



**INTER AMERICAN UNIVERSITY OF PUERTO RICO
SAN GERMÁN CAMPUS**

**SELF-STUDY REPORT
MIDDLE STATES COMMISSION
ON HIGHER EDUCATION**



DRAFT September 2022

Table of Contents

| | |
|--|------------|
| The San Germán Campus at a Glance..... | 1 |
| Executive Summary | 2 |
| Introduction..... | 8 |
| Organization of the Self Study Report | 12 |
| Institutional Priorities | 12 |
| Approach | 13 |
| Chapter 1 Standard I Mission and Goals | 14 |
| Conclusion Standard I | 23 |
| Chapter 2 Standard II Ethics and Integrity | 25 |
| Conclusion Standard II | 37 |
| Chapter 3 Standard III Design and Delivery of the Student Learning Experience | 40 |
| Conclusion Standard III | 58 |
| Chapter 4 Standard IV Support of the Student Experience..... | 60 |
| Conclusion Standard IV | 77 |
| Chapter 5 Standard V Educational Effectiveness Assessment | 79 |
| Conclusion Standard V | 90 |
| Chapter 6 Standard VI Planning, Resources, and Institutional Improvements..... | 92 |
| Conclusion Standard VI | 113 |
| Chapter 7 Standard VII Governance, Leadership, and Administration..... | 116 |
| Conclusion Standard VII | 128 |
| Conclusion | 130 |
| APPENDICES | 131 |
| Information about the Campuses of IAUPR | 132 |
| Academic Programs Offered on the San Germán Campus (2020-2021) | 133 |
| External Resources | 134 |
| National Accreditations | 135 |
| Web page Mission and Goals (Sept 14, 2022) | 136 |
| Alignment of the San Germán Campus Goals with Institutional Goals | 137 |
| Business Support Programs..... | 139 |
| Personal, Career, and Academic Counseling and Services | 140 |
| Aid offered to Students and Community..... | 144 |
| Championships and Finalists in the LIDE..... | 145 |

Programs Offered by the San Germán Campus 2013 – 2022 146

Figures

| | |
|--|-----|
| Figure 1.1 San Germán Campus Strategic Plan: 2021-22 to 2024-25 | 20 |
| Figure 1.2 Distribution of the Expenditures for Fiscal Year 2020-2021 | 22 |
| Figure 2.1 Ethics Structure IAUPR | 27 |
| Figure 2.2 Academic Freedom in the Initial Dissertation Phases | 29 |
| Figure 3.1 Nursing Boards Results | 44 |
| Figure 3.2 Teacher Education Certification..... | 44 |
| Figure 3.3 Bachelor's in Medical Technology Board Results | 45 |
| Figure 3.4 Research Studies..... | 47 |
| Figure 3.5 Faculty Severing as Ronald E. McNair Postbaccalaureate Achievement Mentors | 48 |
| Figure 3.6 Publications | 48 |
| Figure 3.7 Conferences | 48 |
| Figure 3.8 Conferences | 49 |
| Figure 3.9 Workshops | 49 |
| Figure 3.10 Other Professional Development Activities | 49 |
| Figure 3.11 Research conducted by undergraduates in Ronald E. McNair Postbaccalaureate Achievement Program | 50 |
| Figure 3.12 Graduate Level Research..... | 50 |
| Figure 3.13 Art Exhibitions | 51 |
| Figure 3.14 San Germán Campus Faculty with Doctoral Degree | 53 |
| Figure 3.15 Support for Faculty Research and Projects | 55 |
| Figure 4.1 San German Campus Partial Organizational Chart | 61 |
| Figure 4.2 Psychological Services and Consultations Clinic..... | 67 |
| Figure 4.3 Number of members of student organizations..... | 69 |
| Figure 4.4 Investment in the Honors Program on the San Germán Campus | 72 |
| Figure 4.5 Number of distinct tutoring sessions | 72 |
| Figure 4.6 Students Participating in Internships and Exchanges | 73 |
| Figure 5.1 The San Germán Campus Administrative Council | 79 |
| Figure 5.2 Creation and Revision of Academic Programs Flowchart | 81 |
| Figure 6.1 Resources of the San Germán Campus | 93 |
| Figure 6.2 Focus on San German Target Area | 94 |
| Figure 6.3 Budget Net Change..... | 96 |
| Figure 6.4 Alignment of the San Germán Campus Mission, Goals, and Institutional Priorities...97 | 97 |
| Figure 6.5 Budget Disbursements..... | 105 |
| Figure 7.1 IAUPR Organizational Chart | 117 |
| Figure 7.2 Office of the VP of Financial Affairs, Administration, and Services Organizational Chart..... | 120 |
| Figure 7.3 Office of the VP of Academic and Student Affairs Organizational Chart | 120 |
| Figure 7.4 Office of Religious Affairs | 121 |
| Figure 7.5 Organizational Chart of the San Germán Campus | 122 |
| Figure 7.6 Flowchart: Campus Needs..... | 126 |

Tables

| | |
|--|---|
| Table 0.1 Alignment of Requirements of Affiliation and Standards | 2 |
| Table 0.2 Summary of Conclusions..... | 2 |

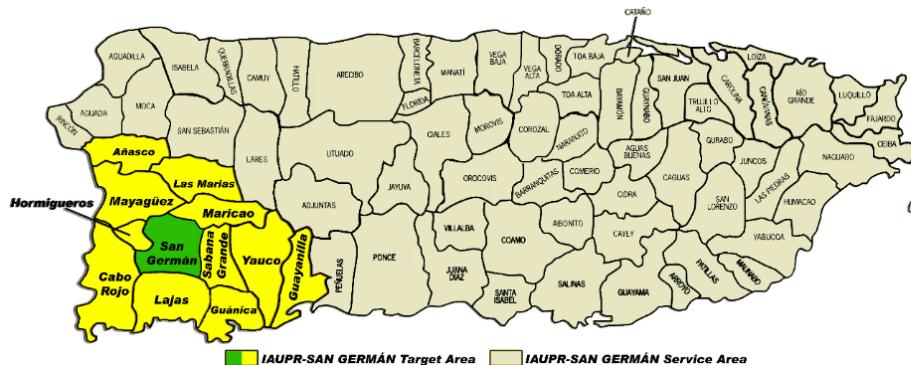
| | |
|---|-----|
| Table 0.1 The San Germán Campus Programs with Highest Enrollment | 9 |
| Table 0.2 San Germán Campus Student Demographic Overview..... | 9 |
| Table 1.1 San German New Programs 2016-2021 | 16 |
| Table 2.1 Grievance Reporting Structures..... | 35 |
| Table 2.2 Summary of Student Satisfaction Surveys..... | 36 |
| Table 3.1 Alignment of Mission and Goals with some sample programs | 42 |
| Table 3.2 Full-time Faculty Profile..... | 52 |
| Table 3.3 Technological Teaching Training Sessions | 54 |
| Table 3.4 Technology Implementation on the San Germán Campus | 57 |
| Table 4.1 Profile of IAUPR San Germán Campus students with Demographics (averages) | 60 |
| Table 4.2 Retention Rate..... | 64 |
| Table 5.1 Sample of course learning objectives and assessment activities alignment | 83 |
| Table 5.2 Sampling of Department Success Metrics | 88 |
| Table 5.3 Table of Needs and How they were Assessed | 90 |
| Table 6.1 Estimated Population by Age Groups, Puerto Rico 2020..... | 94 |
| Table 6.2 Socioeconomic Factors Southwestern Region..... | 95 |
| Table 6.3 Phases of the Budget..... | 99 |
| Table 6.4 Programs Revised or in the Process of Revision | 101 |
| Table 6.5 Online Sections on the San Germán Campus | 102 |
| Table 6.6 Extracurricular Activities..... | 102 |
| Table 6.7 University Learning Center (CUA) | 102 |
| Table 6.8 Honors and Exchange Programs..... | 103 |
| Table 6.9 Facilities Project Costs..... | 106 |
| Table 6.10 Audits or monitoring by the Inter American University of Puerto Rico Office of Internal Audit and Compliance | 109 |
| Table 7.1 Management, Administrative Processes, and Student Services Goal..... | 124 |

The San Germán Campus at a Glance

The San Germán Campus of the Inter American University of Puerto Rico (IAUPR), the “University Paradise of Puerto Rico,” is the original site of the Institution, founded as the high school Polytechnic Institute of Puerto Rico (“El Poly”) in 1912, by Reverend Dr. John Will Harris, a Presbyterian missionary from Texas. The San Germán Campus is a non-profit liberal arts higher education institution that fosters academic excellence and Christian-ecumenical values as well as the holistic development of students.



Where it all began in 1912



The campus sits on 289.5 acres of beautiful rolling hills located in the southwestern region of Puerto Rico.

| | | | | |
|---|---|---|--|---|
| 1921 First college level courses 1927 First Graduation | 1944 First institution outside of continental U.S. to be accredited by Middle States. | 1956-57 “El Poly” changed its name to Inter American University of Puerto Rico. First postsecondary institution to make educational programs available to students in other areas of the island. | 1987 First unit of the IAUPR system to adopt a particular Mission statement. | 2013 Prioritizing of research, distance learning, internationalization, and meeting student needs |
|---|---|---|--|---|

- 4,000 students
- 99% Latino
- 88% commuter, 12% in dormitories
- 230 full and part-time faculty, 277 administrative personnel
- 67 buildings
- 110 programs, 41 unique to the Campus
- Technical Certificates, Associate's, Bachelor's, Masters', Doctoral programs, and Professional Certificates
- K-12 school
- 30 sports teams, 20 student organizations, music groups, Honors program, exchanges
- Retention Rate – 75%,
- Graduation Rate – 42%

Mission Statement

To be a liberal arts institution of the highest quality, distinguished for its excellence in academic programs, students, faculty, and the innovation required to furnish such education.

A University in which people unite in the search for knowledge to advance, share, and cultivate it for the common good.

A University which refines the skills and attitudes of students so that our graduates will make significant contributions to society as conscientious citizens, with the benefit of a holistic education and the preparation to assume leadership roles.

Executive Summary

Inter American University of Puerto Rico, San Germán Campus is pleased to present this self-study report which represents and endorses our compliance with the MSCHE Standards for Accreditation and Requirements of Affiliation for the purpose of reaccreditation.

In this self-study, we have identified many strengths and accomplishments achieved under our strategic plan. These are highlighted throughout this document. We also identified areas where more work remains to be done. These are recognized as Suggestions and Recommendations at the conclusion of each chapter. A summary of these suggestions and recommendations is presented below. We chose a Standards-based format for our self-study.

As described in this Self-Study, and supported by evidence, we have determined that the San Germán Campus meets the MSCHE seven standards and the fifteen Requirements of Affiliation. Table 1.1 Alignment of Requirements of Affiliation and Standards shows the Requirements that are discussed with each standard.

Table 1.1 Alignment of Requirements of Affiliation and Standards

| | Standard I Mission and Goals | Standard II Ethics and Integrity | Standard III Design and Delivery of the Student Learning Experience | Standard IV Support of the Student Experience | Standard V Educational Effectiveness Assessment | Standard VI Planning, Resources, and Institutional Improvement | Standard VII Governance, Leadership, and Administration |
|--------------------------------|---------------------------------|-------------------------------------|---|---|---|--|---|
| Requirements of Affiliation | 7,10 | 5,6,7,8,9, 11,12,13, 14,15 | 8,9,10,15 | 8,10,15 | 8,9,10 | 8,10,11 | 12,13 |

Table 1.2 shows the lines of inquiry for each standard that guided us in our self-study process and the conclusions we reached.

Table 1.2 Summary of Conclusions

| Lines of Inquiry | Results |
|--|--|
| Standard I - Mission and Goals <ol style="list-style-type: none"> How is the San Germán Campus Mission and Goals Statement made known to the Institution's constituents? How does the San Germán Campus support and promote academic endeavors, innovation, | The San Germán Campus is committed to its Mission and Goals and follows them as guides for all academic and administrative endeavors. The Mission is made known to the constituents and campus community by means of publication and by means of its |

| Lines of Inquiry | Results |
|---|--|
| <p>creative activities, and research as proposed by the Campus Mission and Goals Statement?</p> <p>3. How does the San Germán Campus Mission and Goals Statement guide and assist the faculty, administrative staff, and governing bodies in their decision-making processes?</p> <p>4. How does the San Germán Campus Mission and Goals Statement address the needs of the student population and the community it serves?</p> <p>5. How have the San Germán Campus Mission and Goals guided the university community in responding to national and international socioeconomic, political, technological, and health challenges?</p> | <p>inherent role in the development of all aspects of campus and community life.</p> <p>To better develop our research for the next draft, Faculty, Administration, Students, and Members of the community are asked to complete the 5-minute survey about the Mission Statement – <u>Survey about the IAUPRSG Mission Statement</u>.</p> |
| <p>Standard II - Ethics and Integrity</p> <p>1. What tools and strategies does the San Germán Campus use to ensure compliance with freedom of expression, academic and intellectual freedom, and intellectual property law?</p> <p>2. How are promotional materials, advertisements, and communication, both internal and external, aligned with university policies that ensure transparency and truthfulness in our procedures?</p> <p>3. How are university constituents informed of benefits/aid available to them and of regulations with which they must comply and how frequently is this information provided?</p> <p>44a. What procedures exist for recruiting, employing, and evaluating administrators and faculty? What evidence regarding job postings and final selection of personnel is maintained in the Human Resources Office records?</p> <p>44b. What measures exist to avoid nepotism and other potential conflicts of interest in the institution?</p> <p>What processes are available to report student, faculty, and administrative grievances and what actions are taken by the corresponding authorities?</p> | <p>The Institution and the San Germán Campus have a strong sense of ethics which is explained in institutional policies and practiced in all aspects of life on the San Germán Campus. The Campus is strongly guided by the Mission, honors contracts and commitments, adheres to internal policies as well as applicable local and federal laws and regulations, and represents itself truthfully.</p> <p>Suggestions:</p> <p>Include a statement about Professional Ethics in the Part-Time Faculty Manual.</p> <p>Update institutional policy to reflect current changes in the plagiarism laws.</p> <p>Create a Spanish version of the Net Price Calculator.</p> |
| <p>Standard III - Design and Delivery of the Student Learning Experience</p> <p>1. How does the San Germán Campus offer its students learning experiences that are</p> | <p>The design and delivery of the student learning experience on the San Germán Campus is characterized by qualified faculty, a strong General Education Program that</p> |

| Lines of Inquiry | Results |
|---|--|
| <p>coherent, diverse, and consistent with higher education goals?</p> <ol style="list-style-type: none"> 2. How does the San Germán Campus foster its students' professional, ethical, and social development beyond the classroom? 3. How does the institution evidence that its faculty is qualified to teach courses that enhance the student learning experience? 4. How has technology been used in academic processes and student services to provide experiences of excellence? How has it helped the Campus overcome multiple challenges? | <p>includes the values of the Institution, a commitment to the pursuit of excellence in the development of courses and of research, an environment conducive to outside research and other development activities, and the gradual adoption of technology. After the review of the four areas: 1) design and revision of the general education program and academic programs, 2) opportunities afforded the students above and beyond their academic program, 3) faculty preparation and continued development, and 4) technological and other resources that allow San Germán Campus to provide an exceptional experience even in the face of significant challenges, we have observed that San Germán Campus provides programs of all levels and modalities that are "consistent with higher education expectations" and which "are characterized by rigor and coherence."</p> <p>To better develop our research for the next draft, Faculty, both part-time and full-time, are asked to complete a 15-minute survey about the Technology in Teaching – Faculty Use of Technology Survey.</p> |
| <p>Standard IV - Support of the Student Experience</p> <ol style="list-style-type: none"> 1. How do the academic and administrative processes used by the San Germán Campus align with each other to support the student experience? 2. How does the San Germán Campus commit to student retention, persistence, completion, and success? How effective is the San Germán Campus in enhancing the student experience to ensure student success? 3. How are the results of the assessment of co-curricular and extracurricular activities used to identify opportunities for improving the student experience on Campus and beyond? 4. How has the San Germán Campus implemented policies and procedures that | <p>San Germán Campus counts on administrative, external, and professional resources to "[enhance] the quality of the learning environment, [contribute] to the educational experience, and [foster] student success." After outlining the administrative systems of Enrollment Services Management and the Office of the Dean of Students which form the foundation of the student support services, we find that these departments and programs allow San Germán Campus to meet and attend to the needs of a largely low-income minority student population which faces many challenges in academic preparedness and to direct these students toward a path of success.</p> |

| Lines of Inquiry | Results |
|---|---|
| <p>ensure the safe management and disclosure of student information and records?</p> <p>Standard V - Educational Effectiveness Assessment</p> <ol style="list-style-type: none"> 1. How does the San Germán Campus assess that its educational priorities and academic programs are aligned with its mission? 2. How does the San Germán Campus organize and document assessment processes for evaluating and improving educational programs and services? 3. How does the San Germán Campus provide evidence that assessment results are used in the areas of educational offerings and student services to improve the quality of academic programs and the student learning experience? 4a. What procedures are used to facilitate educational effectiveness assessment? 4b. How are the assessment results used in the decision-making process for program reviews, development of new programs, and resource allocation to support academia? | <p>It has been outlined how San Germán Campus collects, organizes, and assesses the data of assessment so that it can be used to improve educational programs and services. Feedback is given and received at all levels. The procedures for collecting data are continuously revised and make use of the latest technology as it becomes available. Analysis that has been done for this self-study will serve as a model for the types of reports that will be designed for data analysis. San Germán Campus does meet the Standard of Educational Effectiveness Assessment as outlined by the MSCHE in terms of assessing “student learning and achievement” to show that “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” and will continue to work to make this process more efficient and effective.</p> |
| <p>Standard VI - Planning, Resources, and Institutional Improvement</p> <ol style="list-style-type: none"> 1. How do the financial planning and budgeting processes align with Campus priorities and respond to the needs of faculty, administration, and students? 2a. How does the San Germán Campus allow for participation of its stakeholders in the areas of institutional planning, resource allocation, and institutional improvement? 2b. How does the San Germán Campus provide evidence that assessment results are used to support academic programs, human resources, the student learning experience, support services, physical facilities, capacity building, and technological infrastructure? 3. How is the decision-making process of the San Germán Campus administration guided by the Strategic Plan, the Infrastructure Master Plan, and the Informatics and | <p>The San Germán Campus complies with Standard VI- Planning, Resources, and Institutional Improvement and its criteria as outlined by the MSCHE in terms of generating resources that are currently “aligned with each other and sufficient to fulfill [the] mission and goals” and which allow us to “continuously assess and improve” as well as “to respond effectively to opportunities and challenges” as they arise. (MSCHE standards, 2021). The opportunities and challenges as well as the processes of resource planning and budgeting have been outlined. The role of the stakeholders, the Mission and Goals, assessment, and documented procedures has been explained. The San Germán Campus strives for ongoing improvement while availing itself of all available resources.</p> |

| Lines of Inquiry | Results |
|--|--|
| <p>Telecommunications Plan to ensure that the fundamental resources are properly allocated for educational programs, student services, physical facilities, and technological infrastructure?</p> <p>4. What strategies does the San Germán Campus have for measuring and assessing the effective use of institutional resources to support the San Germán Campus Mission and Goals?</p> | <p>In addition to the funds received from tuition and fees, the San Germán Campus receives funds from auxiliary enterprises, external resources, and donations. With these funds, the academic offer and the services offered to the faculty and students are kept updated, and improvements are made to the physical and technological infrastructure of the Campus. Through internal monitoring and periodic external audits, the Campus has demonstrated a responsible administration of its human, fiscal, technological, and physical resources. Any findings that are presented in these processes are evaluated and modifications are made as recommended. There is adequate documentation that evidences these processes.</p> |
| <p>Standard VII - Governance, Leadership, and Administration</p> <p>1. To what extent does the Institution's governance structure support the San Germán Campus in advancing its mission and goals?</p> <p>2. What strategies has the San Germán Campus governance structure, including its Chief Executive Officer and staff, implemented to outline roles, responsibilities, and accountability for transparent decision-making processes that advance the Campus Mission and Goals?</p> <p>3. How does the San Germán Campus administration foster appropriate participation of constituents in the decision-making process to advance the development of the Campus?</p> <p>4. How have assessment procedures contributed to establishing a culture of leadership, continuous improvement, responsible financial management, and accountability among the San Germán Campus constituents?</p> | <p>The San Germán Campus meets the Standard of Governance, Leadership, and Administration as outlined by the MSCHE in terms of showing that 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” and that “the institution has education as its primary purpose” (MSCHE standards, 2021). As with many complex multi-campus organizations, the IAUPR System has to ongoingly address all its communication strategies of its plan and vision, particularly with the many changes that have affected the educational processes in the last three years because of the earthquakes and Pandemic. As the University continues to develop its main interest is to comply with full transparency in all its actions and it will continue to work on this. The San Germán Campus will continue to adhere to a responsible and accountable governance structure, enhanced by assessment, wide participation of the constituents, and dedicated to the</p> |

| Lines of Inquiry | Results |
|------------------|---|
| | implementation of the Mission and Goals. It will be a leader for the Institution and for the other campuses for the upcoming changes to meet the educational needs of the next generations' students. |

The San Germán Campus is proud to present this document that shows its compliance with the Standards for Accreditation and Requirements of Affiliation as determined by MSCHE. In the process we have enumerated the strengths that allow us to offer higher education programs of superior quality and to foster students in their pursuit of academic excellence. This process has led us to clarify weaknesses that we must continue to address as a learning community. These findings will help us continue to improve our campus as we move forward to handle the challenges of the 21st Century and to implement the changes necessary to maintain the role of higher education in developing the leaders and global citizens of the future.

Comments about any aspect of this self-study can be made in English or Spanish and posted to the survey form: <https://forms.office.com/r/veiG11MDbB>

Introduction

The San Germán Campus is the first to have been established of the 11 units that make up the Inter American University of Puerto Rico (IAUPR) system: nine campuses, two professional schools (Law and Optometry), and an Office of Central Administration, overseen by a Board of Trustees. Each unit is autonomous, but all are guided by the institutional vision: “Inter American University of Puerto Rico is an institution of higher education of superior quality in the pursuit of academic excellence, with emphasis on the preparation of citizens with democratic and ethical values, framed in an ecumenical Christian context.”

The San Germán Campus was also the first of the units to craft its own particular Mission statement (1987), from which 10 goals were elaborated. The Mission statement focuses on the pursuit of academic excellence, on creating a community of innovative scholars and life-long learners, who will advance society and promote harmony and ethical living. The campus aims to develop socially responsible leaders and well-rounded global citizens. IAUPR students are required to engage in and complete thirty hours of community service as part of the required General Education Program course GEPE 4040 - Ethics and Social Responsibility. The Mission guides the faculty, administration, and students in all academic and nonacademic endeavors. Chapter One – Standard I – Mission and Goals discusses the many ways that the Mission and Goals contour daily operations on the San Germán Campus.

An important pillar of the institution is ethical values. An overview of the ethics policies, procedures, and structures created for IAUPR appears in the *Code of Conduct Policy*, which establishes that every member of the University community must behave within an ethical and legal framework: “In adhering to its mission and in its performance of academic, administrative, and fiscal operations, IAUPR promises to conduct itself according to the highest ethical standards and in full compliance with all laws and applicable regulations, including all current institutional policies and regulations” (*Policy: IAUPR Code of Conduct – Institutional*, Document Reference G-0419-047). Discussion of how these policies, procedures, and structures are implemented on the San Germán Campus takes place in Chapter Two – Standard II – Ethics and Integrity.

The San Germán Campus offers students many ways to strive for academic excellence and to develop holistically. Bachelor’s programs necessary to the formation of a strong Puerto Rican society, such as the Teacher Education Program, Human Resources Management, and Entrepreneurial and Managerial Sciences, to name a few, are offered by all campuses, yet each location has developed different facilities and specializes in diverse areas, including graduate programs, and each with its own faculty members.

The San Germán Campus has a diverse educational offering that ranges from pre-school to doctoral studies, including a total of 110 academic programs at the University level, 41 of which are unique to the campus. Recent doctoral programs added to the campus include Clinical Psychology (PsyD), Teaching of Visual Arts (Ed.D.), and Teaching of Music (DMA), the only such degree in the Caribbean. The Campus Carnegie Classification of Institutions of Higher Education was upgraded to Doctorate/Professional Universities in 2019.

The curriculum responds to the needs of Puerto Rico, the rest of the Caribbean, as well as to a global approach. The San Germán Campus has been a pioneer within the IAUPR system, offering associate

degrees in Graphic Arts, and in Radiological Technology; a new niche with Professional Certificates in Research Methods, Sign Language, Education in Autism Spectrum Disorder; Master's Degrees in Applied Mathematics, Environmental Sciences, Fine Arts, Music Education, and a modification of the Doctorate in Education.

Some popular offerings of the San Germán Campus are presented in **Error! Reference source not found.**. The number of students majoring in each program in the current school year is given in Appendix K Programs Offered by the San Germán Campus 2013 – 2022.

Table 1.1 The San Germán Campus Programs with Highest Enrollment

| | |
|--|--------------------------------|
| BS in Biology | 21% of undergraduates |
| BSN in Nursing | 10% of undergraduates |
| BA in Sports Technology | 8% of undergraduates |
| BBA in Entrepreneurial and Managerial Sciences | 6% of undergraduates |
| | |
| MBA in Accounting online | 12% of master's level students |
| Ed.D. (includes all programs) | 28% of doctoral level students |

Source: Office of the Registrar, 2020. Statistics based on 2,946 undergraduate students.

The faculty on the San Germán Campus serve as leaders in the pursuit of academic excellence, innovation, and creativity. As of 2021, the campus employs approximately 233 faculty members, about 30% of which are full-time. About 66% of the full-time faculty and 38% of the part-time faculty hold doctorates or the equivalent. During the Pandemic, intense training in online teaching was provided and currently 100% of the full-time faculty and 90% of the part-time faculty is certified to teach online. The average undergraduate student to faculty ratio is 26:1, with the General Education courses having a slightly higher ratio and the upper division courses in the majors having a lower ratio (*IAUPR Statistical Report 2020-2021*). The faculty consistently score around 80% in student satisfaction surveys and are a key resource on Campus. More information about the faculty and their role on campus is provided in Chapter Three - Standard III Design and Delivery of the Student Learning Experience.

Approximately 85% of students come from a 25-mile radius while they are attending the San Germán Campus. While this is where many have spent their formative years, a small percentage of this group has come from other parts of the island or from the United States to live with relatives in the area or specifically to attend the university. The campus has a traditional undergraduate profile in terms of having mostly full-time, daytime students between the ages of 18-24. However, it is largely minority serving with a high percentage of first-generation and financial aid dependent students. A demographics overview is given in **Error! Reference source not found.** below and more detailed demographic information is given in Chapter Four – Standard IV Support of the Student Learning Experience.

Table 1.2 San Germán Campus Student Demographic Overview

| Description | Amount |
|-------------------------------|-------------------|
| Total Enrollment | 4000 students |
| Graduate students | Approximately 15% |
| Undergraduate students | Approximately 78% |

| | |
|---|------------------|
| InterTec students | Approximately 7% |
| Latinos | 99% |
| Undergraduate Full-time students | 96% |
| Undergraduate daytime students | 91% |
| Undergraduate age range of 18-24 | 82% |
| Undergraduate recipients of financial aid | 90% |
| Undergraduates who solicit reasonable accommodations | 6% |
| General index for entering freshman | 3.08/4.00 |
| Source: Statistical Report 2020-2021, TRIO programs | |

The San Germán Campus maintains an 80% retention rate for undergraduate freshmen, 81% among graduate students at the master's level, and 86% for doctoral students. Freshmen who participated in the Road to University Success Experience, a three-day orientation on the full range of Campus services, had a retention rate of 85% to 93% upon entering their second year of studies. The 6-year graduation rate for the 2013 cohort was 46%, the 2014 cohort, 45%, and the 2015 cohort, 42%.

The San Germán Campus physical infrastructure consists of 67 buildings with a total of 111 classrooms and 134 laboratories that support academic programs. In addition to the buildings with classrooms and offices, the Campus includes a Student Center with a cafeteria, a library (CAI by its Spanish acronym), a computer center (CIT by its Spanish acronym), a chapel, the John Will Harris Museum (museum dedicated to the founder), and *Inter Belleza*, a cosmetology practice center staffed by the InterTec students under faculty supervision. The Puerto Rico Small Business and Technology Development Center (PRSBTDC), which won the "Small Business Development Center Service Excellence and Innovation Award" given by the Federal Administration for Small Business, is another distinctive component of the Campus services. During the past 5 years, the Center has served more than 4,000 clients. It has offered support in the creation of 126 small businesses by identifying funds totaling \$53,306,837 that have generated 10,941 new jobs in Western Puerto Rico. In 2015 the San Germán Campus inaugurated the School of Nursing and Health Sciences. The School of Graduate Studies and Research (SGSR), which opened its doors in 2016, was funded with a Title V: Part B Grant, matched by Campus funds.

To support academic and student services, the administrative Campus staff includes 177 permanent employees, 58 hourly employees, and 42 external resource programs personnel (full and temporary staff). The campus has a variety of unique programs that provide extracurricular support for the students. In addition to the Honors Program and Student Exchange Program, the campus also offers the Ronald E. McNair Postbaccalaureate Achievement Program which fosters undergraduate research studies. The Campus Learning Center (CUA by its Spanish acronym) offers campus-wide tutoring and other support. The Academic Counseling Center which includes a Career Laboratory, the Office of Diversity/Inclusion and Substance Abuse Prevention, the Psychological Services and Consultations Clinic, and the Chaplaincy Office offer students academic, professional, and personal counseling. More information about the supporting services is provided in Chapter Four – Standard IV – Support of the Student Experience.

The role of assessment in determining how the services and programs covered in chapters four and five contribute to the education and success of the students as well as how such assessment can be further

systematized and analyzed is covered in Chapter Five – Standard V – Educational Effectiveness Assessment.

The San Germán Campus operates with a budget of just under \$30 million: close to 70% is used for salaries and benefits, 15% goes to pay for systemic services administered by the Office of Central Administration, and another 15% is used for operations. The main source of income for the campus is tuition and fees which bring in 70-90% and external resources grants which amount to approximately 10-15% per year.

We have ambitious plans to develop the Campus and at the same time create facilities to serve San Germán and contribute to the community. The Physical Infrastructure Plan includes restoring a small hospital complex adjacent to the Campus donated in 2017 to house our InterTec vocational programs as well as an apartment complex where students can satisfy the practicum requirements of an innovative professional certificate for serving for the elderly population and the recent renovation done to a former K-12 school complex adjacent to the Campus to house the San Germán Inter American School. The *Facilities Master Plan* provides for the natural beauty of the Campus to be preserved, now with outsourcing contracts, while structures are being renewed, such as the track and field for athletic competitions, expanded, and created, such as a cacao farm as part of the development of the new Educational Enterprises for future economic Campus growth.

Chapter Six – Standard VI - Planning, Resources, and Institutional Improvements and Chapter Seven – Standard VII - Governance, Leadership, and Administration elaborate further on the fiscal and governmental organization of the campus as well as how it supports the Mission and Goals.

The San Germán Campus strives to remain responsive to the needs of its community and the demands of higher education in the 21st Century. Nevertheless, this community still faces challenges regarding student recruitment and retention rates. Current global concerns about the role of post-secondary education, including the challenges related to the COVID-19 Pandemic, have inspired the campus community to reflect on the essential elements of its Mission and Goals and its future agenda. The hurricanes of 2017 and the earthquakes of 2020 caused damage to some of the buildings on campus, but much of that has been repaired. The upheaval of the series of events starting with the diminishing island population, the financial crisis in 2015, the austerity measures of the Financial Oversight Board starting in 2016, the hurricanes of 2017, the consequent exacerbation of the problems with the electrical grid, the earthquakes of 2020, and finally the COVID-19 Pandemic has taken strength and resilience to weather. This report shows what the San Germán Campus has done in the face of these challenges as well as to reaffirm its commitment to provide access to quality education for the future leaders of society.

In March 2023, the San Germán Campus celebrates its 111th anniversary. We have continued to embrace the centennial theme: *100 Years of Creating New Paths* by renovating and improving our facilities, by supporting and giving back to the surrounding community and by instilling in our students the ideals of excellence, innovation, and leadership. As we reflect on our mission and prepare this self-study for the Middle States Commission on Higher Education Reaffirmation of the San Germán Campus Accreditation, we focus on our responsibilities to the students, to San Germán, to Puerto Rico, and to the global community; our desire to benefit humanity; and our determination to continue a tradition of excellence. We think of future generations and the world that will be created by our engaged

and resolute students, employing their talents, training, and even “attempting the impossible,” as our founder John Will Harris envisioned those many years ago.

Organization of the Self Study Report

The San Germán Campus Self Study Report allots one chapter to each of the seven standards. Requirements of affiliation are also included according to the standard with which they were aligned. Each chapter begins with a paragraph of introduction explaining the focus of the chapter and the issues that are to be addressed. A narrative response is then provided for each line of inquiry developed and revised for the Standard. Supporting examples and evidence are provided in the narrative and references to additional evidence are included. Each chapter concludes with a discussion of the areas that have been identified for improvement and suggestions for how those areas should be addressed. The final chapter of the self-study report summarizes major conclusions as well as the opportunities that the committees and the community have found for future work. In addition, it outlines plans for suggested improvements and reflects on how the MSCHE processes of the Self Study report and Annual Institutional Updates allow San Germán Campus “to continuously improve student achievement and [our] mission and goals.”

Institutional Priorities

The Executive Committee harnessed their longtime and varied experience working as faculty, administration, student support, Academic Senate members, and representatives of the Campus in national and international organizations to generate a list of priorities that manifest a vast array of Campus constituent voices. The initial list of priorities was then presented to the Steering Committee as a whole and then to the other 81 members of the working groups for refinement and alignment with the San Germán Campus Mission and Goals and the MSCHE Standards and Requirements of Affiliation.

The San Germán Campus identified four institutional priorities to be addressed in the self-study:

- 1) **Foster student success, creativity, and innovation** - Through support services, the use of technology, and the development of its resources.
- 2) Identify strategies to effectively develop our human, fiscal, technological, and physical resources - to achieve the goals established in the San Germán Campus Strategic Plan.
- 3) **Strengthen academic development and administrative processes based on outcomes assessment** - To strengthen academic development and administrative processes, we have fostered a culture of assessment to identify practices that must be improved and to continue refining those that have been successful.
- 4) **To encourage engagement of the constituents in advancing the Mission and Goals of the San Germán Campus**, we have maintained open and effective communication with our students, alumni, faculty, members of the administration, and the community of the geographic areas we serve regarding the campus Mission. We have promoted alliances with our constituents, including public administrators, government, and private companies, so that, with their experience, talents, and resources, they can contribute to advancing our mission and goals. The San Germán Campus has served as a leader for those around us and exemplified our mission and ethics in all that we do.

Approach

Standards Based Approach

The Standards Based Approach is a self-study model that will allow the institution to focus on a more comprehensive review and evaluation of its mission and goals, as well as academic, financial, and administrative processes, in order to determine and identify the level of compliance with each of the accreditation standards and affiliation requirements. In addition, it facilitates the organization of working groups by standard, which will allow greater participation and involvement of our constituents in the self-study process. Likewise, it is an approach that will familiarize constituents with the standards, allowing them to know and understand each one in detail, which will facilitate the organization of evidence and supporting documents.

Chapter 1 Standard I Mission and Goals

The values of the San Germán Campus Mission are echoed in the strengths of the Campus. Our diverse academic offering which includes a wide variety of exclusive as well as shared programs, face-to-face classes, and a growing array of online programs, taught by our highly qualified faculty with the help of a renovated technological infrastructure, allows us to be a University distinguished by excellence. The San Germán Campus provides a transformative experience in the lives of students through our integration of Christian Ecumenical Values, our extensive offering of both on campus and remote support services, and a broad range of extracurricular experiences including our Tradition of Athletic Champions. By offering services like tutoring, mentoring, counseling, and other specific programs to help underprepared students as well as an Honors Program, internships, and exchanges for students who are ready for further challenges, the San Germán Campus enacts its promise to provide a holistic education and to prepare students to be leaders. From the natural expanse of the Campus to the architecturally historic buildings to the surrounding museums and opportunities for cultural enrichment, the San Germán Campus serves as a center for knowledge. Our strengths define and affirm our Mission.

The Mission Statement that steers the San Germán Campus today derives from the original Polytechnic values and the 1987 revision of the Mission, highlighting the Campus' vision of excellence and commitment to the present and future:

To be a liberal arts institution of the highest quality, distinguished for its excellence in academic programs, students, faculty, and the innovation required to furnish such education.

Goals

2

10

A University in which people unite in the search for knowledge to advance, share, and cultivate it for the common good.

Goals

3

4

A University which refines the skills and attitudes of students so that our graduates will make significant contributions to society as conscientious citizens, with the benefit of a holistic education and the preparation to assume leadership roles.

Goals

1

5

6

7

8

9

The San Germán Campus has enumerated 10 goals in pursuit of its Mission:

- 1 Provide an education of excellence to talented individuals seeking the best intellectual formation and the most complete personal development.
- 2 Offer academic programs of the highest quality at the forefront of knowledge and that respond to both student aspirations and societal needs.
- 3 Offer academic programs to students and professors that challenge their intellect, foster research, and promote ongoing interest in achievement.

- ④ Promote creativity and innovation in the university community by means of programs and special interdisciplinary projects that contribute significantly to societal development.
- ⑤ Provide an environment that nurtures the development and strengthening of ethical, moral, and religious values together with the ability to make decisions that helps students live in harmony.
- ⑥ Develop programs of excellence that respond to the demands of national and international environments.
- ⑦ Foster an atmosphere of healthy social coexistence in which human and material resources are leveraged to encourage reflection, sensitivity, and the study of our surroundings.
- ⑧ Offer students the guidance, counseling, and stimuli necessary for personal and intellectual self-realization.
- ⑨ Develop an atmosphere of study and ongoing academic activity to enrich the community the Campus serves.
- ⑩ Promote the value, appreciation, and use of technology in the quest for knowledge and in daily life.

As part of the system of Inter American University, the San Germán Campus has aligned its Goals with those of the Institution. This alignment appears in the *San Germán Campus Strategic Plan 2021-2025* (pp. 9-10), a translation of which appears in Appendix F of this document.

1. How is the San Germán Campus Mission and Goals Statement made known to the Institution's constituents?

The San Germán Campus Mission and Goals are made known to the constituents through the San Germán Campus orientation processes and through the activities offered such as student events, curriculum development, faculty and staff development, and activities that include the community. The Mission and Goals statement is published on the web site under the first icon which says “Conócenos” which means “get to know us.” The Mission is introduced to students in the *New Student Orientation* activity, in which new, prospective, or any other interested students learn about the Inter American University of Puerto Rico, particularly the San Germán Campus. The Mission and Goals are presented during the orientation of transfer students and to new faculty and employees during their orientation process. The Mission is posted in academic and administrative offices across the Campus and periodically circulated in official communications by email.

In a sampling done in the spring semester 2022, it was found that 76% of faculty, staff, and students know the San Germán Campus Mission. Their knowledge comes mainly from official published documents (40%) and from the web page (36%). Publications in Campus offices (8%), on bulletin boards (7%), and other (9%) also contribute to the faculty, staff, and student awareness of this important message.

While the above-mentioned ways do make the Mission known on Campus, based on the results of this survey and the review of our promotion of the Mission as part of this self-study, and taking into account the suggestion from the 2013 MSCHE accreditation that “the IAUPR-SG consider systematizing and documenting orientation of all constituencies to the mission, as well as utilizing methods beyond on-line surveys to ensure awareness and understanding of the mission and goals,” the Campus will explore ways to increase student awareness and understanding of the Mission.

The San Germán Campus Community is proud of its Mission and will continue to promote it while striving to meet its Goals. Information technology will play an important role in this effort. But more importantly, as discussed in the next section, the constituents can understand the Mission and Goals by seeing the way that the courses are offered, how the students are treated, and by the activities which the San Germán Campus supports and in which the University Community participates.

2. How does the San Germán Campus support and promote academic endeavors, innovation, creative activities, and research as proposed by the Campus Mission and Goals Statement?

Academic endeavors, innovation, creative activities, and research as proposed by the Campus Mission and Goals Statement are promoted through coursework as well as through extracurricular academic activities.

New Professional and Technical Certificates, Bachelor's, Master's, and Doctorate level programs are added annually to meet society's, students', and prospective students' needs. Since 2016, 23 new programs have been authorized by the Puerto Rico Board of Post-Secondary Institutions (JIP by its Spanish acronym). As Table 1.1 shows, the San Germán Campus has focused on expanding our graduate and research offerings as we strive for excellence and innovation. Online versions of programs are created so that we can reach more students and pursue our goal of developing knowledge about the use of technology. Our Mission also recognizes our role to improve opportunities for students in our underserved, under resourced, insulated area and that not everyone serves their community through advanced academic pursuits. As a result, we have also focused on creating technical certifications to meet our student population where they are and to help them develop as individuals and productive members of society.

Table 1.1 San German New Programs 2016-2021

| Alignment with Mission and Goals | Program Name | Year Approved | Level |
|---|---|---------------------|---------------------------|
| <i>Liberal arts institution distinguished for excellence and innovation</i> | Education in Autism Spectrum Disorder | 2019 // 2021 online | Post Bachelor Certificate |
| | Business Administration: General – Online | 2021 online | MBA |
| | Business Administration: Finance - Online | 2021 online | MBA |
| | Business Administration: Industrial Management - Online | 2021 online | MBA |
| | Education: Teaching of Biology | 2017 | MEd |
| | Education: Teaching of Chemistry | 2017 | MEd |
| | Education: Teaching of Visual Arts | 2019 | MEd, EdD |
| | Music Education | 2020 | DMA |
| | Clinical and Counseling Psychology | 2016 | PsyD |
| | Clinical and School Psychology | 2016 | PsyD |
| | Interdisciplinary Advanced Professional Certificate in Research Methods | 2019 | Post Masters Certificate |

① ② ③ ⑤ ⑥ ⑧

| Alignment with Mission and Goals | Program Name | Year Approved | Level |
|---|---|---------------|---------------------------|
| | Professional Certificate in Research Methods | 2019 | Post Bachelor Certificate |
| <i>Knowledge that advances society.</i> ③ ④ ⑦ ⑨ ⑩ | Agricultural Technology Technician | 2019 | Technical Certificate |
| | Computer Technician - Online | 2021 online | Technical Certificate |
| | Computer Programming Technician - Online | 2018 online | Technical Certificate |
| | Construction Technician | 2019 | Technical Certificate |
| | Medical Emergencies | 2019 | AS, BS |
| | Sign Language Interpretation | 2019 | Post Bachelor Certificate |
| <i>Graduates will make significant contributions to society</i> ⑥ ⑦ ⑧ ⑨ | Crisis Intervention | 2019 | Post Bachelor Certificate |
| | Loss and Grief Intervention | 2021 | Post Masters Certificate |

All courses are revised as part of the 5-year program revision schedule and redesigned to meet the latest trends in the disciplines or reevaluated according to whether they meet the needs of the student population and the community we serve. One testament that we offer the highest quality academic programs are the Professional Accreditations that the programs attain. These accreditations promote the development of programs of excellence that respond to national and international environments. Please see Appendix D: National Accreditations for a list of the accreditations.

General Education, major core courses, and content specialty courses emphasize the use of technology, and most programs include research and capstone projects. All graduate programs require one of the following alternatives as an exit option: comprehensive examination, creative project, thesis, dissertation, or Capstone/Integrative seminar (*Graduate Catalog 2020-2021*, pp. 62-65).

Since the COVID-19 Pandemic, the Campus has pivoted to innovative modalities supported by the Informatics and Telecommunications Center. The economic resources provided by the CARES Act and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA) have allowed the acquisition of new technology to offer virtual, hybrid and online courses. Nearly 80% of all campus classrooms have new technology including a television, cameras, and microphones to offer hybrid courses. A new team of instructional designers has been assembled to offer technical support to faculty for the development of online courses. Currently, 100% of the full-time faculty and 90% of part-time faculty are certified to offer online courses. The continuing education of the faculty in distance learning continues, as professors maintain a commitment to excellence even with all the changes.

The faculty regularly participate in conferences, webinars, workshops, and seminars among other scholarly and professional activities. They give conferences and workshops, as well as conduct and publish research in peer-reviewed journals. These activities challenge their intellect and promote continuous interest in the new knowledge and the development of society. Additional information on faculty activities is available in Chapter 3.

The San Germán Campus promotes academic endeavors, innovation, creative activities, and research for the students through research methods and individual research courses, conferences, webinars, workshops, seminars, and scholarly and professional activities. Students may participate in student exchange programs and internships that contribute to their professional and personal development and offer interdisciplinary experiences. The Campus offers writing competitions, opportunities and support for entrepreneurship through the alliance with the Puerto Rico Small Business and Technology Development Center (PRSBTDC) and *Inter Emprende* (Information on PRSBTDC and *Inter Emprende* can be found in Appendix G), and research conferences all in the pursuit of academic excellence.

The CARES Act and CRRSAA have allowed the acquisition of simulation programs that give students the opportunities to simulate work environments and practices. Some examples include Graphic Design Computers, Vsim – a program that simulates clinical situations for nurses, LABSTER for Biology and Chemistry students, and an Xray simulation machine for the Radiology Program. These innovative programs are on the forefront of knowledge responding to the aspirations of students during the pandemic period.

The Campus is host to the Ronald E. McNair Postbaccalaureate Achievement, envisioned to provide academic and research experiences for economically disadvantaged students.

“The McNair Program provides enriching scholastic experiences that prepare eligible scholars for doctoral education. Program participants benefit from a variety of services such as intensive research experiences, research faculty mentoring, academic, career, personal and financial counseling, GRE, EXADEP preparation assistance to meet graduate admission requirements, tutoring and research skills. In addition, scholars are eligible to receive a research stipend provided by the United States Department of Education.”

