



August 11, 2023

Dr. Angélica Varela Llavona, Chancellor
University of Puerto Rico – Río Piedras Campus
angelica.varela@upr.edu

Dear Dr. Varela Llavona:

On behalf of the Middle States Commission on Higher Education, I am writing to accept officially the revised University of Puerto Rico Río Piedras Self-Study Design submitted by Dr. Aída Jiménez Torres on May 12, 2023 (a copy of which accompanies this letter). I appreciate the Steering Committee's incorporation of the suggestions provided during my campus visit in April. I would also like to commend the steering committee along with others who helped to shape the thoroughly revised document for their excellent work in conveying a clear sense of the institution, its history and values, and how it hopes to engage in a self-study process to further its mission. The self-study design promises to guide the institution in a process of reflection and continuous improvement.

I look forward to continuing to work with your team through the self-study and other accreditation processes. Please extend my appreciation to everyone involved and my gratitude for the work performed in developing the Self-Study Design (SSD).

I wish you the best as you continue your self-study journey.

Sincerely,

A handwritten signature in dark ink that reads "Melissa G. Hardin". The signature is fluid and cursive, with the first name "Melissa" being more prominent.

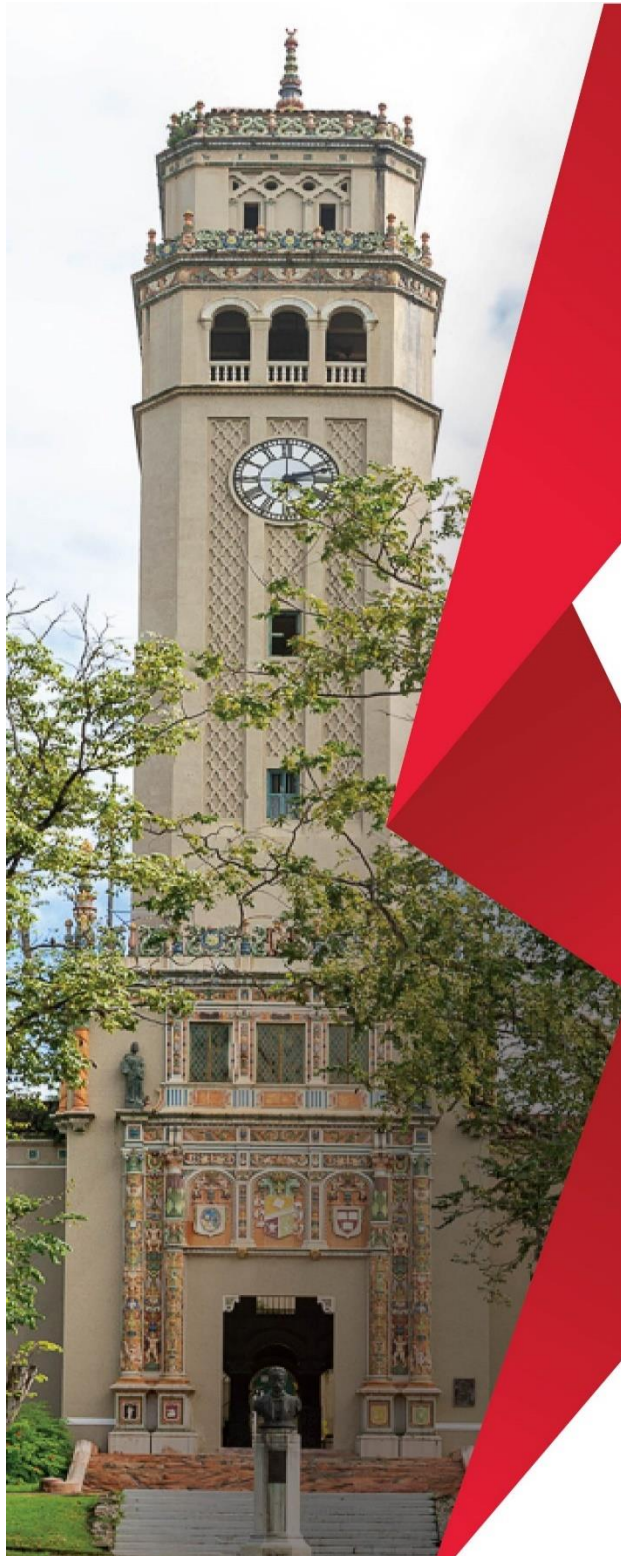
Melissa G. Hardin, Ph.D.
Vice President for Institutional Field Relations

Copy to:

Dr. Aída Jiménez Torres, Associate Professor, Accreditation Liaison Officer
aida.jimenez@upr.edu

Dr. Nivia A. Fernández Hernández, Acting Dean for Academic Affairs, Chair
nivia.fernandez1@upr.edu

Dr. Nellie E. Torrado Pérez, Acting Associate Dean of Academic Affairs, Co-chair
nellie.torrado@upr.edu



UPR RP

University of Puerto Rico
Río Piedras Campus

SELF STUDY DESIGN

**Commitment to
Institutional
Excellence and
Empowerment for
Continuous
Improvement**

2016-2025

University of Puerto Rico
Río Piedras Campus

Self-Study Design

Submitted to
Middle States Commission on Higher Education

May 12, 2023

**University of Puerto Rico, Rio Piedras Campus
Self-Study Design**

Table of Contents

	Page
Preamble	4
Introduction	4
I. Institutional Overview	5
II. Institutional Priorities to be Addressed in the Self-Study	17
III. Intended Outcomes of the Self-Study	20
IV. Self-Study Approach	21
V. Organizational Structure of the Self-Study Steering Committee and Working Groups	21
VI. Guidelines for Reporting.....	37
VII. Organization of the Final Self-study Report	43
VIII. Strategy for Verification of Compliance with Applicable Federal Regulatory Requirements	46
IX. Self-Study Timetable	55
X. Communication Plan	58
XI. Evaluation Team Profile	61
XII. Evidence Inventory Strategy	65

Preamble

The Self-Study Design (SSD) describes the organization of the Self-Study Report for the reaccreditation of the University of Puerto Rico, Rio Piedras Campus (UPR-RP) by the Middle States Commission of Higher Education (MSCHE). The SSD is the document that communicates important information prior to the Evaluation Visit by peer evaluators, and serves the purposes described for the Executive Committee, the Self-Study Steering Committee, Working Groups, and campus constituencies.

The development of the SSD began on Fall 2022 with key institutional representatives that attended the Self-Study Institute, and further assistance from Dr. Melissa G. Hardin, Vice President for Institutional Field Relations (VPIFR). On February 3, 2023, a video-conference took place with Dr. Hardin to discuss progress in the development of the SSD. On April 12, 2023, the Self-Study Preparation Visit (SSPV) one-day meeting was held for Dr. Hardin's additional guidance, early in the SSD development phase. The Executive Committee and the Self-Study Steering Committee revised the SSD draft, based on the SSD Feedback Report and, on May 12, 2023, submits the final SSD for acceptance.

Introduction

The Middle States Commission on Higher Education is an institutional accreditor recognized by the United States Department of Education (USDE) and must be reviewed by and demonstrate compliance with the Secretary of Education's Criteria for Recognition. MSCHE appeared before the National Advisory Committee on Institutional Quality and Integrity (NACIQI) on March 2, 2023, where the committee recommended renewal for five years. Through the accreditation process, MSCHE mandates institutions to meet rigorous and comprehensive standards, which are addressed in context of the mission and within the culture of ethical practices and institutional integrity of accredited institutions.

Every eight years, the UPR-RP engage in a self-study, embracing a valuable peer-evaluators report during a culminating site visit. The last Self-Study Report of the UPR-RP was submitted in January 2016; with the last accreditation reaffirmation in 2019. During the academic year 2024-2025, the UPR-RP will submit the next Self-Study Report to demonstrate sustained compliance with the Requirements of Affiliation and Standards of Excellence. The on-site visit will occur on the Spring Semester 2025.

On April 2022, the UPR-RP Campus Chancellor appointed the Executive Committee, charging the Deanship for Academic Affairs responsible of the coordination of the Institutional Steering Committee. The Self-Study Design presented in this document, is the result of a participative and critical reflective process of the Executive and the Self-Study Steering Committees, which includes eight Working Groups, and the recommendations of the governance structure within campus.

The Self-Study Report will address the “Standard Based Approach”, organized by standards with the four institutional priority areas of the UPR-RP Strategic Plan, Commitment 2018-2023, integrated within the Standards, where appropriate. The responsibilities of the organizational structure, including the executive committee, steering committee, and working groups by standards, institutional accreditation coordinator, accreditation liaison officer (ALO), and the chair and co-chair of each group, are described. The guidelines for reporting, timetable, communication plan, evaluation team profile, as well as the evidence inventory strategies, are also presented.

The Self-Study Report, as the roadmap for the reaffirmation of the UPR-RP’s accreditation, embraces the theme: **COMMITMENT TO INSTITUTIONAL EXCELLENCE AND EMPOWERMENT FOR CONTINUOUS IMPROVEMENT.**

I. Institutional Overview

The University of Puerto Rico (UPR) is a multi-campus state-supported institution of higher education licensed by the Postsecondary Institution Board (Certification CEPR 2016-4641). It was founded in 1900 with an Industrial Normal School established in Fajardo. Its main goal was to prepare teachers for the rural areas of the Island. Twenty students guided by five professors were part of the initial group. In 1901, this Normal School was moved to Río Piedras, and was officially recognized as an academic institution by the Legislature of Puerto Rico on March 12, 1903, under the administration of the Public Instruction Commissioner, Samuel McCune Lindsay. The University of Puerto Rico, Río Piedras (UPR-RP) campus emerged from the country's need to improve the living conditions of the population through quality education.

Today, the UPR-RP continues with its mandate to serve the country and improve the quality of life of its population. The UPR-RP started its first academic year (1903–1904) with an enrollment of 173 students. The first graduating class (June 1907) consisted of 13 students. Over the last 120 years, growth has been exponential in terms of both size and the achievements that have contributed to our status as the most prestigious and respected institution of higher learning in Puerto Rico. As a distinguished doctoral campus dedicated to research, creation and the dissemination of knowledge, the UPR-RP is committed to the integral formation of students and their lifelong learning and recognized for the excellence of its contribution to the development and intellectual enrichment of Puerto Rican, Caribbean, and international society (UPR-RP Vision statement).

The UPR-RP is the oldest, and most heterogeneous and complex unit in Puerto Rico’s public system of higher education. By law, the campus must pursue and uphold the general mission of the University as set out in Article 2.b of the University of Puerto Rico Act of January 20, 1966.

The institution’s general mission defines its purpose within the context of higher education in Puerto Rico, the students and general community it serves, and what it intends to accomplish in terms of:

- study programs that promote intellectual curiosity, critical thinking, communication skills, ethical and aesthetical values, social awareness and intervention;

- education and training of scholars and professionals of the highest caliber;
- teaching, creation and research skills that foster student autonomy, as well as advancement and dissemination of knowledge in various disciplines and areas;
- participation and outreach in community life and engagement in service activities;
- contribution to the continuing progress of Puerto Rican society and improvement of the Island's quality of life.

UPR System

The UPR is the island's premier institution of higher learning; it is the leading public university on the island. A Governing Board consisting of 14 members oversees the system. This Board is composed of two students (elected), two faculty members (elected), eight citizens from the community appointed by the Governor of Puerto Rico, and two ex-officio members, the Secretary of Education and a representative of the Financial Advisory Authority and Fiscal Agency, known as FAFAA. The FAFAA emerges as part of the government debt restructuring and the economic development process mandated by the Puerto Rico Oversight, Management, and Economic Stability Act (PROMESA) enacted by the US Congress in 2016.

On March 24, 2022, the Governing Board elected CPA Ricardo Dalmau Santana as President (Certification 135 --2021-2022-- Governing Board. The Governing Board President's primary responsibilities are the approval of the strategic plan of the University; authorize the creation, modification, and reorganization of campuses, centers, and other university institutional units; and approve or amend the University by-laws, students' general by-laws, by-laws of each campus, and the retirement system by-laws. All powers and responsibilities are described at <https://juntagobierno.upr.edu/facultades-y-deberes>

On July 1, 2022, Dr. Luis A. Ferrao Delgado was appointed President of the University of Puerto Rico (Certification 150-2021-2022, Governing Board of the University of Puerto Rico). The President is the chief executive officer of the UPR System, appointed by the Governing Board for a five-year term. He presides over the University Board, composed of the eleven campuses' chancellors; faculty representatives of each campus academic senate; student representatives; the Executive Vice-president of Academic Affairs and Research; and the Director of the Finance, Planning and Development, and Budget Offices. In addition, the University Board serves as an advisory board to the President (Law 1, 1966, and the University of Puerto Rico General Bylaws, as amended). The President is an ex officio member of all the UPR System academic senates and administrative boards. In collaboration with the University Board, the President coordinates and supervises the university's work.

UPR - Río Piedras Campus

While UPR-RP is guided by the general mission of the UPR system, it also has a unique regional mission which emerges from and is based upon the specific historical and cultural role that it has played among the Latino and Hispanic communities in US, Latin America, and the Caribbean,

which sets it apart from the other campuses and administrative units. The campus mission holds that the UPR-RP will:

1. Foster the integrated education of its students through programs of study which promote intellectual curiosity, the capacity for critical thinking, constant and ongoing learning, effective communication skills, an appreciation for and cultivation of ethical and aesthetic values, involvement in campus governance, and a sense of social awareness and responsibility.
2. Provide graduate education of the highest quality, with research and creative activity as key elements that strengthen undergraduate education; offer post-baccalaureate programs for the education and training of professionals of the highest caliber, persons who will be committed to the ideals and values of Puerto Rican society.
3. Provide an undergraduate education of excellence which offers students a unified vision of knowledge that brings general education and specialization into harmony; foster in students a capacity for independent study and research.
4. Develop teaching and research skills; promote participation in the life of the community as well as service to that community; promote respect for the historical and social conditions of Puerto Rico, taking into account its Caribbean and Latin American surroundings yet reaching out into the international community; enrich and strengthen the storehouse of knowledge associated with the consolidation of Puerto Rican nationality, history, language, and culture; and simultaneously foster the growth and dissemination of knowledge at an international level.
5. Develop innovative, relevant programs of research, community service, and continuing education which will support and contribute to the academic and professional activity of the campus; contribute to the transformation and continuing progress of Puerto Rican society, to the analysis of its socioeconomic and political problems, to the formulation of solutions to these problems, and to the improvement of quality of life.

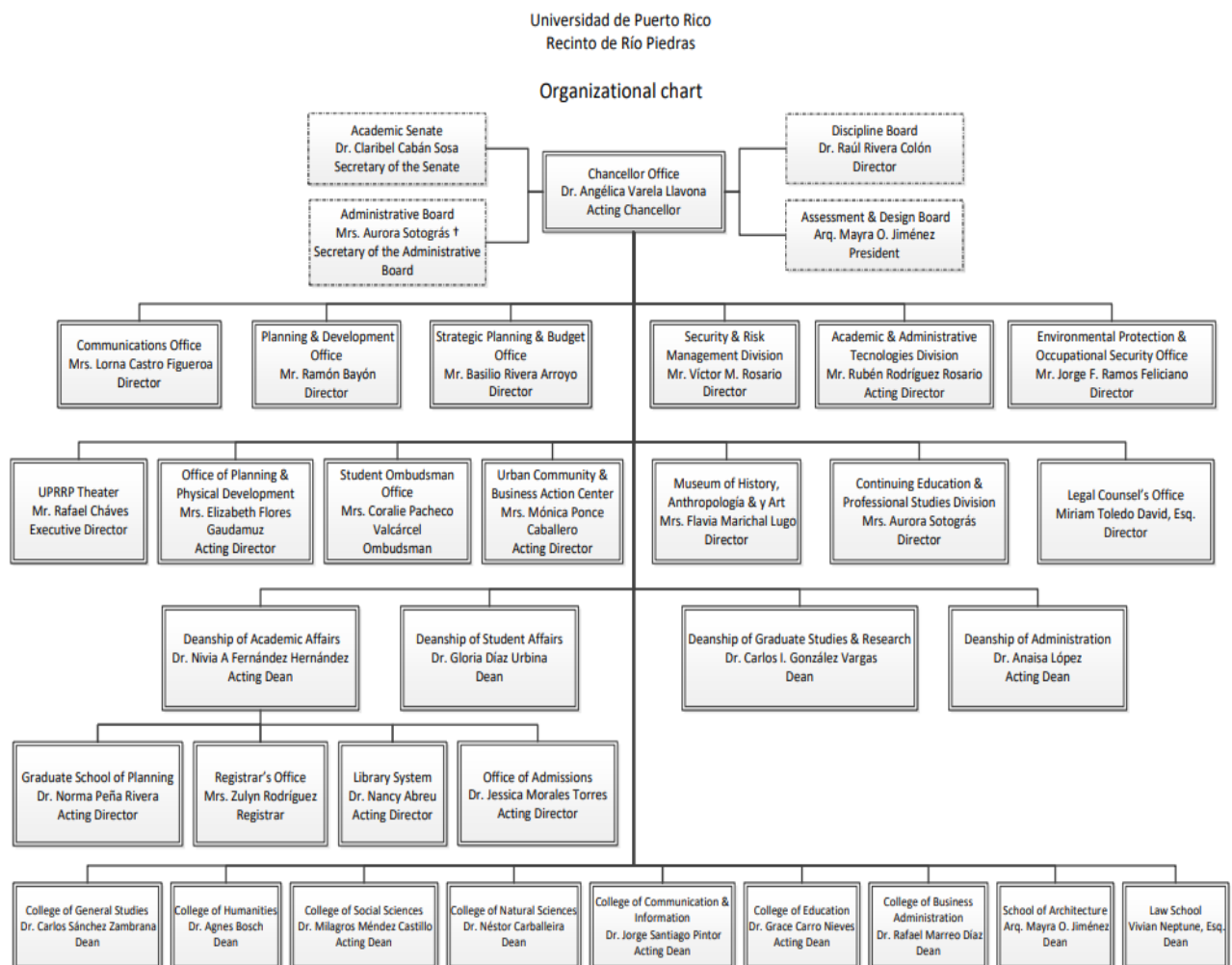
Furthermore, in its vision the UPR-RP is considered a distinguished doctoral university community endowed with resources of the first order, dedicated to research, creation, and the dissemination of knowledge; committed to the integral formation of students and their lifelong learning.

The Chancellor is, by law, the chief executive officer of the UPR-RP. On February 23, 2023, Dr. Angélica Varela Llavona was appointed by the Governing Board, upon the recommendation of the UPR President, who, as stipulated by university regulations, consulted with the UPR-RP Academic Senate and university community. Our Chancellor exercises administrative and academic authority within the UPR-RP pursuant to the provisions of the Law of the University of Puerto Rico and university regulations.


The UPR-RP Academic Senate serves as the academic community's official forum for the discussion of general issues relating to the proper management and operation of the campus and the UPR System, including matters related to the campus's general workings, its academic affairs, and other matters over which the Senate has jurisdiction. Chaired by the Chancellor, the Academic Senate is the linchpin of the UPR-RP's system of shared governance.

The Graphic 1, that follows, illustrates the organizational structure of the UPR-RP

Graphic 1, Organizational Structure of the UPR-RP



Deanship of Academic Affairs
Division of Institutional Research and Assessment
January 18th, 2023
Revised by: Vivian E. Olivera Santiago, PhD

Aprobado por: 
Dr. Angélica Varela Llavona, Acting Chancellor
Fecha: 31 de enero de 2023

† Mrs. Aurora Sotográis' designation as Secretary of the Administrative Board ends on January 31st, 2023.

Academic Uniqueness

The UPR-RP is recognized by the Carnegie Foundation for the Advancement of Teaching as a Doctoral Research-Intensive University. The Campus was classified as a doctoral research institution until the last review in 2015. It was distinguished as the only university in Puerto Rico classified as a Doctoral University of Higher Research Activity (R2). This classification positions the UPR-RP in the top 6% among more than 4,000 institutions classified in the United States. Its reputation extends beyond national and international borders, crossing languages and academic disciplines. It is bolstered by the solid formation and professional success of UPR-RP graduates and the accomplishments of first-rate faculty members committed to the goals of tertiary education of excellence. Experienced non-teaching staff members provide support and services that enrich course offerings, campus activities, and students' intellectual and professional formation. The UPR-RP has a diverse faculty with academic degrees awarded by world-class universities.

As a public research-oriented comprehensive doctoral institution, known affectionately as “la IUPI”, our campus is distinguished by diverse academic offerings that include 61 undergraduate programs, 47 master’s degrees, 4 postgraduate certificates¹, one first professional level, 17 doctoral programs, and a varied offer through the Division of Continuous Education and Professional Studies (DECEP, by its Spanish acronym) (See Table 1). Academic activity on Campus is comprehensive, complex, and diverse. Graduate and undergraduate students receive a rigorous academic preparation strengthened by service, research, and creative activities. As a result, they stand out and are awarded in conferences and competitions at the international level.

Table 1 - Academic Offerings

Levels of degrees	Num.
Baccalaureate	61
Master	47
Post Graduate Certificate	4
First Professional Level	1
Doctorate	17
TOTAL	130

Source: Data reported to *Puerto Rico Board of Postsecondary Institut*

The UPR-RP is committed to a student success policy that maximizes retention and graduation rates, and facilitates the integration of graduates to entrepreneurship, the labor market, or graduate studies and research. The student experience, fostered by inclusion and respect for diversity, is sustained by assessment of learning outcomes, institutional effectiveness, and support networks. The institution provides meeting spaces that contribute to the humanistic, social, and professional formation of students and boost their university identity so that they feel like IUPI alumni for life.

¹ Source: Postsecondary Platform (PLEP), Postsecondary Institution Board, March 13, 2023.

The university community of the UPR-RP participates in varied teaching, research, practice, internship, volunteering activities, and community services. Through these, UPR-RP maintains and strengthens its social role and community network while offering an enriching experience for students. In addition, the Campus cultivates its outreach through supportive social, cultural, and environmental action. Following its Mission, the UPR-RP provides various free of charge community services which, in turn, enrich the campus as well (Urban, Community, and Business Action Center; Pro-Bono Program of the School of Law; University Education in the Correctional System Pilot Project, Mental Health Services of the Center for Psychological Services and Studies (CUSEP), among others). It is essential to highlight that the CUSEP is the only clinic on the island that provides mental health services and psychological evaluations free of charge to the university community and the general population.

The UPR-RP has 49 accredited programs by the following agencies: the Association to Advance Collegiate Schools of Business (AACSB), the American Bar Association (ABA), the Computing Accreditation Commission Accreditation Board for Engineering and Technology (ABET), Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), Accreditation Council on Education in Nutrition and Dietetics (ACEND), American Library Association (ALA), American Psychological Association (APA), Council for Accreditation of Counseling and Related Educational Program (CACREP), Council for the Accreditation of Educator Preparation (CAEP), Cognia, Council on Social Work Education (CSWE), National Architectural Board (NAAB), National Association for the Education of Young Children NAEYC, Network of Schools of Public Policy, Affairs, and Administration NASPAA, Planning Accreditation Board (PAB). See Table 2 for more details.

Accrediting all the programs susceptible to accreditation guarantees institutional compliance with professional standards and keeps the UPR-RP programs attuned to new knowledge development and emerging trends in their respective fields. In addition, the MSCHE accreditation process allows the institution to examine areas and issues shared by programs and units that contribute to the complete execution of the campus' mission and common goals. Therefore, all the academic programs subjected to accreditation are accredited as of February 17, 2023.

Table 2 - *Accreditations*

Accrediting Agency	College or School
ACBSP, AACSB, ABET-CAC	Business Administration
NAAB	Architecture
ABET-CAC, ACEND	Natural Sciences
CSWE, NASPAA, CORE, CACREP, APA	Social Sciences
ABA,	Law
CAEP	Education
ACEJMC	Communication
ALA	Science and Information Technology
PAB	Planning

49 accredited programs Source: <https://academicos.uprrp.edu/acreditacion-y-licencia/>

Our University Community: Students, Faculty, and Non-teaching Staff

Over the last 120 years, UPR-RP's academic excellence growth has contributed to our status as Puerto Rico's most prestigious and respected higher learning institution. During the first semester of the 2022-2023 academic year, UPR-RP enrollment was 12,037 students (9,212 undergraduates and 2,749 graduate students); 76.6% are full-time, and 23.3% are part-timers. Forty-four percent (44%) of first-year undergraduate students are from public schools. During the 2021-2022 academic year, the institution awarded 2,329 degrees. The six-year graduation rate for the 2016 cohort of undergraduate students is 31.7%. Accordingly, for the last five years, the average retention rate of students who return for sophomore year is 82.6%.² See Tables 3-6 and Graphic 2 for degrees conferred and descriptive information.

