

TIMELINE MSCHE

RRP Self-Study January 14, 2005

Action: RRP sends SS to MSCHE

Recommendations for each section:

- I. Overview
- II. Mission, Goals and Objectives
 1. Systematize a **planning and assessment process** that is able to assign priorities, incorporate indicators of performance, and evaluate success in the attainment of objectives.
 2. Set up a **budget** preparation procedure that more systematically takes into account the assessment and planning outcomes in the light of new priorities.
 3. Maintain a close coordination and **communication** between the Campus management and the colleges with respect to the elements and procedures of **institutional planning**.
 4. Continue to **evaluate planning processes** and outcomes for technological and other resources, and the search for external funds.
 5. Begin implementation of the **technology plan**, and work on implementing the distance education policy, as well as improve administrative processes.
 6. Add **assessment** to service-provision and **budget** and **procedures**.
 7. Complete, within a short time, the review and **revision of the PLEA** aligned to a new strategic action plan.
- III. Leadership and Governance
 1. Devise **protocols** for facilitating the **transition** from one **academic or administrative** manager to the next.
 2. Continue with the development and implementation of **training programs** for the nonfaculty support staff and for academic managers.
 3. Create a formative and summative **evaluation system for academic managers** and support staff as part of the Campus Assessment of Institutional Effectiveness Plan.
 4. Create inter-level **communication** tools aimed at the systematic assessment and evaluation of the effectiveness of **Central-Administration** policy and communication processes in the achievement of the Campus goals.
- IV. Administration
 1. A **systematic assessment and evaluation** of the effectiveness of support and communications services should be set in place.
 2. **Internal communications** must be improved.
 3. The Campus should continue implementation of the new **administrative approaches** and processes, and incorporate assessment of outcomes.
- V. Integrity
 1. **Implement assessment plans** for the principal elements related to the Campus institutional integrity efforts must be set in place.

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2. Coordinate and step up efforts aimed at ensuring that all personnel approve the governmental ethics course.

VI. Institutional Assessment

1. Continue to strengthen the culture of assessment, to support this effort with training and financial resources, and to systematically implement assessment and integrate it into planning and plans for action.
2. Complete the comprehensive study on the integration and use of technology in the curriculum and on the systematic development of information competencies.

VII. Admissions

1. Increase consistent utilization of statistical data and other information useful for assessment and for improving admissions, retention, and student development and complete the capacity studies in order to determine the best mix of undergraduate-graduate admissions.
2. Assess the effectiveness of the recently-initiated recruitment activities.
3. Intensify promotion and recruitment aimed at the highest-qualified students and make those processes and activities more effective.
4. Accelerate implementation of an integrated electronic admissions system for graduate programs.

VIII. Student Support Services

1. Ensure that the implementation of the Institutional Effectiveness Assessment Plan gives priority to support services; use findings for planning and improving programs and services.

IX. Faculty

1. Strike a better balance between teaching and research and increase support for research through sabbaticals, assistantships, travel funds, bibliographical resources, and physical and technological infrastructure.
2. Establish a process for evaluating full professors.

X. Academic Offerings

1. Set budget priorities for the creation of new academic programs consonant with the Campus goal of maintaining its classification as a research-intensive doctoral university.
2. Strengthen the new program-assessment procedures in order to make curricular revision smoother, faster, and more responsive.
3. Culminate the revision of the bachelor degree and the definition of general education.
4. Continue the taskforce work with the objective to assess the effectiveness of course and section scheduling on the Campus and to prepare a plan of action to improve this area.

XI. General Education

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1. Implement a **plan** to **assess** student learning that will include **general-education competencies** and document how those competencies are incorporated into and coordinated with the undergraduate programs.
2. Complete the process defined by the Academic Senate in Certification 11, 2003-04, for **revision of the undergraduate degree**.

XII. Education Related Activities

1. Design and implement an **assessment plan** for gauging the quality of education-related activities; this plan should be integrated into the Campus plans for assessing student learning and institutional effectiveness.
2. Seek possible **sources of external funding** to complement the financing of the Program for Cooperative Education.

XIII. Learning Assessment

1. **Implement the PAAE**.
2. Continue implementation of the **program for continuing education of the faculty** in the design of assessment plans.