This research knowledge and experience mostly serves to encourage first generation students as they work on their bachelor's and then to continue graduate studies. A few titles from the 2020-2021 school year include “Microplastic profile at El Tuque Beach in Ponce, Puerto Rico,” “The Chemical Components in Puerto Rican Honey,” and “Effectiveness of Onychomycosis Treatments in Older Adults with Diabetes: A Review and MetaAnalysis.” The Ronald E. McNair Postbaccalaureate Achievement research projects encourage students to pursue research on issues that impact local and global issues and society. More information on Ronald E. McNair Postbaccalaureate Achievement Research Projects and statistics can be found in Appendix H.

Other research opportunities are available from the Center of Education, Conservation, and Environmental Interpretation (CECIA by its Spanish acronym), Energy Science: Experiment and Modeling Studies Consortium (ESEMS) and Encouraging Careers in the Food Security and Safety:

A Multi Institutional Collaborative Approach in PR. Additional information on student activities is provided in Chapter 3.

Both the professors and the students of the Art and Music Departments have exhibitions of their work on campus and in special events and concerts. The whole Campus community can appreciate their creative work in the Art Building, in the Library lobby (CAI), and during the regularly scheduled concerts. Please see Figure 3.13 Art Exhibitions for a list of work/events.

As proposed by the Campus Mission and Goals Statement, academic endeavors, innovation, creative activities, and research are promoted through a variety of avenues on the San Germán Campus, including coursework, external centers and programs, and extracurricular academic and creative activities.

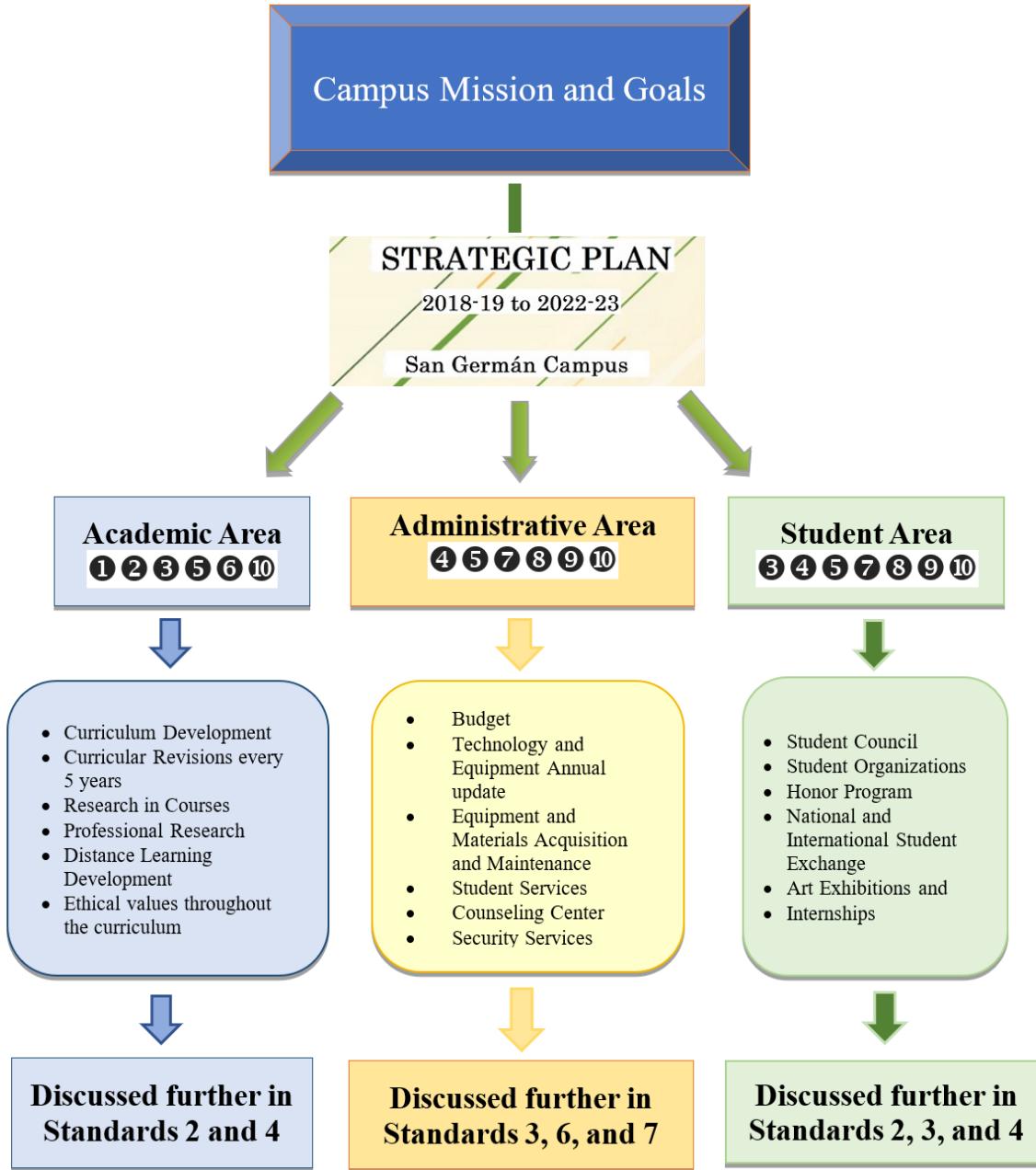
3. How does the San Germán Campus Mission and Goals Statement guide and assist the faculty, administrative staff, and governing bodies in their decision-making processes?

The San Germán Campus Mission is crucial to decision-making processes which affect the quality of academic and other programs, the development of student and administrative services, and resource allocation. Administration and Governing Bodies establish priorities for the Institutional and Campus Annual Work Plans. These are based on the Campus Strategic Plan and anchored in the Mission and Goals Statement.

Annually, the administration of the San Germán Campus uses the Mission and Goals as a basis to carry out an analysis on the factors that affect academic processes, as well as strengths, weaknesses, and areas to improve. The data obtained from the analysis is instrumental in the development of strategic planning by priorities in the academic, administrative, and student areas. (*San Germán Strategic Plan 2019-2020, San Germán Strategic Plan 2022-2023*). The strategic planning is done with the purpose of making effective decisions for the proper functioning of the academic unit and offering an education of the highest quality.

Figure 1.1 presents examples of campus initiatives developed for decision-making in the academic, administrative, and student areas. They are aligned with the goals of the Campus and the accreditation standards of the *MSCHE*.

Figure 1.1 San Germán Campus Strategic Plan: 2021-22 to 2024-25



Academic Area

As a priority area, emphasis is placed on the diversification of the academic offering with the creation of relevant and pertinent academic programs as our Mission encourages us to do. In this aspect, the Annual Reports reflect growth in the academic offering of new programs of undergraduate level, graduate, and Technical Certificates in compliance with goals # 1, 2, 5, and 6 of the Campus (*San Germán Annual Report 2018-2019, San Germán Annual Report 2020-2021*). This meets the need for innovative curricula to be offered in face-to-face, distance, and hybrid modalities during the existing challenges imposed by the COVID-19 Pandemic. These new curricula consider the inclusion of emerging technologies in academia.

Goals #3 and 10, which refer to technological innovation, have prompted the faculty and administration to program development activities that emphasize this area. Between 2018-2021, more than 400 professional development activities were programmed for the faculty, including topics related to entrepreneurship, leadership, teaching methodology, retention, values, distance learning education and technology, internationalization, research, and online course design. Resources were available as financial aid to faculty to study and for leave for studies, publications, and research (*San Germán Annual Report 2018-2019, San Germán Annual Report 2020-2021*). A list of faculty development activities appears in Figure 3.10 Other Professional Development Activities.

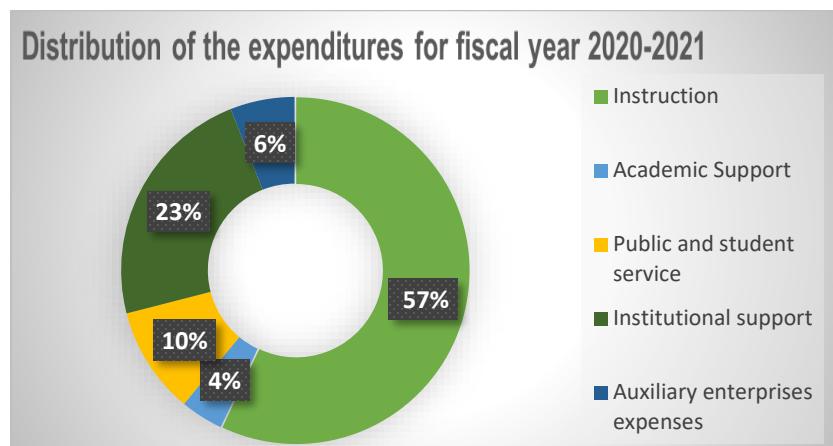
Administrative Area

Fiscal and physical resources are adequate to allow the functioning of the Campus to fulfill its Mission and Goals. The adequacy of resources is reviewed periodically, and the allocation of funds is modified as necessary. The budget allows the achievement of goals and supports the development and implementation of Academic Programs and direct student services.

The processes for the budget request are clearly defined and the result of the input of all departments and administrative offices. The budget is reviewed to make decisions in terms of the necessary adjustment to acquire new equipment, hire staff, or make permanent improvements. The faculty participate in the academic departments making an analysis of the needs in terms of equipment, materials, and resources to strengthen the academy. This evaluation serves as a basis for administrative decision-making in accordance with the established projections and priorities of the Campus.

The operating item of the budget allows flexibility for the distribution of funds when necessary to meet a particular need. The fiscal plan of the Campus allocates funds to give attention to the areas of instruction, academic support, public and student services, institutional support and for auxiliary companies. In the years 2015 and 2017, the new facilities of the School of Nursing and Health Sciences and the Graduate Students Support and Success Center (GSSRC), now known as the School of Graduate Studies and Research (SGSR), were inaugurated. The construction of these facilities allows an attractive, competitive offering that includes technology in classrooms and practice laboratories to strengthen academic programs and services to students. This flexibility in the budget allows the San Germán Campus to emphasize different elements of the Mission and different Goals as the most appropriate times. In the last year, the Campus acquired new technological equipment that allowed classrooms to be used as virtual classrooms to meet the needs of the virtual teaching modality in the reality of the challenges of the Covid-19 Pandemic. The Campus also needed to invest in infrastructure to allow students to use the parking lots as WIFI areas and to develop, maintain, and sanitize laboratories, classrooms, the Information Access Center (CAI) and the Informatics and Telecommunications Center (CIT) to better accommodate hybrid learning.

The following graph presents the distribution of expenditures for the fiscal year ending in June 2021. As the Mission of the San Germán Campus is to provide an education of excellence, over half of the expenditures go toward instruction. When academic support and public and student service are also factored in, more than 70% of the budget is spent in accordance with these primary areas of the Mission and Goals.

Figure 1.2 Distribution of the Expenditures for Fiscal Year 2020-2021

Detailed information is given about the budget and planning in Chapter 6. The above is meant to show some examples of how the Mission and Goals assist and guide the way in which the San Germán Campus allocates funds.

Student Area

The Mission and Goals Statement focuses greatly on the area of student services. How well the San Germán Campus is meeting Goals #1, 7, 8 and 9 is assessed using the results obtained from the Institutional Undergraduate Student Satisfaction Questionnaire and the Institutional Graduate Student Satisfaction questionnaire which are administered on alternate years. The university administration analyzes the data of this questionnaire for decision-making purposes in relation to academic offerings, improvement in infrastructure and services, development of extracurricular and sports activities, support of student organizations, and the recruitment of qualified human resources.

For years, the Campus has stood out for the presence of student organizations that highlight the development of leadership in the student population and therefore the institutional image, through the community activities they carry out. The Dean of Students works together with the Student Council this aspect. These organizations, as well as our Tradition of Champions, supported by the Institutional Athletic Department and the faculty of the Physical Education Program of the Campus are guided by the Mission in their representation of the Campus.

4. How does the San Germán Campus Mission and Goals Statement address the needs of the student population and the community it serves?

The San Germán Campus Mission and Goals Statement aspires to make the campus a place for intellectual development and personal growth, a place that serves its community. The San Germán Campus serves a diverse student body with emphasis on equity and inclusion. The Campus takes advantage of many programs to help students who are underprepared for college, who are first generation students, and who are economically underprivileged. Academic, Career, and Psychological orientation and counseling opportunities are available to students to help them achieve their personal and professional goals. More information about available programs can be found in Appendix H.

The Mission also highlights the concept of excellence. Programs such as the Honors Program and other research grants and internships offer financial support to cover the costs of enrolled credits to those academically talented students who meet the program's requirements. They also provide the students with professional development activities. More information about these programs is also available in Appendix H: Personal, Career, and Academic Counseling and Services.

The Student Organizations have a mandate to meet community needs as part of their charters. The various groups participate in volunteer work related to care of the environment, donation drives, service at homes for the elderly or abused children, workshops in public schools and health clinics (*San Germán Annual Report 2017-2018*).

The San Germán Mission and Goals statement takes into account the needs of the students and the community and guides the Campus in its service to these groups.

5. How have the San Germán Campus Mission and Goals guided the university community in responding to national and international socioeconomic, political, technological, and health challenges?

In the face of national and international socioeconomic, political, technological, and health challenges, the San Germán Campus Mission and Goals have guided the response of the Campus. The administration as well as individual professors and student organizations have used their talents, abilities, and resources to provide aid when possible. A table of specific responses is available in Appendix I.

In light of the Mission's mandate to promote knowledge for the common good, the San Germán Campus has helped students seek Pell Grants and other scholarships and grants in order to pursue their studies. The Campus has united with Centers, like the Small Business Center, and with Federal Projects, like CAMP, to help students and the community get the services that they need to achieve success.

Goals 4, 6, and 7 have directed the Campus to focus on working with the natural resources of the Campus to save energy, to acquire generators to mitigate the problems with Puerto Rico's electrical grid, and to incorporate solar energy.

Overall, the San Germán Campus Mission and Goals have guided the university community to help one another in times of adversity, to search for solutions to overcome our challenges, and to continue to strive for excellence.

Conclusion Standard I

The San Germán Campus Mission expresses our purpose as an institution of higher education in service to the students and constituents. The Campus goals are aligned to the Campus Mission and guide in the fulfillment of the Mission (Standards for Accreditation and Requirements of Affiliation, 2022). After analyzing Standard I, the working group has found that the strengths of the San Germán Campus define and affirm the Campus Mission. The Mission and Goals Statement is published and disseminated to the constituents. The Campus supports and promotes academic

endeavors, innovation, creative activities, and research, as proposed by the Campus Mission and Goals Statement, through coursework as well as through extracurricular academic activities. The Mission and Goals Statement is crucial to the decision-making processes in that it informs the strategic plan which serves as the basis for all planning and decisions on Campus. The San Germán Campus Mission and Goals Statement meets the needs of the students and constituents by aspiring to make the campus a place for intellectual development and personal growth, a place that serves its community. Overall, the San Germán Campus Mission and Goals have guided the university community to help one another in times of adversity, to search for solutions to overcome challenges, and to continue to strive for excellence.

Key Findings

The San Germán Campus complies with Standard I – Mission and Goals and its criteria. It also complies with the priorities established in the Self-Study Design. and with the MSCHE Requirements of Affiliation related to this Standard:

Priorities presented in IAUPR-SG Self-Study Design, related to Standard I:

Priority 1:

Foster student success, creativity, and innovation

Priority 2:

Develop San Germán Campus resources effectively.

Priority 3:

Strengthen academic development and administrative processes based on assessment outcomes.

Priority 4:

Encourage advancement of the Campus Mission and Goals.

MSCHE Requirements of Affiliation, related to Standard I:

Requirement 7: The institution has a mission statement and related goals, approved by its governing board, that defines its purposes within the context of higher education.

The San Germán Campus Mission Statement and Goals appear on page 14 of this report.

Requirement 10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

This requirement will be discussed in Chapter 5.

Suggestions and Recommendations:

Include the Mission Statement in the Blackboard template for courses.

Chapter 2 Standard II Ethics and Integrity

The Inter American University of Puerto Rico (IAUPR) prides itself on its integrity and its commitment to ethics, having as part of its vision “emphasis on the formation of individuals with democratic and ethical values, framed in an ecumenical Christian context” (*General Catalog 2020-2021*, p. 30). The Institution has developed a series of policies and procedures that make clear the rigorous expectations concerning faculty, staff, and student ethics and behavior. These policies are available in the Institutional manuals, posted on the web page, distributed through email, posted on syllabuses, and explained in workshops. The San Germán Campus takes the Institution’s commitment to ethics very seriously and scrupulously adheres to and engages in creating a culture that esteems and promotes the ethics and integrity of all constituents.

An overview of the ethics policies, procedures, and structures created for IAUPR appears in the *Code of Conduct Policy*, which establishes that every member of the University community must behave within an ethical and legal framework: “In adhering to its mission and in its performance of academic, administrative, and fiscal operations, IAUPR promises to conduct itself according to the highest ethical standards and in full compliance with all laws and applicable regulations, including all current institutional policies and regulations” (*Policy: IAUPR Code of Conduct – Institutional*, Document Reference G-0419-047). Since 1997, IAUPR has maintained a *Compliance Policy* which states that all constituents must comply with the Constitution of the United States of America, the Constitution of Puerto Rico, and all local and federal laws and regulations (*Policy: Compliance Policy – Institutional*, Document Reference G-007-98R). The *Compliance Policy* together with IAUPR’s internal regulations which are listed in the *Code of Conduct Policy* document and published in documents on the website affirm the Institution’s strong commitment to ethics.

Section 3.1 of the *Faculty Manual* is dedicated to professional ethics and begins with the statement: “Integrity is an underlying principle of all University activities, and it serves as a guide for the conduct of professors, students, and staff” (*Faculty Manual*, p. 28). Likewise, Part 1, Article 6 of the *Student Regulations Manual* outlines student ethical responsibilities and Chapter 5 explains what constitutes infractions and how they are dealt with (*Student Regulations Manual*). The second of four Special Notes that are placed on each syllabus highlights the importance of academic honesty: “Dishonesty, fraud, plagiarism, and any other inappropriate behavior in relation to academic work constitutes major infractions sanctioned by the *General Student Regulations*. The major infractions, as stated in the *General Student Regulations*, may have as a consequence, suspension from the University for a definite period greater than one year or the permanent expulsion from the University, among other sanctions.” The University maintains subscriptions to SafeAssign, a plagiarism checker, and to RPNow and Respondus Lockdown Browser, test proctoring programs, which make it possible to show that students do their work honestly. On October 20, 2021, our Institution joined the International Center for Academic Integrity in the International Day of Action Against Contract Cheating. Some of San Germán Campus professors joined the celebration, supporting the program 100% in their virtual courses. These factors establish that the University promotes an environment that values academic honesty and ethics.

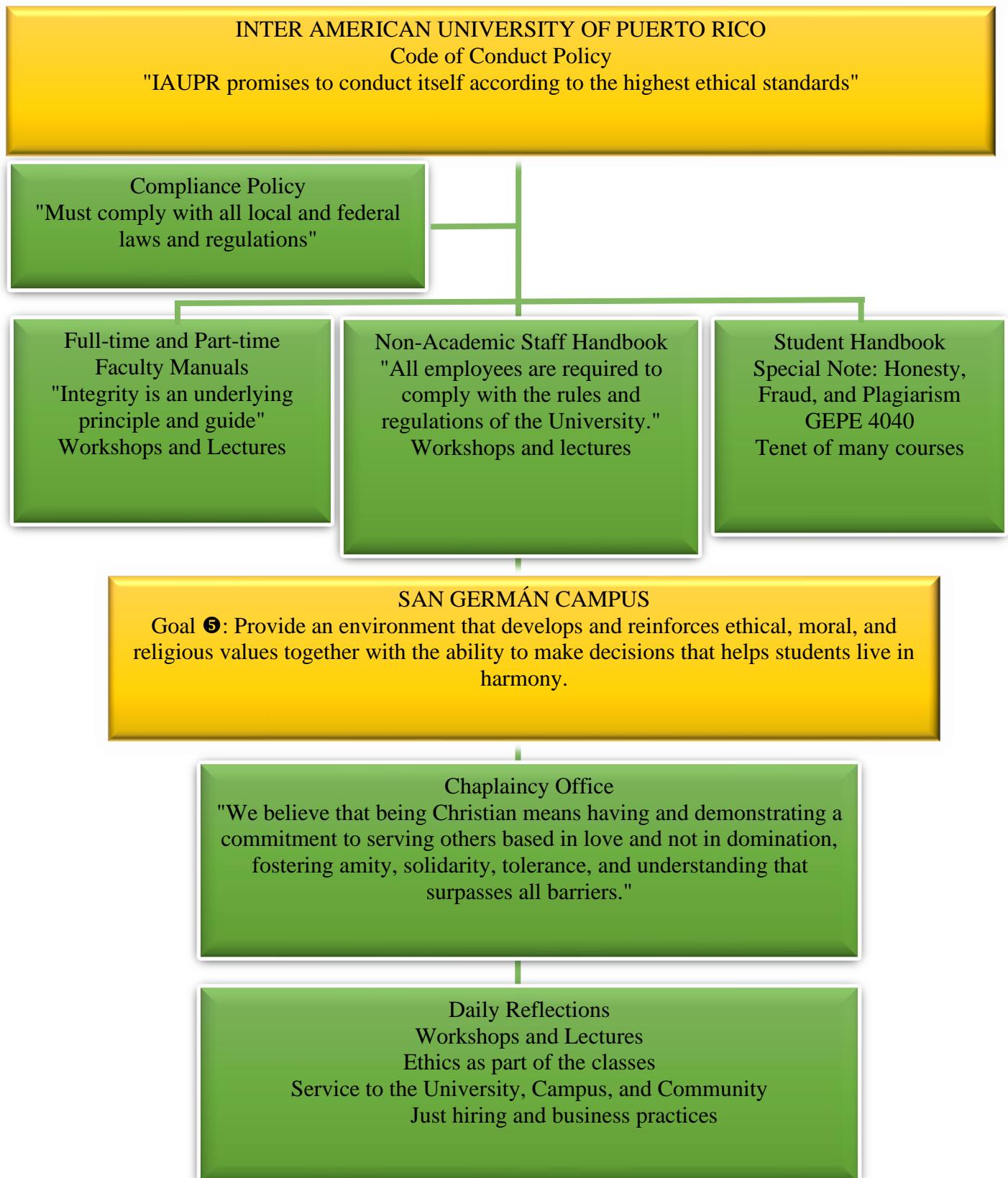
In addition to the exhortation of academic honesty found in each syllabus, the classes on the San Germán Campus seek to give the students a firm foundation in ethics. The General Education program includes a course on ethics under the category of Philosophic and Esthetic Thought:

GEPE 4040 Ethics and Social Responsibility - Critical analysis on the ethics of responsibility in its multiple dimensions. Emphasis on the meaning of ethical knowledge in the post-modernity context. Includes the study of environmental and socio-political responsibility, the criteria for responsible ethics, as well as the criteria and proposals for an ethic of coexistence and solidarity action. A communitarian service project is required.

While GEPE 4040 Ethics and Social Responsibility focuses on the role of ethics in students' lives and society, behaving ethically is an important tenet in all classes offered on the San Germán Campus.

All activities of the San Germán Campus are developed through the lens of ethics. Figure 2.1 visually represents the way this culture of ethics is structured.

Figure 2.1 Ethics Structure IAUPR



1. What tools and strategies does the San Germán Campus use to ensure compliance with freedom of expression, academic and intellectual freedom, and intellectual property law?

The ideas of freedom of expression, academic and intellectual freedom, and intellectual property law form the foundation of academic and intellectual life at the San Germán Campus. The Campus Mission directs us to be a center for excellence and the Institution recognizes that there cannot be excellence without the above-mentioned freedoms. This idea is explicitly explained to students in the *General Student Regulations Handbook*:

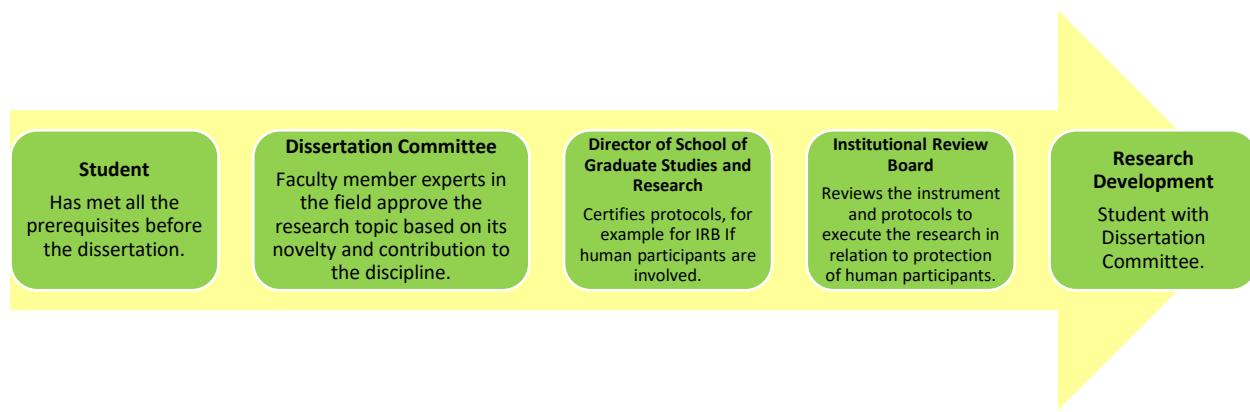
Students are entitled to all rights established by institutional policies. The University will maintain a prejudice free environment that respects the student's self-value and human dignity. It is University policy not to discriminate against anyone because of race, color, age, gender, sexual preference, religion, nationality, marital status, physical appearance, political affiliation, physical handicap, origin, or social condition.

To this end it is essential that there is freedom to examine matters and freedom to express ideas, criteria, and opinions, subject only to the limitations established by necessary regulations for the protection of the harmonic coexistence of the University community components. (p. 2)

These beliefs of freedom are widespread in part because of having been specified in institutional policies and regulations. Intellectual and academic freedom as well as freedom of expression is the first point listed under the section of Faculty Rights in the *Faculty Manual*: “IAUPR is guided by the ideal that all members of the faculty, tenured or not, have the right of academic and intellectual freedom as established by the *Declaration of Academic and Intellectual Freedom and Tenure* (1940), created in conjunction with the Association of American University Professors and the Association of American Colleges” (p. 40). In addition, the *Guides and Regulations of Authorial Rights* (Document reference G-0610-034) is aligned with the copyright and intellectual property laws that apply at the state and federal levels.

The San Germán Campus has many academic offerings which offer students as well as professors the opportunity to create intellectual property, for example, in arts, music, and sciences. As discussed in Chapter One, the San Germán Campus promotes research and creative work. All Master's level classes require one of the following alternatives as an exit option: comprehensive examination, creative project, thesis, or Capstone/Integrative seminar (Graduate Catalog 2020-2021, pp. 62-65). The Campus also offers four doctoral degrees – a PhD in Entrepreneurial and Managerial Sciences, an EdD in various Education programs, a PsyD in Clinical and Counseling Psychology and Clinical and School Psychology, and the new DMA in Musical Education, where students write and defend dissertations. These projects would not be possible without the policies of intellectual freedom and intellectual property law by which the San Germán Campus is governed. Students and faculty can freely decide the areas that they will research. If they use human participants in their research, however; they must comply with the Rules Regarding the Protection of Human Participants in Research (Document reference A-1220-065).

Figure 2.2 outlines the balance of academic freedom and responsibility in the procedures followed at the dissertation stage.

Figure 2.2 Academic Freedom in the Initial Dissertation Phases

Both the Institution and the San Germán Campus organize lectures and conferences in support of academic and intellectual freedom, freedom of expression, and intellectual property law as well as activities to make these concepts known to the constituents. In 2019, the San Germán Department of Entrepreneurial and Managerial Sciences and the School of Graduate Studies and Research organized the panel *The Importance of Protecting Intellectual Property in your Profession and in your Business* given by lawyers from a top San Juan law firm in intellectual property rights, Ferraiuoli LLC, to advise students, faculty, and the University Community how to protect their intellectual property and how to comply with the related laws. The Campus Library (CAI) is an instrumental structure in the process and guiding professors and students in the correct use of copyrighted resources. In addition to the above-mentioned general resources, a special topic course has been developed for science students about the development of businesses in sciences which includes a unit on intellectual property in the sciences (Syllabus for BIOL & CHEM 397).

The concepts of academic and intellectual freedom and freedom of expression are taken very seriously in the lectures and conferences that take place on the San Germán Campus. Conferences and lectures may be organized by faculty, Academic Departments, the School of Graduate Studies and Research, as well as by student organizations.

An example from the April 2021 literary contest held on Campus, sponsored by the student Spanish Literature organization, *Círculo Literario José Gautier Benítez*, under the direction of one of our faculty members, with the support of the Dean of Students demonstrates the ways that academic and intellectual freedom are thoroughly honored on the San Germán Campus. The participants, who were all students, submitted texts related to environmental consciousness, love, and death, among other subjects. The participants had total freedom in terms of the topics that they covered and in how they expressed themselves. Several professors were judges for the competition. These types of activities encourage intellectual property creation in our students. In addition to contests, the Campus provides the forums *InterAcción*, the local magazine of the San Germán Campus, and the *Revista/Review Interamericana* from the Social Sciences, Education, and Humanities Department that include articles from our faculty members and graduate students. The above examples show that academic and intellectual freedom, freedom of expression, and intellectual property rights are an inherent part of the culture of the San Germán Campus.

2. How are promotional materials, advertisements, and communication, both internal and external, aligned with university policies that ensure transparency and truthfulness in our procedures?

In 2006, the president of the Institution signed a strong statement reaffirming IAUPR's commitment to honesty and integrity in all aspects of the University: "IAUPR is committed to ethical values, including but not limited to compliance with laws and regulations that promote a culture of honesty and integrity in all its fiscal, administrative, and academic operations" (*Policy: Institutional Regulations against Fraud*, Document Reference F-1106-112). Honesty and truthfulness are encouraged in public relations, announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications. Careful attention is paid to not giving false or mistaken information to the public. All promotional materials, advertisements, and communication must comply with the guides, values and principles established by the Institution.

The San Germán Campus is careful in its promotional plan and in its distribution of promotional items at academic fairs, schools, stores, recruitment activities, on Campus and throughout other locations among the community. Each type of material represents the Institution in an educational way. Notebooks, pens, pencils, office materials, calendars, backpacks, lanyards, stress relievers, t-shirts and other goodies are distributed. The campus pays attention to not having promo items related to alcohol, drugs or anything else that may tend to violate ethics and integrity or other policies related to these issues and to our ecumenical values. The San Germán Campus also pays attention to avoid sending discriminatory messages as part of our promotional material.

All promotional materials, advertisements, and communications distributed each semester on campus must receive the approval of the Dean of Academic Affairs and then the approval of the Chancellor. The promotion of the activities of the student organizations is approved by the Dean of Students. Careful attention is paid to not giving false or mistaken information to the public or information that contradicts the values of the Institution in both internal and external communications.

The Institution has published a *Corporate Identity Manual* to ensure that the gold and green official colors and the formal logotypes found in all promotional material and advertisement allow the public to recognize the image of IAUPR and to connect IAUPR's values to that image. The manual also includes the tiger, IAUPR's mascot, especially for the promotion of athletic activities. The tiger represents elegance and strength: "[the tiger's] elegant and imposing design transmits the positive and sound qualities of the Institution and the student body that it represents" (*Corporate Identity Manual*, p. 29). These are aspects that distinguish the Institution and that promote its integrity and stability among the community.

Both printed and electronic formats of the informative materials are available. The academic offerings are disseminated through brochures, magazines, flyers, web page and digital content. All the information is addressed to the public showing updated information about programs, academic degrees from technical courses to doctorate degrees, admissions requirements, available financial aid, student services and main offices contact information. Furthermore, email communications and virtual presentations incorporate the informational content and graphic design required.

Most of the advertisements to announce the programs and teaching modalities are delivered through the official campus email, TV ads, radio ads, social media such as Facebook, Instagram, and YouTube, text messages, electronic channels, and web announcements. Also, promotional stand banners, tablecloths and backdrops used at official promotion and recruitment activities support the uniform marketing message. The ads and informative material present all the information the public and potential students need and allow them to make informed decisions to choose their programs on Campus. All the facts are truthfully and clearly expressed, especially those related to cost of education which is available online to the public through the campus homepage ([Home](#) / [Gerencia de Servicios de Matrícula](#) / [Costos de Educación](#)).

Both the Institution and the San Germán Campus work in conjunction to establish and follow procedures, guides, and review channels to ensure that the Campus presents itself transparently, honestly, and in consonance with the Institution's core values and the San Germán Campus Mission and Goals.

3. How are university constituents informed of benefits/aid available to them and of regulations with which they must comply and how frequently is this information provided?

Regulations and benefits that apply to students, faculty, and administrative support personnel are reported annually, or in some cases, in more frequent regular periods. For each group, there are specific policies, procedures, and structures that apply to the constituents.

A. Students

Most of the benefits and aid designed for students is available through the official webpage of the San Germán Campus. The webpage has a special section that is for "Future Students," where there is information on admissions, financial aid, and the *Student Consumer Manual* which provides information on the financial aid process, scholarships, and other funding. Also, a *Guide to Completing the FAFSA* is available on the website and instructions on how to accept online financial aid. In addition, there is a net price calculator link for the educational costs of current and prospective students and their families based on what similar students paid in a previous year. Besides the public aid available to our current and prospective students to make informed decisions, our Enrollment Services Management Office and the Financial Aid Office guide the students in the registration and tuition payment process. Information about available benefits is also explained in the *General Catalog* and the *Graduate Catalog* of the University; both documents are available through the institutional homepage. Because the catalogs are provided digitally, they are subject to continuous update and also include all the academic offerings and institutional guidelines for students.

In addition, outreach is done to high schools about the types of programs and services that the Campus offers. The San Germán Campus also offers group presentations, CUA presentations, a Professional Counseling Center, presentations for new students and parents, letters, promotional material, and individual orientations. The personnel of the Campus Office of Promotion and Student Recruitment organize yearly visits to local high schools to promote our programs using officially approved information. Once students are admitted to the San Germán Campus, there are several different regulations that apply to them, but the most comprehensive is the *General Student Regulations* which explains what they must do to fulfill their duties and responsibilities and to claim their rights.

The San Germán Campus strictly complies with the American with Disabilities Act (ADA) and with the services it requires and every course syllabus contains information on how to seek reasonable accommodation under this provision. For Employees, the Institution explains the policy in the internal document: *Guides and Regulations to Comply with Provisions that Prohibit Discrimination in the Workplace against Individuals with Disabilities* (Document Reference G-1213-038R). For students, the Institution has an internal policy: *Guides, Regulations, and Procedures for Attending Reasonable Accommodation Requests from Students* (Document Reference E-1213-005) and a procedure that begins with the student applying for services, including presentation of medical evidence of illness or disability either physical or mental. Then a professional counselor from the Professional Counseling Center reviews the documents and interviews the student. After that, if everything confirms that the student needs a reasonable accommodation to be able to comply, on equal terms, with the courses in which he/she has enrolled, then a form is sent to their professors asking them to make the accommodation and recommending options. Confidentiality is maintained about the condition requiring the accommodation. In the case that a student with disabilities is not satisfied with the reasonable accommodation provided or that he/she has a complaint to the Institution in relation with his/her disability, an internal process exists accordingly to the Federal Rehabilitation Law 1973, Section 504. Two ways are available to file the complaint:

- (1) Informal: through the San Germán Campus Counselor in charge of the services provided to students with disabilities. The Counselor will receive the complaint, have a meeting with the student and try to find all the auxiliary aid that the campus can provide to the student. If the student agrees with the solution provided, the case will be closed. If not, then the student can follow the formal process.
- (2) Formal: through the Dean of Students. The student presents the complaint again, within five days after the informal process. The Dean interviews the student and reviews the record. The Dean of Students provides a solution. If the student does not agree, he or she can present the case to the Chancellor, who will appoint an official to make an investigation. If at that level, the case is not solved, the Chancellor can consider filing charges against the institutional officials that violate the regulations.
(Policy: Guides, Regulations, and Procedures for Attending Reasonable Accommodation Requests from Students, Document Reference E-1213-005)

Other policies and procedures exist to assist students in cases of domestic violence, behavior related to psychological disabilities, and prevention of drug, alcohol, and tobacco use. The Counseling Center and the Office of Diversity/Inclusion and Substance Abuse Prevention oversee the development of activities to prevent those situations and to act when they happen. The San Germán Campus also employs a counselor as a local coordinator of Title IX, whose office deals with bullying, sexual harassment and related issues that affect students, faculty, and administrative personnel.

During the COVID-19 Pandemic, students have received aid from the funds provided by the federal government under the Coronavirus Aid, Relief, and Economic Security Act, 2020 (CARES Act), the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA Act), and the American Rescue Plan Act, 2021 (ARP Act 2021). Other types of aid that the San Germán Campus has provided to students during the Pandemic include psychological assistance

through the Counseling Center and through the Consulting and Psychological Services Clinic. Since Hurricane María in 2017, special funds and collections have been taken through the Dean of Students' Office to help students in need. During the Pandemic, the Dean's office has lent laptops and hotspots to students to be able to continue their studies.

Information about benefits/aid available to students and of regulations with which they must comply is available to students in an ongoing manner through the webpage and through the catalogs. Students are provided information as part of their orientation and have the option to contact the Enrollment Services Management Offices for any follow up information they need. When new aid arises in special circumstances as it did during the Pandemic or when new regulations are put into effect, students are notified through the Web Inter and/or email/text notification systems.

B. Faculty

The faculty is informed individually by the Human Resources Office of their rights and duties at the time that they are selected for a position on Campus. Among their benefits are salary, medical, dental, and life insurance, and a 401K retirement plan. The main institutional policies related to rights and duties of the faculty are included in the Faculty Manual, which is posted in the Documents section of the webpage (Full-time Faculty Manual, Part-time Faculty Manual). The Faculty Manual contains information about IAUPR, as well as rules, regulations and procedures related to full-time and part-time faculty respectively. Other policies such as those related to the use of management information systems, electronic mail, use of the Internet and technology in education are distributed to the faculty members when they are prepared and each faculty member acknowledges receipt, reading of, and acceptance of the policy by signature.

C. Administrative personnel

Administrative personnel, like faculty, are informed by the Human Resources Office of their rights and duties at the time that they are selected for a position on Campus. Like the faculty, their benefits include salary, medical, dental, life insurance, and a 401K retirement plan. The employees are regularly informed by the health insurance company which benefits they can receive and advice about the retirement plan is provided by the officials from the Teachers Insurance and Annuity Association of America (TIAA).

As with faculty, administrative personnel are protected against all discriminatory practices in the employment. For example, a policy is in place related to prohibiting discrimination in employment against people with disabilities (Document Reference G-1213-038R).

Information about benefits/aid available to employees, both faculty and staff, and of regulations with which they must comply is available to them in an ongoing manner through the Manuals and other online documents. Employees are provided information as part of their orientation and have the option to contact the Human Resources Offices for any follow up information they need. When new aid arises in special circumstances as it did during the Pandemic or when new regulations are put into effect, employees are notified through the email/text notification systems or through their departments.

4a. What procedures exist for recruiting, employing, and evaluating administrators and faculty? What evidence regarding job postings and final selection of personnel is maintained in the Human Resources Office records? 4b. What measures exist to avoid nepotism and other potential conflicts of interest in the institution?

The Human Resources Office announces its employment offers through the official website of the Institution in the tab of “Employment at IAUPR,” through the offices and agencies that provide services to protected groups such as women and people with disabilities following all the rules that appear in the *Guides of Procedures to Recruitment and Selection of Personnel* (2003) (Document G-HR-0903-013) and the *Non-academic Staff Handbook*, (2018). Job opportunities are also announced in the press.

People interested in the advertised positions can fill out an application form that is available online and which can be sent through the web with all the requested documents. After the Human Resources Office has reviewed the applications, a panel of interviewers from the Campus community is organized to interview the five top candidates that best comply with the requirements of the position. After the interviews, the panel of interviewers meet to decide based on the documents, the interviews, and references of previous work, and using the regulations applicable to protected populations. The top three candidates are referred to the Chancellor for final selection. The candidates are then informed by letter whether they have been offered the position or not.

Faculty members are evaluated on a regular basis according to their contract: provisional faculty (temporero in Spanish) are evaluated yearly, permanent faculty are evaluated every three years. The process that is used to evaluate the faculty and the evaluation form is available at the Institution homepage (<https://documentos.inter.edu/#71-manuales>). The administrative personnel are evaluated annually following the evaluation guides and procedures provided in the *Non-Academic Staff Handbook* (2018).

The application form for employment at the IAUPR includes a question about other family members working in the Institution. The *Non-Academic Staff Handbook*, 2018 in Article 8 includes the process that we follow to avoid nepotism or potential conflict of interest. It is possible for family members to work at the Institution, but we have a process to avoid potential conflict of interest in recruitment and selection.

5. What processes are available to report student, faculty, and administrative grievances and what actions are taken by the corresponding authorities?

Table 2.1 Grievance Reporting Structures summarizes, in general, how the San Germán Campus demonstrates institutional capacity to implement its policies with procedures and structures. The Academic Affairs Deanship is mainly responsible for implementing all the policies and contractual obligations with faculty members. The Students Deanship is mainly responsible in all the student matters related to their life in the campus community. The Administration Deanship is mainly responsible for following the appropriate procedures in relation to human resources, especially administrative employees, and is responsible for budget administration, purchases, and other administrative processes. Each corresponding authority tries to find a reasonable solution to the complaint according to the related laws and policies. If a satisfactory solution cannot be achieved the complaint is escalated to the next level.

Table 2.1 Grievance Reporting Structures

| Institutional Capacity | Faculty | Students | | Administration |
|--|---|--|---|---|
| Established Policies | <i>Full-time Faculty Manual, Part-time Faculty Manual</i> Regulations (e.g. Title IX, <i>Code of Conduct</i>) | Student Regulations Manual | | Non-Academic Staff Handbook |
| Structure that addresses initial issue | Academic Departments | Dean of Students Office Online Grievance Form | | Department Dialog or letter to supervisor |
| Procedures for escalation | 1. Written document to the Dean of Academic Affairs | Academic issue | Non-academic | Procedures for escalation |
| | 5. Written appeal to the Faculty Appeals Committee | Dialog or letter to Academic Dept Director | Dean of Students Office advocates for student with | |
| | 6. Written appeal to the Chancellor | Dialog or letter to Chancellor | Dialog or letter to Chancellor | |
| | 7. Written appeal to the President | Dialog or letter to President | Dialog or letter to President | |
| Specific Reference | | <i>Student Regulations</i> , Article 2, point 17, p. 5 | <i>Student Regulations</i> , Article 2, point 17 & letter C, p. 5-6 | Specific Reference |

Students' grievances and complaints are addressed according to the *General Student Regulations* (October 2020). There is a direct online document (<https://help.inter.edu/hc/es-419/articles/5306290860951-Procedimiento-para-el-Manejo-de-Querellas-Estudian>) that the students can use to present their complaints in relation to the faculty or to the administrative personnel. Student grievances are channeled according to topic: academic or non-academic.

Complaints about the students by the Faculty are handled by Dean of Students for cases of Academic dishonesty or other infractions of the *Student Regulations* or by the Counseling Center for problems of conduct or poor performance in courses. Counseling Center follow up on these cases will be discussed further in Chapter 4.

Student Satisfaction Surveys are administered to undergraduate and graduate students in alternating years. The most recent results are summarized in Table 2.2. These provide an overview of how satisfied students are with the services at the San Germán Campus and with the way their complaints and grievances are handled.

Table 2.2 Summary of Student Satisfaction Surveys

| | 2015-2016 Undergraduates | 2016-2017 Graduates | 2017-2018 Undergraduates | 2018-2019 Graduates |
|--|-----------------------------|------------------------|-----------------------------|------------------------|
| Participating population | 25% | 6% | 21% | 26% |
| General satisfaction with San Germán Campus | 82%* | 93%* | 83%* | 74%* |
| Academic services | 77% | 92% | 78% | 80% |
| Administrative services | 67% | 83% | 72% | 75% |
| Students' services | 74% | 88% | 76% | 74% |
| Religious life | 71% | 90% | Not evaluated. | 83% |

*According to Office of Institutional Research, Assessment and Planning of the San Germán Campus.

Source: Own elaboration with information provided by the Office of Institutional Research, Assessment and Planning of the San Germán Campus.

Enrollment Services Management analyzed these results and took the following steps to improve the student experience.

Faculty grievances are attended first by the Dean of Academic Affairs of the San Germán Campus. If the faculty member does not agree with the solution provided by the Dean, he/she can appeal to the Faculty Appeals Committee, then to the Chancellor, and finally to the President of the Institution. In the past 5 years, the Faculty Appeals Committee has not been involved in the adjudication of any grievances, which is an indication of the strong effort on the part of the Dean of Academic Affairs to be fair and to attend to Faculty needs.

Administrative personnel grievances are addressed through the following channels: supervisor, division director, Campus' Human Resources Office, Chancellor, and President. In the case of workplace harassment, the employee dialogs or writes to the Human Resources (HR) Director of the Campus, who then documents it and opens an investigation of the case, including collecting evidence, interviewing witnesses, and preparing a report providing a solution to the grievance. If this is not accepted by the employee, the Institution will advise the employee about his/her alternatives provided by the local Law 90-2020 to continue a process in the Puerto Rican Court of First Instance.