Table 3 - Student Enrollment First Semester 2022-23+ and 2021-22+

First Semester	2022-23	2021-22
TOTAL	12,037	13,226
Undergraduate	9,212	10,207
Graduate	2,825	3,019
Post bachelor Certificates	12	6
Juris Doctor	478	503
Master	1,455	1,689
Post master Certificates	2	3
Doctoral	802	818
Other (non-degree/certificate-seeking)	76	-

Table 4 - Enrollment by College or School

College or School	2022-23	2021-22
Business Administration	2,130	2,286
School of Architecture	433	437
Natural Sciences	2,550	2,840
Social Sciences	2,232	2,453
Communication and Information	660	671
Law School	503	534
Education	1,354	1,622
General Studies	212	291
Humanities	1,667	1,875
School of Planning	99	91
Special Permissions	112	126
Continuing Education And Extension	85	-

² Division of Institutional Research and Assessment.

Table 5 - Degrees Conferred by College and Level Academic Year 2021-2022++

College or School	TOTAL	BACH	MA	PGC ^{1,2}	DOCT	JD
TOTAL	2,329	1,691	399	5	86	148
Business Administration	387	343	43	0	1	0
Architecture	78	44	34	0	0	0
Natural Sciences	438	400	13	0	25	0
Social Sciences	489	356	111	0	22	0
Communication and Information	133	84	44	5	0	0
Law	157	0	9	0	0	148
Education	261	169	65	0	27	0
General Studies	26	26	0	0	0	0
Humanities	339	269	59	0	11	0
Planning	21	0	21	0	0	0

Table 6 - Degrees by Gender and Level

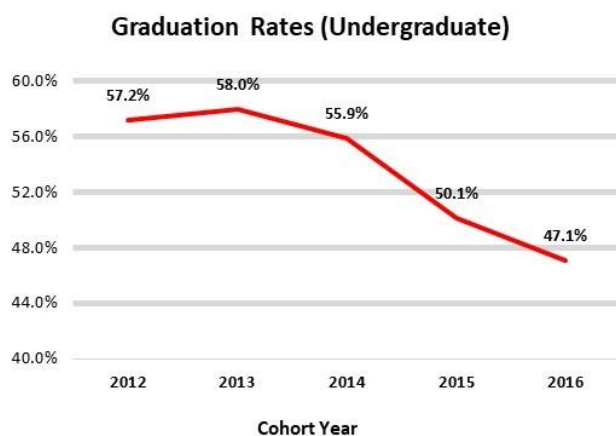
Degrees	TOTAL	BACH	MA	PGC ^{1,2}	DOCT	JD
TOTAL	2,329	1,691	399	5	86	148
Female	1,457	1,050	253	4	54	96
Male	872	641	146	1	32	52

Postgraduate Certification:

¹CPB: Cert. Post Baccalaureate

²CPM: Cert. Post Master

Graphic 2



The faculty profile for the academic year 2021-2022, consisted of 1,291 faculty members, of which 52% were female and 47% male. Our faculty includes several professors who have recently received prestigious international awards and prizes such as The National Endowment for the Humanities (NEH) with the Award for Faculty at Hispanic Serving Institutions; the SSWAA 2023 Book Award for the book titled “Ruta AprendÉxito: Guidelines for Success since Preschool Stage; the Sterling Stuckey Book Award offered by the Association for the Study of Worldwide African Diaspora (2018); and Caribbean distinction “Este Caribe Nuestro” offered by Cátedra de Estudios del Caribe Norman Girvan.

Experienced non-teaching staff members provide support and services that enrich course offerings, campus activities, and students' intellectual and professional formation. The UPR-RP has a diverse faculty with academic degrees awarded by world-class universities.

Table 7 All Staff by Assignment

Staff	TOTAL	Full Time	Part Time
Instructional*	1,029	722	307
Other Faculty**	172	166	6
Non Faculty	1,151	1,099	52

* Includes Tenure and Tenure Track and Faculty on Contract

**Includes Librarians, Administrative positions

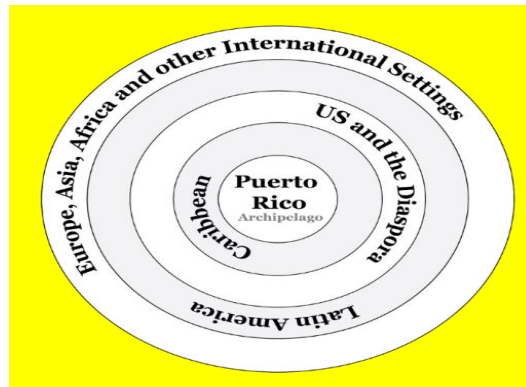
Table 8 Staff by Gender

	TOTAL	Faculty	Non Faculty
TOTAL	2,352	1,201	1,151
Female	1,220	620	600
Male	1,132	581	551

Internationalization

The institution has striven to support internationalization and increase its diversity. In accordance with its vision, the UPR-RP is recognized for the excellence of its contribution to the development and intellectual enrichment of Puerto Rican, Caribbean, and international society. In fact, the UPR internationalization scope could be described as a pattern of concentric circles with the Puerto Rico archipelago at its center (Figure 1)

Figure 1 – University of Puerto Rico Internalization Scope



The UPR-RP has a long tradition of welcoming academic, scientific, and government leaders from the U.S., the Caribbean, Latin America, and other parts of the world to join us in our academic endeavors and the enrichment of the educational experience of our students. Also, the Campus welcomes students with cultural patterns and lifestyles that differ in important aspects from those admitted in previous decades.

Puerto Rico, being part of the Caribbean, shares some cultural values with other Caribbean and Latin American countries (e.g., language and customs), which makes the UPR-RP an attractive, viable and high-quality place to carry out academic studies by Hispanic people from Latin America and the Caribbean. In the academic year of 2021-2022, 50 faculty members were international, and 16 came on teaching exchange. During this same academic year, 54 international students studied full-time for an academic degree at the UPR-RP, while 54 students came on student exchange.

Significant initiatives traverse the UPR-RP to impact local and international contexts. For example, in April 2022, UNESCO renewed the Agreement with the UPR, Faculty of Education, concerning the UNESCO Chair on Education for Peace, established in November 1996. This agreement is for four years until November 30, 2025. The agreement focuses on education, research, and promoting a culture of peace based on human rights and sustainability, proving excellence in deepening, and sharing knowledge in its field of expertise, in line with the 2030 Agenda for Sustainable Development and UNESCO's priorities.

During the week of March 21-27, 2022, the First International Afro Summit (CumbreAfro) was celebrated by the College of General Studies of the University of Puerto Rico, Rio Piedras campus. Through the CumbreAfro 2022, the UPR joined the implementation of Law 24, approved by the Senate of Puerto Rico, which declares the dates of March 21-27 as the Week for the Eradication of Racism and the Affirmation of People of African Descent.

Challenges and changes

Among its challenges, the UPR-RP faces fiscal fragility marked by the reduction of government resources and a demographic shift in the country which impacts the population it serves. The fiscal crisis scenario generates a significant reduction in public funds received by UPRRP. Harmonizing this reality with the commitment to excellence that distinguishes the Campus requires articulating an increase in fiscal sustainability and the renewal of academic and administrative processes, with the optimization of services that use technology and the creation of productive alliances. The consistent decrease in funds allocated to the institution will be considered in the development of the self-study report. The Campus has experienced a decline in its operational budget of nearly 50 million dollars in the past five years. The UPR system has experienced a reduction in its public funds of more than 200 million by 2023 since the Fiscal Plan was approved in April 2018.

Another challenge that the UPR-RP has been facing is the reduction in student enrollments since 2017. This decline is associated with multiple factors, including migration due to natural disasters (e.g., Hurricanes Irma and Maria, earthquakes, and pandemics), declining birth rates, and an aging population. In 2019, the birth rate for a population of 1,000 was 6.15; 5.75 in 2020; and 5.47 in 2021. Between January 31st to December 2021, only 18,439 births were registered, the lowest historic fertility rate in Puerto Rico.

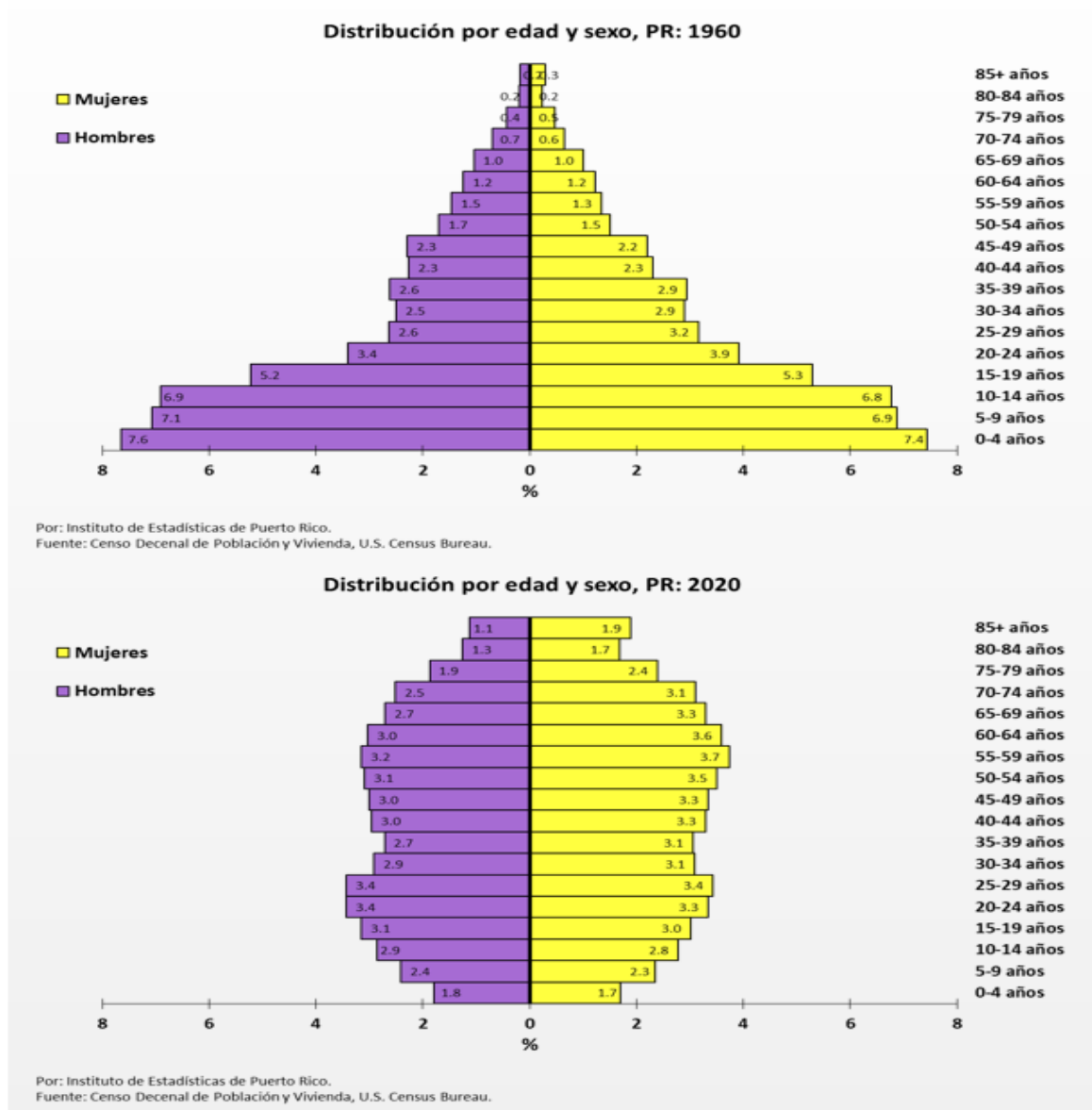
According to estimates of the Census Bureau, between 2020 and 2021, a period characterized by COVID-19 pandemic, the Puerto Rican population decreased in 17,954 persons (-0.5%), mainly because of a greater population mortality, as well as migration to United States of America and other countries. Also, by April 1st of 2020, 3,285,874 people lived in Puerto Rico, representing a decrease of 11.8% from the last decade.³ The repercussion is less enrollment in schools and postsecondary institutions and, consequently, the economic activity that depends on students as part-time labor force.⁴ Figure 2, below, shows a comparison of the population structure by gender and age between 1960 and 2020. Currently, the reduction in birth has an effect in the population structure and characteristics because, the less population, the age structure gets old, a reduction in the younger population and an increase in advanced ages. At the UPR-RP, total enrollment, undergraduate and graduate, decreased in 1,063 students from August 2021 (12,933) to January 2022 (11,870). During the last five years, the number of students has been decreasing at a rate of 750 students less per year. The rate between 2021 and 2022 almost duplicates the loss of the previous year.⁵

³<https://www.elnuevodia.com/noticias/locales/notas/la-baja-natalidad-es-el-factor-clave-en-la-disminucion-poblacional-de-puerto-rico/>

⁴<https://www.primerahora.com/noticias/gobierno-politica/notas/2021-el-ano-con-menos-nacimientos-en-un-monton-de-tiempo/>

⁵<https://pulsoestudiantil.com/baja-en-matricula-de-uprrp-entre-primer-y-segundo-semester-supera-el-promedio-de-perdida-anual/>

Figure 2 - Puerto Rico's Population Distribution by age and gender, 1960 and 2020
Purple (Men), Yellow (Women)



The UPR-RP, in its mission of providing educational opportunities to the different sectors of Puerto Rico, is committed to offer alternatives that respond to the changing demands and professional needs of non-traditional students. In response to these challenges, the UPR-RP unit's strategic development plans provide sustained evidence of the programmatic agenda established to transform and innovate programs focused on self-management and the emerging discipline-attached scenarios and the labor market, collaborating with a workforce targeted to the country's development goals.

Moreover, the COVID-19 pandemic and additional resources allowed to advance the creation of distance education programs and the modification of presential courses to multiple teaching modalities. Confronted with reduced government funding, and recognized as a priority area, the institution has invested in technology to revitalize curricula while strengthening the service and support to the university community and the country.

The UPR-RP is embracing fundamental changes that will result in the formation of the professionals that Puerto Rico expects and needs in the coming years. With equal attention, it is committed to contribute to the social and economic recovery of Puerto Rican society. At the same time, to strengthening its relationship with the country and to extend its international connections as a core element for the creation of knowledge and to the enrichment of the student experience.

Conclusion

In conclusion, the UPR-RP is the only higher education institution in Puerto Rico classified as Doctoral: High Research, by the Carnegie Foundation, in recognition of the institution's production of high-quality research that enhances students' and faculty experiences at the graduate and undergraduate levels.

The UPR-RP campus, as Puerto Rico's foremost higher education research site, is a leader in graduate education for Hispanic students at the United States national level. It is known internationally for its diversity in academic programs and competitive graduates; provides the most extensive educational offer in Puerto Rico with 130 programs; and over 37 are an essential contributor to sustaining the availability of qualified professionals in an ample range of disciplines to respond to Puerto Rico's and global needs. UPR-RP campus is socially committed to access for all qualified students and to the advancement of Puerto Rican society, evidenced by significant contributions for more than a century.

II. Institutional Priorities to be Addressed in the Self-Study Report

On May 2018, the UPR-RP's Academic Senate approved a very focused five-year Campus Strategic Plan, Commitment 2018- 2023 with four priority areas to guide the campus in the continuous process of resource allocation and decision making, as follows: • Research and creation, • Academic innovation and student success, • Social responsibility and community involvement, and • Transformation and restructuring for fiscal sustainability (Cert. Num. 79, Academic Year 201-2018, Academic Senate). These priority areas were thoroughly discussed and approved also by the UPR-RP Administrative Board.

The 2018-2023 Strategic Plan reaffirmed UPR-RP's commitment to its distinctive role in higher education in Puerto Rico, achieved during more than a century of responsible administration and recognized dedication to excellence in education, and sustained reaffirmation of accreditation since 1946.

Figure 3 and Table 9 shows the alignment of institutional Priorities to the Standards for Accreditation.

Priority Area 1: Research and Creation

The UPR-RP is the only higher education institution in Puerto Rico with the Carnegie Classification of Doctoral University of Higher Level of Research (R2). This classification distinguishes it among the top universities in the United States for its wide range of doctoral offerings and its investments in research and development. To maintain this level or achieve a higher level of recognition, the Campus strengthens its culture of self-management and entrepreneurship in research. In addition, it creates strategies for institutional support that facilitates research and creation for students and professors, as well as enhances intellectual development, dissemination, and production.

Priority Area 2: Academic offering and support services for student success

The UPR-RP is committed to comprehensive innovation and transformation in its academic programs and specialized services. Academic renewal intensively integrates technologies and responds to the paths of knowledge, the challenges of professional sustainability, the emerging scenarios of the labor market, and life in society. UPR-RP ensures an academic undergraduate, graduate, and professional offer in face-to-face, hybrid, and distance modalities in alliance with other entities at the local and international levels. It provides its students with a rigorous educational experience consistent with the highest standards of the disciplines and professions. Strengthens learning environments focused on the formation of responsible citizens with different interests, levels of capacities, intellectual curiosity, and life experiences. Develops the necessary competencies in a changing and interconnected world to shape students into critical and ethical thinkers, societal leaders, researchers and creators, professionals, and entrepreneurs. It creates the conditions for changing into a service culture through a holistic experience focused on student success. Articulates and strengthens educational practices and support services based on learning outcomes, institutional effectiveness assessment, and information and communication technologies for continuous improvement.

Priority Area 3: University social responsibility and community networks

The UPR-RP emphasizes its role of social responsibility and network of service to communities. This network is formed through the activities of professorship, research, on- and off-campus practices, internships, and volunteering, among others, in which students, professors, other staff, and communities participate. The Campus cultivates its outreach through supportive social, cultural, and environmental action. To do so, it includes programs, projects, physical spaces, and other new and existing structures to support, facilitate, document, and give visibility to communities, their needs, and the institutional contributions of the campus. In addition, the Campus focuses on achieving a more sustainable social and environmental development of the institution and its linked communities.

Priority Area 4: Sustainable management, effectiveness, and efficiency

The UPR-RP faces a scenario of unprecedented fiscal fragility marked by the significant reduction in the public funds it receives. It renews its approaches, strategies, and actions to convert its uncertain budgetary picture into opportunities for the institution and Puerto Rico. UPR-RP realigns its commitment to excellence in research, creation, teaching, and service with greater fiscal sustainability; and refreshes its entrepreneurial spirit of building productive alliances with greater intensity. The Campus transforms its academic and administrative processes and procedures to attract new revenue and operate with a high degree of efficiency and effectiveness. It uses technology to update and optimize its services. UPR-RP extends its borders and makes its competitive areas known to attract collaboration and financial support from different sectors in Puerto Rico and abroad.

A crucial component in all its priority areas is the intensive integration of technology, both for the development of skills required of alumni to succeed in a labor market of continuous changes and in providing services and support for teaching and research.

Figure 3 –Alignment of Institutional Priorities to Standards for Accreditation



Table 9: Accreditation Standards Alignment with Institutional Priorities

Intensive integration of technology, both for the development of skills required of alumni to succeed in a labor market of continuous changes, as in the provision of services and support for teaching and research.				
Accreditation Standards	Priority # 1: Research and Creation	Priority # 2: Academic offering and support services for students' success	Priority # 3: University social responsibility and community networks	Priority # 4: Sustainable management, effectiveness, and efficiency
I. Mission and Goals	X	X	X	X
II. Ethics and Integrity	X	X		
III. Design Student Learning Experience		X		
IV. Support Student Services		X		
V. Educational Effectiveness Assessment		X		
VI. Planning, Resources, and Institutional Improvement	X	X	X	X
VII. Governance, Leadership, and Administration		X		X

III. Intended Outcomes of the Self-Study

The UPR-RP seeks to attain one main overarching goal and specific intended outcomes through its self-study process:

UPR-RP Self-Study General Goal

The general goal is to engage the UPR-RP community in an in-depth, comprehensive, and reflective self-assessment process of institutional policies, strengths and achievements, weaknesses, opportunities, and threats and to assess the institution's educational quality and success in meeting its mission as well as to identify opportunities for improvement and innovation.

Intended Outcomes for UPR-RP Self-Study Process

- Achieve the highest level of compliance with the MSCHE Accreditation Standards and Requirements of Affiliations as the UPR-RP strengthens its role as a promoter of Puerto Rican society's social and economic development, reaffirming its commitment to excellence.
- Demonstrate how the institution meets the Commission's Standards for Accreditation and Affiliation Requirements.
- Focus on continuous improvement in attaining the institution's mission and priorities.
- Engage all sectors of the institutional community in an inclusive and transparent self-assessment process.

IV. Self-Study Approach

The UPR-RP will address the Self-Study Report using the Standard Based Approach, integrating Institutional Priorities within the Standards, where appropriate. This approach will consider that it is the first time the institution applies MSCHE Standards, Thirteenth Edition, and prevailing assessment culture. The approach enables the campus to engage in a comprehensive review of its compliance with the Standards for Accreditation and bring together the university community who work in different levels, areas, and programs at the institution.

V. Organizational Structure of the Executive Committee, Self-Study Steering Committee, and Working Groups

The Chancellor of the UPR-RP will serve as the Chair of the Executive Committee, charging the Dean of Academic Affairs as Co-Chair and the responsibility to serve as the Chair of the Self-Study Steering Committee (SSSC). Also, the Chancellor designated an Institutional Coordinator for the Self-Study Report and Visit 2024-2025. The Accreditation Liaison Officer (ALO), Chair, and Institutional Coordinator recommended the Self-Study Steering Committee and Working Groups members. The Chancellor of the UPR-RP sent an invitation letter to all members recommended. The members appointed for the Self-Study Steering Committee demonstrate a culture of dedicated commitment and collaboration across the academic and administrative organization that ensures the institutional Mission and Goals. Other selection criteria include expertise in specific areas related to Accreditation Standards and Requirements of Affiliation, previous experience with accreditation, team-building skills, and years at the institution. In addition, the UPR-RP General Student Council President and other appointed representative members participate in the Executive and Working Groups of the Self-Study Steering Committee.

The Executive Committee is responsible for providing the necessary leadership to the Self-Study Steering Committee and the university community and coordinating all phases of the self-study process. Membership, with a balance of seniority or length of service at the institution, ensures representation of all constituents of the University Community including: Chancellor, as the unit's chief executive officer; executive deanships representatives (Academic Affairs / Research and Assessment, Graduate Programs and Research, Administration); students, represented by the President of the General Student Council, non-teaching personnel, alumni and external community. The Acting Academic Dean (in the position until April 30, 2023, and will continue participation in other role), has been a MSCHE Peer Evaluator for many years, with vast experience participating as evaluator for professional organizations, institutional and program committees. The Accreditation Liaison Officer is also an experienced professor in professional accreditations. In addition, the Institutional Coordinator for Self-Study Reports and Visits, an Academic Senator, with recognized institutional experience, as well as in previous accreditation processes, provides guidance and support to Working Groups of the Self-Study Steering Committee and ensures timetable benchmarks are met.

To ensure broad participation, the Self-Study Steering Committee structure consists of seven Working Groups (WGs), one for each Accreditation Standard and one for the Evidence Inventory. The WGs integrate executive and faculty members, student representatives, non-teaching staff, administrative, and other members the group deems necessary to analyze and assess the specific assigned standard and criteria. As the official student organization, the General Student Council is invited to participate, and certifies students for the various WGs. The WGs have already designated a Chair and Co-Chair, who are supported by the Institutional Coordinator for Self-Study Reports and Visits to ensure constant communication and accountability lines between groups.

The Self-Study Steering Committee has already decided to use the collaborative approach. The Working Group 8 – Evidence Inventory, created a Share Drive Repository for this purpose and to facilitate communication among all WGs.

