Self-Study Design
2022

Submitted to the Middle States Commission on Higher Education on May 3, 2022, by Prof. Zoraida Ortiz, Chief Executive Officer.

MSCHE
MIDDLE STATES COMMISSION ON HIGHER EDUCATION

UNIVERSIDAD ANA G. MÉNDEZ
**UAGM**
Recinto de Gurabo

CONTENTS

I.   INSTITUTIONAL OVERVIEW

Universidad Ana G. Méndez-Gurabo Campus (UAGM-GC), formerly Universidad del Turabo, is a nonprofit institution of higher education located 15 miles southeast of San Juan, Puerto Rico, within easy reach of the entire east-central part of the island. Its 140-acre suburban campus and its fifteen buildings provide an ideal atmosphere for the learning experience. The university currently operates eleven (11) Additional and four (4) US Branch Campuses. The additional locations are Universidad Ana G. Méndez - Barceloneta, Universidad Ana G. Méndez - Cayey, Universidad Ana G. Méndez - Yabucoa, and Universidad Ana G. Méndez - Ponce, Lebanon School District, Penn State Abington, Penn State Berks, Penn State University Lehigh Valley, St. Croix School District - Curriculum Center, St. Thomas/St. John School District - Curriculum Center, and Wyeth Pharmaceutical. The Branch campuses are: Universidad Ana G. Mendez - Dallas Branch Campus, Universidad Ana G. Mendez - Metro Orlando Branch Campus, Universidad Ana G. Mendez - South Florida Branch Campus, Universidad Ana G. Mendez - Tampa Branch Campus.

During the 1940's, three distinguished educators, Dr. Ana G. Méndez, Dr. Florencio Pagán Cruz, and Mr. Alfredo Muñiz Souffront, recognized the need for new developments in the field of education that would keep pace with the social and economic advances that were taking place in Puerto Rico. With this in mind, in 1947, they began to lay the groundwork for establishing a modern institution of higher learning. In 1949, the Puerto Rico Junior College (PRJC) was founded and incorporated according to the laws of Puerto Rico on June 30, 1950. The Puerto Rico Council of Higher Education licensed the Institution on June 27, 1957, and the Middle States Association of Colleges and Secondary Schools accredited the institution on May 1, 1959. The PRJC set the foundation for the growth of UAGM. As part of this educational endeavor, in 1972, Colegio Universitario del Turabo (currently the Gurabo Campus) was established. In 1974, it was accredited by MSCHE and changed its name to Universidad del Turabo (currently Gurabo Campus). Since then, the institution has always received accreditation with its last reaffirmation in 2015.

The nature and structure of SUAGM (Spanish acronym for Ana G. Méndez University System, the corporation) has been the result of 70 years of constant development and growth. SUAGM's growth has been tied to the external conditions of the higher education market in Puerto Rico, as well as to its internal development, thus creating new institutions, different units, and new offerings in response to these external conditions. However, SUAGM's development has resulted in a complex academic and administrative organization. In addition to this complexity and the external factors that have impacted student enrollment, SUAGM began the academic integration of its institutions in 2017. In December 2018, SUAGM operated four institutions: Universidad del Turabo, Universidad Metropolitana, Universidad del Este, and Universidad Ana G. Méndez. In January 2019, SUAGM integrated its four institutions under a single name, Universidad Ana G. Mendez (UAGM): Universidad Ana G. Méndez-Gurabo Campus, Universidad Ana G. Méndez-Cupey Campus, and Universidad Ana G. Méndez-Carolina Campus (see Figure 1).

Figure 1
SUAGM organizational chart
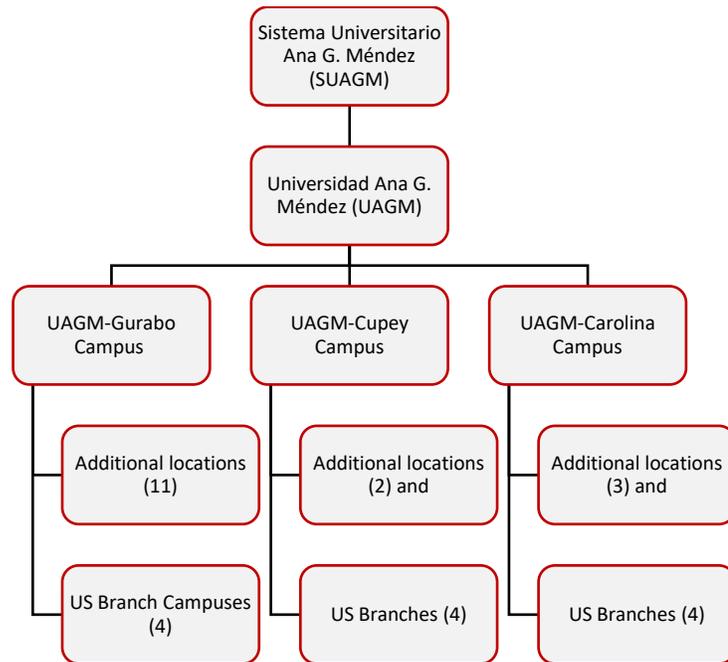
This strategic and comprehensive project began in 2017 and followed the model of an academic and student services integration, geared to achieve a more effective institution that would meet the needs and aspirations of our diverse student body. Thanks to the hard work and commitment of hundreds of faculty members, deans, associates, and students, UAGM achieved its integration of the former universities as three coherent campuses under one name, one simplified and integrated catalog, one general education component, and one set of academic, student, and administrative policies. The Chief Executive Officer (CEO) holds the title of Vice-chancellor with the corresponding faculties and responsibilities and a representative governance body for decision-making at the campus level.

On February 26, 2021, the Puerto Rico Board of Postsecondary Institutions (*Junta de Instituciones Postsecundarias* – JIP), which is the entity that authorizes the operation of post-secondary institutions and their academic programs in Puerto Rico, officially approved the institutional integration of Universidad Ana G. Méndez (UAGM), and all its campuses, additional locations, programs, and students under a single license. As stated in the #2021-091 JIP certification, the license has been effective since May 25, 2021, and will expire on November 29, 2025. A renewal request will follow thereafter.

The administrative organization is outlined in the institutional Bylaws. The President is the chief executive officer of the organization and reports to the SUAGM's Board of Directors. All SUAGM members benefit from the Central Administration support services and resources in academic, administrative, and financial management. This includes support in the areas of academic affairs, financial affairs, planning and institutional effectiveness, student affairs and administrative. As a result of the corporate change, the academic administrative structure was revised and a new organizational chart for the Gurabo campus was implemented (see Figure 2).

Figure 2

UAGM Gurabo Campus organizational chart – Upper Leadership[1]
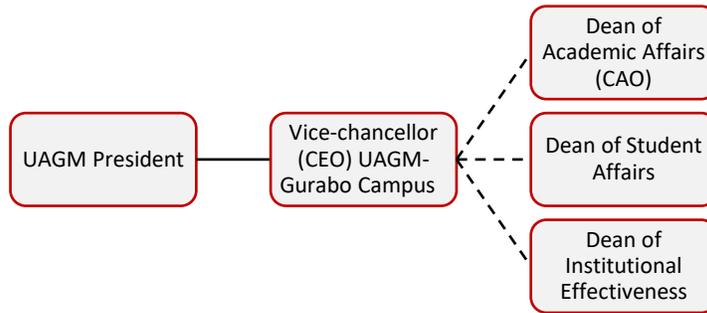
The new structure includes a UAGM chancellor who oversees the three institutions. Each institution will have a vice-chancellor. The Vice-chancellor of UAGM-GC is the chief executive officer (CEO) and receives direct support from the campus' academic and administrative staff. Together, they are responsible for on and off-campus operations. The GC Vice-chancellor responds to the UAGM Chancellor, who responds to the President regarding all UAGM campuses' operations. Each campus has a Dean of Academic Affairs, a Dean of Student Affairs, and Dean of Institutional Effectiveness.

Even though a student and academic integration has been taking place, each of UAGM's campuses has distinctive characteristics and programmatic developments. The Campus not only has singular geographical conditions that contrasts with its urban sister campuses, but it also provides educational services in a different higher education landscape. Its location is less densely populated than the metropolitan area where the two other sister campuses reside, and with less postsecondary developments in the region, the Gurabo Campus was able to increase its offerings becoming the main higher education institution within the central-oriental region of the island and consequently the largest private institution in Puerto Rico. Academic programs in Engineering and Architecture, unique in the region and within the university system, and growing doctoral offerings, are some of the programmatic differences, UAGM-GC exhibits.

Table 1

MSCHE accredited postsecondary and higher education institutions in the center-oriental region of Puerto Rico

Location	Institution	Control	Current Carnegie classification published in MSCHE SAS	Enrollment Fall 2020[2]
Gurabo	Universidad Ana G. Méndez – Gurabo Campus	Private (Non-Profit)	Doctoral/Professional Universities » Four-year, large, primarily nonresidential	13,553
Caguas	NUC University (Caguas branch campus)	Private (For-Profit)	Special Focus Four-Year: Other Health Professions Schools » Four-year, medium, primarily nonresidential	No data available

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[1] Under review.

[2] Enrollment is based on Fall 2020 data published the Puerto Rico Institute of Statistics (Compendio Estadístico sobre la Educación Superior de Puerto Rico, año académico 2020-2021), according to institutional data self-reported to IPEDS.

