

# PERIODIC REVIEW REPORT



**Presented by:  
Mayagüez Campus  
Pontifical Catholic University of Puerto Rico**

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**Accreditation reaffirmed in 2004**

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## **SECTION I EXECUTIVE SUMMARY**

The Mayagüez Campus (MC) of the Pontifical Catholic University of Puerto Rico has once again been called upon by the Middle States Commission on Higher education to evaluate itself. Five years have passed since the evaluation team's last visit and it is time to prepare the Period Review Report. The preparation of this report was seen not only as an opportunity to assess what the Campus has accomplished since 2003, but also to present its plans for the future.

### **OVERVIEW OF THE MAYAGUEZ CAMPUS**

#### **History**

The Mayagüez Campus of Pontifical Catholic University of Puerto Rico is an established academic institution of higher learning. This campus began as an extension in the early 1960's, was awarded the title of Center 1982, and became the Mayagüez Campus (MC) of the Pontifical Catholic University of Puerto Rico (PCUPR) in 1996. Due to the influx of institutions of post-secondary education in western Puerto Rico and the economic crisis in Puerto Rico in recent years, enrollment has shown a marked decline. MC offers its services to two groups of students: traditional high school graduates and adults. The traditional students, for the most part, come from low-income families and have limited opportunities for personal and professional growth. The adult students, who usually take evening courses, are looking to advance their education for personal growth and better job opportunities. Graduate programs being offered at MC are providing yet another group of students the opportunity to enhance and further its education and professional development. These programs began in 1998 on the semester system; the trimester system was established in August 2004. In accordance with the institutional mission, the Mayagüez Campus, PCUPR, offers individuals the opportunity to obtain higher education of the best quality.

#### **Vision**

The Mayagüez Campus of Pontifical Catholic University of Puerto Rico is an institution of higher education committed to Catholic tradition and to the Southwestern area, which it serves and represents. Our commitment is to promote a learning community focused on the development of skills for decision making, problem solving, critical and creative thinking, and the human skills consistent with the development of upstanding individuals who accept God's will to honor family and community; the integral formation of the student through curricular programs; the prevalence of Christian values which give meaning to our life; the knowledge and search for Truth through study, research, and the interdisciplinary dialogue between science and faith in light of the Gospel; service to the community, the essential principle of the Christian professional, through the search for solutions to social problems.

## **Mission**

The Mayaguez Campus of the PUCPR is a center of superior education committed to the Catholic tradition and to the communities of western Puerto Rico it serves. It is committed to promoting a learning community which emphasizes the development of skills for making decisions, solving problems, and thinking critically and creatively and the human skills that promote the development of an integrated human being. This is done through innovative curricular programs using technology as a resource.

## **Goals**

As an educational entity, MC is committed to achieving the following goals:

- Strengthen the formation of the university community in the Catholic doctrine.
- Strengthen the undergraduate and graduate academic programs through curricular revision of existing programs and offer new programs that meet the social and occupational needs of the market we serve.
- Strengthen academic excellence by integrating technology, constructivism, and assessment into the teaching/learning process.
- Establish service programs and activities that promote the well-being, a sense of belonging, and the integral development of the student.
- Strengthen the quality and efficiency of the administrative processes and services for the students and personnel by revising the processes and creating a computerized administrative management system.
- Strengthen the institutional image through interaction and projection of the campus throughout the various sectors of the community and foster its development in the social environment.
- Promote external resources and self-generating funds.
- Have an excellent faculty.
- Promote excellence in the teaching and non-teaching personnel by providing on-going professional development .

## **Enrollment**

Total enrollment has dropped about seventeen percent (17%) over the last five years. There were 1,876 students in August 2004 as compared to the 1,554 students in August 2009. There was a larger decline in women students over men (18% to 14% respectively), and a major decrease (27.9%) in the number of part-time students. The same held true for the undergraduate population: 20% drop in total population; 22% drop in number of women enrolled; and a 26% drop in the number of part-time students. However, the graduate enrollment increased by sixteen percent (16%). The full-time graduate population, those taking 6 credits, rose by more than fifty percent (50%). Here again, the part-time registration dropped, about twenty-eight percent (28%). (See Table xxx for distribution.)

## **Academic Programs**

The Mayagüez Campus is comprised of four colleges, Arts and Humanities, Business Administration, Education, and Sciences, which offer programs leading to associate, bachelor and master's degrees. The Campus awards 10 degrees in 35 majors. MC offers five (5) programs unique to this campus: 1. Hotel and Restaurant Administration (Associate degree and BBA); 2. Optics (Associate degree); 3. Sale and Distribution of Pharmaceutical Products (BS); 4. Binary Program in Medicine BS/MD; and 5. Criminal Investigation (BA). PUCPR uses two academic calendars: the traditional 16-week semester for undergraduate programs and the 12-week trimester for graduate programs. Fourteen new programs are in different stages of development. A new program will start in August 2009; an Associate Degree in Science for Pharmacy Technicians. A total of seven (7) Short Career Programs are being developed: 4 in business administration, one (1) in education and two (2) in sciences. A Master's Degree in Science is being developed in the area of Forensic Psychology. Another 16 programs are being considered. (See Tables ).

## **Physical Facilities and Equipment**

The Mayagüez Campus is comprised of modern buildings, equipment, and other facilities that support academics. The main building, the Monsignor Ulises Casiano Building (Casiano Building), is a large, three-story structure that houses the library; classrooms; offices for the administration, student services, and faculty; and numerous laboratories: natural sciences, optics, secretarial sciences and computer labs for general use by students and faculty. The Student Center, a two-story building, houses the chapel, auditorium, classrooms, cafeteria, and laboratories for languages, the Hotel and Restaurant Program, and physical education; and a game room. The third, a smaller two-story building, houses the Infirmary, the Communications Lab on the first floor, and a workshop and storage area for the maintenance personnel. All of the 22 regular classrooms are equipped with digital projectors, computers, and electronic white boards. There are 2 computer equipped classrooms and 2 computer labs for student and faculty use. There is a Multi-media, Digital Resource Center in the library. The maintenance and upgrading of the laboratories is an ongoing process.

## **Human Resources**

The most valuable and important resource of the Mayagüez Campus is its personnel who are committed to the Institution, its mission and goals, and the students. There are about 100 full-time and part-time professors all of whom have the academic preparation and experience required in their field of study for the programs offered. The support personnel who provide student services, orientation, and counseling are dedicated, knowledgeable and highly competent.

