2024
SELF–STUDY
REPORT

PREPARED FOR
MIDDLE STATES COMMISSION ON HIGHER EDUCATION

REACCREDITATION

2024 CAROLINA CAMPUS

2024 SELF-STUDY REPORT

TABLE OF CONTENTS

ACRONYMS

AGMU	Ana G. Méndez University	SUAGM*	Sistema Universitario Ana G. Méndez	
AHORA	School of Professional Studies		*Ana G. Méndez University System*	
AVI	AGMU Ventures, Inc	UAGM	Universidad Ana G. Méndez	
		UAGM-CC	Universidad Ana G. Méndez, Carolina Campus	
CBC	UAGM Carolina Campus Branch Campus	UMET	Universidad Metropolitana	
		UNE	Universidad del Este	
CEI*	Institutional Effectiveness Committee	DEI	Diversity, Equity, and Inclusion	
CIE	Florida Commission for Independent Education	EARS	Early Alert Response System	
		CEG*	General Education Component	
CSWE	Council on Social Work Education	CREE*	Resource Center for Educational Excellence	
CUE*	Colegio Universitario del Este	CLReC*	Reading and Writing Center	
JIP*	Puerto Rico Board of Postsecondary Institutions	FAFSA	Free Application for Federal Student Aid	
KIC	Kingbird Innovation Center	EFC	Expected Family Contribution Eligibility Index	
MSCHE	Middle States Commission on Higher Education	FERPA	Family Educational Rights and Privacy Act	
PRJC	Puerto Rico Junior College			
SDG	Strategic Development Guidelines			
SIGS 100	Student Induction and Leadership Seminar			

* Spanish Acronym

EXECUTIVE AND STEERING COMMITTEES & WORKING GROUPS

Executive Committee
Dr. Anthony Rivera, Chair
Dr. Zoe Santiago-Font, Co-Chair
Dr. Ericks Vázquez, Dean of
Academic Affairs
Mr. Rafael Meléndez,
Accreditation Liaison Officer
(ALO)

Steering Committee
Dr. Zoe Santiago-Font, Chair
Dr. Ericks Vázquez, Co-Chair
Mr. Rafael Meléndez, ALO
Working Groups Chairs and Co-
Chairs

Standard I: Mission and Goals Workgroup
Dr. Esther Rubio Negrón, Chair
Dr. Marcos A. Vélez, Co-Chair
Members:
Ms. Carmen M. Ayende Santana
Dr. Luis M. Mayo Santana
Dr. Ana I. Astacio Méndez
Ms. Yelena López (student)
Dr. Carlos Padín (advisor)

Standard II: Ethics and Integrity Workgroup
Dr. Griseila Cruz Román, Chair
Dr. Rafael Rivera-Ortíz, Co-Chair
Members:
Ing. Gerardo J. Salazar Meléndez
Dr. Nydia M. Rodríguez Bonano
Dr. Loyda B. Méndez Torres
Ms. Karlamarie Reyes (student)
Ms. Adriana Rodríguez (student)
Dr. Carlos Padín (advisor)

Standard III: Design and Delivery of the Student Learning Experience Workgroup
Prof. Sandra González, Chair
Dr. Sylvia Esquilín, Co-Chair
Members:
Dr. Sigrid Vázquez Tirado
Ms. Carmen Germán Guzmán
Dr. Zulma I. Medina Rivera
Dr. Juan González Sánchez
Ms. María M. De Jesús Vélez
Ms. Carolyn Quiñones Orta
Ms. Nitza Hernández (student)
Ms. Carmen T. Pérez (advisor)
Ms. Laura Aponte (advisor)

Standard IV: Support of the Student Experience Workgroup
Mr. Jesús García Oliveras, Chair
Ms. Diana Colón, Co-Chair
Members:
Ms. Vilma Pizarro Lanzot
Ms. Norma I. Vega
Dr. Maria De Lourdes Ferrer
Ms. Myrna Flores
Dr. Lourdes Meléndez
Ms. Marian López (student)
Mr. Carlos R Boissen (student)

Standard V: Educational Effectiveness Assessment Workgroup
Dr. Griseila Cruz Román, Chair
Ms. Nellivette Prieto, Chair from 2022 to 2023
Prof. Ramón Corrada, Co-Chair
Members:
Dr. Mayra R. Martínez-Plana
Dr. Mildred Díaz Colón
Dr Linda E. Rivera Rivera
Prof. Francisco López
Dr. Denise Nazario Pagán
Ing. Jorge Diazgranados Jiménez
Mr. Rafael I. Salas Seguín
Ms. Amparo M. O'Farrill Catalán
Dr. Marcos Vélez
Dr. Ernesto Espinosa (advisor)

Standard VI: Planning, Resources, and Institutional Improvement Workgroup
Mr. Alberto Camacho, Chair
Mr. Ricardo Martínez, Co-Chair
Members:
Ms. Maritza Serrano Heredia
Mr. Oscar Muníz Nieves
Dr. Marie B. Igartúa Soto
Mr. Jorge Torres Martínez
Ms. Magalie Alvarado
Ms. Idary M Ortíz (student)
Mr. Carmelo Torres (advisor)
Ms. Evelyn Vázquez (advisor)

Standard VII: Governance, Leadership, and Administration Workgroup
Dr. Melissa Cortina, Chair
Dr. Ericks Vázquez, Co-Chair
Members:
Ms. Yaritza Suárez
Prof. Roberto Nieves Piñero
Dr. Griselda Correa
Ms. Carolyn Quiñónez Orta
Ms. Ana Victoria Matos (student)
Ms. Izadi Romero Ruíz (student)
Mr. José Taveras Grullón (student)
Mr. Carlos Torres (student)
Ms. Flor Vázquez (advisor)
Dr. Victoria De Jesús (advisor)

Communications Workgroup
Prof. Rosario Meléndez, Chair
Prof. Hiram Delgado, Co-Chair
Members:
Ms. María Martínez
Dr. Luis Rosario Albert
Mr. Yamil Natal
Mr. Rafael Matos
Ms. Nashaly Cruz (student)
Ms. Daniary Francis (student)
Mr. Josue D. Sánchez (student)

Universidad Ana G. Méndez, Carolina Campus (UAGM-CC) selected a standards-based self-study approach that focused on addressing MSCHE standards with a special emphasis on three priorities, (1) Academia, (2) Student Service and Development, and (3) Financial Sustainability and Effective Allocation of Resources, that derived from a campus-wide consultation process conducted in January 2022. UAGM-CC self-study process was a highly participative process, designed and developed over a two-year period. The process was guided by the Executive Committee and drafted by the Steering Committee, who was supported by seven Working Groups charged with evidencing that specific standards were met, and a Communications Working Group that maintained the community updated in relation to the self-study process. Although all segments of the community were represented in the working groups, the self-study report draft was disseminated among constituents on three instances, providing ample opportunity for the community to provide their recommendations for improvement and allowing the self-study report to reflect the true spirit of the UAGM-CC community.

The Self-Study process engaged the UAGM-CC in an inclusive and transparent self-assessment process that provoked an in-depth study of processes, policies, and services. As a result, UAGM-CC was able to evidence: (1) compliance with Middle States Standards for Accreditation, Requirements of Affiliation, and federal compliance mandates; (2) its focus on priorities and its commitment with continuous improvement in the attainment of the institution's mission; (3) how the transition from former Universidad del Este (UNE) to the UAGM's integrated academic and student services model has helped simplify processes, and eliminate duplicity, hence resulting in a more efficient and sustainable operation; and (4) how UAGM's technological infrastructure and the adaptation provoked by the COVID-19 pandemic have had a positive impact on both academic and institutional effectiveness and improvement.

The major findings of this self-study will serve as the basis for future strategic planning and assessment processes. One of UAGM-CC's major strengths is the strong assessment culture that allows continuous assessment of all areas and the efficient integration of assessment results into the planning and resource allocation processes. Another big strength is UAGM's academic and student services integration that permits a more efficient use of resources, better mobility for students, and a more financially sustainable operation that ensures the achievement of UAGM-CC's mission. A well prepared and highly committed faculty are also one of UAGM-CC biggest strengths. Their humanistic focus on student development and their willingness to work with other support areas allow for the achievement of academic excellence.

The findings show that there are opportunities for improvement that can be addressed. As presented in the table below, the major opportunity found is the creation of additional

external sources of funding that can help UAGM-CC maintain financial sustainability while continue achieving its mission despite the demographic changes and other external circumstances. Some of the other recommendations that have emerged from this self-study are also presented below with their alignment with MSCHE Standards and UAGM-CC campus priorities:

Table 1: UAGM-CC Self-Study Recommendations

Recommendation	MSCHE Standard	UAGM-CC Priority
▪ Strengthen the efforts to diversify sources of income, other than tuition, that align with the institutional mission and goals	I & VI	Financial Sustainability
▪ Improve UAGM's webpage design to enhance the navigation experience and access to information for all users.	I & II	Student Services
▪ Consider the possibility of opening positions for faculty rank promotions annually. ▪ Review online course modules to ensure compliance with best practices in instructional design.	III	Excellence in Education
▪ Strengthen the Dual-Enrollment Program that provides an opportunity for high school students to enroll in college level classes while providing UAGM-CC the opportunity to cultivate these students and convert them into formal enrollments. ▪ Create and implement strategies to foster participation in student organizations.	IV	Student Services Financial Sustainability
▪ Consider the acquisition of the Blackboard Analytics Module or some equivalent technology that helps analyze the large volumes of data quickly. ▪ Continue strengthening faculty involvement and training in the assessment process.	V	Excellence in Education
▪ Reinforce human resources strategies and activities targeted to decrease the sense of instability and turnover rates among associates. ▪ Conduct a benchmark study with similar profile institutions in the island to evaluate current salaries and compensation structure.	VII	Excellence in Education Student Services Financial Sustainability

INTRODUCTION

Institutional Overview

Universidad Ana G. Méndez, Carolina Campus (UAGM-CC) is a private, non-profit, non-sectarian, higher education institution registered under the laws of the Commonwealth of Puerto Rico and the U.S. Federal Government, with a wide range of academic offerings from certificates to doctoral degrees. UAGM-CC is one of the three (3) campuses that integrate Universidad Ana G. Méndez (UAGM), under the Sistema Universitario Ana G. Méndez (SUAGM), the largest private university system in Puerto Rico. UAGM-CC evolved from a two-year college, Puerto Rico Junior College (PRJC), established in 1949. In 1992, PRJC grew into a four-year institution and changed its name to Colegio Universitario del Este (CUE). In 2001, after expanding its academic offerings to include master's degree programs, the institution changed its name to Universidad del Este (UNE). As a result of a thoroughly planned institutional integration process, in 2019, all academic institutions in Puerto Rico under the Sistema Universitario Ana G. Méndez (SUAGM) umbrella (Universidad del Este, Universidad Metropolitana, and Universidad del Turabo) changed their names to Universidad Ana G. Méndez (UAGM), and what used to be UNE became Universidad Ana G. Méndez Carolina Campus (UAGM-CC). The institution has been fully accredited by the Middle States Commission on Higher Education (MSCHE) since 1959.

UAGM has three campuses: UAGM-CC, UAGM Gurabo Campus, and UAGM Cupey Campus. SUAGM's Central Administration offices are in San Juan, Puerto Rico, and share their physical facilities with UAGM Cupey Campus. UAGM-CC is in the Carolina municipality, a highly developed city in the northeastern metropolitan region, located east of San Juan. In addition to the main campus, UAGM-CC has three (3) additional locations within the Island: UAGM Cabo Rojo, UAGM Barceloneta, and UAGM Santa Isabel; and two (2) branch campuses in the state of Florida (Metro Orlando, and Tampa Bay). As of December 2023, the MSCHE approved the closing of the South Florida branch campus. Figure 1 below shows the distribution of SUAGM's institutions.

Figure 1: SUAGM Institutions
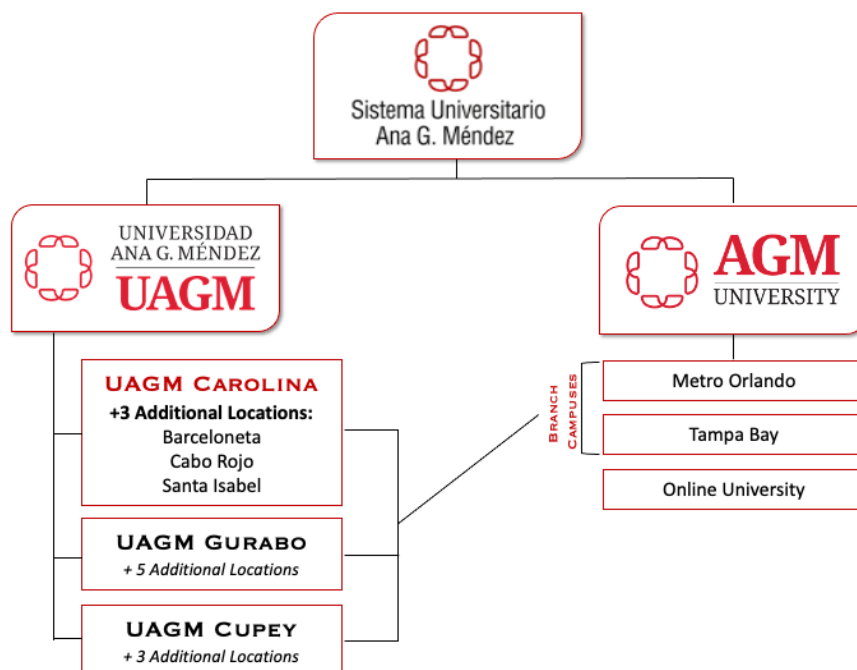
The administrative organization is outlined in the Institutional Bylaws. The President is the chief executive officer of the organization and reports to SUAGM's Board of Directors. All SUAGM members benefit from the support services and resources of SUAGM's Central Administration in the areas of academic affairs, financial affairs, planning, institutional effectiveness, student affairs, marketing, administrative affairs, human resources, information technologies, and internationalization affairs.

The Vice Chancellor (CEO) of UAGM-CC, formerly known as the Chancellor, is the campus' Chief Executive Officer and receives direct support from the academic and administrative staff. Together, they are responsible for on campus and additional locations operations.

All services rendered to UAGM-CC students in the US Branch Campuses are governed by the SUAGM-AVI Administrative Services Agreement issued in 2017 (E6-04-06) and revised in 2021 (E6-04-07). Details related to this topic are discussed below within the context of MSCHE Standards.

UAGM-CC Students Profile

Currently, UAGM-CC has seven (7) academic divisions: Business, Tourism, and Entrepreneurship; Engineering, Design and Architecture; Health Sciences; Liberal Arts; Sciences and Technology; Professional Studies; and Technical Studies. UAGM-CC currently has 85 active academic programs. The campus had an enrollment of 4,865 students as of January 2024. These are distributed between the Main Campus, the three (3) additional locations within the Island (Cabo Rojo, Barceloneta, and Santa Isabel). In the case of the branch campuses in the state of

Florida (Orlando and Tampa) we only have 9 students remaining, as of Spring 2024, in 3 different programs. Two (2) of those 9 students are expected to graduate in May 2024, leaving only 7 enrolled students remaining in the Metro Orlando branch campus and none in the other one.

To understand the uniqueness of UAGM-CC students it is important to know the reasons that provoked its creation back in 1949. UAGM-CC evolved from a two-years college, Puerto Rico Junior College (PRJC), which was created to serve a population of students that came mainly from underserved neighborhoods, with inadequate education, and wanted to develop a career even when their academic performance level was not enough to be admitted at four-years institutions. Though UAGM-CC underwent significant changes through the years, it still serves a population with high poverty levels, that enter the university underprepared and in need of greater academic and personal support than their counterparts at other UAGM campuses. Thus, UAGM-CC has developed a nurturing and supportive culture more focused on teaching, learning, and student support services. The table below presents UAGM-CC student's profile as of Fall 2023.

Table 2: UAGM-CC Students Profile (Fall 2023)

CRITERIA	UAGM-CC AND ADDITIONAL LOCATIONS (PR)		UAGM-CC US BRANCH CAMPUSES	
Total Enrollment	**5,121**		**13**	
	Undergraduate	Graduate	Undergraduate	Graduate
	4,397	724	9	4
Ethnicity	100% Hispanic		100% Hispanic	
Sex	Female	Male	Female	Male
	62%	38%	92%	8%
Average age	25-year-old		38-year-old	
Average student annual income	$28,464		N/A	
	Undergraduate		Undergraduate	
	$25,151		N/A	
	Graduate		Graduate	
Enrollment status	FT	PT	FT	PT
	71%	29%	62%	38%
Pell Grant recipients	72%		N/A	
Student loans Recipients	Undergraduate	Graduate	Undergraduate	Graduate
	25%	84%	N/A	N/A
Academic index	3.15		3.62	
Dependency level (Undergraduate)	67%		N/A	
	Dependent		Dependent	

First generation	21%	N/A

Source: UAGM Institutional Statistics Office (December 19, 2023)

UAGM-CC provides services to international students which represent less than 1% of the student population in Puerto Rico and all the remaining students in the U.S. Branch Campuses. Although most of the students in the Carolina Campus and its additional locations are Puerto Rican, there is a diversity of nationalities, including students from Spain, Dominican Republic, Colombia, and Brazil, among others. The international students are full-time students enrolled in a program of study leading to a degree who hold non-immigrant F1 Visas. Another category to consider is the full-time international students who hold non-immigrant J1 Visas. These international students are admitted through the UAGM-CC Student Exchange Program. The program of study and credits earned are transferred to their home institution and lead towards a degree.

Institutional Priorities

On March 1, 2020, the UAGM Board of Directors approved the new Universidad Ana G. Méndez Strategic Development Guidelines 2021-2024 (3-year Strategic Plan). Accordingly, UAGM-CC's Chancellor at the time, convened the Strategic Planning & Development Committee to lead a campus-wide inclusive consultation process to re-examine and refresh its strategic direction and develop new goals and guidelines for the institution's three-year *Strategic Development Guidelines (SDG) 2021-2024* (E1-01-13). After continuous discussions, analyses, and contributions of all campus constituencies between March and June 2021, the *UAGM-CC Strategic Development Guidelines 2021-2024* (E6-01-07) were presented to UAGM-CC's governing bodies. These guidelines presented strategies that highlight UAGM's eight (8) strategic development vectors.

In November 2021, UAGM-CC's MSCHE Self-Study Executive Committee identified eight (8) priorities, one for each strategic development vector, based on UAGM-CC SDG. These priorities were presented to the Institutional Effectiveness Committee (CEI, Spanish acronym) for their evaluation and approval. Three (3) surveys were designed by UAGM-CC's Office of Assessment, validated, and administered to UAGM-CC community on the main campus, as well as additional locations and Branch Campuses, between January and February 2022. The surveys were sent through Blackboard to 5,889 active students and through email to 11 corporate officials and 1,000 associates including regular and adjunct faculty. Surveys explored the priorities that UAGM-CC community assigned to the quality and effectiveness of processes and services in the campus. The campus-wide top three (3) priorities that emerged from this consultation process are outlined below.

1. **Academia** - provide an innovative and excellent academic experience that supports the student in the development of the skills necessary to make positive contributions to the social, economic, and political environment at the local and global levels.

2. **Student Service and Development** - provide occupational, professional, and quality of life support services aimed at the comprehensive training of local and international students.

3. **Financial Sustainability and Effective Allocation of Resources** - implement innovative strategies to achieve the financial sustainability of the UAGM-CC.

The campus-wide Self-Study Priorities Survey showed a clear alignment between MSCHE Accreditation Standards and UAGM-CC's identified institutional priorities. Responding to the selected standards-based approach, workgroups focused exclusively on the assigned Standard through reviewing compliance with its corresponding criteria and requirements of affiliation. Institutional priorities are woven throughout the self-study and are part of the narratives that present the analysis and context of the campus.

Changes since the last MSCHE reaccreditation

In compliance with its mission UNE, now UAGM-CC, has always been committed to offering quality academic services that adapt to the continuous external changes. Consequently, for the past eight years, UAGM-CC has reviewed its processes, its academic offerings, received new professional accreditations and reaccreditations, dealt with unforeseen external circumstances (hurricanes, earthquakes, demographic changes, COVID-19 pandemic), closed a few locations, and implemented administrative changes for the continuous evolution of the institution. Figure 2 presents a brief timeline of some institutional milestones since the last MSCHE reaccreditation process in 2015.

Figure 2: UAGM-CC Institutional Milestones

2015	2017	2018	2019	2020	2021	2022	2023
• MSCHE reaccreditation was granted • ABET accreditation granted for the first time for Engineering associate degrees	• Hurricanes Irma and María accelerated academic and student services technological transformation • Beginning of SUAGM's integration process • ACEN accreditation granted for the first time for Nursing degrees	• UAGM-CC General Education Policy and Mission revision • Appointment of working groups in preparation of UAGM's academic and student services integration • Official closing of the Arecibo location due to damages caused by 2017 hurricanes	• Official name change from Universidad del Este (UNE) to UAGM-CC as part of institutional integration process	• Official closing of Yauco additional location due to earthquakes • Transfer of Yauco students to the Cabo Rojo location • Official closing of Maryland branch campus and DC additional location • Technological transformation of academic and student services was completed due to the Pandemic	• UAGM unified Gen. Ed. Component and academic integration implemented • Academic and Administrative Boards were replaced by the Academic Senate and University Board • MSCHE granted approval to offer online programs • One unified catalog for all 3 campuses under one state license	• MSCHE re-accreditation 2024 kickoff • ACF initial accreditation granted for Culinary Arts programs in the Cabo Rojo location • First UAGM-CC PhD Program authorized by JIP	• MSCHE approval of first UAGM-CC PhD Program. • Official closing of the South Florida branch campus

For the past five years, UAGM has embarked on an administrative, academic and student services integration process that began with the name change of its four institutions in 2019 and the review of its mission, vision, general education component, and a unified single academic catalog. Some academic programs were integrated, and some were left as unique offerings, considering the particularities of each of the campuses and the population each serves. Also, as part of the integration process, SUAGM decided to establish Ana G. Méndez University (AGMU) in the state of Florida as a separate autonomous institution, which provides administration and support services for the UAGM students in each of the US Branch Campuses in a shared space since August 2021. In August 2022, UAGM-CC communicated to MSCHE the intention of closing its academic operations in Carolina's three US Branch Campuses located in Metro Orlando, Tampa Bay, and South Florida. As of December 31, 2023, the South Florida branch campus was officially closed. The closure of the other 2 branch campuses will take place upon graduation of the enrolled students (9), who are either international students on F1 visas, enrolled in an accredited program, or had not agreed to voluntarily transfer to AGMU's local academic programs. AGMU has already started the process for obtaining the certification for the Student and Exchange Visitor Program (SEVP or SEVIS) and the accreditation of its academic programs but is still waiting for final approvals (E6-04-08). The following table shows the facing out of UAGM-CC enrolled students within the US Branch Campuses from 2020-2023.

Table 3: UAGM-CC Enrollment in US Branch Campuses (Fall 2020- Fall 2023)

Branch Campus	Degree	Academic Program	2020	2021	2022	2023	2024*
Metro Orlando	Associate Degree	2629 Pharmacy Technician	-	1	-	-	-
		2631 Pharmacy Technician	51	30	-	-	-
		Total	51	31	-	-	-
	Baccalaureate	2608 Health Services Management	19	13	1	1	1
		4023 Teaching Preschool Education	20	13	-	-	-
		4051 Special Education	15	8	-	-	-
		7018 Criminal Justice	23	12	-	-	-
		7019 Psychology	71	61	9	8	5
		Total	148	107	10	9	6
	Master	1309 Health Services Management	23	15	2	3	2
		7043 Clinical Social Work	58	45	28	-	-
		7047 Public Administration	9	6	2	-	-
		Total	90	66	32	3	2
Total Metro Orlando			**289**	**204**	**42**	**12**	**8**
South Florida	Associate Degree	2631 Pharmacy Technician	-	3	-	-	-
		Total	-	3	-	-	-
	Baccalaureate	2608 Health Services Management	10	11	-	-	-

Branch Campus	Degree	Academic Program	2020	2021	2022	2023	2024*
		2631 Pharmacy Technician	-	-	-	-	-
		4023 Teaching Preschool Education	1	-	-	-	-
		7018 Criminal Justice	1	1	-	-	-
		7019 Psychology	66	85	-	-	-
		Total	78	97	-	-	-
	Master	1309 Health Services Management	10	5	-	-	-
		7043 Clinical Social Work	46	61	49	-	-
		Total	56	66	49	-	-
Total South Florida			**134**	**166**	**49**	**-**	**-**
Tampa Bay	Associate Degree	2631 Pharmacy Technician	28	21	-	-	-
		Total	28	21	-	-	-
	Baccalaureate	2608 Health Services Management	18	7	-	-	-
		4051 Special Education	6	4	-	-	-
		7018 Criminal Justice	2	-	-	-	-
		7019 Psychology	23	13	-	-	-
		Total	49	24	-	-	-
	Master	1309 Health Services Management	6	4	1	1	1
		7043 Clinical Social Work	31	32	14	-	-
		Total	37	36	15	1	1
		2631 Pharmacy Technician	28	21	-	-	-
		Total	28	21	-	-	-
Total Tampa Bay			**114**	**81**	**15**	**1**	**1**
Total UAGM-CC Enrollment in Florida Branch Campuses			**584**	**469**	**106**	**13**	**9**

Source: AGMU Office of Planning
* January 2024 Preliminary Data

During the COVID-19 pandemic, major adjustments were made to guarantee continuity of administrative tasks, services, and academic offerings to minimize the impact on students. Day-to-day work quickly moved to remote format and technological equipment was assigned to staff, faculty, and students. Complying with the Island wide lockdown put in place by the Puerto Rico government, the university administration and services kept going remotely, and the academic activities were able to resume in less than two weeks. Despite adjusting to a remote reality, many processes and issues that were being decided, renewed, or developed due to the integration process were slowed down to adequately evaluate them and adapt them to the new reality. As the institution continues taking steps towards its normal operations, it has started working on plans that were postponed and implementing new strategies that can allow UAGM-CC to continue providing educational excellence and quality student support services while ensuring a financially sustainable operation.

Structure and Organization of the Self-Study Report

The Self-Study report is structured in seven (7) chapters aligned with MSCHE's Accreditation Standards and a conclusion. The final section of the document presents the Evidence Inventory Index.

Each standard chapter focuses on answering the Self-Study Design research questions and addressing and providing evidence for its corresponding accreditation criteria. Chapters 1-7 begin with a heading that states the standard description, the Requirements of Affiliation (ROA) addressed, and the institutional priority aligned with that chapter. Chapters include five sections as follows: (1) Introduction, (2) Evidence Analysis, (3) Strengths, (4) Opportunities for Improvement, and (5) Recommendations. Specific criteria addressed are included under each section of the Evidence Analysis. Evidence is presented using a coding system detailly explained in the Evidence section below. Table 4 includes research questions addressed in Chapters 1-7 of this self-study, and its related ROA and institutional priorities.

Table 4: Research Questions, ROA, and Institutional Priorities Alignment

CHAPTER 1: MISSION AND GOALS
Research Questions: *ROA: 7, 10, and 11* **Priority:** *Financial Sustainability*

1. How does the institution revise its mission and goals and disseminate them to the university community?

2. How do the mission and institutional goals, guide the academic, student and administrative areas in the decision-making process, planning, resources allocation, programs, and curriculum development in light of the recent demographic and socioeconomic challenges? How do UAGM-CC mission and goals guide faculty research and creative activity, appropriate to the institution levels and offerings?

3. What administrative, educational, and student support programs and services uphold the institutional goals that focus on institutional improvement, student learning and related outcomes? How are these consistent with the institutional mission?

4. What steps does UAGM-CC Campus take to ensure that the institutional mission and goals are aligned with UAGM strategic guidelines and are appropriate to higher education?

5. How effectively do the goals and objectives, related to the improvement and development of the institution, correspond to UAGM-CC's mission?

CHAPTER 2: ETHICS AND INTEGRITY
Research Questions: *ROA: 5 and 15* **Priority:** *Student Services*

1. How does the institution promote and assess an environment of intellectual and academic freedom, freedom of expression and respect for intellectual property rights for all its community members?

2. How does the institution foster a climate of respect among its members (e.g., faculty, staff, students, and administration) taking into consideration their diverse backgrounds, ideas, and perspectives?

3. How does UAGM-CC deal with concerns, dissatisfaction, and complaints from the members of the academic community in a timely and equitable manner?

4. How does the institution assess the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents?

5. How does UAGM-CC promote and assess fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees?

6. How does the institution promote and periodically assess honesty and transparency in its internal and external communications and processes, including the UAGM academic integration, as they relate to all applicable federal, state, and Commission reporting policies, regulations, and requirements?

7. What institutional processes, policies, and programs are in place to promote student's informed decisions about college costs?

CHAPTER 3: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE	
Research Questions:	*ROA: 8, 9, and 15* **Priority:** *Academic Excellence & Student Services*

1. What are the executive orders, policies, procedures, and assessments that UAGM-CC has in place to guarantee that academic offerings are well-designed and coherent, with length commensurate to level, and promote an enriching student learning experience regardless of academic level, modality, and location? How have these been impacted by the UAGM academic offerings unification process?

2. How does the institution manage (policies, procedures) the hiring, professional development, and periodic evaluation of its full-time and part-time faculty to:
   a. ensure quality in the design, delivery, and student learning assessments for all delivery options (traditional, face-to-face, hybrid, online)?
   b. assess their performance in the roles of teaching, research/creative work, and service?

3. How is relevant information provided to students, such as, general education and academic program requirements and learning outcomes, changes in curricular offerings, and academic-related policies and procedures, considering academic level, location, and modality? How does the institution make certain that published information is clear, correct, and precise?

4. What is the extent and sustainability of the learning opportunities and supporting resources to ensure students' attainment of academic goals in the expected time frame, as established in each program's curriculum sequence?

5. How does the UAGM unified General Education component provide opportunities to develop the identified institutional competencies and the values and principles expressed in the institutional mission compared to the previous UAGM-CC's Gen-Ed component?

6. What opportunities does UAGM-CC offer to undergraduate and graduate students in terms of research experiences, high level academic learning and the possibility of contributing creative and original ideas?

CHAPTER 4: SUPPORT OF THE STUDENT EXPERIENCE	
Research Questions:	*ROA: 5, 8 and 10* **Priority:** *Student Services*

1. How does UAGM-CC ensure compliance with its admission, retention, and student success policies and procedures?

2. How do UAGM-CC policies and admission processes contribute to students making informed decisions about placement in academic programs and also help in achieving their academic goals?

3. How are UAGM's policies and procedures related to safety, security, maintenance, and release of student information and records developed, implemented, and assessed?

4. How are UAGM-CC athletics, student life, and extracurricular activities developed, implemented, and assessed?

5. How are UAGM-CC student support services and programs effectively aligned with assessment plans and procedures, and how are results used for improvement?

6. How has the UAGM integration process supported the design and delivery of the student experience?

CHAPTER 5: EDUCATIONAL EFFECTIVENESS ASSESSMENT	
Research Questions:	*ROA: 8, 9, 10 and 11* **Priority:** *Academic Excellence & Financial Sustainability*

1. How does UAGM-CC evaluate and disseminate the impact of academic experiences on student learning outcomes and their alignment with the institutional mission and goals?

2. How do assessment processes ensure course quality and measure the achievement of student learning goals? How are these results disclosed?

3. How are assessment results used to maintain and improve educational effectiveness?

4. How effectively has the university implemented a mature assessment plan across the institution?

5. How does the institution regularly evaluate the assessment processes to ensure that these measure the effectiveness of academic and student services?

CHAPTER 6: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT	
Research Questions:	*ROA: 10 and 11* **Priority:** *Financial Sustainability*

1. How are UAGM-CC's planning processes, resources, and structures aligned with each other and sufficient to fulfill institutional mission and goals? How do these processes ensure participation from the university community?

2. How does UAGM-CC evidence that the institution assessment findings are incorporated in the planning process, resource allocation and institutional renewal?

3. How do UAGM-CC's fiscal, technological, and human resources adequately support its operations wherever and however programs are delivered?

4. How does UAGM-CC update periodic assessment instruments to measure the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources?

5. How has the academic and student services integration impacted planning, resource allocation, and institutional improvement processes while maintaining the essence of the UAGM-CC mission and goals?

CHAPTER 7: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION	
Research Questions:	*ROA: 12, 13, 14, and 15* **Priority:** *Financial Sustainability*

1. How clearly is UAGM's governance structure and responsibilities stated and articulated in governing documents, including its by-laws?