The San Germán Campus stands out in general for its pleasant atmosphere, especially between professors and students. Although the Institution has had a policy since 2003, *Work Plan for*

Student Conflict Situations, in the event of picketing, protests, or student strikes, it has not had to be implemented on any of its campuses.

Conclusion Standard II

The San German Campus of the Inter American University of Puerto Rico is in compliance with Standard II, Ethics and Integrity, as defined by the Middle States Commission on Higher Education. The Institution and the San Germán Campus have a strong sense of ethics which is explained in institutional policies and practiced in all aspects of life on the San Germán Campus. The Campus is strongly guided by the Mission, honors contracts and commitments, adheres to policies, and represents itself truthfully.

Key Findings

The San Germán Campus complies with Standard II – Ethics and Integrity and its criteria. It also complies with the priorities established in the Self-Study Design and with the MSCHE Requirements of Affiliation related to this Standard:

Priorities presented in the San Germán Campus Self-Study Design, related to Standard II:

Priority 1:

Foster student success, creativity, and innovation

Priority 2:

Develop San Germán Campus resources effectively.

Priority 3:

Strengthen academic development and administrative processes based on assessment outcomes.

Priority 4:

Encourage advancement of the Campus Mission and Goals.

MSCHE Requirements of Affiliation, related to Standard II:

Requirement 5: The institution complies with all applicable government (usually Federal and state) laws and regulations.

Please see above for a discussion of how the San Germán Campus complies with Federal and State laws related to Academic and Intellectual Freedom, ADA, Title IX, and other applicable government laws and regulations.

Requirement 6: The institution complies with applicable Commission, interregional, and inter-institutional policies.

Please see above discussion.

Requirement 7: The institution has a mission statement and related goals, approved by its governing board, that defines its purposes within the context of higher education.

The San Germán Campus Mission and Goals are discussed in Chapter 1.

Requirement 8: The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

Please see discussion in Chapter 5.

Requirement 9: The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.

Please see discussion in Chapter 3.

Requirement 11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.

Please see discussion in Chapter 6

Requirement 12: The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished.

Requirement 13: A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict-of-interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.

Requirement 14: The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information

(including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.

Requirements 12, 13, and 14 are discussed in Chapter 7.

Requirement 15: The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.

The core faculty is discussed in Chapter 3.

Suggestions and Recommendations:

Include a statement about Professional Ethics in the Part-Time Faculty Manual.

Update institutional policy to reflect current plagiarism laws.

Create a Spanish version of the Net Price Calculator.

Chapter 3 Standard III Design and Delivery of the Student Learning Experience

The Institutional Vision in combination with the San Germán Campus Mission and Goals guide the design of the student learning experiences, whether curricular, co-curricular, or extra-curricular. The IAUPR Vision reads: “Inter American University of Puerto Rico is an institution of higher education of superior quality in the pursuit of academic excellence, with emphasis on the preparation of citizens with democratic and ethical values, framed in an ecumenical Christian context.” The student learning experiences seek to develop in each student these institutional values in addition to the academic content that draws the student to the Campus.

The San Germán Campus Mission therefore reflects the solidarity in educating the whole person for the purpose of building a more authentic well-rounded member of society. For this educational Mission, the world must be the classroom and the students must be at the center of the academic project development, which has been designed to teach innovation in working to resolve social problems in real life. All the academic programs, whether at the undergraduate and graduate levels, each in their particular discipline, aim at this innovation. The programs pursue holistic education and formation. As social challenges are generally beyond the purview of a single academic discipline, the academic approach of programs must be inter- and transdisciplinary, building off of one another and reinforcing one another, to deliver a truly holistic and formative learning experience.

In accordance with Standard III, the San Germán Campus provides programs of all levels and modalities that are “consistent with higher education expectations” and which “are characterized by rigor and coherence” (*MSCHE Standards*). Below we will discuss our attention to this standard in four areas: 1) the area of design and revision of the general education program and academic programs, 2) the area of opportunities afforded the students above and beyond their academic program, 3) the area of faculty preparation and continued development, and 4) the area of technological and other resources that allow the San Germán Campus to provide an exceptional experience even in the face of significant challenges.

1. How does the San Germán Campus offer its students learning experiences that are coherent, diverse, and consistent with higher education goals?

The San Germán Campus offers its students learning experiences that are coherent, diverse, and consistent with higher education goals by offering a well-rounded General Education Program, by submitting the creation and revision of academic programs to strict policies and procedures, and by following a system that aligns academic programs with requirements from the state and federal Departments of Education and those established by the accrediting agencies in their fields.

To keep all programs consistent with the Institution’s Mission and higher education goals, all academic programs are designed on an IAUPR campus and reviewed by the Academic Senate of that Campus; once approved, the new or revised programs are submitted to the IAUPR University Council, where Faculty members from all IAUPR campuses participate in the evaluation of the proposed program. Finally, new or revised programs are approved by the President of the Institution. New programs, as well as those which undergo substantial changes, are then submitted to the Puerto Rico Board of Post-Secondary Institutions (JIP by its Spanish acronym) for further evaluation and final authorization. Once a program is accepted, it is subject to revision every 5

years by a campus committee of professors in the field if the program is unique to one campus or by a systemic multi-campus committee if the program is shared (A flowchart outlining this process is given in Chapter 5: Figure 5.2 Creation and Revision of Academic Programs Flowchart). Each semester professors must update the syllabi for their courses and the Department Directors verify them. The professors must include an updated reference list of resources that they consider appropriate based on their expertise; the resources “must be updated (no more than five years since their publication, unless they are classics in the discipline)” (*Guidelines for the Single and Shared Review of Academic Programs*, p. 22).

When programs are designed or revised, the *Guidelines for the Review of Single and Shared Academic Programs* establish certain criteria to strengthen the rigor of the program as well as to ensure that the program will foster student success, creativity, and innovation. The *Guidelines* specify:

The University is committed to the holistic development of the student, especially at the undergraduate level of his academic formation...

The University hopes to contribute to the moral, ethical, and civic development of the student through an articulated curriculum that integrates the values that distinguish the University.

The President, Lcdo. Manuel J. Fernós [president from August 1999 - May 2022], in his "Message to the Twentieth University Council at its Ordinary Meeting of March 18, 2011," stressed the importance of revitalizing the teaching of values...

The President's proposal is not based on “adding more courses, but on establishing a common thread through the curriculum. Each course can attend one or several values, promote particular topics and, together, provide an articulated educational experience that exposes the student, through the curriculum, to the teaching of values” (qtd in *Guidelines for the Review of Single and Shared Academic Programs*, p. 25).

At the undergraduate level, the San Germán Campus has implemented a General Education Program aligned with the Institution’s mission and meant to develop the students as critical thinkers and as responsible individuals in society. The General Education Program requires 48 credits for the Bachelor and 24 for the Associate degrees. The general curriculum is structured around six components that seek to provide students with a strong foundation in the arts and sciences. The approach is necessarily multidisciplinary and fosters connections between topics. These components are designed around particular areas of knowledge to provide students a holistic perspective, namely basic English and Spanish communication, math, and computer skills, Christian thought, entrepreneurial culture, philosophical and aesthetic thought, historical and social context, scientific and technological context, health and quality of life and that the courses progress in difficulty from the 1000 to the 4000 level (the above and further details about the General Education program can be found in the *General Catalog 2020-2021*, “General Education Program”). Academic programs are permitted to adjust some of the General Education requirements as appropriate for their fields. Some of the Associate level programs have been aligned to allow students to continue with the bachelor’s after graduating.

Each program creates explicit objectives and/or competencies to develop in the students as well as a graduate profile which is then aligned with the San Germán Campus Mission and Goals as well

as with the courses that are offered as part of the program. In recent years, programs have been created that respond to the professional, social, and labor demands of our community. Examples of these are the doctorate in Music Education, the Certificate in Interpretation in Sign Language, the Certificate in Education for individuals with Autism Spectrum Disorder, and the Post Masters Certificate in Loss and Grief Intervention. Table 3.1 shows the alignment of Doctorate in Music Education with the Mission and Goals of the Institution. An official syllabus is created according to institutional requirements for each course which also contains a list of the objectives for the course expressed in the terms of educational taxonomy (*Guidelines for the Review of Single and Shared Academic Programs*).

Table 3.1 Alignment of Mission and Goals with some sample programs

| Mission and Goals of the Institution | Program Doctorate in Music Arts in Music Education |
|---|--|
| To offer a post-secondary and higher education in the arts and sciences, through teaching, research, and community service, within an ecumenical Christian context. | The Doctorate in Musical Arts in Music Education (DMA) is the final stage in an academic training that aspires to the development of skills of a high artistic level considered necessary in performance and educational practice. Its components also include teaching, leadership, and research as essential elements for the deep knowledge of the art of music. |
| We contribute to society, educating people who come from the various socioeconomic sectors, inside and outside Of Puerto Rico. | Students in the Program: 1 Peruvian 3 Colombians 25 Puerto Ricans |
| We incorporate in our offers and services, innovative modalities of study supported by computer science and telecommunications. | Use cutting-edge technology to positively impact music education programs. Use electronic resources to support research, education, and management in music education. MUSI 7012 MUSICAL PERFORMANCE Practice of the execution of the main instrument. Review of the repertoire, the design of records and the identification of technologies for the teaching of the instrument. 3 credits MUED 8020 DESIGN OF ONLINE COURSES IN MUSIC Analysis of instructional design models applicable to the creation of materials for virtual teaching. Discussion of the technical and practical aspects in the use of technology. |
| At the University, we aspire that our graduates are responsible, cultured citizens, with democratic and Christian values, aware of their social and environmental obligation, so that they can perform competently and exercise | Likewise, the Program aspires to contribute to educational improvement through the training of educators, researchers and leaders who strengthen the understanding of the importance of music in society and the quality of music education programs. |

| Mission and Goals of the Institution | Program Doctorate in Music Arts in Music Education |
|--|---|
| leadership in the occupational or professional context. | Demonstrate knowledge and understanding of the different geographical and cultural contexts in which music education is developed. |
| We seek to maximize the educational potential of students in an environment free of discrimination, in compliance with the law, regulations and accreditation standards, in harmony with the pursuit of academic excellence, critical thinking, scientific knowledge, sensitivity to the arts, ethical responsibility and social coexistence skills. | <p>It is also proposed to contribute to the encouragement, development, and appreciation of quantitative and qualitative research as a way of analyzing and solving the problems that affect the profession.</p> <p>Demonstrate knowledge and understanding of the different geographical and cultural contexts in which music education is developed.</p> <p>Demonstrate knowledge and understanding of significant historical events in the development of music education and its impact on society.</p> <p>Demonstrate knowledge and understanding of the techniques of analysis of the various musical styles and periods.</p> |

Source: IAUPR Mission and Goals and the San Germán Campus Music Department

Each syllabus also contains a list of additional resources as well as a bibliography of works which must be sufficient, pertinent, and recent. Between 2013-2019 further alignment of programs with educational goals was done through the TK-20 system, a platform that articulates the various assessment and evaluation documents and instruments, allowing the production of integrated information on the assessment cycle and the teaching-learning process. (The TK-20 system and the subsequent change to the Watermark system will be discussed with Standard 5).

In the past 10 years, 56 new programs and over 30 minors have been approved; 63 programs were revised at the undergraduate level (10 Associate, 53 Bachelor's Degrees) and 30 at the graduate level (25 Master and 5 Doctoral Degrees). Also, 15 programs were put in moratorium due to factors like no longer being pertinent, lack of demand, or other academic reasons. A chart including the curricular revisions approved by the Academic Senates from 2013 to 2022 is included as Programs Offered by the San Germán Campus 2013 – 2022.

Since 2011, the *Guidelines for the Review of Single and Shared Academic Programs* have specified that Christian-ecumenical, ethical, and civic-democratic value threads consistent with the University's Mission be woven through all the courses. In the revision of programs, collaborators should "1) reflect on the practical meaning of these values, 2) determine how many and in what courses these values can be integrated, and 3) design instruments and practices for assessment of students' attitudes." There are several programs that incorporate ecumenical values into their concepts and skills, including courses in ethics and philosophy. In the mathematics program, ecumenical values are posted on their syllabi. (Evidence Inventory – Math Syllabuses).

The results of external Board tests as required by Nursing, Teacher Education, and Medical Technology also serve as an indicator that San Germán Campus students are receiving learning experiences consistent with higher education goals. External agencies also play a significant role in helping the San Germán Campus maintain an academically updated and rigorous curriculum.

The graphs below show some examples of the results for the external Board tests for the past 10 years.

Figure 3.1 Nursing Boards Results

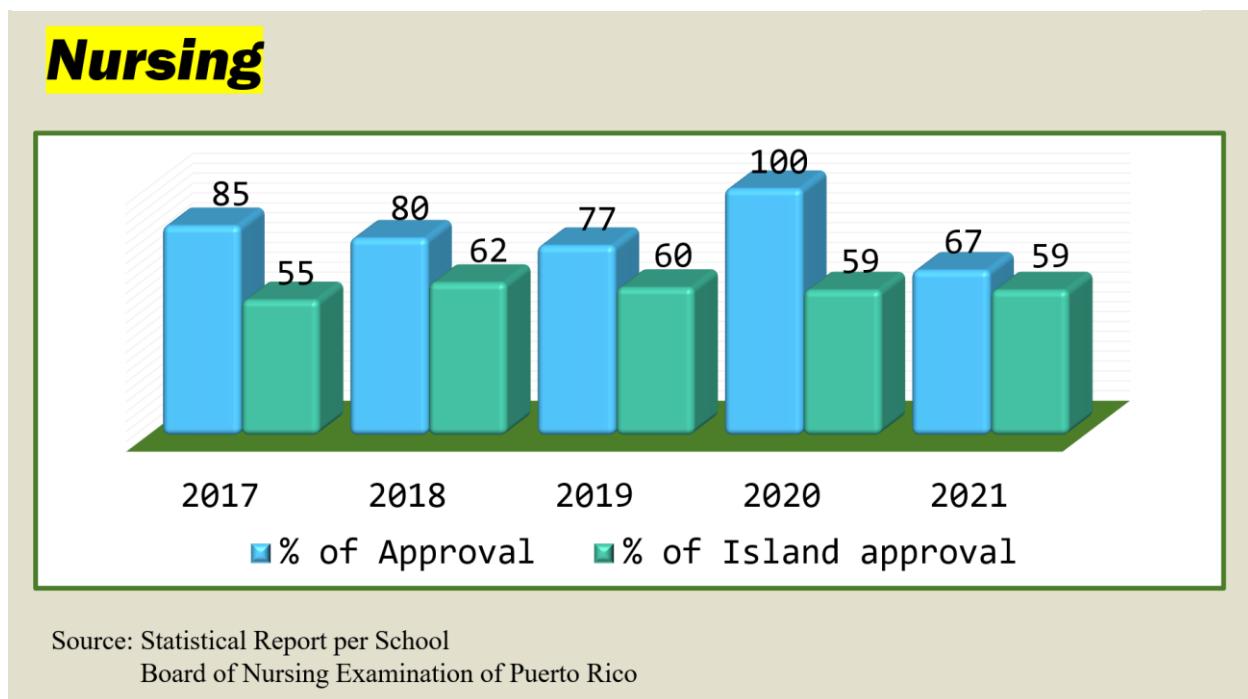


Figure 3.2 Teacher Education Certification

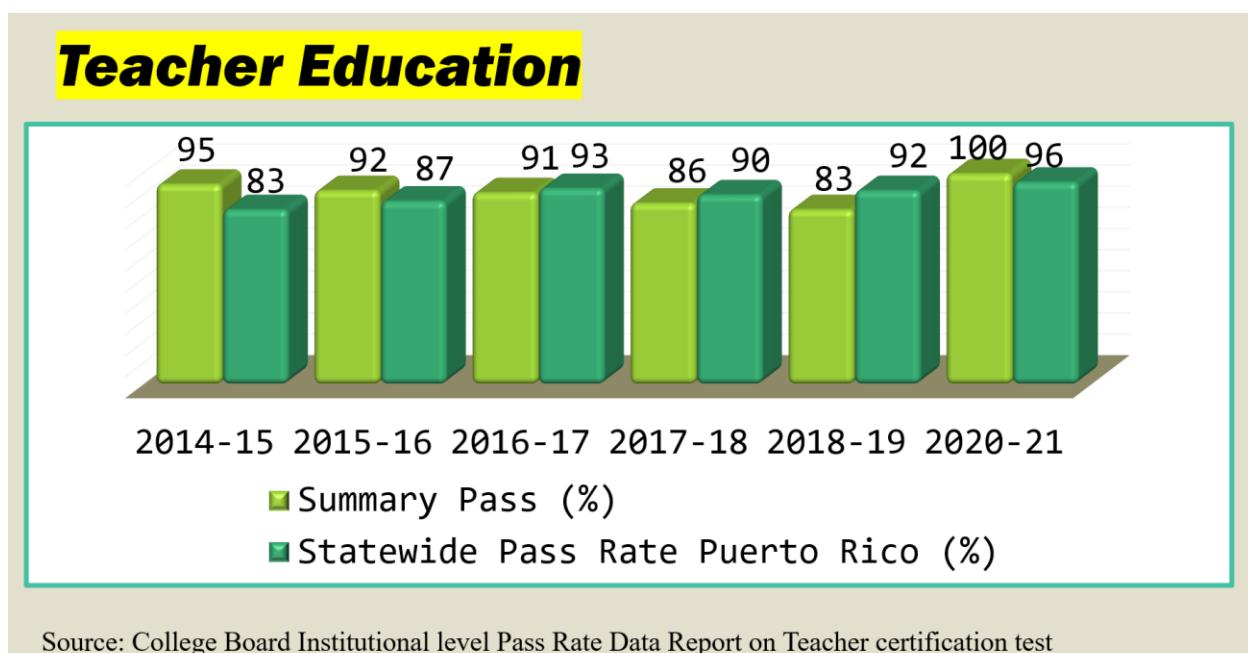
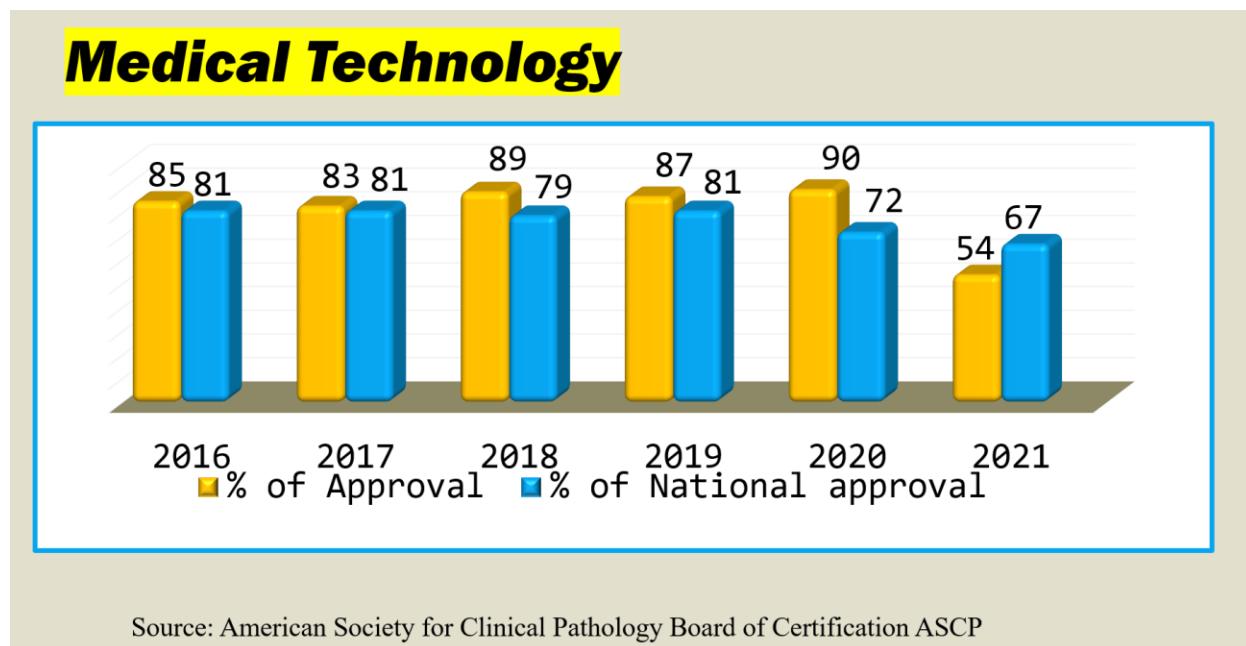


Figure 3.3 Bachelor's in Medical Technology Board Results



In addition to the MSCHE accreditation that includes all the current programs, eighteen percent of academic programs are also accredited by professional agencies other than MSCHE. A table of National Accreditations is provided in Appendix D National Accreditations.

All graduate students are also required to complete an exit option to graduate from their program. Some academic programs of the University require students to complete a practice or internship in a real work scenario as part of the degree requirements (*General Catalog 2020 – 2021*, p. 97 and *Graduate Catalog 2020-2021*, p. 69). Over 50 courses from about 30 different programs are practicum or internship courses ranging from 15 to 250 hours. These external centers may be state and federal agencies, hospitals, and nongovernmental organizations, among others. Some professions have licensing, certification, or professional association requirements or a combination of these in order for a person to practice the profession. Therefore, students and graduates who hope to practice in a licensed profession must meet the current requirements of the organization that confers the license, certification, professional association, or combination of these before initiating the corresponding proceedings with the agency or organization that applies to their profession.

| Program | Level | Courses | Total Credits | Total Required Hours |
|---|-------|---------|---------------|----------------------|
| Clinical Psychology and Psychological Counseling (D702) | PsyD | 10 | 26 | 1225 |
| Clinical and School Psychology (D701) | PsyD | 14 | 41 | 1865 |
| Counseling (309A) | MA | 3 | 12 | 390 |
| Educational Management and Leadership (402) | MA | 1 | 3 | 135 |
| Teaching of Physical Education (401) | MA | 1 | 3 | |
| Sports Training and Performance (400) | MA | 1 | 3 | |

| | | | | |
|--|------|----|----|-----|
| Psychological Counseling (323) | MA | 10 | 16 | 675 |
| School Psychology (324) | MA | 10 | 16 | 675 |
| Office Systems Administration (249) | BA | 1 | 3 | 180 |
| Teaching of Art (254) | BA | 2 | 6 | 205 |
| Computer Sciences (120) | BS | 1 | 3 | 135 |
| Radiological Sciences with a Concentration in Computed Tomography and Magnetic Resonance Imaging (273) | BS | 2 | 8 | 480 |
| Graphic Design (075) | AVA | 1 | 3 | 45 |
| Graphic Design (B001) | BAVA | 1 | 3 | 135 |
| Early Education: Preschool Level (243) | BA | 2 | 6 | 205 |
| Early Education: Elementary K-3 (236) | BA | 2 | 6 | 205 |
| Early Education: Elementary 4-6 (237) | BA | 2 | 6 | 205 |
| Secondary Education in Biology (174) | BA | 2 | 6 | 205 |
| Secondary Education in Spanish (145) | BA | 2 | 6 | 205 |
| Secondary Education in Social Studies (177) | BA | 2 | 6 | 205 |
| Secondary Education in History (144) | BA | 2 | 6 | 205 |
| Secondary Education in Mathematics (128) | BA | 2 | 6 | 205 |
| Secondary Education in Chemistry (187) | BA | 2 | 6 | 205 |
| Special Education (136) | BA | 2 | 6 | 205 |
| Adapted Physical Education (207) | BA | 2 | 6 | 205 |
| Physical Education at the Elementary Level | BA | 2 | 6 | 205 |
| Physical Education at the Secondary Level | BA | 2 | 6 | 205 |
| Teaching of English as a Second Language at the Elementary Level (206) | BA | 2 | 6 | 205 |
| Teaching of English as a Second Language at the Secondary Level (147) | BA | 2 | 6 | 205 |
| Medical Emergencies | AS | 1 | 4 | 180 |
| Medical Emergencies | BS | 3 | 12 | 540 |
| Nursing in Applied Sciences | AAS | 6 | 12 | 450 |
| Nursing Sciences | BSN | 8 | 19 | 615 |

Source: Undergraduate Catalog 2021-2022, Graduate Catalog 2021-2022

During the Pandemic, the Department of Sciences and Technology acquired laboratory software so that the students could continue doing their practicums virtually. Later students were able to return to the labs in accordance with the COVID 19 protocols.

Rigor is also maintained for students doing research involving human participants by having them meet requirements established by an Institutional Board. Studies done with human participants are monitored by the Institutional Review Board (IRB)– “The IRB is responsible for seeing to it that the University complies with the state and federal laws and regulations, as well as with the applicable institutional norms and procedures for the protection and rights of the human beings who participate in these projects” (Graduate Catalog 2020 - 2021 p. 97, <https://www.irbnet.org/release/home.html>).

Through the variety of the General Education Program, the rigor of the creation and revision of programs, the inclusion of practicums, internships, and external Boards preparation, the San Germán Campus offers its students learning experiences that are coherent, diverse, and consistent with higher education goals.

2. How does the San Germán Campus foster its students' professional, ethical, and social development beyond the classroom?

A further discussion of other types of development experiences that help the students beyond the classroom will be discussed in Standard IV Support of the Student Experience. In this chapter, we will address the areas of professional development and conduct.

Professional, ethical, and social development of the students is modeled and guided by the faculty and administration. Faculty mentorship and the faculty's inclusion of students in professional development projects, as their own research assistants and collaborators, as well as conferences and workshops held on campus are the main avenues for fostering students' professional development. The graphs below show the principal activities reported in the *San Germán Campus Annual Reports* in which the faculty participated that offered development for the students.

Figure 3.4 Research Studies



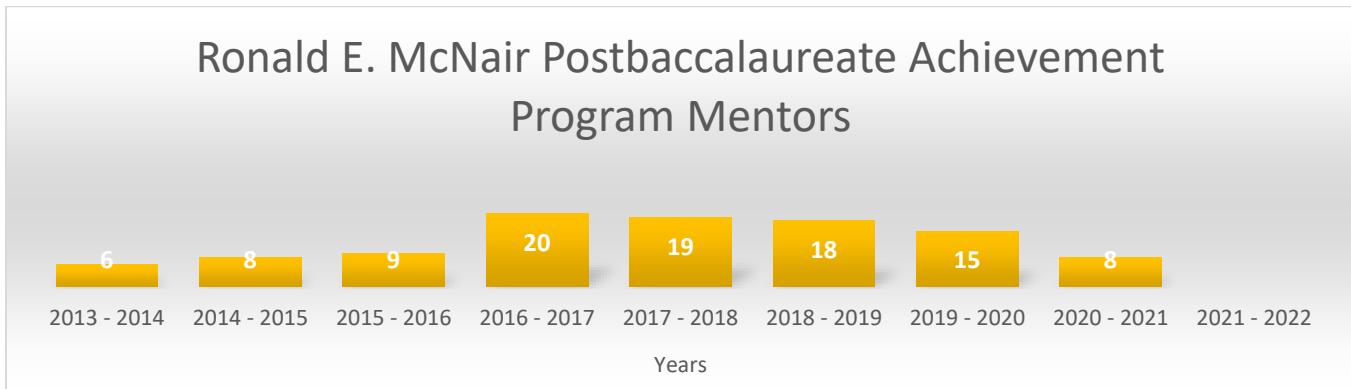
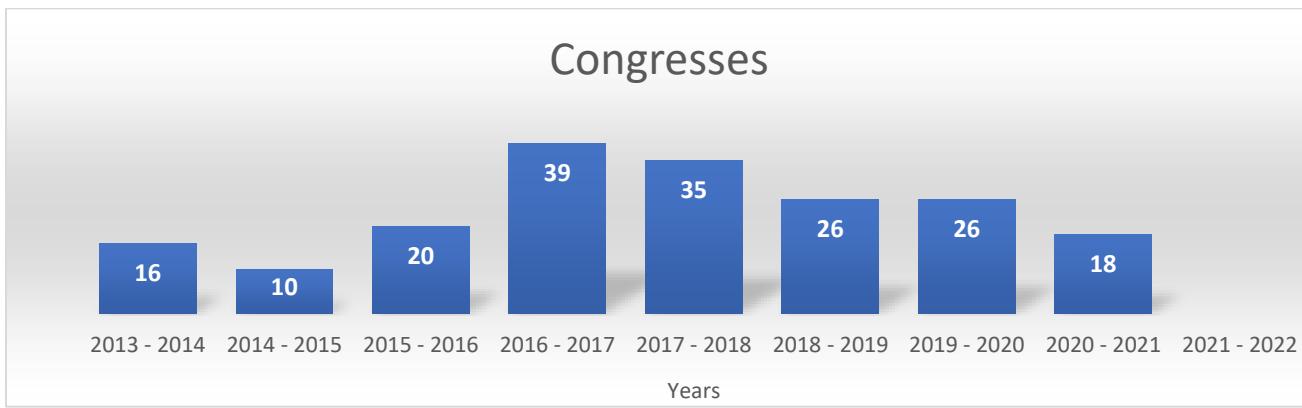
Figure 3.5 Faculty Severing as Ronald E. McNair Postbaccalaureate Achievement Mentors*Figure 3.6 Publications**Figure 3.7 Conferences*

Figure 3.8 Conferences



Figure 3.9 Workshops



Figure 3.10 Other Professional Development Activities

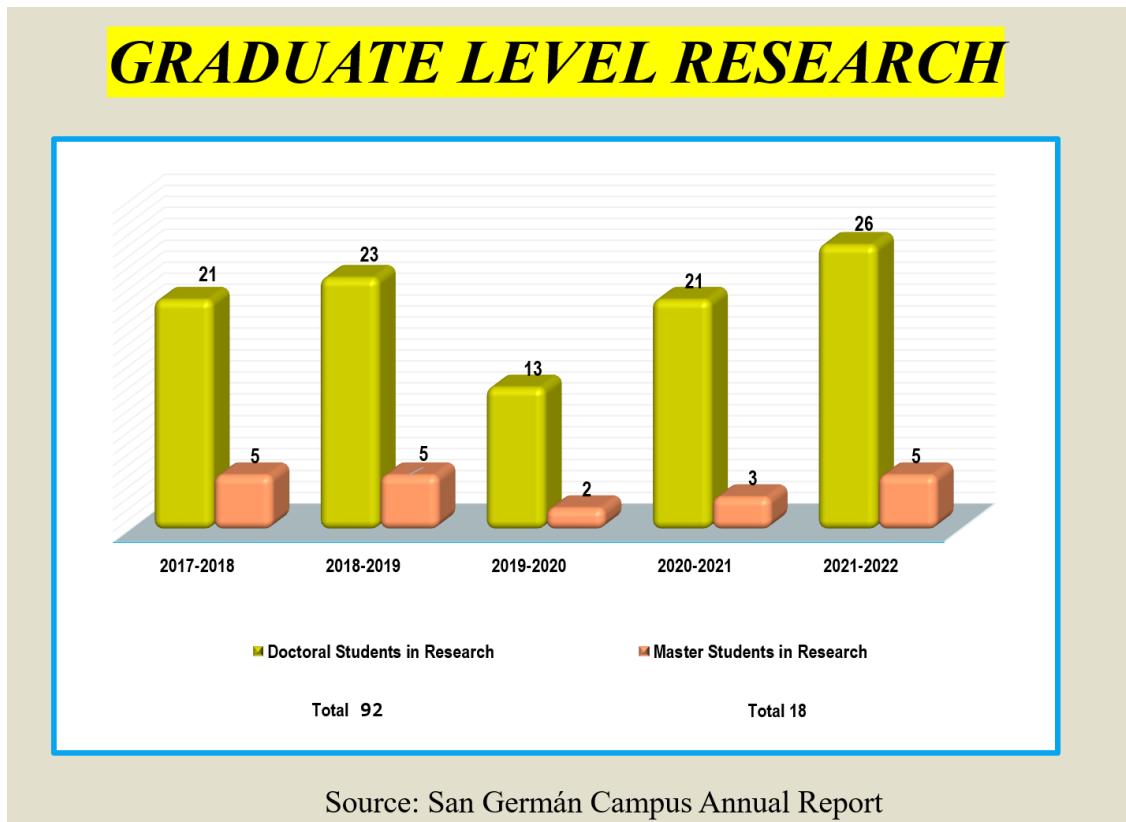


The San Germán Campus is also fortunate to have programs like Ronald E. McNair Program (description of the program given in Chapter 1) Mentors and the School of Graduate Studies and Research (SGSR) which sponsor undergraduate and graduate student research respectively. The SGSR offers a solid emphasis in research that promotes the success of the graduate students.

Figure 3.11 Research conducted by undergraduates in Ronald E. McNair Postbaccalaureate Achievement Program

| RESEARCH CONDUCTED BY UNDERGRADUATES IN RONALD MCNAIR PROGRAM | |
|--|--|
| Years | Number of students in Research Projects |
| 2017-2018 | 32 |
| 2018-2019 | 33 |
| 2019-2020 | 33 |
| 2020-2021 | 33 |
| 2021-2022 | 27 |
| Total | 158 |

Source: Ronald McNair Annual Report

Figure 3.12 Graduate Level Research

Both faculty and students participate in art exhibitions.

Figure 3.13 Art Exhibitions



The Campus offers a rich and diverse activities program, in line with its tradition of community service and engagement. These include concerts, art exhibitions, symposiums, seminars, sports, ecumenical services, and virtual activities to foster the continuous growth and development of the community. Over the years, the Campus has hosted activities to advance its mission and goals, for example, the Children's Vigil aimed at creating awareness about children's rights. The United Nations designated the San Germán Campus as headquarters in Puerto Rico for improving the quality of life of children worldwide. Another example is the *Bioethics Conference: Dr. Boyd B. Palmer*, which presented lectures on scientific and medical ethics issues, attracting a knowledgeable public that attended the event for its 29-year duration (1987-2016). Some *Dr. Boyd B. Palmer Conference* topics have been *DNA Testing: Legal, Moral, and Ethical Implications* (2016), *Science Foundations: Ethics in Research* (2013), and *Genetic Discrimination: The Challenge of the 21st Century* (2010). In the STEM and Research areas several symposiums and science fairs have been organized by the Biology, Chemistry and Environmental Sciences Department. Other notable events have been the *Twelfth Institute on Neurology: Introducing the WISC-5 Administration, Scoring, and Interpretation* in 2017 and the *First Conference on Trends in Research: Innovation and Expansion in Scholarship Today* in 2019 with Dr. Luca Iandoli as keynote speaker. In the years 2021 and 2022, the San Germán Campus hosted the 4th and 5th *IAUPR Institutional Conference of Researchers*, the most recent conference entitled *Equity, Inclusion, and Globalization through a Culture of Research*.

Several campus programs have been recognized for the excellent performance of their alumni in the work scenario and for the high scores obtained on the board exams. Examples of these are the Teacher's Education Program (TEP), Biology, Chemistry, Adapted Physical Education, Music, and Fine Arts. The Medical Technology Program exemplifies this excellence of outcomes. It has had its accreditation reaffirmed by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) seven times since its inception in 1982. In 2020, the program received its reaccreditation for 10 years, the maximum number of years awarded by the Agency. The Western Chapter of the College of Medical Technology of Puerto Rico has recognized the Program for providing the highest quality instruction for around 40 years.

By offering a variety of professional development activities and by encouraging students to participate in Conferences and join faculty in research projects, the San Germán Campus is well-positioned to foster its students' professional, ethical, and social development beyond the classroom.

3. How does the institution evidence that its faculty is qualified to teach courses that enhance the student learning experience?

The San Germán Campus hires qualified faculty members and promotes a diversified faculty development plan to retain an exceptional faculty committed to our Mission of making students academically well-prepared, well-rounded, socially conscious individuals with the potential to serve as leaders.

As Table 3.2 Full-time Faculty Profile shows 70% of the full-time faculty at the San Germán Campus hold the highest degree in their field.

Table 3.2 Full-time Faculty Profile

| Full-time Faculty Profile | | | | | | | | |
|---------------------------|------|-----|--------------|------|-----|----------------|------|-----|
| By Contract | Num. | % | By Degree | Num. | % | By Rank | Num. | % |
| Tenure | 60 | 70% | Doctorate | 57 | 66% | Full Professor | 20 | 23% |
| Tenure track | 16 | 18% | Masters | 28 | 33% | Associate | 32 | 37% |
| Non-tenure track | 10 | 12% | Juris Doctor | 1 | 1% | Assistant | 32 | 37% |
| | | | | | | Instructor | 2 | 3% |
| Total | 86 | 100 | Total | 86 | 100 | Total | 86 | 100 |

Source: San Germán Annual Report 2020 - 2021

The campus has encouraged its faculty to have doctoral degrees so that they can fully develop and strengthen their skills and research at the institution. A table is presented showing the growth of faculty with a doctoral degree. In the past 5 years, ten professors with doctoral degrees have been hired (although one is no longer here) and nine professors have been working on their doctoral degree (although one is no longer here) (San Germán Campus Office of the Dean of Academic Affairs).

Figure 3.14 San Germán Campus Faculty with Doctoral Degree

The faculty are expected to continue developing professionally and as teachers throughout their entire career. To petition a change of rank to an Associate or Full Professor, faculty must submit a portfolio of their achievements in six areas: teaching experience and effectiveness (weighted 63-67% in the review with an expectation of 65%), service to the Institution (8-12%), community service (2-4%), research and creative work (10-14%), and professional growth and development (8-12%) (*Full-time Faculty Handbook 2017, Guide for the Evaluation of Faculty 2016*). As Table 3.2 *Full-time Faculty Profile* above shows, 60% of Inter SG's full-time faculty have met these criteria.

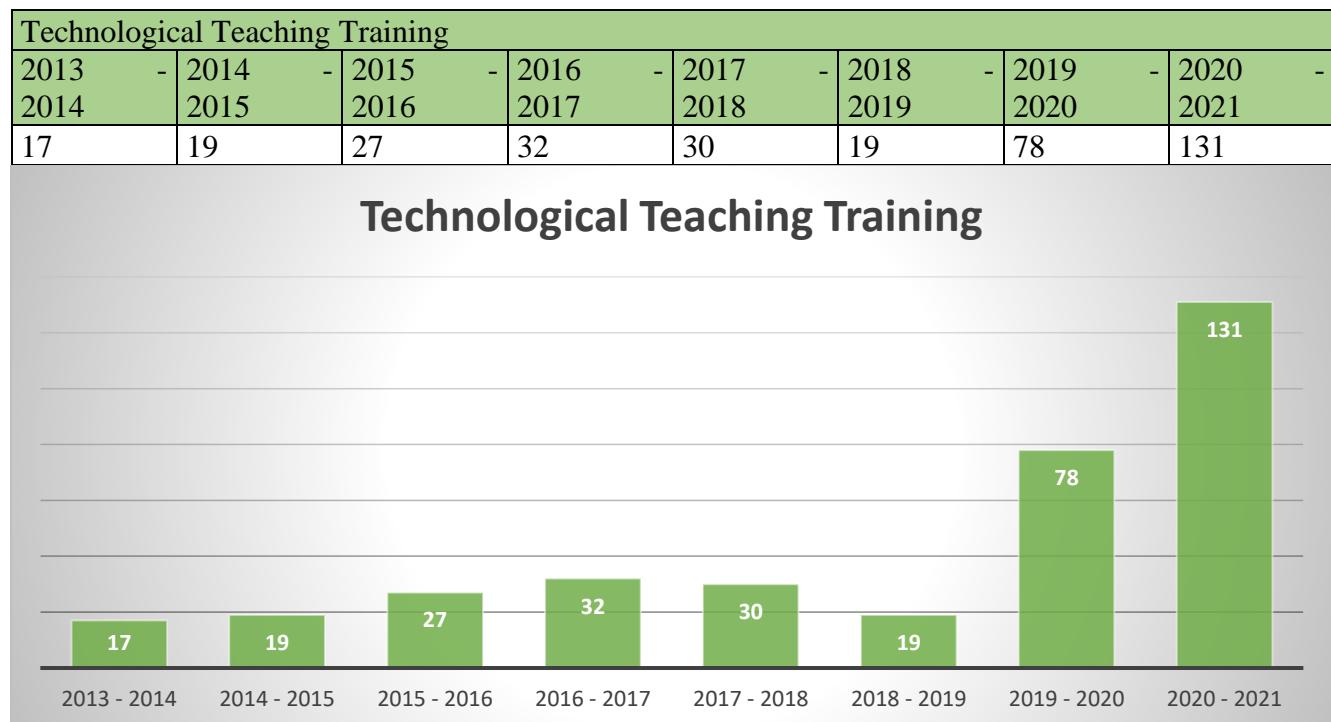
Faculty are encouraged to participate in academic development as well as workshops and courses to improve their teaching. Evaluation of the faculty by the students is done every semester and by their peers is done annually or every three years according to the contract of the faculty member. After being reviewed by their peers, faculty members meet with the committee and discuss improvements and then later with the Department director to further reflect on their teaching (*Full-time Faculty Handbook 2017, Guide for the Evaluation of Faculty 2016*). The final document is filed with Human Resources.

Faculty are encouraged to consider student evaluations as well as to self-reflect on their teaching practices. Full-time faculty are expected to keep current in their fields and update the resources and materials for institutional syllabuses in the years between the official revisions (*Guidelines for the Evaluation of Faculty 2016*). During official revisions, faculty are expected to create courses that reflect the latest trends in the field.

The office of the Dean of Academic Affairs also maintains a Faculty Development Plan and schedules workshops and in-services throughout the year. The Faculty Development Plan has significantly benefited the teaching/learning processes by training professors in methodology and educational materials. One hundred percent (100%) of full-time faculty and 90% part-time faculty have been certified in Blackboard teaching technological processes for remote academic offerings.

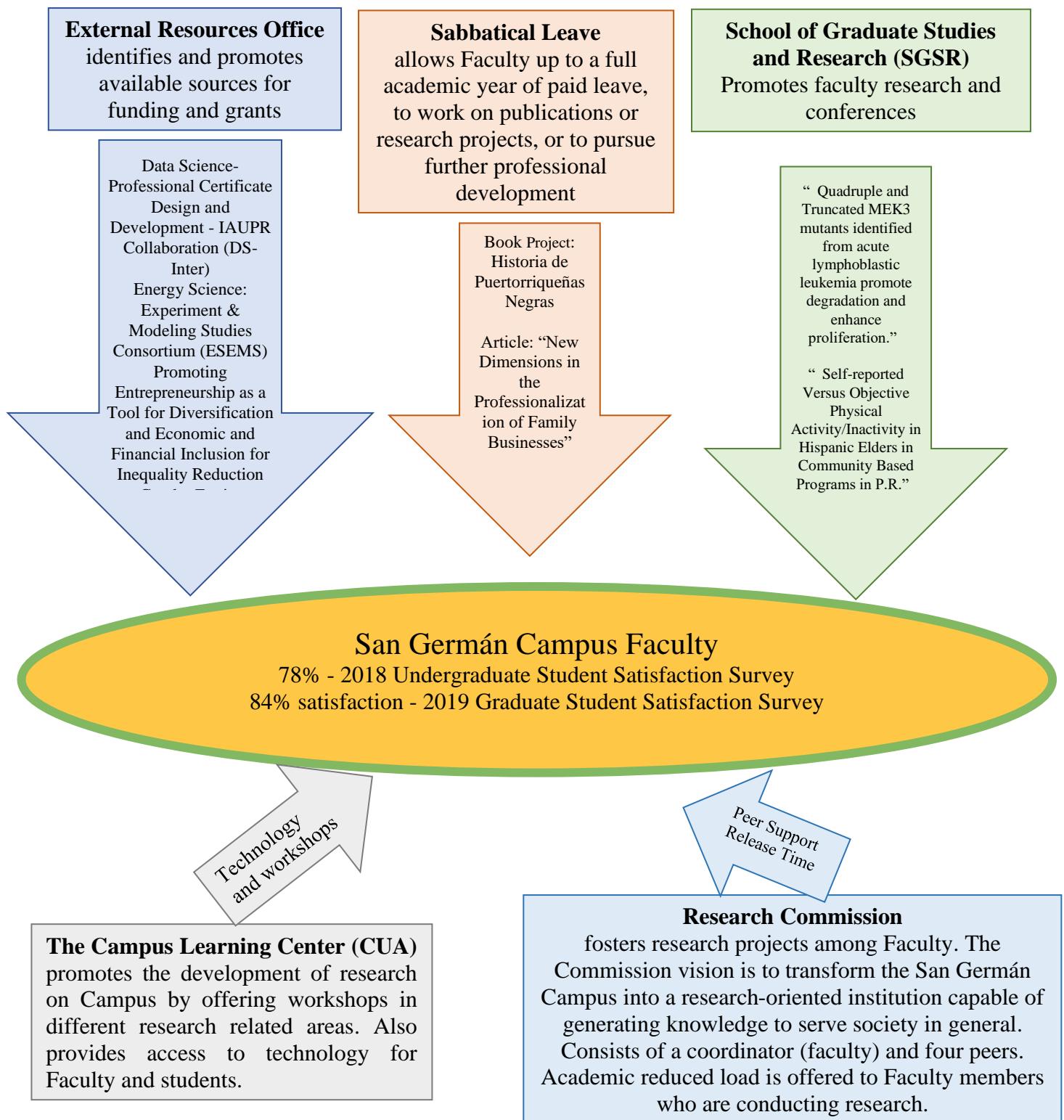
A new Center for Academic and Student Support Online (CAAEL) has been created for the IAUPR System to support faculty teaching online, virtual, or remote classes. While faculty professional development is planned predominantly by the Office of the Dean of Academic Affairs, the office receives input from other dependencies such as Academic Department Chairs, the Academic Senate, and the Student Council that recommend specific training, workshops, and activities that also stem from the results of student evaluations and recommendations of the faculty. The Campus has included in its *Strategic Plan* the priorities of research, assessment, developing educational materials, student retention strategies, the use of technology assisted instruction, and internationalization. Many professors have excelled in creative work, especially in the fields related to Arts, Music, and STEM projects; some have presented their work internationally.

