate, the Puerto Rican economy is growing. This and higher revenues coming from the recent tuition hikes, coupled with a more aggressive approach towards fund raising, should provide the UPR—including the Aguadilla campus—with the funds it requires to advance. Thus, the outlook to the future is positive. We are confident that the goals set forth for the following five years will be our roadmap to continued success.

Conclusions

This chapter focuses on the future. It pinpoints the critical development factors to be addressed in the Strategic Plan 2006-2011. Some goals have already been identified as critically important:

4. To respond to the social, cultural, and economic needs of Puerto Rico, particularly the northwestern region, through innovative, and relevant educational programs, considering both degree-granting and non-degree-granting alternatives.
5. To improve the teaching-learning outcomes through multiple strategies, and effective student support and counseling services.
6. To continue to effectively integrate the new Information Technologies into the teaching-learning process.
4. To increase faculty activities in research and scholarship and involve students as part of their formal development.
5. To increase external resources and net continuing education service revenues to no less than 30% of the total budget.
6. To improve processes through the use of effective computer-based systems and student services through user friendly web-based alternatives.
7. To expand and improve the physical facilities and outdoor environment.
8. To maintain a positive and collaborative relationship between the institution and the external community.

Limitations notwithstanding, the quality of our programs has not diminished even while the difficulty to sustain that quality did increase. Higher revenues coming from the recent tuition hikes, coupled with a more aggressive approach towards fund raising, should provide the UPR—including the Aguadilla campus—with the funds it requires to advance. The goals set forth for the following five years will be our roadmap to continued success.

APPENDICES

Appendix 1 – The Steering Committee

José L. Arbona (Chair)	Director of the Multimedia Educational Technology Center
Diana Ruíz	Dean of Academic Affairs
Pablo Ramírez.....	Dean of Student Affairs
Nelson Vera	Dean of Administration
Olga Natal	Director, Office of Planning and Institutional Research
Elba Román.....	Director, Department of Orientation and Professional Counselor
Zaida Serrano	Academic Affairs Executive Officer
Gerardo Javariz	Director, Budgeting Office
Ana E. Cuebas.....	Director, Division of Continuing Education and Professional Studies
Candelaria Gómez.....	Director, Library
Luis Rivera.....	Director, Finance Office
Carmen Rodríguez	Director, Human Resources Office
Ismael Villanueva	Director, Office of Information Technology
Evelyn Cajigas	Office Systems Professor
Carmen Cazurro	Spanish Language Professor
José N. Díaz	Director, Mathematics Department and Professor
Liza Jiménez	Natural Sciences Professor
Damaris Navedo.....	Director, Business Administration Department and Professor
Sandra Quiñones	Chemistry Professor
Olga I. Pérez.....	Social Sciences Professor
Evelyn Pérez	Education Professor
Teresa Rivera	Electronics Professor

Myrta Rosa..... English Professor
Sara Paredes Professional Counselor
Juan Hernández.....President Student Council (2004-05)
Axel Acevedo..... Student Representative to the University Board (2004-05)
Julio Ríos Student (2004-05)
Néstor Rodríguez GonzálezPresident Student Council (2005-06)
John A. Piñeiro Corchado Student Representative to the University Board (2005-06)
Lizaly Vargas Méndez Student (2005-06)

Appendix 2 - Academic Computing Resources¹⁹

Laboratories (Location)	Computers	Year of Purchase	Description	Other equipment	Use	Opening hours
3rd Floor Library	13	2001	3 Dell 6X 260 Pentium 2.4 GHZ, 256 RAM Windows XP, HD 206B, Monitor Flat : 17" 9 Clones Intel Pentium 950 MHZ, 128 Mb RAM, Windows XP, HD 27.9 GB, 15" Monitor	Printer HP LaserJet 4300	Information searches	Monday - Thursday 7:30 AM -5:00 PM Friday 7:00 AM -4:30 PM
E-122 Electronics, QC, and Physics	20	2001	DELL (128 MB SD RAM, Celeron 600 MHz, 10 gb Hard Disk) Software: WinXP Pro, Office XP, QVT Term, Visual Studio 6, Acrobat Reader 5, QI (Quantum Improvement), HP Vee, Multisim 2001, Norton Antivirus, Statgraphics Plus, Auto Cad	Printer Laser HP4050N Digital projectors	Teaching and general student use	Monday - Thursday 7:00 AM-9:00 PM Friday 7:00 AM -4:30 PM
B-308 Office Systems	26	2001	DELL Optiplex GX100: Intel Celeron 600MHz, 128MB SDRAM, 10GB Hard Disk Software: Microsoft Office XP, Norton Antivirus, QVT Term, Adobe Acrobat Reader, Internet Explorer 6.0, Typing Tutor, Mozilla Firefox	2 Printers LaserJet 4100N Digital projectors multimedia: Sharp	Teaching and general student use	Monday - Friday 8:00 AM -4:30 PM
E-115 CETEM	20	2002	Dell Dimension 8200, Pentium 4, 2 GHz, 512 RAM, 40 Gb HD Software: WinXP Pro, Office 2003, FrontPage 2003, QVT Term, all major plug-ins for multimedia and file processing, Windows Internet Explorer 6.0, Symantec Antivirus protection	Digital projector, Smartboard, printer, room speakers	Student IT training	When required for training

¹⁹ Three new laboratories, primarily for general student use, are in the process of being established and are not included here. At least two of these laboratories are expected to be fully operational before the end of this semester.