2. How does the revised governance model benefit the academic structure of the institution?

3. How has the revised governance model responded to the external factors of natural disasters and the economic and public health problems that have impacted the UAGM-CC?

4. How has the university community of the UAGM-CC participated in articulating the processes of governance, leadership, and administration after the academic and student integration in support of its mission?

5. What kind of participation do faculty members and students have in the governing bodies in terms of decision-making, and policy development and implementation?

6. How effective is the assessment process of the governance structures and how are the results used in decision-making?

Evidence Inventory

All evidence documents are coded starting with the letter E that stands for Evidence, followed by the chapter number which correspond to the MSCHE standard, a hyphen, the

number of the criteria where it was first cited in the document, and then a random number that serves to order documents sequentially within a folder. For example, E1-01-01 is the first evidence document cited in chapter 1, to evidence criteria 1 of that standard. Documents are cited using the same reference number in later citations to avoid duplication. Files were uploaded to the MSCHE Evidence Inventory platform under the folder labeled after its corresponding standard and criteria.

All documents that are meant to evidence a Requirement of Affiliation (ROA) and that are not cited under any standard, are coded starting with an R, followed by the corresponding ROA number, a hyphen, and then a random number. For example, R01-001 is the first evidence document under the Requirement of Affiliation 1 folder. An index of all evidence documents included in each chapter with its corresponding code and name is included at the end of this self-study report for reference. The documents used to evidence the 15 Requirements of Affiliation are also included in this index. Additional evidence will be provided upon request.

UNIVERSIDAD
ANA G. MÉNDEZ
UAGM
Recinto de Carolina

CHAPTER 1:
MISSION AND GOALS

CHAPTER 1: MISSION AND GOALS

Requirements of Affiliation 7, 10, and 11

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.

Introduction

The Mission and Goals chapter presents an analysis of the procedures followed by UAGM-CC, for its mission revision and alignment to institutional objectives. It should be noted that the revision of both the mission and strategic vision statements was developed within the context of the UAGM institutional integration process, which aimed to integrate different statements of independent institutions into one common, shared set of policies although still preserving some distinctive traits for each campus. The institutional mission revision involved a reflective and participative process intended to ensure that these statements define the institutional purpose in the context of higher education, its students, and academic achievements, and how this purpose is achieved through innovative strategies that allow financial sustainability, effectiveness, and the efficient allocation of resources.

UAGM Mission

"Universidad Ana G. Méndez (UAGM) is a private non-profit educational institution, committed to the quality of teaching, research, innovation, entrepreneurship, and internationalization. It serves a diverse student population through a multi-campus structure. The UAGM has the purpose of contributing to the formation of citizens committed to the well-being of the local and global community. Also, the university offers post-secondary, undergraduate, graduate, and continuing education academic programs, through the various face-to-face and distance modalities, framed in the highest quality standards" (E1-01-12, page 12).

UAGM-CC Mission

"Carolina Campus and its locations are accredited units of Universidad Ana G. Méndez that dedicate their academic and service work to promoting learning, respect for diversity, and social justice. The Campus promotes the formation of responsible and supportive citizens, capable of contributing to sustainable development, through a socio-humanist education of excellence, research, internationalization, entrepreneurship, technology, culture, and community commitment. Its resources support post-secondary, undergraduate, graduate, and continuing education academic offerings, through various modalities, framed in the highest quality standards" (E1-01-13, page 4).

Vision

"Universidad Ana G. Méndez will be recognized as an institution focused on academic excellence, research, and service, with social responsibility and local and global projection" (E1-01-13, page 4).

Values

UAGM adheres to seven (7) key, core institutional values that anchor its mission and goals. The figure below presents and defines these values (E1-03-01A, pages 5-6).

Figure 3: UAGM Strategic Values

Excellence	**Freedom**	**Respect**	**Integrity**	**Equity**	**Innovation**	**Social Responsibility**
Excellence as a priority and guide in all its teaching, research, service, planning and operation efforts.	Freedom of thought and expression as an indispensable basis for the search, creation and dissemination of knowledge.	Respect for the diversity and dignity of the human beings, the environment and nature.	Promotion of ethical, social and cultural values in all its actions as an educational entity.	Recognition of the value of education as an instrument for access to better opportunities and the development of human potential.	Constant innovation to ensure the relevance of its programs and services.	Solidarity with the needs of the local and global community.

Mission and Goals Transitions

Universidad del Este to UAGM-CC

UAGM-CC has been transitioning since its first accreditation in 1959, as a two-year institution (PRJC), to a four-year college (CUE) in 1992, to a master's degree-offering institution (UNE) in 2001. In 2013 Universidad del Este's community revised its mission and goals to respond to important developments, decrease in enrollments, demographic changes, and other relevant trends, (E1-01-10, pdf pages 4-6). Beginning in 2018, as part of the integration process under the UAGM name, the mission was revised again to make sure it was aligned with UAGM goals and objectives. Minimal changes were made to UAGM-CC mission in 2019, given that the current mission responded perfectly to UAGM's reality, as shown in *the UAGM Mission Statement and Goals* document (E1-01-03).

Universidad del Este's (UNE) 2013 revised mission is presented below as well as a table comparing it with UAGM-CC current mission and its alignment with UAGM goals.

Universidad del Este Mission

> *Universidad del Este is a private non-sectarian, non-profit, accredited higher education institution, part of Ana G. Méndez University System. Its academic effort and services are devoted to promoting constructivist learning, respect for diversity, and social justice. Its mission is to promote the integral development of individuals, to become responsible, solidary citizens, able to contribute to the sustainable development of the environment through a socio-humanistic education of excellence; valuing research, internationalization, entrepreneurship, technology, culture, and community engagement. All its resources support the academic offerings of certificate, associate, bachelor, graduate studies, and continuing education programs.*

Table 5: Mission Elements Comparison and Alignment with Institutional Goals

Mission Elements **UAGM** |*UAGM-CC* | *UNE*	UAGM Institutional Goals
Teaching Quality *Education of Excellence* *Constructivist Learning and Education of Excellence*	Provide a competency-focused education of excellence that fosters quality of teaching and research, integration of technology, and commitment to community service.
Academic Programs *Sustainable Development* *Sustainable Development*	Offer innovative educational programs at the postsecondary, undergraduate, graduate, and continuing education levels, through different modalities that respond to the interests and needs of the local and global community.
Research *Research* *Research*	Stimulate and promote research for the creation of knowledge, foster innovation, and to contribute to our socio-economic development.
Innovation *Technology* *Technology*	Promote innovation and creativity in processes, and in academic programs and services, focused on quality and excellence.
Entrepreneurship *Entrepreneurship* *Entrepreneurship*	Promote a culture of entrepreneurship to strengthen individual, institutional, and community development.
Student Services *Diversity, Respect, Social Justice* *Diversity, Respect, Social Justice*	Offer quality and excellent services to a diverse student population, to promote the achievement of students' academic and personal goals.
Internationalization *Solidary Citizens* *Solidary Citizens*	Promote comprehensive internationalization for the formation of global citizens.
Institutional Effectiveness *Sustainable Development* *Sustainable Development*	Promote and maintain institutional effectiveness and efficiency through a healthy fiscal and academic administration, for the permanence and future development of the organization.
Culture and Commitment to the Community *Culture and Commitment to the Community*	Promote the integration of the UAGM with the communities it serves, to contribute to the development and socioeconomic strengthening of their environment and with the quality of life of all its constituents.

Legend: *UNE Mission Elements (2013)*; *UAGM-CC Mission Elements (2019)*; *UAGM Mission Elements (2019)*

Sources: *UNE Mission Revision and Approval (E1-01-10)*; *Postulates for the elaboration of the UAGM Strategic Development Guidelines 2021-2024 (E1-03-01A*)

UAGM-CC continues evolving and integrating new offerings, pertinent to higher education, social and demographic changes, and employment trends, with a revised mission that maintains its focus and purpose on students, faculty, and international opportunities.

Evidence Analysis

UAGM-CC Mission and Goals
(Criteria 1a to 1c, 1g)

At the end of 2017, Puerto Rico was struck by Hurricanes Irma and María, leaving the island in devasted conditions. Demographic patterns were already changing before these events, impacting student enrollment directly. After a thoughtful analysis of enrollment trends, public and private school closings in the island, demographic changes, migration, and the uncertainty of the near future, SUAGM carried out an internal process of integration that was completed in August 2021. This process involved a mission and goals revision that started with the designation of a Mission/Vision Revision Committee appointed by the SUAGM President in October 2018. The revision was a participative process consisting of a series of phases that included benchmarking, a roundtable with faculty, and administrators, and a consultation process with the university community. The committee members, the revision phases, as well as the description of the revision process, are outlined in the *Mission Revision Roundtable Presentation* (E1-01-02). After incorporating all the feedback collected, new mission and vision statements were approved by UAGM-CC governing bodies as shown in the *UAGM-CC Mission and General Education Component Approval Minutes* (E1-01-06, pages 4-5).

Once approved, the revised mission was shared with the UAGM Strategic Integration Committee to be used in all UAGM official documents and electronic platforms including the UAGM Web page, and the formal Mission, Vision, and Values document. This document, which was approved by UAGM governing bodies in 2019, includes a description of the process carried out by the Mission Committee in each one of the UAGM campuses (Carolina, Gurabo, and Cupey), the conceptual framework, the reasoning, postulates, goals, and values of the UAGM (E1-01-03). In addition, the SIGS 100: Student Induction and Leadership Seminar was added to the student's orientation process, where the UAGM and UAGM-CC mission, vision, and goals are discussed, (E1-01-11 and E1-01-12, page 116, Important Notes section).

For UAGM-CC, complying with its mission and values is very important. During the hardest and most challenging times lived in the past six years, UAGM-CC continued working to fulfill its mission and support both the university and surrounding communities. As part of these efforts, meetings, visits to university locations, focus groups, and a needs assessment survey were conducted to find out the primary needs of the community (E1-01-04A). These outreach activities allowed UAGM-CC to implement immediate actions which included providing students, employees, and the communities nearby, with food, water, and mental support services to cope with Hurricane's Irma and María devastation as well as the consequences resulting from the 2020 earthquakes and the COVID-19 pandemic. Even during these tough times, UAGM-CC demonstrated full commitment to its mission and values by allocating resources (E1-01-08) to

ensure all university constituents received the necessary support to be able to continue working and learning, thus promoting respect for diversity, and social justice *(E1-01-04B)*.

Mission and Goals as Guidelines for Planning, Resource Allocation, and Decision Making
(Criteria 1d, 1e and 1f)

UAGM-CC guides faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program, and curricular development, throughout the (1) Strategic Development Guidelines (SDG) (E1-01-13) that align institutional goals with specific resource allocation for instructional and non-instructional activities, and (2) the required financial allocation necessary to fulfill campus needs as validated in the *Audited Financial Statements 2017-2023* (E1-01-16A to E1-01-16F, pdf pages 6-7) in compliance with UAGM-CC mission and goals (see Table 5).

An example of how UAGM-CC allocates resources to achieve goals related to student learning and institutional improvement is the significant investment in state-of-the-art technology to ensure the continuity of the teaching and learning services, during and after the COVID-19 pandemic, fulfilling the students' and community needs, faculty research, and curricular development. Furthermore, and as stated in the mission, UAGM-CC is always seeking new external funds to support scholarships, technology and resources, faculty, and professional services, and to improve facilities, as well as computer, science, and virtual laboratories. E1-01-15 presents a summary of *Externally Funded Projects Summary (2017 – 2023)*.

UAGM-CC's Mission and Goals are now widely disseminated to all stakeholders using various channels including the institution's webpage (E1-01-01), academic catalog (E1-01-12), social networks, YouTube videos, D-boards, and email. In response to the COVID-19 pandemic and the integration process, UAGM's official webpage underwent constant changes making the navigation somewhat challenging. However, UAGM-CC found new and creative ways to disseminate the mission and goals, by integrating students from the Communications Program, in the development of videos and D-Boards to facilitate the mission dissemination (E1-01-09).

The mission, goals, and strategic development guidelines (E1-01-13) provide direction to all university's endeavors including creative activities, scholarly inquiry, research, and publications at levels and of the types appropriate for the institution. One example is the achievements of the Center for Graduate Studies. It promotes and train community members in research techniques and offers opportunities to participate in research and creative work presentations, where faculty members present their results. This Center also offers research webinars for faculty, students and administrative personnel interested in research techniques. It also provides funding for research in a competitive process as evidenced in the *Externally Funded Projects 2017 – 2023 Summary (*E1-01-15). Examples of publications, research, and international and local conferences where faculty exposed their creative and research products during the year

2021-22 is presented in E1-03-02C, pdf page 6-12. The *UAGM-CC Annual Achievement Report (2018-19)* (E1-03-02B, pdf page 1) also presents examples of scholarly and creative work and demonstrates the institutional support to research, creative activities by division, with the required resource allocation. Other research and presentations from students and faculty are explained in Chapter 3.

Measurements and Assessment
(Criteria 1g, 2, 4)

UAGM SDG are typically reviewed every five years. However, the past two revisions have been conducted for three-year periods given the extraordinary circumstances faced by the institution in the last decade. As part of that process UAGM-CC mission and goals are also evaluated. As mentioned earlier in this chapter, there is a participatory mission and goals revision process that includes the entire UAGM-CC community.

After 2018, the UAGM-CC decided to consult the academic community to assess community knowledge about the mission statement. The assessment approached various aspects, including if the mission was clear and if it was aligned to the institution's needs and values as shown in *UAGM-CC Mission Assessment Report 2017-2022* (E1-01-14). As part of the mission assessment process students, professors, and staff are periodically enquired, via an anonymous survey, about mission components and how they see it reflected in their work environments. The mission is also assessed through the measurement of institutional competencies at the academic programs and course levels, using other instruments such as rubrics and exams among others. UAGM-CC's goals are aligned with the mission; therefore, the mission assessment includes the evaluation of institutional goals.

UAGM-CC performs a periodic assessment of mission and goals to ensure that they are relevant and achievable. The Office of Assessment and the CEI are responsible for the periodic assessment of mission and goals. This is a complex process in which every area of the institution is considered as evidenced in the *Dashboard of Liberal Arts* (E1-04-01). The *UAGM-CC-Mission Assessment Report (2017-2022)* (E1-01-14) shows an example of how assessment results are presented to the CEI for their evaluation. This report is organized into areas that include results related to competencies from each academic division, surveys, program assessments, annual reports to accrediting agencies, and retention, graduation, and employment statistics. Every area has its own instrument to collect data and every instrument has its own periodic time of implementation. The CEI structure and functions, as well as the mentioned process is thoroughly explained in Chapter 5.

It is important to mention that this report has an analysis related to the mission and goals alignment to institutional effectiveness, which areas the institution must improve, and what are critical aspects to work on. During 2017-2019, assessment results (E1-01-14) showed a critical

challenge on the mission dissemination process. This challenge was mainly due to the extraordinary circumstances Puerto Rico was living in that coincided with UAGM's integration process and the revision of the mission. The assessment results regarding the mission are crucial for the institutional planning processes that ultimately ensure financial sustainability and alignment with mission and goals. Recent years assessment also show that UAGM-CC goals are achievable and relevant to institutional needs. Areas to improve were identified and a plan was developed to improve those areas as explained in Chapters 5 and 6.

Every year, the mission assessment results are presented by the UAGM-CC Office of Assessment to the Institutional Effectiveness Committee (CEI, Spanish acronym) to ensure that these are considered in the institutional planning (E1-01-14, pdf page 13). The mission elements are assessed using satisfaction surveys administered annually to faculty (E1-01-18) and to students (E1-01-17), and bi-annually to associates (E1-01-19). Survey results from 2018-2022 are shown on the *UAGM-CC Mission Assessment Report* (E1-01-14, pdf page 1). A detailed description of CEI is included in Chapter 5.

The UAGM-CC Planning Office in collaboration with UAGM's Executive Vice Presidency, leads the review of UAGM-CC SDG (E1-01-13). This process typically occurs every five years. However, given the integration process and the unprecedented events that were occurring at the time, the strategic planning team decided to work with three-year projections, instead of five, for the past strategic planning cycle. The SDG's revision considers assessment results, CEI recommendations, higher education trends, changes in regulatory agencies mandates and expectations, compliance with UAGM-CC mission, and other critical issues that could affect UAGM's situation. This process also ensures that institutional goals are realistic, appropriate to higher education, and consistent with the mission.

Student Learning and Support Programs Assessment
(Criteria 3, 4)

The Office of Assessment oversees the process of assessing how student learning outcomes (competencies) and support programs are related to institutional goals and mission. Each academic program aligns its program goals with the student learning outcomes at different levels (general, professional, and specialization), and the institutional mission and goals. Each department, in collaboration with the Office of Assessment, develops and periodically reviews specific course assessment instruments (tests, rubrics, etc.) to measure student competency level at the end of each academic semester. Faculty members also complete an assessment report, for each course taught, in which they evidence how students perform in competencies and learning outcomes. The student learning assessment results are analyzed and then channeled through the CEI to ensure the development of initiatives geared towards institutional and academic improvement such as curricular changes, allocation of resources and funds to

support specific actions, among others. This process is explained in detail and evidenced in Chapter 5.

Prior to UAGM's integration, continuing education efforts were led by the Office of External Resources given that most continuing education programs come from grant proposals administered by this office. In 2020 continuing education efforts were centralized, as part of UAGM's integration. Recognizing these efforts should be tailored to the specific populations each campus serves, this responsibility was assigned in August 2023 to the Vice Presidency for Academic Affairs and a continuing education coordinator will be assigned to each campus. Although not under the structure of a continuing education division, UAGM-CC continued complying with its mission by offering education to the community. An example of this is the *Kingbird Projects* (E1-03-09), and the training provided to faculty by the Office of Faculty Evaluation and Development which are further explained in Chapters 2 and 3. The Vice-Presidency for Academic Affairs also organized a complete set of training modules in 2020-21 to prepare all faculty members in remote and distance education, with new teaching strategies and procedures, through the Institution's LMS Platform (Blackboard), ensuring the continuity of the educational process. The faculty was informed of the possibility of getting continuing education credits for these courses (E1-03-11). The trainings offered and the faculty attendance is shown in E1-03-10.

Additionally, student learning assessment results have provided insight for the different student support programs that the institution has created over the years. For instance, the Office of Quality-of-Life has enhanced its services to support students' current needs including mental health and academic advice services in response to assessment findings. Likewise, the Office of Retention has implemented various strategies to ensure student success including follow up calls based on Early Alert platform absenteeism reports and faculty referrals, and the provision of computers and "hot spots" to all students that needed it during the pandemic. In 2021 the Academic Deanship launched the Center for Reading and Learning in which students receive support with their reading and writing skills (E1-03-04).

Annually, CEI analyzes assessment results of every administrative area, including academic and student services, to ensure their performance is aligned with Institutional mission and goals and therefore fosters continuous improvement. Another measure to ensure continuous improvement is the process of program evaluation as established in the Academic Program Evaluation Policy (E3-08-03, page 11). For further information on both the CEI and program evaluation, please see Chapter 5.

Strengths

- UAGM-CC Mission and Goals are aligned with UAGM strategic planning process.

- Each element of the mission and goals is measured yearly utilizing a variety of instruments to ensure the engagement of all members of the community, allowing the institution to take actions for improvement.

- UAGM-CC has a strong structure (with the Office of Assessment, the CEI, and the Planning Office) to regularly monitor the achievement and effectiveness of mission and goals.

Opportunities for Improvement

- Continue identifying new sources of revenue to counter the decrease in enrollments including the expansion of the distance education offerings.

- Continue to strengthen UAGM's official webpage as the official information dissemination platform, to make important information more readily available for the university community.

Recommendations

- Identify and promote new sources of revenue, aligned with the mission and goals.

- Improve UAGM's webpage design to improve the navigation experience and access to information for all users.

UNIVERSIDAD
ANA G. MÉNDEZ
UAGM
Recinto de Carolina

CHAPTER 2:
ETHICS AND INTEGRITY

CHAPTER 2: ETHICS AND INTEGRITY

Requirement of Affiliation 5 and 15

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.

Introduction

As part of its revised mission statement, UAGM-CC has identified seven (7) key, core institutional values: excellence, liberty, respect, integrity, equity, innovation, and social responsibility. As previously presented, integrity is considered a fundamental value in the Institution and seeks to promote ethical, social, and cultural values in all actions and academic activities as an educational institution. Ethical conduct is strengthened with various activities such as the development, distribution, and application of various policies and regulations. These rules guide institutional efforts to comply with local and federal laws and regulations. Policies and executive orders are updated and optimized continuously to guarantee compliance and trustworthy governing and practices.

The UAGM-CC policies and regulations take care of essential integrity areas as: academic freedom, equity, and diversity; conflict of interest; ethical behavior of all members of the institution; fair application of academic and administrative policies; academic programs and the student learning process; intellectual property rights; and dissemination of truthful institutional information. UAGM-CC facilitates the dissemination and implementation of its policies and regulations, distributing them in digital format. They are made available to students, faculty, and administrators through different communication channels, such as: UAGM-CC website; email; orientation and academic counseling sessions for students; personnel onboarding and evaluation activities; as well as in faculty meetings. Furthermore, Human Resources and the Faculty Development and Evaluation offices provide workshops and seminars aimed at disseminating these policies and regulations. With electronic dissemination, the receiver must sign electronically to confirm receipt and reading of the document.

The assessment of institutional integrity is overseen using the data and information collected from different processes including external and internal financial and administrative audits; institutional learning assessment processes; individual evaluations of faculty members and administrative personnel; and the institutional compliance committees (Institutional Review Board –IRB-, Animal Care and Use Committee –ACUC-, and Institutional Biosafety Committee – IBC). Below are the key functions performed by the previously mentioned units.

- **Vice Presidency for Financial Affairs:** establishes, evaluates, and maintains internal control systems, and ensures compliance with local and federal laws and regulations, including

performing periodic external audits. For more information refer to Chapter 6 of this self-study.

- **Office of Assessment:** performs activities geared towards assessing instructional integrity of academic programs and student learning and non-instructional integrity of the delivery of administrative and support services. For more information refer to Chapters 5 and 6 of this self-study.

- **Office of Faculty Development and Evaluation, and the Deanship of Academic Affairs:** responsible for the matters related to faculty and academic integrity. For more information refer to Chapter 3 of this self-study.

- **Research Integrity and Compliance Office:** oversees the compliance with federal, local, and institutional regulations concerning research that involves human beings, animal subjects and use of biological or hazardous materials. These processes and procedures are implemented and assessed by UAGM-CC compliance specialist. More information about these processes and procedures are explained in this chapter.

- **Office of the Internal Auditor:** this office reports to the Board of Directors. It analyzes and evaluates the validity, quality, and application of internal control procedures as well as ensures compliance with the established regulations, manuals, standards, plans, and internal procedures.

These offices collect evidence of ethical and integrity behavior; and they serve to emphasize that these evaluations are a campus-wide effort rather than a single unit.

Evidence Analysis

Academic and Intellectual Freedom
(Criteria 1)

Academic and intellectual freedom is part of the UAGM-CC commitment to promote an impact on the learning environment and to foster a respectful institutional climate. The *UAGM Faculty Handbook* (hereafter E2-01-09) expresses that the institution guarantees academic freedom and freedom of expression for both full-time and part-time faculty (p. 18). Academic freedom is defined in the Manual as *"the manner or way that faculty facilitate learning without violating the students' constitutional rights and standards and regulations of the institutions and the university community constituted as a learning community."* This serves as evidence of the UAGM-CC guiding principles and commitment with respect, freedom of thought and of action, not only for faculty members, but also for the rest of the university community.

Intellectual Rights

UAGM-CC is also committed with the protection of intellectual property rights. These rights include, but are not limited to, patents, copyrights, and trademarks. The Vice Presidency for Academic Affairs oversees and monitors compliance, including training and guiding, on materials or products protected by intellectual property rights. The Office has developed various

policies that have been disseminated through the community. These policies are: (1) Copyright Policy (E2-01-01); (2) Policy for the Use and Reproduction of Copyright Material (E2-01-02); (3) Trademark Policy (E2-01-03); and (4) Patents Policy (E2-01-04). In conjunction with these policies, the UAGM-CC library has a series of supplementary materials and guidelines available on its website aimed at guiding and facilitating the understanding and management of the established policies and procedures that include intellectual property rights (E2-01-08).

Institutional Climate
(Criteria 2)

The UAGM-CC promotes an institutional climate of respect among faculty, students, and administrative staff. Evidence of complying with this goal is documented through the *Faculty Satisfaction Survey* (E1-01-18, pages 7-8). The results of the 2022 survey show that more than 83 percent of surveyed faculty members "strongly agreed" or "agreed" (on a 4-point scale) with the following statements: (1) UAGM-CC's environment fosters positive relations between students and the professor (88%); (2) The managerial staff relates cordially with the faculty (88.5%); (3) UAGM-CC's environment fosters positive relations between professors and the administration (83%); and (4) UAGM-CC's environment fosters positive relations among professors (83.8%).

Meanwhile, in the 2022 Student Satisfaction Survey it was found that 79.8 percent of surveyed students "strongly agreed" or "agreed" (on a 4-point scale) with the following statements: (1) professors respected students' opinions (79.8%); (2) relations between the professors and the students were respectful (83.0%); and (3) the relation among students were respectful (86.1%). These findings are evidence that UAGM-CC's academic community has a positive perception of the institutional climate that fosters respect for every member of its community. Overall, students rated their satisfaction with the Institutional Climate as 3.38, and with an importance of 3.61 (E1-01-17, pages 20-21).

Also, the *UAGM Student Handbook* (E2-01-10, page 4) states that students have the right *"to express in an orderly manner their opinions, doubts, and divergences of criteria, as well as to present and submit recommendations, petitions, and complaints through the established mechanisms"*. Also, students have the duty to exhibit behaviors that promote equality and diversity and are free from prejudice and discrimination (E2-01-10, page 6).

One of the main characteristics of UAGM-CC is serving a diverse and underprivileged population of students. One of the institution's main goals is to provide access and opportunities to its population following the principles of diversity, equity, and inclusion as stated in the Diversity, Equity, and Inclusion Policy (E2-02-08).

Diversity, Equity, and Inclusion

UAGM-CC is highly committed with the compliance of diversity, equity, and inclusion (DEI). The policy (E2-02-08) was recently revised but has existed for several years. The principles of DEI are reflected in the academic offerings and services provided. Evidence of the compliance with these principles are stated in:

- Academic programs that address the needs of diverse student populations with the offering of different degrees and certificates: (1) less than two-year technical certificates; (2) associate degrees; (3) bachelor's degrees; (4) postbaccalaureate certificate; (5) masters' degrees; and (6) the first doctorate degree (see E2-06-03 and E1-01-12).

- Academic calendars and instructional formats that address the specific needs of diverse student populations: (1) semester and partial sessions (6 and 8-week part of term) for traditional students offered in day and evening format; (2) summer courses (2, 4, 6, and 8 week sessions); (3) accelerated study program with 5-week and 8-week courses and summer term (4, 5, and 8-week terms); (4) mirror courses; (5) distance learning; and (6) hybrid courses.

- Special provisions are in place for students with functional diversity (E2-02-01) and athlete students (E2-04-05) as discussed in Chapter 4.

- Access to:
  - Higher education for students from different geographic areas in Puerto Rico and Hispanic students in the USA and for low-income students: 82% (from Puerto Rico) and 10% (from USA) of undergraduate degree students; and 92% of certificate students are Pell Grant recipients. In terms of graduate students 87% (from Puerto Rico) and 82% (from USA) apply for student loans to complete their studies (see E2-07-10, E2-07-11).
  - Female students (2021-22). Sixty five percent (65%) of students in Puerto Rico were female, and 88% in the USA.
  - Demographically diverse age groups (2021-22). The mean age is distributed as: (1) certificate students = 22; (2) undergraduate degree students = 24; (3) graduate students = 34.
  - Gender neutral restrooms available in main campus and locations.
  - Service programs for students with functional diversity, low income, and first-generation students. These services are provided by the Quality-of-Life Office which follows the *Handbook of Services Procedures for Students with Disabilities* (E2-02-01).
  - Outreach activities to promote economic welfare and entrepreneurship in the community. Examples of these outreach activities are the Kingbird Innovation Center (KIC), located in UAGM-CC's main campus. As stated in the KIC's website, the project is a federally "*funded incubator focused on the development of food, hospitality and tourism businesses*" (E1-03-09).

Equity and diversity principles are as well observed in recruitment procedures for faculty and administrative personnel. The UAGM Policy for Recruitment of Human Resources (E2-02-07) and the Policy for the Hiring of Foreigners (E2-05-09) describe the process to be followed in hiring academic and administrative staff, both domestic and foreign, including the strict use of nondiscriminatory language and practices. This policy complies with all the laws related to recruitment and hiring process. Examples of these laws are: American with Disabilities Act [ADA], Equal Employment Opportunity, and Affirmative Action. UAGM-CC "…offers *of educational opportunities to diverse sectors of the community which we serve. Every human being has the right to an education, free from discrimination based on race, color, sex, place of birth, age, origin, social or economic condition, handicap, physical limitation or intellectual handicap, ideas, political and religious beliefs, sexual orientation, gender identity or for being a victim or perceived victim of domestic violence, sexual assault, or stalking, or being in the military, ex-military, serving or having served in the armed forces of the United States or holding veteran status, as well as any other category protected by law*" (E2-02-07, page 17). Also, the Equal Employment Policy states that the UAGM-CC "*will take affirmative action to ensure that the applicants are considered for employment and that employees are treated during employment, without regard to their race, color, religion, sex, national origin, status as a protected veteran or individual with a disability, or any other protected characteristic*" (E2-05-10, page 1).

Faculty and associates' professional development is important for UAGM-CC. Table 6 presents the quantity of professional development activities offered to faculty by the UAGM-CC Office of Faculty Evaluation and Development during the academic years 2016-17 to 2023-24. The total of attendance represents the quantity of events that the faculty participated in. Human Resources also offers workshops (online and in person) to the associates, including faculty, as presented in Table 7. Faculty participation in professional development at the US Branch Campuses from 2018-2022 is detailed in E3-02-05.

Table 6: Faculty Professional Development

Academic year	Quantity of Professional Development Offered	Attendance*
2016-2017	50	1,591
2017-2018	24 (Hurricane María Academic Year)	746
2018-2019	52	719
2019-2020	34	795
2021-2022	55	856
2022-2023	41	957
2023-2024	54	783

* Attendance includes participation of the same faculty member in 2 or 3 different events.
***Source:** Office of Faculty Evaluation and Development (December 2023)*

Table 7: Professional Development for Associates and Faculty Developed by UAGM-CC Human Resources Office

Year	Faculty Attendance	Associates Attendance
2018	435	1,102
2019	325	1,493
2020	7,704	2,298
2021	2,779	1,779
2022	1,701	1,318
2023	1,079	1,901

Source: *E2-02-09: Employee Participation in Trainings*

Institutional Policies and Procedures
(Criteria 3, 5, and 9)

Ethical and Integrity Behavior

All members of the UAGM-CC population have the responsibility to behave and follow the highest standards of integrity and ethical behavior. The standards and description of behaving ethically are presented in diverse handbooks and manuals for its students (E2-01-10), faculty (E2-01-09), and administrators (E2-02-07). These handbooks acknowledge that all UAGM-CC members have the right to a fair and impartial process in case of any perceived violation to their rights, in the application of institutional, academic, and administrative policies.

Students

As stated in the *UAGM Student Handbook* (E2-01-10, pages 34-42), any student may submit complaints or grievances because of violations to institutional rules or other provisions stipulated in the Student Handbook. The claim may initiate an investigation and the corresponding disciplinary procedures if evidence for the claim is found. The Dean of Student Affairs is in charge of directing the proceedings and convening the Disciplinary Council. The Handbook (E2-01-10) and the *UAGM Student Grievance Procedures* (E2-02-03) describe the course of action to be followed by the Council. This includes the period within which a decision must be reached, and the appeal process available to a student in the event the Council reaches an adverse decision for the student. The procedures and forms needed to submit a complaint are also available at the Student Consumer section of the UAGM website (E2-01-11). Table 8 presents 50 grievances or complaints that reached the Disciplinary Council and were handled from 2018 through 2022. The grievances or complaints were regarding: (1) discipline; (2) Title IX; (3) Campus security; (4) Restrain orders; and (5) Academic or student issues.