Table 3.3 Technological Teaching Training Sessions



The Deanship also provides funds and opportunities for development offered by external groups. The San Germán Campus supports faculty research projects and creative work as shown in Figure 3.15.

Figure 3.15 Support for Faculty Research and Projects



Sources: San Germán Annual Reports, Faculty Manual 2022, Student Satisfaction Surveys (average of questions related to professors), External Resources *Proyectos Vigentes Durante El Año Fiscal UIPR*.

For most programs, Inter SG is able to offer a low student to faculty ratio. The average full-time student to faculty ratio is 26:1, which allows the faculty to better dedicate time and attention to the students (*Statistical Reports 2020-2021*).

The San Germán Campus hires qualified faculty and supports them in professional development. Current and new tenure-track positions require a doctorate or equivalent and the Campus encourages faculty who do not have a doctorate to pursue one and to apply for financial support for such studies. Faculty are generally encouraged to participate in professional development activities offered at the campus and institutional levels, and in order to advance, professors must develop as teachers and as researchers. External and internal resources are available to further support research. The San Germán Campus faculty are guided by the Mission to pursue excellence and be leaders in their fields.

4. How has technology been used in academic processes and student services to provide experiences of excellence? How has it helped the Campus overcome multiple challenges?

The San Germán Campus has long used the Blackboard system to offer support for face-to-face courses and as a platform for asynchronous online courses as well as the Microsoft Outlook and Office system for email and necessary work applications. Even before the Pandemic, when these systems became indispensable, the administration encouraged professors and students to take advantage of technological resources and strove to make them more user-friendly. Professors were advised to put materials and assignments in Blackboard Learn. Students were prompted to use the campus email and the free Office 365 Suite that came with it. The Campus added computer labs, copiers that made PDF files, software, and other technology to help students. However, before the Pandemic there was a general preference for the low-tech way of doing things. This was an advantage in 2017 when many students and faculty went without power for months and without internet for even longer and again in January of 2020 when many people once again had their lives disrupted by the earthquakes. During the Pandemic then, the technology was already in place and the Campus focused on training faculty, administration, and students on how it could allow us to continue our Mission.

At the beginning of the Pandemic, Microsoft TEAMS was also made available to the faculty and students and the Student Organizations ran their groups through TEAMS. Starting in the 2020-2021 school year, faculty were provided laptops and a supply of laptops was also made available to students. The administration put more forms on the webpage and gradually made them more user-friendly. Blackboard Learn, Microsoft Office, and the Campus tried to create more with mobile users in mind. For a culture that prefers to speak to people face-to-face, to have something in writing confirmed orally, and for a place that cannot count on electricity or strong internet signal, the transition in the last few years has been remarkable. More and more, the faculty, administration, and students are seeing how technology can make work more efficient and easier in some sense. Table 3.4 gives an overview of the main technologies that have been implemented on Campus.

Table 3.4 Technology Implementation on the San Germán Campus

| System or program name | Year of purchase and years of updates or major changes | How much of campus community uses it? | Ways if any that it helped during economic crisis, hurricanes, earthquakes, and/or pandemic |
|--|--|---------------------------------------|---|
| Blackboard Learn | 2014 | Faculty and students | Provided platform for distance courses |
| Bb Collaborate Ultra | 2015 | Faculty and students | Synchronous courses could be recorded for later viewing |
| Microsoft Office and Outlook | 1997, 2021 | Entire Campus community | Program for all campus email |
| Microsoft TEAMS | 2020 | Entire Campus community | Student organizations used during Pandemic |
| CIT labs | 2010, 2021 | Faculty and students | Offered electronic and computer services during the power outages following the hurricane |
| CIT personnel and tech service | 2010 | Entire Campus community | Offered mentoring and tech support virtually during the Pandemic. |
| laptops | 2020 | Entire Campus community | Allowed faculty, staff, and students to work from home during the Pandemic. |
| Virtual Library | | Entire Campus community | Allowed faculty and students access to electronic resources during the Pandemic |
| Social Media presence | 2012, 2021 | Entire Campus community | Distribute information and announcements |
| YouTube channel | 2012, 2021 | Entire Campus community | Allowed the presentation and recording of activities |
| NVIVO 10 (5 licenses) | 2015 | In progress | In progress |
| Microsoft Office 2019 (Word, Excel, PP...) | 2021 | Entire Campus community | In progress |
| IBM SPSS Statistics 27 | 2021 | In progress | In progress |
| Survey Monkey (Survey Platform) | summer 2021 | Entire Campus community | In progress |

Source: Reports from CIT and CAI

During the pandemic, the Institution televised some of the General Education Program classes and reran the episodes on the San Germán Campus YouTube channel. Two professors from the San Germán Campus were chosen to give one of the General Education Spanish courses and one of the General Education math courses. These televised courses offered one way that students all over the island could keep up with their classes through the television or by watching the videos on their mobile phones.

The Campus community continues to become more technologically savvy, and the Campus has played a key role in that development by making the technology available. Students are taught how to use technologies that they will need now and in the future to help them and to make their work more efficient. The focus here is explained best by San Germán Campus goal #10: Promote the value, appreciation, and use of technology in the quest for knowledge and in daily life.

Conclusion Standard III

The design and delivery of the student learning experience on the San Germán Campus is characterized by qualified faculty, a strong General Education Program that includes the values of the Institution, a commitment to the pursuit of excellence in the development of courses and of research, an environment conducive to outside research and other development activities, and the gradual adoption of technology. After the above review of the four areas: 1) design and revision of the general education program and academic programs, 2) opportunities afforded the students above and beyond their academic program, 3) faculty preparation and continued development, and 4) technological and other resources that allow San Germán Campus to provide an exceptional experience even in the face of significant challenges, we have observed that San Germán Campus provides programs of all levels and modalities that are “consistent with higher education expectations” and which “are characterized by rigor and coherence.”

The San Germán Campus complies with Standard III – Design and Delivery of the Student Learning Experience and its criteria. It also complies with the priorities established in the Self-Study Design and with the MSCHE Requirements of Affiliation related to this Standard:

Priorities presented in the San Germán Campus Self-Study Design, related to Standard III:

Priority 1:

Foster student success, creativity, and innovation

Priority 3:

Strengthen academic development and administrative processes based on assessment outcomes.

Priority 4:

Encourage advancement of the Campus Mission and Goals.

MSCHE Requirements of Affiliation, related to Standard III:

Requirement 2: The institution is operational, with students actively enrolled in its degree programs.

The Annual Update Reports submitted to MSCHE show that the institution is operational.

Requirement 8: The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

This is discussed in Chapter 5.

Requirement 9: The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.

Please see the discussion in this chapter (3).

Requirement 10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

This requirement is discussed in Chapter 5.

Requirement 15: The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.

The core faculty is discussed on page 52 of this document.

Recommendations and Suggestions:

In line with the Puerto Rico Higher Education Plan for 2030, San Germán Campus has started a process of scrupulous assessment of which programs need to be left in the past and which need to be redefined and reimagined for the future. Our policies and procedures for such revision are adequate and will allow us to adjust our programs to continue our mission of turning out excellent students poised to be leaders and innovators of our society.

Chapter 4 Standard IV Support of the Student Experience

The San Germán Campus remains committed to meeting the Standard of Support of the Student Experience as outlined by the MSCHE in terms of showing that in every modality available, San Germán Campus chooses and fosters students who respond to and will go on to embody its Mission. The San Germán Campus counts on administrative, external, and professional resources to "[enhance] the quality of the learning environment, [contribute] to the educational experience, and [foster] student success" (MSCHE standards, 2021). Below we outline Enrollment Services Management and the Office of the Dean of Students which provide the foundation of the student support services. Then, we highlight key educational resources that are available to students through the various offices as well as through external programs. These offices and programs allow San Germán Campus to meet and attend to the needs of a largely low-income minority student population which faces many challenges in their academic formative process and to direct these students down the path of success.

The San Germán Campus enrolls about 4,200 students on average, nearly 80% of which are undergraduates. The majority are full-time, daytime students between the ages of 18-24 who come from within a 25-mile radius of the Campus. As nearly 90% of undergraduate students qualify for financial aid, the coordination of the Financial Aid Office with External Resources and other special programs is key to student success. Thirty percent of undergraduate students are first generation college students, so the alignment of tutoring, mentoring, and other acculturation services is another important key to student success. General demographics of the students are given in Table 4.1.

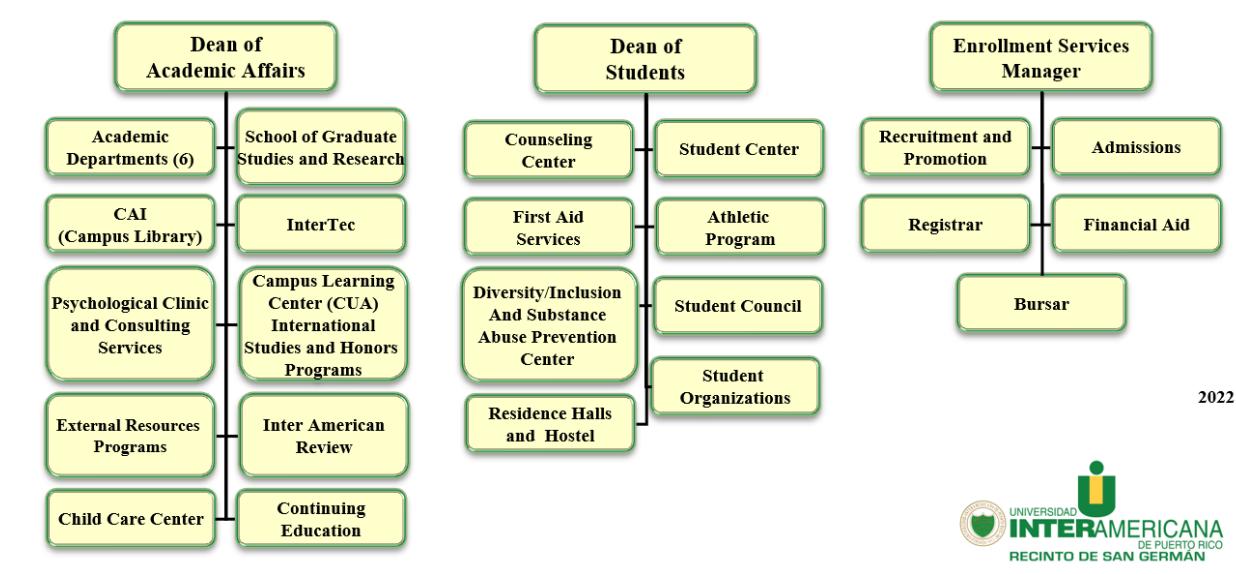
Table 4.1 Profile of IAUPR San Germán Campus students with Demographics (averages)

| Profile of the San Germán Campus Student Demographics Averages from 2017-2022 | | | |
|---|--------------|--|-------|
| Total Enrollment | 4,224 | Undergraduate Students | 3282 |
| <u>Western Puerto Rico</u> | 84% | Undergraduate Full-time | 87% |
| Other areas of Puerto Rico | 15% | Undergraduate Daytime | 79% |
| United States | 1% | Undergraduate Between age range of 18-24 | 88% |
| International | Less than 1% | Undergraduate recipients of financial aid | 90% |
| | | Undergraduates who solicited reasonable accommodations | 6% |
| Undergraduate total | 77.6% | Average general index for entering freshman | 3.08* |
| Graduate total | 15.1% | (*highest of all 9 IAUPR campuses) | |
| Certificate total | 7.1% | | |

1. How do the academic and administrative processes used by the San Germán Campus align with each other to support the student experience?

The San Germán Campus integrates the collective services of the Office of the Dean of Students, the Office of the Dean of Academic Affairs, and the Office of Enrollment Services Management in a way that provides the most comprehensive and aligned student support. To do so, the strategies and processes must be tailored to the reality of the university community. Although the Office of the Dean of Administration (which will be discussed in Chapter 7), the Office of the Dean of Students, the Office of the Dean of Academic Affairs, and the Office of Enrollment Services Management perform diverse functions, they come together to play an important role in supporting the student experience, allowing the San Germán Campus to work as a single unit. This San Germán Campus Partial Organization Chart shows the offices that work together to provide direct support for student services.

Figure 4.1 San German Campus Partial Organizational Chart



The Office of the Dean of Academic Affairs, under the Chancellor's leadership, ensures that academic policies and regulations are justly applied and fairly executed. Its role in supporting the faculty was discussed in Standard 3, but we reiterate here that through its work with the faculty in giving training, conferences, support for research, and other professional development activities, it contributes to the student experience by providing the students with faculty who continually strengthen their skills. The Dean's Office also oversees the revision of existing academic programs and the creation of new curricula as well as research projects. Furthermore, it handles the procedures related to licensing and professional accreditations in Puerto Rico and the United States.

In terms of supporting the students directly, the Office of the Dean of Academic Affairs works with the respective academic departments in considering individual cases related to students' needing enrollment-related exceptions, recommendations for transfer of credit, requests for substitutions of courses, requests for grade changes and removal of incompletes, as well as other special requests. It also certifies master's theses and doctoral dissertations and oversees compliance with Academic Progress regulations. Through the Campus Learning Center (CUA) by

its Spanish acronym), services of mentoring, tutoring, technical, personal, and professional development for the entire student body as well as special programs such as the Honors Program, the annual Road to University Success Experience for new students, and the exchange program are made possible. The Annual Road to University Success is an orientation experience for first year students where they are introduced to the different services and tools available to them on campus. This activity, which lasts 3 days, serves to make students feel welcomed and supported from the beginning of their university career. CUA seeks to increase student academic success and retention by promoting the development of a learning community. The Dean's Office works with its dependencies and with other offices on Campus to make the students feel heard, to prevent challenges from becoming obstacles, and to ensure student academic success and retention.

In light of our society's need, the Office of the Dean of Academic Affairs promotes and supports the development of asynchronous online courses as well as other alternative course methods and administers the Distance Learning Plan for the campus. Building the Distance Learning Program is one of the ways that the San Germán Campus advances its goal to internationalize. Together with the Academic Senate, the Dean's Office contributes to curricular revisions, creation of programs, courses, and administrative processes.

During the Pandemic, the Dean's Office worked with the School of Nursing and Health Sciences to coordinate simulations of student practicums in laboratories on Campus, once this was authorized by the Nursing Examination Board in Puerto Rico and the accrediting agency Commission on Collegiate Nursing Education (CCNE). Prior to the Pandemic and now that we have returned to on campus learning, the student practicums are done at outside centers. Each program has a coordinator who serves as the link between the university and the centers. Such agreements permit the students to gain the skills necessary to grow as students and to be future health professionals.

The Office of the Dean of Academic Affairs also oversees several programs directed at a specified group of students. Federal grants form an important part of our university community, offering support directly to students, programs with eligibility requirements that aid in the formation, inclusion, and support of students. The Continuing Education program develops courses, seminars, and talks serving the personal and professional needs of Southwestern Puerto Rico. The program enriches and complements the regular programming of the University with offerings for nontraditional students. The School of Graduate Studies and Research is a one stop center that recruits, enrolls, counsels, and retains current and future graduate students. In addition to the administrative personnel at the School, a statistician, the graduate program coordinators, a computer lab, and classroom and study areas are available. The Library (CAI by its Spanish acronym) has a mission to provide information services and support academic and research activities for the Campus, providing educational resources, equipment, and reading, study, viewing, and meeting rooms. From its inception, the CAI has been open to the entire university community. Through the above programs, the Office of the Dean of Academic Affairs coordinates its services with administrative processes to support the student experience.

As part of the services for supporting students, the Campus has a subsidized Child Care Center for students, employees, and parents from the community who need no cost or low-cost childcare while they are studying or working.

The San Germán Campus also has a Psychological Clinic which offers emotional and mental health services to the community. It is conveniently located and poised to attend to the needs of university students. The Clinic is supervised by Faculty from the Campus' Psychology program and graduate students intern there as part of their educational practice. It focuses on guaranteeing the highest standards of quality of service and of professionalism.

The Office of the Dean of Administration offers services of the highest quality to the university community through its responsibility to plan, coordinate, supervise, and evaluate the administrative processes at the heart of the philosophy of Total Quality Management (the philosophy is discussed at the beginning of Chapter Five, page 79). Among the functions of the Dean's Office is that of making students and the university community feel safe. In accordance with the Policy and Regulations for Security and Occupational Safety at IAUPR, the Office ensures that we are complying with all regulations, state, and federal laws that apply to our operations. The security and well-being of the students and of the University Community is of vital importance, so access to the campus is controlled with visitors needing to check in and security constantly patrols Campus.

When events are held on campus, the campus security guards are visible and vigilant. At external events, students, faculty, and administrative personnel complete a document indicating their compliance with security requirements and procedures. An annual simulation is done to prepare for earthquakes. Information is posted in the event of fires or other emergencies. COVID-19 protocols are also posted throughout the campus and are emailed to the faculty and administrative personnel. It is mandated that the faculty share the info with the students. The Office of Conservation and General Services maintains the buildings, grounds, and lighting. An additional service has been contracted to sanitize the classrooms in accordance with COVID-19 protocols.

The Office of the Dean of Students helps the students to develop as students and as citizens, organizing activities and offering services that foster retention and leadership for the benefit of the university community.

The Academic Counseling Center works directly with students, especially focusing on first- and second-year students, supporting them and directing them in their personal, educational, and professional development. They offer personal and group counseling, academic advising, and vocational planning through the Career Center. There is also the office of Diversity/Inclusion and the Prevention of Substance Abuse that works directly with the students and their needs related to gender violence, bullying, alcohol, drugs, and Title IX. The Dean's office, being aware of a societal need, also has set up an emergency fund for students who need food, technological equipment, uniforms, or other required elements to complete their university life or to help them be successful. In these ways the offices overseen by the Dean of Students coordinate services so that students can focus on their academic development.

Student organizations offer experiences that add value in academic, professional, and personal formation of the students. These opportunities foster leadership and growth through social, cultural, academic, and community service activities.

The residence halls align with these other opportunities available to students by offering students the chance to live on campus, get to know students that they might not have met, and participate fully in campus life. The San Germán Campus was the first Campus in the system to offer student

residence halls. The men's dormitory, Archilla Cabrera, and the women's dormitory, Eunice White Harris, have space for 442 students with a maximum of 4 students per room (2 students during the Pandemic). These facilities offer services to cover necessities for an appropriate and comfortable environment for university studies. These residences receive students from all parts of the world, locally, nationally, and internationally. The dormitories are equipped with basic services to promote the well-being of the residents; moreover, they offer recreational social activities and health and wellness talks to stimulate healthy living. They also help develop the learning community in the university and play an important role in supporting students in their achievement of academic and life goals.

The various dependencies of the Office of the Dean of Students work together to offer students varied opportunities that encourage the comprehensive development of our student community.

The Office of Enrollment Services Management coordinates the offices of Promotion and Recruiting, Admissions, Registration, Financial Aid, the Bursar's office, and orients students and handles scholarships so that students receive excellent service. The offices support the different processes the students pass through in their time on Campus.

The Chaplaincy Office fosters an optimum environment, from a Christian perspective, for the development, growth, and spiritual well-being of the whole university community, one in which diversity and a plurality of thoughts and beliefs are recognized, respected, and appreciated. The Office organizes and promotes activities that support the development of Christian values and attitudes in an academic and Ecumenical context, that promote fellowship, solidarity, and service to others in the process of the transformation of Puerto Rico. Its activities stimulate reflection of Christian faith and analysis about Puerto Rican social reality. In addition to the focus on values, the Chaplain himself gives ethics classes as part of the General Education Program.

All the dependencies worked in conjunction with each other in the period following Hurricane Maria and after the earthquakes. With the Pandemic, much more material has been made available on the web and processes have been made available in a remote or virtual manner. Both the academic and administrative side remain committed to our Mission of developing excellent leaders and global citizens.

2. How does the San Germán Campus commit to student retention, persistence, completion, and success? How effective is the San Germán Campus in enhancing the student experience to ensure student success?

Every institution desires to have the formula for perfect success in retention, persistence, completion, and student success. The San Germán Campus currently has a retention rate of 75% (above the System rate of 69%).

Table 4.2 Retention Rate

| Cohort | % IAUPR System Retention | % San Germán Campus Retention |
|--------|--------------------------|-------------------------------|
| 2017 | 72% | 78% |
| 2018 | 75% | 80% |

| | | |
|------|-----|-----|
| 2019 | 71% | 80% |
| 2020 | 69% | 75% |

Ongoing dynamic, persistent, and coordinated work, which puts the student at the center, focused on their holistic development is what contributes to the retention rate. The San Germán Campus as well as the System, the Faculty, administration, the academic departments, the deanships, offices of services and student support work together directly and indirectly in the holistic formation of the students.

As a pre-cursor to retention, the San Germán Campus also tries to make an impact on students at the high school level. The San Germán Inter American School, which offers educational services from pre-school to high school, with a current enrollment of 575 students, serves as an important resource for the Campus and the surrounding community. The School is integrated in the Campus, allowing junior and senior students to take university level courses. Their student body participates in many cultural, academic, and extracurricular activities. The San Germán Inter American School is accredited by the Middle States Association of Colleges and Schools through 2023 and licensed by the Puerto Rico Board of Post-Secondary Institutions. By exposing high school students to the many benefits of a college education, the school instills in students a desire to pursue higher education and the realization that college is a road to success in the future. For the University students as well, the school plays an important role in their development, functioning as a practice center for the Education students of the San Germán Campus.

In 2015, the San Germán Campus began a program, called *Adelanta Tu Futuro* (Get Ahead in Your Future), which allowed local eleventh and twelfth graders to enroll in a free General Education course on Saturdays with the added bonus that if they later came for a degree at the Campus then they would keep that credit. Prior to the Pandemic, approximately 90 students participated each year with 80% or greater enrolling at the San Germán Campus for a degree afterwards.

In addition to the school, San Germán Campus also maintains the Center for Student Sustainable Support (Proyecto CASA), which began in 2006. Proyecto CASA provides an alternative school for students who drop out or are at risk of dropping out of a traditional school. For these students, Proyecto CASA provides support in academic skills' development, technological access, and engagement in community service. It aims at decreasing the rate of high school student drop out in the region and has a 98% retention and graduation rate. During its fourteen years, CASA has helped over 1,200 students to successfully complete the requirements to obtain a high school diploma and 80% have continued to pursue a higher education degree. This program has served as a model for the establishment of other thirteen similar programs in Puerto Rico.

Retention is a complex process that includes all part of the Institution, from the academic factor, services offered or not offered, satisfaction of needs, integration, among other areas, focused on keeping the students at the Campus from admission until they complete their academic degrees. Persistence is equally complex taking into consideration situations within and external to the university, particular situations that the student faces or from their family or environment. The San Germán Campus encourages student expectations to develop their interest and motivation in continuing their studies, like an engine driving toward the finish line and success. The experiences

and opportunities are varied, from the residence halls, student organizations, Student Council, Academic Senate, internships and exchanges, research, and work-study.

The support services for the university community are tutoring, counseling, chaplaincy, the Library (CAI by its Spanish acronym), the Information and Telecommunications Center (CIT by its Spanish acronym), the Honors Program, Student Council with the loaning of books, the Emergency Fund, Path to Success for first-year students, and residence halls. For those students interested in the military, the Campus has an ROTC program.

The office of Enrollment Management Services offers an essential service, guiding the students through the processes of registration and payment of their education. It arranges for students to receive the necessary orientation so that they are not passed from office to office to complete their necessary transactions. The office works to direct students to the correct areas to attend them, to improve their service and coordination of service in an ongoing manner, and to attend to special registration cases or financial payment plans. Approximately 90% of the undergraduate students are eligible for the Pell Grant and the Financial Aid Office plays a big role in initiating students to University life.

The Campus assigns its principal functions among 3 deanships, which directly and indirectly, work to achieve academic goals, satisfaction, holistic development, and inclusion of students. The Office of the Dean of Administration works directly with everything related to conservation and general service, including budget, finance, accounts payable for goods and services, disbursement, electricity, refrigeration, plumbing, maintenance, cleaning and decorating services, maintaining the facilities in optimal conditional on Campus so that the students feel comfortable in those facilities. It tries to maintain the necessary resources and equipment available in order to be effective in contributing positively to the student experience.

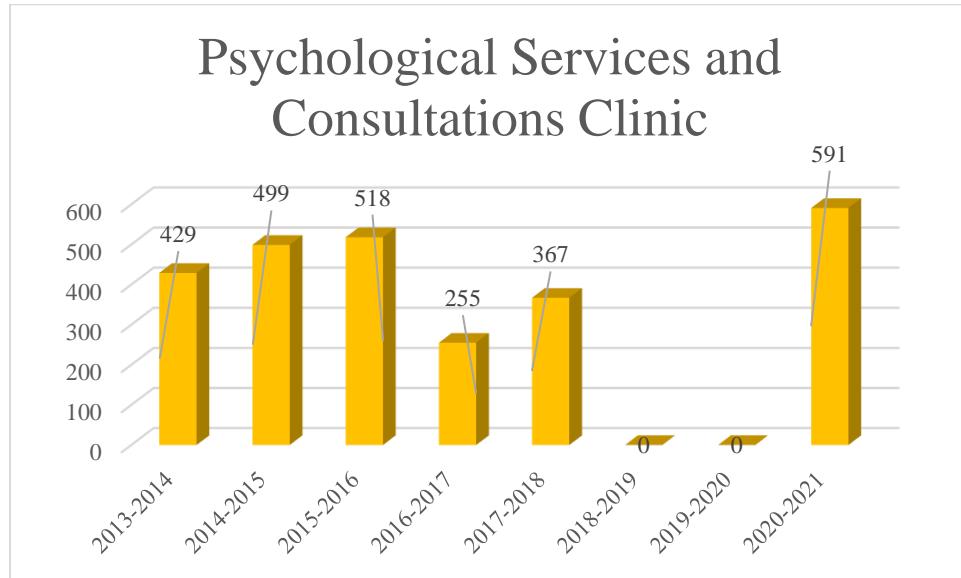
The office of the Dean of Academic Affairs works directly with retention and persistence, encouraging achievement of academic goals so that the students can complete their degrees and reach their desired success. In collaboration with the Academic Departments, the office is in charge of implementing the academic rules and regulations, the review of course assignments, the programming of courses, academic overloads or over the limit presented by the Department Directors in consideration of the needs of the students. The office fosters evaluation and curricular revision balancing it with the needs of the students, leading to the creation of new programs. It supports and encourages the development of the faculty, with study grants, research projects, and promotions, motivating ongoing development, making the Faculty better prepared to serve the student community. Currently 70% of the full-time faculty have a doctoral degree.

Also under the office of the Dean of Academic Affairs is the University Learning Center (CUA by its Spanish acronym), which offers diverse services to the university community to increase retention and academic success. The Path to Success for first year students is one example. The project seeks to orient first year students to institutional culture, giving them tools to start strong. CUA also offers service to students in the Honors Program. Under this program, students with outstanding academic performance are further incentivized with scholarships. The CUA offers tutoring to students in diverse subjects and fosters student exchange. The experience of student exchange and internships allows students to reside at a different university or institution during a certain term, learning a different culture, language, and expanding their academic knowledge, allowing their personal and professional growth.

The Ronald E. McNair Postbaccalaureate Achievement Program, supported by federal funds, first began in 1992, encourages academic experience and research projects for students who are economically disadvantaged. It encourages students to aspire to a doctorate degree. It includes academic counseling, workshops, financial aid for research, conference attendance, and visits to graduate schools. From 2012-2022, 33 students each year have received benefits from this program.

Another important service is the Psychological Services and Consultations Clinic, which serves the dual objective of offering a mental health clinic for the campus community as well as a practicum clinic for masters and doctoral level students in the program of psychology. In addition to the Campus Community, the Clinic also provides services to children and adults in the Southwest region of Puerto Rico with a grant from the Puerto Rico Department of Education. From 2013-2021, over 2500 patients have benefited from these services.

Figure 4.2 Psychological Services and Consultations Clinic



The office of the Dean of Students includes several departments. It is distinguished for its excellence in retention and leadership through the promotion of well-being and quality of healthy living. Its focus is on the well-being and quality of student life, and it is aligned with the 8 dimensions proposed by the U.S. Department of Health in their publication *Substance Abuse and Mental Health Administration* (SAMHSA). The 8 dimensions consist of emotional, spiritual, intellectual, physical, environmental, financial, occupational, and social well-being.

The offices and services that form part of the office of the Dean of Students are the Professional Counseling Center, Student Council, Diversity/Inclusion and the Prevention of Substance Abuse, Student Organizations, First Aid, Athletics, the residence halls, and the University hostel.

The Academic Counseling Center offers counseling to students with a view to help them in their personal, educational, and vocational development, contributing to their holistic formation and integration in university life. The services are focused on first- and second-year students and include personal, academic, and occupational counseling. There is a Career Center that offers

service to the external student community as well offering quizzes and orientation about vocational interests. Another area of the Academic Counseling Center is the Office of Diversity/Inclusion and Substance Abuse Prevention which offers activities, talks, and workshops focused on the well-being of the student as a holistic being, helping to foster good practices of mental and physical health in the students. The office administers the study CRUZADA, Environmental Study of Attitudes, values, and beliefs of university students. This office also includes the Title IX coordinator, who orients the university community about laws and practices to avoid discrimination and Zero Tolerance of Violence.

The Office of the Chaplaincy offers pastoral and spiritual counseling, pastoral care, empathetic accompaniment and solidarity, opportunities for reflection, theological and biblical conversations, space for mediation and private prayer, figures for community adoration during ecumenical celebrations, collaboration with associations and university groups in the organization of Christian activities and activities that promote the holistic well-being and quality of life of the university community, educational materials, didactic materials about theological matters and biblical studies for Christian reflection, collaboration in the planning and development of activities and research related with the Religious-Historic phenomenon of Puerto Rico and the Americas, and student activities of Christian interest like concerts, talks, symposiums, forums, community and voluntary service, among other opportunities.

3. How are the results of the assessment of co-curricular and extracurricular activities used to identify opportunities for improving the student experience on Campus and beyond?

The San Germán Campus provides several avenues which enhance the student experience to ensure student success. Students have ample opportunity for participating in student life and governance through the Student Council, Ad Hoc Committees, Academic Senate, and the University Council. Over twenty student organizations provide leadership experiences and serve both the internal and external communities. Among the student organizations, some that have received state and international recognition are the San Germán Campus Student Chapter of the American Chemical Society, Alpha Phi Omega, Business Professionals of America, CADUCEUS: Pre-Medical Society, established in 1972, and the Zeta Beta chapter of Beta Beta Beta National Biological Honor Society, established in 1945. They provide needed service to non-profit institutions such as Project HOPE - Elderly Center, Center for Abused Children, the American Red Cross, the Muscular Dystrophy Association (MDA), the American Cancer Society, Operation Smile, the American Cancer Society, Samaritan's Purse, and the Lions Association, among others. They also support environmental issues by designing and promoting educational campaigns and participating in diverse community activities, such as Moving Mountains by MedLife and Scuba Dogs Society, a non-profit organization dedicated to environment conservation in Puerto Rico established in 1993, as well as in other conservation of resources and recycling efforts.

The principal objective of the Campus organizations is to help students develop in diverse ways and equally in the areas of academics, individual and personal development, leadership, community, and working as a team, fostering integration, and offering the tools necessary for the success of the students. The *General Student Regulations* (2022) establishes that

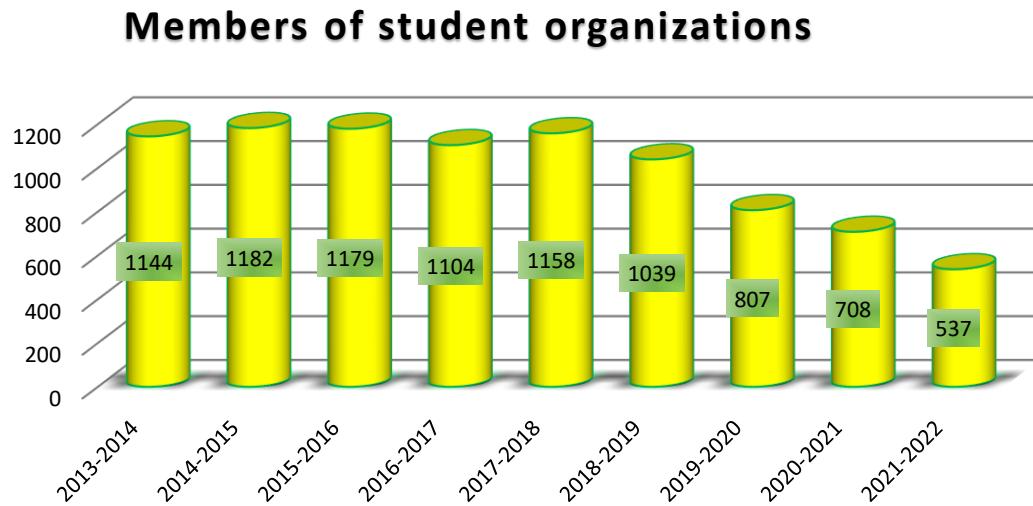
Any group of students may constitute a student organization and apply for official recognition from the Accreditation Committee of the corresponding academic unit. The organization may be of an academic, professional, cultural, recreational, social, sports, religious, or service nature. To

be officially recognized by the Accreditation Committee, the organization's objectives must be aligned (in harmony) with the University's vision, Mission, and Goals. Student organizations of a political-partisan nature or with proselytism purposes are not permitted, but those that have the purpose of studying political processes are allowed.

Student organizations of any kind, that promote, stimulate or in any way sponsor discrimination because of race, color, age, gender, sexual preference, religion, nationality, marital status, physical appearance, political affiliation, physical handicap, origin, or social condition of the student will not be recognized.

Twenty percent of the student population belongs to a student organization. The organizations are based on a wide variety of interests from academic to interdisciplinary studies. Every year a Student Organization Accreditation committee is named by the Chancellor and the committee evaluates the organization applications. During the application process, each organization submits an annual work plan which requires educational activities, community activities, and service to the institution. The processes for accreditation are stipulated in the *General Student Regulations*. In the past eight years, student organizations have completed about 2400 activities affecting both the internal and external community. Figure 4.3 shows the number of students that participate in student organizations.

Figure 4.3 Number of members of student organizations



The Student Council is a student body elected by the students through a free democratic voting process to officially represent all students on Campus to the administration and to present concerns and needs of the students. The Council organizes curricular and cocurricular activities to stimulate the environment and university life on Campus.

The Student Council is an organization made up of students from the Campus. Its mission is to represent the student body to the administration. It is a mouthpiece for the concerns and needs of the students through the appropriate communication channels. It organizes recreational, religious, social, academic, and cultural activities that stimulate the holistic development of the students. It

sponsors activities for the student organizations and seeks to foster leadership in the students. Some services it offers are book lending, organizing activities, sponsoring activities developed by the academic departments and student organizations.

The San Germán Campus also enjoys a reputation for excellence in the field of sports, being the headquarters for the IAUPR System athletic teams. For the last 94 years, the Tigers have actively participated in the Inter University Athletic League (LAI by its Spanish acronym) as one of the three founding members and have won over 120 championships, establishing a tradition of excellence in sports competitions, both in Puerto Rico and in the rest of the Caribbean. Great athletes have initiated their careers in our university community, including seven Olympic participants in the London 2012 and Rio de Janeiro 2016 games. The Campus served as host to the IX Games of the Sports Organization of Universities in Central America and the Caribbean (ODUCC). In 2010, San Germán proudly sponsored and served as headquarters for the Table Tennis Championship of the XXI Central American and Caribbean Games-Mayagüez 2010, and it has been approached to host several regional competitions if the city of Mayagüez is selected to host the 2023 Central American and Caribbean Games. The Campus has also sponsored the traditional athletic games, Poly Relays, for 66 consecutive years. This event provides the opportunity to compete in a university setting to thousands of students from private and public high schools of Puerto Rico and the rest of the Caribbean.

The athletic department fosters the participation of students at two levels, the Inter University Athletic League (LAI by its Spanish acronym), and the Inter Institutional League of Extramural Sports (LIDE by its Spanish acronym), as well as in recreational events. The LAI consists of around 18 universities from all of Puerto Rico, who compete in various athletic competitions throughout the year. After a 2-year hiatus due to the Pandemic, in 2022, the athletes from IAUPR, many of whom are from the San Germán Campus, returned with a powerful display obtaining the championship in the men's branch and second place in the women's. The Campus also participates in the Inter-Institutional League of Extramural sports (LIDE by its acronym in Spanish) where the IAUPR Campuses compete against each other. In the past 8 years, the San Germán Campus has had 19 champions and 19 finalists. The sports programs offer opportunities to students to develop their talents in sports while improving their education. The student athletes that participate in LAI and LIDE are candidates for athletic scholarships, based on their academic performance and subject to availability of funds. These students have to comply with both academic and athletic requirements to receive and maintain their scholarships.

The Institution schedules diverse cocurricular and extracurricular activities focused on the development, integration, motivation, values, growth, and strengthening of students. University students have a right to express themselves, associate and meet with others freely, to create petitions, support and attend authorized activities. The Deanships, departments, organizations, and dependencies of the Campus offer activities that are later evaluated and analyzed.

The Office of the Dean of Students uses the TK20 platform with regular surveys to evaluate student services in the area of Academic Counseling Center. The information allows an assessment of the level of satisfaction of the student and an opportunity to improve services. During the Pandemic, the Office also began using Microsoft Forms to collect the data from student satisfaction surveys and about services offered to students. The Office is currently studying how to achieve more student participation in the surveys.

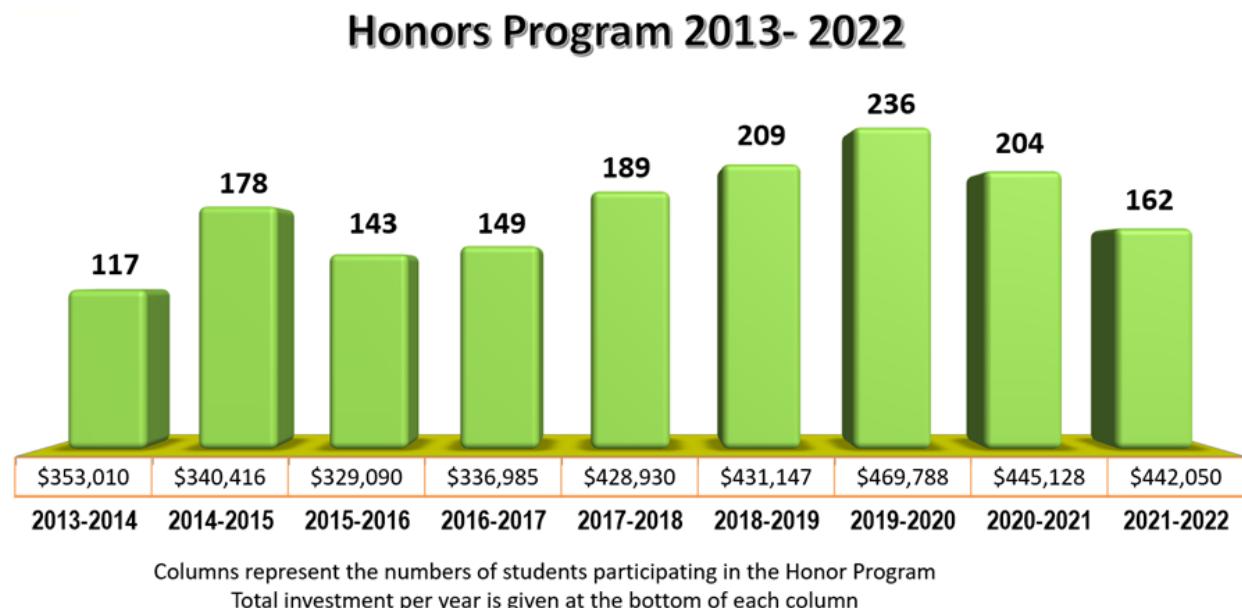
The Office of the Dean of Students also has regular meetings with the student leaders on Campus to know the needs and concerns of the students so that it can focus its efforts on improving the student experience. Offices like the Campus Learning Center, restricted programs, the library, and student organizations then work on organizing activities that address those needs and requests presented by the students.

Each semester the students complete an evaluation of their professors using an instrument developed at the Institutional level for this purpose. The evaluation is conducted through one of the tools in the Blackboard platform. This evaluation is used to measure the satisfaction of the students with the professors and the data is collected by the Office of Planning of Evaluation.

Each year, the Academic Senate subcommittee meets with the Student Council and representatives of Student Organizations for a dialogue about student concerns. The results of this meeting are documented by the Senate and the committee channels the recommendations and concerns to the appropriate office. Sometimes the Senate makes advisory resolutions about the issues. Topics addressed in this way have included satisfaction and dissatisfaction with the facilities, opportunities and challenges that students face on our Campus, and recommendations the students have for improvements.

The Office of the Dean of Students offers a calendar of co-curricular activities at the beginning of the semester. The university community is welcome to join these activities and learn from them. The events also include travel within and outside of Puerto Rico, local and national conventions, activities, and talks for the benefit of the students.

The Honors program is an institutional program at IAUPR, one of the services offered through the Campus Learning Center (CUA by its Spanish acronym), focused on achieving the strongest development of academically talented undergraduate students. The program aspires to attract students who are looking for a challenging academic program that underscores interdisciplinary and critical thinking. The students in the program receive an institutional scholarship for meeting the requirements of the program and maintaining outstanding academic achievement. Among the requirements, students must participate in activities, talks, workshops, and community service on and off Campus. Students must participate in a minimum of 8 activities each semester from among the 40 or so offered, offering them the opportunity to pursue various area of interest.

Figure 4.4 Investment in the Honors Program on the San Germán Campus

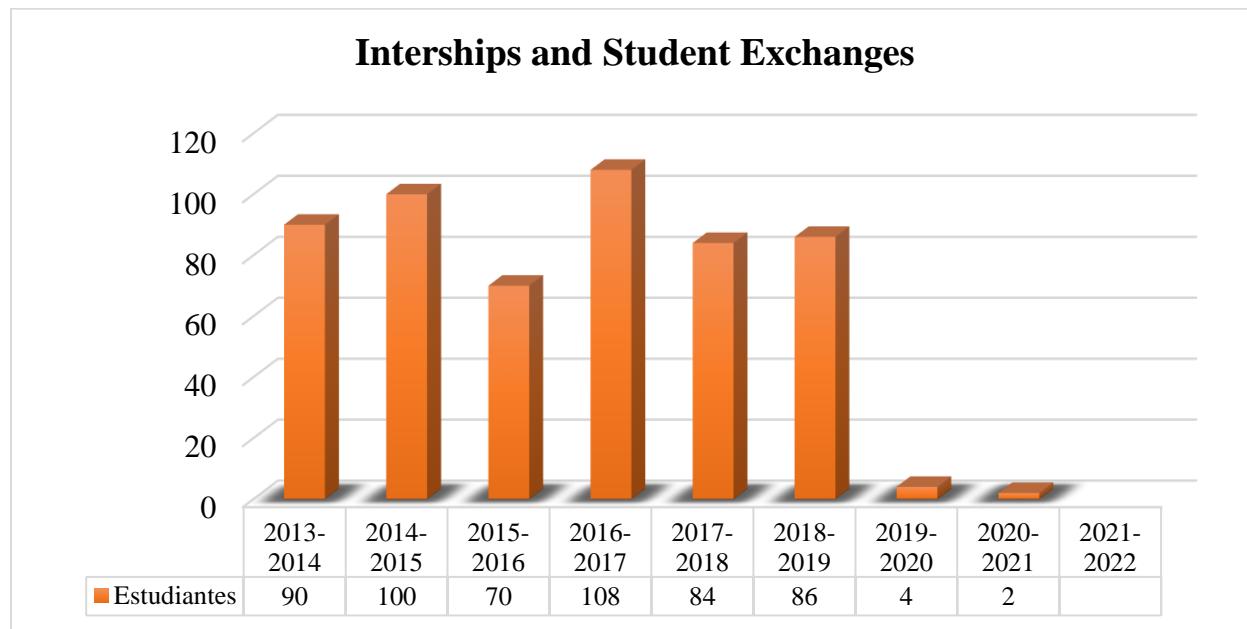
The University Learning Center (CUA) offers tutoring in diverse subjects. Tutoring is an important pedagogical tool where advanced students facilitate the learning, accompany, and guide the educational process for less advanced students, with special attention paid to the needs and conditions of each individual case. Tutoring is offered individually or in groups, face-to-face or virtual. The students can solicit the service voluntarily or be referred by faculty members via the Academic Counseling Center, the office which directs students so that they receive the type of help they need. Students have the opportunity to evaluate the tutoring services they receive and to make recommendations to the program.

Figure 4.5 Number of distinct tutoring sessions

The students also have access to an Exchange program and internship opportunities with different consortiums at local, national, and international levels. This permits the student to obtain diverse

experiences and learning opportunities at a professional, academic, and personal level, offering enrichment and growth.

Figure 4.6 Students Participating in Internships and Exchanges



The university community also benefits from the workshops and talks offered by the Academic Departments, student organizations, CAI, the Academic Counseling Center, CUA, and federal grants. Workshops and talks are given by internal and external experts with mastery in a diverse range of fields. Attendees have the opportunity to rate the activities and suggest future topics. The San Germán Campus has offered many professional conferences, permitting students to interact with experts in the field.

The Campus organizes Satisfaction Studies, which determines the satisfaction or dissatisfaction of students with all general aspects of the university, courses, student support services, and registration services. For the 2021-2022 academic year, respondents scored their overall level of satisfaction at 78%.

4. How has the San Germán Campus implemented policies and procedures that ensure the safe management and disclosure of student information and records?