## **Library**

### *Personnel/Services*

The library has highly competent professionals committed to offering the best service possible. The full-time personnel consists of three Professional Librarians and one Assistant Librarian; the part-time personnel is made up of one Professional Librarian and two Assistant Librarians. The personnel offers numerous services: formal instruction on the importance of the on-line programs available and how to use them and inter-library loans. The library provides specialized facilities and equipment for the physically impaired students.

### *Physical Facilities*

The Mayagüez Campus Library is located on the first floor of the Casiano Building. There are two main service areas that offer quality service to the university community and the general public. The first and largest area, Information Services, includes Reference, Circulation, and Reserve Sections. The second area, Periodical and Journals, includes Magazines and Audiovisual Services. This area includes a computer lab reserved for electronic research and workshops (27 computers, an electronic white board and a digital projector) and two group-study rooms. There are two Projection Rooms equipped with the audiovisual equipment needed for conferences and instruction.

### *Collections*

There are 29,623 printed titles and 34,735 volumes in Circulation. There is an online Data Base with 17,000 titles providing the complete text. Reference has 4,034 titles and 4,605 volumes. The Magazine collection has 52 titles that come from subscriptions, donations or free. The audiovisual collection consists of 1,094 titles and 11,913 pieces in such different formats as 16mm films, VHS, slides, filmstrips, audiocassettes, DVD and others. The Mayagüez Campus Library has subscriptions to 18 online Data Bases that are available to the university community through the Internet, on or off campus. Another 41 free data bases are available through the federal government. All data bases may be accessed from the campus library and by remote access (<http://mayaguez.pucpr.edu>).

### Remodeling Plans (August –December 2009)

The circulation/reference/reserve/study area will become the “Information Commons”. The major change will be in the atmosphere; the cubicles and tables will be replaced with easy chairs and coffee tables providing a more relaxed atmosphere to promote reading and informal academic interchange between students and between students and faculty. There will be areas for group study and individual reading/study. Refreshments will be allowed. The journals/periodicals/study area will have an atmosphere dedicated entirely to research. Reference material, journals, magazines,

copies of theses and business projects will be made available, along with online access to the data bases).

### **Preparing Periodic Review Report**

Other than use the same committees that worked on the Self-Study, new committees were formed. These committees provided a new, more objective view of the recommendations and the institution's response to them. The committees were organized on three levels: the Executive Committee, the Steering committee, and the Task Force Committees. The Executive Committee was made up of the campus administrators: the Chancellor (Exofficio member), Dean of Academic and Student Affairs, the Associate Deans of Administrative Affairs and Student Affairs, the College Directors, the Library Director, the Coordinator of the Graduate Studies Program, the Director of the Title V Project and a student representative. The Steering Committee was made up of faculty members who were the chairs for the Task Force Committees: Changes Since 2003, Response to MSCHE and Campus Recommendations, Challenges and Opportunities, Planning as related to Budget and Registration and Financial Tendencies, and Assessment. The Chair of the Executive and Steering Committees was one and the same, a member of the faculty. No administrators were included as members of any Task Force Committees; they were consultants to the committees. The Task Force Committees are made up of faculty, support personnel and students. These committees made a careful study of the 2003 Self-Study and the MSCHE Team Visit Report of 2003.

**PRR ABSTRACT -PENDING**

## **SECTION II: SIGNIFICANT INSTITUTIONAL CHANGES and DEVELOPMENTS SINCE the MSCHE VISIT IN 2003**

### **TITLE V PROJECTS**

The Mayaguez Campus is working with two federally funded projects: Title V Cooperative (2003-2009) and Title V Individual (2005-2010). These projects are aligned with the PCUPR and MC mission which emphasizes the search for truth and the fulfillment of the human being, integrating a living, academic and service oriented community. The Title V Projects propose to use new technologies to energize the teaching-leavening environment throughout MC, enrich the curriculum, and reinforce the academic support and infrastructure. The personnel of the two projects have worked together very closely. These projects will be a significant factor in providing the socio-economically disadvantaged students with the tools needed to achieve their educational and professional goals.

## **Title V Cooperative Project**

From October 2003 to September 2008, the Mayagüez Campus of the Pontifical Catholic University of Puerto Rico was one of a group of five campuses in Puerto Rico working on the Title V Cooperative Project. The other campuses included the Ponce and Arecibo Campuses of the PCUPR, the Guayama Camus of the Interamerican University of Puerto Rico and the Escuela de Artes Plasticas in San Juan. The campuses have been dedicated to helping the Hispanic student reach their education and professional goals. The academic programs have been improved. The professors have been enthusiastically active in workshops prepared to help them use technology effectively and concentrate on student-centered teaching-learning strategies. Emphasis has been on the general education courses.

With the financial support of the Project and institutional funds, the technologies and infrastructure have been upgraded. The campus community as a whole, administration, faculty, students and support personnel, is using this technology in and out of the classroom, on and off campus. Internet communication, digitalized administrative and registration processes, email accounts, wireless connections, online research, video conferencing, electronic classroom, and course modules are now common.

Eighty percent (80%) of the classrooms have been upgraded with electronic white boards and digital projectors; a digital projector was installed in the auditorium; and wireless sensors were installed in the Main Building. Seven professors participated in the program (3 were volunteers) impacting 16 courses. Using knowledge obtained from the workshops and seminars, the faculty have enriched their syllabi.

**Title V Individual – “Invigorating the learning-teaching environment in the classroom and the laboratory through curriculum enrichment.”**

In October 2005, the Mayaguez Camus of the Pontifical Catholic University of Puerto Rico was awarded \$2.4 million in Title V Hispanic Serving Institutions Grant from the U.S. Department of Education. The five-year period runs from October 2005 through September 2010.

### **Project Abstract (as stated in the Proposal)**

“This project proposes to utilize the rich potential for education offered by the new technologies to invigorate the learning-teaching environment in the classroom and the laboratory, through curriculum enrichment. It also seeks to reinforce the student academic support structure and related projects in order to significantly increase the academic success rate of our Hispanic student population. The proposed single Activity focuses on exploiting technology to provide support for students, in first and second level courses of high attrition rate. This is a critical period for them of adaptation to university life. The project will be developed in four areas: (1) effective faculty training and institutionalization of a permanent training program for the faculty in the pedagogical uses of technology for teaching and related activities and student centered approaches to learning such as constructivism and the incorporation of assessment; (2) development and integration of curricular and co curricular support materials that will become a key factor to improve retention and other student outcomes, (3) develop a comprehensive tutoring program providing several modalities of tutoring services including fact to face tutoring and instructional modules that adequately adapted, will be available both off-line and on-line and (4) improving

the technological infrastructure related to those elements that support the above mentioned initiatives the proposed program. In the long term, this project will have a major impact on the low-income Hispanic population of the area, providing them not only the tools to successfully accomplish their academic objectives in their area of preference, but also giving them the opportunity to experience firsthand, the use of technologies that, in time, will become an integral part of their professional careers.”