Figure 4 illustrates the organizational structure that articulates the Executive Committee, Self-Study Steering Committee, and Working Groups by Accreditation Standards:

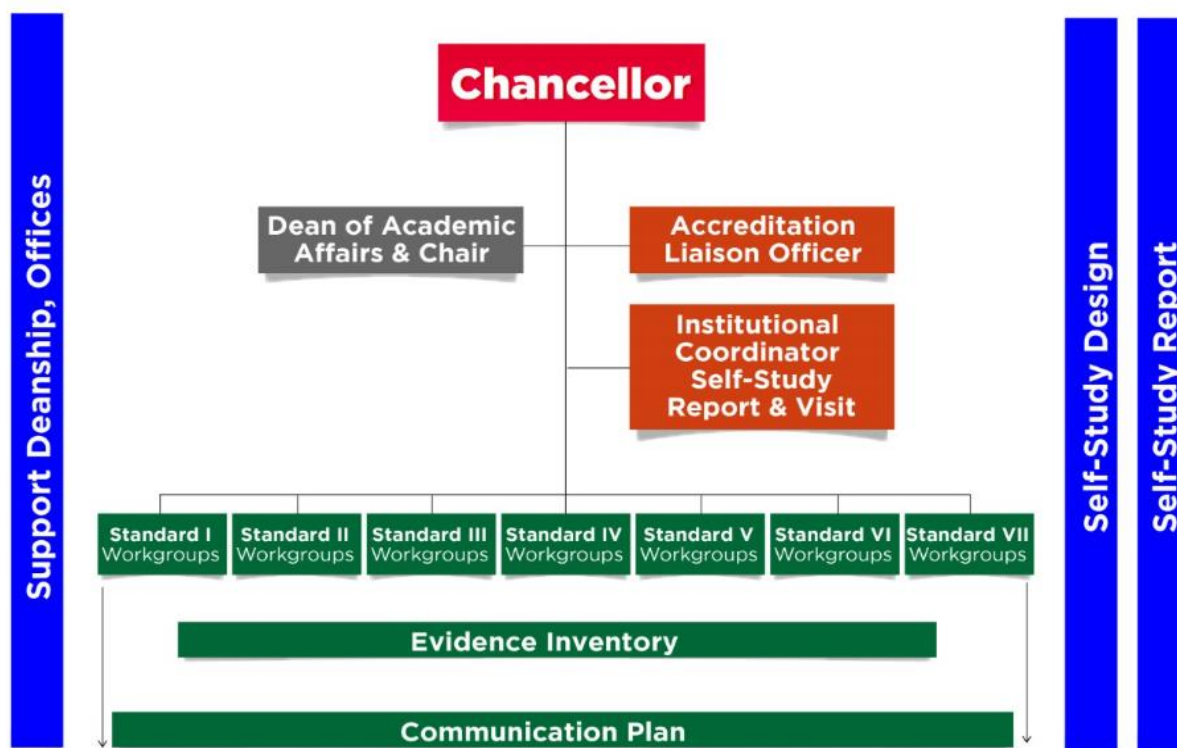


Figure 4 - Organizational Structure of the Executive Committee, Self-Study Steering Committee and Working Groups

General Responsibilities of the Executive Committee

1. Participate in the MSCHE Self-Study Institute and the MSCHE Annual Conference.
2. Organize retreats and “train the trainers” sessions to (a) guide the Self-Study Steering Committee/Working Groups through the self-study evaluation and on-site evaluation visit; (b) understand the expectations for compliance with the MSCHE Standards of Accreditation and Requirements of Affiliation, policies, and procedures, and federal compliance requirements related to the process.
3. Select the organizational approach to the institution’s self-study report.
4. Inform and develop the Self-Study Design.
5. Evaluate and approve the charge and responsibilities of the Working Groups and coordinate the calendar for periodic reports, drafts, and final self-study documents.
6. Guide Working Groups to the institution’s existing evaluation and assessment information to ensure documented analysis of the institutional mission and priorities, the MSCHE Standards of Accreditation, and Requirements of Affiliation.
7. Provide Working Groups recommendations and comments to the draft and master version of the Standard’s report.
8. Develop periodic plenary and working group sessions to support the evaluation and assessment of MSCHE Standards and institutional priorities and for the analysis in the self-study document.
9. Ensure that the Timeline is implemented as planned.
10. Employ a Communication Plan to communicate within the institution effectively.
11. Arrange for institution-wide review of and input to the draft and final Self-Study Report.
12. Oversee the completion of the final Self-Study Report, including the refinement of the Evidence Inventory and completion of the Verification of Compliance materials.
13. Coordinate with the UPR-RP and the University Administration the MSCHE on-site evaluation visit.

General Responsibilities of the Self-Study Steering Committee

1. Review previous self-study, site visit accreditation reports, interim/supplemental reports, and institutional reports (data), among others, to be used for the final Self-Study Report.
2. Gather information related to the compliance with the MSCHE Standard and Compliance with the MSCHE Standard and Requirements of Affiliation, Verification of Federal Compliance, and MSCHE policies and procedures.
3. Ensure that evidence fulfills Requirement of Affiliation 4, to be presented in English in full or in part, as appropriate, in consultation with the vice president liaison for guidance.
4. Consult with campus constituencies and identify areas of strength and opportunity associated with achieving the institution’s mission.
5. Establish lines of inquiry (mission, standards/criteria, affiliation requirements with institutional priorities.
6. Ensure the institutional priorities are adequately addressed in the Working Groups’ analysis – templates provided.

7. Research and discuss in plenary meetings the most critical opportunities for improvement and innovation to be included in the final Self-Study Report. Recommendations not included in the final report will be kept as documentation of the process to be available for the next cycle of the UPR-RP strategic plan.
8. Develop and lead the implementation of action plans to address critical opportunities for improvement and gaps/non-compliance area findings.
9. Keep minutes of all meetings.
10. Examine and correct all drafts and the final Self Study Report.
11. Develop the Self-Study Report
12. Collaborate in developing the institutional response to the evaluation team report.
13. Comply with the scheduled timetable.

General Responsibilities of the Self-Study Steering Committee, Chair & Co-Chair

1. Chair the Self-Study Steering Committee
2. Lead the development of the Self-Study Design
3. Establish, charge, and oversee the Working Groups (WG)
4. Coordinate the schedule for the self-study team visit
5. Other responsibilities include:
 - a. Being the institutional face of the process
 - b. Develop and submit the Self-Study Design
 - c. Ensuring the process conforms to the Self-Study Design
 - d. Ensuring all Self-Study timetable benchmarks are met

Accreditation Liaison Officer (ALO)

The ALO continues to serve as:

1. Principal institutional resource on the MSCHE Standards and Requirements of Affiliation
2. Primary contact with MSCHE staff on all Self-Study related issues.
3. Member of the Executive Committee
4. Member of the Self-Study Steering Committee
5. Continually be cognizant of all activities related to the Self-Study process.

Institutional Self-Study Coordinator

1. Constitute the Working Groups for the Self-Study process.
2. Coordinate, oversee, and support the Working Groups in their Charge and Lines of Inquiry.
3. Coordinate working sessions for WG Reports and share findings among WGs.
4. Guide Working Groups through the Self-Study process.
5. Provide Working Groups recommendations and comments to the draft and master version of the Standard's report.
6. Ensure all Self-Study timetable benchmarks are met.

The UPR-RP organizational structure membership is as follows:

Executive Committee	
Dr. Angélica Varela Llavona	Chair, Chancellor
Dr. Nivia A. Fernández Hernández	Co-Chair (From April 2022 to May 2023) Acting Dean of Academic Affairs (December 2021 until April 30 th , 2023)
Dr. Aida L. Jiménez Torres	Accreditation Liaison Officer (ALO)
Dr. Juanita Rodríguez Marrero	Institutional Coordinator Self-Study & Visit
Dr. Nellie E. Torrado Pérez	Acting Associate Dean of Academic Affairs
Dr. Isabel Montañez Concepción	Director, Division Institutional Research and Assessment
Dr. Vivian Olivera Santiago	Acting Assistant Dean for Development and Renewal of Academic Programs
Mrs. Bethzaida Carrubio Inostroza	Assistant Dean of Administrative Affairs
Mrs. Zoraida I. Serrano Bruno	Non-teaching personnel representative
Ms. Cynthia Marie Rivera-Sánchez	President, General Student Council
To be invited by academic units	Alumni and community representatives

Self-Study Steering Committee – Working Groups Chairs & Co-Chairs		
	Chair	Co-Chair
	Dr. Nivia A. Fernández Hernández, From December 2021 to May 19, 2023	Dr. Nellie E. Torrado Pérez Acting Associate Dean of Academic Affairs
Standard I	Dr. Carlos González, Dean of Graduate Studies and Research	Dr. Nancy Viana Vázquez, Faculty College of Social Sciences
Standard II	Dr. María Medina, Academic Senator Faculty, College of Education	Dr. Carmen Figueroa Jiménez Academic Senator, Faculty College of Business Administration
Standard III	Dr. Frances Ruiz Alfaro Faculty, College of Social Sciences	Dr. Yahaira Torres Rivera Acting Assistant Dean for Distance Education
Standard IV	Dr. Gloria Díaz Urbina Dean of Students' Affairs	Dr. Zulyn Rodríguez Reyes, Registrar, Registrar's Office (From April 2022 to May 5, 2023); Mrs. Sheila Lugo, Acting Registrar (From May 6 forward)
Standard V	Dr. Héctor Aponte Alequín Acting Associate Dean, College of Education	Dr. Vivian Olivera Santiago Institutional Coordinator for Programs' Periodic Assessment, Acting Assistant Dean
Standard VI	Dr. Basilio Arroyo Rivera Director, Strategic Planning and Budgeting Office	Sr. Edgardo Díaz Labrador Director, Finance Office
Standard VII	Dr. Anaisa López Cédres, Acting Dean of Administration	Dr. Carlos Sánchez Zambrana, Dean College of General Studies

Collaborators & Support Personnel	
Mrs. Brenda Casado	Clerical Assistant to the Self-Study Steering Committee Chair
Dr. Farah A. Ramírez Marrero	Reader, editor; Faculty College of Education
Dr. Julio Rodríguez Torres	Reader, editor; Faculty, College of Education

General Working Groups' roles and responsibilities

Each working group will be responsible to gather and analyze information, data, and relevant evidence needed to demonstrate the level of compliance for each standard and criteria, the institutional priorities, as appropriate (UPR-RP Strategic Plan 2018-2023), and the corresponding Requirements of Affiliation. Also, will develop strategies to identify and address opportunities for improvements and gaps with specific action plans.

Specific Responsibilities of the Working Groups

1. Identify the data and information needed to address the Accreditation Standard, the institutional priorities, and Affiliation Requirements.
2. Assess the level of compliance with the corresponding assigned Accreditation Standard, Requirement of Affiliation, and MSCHE policies-procedures.
3. Develop proper lines of inquiry to link the institutional priorities, mission, and Standards.
4. Provide the Self-Study Steering Committee with regular updates about the core findings relevant to the assigned Standard for Accreditation and affiliation requirements during the research, analysis, and evaluation of evidence.
5. Use the rubric to evaluate and recommend the best evidence to support institutional compliance and continuous improvement.
6. Ensure that evidence fulfills Requirement of Affiliation 4, to be presented in English in full or in part, as appropriate.
7. Complete evidence inventory for the standard and upload to the Institutional Share Drive Repository.
8. Approve the written documentation of the assigned Accreditation Standard as part of the Self-Study Report (drafts and final).
9. Identify opportunities for improvement and innovation and suggest initial strategies to comply with the Accreditation Standards, Requirements of Affiliations, and MSCHE policies-procedures.
14. Research and discuss in plenary meetings the most critical opportunities for improvement and innovation to be included in the final Self-Study Report. Recommendations not included in the final report will be kept as documentation of the process to be available for the next cycle of the UPR-RP strategic plan.
15. Develop and lead the implementation of action plans to address critical opportunities for improvement and gaps/non-compliance area findings.
10. Achieve timely submission of the working groups' reports and updates to the Self-Study Steering committee.
11. Follow the established Self-Study Timetable.
12. Keep minutes of all meetings.

Charge and Responsibilities of Working Groups (WG)

Working Group, Standard I – Mission and Goals

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

The WG, Standard I will examine the effectiveness of the processes for assessing the Institution's mission and goals, vision, and values; engage in a comprehensive self-appraisal of the Campus' success in meeting the mission, goals, and strategic initiatives, as they relate to each of the Standard I criterion for accreditation; evaluate compliance in all four institutional priorities as stated in the UPRRP Strategic Plan, since they ensue directly from the institution's mission and vision statement; and provide recommendations to address major gaps and challenges in the execution of its institutional goals.

Specific Responsibilities

1. Review the documentation roadmap relevant to support Standard I compliance, aligned with the UPRRP's four institutional priorities.
2. Examine the degree to which mission and goals statements guide the decision-making process and the development of Institutional Policies.
3. Evaluate how the institution's mission and goals are relevant and achievable and provide recommendations to revise and adapt them to conjunctural challenges.
4. Determine how well mission and goals are achieved through collaborative participation by faculty, researchers, students, and administrative staff overseeing creation and research activities. (Priority 1)
5. Demonstrate how UPRRP engages in ongoing academic and institutional assessment of its academic offerings and services to examine how its mission and goals align with the needs and expectations of its students and the community it serves. (Priority 2)
6. Assess how UPRRP strengthens its ties to its social and physical environment through teaching, research, assistance in the formulation of public policy, cultural management, and service to communities, and incorporates environmentally responsible institutional practices. (Priority 3)
7. Assess the ability to leverage or counteract financial constraints and other external forces, in order to fulfill its mission and goals in terms of sustainable management. Adaptability / resilience (Priority 4).

Lines of inquiry by Institutional Priority

Research and Creation

1. How well are institutional mission and goals achieved through collaborative participation between faculty members, researchers, students, and administrative staff overseeing research and creative activities?

2. How do our research and creation goals support student learning and research skills development, institutional improvement, and academic/community outreach?
3. How can we support/maintain initiatives that advance the institution's research and creation agenda, despite budgetary constraints and limitations in trained administrative personnel?

Academic offering and support services for student success

1. How do our undergraduate, graduate, and professional programs in a wide range of disciplines (including social sciences, natural sciences, humanities, business administration, among others) and modalities promote our institutional mission and goals and student success?
2. How effective is the scholarly and institutional assessment of our academic offerings in relation to our mission and goals, and to the needs and expectations of our students and the larger community we serve?
3. How have our student action plans evolved in the past years in order to provide effective measures for student recruitment, retention and graduation rates that comply with comparable institutions and satisfactory time-to-degree standards?

Sustainable management, effectiveness and efficiency

1. What actions and measures have we taken in the past eight years in order to promote continuous improvement in terms of administrative and budgetary effectiveness and efficiency?
2. How effectively do we allocate and manage internal and external resources (budget, personnel, external funding, etc.) to be able to comply with our mission and goals in terms of sustainability?
3. How can we adapt to the present context and provide concrete and measurable actions of transformation and innovation in administrative, budgetary, and human resources related processes?

University social responsibility and community networks

1. How does the Rio Piedras Campus strengthen its ties to its social and physical environment through teaching, research, assistance in the formulation of public policy, cultural management, and service to communities?
2. To what extent UPR-RP management incorporates environmentally responsible institutional practices in order to promote a healthy and ecofriendly surrounding?
3. How does UPR-RP contribute to promoting solutions for the Island's socio-economic, environmental and political problems and improving the quality of life?

Requirements of Affiliation: 7

Standard I – Mission and Goals (Working Group)	
Dr. Carlos González, Chair	From May 2022 to April 2023
Dr. Nancy Viana Vázquez, Co-Chair	Faculty, College of Social Sciences
Dr. Ana Helvia Quintero	Academic Senator; Faculty, College of Natural Sciences
Dr. Rosa Rodríguez Benítez	Associate Dean of Graduate Studies and Research
Dr. Lorna Jaramillo Nieves	Assistant Dean of Graduate Studies and Research
Dr. Agnes Bosch Irizarry	Dean, College of Humanities
Dr. Mirerza González Vélez	Associate Dean, College of Humanities
Ms. Cynthia Rivera-Sánchez	President, General Student Council

Working Group, Standard II – Ethics and Integrity

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

The WG, Standard II, will document and assess the UPR-RP policies, documents, procedures, and activities concerning ethics and integrity to comply with Standard II.

Specific Responsibilities

1. Review the UPR-RP policies and documents on academic freedom, intellectual freedom, freedom of expression, respect for intellectual property rights, diversity, and diverse backgrounds.
2. Identify relevant UPR-RP and academic programs dispositions in policies, documents, announcements, communications, web pages, and exemplary practices, activities, and courses for supporting Standard II compliance.
3. Verify that the UPR-RP implements fair and impartial procedures and practices, adhering to the laws, policies, and documents concerning ethics and integrity in academic and administrative endeavors.
4. Confirm that the UPR-RP performs periodic assessments or reviews of ethics and integrity as evidenced by institutional policies, practices, and implementation.

Lines of Inquiry by Institutional Priority

Research and Creation

1. In what ways the institution demonstrate compliance with ethical values and rights of academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property?
2. Does the institution perform a periodic review of the bylaws, policies, and procedures related to ethics and integrity to assuring its mission accomplishment and for supporting research, creation, and intellectual development?

Academic offering and support services for student success

1. How the institution fosters inclusion, equity, belonging, and respect among students, faculty, staff, and administration from diverse backgrounds, ideas, and perspectives?
2. What are the institutional policies for facilitating and addressing the grievance procedures and accessibility by students, faculty, and staff?
3. What processes and policies does the institution have in place to ensure fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees?

Requirements of Affiliation: 5, 6, 12, and 14

Standard II – Ethics and Integrity (Working Group)	
Dr. María Medina, Chair	Academic Senator; Faculty, College of Education
Dr. Carmen Figueroa Jiménez, Co-Chair	Academic Senator; Faculty, College of Business Administration
Prof. Oscar Miranda Miller	Faculty, School of Law
Dr. Myra Pérez Rivera	Faculty, College of Business Administration
Dr. Ada Lucía Verdejo Carrión	Faculty, College of Education
Mrs. Coralie Pacheco Valcárcel	Ombudsman, Student Ombusman Office

Working Group, Standard, III – Design and Delivery of the Student Learning Experience

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

The WG, Standard III, is responsible for documenting compliance with all criteria in the context of Standard III: Design and Delivery of Student Learning Experience.

Specific Responsibilities

1. Demonstrate the extent to which the institution meets Standard III and its criteria, Requirements for Affiliation 8, 9, and 15, and accreditation-relevant federal regulations for Verification of Compliance based on collecting and examining relevant data, processes, and procedures.
2. Consider how institutional priority and intended outcome are addressed in the context of Standard III.
3. Identify the institution's strengths, challenges, and opportunities for improvement related to Standard III and propose relevant strategies for institutional advancement.

Lines of Inquiry by Institutional Priority

Academic offering and support services for student success

1. What does the campus do to ensure the coherence of the academic programs?
2. What publications do the campus disseminate to ensure that students obtain information about academic programs so they can meet graduation requirements and complete their studies? Are these publications up to date and accurate?
3. What kind of learning opportunities, resources, and faculty experts on different subject matters support both the academic programs and student academic progress on campus?
4. How do academic programs on campus draw students into new areas of intellectual experience, expand their cultural and global awareness, cultural sensitivity and prepare them to meet the expectations of their field of study or profession.
5. How do academic programs on campus offer a curriculum that allows students to acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy that are consistent with the campus mission and include the study of values, ethics, and diverse perspectives?
6. What institutional review approaches are taken to assess student learning and how effective these approaches are?

Requirements of Affiliation: 1, 8, 9, and 15

Standard III – Design and Delivery of the Student Learning Experience (Working Group)	
Dr. Frances Ruiz Alfaro, Chair	Faculty, College of Social Sciences
Dr. Yahaira Torres Rivera, Co-Chair	Acting Dean of Distance Education Affairs
Dr. Javier Carrión Guzmán	Faculty, College of Education
Dr. Eunice Pérez Medina, Chair	Acting Associate Dean, College of General Studies
Dr. Rafael L. Irizarry Odlum	Faculty, Graduate School of Planning
Dr. Teófilo Espada Brignoni	Faculty, College of Social Sciences
Dr. Wanda Reyes Velázquez	Faculty, College of Communication and Information
Dr. Carmen Pacheco Sepúlveda	Director, Center for Academic Excellence
Dr. Luis Joel Donato Jiménez	Director, LabCAD (Laboratory for Computational Support to Faculty for Technologies Inclusion)

Working Group, Standard IV – Support of the Student Experience

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

The WG, Standard IV, will evidence the institution's commitment to developing the capabilities of its students by providing opportunities in both academic and extracurricular areas, such as arts,

music, sports, internships, student exchanges, and student organizations, among other activities. In addition, to document how crucial it is to offer and maintain a strong student support services network to retain, ensure a successful student experience, and guarantee a safe, educational environment; where students have the tools to complete their academic degrees and become qualified professionals to serve the global community.

Specific Responsibilities

1. Assess the documentation relevant to comply with Standard 4.
2. Demonstrate the institution's compliance with clearly stated, nondiscrimination, ethical policies, and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with the institutional mission.
3. Review how the institution continuously supports the student experience through coherent services and programs that foster student success.
4. Evaluate the criteria and processes performed to identify, place, and support students who must be adequately prepared for study at their admitted level.
5. Examine the effectiveness of orientation, academic advising, and counseling programs to strengthen student retention and support students' educational experiences. (Institutional Priority 2)
6. Explore the effectiveness of institutional strategies to support and facilitate student research and creation (Institutional Priority 1).
7. Demonstrate the use of technology and another method to facilitate student support services (Institutional Priority 4)
8. Research activities and services assessments to be able to review the process.

Lines of Inquiry by Institutional Priority

Academic offering and support services for student success

1. How are the institutional policies and processes to admit, retain, and facilitate student success compatible with the UPR-RP's mission?
2. How do extracurricular experiences and student support services align with academic, fiscal, and administrative principles and procedures?
3. How do orientation, academic advisement, and counseling programs affect the student educational experience and the institution's retention and graduation rates?

Requirements of Affiliations: 10, and 15

Standard IV – Support of the Student Experience (Working Group)	
Dr. Gloria Díaz Urbina, Chair	Dean of Students' Affairs
Dr. Zulyn Rodríguez Reyes, Co-Chair	Registrar, Registrar's Office (From April 2022 to May 5, 2023)
Mrs. Sheila Lugo Amaral, Co-Chair	Acting Registrar, Registrar's Office (May 6, 2023 further)
Mrs. Ángeles D. Méndez Concepción	Acting Director, Office of Admissions
Dr. Ivelisse Acevedo Moreno	Coordinator, Graduate Student Affairs
Dr. Javier Almeyda Loucil	Library System Representative
Dr. Manuel Rivera	Department of Counseling for Student Development (DCODE) Representative
Ar. Darwin Marrero	Assistant Dean of Student's Affairs
Prof. Sandra Sánchez González	Assistant Dean of Student Affairs
Silvia Ayala Torres	General Student Council Representative (Cert. 067, Academic Year 2022-2023)

Working Group, Standard V – Educational Effectiveness Assessment

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

The WG, Standard V, is responsible for fulfilling the criteria of Standard V and Requirements of Affiliation.

Specific Responsibilities

1. Demonstrate the extent to which the institution meets Standard V and its criteria, Requirements of Affiliation 8, 9, and 10, and accreditation-relevant federal regulations for Verification of Compliance based on the collection and examination of relevant policies, data, processes, and procedures.
2. Consider how institutional priority #2 and the intended outcomes of the Self-Study Design are addressed in the context of Standard V.
3. Identify the institution's strengths, challenges, and opportunities for improvement as they relate to Standard V and propose relevant strategies for institutional improvement.
4. Assess the use of assessment instruments and results for improving the institutional and educational effectiveness across the academic offerings and fulfilling the mission and goals.
5. Assess how the assessment processes are improving the retention efforts and strategies in collaboration with service units.
6. Assure those criteria associated with Standard V are considered in the evidence recollection.
7. Assess how enhancing a culture of assessment contributes to educational effectiveness across the academic offerings.
8. Follow the established Self-Study Timetable.

Lines of Inquiry by Institutional Priority

Academic offering and support services for student success

1. How well does the institution periodically assess the effectiveness of assessment processes and support services?
2. To what extent does the UPRRP utilize assessment results for continuous improvement related to student learning and achievement of outcomes (such as retention, graduation, and transfer rates), including improvements to pedagogy, curricula, support services, etc.?
3. How does UPRRP meet the criteria established for Standard 5 and Requirements of Affiliation 8, 9 & 10?
4. Which strategies does the UPRRP utilize to communicate assessments findings to the public?