Table 8: Grievances or Complaints Considered by the Disciplinary Council (2018-2022)

UAGM-CC	2018	2019	2020	2021	2022	2023
Discipline	1	8	2	2	4	4
Title IX	5	5	2	0	1	1
Campus Security	0	2	0	1	1	1
Restrain Orders	0	0	0	0	4	0
Academic/Student Issues	0	0	0	3	0	3
Total	**6**	**15**	**4**	**6**	**10**	**9**

Source: Dean of Student Affairs Office. Reports are kept in files and in custody of the Dean of Student Affairs Office, as part of the evidence and process implemented.

Faculty

The process for faculty recruitment, performance evaluation, and evaluation for rank promotion is stated in the *Faculty Handbook* (E2-01-09) and further discussed in Chapter 3. The E2-01-09 also presents the necessary orientation information to refer the professor to the *Complaint Resolution Policy* (E2-05-02). This policy is established to provide a mechanism for associates and professors to present any situation that, in their understanding, is affecting their employment conditions, work environment or employment rights. It is stated in the policy (E2-05-02) that UAGM-CC recognizes the importance of providing a fast and efficient procedure for the resolution of any complaint that may affect the work environment. The policy also indicates that the actions taken during the resolution of any complaint must be fair, impartial, and with the greatest respect for the dignity of the people who are involved in the possible conflict or complaint, thus respecting diversity, inclusion, and equity. The complaint can be presented in any form (written or verbal) asserting the harm being caused and how it affects their conditions and rights of employment or the work environment. As the institutional policy states, dialogue is promoted between the parties involved to try to find immediate solutions. Various stages have been established to facilitate the resolution process and actions recommended.

Administrators

The process of managing personnel in administrative positions is presented in E2-02-07. Also, in the *Policy for the Recruitment of Human Resources* (E2-05-13), *Employee Grievances Policy* (E2-02-04), *Complaint Resolution Policy* (E2-05-02), *Sexual Harassment Policy* (E2-05-03), *Code of Conduct* (E2-04-03) and the *Performance Evaluation Policy* (E2-05-12). For UAGM-CC it is important to have a clear understanding of Human Resources practices, policies, and procedures, and that these promote a positive work environment.

Complaints made by students, employees, and professors towards other employees and professors of the UAGM-CC are received and worked by Human Resources. Since 2018, Human Resources has received a total of 14 complaints or claims (see E2-03-01 and Table 9).

Table 9: Grievances Reported from 2018 to 2023

Year	Reason		
	Whistleblower Policy	Sexual Harassment	Occupational Harassment
2018	4	2	-
2019	-	1	-
2020	1	1	-
2021	-	-	1
2022	-	2	-
2023	-	2	-

Fair and Impartial Practices for Administrators

Compliance with fair and impartial practices is also one of the core goals of the UAGM-CC. During the recruiting process, it is policy of UAGM to guarantee equal employment opportunities and not to discriminate based on any characteristic protected by local, state, or federal law. Also, it is established that any candidate with functional diversity that wishes to request an accommodation when attending to the interview should contact the Human Resources Recruitment Division. The UAGM complies with an Affirmative Action Plan (E2-05-13, page 8) that promotes and guarantees fair and equal treatment to all candidates, without any distinction, thus promoting and providing equal employment opportunities. The Affirmative Action Plan is available for inspection by any employee or candidate, in the Recruiting Division, during business days and by appointment.

Fair and Impartial Practices for Faculty

UAGM-CC recruitment of faculty positions is also determined by the applicable provisions of the *Faculty Handbook* (E2-01-09), executive orders, and other corresponding specific procedures. Through the assessment, an objective, continuous and systematic process of information recollection about faculty's execution of its contractual responsibilities is achieved. As stated in E2-01-09, the information generated through the assessment serves for faculty professional and personal development and for administrative decision-making. The evaluation process is mandatory for non-tenured full-time faculty and for part-time faculty (lecturers). Policies are reviewed and updated as needed.

Conflict of Interest
(Criteria 4)

Avoidance of conflict of interest is another of the main principles of UAGM. The institution has established a series of policies aimed at avoiding conflict of interest or any appearance thereof. These policies, that serve as guide for objective and integrity behavior, apply to all employees including faculty.

- **Code of Conduct (E2-04-03)**. Presents the possible sanctions for any employee that does not follow the established code.

- **Conflict of Interest Policy (E2-04-04).** Established to promote compliance with ethical provisions, avoid possible situations of conflict of interest, and establish a commitment with integrity in the behaviors of all UAGM members. This policy and the implemented code apply to the entire university community, including contractors, consultants, and visitors.

- **Whistleblower Policy (E2-05-11).** Serves as a procedural mechanism to guarantee the protection of any violation to conflict-of-interest policies that are revealed.

- **Complaint Resolution Policy (E2-05-02)**. Serves as a guide for any complaint or grievance that an employee feels they need to report.

    Other documents that present information regarding to conflict of interest are:

- **Human Resources Handbook (E2-02-07)**.

- **Faculty Handbook (E2-01-09).**

- Research Regulatory Committee Policies:

    o **Institutional Review Board (E2-01-05A and E2-01-05B)**
    o **Institutional Biosafety Committee (E2-01-06)**
    o **Animal Care and Use Committee (E2-01-07)**

Honest and Truthful Institutional Information
(Criteria 6 and 8)

UAGM-CC preserves the principles of honesty and truthfulness in all the information that is offered to the internal and external community. The members of UAGM-CC population have the responsibility to behave ethically. This responsibility and its importance are established in various handbooks prepared specifically for students (E2-01-10), faculty (E2-01-09), and administrators (E2-02-07). As stated before, these handbooks also acknowledge that the UAGM population has the right to a fair and impartial process in case of any perceived violation to their rights, in the application of institutional, academic, and administrative processes.

Institutional Information

UAGM has policies that regulate web content creation, information disseminated, as well as the employees/students' interactions in UAGM's official social media pages. Details of the institutional policies regarding these topics are explained in evidence E2-06-05, E2-06-04, and E2-06-02, respectively. UAGM's electronic mails, along with its website and social media pages, are the main channels used regularly to inform the internal community about the institutional activities and dissemination of policies. The US Branch Campuses have a dedicated webpage that contains institutional information related to the UAGM-CC programs in Florida (E2-08-10). Electronic monitors and bulletin boards are located around the campus and centers to disseminate important information (e.g., institutional mission and activities). Currently, the

31

UAGM-CC webpage is under review with the main goal of improving the dissemination and easier access to the information.

Compliance with Federal, State, and Commission Requirements

Compliance with federal, state, and commission requirements is a goal and responsibility for UAGM-CC. Policies and procedures are implemented for compliance with the necessary requirements. Among the efforts performed in UAGM-CC are:

- **Intellectual property rights**. Intellectual property rights are protected and assessed with the following policies. Along with the policies, supplemental materials and guidelines were developed to facilitate the interpretation and administration of intellectual property rights. These policies are available through the UAGM webpage: (1) Copyright Policy (E2-01-01); (2) Policy for the Use and Reproduction of Copyrighted Materials (E2-01-02); (3) Patent Policy (E2-01-04); and (4) Trademark Policy (E2-01-03).

- **Employee attendance**. As a requirement, every employee must record their attendance through electronic attendance recording (E2-05-04). This action allows the compliance of rules and procedures for employees to register their attendance electronically and provides the regulations for supervisors to approve attendance records and for the application of disciplinary measures in non-compliance situations (E2-05-04, page 2).

- **Student attendance.** Every professor must report student attendance for every day the group meets. As stated in evidence E2-07-01, every institution that awards Federal student aid assumes that the students will attend the university for the entire period for which the funds are awarded. As a responsibility, every institution is required to determine the earned and unearned portions of Title IV aid as of the date the student ceased attendance based on the amount of time the student spent in attendance. In UAGM-CC, student attendance is reported through the following electronic platforms:

  - The **Show-No Show process** is performed electronically by professors, through the census taking. The process takes place at the beginning of every course, the required dates for faculty to take the census are stated in official academic calendars.

  - **Early Alert Response System (EARS)** – through this platform, every professor must report student attendance to class throughout the semester/term (see E2-08-02 and E2-08-03).

- **Drug free university environment.** UAGM-CC constituents must comply with the Community Free of Drugs, Alcohol, and Tobacco Policy (E2-05-01).Evidences E2-08-04A, E2-08-04B, and E2-08-05 include examples of compliance with this policy.

- **Student identification confirmation**. To comply with the Higher Education Opportunity Act 2008, on distance education, UAGM created the Student Authentication Policy (E2-08-08). The act/regulation requires institutions "*to demonstrate that the student that enrolls in a distance course … is the same student who participates in and completes the course, or program and receive credit by verifying the identity of the student*" (E2-08-08, page 1). The

main purpose of this policy is to promote and disseminate the ethical and legal responsibilities of students as participants in a virtual academic community.

UAGM has continuous communication with MSCHE and reports any substantive changes. The UAGM website maintains information related to student achievement outcomes, retention and graduation, and licensing examination passing rates, among others as explained in Chapters 3 and 5 below (E2-08-07). Each year UAGM-CC also completes the IPEDS questionnaire that feed information related to colleges and universities in the U.S. (E2-08-06). The institution also submits an Institutional Federal Compliance Report as part of the MSCHE self-study process (E2-08-09).

Assessment of Institutional Ethics and Integrity

One of the methods used to assess compliance with ethics and institutional integrity, specifically with research, is the IPF Renewal Report. Institutions with a Federal Wide Assurance (FWA) on file with the Office of Research Integrity (ORI) indicating that they have developed and will comply with an administrative process for responding to allegations of research misconduct that is supported by and complies with federal regulation of Public Health Services (PHS), are eligible to receive funding. Once the guarantee is obtained, the institutions must maintain it by submitting an Annual Report on Possible Misconduct in Research between January 1 and April 30 of each year. The evidence collected shows that UAGM-CC have not received any complaints in the past five years. Evidence E2-09-01 summarizes the compliance reports submitted from 2019 through 2023.

Affordability and Accessibility of Services
(Criteria 7)

In lieu of enabling students to understand available funding sources and options, value received for cost, and methods to make informed decisions about incurring debt and to promote affordability and accessibility as appropriate to its mission, services, or programs in place, UAGM-CC distributes and present students with the necessary information and policies through the webpage. Information about affordability and accessibility of services is available on the UAGM website specifically through the Student Consumer Information webpage (E2-07-12). Sections in the webpage are dedicated to the norms, policies, and regulations that should be of special interest and concern to the students. Examples of the documents presented in the mentioned sections are: (1) Return of Title IV Policy (E2-07-01); (2) FERPA Policy (E2-07-09); (3) Transfer Credits Policy (E2-07-08); (4) Payment and Refund Policy (E2-07-13); (5) Course Repeat Policy (E2-07-04); (6) Satisfactory Academic Progress (E2-07-05); (7) Official and Unofficial Withdrawn Policy (E2-07-06); (8) Immunization Policy (E2-07-07); (9) Financial Aid Packaging (E2-07-10); (10) Cost of Attendance (E2-07-11); (11) Net Price Calculator (E2-07-14); (12) Registration and other cost newsletter (E2-07-15); and (13) Rights and Responsibilities of Students Receiving Financial Assistance (E2-07-16), among other evidences presented in this self-study.

Strengths

- Safeguard of institutional integrity through the establishment and enforcement of a comprehensive set of institutional norms, regulations, and policies.

Opportunities for Improvement

- Continue improving the dissemination and easy access of institutional information, policies, and resources through UAGM-CC's website.

Recommendations

- UAGM-CC's website should be enhanced to provide easier access and navigation through institutional information.
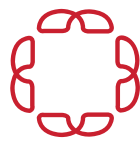
CHAPTER 3:
DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

CHAPTER 3: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

Requirement of Affiliation 8, 9 and 15

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.

Introduction

Sistema Universitario Ana G. Méndez (SUAGM), with its three universities (Universidad del Este, Universidad Metropolitana, and Universidad del Turabo) engaged in a strategic and comprehensive project geared towards achieving a more effective institution to address current challenges (explained in detail in Chapter 6) in early 2017. In December 2018, the three universities were officially integrated under Universidad Ana G. Méndez (UAGM) name and were thereafter identified as UAGM Carolina (UAGM-CC), Cupey, and Gurabo campuses in Puerto Rico. The mission statement for each campus was reviewed to ensure alignment with the mission of UAGM. This change also entailed an integration of the academic offerings of the three campuses as well as the academic policies and procedures. The integration of academic offerings resulted in a common General Education component and a homogeneous curriculum for academic programs offered on more than one campus. More importantly, integration has brought a change in how courses are taught, moving towards a focus on competencies.

This chapter will address how the academic integration has impacted curriculum, policies, procedures, and processes at UAGM-CC considering the first two institutional priorities selected by the university community: *Academic Excellence* and *Student Services*. It will also demonstrate that the institution complies with Standard 3 and Requirements of Affiliation 9 and 15, showing continued improvement and innovation when addressing assessment evaluation results and contending with extraordinary circumstances such as hurricanes, earthquakes, and the COVID-19 pandemic.

Evidence Analysis

Guidelines, Curriculum Crosswalks, and Assessment of the Academic Endeavor
(Criteria 1 and 8, ROA 9)

Academic excellence has been a priority since the beginning of Sistema Universitario Ana G. Méndez, with Puerto Rico Junior College in 1949, and its evolution through the years to Universidad Ana G. Méndez with its three campuses. All the institutional policies, procedures,

day-to-day processes, and assessments are guided by this goal, which is embodied in Vector 1: Academia, Goal 1.5 of the institution's most recent strategic plan (E1-01-13, page 4). Thus, it is not surprising that the highest priority voted by the university community is academic excellence.

Since September 2017, the institution has been impacted by many external factors that have affected the institution negatively in some respects but has also helped drive the institution towards innovative ways to maintain its academic excellence.

Academic Policies, Procedures, and Processes

The academic integration that resulted from the transformation into Universidad Ana G. Méndez has been comprehensive in terms of policies, procedures, curricular focus, program development and evaluation, and administration of the academic experience at UAGM-CC. Evidence E3-01-04 presents UAGM-CC's academic offerings segregated by location as mandated by the MSCHE requirement of affiliation 9. Branch campuses programs are included although only 9 active students remain enrolled for the Spring 2024 semester, and no new admissions are considered. Evidence E3-01-02 includes the curricular sequences of UAGM-CC academic programs. Many policies and procedures, as well as the curricular focus of UAGM evolved from Universidad del Este model, resulting in a smooth transition for Carolina campus. Likewise, UAGM-CC (as Universidad del Este) had already developed a General Education component focused on competencies, as discussed later in this chapter, and had started the process of transforming its academic offerings to a focus on competency development. The structure and efficiency of Universidad del Este's academic accomplishments served as the starting point for the integration process.

UAGM-CC has in place the following policies/procedures/processes to ensure that courses and academic programs are well designed and coherent and with the rigor and quality required of a higher education institution. Thanks to the state-of-the-art technological infrastructure of UAGM, all the procedures and processes (teaching, assessment, student services, and administrative, among others) continued during the pandemic crisis, using innovative ways to maintain the institutional effectiveness.

- **Curricular Crosswalks/Alignments** – all course and academic programs developed follow a process of curricular alignment with the institutional mission, program objectives, program outcomes, and when applicable, specialized accreditation program outcomes. An example of a curricular crosswalk is presented in E3-01-10, page 8. In the integration process, all curricular crosswalks of the academic programs were reviewed and updated. This process was recently updated to fully describe the various curriculum revisions alternatives and approval processes (E3-02-09).

- **Course Syllabus Template** – the template ensures uniformity of all the course syllabi, serves as a guide for faculty members in terms of the competencies to be developed and the objectives of the program outcomes that are addressed in the course, in addition to the

course content, assessment, and evaluation requirements/suggestions. An institutional checklist for evaluating course syllabi is used by the curriculum committee of each academic division. The syllabus template and the checklist for evaluating course syllabi are included in E3-01-07.

- **Program Development Policy** – UAGM-CC's general procedure for developing new undergraduate and graduate academic programs, regardless of modality, is based on UAGM's *Academic Program Development Policy* (E3-01-06). Any academic department interested in developing a new program must comply with this policy, which includes a detailed procedure on who can submit and what must be included in an academic program proposal, the establishment of an advisory committee, and the required approvals by UAGM governing bodies. The program is then submitted to the state licensing agency, the Puerto Rico Board of Postsecondary Institutions (JIP, Spanish acronym). After reviewing and evaluating whether the extent, depth and rigor of the curriculum is appropriate for the degree level, JIP authorizes the program. R01-001 includes UAGM's most recent license issued by JIP.

- **Program Assessment** – Each program has an assessment plan, which specifies the instances and measurements to be made. Accredited programs have additional measurements according to the accrediting agencies' requirements (E3-08-01, E3-08-04 and E1-04-01).

- **Program Revision** – As a means of measuring and improving the effectiveness of the academic programs offered at UAGM-CC, courses and programs are revised as needed. If the resulting revisions involve substantive changes, these must be submitted to JIP after being approved by the institution's governing bodies. All program changes come from the faculty and are channeled through the appropriate academic department committees and governing bodies for approval.

- **Program Evaluation** – Academic programs are evaluated following the *2023 UAGM Evaluation of Academic Programs Policy* (E3-08-02). The procedures for conducting the evaluations, the evaluation cycle, as well as the instrument used, are included in the Program Evaluation Manual (E3-08-03). The evaluation committee is comprised by a minimum of three faculty representatives ascribed to the program (considering program modality and campus and additional location where it is offered), the division dean (chair), and the academic affairs dean, additional location director/ academic coordinator, department/program director, planning director and licensing and accreditation director of all campuses where the program is offered. Finally, an assessment director co-chairs the committee. For programs offered in more than one campus, an assessment director representative will be selected by agreement. An external evaluator may be appointed if necessary. The process results in a set of corrective actions that are addressed in the department's work plan (see more details in Chapter 5). Program evaluation reports are presented in E3-08-06, E3-08-07, and E3-08-08 for the programs of MBA in Management, MBA in Human Resources and BS in Biotechnology, respectively. These reports were produced by UAGM-CC before the 2023 system-wide policy (E3-08-02) was adopted for UAGM.

- **Program Administration** – Once an undergraduate or graduate program is established, existing policies and procedures monitor and promote: (a) student's fulfilment of the program's expected learning outcomes, including passing licensing exams when required, (b) adequate course programming, and student tracking for degree attainment in the allotted time, (c) hiring of full time and part time faculty with the required qualifications, and (d) adequate credit transfer decisions.

- **Program Accreditation** – Programmatic accreditation adds an additional layer of review, rigor, depth, and breadth to the academic programs at UAGM-CC. Notwithstanding the difficulties presented by hurricanes María and Irma in 2017, the earthquakes in 2020, and the pandemic crisis, between 2020 and 2023, the institution achieved the reaffirmation of all its accredited programs. E3-01-11 includes a list of the accredited programs and the action letters of the reaffirmations. Information on accredited programs' assessment is presented in Chapter 5.

- **Diversity, Equity, and Inclusion Policy (E2-02-08)** – The policy establishes that *"Maintaining a diverse and inclusive academic, administrative, and student community is essential for the exchange of ideas, knowledge, culture, enriching experiences, and for recognizing the differences between one another."* Diversity in the institutional context refers to race, gender identity, sexual orientation, socio-economic status, national origin, functional diversity, religious beliefs, and political views. UAGM-CC's student services ensure the inclusion of functionally diverse, socioeconomically vulnerable, and other special groups such as veterans, athletes, and international students, as discussed in Chapter 4.

From Face-To-Face to Distance Learning Modalities

The pandemic crisis accelerated the decision of providing diverse teaching-learning modalities at UAGM-CC. The technological infrastructure permitted the smooth implementation of remote learning during the crisis. As defined on the *UAGM Distance Education Policy* (E3-01-03, page 4), a remote learning course is one in which no less than 75% of the contact hours are offered synchronously using the technological platform authorized by UAGM. The remaining 25% may be offered in asynchronous activities. All the assessment measurements of a face-to-face course are incorporated into remote courses through the Blackboard platform.

UAGM-CC has the MSCHE authorization to offer distance education programs. There is one program authorized by JIP to be offered through distance education. UAGM-CC is currently evaluating its academic offering to identify new opportunities for other distance learning programs.

Guidance, Education, and Support During the Integration

UAGM uses the Blackboard Learn Learning Management System (LMS) in Puerto Rico, and Canvas in the US Branch Campuses, for remote, hybrid, and online courses, through Blackboard Manage Hosting services. Blackboard's licensed products for students and faculty include Blackboard Learn, Content Management, Blackboard Collaborate, Blackboard

Community Engagement, and Blackboard Mobile. In the case of the US Branch Campuses, the Canvas platform offers similar functionalities and services. UAGM has in place an IT department, which provides support to faculty and students on the appropriate use of the LMS and on solving technical problems. The technical support response is given through a phone call or email. All faculty members (full- and part-time) must complete a Remote Teaching certification, a teaching innovation resulting from the pandemic crisis. See the list of full- and part-time faculty certified as of December 2022 in E3-04-02. Faculty members interested in offering distance education courses must complete a Distance Learning certification. E3-01-08 presents a description of the workshops offered for each certification. Faculty also receive support through peer mentorship from other faculty members. Student tutorials include *How to Make Online Registration*, *Blackboard Tutorial, Using Collaborate and Collaborate Ultra for Students, Blackboard Help*, *Blackboard YouTube Chanel*, *Navigating a Course in Blackboard*, and *How to Submit Assignments in Blackboard*.

Technology as a Means for Innovation and Sustainability: No Turning Back

Since the hurricanes in 2017, the institution has faced a continued enrollment decrease, which was further accelerated by the pandemic crisis. In response, the institution has developed innovative strategies to optimize its resources while maintaining its academic offer at the main campus and additional locations. One such strategy is the creation of mirror courses, where face-to-face courses at Carolina are connected to courses at a given additional location and vice versa. For example, students at the additional location meet in their classroom with a professor at Carolina through virtual technology, in real time, and even interact with the students at the main campus. Another strategy used is the televised courses (only for General Education), offered totally through interactive, multimedia transmission. Both strategies were implemented in August 2022 and are currently being assessed to determine if student learning in these alternate modalities compare with the traditional face-to-face.

All teaching modalities are assessed according to the assessment plan of the program or component (i.e., General Education component). UAGM-CC's assessment model includes three levels: course, program, and institutional. Faculty members submit an assessment report each semester for each course offered, including descriptions of how the assessment findings are addressed during the course session and recommendations for future improvement of the course. These recommendations are collected by the assessment coordinator of each academic department and included in each academic department's action plan. At the program and institutional levels direct and indirect assessment strategies, such as institutional tests, surveys, and licensing in-house mock tests are implemented to monitor and identify needs for improvement.

These and other strategies are implemented across the board for face-to-face, hybrid, remote, and distance education modalities. An in-depth description of the institutional assessment plan and assessment strategies and its results are presented in Chapter 5. In 2020 the Faculty Development and Evaluation Office created a rubric to evaluate online course modules (E3-08-09). However, given all the changes resulting from the pandemic and the migration to Blackboard Ultra, UAGM-CC has recently appointed a committee (E3-08-10) to review that rubric to ensure it aligns with best practices in online course design. A plan for evaluating all UAGM-CC online modules is expected to be completed by May 2024 in order to initiate its implementation in academic year 2024-2025.

Enriching Learning Experiences and Opportunities, Research Opportunities and Academic Services for Students
(Criteria 4 and 6)

The second most voted priority by the university community was Student Services. All the institutional endeavors, efforts, and planning have students as their center. Although student services will be primarily addressed in Chapter 4, the services, enriching learning experiences and opportunities, and research opportunities offered are discussed below.

Services that support students' academic experience are provided through the Office of Retention and through the Resource Center for Educational Excellence (CREE, Spanish acronym), which will be described later in this chapter. UAGM has in place a face-to-face and an online student support program. Students have access to counseling services, academic advisors, and retention coordinators. Professional Counselors provide personal, academic, and vocational advising, follow-up on compliance with the satisfactory academic progress norm, and workshops. Academic Advisors, in addition to academic advising, provide follow-up on academic progress and make referrals according to student needs. These services are also offered in the US Branch Campuses except for referrals for mental wellness services where students are informed of options that they can individually access. Tutoring and mentoring services are accessed through a "walk-in" format or through a web-based Academic Help Desk (E3-04-11). These services are provided for basic skills and concentration courses. Students also have the option of accessing the Registrar's and the Bursar's offices through the student services portal (MiUAGM) on the UAGM webpage as explained in Chapter 5.

Retention Programs for Students Support

The Office of Retention has in place a Faculty Advisor program, to help students complete their academic program in the expected time. Tutoring services are provided in face-to-face and remote modalities to better serve students' needs. To ensure that the needed interventions are provided, UAGM has developed an app called EARS, also discussed in Chapter 4, where faculty can refer students to the Office of Retention due to absenteeism, non-compliance with

coursework due-dates or low performance. Evidence E3-04-03 presents statistics for these services.

Policies that Ensure the Quality of Students' Academic Experience

These policies and procedures apply to all modalities and locations and are published on the UAGM website, under the *Student Consumer* section.

- **Institutional Policy on Satisfactory Academic Progress** – this policy measures the academic progress of the student towards the attainment of an academic credential (E2-07-05).

- **Transfer Credit Policy** – establishes the conditions under which a course from another university may be validated (E2-07-08). Transfer students may access their validation information through miUAGM. The number of transfer students and credits accepted in the past four years are summarized in E3-04-16.

- **Other academic policies** – Policies related to admissions, program requirements, course validation and substitution, independent study, and course withdrawals are included in the UAGM webpage under Student Consumer (E3-04-12). These policies are discussed in Chapter 4.

- **Course Programming Policy** – Contains policies and procedures that ensure course availability, for each academic term, aligned to the program curricular sequence (E3-04-13). In all modalities, course programming is done annually, where students may plan their course schedule a year ahead.

Best Examples of Student Learning Experiences

- **Capstone Courses** – These senior-year courses provide students the opportunity of working in "real world" projects. Practically all the bachelor's degree programs, and many associate degree programs have a capstone course. See E3-06-01 for examples of these courses.

- **Practicum Courses** – UAGM-CC has practicum contracts with institutions/companies for all academic programs having practicum courses as part of their curriculum. E3-04-09 includes a list of existing contracts as of May 2023.

Best Examples of Student Learning Opportunities

- **ENACTUS Chapter** – UAGM-CC's Enactus Chapter is ascribed to the Business, Tourism, and Entrepreneurship Division (formerly known as IEN Business School) since 2006, although students from other divisions may also participate. It is an international non-profit organization that brings together students with academic advisors and business experts to create and implement empowerment projects with social impact that contribute to the sustainable economic development of the communities served. Projects developed address needs based on economic, social, and environmental elements that affect communities. See examples of projects and performance of UAGM-CC's chapter in E3-06-02.

- **Kingbird Innovation Center** – The Center's mission is to stimulate and support sustainable economic growth of Puerto Rico by supporting food, hospitality, tourism, and technology startups through training and education on product trends and entrepreneurial skills.

Active students have participated through internship opportunities or through work-study (E3-04-04).

- **Internships and Study Abroad** – UAGM-CC promotes student participation in internships to further enrich their academic experience. Programs that include practicums in hospitality, culinary arts, and natural sciences programs permit students to substitute these with summer or semester internships. These internships must provide experiences comparable to a practicum. E3-04-14 includes internship experiences statistics in the last five years. Study Abroad opportunities are also promoted at UAGM-CC through the Office of International Affairs. After general orientations to the student community, those interested are guided through the process of applying. In recent years UAGM-CC students have studied in Spain, Peru, India, and China.

Best Examples of Research Experiences and Opportunities

- **Student participation in internships and in research experiences** – Graduate programs may include, as a graduation requirement, either a research proposal (master's programs in business administration, health sciences, and liberal arts) or a publishable research project (master's in biomedical sciences). Examples of research proposal guides are included in E3-06-03.

- **Participation in externally funded in-campus projects** – Evidence E3-02-04 includes a list with a brief description of approved projects in the last ten years. All science students have the experience of writing a research proposal in their capstone course, which must be related to their major. All science students are provided the opportunity of participating in workshops on how to apply for internships in the United States. E3-04-15 provides student participation statistics in research internships in the past five years. Data shows a decreased participation during the pandemic crisis, as expected. Undergraduates of other divisions develop research-related skills through class activities. For example, nursing students develop research projects in the course NURS 380: Basic Principles of Research.

Best Examples of Research Promotion for Faculty

- **Multiannual contract for research faculty** – This contract is given to faculty with an established line of research. Their time and effort are dedicated exclusively to research endeavors.

- **Institutional Seed Money for Faculty Research Projects (PIFI Funds)** – In 2012, UAGM-CC (as Universidad del Este) established an Institutional Program for the Advancement of Research (PIFI, Spanish acronym). The Program established a procedure by which faculty may submit a proposal to receive seed money for the start-up of a research line.

- **Jesús T. Piñero Library and Social Research Center** – The research center provides space for liberal arts faculty interested in research topics related to Puerto Rico history, studies on social status, gender and race in Puerto Rico, and media and social mobility, among others.

- **Support Center for Graduate Studies (CeDEG, Spanish acronym)** – The Center provides support services for graduate faculty and students, including those related to research in graduate programs.

- **Institutional indexed journal** – The institutional journal *Ámbitos de Encuentros* offers faculty members a publishing platform.

Resources to Ensure Sustainability of the Academic Experience
(Criteria 4)

UAGM-CC's academic planning and resource allocation is guided by the campus' mission, the strategic plan, and the assessment results collected and analyzed by the Institutional Effectiveness Committee.   These processes are discussed in Chapters 5 and 6.

UAGM-CC's Information Resources offers the university community information modalities and systems and technological resources identified as necessary in achieving the institution's academic goals. This is provided through the following units:

Library Services

The library at UAGM-CC is responsible for the acquisition of bibliographic resources for the main campus and all the additional locations in Puerto Rico. It also shares resources with the branch campuses libraries. This process is achieved with the collaboration of faculty members, students, and associates.   Library staff and facilities by location are presented in E3-04-10 for the year 2022-23.

The library at the main campus has Circulation, Reserve, and Reference rooms, an Information Literacy Center, a Community Technological Center, a Library Tech. Center, a Document Reproduction Center, and a group-study room. Additional locations provide circulation, reserve, and reference services through a counter format, and have an Information Literacy Center that also serves as a Community Technological Center, and document reproduction services. Through the Virtual Reference real-time electronic service, users have access to:

- **Librarian Online** – where through an electronic form users may request services. It also includes a chat available Mondays through Saturdays during the Library's normal operating hours.

- **Available information literacy workshops** – A compilation of annual reports appears in E3-04-01. Statistics of workshops offered from August 2018 through December 2022, by location are presented in E3-04-06.

- **Assisted Technology (AT) Laboratory** – This laboratory provides technological access to persons with functional diversity. Among the available software and equipment are software for reading tools in various languages, Jaws (voice recognition), Magic, Open Book, Zoom Text (for visually impaired), Braille printer, Scan, and Talk text-to-speech (TTS) technology, talking calculator, hand-held magnifier, computer headphones, and i2eye videophone for hearing impaired; two computers with wide monitors, three adjustable tables, and special keyboards.

Library Resources

UAGM-CC has extensive printed and electronic resources that support academic programs. Printed resources are distributed among the main campus, additional locations, and branch campuses. E3-04-08 presents the number of printed titles and volumes available by location in 2023. The electronic resources of all UAGM campuses (Carolina, Cupey, and Gurabo), additional locations and branch campuses were integrated to better serve all the UAGM university communities and are also presented in E3-04-08. E3-04-17 present US Branch Campuses learning resources and library services. Student and Faculty satisfaction rates with library services are presented in the Students and Faculty Satisfaction Survey Reports (E1-01-07, pdf page 17, and E1-01-18, pdf page 4).

Instructional Technology, Information Technology, and Telecommunications

The Instructional Technology Services provide faculty, students, and associates, by lending technological equipment (laptops, digital projectors, DVD players, recorders, projection screens, microphones, and sound amplifiers).   As the institution has expanded its technological facilities (e-classrooms), the number of equipment loans (laptops, DVD projectors, and digital projectors) have slowly decreased. The Information Technology and Telecommunications Office provides computerized equipment, software, programming, and telecommunications, while ensuring information integrity and security. The IT services and equipment provided to Carolina and additional locations are listed in E3-04-07.

Learning Centers

UAGM-CC enriches students learning experiences through two centers that provide academic services:

- **Resource Center for Educational Excellence (CREE, Spanish acronym)** – responsible for administering math and language placement tests for first-year students at the Carolina campus and additional locations. It offers basic skills laboratories (as part of basic skills courses), the contents of which are determined and developed by the corresponding faculty. Tutoring services for basic skills courses are offered by qualified tutors. Evidence E3-04-18 presents assessment data for CREE.