The Title V Project proposed three important goals: (1) improve teaching/learning methodologies and introduce more effective teaching techniques, (2) improve institutional support structure in order to increase retention rates in first and second year courses, and (3) renovate the institutional support structure to allow the installation of new technology.

MC surpassed the projections of achievement for goals 1 and 2. Math, science and language labs were fully equipped with state-of-art technology. A wide variety of workshops were provided for all faculty, full-time and part-time, including those who are not enrolled in the project. The workshops had a satisfaction rate of 98%. (See Appendix .....

Academic improvement can be observed in the project’s findings regarding the Tutoring program. The pilot group showed an eight percent (8%) increase in the number of passing grades over the control group. This was three percent (3%) above the expected five percent (5%). (See Appendix )

The most significant data to support the success of this Title V Project is a five percent (5%) increase in the retention rate between 2004-2005 (62%) and 2005-2006 (67%). This criterion serves as a baseline for registering and documenting the effectaivenes of the Project and the importance the Project has for the Mayaguez Campus.

Goal 3, dealing mainly with infrastructure, was only partially attained. The construction of the Learning Center for Excellence has not been finished. Completion is expected by the beginning of the Fall Semester 2009.

### **SECTION III: RESPONSE TO RECOMMENDATIONS**

This section presents the reactions of the Mayaguez Campus to the recommendations made by the 2003 MSCHE Visiting Evaluation Team (ET) and the Mayaguez Campus in its Institutional Self-Study (ISS), respectively. All of the recommendations were reviewed and analyzed thoroughly to provide a critical appraisal of the actions or decisions taken. In order to comply with the recommendations, several actions have been put into effect.

#### **Response to Evaluation Team Recommendations**

Three of the five recommendations made by the Evaluation Team representing the Middle States Commission of Higher Education (ET-MSCHE) were related to Standard

2. Planning, Resource Allocation and Institutional Renewal. These recommendations stated that the Campus was to develop:

1. "a Facilities Master Plan to determine plant availability and required infrastructure for new initiatives in the future;
2. a five-year Facilities Maintenance Plan, including financial estimates, for its physical plant;
3. a five-year Equipment Replacement Plan, related to the depreciation of the specific asset. This is particularly important for the campus's technology assets such as computers."

All three recommendations were addressed in the Facilities Master Plan Including Provisions for Equipment Maintenance and Replacement 2007-2011. (Appendix\_\_\_\_\_) Since this plan was put into effect in 2007, several of the activities included in the plan have been completed. (See Evidence of Achievement column of the plan. Appendix \_\_\_\_\_)

The implementation of said plan began during academic year 2007-2008. Some of the actions taken regarding plant availability and required infrastructure for new initiatives in the future are as follows:

- Remodeling and adding an annex to a small building located behind the main building. The nurse's station and the communications lab were remodeled to accommodate new equipment and meet ADA specifications. The new annex will house a language lab, a multipurpose computer lab, an office for the computer lab technician, and a Technological Support Center for Faculty.
- A section of the library was remodeled to house the facilities for the Title V project. The main entrance to these facilities is down the hall on the east side of the building; access is also available through the library, if necessary. Half of the area has offices for the project director, the activities director and the secretary. The other half makes up the tutoring center. There are three rooms: one with a desk and a computer; one with two study stations, each with a computer; and a larger room with a table, six chairs, and a large chalkboard. There are also five cubicles with computers.
- Laboratories were prepared with the latest technology/equipment for the Associate in Optic Sciences degree.
- Air conditioning maintenance contracts have been put into effect.
- A galvanized steel building, which will house the facilities for the maintenance personnel and be a storage area, will be constructed as soon as the permits are granted. The materials have been purchased.

- Labs for the Hotel and Restaurant Management Program have been upgraded.
- Athletic facilities have been repaired.
- Reconstruction has been carried out in various places to meet ADA specifications. The nurse's station and the communications lab have been remodeled; two work stations for people with disabilities were prepared in chemistry lab; and access ramps for the Student Center were remodeled.
- Monetary resources have been allocated for:
  - o maintenance of equipment in science labs
  - o purchasing and replacement of computers
  - o purchasing equipment for Optics Lab
  - o purchasing electronic equipment for an electronic bulletin board to be installed in the lobby to disseminate up-to-date information about campus activities, important dates, etc.
  - o purchasing and replacing equipment for the library, science labs, and others

The fourth recommendation given by the 2003 ET is related to Standard 3: Institutional Resources. It is as follows:

- "The visiting team recommends that the University take action on the recommendations of the auditor, contained in the management letter for the 2002 audit. The University must pay specific attention to fulfill FASB Standard 117 and to create an accounting manual, among other recommendations."

It is the contention of the Mayagüez Campus that this is a recommendation that has to be addressed by Central Administration. This is a general recommendation that applies to PUCPR in general. **INFORMATION PENDING**

The fifth recommendation is related to Standard 11. Educational Offerings. It is stated as follows:

- "The visiting team recommends that the Mayagüez campus seriously reconsider its plan for doctoral programs in light of resources needed. 1) to hire Ph.D. faculty in each field, 2) computer and other technology, and 3) library print electronic resources."

Based on the projection that graduate program, especially doctoral programs in education, are in demand in this area of Puerto Rico, the Mayaguez Campus is giving serious consideration to the viability of offering a doctoral program in Physical Education. Given that the cohort of undergraduate students is in decline, graduate programs are an option to be considered. Also, the Mayagüez Campus has taken into

consideration that in the near future, members of the faculty will have completed doctoral degrees in said area, campus computer technology has been upgraded, and the library is up-to-date with the new electronic resources.

### **Response to Self-Study Recommendations**

This section addresses the institution's reactions to the most important recommendations presented in the Self-Study. Some of these recommendations were addressed in previous section because they are similar to those of the Evaluation Team. Major recommendations according to standards and the action taken are as follows:

#### **Standard 1. Integrity**

- Implement a more aggressive recruitment plan. – Since academic year 2007-2008, several actions have been taken related to this issue. There has been an increase in activities for the promotion of the Mayagüez Campus. Advertising has been presented throughout the media: television, radio, movie theaters and others. Also, banners have been placed in Mayagüez and the neighboring towns. Also ad hoc booths for promotion have been placed in shopping centers and at the beaches.
- Initiate a plan to make Mayagüez campus a recognized part of the community. – Local businesses, organization, government offices and schools (both public and private) provide their facilities and personnel for the PUCPR students to carry out their internships and student teaching. Collaboration agreements have been made with Western Chamber of Commerce, Association of Industrials, Porta del Sol and television stations.