MSCHE Team Visit February 27 to March 2, 2005

Action: Visit regarding the Institution's Progress Report

MSCHE Recommendations:

1. RRP meets Standard 1 (Mission and Goals)
2. RRP partially meets Standard 2 (Planning, Resource Allocation, and Institution Renewal)
3. RRP partially meets Standard 3 (Institutional Resources)
4. RRP meets Standard 4 (Leadership and Governance)
5. RRP meets Standard 5 (Administration)
6. RRP meets Standard 6 (Integrity)
7. RRP partially meets Standard 7 (Institutional Assessment)
8. RRP meets Standard 8 (Student Admissions and Retention)
9. RRP meets Standard 9 (Student Support Services)
10. RRP meets Standard 10 (Faculty)
11. RRP meets Standard 11 (Educational Offerings)
12. RRP partially meets Standard 12 (General Education), because the Team found that the RRP has recently started to move toward meeting this standard
13. RRP meets Standard 13 (Related Educational Activities)
14. RRP is in compliance with Standard 14 (Assessment of Student Learning)

MSCHE Letter June 23, 2005

Action: MSCHE Requests Monitoring Report

Petitions:

1. Indicate **progress** made in the implementation of a **comprehensive institutional strategic plan** which links long-range planning to decision making and budgeting processes,
2. Show **progress** made in the implementation of a written plan for the **assessment of institutional effectiveness**, and

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3. Elaborate on progress towards the implementation of a new **undergraduate curriculum**
4. **Follow-up visit was recommended**

RRP Monitoring Report October 31, 2006

Action: MR responds

1. **Progress** has been made in the **implementation of a comprehensive institutional strategic plan** which links long-range planning to decision making and budgeting processes, (*University Vision 2006-2016*).
2. **Progress** has been made in the implementation of a **written plan for the assessment of institutional effectiveness**, and (*Project University 2006-2011*) [*Operational Component of the Strategic Plan for the Río Piedras Campus 2006-2011*].
3. **Progress** toward the implementation of a new **undergraduate curriculum** is evident.

MSCHE Visit Team April 26-27, 2007

Action: Reaction to visit regarding the Institution's Progress Report

1. RRP meets Standard 2 (Institutional Planning Resources)
2. RRP meets Standard 3 (Institutional Resources)
3. RRP meets Standard 7 (Institutional Assessment)
4. RRP minimally meets Standard 12 (General Education)
 - a) Indicate how curriculum will be implemented
 - b) Create separate brochure, listing of courses
 - c) Provide academic units with budget, administrative oversight and salary incentives for full faculty participation

MSCHE Letter June 29, 2007

Action: MSCHE Accepts the Monitoring Report of October 31, 2006

Requests:

1. Progress letter due April 1, 2008, documenting **steps taken to strengthen general education**, including implementation of the new general studies plan.
2. Periodic Review Report due June 1, 2010.

RRP Letter May 23, 2007

Action: Response of Evaluation Team Final Report of April 26-27, 2007

Actions reported:

1. Standard 2 (Planning, Resource Allocation, and Institution Renewal) and Standard 3 (Institutional Resources) - We accepted the findings for these standards and thank the Evaluation Team.
2. Standard 7 (**Institutional Assessment**) - We wished to stress that assessment measures already apply to non-academic areas of the institution.
3. Standard 12 (**General Education**) – We wished to expand on several aspects pointed out by the Team in their Summary of Evidence and Findings that will evince significant progress in

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implementation of the new structure of the bachelor degree and the general education (GE) component.

RRP Progress Letter May 28, 2008

Action: MSCHE Substantive Change Request

Reports on the actions taken by the RRP to:

1. Strengthen *general education* (ge) and
2. Move forward in the implementation of the *general education component* of the revised Bachelor's Degree since our Progress Report of October 2006

MSCHE Letter May 1, 2008

Action: Substantive Change Request

Actions taken:

1. Approve Substantive Change Additional Location UPR Humacao
2. Visit to additional location Pfizer, Barceloneta

MSCHE Letter June 26, 2008

Action: MSCHE Accepts Progress Letter

Actions and requests:

1. To accept the Progress Letter submitted by the institution.
2. To thank the institution for receiving its representative and to affirm the decision to include the additional location at the Pfizer Pharmaceutical, Barceloneta, Puerto Rico.
3. To request a Progress Letter, due April 1, 2009, documenting the implementation of student learning and goals for M.B.A. program, including evidence that student learning assessment information is used to improve teaching and learning; Standard 14.

RRP Progress Letter Abril, 2009

Action: Responds PL

Note: Pending communication is not available in archive.