The University is conscientious of the responsibility that having and managing privileged, personal, and confidential information about the members of the university community entails. The *Privacy Policy* posted on the Inter web page establishes that the San Germán Campus “agrees to abide by laws governing information confidentiality and to protect information in a manner consistent with its classification and valor. The policy of the University about the disclosure of student academic information can be found in the catalogs and the regulations: *Institutional Policy for the Appropriate Use of Information Technology, Computerized Information Systems and Telecommunications, Regulations of IAUPR about the Student and Alumni Directory, Guides, Regulations, and Procedures for the Protection of Consumer Information*. The *Privacy Policy* of the Campus, moreover, is in harmony with the applicable international, federal, and state laws that

govern privacy and confidential information, including the *Electric Communications Privacy Act* of 1986, FERPA (1974 as amended), 20 U.S.C. 1232g, the regulations established under 34 C.F.R., part 99 *Portability and Accountability Act (HIPAA)* and the regulations of the Federal Communication Commission. The Campus agrees to work in a legal and ethical manner in the collection and use of student and employee information. The information will only be used for educational or work purposes. To guarantee the confidentiality of the information, the systems of information of the University will provide modules of rigorous security for the granting of passwords to limit access. The Campus, as the University, respects the privacy of the users of its technological resources, but it reserves the right to inspect the use of resources when there is a founded suspicion of violations of the policies or regulations of the University, international, federal, or state law, or when there is an emergency situation or a threat to the integrity or security of the computer system." This policy is based on *Regulations of Information Confidentiality* (Document I-1209-006).

The San Germán Campus conforms with all Federal and Local laws, policies, and procedures related to safe management and disclosure of student information and records. The Enrollment Management Office adheres to the *Information Security Program* (Document G-1019-048) concerning policies for disclosing student information. Student grades and information are stored in the Web Inter system where users are monitored. Professors can only access student grades from their own courses. Students are given the option to designate contact information as confidential so that their information is not given to anyone without access to the system.

The *General Student Regulations* handbook establishes that student records are confidential documents and are maintained strictly according to the protocols and protections required. Anyone who requests access to student records must obtain the written consent of the student or follow the procedure according to the *Family Educational Rights and Privacy Act (FERPA)* of 1974. The student records contain information related to the academic status of the student as well as other pertinent information. The Registrar's Office maintains the custody of the records. The records of Financial Aid, Admissions, Medical Services, and other student services are maintained in that office. The Academic Counseling Center maintains the records related to professional and personal orientations to particular services offered the student. Disciplinary records are maintained by the Office of the Dean of Students. Students have the right to petition access to their records in writing at least 5 days in advance and to examine their records in the presence of a University employee. The University maintains information about the student in the database system. It is the responsibility of the student to inform the University about any changes in postal or residential address so that the record may be kept current. The student also has access to update personal information directly in the database Web Inter. In Web Inter, students may also see their midterm and final grades. Access to the Web Inter system is protected and controlled.

The regulations and procedures related to privacy of student information are explained in the *Guide of Regulations and Procedures for the Protection of Privacy of Information of the Consumer* (Document G-207-027), which establishes the procedures and practices used to protect the privacy of information for students and patrons, including internal guides for collecting, storing, transmitting, and divulging information. The University identifies and controls inherent risks in information privacy protection of students and patrons. It has developed systems to attend to and control said risks as well as to establish and maintain the parameters of acceptable risks.

Students and patrons are provided a detailed warning about their rights and options. It also allows them to block the sharing of certain information with third-party non-affiliates. The warning is distributed in writing and recipients are required to confirm receipt as an oral description is not considered adequate. The Campus provides this warning annually while the relationship exists.

According to the *Guides, Regulations, and Procedures for the Protection of Information Privacy of the Consumer* (Document G-0207-027), the privacy advisories contain information about the following: nonfinancial personal information collected and distributed by the University, categories of affiliates and non-affiliates to whom the University distributes this information, explanations of the rights of students and patrons to block the sharing of this information with third party non-affiliates.

The University cannot disclose personal information unless it has received a written initial release, it has received a written warning about the right to block the sharing of protected information, or it has given 30 days to prohibit the sharing of information and it has not been prohibited.

The University may distribute information to its affiliates and to the affiliates from which the information comes, but the affiliates of the university may not distribute the information to third party non-affiliates. If the University receives private personal, non-financial information from third parties, it may only distribute this information to the affiliates from where the information originated, to its own affiliates, but those affiliates may not distribute the information to third party non-affiliates. It may also distribute information to anyone who is legally permitted to receive such information.

The *Regulations about the Confidentiality of the Information* (Document I-1209-006) defines which information is confidential and establishes regulations for the management and distribution of confidential information through distinct ways. The University will avoid the unauthorized distribution of information and pledges to collect information about students and employees in an ethical and legal manner.

The systems of information will use rigorous security including passwords and access will be approved or denied by supervisors of the employees. Personal information will not be used for educational or for work purposes.

Information will be classified as

- Confidential – disclosure violates Federal and/or state laws
- Operational Use Only – available only to an authorized custodian or user
- Private – disclosure will create problems of credibility or privacy
- Restricted – disclosure will cause damage to the University
- Not Classified – information that does not fall into one of the above categories.

According to the *Regulations about the Confidentiality of the Information* (Document I-1209-006), users will be responsible for guarding information by any method and protecting it against destruction or disclosure. Confidential documents will be guarded in a locked area. The system is being programmed to remove information that has not been accessed for an extended period of time.

Protected areas of confidential information will have their own security, including access cards, visitor registration, and security cameras. This equipment will never be left unattended. Technological equipment with confidential information will be decommissioned by an authorized technician. Equipment with extremely confidential information will have a trackable Mac Address. University equipment may not be removed from the Campus without authorization.

With respect to external resources, the authorized people will sign confidentiality agreements with vendors, contractors, and anyone consulting who needs to access institutional information and they will follow the procedures for disclosure of information to third parties.

Users need to protect their files correctly and safeguard their information. The last three safeguards will be remembered in the database. Outside vaults may not be used to store confidential information. Unauthorized users are not permitted to access, use, or work with confidential information.

The *Procedures for the Disclosure of Information to Third Parties* (Document I-0720-024) explains the procedures for maintaining information related to student affairs, employee information, and Board of Directors information confidential. It ensures that the information meets the regulations for confidentiality and the related laws and rules. It describes the procedures related to the disclosure of information to third parties. To maintain confidentiality, complying with these regulations, third parties are designated as authorized to receive information from the University, including managing of retirement and health plans, banking institutions, investments, insurance, state agencies, contractors, and suppliers. Also, information can be shared with parents or student guardians, researchers, state and federal agencies, through express request. The disclosure of information to third parties requires a written request. If the information is confidential, the third party must sign a confidentiality agreement with the University. Depending on the source of the request, Human Resources will evaluate and process the request and refer it to the designated office.

The *Information Security Program* (Document G-1019-048) establishes an information security program and creates a committee to coordinate the development and monitoring of activities, processes, and procedures required to meet the GLBA law. According to the FTC, the “Gramm-Leach-Bliley Act requires financial institutions – companies that offer consumers financial products or services like loans, financial or investment advice, or insurance – to explain their information-sharing practices to their customers and to safeguard sensitive data.” Through this program, the security and confidentiality of information is guaranteed to be protected according to Federal Regulations, against security threats and risks, and against unauthorized or inappropriate use.

The Information Security Program Committee coordinates a systemic effort for the management of financial information, monitoring that the necessary provisions are enacted to protect financial information as specified by the GLBA law. The program includes identifying and evaluating risks of student financial information, designing and implementing processes and controls with the safeguards necessary to manage these risks, selecting service providers who manage student information who maintain controls and adequate safeguards, and evaluating and updating the *Information Security Program*.

The *Procedures for the Disclosure of Digital Documents* (Document I-1109-005) establishes the procedures related to the disclosure of digital documents. To disclose digital information, a request must be sent to the CIT. The person in charge of releasing the information will verify that the request has been duly authorized to receive the information or they will refer it to the corresponding area. The information can be released through email, personally, or through file transfer (FTP). The digital information will have a password assigned, a legal disclaimer, and a receipt confirmation request. Confidential information may not be sent through email and must be sent by internal or postal mail instead.

Conclusion Standard IV

San Germán Campus counts on administrative, external, and professional resources to "[enhance] the quality of the learning environment, [contribute] to the educational experience, and [foster] student success." After this outline of the administrative systems of Enrollment Services Management and the Office of the Dean of Students which form the foundation of the student support services, we find that these departments and programs allow San Germán Campus to meet and attend to the needs of a largely low-income minority student population which faces many challenges in academic preparedness and to direct these students toward a path of success.

Key Findings

The San Germán Campus complies with Standard IV – Support of the Student Experience and its criteria. It also complies with the priorities established in the Self-Study Design and with the MSCHE Requirements of Affiliation related to this Standard:

Priorities presented in the San Germán Campus Self-Study Design, related to Standard IV:

Priority 1:

Foster student success, creativity, and innovation

Priority 2:

Develop San Germán Campus resources effectively.

Priority 3:

Strengthen academic development and administrative processes based on assessment outcomes.

Priority 4:

Encourage advancement of the Campus Mission and Goals.

MSCHE Requirements of Affiliation, related to Standard IV:

Requirement 8: The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

Please see above for a discussion of how the San Germán Campus complies with this requirement.

Requirement 10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Please see discussion in Chapter 5.

Requirement 15: The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.

The core faculty is discussed on page 52 of this document.

Chapter 5 Standard V Educational Effectiveness Assessment

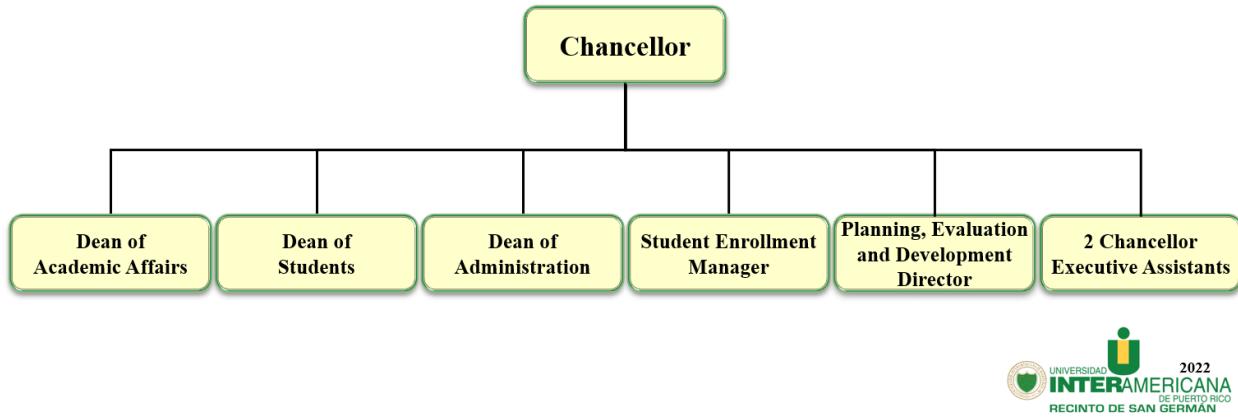
In 1993 the San Germán Campus adopted the philosophy of Total Quality Management which promotes the advancement of an organization by empowering all its employees to better the organization in the service of clients. The key feature of Total Quality Management is ongoing assessment and analysis. In 2003, Middle States recommended that the San Germán Campus keep developing a culture of assessment. In the 2013 Middle States Report, the San Germán Campus wrote: “The future agenda of the San Germán Campus is based on a continuous assessment of present achievements and challenges that will be the framework for a proactive course of action.” The San Germán Campus has cultivated a culture of assessment, a concept that was already built into the Mission and which we continue to assess and improve. Throughout this chapter, it is outlined how San Germán Campus organizes and collects the data of assessment so that it can be used to improve educational programs and services. Feedback is such an important part of the teaching-learning process today and the San Germán Campus strives to engage with the feedback that it receives and to grow as a result of that process.

1. How does the San Germán Campus assess that its educational priorities and academic programs are aligned with its Mission?

The San Germán Campus assesses that its educational priorities and academic programs are aligned with its Mission when the priorities and programs are created, when they are reviewed as part of an assessment process, and when they are revised.

Educational priorities are created, reviewed, and revised on an annual basis. As part of the IAUPR system, the San Germán Campus develops its educational priorities, which are expressed in the *San Germán Strategic Plan*, in consideration of the Institutional priorities and with the San Germán Campus Mission. The *Strategic Plan* is elaborated by the Chancellor and the Administrative Council. The Administrative Council is presented in **Error! Reference source not found.** Figure 5.1.

Figure 5.1 The San Germán Campus Administrative Council



The Strategic Plan is evaluated each year and created for a five-year period. Each strategic plan begins with a review of the Mission, Vision, and Goals of the Campus, followed by an alignment

of the Institutional Goals with the Campus Goals (Please see Appendix F for the Alignment of Institutional Goals with Campus Goals that appears at the beginning of the *Strategic Plan*).

At the end of each academic year, the San Germán Campus submits an annual report to Central Administration which outlines the specific ways in which the Campus has advanced its educational priorities. At this time, the Chancellor and Administrative Council assess to what extent the San Germán Campus has been able to advance its educational priorities as well as what mitigating circumstances have contributed to a lack of advancement. The *Strategic Plan* priorities are then revised to meet changing needs.

The creation and revision of educational priorities is also affected by the state of the country. Significant adjustments were recommended by the President of IAUPR after the 2019 popular uprising that led to the resignation of then Governor Ricardo Rosselló Nevares. In September 2019, the President of IAUPR issued the *Work Plan Priorities of the President for the Institution for the 2019-20 Academic Year*, which announced that IAUPR

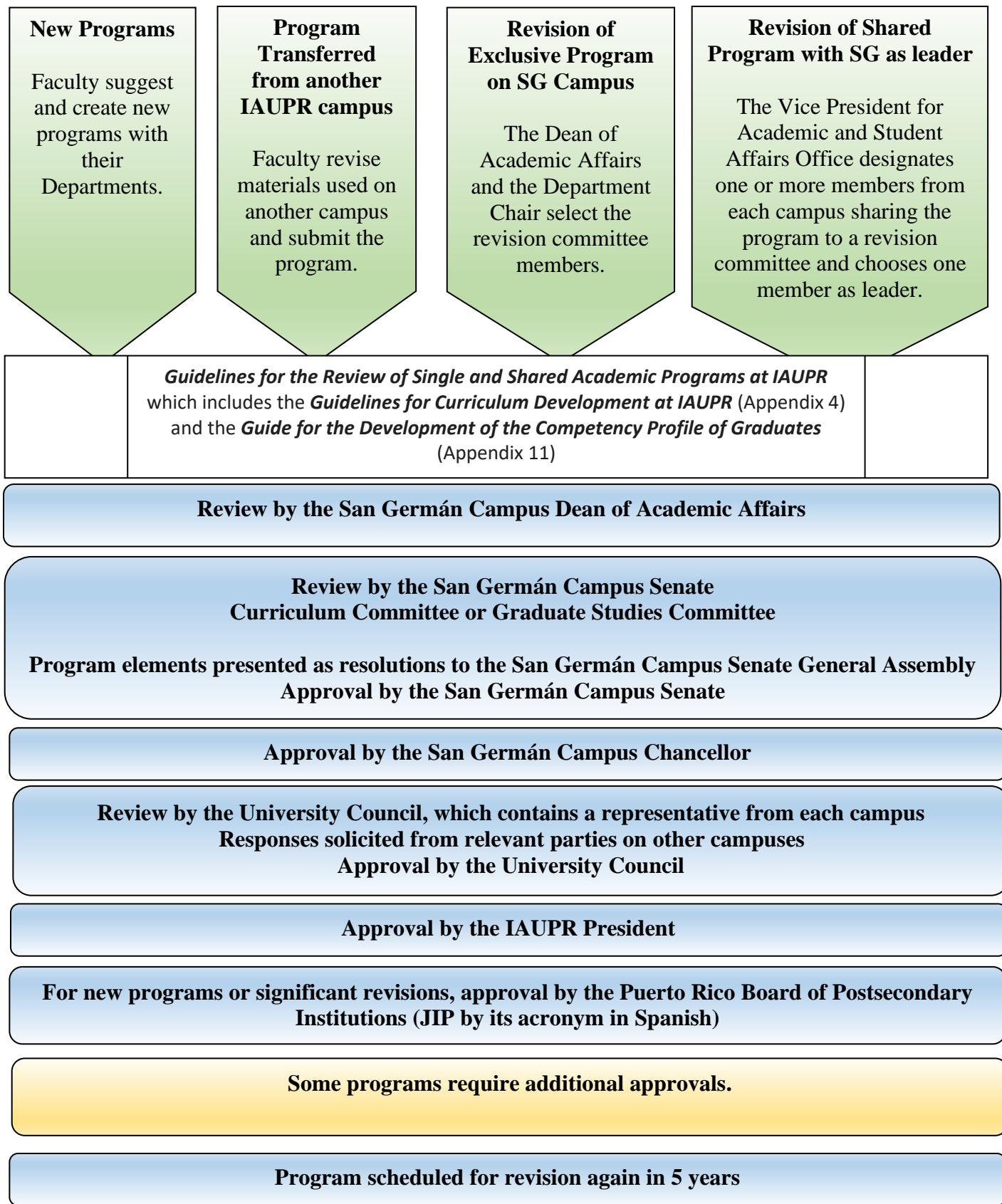
begins a new academic year with impetus and a hopeful spirit in solidarity with Puerto Rico, which finds itself in the middle of an economic crisis and a politically historic moment. The economic recession of the last decade, the current instability of the government of the country, and the ongoing decrease in population are events that represent great challenges for Higher Education.

For these reasons, the Strategic Priorities of the Work Plan of the President for the 2019-20 academic year are based in healthy administration, regulation of expenses, and administrative adjustments necessary for the number of registered students. Additionally, they respond to the needs of the country ... and the maintaining of an updated academic offering. Moreover, they continue to promote the implantation of new academic and technological projects on the Campuses that revolve around the holistic development of the students. (p. 2)

As Puerto Rico continued suffering its own crises with the political uprising, the corruption and impoverished economy that caused it, and the earthquakes in January of 2020, as well as the shared situations of the Pandemic and the lack of students who were prepared for distance education, ways of advancing the educational priorities had to be reconsidered, but the San Germán Campus remains firm in its Mission and Goals to provide an excellent education and to develop students with a holistic education who can become leaders in our society.

Academic programs are aligned with the Campus Mission when they are created or transferred from another IAUPR Campus, when they are reviewed as part of an assessment process, and when they are revised. An overview of the processes of creation, revision, and transferal of programs is given in Figure 5.2.

Figure 5.2 Creation and Revision of Academic Programs Flowchart



Academic programs may be created or transferred from a different IAUPR campus. The creation or development of a transferred program is done by faculty who are experts in that field following the procedures outlined in the *Guidelines for Curriculum Development at IAUPR* which is part of the *Guidelines for the Review of Single and Shared Academic Programs at IAUPR*. The review guidelines include specific instructions and templates for alignments, such as the table of alignment of “Program Goals, Program Objectives, Competency Profile of Graduates, and Courses” (*Guidelines for the Review of Single and Shared Academic Programs Feb2018_English*, p. 38). Aligning each academic program with our Mission is a continuous practice which is an essential part of the creation and revision process of academic programs. According to the *Guide for the Development of the Competency Profile of Graduates*: “The IAUPR curriculum adapts to the constant changes that occur in society and responds to the demands and social and personal needs of the students, as well as to the field of knowledge of the various disciplines. **It is framed in the Mission statement and Goals**” (emphasis added, *Guidelines for the Review of Single and Shared Academic Programs at IAUPR*, p. 79). Each time a program is created, transferred, or revised on the San Germán Campus, the faculty evaluate the Competency Profile of Graduates and the alignment of those competencies with the field of study as well as with the Mission and Goals. The alignment becomes part of the supporting documents that are reviewed by all following reviewers of the program.

Assessment of the alignment of educational priorities and academic programs with the San Germán Campus Mission also occurs when programs are evaluated for accreditation.

The San Germán Campus educational priorities and academic programs are assessed when the priorities and programs are created, when they are reviewed as part of an internal or external assessment process, and when they are revised. These assessments occur regularly on an annual basis for the educational priorities and on a five-year basis for academic programs. Aligning the education priorities and academic programs with the Mission is a key consideration and as the above information shows, there are multiple reviews built into the processes.

2. How does the San Germán Campus organize and document assessment processes for evaluating and improving educational programs and services?

In the previous section, the processes of assessment, as well as how they are organized and documented were described to show how the processes related to academic programs included alignment with the Mission. These same procedures also apply to the evaluation and improvement of educational programs. During the creation, transfer, or revision process, courses are designed, updated, or changed to meet what is needed for the current and future state of the field. Through the creation, transfer, and revision process, evaluation and improvement of the educational programs begins with the faculty who are experts in the subject and passes through a democratic process of review by constituents engaged in higher education, which is documented at each step.

Concerning the improvement of educational programs on a course-by-course level, full-time faculty are expected to be experts in their fields and leaders who contribute to the direction of their programs in a substantial way. It is expected that the educational resources component and the bibliography component of the syllabus are reviewed and updated each time a course is offered (*Guidelines for the Review of Single and Shared Academic Programs at IAUPR*, p. 71). Revisions to course descriptions, objectives, and program inclusion is done during the five-year review

process. All faculty are expected to give assessments in their courses on a monthly basis at the very least.

Table 5.1 shows an alignment sample, where program goals, learning objectives and program objectives are aligned for the General Education Program (GEP) course GEEN 1203 English Communication III.

Table 5.1 Sample of course learning objectives and assessment activities alignment

| Selected GEP goals and competencies | GEEN 1203 Learning objectives | Planned Assessment Activity |
|---|---|---|
| Develop a person capable of solving problems through scientific thinking, logical and quantitative reasoning, and the use of information and communication technologies, in an ethical, critical, creative, and innovative way. | <p>Synthesize information and ideas using critical thinking skills.</p> <p>Apply strategies to critically evaluate texts in order to use reliable and varied evidence to support claims.</p> | Annotated Bibliography Research Paper |
| Demonstrate a critical, creative, scientific, humanistic, ethical and aesthetic attitude for the solution of problems, based on the use of research methods, sources of information, and technological advances. | <p>Use basic research skills to produce writing which includes formal documentation of sources</p> <p>Synthesize information and ideas using critical thinking skills.</p> <p>Apply strategies to critically evaluate texts in order to use reliable and varied evidence to support claims.</p> | Writing Assignment: Expository Essay Research Paper |

Further discussion of how these assessment activities are organized occurs in Chapter 3. In terms of documentation, professors submit a monthly report to their Chair about assessment activities that they have done with their classes. These activities are listed and published in the San Germán Campus Annual Report. The members of this committee are currently developing an assessment plan proposal to systematize the reporting across programs and departments while using tools available to the faculty.

At the end of each term, Faculty also submit a summary of the grades that they gave for each class and this information is documented. In the future, the Registration Office will pull this data and send it to the Office of Planning, which will make plans with the appropriate departments. An analysis of how the hurricane, financial crisis, earthquakes, and Pandemic have affected student performance in terms of grades will be done and will be used to identify additional resources. Also, analysis will be done about where students are getting stuck in certain parts of programs and what kind of tutoring could be arranged.

Faculty are expected to assess their own teaching on a regular basis and to improve through faculty development and analysis of their materials and experiences. Specifics of faculty development are discussed in Chapter 3 and show that the faculty at the San Germán Campus actively seek to keep

current in their discipline as well as seek out opportunities for how to improve their teaching. As part of the annual or three-year evaluation done for full-time faculty, each faculty member submits a self-reflective narrative of their teaching experiences. These narratives include strategies and successes that faculty have had with their courses. As part of their supporting documents, faculty provide discussion of assessments and grading rubrics that they have used, as well as analyses they have done of their instruments and revisions that they have made. Full-time Faculty also have a classroom visit by 2 or 3 of their peers as part of this evaluation. Part-time Faculty have a classroom visit on an annual basis by full-time Faculty in the department. These evaluations and assessments of faculty teaching by the faculty themselves and by their peers are done in accordance with institutionally created documents known as *The Guide for the Evaluation of Faculty and Supporting Documents*.

Faculty also receive anonymous course evaluations from the students at the end of each semester. Faculty are expected to read the evaluations and take into consideration the comments and recommendations of the students. Student course evaluations also form part of the portfolio evaluation that full-time Faculty members submit as well as part of their self-reflective narrative. Department Directors also receive copies of the student course evaluations and are expected to help Faculty struggling with issues in any areas.

By reflecting on what they have done in their courses and what successes they have had, what they have learned from faculty development, what has been suggested to them by their peers and superiors, and what the students have said, the Faculty are engaged in a process of on-going assessment and revision of their courses.

Recent additions to our LMS tools (Blackboard Rubrics Analysis) will allow for improved assessment of educational effectiveness. In the Spring Semester 2022, the department of Social Sciences, Education, and Humanities organized a series of workshops for the department faculty to familiarize them with assignment and assessment tools in Blackboard Learn. The department will continue to experiment with pilot projects related to the use of alignment of our Mission, educational goals, rubrics, and student results with a view to extending successful projects to other departments.

Of the over 30 accredited programs on the San Germán Campus, several maintain their own rigorous protocols of assessment.

Institution-wide assessment processes and the programs used mainly by the administration are the TK20 platform which was replaced by Watermark in 2021 and the ERDU platform. These platforms are used to compile student information such as the annual statistics sent to MSCHE about student achievement as well as the IPEDS information. Information collected from the departments for the TK20 platform concerning departmental educational goals and student profiles was also used for planning purposes. ERDU gives a global overview of student academic progress information, and it is used by the departments to update academic counseling policies and resource allocation. Academic Directors can make informed decisions regarding course offerings and resource allocations based on the student academic progress available through ERDU.

The Dean of Administration uses satisfaction surveys for services they provide such as mailbox service for the professors. The surveys are given annually when payment for the mailbox is due.

The San Germán Campus organizes and documents assessment processes for evaluating and improving educational programs and services through the 5-year Program Revision Process and through the Faculty Evaluation Process. Faculty document and analyze the assessment that they do for their Evaluation and then that analysis is used in the 5-year Program Review Process and for External Accreditation processes. Organization and documentation of administrative processes was done through the TK20 platform, now replaced by Watermark and the ERDU platform for student services. The Dean of Administration also regularly employs surveys about administrative processes.

3. How does the San Germán Campus provide evidence that assessment results are used in the areas of educational offerings and student services to improve the quality of academic programs and the student learning experience?

One of the strengths of the 5-year program reviews in which the San Germán Campus participates is that it considers assessment of the courses and program by the Faculty and administration at various levels throughout the University System. Please see Figure 5.2 Creation and Revision of Academic Programs Flowchart. Changes to the programs are justified in the proposal and reviewed by the Academic Senate and the University Council in addition to various administrators. From the beginning of the review period until the President signs the current update, Faculty and administration participate in discussion, innovation, and enhancement of the program. In his 2021 Presentation for the Curriculum Revision Committees, the Institutional Director of Curriculum writes: "The development and the revision of the curriculum are Academic-Administrative processes that permit IAUPR to maintain an innovative academic offering at the forefront of education that takes into consideration the needs of society and the labor market among other considerations. These processes take into consideration the transversal axes: Christian-Ecumenical values, ethics, democratic and civic values, and the internationalization of the curriculum, all of which are intertwined with the discipline and professional field of the program being developed or revised."

An example how assessment results are used to improve the quality of academic programs can be seen in the proposal for the Revision of the BS in Mathematics in 2016. The Faculty explain how they researched course and syllabus recommendations from the Mathematical Association of America. They also factored in the need for explicit use of technology in mathematics and the need for mathematics to connect with other disciplines after research about trends in the field and labor market. As a result of these needs and to innovate within this discipline, the San Germán Campus has written and obtained grants to include the topics of Data Science and Computer Modeling and Simulation through Education and Research Workforce Program.

A process of assessment also resulted in the creation of the Graphic Design program.

In their interest to enable the university to maintain a position of intellectual leadership, the faculty stay current in the educational marketplace as well as contributing to the creation of new academic programs. Ideas for new degrees, certificates, and other programs arise in response of the assessment process. In order to ensure that we have a full sense of university offerings and do not run redundant programs, all new academic programs must be proposed to the Academic Senate and through the process outlined above in Figure 5 (*Guidelines for Curriculum Development at IAUPR*). In February 2014, the Art Department submitted a proposal to the San Germán Academic Senate for the creation of the bachelor's in visual arts with a specialty in Graphic Design. This

proposal was because of the success of the associate degree in the same specialty and the feedback of the students.

Other aspects of the development of programs are initiated by the department chairs. Department chairs submit requests to hire tenure-track faculty and to procure necessary equipment. Department chairs also annually review the number of students in any given program and analyze whether or not changes need to be made to the program and what kind of changes should be effected. Requests to develop programs or acquire additional materials are sometimes channeled through the Academic Senate as well. A perfect example of this initiative is the Recording Studio. The faculty and the director of the Music Department developed the plan for the creation of a music laboratory. The goal was to supplement and reinforce the classroom learning. The lab allows students to focus on and perfect techniques, receive real-time feedback from their practice, work individually or in small groups to research compositions and composers that they are currently studying, evaluate and enhance their own musical performances and create and develop new musical ideas. The faculty provided feedback for the design of the laboratory, the equipment and the music instruments that needed to be purchased (Music Department).

Student academic performance offers direct evidence of learning achievements and confirms the quality of the academic programs. The effectiveness of our programs is clearly demonstrated in the scores and pass rates obtained in board examinations. Those achievements are the result of the continuous and rigorous implementation of programs reviews. These reviews are informed by student assessment results.

| Board Examination Results | | |
|---|--|--|
| 2017-18 | 2018-19 | 2019-20 |
| Nursing: Baccalaureate – 89% and Associate – 100%, above average for P.R. | Nursing: Baccalaureate – 90% and Associate – 80%, above average for P.R. | Nursing: Baccalaureate – 90% and Associate – 77%, above average for P.R. |
| Teacher Education (PEM) – 91%, obtaining excellent rating. | Teacher Education (PEM) – 86%, rated Excellent. | Teacher Education (PEM) – 83%, rated Excellent. |
| Medical Technology – 83%, surpassing national results. | Medical Technology – 85%, surpassing national results. | Medical Technology – 87%, surpassing national results. |
| Radiological Technology – 100%, most recent data from 2015. | Radiological Technology – 100%, most recent data from 2017. | Radiological Technology – 100%, most recent data from 2017. |
| Psychology – 27%, shows a 2.3% increase in passing. | Psychology – 57%, shows an 11.5% increase in passing. | Psychology – 8% in 2019 and 44% in 2020. |

Concerning services provided to the students, during the last decade the San Germán Campus has continued its transformation through administrative processes assessment. Administrative processes have undergone continuous improvement. For example, in response to students' recommendations on the satisfaction surveys, the number of parking spaces and intelligent classrooms have been increased as well as Wi-Fi connection availability. This academic and administrative improvement responds to the Campus commitment to serve its community with excellence. The Maintenance and Development Plan calls for all physical facilities to be designed to improve the teaching-learning processes and student services, always keeping in mind the protection of the environment.

IAUPR issues a Student Satisfaction Survey every year alternating between undergraduates and graduate students. The Administrative Council analyzes the data and make an Action Plan to improve services in any area scoring less than 70% in student satisfaction.

The results of the student satisfaction survey 2017-2018 identify top strengths and challenges for the institution to improve. In that survey of with a sample of 667 respondents, a 62% level of satisfaction in the availability of areas with Internet connection to use personal computers was reported.

After reviewing the results of the survey, the campus administration established a technological Improvement plan to implement the following:

2017-18

- Wireless network expansion
- Installation of access points (2)
- WIFI to provide network connectivity in the Student Center: Tiger Room and Dr. Pedro Javier Boscio alumni room.
- Installation and configuration of redundant and support circuit for the Internet
- Cabling and telecommunications infrastructure to provide network connectivity to six classrooms: second floor of the Phraner Extension building

2018-2019

- Technical infrastructure for the development of distance learning
- The Director of CIT, along with the Company Benchmark Technologies, installed, configured, and activated new firewall firmware, Fortigate, that permits the balancing and redundancy of automatic traffic.
- The communication switch in Phraner Extension was replaced to provide connectivity to the entire building.
- A WiFi radio was relocated in the Open Computer Lab.

The Assessment Commission is responsible for assuring that all the data and analysis obtained through quantitative and qualitative assessment are used to improve academic programs and services. The Assessment Commission consists of four sub-divisions:

- Student
- Academic
- Chancellor
- Administration

The San Germán Campus provides evidence that assessment results are used in the areas of educational offerings and student services to improve quality by documenting the assessment process used in the 5-year program review, through the resources that the Departments request, by tracking and analyzing Board Examination results, and by tracking, analyzing, and making improvement plans based on the Student Satisfaction Survey. Through these methods students, faculty, and staff have a lot of input in the assessment of the educational offerings and student services, which leads to improvement in the quality of academic programs and the student learning experience.

4A. What procedures are used to facilitate educational effectiveness assessment?

The primary procedures used to facilitate educational effectiveness assessment are the employment of standard assessments for placement, the design of the General Education program, the use of regularly occurring assessments in all courses, the focus on assessment within each individual class, and the focus on faculty training in assessment. The San Germán Campus provides a wide variety of procedures to facilitate educational effectiveness assessment.

Standardized tests are used to determine placement when students enter the university. These help students start out in the correct level or tract. For example, the College Board scores are used to determine student placement in English classes. During the Pandemic when the College Board wasn't available, the English Department arranged short interviews with the students to put them on the right tract. Interviews are also required for admittance to several of the graduate programs.

The General Education Program curricula and its course organization facilitates educational effectiveness assessment. General education courses, which are institutionally agreed upon and developed, provide opportunities to the instructors to provide pre-tests for diagnosis, and based on those results, instructors request changes in student placements. Follow up tests are also done when students complete the course series.

Within classes, professors have access to a wide variety of tools that allow them to assess how well the students are learning the material. Professors are expected to incorporate at least one assessment activity in their classes at least once per month and to report these activities on their monthly reports. As the compilation in the San Germán Campus Annual Report 2020-2021 notes, professors use the following types of assessments: comprehensive exams, pre and posttests, short quizzes, discussion questions, reports, essays, writing about short stories and poems, outlines, summaries, exercises, music juries, discussion boards, blogs, and chats.

Departments in which graduates must pass external boards or other types of professional assessment criteria maintain success criteria for their candidates for graduation. Table 5.2 shows a sampling of such Departmental assessment procedures.

Table 5.2 Sampling of Department Success Metrics

| Department or Program | Metric | Result - San Germán Campus Annual Report 2020-2021 | Result - San Germán Campus Annual Report 2019-2020 |
|---|---|--|--|
| Education and Physical Education Programs | 80% of students taking the practicum will earn an A in the course | 100% earned A | 92% earned A |
| Entrepreneurial and Managerial Sciences | 70% of graduation candidates for BBA will pass a test on core course material. | 91% passed | 94% passed |
| Music 2020-2021 | The average of jury scores for students taking an applied Music course will be 95% or | 86% average in both December 2020 and May 2021 | Different Metric Used |

| Department or Program | Metric | Result - San Germán Campus Annual Report 2020-2021 | Result - San Germán Campus Annual Report 2019-2020 |
|---------------------------------------|--|--|---|
| | higher (Dec 2020) and 92% or higher (May 2021). | | |
| Music 2019-2020 | The average of jury scores for students taking an applied Music course will be 70% or higher | Metric Changed | 72% average |
| School of Nursing and Health Sciences | Graduation candidates for the BS in Nursing will take comprehensive exams in 4 key areas. | In progress | 95% average in medicine and surgery, 88% average in mental health, 70% in pediatrics, 71% in maternity. |

Source: San Germán Campus Annual Reports

The Music program requires a jury as a performance assessment. The results of those assessments are used to identify the proper competency level to better serve students. The Radiology Technology program implements an individual student skill-based assessment, which includes skilled-based rubrics, sample of student files, and action plan tailored for the student.

Exit interviews and Integrative (or Capstone) Seminars are also required for graduation from some programs, mostly at the Graduate level.

The San Germán Campus facilitates educational effectiveness assessment by having a system of assessments for the students throughout their tenure at the Campus which begins by looking at their preparation and readiness as they begin their college education, as they progress through courses, and as they complete their degrees.

4B. How are the assessment results used in the decision-making process for program reviews, development of new programs, and resource allocation to support academia?

Faculty involved in program revision discuss and adopt changes that are done at a course level to be included in the revised program. As an example, we submit the revision for the BA in English, approved in 2019, where the needs of the current students were used to guide the revision “the faculty agrees that additional emphasis should be given to the development of verbal and written communication skills.”

The role of assessment results in the decision-making process for program reviews and development of new programs has been discussed earlier in this chapter. This section will discuss how assessment results are used in resource allocation to support academia.

Table 5.3 Table of Needs and How they were Assessed

| Year | Department | Need and how it was assessed | Allocation Results |
|-----------------------|---|---|--|
| 2019-2020 (pg. 10) | Social Sciences, Education, and Humanities | Students not passing their board examinations. Board certification results. | Hiring new faculty Increased internet bandwidth (IT strategic Plan 2021-2025) Encourage faculty to use methodologies to promote students access to new technologies (IT strategic Plan 2021-2025) Facilitation of extracurricular activities to support candidates (Psychology Program Interim Report to Dept Director) |
| 2016-2017 (pg. 14) | Department of Languages and Literature (currently part of the Dept of Social Sciences, Education, and Humanities) | Correct level placement for GEP English courses: Diagnostic tests are given at the start and at the end of the semester in the GESP and GEEN courses of the GEP to confirm added value. These results are also considered to review the course syllabus and do appropriate adjustment to the course | Increase professional development using LMS tools to facilitate assessment (IT strategic Plan 2021-2025; Technological Mondays Report 2022) |

Shared programs are given on several campuses, each campus that offers the program is expected to have a team of highly qualified faculty that give the courses in the program. The qualifications and professional development of the Faculty was discussed in Chapter 3. During the 2013-2023 period that this study covers, campuses were discouraged from trying to transfer programs for which they did not have an adequate number of experts in the field. With the decrease in student population on the island, the Institution is now experimenting with sharing faculty.

Conclusion Standard V

Throughout this chapter, it has been outlined how San Germán Campus collects, organizes, and evaluates the data of assessment so that it can be used to improve educational programs and services. Feedback is given and received at all levels. The procedures for collecting data are continuously revised and make use of the latest technology as it becomes available. In the process of this self-study, we have realized that we must find more effective ways of collating and

distributing the data that is collected and of building in procedures that apply the analysis of the data. Analysis that has been done for this self-study will serve as a model for the types of reports that will be designed for data analysis. San Germán Campus does meet the Standard of Educational Effectiveness Assessment as outlined by the MSCHE in terms of assessing “student learning and achievement” to show that “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” and will work to make this process more efficient and effective.

Key Findings

The San Germán Campus complies with Standard V – Educational Effectiveness Assessment and its criteria. It also complies with the priorities established in the Self-Study Design and with the MSCHE Requirements of Affiliation related to this Standard:

Priorities presented in the San Germán Campus Self-Study Design, related to Standard V:

Priority 1:

Foster student success, creativity, and innovation

Priority 2:

Develop San Germán Campus resources effectively.

Priority 3:

Strengthen academic development and administrative processes based on assessment outcomes.

Priority 4:

Encourage advancement of the Campus Mission and Goals.

MSCHE Requirements of Affiliation, related to Standard V:

Requirement 8: The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

Please see discussion in this chapter.

Requirement 9: The institution’s student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.

Please see discussion in Chapter 3 and in this chapter.

Requirement 10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

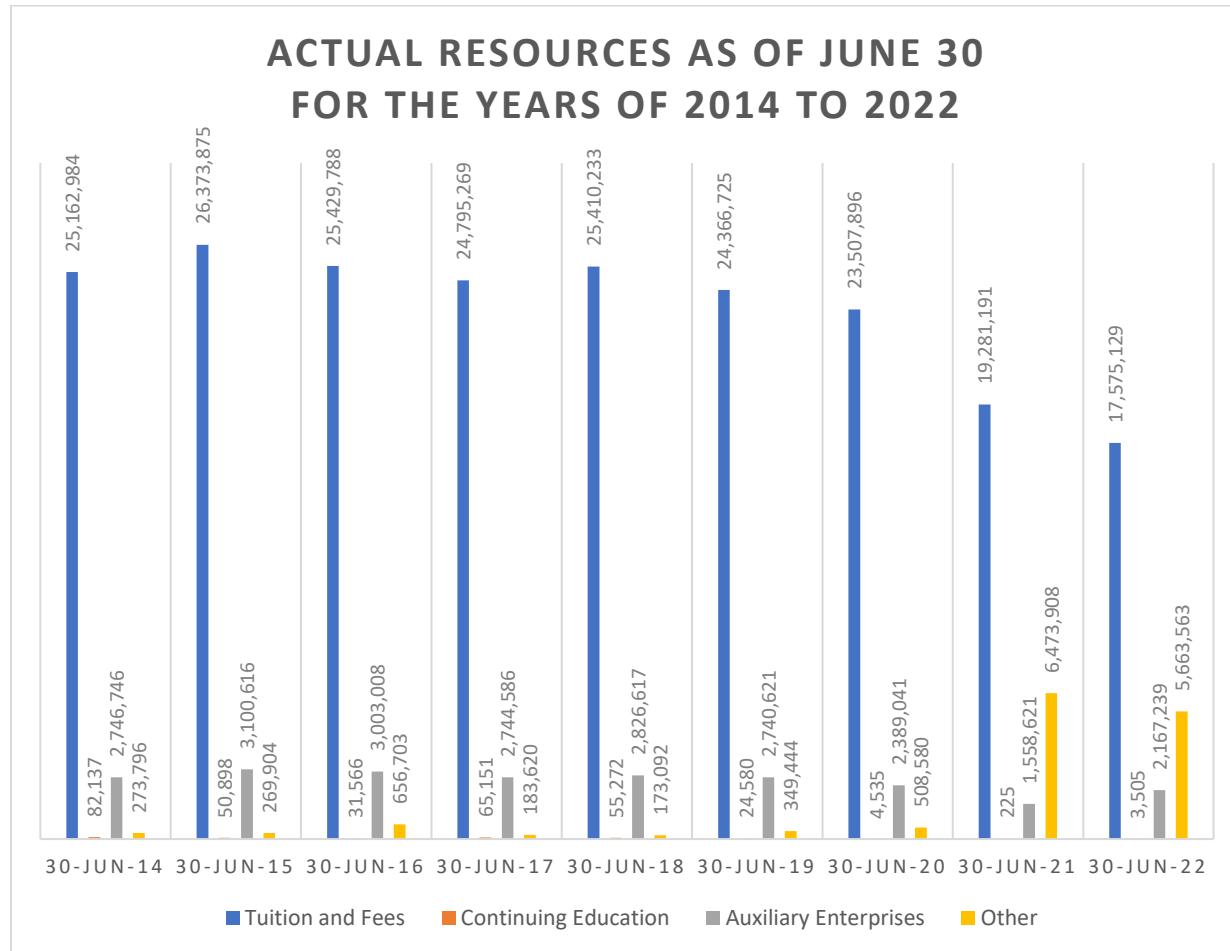
Please see the discussion in this Chapter.

Chapter 6 Standard VI Planning, Resources, and Institutional Improvements

The San Germán Campus maintains planning processes, resources, and structures that are sufficient for meeting the challenges and opportunities that arise. The Campus processes and structures are grounded in the Mission and Goals. The difficult conditions in Puerto Rico compel the Campus to make ongoing assessments of its resources and programs and to respond with innovation and energy. To understand how the planning processes and structures function, it is important to understand a little about the conditions of southwestern Puerto Rico; therefore, some general statistics have been outlined. Detailed information is given as to the alignment of processes with the Mission and Goals as well as the opportunities for stakeholder input. The processes, structures, such as the *San Germán Campus Strategic Plan*, the *San Germán Campus Master Plan for Infrastructure*, the *San Germán Campus IT and Telecommunications Plan*, and the *San Germán Campus Maintenance Plan*, among others, and their assessment are also described. Finally, an overview of the role that audits play is given.

The San Germán Campus resources net between \$25-\$30 million per year with tuition and fees comprising approximately 89% of the total, except for 2020 and 2021 due to the COVID-19 Pandemic. Continuing Education and Auxiliary Enterprises also contribute a small amount, but those programs are principally educational and community service programs. Figure 6.1 shows the current resources for the San Germán Campus for the fiscal years ending on June 30, 2014, through June 30, 2022.

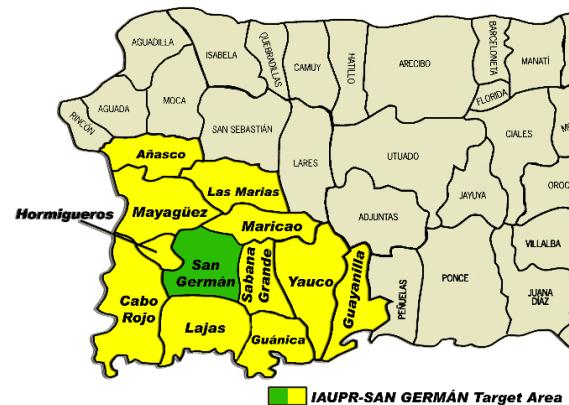
Figure 6.1 Resources of the San Germán Campus



Puerto Rico has long suffered economic problems. Even before the government defaulted on its loans in 2015 and the Financial Oversight and Management Board for Puerto Rico was installed in 2016 and began imposing austere measures, the island has been slowly suffocated by *The Jones Act* which essentially regulated that all goods had to be traded through the U.S. and more recently damaged by the termination of U.S. tax credits that kept big companies like Johnson and Johnson, Hewlett Packard, and others on the island. Moreover, a series of crises beginning with hurricanes Irma and María in 2017, after which most people went without electricity for 2-3 months or longer; the ongoing problems with the electric grid; the two 6-point earthquakes in January of 2020, whose epicenters were near the southwest side of the island; and then the COVID 19 Pandemic, has made it difficult for the San Germán Campus to pivot from crisis mode and institute a proactive mode.