Requirements of Affiliation: 8, 9 and 10

Standard V – Educational Effectiveness Assessment (Working Group)	
Dr. Héctor Aponte Alequín, Chair	Acting Associate Dean, College of Education
Dr. Vivian Olivera Santiago, Co-Chair	Institutional Coordinator for Programs' Periodic Assessment
Dr. Isabel Montañez Concepción	Assistant Dean of Academic Affairs; Director, Division of Institutional Research and Assessment
Dr. Ramaris Albert Trinidad	Faculty, College of Communication and Information
Adriana Casillas Guevara	Graduate student, College of Education
Yngrid Salazar Tavera	Graduate student, College of Education
Angel N. Ortiz Montañez	Undergraduate student, College of Education

Working Group, Standard VI – Planning, Resources, and Institutional Improvement

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

The WG, Standard VI, will evaluate, present, and demonstrate how the UPR Rio Piedras has performed in the execution of its Strategic Plan. Validate how the Institution has made efforts in pursuit and distribute resources towards priorities; and work in the development and evaluation of its continuous improvement in the fiscal years included in the self-study required by the MSCHE.

Specific Responsibilities

1. Examine the elements and criteria of Standard VI with the goals and objectives of the priorities of the Strategic Plan of the UPR-RP.
2. Identify, collect, and correlate pertinent evidence to validate the fulfillment and achievements of the self-study.

3. Verify and evaluate how the institutional assessment data is applied to the execution and achievements of the institutional mission and achievement of goals and objectives of the UPR-RP's Strategic Plan.
4. Assessment of the levels and sources of resources applied to the achievements of the Strategic Plan as an indicator of fiscal support for the development and sustained improvement.
5. Evaluate how the levels of financial resources focused on human resources, faculty, competitive research, student services, physical facilities, and the general administration of the UPR-RP were sufficient to meet the institutional mission.

Lines of Inquiry for “all” Institutional Priorities

1. To what degree the institution’s financial planning and budgeting process is aligned with the UPR-RP’s mission and goals and linked to the UPR System and UPR-RP strategic plans and objectives?
2. To what degree does the UPR-RP have a periodic assessment of the planning, resources, effectiveness, and continuous improvement?
3. To what extent the UPR-RP sources of resources have addressed its operations to meet its mission and continuous improvement?
4. How unit-level initiatives and innovations resulted in improved efficiency and opportunities to be institutionalized.
5. To what extent the institution’s physical and technological infrastructure supports its academic programs and services.
6. Examine the annual independent audit report to determine to what extent institutional policies and processes facilitate the submission of information promptly and the follow-up on any concern that may have arisen as the result of the audit.

Requirements of Affiliation: 10 and 11

Standard VI – Planning, Resources, and Institutional Improvement (Working Group)	
Dr. Basilio Arroyo Rivera, Chair	Director, Office of Strategic Planning and Budgeting
Mr. Edgardo Díaz Labrador, Co-Chair	Director, Office of Finance
Dr. Aida L. Jiménez Torres	ALO; Faculty College of Social Sciences
Dr. Nivia A. Fernández Hernández	Director, Graduate Program in Nutrition and Dietetics; Faculty College of Natural Sciences
Ms. Aurora Sotográs Saldaña	Director, Division of Continuing Education and Professional Studies (DECEP)
Dr. Nancy Abreu Báez	Director, Library System
Ms. Yadymar Figueroa Rivera	Student Representative, Administrative Board

Working Group, Standard VII – Governance, Leadership, and Administration

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

The WG, Standard VII, is responsible for fulfilling the criteria of Standard VII and Requirements of Affiliation.

Specific Responsibilities

1. Review the documentation relevant to support Standard VII compliance.
2. Demonstrate an articulated governance structure, including the Board of Governance, the Central Administration, the UPR-RP Executive Leadership, the Faculty, staff members, and students.
3. Gather and analyze data to examine how governing bodies best support the UPR-RP mission and goals.
4. Engage in a comprehensive self-appraisal of UPR-RP governance, leadership, and administration to support fundamental policy-making role in financial affairs.
5. Document that there is open communication between the University constituencies at all levels.
6. Assure that criterion associated with Standard VII is considered in the evidence recollection.

Lines of Inquiry by Institutional Priority

Academic offering and support services for students' success

1. How effective of the governance, leadership, and administration allow UPR-RP to realize its stated mission and goals effectively.
2. How effective the governance, leadership, and administration allow UPR-RP to provide its students with a rigorous educational experience consistent with the highest standards of the disciplines and professions?
3. How effective the institution oversees compliance of policies to ensure the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management.

Sustainable management, effectiveness, and efficiency

1. How well the UPR-RP's governance structure, with outlined roles, responsibilities, and accountability for decision making, optimizes operations efficiently, operate with appropriate autonomy, and create a conducive and enabling environment for research, creation, teaching, and service.

2. To what extent decision making demonstrates the Institution is governed and administered with transparency and constituents of its governing body do not interfere with daily operations, the mission, goals, and UPR-RP's priorities.
3. How the governance, leadership, and administration support UPR-RP transformation of its academic and administrative processes and procedures to operate with a high degree of efficiency and effectiveness.
4. How effective the UPR-RP periodic assessment process ensures that is governed and administered to realize its stated mission and goals to effectively benefit the institution, its students, and the other constituencies it serves.

Requirements of Affiliation: 2, 4, 5, 6, 12, 13, and 14

Standard VII – Governance, Leadership, and Administration (Working Group)	
Mrs. Anaisa López Cédres, Chair	Acting Dean of Administration
Dr. Carlos Sánchez Zambrana, Co-Chair	Dean, College of General Studies
Dr. Nellie E. Torrado Pérez	Acting Associate Dean of Academic Affairs; Faculty College of Education
Dr. Reinaldo Berrios	Acting Dean, Deanship for Graduate Studies and Research
Ms. Aurora Sotográz Saldaña	Executive Secretary, Administrative Board
Dr. Claribel Cabán Sosa	Secretary, Academic Senate
Mr. Rubén Rodríguez Ocasio	Director, Division of Academic and Administrative Technologies
Mr. Delvin Caraballo Rodríguez	Student Representative, Board of Governance, UPR System College of Natural Sciences
Sebastian Morales Tirado	General Student Council Representative (Cert. 068, Academic Year 2022-2023)
Angel Rodríguez Ramírez	General Student Council Representative (Cert. 068, Academic Year 2022-2023)

Evidence Inventory - Working Group	
Mrs. Sandra E. Flores Pabón, Chair	Analyst Electronic Systems, IPEDS Keyholder; Keyholder, UPR License Renovation
Mr. Jan Flores Guzmán	Coordinator, Technical Services to Users
Mrs. Adria Bermúdez Ramírez	Keyholder, UPR License Renovation

VI. Guidelines for Reporting

The Self-Study Steering Committees' Working Groups (WGs) will be required to share, in plenary meetings, monthly update progress reports of the activities conducted and the impact those activities have on the written narrative of the corresponding Chapter of the Self-study Report. The purpose of the monthly update progress reports is to ensure constant flow of data, compliance analysis and findings from the WGs to the Self-Study Steering Committee at large and to identify strengths, opportunities for continuous improvement, gaps or weaknesses, as well as action plans with enough time to address them.

1. Description of all products to be completed by the Working Groups and Steering Committee, such as initial outlines, inquiry plans, Working Group reports, preliminary drafts, and final reports

Product Type	Responsible	Timeframe	Resources
Organizational structure – charge and Working Groups appointments	Institutional Coordinator & Executive Committee	Second Semester 2021-2022, and continuous	Self-Study Institute Modules – MSCHE resources
Work plan for the reaccreditation process	Executive Committee	August-September 2022	Self-Study Institute Modules – MSCHE resources
Development of Rubric to evaluate Evidence Inventory	Working Group 8 Chair	October-November 2022	MSCHE Evidence Inventory Workshop (October 7, 2022)
Evidence Inventory Share Drive	Sandra. E. Flores Pabón, Analyst Electronic Systems, IPEDS Keyholder; Keyholder, UPR License Renovation	October 2022, and ongoing	MSCHE Evidence Inventory Workshop (October 7, 2022)
Retreat (training the trainers) to Executive Committee and Steering Committee Chairs – Templates for activities	UPR-RP participants in the MSCHE Self-Study Institute	November-December 2022	Self-Study Institute, presentations, activities and resources
First Self-Study Design Draft	Self-Study Steering Committee Chair, Dr. Nivia A. Fernández Hernández	December, 2022	Self-Study Design Template, Fall 2022 Tool for Institutions in Self-Study with visits in 2024-2025
Self-Study Design, draft and revised version submitted	Self-Study Steering Committee Chair and Executive Committee, in consultation with Chairs, Co-Chairs WGs Steering Committee at large	January 3, 2023 VP Video Conference	Self-Study Institute, presentations, activities and resources
Working Groups Plenary Meetings – Progress Reports Presentations – Templates for Reporting	Self-Study Steering Committee Chair and Executive Committee Institutional Coordinator for Self-Study & Visit	#1 March 10, 2023 #2 March 31, 2023 #3 April 21, 2023 #4 May 19, 2023	Self-Study Institute resources; WG templates and activities progress reports; VP Field International Relations feedback report

Product Type	Responsible	Timeframe	Resources
	Working Groups, Chair & Co-Chairs		
Self-Study Design Draft and Progress Report to Academic Senate (Ordinary Meeting)	Self-Study Steering Committee Chair, Co-Chair and Executive Committee	March 21, 2023	Self-Study Institute resources, WG templates and activities; VP Field International Relations feedback
Self-Study Design Draft and Progress Report to VP Field International Relations	Self-Study Steering Committee Chair, Co-Chair and Executive Committee	January 3 to April 12, 2023	Self-Study Institute resources; WG templates and activities inquiry and progress reports; VP Field International Relations feedback report
Self-Study Design revised and submitted to VP Field International Relations	Self-Study Steering Committee Chair, Co-Chair and Executive Committee	May 12, 2023	Feedbacks from Executive Committee, Self-Study Steering Committee and WGs inputs
Development of Rubric to evaluate Self-Study Report	Self-Study Steering Committee Chair and Executive Committee	August, 2023	To be designed
Working Groups – FIRST DRAFT - Chapters of Self-Study Report	Self-Study Steering Committee Chair and Executive Committee	August to October 2023	Template for Writing Chapters Self-Study Reports
Working Groups – FINAL DRAFT - Chapters of Self-Study Report	Institutional Coordinator for Self-Study & Visit Working Groups, Chair & Co-Chairs	November to December, 2023	Shared feedbacks and input from monthly plenary meeting (Executive Committee, Self-Study Steering Committee and WGs)
Self-Study Report FIRST DRAFT	Self-Study Steering Committee Chair and Executive Committee	January to February 2024	Template for Writing Self-Study Report Specialized resources for translations, and editing for accuracy, consistency, and continuity
Self-Study Report FIRST MASTER, submitted for feedback	Self-Study Steering Committee Chair and Executive Committee,	March 2024	✓ UPR-RP accreditation portal

Product Type	Responsible	Timeframe	Resources
Self-Study Report FIRST MASTER, integrating feedback and input received Self-Study Report FIRST MASTER FINAL, edited for accuracy, consistency, and continuity; Incorporates design and publishing elements	Institutional Coordinator for Self-Study & Visit Working Groups, Chair & Co-Chairs	April 2024 May to June 2024	- University community ✓ Academic Senate Extraordinary Meeting ✓ Administrative Board Extraordinary Meeting
Self-Study Report FINAL MASTER - edited, submitted, integrate feedback input received	Self-Study Steering Committee Chair and Executive Committee, Institutional Coordinator for Self-Study & Visit	August to September 2024	✓ UPR-RP accreditation portal - University community ✓ Academic Senate Extraordinary Meeting ✓ Administrative Board Extraordinary Meeting ✓ UPR President ✓ Governing Board
Self-Study Report FINAL MASTER, sent to Evaluation Team Chair	Self-Study Steering Committee Chair and Executive Committee	October to November 2024	

2. Charges, Alignments & Lines of Inquiry: Activities and reports

- ✓ Develop a General Charge and a list of responsibilities for each Working Group (WG).
- ✓ Connect Charge with Institutional Priorities/Lines of Inquiry
- ✓ Connect the institutional priorities to the UPR-RP Mission
- ✓ Connect Standards, Requirements of Affiliation & Institutional Priorities
- ✓ Connect Criteria with Lines of Inquiry – Strengths, Opportunities for Continuous Improvement, Gaps/Weaknesses; Evidence Inventory to support findings
- ✓ Map assessment practices/standards at your institution (each WG)
- ✓ Data, Analysis, and Findings

3. Outline for Working Groups Monthly Update Progress Reports

- ✓ Review Charge & Responsibilities
- ✓ Standards & criteria in sustained compliance
- ✓ Evidence Inventory to support compliance
- ✓ Opportunities for improvement
- ✓ Criteria not in compliance (Gap analysis)
- ✓ Action plans – to close the gap

Templates for Working Groups Progress Reports

I. Connections (Key Words) Between the UPR-RP's Mission and Strategic Plan Institutional Priorities (MSCHE Self-Study Institute Activity)				
Elements of the UPR-RP's Mission	Priority 1: Research/Creation	Priority 2: Academic Offering and Support Services for Students' Success	Priority 3: University Social Responsibility and Community Networks	Priority 4: Sustainable Management, Effectiveness and Efficiency

II. Connections (Key Words) Between Standards of Accreditation and UPR-RP Strategic Plan Institutional Priorities (MSCHE Self-Study Institute Activity)					
Standards for Accreditation	Priority 1: Research/Creation	Priority 2: Academic Offering and Support Services for Students' Success	Priority 3: University Social Responsibility and Community Networks	Priority 4: Sustainable Management, Effectiveness and Efficiency	Requirements of Affiliation, applicable
I. Mission and Goals					
II. Ethics and Integrity					
III. Designed Delivery of the Student Learning Experience					
IV. Support of the Student Experience					
V. Educational Effectiveness Assessment					
VI. Planning, Resources, and Institutional Improvement					
VII. Governance, Leadership, and Administration					

III. Map assessment practices at URP-RP to Standards (MSCHE Self-Study Institute Activity)		
Key words of the Standard	Map Assessment Practices (policies, procedures, structures)	Offices/units involved

IV. Required for Self-Study Design
Standard:
Applicable Requirements of Affiliation (number/s) _____
Institutional Priority, focused for Standard and Criteria (number/s) _____
LINES OF INQUIRY - OPEN-ENDED GUIDING QUESTIONS (AT LEAST 3)
1.
2.
3.

V. Working Groups Inquiry Reports: Compliance and Evidence Report			
Standard:			
Criteria	Evidence that Supports Compliance	Emerging Opportunities for Improvement	Gap or Weakness
As listed on the Standard	Criteria in full compliance Data and documents evaluated applying evidence rubric Upload in the Institutional Share Drive Repository	Describe and document the identified opportunity within the Standard and Institutional Priorities	Describe the gap based on the requirement for compliance

VI. Working Groups: Action Plan to Address GAP or Weakness Findings				
Standard:				
Criteria, with insufficient or no evidence to document compliance (GAP)				
Describe GAP finding based on the evidence required for compliance				
ACTION PLAN PROPOSED				
GOAL:				
OBJECTIVE:				
Charge (Action) to be accomplished	Activities to execute the charge	Office or Person Responsible to execute the plan	Timeframe to complete charge	Describe the evidence to be collected and/or developed to support full compliance or progress with “good faith efforts”
Note: WG Chair & Co-Chair are in charge to follow-up progress in the execution of the Action Plan proposed				

VII. Organization of the Final Self-Study Report

1. Finalizing the Self-Study Report

All Working Groups will submit to the Executive Committee and the Institutional Self-Study Coordinator the Chapters of the Self-Study Report drafts for recommendations and comments. The Self-Study Steering Committee (SSSC) will integrate the different sections developed and revised by the Working Groups. The SSSC is responsible for the drafts and final Self-study Report, as well as incorporating all input and recommendations provided on different levels of the Institution and constituents of the university community.

After considering feedback from the UPR-RP stakeholders (University Community (internal and external) Academic Senate and Administrative Board), the Self-Study Report will be submitted to the UPR President and Governing Board. Input from the Evaluation Team Chair, during the preliminary on-site visit, will also be integrated into the final report.

The final report will be edited for accuracy, consistency, and continuity. The Self-Study schedule includes adequate time for the review and revision of the final report. The design elements and publishing will be established and arranged well before the final Self-

Study Report has been completed. **The final Self-Study Report will be no longer than 200 double-spaced.**

The final Self-Study Report should be ready for distribution no later than six weeks prior to the scheduled Evaluation Team Visit. The Self-Study Report and Evidence will be uploaded to the MSCHE portal.

2. Organization of the Self-Study Report

The Self-Study Report will be organized as described in this section.

- ***Cover page***
- ***Table of Content***
 - ✓ All sections
 - ✓ List of Tables
 - ✓ List of Figures
- ***Executive Committee, Self-Study Steering Committee, and Working Groups***
- ***Executive Summary***
 - ✓ Brief description of major findings and opportunities for improvement and innovation identified in the Self-Study Report
- ***Introduction***
 - ✓ Summary of the history, type, size, and student population
 - ✓ Brief discussion of processes used to choose its institutional priorities
 - ✓ Description of the approach selected for the Self-Study Report
 - ✓ Paragraph about how chapters are organized (by standard and institutional priorities, and how Evidence Inventory is used)
- ***Institutional Overview***
- ***Chapters for Each Standard/Institutional Priority***

Each chapter will include the following:

- ✓ Heading, indicating standard/priority under consideration
- ✓ Analytically based inquiry and reflection
 - Cross-references to relevant materials in other parts of the report and within the Evidence Inventory
- ✓ Conclusions
 - Including strengths and challenges, with references to appropriate Criteria
- ✓ Opportunities for ongoing institutional improvement and innovation

As a standard-institutional-priorities-based self-study, the narrative will show a clear connection with the Standard(s) associated with appropriate priorities.

- **Conclusion**
 - ✓ Summary of the major conclusions reached and the UPR-RP self-identified opportunities for improvement and innovation.
 - ✓ The conclusion will outline initial action plans for the institutional initiatives that will address identified opportunities, as well as concluding observations on how this process is used to continuously improve student achievement and the UPR-RP's mission and goals.
- **List of Acronyms used in the Report**
- **Glossary of Terms**

3. Template for the Preparation of the Self-Study Report

- ✓ Length of Self-Study Report: 100 pages, single-space; 200 pages, double-space
- ✓ Length of chapters: 10-15 pages long, for a 100 single space report
- ✓ Font: Times New Roman, Size 12
- ✓ Margins: 1" on each side
- ✓ Narrative style (telling a story) - Analytically and data-based inquiry and reflection

VII. Working Groups: Chapters of the Self Study Report		
Chapter Heading: Standard and Institutional Priority(ies)		
Sections	Institutional Response Approach	Evidence Inventory
All Criteria	<p>Analytically and data-based inquiry and reflection</p> <p>Show a clear connection with identified priorities.</p> <p>Show Requirement of Affiliation Compliance, where appropriate.</p>	<p>Documents</p> <p>Cross-references to relevant materials in other parts of the report and within the Evidence Inventory</p>
Conclusions	<p>Strengths and challenges</p> <p>Summary of the major conclusions reached and the UPR-RP self-identified opportunities for improvement and innovation</p>	<p>References of the Evidence Inventory</p>

VII. Working Groups: Chapters of the Self Study Report		
Chapter Heading: Standard and Institutional Priority(ies)		
Sections	Institutional Response Approach	Evidence Inventory
	<p>Outline initial action plans for the institutional initiatives that will address identified opportunities for continuous improvement (Note: closing gaps);</p> <p>Concluding observations on how this process is used to continuously improve student achievement and the UPR-RP's mission and goals.</p>	

VIII. Strategy for Verification of Compliance with Applicable Federal Regulatory Requirements

The UPR-RP is required to complete a Verification of Compliance process. The following table describes the required evidence and the responsible person or office in charge.

[file:///C:/Users/Nivia/Downloads/Verification%20of%20Compliance%20v2%20\(2\).pdf](file:///C:/Users/Nivia/Downloads/Verification%20of%20Compliance%20v2%20(2).pdf)

- The UPR-RP will use the *Institutional Federal Compliance Report* for submission, available at <https://www.msche.org/resources/>
- The UPR-RP will provide evidence that best demonstrate the institution's compliance including the evidence identified in *Verification of Compliance with Accreditation-Relevant Federal Regulations*.
- Documentation of policies and/or procedures are required to be (1) in writing, (2) approved and administered through applicable institutional processes, (3) accessible to constituents, and (4) reflect current practice.
- In the event one or more of these regulations do not apply to an institution, the UPR-RP shall indicate that fact and provide an explanation in the space provided.
- The *Institutional Federal Compliance Report* and supporting evidence should be combined into a single, bookmarked, PDF file. A hard copy of the report is not required and will not be accepted.
- The UPR-RP must upload the *Institutional Federal Compliance Report* as evidence under Standard II, Criterion 8.