- **Reading and Writing Center (CLReC, Spanish acronym)** – In 2021, a Reading and Writing Center was established to primarily provide support to General Education courses, but service is provided to students of any course. The Center provides guidance on writing paragraphs in English and Spanish, writing research proposals and papers, creating annotated bibliographies, and preparing oral presentations, among other. See E3-04-05 for a report on requested services.

External Funding

UAGM-CC has been proactive in expanding its resource pool through externally funded projects that support the learning experience. UAGM-CC has a long history of such approved

projects. These projects range from Title V funds, to support the General Education component, to NIH (National Institutes of Health) and NSF (National Science Foundation) projects geared towards promoting graduate studies in science. Evidence E1-01-15 presents the amount of external funds granted to the institution between 2017 and 2023 (pandemic crisis funds are not included).   A brief description of each project is included in E3-02-04. Meanwhile during fiscal year 2022-23 the institution obtained over 2.7 million dollars in externally funded grants and contracts.

Integrated General Education Component Focused on Competencies
(Criterion 5)

As mentioned above, the General Education Component (CEG, Spanish acronym) of Universidad del Este was focused on competencies and served as the basis for the integration of the component. The competencies developed and the content provide students the knowledge, skills, and values necessary to constructively interact and be part of today's global society. The established competencies of the integrated CEG were central in guiding the program and course revisions that occurred as part of the integration process. The competencies developed in the component are Communication, Ethics and Diversity, Information Skills, Critical Thinking, Scientific Reasoning, Quantitative Reasoning, Innovation, and Technological Skills. These competencies are defined in the CEG document approved by the governing bodies of all three campuses (see document and governing bodies approval in E3-05-02). The General Education graduate profile establishes the definitions of each competency and their respective proficiency levels (E3-05-02, pages 12-16). Evidence E3-05-01 presents a comparison of both components (the previous and the integrated), including course titles and the primary competencies to be developed in each course. The integrated component was implemented in August 2021. In the last reaccreditation visit, the evaluation team recommended a continued assessment of the component to ensure students are reaching benchmarks. The CEG is assessed through diverse rubrics administered in courses, according to the corresponding competencies (see E3-05-03). Assessment results for the previous component (2018-19 to 2020-21) and the new component (2021-22 – 2022-23) appear in E3-05-03, segregated by location. Table 20 in Chapter 5 presents the overall assessment results obtained for the new component competencies in the past two years. Centers CREE and CLReC are dedicated primarily to serve the CEG.

Ensuring Quality of Faculty
(Criterion 2 and Requirement of Accreditation 15)

In compliance with the institutional mission, UAGM-CC faculty have a humanistic teaching approach that emphasizes the importance of building meaningful student connections and creating an environment where students are treated as individuals rather than just passive learners. UAGM-CC recognizes the importance of a well-prepared faculty in the teaching-learning

process, as established in Goal 1.6 of the UAGM-CC Strategic Development Guidelines 2021-2024 (E1-01-13, page 9). This institutional goal encompasses the three central faculty roles of teaching, service, and research, which guides the faculty recruitment, development, and evaluation processes at UAGM.

UAGM-CC Faculty Profile

UAGM-CC's faculty is academically prepared, in continuous development, open to changes, and eager to serve students and the community. Table 10 presents UAGM-CC full-time faculty profile (for graduate and undergraduate programs) for the last five years, including additional locations and branch campuses. Table 11 presents UAGM-CC academic preparation of part-time faculty for years 2018-2023 (fall semester). E3-02-01 includes the detailed FT faculty profile.

Table 10: Historical Profile of UAGM-CC Full-Time Faculty for Years 2018-2023 (Fall)

Year	Location[1]			Academic Credentials[2]				Academic Rank[3]				Contract[4]		
	CC	AL	BC	D	M	B	A	P	AP	AsP	I	T	M	A
2018-19	137	23	5	76	80	8	1	24	27	47	70	11	102	35
2019-20	134	18	5	71	61	8	1	18	26	50	63	10	114	33
2020-21	116	18	4	69	56	8	1	17	24	45	52	6	84	25
2021-22	112	17	3	68	54	8	2	15	21	45	51	3	77	23
2022-23	98	15	3	58	52	5	1	10	18	42	46	2	67	25
2023-24	98	12	3	61	47	5	1	9	18	44	42	2	86	22

1. CC-Carolina Campus; AL-Additional Locations; BC-Branch Campuses

2. D- Doctorate; M-Masters'; B-Bachelor; A- Associate

3. P- Professor; AP- Associate Professor; AsP- Assistant Professor; I – Instructor

4. T- Tenured; M- Multiannual; A- Annual

Source*: Office of Faculty Development and Evaluation, 2023

Notes: * In 1985, SUAGM eliminated the tenure track option and incorporated multiannual contracts. In 2013, annual contracts were incorporated.

* Includes all course modalities (traditional and accelerated options): face-to-face, hybrid, and online.

Table 11: Profile of UAGM-CC Part-Time Faculty, For All Modalities from 2018-2022 (Fall)

Year	Total PT Faculty by Location				Academic Credentials			
	Main Campus	Cabo Rojo	Santa Isabel	Barceloneta	Doctorate	Master's	Bachelor's	Associate Degree
2018-19	472	161	124	176	264	618	47	4
2019-20	485	166	117	177	255	633	54	3
2020-21	445	178	116	157	267	591	36	2
2021-22	369	131	92	114	238	438	27	3
2022-23	276	91	72	68	155	328	20	4
2023-24	242	81	63	71	176	250	26	5

Source*: Dean's Office of Institutional Effectiveness*

Recruitment, Development, and Evaluation of Faculty

UAGM has policies and procedures in place that govern the processes of recruiting, developing, evaluating, and retaining qualified faculty, and providing opportunities for faculty to excel in their three stated roles of teaching, service, and research. All these processes are guided by the *UAGM Faculty Handbook* (E2-01-09) that states norms and procedures to guarantee equitable and consistent treatment in faculty recruitment, retention, development, and evaluation.

Faculty Recruitment

The Faculty Handbook establishes the following criteria for faculty recruitment: (a) academic training with specialization in the required discipline, (b) teaching or professional experience, (c) evidence of professional and personal development, and (d) scholarly production and research experience. Part-time faculty candidates that comply with all the recruitment criteria (E3-02-02) are included in a database of certified candidates and only these may be hired as part-time faculty. New full- and part-time faculty must complete induction training during the beginning of their first semester. From the onset of the pandemic crisis onwards, hired full-time and part-time faculty must complete the Remote Teaching certification as part of the induction training.

Faculty Development

To continually increase the breadth, depth, and updating of faculty's professional, pedagogical, and technological competencies, UAGM-CC has established an institutional faculty development plan. The Faculty Handbook establishes the basis for Faculty Development, which considers institutional, academic, and personal goals to establish each faculty member's short- and long-term development plan (E2-01-09, pages 58-59). Each year, the faculty member submits an annual work plan and development plan (E3-02-03), which are reviewed and approved by the department director. The institution offers annual training activities for full- and part-time faculty to ensure they are up to date on topics such as teaching strategies, assessment, evaluation, technology, and local and federal regulations related to academia. UAGM has provided many workshops and seminars accredited by the International Accreditors for Continuing Education and Training (IACET). Faculty members can request continuing education credits after completing those seminars/workshops (E1-03-10, E1-03-11). New full- and part-time faculty must participate in an induction training that includes topics such as assessment, evaluation, and course administration, among others. E2-02-09 presents the number of institutionally sponsored professional development activities, in the main campus and additional locations, for 2018 through 2023. E3-02-05 presents professional development activities for the US Branch Campuses faculty.

Faculty members also participate in external academic and professional activities to increase their knowledge in specific disciplines and improve their teaching skills. They contribute to achieving the institutional mission and goals through (a) internal and external presentations (b) peer mentoring, (c) publishing in professional and/or academic peer-reviewed journals, (d) literary production, (e) participating in external or institutionally funded research projects, and (f) mentoring students in undergraduate/ graduate research, among other.   Based on Boyer's Model of Scholarship, the institution classifies all faculty scholarly activities as academic or professional. Table 12 summarizes the number of scholarly activities, per specific criteria, of a sample of teaching full-time faculty (62%) in the main campus and additional locations in Puerto Rico, for years 2018-23.

Table 12: Summary of Faculty Participation in Scholarly Activities 2018-2023

Year	Academic Activities				Professional Activities		
	(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**
2018-2019	1	2	5	14	2	7	27
2019-2020	1	1	3	13	7	47	21
2020-2021	5	1	3	46	5	14	25
2021-2022	5	5	6	40	14	3	30
2022-2023	42	55	47	134	48	145	29

Legend:

(1) Published books, articles, and other academic productions.
(2) Creative academic productions.
(3) Research Activities
(4) Attendance to academic congresses, and workshops/meetings and conventions

(5) Presentations in congresses, conventions, seminars, and workshops.
(6) Attendance to professional development congresses, and workshops/professional meetings and conventions
(7) Professional memberships

Source: Summary of Academic and Professional Faculty Activities Participation Electronic Database

Faculty Evaluation

The evaluation process is determined by the *UAGM Faculty Handbook*, which establishes requisites and evaluation criteria for evaluating annual and multi-annual full-time, and part-time faculty. Tenured faculty are evaluated when applying for rank promotion. Students evaluate tenured faculty through the *End-of-Course Assessment* instrument administered in the course (E3-02-07). "Multiannual" faculty are evaluated for contract renewal and rank promotion, while "Annual" faculty are evaluated on a yearly basis for contract renewal. Multiannual contract renovations may be for one, three, or five years, but due to recent enrollment decreases only one and three-year contracts are being granted. The evaluation process established by *UAGM Faculty Handbook* includes an evaluation by the department director, by students, and a self-evaluation. In the department director's evaluation, the criteria are distributed among the roles of teaching, research/creative work, and service. The evaluation by students only considers the teaching criteria. Part-time faculty, on the other hand, are evaluated each semester by students

only. The table below presents results of full-time and part-time faculty evaluation by students, showing no significant difference between them.

Table 13: Results of Teaching Criteria Evaluation of Faculty Performed by Students (2018-23)

Faculty	Year				
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Full-time	4.64	4.76	4.52	4.60	4.51
Part-time	4.59	4.56	4.48	4.51	4.69
Source: Office of Faculty Development and Evaluation | Based on a 5-point scale					

Multiannual faculty members at the main campus and additional locations follow the same evaluation process.

Faculty Promotion

As established in *UAGM Faculty Handbook*, the evaluation instrument used for granting academic rank is the same as the instrument for multiannual evaluation, but the cut scores for each are different. Due to the external factors affecting UAGM, and Puerto Rico in general, mentioned above, rank promotions were put in moratorium from 2018 to 2021. Rank promotions were reinstated in the academic year of 2021-2022, granting seven positions. However, for the year 2022-23 there were no positions opened for rank promotion. The faculty evaluation process for the US Branch Campuses is managed by AGMU and detailed on their Faculty Handbook (E3-02-06)

Faculty Participation in Academic/Administrative Endeavors

Faculty members participate in course and program development, review, and evaluation as members of academic division committees such as curriculum committees. In division/department meetings, these endeavors, as well as assessment rubrics and results and budget, are discussed. Faculty representatives are selected (in division/department meetings and in annual faculty assemblies) to participate in institutional committees (Institutional Effectiveness Committee, Internationalization Committee, among other) and in UAGM governing bodies (Academic Senate and University Board). Examples of meeting minutes for faculty meetings, committees, and governing bodies are included in E3-01-09, E3-02-08, E7-01-07, and E7-03-04. As previously mentioned, faculty members also participate as faculty advisors to students.

Commitment to Transparency in the Publication of Academic Information
(Criterion 3)

UAGM has in place several documents that provide students with the necessary information to keep them informed on institutional regulations and norms, academic program information, and calendarized processes' due dates. Most of this information is included in the UAGM Catalog (E1-01-12), which is available on the UAGM webpage. The webpage also contains

a Student Consumer link (E2-07-12) that includes the academic calendar, student services, and academic information, such as information on accredited programs, professional licensure notifications (E3-03-03), study abroad program, and student learning assessment results, among other. The Student Consumer link includes, in addition to the policies previously mentioned, the policies for distance education (E3-01-03) and verification of student identity in distance education (E2-08-08). These two policies clearly establish the requirements, norms, and obligations of the students who enroll in an online course. They also establish requirements for qualifications, recruitment norms, and obligations of faculty offering online courses, and norms and procedures for hybrid and online courses.

To ensure that students are well informed regarding any academic issue, various communication methods are used. Students receive information through their email, through the mail, by telephone, social media, and through the Blackboard platform. For example, when the new CEG was implemented, active students received an informative communication (with an electronic acknowledgement of receipt) with all the details of the component and reassurance that they would have no increase in the number of credits required for graduation nor suffer an extension on the expected completion of the program (E3-03-02). They received the modified program curricular sequence and were asked to schedule a meeting with the program director/coordinator to establish the course enrollment schedules until graduation. It was confirmed that ninety-nine percent of UAGM students received the communication through email (E3-03-01).

Lastly, evidence E2-06-04 and E2-06-05 show policies related to social media and webpage creation, respectively. These policies provide guidance on legal and institutional provisions for faculty, students, and administrative personnel. Chapter 2 covers all these policies in detail.

Strengths

- The academic integration of UAGM, providing the optimization of resources, innovation in the use of technology to support the teaching modalities, and uniformity in academic policies and procedures for all campuses.

- Coherent competency-focused courses, General Education Component, and academic programs.

- Well-tuned collaboration between the academic and student areas to provide students with the necessary support (learning experiences, opportunities, and services) to achieve their academic goals.

- Well-prepared and committed faculty, with a humanistic student development focus, updated in the use of technology, who are evaluated periodically and encouraged to maintain a balance between teaching, research endeavors, and service.

Opportunities for Improvement

- Analyze the possibility to open positions for rank promotion annually.

- Evaluate the current online course evaluation rubric using best practices in instructional design.

Recommendations

- Consider the possibility of opening positions for faculty rank promotions annually.

- Review online courses to ensure compliance with best practices in instructional design.
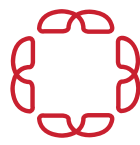
CHAPTER 4:
SUPPORT OF THE STUDENT EXPERIENCE

CHAPTER 4: SUPPORT OF THE STUDENT EXPERIENCE

Requirement of Affiliation 5, 8 and 10

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.

Introduction

The student journey at UAGM-CC not only focuses on academic experiences but also on supporting those experiences with services that can help students grow personally and professionally and ultimately develop the necessary competencies to achieve their goals. UAGM's institutional values: (1) excellence, (2) freedom, (3) respect, (4) integrity, (5) equity, (6) innovation, and (7) social responsibility are the pillars of service and contribute to the development of responsible and solidary citizens that respect diversity and value social justice in congruence with UAGM-CC's mission.

As a result of the UAGM's integration, students' recruitment, admissions, enrollment, and student services are led by three associate vice presidencies, under the Executive Vice Presidency: (1) Associate Vice Presidency for Marketing, Communications, and Advertising, (2) Associate Vice Presidency for Enrollment Management, and (3) Associate Vice Presidency for Student Affairs. These associate vice presidencies closely coordinate with each campus' Deanship of Student Affairs where the services are provided to the campus' unique population. This decision was made to maximize resources and promote financial efficiency. The US Branch Campuses provide student services under the supervision of AGMU's Director of Student Affairs. These services mimic the ones offered in Puerto Rico for Carolina and its additional locations (E4-01-11, E4-01-16).

Evidence Analysis

Policies and Procedures to Support the Student Experience
(Criteria 1a to 1c, 2)

UAGM-CC has a comprehensive set of policies and processes that support the student experience by providing the necessary information and making it accessible to help students make informed decisions and facilitate their success. The Deanship of Student Affairs provides support services and oversees policy and processes compliance through the following areas: (1) Admissions and Marketing, (2) Enrollment, (3) Bursar, (4) Financial Aid, (5) Quality-of-Life, (6) Athletics, and (7) Student Integral Development. During academic year 2023-24 the Registrar

and Retention Offices services were moved under the Deanship for Academic Affairs. However, since these services are designed to support students, they are discussed in this chapter. The table below summarizes the main purpose of each student service area and the number of personnel that support them.

Table 14: UAGM-CC Student Services Support Areas and Personnel

Area	Staff	Description
Office of the Dean of Student Affairs (SA)	Dean of SA (1) Associate Dean of SA (1) Administrative Staff (1)	Plans, implements, assesses, and oversees all student services provided at the UAGM-CC.
Admissions and Marketing	Recruitment and Admission Director (2) Recruitment and Admission Coordinator (2) Communication Officer (1) Admissions and Marketing Officials: ▪ Carolina (5) ▪ Barceloneta (1) ▪ Cabo Rojo (2) ▪ Santa Isabel (1)	Implements the admissions policies; Creates a recruitment and admission plan to reach enrollment goals; Advises students regarding admissions, program requirements and other matters related to admissions.
Enrollment	Director of Enrollment (1) Enrollment Officer (5) Enrollment Coordinator (1)	Analyzes academic evaluations in compliance with academic programs requirements, develops student schedule, and officialize student enrollment.
	Integrated Services Coordinator: ▪ Barceloneta (1) ▪ Cabo Rojo (1) ▪ Santa Isabel (1)	Integrated Services Coordinators are only recruited for university locations and work with bursars, enrollment, and financial aid.
Registrar*	Associate Registrar (1) Auxiliary Registrar (5)	Keeps the academic records digitally updated; Collaborates in the process of designing a course schedule tailored to the student's needs and in compliance with academic policies; Safeguards the student's academic records in compliance with the FERPA Act; Develops academic calendars; Confers academic degrees in compliance with academic program requirements; Provides electronic services (grades, academic evaluation, study certifications, transcripts, and reclassifications); Provides services to veterans, international students, alumni, and all other constituents in compliance with federal regulations.
Bursar's	Bursar's Director (1) Bursar's Associate Director (1) Bursar's Advisor (4)	Complies with the *Registration and other costs newsletter* (E2-07-15) and procedures established by the institution. Offers in-person and online services.

Area	Staff	Description
Financial Aid (FA)	FA Associate Director (1) FA Advisors (4) Management and Prevention Officer (1)	Guides the student on available federal, state, and institutional financial aid; Validates that students meet eligibility criteria before awarding and disbursing aid; Ensures compliance with federal policies and regulations related to financial aid.

Quality of Life**	Director of Quality of Life (1)
	Part-time Psychologist (1)
	Part-time Physician (1)
	Registered Nurse (1)
	Rehabilitation Counselor (1)
	Professional Counselors:
	  ▪ Carolina (3)
	  ▪ Barceloneta (1)
	  ▪ Cabo Rojo (1)
	  ▪ Santa Isabel (1)
		Promotes the integral development of students through educational experiences and services directed towards strengthening their intellectual, social, occupational, physical, cultural, and environmental dimensions; Ensures compliance with the Satisfactory Academic Progress federal regulation.

Retention*	Retention Director (1)
	Associate Director (1)
	Academic Advisors (1)
	Professional Counselor (1)
	Retention Officers
	  ▪ Carolina (2)
	  ▪ Barceloneta (1)
	  ▪ Santa Isabel (1)
		Develops, directs, and coordinates the institutional retention strategies and offers a diversity of social and academic services to help all students achieve academic success.

Athletics**	Associate Director (1) Facilities Coordinator (1) Sports Officer (1)	Directs, implements, executes, and promotes UAGM-CC's sports program, in compliance with the rules, procedures, and policies established by the institution; Manages the Wellness Center facilities.
Student Integral Development	Director (1) Associate Director (1)	Offers a variety of services to provide students with extracurricular experiences, access to institutional scholarship funds, and career development opportunities.

Source: Interview with the Dean of Student Affairs (January 30, 2024)
* Services under the supervision of the Dean of Academic Affairs.
** Not available in the US Branch Campuses

All student related guidelines, policies and procedures are published via the UAGM website under the student consumer section. In the case of the US Branch Campuses this information is published under a webpage fully dedicated to UAGM's US Branch Campuses (E2-08-10). Most of them are also referenced in the UAGM Student Handbook (E2-01-10), the UAGM Catalog (E1-01-12), and the US Branch Campuses Academic Catalog and Student Handbook (E4-01-16).

Recruitment and Admission

UAGM-CC recruits and admits students whose interests and goals align with the academic programs and services offered in the Carolina campus and its three additional locations around the island (Barceloneta, Cabo Rojo, and Santa Isabel).

The admissions process begins with recruitment. UAGM-CC uses various strategies that have changed over the years to adapt to the unprecedented events the world faced, as well as demographic changes and emerging technological trends. These strategies are designed to inform prospective students about UAGM-CC's academic offerings, admission requirements and processes, support services, costs, available financial aid, student life, and other information necessary to enable prospective students to make informed decisions about their academic and professional future. The UAGM Associate Vice Presidency for Marketing, Communications, and Advertising is responsible for coordinating mass media recruitment strategies and massive events such as radio and tv campaigns, billboards, and university fairs. All the information published on the campus website, and on social media channels, are also coordinated at the central level. UAGM Associate Vice Presidency for Student Affairs, in collaboration with Carolina and its additional locations staff, develop marketing strategies specifically geared towards reaching UAGM-CC's target population that tends to be the young/traditional student with a low socio-economic background, recently graduated from public high school. These strategies include school visits, open houses, educational events, dual enrollment programs, and community events among others. The Deanship of Student Affairs also creates strategies for the recruitment of the adult and non-traditional markets served by the Division of Professional Studies (AHORA) and the Division of Technical Studies (E4-01-04, E4-01-07).

In cases where students do not meet admission requirements, a series of alternatives are proposed to students in accordance with the specific academic program to which the student is applying. Examples of these are placement tests, interviews, essay writing, among others. The UAGM Admissions Policy (E2-06-03) and the Professional Studies Division (AHORA) Admissions Policy (E4-01-02) describe these in detail. These policies also apply to students enrolled in UAGM-CC programs at the US Branch Campuses.

UAGM-CC also has an early admission program called Dual Enrollment. This program targets high school students and allows them to take college level courses and earn university credits while still fulfilling high school requirements. Over 80 percent of students participating in Dual Enrollment eventually register at UAGM-CC academic programs (E4-01-01). Based on the success of this program UAGM-CC has pursued external funds to strengthen this area.

International students' admissions are handled by the Office of International Affairs in collaboration with the Office of the Registrar and the Office of Admissions. These offices oversee international students' recruitment, orientation, study visas coordination, transfer credits, transcript/degree credential evaluation, and provide guidance and resources that allow students

to find housing and effectively manage their new cultural/life experience in Puerto Rico and at UAGM. E4-01-12 presents the list of international students enrolled in UAGM-CC as of August 2023. In accordance with UAGM-CC's mission, the Office of International Affairs also promotes the participation of the academic community in international opportunities such as study abroad programs, faculty and students' exchanges, internships, international research collaborations, and cultural trips as mentioned in Chapter 3. Likewise, they help students and faculty with the application process and identification of financial and other aid when needed. In January 2022 a phase-out process started for UAGM-CC programs at the US Branch Campuses (E4-01-16, page 20). Currently no new students are being admitted in these programs.

Level Placement

UAGM-CC's two main objectives concerning admissions, readmissions, and transfer policies are (1) to provide admissions to as many qualified applicants as the physical facilities and academic programs will allow, and (2) to provide the educational opportunities that will best contribute to the success of those students capable of doing college work. Admitted students are classified as: new to the institution, readmission after interrupting studies for one or more terms, transfer from another postsecondary institution, or special to fulfill a professional requirement or complete another major. International is a classification for those students subject to immigration laws.

General admission requirements are detailed on the UAGM Catalog (E1-01-12), and are promoted in school visits, on the webpage, social media, and printed material. Each academic program has clearly defined admissions and graduation requirements, and sequentially designed curricula to guide all admitted students through their course of studies.

Campus and additional location career-undecided students are referred to the Office of Quality-of-Life and the Office of Student Integral Development for further orientation and exploration using the web-based Aguilar-Resto Career Indicator Test, ARCI©.

The typical UAGM-CC new student profile reflects an economically disadvantaged young student who recently graduated from public high school. In average 70 percent of admitted students are placed in basic skills courses for Spanish and English, and 84 percent are placed in basic mathematics as shown in Table 15.

Table 15: Students Placement in Basic Courses Upon Admission

Year	Total Students	Basic Spanish Placement	Basic Spanish %	Basic English Placement	Basic English %	Basic Math Placement	Basic Math %
2018-19	1365	880	64	804	59	1107	81
2019-20	1148	772	67	805	70	987	86
2020-21	930	634	68	654	70	763	82
2021-22	768	577	75	570	74	626	82
2022-23	724	560	77	538	74	662	91

Source: Office of Retention, Student Tracking, WFRUBFI as of May 6, 2023

As part of the admission process, freshmen students can decide whether to submit their Puerto Rico university admission test (PAA, Spanish acronym) or the Scholastic Admission Test (SAT) results or take an institutional placement exam to determine their proficiency in basic skills. The Office of Retention is responsible for administering the Institutional Placement Exam at the main campus and at additional locations. The Basic Skills Placement Scores (E4-01-03) used to assign course levels are established at UAGM central level. Basic skills courses include Spanish, English, and Mathematics. Over 75 percent of enrolled new students are not fully prepared and are placed in one or more basic skills courses.

Some students encounter academic challenges even when placed in basic level courses. When that happens, students are referred to tutoring services offered by the Office of Retention as explained in chapter 3.

Retention and Quality-of-Life

Student retention is a high priority for UAGM-CC. Consequently, the Office of Retention, and the Office of Quality-of-Life, in collaboration with the Deanship for Academic Affairs, and the academic divisions, combine efforts to promote student success as described in the sections below.

Office of Retention

The Office of Retention identifies students' academic and social needs and provides them with resources to fulfill these needs. The office has the following functions: (1) academic advising, (2) assistance with freshmen class scheduling, (3) mentoring and tutoring (4) educational technology orientation, (5) social support, (6) peer and faculty mentoring, and (7) academic counseling and follow-up.

As mentioned in Chapter 3, the EARS app allows the identification of students with academic and social needs through attendance tracking and faculty referrals. Furthermore, through "Project Success" social and community services are offered to aid students facing economic distress to cover necessities such as housing, food, transportation, and payment of

basic utilities. This additional aid is geared to help students in emergency situations and is subject to the availability of funds that come from various sources such as grants, donations, and partnerships among others. Another project that has proven to be successful is the Faculty Mentoring Program where faculty serve as mentors to an assigned group of students per semester. Through this project UAGM-CC can identify situations that may be preventing students from achieving their full potential and address them resulting in better student retention. Evidence E4-01-05 presents an example of the Office of Retention plan and interventions. All these strategies, aligned with the UAGM's Enrollment and Retention Management Plan (E4-01-14), have helped UAGM-CC improve retention rates and foster student success. The table below presents the annual retention percentages of new students from the 2018 cohort to the 2023 cohort in Carolina and additional locations.

Table 16: UAGM-CC Annual Retention Percentages of New Students (2018-2023)

UAGM Carolina	2018-19	2019-20	2020-21	2021-22	2022-23
Carolina	70.3	69.0	66.4	63.8	62.3
Cabo Rojo	66.1	68.2	74.6	49.0	43.3
Santa Isabel	77.8	67.3	76.9	61.5	91.7
Barceloneta	76.7	77.6	75.2	60.7	65.9
Total	71.5	68.3	67.8	62.0	62.5

Source: Office of Institutional Statistics (December 2023)
Note: Data based on the total number of students enrolled without college experience in the reported years including associate and bachelor's degrees, students with full and partial academic load. There is a difference in student retention rates in baccalaureate and full-load programs (Full Time Bachelor) which are those reported by IPEDS Fall to Fall Retention.

Office of Quality of Life

The Office of Quality-of-Life "*promotes the integral formation of the student through interdisciplinary services that allow them to develop their personal, emotional, academic, occupational, and social potential*" (E1-01-12, page 22). This office's functions are: (1) orientations, (2) personal and family counseling, (3) psychological services, (4) health services, (5) coordination of veteran and rehabilitation services. This office also provides support services to the students at UAGM-CC that are functionally diverse. Table 17 presents the number of interventions rendered by the Office of Quality-of-Life and the number of students with functional diversity enrolled in the Rehabilitation Services Program from 2018-2023.

Table 17: Office of Quality-of-Life Interventions (2018-23)

Type of Intervention	2018-19	2019-20	2020-21	2021-22	2022-23
Total Services	**574**	**591**	**402**	**320**	**402**
Personal	73	52	40	31	112
Academic	473	512	339	237	249
Occupational	26	25	23	52	40
Tests	2	2	0	0	1
Counseling	**244**	**233**	**36**	**154**	**231**
Personal or Family	133	120	11	60	107
Academic	82	75	10	70	64
Occupational	22	28	15	23	48
Tests	7	10	0	1	12
Psychological Services	**399**	**155**	**159**	**109**	**224**
Health Services**	**1,443**	**1,351**	**1,151**	**615**	**857**
Rehabilitation Services Enrollment	**285**	**334**	**240**	**324**	**264**

Source: Interview with Dr. María de Lourdes Ferrer, Quality-of-Life Director. | Data up to June 2023

** The number of Health Services interventions include students and employees.

Note: *Rehabilitation students served refer to students with disabilities who have requested reasonable accommodation services.*

Office of Financial Aid

Given that most students at UAGM-CC fall below the Federal Poverty Guidelines, financial aid is crucial in helping them achieve their academic goals. E4-01-10 presents the percentage of students that receive financial aid in UAGM-CC. UAGM has accurate and comprehensive policies and procedures regarding expenses, financial aid, scholarships, grants, loans, repayments, and refunds in place. All financial aid services are listed in the UAGM Catalogs (E1-01-12, E4-01-16), UAGM webpage, Student Consumer/Financial Aid section (E4-01-13), and disseminated through newsletters, institutional email, and institutional social media.

Tuition fees specific to each academic program are included in the Registration and Other Costs Newsletter (E2-07-15). The Net Price Calculator provides a personalized estimate of costs based on the student's selected program and is also available on the website (E2-07-14). The Payment and Refund Policy (E2-07-13) provides general provisions on payment dates and plans, options for refunds, cancellations, and non-attendance.

UAGM-CC identifies student financial needs through the Free Application for Federal Student Aid (FAFSA), by using the results of the Expected Family Contribution Eligibility Index (EFC), in compliance with federal and state laws, and institutional regulations. Over 92 percent of UAGM-CC undergraduate students rely on federal financial aid for tuition funding. The Default and Prevention Management Officer monitors compliance of student loans regulations and policies. Based on 2021 IPEDS Report, the institutional default rate decreased from 8.5 percent in 2017 to 3.9 percent in 2019. In September 2023, UAGM-CC Financial Aid Office received a

letter from the US Department of Education validating that the FY 2020 default rate was at 0.1 percent (E4-01-15).

In addition to FAFSA grants and loans, students may receive other financial aid, if they qualify, including: (1) Work-Study Program, (2) Honors Program, (3) Permanent Fund Scholarships, (4) Athletics Scholarship, (5) Federal Supplemental Educational Opportunity Grant (FSEOG), and (6) the Academically Talented Students Scholarship (BETA, Spanish acronym) (E4-01-06). Each of these aids has specific eligibility requirements, application and appealing processes established for the fair and equitable evaluation of applicants. The student is informed about the result of the aid requested with an award letter.

In 2020 the Coronavirus Aid, Relief, and Economic Security (CARES Act) also allowed the award of financial aids to help students cope with the adverse financial situation caused by the COVID-19 pandemic.

Office of the Bursar

The Office of the Bursar is responsible for compliance with the costs policies and procedures established by the institution. This includes tuition collection, payment plans, statements, credit, transcripts, and class schedules, among others. They offer in-person and online services.

Enrolled students can access all Office of the Bursar and Office of the Registrar services, as well as any other student support service using the "Mi UAGM" application. From downloading unofficial transcripts, academic evaluations, and completing their enrollment to complete tuition payments everything is integrated under this web-based application (E4-01-09).

Registrars and Enrollment Offices
(Criteria 2, and 3)

Enrollment

The Office of Enrollment works in close collaboration with the Office of the Registrar. It evaluates student progress in function of the minimum academic standards established by each academic department, manages the enrollment process, and issues the student's course schedules for each term.

The table below provides the historical enrollment figures for UAGM-CC and its locations.