Laboratories (Location)	Computers	Year of Purchase	Description	Other equipment	Use	Opening hours
Main facilities CETEM	11	2002	7 Dell Dimension 8200, Pentium 4, 20 GHz, 256 RAM, 40 Gb HD 4 Dell Precision 340, Pentium 4, 2 GHz, 256 RAM, 20 Gb HD Software: WinXP Pro, Office 2003, FrontPage 2003, QVT Term, all major plug-ins for multimedia and file processing, Windows Internet Explorer 6.0, Symantec Antivirus protection	Digital projector, Smartboard, printer	Faculty IT training and faculty use	Monday - Friday 8:00 AM- 4:30 PM
E-116 Electronics, QC, and Physics	20	2002	PCs of different makes and models;, 866 mhz, 128 mb RAM, 20 gb Hard disks Software: WinXP Pro, Office 2003, QVT Term, Acrobat Reader 5, Norton AntiVirus, Statgraphics	HP Laser Jet 1320	General student use	Monday - Thursday 7:00 AM-4:30 PM 5:30 - 9:00 PM Friday 7:00 AM - 4:30 PM
Spanish Department	10	2002	Dell, Pentium 4, 1.8 GHz, 128 Mb, 20 Gb HD Software: WinXP Pro, Office 2003, Acrobat Reader 5, Norton AntiVirus	HP Printer	Student practice of writing skills	Monday - Friday 8:00 AM - 4:30 PM (when work-study students are available)
B-303 Mathematics	26	2003	24 DELL Pentium IV Intel 2.40 GHz, 128 MB SD RAM, 41.94 gb Hard Disk 2 DELL Pentium IV, Intel 1.60 GHz, 128 MB RAM, 19.98 gb Hard Disk Software: WinXP Pro, QVT Term, Microsoft Office XP, Norton Antivirus, Notevision, Programa R, Minitab 14 Office 2003, Open Office 1.1, Adobe Acrobat Reader 6.0, Firefox web browser Internet Explorer 6.0	Printer Laser HP4200N con Digital projectors Smart Board	Teaching and general student use	Monday - Friday 8:00 AM - 4:30 PM
B-309 Office Systems	26	2003	DELL Optiplex GX240: Pentium 4 1.6GHz, 640MB SDRAM, 18GB Hard Disk Software: MS Office XP, MS Publisher 2003, Norton Antivirus, QVT Term, Adobe Acrobat Reader, Internet Explorer 6.0, Mozilla Firefox	3 Printers: (2) HP LaserJet 4200n, (1) HP LaserJet 4600n Digital projectors multimedia: Sharp	Teaching and general student use	Monday - Friday 8:00 AM -4:30 PM

Laboratories (Location)	Computers	Year of Purchase	Description	Other equipment	Use	Opening hours
B-310 Office Systems	25	2004	Dell Dimension 8300 Pentium 4 3.2GHz, 1GB DDR SDRAM, 120GB Hard Disk Software: WinXP Pro, Microsoft Office XP, Norton Antivirus, QVT Term, Typing Tutor, Adobe Acrobat Reader, Internet Explorer 6.0	2 Printers: (1) HP LaserJet 4050n, (1) HP LaserJet 4100n Digital projectors multimedia: Sharp	Teaching and general student use	Monday-Friday 8:00 AM -4:30 PM
E-117 Business Administration	25	2003 2004	14 DELL 4600, 2.4 GHz, 256 mb y 40 gb Hard Disk 11 Dell Optiplex, 1.6 GHz,128 mb, 20 gb Hard Disk Software: WinXP Pro, Office XP, Peach Tree, QVT Term, Visual Studio, Stat Graphics, Acrobat Reader 5, Norton AntiVirus	Printer Laser Jet HP4050N	Teaching	Monday - Thursday 7:00 AM -9:30 PM Friday 7:00 AM 4:30 PM
E-118 Business Administration	25	2004	DELL 4600, 2.4 GHz, 24 with 512 mb y 1 with 256 mb, 40 gb Hard Disk Software: WinXP Pro, Office 2003, Peech Tree, QVT Term, Visual Studio.net, Stat Graphics, Acrobat Reader 5, Norton Antivirus	Printer Laser HP4000N Transparency projector Digital projector	Teaching	Monday - Thursday 7:00 AM -9:30 PM Friday 7:00 AM - 4:30 PM
Natural Sciences Building	30	2004	Two Mobile Labs (15 Dell Notebooks per mobile cart; wireless connection); Pentium MX; 512 RAM; 60 Gb HD Software: XP Win Pro, Office 2003, all major plug-ins for multimedia and file processing, Windows Internet Explorer 6.0, Symantec Antivirus protection	2 Digital projectors	Teaching of Science Labs	According to class schedule
Natural Sciences Building	21	2005	Mobile Lab (Wireless HP-Tablet PCs); 512 RAM, 1.86 GHz Software: XP Win Tablet, Office 2003, QVT Term, all major plug-ins for multimedia and file processing, Windows Internet Explorer 6.0, Symantec Antivirus protection	Digital projector	Teaching of Cellular Biology Lab	According to class schedule