Location	Institution	Control	Current Carnegie classification published in MSCHE SAS	Enrollment Fall 2020[2]
Caguas	Columbia Central University	Private (For-Profit)	Special Focus Four-Year: Other Health Professions Schools » Four-year, very small, primarily nonresidential	798
Caguas	Huertas College	Private (For-Profit)	Special Focus Four-Year: Other Health Professions Schools » Four-year, very small, primarily nonresidential	488
Caguas	EDIC College	Private (For-Profit	*Now merged with Columbia Central University*	1,605
Humacao	University of Puerto Rico at Humacao	Public	Baccalaureate Colleges: Diverse Fields » Four-year, medium, primarily nonresidential	3,106
Cayey	University of Puerto Rico at Cayey	Public	Baccalaureate Colleges: Arts & Sciences Focus » Four-year, medium, primarily nonresidential	2,984

Table 1 shows the main MSCHE-accredited institutions in the target region UAGM-CG serves. As may be observed, UAGM-GC is the only large doctoral and four-year institution in the zone and its enrollment is substantially higher than its private and public counterparts. It's important to note, that this enrollment data includes UAGM-CG's three additional locations outside the region, however, the main campus maintained the largest enrollment of all institutions in the area.

Due to these characteristics, UAGM-CG has also built a unique educational culture around the historical value of the region and has become a center of community service and engagement with a museum and center for humanistic studies, community serving clinics, among other sociocultural and academic initiatives.

Mission statement and institutional milestones
The campus's mission statement is as follows:

> *The Gurabo Campus and its locations are accredited units of Universidad Ana G. Méndez that are committed to academic excellence, research, innovation, entrepreneurship, internationalization, and the socio-humanist development of a diverse population. By developing academic and professional competencies we form citizens capable of contributing to the local and global communities.*
>
> *Its resources support its post-secondary, undergraduate, graduate, and continuing education academic offer, using diverse learning modes and following the highest standards of quality.*

In its mission to offer quality academic services, and to adapt to the continuous external changes, UAGM-GC has reviewed its processes, revised its academic offerings, received new accreditations and reaccreditations, and implemented administrative changes for the continuous evolution of the institution. Figure 3 shows a brief timeline of some of the campus' milestones.

Figure 3
Gurabo Campus' milestones 2015 - present

2015	2016	2017	2018	2019	2020	2021	2022
• MSCHE accreditation reaffirmation	• ACS recognition • APA initial accreditation of the Counseling Psychology Doctoral Program • CAA-ASHA reaffirmation	• Strenthening of student support services and community aid due to the impact of hurricanes Irma and María	• CVTEA Gurabo initial accreditation	• Name change Turabo-UAGM • State authorization of PhD in Cultural Studies • NAAB initial accreditation • LAAB-ASLA initial accreditation	• Remote academic and student services due to pandemic • State preliminary authorization of Doctorate in Dental Medicine • CAEP reaffirmation Teacher preparation programs • APA initial accreditation Psychology Internship Program • ACEND reaffirmation • CVTEA Ponce and Barceloneta initial accreditation • CCNE reaffirmation FNP	• State preliminary authorization of first Doctor of Veterinary Medicine in PR • UAGM Student and academic integration • Title IV recertification • AACSB reaffirmation • CNME initial accreditation • NAACLS initial accreditation	• Women Business Center inaguration • AVMA Consultative visit DVM • CCNE accreditation visit BSN (pending decision)

Academic programs and enrollment

UAGM-GC offers a variety of academic programs in the following levels: technical and professional certificates, associate degrees, bachelor's, master's, and doctorates. The academic system is organized into six academic divisions and three specialized schools:

- Academic Divisions:
  - Engineering, Design and Architecture
  - Sciences and Technology
  - Health Sciences
  - Liberal Arts
  - Business, Tourism and Entrepreneurship
  - School of Technical Programs and Professional Studies
- Specialized Schools:
  - School of Dental Medicine
  - School of Naturopathic Medicine
  - School of Veterinary Medicine

The following tables show the distributions of UAGM – GC's degree levels and programs with highest enrollment, respectively. As may be observed, academic programs offered at the bachelor and master's levels constitute the major degree levels. Throughout the years, the Gurabo Campus has been investing efforts in expanding its offerings at the doctoral level.

Table 2

Distribution of academic programs per level

Academic levels		Amount
Technical certificates		13
Associate Degrees		29
Baccalaureate		49
Master's		43
Doctorates (1 professional practice)		10
Professional, postbaccalaureate, graduate, and postgraduate certificates		16
	Total:	160

Table 3

Academic programs with highest enrollments 2021-2022[3]

Level	Main campus and PR additional locations	US Branches
Undergraduate	BS Veterinary Technology –760 (9%) BS Biology – 573 (7%) BBA Management – 394 (5%)	BBA Management– 112 (18%) BSW Social Work– 97 (16%) BBA. Accounting – 89 (14%)
Graduate	MA Counseling Psy. – 206 (11%) MSAC Accounting (MAcy) –114 (6%)	MSN Family Nurse Practitioner – 305 (77%) MED School Counseling – 13 (3%)

Students receive educational services from an academic staff of 192 full-time faculty members. Most full-time faculty members hold doctorates and master's degrees in their fields of expertise. At least 65% of full-time faculty hold a doctoral degree. The gender distribution of faculty is 53.9% female and 46.1% male. The US Branches have 14 full-time faculty members 43% hold doctoral degrees. The gender distribution of faculty at the US branches is 57% female and 43% male.

The institution serves a diverse student body, many from surrounding communities with varied socioeconomic and educational backgrounds. The student population, with an enrollment of over 11,000, is mainly composed of young adults and professionals.

Table 4

UAGM – Gurabo Campus 2021-2022 total enrollment data

Locations	Levels		Total
	Undergraduate	Graduate	
Main campus and PR additional locations	8,150	1,931	10,081
US Branch Campuses	622	397	1,019
Total:	8,772	2,328	11,100

Table 5

UAGM Gurabo Campus 2021-2022 student profile

Criteria	Main campus and additional locations (PR)		US branch campuses	
Enrollment	10,081		1,019	
Ethnicity	99% Hispanic		99% Hispanic	
Sex	Female	Male	Female	Male
	60%	40%	77%	23%
Average age	25-year-old		36-year-old	

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[3] Percentage is calculated in relation to the total 2021-2022 enrollment data.

Criteria	Main campus and additional locations (PR)		US branch campuses	
Average student annual income	Undergraduate $30,581 Graduate $28,942		Undergraduate $33,204 Graduate $52,470	
Enrollment status	Full-time	Part-time	Full-time	Part-time
	71%	29%	64%	36%
Pell Grant recipients	83%		60%	
Student Loans recipients	Undergraduate 20% Graduate 73%		Undergraduate 68% Graduate 89%	
Academic index	3.29		3.83	
Dependency level (Undergraduate)	72% Dependent		15% Dependent	
First generation	26%		47%	

There are noticeable contrasts in the Puerto Rico and US branches student profiles, as may be observed in Table 5. Data shows that some significant differences are age and dependency level. The student profile at the main campus and its locations in Puerto Rico are younger and more family dependent than its US mainland peers. It is important to highlight that Hispanic cultural groups are very diverse. While PR and US students served by UAGM-GC are generally Hispanic, there are cultural differences that create distinct environments at the branches and the main campus. The US branches reflect the diverse nationalities present at the states they are located at, different from the more nationally homogenous Hispanic group at the main campus and its locations in Puerto Rico.

Between 2013 and 2017, UAGM campuses experienced a period of enrollment reduction. Puerto Rico's demographic tendencies have been characterized by factors such as the decrease in high school graduates, migration, and the ongoing economic recession, that challenge the Higher Education sector. Hurricane María in September 2017, the December 2019 – January 2020 earthquakes, and the COVID-19 pandemic have intensified sociodemographic factors that continue to impact student enrollment in all educational levels in the island. By 2017, UAGM had already reflected an annual decrease in enrollment of 4%.

During the years 2017 and 2018, UAGM lost an additional 3,700 students (-10%) as a direct result of Hurricane María. In August 2019, returning students represented a loss reduction of -5%. It should be noted that, between 2015 and 2019, UAGM enrollment reflected the same changes in percentage of the population in the 15-19 age group in Puerto Rico. In the following figure a relation between UAGM's enrollment loss and Puerto Rico's population changes is presented:

Table 6
UAGM 2015-2020 enrollment data

	PR public Schools	Hurricane María		Earthquakes
				COVID-19

2015-16	2016-17	2017-18	2018-19	2019-20
40,972	39,553	38,094	34,357	32,515
	(1,439)	(1,439)	(3,737)	(1,842)
	-4%	-4%	-10%	-5%
Population 15-19 (censo.estadisticas.pr):				
242,946	234,369	222,094	205,293	201,616
-4%	-4%	-5%	-8%	-2%

Institutional goals

On March 1, 2020, UAGM's Board of Directors approved the new Universidad Ana G. Méndez 2021-2024 Strategic Development Guidelines. The following strategic goals were the result a participative and collaborative process among all UAGM campuses:

1. **Academia**
   1.1. Promote the offering of new face-to-face or hybrid academic programs within a constructivist dimension of learning that responds to the interests and needs of a society oriented to service, technology, internationalization, and research.
   1.2. Maintain a varied academic offer, updated and in harmony with the needs of the local and international market and based in the Board of Postsecondary Institutions (JIP).
   1.3. Promote innovation through the incorporation of technology in the learning and teaching processes considering the needs of the modern learner.
   1.4. Strengthen the Institutional Retention Model (MRI) in all its dimensions.
   1.5. Provide an education of excellence that develops in students, skills that allow them to make positive contributions to their environment locally and globally.
   1.6. Maintain a teaching staff that responds to levels of excellence in all modalities.
2. **Research**
   2.1. Promote the strengthening of institutional capacity for the sustained development of research projects and activities, creative work, and innovation for the socioeconomic well-being of Puerto Rico and its environment.
3. **Student Service and Development**
   3.1. Achieve an adequate enrollment level to maintain a fiscally viable operation.
   3.2. Provide academic, occupational, professional, and quality of life support services aimed at the integral formation of the student and the achievement of their academic goals.
   3.3. Evaluate and review the parameters and guidelines for the attention and integrated services to international students.
4. **Public Function**
   4.1. Promote the integration of the UAGM with the communities it serves, to contribute to the development and socioeconomic strengthening of its environment and to the quality of life of those who form it.
5. **Human Resources and Organizational Development**

5.1. Implement the new organizational structure and maintain it in accordance with the operations of UAGM.

5.2. Maintain trained human resources that respond to levels of excellence and organizational effectiveness.

5.3. Develop and implement a human resource induction and retention plan to strengthen organizational culture and commitment.