Table 18: UAGM-CC Historical Enrollment Figures

UAGM-CC	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24**
Carolina	5,798	5,390	4,579	3,979	3,476	3,271
Cabo Rojo	746	739	1,151	890	743	636
Santa Isabel	782	802	656	615	612	641
Barceloneta	974	1,040	885	707	621	572
Yauco*	1,174	1,036	7	0	0	0
Arecibo*	176	0	0	0	0	0
Total	9,590	9,007	7,308	6,191	5,452	5,120

Source: Office of Institutional Statistics – Official Enrollment Archives
* Arecibo and Yauco locations closed their operations in academic years 2019-20 and 2020-21 respectively
** These figures reflect enrollment up to December 2023.

Given the challenges faced by the institution in relation to enrollment in recent years, UAGM has created an Enrollment and Retention Management Plan for all its campuses. This plan outlines strategies and initiatives to manage the current decrease in enrollments while maintaining a healthy student retention rate (E4-01-14).

Office of the Registrar

The Office of the Registrar oversees the safe custody, handling, and disclosure of student academic records, designs the academic calendar in compliance with federal regulations, audits the student progress, recommends degree conferral to the Academic Senate, and work with other units to serve international students, veterans, and alumni. They also work in collaboration with the Quality-of-Life, Retention, Bursars, and Financial Aid Offices to administer the Satisfactory Academic Progress Policy as referenced in the UAGM Catalogs (E1-01-12, E4-01-16).

Custody, Handling, and Disclosure of Student Information

The Office of the Registrar is responsible for safeguarding the student's academic records and ensuring compliance with the Family Educational Rights and Privacy Act (FERPA Act, 1974), also known as the Buckley Amendment. In compliance with UAGM's *Policy for the Conservation and Disposal of Student's File Documents* (E4-03-01), UAGM-CC maintains student records updated and digitalized. The Office of the Registrar notifies active students of their FERPA rights by mail and email annually. The *Rights and Responsibilities of Students Receiving Financial Assistance* document (E2-07-16) is also available through the Student Consumer section of UAGM's webpage. To guarantee institutional protection of academic records, UAGM has established clear policies and procedures described in the UAGM's *FERPA Policy* (E2-07-09) and the UAGM Catalogs (E1-01-12, E4-01-16) as explained in Chapter 2.

UAGM's Transfer Credits Policy guides decisions regarding the transfer of credits earned at other accredited national institutions (E2-07-08).

For the non-traditional students with professional experience, the Division of Professional Studies (AHORA) offers a variety of programs in many disciplines. Given the nature of the adult population they serve, other criteria for validating college credits such as professional experience, challenge exams, and professional portfolios, among others are used, as explained in their Admissions Policy (E4-01-02).

Transfer to other UAGM campuses. As part of the UAGM integration, the General Education curriculum, and the curricula of academic programs common to various campuses, were integrated making the student mobility among UAGM campuses and additional locations agile and efficient.

Processes to Enhance the Achievement of Students' Educational Goals
(Criteria 1d and 4)

Office of the Student Integral Development

The Office of the Student Integral Development works under the Deanship of Student Affairs to provide student support services in the areas of: (1) placement, (2) scholarships and internships, (3) student associations, (4) athletics, and (5) cultural/extracurricular activities.

Office of Placement

The Office of Placement enriches the academic experience through its promotion of self-employment, business development, and self-management. They establish networks with industry to provide employment opportunities, in and outside of Puerto Rico, and offer workshops on related topics. They also provide services to alumni and the community in general. Over 7,000 have been served by this office from 2018 through December 2023 (E4-04-02).

Beyond the Placement Office services, the Kingbird Innovation Center also provides support in business development and self-employment under the supervision of the Vice Chancellor's Office as detailed in Chapter 3.

Scholarships, Internships, Student Associations, and Cultural/Extracurricular Activities

- **Scholarships and Internships.** This office identifies scholarship and internship opportunities that align with the student's disciplines of study. Additionally, they manage the Honors Program merit scholarship, and the application process for scholarships provided by the UAGM Annual Scholarship Fund and other funds supported by donors. According to the Director of Integral Development, 291 students have benefited from these services from 2018 to 2023.

- **Student Council.** The Student Council is an organization that provides students with representation in the diverse institutional forums, and most importantly, in UAGM's governing bodies: Academic Senate and University Board. The process of electing the Student Council members, and the benefits they have are outlined in the Student Handbook (E2-01-10, pages 14-19).

- **Other Student Associations.** There are currently twenty-two active associations (including additional location chapters) that are recognized by the institution (E4-04-03). These associations are grouped according to academic disciplines, community service, and cultural or sports interests. Student associations contribute to students' adaptation, integration, and a sense of belonging to the institution. Academic program associations allow for enrichment of competencies in the field, and for their integration into the academic and social system of the institution. These associations must follow the procedures established in the *Student Associations Procedures Manual* (E4-04-04). Hurricanes Irma and María as well as other unforeseen events that have impacted the island since 2017 have caused a decrease in the number of student associations. Recognizing the importance of these groups in the integral development of the student, UAGM-CC is currently implementing strategies to strengthen the number of these organizations in the future.

- **Cultural and other extracurricular activities.** Student Support Services also provide a holistic social and cultural enrichment of the student experience by coordinating a variety of social and cultural events at the Carolina campus and locations. Examples of these events are presented on evidence E4-04-05.

Athletics

The Athletic Program at UAGM promotes the institutional mission through the integral development of its athlete students. This program operates at the central level with financial support from each campus. Qualifying athletes compete at the Interuniversity Athletic League (LAI, acronym in Spanish) of Puerto Rico's competitive events since 1975. This entity brings together higher education institutions to promote sports among its members. In 2022-2023, approximately 150 student-athletes participated in one of the 14 intercollegiate sports. Other alternatives are also offered to athletes that do not qualify to compete at LAI. Student athletes benefit from a special scholarship that covers tuition costs, books, and stipends, among others to those who qualify. In addition, they are given a priority service in the areas of admission, enrollment, FAFSA, quality-of-life services, and academic monitoring, among others as explained in the Student-Athlete Handbook (E2-04-05).

Student Life

The following elements enrich the student experience at UAGM-CC fostering a sense of community and a space for collegiate collaboration.

- **Physical spaces.** UAGM-CC has designed several physical spaces that foster the students' academic and social interactions that enrich the student life. These spaces include:

  - **Carolina Campus.** Conexión Estudiantil, the Learning Center, the Wellness Center, the Culture Plaza, the Peace and Serenity Gardens, the Center for Reading and Writing, the Library and its group study rooms, the Cafeteria, the Matices Coffee Shop, the Piñero Plaza and Auditorium, ISHCA student lounge, and the Beach Volleyball courts, among others.

  - **Santa Isabel Location.** Learning Center, a Library with one group study room, and 7 individual study areas, the cafeteria, two (2) gazebos, a plaza, and the central hall.

  - **Cabo Rojo Location.** A Library with 2 group study rooms, a gazebo, the cafeteria, and the central hall

  - **Barceloneta Location.** A common dining room, a Library with one group study room, and three (3) gazebos.

  - **US Branch Campuses.** The US Branch Campuses facilities are described in the US Branch Campuses Academic Catalog and Student Handbook (E4-01-16, page 12).

- **Security and safety.** Security and safety are also key to procuring a space that fosters learning and social collaboration. UAGM-CC is characterized by a high level of security, and physical infrastructure conditions. The Deanship of Student Affairs collaborates with the Physical Facilities and Maintenance, the Human Resources, and the Security and Occupational Safety Offices to ensure a safe and comfortable environment that fosters learning and facilitates the development of a diverse student population as discussed in Chapter 2.

- **Technology.** UAGM-CC has been characterized by a state-of-the-art technological infrastructure that supports the student learning process. As a result of the CARES Act funding, UAGM-CC was able to renovate and reinforce this infrastructure by: (1) strengthening the campus-wide WIFI, (2) converting 100% of classrooms and meeting rooms to smart rooms that allow virtual classes/meetings, (3) providing laptop computers to all students that request it, (4) renovating twenty-nine computer labs for student use, (5) setting up several charging stations across the campus. Additionally, UAGM-CC has the state-of-the-art Haydee Piñero Amphitheatre that houses several academic and social events.

Student Services Assessment
(Criteria 6)

Student services are assessed every two years with the Student Services Satisfaction Survey. This process is carried out by the Office of Assessment and its results are shared with the Deanship of Student Affairs and with the CEI for incorporating them into the institution's work plans. The Student Services Satisfaction Survey Report presents an example of the findings for the year 2022 (E4-06-02). The US Branch Campuses also assess student services by administrating

a survey annually as shown in the most recent Metro Orlando, Tampa Bay, and South Florida Student Satisfaction Reports (E4-06-03). Chapter 5 discusses this process in detail.

Strengths

- Strong online and remote services such as: Mi UAGM and EARS applications.

- An integrated curricula and student information database across all UAGM campuses facilitates students' mobility across the island.

- Renovated physical and technological infrastructure (State-of-the-art equipment in labs, classrooms, and meeting rooms, Cafeteria, Modern Auditorium, Gym, etc.)

Opportunities for Improvement

- Create strategies to address the decrease in enrollments caused by the changes that have impacted the institution.

- Increase the number of student organizations which were reduced because of the pandemic.

Recommendations

- Strengthen the Dual-Enrollment Program that provides an opportunity for high school students to enroll in college level classes while providing UAGM-CC the opportunity to cultivate these students and convert them into formal enrollments.

- Create and implement strategies to foster participation in student organizations.
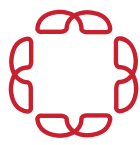
CHAPTER 5:
EDUCATIONAL EFFECTIVENESS ASSESSMENT

CHAPTER 5: EDUCATIONAL EFFECTIVENESS ASSESSMENT

Requirement of Affiliation 8, 9, 10 and 11

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.

Introduction

This chapter presents an analysis of the UAGM-CC assessment process. It describes how the theoretical and conceptual assumptions of UAGM-CC Assessment Model, and evidence of its operationalization, demonstrate compliance with MSCHE's educational effectiveness assessment standard and, moreover, with UAGM-CC's mission and goals.

Evidence Analysis

The evidence analyzed in reference to MSCHE Standard V allowed the confirmation that UAGM-CC has a robust and effective assessment model. The closing of the cycle at each level (institutional, program, and course) permits the identification of strengths and areas of opportunity to improve academic and operational processes and the allocation of funds according to the identified needs.

UAGM-CC Mission and Educational Goals Alignment
(Criteria 1, 2a, 2b, 3d to 3f)

Keeping the teaching and administrative staff updated on assessment trends and practices is an important component of the assessment culture and institutional effectiveness at UAGM-CC. The fact that each of the institution's stakeholders are aware, and take part in the implementation, of the Institutional Assessment Model (E5-01-02) allows the institution to measure the fulfillment of its mission and goals (E1-01-14). Aligned with the institutional mission, the UAGM-CC provides professional development to the university community on topics, strategies, measurements, and evaluations related to the assessment process. For example, in year 2022, 84 percent (n=348) of faculty expressed satisfaction with the services of the Office of Faculty Evaluation and Development (E1-01-18). Similarly, 92 percent (n=348) of faculty agree with the idea that workshops offered as professional development contribute to their development as a faculty. As a result of continuous faculty development, 85 percent of faculty use classroom assessment strategies and the Blackboard platform (99 percent) to collect information about student learning (E1-01-18). In the case of the administrative component, 98 percent (n=134) of the associates affirm that the UAGM-CC has effectively contributed to their

professional development and growth (E1-01-19, E5-03-03). This continuous training in both dimensions allows UAGM-CC to advance the work of three very important institutional committees, which are discussed below (E5-02-06A, E5-02-08 & E5-02-09).

Institutional Commitment to Assessment

Institutional effectiveness is a significant movement in higher education that uses assessment results to optimize university functions and enhance student learning. UAGM-CC has demonstrated its commitment to assessment since 2004, when the first institutional Assessment Model was created. Since then, the institution has consistently refined, and in some cases increased, the number of direct and indirect measurements in a systematic and sustainable way, to monitor processes, identify areas to be improved, guide planning, resource allocation and institutional renewal, and demonstrate the fulfillment of the institution's mission and goals (E1-01-14). The UAGM-CC Assessment Model (E5-01-02) has been successfully implemented, generating a robust assessment culture, which has allowed information to be collected through a variety of sources to make informed decisions. The guiding principles of UAGM CC's assessment processes state: (1) To promote a culture of quality and effectiveness through institutional and specialized accreditations of academic programs (E3-01-10), (2) consolidation of assessment measurements (E5-02-02), and (3) the integration of assessment findings to planning and resources allocation processes (E5-05-01A).

UAGM-CC Institutional Effectiveness Model (E5-02-12) was developed in UAGM-CC, then known as UNE, and approved in August 2012. The successful implementation of this model served as basis for *UAGM Assessment Model for Institutional Effectiveness* (E5-02-12) that was adopted in 2023 for all UAGM campuses.

The Office of Assessment is a unit belonging to the Academic Affairs Deanship, led by the Assessment Director, and supported by an Assessment Officer. Planning, implementation of assessment activities, and evaluation of results are carried out in collaboration with the planning director, academic department and program directors, and faculty of academic departments and the assessment committees of students' services and administrative units (E5-02-09). The evaluation of assessment results and the recommendations generated to guide planning, resource allocation and budgeting, and institutional renewal are channeled through the Institutional Effectiveness Committee (CEI, Spanish acronym). The CEI, the Academic Divisions Assessment Committee, and the assessment committees of support service areas are described below.

UAGM-CC Institutional Effectiveness Committee (CEI)

The CEI is composed of the Dean of Institutional Effectiveness and the Director of Assessment, who serve as chair and co-chair respectively. The committee members also include the Vice Chancellor (CEO), the Dean of Academic Affairs, the Dean of Student Affairs, the Director

of Human Resources, the Director of Budget, the Director of Planning, the Director of Institutional Effectiveness, the Director of Licensing and Accreditations, two representatives of the faculty, and the Maintenance Manager. The purpose of CEI is to provide evidence-based recommendations to the Vice Chancellor (CEO) for decision-making and continuous improvement of processes to fulfill UAGM-CC's mission. This Committee meets at least four times a year. Its functions and responsibilities are outlined in UAGM Assessment Model for Institutional Effectiveness (E5-02-12, pages 17-18) and discussed in Chapter 6.

Assessment Committee in Academic Divisions

The purpose of the Academic Division Assessment Committee is to determine whether students are achieving course and program goals and are developing competencies indicated in their curriculum. The Committee also establishes procedures for developing action plans related to the needs identified in each academic division to ensure the closing of the assessment cycle (E5-05-01A). In addition, it designs the processes that allow the collection and analysis of data related to academic courses and programs. Its members serve as a liaison between the academic division and the campus Office of Assessment. This committee is headed by the Assessment Director along with one Assessment Coordinator for each one of the seven academic divisions, except for the Division of Business, Tourism and Entrepreneurship, where there are two coordinators to attend the assessment separately. It meets at least four times per semester. The assessment results and action plan of each academic department are reviewed by the CEI.

Support Services Assessment Committee

The UAGM-CC has a Support Services Assessment Committee. It includes representatives from student services, library, technology, retention, and physical facilities areas. This committee is responsible for: (1) developing and reviewing its assessment plans and techniques; (2) analyze evaluation results for their areas, (3) create, implement, and monitor action plans based on these results; (4) submit to the CEI an annual list of needs identified through the assessment; and (5) generate an annual assessment report for the units. This committee meets at least four times a year and dedicates its efforts to ensuring continuous improvement of these non-instructional areas, through assessment plans (E5-02-09 & E5-02-010).

UAGM-CC Systematic Assessment
(Criteria 2 and 3)

UAGM Assessment Model
*(Criteria 2a)*

The *UAGM-CC's Assessment Model* (E5-01-02) is based on the concept "Talent Development" as defined by Alexander Astin (1999). From this perspective, our excellence is not defined in terms of resources, reputation, or the students we admit to our institution, but in what we do for students once they come to us. Thus, excellence is observed from the effectiveness of

the institution in the development of institutional competencies in students. The model collects information about the educational process of students before, during and after their academic journey.

The *UAGM-CC Assessment Model* (E5-01-02, page 7) proposes the integration of two complementary components in the institution: (1) the academic component and (2) the student services component and administrative units. The assessment of the academic component allows to monitor student learning and to ascertain the development of the competencies that contemplate the profiles of the academic programs. It also allows the generation of assessment plans for academic programs and action plans that promote changes for continuous improvement. This type of assessment is carried out at three levels: institutional, programmatic and course. Using action plans, each unit addresses the identified needs obtained from assessment results, establishes strategies (planning process, and the allocation of resources), and implements changes for continuous improvement, with the expected outcome of contributing to the achievement of institutional mission and goals. The institution carries out an annual exercise to determine if the institutional mission and goals are achieved. This exercise consists of a matrix that aligns the institutional mission, goals, and institutional effectiveness indicators with assessment results.

On the other hand, the student services and administrative support units' assessment reviews their practices or services through a structured process. It evidences its effectiveness through the collection of valid and reliable information by various assessment techniques, which allows identifying strengths and areas of improvement in the achievement of goals. Thus, the academic area coordinates institutional efforts with the area of student services and administrative units to improve management processes in support of the academia. This assessment approach aims to evaluate the services offered to students and faculty, encourage changes in teaching support services, and evaluate physical facilities. This allows the institution to ensure that institutional processes and services support learning and the development of students' competencies. For details, please refer to *UAGM-CC Mission Assessment Reports 2017-22* (E1-01-14). The figure below illustrates the main elements of the assessment model and the relationship between academia and student services and administrative units.

Figure 4: Assessment Model
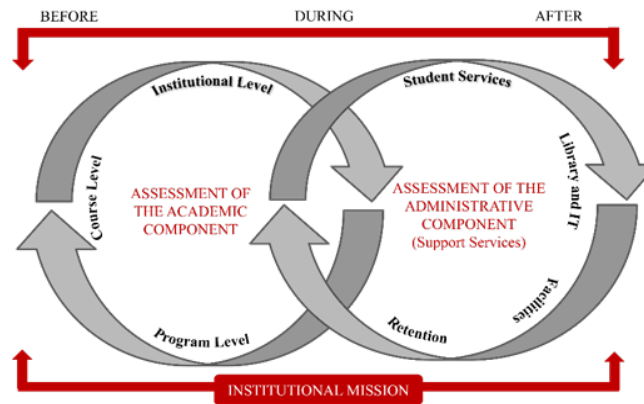
Benchmarking

Benchmarks define what the institution considers the minimum value, or score required for demonstrating effectiveness in each process or established indicator. Institutional benchmarks are identified by the unit's assessment committee, considering aspects such as historical trends in the data, identified expected outcomes, and the units' goals. Institutional benchmarks are subject to changes in freshmen student profiles and historical trends. External parameters for benchmarking are used in licensing exam pass rates, specialized national tests, and local and national historical data or trends, among others. These parameters enable stakeholders to understand if the unit is effective or if it is necessary to undertake actions geared toward improvement. The assessment culture at UAGM-CC has matured enough to justify the adoption of tools that can facilitate the systematization of data analysis enabling a more efficient information management. This would allow the institution to continue strengthening its already strong assessment culture.

Administrative Component / Support Services
(Criteria 2b; 3c; 3g)

The administrative component evidences its effectiveness through a process of collecting valid and reliable information by various means, which allows identifying strengths and areas for improvement in the achievement of institutional goals. The assessment plans of the administrative units operationalize the assessment to establish its effectiveness as evidenced in the assessment plans for each area (E5-02-10). Through effectiveness indicators, a periodic monitoring of administrative management is obtained, which facilitates the use of the results of this assessment to generate action plans.

Administrative Units

This assessment defines the effectiveness of processes related to support services. The assessment of the administrative component uses as a source of information a sample of the

population of students, alumni, administrative staff, and members of the community, in addition to information located in the databases of the UAGM. Some of the assessment techniques used to collect information for the continuous improvement of this area are the Student Service Satisfaction Survey, Study of Needs of New Students, Student Satisfaction Survey, Faculty Satisfaction Survey, Associates Satisfaction Survey, Student Exit Survey, Alumni Survey, and others. This information is part of the *Institutional Dashboards and Institutional Studies Reports* (E3-04-18, E1-01-17, E1-01-18, E1-01-19, E5-02-03), which is a tool to disseminate results through the UAGM website. The Dashboard shows a historical trend in the periodic assessment of student and administrative support units. The table below summarizes assessment results for the student and administrative units from 2019-2022. Examples of actions taken when results fall under the benchmark are presented later in this chapter.

Table 19: Summary of Student and Administrative Units Assessment Results

Student Service	Assessment Measurement**	Benchmark	2019-2020	2020-2021	2021-2022
Admissions	Opinion and student services survey*	75% of students are satisfied	84.4% (n=388)	-	89% (n=554)
Financial Aid	Opinion and student services survey*	75% of students are satisfied	78.6% (n=388)	-	95% (n=554)
Enrollment Process	Opinion and student services survey*	75% of students are satisfied	84.4% (n=388)	-	90% (n=554)
Placement Office	Opinion and student services survey*	75% of students are satisfied	41% (n=388)	-	85% (n=554)
Retention (advisors)	Student Satisfaction Survey	75% of students are satisfaction	88% (n=2,477)	77% (n=2,054)	85% (n=748)
Counseling Services	Student Satisfaction Survey	75% of students are satisfied	83% (n=2,477)	74% (n=2,054)	92% (n=748)
Student Services Overall	Exit Survey	75% of students are satisfied	88% (n=587)	84% (n=316)	89% (n=330)
Information Resources	Exit Survey	75% of students are satisfied	91% (n=587)	88% (n=316)	88% (n=330)
Physical Facilities	Student Satisfaction Survey	75% of students are satisfied	86% (n=2,477)	69% (n=2,054)	92% (n=554)
	Exit Survey	75% of students are satisfied	86% (n=587)	85% (n=316)	83% (n=330)
* Survey administered every two years | ** E5-02-13 presents descriptions of measurements					

(Criteria 2b; 2c, 3a)

The academic component articulates learning goals at the institutional, program and course levels. UAGM-CC gathers documents that evidence assessment, using the Blackboard LMS. The Office of Assessment downloads these documents manually, analyzes them, and ensures results are addressed in institutional work plans. Since 2014, the Carolina campus began documenting all its evidence entirely online. Originally, data was collected through an institutionally developed Course Assessment Platform (E5-03-02, page 1 & E5-05-01B). From 2021, the entire process of managing instruments to measure the development of UAGM-CC students' competencies has been carried out through the Blackboard Platform (E5-03-02, pages 81-90). This platform allows to document the materials or artifacts of the students in each of the courses of the academic programs. In addition, it allows the academic programs to collect information digitally, observe how and when the learning assessment was carried out and what feedback was provided to the student to improve their performance. Through the Rubric Evaluation Report (E5-03-02, page 11), UAGM-CC can have access to the statistics that emerge from the administration of institutional instruments. Annually, more than 90 percent of faculty report their assessment processes through Blackboard and provide recommendations for continuous improvement.

In the same way, the Office of Assessment reviews the institutional tests that are administered through Blackboard using item analysis (E5-02-11) and other information that enables the institution to contribute to the process of internal consistency of the academic programs' assessment instruments. In turn, the professors of the program complete a course assessment report where they issue recommendations for the program and the courses they teach. In this report, the professors share with the Office of Assessment a sample of graded student artifacts to document the learning materials aligned with each program learning outcomes. The academic component articulates learning goals at the institutional, program, and course levels. An example of this alignment can be seen in evidence E3-01-10, page 8.

Student Learning at Institutional Level

UAGM-CC has identified and defined a set of institutional learning goals to be achieved from the *General Education Component* (E3-05-02, page 11) to the professional component (E5-02-02). These goals are critical thinking, scientific reasoning, quantitative reasoning, communication, innovation, ethics and diversity, technological competency, and information literacy. These competencies are defined and have different levels (E3-05-02, page 12). The levels describe the skills and performance that students are expected to demonstrate during their time at the university (E3-05-02, page 12). These learning outcomes are measured throughout the

curriculum at low, midpoint and endpoint levels. The General Education section, in Chapter 3, presents detailed information on how these learning outcomes are measured, and the institutional assessment results. The table below presents an example of how UAGM-CC measures institutional learning outcomes, demonstrating that students performed above the 70 percent benchmark in most of the eight institutional competencies (E3-05-03, page 16) for the years 2021-22 and 2022-23.

Table 20: Students' Mastery in General Education Competencies

Year	Critical Thinking	Comm.	Information Literacy	Ethics & Diversity	Scientific Reasoning	Innovation	Tech.	Quantitative Reasoning**
2021-2022 *(N=2,738)*	86.5	86.8	72.6	86.3	79.8	78.3	90.8	72.7
2022-2023 *(N=2,173)*	88.2	79.1	79.0	91.0	70.8	61.7	93.4	72.0

* All competency benchmarks are 75.

** The quantitative reasoning competency is not measured using rubrics but rather the EducoSoft platform. See example in E3-05-03.

These competencies are also evaluated indirectly, through a variety of institutional studies, such as: the student satisfaction study, the exit survey, and the alumni questionnaires (E3-05-03, E5-02-13). These results are measured through the Exit Survey administered by UAGM's Office of Institutional Research. The instrument measures the students' perspective on how the UAGM-CC has contributed to the development of their critical thinking, and use of technology, among other skills. The information literacy and innovation competencies were integrated into the indirect assessment processes in 2022. In the last year, more than 80 percent (n=349) of the student sample expressed that the university helped them develop both competencies. The results on competencies, collected through indirect measures, are presented in the following table.

Table 21: Student Perspective of Competencies Development: Exit Survey Results

N	Year	Critical Thinking	Communication	Use of Technology	Ethics & Diversity	Scientific Reasoning	Quantitative Reasoning
1369	**2019**	73.3	63.0	73.7	75.5	91.4	69.0
587	**2020**	58.5	43.0	53.5	60.1	80.6	49.1
316	**2021**	86.3	71.8	88.2	86.4	81.5	80.9
349	**2022**	87.0	88.0	79.2	88.2	85.9	83.8

The purpose of institutional assessment includes measuring the mission (E1-01-14) and learning goals (E3-05-03). The institutional assessment is based on information collected from a variety of samples of active students, alumni, and secondary databases. Data collection methods include surveys, questionnaires, tests, rubrics, and simulations, in addition to retention, graduation and completions rates. This process allows to generate changes in the teaching and learning of the students and in support services. Moreover, it guarantees the necessary resources to ensure the quality of the teaching for the students of the UAGM. Through the measurement

of institutional effectiveness indicators, it is possible to complete a periodic monitoring of academic processes. The learning outcomes (E3-05-03) lead the design and management of UAGM-CC SDG and consequently support the campus decision-making process.

Assessment Plan and Curricular Alignments

Assessment at UAGM-CC considers the alignment of the institutional mission, the institutional student learning goals with the learning goals of the General Education Component, the academic programs, and individual courses. It emphasizes the relationship between the learning goals at the institutional, program, and course levels. The structure of the assessment plans in the UAGM-CC (in the General Education component and the academic divisions and their programs) facilitates the collection of evidence and the statement of corrective actions (action plans). An example of the assessment plans template is structured as presented in evidence E5-01-02, page 20, and E5-01-01, pages 10-12. This template makes possible the measurement of institutional learning goals across the curriculum. Courses or activities in which measurement will take place are identified, as well as the assessment method that will be used, and established benchmarks that indicate the degree to which learning goals are met (E5-02-01). Any corrective actions taken are also part of this process, documenting decisions made in response to needs identified through assessment. At the institutional level, information is obtained from direct and indirect assessment.

Student Learning at Program Level

The purpose of program-level assessment includes (1) exploring students' development of the skills pertaining to academic programs (expected program learning outcomes); (2) updating competencies, general objectives, and academic offerings; and (3) promoting educational practices that strengthen the institution's mission, goals, and objectives. The assessment of student learning and program effectiveness begins in the academic departments. Each academic department has an Assessment Plan (E5-02-02), which in turn includes a plan for each academic program. In these assessment plans, the department's mission and its academic programs' learning outcomes are aligned with the institutional mission. The plans establish when and how objectives will be measured, which techniques will be used, and the expected outcomes for these objectives (benchmarks). Assessment at the program level allows for the creation of new, and revision of existing, academic programs. This level of assessment uses data drawn from faculty, students, alumni, employers, and members of the community, as well as relevant documents. Data collection methods include questionnaires, simulations, pass rates of licensure exams, employers surveys, internships, program revisions, student's publications, rubrics, and tests collected at specific instances (e.g., introductory, midpoint, capstone courses) (E5-02-07 & E5-02-04). This information is used to improve academic programs through curricular revisions, physical facilities improvements, acquisition of instructional equipment, and learning resources.

An example of assessment at the program level is the institutional tests of the Radiology Technician program. The test administered in the RADI 102 course represents a mid-term measurement to collect information on the development of students' competencies and learning (E5-02-05G, page 35). These tests are aligned with the objectives of the program. Additionally, there is a capstone course (RADI 380) which represents a measurement comparable to the licensing exam (E5-02-05G, page 82). Another example of a measure that is used to evaluate associate degree and baccalaureate programs in nursing is the Nursing Mock Test (E5-02-05G, page 66). This measure facilitates the collection of information on students' learning, analyze whether they acquired the skills required by the profession and expose them to a measure similar to the state licensing exam. At the graduate level, a variety of standardized instruments are used, such as rubrics and tests. For example, in the master's degree in clinical social work, two comprehensive exams are administered at the end of the degree. Both exams allow the program to document the learning process through a summative measurement to collect information from the fundamental and clinical areas (E5-02-11, page 18). Chapter 3 presents evidence of how graduate students have performed in this program over the last academic years.

Student Learning at Course Level

Through the course assessment, it is determined if students have achieved the goals and objectives required by the course upon its completion. Course level assessment promotes educational practices aimed at achieving curricular objectives. It also seeks to strengthen the areas in which students present academic difficulties, provide means of faculty training, and use new technologies as learning tools. Course-level data collection comes from the *Course Assessment Report (E5-05-01B)* completed by faculty at the end of every course taught. This electronic report collects students' demographic information, their execution in tests and other assessment techniques to evidence the achievement of course competencies and learning outcomes. The report also outlines actions implemented by the professor to improve student learning and recommendations to improve the course. This process demonstrates the closure of the assessment cycle at the course level.

Program Evaluation
(Criteria 3c)

The programmatic evaluation (E3-08-02 & E3-08-03) is meant to explore the development of the competencies of the program graduates' profile (program learning outcomes), update the general objectives and the offer of the academic programs, as well as promote general educational practices that strengthen the vision, goal, and objectives of the institution. The programmatic evaluation also allows the creation of new academic programs and the revision of existing ones. Through this practice academic programs are improved, strengthening their efficiency. In the programmatic evaluation (E3-08-06, E3-08-07 & E3-08-08), professors, students,

alumni, and community members are used as a source of information. The institution evidences this evaluation with direct and indirect measures. In addition to the assessment results mentioned above, academic programs are evaluated using enrollment and cost analysis data. The evaluation Is performed following the processes outlined in the UAGM Program Evaluation Manual (E3-08-03), by a committee composed of faculty assigned to the program, the academic department director, assessment coordinator, and the Office of Assessment. The committee is guided by the one-year calendar suggested in the Manual.

An example of the evaluation of the MBA in Management is presented in E3-08-06. As a result of this evaluation the graduate profile was aligned with course objectives and retention strategies were implemented as evidenced in E5-03-04. Another example of program evaluations and the actions resulting from it for the AS in Engineering Technology in Avionics is presented in E5-03-05, page 19 and E5-03-05, page 21 respectively. Other program evaluation examples are presented in E3-08-07 for the MBA in Human Resources, and in E3-08-08 for the BS in Biotechnology.

Assessment Results for the Educational Effectiveness Improvement
(Criteria 2, 3a-b, 3e-f, 3h and 5)

Use of Assessment Results for Improvement

The Closing of the Assessment Cycle (E5-01-02, page 7, E5-05-01A, E5-05-01B) consists of using the assessment results for decision-making and institutional improvement. As explained in Chapter 6, each year the Office of Planning provides each academic and support services unit a set of documents to guide them in the development of their annual plan. Key assessment findings are considered in the development of the units' annual plans, which are then integrated into the institutional annual plan. As established in the Institutional Effectiveness Model (E5-02-12), which is currently being reviewed, CEI may include in the annual plan any missing important issue identified through the institutional assessment process, if considered appropriate. The Director of Assessment elaborates an annual report containing a compliance matrix, aligning the mission statement with the institutional goals, effectiveness indicators, assessment instruments used, benchmarks, and outcomes (E1-01-14). The following sections and Table 22 include examples of how the assessment results led to specific actions at the institutional, programmatic, and course levels.