#### **Standard II. Students**

- Recruit personnel for student services offices: admissions, treasury, registration and financial assistance. – Full-time personnel have been hired to work in the aforementioned offices.
- Extend office hours in student services. – Due to the hiring of more personnel, the office hours for student services were extended to make these services available to the evening students two nights a week.
- Provide counselors with computers and access to online data system. – This has been achieved. Each counselor has a computer internet access and online access to student records.

#### Standard IV. Faculty

- Equip faculty offices with computers with access to internet. – The Mayaguez faculty are divided into 4 large, multi-cubicle offices. Each of these offices is equipped with a computer with internet access and wireless internet access.
- Prepare a Manual for part-time faculty. – The Dean of Academic and Student Affairs prepared a guide for the full-time and part-time faculty. (Appendix \_\_\_\_\_).

#### Standard V. Educational Programs and Curriculum

- Evaluate programs that have been put in moratorium. – Several programs, such as history, politics, and Security Services were evaluated and eliminated due to lack of demand.
- Continue updating laboratories giving emphasis to the science labs. – Computer labs have been updated with programs (software?) compatibles (align?) to Information Systems, Office Administration, Accounting and communication courses. Also the language lab has been equipped with ROBOCON and ROBOTEL

#### Standard VI. Library

- Improve resource materials for the Graduate Program in Business Administration. The Mayagüez Campus has complied with this recommendation. Printed and electronic resources have purchased.
- Hire an Auxiliary Librarian on a part time basis. A part time librarian was hired. Service hours with a professional librarian has been extended Monday to Thursday 3:30 – 6:00 PM and Saturdays 8:00 – 12:00 Noon, 1:00 – 4:00 PM

#### Standard VII. Institutional Effectiveness and Outcomes

- Recommendations regarding this Standard have been addressed in Section VI of this report.
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#### Standard IX. Governance

- Improve job understanding by distributing formal documents stating jobs definitions and responsibilities. This recommendation has been addressed by the Office for Administrative and Finance Affairs. Job descriptions and job specifications have been developed. (See Appendix \_\_\_\_\_)

#### Standard XI. Catalog and other Publications

- Instruct students on how to access and use the online catalog. This recommendation is taken care in the Orientation course for freshmen students. Also as requested, students are assist individuality by library personnel and professional counselors.

## **SECTION IV: CHALLENGES AND OPPORTUNITIES**

Challenges and Opportunities for the Mayaguez Campus PCUPR during the Next Five Years.

### Challenges:

One of the challenges that has faced the Mayaguez Campus of PUCUPR during the last three years has been the economic decline that has occurred in Puerto Rico. The price of everything has gone up. Two years ago, the government of Puerto Rico did not have sufficient funds to meet its payroll. The economy of PR was practically paralyzed for two weeks. Fewer students have registered at MC since then. For many young people, getting a job, if only part-time, takes priority over studies.

The economic situation of the United States represents a challenge for the Mayaguez Campus. Most of its students depend on the Pell Grant in order to pursue post-secondary studies. The present economic crisis could lead the federal government to place more restrictions when assigning funds; an example is the reduction in funds for the Student Work Study Program. The federal government is exercising more restrictions regarding academic achievement. More and more students would be affected by such restrictions which mean more and more students would be unable to continue their studies because they could not cover the cost.

Many students come from very low-income families. Some students are able to participate in the Student Work-Study Program and many others have part-time jobs to help pay for their studies. Some of these students show poor academic progress, which, in turn, affects their eligibility for continued financial aid. There are also students who process their registration at the beginning of the semester, but then cannot complete payment which leaves them with a debt to the university. The students who do not meet their payments may ask for an extension so they may register the following semester. Some students drop out because they just do not have the money.

Lack of sufficient funds keeps students from enrolling in more than 12 credits each semester, which means that it would take 5-6 years to complete a bachelor degree. Students are dropping out of more and more classes each semester. The reason given is poor academic achievement due to absences or low grades. Poor academic achievement is generally related to problems involving family, transportation, illness, or work schedule. It is probable students register for only 12 credits per semester and drop classes due to poor academic achievement, it is probable that at the end of sex

years, they will not have completed their degree and are no longer eligible for financial aid. For this reason, students drop out of the University to register in an accelerated program at another institution or a technical program at an institute. Finally, another challenge for the Campus is a lower cohort of high school graduates in recent years: fewer high school graduates, fewer applications fewer students registered.

#### Opportunities:

The faculty's commitment to student retention is one of the opportunities the Campus can take advantage of. Each semester the professors inform the Office of Student Affairs of those students who show low academic achievement. These students are then contacted by mail, email, or telephone and oriented about seeking alternatives that would help them pass the course rather than fail or drop out.

Another opportunity is adult student recruitment. Since there are fewer high school graduates, recruitment should focus on the adult student. A study carried out by the Council on Higher Education of Puerto Rico showed that adult students preferred private universities. One way to attract the attention of the potential student is to offer non-traditional programs which include the trimester system, distance learning programs, and hybrid programs (a combination of distance learning and classroom participation). These programs would be offered at the undergraduate and graduate levels.

### SECTION V: ENROLLMENT AND FINANCIAL PROJECTIONS and PLANNING AND BUDGETING PROCESSES ARE LINKED

Planning and resource allocation is based on the Strategic Plan 2008 – 2013 and the institution's mission and vision. This Strategic Plan was approved by the Executive Committee of the Board of Trustees in October 2008.

The MC campus budget is controlled by the Central Administration at the main campus in Ponce. Funds are assigned according to the projections written in the strategic plan and changes in priorities.

In the planning process, each college director submits a budget to the Dean of Academic and Student Affairs. This budget is based on the strategic plan and any updated information collected from faculty members through monthly reports and other special requirements.

The Dean of Academic and Student Affairs summarizes and consolidates these budgets into one and submits it to the Chancellor. The requested funding is analyzed and any discrepancies or changes in priorities are classified between funds assigned or additional funds petitions. Any additional requests for funds are ordered by priorities. Finally, proposed budget is submitted for approval by the Vice-President for Finance.

The budget is based on projected enrollment and the amount of credits generated at MC. The following information was used in the Strategic Plan 2008-2013.

Credits generated from 2001 to 2008.