5.4. Establish policies, rules, and procedures that contribute to sound administration and efficiency and effectiveness.

5.5. Develop and implement strategies to promote the safety and well-being of the university community.

5.6. Highlight the UAGM as an institution of academic excellence through positioning strategies and public relations.

6. **Physical and Technological Infrastructure**

6.1. Strengthen core processes with the integration of technology for greater efficiency and effectiveness at UAGM.

6.2. Develop and implement a plan to strengthen the physical infrastructure in accordance with the development UAGM.

7. **Fiscal Strengthening**

7.1. Identify and develop new business alternatives, proposals for external funds and sources of income not related to tuition for institutional development in the academic, student, and infrastructure areas.

7.2. Identify and implement strategies that contribute to the efficient and effective use of fiscal resources.

8. **Quality and Effectiveness**

8.1. Meet high standards of quality and effectiveness by reaching and reaffirming regional, specialized accreditations and complying with our regulatory and licensing commitments.

8.2. Standardize and implement compliance and appraisal processes to ensure academic, administrative, and student service quality and effectiveness.

8.3. Develop and implement accountability structure and evidence culture to measure the efficiency and effectiveness of UAGM operations.

II. INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY

UAGM-GC has identified the following priorities (P):

- **Educational excellence (P1)**
  - o Provide an education of excellence that develops in students the skills that allow them to make positive contributions to their environment locally and globally; and maintain a teaching staff that responds to levels of excellence in all modalities.
- **Quality student support services (P2)**
  - o Provide academic, occupational, professional, and quality of life support services aimed at the integral formation of the student and the achievement of their academic goals.
- **Technological infrastructure and resources (P3)**
  - o Allocate the necessary resources to promote innovation through the incorporation of technology in the learning and teaching processes considering the needs of the modern learner.

As part of the Self-Study Design process, the Steering Committee used the goals of the 2021-2023 Strategic Guidelines to survey the academic, administrative, and student community on the institutional priorities. In 2020, UAGM Gurabo Campus had undergone a consultative, representative, and participatory process to establish the 2021-2023 Strategic Guidelines. As part of the planning process, the campus' strengths, weaknesses, opportunities, and threats were considered to define strategic goals around eight vectors: Academia, Research, Public Function, Human Resources and Organizational Development, Physical and Technological Infrastructure, Fiscal Strengthening, and Quality and Effectiveness. This vector system is the planning framework used in UAGM strategic planning activities.

The survey process consisted of two questionnaires: one for faculty and administration using the Gurabo Campus' strategic goals, and the other for students, which included fourteen (14) statements related to the strategic goals. A Likert scale questionnaire was utilized to survey the level of importance of all institutional goals. The scale ranged from one to five; five being the level of highest importance, and one, the lowest level of importance. Prior to administration, these surveys were submitted to the content validation by a group of experts with experience on academic, student, and administrative affairs.

The survey was announced by the Chancellor in the Faculty Assembly and via a campus-wide communication. The Chair of the steering Committee later sent a communication opening the survey with the support of the offices of Public Relations and Student Affairs and Marketing. In tables 6 and 7 show alignments between the selected priorities and UAGM's mission and strategic vectors, and MSCHE's Standards of Accreditation.

Table 6

Alignment of the selected institutional priorities with the institution's mission and goals

Concepts associated with the mission statement	UAGM Strategic Vectors	Priorities		
		P1	P2	P3
Academic excellence	Academia, Physical and Technological Infrastructure, Fiscal Strengthening	✓	✓	✓
Research	Research, Physical and Technological Infrastructure, Fiscal Strengthening	✓		✓
Innovation	Academia, Physical and Technological Infrastructure, Fiscal Strengthening	✓	✓	✓
Entrepreneurship	Academia, Fiscal Strengthening	✓		✓
Internationalization	Academia, Student Service and Development	✓	✓	✓
Socio-humanist development	Academia, Student Service and Development, Public Function	✓	✓	
Diversity	Academia, Student Service and Development, Human Resources and Organizational Development	✓	✓	
Community service	Academia, Student Service and Development, Fiscal Strengthening Public Function	✓	✓	

Table 7

Alignment of the selected institutional priorities to MSCHE's Standards for Accreditation.

Priorities	Related MSCHE Standards						
	1	2	3	4	5	6	7

Educational excellence (P1)	✓	✓		✓	
Quality student support services (P2)	✓		✓		
Technological infrastructure and resources (P3)				✓	✓

III.   INTENDED OUTCOMES OF THE SELF-STUDY

Following MSCHE's expectation on the self-study outcomes:
1. Demonstrate how Universidad Ana G. Méndez – Gurabo Campus meets the Commission's Standards for Accreditation and Requirements of Affiliation to achieve reaffirmation of accreditation.
2. Assess continuous improvement in the attainment of the institution's mission and its institutional priorities.
3. Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.
4. Assess UAGM – Gurabo Campus' process of academic and student integration to attain its institutional mission.

IV.   SELF-STUDY APPROACH

Universidad Ana G. Méndez – Gurabo Campus will follow a ***Standards-Based Approach*** to the self-study.

UAGM considers that the Standards-Based Approach is consistent with the institution's strategic planning and assessment framework. UAGM-GC also holds several programmatic accreditations and is well acquainted with the use of standards as a basis for practice, assessment, and compliance. Considering these, the selected approach will allow for a more structured and cohesive inquiry process for the self-study.

V.   ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

The Steering Committee, overseen by an Executive Committee, is composed of the Self-Study chair and co-chairs, and the chairs and co-chairs of the Working Groups (WGs). There are two types of WGs: per standard and support WGs. The organization of the Steering committee and WG's is shown in figure 3:

Figure 3
Organizational structure of the Steering Committee and Working Groups
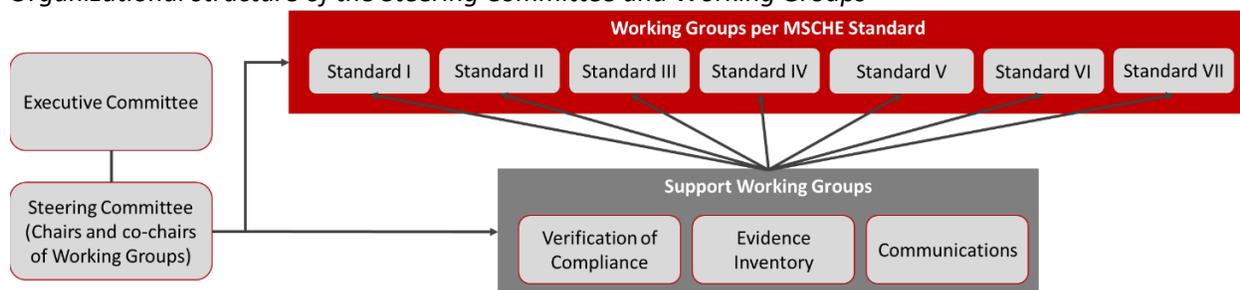
The former Chancellor, with the support of the Dean Academic Affairs and the Accreditation Liaison Officer (ALO), constituted the Executive Committee to oversee the Steering Committee and make important decisions regarding the Self-Study Process. The Executive Committee paid special attention to representativity in the Steering Committee. The chairs and co-chairs of WGs were appointed by the former

Chancellor to constitute the Steering Committee. WGs chairs and co-chairs were invited to participate according to their experience, areas of knowledge, and abilities. It was important to include representation from different academic and administrative areas, as well as different levels in the campus. The Steering Committee resulted in a diverse group with representation from faculty, staff (academic, administrative, and student affairs), and students. The appointment of all chairs, co-chairs, and members of the WG's was voluntary to ensure willful participation in the self-study process.

Working Groups will complete its membership with the participation of two (2) students per group, for a total of 14 student representatives. The selection of students will include two (2) of each of the following cohorts: freshmen, sophomores, seniors, master, alumni, doctoral, and non-traditional students. These students will be able to participate in the working group's meetings and contribute with inputs and perspectives from the student experience at UAGM-GC. The Steering Committee will invite leaders from student organizations to participate as representatives and become liaisons between the Steering Committee and their student peers, as well as their voice throughout the self-study process. As part of the self-study, several focus groups will be conducted to stimulate participation and receive input from faculty and students. The process will also be announced through various means, and students and faculty will be able to bring up to the attention of the Committee their suggestions, concerns, and inquiries about the self-study through the institutional webpage (see the communication section for further details).