Institutional level

Learning outcomes are used at the institutional level to maintain continuous improvement in instructional and non-instructional areas. The use of assessment results related to student learning are used in various ways to improve processes at the institutional level. The curriculum matrix and assessment plan of the CEG illustrate in which courses institutional competencies and expected results are measured (E5-01-01, page 13). In 2017, the CEG was

revised, establishing the measurement of the eight general education competencies to be implemented through rubrics and tests. The CEG measurements were developed by the faculty in collaboration with the Office of Assessment (E5-02-08). This implementation has enabled UAGM-CC to continue obtaining results to improve the learning process of students, focused on the development of their skills (E3-05-03, page 16). The UAGM-CC uses the Student Satisfaction Questionnaire, the Exit Survey, and the Graduate Survey as indirect measures to collect information on learning results and student services at the institutional level. These results also allow UAGM to collect information about the perspectives of students during their stay in the program, before and after graduation (E3-05-03, page 17).

Programmatic level

One of the best examples of using assessment results to improve programs is stated on the *Engineering Technology Assessment Plan* (E5-05-01A, pdf page 7). In the engineering technology programs, findings in student performance were identified to achieve the expected results in engineering competencies. Students' needs were identified in understanding the fundamentals of electronic circuits, measurements, and problem-solving skills, among other competencies (E5-02-05A). These results served as a basis for the program director to purchase new instrumentation equipment and work with faculty on new teaching strategies with the support of other service areas (E5-05-01A, pdf page 13).

Business programs have also carried out exemplary practices in their assessment process. The Business Department has developed and continues improving its programs based on information obtained from the benchmarking and outcomes of assessment programs, for the undergraduate and graduate programs. This resulted in closing the assessment loop in different areas (E5-02-04, page 45). The information obtained was also used to update the business curriculum, program syllabi, learning outcomes, rubrics, professional component, and to incorporate industry trends and technology. Also, student profiles were adjusted to fulfill employer needs. Furthermore, data was used to optimize the allocation of courses and special attention was given to teaching techniques and assessment of the faculty (E5-02-05E).

Course level

At the course-level, faculty recommendations and learning outcomes are used to improve institutional processes. An example from the Special Events Production academic program shows the transformation of the Convention Sales (HMEV 310) course into a more general Events Sales & Sponsorships (HMEV 335) course because of the feedback received from faculty in the course assessment report. This recommendation allowed the finding to be presented to the department's curriculum committee and resulted in the review of course objectives. Other examples of the use of the assessment results at the institutional, programmatic, and course levels are presented in the table below:

80

Table 22: Examples of "Closing-the-loop" in Assessment

Academic Year	Strategic Goal/Vector	Assessment Technique**	Identified Need	Actions for Improvement	Resource Allocation	Budget
Institutional Level						
2017-18	Goal: 1.6 *Vector:* *Academic*	Faculty Course Assessment Report Faculty Satisfaction Survey	Strengthen faculty development	Strengthen faculty development services to contribute to excellence in teaching and student success; expand the diversity of student support services to promote retention and success.	Federal Grant: Title V	$11,354
2018-19	Goals: 1.3, 1.5 *Vector:* *Academic*	Faculty Course Assessment Report Faculty Satisfaction Survey	Improve students' performance in science related competencies and student success	Developed labs and implemented various teaching strategies to improve students' performance in science related competencies. Purchase or lease of lab equipment. Creation of tutoring, counseling, and student service programs.	Federal Grant: I-STEM	$895,290
2019-20	Goal: 1.5 *Vector:* *Academic*	Institutional Test Results	Improve student licensing exam pass rates in Health Sciences.	Improve the institutional tests' items banks with the Health Sciences faculty support	Operational Funds: Nursing Department	$671,596
2020-21	Goal: 3.2 *Vector:* *Student Services*	Student Satisfaction Survey	Incorporate technology to optimize the performance and operational efficiency of UAGM.	The Integrated Services Center (CISE, Spanish acronym) was remodeled in Carolina and additional locations.	Physical Development Project: Facilities Funds	$ 640,000
2021-22				Created a CISE Virtual Call Center	HEERF Funds	$755,384
Programmatic Level						
2017-18	Goal: 6.2 *Vector:* *Infrastructure*	Faculty Course Assessment Report Student Satisfaction Survey	Refurbish Culinary Arts Labs materials and equipment	Improvements facilities ISHCA Culinary Arts Laboratories – Phase I	Physical Development Project: Facilities Funds	$ 100,000

Academic Year	Strategic Goal/Vector	Assessment Technique**	Identified Need	Actions for Improvement	Resource Allocation	Budget
2017-18	Goal: 6.2 *Vector:* *Infrastructure*	School Assessment & Professor Assessment Report	Develop sonography labs remodeling plan.	Labs were remodeled	Operations Funds	$30,000
2018-19	Goal: 6.2 *Vector:* *Infrastructure*	Faculty Course Assessment Report Student Satisfaction Survey	Refurbish Culinary Arts Labs materials and equipment	Improvements facilities ISHCA Culinary Arts Laboratories – Phase II (installation of Kitchen hoods)	Physical Development Project: Restricted Funds	$ 280,000
2019-20	Goal: 6.2 *Vector:* *Infrastructure*	Faculty Course Assessment Report.	Improving computer labs for business programs	Lab equipment was upgraded.	HEERF Funds	$67,000
Course Level						
2018-19	Goal: 6.1 *Vector:* *Infrastructure*	Student Satisfaction Survey	Hire a full-time engineering lab technician.	An applied science laboratory technician was hired to attend the engineering laboratories.	Federal Grant: I-STEM	$23,664
2020-21	Goal: 6.1 *Vector:* *Infrastructure*	Faculty Course Assessment Report.	Include a lab in the PHSC 228 course.	Improve the engineering lab and course activities experiences. Physics Lab equipment was acquired with, remote operation capabilities to offer laboratory experience during pandemic.	Federal Grant: I-STEM	$1,200,000
2021-22	Goal: 1.3 Vector: Academia	Institutional test results	Improve GenEd quantitative reasoning competency (MAGS 120)	Acquire the EducSoft program: Tools and resources necessary to deliver and manage courses over the web.	HEERF Funds	$39,070

*Source: E1-01-13, E3-08-04, Planning Office | ** E5-02-13 presents descriptions of assessment techniques*

Programmatic Accreditation

Currently, UAGM-CC has seven accreditations throughout twenty-seven (27) academic programs which purpose are to maintain the highest academic quality and effectiveness. Each affirmation process has enabled the identification of strengths and areas for improvement in those academic programs (E3-01-11, E3-01-09). These findings have helped UAGM-CC assess the effectiveness of its assessment model and processes, by bringing in the views of external expert opinions, thus ensuring continuous improvement of the educational effectiveness. The table below illustrates the actions taken and improvements resulting from the specialized accreditation processes.

Table 23: Examples of Specialized Accrediting Agencies and Resulting Improvements

Academic Program	Agencies	Opportunity for Improvement	Action Taken
Associate in Electronic Engineering Technology	ABET	Improve the frequency of review of Sos and their relationship to PEOs and the needs of program constituents.	Increase and document meetings with program constituents to present program needs and involve them in decision-making.
Associate in Engineering Technology in Avionics	ABET		
Bachelor's degrees in business	ACBSP	Number of courses taught by faculty with doctorate degrees is not met.	In February 2024, the program submitted a status report informing the number of faculty with doctoral degrees.
Teacher Preparation Programs	CAEP	Impact of EEP completers on their student development and learning needs to be documented	A case study was developed to document the impact of EEP completers on their student development and learning.
Bachelor's degree in social work	CSWE	Program assessment needs improvement in linking assessment results with curricular changes.	Program reported specific curricular changes resulting from assessment data to CSWE.

Source: E3-01-11_Specialized Accreditations

Dissemination of Assessment Results

The assessment results are disseminated in different ways including faculty, administration, and student support unit meetings. Interactive dashboards (E5-02-05F) are shared by the Office of Assessment in UAGM-CC's website under the About Us/Student Achievement Outcomes information section. Each academic division webpage contains the assessment results of the academic programs, the assessment plans, the information collection techniques, and instruments for their programs. Access to information on the website enables a greater scope in the dissemination of information to the university community in general. The *Assessment Dashboards* (E5-02-05G, E1-04-01) include learning outcomes (of main campus, additional locations, and overall), *program effectiveness* (E5-02-05A, E5-02-05B, E5-02-05E, E5-02-05F & E5-02-05G), *institutional assessment results* (E3-05-03), and *retention and graduation*

rates (E5-03-03)*,* among others. The assessment results are presented to the Vice Chancellor (CEO) annually, in collaboration with the CEI (E5-05-02). Likewise, the assessment coordinators of the academic divisions present the results of course assessment and offer follow-up to the collection of information of their discipline. Coordinators also meet with division deans and department directors to address assessment findings that emerged from the results through the action plans.

Assessment of the Assessment Process

Periodic assessment of the effectiveness of assessment processes at UAGM-CC emerge from external and internal sources. For example, specialized programmatic accreditations bring the views of external peer opinions while the Student Learning Assessment Committee continuously assess the assessment plans at the programmatic level internally, as evidenced in E5-02-09, pdf page 85. As part of the UAGM efforts to continuously improve the educational effectiveness, the institution has adopted a new Assessment Model in fall 2023.

Strengths

- Strong assessment culture that allows the collection of assessment results at all levels, and the integration of these results into institutional strategic and work plans, despite the extraordinary external circumstances.

- The involvement of UAGM-CC community in the construction of institutional measurement instruments.

- Continuous data collection and analysis allow UAGM-CC to consistently evaluate learning outcomes and services in support of UAGM's mission.

- A solid and systematic structure for dissemination of assessment results.

Opportunities for Improvement

- The assessment culture at UAGM-CC has matured enough to justify the adoption of tools that can facilitate the systematization of data analysis allowing for a more efficient information management. This would facilitate the continued strengthening of its already strong assessment culture.

Recommendations

- Consider the acquisition of the Blackboard Analytics Module or some equivalent technology that helps analyze the large volume of data quickly.

- Continue strengthening faculty involvement and training in the assessment process.

CABO ROJO

CHAPTER 6:
PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

CHAPTER 6: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

Requirement of Affiliation 10 and 11

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.

Introduction

This chapter presents the effectiveness, relevance, and priorities of the institution's planning and budgeting processes, as well as an analysis of the allocation of human, financial, physical, and technological resources that are available to UAGM-CC in achieving its mission and goals.

The research process carried out for this chapter included the analysis of documents such as work plans for the years 2019-2023, Strategic Development Guidelines (SDG) for the periods 2015-2020 and 2021-2024, institutional budgets for the years 2019-2023, action plans and the meeting minutes (E6-01-03, E6-01-07, and E1-01-13) of the Institutional Effectiveness Committee (CEI, Spanish Acronym), and meeting minutes of the vice chancellor's staff meetings, and the Faculty Assemblies. Among the key areas considered were the level of alignment of the plans with the institutional mission, personnel participation in the planning process, the allocation of resources and budgets assigned based on strategic guidelines and assessment results, and the earmarking of renewable resources. To present the quantitative information more coherently, the goals of these plans were aligned with the expenses for years 2019-2023 and the effectiveness of the fiscal, technological, and human resources adequately support its operations wherever and however programs are delivered.

Evidence Analysis

SUAGM and UAGM-CC Structure
(Criteria 5)

Structural Relationship

UAGM-CC is part of the SUAGM. Their relationship and functioning are clearly structured in their corporate bylaws (E6-05-09), institutional bylaws (E6-05-10), policies, and regulations. This structure, supported by a long standing and effective planning process, results in a well-defined decision-making process with a clear assignment of responsibility and accountability at every level.

SUAGM is a private, non-profit, higher education institution with a multi-institutional structure that consist of the Central Administration, AGMU in the continental US, and UAGM in Puerto Rico, which includes three campuses: UAGM-CC, UAGM-Cupey, and UAGM-Gurabo. The Central Administration is comprised by the following offices: (1) Presidency, (2) Executive Vice Presidency and Chief of Staff, (3) Vice Presidency for Academic Affairs and Student Success, (4) Vice Presidency for Telecommunications and Academic Technology, (5) Vice Presidency for Administrative Affairs, (6) Vice Presidency for Human Resources, (7) Vice Presidency for Financial Affairs (CFO), and (8) Vice Presidency for International Affairs. Following the integration process, the institutional planning function resides under the office of the Executive Vice President and Chief of Staff. All UAGM-CC processes related to finance, planning, human resources, marketing, student services, and administrative affairs are overseen by SUAGM's Central Administration. In fact, the units of financial affairs, human resources, and planning at UAGM-CC have a representative from SUAGM assigned to the campus. Financial policies and the distribution of revenues are explained later in this chapter.

Although it operates under the SUAGM umbrella, UAGM-CC maintains autonomy related to its academic and administrative operations and the distribution of its resources.

Financial Relationship

In financial terms, the SUAGM's Board of Directors is responsible for approving the annual budget of the institution. The budgeting process starts at UAGM-CC based on the income projection prepared by the Vice Presidency for Financial Affairs. This process is described in detail in this chapter.

Planning Process
(Criteria 1 and 2)

UAGM-CC administration has incorporated elements, such as the CEI (E5-02-12), to ensure that assessment results are considered in the planning and resource allocation processes. Moreover, UAGM-CC 's revised mission (E1-01-01) states that "*All its resources support the academic offerings of certificate, associate, bachelor, graduate studies, and continuing education programs"*, and one of its goals specifically states that the institution will promote quality and effectiveness, and that institutional planning and resources allocation processes will integrate assessment findings.

The planning process is structured and implemented according to several guiding elements included in three fundamental documents: SUAGM's Vision 2025, UAGM-CC 's Mission Statement, and the Strategic Development Guidelines (SDG) (E1-01-13). The following figure summarizes the institutional planning levels, where goals and objectives of each level are aligned with the subsequent level with increasing specificity. Each planning level entails a participatory process, which includes training, disseminating sessions, and reports.

Figure 5: Planning Levels and Periods
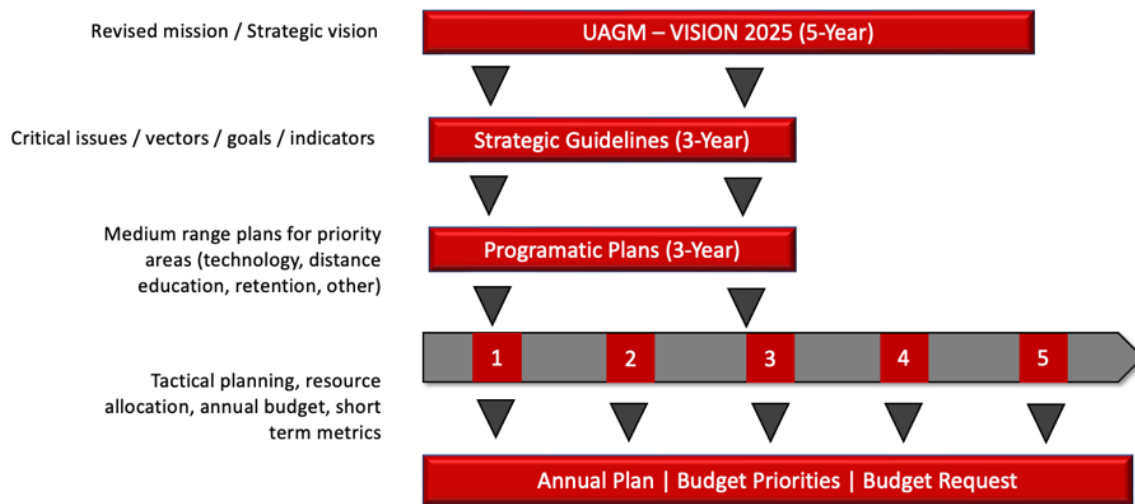
Planning levels

The mission guides institutional long-term development and is revised when major changes occur, such as increase in credential level or integration processes, with the participation of all SUAGM institutional constituents. This statement defines the university system's role in addressing the needs of the communities it serves in Puerto Rico and in the United States. At the long-term planning level UAGM sets a strategic vision statement, which provides direction and those institutional key priorities to guide transformation toward a more competitive position in the markets it serves.

The second planning level Is the development of the three-year SDG (E1-01-13) which contains each institution's individual strategic plan and is based on a thorough analysis of internal and external factors (SWOT). UAGM-CC SDG 2021-2024 were developed with the involvement of faculty, student representatives, and administrative staff. The strategic guidelines are regularly valid for five years. However, this period was reduced to three years in the face of the integration process and the uncertainty of external conditions, such as the prevailing constraints of recent hurricanes and the COVID-19 pandemic impact. Each academic and administrative unit set and organize their goals and objectives through an eight-vector (strategic areas) structure established by SUAGM's Vision 2025. These vectors, which serve to prioritize goals, objectives, and initiatives, fall into three categories as shown in the figure below:

Figure 6: UAGM Strategic Vectors
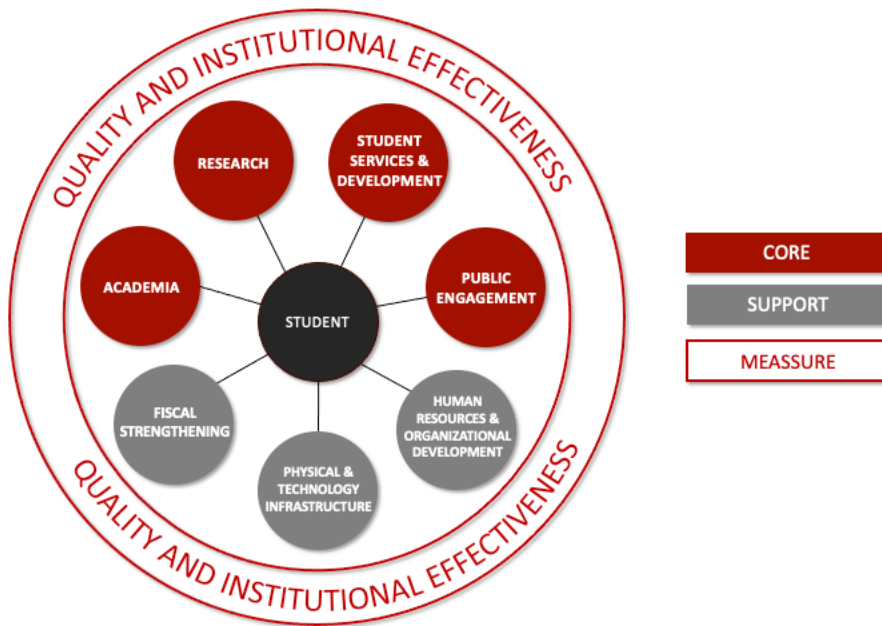
The Planning Director, in collaboration with the Carolina campus Vice Chancellor's staff, integrates all the campus units' goals and objectives to create UAGM-CC's SDG (E1-01-13). At institutional and system levels, the Associate Vice Presidency for Planning integrates the three campuses' strategic guidelines into the final document of the UAGM's SDG, which are approved by the President and by the Board of Directors. The SDG are implemented through the aligned goals and objectives of the annual work plans set by the academic departments and other institutional units. The institution is currently working on the UAGM-CC SDG 2025-2030 (E6-02-04).

The third planning level are programmatic plans, which align with the SDG, and are developed for major projects or key priorities to be implemented over a period of three years. These plans are elaborated by the units involved in the specific project. Example of these are special plans for strategic areas such as internationalization, student retention, or technology (E6-02-03).

The fourth level is the institution operational, annual work plan and budget request. This process takes approximately four months to develop. The aim of this planning-level approach is to foster alignment of all activities and resource allocation with long and mid-term strategic priorities. Examples of the different work plans relevant to the analyzed period are presented in evidence documents E6-01-02B, E6-01-04A, E6-01-04B.

Annual Work Plans: Planning and Budgeting Process

The planning and budgeting process has a duration of approximately four months, starting in March and ending in July, as specified in the UAGM Guide for Developing Unit's Annual

Work Plan and Budget Request, approved in 2022 (E6-05-01). This document is used for the preparation of each unit's (academic departments and students services and administrative units) annual work plan and budget request. Each year the Planning Director prepares a set of instructions containing relevant data for the preparation of UAGM-CC units' annual work plans and budgets (E6-01-06). These instructions contain information related to the UAGM-CC Needs Report prepared considering (1) assessment results, (2) a preliminary budget allocation based on the previous year budget, (3) the three-year UAGM-CC's SDG, (4) a list of goals set by the Vice Chancellor (CEO) for the next academic year, (5) commitments specified in UAGM-CC's SDG, and (6) new opportunities offered by the outside environment. Each unit's work plan is then integrated into the UAGM-CC Work Plan (E6-01-02B). The closing of the loop is demonstrated in the examples presented in evidence E6-01-05, where the assessment findings, strategic planning and budgeting are aligned.

The planning and budget allocation procedure allows for: (1) the alignment of the SDG and the assessment results in a transparent way, (2) ensuring that the budget request will incorporate the institution fiscal commitments, and (3) ensuring funding allocation for the implementation of new projects according to the SDG. The UAGM-CC Annual Work Plan level of compliance is assessed at the end of the academic year (summative evaluation) (E1-03-02B, E6-01-08). Opportunity for ample participation is provided through a meeting of unit managers, where they present their most significant achievements and compliance with the goals and objectives established on the plan as evidenced in E6-02-02. Afterwards, each unit submits a report including results and recommendations. The results and recommendations are reviewed and documented in a memorandum from the Director of Planning to the Vice Chancellor (CEO). This memorandum contains the achievements by vector and an analysis of UAGM-CC's performance. Missed goals with continued relevance are rescheduled and included in the following year's work plan. Input from these meetings and unit reports are collected in the UAGM-CC Achievements Report (E6-01-08, E1-03-02C) and presented to the SUAGM President. Recommendations received from the Presidency are also considered in the following year's work plan.

Financial Resources
(Criteria 3 & 7)

Budgeting Process

   Financial Viability and Resources

The UAGM-CC financial planning and resource allocation/budgeting process includes the integration of institutional resources to maintain sustainability and an efficient resource allocation to support student success consistent with the mission and the SDG.

In recent years, unanticipated events impacted UAGM-CC, the main source of revenues, tuition, and fees, therefore cost constraint measures had to be implemented to compensate for the lost revenue. Adjustments and changes have been made to UAGM-CC plans and operational budget to stay current with demand and be able to respond rapidly to unexpected events. The table below shows the significant reduction in the operating funds for the last five years:

Table 24: UAGM-CC Operating Funds (2018-19 to 2022-23)

Fiscal Year and Operating Funds (Actual Years End)			
Fiscal Year	General Fund	Change $	Change %
2018-2019	$ 44,784,324		
2019-2020	42,303,808	$ (2,480,515)	-6
2020-2021	35,274,914	(7,028,894)	-17
2021-2022	32,358,277	(2,916,637)	-8
2022-2023	28,280,311	(4,077,966)	-13

Source: *Vice Presidency for Financial Affairs*

Distribution of Revenues

The contribution of the campuses to the Central Administration has varied between 20 percent to 15 percent in recent years, to cover administrative related expenses in any given year. Nevertheless, specific conditions determine the actual distribution of funds and the contribution to be made by the institution each year. For the past four years, UAGM-CC contributed approximately 15 percent of its tuition and fees revenues to the Central Administration. Funds available to cover expenses at the campus level are managed by the Vice Chancellor (CEO), who takes into consideration certain guidelines including existing salary and fringe benefits expenditures, debt service payments, and maintenance of facilities expenses to establish UAGM-CC's budget.

The following table presents UAGM-CC revenues for the fiscal years 2018-19 to 2022-23, which are mainly dependent on tuition and fees.

Table 25: UAGM-CC Revenues (FY 2018-19 to 2022-23)

Revenues, Gains, and Other Support	2018-19	2019-20	2020-21	2021-22	2022-23
Tuition And Fees	$ 65,544,623	$ 60,277,433	$ 55,959,883	$ 44,791,072	$36,368,750
Less Scholarships	(4,351,776)	(4,575,137)	(3,336,464)	(2,371,079)	(2,383,835)
Net Tuition and Fees	61,192,847	55,702,295	52,623,418	42,419,994	33,984,915
Federal Grants and Contracts	5,811,039	6,596,558	8,052,452	22,114,015	25,959,311
Commonwealth of P.R. Grants and Contracts	815,765	447,419	308,226	340,437	287,451
Private Gifts and Grants	24,015	263,234	308,522	237,792	219,705
Net Investment Income	1,143,212	1,303,272	1,432,096	346,698	325,830
Net Appreciation on Investments	100,185			1,168,643	
Auxiliary Enterprises	361,910	413,920	315,526	243,190	723,040

Revenues, Gains, and Other Support	2018-19	2019-20	2020-21	2021-22	2022-23
Other Sources	2,600,144	2,071,258	1,253,272	577,707	751,274
Total Revenues, Gains, and OS	$ 72,049,116	$ 66,797,956	$ 64,293,513	$67,448,474	$62,251,526

Source: Vice Presidency for Financial Affairs

The following table demonstrates the importance of sponsored resources in the institution's budget, especially the HEERF funds to help with the COVID-19 emergency.

Table 26: UAGM-CC Budget Allocation (2018-19 to 2022-23)

Fiscal Year	General Fund	External and Federal Fund	HEERF Fund	Total Budget
2018-2019	44,784,324	6,342,281		51,126,605
2019-2020	42,303,808	3,186,910	15,206,217	60,696,935
2020-2021	35,274,914	4,990,889	71,809,907	112,075,710
2021-2022	32,358,277	1,082,032	2,624,508	36,064,817
2022-2023	28,280,311	2,696,845		30,977,156

Source: Vice Presidency for Financial Affairs

While external circumstances beyond UAGM-CC's control have proven difficult, the institution continues to become more agile and has taken measures to address the fiscal challenges to ensure adequate fiscal and human resources, including physical and technical infrastructure. These measures have allowed UAGM to repay their debt while continue fulfilling its mission.   The table below presents some examples of cost control measures and savings achieved:

Table 27: Cost Control Measures

Cost Control Measures	Total Reduction
1. Incentivized Retirements (Five Stages)*	$5,860,711
2. Administrative positions reduction – annual saving*	$1,044,068
3. 20% Reduction in salaries and compensation (May 2020 to June 2022)*	$2,913,055
4. Closure of UAGM Arecibo and UAGM Yauco**	$5,035,914
5. Freeze of open/available positions (Positions Control Committee)*	$3,008,200
6. Freeze construction projects and use the funds to cover operational costs**	$21,086,051
7. Tax Exempt Bonds (AFICA) payout**	$15,152,927
8. Cancelation of students' receivables FY20 & FY21**	$5,329,820

*Source: * Vice Presidency for Human Resources | **Vice Presidency for Financial Affairs*

The table below shows UAGM-CC's projected enrollment and income for the next five years, which shows a consistent reduction in tuition income and fees. This reality caused primarily by demographic changes in Puerto Rico is one of the main challenges UAGM-CC faces and will be addressed as part of the new strategic planning process.

Table 28: UAGM-CC Enrollment and Income Projection (2023-24 to 2027-28)

Academic year	Enrollment	Contact Hours	Enrollment Income	Fee Income	Total Revenue
2023-2024	5,072	106,480	$21,224,097	$10,242,720	$31,466,817
2024-2025	4,872	102,278	20,385,639	9,838,675	30,224,314
2025-2026	4,713	98,939	19,721,318	9,517,175	29,238,493
2026-2027	4,579	96,130	19,160,217	9,246,630	28,406,847
2027-2028	4,463	93,690	18,675,034	9,012,130	27,687,164

Source: Vice Presidency for Financial Affairs

Financial Policies and Control Strategies

UAGM-CC is a tuition driven institution. The basis for the budget is the funds from the projected headcount and credit hours for the year, per campus, as proposed and approved. Trends in revenues and expenditures in the previous years and the estimated costs of new projects or initiatives are also considered when structuring the overall budget. UAGM-CC's budget includes four different funds: (1) **Operational Fund** – which includes the revenues and expenditures that cover operations of the institution, (2) **Facilities Fund** – composed of revenues from construction fees paid by students, (3) **Restricted Fund** – which contains revenues from grants and contracts that are subject to donor-imposed stipulations, and (4) **Endowment Fund** – which is a pool of investable wealth that has a perpetual investment horizon, is tax exempt, and which main purpose is to generate a stream of earnings to support current operations.

As a result of the realities presented and UAGM-CC's dependence on tuition income, the SUAGM management has assumed leadership in the efforts to continue the transformation of the Institution while overcoming the economic hardships and continue providing an education of excellence. For example, as a way of coping with the challenges brought by the COVID-19 pandemic, the UAGM President decided to implement a temporary measure consisting of a one-day reduction in employees' workweeks and a 20 percent reduction in their salaries. That measure was effective on May 1, 2020. Starting in January 2022 salaries were restituted in a staggered way starting with faculty and ending with administrative employees in June 2022.

The Job Control Committee has been another effective tool for achieving savings in wages and fringe benefits from vacant and newly created positions (E6-04-02). Also, during this period the US Department of Education, under the Higher Education Emergency Relief Fund allocated over $90 million to UAGM-CC. Of those funds, approximately $40 million were directly disbursed to UAGM-CC's active students, as cash aid during the COVID-19 pandemic. The remaining balance (approximately $50 million) were invested by UAGM-CC on new technology (i.e., personal computers for students and faculty, virtual classrooms, applications), personal protection equipment, additional/specific cleaning/safety and security requirements, minor improvements to UAGM-CC's facilities to comply with physical distancing requirements at that time. Many of these transactions, in connection with the overall quarantine period in Puerto Rico, resulted in decreases in UAGM-CC's operating costs and expenses during that period. This

provided UAGM-CC with enough liquidity reserves that allowed the institution to pay in full its long-term debt, related to tax-exempt bonds, of approximately $40 million. As a direct result of this transaction, UAGM-CC decreased its long-term debt by $15,152,927.

In 2020, a new Fiscal Control Committee was established to monitor the allocation and use of institutional resources adequately and efficiently. Also, the Dean of Institutional Effectiveness position was created to monitor the institutional units' expenses.

In 2023 as part of the UAGM integration process and in yet another effort to ensure financial sustainability, the institution is taking the necessary steps for merging the Barceloneta University Center as an additional location under the UAGM Gurabo Campus. Currently, Barceloneta is an additional location for both Carolina and Gurabo campuses. The merger is expected to be completed by January 2025.

Currently, UAGM continues in a comprehensive restructuring and reduction of operational costs to ensure UAGM-CC's financial sustainability.

Audited Financial Results

SUAGM's 2023 Audited Financial Statements (E1-01-16F) demonstrated financial sustainability attributable to effective institutional monitoring practices for budgeting and resource allocation. As a result of the most recent audits procedures performed, no internal control deficiencies were identified.

Financial Results and USDE Composite Score

SUAGM has a composite score of 1.9 that show the institution is "financially responsible without further oversight" by the U.S. Department of Education. Thus, meeting its financial obligations while continue complying with its mission.

Sponsored Programs

The institution obtains additional funds from external sources to support the mission and implements special projects aligned with strategic goals and needs. The Sponsored Program Office has established procedures to encourage proposal writing and an internal evaluation process to assure that it is aligned with the institutional plans. These procedures included the implementation of the Compensation Policy for Personnel Services Rendered under Sponsored Research Programs and Projects (E2-05-06). Evidence E6-03-03 presents the proposal development procedure and a sample logical model. As part of the strategies to diversify the university's funding sources, UAGM-CC generated over $18 million from sponsored programs in the last five years, as shown in the table below.

Table 29: Income from Sponsored Programs

	2019-20	2019-20	2020-21	2021-22	2022-23	Total 5 years
UAGM-CC	$6,342,281	$3,186,910	$4,990,889	$1,082,032	$2,696,845	$ 18,298,957

Source: Sponsored Programs Office

Adequate support of the operations

(Criteria 4 & 6)

The next table shows the distribution of expenses of UAGM-CC as established by the 2021-23 financial statements. The table demonstrates the strong investment in instruction and institutional support in the main campus and the additional locations. Support for research, student services and public service is also established.