<b>Amount of Credits Generated in Mayaguez Campus</b>				
<i>Academic year</i>	<i>Undergraduate</i>	<i>Graduate</i>	<i>Total</i>	<i>Variation</i>
2001-02	41,759.5	1,117.0	42,876.5	
2002-03	41,198.0	1,507.0	42,705.0	
2003-04	42,976.5	1,902.0	44,878.5	5.1
2004-05	42,899.0	3,003.0	45,902.0	2.3
2005-06	39,335.0	3,718.5	43,053.5	-6.2
2006-07	35,959.0	3,752.5	39,711.5	-7.8
2007-08	33,476.0	3,164.0	36,640.0	-7.7
Totals	277,603.0	18,164.0	295,767.0	-2.9

The projections in the Strategic Plan 2008-2013 are as follows:

<b>Amount of Credits Projected in Mayaguez Campus</b>			
<i>Academic year</i>	<i>Undergraduate</i>	<i>Graduate</i>	<i>Variation</i>
2008-09	33,141.0	3,132.0	-1.0
2009-10	32,810.0	3,101.0	-1.0
2010-11	32,646.0	3,086.0	-0.5
2011-12	32,483.0	3,070.0	-0.5
2012-13	32,483.0	3,070.0	-0.0

These projections are based on a \$155.00 per credit enrollment fee in undergraduate programs and \$210.00 per credit in graduate programs.

MC is conducting planning and resource allocation based on its mission and utilizes the results of its assessment activities for institutional renewal. Evaluation of the success of the Strategic Plan 2008-2013 will provide information to use to help the institution to improve and maintain the highest quality education.

Following the recommendation of the visiting team, MC has developed a Facilities Master Plan which includes provisions for Maintenance and Equipment Replacement. The Facilities Master Plan works with the Strategic plan and will facilitate planning for improving the physical facilities, replacing equipment, and maintaining the infrastructure and equipment.

MC has developed its own Petty Cash Management Plan. For other accounting procedures, MC uses the following manuals prepared by Central Administration: Budget Management, Equipment Registration, and Procedures for Carrying Out Improvements. An Accounting Procedure Manual, per se, does not exist.

## **SECTION VI: SUMMARY OF ASSESSMENT PROCESS**

### **I. STANDARD 7: INSTITUTIONAL ASSESSMENT**

The Mayaguez Campus of the Pontifical Catholic University of Puerto Rico (PCUPR) has developed an Assessment Plan that is continuous, systematic, dynamic, organized and in alignment with the Institutional Assessment Plan. The particular aspects of the institutional culture that could affect the manner of the assessment process were taken into consideration. Each unit, academic, administrative and services, has developed an assessment plan which corresponds to that of the Mayaguez Campus. Details and evidence of the assessment process over the last five years are found in the Report of Assessment Activities, Mayaguez Campus 2003-2008. (See Appendix : Report of Assessment Activities, Mayaguez Campus))

#### **A. ASSESSMENT PLAN MAYAGEZ CAMPUS (PARM)**

In August 2003, a committee was formed to develop an assessment plan for the Mayaguez Campus. The committee, made up of faculty members from each of the four colleges and the graduate program, non-teaching/support personnel and students, was coordinated by a member of the faculty. By December 2003, the first draft, setting forth a process consisting of various stages and integrating all areas of the institution, was ready. The official Assessment Plan, completed in August 2005, was circulated throughout the campus in the different offices, presented and discussed in meetings, and copies were placed in the library. (See Appendix : Mayaguez Assessment Plan)

The Mayaguez Campus Assessment Plan (PARM) is based on the Instructional Strategic Plan 2003-2008 (PEI) and the Strategic Plan for the Mayaguez Campus (PERM). The assessment covers student learning, the effectiveness of student services, human resources and the physical and technical infrastructure. The plan includes the seven areas of development prioritized in the institutional and campus strategic plans. These areas are 1) Integration of faith and life, 2) student needs, 3) up-dating the curricula, 4) human resources, 5) technological infrastructure, 6) physical infrastructure, and 7) administration and finances.

As part of the institutional assessment process, an official guide for the preparation of assessment plans was prepared and distributed to each campus unit that was creating an assessment plan. This insured that all the assessment plans would be uniformly aligned with the instructional and campus assessment plans. The guide may be found on the web of the Institutional Assessment Office PUCPR at <http://www.pucpr.edu>).

The Coordinator for Assessment at the Mayaguez Campus oversees the implementation of the assessment processes of the campus and serves as the

liaison between the Office for Institutional Assessment at the Main Campus and the committees which are working on assessment throughout the Mayaguez Campus.

## **B. ASSESSMENT PLANS FOR NON-ACADEMIC AND SERVICE SECTORS**

The Mayaguez Campus Assessment Plan contemplates assessing the learning environment of the students which includes student, academic and administrative services. In the Fall of 2008, the non-academic and student services units began developing their respective assessment plans along the lines of the Campus Assessment Plan. The four-year cycle Assessment Plan is expected to begin in the Spring/Summer of 2009. This assessment process will cover those services that makeup the learning environment.

- Student services:
  - Office for Student Affairs
  - Admissions
  - Financial Aid
  - Chaplain's Office
  - Orientation/Counseling office
  - Infirmary
- Academic services:
  - Office for Academic Affairs
  - Library
  - Registrar's Office
  - Reproduction Office
  - Technological Center for Teaching and Learning
- Administrative Services:
  - Cafeteria
  - Campus Security
  - Maintenance
  - Physical Plant
  - Computer Labs

## **C. ASSESSMENT of the COMMITTEES for RETENTION and QUALITY of LIFE**

Although the Mayaguez Campus does not have a Student Retention Office or a drug and alcohol prevention program, it has two permanent committees dealing with these issues. These committees work to improve the learning environment by giving special attention to students' needs and promoting healthy life styles to improve their quality of life which, in turn, brings about student retention.

### Retention Committee.

Over the past five years, the Retention Committee has generated a report detailing the classes the students dropped out of each semester and year, compiled and

analyzed the campus retention rate, circulated the results throughout the Campus offices and created the Retention Plans 2005-2008 and 2008-2013.

In November 2007, the Retention Committee coordinated a SWOT (Strengths, Weaknesses Opportunities and Threats) Analysis. The suggestions of the group, made up of faculty, support personnel and students, led to a unified vision of the retention problem, the challenges and opportunities for the Mayaguez Campus, and alternative solutions for solving the problems. The results of the SWOT were discussed with Administration and circulated throughout the campus community. Not only did the SWOT serve the purpose of identifying the needs of the students, faculty and support personnel, the findings were used to prepare the Campus Retention Plans 2005-2008, 2008-2013 and the action plans for the different offices.