Verification of Federal Compliance (Strategies)	Evidence Required	Person or Responsible Office
<p>1.Student Identity Verification in Distance and Correspondence Education</p> <p>Strategy:</p> <p>1. Provide evidence the institution has established that the student who registers in any course offered via distance education is the same student who academically engages in the course or program.</p> <p>2. Provide evidence that the Institution use processes that protect student privacy and notify students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity including any required travel to campus.</p>	<p>Policies and/or procedures used to ensure student identity verification in distance or correspondence education courses.</p> <p>Policies and/or procedure(s) regarding the protection of privacy (i.e., FERPA) for students enrolled in distance education and correspondence courses.</p> <p>Procedure(s) for notifying students at the time of registration or enrollment about any projected additional charges associated with student identity verification including any required travel to campus.</p>	<p>Division of Academic and Administrative Technologies</p> <p>Registrar's Office</p>
<p>2.Transfer of Credit Policies and Articulation Agreements</p> <p>Strategy:</p> <p>Provide evidence of the following:</p> <p>(a) Institutional information that the institution must make readily available to enrolled and prospective students under this subpart includes, but is not limited to-</p> <p>(11) A description of the transfer of credit policies</p>	<p>Policies and procedures for making decisions about the transfer of credits earned at other institutions (regardless of modality) including any types of institutions or sources from which credits are not accepted. Demonstrate public disclosure of policy by URL, catalog, or other public location.</p> <p>Public disclosure of the list of institutions with which the institution has established an articulation agreement demonstrated by URL and other public locations, if any.</p>	<p>Vice Presidency for Academic Affairs and Research</p> <p>Deanship of Academic Affairs</p> <p>Deanship of Graduate Studies and Research</p> <p>Deanship of Students' Affairs – International Relations</p>

Verification of Federal Compliance (Strategies)	Evidence Required	Person or Responsible Office
<p>established by the institution, which must include a statement of the institution's current transfer of credit policies that includes, at a minimum—</p> <p>(i) Any established criteria the institution uses regarding the transfer of credit earned at another institution and any types of institutions or sources from which the institution will not accept credits;</p> <p>(ii) A list of institutions with which the institution has established an articulation agreement; and</p> <p>(iii) Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.</p>	<p>Policies and procedures for making decisions about credit for prior learning experience including service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.</p> <p>Demonstrate public disclosure of policy by URL, catalog, or other public location.</p>	
<p>3.Title IV Program Responsibilities</p> <p>Strategy:</p> <p>1. The institution will have available for review the institution's record of compliance with its program responsibilities under title IV of the Act, based on the most recent Student Loan Cohort Default Rate data provided by the Secretary, the results of financial or compliance audits, program reviews, and any other information that the</p>	<p>The most recent three-year Official Cohort Default Rate. If applicable, submit reports on compliance from the USDE in regard to the Cohort Default Rate, including any default reduction plans.</p> <p>Financial Responsibility Composite Scores for the three most recent fiscal years (private and proprietary institutions only).</p> <p>Letter or notification confirming the institution's status as a public institution from an appropriate official from a state or other governmental agency with the</p>	Financial Aid Office

Verification of Federal Compliance (Strategies)	Evidence Required	Person or Responsible Office
<p>Secretary may provide to the agency.</p>	<p>legal authority to make such a designation (public institutions only).</p> <p>Final Program Review Determination Letter or Expedited Determination Letter and any major correspondence from the most recent program review since the institution's last Verification of Compliance Review. If a program review is in process or an audit is underway, provide major documentation that is available such as Notification for the Program Review or Preliminary Findings. The institution should provide status reports or documentation if it has requested an extension or filed an appeal.</p> <p>Single Audit (OMB Circular A-128; OMB Circular A-133, 2 CFR 200 Subpart F; Uniform Guidance) on federal programs for the most recent three fiscal years available (non-profit institutions only).</p> <p>Relevant correspondence from the USDE, since the institution's last Verification of Compliance Review, such as any actions to limit, suspend, or terminate the institution's eligibility to participate in title IV programs, including institutional response, if applicable.</p>	
<p>4. Institutional Record of Student Complaints</p> <p>Strategy: The institution will confirm to have policies and/or procedures regarding</p>	<p>Policy and/or procedures for student complaints, including the URL and any other location where students and the public can access these documents.</p>	<p>Chancellor's Office</p> <p>Deanship of Academic Affairs</p> <p>Registrar's Office</p> <p>Deanship of Students' Affairs</p>

Verification of Federal Compliance (Strategies)	Evidence Required	Person or Responsible Office
student complaints and provide students or prospective students with contact information for filing complaints with its accreditor and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaints.		Student Ombudsman Office
	Public location of contact information that the institution provides enrolled and prospective students for filing complaints with the institution's accreditor and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaint.	Dr. Aida Jiménez Torres, MSCHE ALO and Professional Accreditations Institutional Coordinator
5. Required Information for Students and the Public Strategy: The institution will confirm compliance with the following required information: <ul style="list-style-type: none"> • Academic calendar • Grading • Admissions • Academic program requirements, including required sequence of course offerings explicitly stated • Program completion requirements, including length of time normally required to obtain a credential • Any unique requirements for career paths 	URLs, catalogs and student handbooks, and other public locations of any alternative institutional website documenting required disclosures of graduation, completion, licensure pass rate and other data required by Student Right to Know, as well as policies on Satisfactory Academic Progress, withdrawal, leave of absence, and attendance.	Deanship of Academic Affairs Registrar's Office Deanship of Graduate Studies and Research Deanship of Student Affairs

Verification of Federal Compliance (Strategies)	Evidence Required	Person or Responsible Office
<ul style="list-style-type: none"> • Any relevant and applicable national and/or state requirements for eligibility for licensure or entry into the occupation or profession related to those degrees or programs • Program completion eligibility to meet national and/or State licensure requirements to take required professional examinations in the field or to practice regulated professions, including states for which the curriculum meets and does not meet State eligibility requirements, and for which eligibility has not been determined • Cost of attendance, including tuition, fees, and expenses • Availability of student financial assistance for those who qualify and the process for disbursements, repayment, and refunds • Withdrawal policies • Student refund policies • Satisfactory Academic Progress (SAP) • Retention rates • Completion and graduation rate information • Performance on licensing exams • Placement rates and student employment after graduation 		
	URLs, catalogs and student handbooks, and other public locations of any alternative	Deanship of Academic Affairs Registrar's Office

Verification of Federal Compliance (Strategies)	Evidence Required	Person or Responsible Office
	institutional website documenting disclosure of program completion eligibility to meet state licensure requirements including states for which the curriculum meets and does not meet state eligibility requirements, and for which eligibility has not been determined.	Deanship of Graduate Studies and Research Deanship of Student Affairs
	Documents and URLs for clear and accurate information wherever accreditation is referenced available to current and prospective students that show the accreditation phase and accreditation status with the Middle States Commission on Higher Education as well as contact information for the Commission.	Vice Presidency for Academic Affairs and Research Dr. Aida Jiménez Torres, MSCHE ALO and Professional Accreditations Institutional Coordinator
	The institution should provide an explanation for how the institution verifies that the posted student outcomes data are accurate.	Registrar's Office Division of Academic and Administrative Technologies
5. Standing with State and Other Accrediting Agencies Strategy: The institution will confirm is legally authorized to provide a program of education beyond the secondary level. In addition, that the institution is in good standing with specialized, programmatic, or institutional accrediting agency recognized by the USDE.	Names of other accreditors, program(s) it accredits, and year of next review. Documents and/or URLs available to current and prospective students that show the most recent updated degree granting authority, charter, or license with an appropriate jurisdiction and the current accreditation status with the state or other USDE approved agencies. Report from state or other accreditor if institution has been found noncompliant (including	Vice Presidency for Academic Affairs and Research Dr. Aida Jiménez Torres, MSCHE ALO and Professional Accreditations Institutional Coordinator

Verification of Federal Compliance (Strategies)	Evidence Required	Person or Responsible Office
	institutional response) within the last five years.	
6.Written Arrangements Strategy: Provide evidence of the following:	List of current written arrangements, including name of third-party and educational program(s) involved, and date of Commission approval.	Chancellor's Office Contracts' Unit
(a) Institutional information that is readily available to enrolled and prospective students under this subpart includes, but is not limited to - (12) A description in the program description of written arrangements the institution has entered into in accordance with section 668.5, including, but not limited to, information on – (i) The portion of the educational program that the institution that grants the degree or certificate is not providing; (ii) The name and location of the other institutions or organizations that are providing the portion of the education program that the institution that grants the degree or certificate that the institution is not providing; (iii) The method of delivery of the portion of the educational program that the institution that grants the degree or certificate is not providing; and (iv) Estimated additional costs students may incur as the result of enrolling in an	Documents and/or URLs available to current and prospective students that describe written arrangements including: <ul style="list-style-type: none"> • The name of educational program(s) involved; • The portion of the educational program not provided by the institution; • The name and location of the other unaccredited or ineligible third-party providers; • The method of delivery and estimated additional costs of that portion of the program. 	Deanship of Academic Affairs Deanship of Students' Affairs - International Relations

Verification of Federal Compliance (Strategies)	Evidence Required	Person or Responsible Office
educational program that is provided, in part, under the written arrangement.		
7. Assignment of Credit Hours The Commission is required to review and approve any written arrangements an institution enters into <u>with an organization that is not certified to participate in the title IV, Higher Education Act of 1965 (HEA) programs</u> , and provides at least 25 percent and up to and including 50 percent of one or more of the accredited institution's educational programs. Any institution accredited by the Middle States Commission on Higher Education is held responsible for all activities carried out under the institution's name. Strategy: The institution will provide evidence of the following, <u>if applicable</u> : (a) Institutional information that the institution must make readily available to enrolled and prospective students under this subpart includes, but is not limited to - (12) A description in the program description of written arrangements the institution has entered into in accordance with section 668.5, including, but not limited to, information	Policy and procedures for assignment of credit hour for all types of courses, disciplines, programs, credential levels, formats, regardless of modality, including the URL and any other location where students and the public can access these documents.	Vice Presidency for Academic Affairs and Research
	Course or program review procedures and sample approval documentation, as they relate to the credit hour.	Deanship of Academic Affairs Deanship of Graduate Studies and Research
	Process the institution utilizes to verify length of academic period and compliance with credit hour requirements through course scheduling.	Division of Institutional Research and Assessment

Verification of Federal Compliance (Strategies)	Evidence Required	Person or Responsible Office
<p>on –</p> <p>(i) The portion of the educational program that the institution that grants the degree or certificate is not providing;</p> <p>(ii) The name and location of the other institutions or organizations that are providing the portion of the education program that the institution that grants the degree or certificate that the institution is not providing;</p> <p>(iii) The method of delivery of the portion of the educational program that the institution that grants the degree or certificate is not providing; and</p> <p>(iv) Estimated additional costs students may incur as the result of enrolling in an educational program that is provided, in part, under the written arrangement.</p>		

IX. Self-Study Timetable

Academic Session/Dates	Activities / Tasks
Second Semester 2021-2022	
March-May 2022	<ul style="list-style-type: none"> ▪ Constitutive Meeting of Executive Committee ▪ Identification of representative members for the Self-Study Steering Committee, Chairs and Co-Chairs for Working Groups (by Standards) ▪ Chancellor's appointment letters (continued) ▪ Study last UPR-RP Self-Study Report, and other reports submitted to MSCHE in the eight-year cycle
Academic Year 2022-2023 First Semester	
August-September 2022	<ul style="list-style-type: none"> ▪ Work plan for the reaccreditation process ▪ Working Groups appointments and continue
October-November 2022	<ul style="list-style-type: none"> ▪ Self-Study Institute MSCHE by invitation

Academic Session/Dates	Activities / Tasks
	<ul style="list-style-type: none"> Evidence Inventory Workshop (October 7, 2022) Retreat (training the trainers) to Executive Committee and Steering Committee Chairs (November 4, 2022)
December 16, 2022	<ul style="list-style-type: none"> Continue training to Chairs, Co-Chairs and WGs Self-Study Steering Committee & WG begin draft Self-Study Design (SSD)
Academic Year 2022-2023 Second Semester	
January 27, 2023	<ul style="list-style-type: none"> Executive Committee & Chairs Meeting: First draft Self-Study Design
February 3, 2023 - confirmed	<ul style="list-style-type: none"> Video-conference with VP Liaison Melissa G. Hardin SSD draft continue, integrating Dr. Hardin recommendations
March 10, 2023 (Friday)	<ul style="list-style-type: none"> #1 - Plenary meeting: Working Groups Progress Reports (share findings) <ul style="list-style-type: none"> ✓ Review Charge & Responsibilities ✓ Standards & criteria in sustained compliance ✓ Evidence Inventory to support compliance ✓ Opportunities for improvement ✓ Criteria not in compliance (Gap analysis) ✓ Inquiry and action plans – to close gap
March 21 (Tuesday)	<ul style="list-style-type: none"> Progress Report to Academic Senate (Ordinary Meeting): Self-study evaluation process and SS Design progress report for recommendations WG integrate recommendations to SSD draft
March 31 (Last Friday)	<ul style="list-style-type: none"> # 2 Plenary meeting: Working Groups Progress Reports (share findings) <ul style="list-style-type: none"> ✓ Standards & criteria in sustained compliance ✓ Evidence Inventory to support compliance ✓ Opportunities for improvement ✓ Criteria not in compliance (Gap analysis) ✓ Inquiry and action plans – to close gap
April 12	<ul style="list-style-type: none"> Self-Study Design Preliminary Visit of VP Liaison, Dr. Melissa G. Hardin
April 17	<ul style="list-style-type: none"> Executive Committee Meeting - Discussion of Dr. Hardin's SSD feedback report - Working plan to address recommendations; agenda for Self-Study Steering Committee
April 21 (Friday)	<ul style="list-style-type: none"> #3 - Plenary meeting: Working Groups Progress Reports & Discussion of Dr. Hardin's SSD feedback report Individual working sessions - Begin to integrate recommendations
May 5	<ul style="list-style-type: none"> Working Groups – submit progress reports Evidence Inventory – Share Drive in progress
May 12	<ul style="list-style-type: none"> Self-Study Design revised, submission to Dr. Melissa G. Hardin
May 19 (Friday)	<ul style="list-style-type: none"> # 4 Plenary meeting: Working Groups Progress Reports (share findings; structured action plans for areas of opportunities identified)

Academic Session/Dates	Activities / Tasks
	<ul style="list-style-type: none"> Working Group Evidence Inventory – Share Drive in progress (English translations where appropriate to facilitate evidence evaluation)
Academic Year 2023-2024 First Semester	
August to September 2023	<ul style="list-style-type: none"> Submit Final Self-Study Design to MSCHE MSCHE revision and acceptance of Self-Study Design (date to be established)
August to October 2023	<ul style="list-style-type: none"> Working Groups – FIRST DRAFT - Chapters of Self-Study Report <ul style="list-style-type: none"> ✓ Executive Committee monthly meetings ✓ Self-Study Steering Committee monthly plenary meetings ✓ Working Groups monthly submission of progress reports (using template) and share findings with Self-Study Steering Committee Working Group Evidence Inventory – Share Drive in progress (English translations where appropriate to facilitate evidence evaluation)
November to December 2023	<ul style="list-style-type: none"> Working Groups – FINAL DRAFT - Chapters of Self-Study Report
Academic Year 2023-2024 Second Semester	
January to February 2024	<ul style="list-style-type: none"> FIRST DRAFT - Self-Study Report
January to March 2024	<ul style="list-style-type: none"> Working Group Evidence Inventory Uploaded to MSCHE portal / Including Evidence for Federal Verification of Compliance
March 2024	<ul style="list-style-type: none"> FIRST MASTER - Self-Study Report (Submitted for feedback) <ul style="list-style-type: none"> ✓ UPR-RP accreditation portal - University community ✓ Academic Senate Extraordinary Meeting ✓ Administrative Board Extraordinary Meeting
April 2024	<ul style="list-style-type: none"> FIRST MASTER - Working Groups - Self-Study Report (integrating feedback received)
May to June 2024	<ul style="list-style-type: none"> FIRST MASTER FINAL - Self-Study Report (edited for accuracy, consistency, and continuity) Incorporates design and publishing elements
Academic Year 2024-2025 First Semester	
August to September 2024	<ul style="list-style-type: none"> FINAL MASTER - Self-Study Report (edited, submitted) <ul style="list-style-type: none"> ✓ UPR-RP accreditation portal – University Community ✓ Academic Senate ✓ Administrative Board ✓ UPR President ✓ UPR Governing Board
October to November 2024	<ul style="list-style-type: none"> FINAL MASTER - Self-Study Report - sent to Evaluation Team Chair (at least two weeks before Evaluation Team Chair's Preliminary Visit)
Fall / Late November 2024	<ul style="list-style-type: none"> Evaluation Team Chair's Preliminary Visit

Academic Session/Dates	Activities / Tasks
Academic Year 2024-2025 Second Semester	
January 2025	<ul style="list-style-type: none"> ▪ SS Report <u>finalized by WG's</u> based on Evaluation Team Chair's feedback and shared with UPR-RP stakeholders and governing instances; portal upload ▪ Validation/approval of Self-Study Steering Committee
Spring 2025 (After April 15)	▪ On-site Evaluation Team Visit
June or November 2025	▪ Commission Action

X. Communication Plan

The main goal of the Communication Plan is to keep the university community and related stakeholders well-informed of the UPR-RP reaccreditation process and to encourage awareness, participation, and receive feedback throughout the self-study process.

Communication Strategies:

1. The Self-Study Steering Committee will develop all Self-Study documents using Microsoft Team Share Drive.
2. The Self-Study Design and Self-Study Report will be presented at regular or extraordinary meetings at the UPR-RP Academic Senate, Administrative Board, and the UPR Central Administration (Governing Board).
3. The Self-Study Design will be shared with the university community on the UPR-RP Webpage for Middle States Self-Study Report & Visit, after submission and approval by MSCHE.
4. The Self-Study Report will be posted on the UPR-RP Official Webpage for Middle States Self-Study Report & Visit, after final submission to MSCHE and shared with Site Visit Team.
5. News capsules will be published periodically on Facebook, and Twitter UPR-RP accounts to empower and disseminate information about Self-Study Report Progress and Updates.
6. Communications of the progress and updates of the Self-Study process will be sent regularly to the university community and alumni using the institutional email and the UPR-RP Webpage for Middle States Self-Study Report & Visit; open forum section available to receive feedback.
7. Colleges and offices will send digital posters strategically to build awareness in the university community of the importance of the reaccreditation process.

8. The General Student Council will maintain colleges and school representatives informed to build awareness in the university community of the importance of the reaccreditation process.

Institutional communication methods: UPR-RP Webpage for MSCHE Self-Study Report & Visit, Share Drive, UPR-RP email (Cartero), Academic Senate Meetings, meetings and open forums with faculty and students (presential and virtual), institutional virtual sites, digital posters by colleges and offices.

Intended audiences: University Community, Faculty, Students, Non-teaching staff, Administration, Alumni and community representatives, Governance (Academic Senate, Administrative Board, Governing Board).

Communication Plan:

Purpose	Audiences	Methods	Timing
To share data, documents and research results and communicate in a secure, transparent and convenient manner	Self-Study Steering Committee Members and Working Group Members	UPR-RP Microsoft Team Share Drive.	Spring 2022 to Spring 2025
To update campus constituencies about the Self-Study process	University Community	UPR-RP Webpage for Middle States Self-Study Report & Visit; Chancellor's official communications / institutional email (Cartero); digital posters by colleges and offices to build awareness	Continuous updates to the webpage and institutional email
	Students	UPR-RP Webpage for Middle States Self-Study Report & Visit; open forums, presential and virtual; Steering Committee / Working Groups plenary and share data reports; colleges and school representatives informed by the General Student Council to build awareness of the importance of the reaccreditation process; official communications for updates (news capsules on Facebook, Twitter UPR-RP)	Continuous updates to the webpage; progress reports each term; periodic forums
	Alumni and community members	UPR-RP Webpage for Middle States Self-Study Report &	Continuous updates to

Purpose	Audiences	Methods	Timing
		Visit; updates to alumni and community representatives; updates in alumni newsletter and official communications (news capsules on Facebook, Twitter UPR-RP)	webpage; alumni newsletter or official communications; periodic updates
	Academic Senate	UPR-RP Webpage for Middle States Self-Study Report & Visit; open forums, presential and virtual; faculty representatives on the Self-Study Steering Committee; updates at Academic Senate meetings	Continuous updates to webpage; updates at Academic Senate meetings
	Administrative Board	UPR-RP Webpage for Middle States Self-Study Report & Visit; open forums; Chancellor's institutional email updates (Cartero)	Continuous updates to webpage; Chancellor's updates at Administrative Board Meetings
	Governing Board	UPR-RP Webpage for Middle States Self-Study Report & Visit; presentations at Governing Board meeting	President's updates; periodic updates by Self-Study Chair and Co-chair
To gather feedback about the Self-Study Steering Committee / Working Group reports	University Community	UPR-RP Webpage for Middle States Self-Study Report & Visit – open forum, presential and virtual, to receive feedback	Continuous, open forum section
	Students	Feedback from General Student Council from representative on the Self-Study Steering Committee after sharing updates on Working Group reports; feedback from open forums, presential and virtual; email updates (Cartero)	Second Semester 2022-2023 Academic Year 2023-2024 First Semester 2024-2025
	Alumni and community members	Feedback by alumni and community representatives on the Self-Study Steering Committee; updates in alumni newsletter and emails; advisory committee reports	Second Semester 2022-2023 Academic Year 2023-2024 First Semester 2024-2025

Purpose	Audiences	Methods	Timing
	Academic Senate	Feedback by Faculty serving on Steering Committee after sharing relevant Working Group reports; feedback after sharing updates at Faculty Senate meetings; feedback from open forums, presential and virtual; email updates (Cartero); President's "Coffee and Conversations"	Second Semester 2022-2023 (March 2023) Academic Year 2023-2024 First Semester 2024-2025
	Administrative Board	Feedback about relevant Working Group reports by administrative and staff representatives on the Self-Study Steering Committee; feedback from open forums, presential and virtual; email updates (Cartero)	Academic Year 2023-2024 First Semester 2024-2025
	Governing Board	Feedback from board members after periodic reports, presential and virtual	Academic Year 2023-2024 First Semester 2024-2025

XI. Evaluation Team Profile

- **Expertise desired in the Team Chair**

1. They are specialized in any of the areas taught by the UPR-RP Campus schools and colleges (School of Architecture, School of Law, Graduate School of Planning, College of Business Administration, College of Social Sciences, College of Natural Sciences, College of Communication and Information, College of Education, College of General Studies, or College of Humanities) or particular focus four-year academic schools.
2. Should have to teach/work at similar public or state-supported academic institutions (see list below of institutions considered comparable peers).
3. Should be knowledgeable and understand the importance of balancing didactic, research, and service (community) activities to ensure these institutions' quality and survival in changing academic scenarios.

4. Should be bilingual (Spanish-English) to facilitate the interviews and review of the evidence inventory. Although some of the official documentation of the UPR-RP is in English, government, system-wide, and legal documents are in Spanish.
5. Recommended to be a chancellor or chief academic officer.

- **Specific expertise desired in the Team Evaluators**

1. To be composed of peers in the areas taught by the UPR-RP Campus schools (School of Architecture, School of Law, Graduate School of Planning, College of Business Administration, College of Social Sciences, College of Natural Sciences, College of Communication and Information, College of Education, College of General Studies, and College of Humanities) or special focus four-year academic schools.
2. Should have to teach/work at a similar public or state-supported academic institution (see list below of institutions that are considered comparable peers).
3. Should be knowledgeable and understand the importance of balancing didactic, research, and service (community) activities to ensure the quality and survival of these institutions in changing academic scenarios.
4. Should be bilingual (Spanish-English) to facilitate the interviews and review of the evidence inventory. Although some of the official documentation of the UPR-RP is in English, government, system-wide, and legal documents are in Spanish.
5. An academic dean is highly advisable to be part of the visiting team.
6. Desirable to be appointed from similar types of institutions in the US mainland (see the list below of institutions that are considered comparable peers).
7. One of the Team members should have expertise in distance education programs.

- **Peer, aspirational, and competitor institutions**

1. **Institutions that are considered comparable peers**

- a. **Special Characteristics**

- i. Title IV participating institutions– **YES**
- ii. Sector - **Public**
- iii. Degree-granting status - **Degree-granting**
- iv. Highest degree offered - **Doctor's degree research/scholarship and professional practice**
- v. Institutional category - **Degree-granting, primarily baccalaureate or above**
- vi. Carnegie Classification 2021 - **Doctoral Universities: High Research Activity**

- vii. Institution size category - **10,000 - 19,999**
- viii. Has full-time first-time undergraduates – **Yes**

b. List of institutions that are considered comparable peers

- ✓ Arkansas State University (Jonesboro, AR)
- ✓ Central Michigan University (Mount Pleasant, MI)
- ✓ Cleveland State University (Cleveland, OH)
- ✓ CUNY City College (New York, NY)
- ✓ East Tennessee State University (Johnson City, TN)
- ✓ Idaho State University (Pocatello, ID)
- ✓ Louisiana Tech University (Ruston, LA)
- ✓ Marshall University (Huntington, WV)
- ✓ New Mexico State University-Main Campus (Las Cruces, NM)
- ✓ North Dakota State University-Main Campus (Fargo, ND)
- ✓ Northern Illinois University (Dekalb, IL)
- ✓ Oakland University (Rochester Hills, MI)
- ✓ Rowan University (Glassboro, NJ)
- ✓ Rutgers University-Newark (Newark, NJ)
- ✓ South Dakota State University (Brookings, SD)
- ✓ Southern Illinois University-Carbondale (Carbondale, IL)
- ✓ Texas A & M University-Corpus Christi (Corpus Christi, TX)
- ✓ University of Akron Main Campus (Akron, OH)
- ✓ University of Colorado Colorado Springs (Colorado Springs, CO)
- ✓ University of Idaho (Moscow, ID)
- ✓ University of Louisiana at Lafayette (Lafayette, LA)
- ✓ University of Massachusetts-Boston (Boston, MA)
- ✓ University of Massachusetts-Lowell (Lowell, MA)
- ✓ University of Missouri-Kansas City (Kansas City, MO)
- ✓ University of Missouri-St Louis (Saint Louis, MO)
- ✓ University of North Carolina at Greensboro (Greensboro, NC)
- ✓ University of North Carolina Wilmington (Wilmington, NC)
- ✓ University of North Dakota (Grand Forks, ND)
- ✓ University of Rhode Island (Kingston, RI)
- ✓ University of South Alabama (Mobile, AL)
- ✓ University of Toledo (Toledo, OH)
- ✓ University of Vermont (Burlington, VT)
- ✓ University of Wyoming (Laramie, WY)
- ✓ Western Michigan University (Kalamazoo, MI)
- ✓ Wichita State University (Wichita, KS)
- ✓ Wright State University-Main Campus (Dayton, OH)

2. Institutions that are considered aspirational peers

a. Special Characteristics

- i. Title IV participating institutions– **YES**

- ii. Sector - **Public**
- iii. Degree-granting status - **Degree-granting**
- iv. Highest degree offered - **Doctor's degree research/scholarship and professional practice**
- v. Institutional category - **Degree-granting, primarily baccalaureate or above**
- vi. Carnegie Classification 2021 - **Doctoral Universities: VERY High Research Activity**
- vii. Institution size category - **10,000 - 19,999**
- viii. Has full-time first-time undergraduates – **Yes**

b. List of institutions that are considered aspirational peers

- ✓ Binghamton University Vestal, NY
- ✓ Montana State University Bozeman, MT
- ✓ North Dakota State University-Main Campus Fargo, ND
- ✓ SUNY at Albany Albany, NY
- ✓ The University of Montana, Missoula MT
- ✓ University of Hawaii at Manoa Honolulu, HI
- ✓ University of Louisiana at Lafayette Lafayette, LA
- ✓ University of New Hampshire-Main Campus Durham, NH

3. Institutions that are primary competitors or that have common student recruitment target areas

a. Special Characteristics

- i. Title IV participating institutions– **YES**
- ii. State or another jurisdiction – **Puerto Rico**
- iii. Degree-granting status - **Degree-granting**
- iv. Highest degree offered - **Doctor's degree research/scholarship and professional practice**
- v. Institutional category - **Degree-granting, primarily baccalaureate or above**
- vi. Has full-time first-time undergraduates – **Yes**

b. List of institutions that are primary competitors or that have common student recruitment target areas.