Laboratories (Location)	Computers	Year of Purchase	Description	Other equipment	Use	Opening hours
B-203 English	17	2005	14 Dell Optiplex GX280, Intel P4 2.8 GHz, 512mb RAM, 40gb HD DVD CD RW 17" LCD Ultra Sharp Monitor Software: Win XP Pro , Microsoft Office XP, Norton Antivirus, Acrobat Reader, QVT Term, Jet Direct	1 Printer Laser 2300L ; Digital projectors LCD Sharp PG-B 105; Smart Board; Wireless Internet Access	Teaching and general student use	Monday - Friday 8:00 AM-4:30 PM
3rd Floor Library	20	2005	Mobile Lab (Dell Notebooks) WinXP Pro, Microsoft Office XP, Norton Antivirus, QVT Term, Typing Tutor, Adobe Acrobat Reader, Internet Explorer 6.0 (Note: This lab is in process of installment)	Digital projector	Used for Library Instruction	As needed

Appendix 3 - Administrative Positions

First Semester 2005-06

POSITION	NO.	POSITION	NO.
Academic Record Evaluator	3	General Doctor	1
Accountant Auxiliary I	1	General Nurse	2
Accountant Auxiliary II	1	General Repairer	3
Accountant I	3	Human Resources Analyst I	1
Accountant II	2	Human Resources Analyst III	1
Accountant IV	1	Human Resources Director	1
Administrative Assistant I	6	Information Technology Director	1
Administrative Assistant III	5	Information Technology Specialist II	1
Administrative Assistant IV	1	Information Technology Technician	3
Administrative Officer I	2	Internal Register	1
Administrative Officer II	2	Instructional Programmer and Services Technician	1
Administrative Secretary I	10	Janitor	8
Administrative Secretary II	2	Janitor Supervisor I	1
Administrative Secretary III	10	Laboratory Assistant	2
Administrative Secretary IV	9	Laboratory Technician I	3
Administrative Secretary V	7	Laboratory Technician II	8
Administrative Board and Academic Senate Secretary	1	Language Laboratory Technician	1
Admissions Director	1	Maintenance and Operation Supervisor	1
Admissions Officer I	1	Maintenance Worker	10
Audiovisual Production Technician	1	Mechanic of Automotive Equipment	1
Audiovisual Service Technician	1	Messenger	1
Auxiliary Librarian I	3	Academic Record Clerk	3
Auxiliary Librarian II	2	Bursar Supervisor	1
Auxiliary Librarian III	2	Payroll Director I	1
Auxiliary Skilled Worker	3	Payroll Officer I	1
Budget Analyst III	1	Physical Education Auxiliary	1
Budget Director	1	Physical Resources Director	1
Woodworker	1	Planning and Institutional Research Director	1
Carpenter	1	Plumber	1
Chancellor Executive Assistant	1	Postal Auxiliary I	1
Chancellor Secretary	1	Promoter	1
Collector	2	Property Auxiliary	1
Collector and Claims Officer	1	Property Officer I	1
Collector Supervisor	1	Proposal Educational Coordinator	1
Computer Operator I	1	Purchasing Agent	1
Computer Operator II	2	Purchasing/Supply Auxiliary I	2
Document Administrator I	1	Purchasing/Supply Auxiliary II	1
Economic Assistance Director	1	Reproduction Center Supervisor	1
Economic Assistance Officer I	1	Reproduction Machine Operator	1
Economic Assistance Officer III	2	Security Coordinator	1
Economic Assistance Officer IV	1	Security Officer II	3
Electrician	1	Security Officer III	2
Electrician Assistant	1	Short Courses Coordinator	1
Electrician Supervisor	1	Special Projects Coordinator	1
Electronics Systems Programmer I	1	Statistics Officer	1
Employment Security and Health Specialist II	1	Switchboard Operator	1

POSITION	NO.	POSITION	NO.
Executive Officer I	1	Trainer	7
Executive Secretary I	1	Automobile Driver I	1
Extracurricular Activities Coordinator	1	Automobile Driver II	1
Finance Director	1	Typist I	2
Gardener I	1		

TOTAL Administrative Positions 2005-06: 203

Source: UPR- Aguadilla Human Resources Office