During the academic year 2005-2006, the Retention Committee carried out a survey on student satisfaction regarding the areas of physical installations, equipment and materials. The findings showed that more than 65% of the students were satisfied with the installations of the library, the Student Services Center (Financial Aid, Admissions, Registration, and Bursar), the Counseling Center, the computer labs and the cafeteria. The findings also showed that less than 65% were satisfied with the facilities provided for parking, tutoring, athletics, cultural, social and academic activities for students, and the game room. Improvements have been made in some of the areas mentioned and others are being considered in the Retention Plan 2008-2013 and the Strategic Plan 2008-2013.

### Quality of Life Committee

The mission of the Pontifical Catholic University of Puerto Rico is to merge a vivid, academic and service oriented community devoted to the search for truth and the absolute fulfillment of the human being in all of his/her dimensions. To fulfill this commitment of providing a secure and healthy environment for its students and personnel, PUCPR has developed a public policy for establishing a university community free of the manufacture, distribution, possession or use of controlled substances or alcohol. The Quality of Life Committee carries out these activities at the Mayaguez Campus. The mission of this committee is to foment healthy life styles in the students and within the campus community. In 2004 and 2007, students at the Mayagüez Campus took part in the National Alcohol, Drug and Violence Survey which is directed at two and four-year institutions and financed with funds from the United States Federal Department of Education. Two hundred thirty-eight (238) students took part in the survey in 2004 and 239 in 2007.

The results showed that many of the students at the Mayaguez Campus consume alcohol and have exhibited some form of anti-social behavior. A high percent of these students reported having gotten drunk during the two weeks previous to the survey. The study also showed that a relatively low percentage of the students use other drugs such as tobacco or illegal drugs. Another aspect revealed in the survey was that, while most students feel secure on campus during the day, the feeling of

security is lower at night. There were no substantial differences between the two surveys. The results were not circulated throughout the campus community.

#### **D. FACULTY EVALUATION**

Faculty evaluation is carried out on a yearly basis by each college. Faculty evaluation as part of the Institutional assessment is carried out separately and is guided by the *Declaration of Principles of the Institutional Process for Faculty Evaluation*. The evaluation is a systematic, continuous process involving the participation of students, faculty, and administration. Most faculty members are evaluated annually. (Professors with tenure are evaluated every five years). Full-time faculty are evaluated by a committee which observes a class, colleagues, students and the College Director. Part-time faculty are evaluated by the students. The Director of the College discusses the findings of the evaluation with the faculty member who will then prepare a plan of action to strengthen any area that may need attention. The fundamental purpose of faculty evaluation is to promote professional and academic growth and improvement.

#### **E. SEMESTER VERSUS TRIMESTER IN THE GRADUATE PROGRAM**

Changing the graduate program from a semester to a trimester system contributed to an increase in registration, a requirement of the Puerto Rico Council on Higher Education (CES-PR).

In 1998, when the Graduate Program started, classes were offered on a semester basis. In order to establish the viability of changing from the semester to the trimester system, a group of active under-graduate and graduate students took part in a survey in August 2003. Ninety-seven (97%) of those surveyed indicated they were in favor of the trimester system. These results were presented to the Administration which approved the change for August 2004. This change contributed to an increase in admissions and registration. There was an overall increase in admissions of 79.8 % and 75.5% in registration between the four years on the semester system and the four years on the trimester system.

#### **F. MARKETING STUDY**

The PCUPR hired the services of the consulting firm H. Calero Consulting Group, Inc. to determine the potential demand for post-secondary education (higher learning and technical) in the area of Mayaguez, PR for the next decade. The Mayaguez Campus wanted to evaluate how competitive it could be, how the demographic changes would affect its academic programs, the needs of the employer and a model projecting the demand for human resources over the next ten years. The objective of the study was to obtain data to prepare the 2008-2013 strategic plan.

Two surveys were carried out. The first study was directed at the student population between the ages of 16-18 whose intention was to pursue post-

secondary studies. A survey of 150 students was carried out in March 2007 to determine level of interest in pursuing post secondary studies, intended area of study, general perception and evaluation of the universities in the area and their perception of the Mayaguez Campus of PCUPR. The second study was directed at the Alumni of the Mayaguez Campus. This group was asked about their intention to pursue post-graduate studies and their preference for the different universities in the area. The surveys were prepared by the firm The Marketing Center, revised by H. Calero Consulting Group, Inc., and approved by representatives of the PCUPR Administration.

The report describes the most important socioeconomic indicators, the level of schooling and the dropout rate in Mayaguez which could affect recruitment, an analysis of the demand for human resources by occupation, and a survey for employers of the area which made it possible to project the labor trends for the next ten years. The study also evaluated career preferences for post-secondary studies, the criteria used to select the university, the image the Mayaguez Campus PCUPR has in comparison to the other universities, and the level of competence the Mayaguez Campus faced with the academic offerings of the other institutions.

Once the findings were presented and analyzed, the Campus Administration created an Action Plan using the recommendations presented in the report. Some of the strategies and activities presented in the plan have already been put into practice, while others were taken into consideration in the Strategic Plan 2008-2013.

## **STANDARD 14: LEARNING ASSESSMENT**

### **A. ASSESSMENT PLANS OF THE ACADEMIC UNITS (PAUA)**

The development of an assessment culture necessitates active participation by everyone involved working toward a common goal. The Colleges, the Graduate Program and the Center for Orientation and Counseling all created their own assessment plans which coincide with the Campus Assessment Plan. These academic assessment plans took into account the assessment of student learning, the academic programs, and the services offered by each unit. The process includes assessing the development of the following institutional competencies for the profile of the graduates:

- 1) Understanding the religious dimensions of human beings and the answers offered by the Roman Catholic Church and Christian faith
- 2) Critical and creative thinking
- 3) Effective communication and relationships of cooperation
- 4) Open-mindedness
- 5) Social responsibility and multicultural sensibility
- 6) Technology and information literacy
- 7) Quantitative literacy

This also includes the assessment of the student learning process in each program, the basic skills, and the personal development of the students (their attitudes, goal achievement, and patterns of employment).

Between February and May 2007, each of the following eight academic units created a plan for assessing the effectiveness of classroom teaching, the development of competencies of the graduate, the programs, and the services that affect the learning environment:

- College of Arts and Humanities
- College of Sciences
- College of Education
- College of Business Administration
- Graduate Program in Education
- Graduate Program in social Sciences and Criminology
- Graduate Program in Business Administration
- Center for Orientation and Counseling.