- ✓ Ponce Health Sciences University-East Ponce, PR
- ✓ Pontifical Catholic University of Puerto Rico-Ponce Ponce, PR
- ✓ Universidad Ana G. Méndez-Turabo Campus Gurabo, PR
- ✓ Universidad Central Del Caribe Bayamón, PR

4. NO competitors' institutions with these characteristics

a. Special Characteristics

- i. State or another jurisdiction – **Puerto Rico**

- ii. Carnegie Classification (2021). - **Doctoral Universities: High Research Activity**
- iii. Institution size category - **10,000 - 19,999**

- Listing of the institution's top programs by enrollment (**Refer to Section XII, page 85**).

XII. Evidence Inventory Strategy

The strategy for populating and managing the Evidence Inventory, from the beginning of the self-study process forward, includes designating a separate Working Group 8 and assigning the charge for the refinement of the Evidence Inventory to the seven Working Groups (WGs) by Standards that constitute the Self-Study Steering Committee. Working Group 8 created an institutional Share Drive Repository (ISDR) repository with templates for collecting, analyzing, and reporting purposes.

Working Group members, organized by Standards, are responsible for screening and recommending to the best evidence to support institutional compliance and continuous improvement. The Evidence Inventory will be completed and uploaded by each Working Group to the ISDR. The ISDR will allow to save and share evidence with other Working Group members. Further, WG 8 will review contents of all WG's files to collaborate and reduce duplication of efforts in the process of searching evidence. Likewise, all WGs will be able to make reference to evidence documented in the inventory to the various Standards.

Working Group 8 – Evidence Inventory Responsibilities

The Evidence Inventory Working Group will manage and organize the collection, storage, and integrity of evidence provided by Working Groups related to the Self-Study process and report. WG 8 will use all Institutional and Reviewer templates provided by MSCHE to upload all support documentation according to Standards of Accreditation, Requirements of Affiliation, and applicable Federal Regulatory Requirements, as specified by MSCHE.

Specific responsibilities

1. Use templates provided by MSCHE for developing and implementing guidelines and procedures for collecting, analyzing, and reporting on the evidence. This will help to maintain the quality and relevance of each piece of evidence by assigning a level of quality to each one.
2. Ensure that evidence fulfills Requirement of Affiliation 4, to be presented in English in full or in part, in consultation with the vice president liaison for guidance. WG 8, is in charge to corroborate evidence required and submitted to document compliance in various standards and will assign translation, as appropriate, to WG Chairs.
3. Upload to MSCHE Portal all documentation and evidence according to the dates and requirements specified by MSCHE.

4. Store and manage the evidence in a way that is easily accessible and searchable by group members and other stakeholders.
5. Maintained records and documentation related to the evidence and ensured compliance with relevant laws or regulations.
6. Screening and recommending the best evidence to support the Self-Study narrative document to the Self-Study Steering Committee.

Types of Data Points to be Analyzed for Each Standard

Standard I - Mission and Goals

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

Standard I - Mission and Goals	Documents, Processes and Procedures	Sources of information
1. clearly defined mission and goals that:	Mission and Goals Statement	https://www.uprrp.edu/misio-y-vision/
a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;	UPR-RP Academic Senate	https://senado.uprrp.edu/wp-content/uploads/2021/03/CSA-60-2020-2021.pdf
b. address external as well as internal contexts and constituencies;	2019 UPR Fiscal Plan as certified by FOMB	https://drive.google.com/file/d/119k9Bh26wCfL1za3Pq5C2ymOfjCWb1S5/view
c. are approved and supported by the governing body;	UPR-RP Governing Bodies: Academic Senate, Administrative Board, University Board	https://senado.uprrp.edu/wp-content/uploads/2018/11/CSA-79-2017-2018.pdf https://senado.uprrp.edu/wp-content/uploads/2020/09/CSA-01-2020-2021.pdf https://juntaadministrativa.uprrp.edu/contacto/quienessomos/ https://juntauniversitaria.uprrp.edu/
d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;	Academics Policies and Procedures: i.e. Certification 64, 32, 33, 95; Resources Allocation 2019 UPR Fiscal Plan as certified by FOMB	https://graduados.uprrp.edu/politicas-institucionales/ https://drive.google.com/file/d/119k9Bh26wCfL1za3Pq5C2ymOfjCWb1S5/view
e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;	Deanships of Graduate Studies and Research (DEGI) and CRIIAS (undergraduate)	https://graduados.uprrp.edu/ http://www.criiasupr.org/
f. are publicized and widely known by the institution's internal stakeholders;	GAP - English version of Mission and Goals statements is missing	
g. are periodically evaluated;	Periodic Assessment	https://academicos.uprrp.edu/diia/avaluo-aprendizaje/
2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;	Strategic Plan: Certification 79 (2017-2018)	https://senado.uprrp.edu/wp-content/uploads/2018/11/CSA-79-2017-2018.pdf
3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support	Certification 115 Academic Senate (2021-2022)	https://senado.uprrp.edu/wp-content/uploads/2022/04/CSA115-2021-2022.pdf

Standard I - Mission and Goals	Documents, Processes and Procedures	Sources of information
programs and services; and are consistent with institutional mission; and		
4. periodic assessment of mission and goals to ensure they are relevant and achievable.	Academics Achievements and Periodic Assessment	https://academicos.uprrp.edu/diia/efectividadinstitucional/informes-logros/ https://academicos.uprrp.edu/wp-content/uploads/2022/01/vigente-Certificacion-55-2021-2022JG-Reglamento-Evaluacion-de-Programas.pdf

Standard II - Ethics and Integrity

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

Standard II - Ethics and Integrity	Documents, Processes and Procedures	Sources of information
1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;	S-II 1.1 The UPR General Regulations (Reglamento General UPR, Section 11.3) stipulate that academic and research freedom will be protected. Also, it defines Academic freedom as the right of every faculty member to objectively and honestly teach the material in his or her area(s) and to do so in the pursuit of truth (Section 11.2). It also includes articles related to Freedom of expression Article 32 – Actividades Extracurriculares en la Universidad; Section 32.1 – Libertad de Expresión y asociación y el orden institucional; Article 33. Expresiones públicas. (Certificación Núm. 055, 2022-2023, Junta de Gobierno) https://apicertificaciones.upr.edu/file/download/26272	UPR Governing Board
	S-II 1.2 UPR Río Piedras Students Regulation (Reglamento de Estudiantes del Recinto de Río Piedras) Article 1.07 - Derecho a la libre expresión; publicaciones; Article 1.14 - Garantías sobre libertad de expresión; Article 4.01 - Política de participación y representación estudiantil (Certificación Núm. 85, 2020-2021, Junta de Gobierno) https://apicertificaciones.upr.edu/file/download/25792	UPR RP Academic Senate
	S-II 1.3 Puerto Rico Government Ethics Act of 2011 (Ley de Ética Gubernamental de Puerto Rico, Ley 1-2012) Section 2.5-Government Ethics Committees establishes the composition of the Ethics Committee (Comité de Ética); Section 3.3 Continuing Education establishes that “Any public servant in the Executive Branch must complete every two (2) years at least twenty (20) contact hours of ethics related courses...” http://eticapr.blob.core.windows.net/files/Leyes%20y%20Reglamentos/Ley1-2012ysus%20enmiendas.pdf	
	S-II 1.4 Comité de Propiedad Intelectual del Recinto de Río Piedras (Circular Núm. 10 (2006-2007), 6 de noviembre de 2006, de la Rectora Gladys Escalona de Motta) http://graduados.uprrp.edu/wp/wp-content/uploads/2019/02/Cir_010_2006_07_R.pdf	

Standard II - Ethics and Integrity	Documents, Processes and Procedures	Sources of information
	S-II 1.5 Política Institucional sobre el Uso de los Recursos de la Tecnología de la Información en la Universidad de Puerto Rico (Certificación Núm. 85, 2022-2023, Junta de Gobierno) https://apicertificaciones.upr.edu/file/download/26301	
	S-II 1.6 Respect for intellectual property rights. Política Institucional Sobre Derechos de Autor - Certificación 93-140 Consejo de Educación de Puerto Rico https://www.upr.edu/cayey/?mdocs-file=5442&mdocs-url=false	
	S-II 1.7 List of ethics related courses from September to December 2022. (Circular Adiestramientos grupales para horas de ética gubernamental - septiembre a diciembre 2022) http://etica.uprrp.edu/wp-content/uploads/2022/09/Circular_jueves_etica_septiembre_diciembre_2022.pdf	
	S-II 1.8 Requisito de adiestramiento del Comité Institucional para la Protección de los Seres Humanos en la Investigación (CIPSHI) (Circular 18, 2018-2019, Rector Interino https://www.uprrp.edu/2019/04/requisito-de-adiestramiento-del-comite-institucional-para-la-proteccion-de-los-seres-humanos-en-la-investigacion-cipshi/)	
	S-II 1.9 System-wide policy and procedures for responding to allegations of possible research misconduct of the University of Puerto Rico - Certificación Núm.45 (2006-2007), Junta de Gobierno UPR https://apicertificaciones.upr.edu/file/download/25006	
	S-II 1.10 Comité institucional para la protección de los seres humanos en la investigación (Webpage), Dean of Graduate Studies and Research https://graduados.uprrp.edu/decanato-auxiliar-de-investigacion/cipshi/	
	S-II 1.11 Research Integrity (Webpage), Dean of Graduate Studies and Research https://graduados.uprrp.edu/decanato-auxiliar-de-investigacion/integridad-en-la-investigacion/	

Standard II - Ethics and Integrity	Documents, Processes and Procedures	Sources of information
2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;	There are several UPRRP regulations or bylaws for fostering and assuring respect among students, faculty, staff, and administration from diverse backgrounds, ideas, and perspectives.	UPR Governing Board
	S-II 2.1	UPR RP Academic Senate
	UPR Students General Regulations (Reglamento General de Estudiantes de la UPR). Section II. Derechos y Deberes de Estudiantes, Articles 2.1, 2.2, 2.3, 2.4; Chapter III. (Certificación Núm. 70, 2016-2017, Junta de Gobierno) https://juntagobierno.upr.edu/wp-content/uploads/sites/105/2021/02/RGE_Comp_Abril_2017.pdf	
	S-II 2.2	
	UPR Río Piedras Students Regulation (Reglamento de Estudiantes del Recinto de Río Piedras) Artículo 1.03 - Principios y deberes universitarios; Artículo 1.05 - Derecho a celebrar actividades; Artículo 1.07 - Derecho a la libre expresión; publicaciones; Artículo 1.08 - Prohibición de discriminación, Artículo 1.09 - Políticas contra Hostigamiento sexual, Uso apropiado de tecnología y uso ilícito de drogas, sustancias controladas y abuso de alcohol. (Certificación Núm. 85, 2020-2021, Junta de Gobierno) https://apicertificaciones.upr.edu/file/download/25792	
	S-II 2.3	
	Política contra la Discriminación en la Universidad de Puerto Rico (Certificación Núm. 058, 2004-2005, Junta de Síndicos) https://apicertificaciones.upr.edu/file/download/24705	
	S-II 2.4	
	Política y Procedimientos para el Manejo de Situaciones de Discriminación por Sexo o Género en la Universidad de Puerto Rico (Certificación Núm. 107, 2021-2022, Junta de Gobierno) https://apicertificaciones.upr.edu/file/download/25968	
	S-II 2.5	
	Política Institucional sobre la Convivencia en la Universidad de Puerto Rico (Certificación Núm. 038, 2015-2016, Junta de Gobierno) https://apicertificaciones.upr.edu/file/download/25772	

Standard II - Ethics and Integrity	Documents, Processes and Procedures	Sources of information
	S-II 2.6	
	Reglamento para el Cumplimiento de las Responsabilidades de la Universidad de Puerto Rico según Ley de Servicios Integrales para Personas con Impedimentos y Carta de Derechos de las Personas con Impedimentos (Certificación Núm. 16, 1997-1998, Junta de Síndicos) https://apicertificaciones.upr.edu/file/download/22607	
	S-II 2.7	
	Política institucional de no confrontación del Recinto de Río Piedras de la Universidad de Puerto Rico (9 de febrero de 2005, CIRCULAR NUM. 42, ANO 2004-2005, Gladys Escalona de Motta) https://senado.uprrp.edu/wp-content/uploads/2019/05/PNC-08-circular-42-2004-05.pdf	
	S-II 2.8	
	Política Institucional Sobre Apertura y Acceso a los Predios Universitarios (Certificación 90, 2004-2005, Junta de Gobierno UPR) https://senado.uprrp.edu/wp-content/uploads/2019/05/PNC-06-certificacion90-2004-05-js.pdf	
	S-II 2.9	
	Ley Núm. 51 del 7 de junio de 1996 "Ley de Servicios Educativos Integrales para Personas con Impedimentos" https://estudiantes.uprrp.edu/wp-content/uploads/2018/12/Ley-51-1996-Servicios-Educativos-Integrales-Personas-con-Impedimentos.pdf	
	Title IX of the Education Amended (No discrimination by sex and gender, academic integrity, reasonable modification, No discrimination) https://www.hhs.gov/civil-rights/for-individuals/sex-discrimination/title-ix-education-amendments/index.html	
	Oficina de Servicios a Estudiantes con Impedimentos. Servicios a Estudiantes con Impedimentos – Decanato de Estudiantes (uprrp.edu) - https://estudiantes.uprrp.edu/servicios-al-estudiante/osei/	
	NORMATIVAS SOBRE PERSONAS CON IMPEDIMENTOS QUE INCIDE EN LA UPR-RP. Decanato de Estudiantes. https://estudiantes.uprrp.edu/leyes-para-estudiantes-con-impedimentos/	

Standard II - Ethics and Integrity	Documents, Processes and Procedures	Sources of information
3. a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably;		UPR Governing Board
	S-II 3.1	
	The UPR General Regulations (Reglamento General UPR) Section 35. Acciones disciplinarias Article 35.1.2 Procedimiento para ventilar querellas acerca del personal universitario; Article 35.1.4 Rapidez y firmeza en acciones disciplinarias; Article 35.1.5 Investigación de los hechos; Article 35.1.6 Debido proceso de ley (Certificación Núm. 055, 2022-2023, Junta de Gobierno) https://apicertificaciones.upr.edu/file/download/26272	UPR RP - Oficina de Cumplimiento y Auditoría
	S-II 3.2	
	Política de la Universidad de Puerto Rico sobre la Procuraduría Estudiantil. Certificación Núm. 119 de la Junta de Gobierno (2014-2015) https://apicertificaciones.upr.edu/file/download/25682	
4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;	S-II 3.3	
	Política del Recinto de Río Piedras de la Universidad de Puerto Rico sobre la Oficina de la Procuradora de Asuntos Claustrales (Certificación Núm. 087, 2017-2018, Academic Senate) https://senado.uprrp.edu/wp-content/uploads/2018/11/CSA-87-2017-2018.pdf	
	The Office of the Student Advocate deals with the students' grievance process and it shows on the webpage https://procuraduria.uprrp.edu	
	Oficina de Cumplimiento y Auditoría: (1) Título IX https://tituloix.uprrp.edu/ (2) Igualdad de Oportunidades en el Empleo https://www.uprrp.edu/oca/igualdad-de-oportunidades-en-el-empleo/	
	There is a UPR Policy and Guidelines for Financial Conflicts of Interests and Commitments in Research and Sponsored Programs of the University of Puerto Rico (Certificación Núm. 008, 2013-2014, Junta de Síndicos) https://apicertificaciones.upr.edu/file/download/21845 and its amendment (Certificación Núm. 012, 2015-2016, Junta de Gobierno) https://apicertificaciones.upr.edu/file/download/25742	UPR Governing Board
	Other dispositions about conflict of interest are available in the UPR General Regulations (Reglamento General UPR, Section 25.9.1, 25.9.1.1, Inhibición en acciones de personal cuando puede haber conflicto de intereses) and UPRPR	UPR RP - Human Resources Office

Standard II - Ethics and Integrity	Documents, Processes and Procedures	Sources of information
	Student regulations (Reglamento de Estudiantes, Recinto de Río Piedras, Article 4.02 - Derechos y deberes éticos de los representantes estudiantiles).	
	Also, faculty and staff filled out a form related to conflict of interests, which is part of Human Resources Office records (UPR – REHU-01 REV. OCTUBRE-2014) http://recursoshumanos.uprrp.edu/wp-content/uploads/2019/03/Notificacion-de-empleo-o-participacion-en-actividades-con-o-sin-fines-de-lucro-fuera-de-horas-regulares-de-trabajo.pdf	Laws of Puerto Rico
	Puerto Rico Government Ethics Act of 2011 (Ley de Ética Gubernamental de Puerto Rico, Ley 1-2012) http://eticapr.blob.core.windows.net/files/Leyes%20y%20Reglamentos/Ley1-2012ysus%20enmiendas.pdf	Office of Government Ethics of Puerto Rico
5. fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;	In addition to the UPR General Regulations, (Reglamento General UPR, Articles 35, 75) there is a general guide for hiring and evaluation of UPRRP faculty (Certification 113, 2014-2015, Academic Senate) https://senado.uprrp.edu/cert/cert2014-2015/CSA-113-2014-2015.pdf	UPR Governing Board
	Reglamento de procedimientos disciplinarios para el Personal de la UPR (Certificación 60, 2022-2023, Junta de Gobierno) https://apicertificaciones.upr.edu/file/download/26275	UPR RP Academic Senate
6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;		
7. as appropriate to its mission, services or programs in place:	Instrucciones y procedimiento para solicitar admisión y ayuda económica	UPR Governing Board
	Enmiendas a la Política Institucional sobre la Otorgación de Ayudas Económicas para Estudiantes en Categorías Elegibles en la Universidad de Puerto Rico (Certificación Núm. 4, 2019-2020, Junta de Gobierno y Certificación Núm. 75 2019-2020, Junta de Gobierno)	
a. to promote affordability and accessibility;	To promote affordability and accessibility - Plan Piloto para la Política de Admisión de Estudiantes Subgraduados en la Universidad de Puerto Rico (Certificación 33, 2022-2023, Junta de Gobierno) https://apicertificaciones.upr.edu/file/download/26250	UPR Governing Board

Standard II - Ethics and Integrity	Documents, Processes and Procedures	Sources of information
b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;	To enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt - Política Institucional sobre la Otorgación de Ayudas Económicas para Estudiantes en Categorías Elegibles en la Universidad de Puerto Rico (Certificación 47, 2019-2020, Junta de Gobierno) https://apicertificaciones.upr.edu/file/download/24348	UPR Governing Board
8. compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:	The UPR-RP complies with the applicable laws and regulations (Title IX, Title V, Clearly Act, IPEDS) https://www.uprrp.edu/oca/ and Campus Security (Crimelog). Oficina de Cumplimiento y Auditoría - https://seguridad.uprrp.edu/	UPR RP - Oficina de Cumplimiento y Auditoría
	Affirmative Action Plan - https://www.uprrp.edu/wp-content/uploads/2021/07/plan-accion-afirmativa-2021-2025-UPR-RP.pdf	UPR RP - Campus Security
	Informes enviados o publicados el cumplimiento con las distintas leyes federales y estatales, tales HIPAA, FELPA, Título IX, Ley 51, Ley Núm. 212 de 3 de agosto de 1999, "Ley para Garantizar la Igualdad de Oportunidades en el Empleo por Género" con un plan de acción plan-accion-afirmativa-2021-2025 https://www.uprrp.edu/wp-content/uploads/2021/07/plan-accion-afirmativa-2021-2025-UPR-RP.pdf y procedimientos de la Oficina de Cumplimiento y Auditorías - Universidad de Puerto Rico https://www.uprrp.edu/recinto/oficina-de-cumplimiento-y-auditorias/	
a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;	Full disclosure of information on institution wide assessments, graduation, retention, certification and licensure or licensing board pass rates - Datos disponibles en la página electrónica del DiA División de Investigación Institucional y Avalúo - UPRRP https://academicos.uprrp.edu/dia/	UPR RP - Deanship of Academic Affairs
b. the institution's compliance with the Commission's Requirements of Affiliation;	Compliance with the Commission's Requirements of Affiliation - Informes de seguimiento y anuales enviados a la MSCHE	MSHE Website
c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;		
d. the institution's compliance with the Commission's policies; and	Compliance with the Commission's Policies - Informes de seguimiento y anuales enviados a la MSCHE	
9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	Informes de evaluación o de implementación acerca de las políticas, procesos o prácticas establecidas (por ejemplo, Certificación Núm. 43 (2020-2021), Senado Académico, Informe de Evaluación Comité Institucional a cargo de la Evaluación de la Modalidad de Usar Medios Alternos de Enseñanza o Instrucción a Distancia)	UPR RP - Academic Senate

Standard III - Design and Delivery of the Student Learning Experience

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

Standard III - Design and Delivery of the Student Learning Experience	Documents, Processes and Procedures	Sources of information
1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;	See document in UPRRP-MSCHE Criterion 1 to find all the information Certification 168 (2021-2022) of the Governing Board (Certificación 168 (2021-2022) de la Junta de Gobierno) Policies for Graduate Programs Student exit surveys Course assessment samples Job placement results New academic program process Institutional Assessment Plan Status of professional accreditations	Programas Académicos, Certificación Núm. 40 (2019-2020) JG, Registro de la Oferta Académica de la Universidad de Puerto Rico Creación de Programas Académicos Certificación Núm. 64 (2018-2019), de la Junta de Gobierno, Reglamento para la creación de programas académicos nuevos en la Universidad de Puerto Rico. Guía para la redacción de propuestas para el establecimiento de programas académicos nuevos en la Universidad de Puerto Rico Hoja de cotejo y autocotejo para la evaluación de propuestas para el establecimiento de programas académicos nuevos en la Universidad de Puerto Rico. Certificación Núm. 44 (2019-2020) JG, Política de segundos bachilleratos, segundas concentraciones, concentraciones menores y certificaciones profesionales en la Universidad de Puerto Rico Guía para la implantación de la Política de segundos bachilleratos, segundas concentraciones, concentraciones menores y certificaciones profesionales en la UPR (VPAA, 2020) Evaluación de Programas Académicos Certificación Núm. 45 (2019-2020) JG, Reglamento para la evaluación periódica de programas académicos en la Universidad de Puerto Rico Guía para la evaluación de los programas académicos en la Universidad de Puerto Rico (VPAA, 2020) Cambios a Programas Académicos Guía general para la preparación y trámite de propuestas de cambio académico en la Universidad de Puerto Rico (VPAA, enero 2020)