MSCHE Letter June 26, 2009

Action: Accepts Progress Letter

Request:

1. Periodic Review due June 1, 2010.

RRP sends Periodic Review Report June 15, 2010

Action: RRP sends PRR to MSCHE

Planning, Resource Allocation and Assessment (standards 2, 3 and 7): Institutional Response

Strategic Plan *Vision University 2016*, incorporates in the Stage No. 10 the Campus-Wide Operational Plan: *Project University 2006-2011*. Operational Plan Seven Strategies:

1. *Project Management*: Seven priority projects
 - a) Support for Research and Scholarship
 - b) Implementation of the Revised Baccalaureate
 - c) Assessment of Institutional Effectiveness and Students Learning

- d) Quality of Student University Experience and Services
 - e) Internationalization of UPR-RP
 - f) Technological Innovation
 - g) Quality of Campus Life and Community Outreach
2. *Strategic Budget*: Process to develop the five year strategic budget (2006-2011).
 3. *Integrated Assessment and Strategic Indicator System*: Develop an integrated assessment and strategic indicator system consists of a dashboard of strategic indicators for each of the nine goals of the strategic plan.
 4. *Leadership and Skill Development*: Conducting workshops or strategic management, assessment, and plan implementation.
 5. *Structure of Coordinators*: Each unit's strategic project has a coordinator that liaison with Campus Coordinators of *Vision University 2016* and Assessment of Institutional Effectiveness.
 6. *Technology*: Use of technology for data collection.

Developments on Priority Projects of Project Management; Operational Plan.

Priority Project 1. Support for Research and Scholarship. Campus will advance its position as a research institution with a marked doctoral character and to foster research and create a strategic approach linked to following seven components:

- a) Research incentives by DEGI
- b) Facilitate External Fund-Seeking
- c) Dissemination Incentive
- d) Sabbaticals
- e) Release Time for Research
- f) Expansion of graduate programs offer and research potential
- g) Assessment for Institutional Renewal: Actions are taken to implement transforming actions.

NOTE: The original report does not elaborate on Priority Project 2 and 3.

Priority Project 4. Quality of Students University Experience and Services

Priority Project 5. Internationalization: Efforts guided by a specific set of goals and actions performed by assigned personnel, sustained by a three year budget.

Priority Project 6. Technological Innovations

Priority Project 7. Quality of Campus Life and Communication Outreach

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General Education (Standard 12): Institutional Response

- Phase 1: Adoption and Implementation of a **modified General Education definition**, and approval of a new structure for the bachelor's degree
- Phase 2: **Evaluation and revision** of all **majors**: major and prerequisite courses and electives
- Phase 3: First cycle of **learning assessment**: and integration of essential competencies (Standard 12)
 - a) **Assessment of Student Learning** as the Institutional level with respect to Core Competencies
 - b) **Communication competencies**
 - i. Communication competencies in **English**
 - ii. Communication competencies in **Spanish**
 - c) **Social Responsibility**
 - d) **Information Competencies**

MSCHE Memorandum July 15, 2010

Action: Place RRP on **Probation** (and all units, except RCM)

Acted to place the Institution on probation for all units (except Medical Sciences Campus) because of a lack of evidence that the institution is in compliance with:

1. Standard 4 (Leadership and Governance)
2. Standard 11 (Educational Offerings)

Also MSCHE requests a Monitorig Report due September 1, 2010 documenting:

1. Standard 4 (Leadership and Governance), including but not limited to: **development and implementation of clear institutional policies** specifying the respective **authority** of the different governance bodies and their respective roles and responsibilities in shared governance
2. Standard 11 (Educational Offerings), including but not limited to: a plan for assuring the rigor, continuity, and length of **courses affected by the institution's closure**. In addition, the report should document evidence of the development and/or implementation of a long-term financial plan, and
3. Standard 3 (Institutional Resources) Steps taken to **improve the institution's finances** and the development of alternative funding sources
4. **Follow-up visit was recommended**

RRP Monitoring Report Sept. 1, 2010

Action: RRP Responds to MR

Documenting that the Institution has achieved and can sustain ongoing compliance with:

1. Standard 4 (Leadership and Governance), including, but not limited to the **development and implementation of clear institutional policies** specifying the respective **authority** of the different governance bodies and their respective roles and responsibilities in shared governance; and
2. Standard 11 (Educational Offerings), including, but not limited to a plan for assuring the rigor, continuity, and length of **courses affected by the institution's stoppage**.