These and many other factors have affected the achievement of the enrollment projection in recent years, at both the undergraduate and graduate levels. According to the *San Germán Campus Strategic Plan 2021-2022 to 2024-2025*, among other external factors that have caused this significant decrease in enrollment, the earthquakes have caused students and faculty to be reluctant to return to Campus, with the aggravating factor of the fear of catching the Coronavirus and the problems finding care for children and older adults who are at home. In addition, the Pandemic has caused the closure of industries in the town of Lajas, and adversely impacted the economies of the municipalities of Guánica, San Germán, Guayanilla, Yauco, and Sabana Grande.

Figure 6.2 Focus on San German Target Area



The above-mentioned factors have caused many people to leave Puerto Rico. The U.S. Census Bureau published that the population estimate for Puerto Rico was 3.2 million people in 2020, in contrast to the 2010 Census, where the official population count was 3.7 million people, a loss of about 14% of the population. As for the resident population of people aged 18 or older, it was estimated at 2.6 million, comprising 81.2 percent of the total population.

According to U.S. Census Bureau, the median age of the population in Puerto Rico is 42.4 years in 2020. Table 6.1 shows a distribution of the population by age range:

Table 6.1 Estimated Population by Age Groups, Puerto Rico 2020

| Age Range | Estimate | Percent of Total Population |
|-------------------|-----------|-----------------------------|
| Under 15 | 488,346* | 15.0* |
| 15 to 19 years | 211,965 | 6.5 |
| 20 to 24 years | 224,949 | 6.9 |
| 25 to 29 years | 219,540 | 6.7 |
| 30 to 34 years | 188,607 | 5.8 |
| 35 to 39 years | 194,697 | 6.0 |
| 40 to 44 years | 206,148 | 6.3 |
| 45 years and over | 1,522,302 | 46.8 |
| Total | 3,255,642 | 100 |

Source: U.S. Census Bureau, American Community Survey, 2020-5 Year Estimates 2016-2020.
(*Data extrapolated).

For the population 25 years of age or older (2,331,294): it is indicated that 77.5 percent had a high school education or higher and 26.7 percent had a bachelor's degree or higher.

As the population statistics indicate, there has been a steady decline in student enrollment in the K-12 school system. For the 2021-2022 school year, 276,413 students were enrolled versus 292,518 the previous year. Of these, 19,977 were in twelfth grade, and 226,313 had some sort of economic disadvantage (Source: *Department of Education of Puerto Rico, School Profile*). The

difference between 2020-2021 and 2021-2022 is over 16 thousand students, so almost an entire 12th grade level disappears each year.

While there are fewer students, there are more private higher education institutions in the southwestern region with increased diversification in academic offering and other services that they provide, such as free transportation. This competition has moved the Campus to carry out a more aggressive and innovative advertising. In addition, we have intensified the role of supporting students, who were once face-to-face and now remote, with the Chaplain, the deanships, tele-counseling, the Faculty, and the administrative collaborators. This new educational and social reality demands a great commitment from everyone to retain students so that they achieve their educational goals. Likewise, it is imperative to recruit new students in hopes of providing them with new opportunities.

Another important factor in the management of the San Germán Campus is that the southwestern region of Puerto Rico is a low-income region, with an average poverty level of 54.17%, exceeding the Island level by 9.67%. The average per capita income is 20% lower than the Island level (Source: U.S. Census Bureau). The area is also a high unemployment region. As of April 2021, the Southwest region had an estimated average unemployment rate of 9.73 percent, exceeding the rate at the Island level of 8.0 percent.

Table 6.2 Socioeconomic Factors Southwestern Region

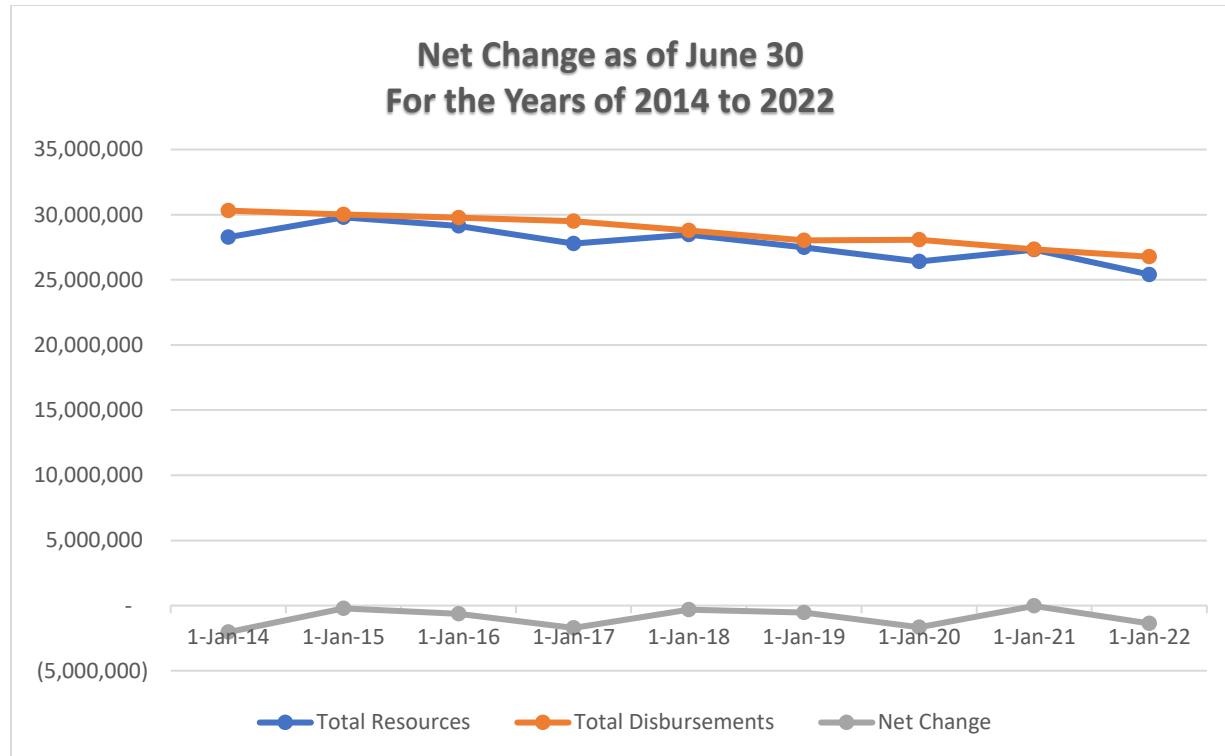
| Region | People Under the Poverty Level (%) | Per capita family income (Median) | % Unemployment April 2021 - 8.0% |
|---------------|------------------------------------|-----------------------------------|----------------------------------|
| Puerto Rico | 44.5 | \$20,166.00 | 8.0 |
| Cabo Rojo | 53.1 | 16,080.00 | 7.6 |
| Guánica | 63.8 | 13,242.00 | 13.7 |
| Guayanilla | 55.6 | 16,922.00 | 9.3 |
| Hormigueros | 40.8 | 19,394.00 | 7.2 |
| Lajas | 61.5 | 13,747.00 | 11.0 |
| Maricao | 64.2 | 13,262.00 | 12.2 |
| Mayagüez | 52.6 | 14,525.00 | 7.7 |
| Peñuelas | 56.5 | 17,592.00 | 9.7 |
| Sabana Grande | 47.2 | 16,846.00 | 9.3 |
| San Germán | 52.2 | 15,619.00 | 8.6 |
| Yauco | 48.4 | 14,954.00 | 10.8 |
| Average | 54.17 | \$15,653.00 | 9.73 |

Source: American Community Survey 5 years estimates 2014-2018. Unemployment Statistics by Municipality. PR Department of Labor and Human Resources. Bureau of Labor Statistics, Division of Studies and Statistics, LAUS Program April 2022.

While unemployment means that people do not have money to study, it can also result in an increase in enrollment for the retraining of the displaced, with particular emphasis on the professional certificates that we have and are in the process of implementing.

Given these challenges, the management of the San Germán Campus depends on its Mission and Goals, its various plans (Work, Budget, Infrastructure, among others), and its position as part of the Inter American System to continue to provide excellent service, innovative programs, and opportunities for the surrounding community. As shown, the Campus has been operating at a loss for the past several years which is balanced by the rest of the System.

Figure 6.3 Budget Net Change



Source: Inter American University of Puerto Rico Statement of Activities, Budget Vs. Actual, For the Cumulative Periods Ending on June 30, 2014 to 2022, San Germán Campus.

1. How do the financial planning and budgeting processes align with Campus priorities and respond to the needs of faculty, administration, and students?

The priorities for the San Germán Campus are based on Institutional priority areas. These priorities are aligned with the statements and areas of emphasis of the San Germán Campus Mission, institutional goals and with the *Strategic Vision 2030* and have been developed with the participation of the different sectors of the University Community (*Institutional Strategic Plan 2019-23*, pages iv-v). The Institution has enumerated 11 priority areas in pursuit of its vision:

- I. The holistic development of the student.
- II. Academic offering, accreditation, and internationalization
- III. Social responsibility and ethical, democratic, and Christian-ecumenical values
- IV. Development of the faculty
- V. Development of interdisciplinary and transdisciplinary research
- VI. Management and administrative processes
- VII. Finance and external funds
- VIII. Institutional development and alumni

IX. Institutional image, presence, marketing, and promotion

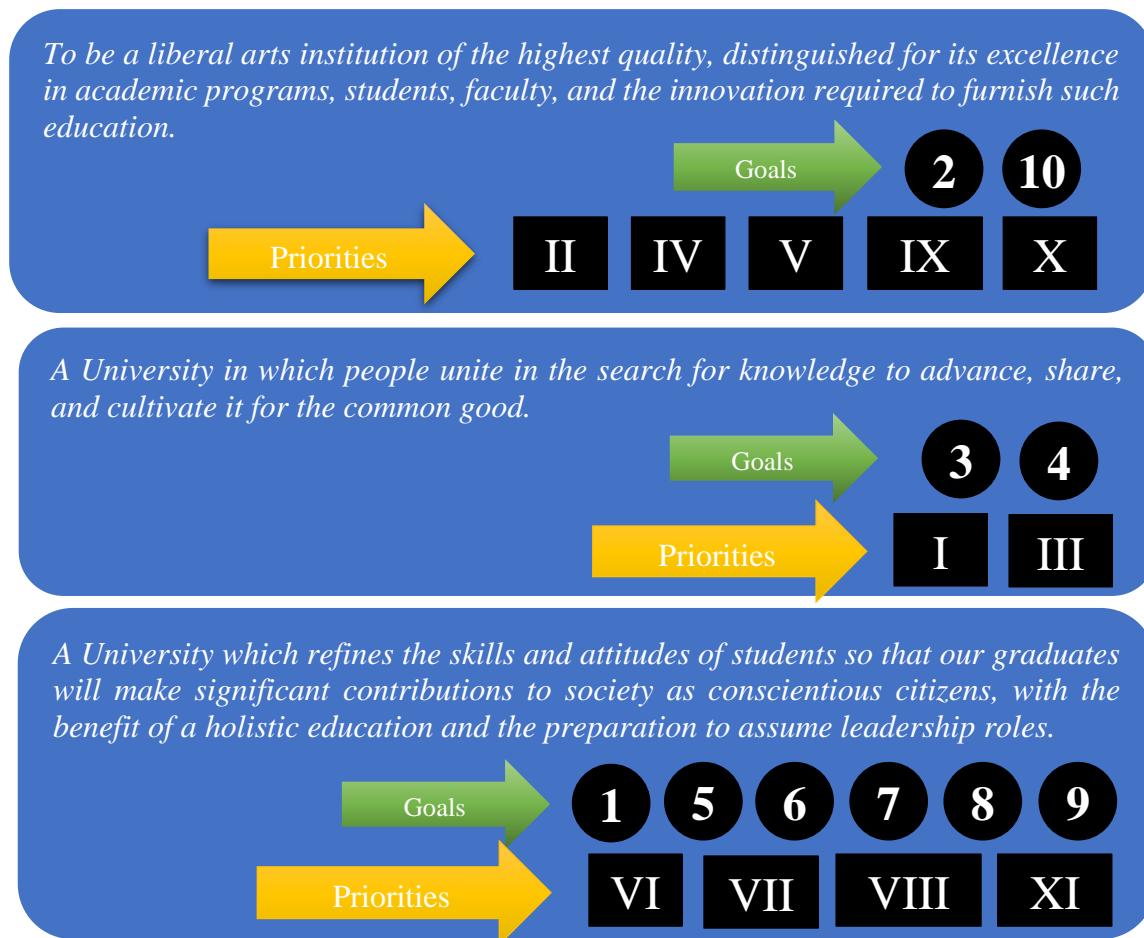
X. IT and telecommunications

XI. Infrastructure

(Source: Guide for Strategic Planning, Work Plan and Budget Preparation 2021-2022).

Every year, the Office of Research, Planning, and Appraisal and the Vice Presidency of Management, Finance, and Systemic Services publish a *Guide for Strategic Planning, Work Plan, and Budget Preparation*. This document links the priority areas with financial planning and budgeting processes and establishes the general guidelines for the review of the *Institutional Systemic Strategic Plan* and for the preparation of the *Institutional and Campus Annual Work Plan and Budget* for the next academic year. Figure 6.4 establishes how the priorities of the *Guide for Strategic Planning, Work Plan and Budget Preparation 2021-2022* are aligned with the San Germán Campus Mission and Goals. The ten San Germán Campus Goals are aligned with the Mission Statement on page 14 of this report.

Figure 6.4 Alignment of the San Germán Campus Mission, Goals, and Institutional Priorities



The introduction to the *Guide for Strategic Planning, Work Plan, and Budget Preparation* explains how the document has been aligned with Institutional priorities as well as how relevant external and internal factors have been analyzed. For example, the Guide for the 2021-22 year reads:

The first part of this document includes an analysis of external and internal factors that may affect the achieving of institutional goals in the next academic year. It also presents a summary of the results of the assessment indicators for the current year. This information needs to be considered when revising the *Strategic Plan*, the *Strategic Vision 2030*, the preparation of the budget, and the *Work Plan* for the upcoming year.

The second part of this document shows the projection of students for the August semester and the institutional priorities for the upcoming year... This projection is based on the analysis of the initiatives that will be started in the next academic year. It also considers external and internal factors identified by the Campuses and the Central Office. (p. 1)

This research about external factors and the alignment of priorities is provided to the Campuses by Central Administration to aid them by assembling information and analysis that is relevant to the Institution as a whole. Analysis of campus-by-campus information is also provided. The San Germán Campus administration is aware that the achievement of the proposed objectives and strategies will require a joint effort of the collaborators and a well-delineated plan to continue advancing the Campus Mission in the next four years.

The San Germán Campus, in its *Strategic Plan 2018-2019 to 2022-2023*, pages 53-64, presents the priorities for these academic years. The objectives, performance indicators, and metrics for the achievement of the Strategic Plan Priorities are divided into the following areas:

- A. Academic Area
- B. Student Area
- C. University Chaplaincy
- D. Management and Administrative Processes
- E. Infrastructure
- F. Finance
- G. Technology

The San Germán Campus distributes its resources according to the needs in the academic, student, chaplaincy, infrastructure, and technology areas. These priorities demonstrate the Campus commitment to its faculty, administration, and students. They are reflected in the financial and budget planning process, considering the fiscal reality of the Campus, the financial status of the Western part of the Island, and the available resources in the Campus and beyond. In summary, the organization of priorities outlined above demonstrates that the San Germán Campus financial and budget planning processes are aligned with its priorities and respond to the needs of the faculty, administration, and its students.

2a. How does the San Germán Campus allow for participation of its stakeholders in the areas of institutional planning, resource allocation, and institutional improvement?

The San Germán Campus allows for wide input in the areas of institutional planning, resource allocation, and institutional improvement which is then channeled to the appropriate offices for further study and refined by culling the best ideas to create the most effective plans. Ideas suggested by students, faculty, or staff can be escalated through their respective departments or through the Academic Senate. Suggestions are also generated by Central Administration and the

Board of Trustees. Research in the current trends and conditions of Puerto Rico as well as opportunities available to the Campus also plays a significant role in this process.

The process for institutional planning, resource allocation, and institutional improvement is outlined in *The Guide for Strategic Planning, Work Plan, and Budget Preparation* which includes an in-depth analysis of the external and internal environment that will influence the achievement of the goals for each academic year. It also includes the results of the assessment indicators from the previous year, which must be considered when reviewing the Strategic Plan. The Guide is distributed as part of the budgeting process to the Chancellors of the academic units, who in turn distribute it among the personnel with budgetary responsibility, such as Deans, Department Directors, and Office Directors.

As part of the financial and budget planning processes, the Campus must present a *Work Plan* that aligns with the *Campus Strategic Plan* and the *Systemic Strategic Plan*. The *Work Plan* indicates in detail the activities to be carried out during the period of one year, with measurable goals and objectives. The *Work Plan* includes the following categories: goals, objectives, activities to be carried out, responsible parties, costs, and indicators of achievement.

The budget is built from the departments up and the stakeholders are included according to the role they play in the university community. Table 6.3 outlines the process for creating the budget and indicates those involved in each phase.

Table 6.3 Phases of the Budget

| | | |
|---|----------------|---|
| Phase 1: Directors of the Academic Departments and other dependencies of the Campus | November | Identify the objectives for the year being budgeted, needs for equipment, technology, physical plant, human resources, and materials. Enter this information in the Banner 9 System. |
| From the information recorded in Phase 1, the Work Plan for the budgeted year is also defined. | | |
| Phase 2: Deans and the Enrollment Services Manager | December | Review and adjust the accounts submitted in level one |
| Phase 3: Chancellor | January | Reviews the budget request submitted by the Directors, Deans, and the Enrollment Services Manager. The Chancellor is responsible for making any adjustments necessary to comply with the <i>Guide for Strategic Planning, Work Plan and Budget Preparation</i> as well as for the overall campus priorities to be funded. |
| Phase 4: Central System Budgetary Office. | End of January | The Chancellor submits the Budget to the Central System Budgetary Office. |
| The Budget includes, among other things, the following information: <ol style="list-style-type: none"> Executive summary of the budget request. Explanation of how the budget request advances the mission and goals of the Campus. Identification of significant changes in the budget request. | | |

- D. Explanation of the budgetary effect of the modifications in the academic offer in the budget of the Campus. It includes a projection of students for each new program submitted to the accrediting agencies.
- E. Annexes

In addition, the Budget presents the following information in the form of tables or graphs:

- A. History of the projection of income and expenses.
- B. Distribution of income by concept.
- C. Number of new students.
- D. Average number of students per section.
- E. Projection of students and tuition fees by term, level, and credit.
- F. Projection of admission applications by academic term.
- G. List of new academic offerings.
- H. Table of overloads and discharges of faculty.
- I. Distribution of the budget of expenses by concept.
- J. Distribution of the expenses budget by function.
- K. List of positions frozen and eliminated, and their impact on the Campus budget.
- L. List of exempt and non-exempt faculty and staff positions that are impacted by changes in rank, years of service and academic preparation, among others.
- M. Detail of the budget request for the San Germán Inter American School.

| | | |
|---|-------|---|
| Phase 5: The President and the Board of Trustees | March | The President and the committees of the Board of Trustees review the Budget submitted by the Chancellor. It is adjusted if necessary and the final budget is approved for the next academic year. |
|---|-------|---|

As the above table shows, the needs of the students are considered by the faculty and administration in their contributions to the budget. The San Germán Campus allows for participation of its stakeholders in the areas of institutional planning, resource allocation, and institutional improvement. The budget is built from the departments up and the stakeholders are included, according to the role they play in the university community. This process starts with the Academic Department Directors who identify the objectives for the year being budgeted, needs for equipment, technology, physical plant, human resources, and materials. They consider the needs of their Faculty and staff and of the students of the academic programs that they offer. Their budget request is then analyzed by the Deans and the Enrollment Services Manager, the Chancellor, and, finally, by the President and the Committees of the Board of Trustees.

The Chancellor of San Germán Campus gives a state of the Campus address at the beginning of each semester to the administration and faculty separately and the President of the Institution gives one annually. At that time constituents have a further opportunity to raise issues. Through the above design, we observe that the financial planning and budgeting processes, in every level, consider the needs of faculty, students, and administration.

2b. How does the San Germán Campus provide evidence that assessment results are used to support academic programs, human resources, the student learning experience, support services, physical facilities, capacity building, and technological infrastructure?

The San Germán Campus uses assessment results to support academic programs, human resources, the student learning experience, support services, physical facilities, capacity building and technological infrastructure. The Campus publishes a list of objectives for each of the priority areas identified in the annual strategic plan: academic, student, chaplaincy, infrastructure, and technology areas. At the end of the fiscal year, the Campus publishes an annual report that explains what has been done in terms of each objective. The objectives are revised accordingly.

The priority area first discussed in the *San Germán Campus Strategic Plan* is the Academic Area. The key objectives focus on the revision and development of academic programs and offerings. Table 6.4 presents the number of academic programs revised annually between the academic years 2017-2018 to 2021-2022. The San Germán Campus has approximately 120 academic programs available per year; a list of the programs is available in Appendix K: Programs Offered by the San Germán Campus 2013 – 2022. Prior to the COVID 19 Pandemic, the Campus averaged approximately 15 revisions per year, over 10% of its offerings. Further discussion of how assessment is used in the revision and support of academic programs can be found in Chapter 5.

Table 6.4 Programs Revised or in the Process of Revision

| | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Technical Certificate | 2 | 1 | | | |
| Associate Degree | 1 | 3 | 3 | 1 | |
| Bachelor's Degree | 7 | 7 | 8 | 2 | |
| Professional Certificate | 1 | | | | |
| Master's Degree | 6 | 3 | 4 | 1 | |
| Doctorate Degree | 3 | 3 | | | |
| Total | 20 | 17 | 15 | 4 | |

Source: Strategic Plan 2018-2019 to 2022-2023

Other key objectives related to the development of academic programs focus on the creation or transfer of academic offerings, program approval by the Puerto Rico Board of Post-Secondary Institutions (JIP by its Spanish acronym), and implementation of approved programs. The San Germán Campus has been able to keep a steady pace of working on around 45 programs per year, which includes programs still in the design phase, programs being reviewed by JIP, and programs with approval from JIP being implemented. Most of those programs are undergraduate majors and master's level programs. Information about the creation and revision of programs can be found in Chapter 7 Appendix K Appendix K: Programs Offered by the San Germán Campus 2013 – 2022 and is discussed in further detail in Chapter 3 Standard III Design and Delivery of the Student Learning Experience

Another key objective has been to increase online (asynchronous) course offerings. Table 6.5 shows the number of sections and students from 2017-2022. During 2017-2018, the San Germán Campus was able to offer 175 sections online. However, Hurricane Maria knocked out the power in September of 2017 and even the Campus, which was one of the places to have power reinstated fairly quickly was without power for about a month. Thus the 2018-2019 school year saw a drop in online sections, but the Campus has maintained a steady increase since then. Also, as almost all courses have been available to students in a remote manner since 2020, there are no statistics on how many students would have chosen online (asynchronous) in the absence of the hybrid option.

However, the average number of students per online class did increase from almost 16 in the 2017-2018 school year to 22 in the 2020-2021 school year, showing a 25% increase.

Table 6.5 Online Sections on the San Germán Campus

| | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|-------------------------------|-----------|-----------|-----------|-----------|-----------|
| Number of Sections | 175 | 132 | 158 | 170 | |
| Number of Students Registered | 2,774 | 2,442 | 2,989 | 3,812 | |

Source: Strategic Plan 2018-2019 to 2022-2023

The priority area discussed second in the *San Germán Campus Strategic Plan* is the Student Area. The key objectives focus on the recruitment of students and development of supportive and educationally enriching programs. Table 6.6 presents the number of students who attended academic, cultural, and social activities framed in the Christian-ecumenical, ethical, and democratic values annually between the academic years 2017-2018 to 2021-2022. In 2018-2019, the only academic year in the last five with no hurricane, earthquake, or Pandemic, attendance rose to approximately 15% of the student body, but for the other years it has hovered around 10%. Further discussion of student attendance and participation in the various supportive and educationally enriching programs offered can be found in Chapter 3.

Table 6.6 Extracurricular Activities

| Category | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021* | 2021-2022 |
|--------------------|-----------|-----------|-----------|------------|-----------|
| Community Service | 86 | 94 | 86 | 30 | |
| Educative | 141 | 257 | 192 | 192 | |
| University Service | 112 | 97 | 40 | 25 | |
| Social | 88 | 146 | 126 | 77 | |
| Other | 10 | 10 | 10 | 8 | |
| Total | 437 | 604 | 454 | 332 | |

Source: Strategic Plan 2018-2019 to 2022-2023

In addition to providing services and activities that offer students extracurricular activities, another key objective of the Campus is to support students in their development as students and scholars. Table 6.7 presents how many services were offered to the students through the University Learning Center (CUA by its Spanish acronym) during the academic years 2017-2018 to 2021-2022.

Table 6.7 University Learning Center (CUA)

| | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021* | |
|-----------------------------------|-----------|-----------|-----------|------------|--|
| Mentoring Services | 1,600 | 1,711 | 1,831 | 1,271 | |
| Tutorial Services | 1,113 | 1,176 | 1,366 | 999 | |
| Computer Lab Services to Students | 1,830 | 3,913 | 1,569 | 102 | |

Source: Strategic Plan 2018-2019 to 2022-2023

For the academic year 2020-2021*, we can see the impact of the COVID-19 Pandemic in the participation of students in some services and activities. The San Germán Campus provided these services and activities using technology and different media.

Other key objectives in the Student Area pertain to getting more students involved in the Honors Program and in Exchange programs specifically through offering more resources to support those activities. The academic years 2017-2018 to 2021-2022 have been particularly difficult for hosting exchange students. The Honors Program has been able to increase from about 4% to 5% of the students.

Table 6.8 Honors and Exchange Programs

| | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021* | 2021-2022 | Resources Invested |
|---------------------------------|-----------|-----------|-----------|------------|-------------|--------------------|
| Students in Honors Program | 164 | 209 | 236 | 204 | In progress | In progress |
| Students hosted by SG | 8 | 16 | 4 | - | In progress | In progress |
| SG Students that go on exchange | 4 | 5 | 3 | - | In progress | In progress |

Source: Strategic Plan 2018-2019 to 2022-2023

During the COVID-19 Pandemic, the Campus continued offering its courses, and adapted its services, thanks to technology, in such a way that its students could continue with their academic goal. In addition to the financial resources received by the federal government, the Campus adjusted its budget so that these services would not be affected. Equipment and training were provided to the Faculty so that they could continue offering their courses remotely. The Campus has excellent physical, technological and human resources to give continuity to the services it provides.

The San Germán Campus depends on its assessment tools that serve as a planning guide to use institutional resources to support the mission and goals effectively. The main assessment tools are:

- *Work Plan:* Annually, each academic or administrative department or program prepares a Work Plan. This document includes the Campus goals, department or program goals, assessment criteria, metrics, other documents, and evidence aligned with Accreditation Standards. The Budget Plan accompanies the Work Plan.
- *Budget Plan:* Annually, each academic and administrative department or program prepares a budget according to their needs to achieve the Work Plan goals and objectives. It is prepared based on continuous changes that may affect the Campus either by external or internal factors.
- *Strategic Plan:* Provides a frame of reference, facilitates recognizing and identifying opportunities, and formulates strategies to achieve it. The Strategic Plan helps to foresee situations before they arise and to visualize education into the future. It contains the priorities established for a given period and the goals, objectives, and strategies to carry them out. The Chancellor and the Administrative Council of the Campus give support

during the process. It includes the strengths and challenges that we can face to continue developing the Campus and making it competitive in the educational, labor, and economic market. This plan covers external and internal factors that may affect student areas, academic offerings, faculty, religious life, management, finance, infrastructure, and telecommunications.

The *Strategic Plan* is a dynamic document, which is continuously evaluated to determine the relevance of the processes, objectives and activities identified and if the objectives and the strategic and budget planning process respond to the needs of the students, the faculty, and the administration. For example, as explained before, Academic Directors factor into the budget the number of students, faculty and other personnel in their Departments, the needs of equipment and materials, current and new academic programs, and other needs for the academic year. They meet with the Dean of Academic Affairs to discuss their budget request after entering the information in the Banner 9 System during Phase One. They present their needs according to the Work Plan for the next academic year. During Phase Two, the Dean of Academic Affairs evaluates those requests and adjusts according to the number of students projected and other factors being considered. During Phase Three, the Chancellor evaluates and adjusts to comply with the *Guide for Strategic Planning, Work Plan and Budget Preparation*. Changes deemed necessary are incorporated in each phase.

The San Germán Campus assessment tools serve as a planning guide to use institutional resources to support the mission and goals effectively. The *Work Plan*, *Budget Plan*, and the *Strategic Plan*, among others, are continuously revised and updated on an annual basis, according to the current conditions, changes in priorities, and resources available, to support academic programs, human resources, the student learning experience, support services, physical facilities, capacity building, and technological infrastructure.

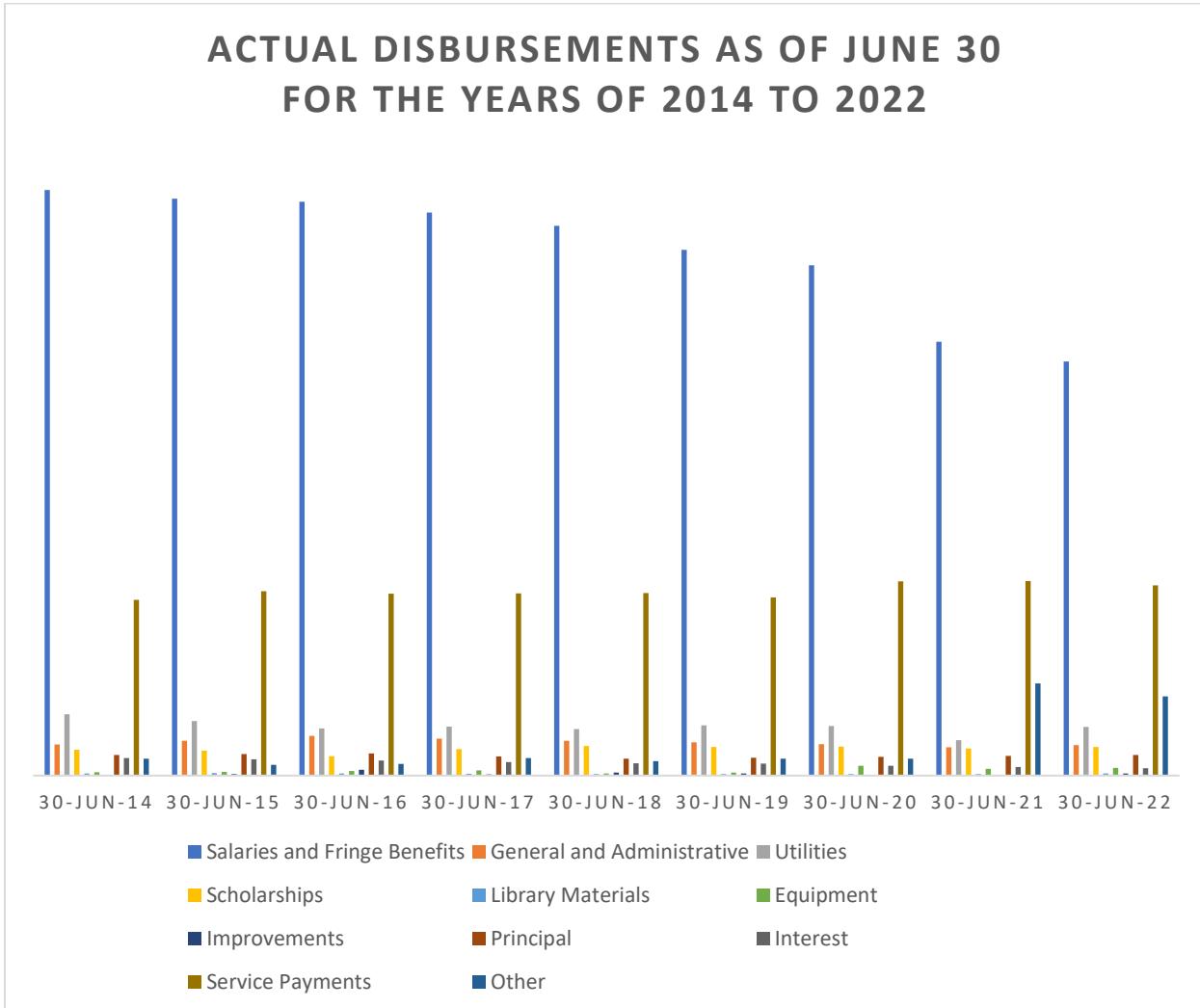
3. How is the decision-making process of the San Germán Campus administration guided by the Strategic Plan, the Infrastructure Master Plan, and the Informatics and Telecommunications Plan to ensure that the fundamental resources are properly allocated for educational programs, student services, physical facilities, and technological infrastructure?

To make decisions on how to use and distribute resources efficiently, a series of plans are established, such as the *San Germán Campus Strategic Plan*, the *San Germán Campus Master Plan for Infrastructure*, the *San Germán Campus IT and Telecommunications Plan*, and the *San Germán Campus Maintenance Plan*, among others. These documents are dynamic and adapt according to needs, changes in priorities, and available resources. Even with the hurricanes of 2017, the earthquakes of 2020, the COVID-19 Pandemic, and the times when the economic situation of the Island, particularly in the geographic area served, is critical, the Campus manages to maintain and distribute its resources in such a way that educational programs, student services, plant development, and the maintenance of physical and technological infrastructure are not affected.

The budget distribution is classified in the following areas: Instruction, Academic Support, Institutional Support, Student Services, Operation and Maintenance, Scholarships, and Auxiliary Enterprises. This distribution facilitates the process of gathering data to assess the proper use of funds in each area. The automated online Banner System provides each Academic Department and

Office the budget amounts assigned and authorizes access to budget procedures. Data generated by the Banner System provides valid and reliable information necessary for decision-making processes and policies.

Figure 6.5 Budget Disbursements



Source: Inter American University of Puerto Rico Statement of Activities, Budget Vs. Actual, For the Cumulative Periods Ending on June 30, 2014 to 2022, San Germán Campus.

The figures in the adjusted budget are the result of the evaluation of the income from tuition, fees, and other items, considering the achievement of the enrollment projections and other factors that affect the Campus income. This, in turn, affects projected disbursements. These are adjusted according to available resources, prioritizing fixed disbursements such as salaries, fringe benefits, general and administrative expenses, debt payment, and others. During the academic year, an analysis of variance is carried out to determine which items have to be adjusted to stay within the budget. Some actions that are considered to stay within the budget include controlling utilities expenses, the purchase of materials and services, contracts of temporary personnel, compensation, and others.

A *Master Plan for Infrastructure* was originally designed by the Institution's Founder, Rev. Dr. John Will Harris, around 1912 (see *Riding and Roping*, 1977). It was considered the blueprint for future Campus development. This document has been revised through the years with the participation of members from the internal and external communities. The Administration has been guided by the needs and realities of those it serves. A constant factor at the Campus has been that physical facilities require continuous and adequate maintenance to provide a safe and healthy living environment in compliance with local, state, and federal regulations.

A *Maintenance Plan* is submitted yearly with the budget request that includes electrical, refrigeration, cleaning, plumbing, and landscaping services. An in-house developed computerized program produces reports on task processed parameters and costs of materials, labor, major improvements, and related expenses for each maintenance service provided. It offers valuable information for the decision-making process, especially to identify other resources for physical facilities development and corrective measures as needed.

Several significant improvements to the physical facilities included in the *Physical Infrastructure Master Plan (2011-12)* of the San Germán Campus have been completed. These include the construction of the Nursing Building and the Graduate Studies and Research Center, the addition of a room to house the new Recording Studio in the Music Building, the remodeling of various buildings to accommodate the Inter Beauty Salon, the K-12 San Germán Inter American School, and the John Will Harris Museum, the remodeling of the first floor of the Aurelio Tió Museum, the relocation of the Offices of the Chancellor, Dean of Administration, Dean of Academic Affairs, and Human Resources, as well as the installation of air conditioning, LED lighting throughout the Campus facilities, underground fiber optic lines, Library shelf non-structural seismic bracing, and regular painting of the buildings and repaving of the campus roads.

The *Strategic Plan* includes the infrastructure projects, including construction and renovations to support educational and administrative services and renovations to face emergencies like hurricanes and earthquakes (Campus Strategic Plan, pages 67-68). The table of construction projects includes the project description, timeframe, estimated budget by fiscal year, total cost, funding sources, and the Department in charge of the project. The table of renovations or infrastructure improvements to face the emergencies includes the project description, estimated cost, timeframe, and funding sources. In recent years, the principal investment in construction projects are:

Table 6.9 Facilities Project Costs

| Project | Date | Cost |
|---|---------------------------|--------------------------------------|
| Construction of the Nursing School. | February 2015 | In progress |
| Construction of the School of Graduate Studies and Research | October 2016 | In progress |
| Purchase and renovation of San José School to move the operations of San Germán Inter American School. The Campus Strategic Plan 2018-2023 includes this project. | August 2021 | \$1.5M-Purchase \$1.3M-Remodeling |
| The replacement of the Luis Sambolín athletic track surface. | Anticipated November 2022 | \$1.5M-Reserve |

The improvement of educational programs, student services, and technological infrastructure prioritizes the administration's resource allocation decision-making process. The *San Germán Campus Strategic Plan* and the *San Germán Campus IT Plan* include the following initiatives:

1. Continue adding and renovating the Campus computer laboratories.
2. Continue providing computers and microphone enhancers to faculty. In 2020, each Faculty member was assigned a laptop for their coursework as well as a lapel microphone (2021) to better connect with their students from their virtual classrooms.
3. Continue replacing and updating computers in student service and administrative offices.
4. Continue the development of the fiber optic backbone and other connectivity mediums, including Wi-Fi.
5. Complete and update the Campus telephone system.

The Campus has sustained a continuous computer equipment replacement and upgrade endeavor giving top priority to the academic area, especially computer laboratories, student services, and laptops for faculty. For example, the CIT building has a Data Center featuring high-performance servers for Active Directory authentication, file-print services, and server virtualization. Also, the CIT and Library provide print, copy, and scanning services for students.

In the area of implementation of technological resources, the Campus has been working to provide wireless internet access to all classrooms, laboratories, parking areas, and Residence Halls. The Information Technology Center (CIT) has strengthened access to computer resources, supported the distance-learning platform, improved internet access across the Campus, provided technical support to the community through its help desk, and facilitated the teaching-learning and training processes. The CIT also supports 40 student laboratories with approximately 1,200 computers with internet access, 106 smart rooms on Campus, and a videoconference room in the Library. Two T-1 Lines are strictly used for academic purposes, multi-media installations, and video-conference rooms. Three incubator laboratories were sponsored by a Title V Grant for student and faculty use in Medical Technology, Teacher Education, and Entrepreneurial and Managerial Sciences Programs. Technology at its best soon will be experienced by the students in the Recording Studio under development by the Music Department.

In addition to its support of the Campus, the CIT houses the following facilities: one open laboratory with 75 stations and printing equipment; 3 teaching laboratories, each with 31 computer stations; and 2 teaching laboratories, each with 25 computer stations; all five laboratories have audiovisual projection systems and Wi-Fi connectivity. CIT technicians assist students and faculty in the following ways: installation and configuration of hardware and software, using computer laboratories for teaching, e-mail accounts, and the proctoring services for online exams, using the RP Now application for authentication.

The 2017 Hurricane María impacted the Campus electrical system for 26 days and affected the administrative and educational processes. After this event, the Campus invested \$831,061 of federal funds and \$39,000 from Campus' resources in two electricity generators. The installation of a photovoltaic system is another project included in the Strategic Plan for the academic year 2022-2023, at an estimated cost of \$1,000,000, for continuing operations after a natural disaster.

Annually, the Conservation and General Services Department submits a work plan and budget plan that includes the resources needed to maintain the infrastructure and Campus green areas in excellent conditions with emphasis on supporting educational services. The Department implemented some initiatives for the efficient use of resources and decreasing or maintaining utility expenses. For example, to reduce electric consumption, led lights and movement sensor lights were installed and air conditioners were replaced with higher efficiency systems. Also, the Campus promotes a campaign to turn off lights and computers while they are not in use. The Campus green areas maintenance services were privatized to an external company to maximize resources and maintain them in excellent condition.

As a result of the impact of hurricanes, earthquakes, and the COVID-19 pandemic, the Campus priorities needed a revision. Hurricane María (2017) and the earthquakes (2020) affected the Campus infrastructure requiring the restoration of some buildings. Due to the COVID-19 Pandemic, the Institution made some changes to priorities or projects included in the *San Germán Campus Strategic Plan* to ensure continuous academic teaching. Technology improvements to teaching rooms were necessary for virtual classes and computers were needed for academic and administrative personnel. Another investment was necessary for sanitization and air conditioning purification systems to protect student and collaborator health. These improvements had a total cost of \$2,829,009.50.

For Infrastructure, Technological, and Telecommunications Major Projects, the Campus Chancellor needs the approval from the President and Board of Trustees and the Campus must justify the project purpose or objective to enhance academic and administrative services and its alignment with the Campus assessment and strategic plans.

The *San Germán Campus Strategic Plan* addresses the necessary technological infrastructure and activities for the development and improvement of our technology resources using the *Information Technology and Telecommunications Plan* and the Campus particular goals and objectives. Even though financial resources have diminished, the CIT has managed to provide the appropriate computing, connectivity infrastructure, support, and services according to the allocated fiscal resources.

In 2020, the San German Campus was granted funds from the CARES Act to improve and renovate computing resources, procure equipment to implement virtual classrooms, and implement a significant upgrade to the Campus telecommunications network to accommodate voice and video services. A total of \$3,249,105.20 of these funds was invested in computer equipment, telecommunications, and virtual classrooms. This represents approximately 12% of the total resources for 2020. This initiative has been a milestone in terms of IT and Telecommunications Services on Campus.

In summary, the San Germán Campus has demonstrated that its decision-making process is guided effectively and efficiently to ensure that the fundamental resources are properly allocated for educational programs, student services, physical facilities, and technological infrastructure. It was shown that the Campus has invested a significant amount of money in the construction and maintenance of buildings, development of its telecommunications, purchase of new computer equipment, virtual classrooms, and other related materials to continue offering quality service to our students, faculty, administrators, and visitors.

4. What strategies does the San Germán Campus have for measuring and assessing the effective use of institutional resources to support the San Germán Campus Mission and Goals?

The IAUPR has different processes and tools to monitor the effective use of Campus resources. The Institutional President and Board of Trustees approve the Campus budget and allocates it among the academic and administrative departments in the Banner Finance System, the institution's technological, financial management system. According to the approved budget, all accounting transactions related to income and disbursements are registered in the Banner program and comply with Institutional regulations and Federal policies, rules, and guides. The Office of the Dean of Administration is responsible for evaluating the process of purchases and disbursements and of implementing the internal controls to safeguard the proper use of Campus resources. Annually, the Central Administration of IAUPR, throughout internal audits and monitoring of administrative departments, federal programs, and academic offices, assess and measure the effective use of institutional resources and compliance with Federal and Institutional Rules and Guides. For Infrastructure, Technological, and Telecommunications Major Projects, the Campus Chancellor needs the approval of the President and Board of Trustees based on the project purpose or objective to enhance academic and administrative services and its alignment with the Campus assessment and strategic plans.

IAUPR hires external evaluators and auditors to perform required financial audits for all campuses, federal programs, and dependencies. Yearly, the auditors of the Certified Public Accountant Firm visit the Campus to conduct the audits. Also, external auditors perform the Single Audit to ensure compliance with federal program requirements with various provisions of law, regulations, contracts, and grant agreements.

The IAUPR has an Auditing Department that follows an annual plan for reviewing the procedures of the entire Inter American University System, as approved by the Board of Trustees. Each year, auditors visit the Campus to review different areas. The topics that are part of the annual external auditing process are cyclical, like those related to Federal Funding and Financial Aid. Also, other representatives from the Office of Central Administration regularly monitor academic, administrative, and fiscal areas to assure due compliance with federal, state, and institutional regulations. The IAUPR Vice-president for Finance and Systemic Services provides support and technical assistance in these processes.

Due to the emergency of COVID-19, the fiscal monitoring process for projects subsidized with external funds was carried out remotely in the 2020-2021 academic year. The projects that were monitored are presented below.