Executive Committee Members

Jorge Berríos, PsyD, dean of academic affairs	Self-Study Chair
Vivian G. Cordero, MAEd, director of licensing and accreditation	Self-Study Co-chair and ALO
Zoraida Ortiz, MBA, Vice Chancellor	CEO
Claribette Rivera, EdD, associate VP of Licensing and Accreditations	Advisor

Steering Committee Members

Jorge Berríos, PsyD, dean of academic affairs	Self-Study Chair
Vivian G. Cordero, MAEd, director of licensing and accreditation	Self-Study Co-chair and ALO

Working Groups charges and membership

General charges: Working groups are responsible of assessing institutional compliance with the standards of accreditation though a focused inquiry and evidence-based process. Each group will follow the guidance of the Steering Committee chair and co-chairs to carry out the activities of the Self-Study process. Working Groups will have a chair, a co-chair, and several members, as needed.

Working groups chairs and co-chairs are responsible to:
- Lead the work of their Working Group.
- Convene the group members as many times as necessary to complete the assigned work.
- Keep minutes and attendance of each meeting and keep records in the assigned SharePoint folder.
- Schedule and distribute the work among the members of the group and follow-up on its timely completion.
- Attend the meetings of the Steering Committee as required by the SC chair and communicate critical information and decisions to their working group's members.
- Serve as a liaison between the group and the other working groups.
- Communicate the group's progress to the Executive Committee.

- Gather and organize the collected data an ensure that is properly addressed and referenced in the working group report.
- Gather and review group member's reports and draft an integrated narrative report for the working group.

Working group members are responsible to:
- Report to the working group chair on the progress of their assigned tasks.
- Attend working group meetings as convened by the chair.
- Recommend and or identify sources of evidence that demonstrate compliance with the standards of accreditation and requirements of affiliation.
- Analyze the data and assess institutional performance according to institutional priorities and the assigned standard's criterion.
- Draft analytical reports to discuss the data and the compliance with the Standards, and reference evidence within those narratives.
- Describe and discuss institutional strengths regarding the standard.
- Identify areas of opportunity for improvement and suggest means to act upon them.

Working Group I

Group charge: Working Group I will be responsible to recommend, analyze, assess, and use institutional data to demonstrate UAGM-GC's compliance with **Standard I – Mission and Goals**.

Group membership:

Alice M. Del Toro, PhD, professor, Academic Division of Liberal Arts	Chair
Edna Oyola, EdD, associate professor, Academic Division of Liberal Arts	Co-chair
Idalides Vergara, PhD, director, Department of Engineering	Member
Ramón Díaz, MA, director, Universidad Ana G. Méndez - Barceloneta	Member
Julia Vázquez, student	Member
Student representative	Member

Working Group I's inquiry process will be guided by the following research questions associated with Standard I:

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

Research questions:
1. To what extent are UAGM- Gurabo Campus' goals realistic, appropriate to higher education, and consistent with its mission?
2. To what extent are the mission, goals, and objectives reviewed and reflected in the strategic plans of the Institution?
3. How does the mission, goals, and objectives guide decisions that are related to planning, resource allocation, program development, and definition of program outcomes?
4. At what level are appropriate constituents involved in planning?
5. What evidence is there that faculty, students, and staff incorporate or reflect these values in their own activities?

6. How is the mission communicated to all constituencies and how are they involved in the planning process?
7. To what extent are the goals and objectives focused on student learning and institutional improvement?
8. How are the mission and goals reflected in the strategic plans of the Institution?
9. How does the institution ensure a periodic assessment to demonstrate an effective dissemination of its mission among the university community?
10. How are the institutional mission and goals relevant and achievable in student learning?
11. How are the institutional mission and goals addressed during remote education?

Working Group II

Group charge: Working Group II will be responsible to recommend, analyze, assess, and use institutional data to demonstrate UAGM-GC's compliance with **Standard II - Ethics and Integrity**.

Group membership:

Julio Rosa, Esq., JD, MP, associate director for Research and Sponsored Programs	Chair
Claribel Báez, PhD, academic program director – Science and Technology	Co-chair
Ursula A. Aragunde, PhD, professor – Liberal Arts (Psychology)	Member
Beatriz Cruz, PhD, academic program coordinator – Liberal Arts (General Education)	Member
Sandra Guzmán, EdD, lecturer, Liberal Arts (Education)	Member
Ginia Hernández, MA, Director for Sponsored Programs Funds	Member
Ángel M. Ginorio, PhD, academic program coordinator, Liberal Arts (Education)	Member
Fernando Janer, PhD, assistant professor, School of Naturopathic Medicine	Member
Student representative	Member
Student representative	Member

Working Group II's inquiry process will be guided by the following research questions associated with Standard II:

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

Research questions:
1. ¿How are institutional priorities P1 and P2 achieved considering the standard criteria?
2. What evidence exists to demonstrate commitment and compliance with the respect for academic and intellectual freedom, freedom of expression, intellectual property rights, and avoidance of conflict of interest? Which institutional public policies support/validate/guide, and/or address the issues of plagiarism, copyright, freedom of expression and academic freedom?
3. What evidence exists to demonstrate commitment to inclusion in a climate of respect among all members of the community? How does the University recruitment and retention policies evidence the institution's commitment to meet the needs of a diverse student body and prohibits discrimination as the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age, religion, disability, or sexual orientation?

4. How does the institutional policies guarantee equal employment opportunity as stated by federal and state laws?
5. How does the university implement protection and prohibition policies and procedures against sexual harassments, mobbing and other type of quid pro quo activities that are prohibited by federal and state law?
6. What are the protocols/policies for managing complaints and grievances between and raised by the institution's constituencies (faculty, students, and staff)?
7. How is the university an equal access/equal opportunity employer corporation?
8. How does the university ensure compliance with state, federal, and all applicable regulations and demonstrate an enforcement duty and responsibility for certifying the truthfulness and correctness of all university external and internal communications (e.g. accrediting, licensing, and regulatory entities, as well as to any department, agency or instrumentality of the federal government and the Government of Puerto Rico, active and prospective students)?
9. How does periodic assessment of university policies and practices adhere to the standard and how such assessments strengthen the university faithfulness to its mission, honor its contracts and commitments, adhere to its policies, and truthfully represent itself?

Working Group III

Group charge: Working Group III will be responsible to recommend, analyze, assess, and use institutional data to demonstrate UAGM-GC's compliance with **Standard III - Design and Delivery of the Student Learning Experience.**

Group membership:

Brunilda Aponte, PhD, associate professor, Academic Division of Business, Tourism, and Entrepreneurship	Chair
Israel Rodríguez, MAEd, director for faculty development and evaluation	Co-chair
Diriee Rodríguez, MBA, director of admissions	Member
Elaine Guadalupe, EdD, professor – Liberal Arts (Education)	Member
Rochellie Cortés, MBA, LVTg, program director, Veterinary Technology (Ponce)	Member
Virgin Dones, PhD, associate professor, Academic Division of Business, Tourism, and Entrepreneurship	Member
Sylvia Marie Casillas, PhD, assistant professor, Liberal Arts (General Education)	Member
Edwin Marrero, MBA, director of undergraduate programs, Academic Division of Business, Tourism, and Entrepreneurship	Member
Student representative	Member
Student representative	Member

Working Group III's inquiry process will be guided by the following research questions associated with Standard III:

> **Standard III - Design and Delivery of the Student Learning Experience**: *An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.*

Research questions:

1. ¿How is institutional priority P1 achieved considering the standard criteria?
2. What are the policies and procedures for the design of certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential at UAGM Gurabo? How does UAGM Gurabo ensures compliance with such policies and procedures?
3. How do the certificate, undergraduate, graduate and/or professional programs that lead to a degree or other recognized higher education credential foster a coherent student learning experience and promote synthesis of learning?
4. How does the institution comply with the policies and procedures related to faculty recruitment, qualifications, induction, evaluation, and retention?
5. How does UAGM Gurabo ensures that rigorous and qualified faculty (full-time or part-time) and/or other appropriate professionals design, deliver, and assess student learning experiences, and are sufficient to address the educational needs of students?
6. How are the institution's mission, goals, and policies aligned to the design, delivery and assessment processes of the student learning experiences?
7. To what extent does the institution facilitate and promote professional development opportunities and resources to ensure that faculty is actively involved in the design, delivery, and assessment of student learning experiences?
8. How and where does the institution officially disclose their academic programs of study to students in such a way that they understand and follow degree and program requirements, as well as the expected time to completion?
9. How does UAGM Gurabo provide sufficient learning opportunities and resources to support student success and academic progress?
10. What processes are in place at UAGM Gurabo to identify and monitor at risk students and their academic progress?
11. What policies, procedures, and evaluations are in place to assure that students achieve the general education, professional and concentration learning goals, and objectives, cultural and global awareness regardless of level, location?
12. How are the programs and related learning experiences effectively evaluated to ensure rigor, coherence, and effective delivery, irrespective of modality?
13. How are tools and strategies used to communicate effectively with students, so they understand degree and program requirements, available learning opportunities, and expected time to completion?
14. To what extent are faculty evaluated through clear, meaningful, and equitable processes with the goal of creating and maintaining an academic environment that promotes student learning and facilitates academic rigor and ongoing assessment?
15. How does UAGM's general education curricular sequence support the acquisition and demonstration of essential skills such as oral and written communication, scientific and quantitative reasoning, critical analysis, technological competency, and information literacy, and address the study of values, ethics, and diverse perspectives?
16. How does UAGM Gurabo guarantee that faculty and/or other professionals have the appropriate credentials to graduate-level curricula, and to provide opportunities for research, scholarship, and independent thinking?
17. To what extent does UAGM Gurabo assessment policy, plans and procedures impact the improvement of student learning experiences?