## **B. COURSE AND PROGRAM ASSESSMENT**

The assessment plans were officially put into effect in October 2007. The assessment began with a three-year cycle (2007-2010) to:

- Determine if the courses and programs foment the development of the competencies the institution wants in its graduates
- Identify the needs of the faculty in relation to the integration of student learning assessment techniques and strategies into their courses
- Determine the retention rate of the courses, programs and departments
- Determine the level of student satisfaction regarding the development of the course and the effectiveness of the teaching
- Measure the level of student perception regarding the development of skills and competencies needed in the specialized courses
- Measure the level of perception of candidates for graduation regarding the development of skills and competencies in their curriculum.

An inventory of student learning assessment techniques used in the courses was made to identify the faculty's needs regarding the integration of those techniques and strategies used to assess student learning. The findings in this inventory indicate the faculty's need to include in the syllabi other assessment techniques or tools that

complement each other and facilitate constructivist learning so the student can reflect on his strengths, weaknesses, and learning. The use of diverse assessment techniques or tools helps the professor evaluate the student.

#### Retention in the evaluated courses

Awareness of the retention rate of the courses is very valuable. It helps determine which programs and classes to offer, aids in choosing the teaching methodology to use, and it helps determine faculty contracts. The study revealed a retention rate of more than 78% in the six areas studied. The Graduate Program had the highest retention rate (91.2%) and the fewest dropouts (6.6%) and failures (2.3%). At the undergraduate level, the College of Education had the highest retention rate (90.3%) and the fewest dropouts (3.9%) and failures (5.5%). The College of Sciences had the most (12.7%) dropouts; the Orientation courses had the most failures (14.5%).

#### Plan of Action Regarding Findings

After analyzing the findings of the survey, each College prepared a Plan of Action to revise the objectives, teaching strategies and course content of the syllabi aligning them with the expected competencies of the graduate. The revision includes integrating techniques

During the academic year 2008-2009, another 120 courses will be evaluated using the instructional forms for assessment of the competencies in the syllabi, the use of assessment tools, and student retention. A survey will be used to measure the perception and degree satisfaction of active students and alumni regarding the development of institutional competencies.

### **C. ACADEMIC PROGRAM EVALUATION**

#### Academic Programs Evaluated by the Office of Institutional Assessment

Academic programs are evaluated every five years. In 2004-2005, programs from each of the four colleges were evaluated by faculty, students and program directors. The results of the evaluations were presented to the faculty for discussion resulting in the development of a plan of action for integrating teaching strategies which would offset the deficiencies.

#### Evaluation of the Teacher Preparation Programs

The College of Education carried out an exhaustive 2-year study (2005-2007) of all its programs and our student's scores on the teacher certification exam over the past six years. The results of the evaluation have provided data which led to the development of plans for corrective action to align the programs with the Standards of Excellence of the Department of Education of Puerto Rico and the competencies of the PUCPR

graduate. The following table shows the result of the Teacher Certification Exam for the cohorts 2002-2003 through 2006-2007.

SUMMARY PASS RATE – PUCPR TEACHER PREPARATION PROGRAM

<b>COHORT 2007 – 2008</b>			
	<b>ARECIBO CAMPUS</b>	<b>MAYAGÜEZ CAMPUS</b>	<b>PONCE CAMPUS</b>
No. of students taking assessment		<b>16</b>	
No. of students passing assessment		<b>12</b>	
Institution Pass Rate		<b>75%</b>	
Statewide Pass Rate		<b>81%</b>	
<b>COHORT 2006 – 2007</b>			
	<b>ARECIBO CAMPUS</b>	<b>MAYAGÜEZ CAMPUS</b>	<b>PONCE CAMPUS</b>
No. of students taking assessment	18	<b>36</b>	<b>146</b>
No. of students passing assessment	11	<b>21</b>	<b>110</b>
Institution Pass Rate	61%	<b>58%</b>	<b>75%</b>
Statewide Pass Rate	73%	<b>73%</b>	<b>73%</b>
<b>COHORT 2005 – 2006</b>			
	<b>ARECIBO</b>	<b>MAYAGÜEZ</b>	<b>PONCE</b>
No. of students taking assessment	12	<b>40</b>	160
No. of students passing assessment	12	<b>31</b>	129
Institution Pass Rate	100%	<b>78%</b>	81%
Statewide Pass Rate	82%	<b>91%</b>	82%
<b>COHORT 2004 – 2005</b>			
	<b>ARECIBO</b>	<b>MAYAGÜEZ</b>	<b>PONCE</b>
No. of students taking assessment	12	<b>37</b>	149
No. of students passing assessment	3	<b>29</b>	125
Institution Pass Rate	25%	<b>78%</b>	84%
Statewide Pass Rate	82%	<b>82%</b>	82%
<b>COHORT 2003 – 2004</b>			
	<b>ARECIBO</b>	<b>MAYAGÜEZ</b>	<b>PONCE</b>
No. of students taking assessment	7	<b>38</b>	174
No. of students passing assessment	6	<b>23</b>	148
Institution Pass Rate	86%	<b>61%</b>	85%
Statewide Pass Rate	87%	<b>87%</b>	87%
<b>COHORT 2002 – 2003</b>			
	<b>ARECIBO</b>	<b>MAYAGÜEZ</b>	<b>PONCE</b>
No. of students taking assessment	<b>19</b>	<b>36</b>	<b>151</b>
No. of students passing assessment	<b>15</b>	<b>26</b>	<b>123</b>
Institution Pass Rate	<b>79%</b>	<b>72%</b>	<b>81%</b>
Statewide Pass Rate	<b>86%</b>	<b>86%</b>	<b>86%</b>
		<b>Rev. May 2009</b>	

An evaluation of the results of the teacher certification exams led to the integration of the diverse teaching strategies to strengthen skills and evidence student learning. The areas that have been reinforced include clinical experience, higher grade point required average for acceptance into the program and for graduation, and the incorporation of seminars and simulated tests. Curricular changes have been made

and corrective action plans have been created to strengthen some standards and align them with the requirements of the Department of Education of PR.

**D. LEARNING ASSESSMENT IN THE COURSES ASSIGNED TO THE TITLE V PROJECT**

The Mayaguez Campus Assessment Committee and the Title V Project have joined efforts to promote the assessment of the academic achievement of the students. Innovative strategies that use technology to support teaching and assessment have been integrated into the teaching-learning process.. Emphasis has been placed on first and second year general education courses

The Title V Project carried out a survey of student needs regarding tutoring and the faculty participated in a study to establish the profile of a student tutor. The findings of these studies helped create the tutoring program and the Technological Centre for Teaching and Learning which provides academic and technological support for chemistry, biology, computer, English, Spanish, history, and accounting.

Not only did more students who took advantage of the tutoring program pass the courses than those who did not, they also showed improved academic achievement, and they expressed a high degree of satisfaction with the services rendered. It is evident that the services provided by the Technological Center for Teaching and Learning promote student retention and success in the courses. The results of the student satisfaction survey were presented to the faculty so they could see the evidence of the success of the program thus become more active in promoting and participating in it.