Table 6.10 Audits or monitoring by the Inter American University of Puerto Rico Office of Internal Audit and Compliance

| Office/Program | Fiscal Year | Concept or procedure review | Results |
|----------------------------|-------------|--|-----------------------------|
| Human Resources Department | 2016-2017 | Compliance with staff benefits for studies | There were no observations. |
| Distance Education | 2016-2017 | Monitoring | There were no observations. |

| | | | |
|--|-----------|----------------------------------|--|
| External Resources Norms | 2016-2017 | Compliance with applicable norms | There were no observations. |
| Property and Payments of External Resources | 2016-2017 | Monitoring | There were no observations. |
| Financial Aid-Nursing Department | 2016-2017 | Monitoring | There were no observations. |
| Registrar's Office-SEVIS | 2016-2017 | Monitoring | Informative report. |
| Management of External Resources | 2016-2017 | Compliance with applicable norms | There were no observations. |
| TRIO Programs-Ronald McNair | 2016-2017 | Monitoring/ Internal Audit | There were no observations. |
| TRIO Programs-UPWARD Bound | 2016-2017 | Monitoring/ Internal Audit | There were no observations. |
| EOC-TRIO Programs | 2016-2017 | Monitoring/ Internal Audit | There were no observations. |
| CEPR: NCLB-15-20- Mathematics Certification for Special Education Teachers in the Secondary Level | 2016-2017 | Monitoring | There were no observations. |
| UMERS Monitoring Unit, Department of Education of PR-Psychological and Consulting Services Clinic | 2016-2017 | Monitoring | There were no observations. |
| Compliance Verification Report in the Academic- Student Area/Admissions | 2017-2018 | Compliance Visit | There were no observations. |
| Compliance in Human Resources Area: Christmas Bonus and Five-year raise | 2017-2018 | Compliance Visit | There were no observations. |
| Property and External Proposals | 2017-2018 | Monitoring | One observation corrected at the time. |
| Compliance Visit Occupational Health and Safety Area: Communication of Occupational Hazards for Employers who Possess and Use Hazardous Chemical Substances 29 CFR 1910.1200 (May 8, 2018) | 2017-2018 | Compliance Visit | No recommendations. |
| Ronald E. McNair Postbaccalaureate Achievement Program | 2017-2018 | Monitoring | There were no observations. |
| Upward Bound Program | 2017-2018 | Programmatic Monitoring | No findings or recommendations. |
| Upward Bound Program | 2017-2018 | Fiscal Monitoring | No findings or recommendations. |

| | | | |
|---|-----------|---|--------------|
| Educational Opportunity Center (EOC) | 2017-2018 | Programmatic Monitoring | No findings. |
| Educational Opportunity Center (EOC) | 2017-2018 | Fiscal Monitoring | No findings. |
| College Assistance Migrant Program (CAMP) | 2017-2018 | Monitoring | No findings. |
| <i>Centro de Apoyo Sustentable al Alumno (CASA)</i> | 2017-2018 | Monitoring | No findings. |
| Strengthening Graduate Education through the Creation of the Integrated Services Graduate Student Center to Enhance Hispanic Success at IAUPR-Title V PPOHA | 2017-2018 | Monitoring | No findings. |
| The Math and Science Partnership for the Elementary and Middle School Teachers-MSP | 2017-2018 | Monitoring | No findings. |
| The Math and Science Partnership for the Elementary and Middle School Teachers-MSP | 2017-2018 | Monitoring by the PR department of Education, Mayaguez Region | No findings. |
| Biology Certification for Science Teacher in Elementary Level (4-6) | 2017-2018 | Monitoring | No findings. |
| Facilities Rental | 2018-2019 | Internal Audit. | No findings. |
| Human Resources Department | 2018-2019 | Compliance with the probationary period of new employees | No findings. |
| AVANCE | 2018-2019 | Service compliance | No findings. |
| Upward Bound | 2018-2019 | Programmatic Monitoring | No findings. |
| Educational Opportunity Center (EOC) | 2018-2019 | Programmatic Monitoring | No findings. |
| Educational Opportunity Center (EOC) | 2018-2019 | Fiscal Monitoring | No findings. |
| Ronald Mc Nair | 2018-2019 | Programmatic Monitoring | No findings. |
| CASA | 2018-2019 | Programmatic Monitoring | No findings. |
| CASA | 2018-2019 | College Board tests | No findings. |
| CAMP | 2018-2019 | Programmatic Monitoring | No findings. |
| Strengthening Graduate Education through the Creation of the Integrated | 2018-2019 | Programmatic Monitoring | No findings. |

| | | | |
|--|-----------|---|---|
| Service Graduate Student Center to Enhance Hispanic Students Success at IAUPR-SG-Title V PPOHA | | | |
| Upward Bound | 2018-2019 | Fiscal Monitoring | No findings. |
| Auxiliary Enterprises (Lodging for faculty, personal administrative or students) | 2019-2020 | Internal Audit. | Recommendations: Install a device to reasonably estimate the consumption of utility expenses. He referred to Systems Engineering for his recommendation. |
| Facilities Rental | 2019-2020 | Internal Audit. | No findings. |
| CAI | 2019-2020 | Compliance in the Academic Area. | No findings. |
| Academic Progress Norm | 2019-2020 | Compliance with the Academic Progress Norm. | The effectiveness of the controls established in the application of the Academic Progress Standards are considered adequate. It is recommended that the reports to be used in processing student appeals be established in writing. |
| Financial Aid-Administration of the Federal Work-Study Program (FWS) | 2019-2020 | Compliance. | No findings or recommendations. |
| Tax Revision-Hospitality Tax Division of the Department of the Treasury of PR | 2019-2020 | External audit. | No findings or recommendations. |
| Human Resources | 2020-2021 | Compliance with the recruitment and affirmative action requirements Title IX-Sexual assault | Three recommendations incorporated in the processes immediately. |
| Health and Occupational Safety | | Compliance with Contingency Plans | No findings or recommendations. |
| CAMP | 2020-2021 | Programmatic Monitoring | No findings or recommendations. |

Source: IAUPR San Germán Campus Annual Reports 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021

The monitoring and audits reaffirmed Campus compliance with the regulations and processes that govern the management of this Institution.

The results of the audits and monitoring processes guide the Campus policy compliance as it helps to develop more effective procedures for quality management and performance improvement. During this period, audit reports have led to improvement of administrative practices, such as procedures in the Bursar's Office and the vault control.

In summary, the San Germán Campus has demonstrated that it has strategies to measure and ensure that its resources are used effectively and efficiently to support its Mission and Goals. Through internal monitoring and independent audits, which are carried out periodically, it has shown over the years that fiscal resources, even in times of economic difficulty at the local, national, and global levels, are distributed according to the priorities of continuing offering innovative and quality academic programs, services to students and faculty, and for the development of physical, technological, and human resources.

Conclusion Standard VI

The San Germán Campus complies with Standard VI- Planning, Resources, and Institutional Improvement and its criteria as outlined by the MSCHE in terms of generating resources that are currently “aligned with each other and sufficient to fulfill [the] mission and goals” and which allow us to “continuously assess and improve” as well as “to respond effectively to opportunities and challenges” as they arise. (MSCHE standards, 2021). The opportunities and challenges as well as the processes of resource planning and budgeting have been outlined. The role of the stakeholders, the Mission and Goals, assessment, and documented procedures has been explained. The San Germán Campus strives for ongoing improvement while availing itself of all available resources.

The San Germán Campus also complies with the priorities established in the Self-Study Design, and with the MSCHE Requirements of Affiliation related to this Standard:

Priorities presented in IAUPR-SG Self-Study Design, related to Standard VI:

Priority 2:

Develop San Germán resources effectively.

Priority 3:

Strengthen academic development and administrative processes based on outcomes assessment.

Priority 4:

Encourage advancement of the Campus Mission and Goals.

The IAUPR, San Germán Campus, has assessment tools that serve as a planning guide to use institutional resources to support the mission and goals effectively. The financial planning and budgeting processes are well defined and supported by the Office of Research, Planning, Appraisal

and Planning and by the Vice Presidency of Management, Finance and Systemic Services, who publish a *Guide for Strategic Planning, Work Plan, and Budget Preparation* and other documents that establish the general guidelines for the review of the Institutional Systemic Strategic Plan and for the preparation of the Institutional and Campus Annual Work Plan and Budget for the next academic year.

The participation of faculty, students, and administrators in the different stages of the financial and budget planning processes allows identifying the needs of the Campus and the efficient distribution of resources, based on the results of assessment. Through internal monitoring and external audits, administrative processes have been strengthened to guarantee the proper use of available resources.

Thanks to the above procedures and structures, we have advanced the Mission and Goals of the Campus, through curricular reviews, development of new academic programs, better services for faculty, administrators and students, improvements to the physical and technological infrastructure, and other resources to strengthen academic and student services on Campus.

MSCHE Requirements of Affiliation 8, 10, 11

We also conclude that the IAUPR-SG meets the MSCHE Requirements of Affiliation presented below, which are related to Standard VI:

Requirement 8: The Institution systematically evaluates its educational and other programs and make public how well and in what ways it is accomplishing its purposes.

The San Germán Campus periodically evaluates its academic programs and other processes with the participation of faculty, students, and administrators, based on assessment results. Through these practices, it keeps its academic offerings updated according to the mission and goals of the Campus. Aspects such as internationalization of the academic offer and services, distance education, and innovative, relevant, and updated educational programs are considered. Through social media, emails and other publications, the Campus makes public how it is achieving its purposes.

Requirement 10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

The institutional planning process is periodically reviewed. During the year, in each academic term, variance analysis is carried out to compare the budget projections with the current situation, and adjustments are made accordingly. Even when adjustments are made, it is considered that academic and student services are impacted as little as possible, maintaining the quality of teaching and services that our faculty, administrators, and students receive. Some technology and infrastructure improvement projects are modified or postponed if available resources are insufficient, to prioritize academic and student services.

Requirement 11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its

educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.

In addition to the funds received from tuition and fees, the San Germán Campus receives funds from donations and external resources. With these funds, the academic offer and the services offered to the faculty and students are kept updated, and improvements are made to the physical and technological infrastructure of the Campus. Through internal monitoring and periodic external audits, the Campus has demonstrated a responsible administration of its human, fiscal, technological, and physical resources. Any findings that are presented in these processes are evaluated and modifications are made as recommended. There is adequate documentation that evidences these processes.

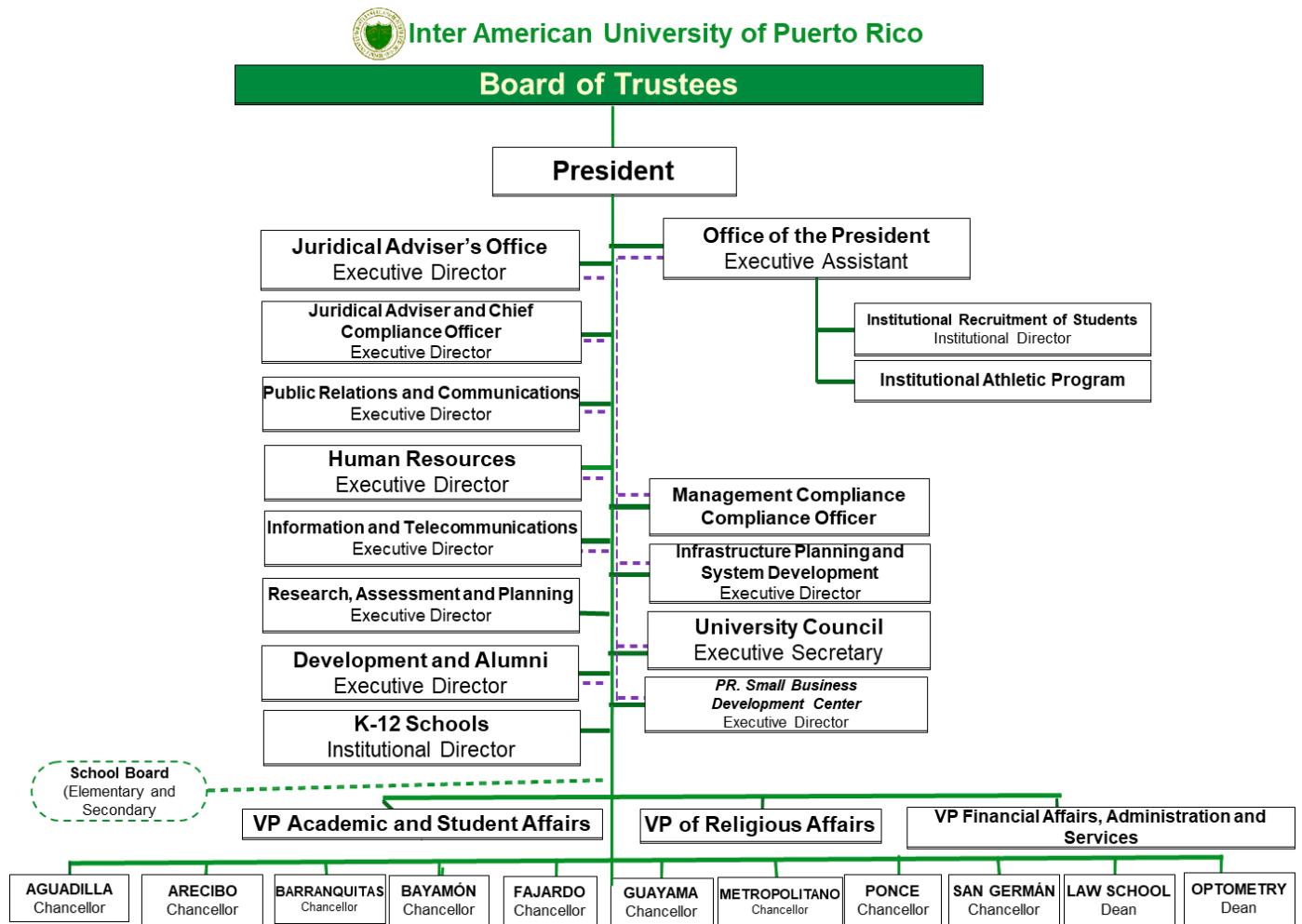
Chapter 7 Standard VII Governance, Leadership, and Administration

A key element in the Mission Statement of the San Germán Campus is its intent to develop leaders who will advance our society. The Campus then strives to serve as a model of leadership itself. The Chancellor is the chief executive of the Campus and establishes a responsible and accountable governance structure, enhanced by assessment, wide participation of the constituents, and dedicated to the implementation of the Mission and Goals. As the San Germán Campus is part of a University System, the foundation of its policies and procedures comes from the Board of Trustees and the President of the University. The Board and the President ensure that the Campuses function in harmony so that each Campus can focus on meeting the needs of its particular students and constituents. The San Germán Campus maintains its own governance structure and administers its own budget in the pursuance of its Mission and Goals, which are aligned with the Institution's, but which stem from the ideals that the founder John Will Harris first established here in San Germán in 1912.

1. To what extent does the Institution's governance structure support the San Germán Campus in advancing its mission and goals?

The San Germán Campus is the birthplace of IAUPR and as such has a robust alignment with the Institution in terms of the Mission and Goals (see alignment of Goals in Appendix F) as well as in terms of the structure created to achieve them. While the Campus is self-governing, the Board of Trustees oversees the Institution and system level decisions are adopted by Central Administration, either having been generated there or on one or more of the Campuses. Figure 7.1 shows the structure above the Campus level.

Figure 7.1 IAUPR Organizational Chart



The sharing and balance of governance between the Institution and the Campus allows for autonomy while at the same time creating uniformity within the system. The Institution answers to the federal and local governments. There is one set of standards which focus on ethics, honesty, and transparency. The Board of Trustees, the Central Administration Office, and each campus have their own responsibilities. The Board and Central Administration must support the whole system. The campuses must comply with the Institution's regulations.

The Board of Trustees has prepared a document entitled, *The Effective and Efficient Exercise of Governance in the Board of Trustees of the Inter American University of Puerto Rico*, which is included here in its entirety to explain their role in overall structure.

Emphasis on Effective and Collaborative Governance Diligences

The Board of Trustees is the highest governing body of Inter American University (IAUPR). The Board approves the institutional policies, appoints the President of the University, and ratifies the appointments of the Vice Presidents and Chancellors of the academic units. The Board's governance culture is supported by a solid platform of legal documents, policies and procedures, mission statement, strategic intent, core principles and values, and clear operating-management-accounting principles. The

Board of Trustees Bylaws provides a framework for the Board to exercise its responsibilities (*IAUPR By-Laws* and *Board of Trustees - Internal Procedures Rules of the Board*).

The Board has a leading role in monitoring key performance indicators compared to previous periods and projections according to the *Systemic Strategic Planning and Annual Work Plan*; promoting a cost-effective operation; monitoring the President's performance in acting in accordance with the *Compliance Policy and Program* developed by the Audit and Compliance Committee for the System. Historically, the IAUPR's Board of Trustees has successfully performed endeavors for providing strategic direction to the University System and effectively formulating institutional policies that enable proactive attention to immediate and prospective challenges. The work has been geared toward accomplishing with quality, its mission of educating students and sharing with them the state-of-the-art knowledge available in the various disciplines, subject-matters, different levels, and educational-study modalities.

The *Internal Procedure Rules* of the Board establish that information between the Board and the system must be channeled through the President of the University and the Board Chairperson. Thus, the President of IAUPR, in his periodic reports, is the main source of information for the Board. The communication and flow of information between the Board and the University System occurs, primarily, through the standing committees and through the President of the University.

The institutional mission, its purposes and established goals comprise the helm that contributes to maintain the course and the pursued direction for the university (*IAUPR Mission Statement*). The Board of Trustees establishes the framework (the institutional mission and strategic intent) which provides the cornerstone for all strategic and innovative initiatives, priorities, and projects to follow; these are considered in work meetings, dialogues, conversations, and strategic sessions, thus, pondering core goals and obtained results. The objective is always to validate compliance, adjusting and formulating new intentions and purposes. When analyzing proposed growth, development goals and workplans by the University's President, the Board emphasizes that they be appropriate, doable, measurable, written and shared with the overall university community (*IAUPR Systemic Strategic Plan*).

During previous episodes of the hurricanes, the earthquakes, and the COVID-19 Pandemic, the Board and the University's President amplified and diversified their efforts and articulated a crisis management plan (*Emergency Management Institutional Plan*). The Board expanded the annual performance review of the University's President to include an effectiveness scale to assess the quality of the crisis management plan and approach deployed. The commitment of the academic system was scaled to reinforce, assure, and validate proper implementation and compliance with the working strategies to respond to the complexity of the situation with the best information and knowledge available (*Process & University's President Executive Evaluation Scorecard* and *Process & Executive Evaluation Scorecard for Chancellors and Vice-Presidents*).

The Board's Effective Management

The Board participates actively and steadfastly, among other actions, in the management of the following undertakings: ensure the transparency in the performance and obtained results, by means of periodic and required reports to the University's President, to institutional leaders and professionals regarding the university's current state; validate with empirical samples, the coherence, thoroughness and relevance of innovative academic programs (including a close look at the K-12 IAUPR basic

education Academies); assess the evidence of effective learning from students in the full Board meetings, (in the Students and Academic Affairs Committee and the Strategic Planning Committee); document the decision-making process with relevant data and information from the institutional assessment results, and internal and external audits that certify and corroborate the responsible execution of the institutional leaders and administrators of the corresponding units when deploying the bestowed authority and discretion within their roles. The Board appoints and regularly evaluates the performance of the University's president, by means of a balanced scorecard that includes rigorous financial, academic, administrative and leadership metrics that encompass the whole complexity of the work performed (*Process & University's President Executive Evaluation Scorecard*).

The Board has in place a *Conflict-of-Interest Policy* that focuses on strengthening ethical conduct, commitment, and integrity of all its members. Members are encouraged to refrain from participating in any decision that could interfere or cause a potential conflict of interest with the university. All members of the Board are compelled to fulfill the Form for Annual Disclosure in compliance with the Conflict-of-Interest Policy of the IAUPR (*Conflict of Interest Policy and Forms*).

The Board is fully engaged with how the institutional system must adapt to survive the challenges of the next decade. This has required it to focus with profoundness on becoming more knowledgeable and more deeply involved in setting the strategic course of the university system that it oversees. Also, the Board is leading the dynamics of institutional change of key leadership positions and the transition processes of the internal reorientation that must occur, in order to facilitate those changes and strengthen the academic environment of the university.

As the Board makes clear in their above statement, they are setting the tone for the ongoing prosperity of the University as it works to fulfill its Mission and Goals. The Central Administration Office develops policies and regulations to ensure uniformity in the management of the area of students, faculty, and administration.

In addition to the offices shown in Figure 7.1, the University President's Office is supported by three vice presidencies – Financial Affairs, Administration, and Services, Academic and Student Affairs, and Religious Affairs. The offices of these vice presidencies are further elaborated in Figure 7.2, Figure 7.3, and Figure 7.4.

Figure 7.2 Office of the VP of Financial Affairs, Administration, and Services Organizational Chart

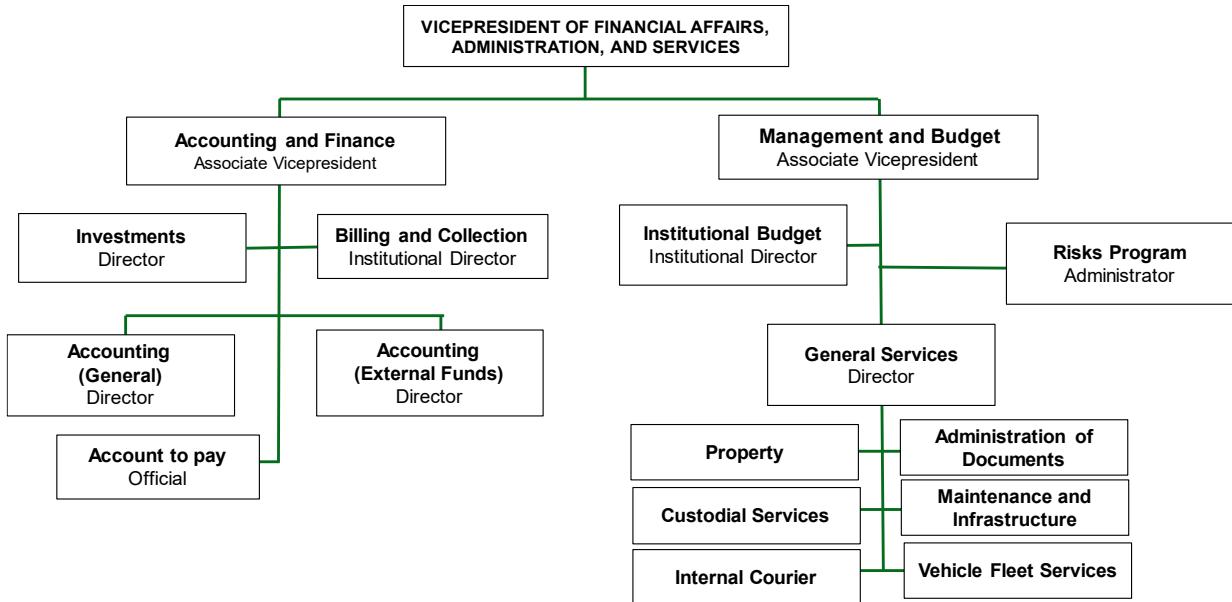


Figure 7.3 Office of the VP of Academic and Student Affairs Organizational Chart

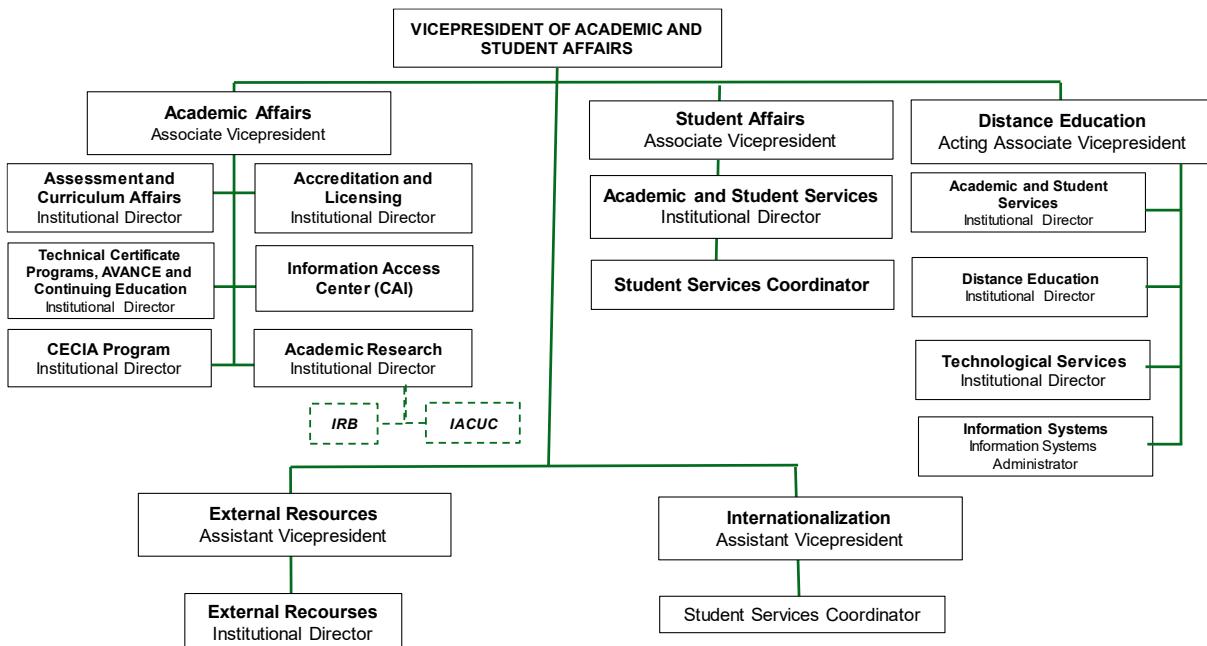
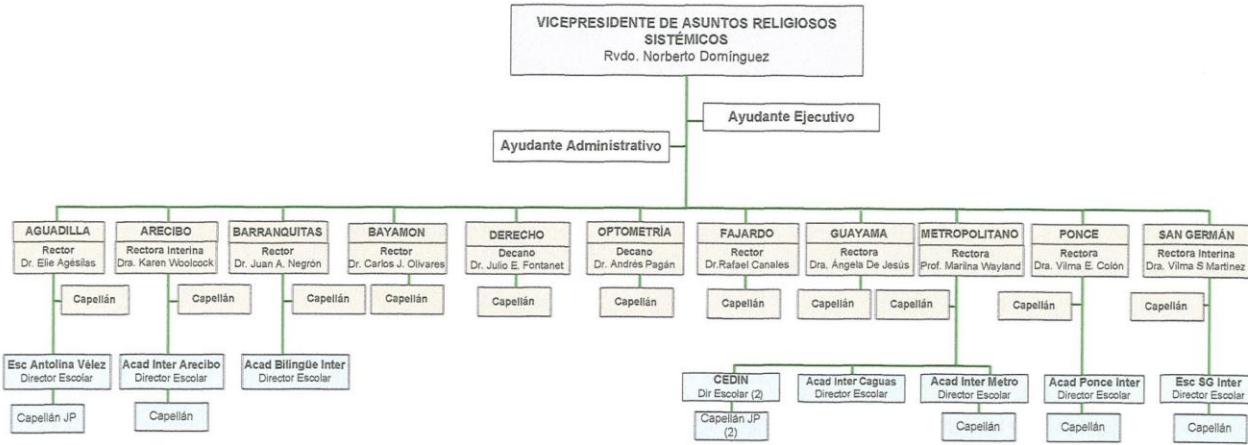


Figure 7.4 Office of Religious Affairs

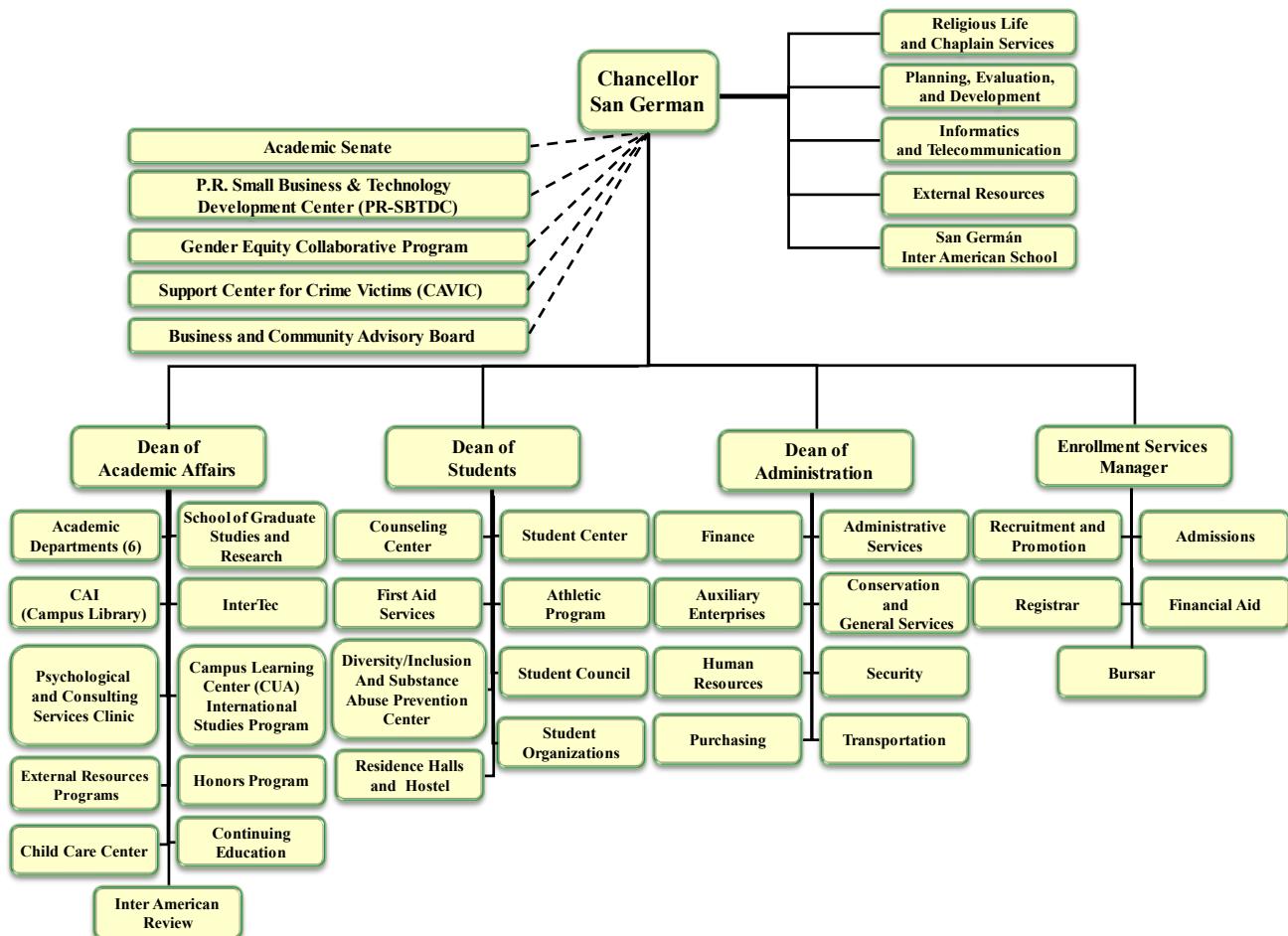


The Central Administration Office oversees the fulfillment of the Vision, Mission, and Goals of the Institution as well as special projects. For example, the Management Compliance Office makes modifications to the regulations, such as in the case of the protocols related to the Pandemic. The University Council, which consists of a representative Senator from each campus, votes on matters escalated from the Academic Senates. While most final decisions about campus management are made at the local or campus level, some are channeled to the Central Administration Office by the Chancellor. For example, at the campus level, all the contracts for faculty, services under \$50,000, and hiring of administrators are approved while the Central Administration Office handles special accounts and the hiring of executive personnel. Decisions that could potentially affect the System as a whole, such as the purchase of a large contract or service, or affect interactions between the entities or levels, such as the upper administrative positions are ultimately submitted to the Central Administration Office with recommendations from the Chancellor and any pertinent campus committees. In this way, the Central Administration Office supports the needs of the campus while balancing the needs of the System.

As was explained in Chapter 4, the San Germán Campus is governed by the Chancellor who is advised by the Administrative Council, which includes the Dean of Academic Affairs, the Dean of Administration, the Dean of Students, the Enrollment Services Manager, the Director of Planning, Evaluation, and Development, and two assistants to the Chancellor. The Administrative Council has an important function in Campus governance advising the Chancellor in all matters related to administration, academic, and student life. The Council meets periodically. Due to the broad nature of their functions, these officials play an important leadership role, contribute to fulfilling the Campus Mission and Goals, and are responsible for the implementation of decisions and policies in their areas.

In addition to the Administrative Council, various offices of the San Germán Campus offer input and recommendations to the Chancellor. The organizational structure for the Campus is shown in Figure 7.5.

Figure 7.5 Organizational Chart of the San Germán Campus



The governance structure of the San Germán Campus ensures the voice and participation of all components in the governance process.

Faculty and employees are consulted in the initial steps for most administrative decisions, such as budgeting or new procedures, by their department heads that develop the proposals which are sent to the Deans. The faculty participate in committees to develop and revise on a 5-year basis both singular and shared academic programs in the IAUPR system and submit proposals to the Senate. Also, faculty, academic support personnel, and administrators are active in developing and writing proposals for external funding following the Campus policies.

The San Germán Campus is committed to its Mission and Goals of student centeredness for student achievement and the development of responsible citizens. Students have a voice in the governance of the Campus through the Student Council and may participate in academic affairs at the department level through student organizations which are usually mentored or coached by faculty. Students also have representation in the Academic Senate and as was discussed in Chapter 4, the Student Affairs committee of the Senate meets annually with the student organizations to discuss their concerns.

The aligned Mission and Goals of the Campus and Institution lead the way for the development of both the Campus and the Institution. The governance structure from the top down supports the autonomy and progress of the Campus. On Campus, the governance structure listens to the voice of the faculty, administration, and students, and administers the Campus to the benefit of all the constituents.

2. What strategies has the San Germán Campus governance structure, including its Chief Executive Officer and staff, implemented to outline roles, responsibilities, and accountability for transparent decision-making processes that advance the Campus Mission and Goals?

On the San Germán Campus, clearly outlining roles and responsibilities to establish accountability and transparency in the decision-making process is done through several methods.

One strategy used by the Campus is to not only explicitly establish responsibilities and a chain of command, but also to create a space for the employee to grow into and beyond the position. distributes a booklet to the Campus Human Resources Office outlining the responsibilities of each employment position at the University (*Positions Classification Directory*, 2009-2017). Human Resources on the Campus is then responsible for listing the responsibilities in the job announcements and making sure that applicants meet the criteria. General guidelines and policies related to recruitment and selection of administrative personnel are stated in the *Non-academic Staff Handbook 2018*. The recruitment process is established in the *Guides of Procedures to Recruitment and Selection of Personnel (2003)* (G-RH-0903013).

Once new full-time faculty and staff have been hired, Human Resources orients them according to policies and procedures. The University also regularly publishes charts and policies to outline roles, responsibilities, and accountability both in policy and regulation guides as well as through the web. The procedures stated in Manuals and Catalogs are binding contracts between faculty, employees, and students with the University. All documents can be found on the web page (<https://documentos.inter.edu/#370-asuntos-academicos>), and also in the library, but are particularly explained to new members in their initiation processes and emphasized in regular meetings at departments levels.

Each department or office provides ongoing orientation and professional development opportunities. Evaluations by the supervisor are done annually. This process includes a dialogue between employee and supervisor about job expectations. The evaluation instrument is signed by the employee, supervisor, and the Human Resources Director. When pertinent, an improvement plan is included as part of the evaluation document.

Status and update meetings of faculty and employees are held at the beginning of each semester, where executive officials report general numbers concerning the financial and academic results and projections, and where questions or proposals can be directed to further concern by the administration. Department level meetings occurring generally twice each semester offer department chairs the opportunity to review more specific reports and to do more specific planning with their supervisees. Department and offices heads arrange for peer mentorship. Activities such as the Staff Field Day (*Día de Valores*) holiday lunches (on the last business day before Thanksgiving and Christmas), and the Relay for Life, as well as the Academic Senate and Campus or Institutional committees promote interaction with colleagues beyond those in one's immediate office. Through a clear explanation of the

responsibilities and by offering various options for each employee to become part of the community, the Campus fosters a sense of purpose and service that keeps the faculty and staff directed toward the Mission and Goals.

Another strategy that the Campus employs to uphold accountability and transparency is that the Deans regularly meet with their department or office heads. Likewise, as is outlined in Chapter 4, the Chancellor meets regularly with the Deans as part of the Administrative Council. This governance structure is regularly assessed and new alignments are made to the organizing system based on assessment results, and through recommendations by elected officials of the institution. The Administrative Council also discusses and studies strategies for complying with the *Institutional Strategic Plan*. For example, Table 7.1 shows Goal 5 which is the area of Management, Administrative Processes, and Student Services. The San Germán Campus Administrative Council then works with the Departments and offices on Campus to enable them to achieve these goals.

Table 7.1 Management, Administrative Processes, and Student Services Goal

| Goal | Objective | Metric | Achievement Indicator |
|--|---|--|---|
| Goal 5: Promote efficiency and effectiveness in educational, administrative, and student processes and services, complying with all applicable laws and regulations as well as with accreditation agency standards. | 5.1 Maintain a satisfactory level in the various Satisfaction Surveys given in the Institution. | Reach a satisfactory level in the areas introduced this year that are evaluated by the Satisfaction Survey | At least 80% general satisfaction |
| | 5.2 Attend to any recommendations or suggestions in audits from Accrediting agencies, government offices, and/or the Compliance Program | Percentage of recommendations or suggestions in audits to attend to. Percentage of recommendations or suggestions in the Verification process performed by the Compliance Program | Attend to 100% of the recommendations or suggestions |
| | 5.3 Maintain the financial health of the Institution. | Financial responsibility Composite Score evaluation | Achieve a 3 on the <i>Financial Responsibility Composite Score</i> (Less than 1.5 signifies financial deficiency). Maintain a high credit rating |
| | 5.4 Comply with the MSCHE <i>Annual Institutional Update</i> information. | Institutional Context Total enrollment • Percent of students enrollment of full and part-time. | Post the required information to the MSCHE portal by the deadline annually. |

| Goal | Objective | Metric | Achievement Indicator |
|------|-----------|---|-----------------------|
| | | <ul style="list-style-type: none"> • Percent of students enrolled under minority categories. • Academic year enrollment (without duplication) • Enrollment by modality of study <p>Undergraduate Enrollment</p> <ul style="list-style-type: none"> • Percentage of students who receive the Pell Grant • Percentage of First-generation students • Distribution of students by age. | |

Source: Institutional Strategic Plan 2021-22 rev 12 abril 2021, p. 48.

3. How does the San Germán Campus administration foster appropriate participation of constituents in the decision-making process to advance the development of the Campus?

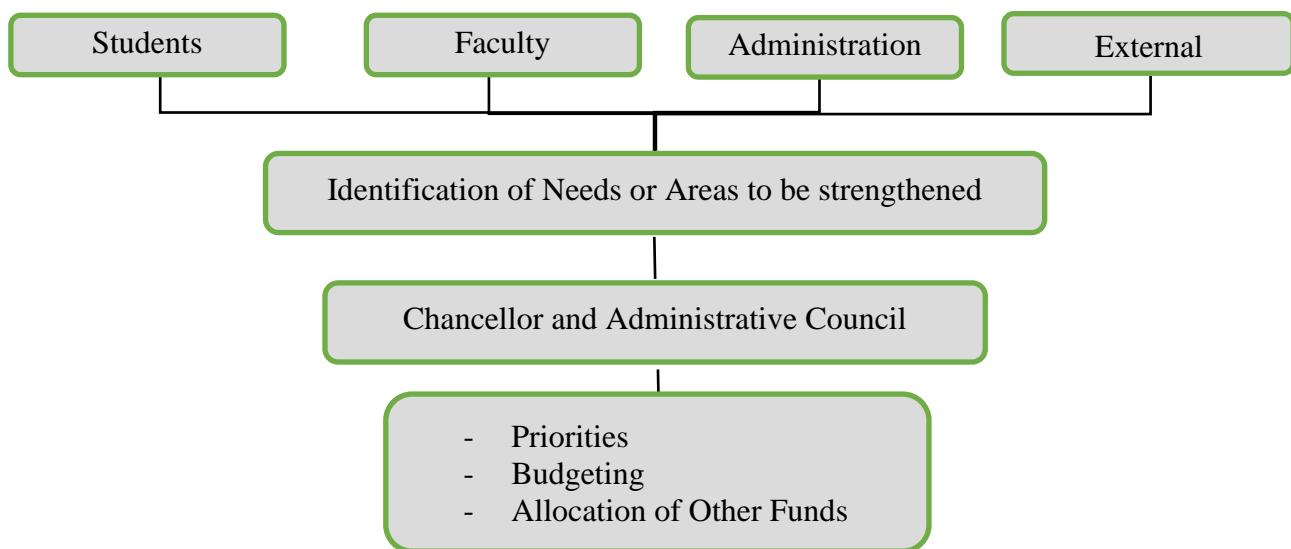
The San Germán Campus governance structure has evolved through many years to be a democratic and open one, inviting participation of the constituents at all levels. The administration, faculty, and students work together, listening to each other and accepting suggestions and recommendations to improve the Campus. The Administrative Council, in team-oriented decision-making processes, responds to the needs of the Campus community. The Academic Senate, composed of elected members from the faculty, administration, and student body, is the deliberative organ of the Campus that approves academic programs and long-term rules, and submits them for review, consensus with other campuses, and final approval from the University Academic Council. The Academic Senate also advises the Chancellor, who is a nonvoting member, and the Administrative Council on issues related to the general welfare of the Campus and the Institution. In addition, the Student Council, composed of elected members from the student body, discusses and conducts student concerns to the Academic Senate or the Administrative Council.

The input from the external community in Campus decision-making, especially from alumni, is valuable as it assists the Chancellor in advancing the Mission and Goals of the Campus. This is accomplished through a Community Advisory Board, where diverse professional areas are represented. *Ad Hoc* Committees that include members of the external community and alumni, as well as individuals from all walks of life, participate by providing technical advice on special projects to help the Campus on its way to continuous development and capacity building. Among the Ad-hoc committees are the Business Advisory Board, the Fundraising Commission, the Chancellor's Scholarship Committee, and Prevention.

The development of the San Germán Campus is advanced through the appropriate participation of the campus administration, faculty, and students in decision-making processes.

The administration, along with corresponding personnel, is responsible for assessing the needs of its constituents to guarantee optimum management and Campus operation. Monthly reports and input provided by departmental and campus committees contribute to the assessment and identification of campus areas in need of strengthening. Students' needs are assessed through online and traditional surveys, academic counseling, interaction with student organizations, meetings with professors and directors, focus groups, as well as alumni and external community members. The flowchart illustrated in Figure 7.6 describes this process.

Figure 7.6 Flowchart: Campus Needs



Faculty members participate in decisions at different levels. It is part of their function and evaluation to participate in committees and to make important contributions on institutional issues in conjunction with the Administration and students. For example, faculty members participate in governance of the Campus through the Academic Senate and other permanent committees, such as: Promotion, Tenure and Changes of Contract, Sabbatical Leave, Study Leave Committee and Grievance Appeals Committee (*Faculty Handbook*). Other specialized committees include Academic Revisions, Faculty Evaluation (Formative or Summative), Faculty Recruitment, Recruitment and Selection Committee of Candidates for Academic Department Chair, Library Resources, Research Commission, Technology and Information Commission, Security, Purchases, Student Council Elections, and Student Success and Retention Commission. Through these, the Campus community's voice is present, thus becoming part of its decision-making processes.

Additional participation of administration, faculty, and students also occurs when committees are formed for a specific purpose. Certain Academic Senate resolutions require Ad-Hoc committees. Faculty experts in the field are convened for search committees. The appropriate constituents participate in committees to evaluate Enrollment Services Management, to study the merging of departments, to evaluate the Informatics and Technology Plan and the Physical Facilities Plan.

It is important to mention too that as part of their democratic ideals, the San Germán Campus administration is willing to listen to constituents at all levels. Staff monitor Facebook, Twitter, and other social media comments so that concerns may be promptly addressed. While every attempt is made to channel student, staff, and faculty comments and suggestions through the appropriate sub levels, the higher administration accepts the escalation of many issues and works tirelessly to resolve complaints with compromise. The Deans, the Enrollment Services Manager, and the Chancellor, essentially the majority of the administrative Council, have maintained strong communication with their dependencies and have accepted meetings about individual issues which inform almost all the decisions that take place on the San Germán Campus.

4. How have assessment procedures contributed to establishing a culture of leadership, continuous improvement, responsible financial management, and accountability among the San Germán Campus constituents?

An *Assessment Work Plan* was designed for the San Germán Campus according to the following phases: commission planning, training and professional development of all commission members and other personnel, development of sub-commissions and offices work plans and measurement instruments (i.e. assessment worksheets and rubrics), data collection and analysis, and implementation of the Action Plan for decision-making processes. The plan was envisioned as a dynamic and continuous process where constituents worked at their pace. Evidence of these processes is kept at the different offices and at the Evaluation and Planning Office. Assessment reports are used to determine if the processes that were included in the *Campus Strategic Plan* should be reaffirmed, improved, or modified in both the educational programs and services provided. Records of the processes are monitored to evidence achievement of the Campus Mission and Goals.

Assessment relating to continuous improvement and accountability in Student Support Services was discussed in Chapter 4, in educational effectiveness in Chapter 5, in financial management in Chapter 6.

Assessment that contributes to the San Germán Campus' establishing a culture of leadership can best be seen in some of the foremost programs on Campus, namely the Honors Program, the Athletic Program as well as in the Chancellor's representation of the Campus in community and service organizations.

Honors Program students receive institutional funds to support their educational goals. Their participation in student organizations and activities stimulates their intellectual capacities and personal growth. The Honors Students' Association participates in student exchange programs with other universities and in educational trips and internships in Puerto Rico and abroad.

The Athletic Program fosters development of leadership in athletes through participation in sports sponsored by both, the Intramural Competition Program of IAUPR System (LIDE) and the Athletic Interuniversity League (LAI).