Group charge: Working Group IV will be responsible to recommend, analyze, assess, and use institutional data to demonstrate UAGM-GC's compliance with **Standard IV - Support of the Student Experience.**

Group membership:

Juanita Cruz, MA, dean of students	Chair
Sylvia Matos, MA, project director, Deanship of Academic Affairs	Co-chair
Camille Castillo, MA, director, Student Life and Wellbeing	Co-chair
Edwin Lloret, MA, associate director for enrollment, Deanship of Student Affairs	Member
Student representative	Member
Student representative	Member

Working Group IV's inquiry process will be guided by the following research questions associated with Standard IV:

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

Research questions:
1. ¿How is institutional priority P2 achieved considering the standard criteria?
2. How does the institution's policies, procedures and programs build student success through admission, retention, graduation, and transfer, including placement in the appropriate courses?
3. How does the available academic and student support services such as counseling, advising, tutoring, and co-curricular opportunities, among others, enhance retention, guide students throughout their educational experience, and facilitate successful achievement of students' educational goals in all degree levels and modalities?
4. To what extent are students able to access accurate and comprehensive information about costs, financial aid, scholarships, repayment, and refunds?
5. How does the institution provide assurance of the safety, security, and accuracy of student information and records? What policies and procedures does the institution has to ensure the confidentiality of records and how it discloses such information to stakeholders?
6. What are the policies and procedures for evaluating and accepting transfer credits and credits awarded through experiential learning and other learning approaches?
7. How are academic and student support services communicated and disseminated to students and how is their availability determined for students with diverse needs and schedules?
8. How are students with varied educational and social backgrounds identified and supported in attaining their educational goals?
9. How does the university assess the effectiveness of the administrative and educational support units and how are results used for continuous improvement?

Working Group V

Group charge: Working Group V will be responsible to recommend, analyze, assess, and use institutional data to demonstrate UAGM-GC's compliance **Standard V - Educational Effectiveness Assessment.**

Group membership:

Ernesto Espinoza, EdD, Director of Institutional Assessment	Chair
Lorna Polo, PhD, department director, Academic Division of Liberal Arts	Co-chair
Juan Carlos Morales, PhD, program director, Department of Engineering	Member
Edwin Calderón, EdD, assistant professor, Academic Division of Liberal Arts	Member
Emma Ortiz, EdD, director of undergraduate programs, Department of Education	Member
José Flecha, DBA, assistant professor, Department of Business	Member
Edwin Lloret, MA, associate director for enrollment, Deanship of Student Affairs	Member
Melissa Lamboy, MBA, assessment officer	Member
Adrinel Vázquez, PhD, program director, Biology Program	Member
Lydael Vega, MSW, program director, Department of Social Work	Member
María Vera, EdD, professor, Department of Communications	Member
Scheileen Rosario, PsyD, professor, Department of Psychology	Member
Melva Rivera, MLS, director, Library	Member
Minerva Mulero, EdD, program director, Department of Nursing	Member
Awilda Rosa, EdD, program director, Speech and Language Programs	Member
Kelli Killingsworth, MPH, program director, Nutrition and Dietetics Programs	Member

Working Group V's inquiry process will be guided by the following research questions associated with Standard V:

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

Research questions:
1. ¿How is institutional priority P1 achieved considering the standard criteria?
2. How are the assessment methods designed and carried out to improve educational effectiveness and what strategies are used to involve constituents in meaningful appraisal processes?
3. To what extent are student learning outcomes at the institutional and degree/program levels consistent with the mission and goals, and how well are communicated to students and the community?
4. How does the periodic assessment of student learning results used to improve academic programs and support, learning resources, and student success indicators (e.g. board exam performance, job placement)?
5. What faculty-led processes has the institution implemented to gather, organize, analyze, and use data to determine the effectiveness of academic programs and student leaning?
6. How interrelated are educational goals at the institution and degree/program levels with each other, with relevant educational experiences, and the institution's mission?
7. To what extent do the processes of academic program accreditations generate useful information for curricular improvement? Do the self-studies and assessment processes of these programs serve as a model for other majors at the institution?
8. How are the planning, budgeting and assessment processes articulated for the delivery of academic programs and services?

Group charge: Working Group VI will be responsible to recommend, analyze, assess, and use institutional data to demonstrate UAGM-GC's compliance with **Standard VI - Planning, Resources, and Institutional Improvement**

Group membership:

Ms. Sandra Maldonado, MBA, dean of institutional effectiveness	Chair
Mayra Rodríguez, PE, MBA, manager, Physical Facilities and Operations	Co-chair
Edwin Marrero, MBA, director of undergraduate programs, Academic Division of Business, Tourism, and Entrepreneurship	Member
Ernesto Espinoza, EdD, director of institutional assessment	Member
Camille Lamboy, BS, director of budget and analysis	Member
Student representative	Member
Student representative	Member

Working Group VI's inquiry process will be guided by the following research questions associated with Standard VI:

> **Standard VI - Planning, Resources, and Institutional Improvement:** *The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.*

Research questions:
1. How is institutional priority P3 achieved considering the standard criteria?
2. To what extent the institution engages in transparent and participatory planning and improvement processes that are clearly stated, guided by the campus mission, and based on assessment results.
3. To what extent does the institution practice an evidence-based budgeting process that is assessment-driven and allows for the allocation of resources at the campus and departmental levels for the attainment of its mission and goals?
4. How well does UAGM-GC define its decision-making processes and structures for planning and resource allocation and administration, and how clearly are responsibility and accountability assigned?
5. What policies and procedures are in place to effectively attract, retain, and foster the continuous improvement of human resources for the attainment of the institutional mission and goals?
6. How well do facilities and resources respond to the educational needs of faculty and students, and the administrative needs of staff?
7. How are technological and physical infrastructure development and maintenance addressed in institutional planning, budgeting, and improvement processes?
8. How does the institution ensure sustainability through sound fiscal and management practices and seeks diversification of funding though external sources?
9. How effective are UAGM-GC strategies and mechanisms to periodically assess institutional effectiveness?

Group charge: Working Group VII will be responsible to recommend, analyze, assess, and use institutional data to demonstrate UAGM-GC's compliance with **Standard VII - Governance, Leadership, and Administration.**

Group membership:

Litza G. Melendez, assistant professor, Academic Division of Business, Tourism, and Entrepreneurship	Chair
Jose A. Flecha Ortiz, assistant professor, Academic Division of Business, Tourism, and Entrepreneurship	Co-chair
Maria E. Ortiz, JD, program director, Department of Criminal Justice and Public Affairs	Member
Edna Orta, MBA, instructor, Academic Division of Business, Tourism, and Entrepreneurship	Member
Sylvia Cardona, PhD, assistant professor, Academic Division of Business, Tourism, and Entrepreneurship	Member
Hector L. Osuna, director, Universidad Ana G. Méndez – Yabucoa	Member
Nilda L. Boria, MD, assistant professor, Academic Division of Science and Technology	Member
Student representative	Member
Student representative	Member

Working Group VII's inquiry process will be guided by the following research questions associated with Standard VII:

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

Research questions:
1. ¿How is institutional priority P3 achieved considering the standard criteria?
2. How is the institution's governance structure defined and communicated to internal and external stakeholders, and how clearly are roles, responsibilities, and decision-making processes established?
3. What policies and procedures does the institution has established to engage its constituencies (faculty, students, and administration) in institutional governance and decision-making processes?
4. How is the institution's organizational structure defined and how clearly are roles and reporting relationships outlined?
5. What procedures does the institution follow to evaluate the performance of its leadership and administration and guarantee that they are appropriate and sufficient to address its mission and goals?
6. What policies are in place to address potential conflicts of interest and ensure impartiality in the decision-making processes?

7. How does the institution assess the effectiveness of its governing structure and administration, to guarantee that the decision-making processes and management allows the institution to continuously fulfill its purpose and respond to needs of its constituencies and the communities it serves?

Support Working Groups

Working group VIII – Verification of Compliance

Group charge: This group will be responsible of verifying institutional compliance with state and federal regulations, other accrediting agencies, as well as with MSCHE's requirements of affiliation, and work closely with other working groups in matters of compliance, particularly with WG II. The group is also responsible of the submittal of the Institutional Federal Compliance Report to the Executive Committee. Further information on the scope of responsibility of this group is available in section VII of this document.

Group membership:

Edwin Marrero, MBA, director of undergraduate programs, Academic Division of Business, Tourism, and Entrepreneurship	Chair
Raúl Reyes, Med, MBA, associate director of Retention	Co-chair
Ernesto Espinoza, EdD, director of institutional assessment	Member
Lorna I. Polo, PhD, department director, Academic Division of Liberal Arts	Member
Melissa Lamboy, MBA, assessment officer	Member

Working Group IX – Communications

This working group will be responsible to ensure that the communication plan is carried out and that all target audiences are informed about the self-study progress. This group will support the rest of the working groups and the Executive Committee by gathering information of the different stages of the process, develop communications, and to disseminate updates and progress in various means. Further information on the scope of responsibility of this group is available on section X of this document.

Group membership:

Ivette Soto, PhD, Communications program director	Chair
Diannie I. Rivera, PhD, faculty, Liberal Arts	Co-chair
Iris N. Serrano, MA, media director	Member

Working Group X – Evidence Inventory

Group charge: This working group will be responsible to support Standards Working Groups in the gathering and organization of evidence. This group will ensure that all evidence is organized in the internal repository in SharePoint to facilitate its upload to the Evidence Inventory in the MSCHE portal.