Table 30: Expenses and Other Deductions

Expenses and other deductions 2021-2023				
	Carolina	Cabo Rojo	Santa Isabel	Barceloneta	Total
Educational and general expenses:					
Instruction	$11,169,132	$2,235,573	$1,551,703	$2,118,568	**$17,074,976**
Research	423,359	84,738	58,816	80,303	**647,217**
Public service	272,699	54,582	37,885	51,726	**416,892**
Academic support	1,285,565	257,314	178,601	243,847	**1,965,326**
Student services	3,217,291	643,961	446,971	610,258	**4,918,482**
Institutional support	16,660,583	3,334,722	2,314,619	3,160,190	**25,470,114**
Net depreciation on Investment	489,165	97,910	67,959	92,785	**787,819**
Total	**$33,517,794**	**$6,708,801**	**$4,656,555**	**$6,357,677**	**$51,240,826**

Source: Vice Presidency for Financial Affairs

Human Resources

The team of the Vice Presidency for Human Resources are in charge of hiring the most prepared and diverse workforce and then train and develop them to ensure they are committed to UAGM's mission and values and adhere to the high standards of execution and service that have always characterize the institution. The roles and functions of the Vice Presidency for Human Resources, as well as the policies and guidelines they follow are discussed in the Human Resources Handbook (E2-02-07).

The academic integration brought changes to the UAGM administrative structure. These changes responded to the new service model and ensured the necessary and sufficient human resources to offer academic and student services that facilitate students' success. Both faculty and administrative staff have clear and precise functions and duties. Both the professors as well

as the administrative staff have the academic and technical preparation required to offer the courses they teach and the administrative tasks they perform.

The Vice Chancellor (CEO) of the campus establishes the institutional priorities, among which are the allocation of the necessary human resources. These priorities are reflected in the annual work plans as well as in the institutional budget. After the approval of the budget, the job control committee comes into operation. This committee is constituted under the Job Control Policy (E6-04-02) which defines the committee functions. Essentially, this committee evaluates the requests for vacant and newly created positions submitted that are a priority for the Campus. The committee, after evaluating the fiscal situation of UAGM and the UAGM-CC, determines whether to approve, freeze or eliminate the positions. The table below presents the number of administrative and faculty employees for years 2018 through 2023. The reduction shown responds to the institution's current decrease in enrollments and the challenging external conditions.

Table 31: Total Employees and Faculty by Fiscal Year (accumulated)

Administrative Totals	2018	2019	2020	2021	2022	2023
Administrative Full Time	492	441	389	270	256	227
Administrative Part Time	121	122	89	54	44	41
Total Administrative:	613	563	478	324	300	268
Faculty Totals						
Regular Faculty	141	123	113	97	96	81
Regular Faculty by Term (Annual Contract)	45	40	34	28	27	25
Part Time Faculty	1,062	957	937	669	607	569
Total Faculty:	1,248	1,120	1,084	794	730	675

Source: Vice Presidency for Human Resources

Despite the employee reduction UAGM-CC continues to offer the quality services that have always characterized the institution as demonstrated by the UAGM-CC Achievements Reports (E6-01-08, E6-01-09, E1-03-02B).

Physical Resources

UAGM-CC has the necessary physical facilities to provide excellent educational and support services to students and fulfill its mission. The physical facilities have 403,286 square feet in 29 buildings. UAGM-CC facilities include classrooms, laboratories, library, faculty offices, administrative offices, cafeteria, student, and common areas. All physical facilities comply with state and federal regulations, as they apply. UAGM-CC has a main campus and three additional locations, of which 317,989 square feet correspond to the main campus, and 85,297 square feet correspond to additional locations in Puerto Rico. The maintenance budget is over $6 million including utilities, security services, and maintenance services.

The Investment Plan in Physical Development Projects is based on projected students' enrollment and academic offerings of UAGM. The projects are awarded based on academic

priorities, and student and administrative needs. The Physical Development Planning takes place as part of the annual operational planning-budgeting process and is aligned with SDG.

UAGM-CC has a Physical Facilities Master Plan (E6-06-01), that is reviewed every four years. It identifies the future development of facilities in support of campus mission and is aimed at meeting the needs of the university community by developing physical resources that support teaching, research, and student support services.

Technological Resources

UAGM has the technological infrastructure to meet the academic, administrative and student service's needs. It includes specialized laboratories for, aviation electronics, graphic design, network electronics, computer repair, pharmacy, nursing, radiology technician, sonography, forensics, digital communications, chemistry, biology, physics and anatomy courses, and other specialized laboratories in the main campus and its additional locations.

It also has fifty-eight (58) classrooms fully equipped with advanced technology throughout the main campus. Each room is designed to offer face-to-face or remote courses. All are equipped with interactive TV, computer, camera, speakers, microphones, and a smart board. The facilities also have high-speed Internet throughout the campus. The Office of Information Technology and Telecommunications provides all technical support to the main campus and its locations.

There is a technology fee as part of the tuition costs of students. These funds are used for technology investments that directly benefit students, have an impact on their educational process, and are administered through projects that are evaluated by the campus and the Office of Information Technology and Telecommunications.

As of academic year 2019-20, the institution received $89.6 million in funding through the Coronavirus Aid, Relief, and Economic Security (CARES) Act and the American Rescue Plan Act (ARPA), of which $14.6 million was set aside for the virtual continuity of academic activities. This included the faculty training, the updating of the technological infrastructure, the acquisition of equipment, software licenses, electronic platforms, the transformation of all classrooms into smart classrooms (investment of $6 million). It also strengthened technological support personnel during the pandemic process, with the creation of a call center and hiring of IT support personnel for the smart classrooms (investment of $1 million).

As part of the UAGM integration, the US in Florida transitioned to Ana G. Méndez University, the US based unit of SUAGM. A phase-out plan was implemented, and students were offered to move to similar academic programs offered by AGMU. Eighty-five (85) percent of the students enrolled in UAGM-CC programs in Florida decided to move to AGMU programs during academic year 2021-22. The remaining students (8) are currently completing their degrees and receive academic and student services by AGMU, as established in the SUAGM-AVI

Administrative Services Agreement (E6-04-06). Effective December 31, 2023, the South Florida Branch Campus official closing was authorized by MSCHE.

Institutional Renewal
(Criteria 8 & 9)

UAGM-CC, taking advantage of the maturity of its assessment, planning and budgeting processes, demonstrates the strength of its institutional learning processes. The renewal of its processes allows an agile action where the necessary strategies are identified to attend and/or mitigate the consequences that external difficulties may generate. In the period of analysis of this self-study, the UAGM-CC demonstrates that it has fulfilled its institutional mission thanks to its administrative capacity and continuous process of renewal.

Among the instruments that ensure the effective operation of the UAGM-CC is the CEI. The CEI is constituted by the Dean of Institutional Effectiveness, who chairs it, the Director of Assessment, who co-chairs it, the Directors of Planning, Budget, Human Resources, Institutional Effectiveness, Licensing and Accreditation, two faculty representatives, the Dean of Student Affairs, the Dean of Academic Affairs, and the Vice-Chancellor (CEO), as an ex-officio member (E5-02-12, pages 17-18).

The purpose of the CEI is to provide guidance regarding evidence-based decision-making and continuous improvement of administrative, academic, faculty quality, student learning, and other internal and external constituents. The CEI discusses the needs arising from the assessment processes, prioritize them, and recommends the allocation of budget to cover them. CEI functions are summarized as follows: (1) Evaluate and discuss the list of needs provided by the Office of Assessment; (2) Identify short and long-term priorities; (3) Support budget recommendations to meet identified needs; (4) Close the assessment cycle at the institutional level; (5) Follow up on compliance with the action plans of the service and academic areas; (6) Monitor compliance with institutional policies and procedures; (7) Ensure compliance with institutional, specialized and licensing accreditation agencies; (8) Support the academic, administrative and student areas in the planning and resource allocation process; (9) Constitute subcommittees, as needed, to address specific situations and offer recommendations to the CEI; (10) Measure institutional compliance with its mission; (11) Make an annual presentation to the Vice Chancellor (CEO) on institutional needs and provide recommendations. Evidence E6-08-01, and E6-08-02 provide examples of reports submitted by the CEI.

Strengths

- UAGM-CC complies with its mission while sustaining an efficient operation despite the external challenging conditions.

- An Institutional Effectiveness Committee, composed of key members of the university community, that allows the agile analysis of assessment results, identification of priorities,

and provide evidence-based recommendations to the Vice Chancellor (CEO) for implementation in the institutional plans.

- State-of-the-art technological infrastructure including smart classrooms, and specialized laboratories and simulators.

Opportunities for Improvement

- Develop new strategies to mitigate the financial impact generated by external trends such as demographic changes, and migration patterns.

Recommendations

- Strengthen the efforts to diversify sources of income, other than tuition.

SANTA ISABEL

CHAPTER 7:
GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

CHAPTER 7: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

Requirement of Affiliation 12, 13, 14, and 15

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.

Introduction

UAGM-CC's organizational structure has changed since the last reaffirmation of the MSCHE's reaccreditation when the institution operated under the name of Universidad del Este (UNE).

The nature and structure of SUAGM is the result of 75 years of constant development and growth. SUAGM's rapid expansion in the 1970's, 80's, 90's and early 2000's was tied to the external conditions of the higher education market in Puerto Rico, and to internal development that allowed the creation of institutions, units, and new offerings in the island and abroad. This growth was brought up within a complex academic and administrative organization. This complexity and all the factors that have impacted SUAGM's institutional enrollment in the past decade led to the integration of SUAGM's former universities (Universidad del Este, Universidad del Turabo, and Universidad Metropolitana) as coherent campuses under the name of Universidad Ana G. Méndez. This change was authorized by JIP on December 20, 2018. This strategic and participative project began in 2017 and followed the model of academic and student services integration, geared to achieve a more effective and efficient institution. One of the main aspects of this integration included the preservation of our three (3) individual campuses (UAGM Gurabo Campus, UAGM Cupey Campus, and UAGM Carolina Campus) under their respective vice chancellors (CEO's), the revision of local governance bodies and structures, and the reinforcement of the roles of the central academic and administration student services offices. None of these changes altered the leadership role of the President under the firm guidance and oversight of the Board of Directors.

This chapter presents the organizational structure of SUAGM and UAGM-CC, and the nature of the interaction between them. It also presents some of the benefits and challenges resulting from the UAGM Integration Project that fostered the transformation of the institution from Universidad del Este to Universidad Ana G. Méndez, Carolina Campus. The evidence

analyzed demonstrates the effectiveness of SUAGM and UAGM-CC's leadership, governance, and administration, in compliance with MSCHE's Standard VII.

Evidence Analysis

Governance Structure
(Criteria 1, 2, and 3)

Sistema Universitario Ana G. Méndez

SUAGM is a non-profit corporation, whose main purpose is to develop and manage educational entities for the benefit of the public interest, and which operates in accordance with the laws of the Commonwealth of Puerto Rico and the laws of the jurisdictions where it provides educational services. These educational operations take place inside and outside of Puerto Rico. UAGM campuses (Carolina, Cupey, and Gurabo) operate with the level of autonomy delegated by the SUAGM Board of Directors, as stated in SUAGM's Corporate Bylaws (E6-05-09), to promote the mission, vision and academic, teaching, and public service assigned to each one of them.

The governance structure of UAGM reinforces the central coordination of policy and services, particularly in the academic, administration and student areas, and an organizational consolidation of the academic structures, by reducing the previous number of schools, which were basically tripled across the campuses (E7-01-04). A reduced set of academic divisions and specialized schools supervise their academic offerings with an integrated approach throughout all UAGM campuses and locations. As result of this process, a total of 21 school structures (and their respective deans), were consolidated into seven (7) academic divisions, and three (3) specialized schools. The SUAGM Organizational Chart presents UAGM's corporate structure (E7-03-03).

Corporate Bylaws

Corporate bylaws are the single, most important reference regarding governance, and the structures and functions at SUAGM and its institutions, and as such, they supersede any other policies related to such functions. They clearly define and establish the purposes of the corporation (SUAGM) and its structure, the composition, and responsibilities of the Board of Directors, as well as those of the President, the University Board, Executives of the institutions, and the vice presidents at the central administration level. Corporate bylaws are updated periodically to keep pace with internal and external changes. The most recent revision was approved by the Board of Directors in 2023 (E6-05-09). The governance structure of SUAGM and its institutions, as well as its functions and responsibilities, are clearly defined and articulated through its bylaws.

Board of Directors

The highest-ranking governing body of the SUAGM is the Board of Directors, according to the powers and responsibilities that proceed from the SUAGM Corporate Bylaws. The Board of Directors has the primary function and responsibility of ensuring compliance with the mission, vision, and strategic plans, and for the financial stability of the Corporation, as well as its different units and dependencies. The Board of Directors is constituted of thirteen members: five permanent and eight elected. Its members are people of probity, representatives of the various social, educational, and economic sectors of the community (E7-01-02). The Board is organized into standing commissions including: (1) Government Commission, (2) Academic and Student Affairs Commission, (3) Finance Commission, and (4) Audit Commission. The Board's composition is diverse in interests and expertise that further contribute to the advancement of SUAGM's mission. In addition to educators, there are distinguished community leaders from medicine, engineering, law, business, diplomacy, and economics. Additionally, the Board of Directors has the responsibility of appointing and evaluating the SUAGM President, who serves as Chief Executive Officer and presides all SUAGM institutions, including UAGM and AGMU.

UAGM President and his Executive Staff

UAGM President appointment and credentials. In 2016, the Board of Directors designated José F. Méndez-Méndez, president of the UAGM (E7-01-05) after completing the selection and appointment process evidenced on the *President Selection and Appointment* Report (E7-01-06). He has worked for more than three decades at SUAGM. He began in 1984 as executive assistant to the general manager of the then Channel 40, today Sistema TV- Canal Universitario Ana G. Méndez. He has also served as associate director of programming, director of programming, director of administration, as well as vice president and general manager. In the channel he worked for 14 years, seven of these, in charge of the general direction, where he made great contributions. Since 2002, he has excelled in the Office of the President, holding the positions of associate vice president for corporate and international affairs, interim vice president of administrative affairs, executive vice president, and interim president. During that period in the Office of the President, he demonstrated his unwavering commitment to the institution, which is evident today in the development and impact that the UAGM university centers have had in Puerto Rico and the United States. At the academic level, Méndez-Méndez has a bachelor's degree and a master's degree in business administration and is currently in the final stage of his doctoral degree in Management. Since his appointment in 2016, Méndez-Méndez has had as his goal to promote a culture of continuous innovation from the administrative, academic and student dimension. In the same way, he has strengthened the international projection, the focus on technology and research.

President Functions and Executive Staff. The President has the responsibility of guaranteeing the integrity and coherent interaction of all the components of the SUAGM,

ensuring the adequate articulation of campuses relations, and overseeing the fulfillment of the system's vision and mission statements. This is achieved through developing and implementing policies and norms in key processes and supervising the planning, finance, human resources, technology support, marketing, and procurement areas, among others. The roles of the corporate level offices and vice presidencies are ones of support in nature, promoting policies and providing expert assistance to the university campuses in these functional areas, as stated in the SUAGM bylaws (E6-05-09, page 5). The President presents frequently reports to the Board concerning relevant issues and significant outcomes of SUAGM institutions. The President appoints, supervises, and is supported by a group of vice-presidents in different functional areas, academic affairs, international affairs, financial affairs, student affairs, human resources, administrative affairs, the Executive Vice-President, and Chief of Staff, which oversees the planning function, and the Vice Chancellor (CEO) of each campus.

For the government and supervision of the academic, student and administrative operations of the UAGM, a University Board was established, whose functions are in harmony with the institutional bylaws (E6-05-10), the Executive Orders of the President and the Resolutions and Regulations approved by the SUAGM Board of Directors. As delegated by the Board of Directors, the UAGM President chairs the University Board. At campus level, each campus counts with an Academic Senate, chaired by the Vice Chancellor and with majority of faculty representation. The Academic Senate discusses academic, student, and administrative issues and submits recommendations to the University Board.

Financial Affairs. The UAGM President is tasked by the Board of Directors to present an annual budget for its approval. The Systemic Financial Planning Team supports the president in this task as explained later in this chapter.

Conflict of interest policy

The success and prestige of SUAGM operations are based on satisfactory performance principles, ethical conduct of employees, and compliance with institutional values, policies, and regulations as explained in Chapter 2. The projection of integrity and excellence requires full compliance with the laws and regulations applicable to the Institution and careful observation of the highest standards of integrity in personal and professional behavior. If faced with a situation in which it is difficult to determine the appropriate action to follow, it should be discussed openly with the Vice Presidency for Human Resources to obtain advice and guidance. For its part, the Human Resources Handbook sets out the determined policies on Code of Ethics, Conflict of Interest and Commitment to Integrity (E2-02-07, page 22). In addition, there is an executive order created by the UAGM President to present employees the Code of Ethics that promotes the policies of: conflict of interest, ethics, integrity, rules and procedures, compliance with federal and state laws (E6-05-10).

Universidad Ana G. Méndez, Carolina Campus (UAGM-CC)
(Criterion 4)

The Universidad Ana G. Méndez (UAGM) is an integral part of the SUAGM. The Carolina Campus and its locations are units that "*dedicate their academic and service work to promoting learning, respect for diversity, and social justice*". The Campus promotes the formation of "*responsible and solidary citizens, capable of contributing to sustainable development, through an excellent socio-humanist education, research, internationalization, entrepreneurship, technology, culture, and community commitment*". Its resources support the post-secondary, undergraduate, graduate, and continuing education academic offer, through various modalities, framed in the highest quality standards.

UAGM-CC Executives

The UAGM-CC university executives are the Vice Chancellor (CEO), the Dean of Academic Affairs, the Dean of Student Affairs, and the Dean of Institutional Effectiveness. These executives are responsible for ensuring compliance with the institutional and campus missions and the current institutional bylaws, policies, rules, and regulations, as well as the standards and/or regulations established by the Middle States Commission on Higher Education and any other professional accreditation agency, licensing agency or regulatory entities at the state and federal level. The faculty is comprised of Instructors, Assistant Professors, Associate Professors and Professors, appointed as provided in the bylaws, the Faculty Handbook (E2-01-09) and regulations approved by the University Board.

Campus Structure

The organization of UAGM Carolina is documented in an organizational chart that shows the existing hierarchical levels in the institution (E7-01-03).

Governance Bodies
(Criterion 2a, 2i)

UAGM has three governance bodies, the Board of Directors, the University Board, and the Academic Senate. Prior to the UAGM integration these two latter bodies were called Administrative Council and Academic Board respectively. The essential institutional decision-making processes emanate from these two governance structures. The governance bodies have appropriate independence and experience to ensure the integrity of the institution. The Academic Senate approves its internal regulations and the norms and resolutions necessary to function, in accordance with the Bylaws and Regulations of the UAGM. The Vice Chancellor (CEO) chairs the Academic Senate and submits its recommendations to the University Board who can approve or reject them in writing. For its part, the final agreements of the University Board are considered as Administrative Orders (E5-05-10, page 7).

University Board. The University Board is the main governance body of Universidad Ana G. Méndez (UAGM) and its three campuses and is chaired by the President of the UAGM. Its members include the Vice Chancellors (CEO) of the three campuses, the Executive Vice President/Chief-of Staff, the Vice President for Academic Affairs, the Vice President for Telecommunications and Academic Technology, the Vice President for Financial Affairs, the Vice President for Human Resources, the Vice President for Administrative Affairs, the Vice President for International Affairs, two representatives of the regular Faculty of each campus, elected in the Faculty Assembly at the beginning of the academic year. Faculty representatives are elected to serve staggered terms of two years. In addition, a representative of the students for each of the campuses are part of the University Board (E2-01-10, page 20), which must be the President or Vice President of the Student Council, elected according to the applicable regulations. Details of the University Boards functions and responsibilities are stated on the *UAGM Institutional Bylaws* (E6-05-10).

Academic Senate. The Academic Senate is the governance body at the campus level. It is chaired by the campus Vice-Chancellor (CEO) and has the responsibility to formally recommend to the University Board the creation or revision of policies and regulations, the implementation of programs and decision-making as it relates to the campus, in accordance with the Bylaws and Regulations of the UAGM. The Academic Senate membership includes the Dean of Academic Affairs, Dean of Student Affairs, Dean of Institutional Effectiveness, Director of Licensing and Accreditation, Director of the Library, the Deans of Academic Divisions, the Directors of Academic Departments, the Directors of university locations (Barceloneta, Cabo Rojo, Santa Isabel), Two (2) Student Representatives members of the Student Council, Two (2) regular faculty members for each Academic Division offering on-campus programs and, as many faculty members as required to obtain an absolute majority of the faculty. Each faculty representative is elected by direct vote of the faculty in their division. At-Large faculty members are elected by majority vote in the faculty assembly. Student representatives are elected annually by the Student Council Board. All members of the Academic Senate must be appointed before August 31 of each year. The Academic Senate meets regularly during the academic year and is organized into four permanent commissions comprised, in its majority, of faculty members: (1) Academics Programs, (2) Concession of Degrees and Distinctions, (3) Academic Integrity, and (4) Faculty Affairs (E3-02-08). The Academic Senate may create as many special commissions and "ad hoc" committees as necessary to fulfill the functions assigned to it. The Academic Senate regulations and procedures are clearly explained in the Academic Senate Bylaws (E7-03-01). All the decisions discussed in the meetings of the Academic Senate are explained in the faculty meetings of each division by their representatives. In addition, reports are presented at faculty assembly in August. The Vice Chancellor (CEO) is responsible for presenting Academic Senate decisions to the University Board for its consideration and final approval.

The University Board and the campus-level Academic Senates derive their authority from and operate under the authority of the Board of Directors of SUAGM, which is the highest institutional governing body.

Governance Model in Support of Financial Sustainability. As part of UAGM's integrated governance model, the Systemic Financial Planning Team was institutionalized to ensure the proper implementation of the mechanisms established to strengthen the planning and budget request processes (E7-02-01). This team is comprised of the Vice President for Financial Affairs, Associate Vice President for Analysis and Budget, Associate Vice President for Planning, Associate Vice President for Assessment and Evaluation of Programs, campus Planning Directors, Budget Directors, and Financial Analyst. The representation of financial and planning officials at the central and campus levels ensures the institution's financial sustainability while incorporating the campus needs and priorities in the budget allocation process. This helps ensure that fiscal allocations reflect campus priorities without affecting the fiscal stability of the UAGM. Details regarding the functions and procedures followed by this team as well as an example of their calendar/work plan are included on the *Budget Request Procedure* document (E7-02-01) and the *Budget Request Work Plan Calendar* (E7-02-02) as explained in detail in Chapter 6.

UAGM-CC Chief Executive Officer
(Criterion 3a-3d)

Vice Chancellor (CEO)

The Vice Chancellor (CEO) leads campus academic, student, and administrative affairs. He is appointed by and reports directly to SUAGM's President (E7-03-02). The Vice Chancellor (CEO) provides leadership in the definition and fulfillment of UAGM-CC mission and goals, and the strategic development guidelines as well as the annual work plan, and the effectiveness and integrity of all institutional academic and administrative activities. His responsibilities are clearly defined and established in the UAGM Institutional Bylaws (E6-05-10, pages 8-9). UAGM-CC current Vice Chancellor (CEO)'s qualifications are summarized in his biography (E7-03-05). The Vice Chancellor (CEO) is supported by a team of deans and directors, each responsible for key functional areas including academic affairs, institutional effectiveness, student affairs, and additional locations' academic and administrative affairs. The directors of international affairs, human resources, security and occupational safety, budget and analysis, maintenance, planning, and information resources also support the Vice Chancellor (CEO). Their offices are physically located on the Carolina campus, and they work closely with the Vice Chancellor (CEO) and his staff, but report to UAGM centralized officials as these functions are integrated in the current governance model. The figure below presents UAGM-CC's upper leadership organization. A more detailed figure of UAGM-CC's structure is presented in the *UAGM-CC Organizational Chart* (E7-01-03).

Figure 7: UAGM-CC Upper Leadership Organizational Chart
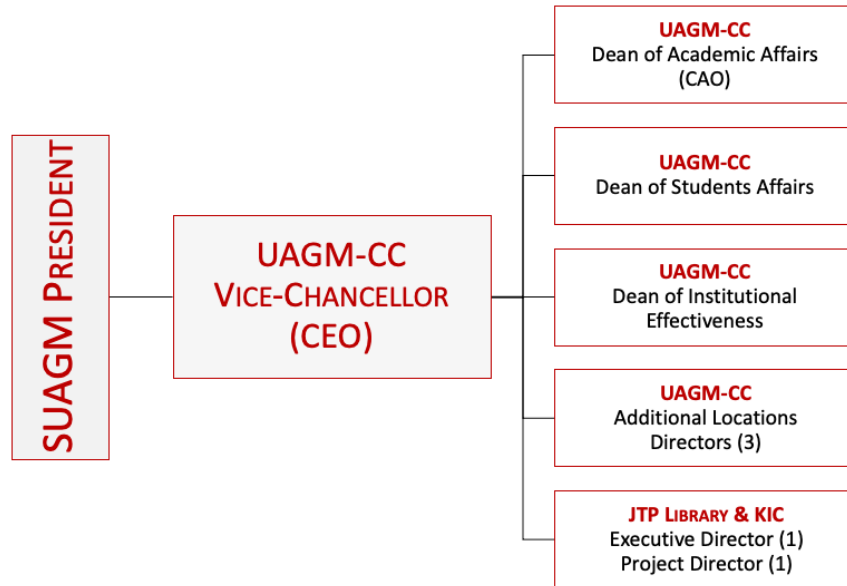
UAGM-CC Administration
(Criterion 4)

UAGM-CC has an organizational structure with clear reporting relationships as described in the *UAGM Institutional Bylaws* (E6-05-10) and the *UAGM-CC Organizational Chart* (E7-01-03), respectively. The administration, guided by the Vice Chancellor (CEO) provides direction and supervises the work of all UAGM-CC offices and departments. They submit work plans and annual reports to provide information that helps the CEO in making informed and effective planning decisions that feed UAGM's SDG process in congruence with UAGM-CC mission.

The Vice Chancellor (CEO)'s Executive Committee, shown on Figure 7 above, go through a detailed recruitment process to ensure their qualifications and professional experience are consistent with the position requirements as well as with UAGM mission and values as detailed in the Recruitment Policy (E2-05-13), and the Human Resources Handbook (E2-02-07, pages 31-32). The following table outlines the key campus administrators functions and qualifications.

Table 32: UAGM-CC Key Administrative Staff Main Functions and Qualifications

Position	Main Functions & Skills	Qualifications
Dean of Academic Affairs (CAO)	▪ Supervises all academic programs and activities. ▪ Coordinates and promotes the implementation of diverse teaching alternatives. ▪ Supervises the faculty evaluation and development processes, academic research, campus assessment processes, and licensing and accreditations.	▪ Doctorate in a related area to their functions from an accredited university. ▪ Ten (10) years of administrative experience in the university field in related functions. ▪ Bilingual proficiency (written and verbal) in English and Spanish.
Dean of Institutional Effectiveness	▪ Coordinates and supervises the activities of all academic divisions at its campus and university centers. ▪ It is responsible for the operational processes of the academic areas in the campus. ▪ Is part of the campus management team together with the Dean of Student Affairs and the Dean of Institutional Effectiveness.	▪ Doctorate in a related area to their functions from an accredited university. ▪ Nine (9) years of administrative experience in the university field in related functions. ▪ Bilingual proficiency (written and verbal) in English and Spanish.
Dean of Student Affairs	▪ Develop, direct, and implement strategies that stimulate the achievement of academic goals and the quality of student life on the campus of the UAGM. ▪ Promote and maintain an environment that encourages the achievement of academic goals, comprehensive development, student retention, and quality of student life.	▪ Master's degree in business administration or related area from an accredited university. ▪ Eight (8) years of experience in a similar position that includes academic administration and supervision. ▪ Bilingual proficiency (written and verbal) in English and Spanish.
Academic Department Director	▪ Lead the daily operations that are carried out in the department. In addition, to develop the programming of courses of the programs attached to their department, in accordance with the established procedures and student needs. ▪ Supervise faculty and department staff.	▪ Master's Degree, preferably Doctorate in an area related to their functions. ▪ Five (5) years of experience, preferably in an educational institution that includes supervision. ▪ Bilingual proficiency (written and verbal) in English and Spanish.
Academic Program Director	▪ Work that consists of planning, organizing, executing, and directing the development and strengthening of the Academic Program in accordance with the established norms, policies, and procedures. In addition, it is responsible for establishing the corresponding guides and controls to safeguard the quality	▪ Master's Degree in an area related to their functions. ▪ Five (5) years of experience, preferably in an educational institution that includes supervision. ▪ Bilingual proficiency (written and verbal) in English and Spanish.

Position	Main Functions & Skills	Qualifications
	of the service, maintain administrative control and develop its work team. ▪ Develop and refer to the Director of the Department the programming of courses of his program in accordance with the established procedures and student needs.	
Executive Director (1) & Project Director (1)	▪ Work that consists of planning, organizing, executing, and directing the operational and administrative management of its assigned unit and the special projects that designate the Vice Chancellor's office, according to the established norms, policies, and procedures. In addition, it is responsible for establishing the corresponding guides and controls to safeguard the quality of the service, maintain administrative control and develop its work team.	▪ Master's degree or above. ▪ Experience in administration. ▪ Five (5) years of experience, preferably in an educational institution that includes supervision. ▪ Bilingual proficiency (written and verbal) in English and Spanish.
Additional Locations Directors (3)	▪ Manage, supervises, and coordinates the operations in the academic, student, and administrative areas of the university center, in compliance with the established standards, policies, and procedures.	▪ Master's degree in business administration or related area from an accredited university. ▪ Five (5) years of experience in a similar position that includes academic administration and supervision. ▪ Bilingual proficiency (written and verbal) in English and Spanish.
Director of Planning	▪ Collaborate in institutional planning processes by carrying out specific tasks in the areas of implementation and evaluation of short- and long-term development plans; offer training activities on issues related to planning processes; coordinate the effective integration of academic assessment processes to planning processes.	▪ Master's degree in planning. ▪ Professional Planner License (PPL). ▪ Five (5) years of experience in the area, preferably in an educational institution. ▪ Bilingual proficiency (written and verbal) in English and Spanish.
Director of Budget and Analysis	▪ It consists of directing the budget function in the facility where it is posted, ensuring compliance with the policies and procedures related to budget administration. In addition, it performs financial analysis functions, such as financial statement projections, variance analysis, job controls, among others.	▪ Master's degree in business administration with a specialty in Finance or Accounting. ▪ Five (5) years of experience in management positions in the budget area. ▪ Bilingual proficiency (written and verbal) in English and Spanish.
Director of Human Resources	▪ Provide direction and advice to their respective management teams on aspects related to Human Resources, ensuring compliance with applicable state and federal standards, procedures, policies, laws, and regulations.	▪ Master's degree in business administration with a specialization in Human Resources

Position	Main Functions & Skills	Qualifications
		▪ Five (5) years of experience in Human Resources management positions. ▪ Bilingual proficiency (written and verbal) in English and Spanish.
Director of International Affairs	▪ Assist the Vice President of International Affairs in the development, planning and implementation of strategies that promote the Internationalization of the UAGM.	▪ Master's degree in international relations or international Business ▪ Five (5) years of experience in functions related to international activities. ▪ Bilingual proficiency (written and verbal) in English and Spanish.
Director of Health and Occupational Safety	▪ Planning, directing, and coordinating matters related to safety, security and occupational health aspects of the Campus, Localities, and geographical areas, in compliance with the safety procedures and regulations established by the regulatory agencies and by the UAGM.	▪ Bachelor's degree in criminal justice, criminology or areas related to their functions. ▪ Possess a Weapons License granted by the Superintendent of the Puerto Rico Police, to possess and carry weapons and ammunition. ▪ Current Good Standing criminal record certificate. ▪ Three (3) years of experience performing similar tasks that include supervision. ▪ Bilingual proficiency (written and verbal) in English and Spanish.
Maintenance Manager	▪ It consists of supervising and organizing the tasks and the daily operation of the maintenance of the physical plant of the UAGM, ensuring that they operate in optimal conditions to support the management of the academy and student services.	▪ Bachelor's degree in engineering, business administration or public administration. ▪ Five (5) years of experience in the area, preferably in an educational institution. ▪ Bilingual proficiency (written and verbal) in English and Spanish.

Source: Key Administrative Staff Job Descriptions (E7-04-01)

UAGM-CC's administrators work in direct collaboration with faculty to support the students' experience and provide them with the tools they need to succeed. For example, the Director of Assessment, under the supervision of the Dean of Academic Affairs, works directly with faculty and directors from each academic department, within the Academic Divisions, to plan and execute student learning assessments. The campus-wide findings are then shared with the CEI, chaired by the Dean of Institutional Effectiveness. This committee evaluates the findings and recommends actions for planning and budgeting to the Vice Chancellor (CEO), who considers recommendations for inclusion in the next academic year's planning and budget as mentioned in Chapters 5 and 6 of this self-study.