The Chancellor actively represents the Campus in several external organizations, where she serves as advisor, board member, or part of the organization, such as: the Hispanic Association of Colleges and Universities (HACU), Association of Private Universities and Colleges (AICU), the Local Workforce Consortium (WIA), the Western Chamber of Commerce, the Mayaguez 2010 Foundation, and USDA-HACU Leadership Group. Membership in these organizations ensures Campus presence and collaboration in Puerto Rico and in the USA. Other members of the Campus community also are engaged in professional, civic, cultural, and religious organizations which contribute to advance Campus goals and leadership through community service and engagement.

Conclusion Standard VII

The San Germán Campus meets the Standard of Governance, Leadership, and Administration as outlined by the MSCHE in terms of showing that 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” and that “the institution has education as its primary purpose” (MSCHE standards, 2021). As with many complex multi-campus organizations, the IAUPR System has to ongoingly address all its communication strategies of its plan and vision, particularly with the many changes that have affected the educational processes in the last three years because of the earthquakes and Pandemic. As the University continues to develop its main interest is to comply with full transparency in all its actions and it will continue to work on this. The San Germán Campus will continue to adhere to a responsible and accountable governance structure, enhanced by assessment, wide participation of the constituents, and dedicated to the implementation of the Mission and Goals. It will be a leader for the Institution and for the other campuses for the upcoming changes to meet the educational needs of the next generations’ students.

The San Germán Campus complies with Standard VII – Governance, Leadership, and Administration and its criteria. It also complies with the priorities established in the Self-Study Design and with the MSCHE Requirements of Affiliation related to this Standard:

Priorities presented in the San Germán Campus Self-Study Design, related to Standard VII:

Priority 1:

Foster student success, creativity, and innovation

Priority 2:

Develop San Germán Campus resources effectively.

Priority 3:

Strengthen academic development and administrative processes based on assessment outcomes.

Priority 4:

Encourage advancement of the Campus Mission and Goals.

MSCHE Requirements of Affiliation, related to Standard VII:

Requirement 12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished.

Requirement 13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.

Please see discussion in this chapter of these requirements.

Conclusion

The San Germán Campus is guided by its Mission to continue to create and improve a learning community that comes together in the pursuit of academic excellence and for the advancement of everyone. The Campus brings together a diverse group of students, faculty, and administrators to offer their gifts to one another and to help them overcome their challenges. Through this self-study, we have focused on the strengths the Campus has in the way it supports students of all levels and encourages them to reach their full potential. The faculty and the administration are student focused and work together to help students to achieve their academic and professional goals.

The Mission also guides us to create an environment where ethics, values, and democracy form the basis of all endeavors. Because of this foundation, the San Germán Campus students will serve as a beacon. Because of the experiences available to them, they will begin their life-long journey of personal growth. They will go forth in society, not only trained in their respective fields, but ready to be innovators and leaders, overcoming challenges and problem-solving for the next generations.

APPENDICES

Appendix A Information about the Campuses of IAUPR

| | | | |
|--|---|--|--|
| Aguadilla | Arecibo | Bayamon | Metro |
| <ul style="list-style-type: none"> Established 1992 100% commuter 3,065 students, 190 faculty, 116 administrative personnel K-12 school, InterTec technical school, 16 associate's degrees 42 undergrad programs, 3 unique 18 Masters, 5 unique <p>Inter system niche: Science & Health Sciences Programs</p> | <ul style="list-style-type: none"> Established 1957 100% commuter 3,359 students, 201 faculty, 161 administrative personnel K-12 school, technical programs, 10 associate's degrees 25 undergrad programs, 1 unique 15 Masters, 4 unique 8 sports teams <p>Inter system niche: Allied Health Programs, Biology and Biotechnology, Online Education Program</p> | <ul style="list-style-type: none"> Established 1956 99% commuter but also campus apartments available 4,097 students, 83 FT faculty, 119 administrative personnel InterTec technical school, 12 associate's degrees 31 undergrad programs, 13 unique 8 Masters, 6 unique 23 sports teams <p>Inter system niche: Engineering, Aeronautics</p> | <ul style="list-style-type: none"> Established 1962 100% commuter 6,826 students, 452 faculty, 214 administrative personnel 3 K-12 schools, InterTec technical school, 12 associate's degrees 45 undergrad programs, 3 unique 37 Masters, 15 unique 15 Doctoral Programs, 8 unique sports teams <p>Inter system niche: Entrepreneurship, Popular Music, Research</p> |
| <p style="text-align: center;">◆ Campuses of IAUPR</p> | | | Fajardo |
| <p>San Germán</p> <ul style="list-style-type: none"> Established 1912, original IAUPR campus 289.5 acres, 67 buildings 88% commuter, 12% in dormitories 4,000 students, 230 faculty, 277 administrative personnel K-12 school, InterTec technical school, associate's degrees 45 undergrad programs, 31 unique 28 Masters, 8 unique 10 Doctoral Programs, 4 unique 30 sports teams <p>Inter system niche: Music, Art, Biology, Environmental Studies, Health Sciences, Education</p> | <p>Ponce</p> <ul style="list-style-type: none"> Established 1962 100% commuter 3,910 students, 204 faculty, 181 administrative personnel K-12 school, InterTec technical school, 15 associate's degrees 37 undergrad programs, 11 unique 15 Masters, 8 unique 3 Doctoral Programs, 3 unique 15 sports teams <p>Inter system niche: Distance learning</p> | <p>Barranquitas</p> <ul style="list-style-type: none"> Established 1957 100% commuter 1,303 students, 109 faculty, 73 administrative personnel 9-12 school, InterTec technical school, 13 associate's degrees 23 undergrad programs, 1 unique 15 Masters, 4 unique 1 Doctoral Programs, 1 unique 3 sports teams <p>Inter system niche: Institute of Sustainable Biotechnology</p> | <p>Guayama</p> <ul style="list-style-type: none"> Established 1958 100% commuter 1,666 students, 142 faculty, 66 administrative personnel K-12 school, InterTec technical school, 13 associate's degrees 21 undergrad programs, 2 unique 5 Masters, 1 unique 10 sports teams <p>Inter system niche: Health Sciences, Agriculture and Veterinary Sciences</p> |

Appendix B Academic Programs Offered on the San Germán Campus (2020-2021)

| PROGRAMS EXCLUSIVELY AT SAN GERMÁN | SHARED PROGRAMS |
|---|---|
| Adapted Physical Education (BA) | Accounting (AAS), CPA Track (BBA), (MBA) |
| Applied Music (BM) | Applied Chemistry (BS) |
| Art Education (BA) | Barber Shop Technician (certificate) |
| Autism Education – Professional Certificate | Biology (BS) |
| Business Administration Accounting Online (MBA) | Business Administration (AAS), (MBA) |
| Business Administration Managerial Information Systems Online (MBA) | Business and Entrepreneurial Education (MA) |
| Business Education (EdD) | Child Care Technician (certificate) |
| Computer Programming Technician | Clinical and Counseling Psychology (PsyD) |
| Construction Technician | Clinical and School Psychology (PsyD) |
| Crisis Intervention – Professional Certificate | Computer Sciences (AAS), (BS) |
| Education in Mathematics (EdD) | Computer Technician (certificate) |
| Education in Visual Arts (EdD) | Cosmetology Technician (certificate) |
| Electricity with PLC and Renewable Energy Technician | Criminal Justice (BA) |
| Emergency Medicine (AS), (BS) | Curriculum and Teaching (EdD) |
| English (BA) | Early Childhood Education: Elementary Level (K-3) (BA), Elementary Level (4-6) (BA) |
| Environmental Biology (MS) | Early Childhood Education: Preschool Level (BA) |
| Environmental Chemistry (MS) | Education: Counseling (MA), (EdD) |
| Environmental Science: Water Resources and Unit Operations (MS) | Educational Management and Leadership (MA), (EdD) |
| Environmental Technology (BS) | Electrical Engineering Technology (AS), (BS) |
| Fashion Merchandizing Technician (certificate) | Emergency Medicine - Paramedic (certificate) |
| Fine Arts Ceramics (BA), (MFA) | Entrepreneurial and Managerial Sciences (BBA), (PhD) |
| Fine Arts Drawing (BA), (MFA) | Finance (BBA), (MBA) |
| Fine Arts Painting (BA), (MFA) | Human Resource Management (BBA), Human Resources (MBA) |
| Fine Arts Photography (BA), (MFA) | Industrial Management (MBA) |
| Fine Arts Printmaking (BA), (MFA) | Information Management Systems (MBA) |
| Graphic Design (AVA), (BVA) | Information Technology (BBA) |
| Hotel Administration Certificate | Marketing (BBA), (MBA) |
| Mathematics (BS), (MA) | Mathematics (BA) |
| Music (BA) | Medical Billing Technician (certificate) |
| Music Education General-Vocal (BM) | Medical Technology (BS), (Post BS Certificate) |
| Music Education Instrument (BM) | Microbiology (BS) |
| Musical Education (MA), (DMA) | Nursing (AAS), (BSN) |
| Physical Education: Sports Training and Performance (MA) | Office Systems Administration (AA), (BA) |
| Research Methods – Post baccalaureate | Pharmacy Technician (certificate) |
| Research Methods (Adv Interdisciplinary Post Master's Professional Certificate) | Political Sciences (AA), (BA) |
| Secondary Education in Chemistry (BS) | Pre-Engineering (BS) |
| Secondary Education in Social Studies (BA) | Psychology (BA) |
| Sign Language Interpretation – Professional Certificate | Psychology: Counseling (MA) |
| Teaching of Biology (MED) | Radiological Science in Computerized Tomography and Magnetic Resonance (BS) |
| Teaching of Chemistry (MEd) | Radiological Technology (AAS), (BS) |
| Teaching of Physical Education (MA) | Respiratory Care Technician (certificate) |
| Technician of Agricultural Technology (certificate) | School Psychology (MA) |
| | Secondary Education in Biology (BA) |
| | Secondary Education in History (BA) |
| | Secondary Education in Mathematics (BA) |
| | Secondary Education in Spanish (BA) |
| | Special Education (BA), (MA) |
| | Sports Technology (BA) |
| | Teaching at the Elementary Level (MEd) |
| | Teaching of Physical Education at the Elementary Level (BA) |
| | Teaching of Physical Education at the Secondary Level (BA) |
| | TESL (MA) |
| | TESL, Elementary Level (BA), Secondary Level (BA) |

Appendix C External Resources

External Resources support academia through 16 funded grants which amount to approximately \$3.4 million per year. Programs administered by the Campus are:

- Center for Sustainable Student Support (CASA)
- College Assistance Migrant Program (CAMP)
- Computational Docking Studies Integration Between COVID-19 Virus Main Protease and Vectorized Organometallic Complexes
- Data Science – Professional Certificate Design and Development
- Energy Science: Experiment & Modeling Studies Consortium (ESEMS)
- Gender Equity Collaborative Program
- High School Equivalency Program (HEP)
- Promoting Entrepreneurship as a Tool for Diversification and Economic and Financial Inclusion for Inequality Reduction
- Psychological Services and Counseling Clinic
- Puerto Rico Small Business and Technology Development Center (PRSBTDC)
- Three TRIO Programs:
 - Upward Bound,
 - Educational Opportunity Center (EOC) Program, and
 - Ronald E. McNair Postbaccalaureate Achievement
- Tiger Cubs Here CCAMPIS (Child Care Access Means Parents in School Program) Center
- Transportation Services HUB Viability and Development Study
- Web and Mobile Campus Solution

Appendix D National Accreditations

Table National Accreditations

| NATIONAL ACCREDITATIONS | | | |
|--|---|--|---|
| Program | | Accreditation Agency | Status |
| Business and Managerial Sciences | | International Accreditation Council for Business Education (IACBE) | First accredited in 2014 and reaffirmed through 2021. |
| BBA | 6 | | |
| MBA | 7 | | |
| PhD | 2 | | |
| Radiologic Technology | | Joint Review Committee in Education in Radiologic Technology (JRCERT) | First accredited in 2005 and reaffirmed through 2025. |
| Associate's - 1 | | | |
| Nursing | | Commission on Collegiate Nursing Education (CCNE) | First accredited in 2016 and reaffirmed through 2022. |
| BSN | 1 | | |
| Medical Technology | | National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) | First accredited in 1981 and reaffirmed through 2030. |
| BSMT | 1 | | |
| PCMT | 1 | | |
| San Germán Inter American School (ESGI) | | Middle States Association (MSA) Council of Education of Puerto Rico (CEPR), now Puerto Rico Board of Post-Secondary Institutions (JIP by its Spanish acronym) | First accredited in 2015 and reaffirmed through 2023 and 2021, respectively |
| Continuous Education Program | | International Association for Continuing Education & Training (IACET) | First accredited in 2018 and reaffirmed through 2023. |
| Tiger Cubs Here CCAMPIS (Child Care Access Means Parents in School Program) Center | | National Association for the Education of Young Children (NAEYC) | First accredited in 2016 and reaffirmed through 2021. |
| Center for Sustainable Student Support (CASA) | | Council of Education of Puerto Rico (CEPR, now JIP) | First accredited in 2017 and reaffirmed through 2024. |
| *Includes Art | | | |
| Source: Accreditation Plan Summary, Dean of Academic Affairs 2020 | | | |

Appendix E Web page Mission and Goals (Sept 14, 2022)

INTER SAN GERMAN

Conócenos Futuros Estudiantes Vida Estudiantil Servicios al Estudiante Capellanía Virtual Enlaces Directorio Búsqueda

Conócenos

Home / Conócenos

CONÓCENOS

[Inicio](#)

[Mensaje de la Rectora](#)

[Misión y Metas](#)

[Historia del Recinto](#)

[Official Documents Middle States](#)

[Reacreditación Middle States Commission 2020-23](#)

[Decanato de Asuntos Académicos](#)

[Decanato de Administración](#)



Appendix F Alignment of the San Germán Campus Goals with Institutional Goals

| San Germán Campus Goals | Institutional Goals |
|--|--|
| <p>Goal ①: Provide an education of excellence to talented individuals seeking the best intellectual formation and the most complete personal development.</p> <p>Goal ②: Offer academic programs of the highest quality at the forefront of knowledge and that respond to both student aspirations and societal needs.</p> <p>Goal ③: Offer academic programs to students and professors that challenge their intellect, foster research, and promote ongoing interest in achievement.</p> <p>Goal ④: Promote creativity and innovation in the university community by means of programs and special interdisciplinary projects that contribute significantly to societal development.</p> | <p>2. To promote an integral education that leads to the formation of an educated person, well-versed in the different fields of the human knowledge, by means of the development of the capacity for critical thinking, the adequate use of the communication skills in Spanish and English, ethical and civic responsibility, environmental awareness, skills of social integration, and the knowledge of science, the arts and religious education within a Christian-ecumenical context.</p> <p>3. To respond to the needs of the student population and society by offering a variety of both on campus and online education programs, within and outside Puerto Rico, at the different educational levels.</p> |
| <p>Goal ⑤: Provide an environment that develops and reinforces ethical, moral, and religious values together with the ability to make decisions that helps students live in harmony.</p> | <p>1. To promote, in the university community, an environment oriented towards a culture of peace, based on ethical, democratic, and institutional Christian-ecumenical values, directed to the integral development of the student.</p> <p>Institutional Goal 2</p> |
| <p>Goal ⑥: Develop programs of excellence that respond to the demands of national and international environments.</p> | <p>7. To cultivate leadership of the university community so that it may contribute to social and cultural enrichment of our country and to its economic development, by means of participation in communitarian, business, and professional projects.</p> |
| <p>Goal ⑦: Foster an atmosphere of healthy social coexistence in which human and material resources are leveraged to encourage reflection, sensitivity, and the study of our surroundings.</p> | <p>6. To promote efficiency and effectiveness in the teaching, administrative, and student processes and services, in harmony with the provisions in the applicable laws and regulations, as well as in the standards of the accrediting agencies.</p> |
| <p>Goal ⑧: Offer students the orientation, counseling, and stimuli necessary for personal and intellectual self-realization.</p> | <p>Institutional Goal 2</p> |
| <p>Goal ⑨: Develop an atmosphere of study and ongoing academic activity to enrich the community the Campus serves.</p> | <p>Institutional Goal 6</p> |

| | |
|--|--|
| <p>Goal ⑩: Foster the value, appreciation, and use of technology in the quest for knowledge and in daily life.</p> | <p>4. To foment academic excellence by means of the continuous development of the teaching staff in the mastery of their discipline, as well as in the application of techniques, modalities, and teaching methods, in harmony with the nature of the student population.</p> <p>5. To foment the development of knowledge through research and creative activities in the academic community.</p> <p>Institutional Goal 6</p> |
|--|--|

Appendix G Business Support Programs

BUSINESS SUPPORT PROGRAMS

Inter Emprende

What is Inter Emprende?

Inter Emprende is a collaboration network inside the Interamerican University of Puerto Rico for the development of innovation and entrepreneurship of students and the general public. It attains its goals through different activities during the academic year.

The current (2022) Coordinator of *Inter Emprende* at the San Germán Campus is Dr. Lilliam Perdomo (liliam_perdomo@intersg.edu).

Source: <https://aguadilla.inter.edu/departments/ciencias-economicas/interemprende/>

Small Business and Technology Development Center (SBTDC)

The Puerto Rico SBTDC is a program based at the Interamerican University of Puerto Rico in a cooperative agreement with the Federal Small Business Administration (U.S. SBA). It receives federal funds. The program is accredited in business development, technology and marketing by the American Association of Small Business and Development Centers (SBDC's), a national network that offers its services through more than 1,000 centers in 62 programs throughout the United States. On the island, the program has nine service centers located in the Inter Campuses of Arecibo, Caguas, Fajardo, Ponce, San Juan (Metro), San Germán and Barranquitas, including the specialized centers in International Trade, Innovation and Technology located in Hato Rey. It has been recognized by different institutions and business organizations.

The SBTDC provides free services to students, faculty and community members that have a business idea with development potential. Its services go from the development of the idea to the establishment of the enterprise.

At the San Germán Campus the director of the SBTDC local office is Mrs. Brenda Rodríguez (blerodriguez@prsbtac.org, phone: 787-892-6760).

Source: <https://prsbtac.org/>

Information compiled and translated by Dr. Luz Vega, Dept of Entrepreneurial and Management Sciences

Appendix H Personal, Career, and Academic Counseling and Services

| Office/Organization | Description | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|---|--|---|--|-------------|-------------|-------------|
| Adult Education (AVANCE) | “This program facilitates services to adult students through flexible admissions, credit for experience, diverse modes of study, and individual attention.” Career and academic counseling, Academic workshops | 397 students, | 96 students | In progress | In progress | In progress |
| CAMP | “Offers academic, economic, health, and social support services to help students transition and adjust to university life” | 50 students Tutoring Computer Lab Academic and Personal Growth Workshops | 50 students 41 workshops | In progress | In progress | In progress |
| Campus Learning Center (CUA) | Academic, personal, and vocational mentoring Academic tutoring Equipment lending | 21 activities 391 participants | 43 activities 786 participants | In progress | In progress | In progress |
| Career Center (Laboratorio de Carreras) | | 132 Interests Tests 241 individual sessions | 126 interests tests 154 individual sessions | In progress | In progress | In progress |
| Career Counseling | Workshops, talks, and activities related to exploring and pursuing a career | 30 workshops, talks and activities attended by 783 students and visitors | 23 workshops, talks and activities attended by 438 students and visitors | In progress | In progress | In progress |

| Office/Organization | Description | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|--|--|---|---|-------------|-------------|-------------|
| Center of Education, Conservation, and Environmental Interpretation (CECIA by its Spanish acronym) | In progress | In progress | In progress | In progress | In progress | In progress |
| Center of Diversity/Inclusion and Substance Abuse Prevention | Focuses on issues of diversity, inclusion, self-esteem, prevention of substance abuse, prevention of suicide, prevention of domestic abuse | 2,007 members of the university community served | 981 participants attended 14 talks | In progress | In progress | In progress |
| Continuing Education | In progress | 21 activities 311 students served | In progress | In progress | In progress | In progress |
| Educational Opportunities Center (EOC) | “Offer services and information to help students continue their studies in Higher Education.” | 1000 participants in SW PR Tutoring, Academic and vocational counseling | 1000 participants in SW PR 29 activities | In progress | In progress | In progress |
| Exchanges and Internships | In progress | 67 students | 67 students | In progress | In progress | In progress |
| Graduate Studies and Research Center (GSRC) | “Foster faculty and graduate student research” | In progress | In progress | In progress | In progress | In progress |
| Honors Program | “Achieve the highest development of talented undergraduate students, | 189 – fall semester | 209 students | In progress | In progress | In progress |

| Office/Organization | Description | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|--|--|--|---|-------------|-------------|-------------|
| | combining their courses with extracurricular activities.” | 164 – spring semester 73 academic, economic, social, community action, and development activities | | | | |
| INTERTEC | Offer technical certificates. Employs strategies of retention and success. | 28 workshops, webinars, conferences | 26 workshops, webinars, conferences | In progress | In progress | In progress |
| Library (CAI) | In progress | 9 workshops, activities | 15 workshops, activities | In progress | In progress | In progress |
| McNair (Ronald) Program | In progress | | 33 students | In progress | In progress | In progress |
| New Student Orientation | In progress | 5 orientation sessions attended by 860 students and 429 parents for new college students | 6 orientation sessions attended by 1,024 students and 634 | In progress | In progress | In progress |
| Personal Counseling (Mental Health) | In progress | 98 students | In progress | In progress | In progress | In progress |
| Small Business & Technology Development Center | In progress | 18 seminars Over 500 participants and visitors | 15 seminars Over 500 participants and visitors | In progress | In progress | In progress |
| Student Organizations | Academic and non-academic registered student organizations that organize | 36 organizations 1147 students | 36 organizations 1049 students | In progress | In progress | In progress |

| Office/Organization | Description | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|----------------------------|---|------------------------------------|------------------------------------|-------------|-------------|-------------|
| | community service, educational events, service to the university, and cultural and social events. | | | | | |
| Students with Disabilities | Documents accommodations needed by students. Provides notetakers and tutors. | 331 students 13 notetakers | 388 students 26 notetakers | In progress | In progress | In progress |
| Upward Bound | “The program helps students overcome adverse circumstances to achieve academic excellence” Support and personal, social, and vocational counseling Help applying for scholarships | 108 students | 114 students 20 activities | In progress | In progress | In progress |
| | | San Germán Annual Report 2017-2018 | San Germán Annual Report 2018-2019 | | | |

Appendix I Aid offered to Students and Community

| Year | Event | # of Recipients | Type of Aid offered |
|--------------|--------------------------|--|---|
| 2016-present | Puerto Rico Debt Crisis | In progress | In progress |
| 2017-2018 | Hurricane Maria and Irma | 135 students | Groceries and supplies, including glasses, transportation, and prepared foods |
| | | 750 students | Prepared lunches |
| | | 463 students | Food from the Food bank and donations |
| | | 280 students | Help with FEMA claims |
| | | <ul style="list-style-type: none"> • The San Germán Campus also facilitated the distribution of donations of money and necessities from the San Germán Student Council drive and from collections by external groups. • Collaborated with the San Germán Lions Club to create a Food Bank • PRSBTDC offered help getting businesses disaster relief loans and reporting their losses. <p>San Germán Annual Report 2017-2018</p> | |
| 2020 | Earthquakes | In progress | In progress |
| | | In progress | In progress |
| 2020-2021 | COVID 19 Pandemic | In progress | In progress |
| | | In progress | Training for Blackboard, remote learning, and other Technical services. Technical support offered remotely. |
| | | In progress | Administrative Services were conducted remotely |
| | | <ul style="list-style-type: none"> • The San Germán Campus set up a vaccination center and required employees and students to be vaccinated. • The Campus arranged for remote work and remote classes. | |
| 2021-2022 | COVID 19 Pandemic | <ul style="list-style-type: none"> • Sanitizing supplies were distributed to all the classrooms and a sanitizing company was employed. | |

Appendix J Championships and Finalists in the LIDE

The LIDE is the IAUPR intermural league.



| Championships and Finalists | | | | | | | | | |
|-----------------------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Sport | G | 2021-2022 | 2020-2021 | 2019-2020 | 2018-2019 | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 |
| Basketball | F | 1st | * | 1st | 2nd | 4th | 2nd | 1st | |
| Basketball | M | 4th | * | 1st | 1st | 2nd | 1st | | |
| Softball | F | 3rd | * | 2nd | 2nd | 2nd | 2nd | 3rd | |
| Softball | M | 2nd | * | 7th | 6th | * | | 2nd | |
| Cross Country | F | 1st | * | 1st | 3rd | 1st | | 1st | |
| Cross Country | M | 1st | * | 4th | 4th | * | | 2nd | |
| Beach Volleyball | F | 2nd | * | 1st | 5th | * | | | |
| Beach Volleyball | M | 7th | * | 5th | 2nd | * | | | |
| Volleyball | F | 3rd | * | * | 2nd | | 1st | | |
| Volleyball | M | 3rd | * | * | 6th | | | | |
| Track and Field | F | 1st | * | 1do | 3rd | 2nd | 2nd | | |
| Track and Field | M | 1st | * | 2nd | 1st | 1st | 1st | | |
| Futsal | F | * | * | 3rd | 2nd | 2nd | | | |
| Futsal | M | * | * | * | * | | 1st | | |
| Table Tennis | F | * | * | * | * | * | | | |
| Table Tennis | M | * | * | 6th | 3rd | 4th | | | |
| Weightlifting | F | * | * | * | 4th | | | | |
| Weightlifting | M | * | * | * | 2nd | | | | |
| Dance | F | * | * | * | * | | | | |
| Dance | M | * | * | * | * | | | | |
| Cheerleading | F | * | * | * | * | | | 4th | |
| Cheerleading | M | * | * | * | * | | | 4th | |
| Champions | | 5 | N/A | 4 | 2 | 2 | 4 | 2 | |
| Runners-Up | | 2 | N/A | 2 | 6 | 4 | 3 | 2 | |
| Total | | 7 | N/A | 6 | 8 | 6 | 7 | 4 | |

N/P: No participation

N/A: Sport not included in LIDE

| | |
|-----------|----|
| Champions | 19 |
| Finalists | 19 |
| Total | 38 |

Appendix K Programs Offered by the San Germán Campus 2013 – 2022

| Name of Program | IAUPR Number | Level | SG or Shared | Online Program | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 # FT Faculty | 2022 Total student Enrollment |
|---|--------------|-----------------------|--------------|----------------|------|------|------|------|------|------|------|------|------|-------------------|-------------------------------|
| Accounting, AAS, (060) | 060 | Associate | Shared | | | | R | R | | | | R | R | 2 | 2 |
| Accounting, BBA, (166) | 166 | Bachelor | Shared | | | | R | R | | | | R | R | 2 | 69 |
| Agricultural Technology Technician (certificate), Approved 12/2019 - 2019-027 | | Technical Certificate | SG | | | | | | | | | NP | | 0 | 0 |
| Autism Education (Post Bachelor Certificate), online, Approved 6/2021 - 2021-119 | | Graduate Certificate | SG | Online | | | | | | | | | NP | 0 | 0 |
| Autism Education (Professional Certificate Post Bachelor), Approved 5/2019 - 2019-041 | P204 | Graduate Certificate | SG | | | | | | | | | NP | | 2 | 7 |
| Barber Shop Technician (certificate) | 832 | Technical Certificate | Shared | | | | | | | | | | | 2 | 12 |
| Biology, BS, (180) | 180 | Bachelor | Shared | | | | R | R | | | | R | 2 | 454 | |
| Business Administration, AAS, (058) | 058 | Associate | Shared | | | | | | R | R | R | | 7 | 20 | |
| Business Administration, MBA (316) | 316 | Master | Shared | | | | | | R | R | | | 7 | 1 | |

| Name of Program | IAUPR Number | Level | SG or Shared | Online Program | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 # FT Faculty | 2022 Total student Enrollment | |
|--|--------------|--------|--------------|----------------|------|------|------|------|------|------|------|------|------|-------------------|-------------------------------|----|
| Business Administration: Accounting, MBA, (315) | 315 | Master | Shared | Online | | | | | | R | R | | | 7 | 0 | |
| Business Administration: Accounting, MBA, Online (315D?), Approved 4/2021 - 2021-057 | | Master | SG | Online | | | | | | | | | | NP | 7 | 41 |
| Business Administration: Finance (314) | 314 | Master | Shared | Online | | | | | | R | R | | | 7 | 7 | |
| Business Administration: Finance, MBA, Online (314D), Approved 4/2021 - 2021-056 | 314D | Master | SG | Online | | | | | | | | | | NP | 7 | 0 |
| Business Administration: Human Resources, MBA, (327) | 327 | Master | Shared | Online | | | | | | R | R | | | 2 | 12 | |
| Business Administration: Industrial Management, MBA, (328) | 328 | Master | Shared | Online | | | | | | R | R | | | 7 | 10 | |
| Business Administration: Industrial Management, MBA, | | Master | SG | Online | | | | | | | | | | NP | 7 | 0 |

| Name of Program | IAUPR Number | Level | SG or Shared | Online Program | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 # FT Faculty | 2022 Total student Enrollment |
|---|--------------|-----------------------|--------------|----------------|------|------|------|------|------|------|-----------|-----------|------|-------------------|-------------------------------|
| online, (328D?), Approved 6/2021 - 2021-120 | | | | | | | | | | | | | | | |
| Business Administration: Managerial Information Systems, MBA, (361) | 361 | Master | Shared | Online | | | | | | R | R | | | 7 | 0 |
| Business Administration: Managerial Information Systems, MBA, (361D) Online | 361 | Master | Shared | Online | | | | | | R | R | | | 7 | 11 |
| Business Administration: Marketing, MBA, (312) | 312 | Master | Shared | Online | | | | | | R | R | | | 7 | 7 |
| Chemistry, BS, (132) | 132 | Bachelor | Shared | Online | | | | | | R | R | | | 3 | 53 |
| Child Care Technician (certificate) | 048 | Technical Certificate | Shared | Online | | | | | | | | | | 1 | 10 |
| Computer Programming Technician, Approved 12/2018 - 2018-492 | | Technical Certificate | SG | Online | | | | | | NP | 7777 7 | 7777 7 | 0 | 8 | |
| Computer Sciences, AS, (054) | 054 | Associate | Shared | Online | | | | | | R | R | | | 2 | 6 |
| Computer Sciences, BS, (120) | 120 | Bachelor | Shared | Online | | | | | | R | R | | | 2 | 95 |

| Name of Program | IAUPR Number | Level | SG or Shared | Online Program | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 # FT Faculty | 2022 Total student Enrollment | |
|--|--------------|-----------|--------------|----------------|------|------|------|------|------|------|------|------|------|-------------------|-------------------------------|----|
| Education: Counseling, EdD, (530C) | 530C | Doctorate | Shared | | | | | | | | | | | 2 | 0 | |
| Education: Counseling, MA, (309A) | 309A | Master | Shared | | | | | | | | R | R | | 2 | 10 | |
| Education: Curriculum and Teaching, EdD, (540C) | 540C | Doctorate | Shared | | | | | | | | | | R | R | 5 | 55 |
| Education: Early Childhood Education - Elementary Level (K-3), BA, (236) | 236 | Bachelor | Shared | | R | R | | | | | | | | | 5 | 18 |
| Education: Early Childhood Education - Elementary Level (4-6), BA, (237) | 237 | Bachelor | | | R | R | | | | | | | | | 5 | 3 |
| Education: Early Childhood Education - Preschool, BA, (243) | 243 | Bachelor | Shared | | R | R | | | | | | | | | 5 | 17 |
| Education: Education in Mathematics, EdD, (D001) | D001 | Doctorate | SG | | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | R | R | 5 | 20 |
| Education: Education in Visual Arts, EdD, (D002) | D002 | Doctorate | SG | | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 5 | |
| Education: Educational Management and | 520C | Doctorate | Shared | | | | | | | | | | | R | 5 | 52 |

| Name of Program | IAUPR Number | Level | SG or Shared | Online Program | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 # FT Faculty | 2022 Total student Enrollment |
|---|--------------|-----------------------|--------------|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------------|-------------------------------|
| Education: Teaching of Sciences, MA | Moratorium | Master | | | | | | | | | M | M | M | 5 | 0 |
| Education: Teaching of Visual Arts, EdD (D002), Approved 5/2019 - 2019-042 | D002 | Doctorate | SG | | | | | | | | NP | 7777 7 | | 5 | 0 |
| Education: Teaching of Visual Arts, MEd, (T453), Approved 5/2019 - 2019-043 | T453 | Master | SG | | | | | | | | NP | 7777 7 | | 5 | 1 |
| Electrical Engineering Technology, AS, (A651) | A651 | Associate | Shared | | | | R | R | | | | | | 1 | 8 |
| Electrical Engineering Technology, BS, (B521) | B521 | Bachelor | Shared | | | | R | R | | | | | | 1 | 31 |
| Electricity with PLC and Renewable Energy Technician | 003 | Technical Certificate | SG | | 7777 7 | 1 | 9 |
| Emergency Medicine - Paramedic (certificate) | 022 | Technical Certificate | Shared | | | | | | | | | | | 1 | 6 |
| Emergency Medicine, AS, (A457), Approved 5/2019 - 2019-065 | A457 | Associate | SG | | | | | | | | NP | 7777 7 | | 0 | 0 |
| Emergency Medicine, BS, (B527), Approved 5/2019 - 2019-067 | B527 | Bachelor | SG | | | | | | | | NP | 7777 7 | | 0 | 0 |
| Engineering: Pre-Engineering, BS, (245) | 245 | Bachelor | Shared | | | | | | | R | R | | | 2 | 4 |

| Name of Program | IAUPR Number | Level | SG or Shared | Online Program | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 # FT Faculty | 2022 Total student Enrollment | |
|---|--------------|-----------|--------------|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------|-------------------|-------------------------------|-----|
| English, BA, (141) | 141 | Bachelor | SG | | 7777 7 | R | R | 4 | 12 |
| English: Teaching English as a Second Language, MA, (300) | 300 | Master | Shared | | | | | | | | | | R | R | 4 | 9 |
| Entrepreneurial and Managerial Sciences, BBA, (275) | 275 | Bachelor | Shared | | R | R | | | | | | | | | 2 | 275 |
| Entrepreneurial and Managerial Sciences: Human Resources, PhD, (580) | 580 | Doctorate | Shared | | | | | R | R | | | | | | 2 | 10 |
| Entrepreneurial and Managerial Sciences: International and Interregional Business, PhD, (581) | 581 | Doctorate | Shared | | | | | R | R | | | | | | 2 | 6 |
| Environmental Sciences: Environmental Biology, MS, (362A) | 362A | Master | SG | | 7777 7 | R | 3 | 15 | |
| Environmental Sciences: Environmental Chemistry, MS, (362B) | 362B | Master | SG | | 7777 7 | R | 3 | 13 | |
| Environmental Sciences: Water Resources and Unit Operations, MS, (362C) | 362C | Master | SG | | 7777 7 | R | 3 | 12 | |

| Name of Program | IAUPR Number | Level | SG or Shared | Online Program | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 # FT Faculty | 2022 Total student Enrollment | | | |
|---|--------------|-----------------------|--------------|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------------|-------------------------------|---|----|----|
| Environmental Technology, BS, (229) | 229 | Bachelor | SG | | R | R | 7777 7 | 2 | 12 | | | |
| Fashion Merchandizing Technician, certificate | 050 | Technical Certificate | SG | | 7777 7 | 0 | 0 | | | |
| Finance, BBA, (222) | 222 | Bachelor | Shared | | | | | | | | | | | R | R | 2 | 30 | |
| Fine Arts: Art Education, BA, (254) | 254 | Bachelor | SG | | 7777 7 | R | R | 3 | 13 | |
| Fine Arts: Ceramics, BA, (B811) | B811 | Bachelor | SG | | 7777 7 | R | R | 3 | 1 | |
| Fine Arts: Ceramics, MFA, (372) | 372 | Master | SG | | R | R | 7777 7 | 3 | 1 | | |
| Fine Arts: Drawing, BA, (B812) | B812 | Bachelor | SG | | 7777 7 | R | R | 3 | 30 | |
| Fine Arts: Drawing, MFA (368) | 368 | Master | SG | | R | R | 7777 7 | 3 | 0 | | |
| Fine Arts: Painting, BA (B816) | B816 | Bachelor | SG | | 7777 7 | R | R | 3 | 21 | |
| Fine Arts: Painting, MFA, (370) | 370 | Master | SG | | R | R | 7777 7 | 3 | 3 | | |
| Fine Arts: Photography, BA, (B814) | B814 | Bachelor | SG | | R | R | 7777 7 | R | R | 3 | 14 |
| Fine Arts: Photography, MFA, (373) | 373 | Master | SG | | R | R | 7777 7 | 3 | 0 | | |
| Fine Arts: Printmaking, BA, (B815) | B815 | Bachelor | SG | | 7777 7 | R | R | 3 | 2 | |

| Name of Program | IAUPR Number | Level | SG or Shared | Online Program | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 # FT Faculty | 2022 Total student Enrollment | |
|--|--------------|-----------------------|--------------|----------------|------|------|------|------|------|------|------|------|------|-------------------|-------------------------------|----|
| Mathematics, BA, (111) | 111 | Bachelor | Shared | | | | | | | | R | R | | 5 | 2 | |
| Mathematics, BS, (210) | 210 | Bachelor | SG | | 7 | 7 | 7 | 7 | 7 | | R | R | 7 | 5 | 2 | |
| Mathematics: Applied Mathematics (381) | 381 | Master | SG | | 7 | 7 | 7 | 7 | 7 | | R | R | 7 | 5 | 7 | |
| Medical Billing Technician (certificate) | 800 | Technical Certificate | Shared | | | | | | | | | | | 1 | 8 | |
| Medical Technology, BS, (165) | 165 | Bachelor | Shared | | | | | | | | R | R | | 3 | 6 | |
| Medical Technology, Post Bachelor Certificate (Undergraduate Catalog), (135) | 135 | Graduate Certificate | Shared | | | | | | | | R | R | | 3 | 39 | |
| Microbiology, BS, (268) | 268 | Bachelor | Shared | | R | R | | | | | | | | 2 | 99 | |
| Music Education, DMA, (D901), Approved 7/2020 - 2020-017 | D901 | Doctorate | SG | | | | | | | | | | NP | 8 | 28 | |
| Music Education: General - Vocal, BM, (192) | 192 | Bachelor | SG | | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | R | R | 8 | 36 |
| Music Education: Instrument, BM, (191) | 191 | Bachelor | SG | | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | R | R | 8 | 23 |
| Music, BA, (112) | 112 | Bachelor | SG | | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | R | R | 8 | 40 |
| Music: Applied Music, BM, (190) | 190 | Bachelor | SG | | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | R | R | 8 | 18 |

| Name of Program | IAUPR Number | Level | SG or Shared | Online Program | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 # FT Faculty | 2022 Total student Enrollment |
|--|--------------|-----------------------|--------------|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------------|-------------------------------|
| Musical Education, MA, (393) | 393 | Master | SG | | 7777 7 | 7777 7 | 7777 7 | 7777 7 | R | R | 7777 7 | 7777 7 | 7777 7 | 8 | 6 |
| Nursing, AAS, (061) | 061 | Associate | Shared | | R | R | | | | | | | | 8 | 2 |
| Nursing, BSN, (150) | 150 | Bachelor | Shared | | R | R | | | | | | | | 8 | 209 |
| Office Systems Administration, AA, (090) | 090 | Associate | Shared | | | | | | | | | | R | 2 | 5 |
| Office Systems Administration, BA, (249) | 249 | Bachelor | Shared | | | | | R | R | | | | R | 2 | 22 |
| Pharmacy Technician (certificate) | 042B | Technical Certificate | Shared | | | | | | | | | | | 3 | 61 |
| Political Science, AA, (095P) | Moratorium | Associate | Shared | | | | R | R | | | | | M | 1 | 0 |
| Political Sciences, BA, (114) | 114 | Bachelor | Shared | | | | | | | | | | | 1 | 26 |
| Psychology – Counseling Psychology, doctorate | Moratorium | Doctorate | | | 7777 7 | M | M | 5 | 0 |
| Psychology – Industrial/Organizational Psychology, doctorate | Moratorium | Doctorate | | | 7777 7 | M | M | 5 | 0 |
| Psychology – Industrial/Organizational Psychology, MA | Moratorium | Master | | | 7777 7 | M | M | 5 | 0 |
| Psychology – School Psychology, doctorate | Moratorium | Doctorate | | | 7777 7 | M | M | 5 | 0 |

| Name of Program | IAUPR Number | Level | SG or Shared | Online Program | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 # FT Faculty | 2022 Total student Enrollment | | |
|--|--------------|-----------|--------------|----------------|-----------|------|------|-----------|-----------|-----------|-----------|-----------|-----------|-------------------|-------------------------------|----|-----|
| Psychology, BA, (115) | 115 | Bachelor | Shared | | | | | | | | | | | R | R | 5 | 109 |
| Psychology: Clinical and Counseling Psychology, PsyD, (D702), Approved 2/2016 - 7012-1640-0002-0399-1542 | D702 | Doctorate | Shared | | | | | | NP | 7777 7 | 7777 7 | 7777 7 | 7777 7 | 5 | 51 | | |
| Psychology: Clinical and School Psychology, PsyD, (D701), Approved 2/2016 - 7012-1640-0002-0399-1542 | D701 | Doctorate | Shared | | | | | | NP | 7777 7 | 7777 7 | 7777 7 | 7777 7 | 5 | 8 | | |
| Psychology: Psychological Counseling, MA, (323) | 323 | Master | Shared | | | | | | | R | R | | | | 5 | 37 | |
| Psychology: School Psychology, MA, (324) | 324 | Master | Shared | | | | | | | R | R | | | | 5 | 14 | |
| Pysysical Education: Adaptive Physical Education, BA, (207) | 207 | Bachelor | SG | | 7777 7 | R | R | 7777 7 | 7777 7 | 7777 7 | 7777 7 | 7777 7 | 7777 7 | 2 | 1 | | |
| Radiological Science in Computerized Tomography and Magnetic Resonance, BS, (273) | 273 | Bachelor | Shared | | | | | | | R | R | | | | 1 | 2 | |

| Name of Program | IAUPR Number | Level | SG or Shared | Online Program | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 # FT Faculty | 2022 Total student Enrollment | |
|--|--------------|-----------------------|--------------|----------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-------------------|-------------------------------|---|
| Radiological Technology, AAS, (073) | 073 | Associate | Shared | | | | | | | | R | R | | 2 | 36 | |
| Research Methods, Advanced Interdisciplinary Post Master, (P601), Approved 5/2019 - 2019-062 | P601 | Graduate Certificate | SG | | | | | | | | | NP | 7777 7 | 0 | 0 | |
| Research Methods, Post Bachelor Certificate, (P205), Approved 5/2019 - 2019-066 | P205 | Graduate Certificate | SG | | | | | | | | | NP | 7777 7 | 0 | 0 | |
| Respiratory Care Technician (certificate) | 826 | Technical Certificate | Shared | | | | | | | | | | | 1 | 6 | |
| Sales – Associate (098) | Moratorium | Associate | | | | | | | | | M | M | M | 0 | 0 | |
| Sign Language Interpretation, Post Bachelor Certificate, (P200), Approved 2/2019 - 2019-036 | P200 | Graduate Certificate | SG | | | | | | | | | NP | 7777 7 | 1 | 10 | |
| Sociology – Anthropology, BA | Moratorium | Bachelor | SG | | 7777 7 | 7777 7 | 7777 7 | 7777 7 | 7777 7 | 7777 7 | | M | M | M | 0 | 0 |
| Sociology – Criminal Justice, BA | Moratorium | Bachelor | SG | | 7777 7 | 7777 7 | 7777 7 | 7777 7 | 7777 7 | 7777 7 | | M | M | M | 1 | 1 |
| Sociology – General Sociology, BA | Moratorium | Bachelor | SG | | 7777 7 | 7777 7 | 7777 7 | 7777 7 | 7777 7 | 7777 7 | | M | M | M | 0 | 0 |

| Name of Program | IAUPR Number | Level | SG or Shared | Online Program | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 # FT Faculty | 2022 Total student Enrollment | |
|--|--------------|----------|--------------|----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------------|-------------------------------|-----|
| Sports Technology, BA, (189) | 189 | Bachelor | Shared | | | | | | | | | | | R | 2 | 146 |
| Note: 2022 # FT Faculty - includes duplicates | | | | | | | | | | | | | | Total | 3088 | |
| Total Technical Certificate Programs | | | | | 11 | 11 | 11 | 11 | 11 | 11 | 12 | 14 | 15 | | | |
| Total Associate's Programs | | | | | 10 | 10 | 10 | 10 | 10 | 10 | 9 | 9 | 9 | | | |
| Total Bachelor's Programs | | | | | 54 | 54 | 54 | 54 | 53 | 54 | 51 | 51 | 51 | | | |
| Total Graduate Programs | | | | | 45 | 45 | 45 | 45 | 47 | 49 | 43 | 46 | 51 | | | |
| Total Programs | | | | | 120 | 120 | 120 | 120 | 121 | 124 | 115 | 120 | 126 | | | |
| Revision | | | | | 26 | 28 | 12 | 11 | 6 | 21 | 24 | 31 | 29 | | | |
| New San German Program* | | | | | | | | | 2 | 2 | 1 | 11 | 7 | | | |
| Moratorium | | | | | | | | | | | | 10 | 14 | 14 | | |
| SG unique program | | | | | 33 | 32 | 42 | 43 | 41 | 42 | 35 | 22 | 31 | | | |
| Shared Program with other IAUPR campuses | | | | | 62 | 61 | 67 | 67 | 73 | 60 | 56 | 57 | 60 | | | |
| Online San German Program | | | | | | | | | | 0 | 0 | 0 | 5 | | | |
| Online Shared Program | | | | | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | | | |

Sources: General Catalog 2020-2021, Graduate Catalog 2020-2021, Registration, Office of the Dean of Academic Affairs