Group membership:

Eloy Ruiz, MA, director of special projects	Chair
Jennifer Vega, MBA, academic coordinator – Technical Studies	Co-chair

Oversee and support to the working groups

The Executive Committee will be responsible for overseeing the self-study process and providing guidance to the working groups. The Steering Committee will meet periodically to present the progress and provide opportunities to the working groups chairs and co-chairs to share successful practices, bring up challenges

that may arise during the process, and discuss areas of common interest. Individual meetings between the Steering Committee's chair and co-chairs and the working groups will also take place to address specific needs related to the evaluation and assessment of UAGM's compliance with MSCHE Standards of Accreditation and Requirements of Affiliation, as well as the priorities to be addressed in the self-study report.

Also, the Executive Committee will ensure that each working group receives appropriate working resources such as templates, a timeline, and access to a digital evidence repository in Microsoft SharePoint. The minimum projected frequency of the Steering Committee meetings is monthly. However, extraordinary sessions may take place as needed. The Executive Committee will meet at least once a week to evaluate the Self-Study progress, review the working group's inputs and reports, and determine courses of action and follow-up throughout the process.

All working groups will receive the necessary materials and support to ensure that they have access to the critical information to analyze the institutional mission, the selected priorities, and MSCHE's Standards to conduct an effective evaluation and assessment process during the Self-Study. Examples of these are:
- UAGM Mission Statement and Strategic Guidelines
- MSCHE Standards of Accreditation and Requirements of Affiliation
- Copy of the Self-Study Design
- Working templates (e.g. agenda, attendance, minute, WG Self-Study report)
- Support from the Evidence Inventory Working Group to gather and organize evidence.
- Support from the Compliance Verification Working Group to access any regulatory information or documentation that might need to be addressed in the group's report.
- Support from the Vice Presidency of Planning and Institutional Effectiveness to access institutional research and assessment data.
- Support from the Associate Vice Presidency of Assessment to access assessment information on student learning and services.

The Working Group Self-Study Report Template (see appendix section) will have the minimum guidelines to ensure that the mission, the selected priorities, the Accreditation Standards, are addressed. Individual meetings between the Executive Committee and working groups will also allow for timely reviews and discussions to ensure comprehensive and cohesive reports during the Self-Study process.

VI.   GUIDELINES FOR REPORTING

Working groups will receive guidance and orientation in the periodic meetings of the Steering Committee and during individual meetings with the Working Groups. As stated before, all working groups will receive templates to facilitate cohesive and uniform reporting. A working group template and a style and format guide is available in the appendices section. The Steering Committee will generate several products throughout the Self-Study process, that include drafts and final reports, communications, and evidence, that are listed in Table 8.

Table 8
Steering Committee products throughout the Self-Study process

Product	Responsibility	Deadline
Working group action plan (August-February)	Working groups chairs	August 2022

Product	Responsibility	Deadline
Working groups preliminary reports – first draft	Working Groups I-VII	October 2022
Action plan progress reports in follow-up meetings	Executive committee and working groups chairs	Monthly
Evidence of meetings (agendas, attendance, and minutes)	Executive Committee and Steering Committee	Continuous
Working groups preliminary reports – second draft	Working Groups I-VII	December 2022
Working groups final reports	Working Groups I-VII	February 2023
Evidence index	Working Group X	February 2023
Communications drafts and publications	Working Group IX	Continuous (see communication plan)
Institutional Federal Compliance Report	Working Group VIII	February 2023
Integrated self-study report Draft	Steering Committee	June 2023
Final self-study report	Executive Committee	January 2024

VII.   ORGANIZATION OF THE FINAL SELF-STUDY REPORT

The self-study report will be organized in introductory sections, chapters per standard, and a conclusion. Each chapter will include analytical narratives and assessment data related to the research questions. The institution decided to follow the sample Working Group Report provided in the MSCHE Self-Study Guide. A template following this sample format is available in the appendices section. Each working group will prepare a report with its analysis and discussion of evidence of compliance of their assigned standard and its criteria and submit it to the Steering Committee for evaluation. The Executive Committee, will receive the Steering Committee's recommendation and exercise its authority to determine what will be included in the self-study report and produce a coherent and concise final document, including that the Commission's actions since the last self-study review are addressed.

The following outline summarizes the organization of the Self-Study report:
1. Table of contents
2. Executive Summary
3. Steering Committee and Working Groups composition
4. Introduction
    a. UAGM Gurabo Campus overview
    b. Brief history
    c. General information (mission, student profile, programs etc.)
    d. Organization of the Self-Study
5. Chapter I: Standard I – Mission and Goals
6. Chapter II: Standard II – Ethics and Integrity
7. Chapter III: Standard III – Design and Delivery of Student Learning Experience
8. Chapter IV: Standard I – Support of the Student Experience
9. Chapter V: Standard V – Educational Effectiveness Assessment
10. Chapter VI: Standard VI – Planning, Resources, and Institutional Improvement

11. Chapter VII: Standard VII – Governance, Leadership, and Administration
12. Conclusion

Organization of the chapters:
1. Introduction
2. Examination of research questions
3. Methods and evidence
4. Discussion, analysis, and results
5. Areas of strength and challenges
6. Opportunities for improvement and innovation
7. Initial strategies on continuous quality improvement

VIII. VERIFICATION OF COMPLIANCE STRATEGY

As required during the self-study process UAGM-Gurabo Campus will complete a Verification of Compliance with applicable federal regulatory requirements. The main strategy to complete this verification will be the designation of the Working Group VIII (see section *Steering Committee Members* for participants). This Group will work closely with other members in Working Groups to demonstrate UAGM-Gurabo Campus' compliance with the accreditation-relevant federal regulations and MSCHE's requirements of affiliation.

This group is composed of members of different backgrounds to ensure diverse perspectives on matters of compliance. The Chair of Working Group VIII will convoke face-to-face and remote meetings and will maintain periodic oral and written communications with other Working Groups chairs to ensure that areas of compliance are addressed in the Self-Study Report. This Group is also expected to collaborate more closely with Working Groups on Standards II and VII.

Working Group VIII will employ the following strategies to successfully complete the Verification of Compliance process:
- Review the MSCHE Verification of Compliance with Accreditation-Relevant Federal Regulations published in website resources: https://www.msche.org/resources/.
- Provide orientation to other working groups related to Verification of Compliance with Accreditation-Relevant Federal Regulations.
- Designate a member for each area for collection of evidence and supporting purposes.
- Collect UAGM-GC documentation for the eight areas for which the Commission requires verification of institutional compliance as established by the United States Department of Education.
- Examine documentation of compliance with the MSCHE Requirements of Affiliation.
- Submit UAGM-GC Report on Compliance with Accreditation-Relevant Federal Regulations along with the Self-Study Report.
- Review reporting from MSCHE to fulfill any request for additional information.

IX. SELF-STUDY TIMETABLE

The Self-Study process will consist of the following general milestones for the review visit expected on Spring 2024:
1. Academic Year 2021-2022

a. Self-Study Institute
b. Self-Study Design
c. Self-Study Preparation Visit
2. Academic Year 2022-2023
a. Self-Study report drafting
b. Self-Study report institutional approval
3. Academic Year 2023-2024
a. Review Team chair visit
b. On-site Evaluation Visit

Timelines per academic year

Academic Year 2021-2022

Period	Activity	Responsibility
August-October 2021	Selection of Executive Committee (chair and co-chairs of the Steering Committee)	Chancellor
October-Nov 2021	Participation in Self-Study Institute	Designated institutional Representatives
November 2021	Executive Committee meetings for review of Self-Study Design procedures and brainstorm on the organization of the Steering Committee.	Steering Committee chair and co-chairs
December-February 2022	Invitations and selections of members for the Steering Committee (chairs and co-chairs of Working Groups)	Executive Committee
January 19, 2022	Announcement of Self-Study process to Faculty (at semester Faculty Assembly)	Chancellor
February 8, 2022	First written campus-wide communication to about the initiation of the Self-Study process.	Chancellor
February 16, 2022	First Steering committee meeting (orientation to chairs and co-chairs about the self-study process)	Steering Committee chair and co-chairs
February 2022	Survey on institutional priorities	Executive Committee
	Constitution of working groups	Working Groups chairs
February-April 2022	Drafting of the Self Study Design	Steering Committee Chair and co-chairs
April 18-29, 2022	Submittal of Self-Study Design draft for community review and final corrections	Steering Committee Chair and co-chairs
May 3, 2022	Submittal of Self-Study Design to MSCHE	Accreditation Liaison Officer
May 17, 2022	Self-Study Preparation Visit	Steering Committee
May-June 2022	Update to the community about the Self-Study process.	Executive Committee

Academic Year 2022-2023

Period	Activity	Responsibility
August 2022	Executive Committee Meeting (primary objective: review semester timeline)	Executive Committee

Period	Activity	Responsibility
	First Steering Committee Meeting	Steering Committee
	Campus-wide communication about Self-Study process	
August 2022 – September 2022	Working Groups begin development of reports, evidence compilation, and articulated organization of evidence with Evidence Inventory Working Group	Working Groups
September – October 2022	Follow-up meetings with individual working groups	Executive Committee
October 2022	Second Steering Committee Meeting (primary objective: progress report presentations)	Steering Committee
	Submittal of first draft of working groups reports	Working Groups
November 2022	Follow-up meetings with individual working groups	Executive Committee
December 2022	Submittal of second draft of working groups Reports	Working Groups
	Third Steering Committee Meeting (primary objective: general feedback of Executive Committee about Self-Study progress)	Steering Committee
	MSCHE Annual Conference	Executive Committee
January 2023	First Steering Committee Meeting (primary objective: work plan for the semester)	Steering Committee
January – Febuary 2023	Individual follow-up meetings with working groups	Executive Committee
February – March 2023 (early)	Selection of Evaluation Team and Chair	Executive Committee
	Submittal of final working groups reports	Working groups
	Preliminary self-study assessment results for future accreditation planning processes	Steering Committee
April-June 2023	Drafting of integrated Self-Study report	Executive Committee