Standard III - Design and Delivery of the Student Learning Experience	Documents, Processes and Procedures	Sources of information
		<p>Guía para la preparación de propuestas para la oferta de programas académicos existentes mediante métodos no convencionales de la Universidad de Puerto Rico (VPAA, diciembre 2019)</p> <p>Guía para la discontinuación y reactivación de ofrecimientos académicos en la Universidad de Puerto Rico (VPAA, diciembre 2019)</p> <p>Registro y Codificación de Cursos Certificación Núm. 112 (2014-2015), JG Guía para la creación, codificación uniforme y el registro de cursos en la Universidad de Puerto Rico</p> <p>Acreditación de Programas y Servicios Certificación Núm. 138 (2003-2004) JS, Política institucional sobre las acreditaciones de los programas académicos y servicios que rinde la Universidad de Puerto Rico</p> <p>Certificación Núm. 38 (2009-2010) JS, Política para la institucionalización de la evaluación externa de las bibliotecas de la Universidad de Puerto Rico</p> <p>Educación a Distancia Certificación Núm. 73 (2006-2007) JS, Política institucional de educación a distancia de la Universidad de Puerto Rico</p> <p>Efectividad Institucional Certificación Núm. 136 (2003-2004) JS, Política de la Universidad de Puerto Rico sobre la Efectividad Institucional</p> <p>Exenciones de los Derechos de Matrícula Certificación Núm. 50 (2011-2012) JS, Política Institucional sobre las Exenciones de los Derechos de Matrícula en la Universidad de Puerto Rico</p> <p>Certificación Núm. 108 (2013-2014), JG Enmienda a la Sección II de la Cert. 50</p>

Standard III - Design and Delivery of the Student Learning Experience	Documents, Processes and Procedures	Sources of information
		<p>Certificación Núm. 106 (2014-2015), JG Enmienda a la Sección III de la Cert. 50</p> <p>Certificación Núm. 162, (2014-2015), JG, sobre informe de impacto presupuestario en torno a la concesión de exención de matrícula... y disponer la vigencia de las enmiendas establecidas vigentes en la Cert. 108.</p> <p>Reconocimiento de Grados y Títulos Académicos Certificación Número 141 (2001-2002), JS Normas para el reconocimiento por la Universidad de Puerto Rico de grados y títulos académicos conferidos por instituciones de educación superior</p> <p>Certificación Número 140 (2001-2002), JS Enmienda el Artículo 46 del Reglamento General de la Universidad de Puerto Rico</p> <p>Procedimiento para la radicación y trámite de certificaciones de reconocimiento por la Universidad de Puerto Rico de Grados y Títulos Conferidos por Instituciones de Educación Superior, Revisión 2015 (Junta de Reconocimientos de Grados y Títulos Académicos)</p> <p>Certificación Número 71 (2006-2007), JS Transición para la implantación de la enmienda al Artículo 42.1 del Reglamento General de la Universidad de Puerto Rico</p> <p>Tarea Académica</p> <p>Tabla de Equivalencias de Tarea Académica para el Personal Docente de la Universidad de Puerto Rico. Certificación Núm. 105, 2014-2015, JG</p> <p>Certificación Núm. 60, 2015-2016 – enmienda a la Cert. 105, 2014-2015, JG de Tabla de Equivalencias de Tarea Académica para el personal Docente UPR</p> <p>Educación Continua y Estudios Profesionales Política Institucional y Dirección Estratégica para la Educación Continua y Estudios Profesionales en la Universidad de Puerto Rico. Certificación Núm. 190, 2000-2001, JS</p> <p>Electivas Libres</p>

Standard III - Design and Delivery of the Student Learning Experience	Documents, Processes and Procedures	Sources of information
		<p>Certificación Núm. 106, 1973-74, Consejo de Educación Superior de Puerto Rico Permisos Especiales Política Institucional sobre la Autorización a Estudiantes para Tomar Cursos en otras Unidades o Instituciones Universitarias (Permisos Especiales) Carta Circular de la Vicepresidenta para Asuntos Académicos, 31 de mayo de 1996. Programas de Traslados Política Institucional sobre Programas de Traslado y Movimiento de Estudiantes entre Unidades de la Universidad de Puerto Rico. Certificación Núm. 43, 2020, JG Conferir Grado Política Institucional de Conferir el Grado de Manera Automática a los Estudiantes que Cumplan con sus Requisitos. Certificación Núm. 85, 2005-2006, JS</p> <p>DEGI: Políticas institucionales Certificaciones para los Estudios Graduados Certificación 95 (2019-2020): Política Académica para los Estudios Graduados en el Recinto de Río Piedras de la Universidad de Puerto Rico Certificación 51 (2017-2018): Política Académica para los Estudios Graduados en el Recinto de Río Piedras de la Universidad de Puerto Rico Certificación 38 (2012-2013): Política Académica para los Estudios Graduados en el Recinto de Río Piedras de la Universidad de Puerto Rico Certificación 55 (1977-1978) del Senado Académico: Normas para los Programas Graduados del Recinto Certificación 72 (1991-1992) del Senado Académico: Normas para los Programas Graduados del Recinto Circular 22 (1993-1994) de Rectoría: Vigencia de las Certificaciones 55 & 72 Políticas Académicas Programas Académicos</p>

Standard III - Design and Delivery of the Student Learning Experience	Documents, Processes and Procedures	Sources of information
		<p>Certificación 44 (2006-2007) de la Junta de Síndicos: Registro de la Oferta Académica de la Universidad de Puerto Rico Creación de Programas Académicos Certificación 64 (2018-2019) de la Junta de Gobierno: Reglamento para la Creación de Programas Académicos Nuevos de la Universidad de Puerto Rico Evaluación de Programas Académicos Certificación 43 (2006-2007) de la Junta de Síndicos: Reglamento para la Evaluación Periódica de los Programas Académicos de la Universidad de Puerto Rico Registro, Codificación y Modificación de Cursos Certificación 112 (2014-2015) de la Junta de Gobierno: Manual de Instrucciones y Procedimientos para el Registro y Codificación Uniforme de Cursos en la Universidad de Puerto Rico Certificación 39 (2018-2019) del Senado Académico del Recinto de Río Piedras: Inclusión de la normativa sobre discriminación por sexo y género en modalidad de violencia sexual Educación a Distancia Certificación 73 (2006-2007) de la Junta de Síndicos: Política Institucional de Educación a Distancia de la Universidad de Puerto Rico Certificación 73 (2006-2007) de la Junta de Síndicos: Política Institucional de Educación a Distancia de la Universidad de Puerto Rico Efectividad Institucional Certificación 136 (2003-2004) de la Junta de Síndicos: Política de la Universidad sobre la Evaluación de la Efectividad Institucional Exenciones de los Derechos de Matrícula Certificación 50 (2011-2012) de la Junta de Síndicos: Política Institucional sobre las Exenciones de los Derechos de Matrícula Certificación 108 (2013-2014) de la Junta de Gobierno: Enmienda a la Sección II de la Cert. 50</p>

Standard III - Design and Delivery of the Student Learning Experience	Documents, Processes and Procedures	Sources of information
		<p>Certificación 106 (2014-2015) de la Junta de Gobierno: Enmienda a la Sección III de la Cert. 50</p> <p>Certificación 162 (2014-2015) de la Junta de Gobierno: sobre informe de impacto presupuestario en torno a la concesión de exención de matrícula... y disponer la vigencia de las enmiendas establecidas vigentes en la Cert. 108.</p> <p>Acreditación de Programas y Servicios</p> <p>Certificación 138 (2003-2004) de la Junta de Síndicos: Política Institucional sobre las acreditaciones de los programas académicos y servicios que rinde la Universidad de Puerto Rico</p> <p>Asuntos Estudiantiles</p> <p>Certificación 14 (1984-1985) del Senado Académico: Informe del Comité de Asuntos Estudiantiles del Senado Académico</p> <p>Educación Continua y Estudios Profesionales</p> <p>Certificación 190 (2000-2001) de la Junta de Síndicos: Política Institucional y Dirección Estratégica para la Educación Continua y Estudios Profesionales en la Universidad de Puerto Rico</p> <p>Carga académica y compensaciones</p> <p>Certificación 130 (2010-2011) de la Junta de Síndicos: Oferta de verano 2011</p> <p>Certificación 27 (2006-2007) del Senado Académico: Preguntas en torno al Informe Final del Comité Especial para Diseñar el Sistema que atenderá el Incumplimiento en el Proceso de Bajas parciales</p> <p>Certificación 40 (2001-2002) de la Junta Administrativa: Enmiendas a la Sección 69.11 – Compensación Adicional – del Reglamento General de la Universidad de Puerto Rico</p> <p>Certificación 69 (1995-1996) de la Junta de Síndicos: Acuerdos Relacionados a las Compensaciones Adicionales</p> <p>Certificación 75 (2000-2001) de la Junta de Síndicos: Enmiendas al Artículo 69 (Elementos de la Tarea Académica) del Reglamento General de la Universidad de Puerto Rico</p>

Standard III - Design and Delivery of the Student Learning Experience	Documents, Processes and Procedures	Sources of information
		<p>Certificaciones y Circulares adicionales</p> <p>Certificación 138 (1981-1982) del Consejo de Educación Superior, Reglamento sobre Procedimientos Apelativos Administrativos de la Universidad de Puerto Rico</p> <p>Certificación 037 (1994-1995) de la Junta de Síndicos: Enmiendas a la Certificación 94-017 del Consejo de Educación Superior</p> <p>Certificación 24 (1996-1997) de la Junta de Síndicos: Creación de la Categoría de Nombramiento de Profesor Adjunto en la Universidad de Puerto Rico</p> <p>Certificación 59 (2001-2002) de la Junta de Síndicos: Política Institucional para Viajar a Países con Restricciones de Viajes Establecidas por el Gobierno Federal de los Estados Unidos de América</p> <p>Certificación 58 (2004-2005) de la Junta de Síndicos: Política contra la discriminación en la Universidad de Puerto Rico</p> <p>Certificación 87 (2005-2006) de la Junta Administrativa: Diversidad en la formación académica del profesorado para fines de reclutamiento</p> <p>Certificación 94-017 (1993) del Consejo de Educación Superior: Representación Legal y Pago de Sentencias en los Casos en que Funcionarios y Empleados de la Universidad de Puerto Rico son Demandados en su Capacidad Individual por Acciones Relacionadas con el Desempeño de sus Funciones y Deberes como Oficiales de la Universidad</p> <p>Certificación 129 (1979-1980) del Consejo de Educación Superior: Normas y Procedimientos a Seguirse por el Personal Docente y No Docente de la Universidad de Puerto Rico para la Certificación de la Convalidación y Equivalencias de Estudios Realizados en Instituciones de Educación Superior en Países Extranjeros y No Acreditadas en los Estados Unidos de América</p>

Standard III - Design and Delivery of the Student Learning Experience	Documents, Processes and Procedures	Sources of information
		Certificación 81 (2007-2008) del Senado Académico: Versión revisada y enmienda de la Introducción del Instrumento de Evaluación de Directores de Departamentos, Unidades Académicas y Programas Normas para el Reclutamiento de Profesores o Investigadores en Áreas de Difícil Reclutamiento o Casos de Destrezas Sobre la organización y promoción de cursos de estudio en acuerdo con organizaciones educativas en Cuba Circular Núm. 7 (1986-1987) del Decanato de Asuntos Académicos: Caducidad de cursos aprobados por estudiantes que no han completado el grado en el periodo reglamentario Circular Núm. 24 (2001-2002) de la Oficina del Rector: Creación de la Posición de Investigador Post Doctoral en el Recinto de Río Piedras Circular: Directrices Procedimientos Normas y Especificaciones Para La Implantación De La Sesión De Verano 2012 Ayudantías Académicas Certificación 135 (1988-1989) del Consejo de Educación Superior Certificación 140 (1999-2000) de la Junta de Síndicos Concesión de Becas Certificación 72 (2006-2007) de la Junta de Síndicos Progreso académico Certificación 18 (1969-1970) del Senado Académico – Carga mínima de estudios para estudiante regular graduado Circular Núm. 5 (1994-1995) del Decanato de Asuntos Académicos -Convalidaciones y equivalencias Certificación 8-A (1973-1974) enmendada del Senado Académico- Exámenes de aprovechamiento

Standard III - Design and Delivery of the Student Learning Experience	Documents, Processes and Procedures	Sources of information
		Permisos especiales para tomar cursos en otras instituciones universitarias – Carta del 14 de octubre de 1996 de Administración Central Certificación 42 (1980-1981) del Consejo de Educación Superior – Progreso Progreso académico satisfactorio para el otorgamiento de ayudas económicas de la UPR – Certificación 54 (2000-2001) de la Junta de Síndicos DIAA Student right to know Student Outcomes (March 29, 2016) OEAE's Self-Study Full Reports Monitoring Report to MSCHE (April 2012) Progress Report to MSCHE (June 2011) Periodic Review Report to MSCHE (June 2010) Certifications Certification #68 - Evaluation of Student Learning Plan Approved by Academic Senate in April 2006 Certification #46 - Undergraduate Curriculum Review at Río Piedras Campus (Profile of the Baccalaureate Graduate) - (2005-2006) Circular Letters Circular Letter 01 (2014-2015) from the Dean of Academic Affairs - OEAE's Institutionalization Circular Letter 14 (2010-2011) from the Dean of Academic Affairs - Undergraduate Assessment of Student Information Literacy Workshops Still waiting for information requested from the DIAA
2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are	Certification Num. 87 2018-2019 - Normas para el proceso de reclutamiento, nombramiento y evaluación del personal docente	https://academicos.uprrp.edu/wp-content/uploads/2019/05/CT-CSA-87-2018-2019-normas-reclutamiento-nomb-y-evaluacion-docente.pdf

Standard III - Design and Delivery of the Student Learning Experience	Documents, Processes and Procedures	Sources of information
a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;	Personnel Committee of the Professor's Department	https://juntaadministrativa.uprrp.edu/personal-no-docente/ https://juntaadministrativa.uprrp.edu/wp-content/uploads/2015/03/Presenci%C3%B3n-Rol-de-la-JA-en-los-procesos-de-evaluaci%C3%B3n-docente.pdf
b. qualified for the positions they hold and the work they do;	Faculty recruitment protocol	https://academicos.uprrp.edu/wp-content/uploads/2019/12/PLAN-DE-RECLUTAMIENTO-DOCENTE-DEL-RECINTO-DE-RIO-PIEDRAS-1.pdf
c. sufficient in number;	Recruitment Plan (2019) Recruitment Plan report 2021-2022 Recruitment Plan report 2022-2023 [In progress]	https://academicos.uprrp.edu/wp-content/uploads/2021/02/Proceso-de-reclutamiento-docente-preparado-por-el-DAA.pdf
d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;	Trainings for faculty - Center for Academic Excellence, Faculty Resource Network	https://cea.uprrp.edu
	DECEP	https://decep.uprrp.edu/propuestas/
	DEGI	https://graduados.uprrp.edu/fondos-externos/
	FIPFI Funding	https://graduados.uprrp.edu/decanato-auxiliar-de-investigacion/fipi/
	Academic Residence Program	https://graduados.uprrp.edu/decanato-auxiliar-de-investigacion/academico-residente/
e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;		https://juntaadministrativa.uprrp.edu/wp-content/uploads/2015/03/CSA-113-2014-2015-Evaluación-Personal-Docente.pdf
	Assessment of Faculty by Deanship of Academic Affairs	
	Assessment of Faculty by students	
	Guía General y Criterios para la Evaluación del Personal Docente del Recinto de Río Piedras de la Universidad de Puerto Rico	
3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to	**Area for Improvement** Undergraduate Catalog, DAA (2015) Undergraduate Catalog, Registrar's Office (2016) Graduate Program Catalog	https://academicos.uprrp.edu/wp-content/uploads/2015/10/catalogo-2015-subgraduado.pdf https://www.uprrp.edu/oficina-registrador/cursos/

Standard III - Design and Delivery of the Student Learning Experience	Documents, Processes and Procedures	Sources of information
understand and follow degree and program requirements and expected time to completion;		
		https://graduados.uprrp.edu/asuntos-academicos/catalogo-de-programas-graduados/
4. sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;	Circular Núm. 1 (2022-2023) del 9 de agosto de 2022	https://cea.uprrp.edu
		https://www.uprrp.edu/oficina-comunicaciones/
		Facultades
		https://faci.uprrp.edu/archivo/
		https://faci.uprrp.edu/programas/comunicacion-audiovisual/
		https://www.uprrp.edu/wp-content/uploads/2017/05/CATALOGO-VERISON-FINAL-mayo-2017-rev..pdf (OJO, vieja versión), https://graduados.uprrp.edu/asuntos-academicos/catalogo-de-programas-graduados/ , https://online.uprrp.edu , https://graduados.uprrp.edu/
5. at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:		
a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;	The mission of the General Studies program is also embedded in the 2023 Strategic Plan which incorporates several strategies to promote diversity.	https://senado.uprrp.edu/wp-content/uploads/2018/11/CSA-39-2016-2017.pdf
	-The General Studies Faculty also offers a minor in human rights which is grounded in ONU's human right's declaration	Strategic Plan 2023, p. 10
		https://generales.uprrp.edu/mision/

Standard IV - Support of the Student Experience

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

Standard IV - Support of the Student Experience	Documents, Processes and Procedures	Sources of information
1. clearly stated, ethical policies and processes to admit,	Undergraduate Admission Policy	
	Graduate admission policy; Informe de prórrogas y licencias de estudio que inciden con el tiempo al grado	https://graduados.uprrp.edu/politicas-institucionales/
a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;	Manual of Academic Formative Experiences; Inform of PBMA & PBDT fellowships; Inform of Summer Capacitation stipend program	https://graduados.uprrp.edu/estudiantiles/becas-yayudantias/
b. a process by which students who are not adequately prepared for study at the level for which they have been	Requirements and processes to assist students with functional diversity	https://estudiantes.uprrp.edu/servicios-al-estudiante/osei/
	Student Support Services Program at the College of General Studies	https://generales.uprrp.edu/psae/
c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;	Counseling Department for Student Development /Departamento de Consejería para el Desarrollo Estudiantil	https://estudiantes.uprrp.edu/departamento-de-consejeriapa-el-desarrollo-estudiantil/
	Mentoring Student Program / Programa de Estudiantes Orientadores	https://estudiantes.uprrp.edu/desarrolloestudiantil/estudiantes-orientadores/
	Oficina de Servicios a Estudiantes con Impedimentos	https://estudiantes.uprrp.edu/servicios-al-estudiante/osei/
	University Center for Psychological Services and Studies/Centro Universitario de Servicios y Estudios Psicológicos	https://sociales.uprrp.edu/cusep/
	Student Support Services Program at the College of General Studies/ Programa de Servicios de Apoyo al Estudiante	https://generales.uprrp.edu/psae/
	Educational Innovations Program /Programa de Innovaciones Educativas (PIE)	https://generales.uprrp.edu/innovaciones-educativas/

	Center for the Development of Linguistics Competence /Centro de para el Desarrollo de Competencias Lingüísticas	https://generales.uprrp.edu/competencias-linguisticas/
	Programa de Integración de Competencias Integradas al Currículo PICNIC del Sistema de Bibliotecas RRP	https://uprrp.libguides.com/PICIC-SB
	Student Ombudsman	https://procuraduria.uprrp.edu/
d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement;		
2. policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;	Certificación Núm. 88, Año 2003-2004 del Senado Académico: Modalidades para que los estudiantes reciban créditos universitarios por medios alternos, según le fuera encomendado en la Certificación Núm. 83, Año 2001-2002 del Senado Académico	https://senado.uprrp.edu/cert/cert2003-2004/CSA-88-20032004.pdf
3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;	Institutional Policy on Privacy of Educational Records	https://www.uprrp.edu/wp-content/uploads/2015/11/INFORME-FEDERAL-INGLES-1.pdf
	Manual de Procedimientos de Oficina de Servicios a Estudiantes con Impedimentos (OSEI)	https://estudiantes.uprrp.edu/wp-content/uploads/2018/12/Manual-de-Procedimientos-OSEI-2018.pdf
	Portales con información de Departamento de Servicios Médicos The HIPAA Privacy Rule	https://estudiantes.uprrp.edu/servicios-medicos/
4. if offered, athletic, student life, and other extracurricular activities that are regulated by the same	Departamento Atlético	https://estudiantes.uprrp.edu/desarrolloestudiantil/departamento-atletico
	Student Organizations/Organizaciones Estudiantiles	https://estudiantes.uprrp.edu/desarrolloestudiantil/organizaciones-estudiantiles/
	Servicios Bibliotecarios	
5. if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and		
6. periodic assessment of the effectiveness of programs supporting the student experience.		

Standard V - Educational Effectiveness Assessment

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

Standard V - Educational Effectiveness Assessment	Documents, Processes and Procedures	Sources of information
1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;	Plan Estratégico	Plan Estratégico:
	Perfil del Egresado	https://senado.uprrp.edu/wp-content/uploads/2018/11/CSA-79-2017-2018.pdf
		Perfil del Egresado Bachillerato:
		https://generales.uprrp.edu/wp-content/uploads/2017/12/CSA-46-2005-2006.pdf
		Perfil del Egresado Graduado:
2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:		https://ege.uprrp.edu/wp-content/uploads/2017/12/PERFIL-EGRESADO-Graduado-UPRRP.pdf
	Datos en la DIIA	Datos en la página del DIIA: https://academicos.uprrp.edu/diia/
	CEA, Recursos Humanos, DECEP- instancias educativas para profesores a base de evaluación de necesidades.	CEA: https://cea.uprrp.edu/
		Recursos Humanos: https://recursoshumanos.uprrp.edu/
		DECEP- instancias educativas para profesores a base de evaluación de necesidades: https://decep.uprrp.edu/sobre-nosotros/
a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;	Decanato de Estudiantes- servicios mejorados a partir de resultados de encuestas, etc.	Decanato de Estudiantes:
	Normativa relativa al perfil del egresado, dominios de aprendizaje, OLAS	https://estudiantes.uprrp.edu/
	Actas de reuniones relativas a OLAS	Norma relativa al perfil del egresado, dominios de aprendizajes, OLAS
	Talleres ofrecidos relativos a OLAS y otras instancias de mejoramiento.	Perfil del Egresado Bachillerato:
	Talleres e instancias educativas relativas a Moodle y Educación a Distancia que se hayan basado de resultados de encuestas u otras	https://generales.uprrp.edu/wp-content/uploads/2017/12/CSA-46-2005-2006.pdf

Standard V - Educational Effectiveness Assessment	Documents, Processes and Procedures	Sources of information
	instancias de avalúo (facultades y escuelas).	
		Perfil del Egresado Graduado:
		https://ege.uprrp.edu/wp-content/uploads/2017/12/PERFIL-EGRESADO-Graduado-UPRRP.pdf
		OLAS: https://academicos.uprrp.edu/diia/avaluo-aprendizaje/olasundergrad-assessment/
		Talleres ofrecidos relativos a OLAS y otras instancias de mejoramiento: https://academicos.uprrp.edu/diia/avaluoprendizaje/assessment-workshops/
b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;	Autoestudios para acreditación de programas	Autoestudios para acreditación de programas: https://academicos.uprrp.edu/diia/efectividad-institucional/
	Autoestudios de evaluación periódica de programas	Autoestudios de evaluación periódica de programas:
	Informes de logros y progreso de los decanatos ejecutivos	https://academicos.uprrp.edu/diia/efectividad-institucional/informeseffectividad-institucional/
	Informes de logros y progreso de las facultades	Informes de logros y progreso de las facultades: https://academicos.uprrp.edu/diia/efectividad-institucional/informeslogros/
	Senado Académico- proceso de revisión de evaluación estudiantil a profesores.	

Standard V - Educational Effectiveness Assessment	Documents, Processes and Procedures	Sources of information
c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;	Entrevista al decano Santiago Pintor- maestría en Ciencias de la Información, primer programa en línea implantado en el periodo del Autoestudio de MSCHE y que se planteó a base del avalúo del aprendizaje y evaluación de servicios por parte de los estudiantes.	