In the Fall Semester 2006, a cohort of first and second year students was selected. Attended courses assigned to the Title V Project and for which tutoring was available. The grades of those who took tutoring were compared to those who did not.

**Comparison of students who attended tutoring with students who did not attend tutoring in the various courses. August-December 2006.**

GRADES	English 110		Spanish 131 y 001		Mathematics 117	
	Tutored Students	Non Tutored Students	Tutored Students	Non Tutored Students	Tutored Students	Non Tutored Students
A	2	1	3	6	0	0
B+	0	0	2	2	0	0
B	1	1	0	9	2	0
C+	3	3	0	0	1	0
C	4	4	1	11	1	0
C-	0	0	1	0	2	7
D	0	0	0	0	3	3
F	4	4	0	2	0	1
W	1	1	0	0	5	3
T	15	14	7	30	14	14

<b>SUCCESS</b>	<b>67%</b>	<b>64%</b>	<b>100%</b>	<b>93%</b>	<b>64.3%</b>	<b>71.4%</b>
<b>FAILURE</b>	<b>33%</b>	<b>36%</b>	<b>0%</b>	<b>7%</b>	<b>35.7%</b>	<b>28.6%</b>

**Comparison of the grades of students who attended tutoring with those who did not.  
January-May 2007.**

GRADES	History 104		Philosophy 207		Mathematics 118		History 303	
	Tutored Students	Non Tutored Students	Tutored Students	Non Tutored Students	Tutored Students	Non Tutored Students	Tutored Students	Non Tutored Students
A	2	4	3	5	1	1	2	4
B+	0	1	1	4	1	1	0	2
B	2	0	0	0	0	0	0	1
C+	0	4	0	0	0	1	1	0
C	0	1	0	1	2	0	1	5
C-	2	2	1	0	0	0	0	2
D	0	0	0	0	2	1	0	0
F	0	0	2	4	0	1	0	0
W	0	1	0	1	2	9	0	0
Total	6	13	7	15	8	14	4	14
SUCCESS	100%	92.3%	71.4%	66.7%	75.0%	28.6%	100%	100%
FAILURE	0%	7.7%	28.6	33.3%	25.0%	71.4%	0%	0%

# TABLES

Registration for these years was distributed as follows:

All Students	GRAND TOTAL	TOTAL		FULL TIME		PART TIME	
		MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
2004	1,876	659	1,217	528	986	131	231
2009	1,554	566	988	467	824	99	162
% of change	-16.0	-14.1	-18.8	-11.5	-16.4	-24.4	29.8
<b>Undergraduates</b>							
2004	1,715	613	1,102	522	975	91	127
2009	1,364	504	860	436	766	67	90
% of change	-20.4	-17.7	-21.9	-16.4	-21.4	-26.3	-26.7
<b>Graduates</b>							
2004	161	46	115	6	11	40	104
2009	190	62	128	31	58	31	70
% of change	+16.4	+13.4	+9.5	+51.6	+52.7	-22.5	-34.6

<b>EXISTING ACADEMIC PROGRAMS and DEGREES OFFERED</b>					
COLLEGE OF ARTS AND HUMANITIES					
Major	Degree				
	Assoc.	BA	BS	MA	MSS
<b>Criminal Investigation**</b>		X			
Criminology		X			X
Liberal Arts			X		
Social Work		X			
COLLEGE OF BUSINESS ADMINISTRATION					
Major	Degree				
	Assoc.	BBA	BS	MBA	
Accounting		X		X	
Business Administration	X				
Computers in Business	X				
Entrepreneurism		X			
General Business		X			
<b>Hotel and Restaurant Administration**</b>	X	X			
Human Resources		X		X	
Information Systems		X			
Information Systems in Management				X	
Management		X			
Marketing		X		X	
Communication Media in Business		X			
Office Techniques	X				
Public Accounting		X			
Technology and Office Systems (Secretarial Sciences)	X		X		
COLLEGE OF EDUCATION					
Major	Degree				
	Assoc.	BSEE	BSSE	MEd.	MAEd.
Biology			X		
Curriculum and Teaching in Physical Education				X	X
English		X	X		
General Education		X			
Physical Education		X	X		
Primary Education		X		X	X
School Administration and Supervision				X	X
Special Education		X			
COLLEGE OF SCIENCES					
Major	Degree				
	Assoc.	BS	BS,MD-Binary Program		
Biology		X			
Forensic Psychology		X			
General Science		X			
Science in Optics**	X				
Rehabilitation Services		X			
<b>Sale and Distribution of Scientific Products**</b>		X			
<b>Universidad Autónoma de Guadalajara – Mexico **</b>				X	
<b>Universidad Central del Este – Dominican Republic**</b>				X	

BA	Bachelor of Arts	MA	Master of Arts
BBA	Bachelor of Business Administration	MBA	Master of Business Administration
BS	Bachelor of Science	MEd.	Master of Education
BSEE	Bachelor of Science in Elementary Education	MSS	Master of Social Sciences
BSSE	Bachelor of Science in Secondary Education	Binary Program	Bachelor of General Science and Doctor of Medicine
**	Programs unique to Mayaguez Campus	--	Master of Arts in Education

<b>OTHER ACADEMIC PROGRAMS</b>		
<b>COLLEGE</b>	<b>DEGREE / CERTIFICATE</b>	<b>MAJOR / AREA</b>
<b>Submitted for Accreditation</b>		
Sciences	Associate Degree	Pharmacy Technician
<b>Programs Being Developed</b>		
Business Administration	Short Programs	Culinary Arts
		Computer Repair and Support
		Medical Office Administration
		Foods, Nutrition and other Related Services
Education	Short Program	Sports Management
Sciences	Short Program	Forensic Investigation
Sciences	Master of Science	Forensic Psychology
<b>Projected Programs</b>		
Business Administration	Certificates	Business Analyst
		Data Warehouse
		Project Manager
		HIPPA Compliance
		JAVA
		Microsoft
		CISCO
	Master of Business Administration	Finance
Arts and Humanities	Associate	Criminology
Sciences	Bachelor of General Science and Doctor in Medicine	School of Medicine in Ponce, Puerto Rico
	Bachelor of Science and Bachelor in Engineering	Polytechnic
Education	Bachelor of Science in Secondary Education	School Health
	Bachelor of Science in Physical Education	Personal Training
	Doctorate	Educational Technology
		School Administration K-12
		Curriculum and Teaching in Physical Education

# Appendixes