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3. In addition, as required by MSCHE, this report documents evidence of the steps taken to **improve the institution's finances** and the development of alternative funding sources (Standard 3).

MSCHE Letter November 18, 2010

Action: MSCHE Requests a Monitoring Report

1. MSCHE noted that the Periodic Review received provided **limited information and analysis on Standard 3** (Institutional Resources).
2. To **continue the institution's probation** due the lack of evidence that the institution is in compliance with Standard 3 (Institutional Resources) and Standard 4 (Leadership and Governance).
3. The Institutions needs to **document** these **standards** on the Monitoring Report due march 1, 2011.

RRP Monitoring Report March 1, 2011

Action: RRP Responds to MR

Documenting that the Institution has achieved and can sustain ongoing compliance with:

1. **Standard 3** (Institutional Resources), including, but not limited to the specific **actions taken to strengthen finances for the coming years**, and links financial resources to planning. The Campus made a whole new operational and resource allocation plan, comprising deep adjustments to the organizational structure, program evaluation, and external funds.
2. **Standard 4** (Leadership and Governance) including, but not limited **explains the different ways in which Campus has followed-up on its Action Plan** included in the September 1, 2010 RP-Monitoring Report and the results obtained. There were numerous meetings of management with all representative university community; these dynamic forums have provided a constant flow of communication and an "Open Campus" culture has been decisively upheld.

MSCHE Visit Team April 2-7, 2011

Action: Follow-Up Visit

The **Institution continues on probation** with a **lack of evidence of Standard 3** (Institutional Resources) and Standard 4 (Leadership and Governance).

According with the Visit Team RRP is in compliance with the requirements of the Standard 3 but not in compliance with the Standard 4.

Recommendations:

1. To work with the **governance bodies** to ensure their **participation and input**, to promote trust and transparency so the campus move to forward.
2. To conduct **campus visits** and hold listening sessions at each campus for all constituency groups in order to **promote transparent dialogue**.
3. The Visiting Team recommends that the Campus constituencies **openly discuss resource allocation** based of campus priorities.
4. The Team recommends that **Central Administration** budget forecast **provide for incentives** for **campuses that are effectively dealing with the declining budgets** and are trying to identify new sources of funding to support campus initiatives.

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RRP Letter May 12, 2011

Action: Institutional Response to the Evaluation Team Final Report of April 2-7, 2011

According to recommendations of the Visiting Team, the Institution mentioned the UPR Action Plan that is guided by a set of goals resulting from an introspective identification and critical self-assessment in context with the relevant elements of the standards under review (Standard 3 Institutional Resources and Standard 4 Leadership and Governance).

During the Visit Team, they reviewed substantive evidence that fully demonstrated the effectiveness of results, including maintaining the institution operating, safeguarding compliance with MSCHE affiliation requirements. In the past Monitoring and Assessments Reports we evidenced the highly participatory structure: all constituencies must equally share the effort towards **fostering a climate of true participation** and input to promote transparency in an environment of trustworthiness and respect, within the framework of the clearly established UPR policies.

MSCHE Letter June 24, 2011

Action: MSCHE Accepts MR and recommends that RRP Continue on Probation

MSCHE acted:

1. To note that the institution is in **compliance with Standard 3** (Institutional Resources).
2. To **continue on probation** because of insufficient evidence that the institution is currently in compliance with Standard 4 (Leadership and Governance)
3. To note that the institution **remains accredited** while on probation.
4. To **request** that the **Monitoring Report** due April 1, 2012 on:
 - a. Standard 2 (Planning, Resource Allocation, and Institution Renewal),
 - b. Standard 3 (Institutional Resources)
 - c. Standard 7 (Institutional Assessment)
 - d. Standard 12 (General Education),
 - e. Standard 14 (Assessment of Student Learning)
 - f. also include documentation of further progress.

RRP Monitoring Report Sept. 1, 2011

Action: RRP Responds to MR

Documenting that the Institution has achieved and can sustain ongoing compliance with:

1. Standard 4 (Leadership and Governance). The Campus include the specific actions taken:
 - a. to **improve communication and shared governance**, especially in documenting how campus input is solicited and considered in decision making by senior campus administration and at the System level,
 - b. **evidence that authority and responsibility are assigned, delegated, and shared** in a climate of trust, mutual support and respect, and
 - c. evidence of an **effective process and opportunities for student input** regarding decisions that affect them, including evidence that student input is considered in decision making.