Standard V - Educational Effectiveness Assessment	Documents, Processes and Procedures	Sources of information
3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:	Cada una de las facultades, escuelas y unidades de apoyo / Considerar el rol y las evidencias disponibles en las oficinas de evaluación e institutos particulares de las facultades (Investigación en Sociales, Evaluación en Educación, etc.)	Decanato de Asuntos Académicos: https://academicos.uprrp.edu/
	Decanato de Asuntos Académicos	DEGI: https://graduados.uprrp.edu/
	DEGI	Decanato de Estudiantes: https://estudiantes.uprrp.edu/
	Decanato de Estudiantes Decanato de Administración	Decanato de Administración: https://www.uprrp.edu/tag/decanato-deadministracion/
a. assisting students in improving their learning;	Datos institucionales en la DIIA	
b. improving pedagogy and curriculum;		
c. reviewing and revising academic programs and support services;		
d. planning, conducting, and supporting a range of professional development activities;		
e. planning and budgeting for the provision of academic programs and services;		
f. informing appropriate constituents about the institution and its programs;		
g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;	Datos institucionales en la DIIA	
h. implementing other processes and procedures designed to improve educational programs and services;	Datos institucionales en la DIIA	
4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and	Decanato de Administración- contrataciones de servicios	Decanato de Administración- contrataciones de servicios: chromeextension://efaidnbmninnibpcjpcglclefindmkaj/https://cea.uprrp.edu/wp-content/uploads/2016/06/Academia-CEA-junio-2-Normativa-yprocedimientos-RRHH.pdf
	Decanato de Asuntos Académicos- docentes externos	Decanato de asuntos Académicos- Docentes externos: https://academicos.uprrp.edu/personal-docente-2/evaluaciondocente/reclutamiento/

Standard V - Educational Effectiveness Assessment	Documents, Processes and Procedures	Sources of information
	DECEP- otros servicios y proyectos, avalúo de contrataciones	chromeextension://efaidnbmninnibpcjpcglclefindmkaj/https://academicos.uprrp.edu/wp-content/uploads/2019/05/CT-CSA-87-2018-2019-normasreclutamiento-nomb-y-evaluacion-docente.pdf
		DECEP- otros servicios y proyectos, avalúo de contrataciones: https://ccl.uprrp.edu/
		https://decep.uprrp.edu/convocatoria-para-acervo-de-docentes-en-ladecep/
	Normativas:	Plan Estratégico del Recinto 2018-2023: https://senado.uprrp.edu/wpcontent/uploads/2018/11/CSA-79-2017-2018.pdf

Standard V - Educational Effectiveness Assessment	Documents, Processes and Procedures	Sources of information
	Plan Estratégico del Recinto 2018-2023	
	Plan Estratégico del Sistema 2017-2022 (extendido a 2023)	Plan Estratégico del Sistema 2017-2022 (extendido a 2023): chromeextension://efaidnbmninnibpcjpcglclefindmkaj/https://www.uprrp.edu/wp-content/uploads/sites/11/2015/07/plan-estrategico-upr-2017-2022.pdf
	Perfil del Egresado del Recinto	
	Reglamento del DAA y del DEGI	Perfil del Egresado Bachillerato:
	Normativa relativa a evaluación de programas académicos que no están acreditados	https://generales.uprrp.edu/wp-content/uploads/2017/12/CSA-46-2005-2006.pdf
	Normativa sobre acreditaciones de programas académicos	Perfil del Egresado Graduado:
	Circular sobre creación de la DIIA	https://ege.uprrp.edu/wp-content/uploads/2017/12/PERFIL-EGRESADO-Graduado-UPRRP.pdf
	Procedures:	Reglamento del DAA:
	Informes de progresos, informes de logros, compilación	chromeextension://efaidnbmninnibpcjpcglclefindmkaj/https://academicos.uprrp.edu/wp-content/uploads/2021/07/MANUAL-DEL-PROFESOR-DAA.pdf
	Structures:	Reglamento del DEGI:

Standard V - Educational Effectiveness Assessment	Documents, Processes and Procedures	Sources of information
	Flujogramas de la DIIA y Rectoría con AC en relación con evaluación de la evaluación de la efectividad	chromeextension://efaidnbmnnnibpcjpcglclefindmkaj/http://ege.uprrp.edu/wp-content/uploads/2012/12/REGLAMENTO-Revisi%C3%B3n-8-NOVIEMBRE-2012-final.pdf
	Datos en la DIIA	Normativa relativa a evaluación de programas académicos que no están acreditados chromeextension://efaidnbmnnnibpcjpcglclefindmkaj/https://academicos.uprrp.edu/wp-content/uploads/2022/01/vigente-Certificacion-55-2021-2022-JG-Reglamento-Evaluacion-de-Programas.pdf
	Normativa relativa al perfil del egresado, evaluaciones de programas académicos, renovación de programas académicos y OLAS	Normativa sobre acreditaciones de programas académicos
	Proceso de implementación de OLAS	Circular sobre creación de la DIIA https://www.uprrp.edu/2019/08/creacion-de-la-division-de-lainvestigacion-institucional-y-avaluo-diia/
	Autoestudios para acreditación de programas	Procedures:
	Autoestudios de evaluación periódica de programas	Informes de progresos, informes de logros, compilación
	Informes de logros y progreso de los decanatos ejecutivos	https://academicos.uprrp.edu/diia/avaluo-aprendizaje/
	Informes de logros y progreso de las facultades	https://academicos.uprrp.edu/diia/efectividad-institucional/
	Senado Académico- proceso de revisión de evaluación estudiantil a profesores	Structures:
		Flujogramas de la DIIA y Rectoría con AC en relación con evaluación de la evaluación de la efectividad

Standard V - Educational Effectiveness Assessment	Documents, Processes and Procedures	Sources of information
5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the		chromeextension://efaidnbmnnnibpcjpcglclefindmkaj/https://academicos.uprrp.edu/diia/wp-content/uploads/sites/5/2020/09/PerfilDIIA-Rev201910.pdf
		https://graduados.uprrp.edu/asuntos-academicos/efectividadacademica/plan-de-evaluacion-de-los-programas-academicos/

Standard V - Educational Effectiveness Assessment	Documents, Processes and Procedures	Sources of information
improvement of educational effectiveness.		Datos en la DIIA:
		https://academicos.uprrp.edu/diia/datos-institucionales/
		Normativa relativa al perfil del egresado, evaluaciones de programas académicos, renovación de programas académicos y OLAS
		chromeextension://efaidnbmnnnibpcjpcglclefindmkaj/https://academicos.uprrp.edu/wp-content/uploads/2022/03/Guia-para-la-Evaluacion-deProgramas-Academicos-RRP-UPR-DAA-31-marzo-2022.pdf
		Proceso de implementación de OLAS:
		chromeextension://efaidnbmnnnibpcjpcglclefindmkaj/https://cea.uprrp.edu/wp-content/uploads/2016/09/OLAS-CEA-9-de-septiembre-de-2016-.pdf
		Autoestudios para acreditación de programas
		https://www.uprrp.edu/2018/06/16793/
		Autoestudios de evaluación periódica de programas:
		chromeextension://efaidnbmnnnibpcjpcglclefindmkaj/https://graduados.uprrp.edu/wp-content/uploads/2022/06/2021-2022-calendario-trabajo.pdf
		https://graduados.uprrp.edu/asuntos-academicos/efectividadacademica/plan-de-evaluacion-de-los-programas-academicos/
		chrome-extension://efaidnbmnnnibpcjpcglclefindmkaj/https://academicos.uprrp.edu/wp-content/uploads/2022/01/vigente-Certificacion-55-2021-2022-JG-Reglamento-Evaluacion-de-Programas.pdf
		https://www.uprrp.edu/2020/10/evaluacion-periodica-de-programasgraduados-del-recinto-de-rio-piedras/
		Informes de logros y progreso de facultades
		https://academicos.uprrp.edu/blog/2023/04/14/circular-12-2022-2023instrucciones-informe-de-logros-2022-2023-y-cierre-ciclo-2018-2023/
		https://academicos.uprrp.edu/diia/efectividadinstitucional/formularios-logros/
		chrome-extension://efaidnbmnnnibpcjpcglclefindmkaj/https://academicos.uprrp.edu/diia/wp-content/uploads/sites/5/2022/08/InformeLogros-EG-2021-2022.pdf

Standard V - Educational Effectiveness Assessment	Documents, Processes and Procedures	Sources of information
		Senado Académico- proceso de revisión de evaluación estudiantil a profesores
		chromeextension://efaidnbmnmbpcajpcglclefindmkaj/https://senado.uprrp.edu/wp-content/uploads/2020/04/CSA-76-2019-2020.pdf

Standard VI: Planning, Resources, and Institutional Improvement

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

Standard VI: Planning, Resources, and Institutional Improvement	Documents, Processes and Procedures	Sources of information
1. institutional objectives, both institution wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;	S-VI 1.1 Chancellor's Working Plan	https://senado.uprrp.edu/wp-content/uploads/2022/11/AngelicaVarela-Plan-Trabajo.pdf
	S-VI 1.2 (RPC Strategic Plan) CSA-79-2017-2018_Plan Estratégico RRP	http://senado.uprrp.edu/wp-content/uploads/2018/11/CSA-79-2017-2018.pdf
	S-VI 1.3 (UPR Strategic Plan) Certificación JG-50-2016-2017_Plan Estratégico Sistema UPR	https://www.upr.edu/plan-estrategico-upr-2017-2021/#:~:text=El%20Plan%20Estrat%C3%A9gico%2017%2D2022,calidad%2C%20%20%20e%20integridad%20institucional
	S-VI 1.4 (Extension UPR Strategic Plan) Certificación JG-48-2022 2023_Extensión Plan Estratégico 2017-2022	https://apicertificaciones.upr.edu/file/download/26265
2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;	S-VI 2.1 Informes de Rectoría al Senado Académico	https://senado.uprrp.edu/informe-rectoria/
	S-VI 2.2 Rio Piedras Campus Web Page	https://www.uprrp.edu/
3. a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives;	S-VI 3.1 Certificación JG Núm. 128, 2018-2019_Presupuesto UPR AF 2019-2020	https://apicertificaciones.upr.edu/file/download/24300
	S-VI 3.2 Certificación JG Núm. 117, 2019-2020_enm Presupuesto Aportación Sist. Retiro	https://apicertificaciones.upr.edu/file/download/24404
	S-VI 3.3 Certificación JA, Núm. 008, 2019-2020_Presupuesto RRP Aprobado 2019-2020	https://juntaadministrativa.uprrp.edu/wp-content/uploads/2021/09/008-2019-2020-PRESUPUESTO-RECINTO-DE-RIO-PIEDRAS-1.pdf

Standard VI: Planning, Resources, and Institutional Improvement	Documents, Processes and Procedures	Sources of information
	S-VI 3.4 Email Ana Feliciano (DEGI) incluyendo documentos S-VI 3.4, 3.5 y 3.6	Presentación provista por correo electrónico
	S-VI 3.4 Proyectos de Fondos Externos - presentación con datos (DEGI)	Lista proyectos aprobados provista por correo electrónico
	S-VI 3.5 Proyectos aprobados desde Julio 2017 por año fiscal (DEGI)	Informe facturaciones provisto por correo electrónico
	S-VI 3.6 Informe de facturaciones hasta FY 22 (DEGI)	https://drive.google.com/file/d/1ufj7fowC64KCEonCJS3twbI8NDW6K1f/view
	S-VI 3.7 UPR Fiscal Plan, FOMB- Letter- Governor- UPR- Compliance Certification- FY23 Budget- June 30, 2022	https://apicertificaciones.upr.edu/file/download/25983

Standard VI: Planning, Resources, and Institutional Improvement	Documents, Processes and Procedures	Sources of information
	S-VI 3.8 Certificación JG, Núm. 120, 2020-2021_Plan Fiscal 2022-2023	https://apicertificaciones.upr.edu/file/download/26020
	S-VI 3.9 Certificación JG, Núm. 155, 2021-2022_Presupuesto aprobado AF 23	https://apicertificaciones.upr.edu/file/download/26244
	S-VI 3.10 Certificación JG, Núm. 28, 2022-2023_Presupuesto ajustado aprobado UPR AF 23	https://juntaadministrativa.uprrp.edu/wp-content/uploads/2022/08/Presupuesto-aprobado-Certificacion-004Año-Academico-2022-2023-Junta-Administrativa-UPR-RP-1.pdf

Standard VI: Planning, Resources, and Institutional Improvement	Documents, Processes and Procedures	Sources of information
	S-VI 3.11 Certificación JA, Núm. 004, 2022-2023 Presupuesto RRP aprobado	
4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;	S-VI 4.1 Plan de Mejoras Capitales, ODFI-Proyectos PMP datos a diciembre 2022-RRP (archivo recibido por email)	
	S-VI 4.2 Enlaces Sistemas de Información en RRP	Archivo de Excel, recibido por correo electrónico. No disponible en Web
	Next	
	SIS	https://portal.upr.edu
	Oracle	https://matricula.uprrp.edu
	Google Applications	https://sia.upr.edu
	Microsoft	https://portal.office.com
	MSC Core Router CISCO Catalyst 6513	No enlace, equipo de red
	Applyyourself	https://app.applyyourself.com/?id=upr-grad
5. well-defined decision-making processes and clear assignment of responsibility and accountability;		
6. comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;	S-VI 6.1 Institution's Permanent Improvements, FEMA Projects, OPDFI-Proyectos PMP datos a diciembre 2022-RRP	
	S-VI 6.1a Email Sandra Rodriguez_AC-Ofi Des Fis 24marzo23	
	S-VI 6.2 Certificación JS, Núm. 70, 2004-2005_Cuota de Tecnología	Archivo de Excel, recibido por correo electrónico. No disponible en Web
	S-VI 6.3 R-1415-28 Guía y Procedimiento Uso Fondos	
	S-VI 6.4 HEERF and CARES ACT Funds (Solicitado al DEGI)	https://apicertificaciones.upr.edu/file/download/24717
		https://www.upr.edu/mdocs-posts/guia-y-procedimiento-para-lautilizacion-de-la-cuota-de-tecnologia-en-los-recintos/
		https://www.uprrp.edu/cares-act/
	Audited Financial Statements	

Standard VI: Planning, Resources, and Institutional Improvement	Documents, Processes and Procedures	Sources of information
	S-VI 7.1_1707-2353620_University-of-Puerto-Rico-FS2016-FINAL	
	S-VI 7.2 Estados auditados UPR 2017	
	S-VI 7.3_1904-3113403_University_of_Puerto Rico_FS2018_FINAL	
	S-VI 7.4_2002-	
7. an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;	3396862_University_of_Puerto_Rico_FS2019_FINAL	https://www.upr.edu/estados-financieros-upr/
	S-VI 7.5_2102-3703438-University-of-Puerto-Rico-2020-FS-Only	
	S-VI 7.6_University of Puerto Rico 2021 AFS Single Audit Report FINAL	
	S-VI 7.7_R 2223-39 Estado Financiero e informes requeridos por el uso de fondos federales-UPR al 30 de junio de 2022	
	S-VI 7.8_University of Puerto Rico Financial Statements & Single Audit Report FY22	
8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and	S-VI 8.1 Graduate Learning Outcomes	https://academicos.uprrp.edu/diia/avaluo-aprendizaje/
	S-VI 8.2 Undergraduate Learning Outcomes	
	S-VI 8.3 Informe Efectividad Institucional-Recinto-2019-2020-1er2doSem	https://academicos.uprrp.edu/diia/efectividad-institucional/informeseffectividad-institucional/
	S-VI 8.3a ApendicesInformeEfectividad2019-2020	
	S-VI 8.4 InformeEfectividad-Recinto-2020-2021_Rev2022-01-17	
	S-VI 8.4a ApendicesInformeEfectividad-2020-2021_Rev2022-01	https://academicos.uprrp.edu/diia/efectividad-institucional/informeslogros/informes-logros-2019-2020/
	S-VI 8.5 InformeLogros-Recinto-2019-2020-1erSem-Rev2021-01	https://academicos.uprrp.edu/diia/efectividad-institucional/informeslogros/informes-logros-2020-2021/
	S-VI 8.5a InformeLogros-Recinto-2019-2020-2doSem	
	S-VI 8.6 InformeLogrosRecinto 2020-2021	https://academicos.uprrp.edu/diia/efectividad-institucional/informeslogros/informes-logros-2021-2022/
	S-VI 8.7 InformeLogrosRecinto2021-2022-Rev2022-10-18	

Standard VI: Planning, Resources, and Institutional Improvement	Documents, Processes and Procedures	Sources of information
	S-VI 8.8 Institutional Effectiveness Assessment Plan request_email_Decana Montañez_marzo2023	
9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.		No enlace-copia de correo electrónico

Standard VII: Governance, Leadership, and Administration

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

Standard VII: Governance, Leadership, and Administration	Documents, Processes and Procedures	Sources of information	links
1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;	Act. No. 1 of January 20, 1966 as amended; Cert. 50 2016-2017 Governing Board – Strategic Plan of the University of Puerto Rico; Cert. 79 2017-2018 Academic Senate of the University of Puerto Rico, Rio Piedras Campus – Strategic Plan 2018-2023; Cert. 114 2019-2020 University of Puerto Rico Organizational Chart; University of Puerto Rico, Rio Piedras Campus Organizational Chart; Cert. 55, 2022-2023 Governing Board of the University of Puerto Rico – General Regulations of the University of Puerto Rico; Cert. 100, 2013-2014 as amended – Internal Regulations of the Government Board of the University of Puerto Rico; Cert. 10, 2018-2019 Governing Board – Regulations on the operation of the institutional Transformation Office	UPRRP; Junta de Gobierno, Senado Académico UPRRP, JG, xxx, JG, JG, JG	https://www.uprrp.edu/wp-content/uploads/2018/11/Ley-UPR-1-1966seg%C3%BAAn-enmendado.pdf https://apicertificaciones.upr.edu/file/download/23517 https://senado.uprrp.edu/wp-content/uploads/2018/11/CSA-79-2017-2018.pdf https://apicertificaciones.upr.edu/file/download/24416 https://apicertificaciones.upr.edu/file/download/26272 https://apicertificaciones.upr.edu/file/download/25504 https://apicertificaciones.upr.edu/file/download/
2. a legally constituted governing body that:	Act. No. 1 of January 20, 1966 as amended; Cert. 2018-210 del Consejo de Educación de Puerto Rico Licencia de Renovación a la UPR	UPRRP; Asuntos Académicos UPRRP	nload/23706https://www.uprrp.edu/wp-content/uploads/2018/11/Ley-UPR-1-1966seg%C3%BAAn-enmendado.pdf https://academicos.uprrp.edu/wp-content/uploads/2022/01/ConsejoEducacion-de-Puerto-Rico-Licencia-deRenovacion-2018-210.pdf

Standard VII: Governance, Leadership, and Administration	Documents, Processes and Procedures	Sources of information	links
a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;	Act. No. 1 of January 20, 1966 as amended; Cert. 30, 2008-2009 Board of Trustees of University of Puerto Rico - Rules and Regulations for the Acquisition of Equipment, Supplies, and Non-Personal Services at the University of Puerto Rico; Cert. 2018-210 del Consejo de Educación de Puerto Rico - Licencia de Renovación a la UPR	UPRRP; Junta de Gobierno, Asuntos Académicos UPRRP	https://www.uprrp.edu/wp-content/uploads/2018/11/Ley-UPR-1-1966seg%C3%BAAn-enmendado.pdf https://apicertificaciones.upr.edu/file/download/25159 https://academicos.uprrp.edu/wp-content/uploads/2022/01/ConsejoEducacion-de-Puerto-Rico-Licencia-deRenovacion-2018-210.pdf
b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;	Cert. 55, 2022-2023 Governing Board of the University of Puerto Rico General Regulations of the University of Puerto Rico; Cert. 100, 2013-2014 as amended – Internal Regulations of the Government Board of the University of Puerto Rico	JG, JG	https://apicertificaciones.upr.edu/file/download/26272 https://apicertificaciones.upr.edu/file/download/25504
c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution;			
d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;			

Standard VII: Governance, Leadership, and Administration	Documents, Processes and Procedures	Sources of information	links
e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;			
f. appoints and regularly evaluates the performance of the Chief Executive Officer;			
g. is informed in all its operations by principles of good practice in board governance;			
h. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest;			
i. supports the Chief Executive Officer in maintaining the autonomy of the institution;			
3. a Chief Executive Officer who:			
a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;			
b. has appropriate credentials and professional experience consistent with the mission of the organization;			

Standard VII: Governance, Leadership, and Administration	Documents, Processes and Procedures	Sources of information	links
c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;			
d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;			
4. an administration possessing or demonstrating:			
a. an organizational structure that is clearly documented and that clearly defines reporting relationships;			
b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and			
c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;	Cert. 55, 2022-2023 Governing Board of the University of Puerto Rico – General Regulations of the University of Puerto Rico;	JG	
d. skills, time, assistance, technology, and information systems expertise required to perform their duties;			

Standard VII: Governance, Leadership, and Administration	Documents, Processes and Procedures	Sources of information	links
e. regular engagement with faculty and students in advancing the institution's goals and objectives;			
Standard VII: Governance, Leadership, and Administration	Documents, Processes and Procedures	Sources of information	links
f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and			
5. periodic assessment of the effectiveness of governance, leadership, and administration.	Cert. 136, 2003-2004 Board of Trustees of University of Puerto Rico – Policy on the Assessment of Institutional Effectiveness; Cert. 138, 2003-2004 Board of Trustees of University of Puerto Rico – Política institucional sobre las acreditaciones de los programas académicos y servicios que rinde la Universidad de Puerto Rico; Cert. 64, 2018-2019 Governing Board of the University of Puerto Rico – Reglamento para la Creación de Programas Académicos Nuevos de la UPR; Cert. 45, 2019-2020 Governing Board – Regulations for the Periodic Evaluation of Academic Programs; Cert. 51, 2017-2018 as amended. Academic Senate of the University of Puerto Rico, Río Piedras Campus – Academic Policy for Graduate Studies.	JG, JG, JG, JG, Senado Académico UPRRP	https://apicertificaciones.upr.edu/file/download/24641 https://apicertificaciones.upr.edu/file/download/24643 https://apicertificaciones.upr.edu/file/download/24241 https://apicertificaciones.upr.edu/file/download/24346 https://senado.uprrp.edu/wp-content/uploads/2018/11/CSA-51-20172018-1.pdf

Listing of UPR-RP Programs by Enrollment

Source: Registrar's Office

Top Programs by Enrollment First-Semester, Academic Year 2022-2023

Major or programs with over 100 enrolled students	Undergraduate
1. Biology	968
2. Accounting	649
3. Psychology	511
4. Secondary Education	407
5. Interdisciplinary Studies	360
6. Modern Languages	357
7. Marketing Management	353
8. Environmental Design	333
9. Social Work	275
10. Finance	269
11. Political Sciences	252
12. Chemistry	248
13. Drama	232
14. Physics	216
15. Environmental Sciences	209
16. General Studies	197
17. Public Relations and Publicity	192
18. Audiovisual Communication	187
19. Sociology	163
20. General Program Business Administration	161
21. Information and Journalism	160

Major or programs with over 100 enrolled students	Undergraduate
22. General Program Social Sciences	155
23. Human Resources Management	150
24. Computer Science	133
25. Anthropology	131
26. Computerized Information Systems	129
27. Mathematics	125
28. Elementary Education	122
29. Plastic Arts	114
30. Nutrition and Dietetics	108
31. Special Education	102
32. Management of Operations and Supplies	102

Masters and Doctorates – Top 3-5 by Enrollment	Graduate
College of Social Sciences	
Psychology (Doctorate)	114
Social Work (Master)	89
Psychology (Master)	86
Counseling and Rehabilitation	74
Public Administration	53
School of Law	
Law (Juris Doctor)	478
Law (Master)	12
Orality of the Penal System	13
College of Education	
Curriculum and Teaching (Doctorate)	172
Leadership of Educational Organizations (Doctorate)	73
Orientation and Counseling	53
Curriculum and Teaching (Master)	40
Child Education	40
College of Humanities	
Translation	85
Hispanic Studies (Doctorate)	54
Cultural Management and Administration	53
English (Doctorate)	51
History (Master)	47
College of Natural Sciences	
Biology (Doctorate)	66

Masters and Doctorates – Top 3-5 by Enrollment	Graduate
Chemistry (Doctorate)	60
Biology (Master)	39
Physics - Chemistry	31
Environmental Sciences (Doctorate)	30
College of Business Administration	
Business Administration	132
International Commerce	17
Finance (Doctorate)	8
College of Communication and Information	
Information Sciences	80
Journalism	25
Theory and Research	10
Record Management and Archives	4
School of Architecture	
Architecture	100
Graduate School of Planning	
Disaster	8
Planning	91

Total Enrollment
First Semester, Academic Year 2022-2023

	College or School	Graduate	Undergraduate	Total
1	College of Natural Sciences	288	2262	2550
2	College of Social Sciences	513	1719	2232
3	College of Business Administration	157	1973	2130
4	College of Humanities	451	1216	1667
5	College of Education	496	858	1354
6	College of Communication and Information	121	539	660
7	School of Law	503		503
8	School of Architecture	100	333	433
9	College of General Studies		212	212
10	Special Permit	21	91	112
11	Graduate School of Planning	99		99
12	Continuing Education	76	9	85
	Total	2825	9212	12037