Academic Year 2023-2024

Period	Activity	Responsibility
August 2023	Executive Committee Meeting (primary objective: review semester timeline)	Executive Committee
	First Steering Committee Meeting	Steering Committee
	Submit Self-Study draft to UAGM's internal stakeholders for review	Executive Committee and stakeholders
September – October 2023	Revision of Self-Study draft	Executive Committee
November 2023	Submit Self-Study Draft to the Evaluation Team Chair	Executive Committee
	Host MSCHE's Evaluation Team Chair's preliminary visit	Steering Committee
December 2023 – January 2024	Final Self-Study draft revisions	Executive Committee
February 2024	Submittal of Self-Study draft	Executive Committee
March-April 2024	Host MSCHE Evaluation Team Visit	Steering Committee

Period	Activity	Responsibility
June 2024	Receive action notification from the Commission	MSCHE
June-August 2024	Final self-study assessment results report	Steering Committe
	Round table discussion with Steering Committee about the self-study process and feedback report to stakeholders.	Executive Committee

X.   COMMUNICATION PLAN

An important part of the self-study process is to promote participation and transparency throughout the process. Some of the critical target audiences that will receive progress information are the President and the Board of Directors, faculty, students, staff, and the general community. The Executive Committee and Working Group IX will use various means of communication to ensure that all stakeholders are well informed about the self-study process. An email account (mschegurabo@uagm.edu) has been created with the main purpose of receiving feedback from all UAGM-GC's constituencies and the public. This email account will receive inquiries and comments through an electronic form that will be accessible in a section in UAGM's official webpage dedicated to disclosing the campus' accreditation status with MSCHE and self-study progress. This page is currently in development and is expected to be published in August 2022 in the following url: https://uagm.edu/es/msche-gurabo. The proposed communication plan is presented in Table 9.

Table 9

Communication plan

Purpose	Method	Intended audience	Frequency or period
Receive feedback and inquiries	Information e-form in webpage	All UAGM constituencies and the public	Continuous
	Focus groups	Faculty and students	Fall 2022
Inform self study progress	Website review and update	Internal and external audiences	Monthly or as needed
	Written communication via email and Blackboard (LMS)	Students, faculty, and staff	Monthly or as needed
	Progress reports	Governing bodies	Monthly
Announce self-study process	Website post	Internal and external audiences	August 2023
Share and request review and feedback of the self-study draft	Share self-study draft with campus community via email	Students, faculty, staff, and Board of Directors	August 2023
Inform preliminary visit recommendations	Written communication via email, report and or presentation	Governing bodies	December 2023
Make self-study public	Publish self-study approved draft-website	Internal and external audiences	February 2024
Announce Self-Study Visit	Website post	Internal and external audiences	March 2024

Purpose	Method	Intended audience	Frequency or period
Inform accreditation decision	Written communication via email, report and or presentation	Governing bodies	June 2024
	Email	Students, faculty, and staff	
	Website post	Internal and external audiences	

XI.   EVALUATION TEAM PROFILE

To provide the Commission with information to organize the Evaluation Team, UAGM-Gurabo provides the following information about the suggested profile of the evaluators to ensure meaningful feedback during the self-study visit:

- **Team Chair**: It is desirable that the Team Chair is knowledgeable in the administration of Hispanic-serving institutions that provide educational services low socioeconomical student populations. UAGM-Gurabo Campus offers programs ranging from technical certificates and undergraduate programs to doctoral programs. Therefore, it will be helpful that the chair is also experienced with a multi-disciplinary and multi-level programmatic and academic scope. A bilingual and culturally knowledgeable chair will better relate to the institutional context during the evaluation.

- **Team Members**: The desirable areas of expertise within the evaluation team are:
    - Experience with institutions similar characteristics to UAGM-Gurabo campus
    - Relevant backgrounds in the fields and levels associated with the institution's main programs stated in the institutional overview.
    - Knowledge in assessment, student and academic support services, and library and instructional resources
    - Culturally knowledgeable

UAGM – Gurabo Campus considers Inter American University of Puerto Rico Metropolitan Campus (private non-profit) and NOVA Southeastern University (private non-profit) as comparable institutional peers. The following institutions have common student recruitment target areas:
- Inter American University of Puerto Rico – Campuses of Metro, Arecibo, Ponce, Bayamón, Guayama, Barranquitas (private non-profit)
- Universidad de Puerto Rico – Campuses of Río Piedras, Cayey, Arecibo, Ponce, Medical Sciences and Humacao (public)
- Polytechnic University of Puerto Rico
- Ponce Health Sciences University – Campuses of San Juan and Ponce (private for profit)
- NUC University (private non-profit)
- Pontifical Catholic University of Puerto Rico (private non-profit) - Campuses of Ponce and Arecibo

Due to the nature of the Higher Education sector in Puerto Rico, we believe there is high potential for members of other institutions in the island to present conflict of interest, should they serve as evaluators. The faculty, staff, and alumni mobility between postsecondary and higher education institutions is frequent.

XII.   EVIDENCE INVENTORY

The gathering and organization of evidence and the population of the Evidence Inventory will be a shared responsibility between the Executive Committee and Working Groups. The institution decided to designate a support working group that will be dedicated to assist the Standards-related Working Groups in the gathering and organization of the evidence. All evidence will be indexed in a document using Excel and organized in a SharePoint repository prior to its upload to the MSCHE Evidence Library.

The Working Groups propose to gather the following data per standard and criteria:

Standard I: Mission and Goals	
Criteria	**Suggested evidence**
1.1	• 2015 Self-study • 2015 Final Report • 2020 Periodic Review Report (if available) • SUAGM Annual Reports • SUAGM Strategic Guidelines 2021-2023 • SUAGM Strategic Vision 2020 • UAGM Gurabo's Mission and Goals
1.2	• SUAGM Strategics Guidelines 2021-2023 • SUAGM Strategic Vision 2020 • UAGM Gurabo's Mission and Goals 2020-2022
1.3	• UAGM Master Plan
1.4	• Institutional assessment plan • Assessment reports
2.1	• Corporate bylaws • General Policies and Disciplinary Procedures Manual • Institutional Policies on Rights of Authors • Academic Senate Records; Surveys to different stakeholders • On-going workshops and orientations upon hiring for new faculty • Our policies and procedures and narratives of the process • Example of real situations • How the process was worked.
2.2	• Institutional Admission Policy: Policy against Sexual Harassment and Discrimination • institutional policies on equal employment opportunity: • Prohibition policies against workplace Harassment / Bullying and Laboral mobbing • Trainings • public announcements • Policies, procedures and/or narratives of how a case was handled.
2.3	• Grievance policy • Grievance procedure manual for students and employees • Grievance reports • Course and faculty evaluations.
2.4	• Conflict of interest policy

Standard I: Mission and Goals	
Criteria	**Suggested evidence**
	• IRB and IACUC policies and guidelines regarding human and animal protection in research, testing, and teaching • Policies and trainings regarding conflicts of interests. • Research profiles • Complied reports • Complied and office policies and procedures • Number of faculty with active protocols
2.5	• Employee and Faculty Handbook: Human resources reports
2.6	• Corporate Bylaws • Politics and procedures: • Admission policies and procedures • Curriculums Syllabus Undergraduate and graduate catalog
2.7	• Admission procedure and guides • Academic catalogue • Lists of requests and cases handled
2.8	• Audited financial statements and single audits • Good standing with the Middle States Commission on Higher Education • U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) • Audit reports, policies, procedures, disclosure evidence
2.9	• Corporation By laws; Strategic Plans 2021-2023 • Ethic Policy • Employee Handbook • Code of student conduct • Policies, Procedures, Evidence of Disclosure
3.1	• UAGM policies and procedures for academic program design • UAGM Catalog • Curricular sequence • Course syllabus • Alignment with professional organizations standards • Compliance with professional accreditation standards
3.2	Faculty recruitment • Human Resources: Policies and procedures • Human Resources Manual Faculty qualifications and credentials • Faculty profile • Faculty certification process • Faculty credentials' validation Faculty/Students Rates Faculty induction, development, evaluation, and retention • Faculty Manual 2015 • Faculty Evaluation System 2015

	Standard I: Mission and Goals
Criteria	**Suggested evidence**
	• UAGM official communications
	Program alignment to the institution's mission, vision, goals, and values
	• Curriculum internationalization initiatives
	• Community service
	Faculty Development Plan at program, department, and institutional level
	Faculty annual working plan and report
	Assessment policies and procedures
	• AR1 - End of course assessment reports
	• AR2 – Program Assessment
	Faculty involved in grant writing/Grants approved
	• Annual Reports of Title V Activity 2 CGSSS Project
	• PPOHAP Grant Activity 1
	PREC and Business Incubator Reports
	Technology, remote teaching, and distance education certifications
3.3	UAGM Catalog
	UAGM Web page
	Student Official communication via email
	• [Comunicado Electrónico Vicepresidencia de Asuntos Académicos_final.pdf](#)
	• [Preguntas y Respuestas sobre el Nuevo Secuencial Curricular 10marzo2021 MM CR IA 1pm.pdf](#)
	Student Orientation of Curricular Change
	• Dean of Academic Affairs Letter - [Carta Decano.pdf](#)
	• Link Form Available at Student Services Remote Portal https://uagm.tech/site/estudiantes (Formulario de Orientación Cambio Secuencial Curricular)
	• SOP - [Formularios Orientación Cambios secuencial curricular.pdf](#)
3.4	• UAGM Catalog: Academic norms, policies, and procedures
	• Curricular sequence
	• Academic services: - https://uagm.edu/es/vida-estudiantil/servicios-de-apoyo-academico-y-tutorias
	• Academic services available at the Center for Learning and Academic Services (CASA for its Spanish acronym). [Reportes Servicio de Tutorías Éxito en los cursos](#)
	• Services:
	o Retention office
	o Tutoring and mentoring programs
	o Academic counseling
	o Quality of life
	• Courses and Assessment (AR1; AR2)
	o Center of Reading and Writing
	• Consult Reports with Liberal Arts
	• Library resources and computer center
	• Technology and specialized labs
	• CARES