UAGM-CC has an evaluation system that reflects an exercise of shared governance. As explained in the Faculty Handbook (E2-01-09), faculty members must go through a formative evaluation process which measures their performance in relation to their contractual responsibilities (teaching, service, and research). The Director of Faculty Evaluation and Development coordinates the collection of data from faculty members, students, and academic department directors and submits that information to the Academic Senate's Faculty Affairs Commission. The Commission is responsible for recommending faculty contract renewals to the Academic Senate (E7-03-01 pages 6-7). Once the recommendations are approved by the Academic Senate, they are referred to the Vice Chancellor (CEO) to evaluate viability and complete contract renewals. A similar process, of summative approach, is carried out for faculty rank promotion.

Assessment
(Criteria 5)

UAGM-CC has various assessment processes and strategies to ensure that officials in managerial positions comply with their fiduciary duties, responsibilities, and roles as established by the institutional bylaws and in compliance with the institutional mission and goals.

As stated on the Performance Evaluation Policy (E2-05-12), "*performance evaluation is an annual requirement. All administrative employees (exempt and non-exempt) will be evaluated for the fiscal year period from August 1 to July 31 of each year*". Employees complete a self-evaluation using the Electronic Performance Evaluation System, under the Human Resources Portal. The evaluation template is aligned with the employee's work plan. Immediate supervisors also evaluate employees using the electronic platform. These evaluations are discussed with and signed by both the employee and its supervisor. A copy is kept by Human Resources in the employee's file. As explained before, all faculty members' performance is also evaluated. These evaluation systems are the instruments used by UAGM to verify the degree of compliance with the objectives proposed individually for each employee.

Another aspect that emphasizes assessment of the effectiveness of governance, leadership, and administration in UAGM-CC are the annual achievement reports from the different area administrators. The deans, and the academic and administrative department directors submit their annual plans electronically, using the Work Plan electronic platform, which provides a template that allows the alignment of planning strategies with strategic vectors and assessment results. At the end of the academic year, deans and directors are required to submit an achievement report to the Vice Chancellor (CEO) who in turn creates the UAGM-CC Annual Achievement Report (E7-05-02, E6-01-08) and submits it to the President. Top managers annual performance evaluations incorporate their ability to achieve these plans.

Another assessment UAGM uses to measure the effectiveness of governance, leadership, and administration are the satisfaction surveys completed by faculty, students, and associates periodically. These surveys measure satisfaction with several areas including the quality of support services in the different units, corporate climate, and policies and processes implementation, among others. Most recently the survey was reviewed to measure satisfaction with the UAGM integration process. The results of these surveys are analyzed by the Office of Assessment and given to the different departments, as applies, and the CEI to be included on department work plans. In general, more than 75 percent of faculty, and students are satisfied with the organizational climate, the services, and even with the changes that came with the UAGM integration, as shown on the last student and faculty satisfaction surveys' results reported in year 2022 (E1-01-17 and E1-01-18). Although the associates agree that lines of supervision are clear and they feel comfortable with the organizational climate, they did express some concerns with their salary, the opportunities for promotion, and the changes that came with the UAGM integration as reported in the Associates Satisfaction Survey Report 2022 (E1-01-19). Nevertheless, it should be noted that educational institutions, both public and private, have not promoted the revision of salary scales for faculty and administrative staff. This is based on the enrollment reduction due to the general situation of macroeconomic and fiscal factors in Puerto Rico.

The UAGM integration has been an ambitious and overly complex process that was conceived as a response to the demographic changes and migration patterns that were occurring back in 2016 when the integration plans started. During the process, other unforeseen events such as Hurricanes Irma and María in 2017, the 2020 earthquakes, and the COVID-19 Pandemic, worsened the situation forcing UAGM's administration to adjust the integration plan and adapt it to the new reality. With a decrease in enrollment of over 20,000 students in a 5-year period, UAGM has been forced to make difficult reorganization decisions, and cut costs to safeguard the institution's financial sustainability while ensuring compliance with its mission and goals. The implementation of these changes, within an unprecedented historical context, has generated a sense of instability among associates that has resulted in an approximately 7.4 percent increase

in turnover rates, from 7.95 percent in 2015-16 to 15.49 percent in 2021-22, with the highest percent (20.8) shown in year 2019-20 which coincides with the beginning of the COVID-19 pandemic (E7-05-01). Nevertheless, UAGM leadership and administration has managed to complete the integration successfully, making the operation much more efficient and sustainable.

Strengths

- A clearly articulated and transparent shared governance structure.

- An integrated operational model that fosters planning and financial sustainability in a shared governance approach.

- A strong assessment process that helps in determining campus needs and challenges and provides the basis for allocating resources to achieve institutional improvement.

- Associates and faculty are satisfied with the lines of supervision and organizational climate.

- Students' satisfaction with the organizational climate, the services, and even with the changes that came with the UAGM integration.

Opportunities for Improvement

- UAGM's reorganization, resulting from the circumstances caused by the unprecedented external events of the past decade which coincided with UAGM's integration, has brought a sense of instability among associates that has resulted in higher-than-normal turnover rates.

- Faculty and associate's satisfaction levels in relation to salary and promotion opportunities.

Recommendations

- Reinforce human resources strategies and activities targeted to decrease the sense of instability and turnover rates among associates.

- Conduct a benchmark study with similar profile institutions in the island to evaluate current salaries and compensation structure.

CONCLUSION

During the academic year 2023-2024 Universidad Ana G. Méndez, Carolina Campus accomplished a fundamental milestone for the university community, completing the Self-Study Report submitted to the Middle States Commission on Higher Education. This two-and-a-half-year endeavor represents a genuine, transparent, and community-wide introspection of our achievements and areas for improvement experienced during the past nine years of the UAGM-CC history and how the institution will seize the future undertakings aligned with its mission, vision, and values despite the doldrums faced by the higher education sector, the country, and the world. This report fully acknowledges how the UAGM-CC community is constantly fulfilling its mission as well as building on the path already traveled while maintaining its commitment to keeping true to the institution's mission tenets.

This Self-Study Report has addressed the three (3) UAGM-CC priorities established by the university community: academia; student service and development; and financial sustainability and effective allocation of resources. While the participatory process of elaborating this report provided a wealth of evidence of our alignment with our mission, and the MSCHE Standards of Accreditation and Requirements for Affiliation; it also encouraged us to identify opportunities to further the design and delivery of excellent academic experiences within the framework of a financially sustainable and intelligently structured community that will enhance our capability to better serve our students, faculty, administrators, and the community-at-large.

Therefore, UAGM-CC meets each of the seven accreditation standards and requirements of affiliation. This report addresses the effectiveness of UAGM-CC in meeting its mission and goals within the framework of the integration process of three distinctive institutions within a university system into one institution with three campuses. The UAGM-CC Self-Study provided an opportunity to critically examine performance and progress as articulated in the intended outcomes identified in the introductory section of the Self-Study.

Our founder Ana G. Méndez affirmed "I do not think for yesterday, nor for today. I think about the future, because nothing ends, everything continues." As such, moving forward, UAGM-CC's will monitor the recommendations generated across all the working groups as they represent a blueprint for the development of the upcoming strategic development guidelines. UAGM-CC continues to function efficiently and effectively in serving a diverse student population, with sustainable use of its resources to support key strategic initiatives. The Institution has made great strides in enhancing its culture of assessment, making data-driven decisions integral to the evaluation and renewal of its academic and student support programs as well as the essential infrastructures that make UAGM-CC life functional.

Chapter 1: Mission and Goals

ID#	Chapter 1 Evidence	Official Document Title
E1-01-01	UAGM-CC Mission and Vision (webpage)
E1-01-02	Mission Revision Roundtable Presentation
E1-01-03	UAGM Mission Statement and Goals
E1-01-04A	Community Outreach - Needs Assessment After Hurricane Maria
E1-01-04B	Community Outreach Photos
E1-01-06	UAGM-CC Mission & General Education Component Approval by Governing Bodies
E1-01-08	UAGM-CC Profit and Loss Statement (2018-2022)
E1-01-09	UAGM-CC Mission Dissemination Evidence
E1-01-10	UNE's Mission Revision and Approval (2013)
E1-01-11	SIGS 100 Seminar Contents
E1-01-12	UAGM Catalog
E1-01-13	UAGM-CC Strategic Development Guidelines (2021-2024)
E1-01-14	UAGM-CC Mission Assessment Reports (2017-22)
E1-01-15	Externally Funded Projects Summary (2017 – 2022)
E1-01-16A	SUAGM Audited Financial Statement (2017-18)
E1-01-16B	SUAGM Audited Financial Statement (2018-19)
E1-01-16C	SUAGM Audited Financial Statement (2019-20)
E1-01-16D	SUAGM Audited Financial Statement (2020-21)
E1-01-16E	SUAGM Audited Financial Statement (2021-22)
E1-01-16F	SUAGM Audited Financial Statement (2022-23)
E1-01-17	Satisfaction Survey Results - Students (2022)
E1-01-18	Satisfaction Survey Results - Faculty (2022)
E1-01-19	Satisfaction Survey Results - Associates (2022)
E1-03-01A	Postulates for the Preparation of Strategic Development Guides (2021-2024)
E1-03-02B	UAGM-CC Annual Achievement Report (2018-19)
E1-03-02C	UAGM-CC Annual Achievement Report Presentation (2021-22)
E1-03-04	UAGM-CC Student Services and Support Programs
E1-03-09	Kingbird Projects
E1-03-10	Faculty Attendance at Distance Learning Workshops
E1-03-11	Continuing Education Offered to Faculty - Official Communication
E1-04-01	Dashboard - Liberal Arts

Chapter 2: Ethics and Integrity

ID #	Chapter 2 Evidence | Official Document Title
E1-01-12	UAGM Catalog
E1-03-09	Kingbird Projects
E2-01-01	Copyright Policy (OE-13-2017)
E2-01-02	Policy for the Use and Reproduction of Material Protected by Copyrights (14-2017)
E2-01-03	Trademark Policy (10-2017)
E2-01-04	Patents Policy (OE 15-2017)
E2-01-05A	IRB Executive Order (OE-08-2022)
E2-01-05B	IRB Policy Manual (2019)
E2-01-06	IBC Policy
E2-01-07	ACUC Policy
E2-01-08	Supplementary Materials for Copyright Guidelines
E2-01-09	Faculty Handbook
E2-01-10	UAGM Student Handbook
E2-01-11	Student Consumer Information webpage - grievances
E2-02-01	Handbook of Service Procedures for Students with Disabilities
E2-02-03	UAGM Student Grievance Procedures
E2-02-04	UAGM Employee Grievances Policy (18-2021)
E2-02-07	Human Resources Handbook
E2-02-08	Diversity, Equity, and Inclusion Policy
E2-02-09	Faculty and Employee Participation in Trainings
E2-03-01	UAGM-CC Complaints Report (2018-2023)
E2-04-03	Code of Conduct
E2-04-04	Code of ethics, conflict of interest, and integrity compromise
E2-04-05	Student-Athlete Handbook
E2-05-01	Policy for a Community Free of Drugs, Alcohol and Tobacco (RH-114-213-001)
E2-05-02	Complaint Resolution Policy (RH-12-245-004)
E2-05-03	Sexual Harassment Policy
E2-05-04	Electronic Attendance Recording Policy (RH-12-214-001)
E2-05-06	Compensation Policy for Sponsored Research Programs (RH-08-2019-002)
E2-05-09	Foreign Employees Employment Contract Policy (04-2020)
E2-05-10	EEO Policy
E2-05-11	Whistleblower Policy
E2-05-12	Performance Evaluation Policy (02-2020)
E2-05-13	Recruitment Policy
E2-06-02	Safe and responsible use of information technology policy (2023)
E2-06-03	Admission Policy
E2-06-04	Social Media Policy (08-2020)

ID #	Chapter 2 Evidence | Official Document Title
E2-06-05	Creation and Publication of Web Pages Policy
E2-07-01	Return of Title IV Funds Policy
E2-07-04	Course Repeat Policy
E2-07-05	Satisfactory Academic Progress
E2-07-06	Official and Unofficial Withdrawal Policy
E2-07-07	Immunization Policy
E2-07-08	Transfer Credits Policy
E2-07-09	FERPA Policy
E2-07-10	Financial Aid Packaging
E2-07-11	Cost of Attendance (2023-24)
E2-07-12	Student Consumer Information webpage
E2-07-13	Payment and Refund Policy
E2-07-14	Net Price Calculator
E2-07-15	Registration and Other Costs Newsletter (2023-24)
E2-07-16	Rights and Responsibilities of Students Receiving Financial Assistance
E2-08-02	Leave of Absence Policy (LOA)
E2-08-03	Census Policy
E2-08-04A	Biennal Report 2018-2020
E2-08-04B	Biennal Report 2016-2018
E2-08-05	Drug Alcohol Prevention Program
E2-08-06	UAGM-CC IPEDS Data (2021-22)
E2-08-07	UAGM-CC Student Achievements Outcomes (webpage print screen)
E2-08-08	Student Authentication Policy
E2-08-09	Verification of Compliance
E2-08-10	US Branch Campuses Webpage
E2-09-01	IPF Renewal (2019-2022)

Chapter 3: Design and Delivery of the Student Learning Experience

ID #	Chapter 3 Evidence | Official Document Title
E2-07-12	Student Consumer Information webpage
E2-08-08	Student Authentication Policy
E3-01-02	UAGM-CC Academic Offerings Curricular Sequences
E3-01-03	UAGM Distance Education Policy
E3-01-04	UAGM-CC Academic Programs List
E3-01-06	Academic Program Development Policy
E3-01-07	Syllabus Model Template and Syllabus Checklist
E3-01-08	Faculty Certification in Remote and Distance Education
E3-01-09	Faculty & Advisory Board Meeting Minutes & Agendas

ID #	Chapter 3 Evidence | Official Document Title
E3-01-10	Alignment between UAGM-CC mission and learning outcomes & Assessment Plan (Hospitality 2023)
E3-01-11	Specialized Accreditations
E3-02-01	UAGM-CC Regular Faculty Profiles (2018-2024)
E3-02-02	Faculty Pre-Qualification Guide for Courses
E3-02-03	Faculty work and professional development plan
E3-02-04	Externally Funded Projects Description (2015-2028)
E3-02-05	Faculty Participation in Professional Development (Branch Campuses)
E3-02-06	SUAGM's Faculty Handbook for the US Branch Campuses
E3-02-07	End-of-course Evaluation Instrument Template
E3-02-08	Academic Senate meeting minutes and agendas
E3-03-01	Curricular Changes Communication to Students - confirmation
E3-03-02	Curricular Changes Communication to Students - orientation
E3-03-03	Professional Licensure Notifications
E3-04-01	Information Literacy Annual Reports (2018-2023)
E3-04-02	Innovation in the teaching-learning process
E3-04-03	Retention Office Services (EARS)
E3-04-04	Student participation in Kingbird
E3-04-05	UAGM-CC Reading and Writing Center Report
E3-04-06	Information Literacy Workshops Participants (2018-Fall 2023)
E3-04-07	UAGM-CC IT Services
E3-04-08	Library Printed and Electronic Resources
E3-04-09	Practicum Contracts (May 2023)
E3-04-10	UAGM-CC library staff and facilities by location (2022-23)
E3-04-11	Academic Help Desk
E3-04-12	Student Consumer Information webpage - policies
E3-04-13	Course Programming Policy
E3-04-14	Internship Participation by Academic Division
E3-04-15	Undergraduate Research Internships
E3-04-16	UAGM-CC Transfer Credits Data (2018-2023)
E3-04-17	Learning Resources and Library Services
E3-04-18	CREE Tutoring and Library Results
E3-05-01	Comparison of Previous and Current General Education Component
E3-05-02	General Education Component and Approval
E3-05-03	Dashboard - General Education
E3-06-01	Capstone Courses
E3-06-02	Enactus
E3-06-03	Examples of Research Proposal Guides for Master's Degrees
E3-08-01	Masters in Social Work AS4 Report
E3-08-02	Academic Programs Evaluation Policy (OE-16-2023)

ID #	Chapter 3 Evidence | Official Document Title
E3-08-03	Academic Programs Evaluation Manual (2023)
E3-08-04	Dashboard - Hospitality & Culinary Arts
E3-08-06	Program Evaluation (MBA in Management)
E3-08-07	Program Evaluation (MBA Human Resources)
E3-08-08	Program Evaluation (BS Biotechnology)
E3-08-09	Online Course Evaluation Rubric (2020)
E3-08-10	Online Course Revision Committee Appointment Letter

Chapter 4: Support of the Student Experience

ID #	Chapter 4 Evidence | Official Document Title
E2-01-10	UAGM Student Handbook
E2-02-08	Diversity, Equity, and Inclusion Policy
E2-04-05	Student-Athlete Handbook
E2-06-03	Admission Policy
E2-07-08	Transfer Credits Policy
E2-07-09	FERPA Policy
E2-07-10	Financial Aid Packaging
E2-07-11	Cost of Attendance (2023-24)
E2-07-13	Payment and Refund Policy
E2-07-14	Net Price Calculator
E2-07-15	Registration and Other Costs Newsletter (2023-24)
E2-07-16	Rights and Responsibilities of Students Receiving Financial Assistance
E2-08-10	US Branch Campuses Webpage
E4-01-01	Dual Enrollment Conversion Rates
E4-01-02	AHORA Program Admission Policy
E4-01-03	Freshmen Placement Scales
E4-01-04	UAGM-CC Marketing Plan (2018)
E4-01-05	Retention Office Plan and Interventions
E4-01-06	Number of Students with Financial Aid by Academic Year (2018-2023)
E4-01-07	UAGM-CC Marketing Plan (2022-2023)
E4-01-09	Mi UAGM Webpage Print Screen
E4-01-10	UAGM-CC Students with Financial Aid
E4-01-11	Student Support Services Description
E4-01-12	UAGM-CC International Students Enrollment (2023)
E4-01-13	Student Consumer Information webpage - financial aid
E4-01-14	Enrollment and Retention Management Plan
E4-01-15	USDE Cohort Default Rate Letter
E4-01-16	US Branch Campuses Academic Catalog and Student Handbook

ID #	Chapter 4 Evidence | Official Document Title
E4-03-01	Policy for the Conservation and Disposal of Student's File Documents
E4-04-02	Placement Services
E4-04-03	Number of Student Associations
E4-04-04	Student Associations Procedures Manual
E4-04-05	UAGM-CC Cultural Events
E4-06-02	Student Services Satisfaction Survey Results (2022)
E4-06-03	US Branch Campuses Student Services Satisfaction Survey Results (2022)

Chapter 5: Educational Effectiveness Assessment

ID #	Chapter 5 Evidence | Official Document Title
E1-01-14	UAGM-CC Mission Assessment Reports (2017-22)
E1-01-17	Satisfaction Survey Results - Students (2022)
E1-01-18	Satisfaction Survey Results - Faculty (2022)
E1-01-19	Satisfaction Survey Results - Associates (2022)
E1-04-01	Dashboard - Liberal Arts
E3-01-09	Faculty & Advisory Board Meeting Minutes & Agendas
E3-01-10	Alignment between UAGM-CC mission and learning outcomes & Assessment Plan (Hospitality 2023)
E3-01-11	Specialized Accreditations
E3-04-18	CREE Tutoring and Library Results
E3-05-02	General Education Component and Approval
E3-05-03	Dashboard - General Education
E3-08-02	Academic Programs Evaluation Policy (OE-16-2023)
E3-08-03	Academic Programs Evaluation Manual (2023)
E3-08-04	Dashboard - Hospitality & Culinary Arts
E3-08-06	Program Evaluation (MBA in Management)
E3-08-07	Program Evaluation (MBA Human Resources)
E3-08-08	Program Evaluation (BS Biotechnology)
E5-01-01	Assessment and the General Education Component Plan
E5-01-02	UAGM-CC Assessment Model
E5-02-01	Academic program and curricular alignment (Education)
E5-02-02	Assessment Plan - Social Work Baccalaureate Program
E5-02-03	Job placement survey results
E5-02-04	Measurement of student learning outcomes in courses (Business)
E5-02-05A	Dashboard - Engineering
E5-02-05B	Dashboard - Science and Technology
E5-02-05E	Dashboard - Business & Entrepreneurship
E5-02-05F	Dashboard - Professional & Technical Programs (AHORA)

ID #	Chapter 5 Evidence | Official Document Title
E5-02-05G	Dashboard - Health Sciences (Overall)
E5-02-06A	Institutional Effectiveness Committee Meetings Minutes
E5-02-07	Measurement of institutional learning outcomes (Nursing)
E5-02-08	Assessment Committee Appointment Letters
E5-02-09	Assessment Committee Meeting Minutes with UAGM-CC community participation
E5-02-10	Non-Instructional Assessment Plans
E5-02-11	Summary Validity & Reliability Evidence
E5-02-12	Institutional Effectiveness Model 2023
E5-02-13	Institutional Studies Descriptions & Calendar
E5-03-02	Use of electronic platforms (Assessment Report Platform, Blackboard and Survey Monkey)
E5-03-03	Institutional Dashboard
E5-03-04	MBA in Management Graduate Profile Revision
E5-03-05	AS in Avionics Prgram Evaluation and Actions
E5-05-01A	Actions resulting from assessment (Programatic)
E5-05-01B	Actions resulting from assessment (Course)
E5-05-02	Institutional Assessment_CEI Memorandum

Chapter 6: Planning, Resources, and Institutional Improvement

ID #	Chapter 6 Evidence | Official Document Title
E1-01-13	UAGM-CC Strategic Development Guidelines (2021-2024)
E1-01-16F	SUAGM Audited Financial Statement (2022-23)
E1-03-02B	UAGM-CC Annual Achievement Report (2018-19)
E2-02-07	Human Resources Handbook
E5-02-12	Institutional Effectiveness Model 2023
E6-01-02B	Annual Work Plan - Science and Technology (2019-20)
E6-01-04A	Annual Work Plan - Academic Dean Office (2021-22)
E6-01-04B	Annual Work Plan - Students' Dean Office (2021-22)
E6-01-05	UAGM-CC Annual Work Plan (2023-24)
E6-01-06	UAGM-CC Annual Work Plans Instructions
E6-01-07	UAGM Strategic Development Guidelines (2021-2024)
E6-01-08	UAGM-CC Achievements Report (2021-22)
E6-02-02	Evidence for the constituent participation (faculty, work units, students) in the planning process
E6-02-03	UNE Strategic Internationalization Guide (2018-2021)
E6-02-04	UAGM-CC SDG 2025-2030 Revision Calendar
E6-03-03	Sponsored Projects Proposal Development Procedure and Sample Logical Model
E6-04-02	Job Control Policy (RH-18-2013-002)
E6-04-06	SUAGM-AVI Administrative Services Agreement (2017)

ID #	Chapter 6 Evidence | Official Document Title
E6-04-07	SUAGM-AVI Services Agreement Addendum
E6-04-08	SEVIS Application and Status (AGMU)
E6-05-01	UAGM-CC Annual Budgets 2018-2023 (projected)
E6-05-09	UAGM Corporate Bylaws
E6-05-10	UAGM Institutional Bylaws
E6-06-01	UAGM-CC physical facilities master plan and inventory
E6-08-01	UAGM-CC Institutional Effectiveness Committee Needs Report (2018-2021)
E6-08-02	UAGM-CC Institutional Effectiveness Committee Needs Report (2022-2023)

Chapter 7: Governance, Leadership, and Administration

ID #	Chapter 7 Evidence | Official Document Title
E1-01-17	Satisfaction Survey Results - Students (2022)
E1-01-18	Satisfaction Survey Results - Faculty (2022)
E1-01-19	Satisfaction Survey Results - Associates (2022)
E2-01-09	Faculty Handbook
E2-01-10	UAGM Student Handbook
E2-02-07	Human Resources Handbook
E2-05-12	Performance Evaluation Policy (02-2020)
E2-05-13	Recruitment Policy
E3-02-08	Academic Senate meeting minutes and agendas
E6-01-08	UAGM-CC Achievements Report (2021-22)
E6-05-09	UAGM Corporate Bylaws
E6-05-10	UAGM Institutional Bylaws
E7-01-02	Board of Directors Members Certification
E7-01-03	UAGM-CC Organizational Chart
E7-01-04	UAGM Integration Status Reports (2019-2021)
E7-01-05	President Appointment Announcement
E7-01-06	President Selection and Appointment Report
E7-01-07	Example of Academic Senate Minutes with BC Discussion
E7-02-01	Budget Request Procedure
E7-02-02	Budget Request Work Plan Calendar (2023-24)
E7-03-01	Academic Senate Bylaws
E7-03-02	Vice Chancellor (CEO) Appointment
E7-03-03	UAGM Organizational Charts
E7-03-04	UAGM University Board Agenda & Minutes Examples
E7-03-05	Vice Chancellor (CEO) Bio
E7-04-01	Job Descriptions
E7-05-01	UAGM-CC Turnover Rates (2012-22)

ID #	Chapter 7 Evidence | Official Document Title	
E7-05-02	UAGM-CC Achievements Report (2020-21)	

Requirements of Affiliation (ROA)

ID #	ROA Evidence | Official Document Title	ROA Alignment
R01-001	UAGM-CC Puerto Rico JIP License	1
R01-002	Metro Orlando Campus License	1
R01-004	Tampa Campus License	1
E2-08-06	UAGM-CC IPEDS Data (2021-22)	2
R02	ROA 2 Evidence Documents TOC	2
R04-001	Communication with MSCHE Liaison	4
R04-002	Communication with VP Liaison about ALO Appointment	4
E2-01-01	Copyright Policy (OE-13-2017)	5
E2-01-02	Policy for the Use and Reproduction of Material Protected by Copyrights (14-2017)	5
E2-01-03	Trademark Policy (10-2017)	5
E2-01-04	Patents Policy (OE 15-2017)	5
E2-02-08	Diversity, Equity, and Inclusion Policy	5
E2-05-01	Policy for a Community Free of Drugs, Alcohol and Tobacco (RH-114-213-001)	5
E2-05-03	Sexual Harassment Policy	5
E2-05-04	Electronic Attendance Recording Policy (RH-12-214-001)	5
E2-05-10	EEO Policy	5
E2-05-11	Whistleblower Policy	5
E2-07-01	Return of Title IV Funds Policy	5
E2-07-09	FERPA Policy	5
E2-08-08	Student Authentication Policy	5
E4-03-01	Policy for the Conservation and Disposal of Student's File Documents	5
R05	ROA 5 Evidence Documents TOC	5
E2-07-08	Transfer Credits Policy	6
R06	ROA 6 Evidence Documents TOC	6
R06-001	Statement of Accreditation Status (SAS)	6
E1-01-03	UAGM Mission Statement and Goals	7
E1-01-06	UAGM-CC Mission & General Education Component Approval by Governing Bodies	7
R07	ROA 7 Evidence Documents TOC	7
E3-01-06	Academic Program Development Policy	8
E3-01-10	Alignment between UAGM-CC mission and learning outcomes & Assessment Plan (Hospitality 2023)	8
E3-01-11	Specialized Accreditations	8
E3-05-01	Comparison of Previous and Current General Education Component	8

ID #	ROA Evidence | Official Document Title	ROA Alignment
E3-08-02	Academic Programs Evaluation Policy (OE-16-2023)	8
E3-08-04	Dashboard - Hospitality & Culinary Arts	8
E3-08-06	Program Evaluation (MBA in Management)	8
E3-08-07	Program Evaluation (MBA Human Resources)	8
E3-08-08	Program Evaluation (BS Biotechnology)	8
E4-06-02	Student Services Satisfaction Survey Results (2022)	8
E4-06-03	US Branch Campuses Student Services Satisfaction Survey Results (2022)	8
E5-01-01	Assessment and the General Education Component Plan	8
E5-01-02	UAGM-CC Assessment Model	8
E5-02-10	Non-Instructional Assessment Plans	8
E5-02-12	Institutional Effectiveness Model 2023	8
E5-03-03	Institutional Dashboard	8
R08	ROA 8 Evidence Documents TOC	8
E3-02-07	End-of-course Evaluation Instrument Template	9
E3-04-18	CREE Tutoring and Library Results	9
E3-05-02	General Education Component and Approval	9
E5-02-01	Academic program and curricular alignment (Education)	9
E5-02-02	Assessment Plan - Social Work Baccalaureate Program	9
E5-02-04	Measurement of student learning outcomes in courses (Business)	9
E5-05-01B	Actions resulting from assessment (Course)	9
R09	ROA 9 Evidence Documents TOC	9
E1-01-13	UAGM-CC Strategic Development Guidelines (2021-2024)	10
E1-01-14	UAGM-CC Mission Assessment Reports (2017-22)	10
E1-01-17	Satisfaction Survey Results - Students (2022)	10
E1-01-18	Satisfaction Survey Results - Faculty (2022)	10
E1-01-19	Satisfaction Survey Results - Associates (2022)	10
E1-03-02B	UAGM-CC Annual Achievement Report (2018-19)	10
E5-05-02	Institutional Assessment_CEI Memorandum	10
E6-01-02B	Annual Work Plan - Science and Technology (2019-20)	10
E6-01-04A	Annual Work Plan - Academic Dean Office (2021-22)	10
E6-01-04B	Annual Work Plan - Students' Dean Office (2021-22)	10
E6-01-05	UAGM-CC Annual Work Plan (2023-24)	10
E6-01-06	UAGM-CC Annual Work Plans Instructions	10
R10	ROA 10 Evidence Documents TOC	10
E1-01-16A	SUAGM Audited Financial Statement (2017-18)	11
E1-01-16B	SUAGM Audited Financial Statement (2018-19)	11
E1-01-16C	SUAGM Audited Financial Statement (2019-20)	11
E1-01-16D	SUAGM Audited Financial Statement (2020-21)	11
E1-01-16E	SUAGM Audited Financial Statement (2021-22)	11

ID #	ROA Evidence | Official Document Title	ROA Alignment
E1-01-16F	SUAGM Audited Financial Statement (2022-23)	11
E5-02-06A	Institutional Effectiveness Committee Meetings Minutes	11
E6-05-01	UAGM-CC Annual Budgets 2018-2023 (projected)	11
E6-06-01	UAGM-CC physical facilities master plan and inventory	11
E7-02-01	Budget Request Procedure	11
E7-02-02	Budget Request Work Plan Calendar (2023-24)	11
R11	ROA 11 Evidence Documents TOC	11
E6-05-10	UAGM Institutional Bylaws	12
E7-01-02	Board of Directors Members Certification	12
E7-01-06	President Selection and Appointment Report	12
E7-01-07	Example of Academic Senate Minutes with BC Discussion	12
E7-03-01	Academic Senate Bylaws	12
R12	ROA 12 Evidence Documents TOC	12
E2-04-04	Code of ethics, conflict of interest, and integrity compromise	13
R13	ROA 13 Evidence Documents TOC	13
R14	ROA 14 Evidence Documents TOC	14
R14-001	Governance Webpage Print Screen	14
E2-01-09	Faculty Handbook	15
E2-02-09	Faculty and Employee Participation in Trainings	15
E3-02-01	UAGM-CC Regular Faculty Profiles (2018-2024)	15
E3-02-05	Faculty Participation in Professional Development (Branch Campuses)	15
E3-02-06	SUAGM's Faculty Handbook for the US Branch Campuses	15
E7-01-03	UAGM-CC Organizational Chart	15
E7-04-01	Job Descriptions	15
R15	ROA 15 Evidence Documents TOC	15
E6-05-09	UAGM Corporate Bylaws	12, 13
R02-001	UAGM-CC MSCHE AIU (2023)	2, 14
E2-08-09	Verification of Compliance	5, 6
E6-04-06	SUAGM-AVI Administrative Services Agreement (2017)	5, 6
E6-04-07	SUAGM-AVI Services Agreement Addendum	5, 6
E5-05-01A	Actions resulting from assessment (Programatic)	8, 10
E1-04-01	Dashboard - Liberal Arts	8, 9
E3-05-03	Dashboard - General Education	8, 9
E5-02-05A	Dashboard - Engineering	8, 9
E5-02-05B	Dashboard - Science and Technology	8, 9
E5-02-05E	Dashboard - Business & Entrepreneurship	8, 9
E5-02-05F	Dashboard - Professional & Technical Programs (AHORA)	8, 9
E5-02-05G	Dashboard - Health Sciences (Overall)	8, 9