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MSCHE Visit Team September 12, 2011

Action: MSCHE Recommends Follow-Up Visit

The purpose of the visit was to ascertain whether or not the RRP was in compliance with Standard 4 (Leadership and Governance).

Based on the documents reviewed during the visit, the team draws the following conclusions:

- a. RRP is in compliance with the Requirements of Affiliation.
- b. RRP is in compliance Accreditation Standard 4, Leadership and Governance.

Recommendations from Monitoring Report on April 1, 2012:

1. That it **continues to improve communication**, especially with respect to soliciting and considering campus input in decision making. In this respect it is clear that sufficient formal channels of communication exist. Perhaps additional informal meetings between campus and system leadership with the various campus constituencies will help develop a stronger climate of trust.
2. That campus administration **makes every effort to expedite the work of the search committees** that have been constituted to fill the deanships that are currently occupied by interims.
3. That the chancellor **create additional opportunities**, both formal and informal, whereby she can directly and personally **receive input from students**.

MSCHE Letter November 18, 2011

Action: MSCHE Accepts the Monitoring Report and Removes RRP Probation

1. To **remove probation**, and **reaffirm accreditation**.

Recommend Monitoring Report due April 1, 2012:

1. **Standard 2** (Planning, Resource Allocation, and Institutional Renewal),
2. **Standard 3** (Institutional Resources),
3. **Standard 7** (Institutional Assessment),
4. **Standard 12** (General Education),
5. **Standard 5** (Administration) and Standard 6 (Integrity)

RRP Monitoring Report April 1, 2012

Action: RRP Responds to MR

Documenting that the Institution has achieved and can sustain ongoing compliance with:

1. Standard 2, 3 and 7 (Planning, Resource Allocation and Institutional Renewal, Institutional Resources and Institutional)
 - a. **Steps taken to use assessment results to improve budgeting, programs, services, processes, planning, and resource allocation, including establishment of clear priorities and strategic goals to sustain the quality of education within current financial**
2. Standard 12 (General Education)
 - a. Steps taken to use **strengthen general education** and implementation of a documented assessment process for oral communication, written communication, scientific reasoning, quantitative reasoning, and critical analysis and reasoning
3. Standard 14 [Assessment of Student Learning (Graduate Programs)]
 - a. Development and implementation of an **organized sustained assessment** process to evaluate and improve **student learning** in all the graduate programs, including evidence
4. In addition, as required by MSCHE, this report documents Standards 2, 3, 4, 5, 6, 7

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MSCHE Letter June 29, 2012

Action: Accepts the Monitoring Report

- Next Evaluation Scheduled for 2015-2016

MSCHE Letter June 10, 2013

Action: Requests Supplemental Information Report

The MSCHE required the institution to specifically address the impact of those changes “on institutional leadership”, and “actions planned or taken” by the University to ensure ongoing compliance” with the following:

1. Standard 4 Leadership and Governance,
2. Standard 5 Administration,
3. Standard 6 Integrity,
4. policy on Political Intervention in Education

RRP Supplemental Information Report August 1st, 2013

Action: RRP Responds to SIR

According with the request of MSCHE, UPRRP documented the impact of changes on institutional leadership compliance with the following standards:

1. Standard 4 Leadership and Governance
2. Standard 5 Administration
3. Standard 6 Integrity
4. policy on Political Intervention in Education

MSCHE Letter to RRP November 22, 2013

Acted to:

1. Accept Supplemental Information Report
2. Request MR due April 1, 2014, independent audit
3. Update NSF
4. Timely production of audited financial statements

Note: Central Administration is working on a response for the campuses.

RRP Letter December 10, 2013

Action: Responds to MSCHE letter of November 22, 2014

1. Pleased to accept Supplemental Information Report
2. Indicate NSF lifted suspension for Central Administration and RUM. Does not apply to RRP.

RRP Monitoring Report April 1, 2014

Action: Responds to MR

Documenting evidence of:

1. Independent audit for FY2013, with evidence of follow-up on any concerns cited in the audit’s accompanying management letter for both FY2012 and FY 2013 (Standard 3).

RRP Design for the Self-Study June 23, 2014

Action: Sends to MSCHE the Report for the SS

The Institution Sends the Report and MSCHE approves the Design in July 1.

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MSCHE Letter to RRP June 27, 2014

Acted to:

1. To accept the monitoring report.
2. To remind the institution of its obligation to ensure timely production of audited financial statements.
3. The next evaluation visit is scheduled for 2015-2016.