Criteria	Suggested evidence
	• Campis • Employment Center/ placement office
3.5	• UAGM catalog • Course syllabus • Competency model • Capstone, technology, and research courses • Internships and practicum programs • Community service projects • Bibliographic instruction • https://documento.uagm.edu/catalogos/catalogo-uagm-2021-22.pdf • https://uagm.edu/es/sobre-UAGM/divisiones-acad%C3%A9micas/artes-liberales/educacion-general • UAGM Catalog

3.6	• Capstone, technology, and research courses
	• Internships and practicum programs
	• Community service projects
	• PRIMER - project reports
	• Faculty qualifications and credentials
	    ○ Faculty profile
	    ○ Faculty certification process
	    ○ Faculty credentials' validation
	• Annual Performance Report of Center of Graduate Student Support Services (Title V PPOHAP Project)
	• See evidence of *Encuentro de Investigación* (Research Meeting) founded 2002. - https://www.uagm.edu/es/sobre-uagm/investigacion-en-la-uagm

3.7	• Internships and practicum programs • Boards reports • Branches

3.8	• Assessment policies, and procedures
	    ○ AR1 - End of course assessment reports
	    ○ AR2 – Program Assessment

4.1	• Norms and procedures and manuals of Registrar Office • Catalog • Costs of study • Student Affairs Report Student Meetings & Minutes • Academic Policies • Student Handbook • FERPA Laws • Federal and State Requirements and College Regulations published documents • Student Right to Know Policy • Student consumer information • Student regulations • Mission and vision statement

Standard I: Mission and Goals	
Criteria	**Suggested evidence**
4.2	• Manual of processes and procedure of registry office • Admission Policy • Academic norms (UAGM Catalog)
4.3	• Manual of processes and procedure of registry office • FERPA Laws • Student regulations • Student Handbook
4.4	• n/a
4.5	• n/a
4.6	• Institutional assessment report • Program assessment report • Student surveys • Achievement report • Activity evaluation sheets
5.1	• Syllabi with Expected Learning Outcomes • Institutional Assessment Plan • Student Learning Assessment Plan • Academic Programs Assessment Plans • Mission Statement - University's Purpose • Alignment Mission, Vision, Goals, objectives, etc. • Strategic Development Guides 2016 - 2020 • Strategic Development Guides 2021 - 2023 • Unit's Work Plans • University Catalog
5.2	• Continuous Improvement Process • Institutional Surveys • Course Level Assessment Report AR-1 • Academic Program Assessment Reports (AR2) • School and additional location Assessment report (AR3) • Student services and support Assessment report (AR4) • Assessment report of information resources (AR5) • Assessment report of investigation and external sponsors (AR6) • Accreditation Specialized Self Studies • (ABET, ACEND, ACS, APA, AACSB, ACEJMC, • CAEP, CAA-ASHA, CCNE, CNME, CSWE, • CVTEA, LAAB-ASLA, NAAB, NAACLS) • Faculty Training in Assessment • Assessment Office web page • Academic programs web page • Institutional emails • Organizational structure of the

Criteria	Suggested evidence
	• Assessment Office
5.3	• Syllabi with Expected Learning Outcomes
	• Institutional Assessment Plan
	• Student Learning Assessment Plan
	• Academic Programs Assessment Plans
	• Mission Statement - University's Purpose
	• Alignment Mission, Vision, Goals, objectives, etc.
	• Strategic Development Guides 2016 - 2020
	• Strategic Development Guides 2021 - 2023
	• Unit's Work Plans
	• University Catalog
	• Continuous Improvement Process
	• Institutional Surveys
	• Course Level Assessment Report AR-1
	• Academic Program Assessment Reports (AR2)
	• School and additional location Assessment report (AR3)
	• Student services and support Assessment report (AR4)
	• Assessment report of information resources (AR5)
	• Assessment report of investigation and external sponsors (AR6)
	• Accreditation Specialized Self Studies
	• (ABET, ACEND, ACS, APA, AACSB, ACEJMC,
	• CAEP, CAA-ASHA, CCNE, CNME, CSWE,
	• CVTEA, LAAB-ASLA, NAAB, NAACLS)
	• Academic Programs' Evaluation Plan
	• Faculty Manual 2015
5.4	• n/a
5.5	• Student Learning Assessment Plan 2021
	• Academic Programs Assessment Plans 2021
	• Institutional Effectiveness and Student Learning Assessment Plan 2017
	• Institutional Effectiveness and Student Learning Assessment Plan 2014
	• Surveys for the university community on the assessment plan.
6.1	• Strategic Plan
	• Priorities Survey
6.2	• Meeting minutes with all constituencies
	• Reports of how during the institutional planning process it was fulfilled to have the constituents.
6.3	• Academic Division Plans
	• Deanship of Student Affairs Plan
	• Deanship of Academic Affairs Plan

Standard I: Mission and Goals	
Criteria	**Suggested evidence**
	• Deanship of Institutional Effectiveness Plan
	• Units budget requests
	• Budgeting Manual
	• Process Flowchart
	• Evidence of meetings in the planning process
6.4	• Human Resources descriptions
	• Satisfaction Survey
	• Minutes Job Evaluation Committee
6.5	• Budget analysis
	• Units work plans
	• Assessment Plans
	• Jobs description
	• Organization chart
6.6	• Strategic Plan
	• Physical Facilities Master Plan
6.7	• Management Letter
	• Financial Audits Reports
	• Policy Amendment Releases
6.8	• Institutional assessment report
6.9	• Institutional assessment report
	• External funds reports
7.1	• Strategic Plan
	• Priorities Survey
7.2	• Meeting minutes with all constituencies
	• Reports of how during the institutional planning process it was fulfilled to have the constituents.
7.3	• Academic Division Plans
	• Deanship of Student Affairs Plan
	• Deanship of Academic Affairs Plan
	• Deanship of Institutional Effectiveness Plan
	• Units budget requests
	• Budgeting Manual
	• Process Flowchart
	• Evidence of meetings in the planning process
7.4	• Human Resources descriptions
	• Satisfaction Survey
	• Minutes Job Evaluation Committee
7.5	• Budget analysis
	• Units work plans
	• Assessment Plans
	• Jobs description
	• Organization chart

Standard I: Mission and Goals	
Criteria	**Suggested evidence**
7.6	• Strategic Plan • Physical Facilities Master Plan
7.7	• Management Letter • Financial Audits Reports • Policy Amendment Releases
7.8	• Institutional assessment report
7.9	• Institutional assessment report • External funds reports

XIII.   APPENDICES

- Appendix A – Working groups report template
- Appendix B – Editorial style and format

Appendix A

WORKING GROUP PRELIMINARY/FINAL REPORT
Standard: ---

Submitted by: (names of chair and working group members)

Date

OVERVIEW OF WORKING GROUP'S CHARGE

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

RESEARCH QUESTIONS

Overview of the research questions to be addressed by the working group and describe how these will guide the inquiry process.

DISCUSSION COLLABORATION, CONNECTIONS, AND EVIDENCE INVENTORY APPROACH

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

ASSESSMENT INFORMATION UTILIZED

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

ANALYTICAL REPORT

Analytical report that addresses lines of inquiry.

AREAS OF STRENGTH AND CHALLENGES

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

CONCLUSIONS AND OPPORTUNITIES FOR IMPROVEMENT AND INNOVATION

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

INITIAL STRATEGIES ON CONTINUOUS QUALITY IMPROVEMENT

Suggested institutional strategies for improvement.

Appendix B

EDITORIAL STYLE AND FORMAT FOR SELF-STUDY DOCUMENTS

All Work Groups documents must observe the following editorial style and format guidelines:

- Documents must be uploaded to the SharePoint in Word format
- Documents must be written in English
- Use active voice instead of passive voice
- Use third person
- Refer to positions and offices versus names of individuals
- Use spell check (English United States)
- Avoid hyphen at the right-hand margin
- Avoid unnecessary abbreviations
- Italicize books and other publications
- Use Microsoft Word, 11-point Calibri font
- Spacing: Single space
- Headings:
    - Primary headings: Center alignment all letters in bold caps in 14-point Calibri font
    - Secondary headings: Left alignment with all letters in bold caps in 11-point Calibri font
    - Tertiary headings: Left alignment in bold letter 11-point Calibri font
- Margins:
    - Top and bottom margins at 1"
    - Left margin at 1.5 and right margin at 1"
- The name of the institution must be consistent: Universidad Ana G. Méndez – Gurabo Campus
- Institutional acronyms will follow the standard: SUAGM (corporation), UAGM (institutional), and UAGM-GC (campus)
- Tables, graphics, and figures: APA Style, 7th edition
    - Cite the source at the bottom of the table, graphic, or figure
- Page sample: