

**UPR RIO PIEDRAS CAMPUS  
UNIVERSITY OF PUERTO RICO**



**Monitoring Report to the  
Middle States Commission on Higher Education**

A handwritten signature in blue ink, which appears to read "Luis Ferrao Delgado".

*Luis Ferrao Delgado, Ph.D.*  
Chancellor

Due March 16, 2020

**Subject of Monitoring Report**

*To acknowledge receipt of the supplemental information report. To reaffirm accreditation because the institution is now in compliance with Standard VI (Planning, Resources, and Institutional Improvement) and Requirement of Affiliation 11. To request a monitoring report due, March 16, 2020, in lieu of the show cause report due September 1, 2019, demonstrating further evidence of sustainability of implemented corrective measures, including but not limited to: (1) improvements in the institution's annual closing processes and implementation of effective monitoring controls over financial information (Standard VI); (2) the development of multi-year financial plans for the institution that produce balanced budgets, including appropriate revenue assumptions (Standard VI); (3) management of financial reporting that provides for reliable financial data at the institutional level (Standard VI); (4) submission of the 2019 annual audits (Standard VI); and (5) the planning and implementation of restructuring for sustainability (Standard VI). To note that a teach-out plan will no longer be required. To direct a follow-up team visit following submission of the monitoring report. The next evaluation visit is scheduled for 2024-2025.*

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## INTRODUCTION

The University of Puerto Rico, Río Piedras Campus (UPRRP) submits this Monitoring Report, which is due on March 16, 2020, as requested by the Middle States Commission on Higher Education (MSCHE) on June 27, 2019. On this date MSCHE acknowledged receipt of the *Supplemental Information report of May 1, 2019*; and, reaffirmed accreditation of UPRRP because the institution is now in compliance with Standard VI (Planning, Resources, and Institutional Improvement) and Requirement of Affiliation 11.

The Commission also requested from the UPR Rio Piedras Campus a Monitoring Report to demonstrate **further evidence of sustainability of implemented corrective measures, including but not limited to:**

- (1) improvements in the institution's annual closing processes and implementation of effective monitoring controls over financial information (Standard VI);
- (2) the development of multi-year financial plans for the institution that produce balanced budgets, including appropriate revenue assumptions (Standard VI);
- (3) management of financial reporting that provides for reliable financial data at the institutional level (Standard VI);
- (4) submission of the 2019 annual audits (Standard VI); and
- (5) the planning and implementation of restructuring for sustainability (Standard VI).

This Monitoring Report expands by providing additional evidence to that included in previous reports to MSCHE: *September 1, 2018 and May 1, 2019 Supplemental Information Reports, and Show Cause Report of January 25, 2019* <http://academicos.uprrp.edu/acreditacion-y-licencia/>. Strategies adopted in FY 2018 to improve financial processes, and transformational changes for sustainability have been assessed and modified as needed. Updates are informed, as well as successful results. Projects for expanding potential student populations initiated during 2018-2019 have progressed.

Evidence is presented that demonstrates how the institution incorporates participatory planning at all levels, assigns responsibilities, and follows assessment results when aligning resources and structures to produce multi year balanced budgets. To assess effectiveness of the five year Strategic Plan, *Commitment 2018-2023*, institutional indicators approved by the Academic Senate were formalized and initiated in 2019. Data was gathered campus wide and a first draft of partial institutional assessment reports at the campus, college and school level is now available on <http://academicos.uprrp.edu/diia/efectividad-institucional/>. An institutional research unit, which is essential to evaluate changes, DIIA, is being restructured and revamped for assessment support. It can be accessed at <http://academicos.uprrp.edu/diia/>. Furthermore, this monitoring report summarizes the main academic developments and innovations during 2018 -2019 for supporting institutional improvement and compliance with Standard VI.

## **CONTEXT: A NEW SOCIAL AND ECONOMIC REALITY FOR UPRRP**

### **Unprecedented Fiscal Crisis**

Due to the island's weak economy significant changes have been done for funding public higher education in Puerto Rico. With the approval in 2016 of the Puerto Rico Oversight, Management, and Economic Stability Act (PROMESA) by the US Congress, Puerto Rico entered a very difficult process of debt restructuring. In June, 2019 the *Puerto Rico Oversight Board established by PROMESA* approved a Fiscal Plan for UPR for FY2018 through FY2024. As a result, UPRRP has experimented annual cuts of significant impact in comparison to the reasonably stable stream of public funds that prevailed for decades.

The Fiscal Plan reduces the general appropriation of the UPR System over a five-year period. UPRRP has had to adjust to a net reduction close to \$50 M in *Total Non-Restricted Income from General Fund* from FY 2017-2018 to FY 2019-2020, and a projected cut for 2020-2021. Details concerning the island's fiscal scenario in which the institution finds itself were included in previous reports. A new government Fiscal Plan submitted to the Oversight Board during this

past month is waiting for approval of modifications that could increase flexibility in the use of UPR funds.

The altered context in which UPRRP has functioned for the last three years required a detailed and profound examination of the state of our institution. The Campus is in transition towards becoming a more sustainable operation, however, considerable reductions in governmental allocations, and an economic recovery constantly challenged must be considered in planning and assessment of results. Demographic and social changes influencing personal and collective decision making disrupt the institution's context and provoke questioning of traditional assumptions and new ways of doing.

### **Declining Population Trends**

Puerto Rico is not just dealing with an economic crisis, the island's population is also declining and this contributes to economic and social transformations; thus a downward trend in school enrollment, public and private, is foreseen. The pace of the decline in population has accelerated in the last few years. 'The island has lost close to 800,000 people during the last decade, almost 20% from the last Census population. Fertility rates are low, migration from the island to the mainland United States continues, and deaths on the island exceed births. The following link <https://www.nbcnews.com/news/latino/dramatic-decline-young-children-brings-demographic-winter-puerto-rico-n1002951> documents changes in Puerto Rico's population.

### **School Population**

Public and private school enrollment in Puerto Rico has dropped 44% since 2006, as illustrated in <https://apnews.com/d1d75b4bb1704bd2afb2e6047e3b0a3e>. In terms of the population in general, and the traditional student population in particular, the latest numbers from the U.S. Census Bureau show that the island's school population will continue to shrink. UPRRP is incorporating these trends in its planning and implementation plan.

## **Natural Phenomena of Considerable Dimension**

September 2017 Hurricane Maria had devastating effects on lives, jobs, social stability and the economy and provoked tens of thousands to flee. More recently, since December 28, 2019, seismic movements in the southwest of Puerto Rico have also affected Puerto Rico's recovery and placed unparalleled pressure in the present social, emotional, and economic well-being of the population.

Thus, the island finds itself amid the necessary reconstruction after Hurricane Maria, and in the initial stages of recovery due to the recent seismic events. Caution is required in making projections since reverse changes can and have occurred once the effects of temporary events become stable. It is crucial to untangle, as best as possible, transitory effects from more permanent trends. As we write, overwhelming global events affecting the economic and social stability of all countries is taking place.

Within the social and economic context described, this monitoring report updates results, plans, and actions to successfully address present and future challenges; to continue advancing goals and objectives to serve Puerto Rico and global needs; and, to respond to MSCHE requirements for accreditation. The institution has redoubled efforts to achieve the goals and objectives embraced by the campus community amid a very difficult fiscal and social scenario.

### **CONTEXT: UPR CONTEXT SUBMITTED BY UPR CENTRAL ADMINISTRATION**

The University of Puerto Rico (UPR) System, a multi-campus, state-supported institution of higher education, is licensed by the Puerto Rico Council on Education (Certification PRCE 2018-4641) (Appendix 1). A Governing Board constituted by 14 members oversees the system. It is composed of two students (elected), two faculty members (elected), 8 citizens from the community appointed by the Governor, and two ex officio members (the Secretary of Education and a representative of the Financial Advisory Authority and Fiscal Agency known as FAFAA). The US Congress as part of the government debt restructuring and economic development process mandated by the *Puerto Rico Oversight, Management, and Economic Stability*

Act (PROMESA) enacts FAFAA representation in 2016. On July 7, 2017, the Governing Board elected Walter Alomar, Esq., as President, and Zoraida Buxó, Esq., as Vice President (Certification 1, 2017-2018). On July 3, 2018, the Board appointed Dr. Jorge Haddock President of the University of Puerto Rico. Dr. Haddock assumed its position on September 4, 2018 (Certification 1, 2018-2019, UPR Governing Board). Appendix 2 depicts the UPR organizational structure.

Appendix 3 contains the Related Entities Certification issued by the UPR Governing Board for UPRRP. It recognizes the Commission's compliance requirements and ensures that responsibilities of the UPR Governing Board are fulfilled.

The President is the Chief Executive Officer of the UPR System appointed by the Governing Board for an indefinite term. He presides over the University Board, which is composed of the eleven campus chancellors, faculty representatives of each campus academic senate, student representatives, the Central Administration Executive Vice President and the directors of the Finance, Planning and Development, and Budget Offices. Law 1 of 1966, as amended, and the *UPR General Bylaws*, as amended, mandate the structure of the university and its units.

The University of Puerto Rico in Rio Piedras, UPRRP, is one of eleven campuses of the University of Puerto Rico (UPR). Each campus is headed by a Chancellor who presides over the Academic Senate and the Administrative Board. The Chancellor holds the maximum academic and administrative Authority in each campus. Dr. Luis A. Ferrao Delgado was appointed Chancellor of UPRRP on July 1, 2019.

## **CONTEXT: UPRRP INSTITUTIONAL PROFILE**

### **Enrollment**

As of fall 2019-2020 academic year, UPRRP is the largest campus in the UPR System, 14,370 students, with a student to faculty ratio of 15. Historically 85% of undergraduate students are full time.

As expected, a decline in population has been accompanied by a downward trend in the high school and potential higher education population. However, contrary to predictions, Appendix 4 shows increasing numbers in UPRRP's Total Enrollment (10.9%) from FY 2012 to FY 2017 while public high schools had a loss (-9.5 %) in that same period. Since FY 2018 the pattern of enrollment for UPRRP has changed, a 4.9% enrollment decrease during this period; although, public high schools declined by 14.2%.

Census statistics in Appendix 4 show a decreasing trend in the 19-25 year old traditional age population. However, in Puerto Rico 25.3% of the population 25 years and above have a bachelor's degree or higher, which places the island in the first quartile of the 50 States with respect to the percentage of the population with higher education degrees. Thus, new populations are there to be influenced with innovative approaches that may respond more effectively to their needs. The link below illustrates the educational attainment by age.

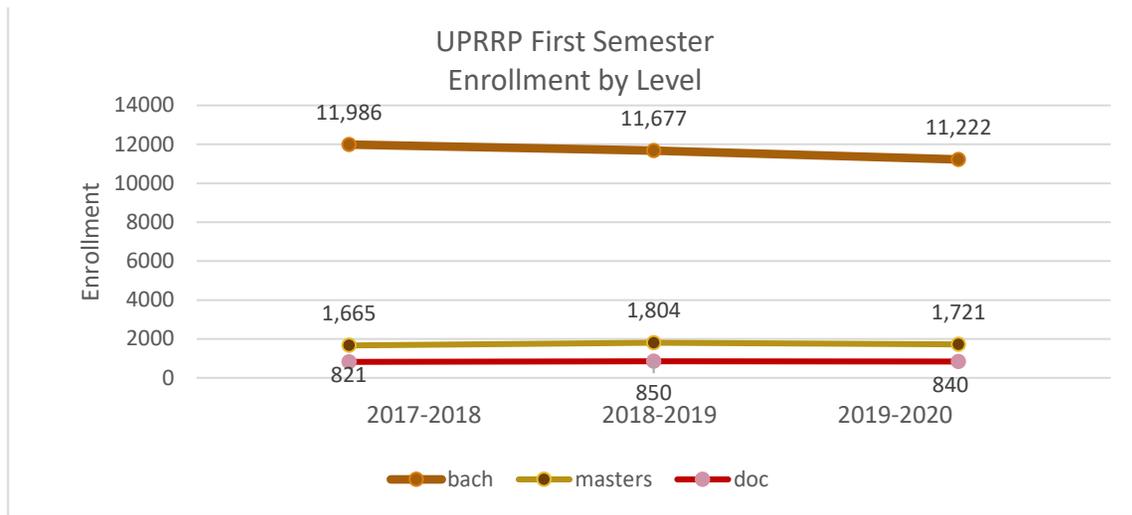
<https://www.indexmundi.com/facts/united-states/quick-facts/all-states/percent-of-people-25-years-and-over-with-bachelors-degree-or-higher#chart> .

The fact that significant temporary events since 2017-2018 explain some of the enrollment turnaround in UPRRP requires caution in enrollment projections. Tuition and fee increases applied since fiscal year FY 2018 might also explain some of the recent reduction in student demand.

### **Graduate Enrollment**

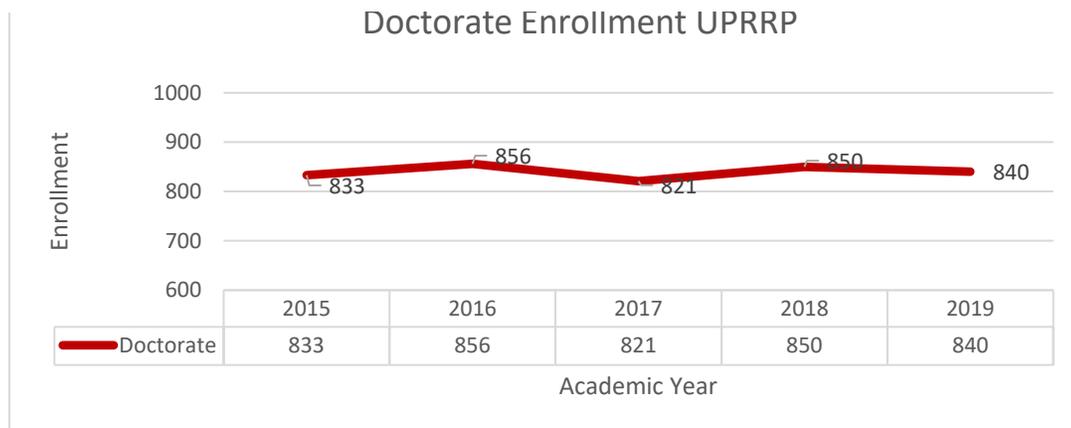
Nonetheless, overall graduate enrollment has remained strong during the three years of decreasing total enrollment, AY 2017 – 2018 to AY 2019-2020, which distinguishes UPRRP's role in graduate education. The campus graduate student body increased during this period at both masters and doctorate levels as shown in Figure 1 below.

**Figure 1**



Note: Decrease in bachelor's degrees was - 6.3% in the period; Increase in Masters and Doctorate is 3.4% and 2.03% respectively. Enrollment at the doctorate level has remained stable during AY 2015 to AY 2019 as shown in Figure 2.

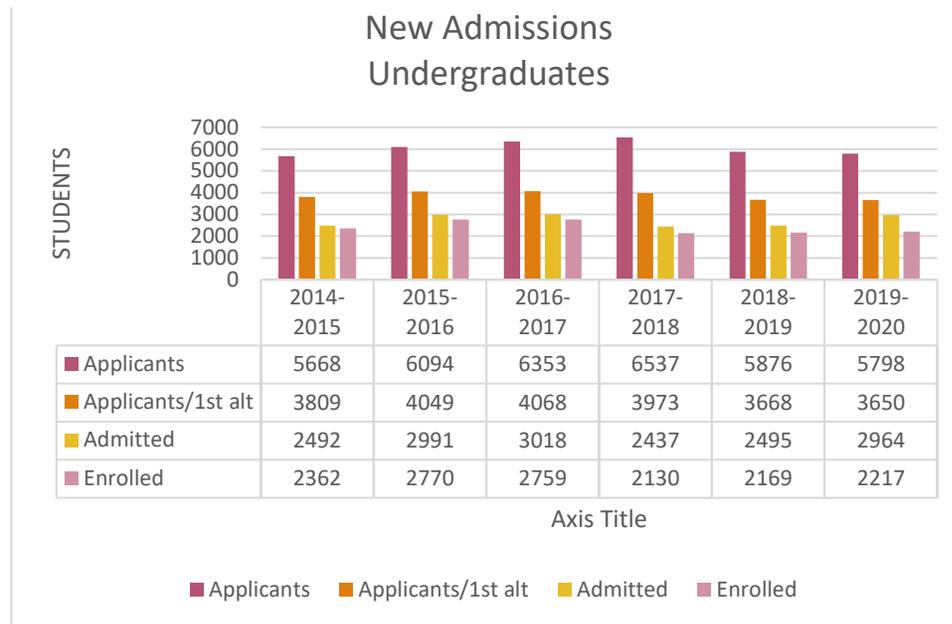
**Figure 2**



We are conscious of possible lag effects, so the Campus has strengthened student recruitment activities for the upcoming 2020-2021 academic year. UPRRP is implementing initiatives, which will be presented further ahead in this report under Concern 5, to impact the potential student populations whose profile can better be served with other modalities and options than those traditionally offered.

**New Admissions: Freshmen Class 2019-2020**

**Figure 3**



Recruitment processes at all levels are being revamped, particularly with freshmen orientations prior to enrollment. The Deanship of Students and the Admissions Office are in charge of designing activities with attention given to changes in freshmen enrollment and applications since 2017, shown in Figure 3 above.

Data is gathered from different sources, such as the Survey for the Profile of Undergraduate New Admissions of 2019-2020 (PNA 2019) <http://academicos.uprrp.edu/diia/investigacion-institucional/estudios-estudiantes/>. This study offers information on 1976 freshmen that responded to the survey, with an 89% response rate. Results show that 65.1% of freshmen chose UPRRP for its reputation among other universities in Puerto Rico. Close to 70% expressed that they will have better job opportunities if they graduate from UPRRP. 74% mentioned cost as a major factor.

Institutional data analysis in progress seeks to untangle the different variables that affect student’s selection of UPRRP as the place to study, particularly since 2017-2018. It is important, also to identify factors related to their decision to enroll once admitted. A study about the effect of the educational price index on enrollment in public schools by the Institute of Statistics of

Puerto Rico, found that this price index explains more than 40% of the enrollment decline in public high schools. This index is identified as one of three important indicators of this decreasing trend. (Disdier, Orville. El Nuevo Día, February 15, 2020).

Freshmen recruitment for 2019-2020 maintained a high level of selectivity. Table 1 presents a summary of statistics for the last two academic years.

**Table 1** **Freshmen Class 2019-2020 GPA**

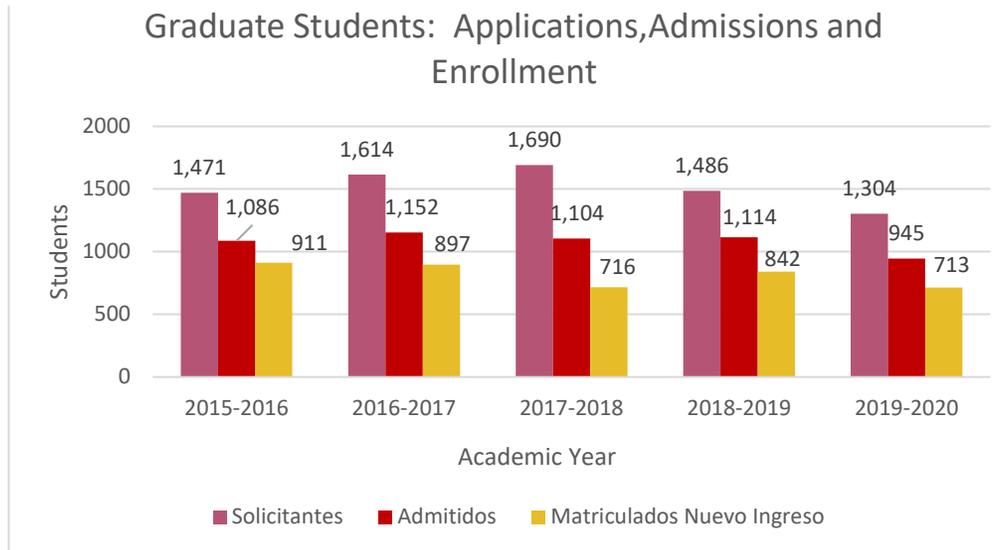
High School GPA	2018-2019	2019- 2020
First Quartile	3.40	3.40
Median	3.80	3.70
Average	3.67	3.66
Third Quartile	3.90	3.90
Maximum	4.00	4.00

Top-notch universities in the US and abroad accept our graduates to higher level studies or to participate in research experiences. An example of one of those students committed to research activities and UPRRP’s role in her decision process is found in

<https://www.estoeselagua.com/post/adriana-v%C3%A9lez-avil%C3%A9s-jerezana-con-proa-a-yale>.

## Graduate Programs New Admissions

Figure 4



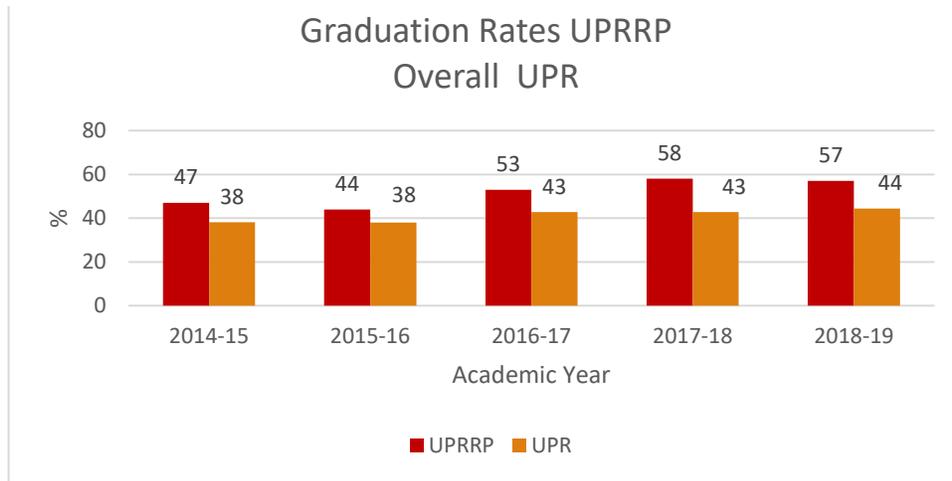
After overall rising numbers until 2017-2018, graduate applications (solicitantes) decreased by 12% from AY 2018 to AY 2019.

### Sustained Retention and Graduation Rates

UPRRP has the largest student body in the UPR System, and hence a tremendous responsibility to fulfill student's needs so they can achieve their academic goals and play a role in the professional world. To contribute to the Puerto Rican society, the region, and globally, with a pool of well qualified professionals has been a campus value stated and pursued for more than a century. UPRRP's commitment to student success is an explicit priority area in strategic plan *Commitment 2018- 2023*.

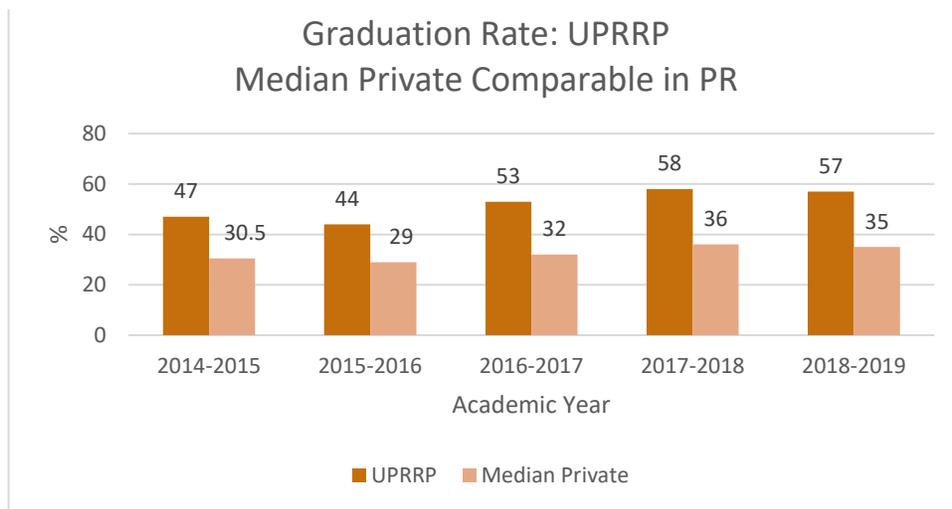
Figures 5 and 6 below show the institution has the highest graduation rate on the island, both in the public and private higher education systems of comparable universities.

**Figure 5**



**Source UPRRP DIIA**

**Figure 6**



Source: IPEDS,2018

Max for comparable

Private Inst. in PR %: 42                      42                      42                      43                      45

It also favorably compares with the median of the comparison group defined by IPEDS, 54%, on the 2018 IPEDS Data Feedback Report. Appendix 5.

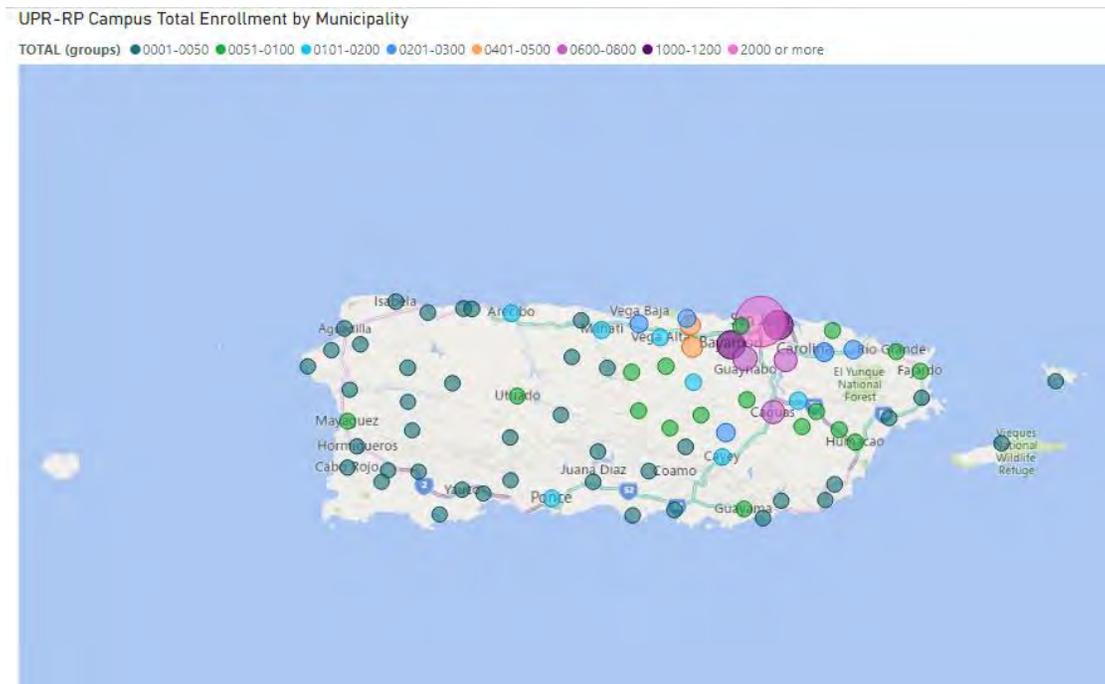
**Retention rates** increased from a drop in 2017-2018 to 84% in 2018-2019. The overall retention rate for the UPR System in that same year was 79.9%.

## Distribution by Municipality

All 78 municipalities of Puerto Rico are represented on Campus, as shown in Figure 7 below; that is a representation of 77 at the undergraduate level and 76 at the masters and doctorate. Figure 7 captures the presence of UPRRP across the island.

**Figure 7**

### UPRRP CAMPUS ENROLLMENT ACROSS MUNICIPALITIES



## Degrees Conferred

After a period of some decline, the number of total degrees conferred across all areas and levels has increased during the last three years. Figure 8 below shows a total of 2,521 degrees awarded in 2018-2019, a 2% increase from the previous academic year. The distribution by levels, Figures 9 and 10, records the steady increase in degrees granted at the undergraduate and masters levels, and the recovery for doctorate degrees after the 2017-2018 drop. The professional JD shows fair stability in degrees conferred.

Figure 8

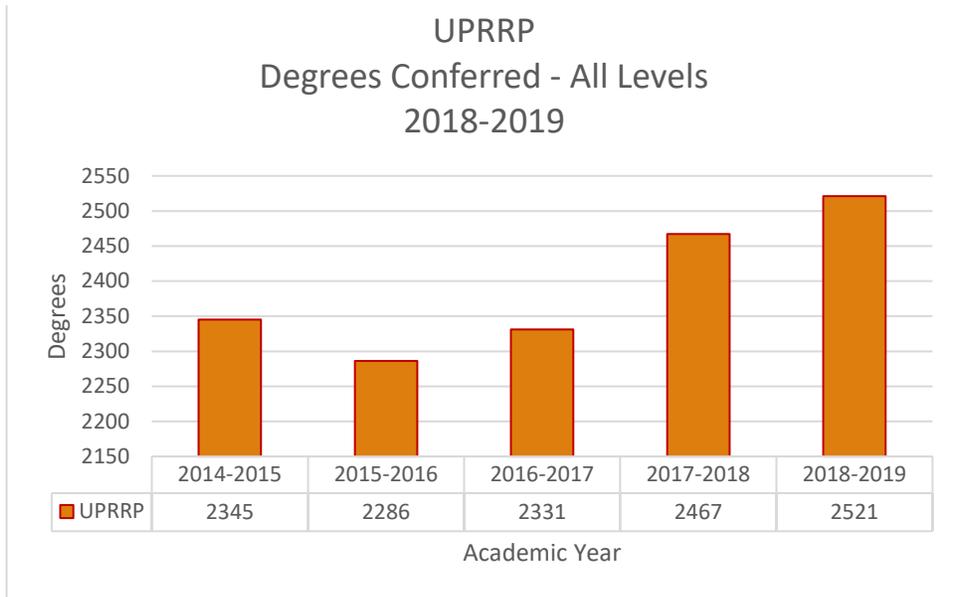
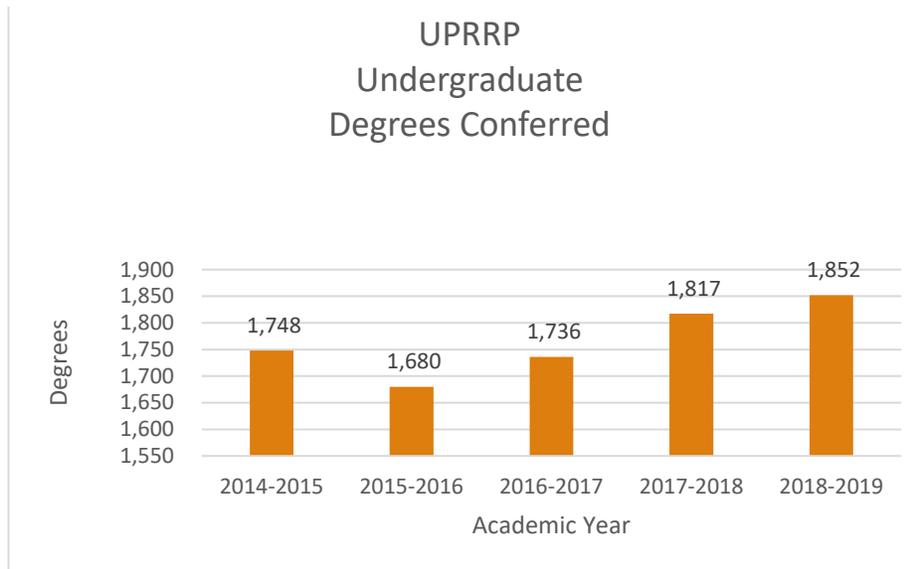
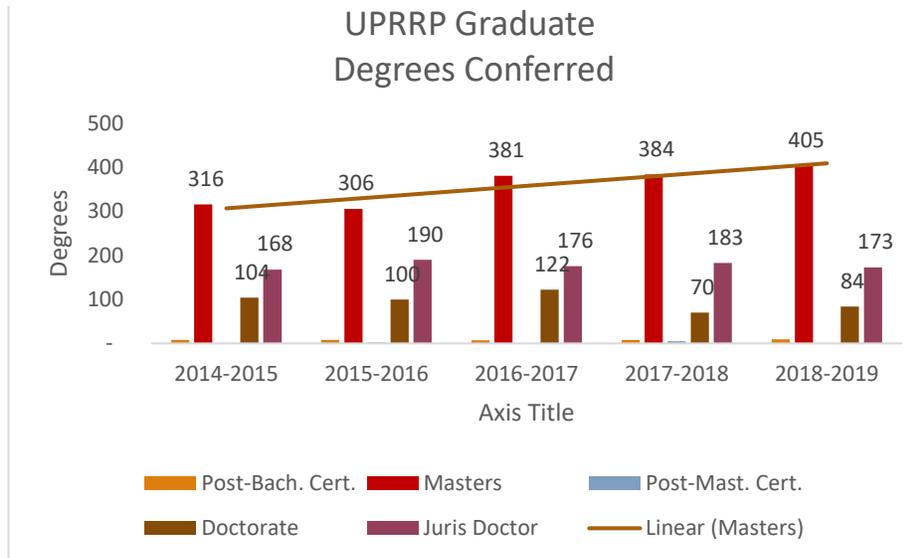


Figure 9

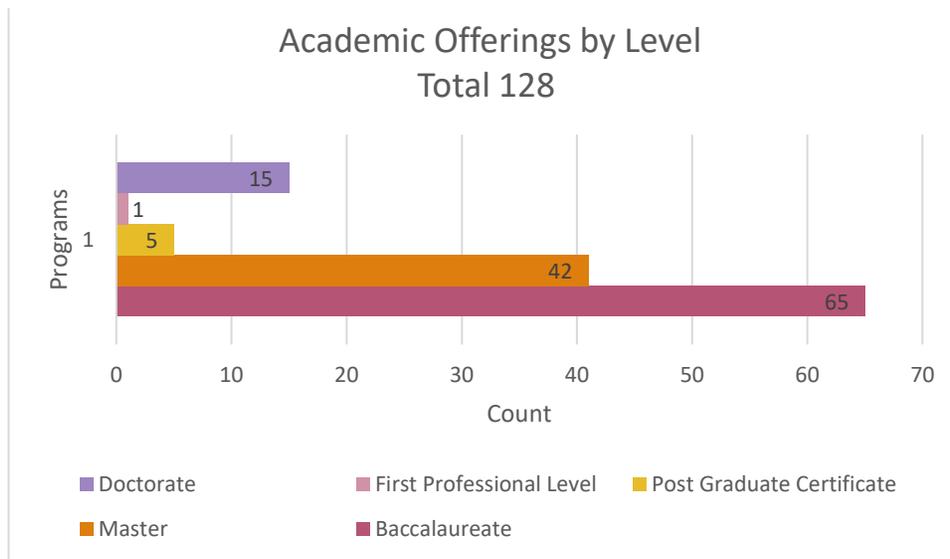


**Figure 10**



**Diversity and Excellence in Academic Offer**

**Figure 11**



With 128 academic programs, shown in Figure 11 above, UPRRP has the most diverse academic offer in Puerto Rico; twenty-five programs are unique in the UPR system or Puerto Rico, such as

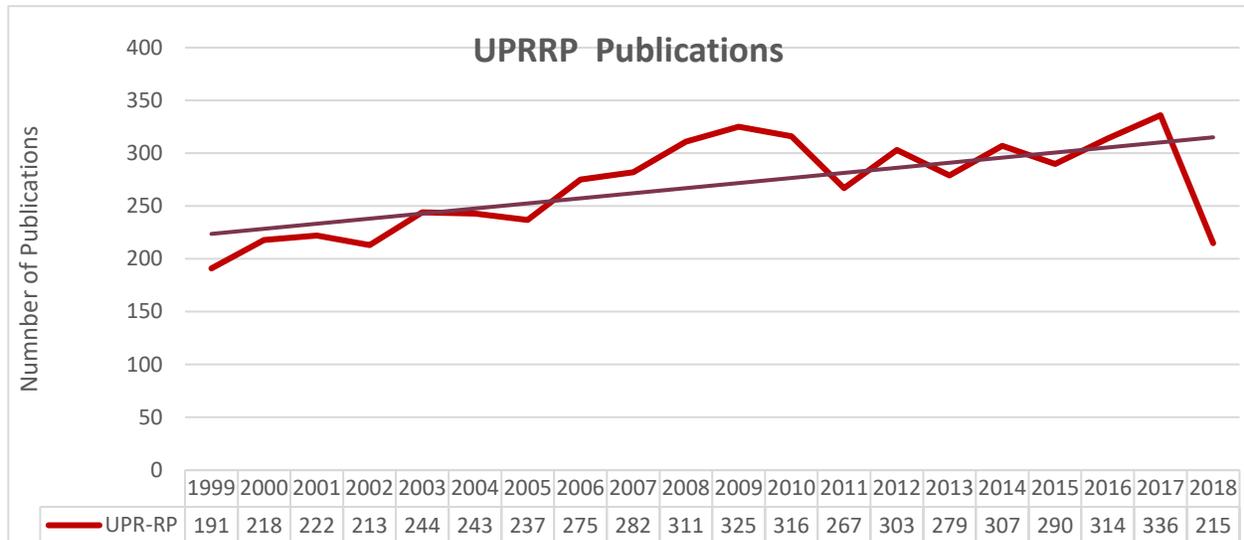
the Bachelor's Degree in Geography and the PhD in Mathematics. Fifty-five (55) are professionally accredited, which represents more than 90% of eligible programs.

New programs are on the pipeline, such as the Masters and PhD in Computer Science with cyber security and data science as areas of emphasis. Numerous minors have been created and will be outlined in (Concern 5) of this report. During 2019- 2020 academic year, the PhD in Psychology received a visiting team from the American Psychological Association and is waiting for final results concerning its first -time accreditation in the area of Clinical Psychology. The College of Business was scheduled for an evaluation team visit from AACSB at the end of March, 2020, now postponed due to the coronavirus world crisis.

In Distance Education (DE) the Masters in Science and Information Technology, Distance Education Modality, created in November, 2019, is currently being offered with 21 students enrolled, two new DE masters degrees are scheduled for fall 2020. Appendix 6 includes multiple curricular changes done to achieve better academic performance, such as new programs and other program restructurings that have occurred during the last two academic years. Due to the merge of tasks, lower administrative and personnel related expenditures are expected in the medium term. Budget Tables 3 and 4 reflect this projection.

### **Research: Publications**

**Figure 12.**

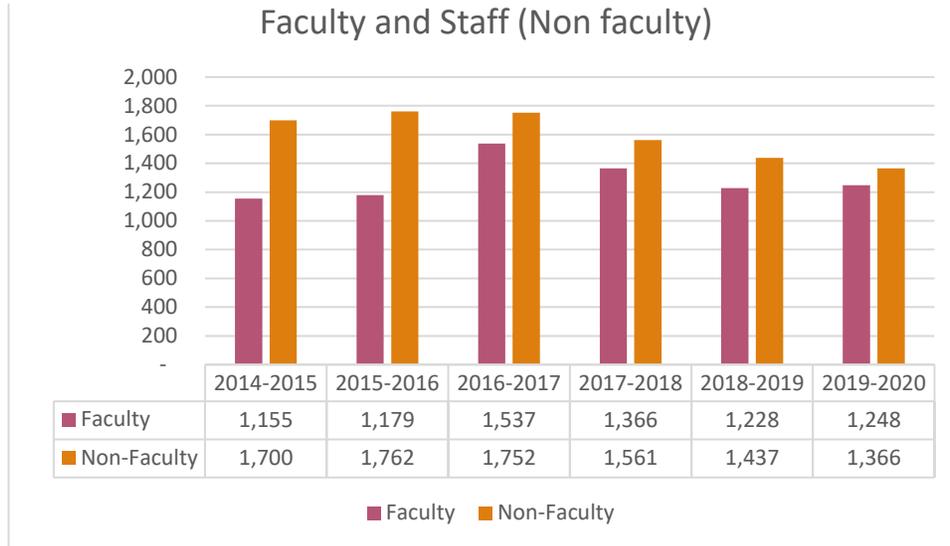


UPRRP is very proud of its research achievements. They ensure a rich environment for undergraduate and graduate students. It is evident in Figure 12 above, that events during AY 2017-2018 marked research activity and interrupted the ascending trend previously achieved by it dropping the following year. Data available from Web of Science, SCI, SSCI, A&HCI indicate our campus was responsible for approximately 29% of that which was carried out at the level of the UPR System during 2016-2017, and 31% in 2017-2018 before the drop in 2018-2019, second only to the Medical Science Campus.

A challenge to be met is how to harmonize support for research and release time for professors with the accelerated budget cuts that occur at very short notice and represent a considerable amount. Assessment results of research activity are being monitored and the Deanship of Graduate Studies and Research is implementing transforming actions that should contribute to a reversal of the last result. The unique opportunities unlocked by research experiences to which undergraduates are exposed is a campus strength. Increasing research activity and publications is a strategic goal.

## Faculty and Staff

Figure 13



Recruitment of tenure track faculty has been reduced during the last three years, though a selective tenure track recruitment process is considered for second semester of 2020-2021. Allocation of faculty positions is being organized according to campus priorities: student demand, potential for research and publications, and a history of attracting external funds, among others. Unique programs in new areas of knowledge to directly address Puerto Rico's needs will receive high priority. Reduction in expenditures due to personnel attrition is presented in Budget Tables 3 and 4.

## Financial Aid

**Table 2** FINANCIAL AID ACADEMIC YEAR 2018-2019

TYPE	Number of Students	\$ Amount
LEGISLATIVE	STATE/LOCAL	
Undergraduate	3,858	\$ 1,154,035.00
Graduate	161	203,375.00
COMPLEMENTARY GRADUATE	340	770,329.50
LEGISLATIVA DERECHO	71	99,250.00
VETERAN	328	161,760.60
VOACATIONAL REHAB	54	34,286.40
OTHERS	949	837,056.95
TOTAL STATE/LOCAL	5,761	\$ 3,260,093.45
	FEDERAL	
PELL	7,678	\$ 38,457,433.22
TOTAL OTHER FEDERAL	3,634	19,510,115
TOTAL FEDERAL	11,312	\$ 57,967,548
	INSTITUTIONAL	
TOTAL INSTITUTIONAL	3,191	3,253,337
TOTAL		\$ 64,480,979

Some students have more than one type.

Total enrollment in 2018-2019 was 14,932 students.

## MSCHE CONCERNS: SUSTAINABILITY OF IMPLEMENTED CORRECTIVE MEASURES

### MSCHE CONCERN 1: IMPROVEMENTS IN THE INSTITUTION'S ANNUAL CLOSING PROCESSES AND IMPLEMENTATION OF EFFECTIVE MONITORING CONTROLS OVER FINANCIAL INFORMATION (STANDARD VI)

#### I. ACTIONS AND INITIATIVES BY CENTRAL ADMINISTRATION – SUBMITTED BY CENTRAL ADMINISTRATION

Pursuant to the requirements of 34 CFR § 668.23- Compliance audits and audited financial statements, the University is current with its submission of compliance and audited financial statements for fiscal year 2018. Meanwhile, the University is continuously taking further proactive actions to shorten its annual financial reporting time-to-issuance. Consequently, the potential impact of tardy reporting has diminished and management's ability to make assessments and decisions based on better information and sound business practices has increased.

The University has continued to employ the following actions geared towards improved timeliness over financial reporting:

- Prepared a timeline for key milestones and monitoring of audit progress.
- Identified human, financial, and technological resources necessary to enable solutions focused approach and smooth progress of the process.
- Hired professional services as an aid to manage, analyze, and process financial and qualitative information necessary for audit procedures.
- Hold regular status meetings with the Finance Office Directors of all of the campuses to monitor progress, roadblocks, and find alternative courses of action.
- Placed permanent financial consultants at the three main campuses of the University to prompt timely resolution of issues, in face-to-face interaction.
- Maintained regular and close communication between management, external auditors, internal auditors, component units, and consultants to seek a leaner overall process.

Complying with the submission of the annual financial statements is a priority, that is why the University has kept the contract with a local financial consulting services firm to assist in the books closing process, to perform pre-audit document assessment, analysis, and processing, and to serve as an audit support aid on behalf of management. Other smaller firms have also been rehired to assist in managing the functional and technical matters embedded within the audit process. A strategic and tactical approach in the usage of the University's Internal Audit Office is also in place in order to assist the external auditors in their procedures to improve the audit process. As a result, a contractually agreed sum of up to 800 hours of the external audit budget is been used by the Internal Audit Office to augment efficiencies built upon personnel skills and knowledge of the core accounting system and University processes.

Moreover, the University began a recurring process to collect and validate financial data aimed at producing monthly reporting that assists management in understanding performance metrics that ultimately enhance its ability to measure financial accounting productivity, performance, and financial reporting. Some of the reports that are being monthly produced are Cash Flow Statements, Liquidity Reporting, and Budget to Actual Reports. To this end, an external firm has been supporting the University over the last semester in matters related to the gathering, processing, and developing of financial models that summarize this information. Most recently, the University has hired one additional employee whose role is to transition and complete the knowledge transfer of the above-mentioned firm to internally and systematically produce the financial reporting information needed over the intended pace.

## II. ACTIONS AND INITIATIVES BY UPRRP

The May, 2019 Supplemental Report summarized the most significant actions taken by the Campus during academic year 2018-2019, " to achieve a higher level of overall discipline in the performance of financial operations and improve the management of schedule compliance, much needed for the timely flow of accurate information at the campus level and with Central Administration." (May 1, 2019 Report). A focused approach addressed the timeliness of financial

reporting directly to ensure the completion of *UPR Consolidated Audited Financial Statements* as scheduled.

During the following months measures taken during 2018-2019 were assessed and enhanced to maintain and improve the high level of effectiveness attained during the second semester of 2018-2019. This Monitoring Report updates actions taken.

### **Restructuring for Efficiency in Monitoring Financial Closing Processes**

**1. Development of internal calendars and monitoring controls.** To meet the financial information required by UPR Central Administration for the Financial Statements FY 2018-2019 and Financial Audit FY 2018-2019, UPRRP's Office of Finance developed an internal closing process timetable for fiscal year 2018-2019 (Appendix 7). As the Calendar shows, the Río Piedras Campus complied with the requested information on a timely and accurate manner. It should be noted, that during the months of July and August 2019 there was a delay in the delivery of the information due to technical problems in the ORACLE system at Central Administration.

Internal and monitoring controls established have been very effective as has being recognized by the Central Administration Financial Director and Chief Financial Officer, Mr. Antonio Tejera, who as of February 7, 2020, certified by email that UPR-Rio Piedras had nothing pending from the 2019 Financial Audit or for the Financial Statements. (Appendix 8)

### **2. Short and Medium term administrative restructuring plan - Office of Finance**

#### **Flexibility in staff assignments**

During academic year 2019-2020, the Office of the Dean of Administration allocated additional staff resources to strengthen the finance area. The Budget Office approved 18 appointments, including temporary and substitutes, who have collaborated in producing the information required for financial reports. In addition, employees from the Office of Budget and the Office of the Dean of Graduate Studies and Research were assigned to the Accounting Office to support in critical moments. To this end, overtime payment to this staff was reauthorized. Thus, flexibility

in the assignment of human resources as critical needs arise is now a permanent approach in the production of financial information. This allows for better communication and a shared ownership of the processes.

The Compliance Coordinator, liaison between the Campus and Central Administration, continued to monitor the delivery of information to Central Administration.

Greater interaction is also taking place between the Director of Budget, Dean of Administration and the Director of Finance to achieve better communication related to revenue and expenditure issues and budget control. The Budget Committee meets regularly to anticipate issues and make recommendations on resource allocation.

### **3. Critical task Schedule to achieve monthly reconciliations.**

Included in Appendix 9 is the Work Calendar for the FY 2019-2020 financial system annual closure process. Although bank reconciliations on a monthly basis have not yet been achieved, the Accounting Office makes quarterly bank reconciliations for correctly and timely handling information related to institutional and federal funds. Also, to be able to reflect real balance sheets in the General Ledger.

In addition, a shared database on Google Drive was created where the information and reports are backed up. Assessment of results is constant and captures input from different perspectives.

**Note: Even though MSCHE Concern 1 and Concern 3 are highly related we present them separately for the purpose of following the structure of the request, but in immediate order.**

## **MSCHE CONCERN 3: MANAGEMENT OF FINANCIAL REPORTING THAT PROVIDES FOR RELIABLE FINANCIAL DATA AT THE INSTITUTIONAL LEVEL (STANDARD VI)**

### **Accurate Financial Reporting**

Financial reporting must comply with due dates and provide reliable financial data. The strategies included under **Concern 1** contribute directly not only to achieve timely production and efficiency in closing processes, but also to improve reliability of data. Shared data bases, as included in

Concern 1 are open to scrutiny and add to transparency. Relief to overloaded staff, as included in responding to Concern 1, has reduced the number and probability of mistakes. Monitoring has proven essential to support processes and keep them on track. Thus, factors discussed under Concern 1 also contribute to reliability. In addition, the following are further actions to support accuracy and reliability.

### **1. Specialized Curriculum**

To ensure that personnel updates their specialized knowledge in a content and process oriented manner, a specialized training curriculum for administrative personnel was implemented. During the first semester of 2019-2020, seven (7) workshops were carried out, impacting 155 administrative employees from different campus units. Trainings focused more on soft skills, preparing the employee for the most complex techniques related to financial systems. During this second semester, the administrative staff-training schedule has already been published, including the following topics:

- February
  - Financial training: Purchasing, accounts codes, pre-intervention
  - Management of external funds projects
  - Travel Module
  - Direct Payment, Contracts, Stipends
- March - External funds and purchase orders
  - External funds and project accounting
  - Commercial writing
- April
  - External funds and human resources
  - Effective monitoring for changes in the working environment
  - Financial training - Purchasing, codes and pre-intervention
- May
  - Financial training - Direct payment, travel and contracts

The trainings will be recorded and will be available online through the Office of the Dean of Administration's official website. They will be updated as new topics arise.

## **2. Re-engineering of pre-intervention processes**

Specific and general improvements were identified in the pre-intervention area of the Office of Finance. For example, crosscheck controls were established for receiving documents. The process changed so that now the pre-intervention employee in Finance checks for missing documents when receiving and registering the contract on the SharePoint platform (at the beginning of the process). In addition, a list of required documents was prepared to facilitate document review. Another example of process improvement is the effectiveness of timely payment approvals when there are inconsistencies with the interpretation of bylaws. To clarify these cases, the supervisor of the pre-intervention area meets weekly with the Finance Director, on a regular basis, to analyze and decide in a timely fashion the course of action. These two process improvements have expedited the term of payment.

We feel confident to restate, as we did on the May 1 report, that timeliness and accuracy, as well as synchronization for schedule fulfillment are firmly engrained in the campus financial system to ensure efficacy of financial processes.

### **MSCHE CONCERN 2: THE DEVELOPMENT OF MULTI-YEAR FINANCIAL PLANS FOR THE INSTITUTION THAT PRODUCE BALANCED BUDGETS, INCLUDING APPROPRIATE REVENUE ASSUMPTIONS (STANDARD VI)**

#### **The UPRRP Consolidated Budget**

Budget Tables 3 and 4 present the historical budget allocation for FY 2018-2019, the current allocation for FY 2019-2020, and two projected scenarios for FY 2020-2021 through 2022-2023. The two submitted budget scenarios are based on the measures as stated on the April 5, 2019 Financial Oversight Management Board (FOMB) Fiscal Plan. This measures include:

- New tuition rates, fees, and related charges for FY 2018-2019 through FY 2022-2023. Income from tuition is based on FOMB cost per credit at all levels for both scenarios.
- A 100% increase in the technology fee for FY 2021-2022 for both scenarios.

- A \$54 million reduction in government appropriations for FY 2019-2020 through FY 2022-2023 in the first scenario and a \$41 million reduction in the second.

The second scenario is being currently negotiated. The Government of PR has submitted a new Fiscal Plan to the FOMB asking for: approval of appropriate flexibility in the use of funds allocated to UPR, such as in \$20M initially restricted for retraining of government personnel, and an increase of \$144M for capital improvement with some degree of flexibility in its use. Negotiations are underway and results will be informed during the coming months of May or June. A not unreasonable expectation is that UPRRP's revenues will increase by close to \$12M for FY 2020-2021 as a result of these negotiations, for a total reduction of \$41M in government appropriations for FY 2020-2021 through FY 2022-2023. Budget Table 4: Scenario 2.

A second set of measures and actions that are not explicitly mandated in the Certified Fiscal Plan have been adopted. These measures are:

- An enrollment management plan that projects a 2.5% reduction in UPRRP's student population for fiscal year 2019-2020 through fiscal year 2022-2023. This represents an increase from the 2% reduction applied during the past academic years. This projection, which is less than the 3% reduction that was established by the FOMB, has been aligned with demographic changes and external factors, and with an analysis of historical campus enrollment figures.
- The new Central Administration policy which directs for the allocation of restricted funds in the beginning rather than the end of the fiscal year will be instituted for fiscal year 2018-2019 through fiscal year 2022-2023.
- New practices in UPRRP's administration aimed at greater efficiency that are contributing to decreases in electricity expenditures for FY 2020-2021 through FY 2022-2023.
- Constant projected indirect costs generated through external funds for FY 2020-2021 through FY 2022-2023.
- Income from new initiatives such as: 1. impact on resources from scheduling academic offerings in a quarter model for the graduate level, 2. distance learning and potential enrollment increase, 3. UNEX implemented in fall 2020 and tuition of selected courses entering directly into UPRRP operational funds, 4. first time requirement of tuition payments in both UPRRP's laboratory schools, 5. increases in new populations, among others. All these initiatives constitute a foundation for the transition to a more sustainable campus in tune with new ways and needs. The new revenues reported in Budget Tables 3 and 4 start to play a more reliable role in UPRRP's budget in the coming three academic years. These income initiatives are presented in detail in Concern 5 ahead and apply to both budget scenarios.

### Budget Scenario 1: Budget Table 3

Total cuts in General Fund Allocation to UPRRP is \$22.9M, an increase in cuts of close to \$7M from FY 2019-2020.

Cuts were applied in operational expenses such as: materials, maintenance, equipment rental, professional services, electricity, waste removal. Also, in faculty and staff contracts as well as due to attrition, travel expenses, decrease in administrative faculty release time, fringe benefits including medical insurance plan; acquisition of equipment, among others. Reduction in institutional work and study program.

From academic year 2021 on amounts stabilize as new revenues play a more stable role in UPRRP's funds, as listed above under second set of measures. The extent of the cut in Scenario 1 will demand rigorous follow up to ensure that implementation is on track. Wide communication on a continuous basis will be necessary to maintain feedback and adjustments on time.

### Budget Scenario 2: Budget Table 4

Successful negotiations between the FOMB, the Government of PR and UPR officials can result in cuts of lesser amount to UPRRP compared to Scenario 1. Based on historical patterns in the distribution of funds by Central Administration and a reasonable expectation of a positive result from negotiations we can project a total of \$11.3 million in cuts from General Fund Allocation to UPRRP, which constitutes an \$11.6M increase in allocated funds compared to Scenario 1. Results of these negotiations will be known towards the end of this academic year.

The application of these cuts in Budget Table 4 - Scenario 2 affects similar items as listed in Scenario 1, in a lesser degree under Scenario 2. The campus acknowledges the significant benefits to campus operations of positive results from Negotiations.

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## **BUDGET TABLE 3: SCENARIO 1**



University of Puerto Rico

Consolidated Operational Budget
Fiscal Years 2019-2020 and 2021-2023 (Projected)



Unit: Rio Piedras Campus

Table with columns for Financial Fiscal Year (2018-2019, 2019-2020, 2020-2021 P, 2021-2022 P, 2022-2023 P) and rows for Budget by Income Type (A. Non-restricted Income, B. Restricted Funds, C. Income from New Initiatives and Other Sources) and General Fund Expenses (A. Operational Expenses, B. Additional Budget Expenses). Includes sub-totals and grand totals for revenues and expenses.

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## **BUDGET TABLE 4: SCENARIO 2**



**University of Puerto Rico**  
**Consolidated Operational Budget**  
**Fiscal Years 2019-2020 and 2021-2023 (Projected)**



**Unit: Rio Piedras Campus**

I. Budget by Income Type	Financial Fiscal Year				
	2018-2019	2019-2020	2020-2021 P	2021-2022 P	2022-2023 P
<b>A. Non-restricted Income</b>					
Institutional:					
Tuition, Fees, and Related Charges (not including technology fee) <sup>1</sup>	\$ 39,371,554	\$ 46,122,005	\$ 49,500,000	\$ 50,000,000	\$ 50,500,000
Technology Fee	733,515	647,300	699,109	1,370,253	1,342,848
<b>Income from Tuition, Fees and Charges - Subtotals</b>	<b>40,105,069</b>	<b>46,769,305</b>	<b>50,199,109</b>	<b>51,370,253</b>	<b>51,842,848</b>
Indirect Costs Reimbursement (Research Development and Support Fund, FADI)	1,877,159	1,504,182	1,800,000	1,800,000	1,800,000
Non-recurring Internal Reserve					
State Contributions:					
Law 2 - 1966 (Revenue by Formula) <sup>1</sup>	160,932,049	138,084,409	115,490,513	112,319,369	109,846,774
Law 36 - 2005 (Gambling) <sup>1</sup>	10,039,304	10,039,304	6,000,000	7,000,000	8,000,000
Other PR Government Contributions			11,600,000	11,600,000	11,600,000
<b>Total Non-Restricted Income from General Fund</b>	<b>212,953,581</b>	<b>196,397,200</b>	<b>185,089,622</b>	<b>184,089,622</b>	<b>183,089,622</b>
<b>Recurring Income Adjustments Compared to Previous FY</b>	<b>(2,852,961)</b>	<b>(16,556,381)</b>	<b>(11,307,678)</b>	<b>(1,000,000)</b>	<b>(1,000,000)</b>
<b>B. Restricted Funds</b>					
Institutional:					
Technology Fee					
Indirect Costs (Research Development and Support Fund, FADI)					
Reimbursements of Income in Agreements with Units	392,649				
Grants and Economic Support for Graduate Students					
Special Support Fund for Disadvantaged Students					
Research Projects Matching Funds	110,000				
State Contributions:					
Legislative Grants	3,209,944	3,209,944	3,209,944	3,209,944	3,209,944
<b>Total Restricted Income</b>	<b>3,712,593</b>	<b>3,209,944</b>	<b>3,209,944</b>	<b>3,209,944</b>	<b>3,209,944</b>
<b>Subtotal Expected Operational Income</b>	<b>216,666,174</b>	<b>199,607,144</b>	<b>188,299,566</b>	<b>187,299,566</b>	<b>186,299,566</b>
<b>C. Income from New Initiatives and Other Sources:</b>					
Income from Public and Private Sectors	1,998,363	539,422	250,000	500,000	500,000
Alumni Funds	-	-	250,000	500,000	750,000
Non-traditional Certifications and Course Offerings	790,456	880,000	2,677,000	3,710,000	3,985,000
Summer Course Offerings	1,130,000	1,250,000	2,000,000	2,000,000	2,250,000
Tuition Revenue from Other Academic Activities (Net)	-	-	-	1,500,000	1,500,000
Revenue Increase from Change Semester to Quarter Model (Net)	-	-	-	2,500,000	3,000,000
Distance Learning Income (Net)	-	-	-	750,000	900,000
<b>Total Projected Income from New Initiatives and Others Sources</b>	<b>3,918,819</b>	<b>2,669,422</b>	<b>5,177,000</b>	<b>11,460,000</b>	<b>12,885,000</b>
<b>Total Expected Operational Income</b>	<b>\$ 220,584,993</b>	<b>\$ 202,276,566</b>	<b>\$ 193,476,566</b>	<b>\$ 198,759,566</b>	<b>\$ 199,184,566</b>
<b>II. General Fund Expenses</b>					
<b>A. Operational Expenses</b>					
Payroll:					
Faculty Salaries	\$ 77,381,058	\$ 73,779,403	\$ 71,500,000	\$ 72,910,000	\$ 72,900,000
Non-teaching Staff Salaries	48,298,135	40,869,320	39,230,094	38,796,079	39,046,079
Other Payroll Payments	1,794,716	1,704,413	1,704,413	1,704,413	1,704,413
Employer Contributions and Marginal Benefits	46,165,054	44,935,462	41,124,164	41,474,164	41,539,164
<b>Total Payroll Expenses</b>	<b>173,638,963</b>	<b>161,288,598</b>	<b>153,558,671</b>	<b>154,884,657</b>	<b>155,189,657</b>
<b>Others Operational Expenses:</b>					
Materials and Services	4,468,125	4,065,994	3,500,000	3,500,000	3,500,000
Maintenance - Physical Facilities and Equipments	4,807,389	4,754,108	4,479,108	7,127,108	7,300,000
Leasing of Land and Equipment	541,889	541,889	541,889	541,889	541,889
Professional Service Contracts	3,615,874	2,900,000	3,825,000	3,825,000	3,825,000
Internet Service and Communications	95,109	95,109	95,109	95,109	95,109
Telephone Service	214,033	214,033	214,033	214,033	214,033
Student Medical Insurance	1,400,000	1,400,000	1,400,000	1,400,000	1,400,000
Electricity	12,500,000	10,300,000	10,300,000	9,000,000	8,000,000
Water and Sewage	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
Gasoline Supply	394,355	394,355	394,355	394,355	394,355
Solid Waste Collection and Removal	163,460	163,460	163,460	163,460	163,460
Information Resources-Library Reference Materials	2,336,378	2,336,378	2,336,378	2,336,378	2,336,378
Information Resources-Library Acquisitions	702,000	702,000	702,000	702,000	702,000
Accommodation, Institutional Projection, Transportation and Meal Allowances	650,951	650,951	650,951	650,951	650,951
Program and Service Accreditation	180,000	180,000	180,000	180,000	180,000
Purchasing and Replacement of Equipment - (Include Technology Improvement)	717,800	1,275,000	1,275,000	2,025,000	2,025,000
Matching Funds for Research Projects	580,625	580,625	580,625	580,625	580,625
Students Grants and Financial Aid	3,096,393	3,096,393	3,096,393	3,096,393	3,096,393
Other Operating Expenses - (Include Automatization of Administrative Process)	5,269,056	2,627,730	1,473,650	3,332,665	4,279,773
Non-recurring Budget Reserve					
<b>Total Recurring Operational Costs</b>	<b>43,233,437</b>	<b>37,778,025</b>	<b>36,707,951</b>	<b>40,664,966</b>	<b>40,784,966</b>
<b>B. Additional Budget Expenses</b>					
Purchasing and Replacement of Equipment with Technology Fee	-	-	-	-	-
Other Operating Expenses-Indirect Costs	-	-	-	-	-
Matching of Funds for Research Projects-Reimbursement	392,649	-	-	-	-
Grants and Financial Aid-Graduate Students	-	-	-	-	-
Grants and Financial Aid-Special Fund	-	-	-	-	-
Matching of Funds for Research Projects	110,000	-	-	-	-
Grants and Financial Aid-Legislative Grants	3,209,944	3,209,944	3,209,944	3,209,944	3,209,944
<b>Total Additional Expenses</b>	<b>3,712,593</b>	<b>3,209,944</b>	<b>3,209,944</b>	<b>3,209,944</b>	<b>3,209,944</b>
<b>Total Operational Expenses</b>	<b>46,946,030</b>	<b>40,987,969</b>	<b>39,917,895</b>	<b>43,874,910</b>	<b>43,994,910</b>
<b>TOTAL EXPENSES (Payroll + Operational Expenses)</b>	<b>\$ 220,584,993</b>	<b>\$ 202,276,566</b>	<b>\$ 193,476,566</b>	<b>\$ 198,759,566</b>	<b>\$ 199,184,566</b>
Notes:					
Estimated amounts in accordance with the UPR Fiscal Plan.					
<b>TOTAL INGRESOS</b>	<b>220,584,993</b>	<b>202,276,566</b>	<b>193,476,566</b>	<b>198,759,566</b>	<b>199,184,566</b>
<b>TOTAL GASTOS</b>	<b>220,584,993</b>	<b>202,276,566</b>	<b>193,476,566</b>	<b>198,759,566</b>	<b>199,184,566</b>
DIF (GASTOS-INGRESOS)	0	0	0	0	0

**MSCHE CONCERN 4: SUBMISSION OF THE 2019 ANNUAL AUDITS (STANDARD VI AND REQUIREMENT OF AFFILIATION 11)**

The University of Puerto Rico commissions and undergoes an annual independent audit of its financial statements and Report on Expenditures of Federal Awards as required by the Uniform Guidance, the latter commonly referred to as Single Audit. Submission of those reports come as a requirement of 34 CFR § 668.23- Compliance audits and audited financial statements, and those of other key stakeholders for the University. These reports, for the fiscal year ended on June 30, 2019, are currently underway and in the representation of our auditors; they are at an advanced stage of the process. Based on this representation, UPR management grounds a reasonable expectation that the audit reports will be ready by March 31, 2020, which is the due date to submit them to the U.S. Department of Education.

The Rio Piedras Campus complied with Central Administration schedules for timely exchange of financial data, as well as with internal dates for the preparation of the **Consolidated Audit Financial Statement FY 2019 for the UPR System**. It was certified as such, as we evidence in Appendix 8. Timeliness and accuracy, as well as synchronization for schedule fulfillment are firmly engrained in the campus financial system to ensure efficacy of financial processes. The Rio Piedras Campus does not produce a campus Financial Statement.

**MSCHE CONCERN 5: THE PLANNING AND IMPLEMENTATION OF RESTRUCTURING FOR SUSTAINABILITY (STANDARD VI)**

**I. ACTIONS BY UPR CENTRAL ADMINISTRATION – SUBMITTED BY CENTRAL ADMINISTRATION**

The University of Puerto Rico is aiming to implement various initiatives that will aid in its sustainability. The modifications that have been implemented are directed towards improving administrative and academic efficiency.

During Fall 2019, the Vice Presidency of Academic Affairs and Research (VPAAR) completed an assessment of all 270 undergraduate academic programs in the UPR System. Trends of various parameters for the past ten years were examined. These included: percentage of students who applied to the program as the first option, the number of new students admitted, number of freshmen enrolled, the total number of students enrolled, and retention and graduation rates. Once the assessment was completed, the VPAAR shared the gathered information with the eleven campuses. The next step during this semester is for each unit to identify those programs that could be consolidated, those that need an improvement plan, and those exhibiting best practices that could be modeled elsewhere. At the end of the academic programs' evaluation, it is expected that each unit takes decisions with the programs in terms of curriculum, teaching methodology, assignment of resources or even closing the program. These decisions will support the achievement of academic efficiency and will help in avoiding redundancy of programs and courses. In addition, the VPAAR has updated and streamlined UPR's guidelines for the development of academic programs. The assessment of graduate academic programs is still ongoing.

On the other hand, an evaluation of budget alignment per academic department was done taking into consideration enrollment and courses during the 2019-2020 academic year. The evaluation will be facilitated to the Budget Office in Central Administration and the Chancellors so it can be used in the 2020-2021 budget assignment and distribution.

In the administrative area, the model for restructuring for sustainability is based on the creation of efficiencies through a lean management operation. For that purpose, evaluating and analyzing administrative processes is necessary. This will help identify the ones that do not add value or delay the work process. The Institutional Planning Director has been executing the first phase of his work plan for the fiscal year 2019-2020. It is based on the evaluation of processes

in the area of student services, research-teaching, institutional support services, and relations with the external community.

During the first phase, an evaluation and analysis of these processes will be carried out. This evaluation and analysis consist of a working methodology that includes the analysis of existing data, focus groups in the impacted areas and review of regulations, policies, and certifications. By the end of fiscal year 2019-2020, structural recommendations and proposals for agility and administrative efficiency are expected to be finished.

For fiscal year 2020-2021, the implementation phase of the recommended measures is expected to begin. Similarly, the goal, in the medium and long term, is to have transformed administrative processes to improve the working conditions of employees and enhance the services offered to students. Another goal is to establish a continuous evaluation process that allows an agile and efficient infrastructure in the University of Puerto Rico. The following are some specific initiatives that have been currently developed and will help UPR to further obtain administrative sustainability:

- implementation of a systemic energy saving policy,
- analysis the procurement process to create efficiencies,
- revision of current paperless policy,
- analysis of human resources processes,
- examination of billing and procurement procedures, and
- creation of an electronic signature policy

The implementation of these initiatives is aimed to create administrative efficiencies and also to reduce the operational costs in two ways. First, the elimination of non-value generating steps and processes will have an impact in a better use of time/energy effort. Secondly, these initiatives are expected to have a direct impact in the reduction of operational costs. For example, reducing the amount of energy expended will have approximately a 2.5% of savings which translates into

nearly \$5 million. Similarly, it is anticipated that approximately \$10 million will be saved with the improvement of the procurement process and with the paperless policy that will be revised.

It is important to point out that all of these initiatives are aligned to UPR's Strategic Plan and to the President's Working Plan. Substantive institutional and programmatic changes will be reported to MSCHE in a timely fashion, according to the commission's *Substantive Change Policy* and *Substantive Change Procedures*.

## II. RESTRUCTURING FOR SUSTAINABILITY- ACTIONS BY UPRRP

### A. Strategic Planning

On May, 2018 UPRRP's Academic Senate approved a very focused 5 year Campus Strategic Plan, *Commitment 2018- 2023* with four priority areas that guide the campus in resource allocation and decision making, as follows: Appendix 10.

- research and creation,
- academic innovation and student success,
- social responsibility and community involvement, and
- transformation and restructuring for fiscal sustainability.

The new strategic plan reaffirmed UPRRP's commitment to its distinctive role in higher education in Puerto Rico, achieved during more than a century of responsible administration and recognized dedication to excellence in education. This profile and aspirations can be summed up in a concise and precise manner:

*UPRRP is the only higher education institution in Puerto Rico classified as Doctoral: High Research, by the Carnegie Foundation, in recognition of the institution's production of high quality research which enhances students and faculty experiences at the graduate and undergraduate level. Considered to be Puerto Rico's foremost higher education research site, UPRRP is a leader in graduate education for Hispanic students at the national level. It is known internationally by its diversity in academic programs and competitive graduates; provides the largest academic offer in Puerto Rico with 128 programs; and,*

*is an important contributor to sustaining the availability of qualified professionals in an ample range of disciplines to respond to Puerto Rico's and global needs. UPRRP is socially committed to access for all qualified students and to the advancement of the Puerto Rican society, evidenced by significant contributions for more than a century.*

The Strategic Plan recognizes and incorporates the need for transformation and restructuring for fiscal sustainability as a priority area.

## **B. Implementation**

*Commitment 2018-2023* launched an operations model that shapes the campus agenda. The strategic plan has proven to be a campus owned series of goals and objectives that guide resource allocation and incorporates the difficult challenges faced by the institution. All schools and colleges submitted aligned development plans.

During first semester AY 2019, priority projects for the allocation of resources were defined:

1. Creation of an offer, academic and professional, in the distance education modality
2. Evaluation and transformation of academic programs – assessment and innovation  
In undergraduate and graduate programs
3. Sustainability: New Revenues and expansion of potential student populations
4. Sustainability: Efficiency and reduction in expenditures

The Budget Committee composed of executive deans, budget director and chancellor staff evaluates data and recommends according to priorities as established in *Commitment 2018-2023*.

## **C. Restructuring**

### **1. EFFICIENCY IN EXPENDITURES DUE TO ADMINISTRATIVE RESTRUCTURING**

Energy-saving projects

**a. Improvements to the central air conditioning system - COMPLETED**

The project to improve the Campus **central air conditioning system** was successfully completed last December 2019. There is a \$700,000 annual saving on the combination of water and energy consumption.

In addition, operating and control schedules in the air conditioning **units/buildings** have continued: Natural Sciences 1, Jaime Benítez and Domingo Marrero. With the implementation of these changes, a decrease in the electricity consumption of these buildings has been achieved of \$14,377.15 a month. Annual savings expectation for all buildings remains \$500,000.

On the other hand, as planned, a group of engineering students from the Institute of Sustainable Energy Isleña (INESI) of the UPR-Mayagüez completed a Campus energy audit. We are in the discussion and dissemination phase of the Report with the different community and sectors. Simultaneously, we are drafting the information requirements for a Request for Proposal that includes design, construction, financing and maintenance of the systems. Table 5 presents the project time table. Effects will materialize in medium to longer term.

Table 5 Project timetable:

<b>Energy Audit INESI</b>	<b>Final Report - INESI</b>	<b>RFP – and external funds proposals</b>	<b>RFP Publication</b>	<b>Proposals Evaluation</b>	<b>Procurement</b>	<b>Design and Construction</b>
May- November 2019  COMPLETED	November 2019  COMPLETED	Feb-June 2020  <b>PROGRESS</b>	August 2020	August - October 2020	October - December 2020	24 months  2020-2022

**b. Luminaires LED indoor and outdoor Project - IN PROGRESS**

During 2019, the Office of Conservation of University Facilities (OCIU) continued the implementation of the energy saving project on the retrofit of lamps to LED technology, all of this according to the policy and specifications of the purchasing of LED lamps adopted by OCIU. A total of 27 buildings and two parking lots have been impacted with more than 4,510 tubes replaced by LED technology, with an energy saving of \$79,373.00 per year. In addition, during this second semester, the project continues with the installation of 2,255 additional LED lamps.

**c. Optimizing purchasing processes - IN PROGRESS**

As reported in the Supplemental Information Report – September 1, 2018 a professor of operations management at the Graduate School of Business Administration presented a final report with the analysis and findings for the reengineering of purchasing processes. The report was discussed with the Finance Office staff and the implementation of the recommended changes are in process.

**d. Administrative restructuring - COMPLETED**

By June 2019, all colleges and schools completed their administrative restructuring. The following goals were met:

- The non-teaching staff (retirement) reduced from 1,465 employees in 2018-2019 to 1,352 in 2019-2020 equivalent to a reduction of over \$3.9 million in payroll expenses.
- In addition, special compensation to non-teaching staff reduced by \$130K.
- The total number of temporary appointments approved during 2018-2019 was maintained during 2019-2020 by not hiring additional staff despite retirements.
- The functions of retired staff were distributed in accordance with the following guidelines:
  - Analyze the possibility of operating the units with exclusively the permanent employee staff
  - Claim back the permanent employees that were appointed outside the home unit
  - Assigned special appointments paid for with external funds or with special accounts

- Centralize services
- Share administrative resources between units.

**Table 6 Summary of Savings due to Process (updates January 2020)**

<b>Project</b>	<b>Annual Savings Sept, 2018</b>	<b>Annual Savings revised Jan 2020</b>
Improvements to the air conditioning system – Central Plant	\$150,000-\$200,000	\$700,000
Operating and Control schedules in the air conditioning units	\$500,000	\$500,000
Led luminaires	\$50,000	\$79,373
Extended Central Plan improvements	\$6 million (in phases till FY2023)	Project is in the RFP process.
Administrative Restructuring	\$1 million in 5 years	\$200,000

These reductions appear in Budget Tables 3 and 4 in their respective lines

## 2. INNOVATIONS

The Río Piedras Campus, in its strategic plan, committed itself to comprehensive innovation and transformation of its professional offerings, to respond to the challenges of professions, the emerging scenarios of the labor market, and people’s changing needs in their diverse roles in society. A wide and encompassing transformation of DECEP or the Division of Continuing Education and Professional Studies was necessary to advance these campus objectives. The DECEP initiative led restructuring efforts in 2018-2019, and continues, with the purpose of promoting and facilitating fund generating projects, reaching new populations, and achieving productive alliances with the public and private sectors.

In line with the above, DECEP was designated to develop a catalogue of Distance Education (DE) professional courses, and manage the technological aspects of:

- Instructional design,
- Graphic design,
- Development of virtual learning objects
- Courses in Moodle
- Courses in Moodle

UPRRP has distinguished development of DE offerings as one of its four priority projects. The institution aims to attract new populations of potential students on the island for whom access will become a reality through this modality. DE is also a means of reaching students all over, especially those for whom Spanish is a known language. DECEP is organized to offer a diverse on line professional (not for credit) set of options.

As a second line of action, DECEP offers technological support to schools and colleges that have completed program and course revisions for DE modality, which have been approved by the corresponding academic instances. Thus, DECEP's dual participation comprises creating an on line professional offer, no credit, and providing technological support to academic innovation from schools and colleges.

In this section we include major accomplishments during the past and current year of DE professional offerings at the Rio Piedras Campus. Details on the first stages of DECEP's restructuring are included in previous MSCHE reports.

#### **A. Reorganization**

Restructuring of DECEP includes endowing it with the staff and agile operation procedures necessary to progress towards its goal of diversifying and innovating the campus professional offerings. During the present academic year, technology has been heavily integrated to offer services on line, such as course descriptions, enrollment, certificates on line, and a revamped portal, among others, these would convert the day to day operation into an agile one. New forms of communication via mass media were incorporated since the beginning of

2019: Facebook ([@miupienlinea](https://www.facebook.com/miupienlinea)), Twitter ([@miupienlinea](https://twitter.com/miupienlinea)), Instagram (<https://www.instagram.com/miupienlinea/>) y LinkedIn (<https://www.linkedin.com/company/iupienlinea>). To enhance communication a channel in YouTube with 30 tutorials was created during this academic year. These initiatives have resulted in a reduction in costs associated with administrative functions. Other options to improve access and service are included in <https://decep.uprrp.edu/>.

## **B. DECEP on Line**

In order to identify and facilitate access to a more diverse population with a variety of needs, in September, 2018, Chancellor Luis A. Ferrao announced the creation of the *On Line Education Unit in DECEP*. The unit was staffed with specialized personnel. DECEP and its on line unit have ventured into two related initiatives, all opening new opportunities to a wide range of potential students interested in diversifying their continuous education.

### **a. On Line Non Credits Certificates**

The first on line initiative, non credit, lasts approximately **six** weeks; after which participants receive a certificate. **Six** on line certificates have been created and offered during this academic year. This on line modality started in September, 2019. The certificates available can be found at <https://decep.uprrp.edu/certificados-profesionales/>.

### **b. Non Credit Courses On line**

The second initiative is “not for credit short courses” on line. Twenty professional courses have been created. This way UPRRP is venturing into a modality that opens doors to new population and generates net revenues. In September, 2019, a new online platform was selected for offering courses using a different model. Courses are offered and administered without much intervention and the platform is open for enrolled students all year to complete the course on their own time. DECEP is the first unit in the UPR System to have this approach available. <https://decep.uprrp.edu/>. Details can be accessed at <https://decep.uprrp.edu/online/>. DECEP offers a variety of in house and on line

professional courses and certificates which can be accessed at <https://decep.uprrp.edu/wp-content/uploads/2020/02/catalogo-2semestre-2019-2020-v6.pdf> .

### **C. Alliances for Training and New Revenues**

Government and the private sector alliances continue focusing on the objective of training or retraining personnel. This way DECEP contributes to a better qualified professional class. For example, recently a not for credit course in Business Intelligence was offered to the PR Treasury Department personnel. Training for public employees in general is ongoing, as well as retraining of teachers in STEM areas, which is a project that was programmed twice due to its demand. New revenues resulting from these alliances can be found in Budget Tables 3 and 4.

### **D. Regular Summer Courses**

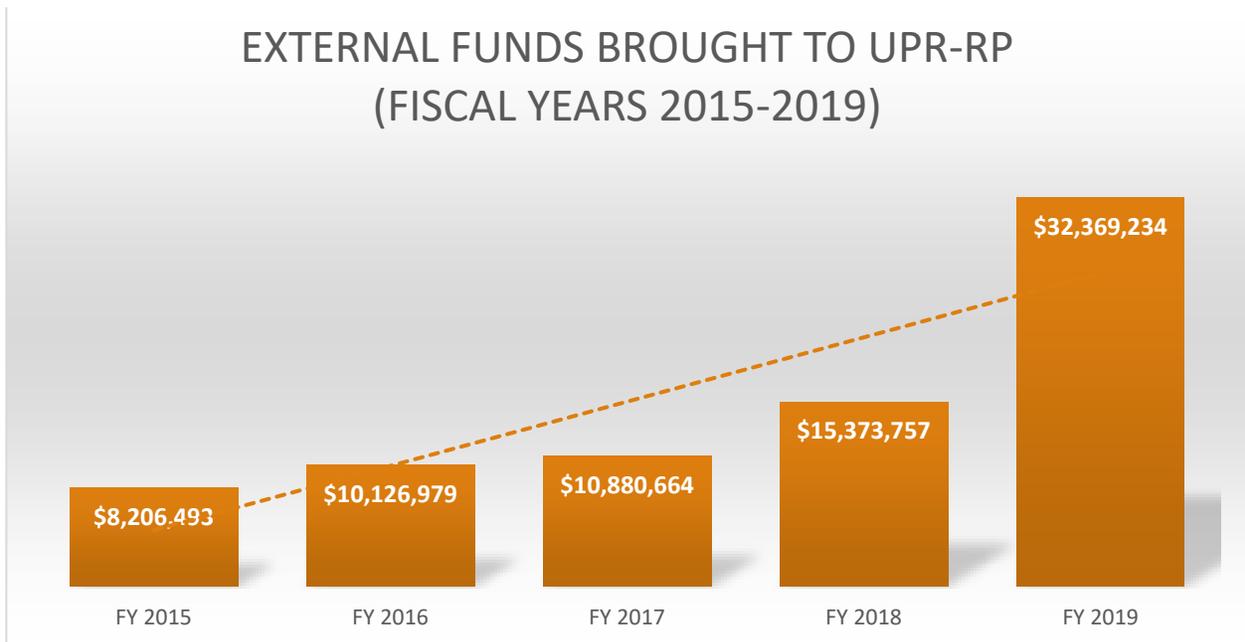
Administrative processes for regular credit summer courses offered by schools and colleges are carried out by DECEP. This results in a reduction in costs of operations, which generate a net revenue for the campus. Net revenues are outlined in Budget Tables 3 and 4.

DECEP's restructuring constitutes a major step towards campus transformation and innovation, which is a fine tuning to adjust to changing needs. These initiatives provide new funds for campus operations, although long term implementation and assessment is needed to increase and project revenues and demand more precisely.

## **3. EXTERNAL FUNDS: NEW REVENUES AND REVAMPING OF THE EDUCATIONAL EXPERIENCE**

As experienced annually, faculty excels in obtaining grants. External funding for fiscal year 2018-2019 exceeded \$32 million. Of these funds, 29% came from NSF grants, 25% USDE grants, 24% NIH grants, 3% USDA grants, 2% NASA grants, 1% NEH funds, and 16% from other federal agencies, local government agencies, local foundations, and private initiatives. Over 55% of these monies fund research endeavors.

Figure 1



The combined amount of external funds received by UPR-RP, in the past five years (FY2015-FY2019), totals over \$75 million. As a result, the recovery of indirect costs totaled over \$6 million.

Externally funded research endeavors continue to generate cutting-edge knowledge in areas such as mental health, coastal planning, intestinal regeneration, environmental issues, heart disease, space exploration, interdisciplinary, quantitative biology, biomedical sciences, and molecular sciences, among others. Recently funded proposals in these areas include:

- Méndez-Castillo, Milagros A.; Frontera-Benvenuti, Roberto L.: Development, implementation and evaluation of an interdisciplinary prevention and intervention mental health model to deal with the aftermath of hurricane María and mitigate mental health impacts in the event of future natural disasters
- Barreto, Maritza: Assessing post-storm/recovery stage of beach systems of Puerto Rico after Hurricane María and its implications for coastal planning

- García-Arrarás, José: Roadmap for Intestinal Regeneration
- Cavallin, Humberto: Taking a Breath after the Disaster: Homes Mold and Health in Puerto Rico after Hurricane María
- Rodríguez, José Arcadio: Uncovering the DNA recognition rules of cardiac transcription factors
- Nicolau-López, Eduardo: NASA MIRO: Puerto Rico Space Partnership for Research, Innovation and Training to Engage the Next Generation of Explorers (PR-SPRInT)
- Ramírez, Juan: REU Site: IQ-Bio-REU: Interdisciplinary and Quantitative Biology Research Experience for Undergraduates
- Washington, Valance: Translation Studies of the Planet Specific Receptor Trem Like Transcript (TLT)
- Lasalde, José A.: Establishment of a multi-user high-performance MALDI ToF/ToF mass spectrometer in the University of Puerto Rico's Molecular Science Research Center

To further strengthen the Campus' research environment, in January of 2019 a Research Facilities Construction proposal was submitted to the National Institutes of Health. This proposal: *Rebuilding infrastructure for animal research facilities at UPR-PP*, received in September 20, 2019, a \$5.5 million grant from NIH's Office of the Director. Dr. Carmen Maldonado-Vlaar a prestigious faculty member and researcher of the College of Natural Sciences, and recipient of multiple federal grants, is the project's Principal Investigator.

To address the impending need of refurbishing on-campus housing structures, severely affected by hurricanes Irma and María, an Application for Initial Funding under the 2018 Emergency Assistance to Institutions of Higher Education Program, U.S. Department of Education, was submitted in January of 2019. USDE awarded, for the period of February 2019 to October 2021, \$8.7 million. Three major initiatives are being addressed through this grant: re-construction of students' on-campus housing building (Resi-campus), rehabilitation of the building housing

students' counseling and psychological services (Carlota Matienzo), and seven, two-year funding, graduate assistantships have been awarded.

Recognizing the importance of community service, a key element of UPR-RP's mission and strategic plan, the Campus' School of Law has obtained over \$1 million in funding from local nonprofit institutions, the U.S. Department of Justice and the Law School Admission Council for the following initiatives:

Legal advice and representation in cases of mortgages foreclosure, community economic development and non-discrimination;

- Identification, screening, investigation and DNA testing of wrongful conviction cases;
- Intensive summer course offering, 4-week program that introduces university students from underrepresented groups to the fundamentals of the legal field. The program while increasing admission rates will diminish application deterrents and will develop fundamental academic skills needed for success in pursuing a legal career. UPR-RP School of Law is one of only three schools receiving LSAC PLUS funding in 2019.

Law school students participation in these projects allows them to gain hands on knowledge of curricular content; while raising their awareness and understanding of the social and economic plights that could affect their future clientele. The LSAC PLUS program expands the admission and persistence rates of disadvantaged students in becoming lawyers.

In fiscal year (2019-2020), UPRRP maintains its aggressiveness in the procurement of external funds. In the months of July to January, proposals totaling over \$34 million have already been submitted. Over \$11 million of this external funding request was submitted in January 2020, in spite of Puerto Rico's seismic emergency. Diversification of areas for research proposals continues.

Even though external funds mostly increase operational funds via indirect costs, proposals address numerous projects that would need a campus investment otherwise. Examples are the Research Facilities Construction proposal and the rehabilitation of the building housing students'

counseling and psychological services (Carlota Matienzo). On a similar note, external funds go beyond the financial resources received. These funds provide unique opportunities for student participation, both in social services and research. Students are exposed to challenging learning experiences that cannot be easily matched without this support.

#### **4. ACADEMIC INNOVATION AND RESTRUCTURING: PROGRAM EVALUATION**

Systematic Program Evaluation at the undergraduate and graduate levels is part of UPRRP's culture since the mid 2000's. Program evaluation is the support for program restructurings. The process addresses fiscal and academic efficiency and effectiveness at the program level with faculty involvement.

It is a well-regulated process applied systematically campus wide. The process at the University of Puerto Rico is ruled by a renewed Certification Num. 45 (2019-2020) of the Board of Trustees. At the Río Piedras Campus, graduate programs are in compliance with Section V.A.6 of Certification 51 (2017-2018) of the Academic Senate, Policy for Graduate Studies of the Río Piedras Campus, the Deanship for Graduate Studies and Research (DEGI). Graduate programs must comply with the "Evaluation Plan for Graduate Programs".

During 2019-2020, DEGI also initiated an institutional effectiveness evaluation of each graduate program which focuses on specific priority criteria, such as, status of external funds and publications, student demand, program uniqueness on the island and graduation rates, among other criteria. Appendix 11 details additional aspects of the process and the calendar to follow in implementation. Appendix 12 presents the five year cycle, 2017-2018 to 2021-2022, which applies to the evaluation of the 65 undergraduate programs on campus.

As a result of program evaluation new programs or curricular revisions addressing fore-front areas of knowledge and research are in some stage of the approval process, such as the minor in Data Analytics in the College of Business, in languages in the Faculty of Humanities, approved at campus level, as well as the PhD program in Computer Science with three areas of emphasis including Data Science, among others. This program is presently being considered by the Administrative Board for budget impact.

Other modifications include merging of programs and schools for cost reduction and academic efficiency, such as the new major in History , now with two areas of emphasis: European History and American History; also, the consolidation of the bachelor's in elementary education k-3 and 4-6th into one major with two areas of emphasis in the Faculty of Education. A link between the Bachelor of General Education and the Masters in Planning that speeds up the completion of the Master's degree is in progress, which is in response of more agile arrangements that reduce time to graduation. Two schools have joined into one unit: the School of Communications and the School of Science and Information Technologies. This unit will share resources by consolidating technological and administrative processes. Appendix 13 covers more than 30 curricular revisions and academic innovations submitted and under consideration during this past academic year.

Also, during 2018 evaluation results led to three bachelor's degree programs, four post bachelor certificates and one master's degree being eliminated from the 2020-2021 academic offer, another program was included in the inactive list. A detailed summary of further program and structural transformations, *UPRRP Academic Transformation*, and the new regulations pursuing efficient academic management are included in Appendix 14. These actions illustrate the wide scope of campus transformational efforts to achieve both, cost reduction in the medium term arising from attrition and sharing of faculty and administrative personnel, and efficiency in academic organization.

### **Learning Assessment**

Learning assessment is an essential part of the systematic evaluation of programs. At the graduate level a new cycle begun in 2019-2020 and all programs have updated their assessment plans. Undergraduate programs have been very active in this process and have identified major areas of change to strengthen the learning process. During this five year cycle the campus has identified areas of improvement across programs (e.g. information competencies and quantitative skills must be reinforced across various programs), as well as other areas such as independent study skills and creation, these areas appear across programs. Technology has been integrated to support faculty efforts of inputting data with a home-made program called OLAS.

At present, the majority of bachelor's degrees are using this tool, graduate programs will incorporate it in the new cycle. Appendix 15 summarizes program status concerning learning assessment reports during the past 5 years. Efforts are in progress to incorporate all programs to the use of OLAS, which motivates faculty involvement on a voluntary basis with no major incentives needed. Learning assessment, and program evaluation, provide crucial pieces of information for the academic restructuring process.

## **5. DISTANCE EDUCATION (DE) IN ACADEMIC PROGRAMS**

As previously mentioned in this section, the Campus is spotlighting initiatives to target on a latent student population that no longer can be well served by traditional approaches. Distance Education in academic programs is a campus priority project, which is also a potential source of new revenues and a contributor to expanding the graduate student profile through increasing international student enrollment. The first program in the UPR System is the Masters in Science and Information Technologies, created in 2019 in UPRRP and is been offered for the first time in February, 2020.

The Deanship of Academic Affairs is in charge of leading academic innovation with the schools and colleges. In terms of expected results, Appendix 16 presents the short-term implementation plan for two additional masters programs scheduled to be offered in fall 2020. These are a Masters in Law and Masters in Business (MBA). Supporting processes and documentation to guide implementation of DE academic programs have been approved by both the campus Academic Senate and Central Administration, Appendix 17 presents norms and regulations for DE programs.

Faculty that participates in on-line courses are required to take training workshops to be certified as an online resource. The campus has now close to 200 faculty members certified as on line professors.

A coordinator linking DECEP with the Deanship of Academic Affairs for technological support has been crucial in the production of an academic offer. This arrangement facilitated the successful

creation of the first on line education program in the UPR System. This event resulted in the classification of UPRRP from the perspective of MSCHE as complying as a virtual campus.

A total of 158 hybrid and online courses have been approved during this past academic year from a diversity of schools and colleges.

## **6. NON TRADITIONAL STUDENT PROGRAM**

An initiative has been created to attract applicants that have a minimum of 3 years work experience, a high school diploma, but no university degree, and those that have a minimum of one year of university studies without completing a degree.

UPRRP's Academic Senate approved the Deanship of Academic Affairs' proposal to increase access to these populations through **Certification 26, 2018-2019**. The main objective is to provide opportunities for personal or professional development. A maximum of 30 credits is allowed under this modality not intended for degree completion. This initiative will be ready for implementation by fall 2020, and the 25 years and above population that for diverse reasons did not enter or continued university education during the traditional ages will be targeted.

## **7. CHANGES IN THE ACADEMIC CALENDAR: QUARTERS**

Socio-demographic changes in the population require new responses from higher education. Students, especially those in some graduate programs, expressed interest in an academic calendar that allows taking more courses per year, and possibly less time to graduate. Last March, 2019, the Academic Senate approved the proposal by the Graduate Studies Department of the College of Education to offer four master's, two doctorate's and a service area in a quarter schedule of four sessions per year: three 12-week sessions and one 8-week summer session.

Coming fall 2020 two master's programs of the Faculty of Education and the online MBA program will be offered in quarter sessions.

The current standard calendar for UPRRP is by semesters. In a quarter programming the student will pay the enrollment fees in at least three sessions per academic year instead of two sessions for the semester calendar. The increase in the number of academic sessions will have a positive

impact on the cash inflow for enrollment revenues and will contribute to pay the operational expenses on time. This is also a means of attracting the adult population.

The semester calendar continues for all other programs moving towards a combination depending on appropriateness for the programs and their students.

## **8. ACADEMIC ALLIANCES**

The Campus Strategic Plan establishes the increase in productive alliances with other universities as an objective in the institution's agenda. These collaborative efforts are a means of enhancing and expanding the educational experience of both faculty and students with shared fiscal resources. New collaborative agreements in 2019-2020, such as with University of Florida, Universidad de Málaga, Universidad Nacional de Costa Rica, The Institute of Statistics of Puerto Rico, Department of Education, among others, have increased faculty and student opportunities for research, exchange experiences, joint research projects and publications, faculty professional development, financial support and student scholarships, among other mutual benefits.

## **9. EXTENDED UNIVERSITY (UNEX)**

The UPR System has approved the necessary regulations to make possible an academic and a not for credit offer under the administration of DECEP, to respond to the non traditional student populations, as well as to special needs of traditional students (Certification Num. 190, 2000-2001 of the Board of Syndicates). A new unit in DECEP for an extended university, UNEX, will be created to organize this effort. This certification establishes basic principles to guide and harmonize offerings in various modalities, schedules and formats in the UPR System. The regulation establishes that UPRRP administration must ensure that UNEX will result in a financial operation that supports itself. Revenues will enter directly into the campus operational fund.

UNEX will perform the administrative functions to facilitate and make possible enrollment in selected courses taken for a degree or an academic certificate, such as:

1. Preparatory courses,
2. Repeated courses already taken once and dropped or failed,
3. Courses out of the established program sequence,
4. Additional elective courses,
5. Summer offerings,
6. Courses for advanced high school students,
7. Academic Certificates, among
8. Other alternatives admitted in the certification such as non credit offerings.

The courses organized under UNEX can be programmed in daytime, night-time or week end schedules. Also, it applies to semester or quarter programming, The regulations detail the different aspects necessary for the implementation of the UNEX initiative and assigns the Deanship of Academic Affairs the role of overseeing and organizing the academic offer.

Administrative processes carried out by DECEP are already in place and have been tested for regular credit summer courses offered by schools and colleges. The summer offering via DECEP has been successfully implemented for various years. It has contributed to support campus operations given that tuition revenues enter directly into UPRRP's operational fund. UNEX will extend the academic offer beyond summer courses starting fall 2020-2021.

## **INSTITUTIONAL ASSESMENTS**

Improvements in processes and results during the past academic year covered under Concerns 1 to 5 constitute institutional gains in efficiency and effectiveness, thus are part of campus institutional improvements. Assessment has been continuous to provide useful data needed to modify and evaluate changes. Recognizing the need to strengthen the culture of assessment on campus, and within programs and units, new approaches have been developed to facilitate access to data, perform data analysis, institutional research, and to improve access to institutional effectiveness indicators by a diverse audience.

## **Division of Institutional Research and Assessment - DIIA**

During academic year 2018-2019, resources were merged into a unit responsible for providing data and analysis, not just to campus administration but to multiple audiences. Resources had been divided in different units and effectiveness was far from optimum. As a result DIIA was created under the DAA to provide information concerning the institution, and systematically carry out institutional research, which had been on pause for the past three years. During the present academic year, the freshmen profile survey took place. Access to this unit can be found in <http://academicos.uprrp.edu/diia/>

Institutional assessment, which is part of DIIA's agenda, is achieved through various means. Reports will be produced annually at Campus, College and Program level to allow evaluation of results. Campus level data is being gathered from schools, colleges and other units to track progress measured by strategic plan indicators. An experimental project with ample participation is being tested to expand data gathering at the department, school and college level. Forms being used to gather the data can be accessed in <http://tiny.cc/UPRRPFormAchievements>. A first draft of a partial first semester 2019-2020 campus assessment report can be obtained in <http://academicos.uprrp.edu/diia/efectividad-institucional/>. This process is under evaluation, since it is being applied for the first time during the 2019-2020 second semester.

It is imperative that data and results be transparent and easily accessible to multiple audiences and to campus management for effective planning and decision making. The goal is to produce annual effectiveness reports reliably which are known, easily accessed, discussed and incorporated for decisions at all levels.

The DIIA's data base that includes academic variables needed for external reports and institutional research is being redesigned to facilitate data analysis.

## **CONCLUSION**

The Rio Piedras Campus of the University of Puerto Rico faces a critical economic, social and financial context. In response and, better still, in anticipation of the challenges this context

presents, the campus community has embraced “transformation, and transitions to a more financially sustainable institution. The 2018 strategic plan, Commitment 2023, is a precise and concise expression of the goals and objectives shared by the campus community which recognizes the urgency and necessity of a more focused operation to achieve campus goals. Change, transformation and innovation are key elements in the strategic plan and in UPRRP’s response to fulfill Puerto Rico’s needs in a time of economic and social uncertainty and disruption.

The Rio Piedras campus has moved energetically to establish the foundations for increasing efficiency and sustainability and designing new alternatives to attract a more diverse population of students with an offer better attuned to their needs. Measures put in place are moving the campus to desired effects. Steps have been taken to restructure units and programs and implement new approaches to: ease the implementation of self supporting initiatives, attract non traditional populations in a variety of ways, diversify program modalities and formats, develop distance education for professional and academic offerings, and support academic innovation from schools and colleges. These initiatives, especially in the medium and longer term, are giving rise to more reliable new revenues to strengthen campus operational funds.

Assessment and systematic program evaluation in support of academic renewal and student success is being revamped as is evidenced in this report. Major improvements in assessment tools and systematic evaluation are taking place as we write. Amid changes in public funding UPRRP has kept academic renewal and institutional improvement progressing at a rapid pace, with special attention to supporting research and the diversification of external funds.

This report shows UPRRP is actively focusing on MSCHE concerns and has sustained and strengthened implemented corrective measures with successful results. Furthermore, it demonstrates the campus effective administration of resources to advance goals and objectives. In such endeavor UPRRP reaffirms its dedication to the progress of its Mission and its unswerving commitment to students and the Puerto Rican society as it sustains Middle States accreditation.



GOVERNMENT OF PUERTO RICO

Puerto Rico Council on Education

Certification Number 2018-210  
English Version

I, Edward Moreno- Alonso, President of the Puerto Rico Council of Education, hereby CERTIFY:-----

That the Puerto Rico Council of Education, by its ordinary meeting of June 26, 2018, pursuant to the authority conferred by the Reorganization Plan Number 1, of July 26, 2010, as amended, granted the Renewal License to University of Puerto Rico to continue operating as a higher education institution in Puerto Rico. This license is valid for five (5) years term (June 26, 2018, to June 25, 2023) and is granted on the basis of the academic offerings mentioned below and the place where these are offered.

Río PIEDRAS CAMPUS

Address: Ave. Ponce de León Parada 39 1/2 Río Piedras, Puerto Rico 00931

Academic Programs	Credits
Bachelor in Business Administration – General	130
Bachelor in Business Administration with major in Accounting	130
Bachelor in Business Administration with major in Applied Statistics	130
Bachelor in Business Administration with major in Computer Information Systems	130
Bachelor in Business Administration with major in Economics	130
Bachelor in Business Administration with major in Finance	130
Bachelor in Business Administration with major in Human Resources Management	130
Bachelor in Business Administration with major in Marketing Management	130
Bachelor in Business Administration with major in Management of Operations and Supplies	130
Bachelor in Computer Science	130
Bachelor in Environmental Design	131
Bachelor in Office Management	130
Bachelor of Arts for the Education of the Family and Community	125
Bachelor of Arts in Communication with major in Audiovisual Communication	120
Bachelor of Arts in Communication with major in Information and Journalism	120
Bachelor of Arts in Communication with major in Public Relations and Publicity	120
Bachelor of Arts in Secondary Education with major in Mathematics	123
Bachelor of Arts in Secondary Education with major in Chemistry	129
Bachelor of Arts in Education with major in Arts	133
Bachelor of Arts in Education with major in Music	132
Bachelor of Arts in Education with major in Recreation	120
Bachelor of Arts in Education with major in Theater	133
Bachelor of Arts in Elementary Education with major in Elementary Education (K-3)	129
Bachelor of Arts in Elementary Education with major in Elementary Education (4-6)	133
Bachelor of Arts in Elementary Education with major in Special Education	133
Bachelor of Arts in Elementary Education with major in Teaching English to Spanish-Speakers	128
Bachelor of Arts in English with major in Linguistics and Communication	
Bachelor of Arts in English with major in Literature	
Bachelor of Arts in General Studies	



<b>Academic Programs</b>	<b>Credits</b>
Bachelor of Arts in Preschool Education	130
Bachelor of Arts in Secondary Education with major in Biology	126
Bachelor of Arts in Secondary Education with major in History	125
Bachelor of Arts in Secondary Education with major in Physical Education	128
Bachelor of Arts in Secondary Education with major in Physics	129
Bachelor of Arts in Secondary Education with major in Sciences	126
Bachelor of Arts in Secondary Education with major in Social Studies	125
Bachelor of Arts in Secondary Education with major in Spanish	122
Bachelor of Arts in Secondary Education with major in Teaching English to Spanish-Speakers	128
Bachelor of Arts with major in Anthropology	120
Bachelor of Arts with major in Comparative Literature	129
Bachelor of Arts with major in Drama	129
Bachelor of Arts with major in Economics	120
Bachelor of Arts with major in European History	129
Bachelor of Arts with major in Geography	120
Bachelor of Arts with major in Hispanic Studies	129
Bachelor of Arts with major in History of Art	129
Bachelor of Arts with major in History of the Americas	129
Bachelor of Arts with major in Interdisciplinary Studies	129
Bachelor of Arts with major in Labor Relations	120
Bachelor of Arts with major in Modern Languages	129
Bachelor of Arts with major in Music	129
Bachelor of Arts with major in Philosophy	129
Bachelor of Arts with major in Plastic Arts	129
Bachelor of Arts with major in Political Sciences	120
Bachelor of Arts with major in Psychology	121
Bachelor of Arts with major in Social Sciences	120
Bachelor of Arts with major in Social Work	130
Bachelor of Arts with major in Sociology	120
Bachelor of Science with major in Biology	126
Bachelor of Science with major in Chemistry	130
Bachelor of Science with major in Environmental Sciences	130
Bachelor of Science with major in Interdisciplinary Studies	121
Bachelor of Science with major in Mathematics	124
Bachelor of Science with major in Nutrition and Dietetics	134
Bachelor of Science with major in Physics	129
Graduate Certificate of Specialized Translator	18
Post Bachelor Certificate in Records Management and Archives	18
Post Bachelor Certificate in School Librarian (On Line)	22
Post Graduate Certificate in Applied Linguistics in Spanish	18
Master in Management and Development of Cooperatives and Community Based Organizations	30
Master of Architecture	56
Master of Arts in Clinical Psychology	44
Master of Arts in Communication in Journalism	30

<b>Academic Programs</b>	<b>Credits</b>
Master of Arts in Communication in Theory and Research	30
Master of Arts in Community Social Psychology	43
Master of Arts in Comparative Literature	30
Master of Arts in Cultural Management and Administration	30
Master of Arts in Economics	30
Master of Arts in English	30
Master of Arts in Hispanic Studies	30
Master of Arts in History	30
Master of Arts in Industrial Organizational Psychology	44
Master of Arts in Linguistics	30
Master of Arts in Philosophy	30
Master of Arts in Research and Academic Psychology	43
Master of Arts in Sociology	29
Master of Arts in Translation	45
Master of Business Administration	42
Master of Education in Child Education (Preschool)	30
Master of Education in Child Education (Reading)	42
Master of Education in Curriculum and Teaching	36
Master of Education in Educational Research and Evaluation	36
Master of Education in Family Ecology and Nutrition	36
Master of Education in Guidance and Counseling	39
Master of Education in Leadership in Educational Organizations	30
Master of Education in Special Education	30
Master of Education in Teaching English as a Second Language	40
Master of Exercise Science in Exercise Physiology	34
Master of Information Science (MIS)	36
Master of Laws (LL.M)	24
Master of Planning	48
Master of Public Administration in Government and Public Policy	37
Master of Public Administration in Human Resources Management and Labor relations	37
Master of Public Administration in Public Management	37
Master of Rehabilitation Counseling	55
Master of Science in Biology	30
Master of Science in Chemistry	35
Master of Science in Environmental Science	32
Master of Science in Mathematics	30
Master of Science in Physics	32
Master of Social Work	54
Post Master Certificate in Public and Special Academic Library Administration	16
Juris Doctor (JD)	92
Doctor of Education in Curriculum and Teaching	51
Doctor of Education in Guidance and Counseling	60
Doctor of Education in Leadership in Educational Organizations	51
Doctor of Philosophy and Letters in English	36
Doctor of Philosophy in Biology	60
Doctor of Philosophy in Business Administration in Finance	64

<b>Academic Programs</b>	<b>Credits</b>
Doctor of Philosophy in Business Administration in International Commerce	64
Doctor of Philosophy in Chemistry	74
Doctor of Philosophy in Environmental Sciences	42
Doctor of Philosophy in Hispanic Studies	30
Doctor of Philosophy in History	30
Doctor of Philosophy in Mathematics	69
Doctor of Philosophy in Physics-Chemistry	69
Doctor of Philosophy in Psychology	80
Doctor of Philosophy in Social Work	42

**MAYAGÜEZ CAMPUS:**

Address: Boulevard Alfonso Valdés 259, Edificio de Diego 201, Mayagüez, Puerto Rico 00680

<b>Academic Programs</b>	<b>Credits</b>
Bachelor in Office Administration	124
Bachelor of Agricultural Science	139
Bachelor of Agricultural Science in Agricultural and Environmental Systems	143
Bachelor of Agricultural Science in Agricultural Economics	142
Bachelor of Agricultural Science in Agricultural Education	142
Bachelor of Agricultural Science in Agricultural Extension	142
Bachelor of Agricultural Science in Agronomy	140
Bachelor of Agricultural Science in Animal Science	139
Bachelor of Agricultural Science in Crop Protection	142
Bachelor of Agricultural Science in Horticulture	142
Bachelor of Agricultural Science in Soil	140
Bachelor of Agricultural Sciences in Agribusiness	141
Bachelor of Arts in Comparative Literature	137
Bachelor of Arts in Economics	134
Bachelor of Arts in English	134
Bachelor of Arts in French Language and Literature	137
Bachelor of Arts in Hispanic Studies	136
Bachelor of Arts in History	134-136
Bachelor of Arts in Philosophy	140
Bachelor of Arts in Physical Education - Coaching and Officiating	133-135
Bachelor of Arts in Physical Education - Teaching	135-137
Bachelor of Arts in Plastic Arts	140
Bachelor of Arts in Political Sciences	134-136
Bachelor of Arts in Psychology	133-135
Bachelor of Arts in Social Sciences	134-136
Bachelor of Arts in Sociology	134-136
Bachelor of Arts in Theory of Art	140
Bachelor of Science in Biology	141
Bachelor of Science in Business Administration in Accounting	140
Bachelor of Science in Business Administration in Computerized Information Systems	139
Bachelor of Science in Business Administration in Finance	137

<b>Academic Programs</b>	<b>Credits</b>
Bachelor of Science in Business Administration in Marketing	137
Bachelor of Science in Business Administration with major in Human Resources Management	137
Bachelor of Science in Business Administration with major in Operations Management	137
Bachelor of Science in Chemical Engineering	172
Bachelor of Science in Chemistry	139
Bachelor of Science in Civil Engineering	180
Bachelor of Science in Computer Engineering	167
Bachelor of Science in Computer Sciences	139
Bachelor of Science in Computer Sciences and Engineering	155
Bachelor of Science in Electrical Engineering	165
Bachelor of Science in Geology	141
Bachelor of Science in Industrial Biotechnology	164
Bachelor of Science in Industrial Engineering	175
Bachelor of Science in Industrial Microbiology	140-141
Bachelor of Science in Mathematics	139
Bachelor of Science in Mathematics Education	139
Bachelor of Science in Mechanical Engineering	159
Bachelor of Science in Nursing	144
Bachelor of Science in Physical Sciences	142
Bachelor of Science in Physics	141
Bachelor of Science in Pre-Medical Studies	142
Bachelor of Science in Software Engineering	155
Bachelor of Science in Surveying and Topography	148
Master in Bioengineering	31
Master of Arts in English Education	30-36
Master of Arts in Hispanic Studies	36
Master of Arts in Kinesiology	31-34
Master of Business Administration	48
Master of Business Administration in Finance	48
Master of Business Administration in Human Resources	48
Master of Business Administration in Industrial Management	48
Master of Engineering in Chemical Engineering	30-36
Master of Engineering in Civil Engineering	30-36
Master of Engineering in Computer Engineering	30-36
Master of Engineering in Electrical Engineering	30-36
Master of Engineering in Industrial Engineering	30-36
Master of Engineering in Materials Science and Engineering	35
Master of Engineering in Mechanical Engineering	30-36
Master of Science in Agricultural Economics	30
Master of Science in Agricultural Education	30
Master of Science in Agricultural Extension	30
Master of Science in Agronomy	30
Master of Science in Animal Science	30
Master of Science in Applied Mathematics	32-36
Master of Science in Bioengineering	31-37

<b>Academic Programs</b>	<b>Credits</b>
Master of Science in Biology	30
Master of Science in Chemical Engineering	30-36
Master of Science in Chemistry	30
Master of Science in Civil Engineering	30-36
Master of Science in Computer Engineering	30-36
Master of Science in Crop Protection	30
Master of Science in Electrical Engineering	30-36
Master of Science in Food Science and Technology	30
Master of Science in Geology	30
Master of Science in Horticulture	30
Master of Science in Industrial Engineering	30-36
Master of Science in Marine Sciences	35
Master of Science in Materials Science and Engineering	35
Master of Science in Mechanical Engineering	30-36
Master of Science in Physics	30
Master of Science in Pure Mathematics	32-36
Master of Science in Scientific Computing	32-36
Master of Science in Soils	30
Master of Science in Statistics Mathematics	32-36
Master of Science in Teaching Mathematics at Secondary Level	36
Doctor of Philosophy in Applied Chemistry	52-55
Doctor of Philosophy in Bioengineering	49
Doctor of Philosophy in Chemical Engineering	52
Doctor of Philosophy in Civil Engineering	72
Doctor of Philosophy in Computing and Information Sciences and Engineering	57
Doctor of Philosophy in Electrical Engineering	59
Doctor of Philosophy in Marine Sciences	72
Doctor of Philosophy in Mechanical Engineering	61

**MEDICAL SCIENCES CAMPUS:**

Address: Terrenos Centro Médico de Puerto Rico, Edificio Principal, Río Piedras, Puerto Rico 00936

<b>Academic Programs</b>	<b>Credits</b>
Associate Degree in Dental Assisting with Expanded Functions	74
Associate Degree in Ophthalmic Technology	72
Associate Degree in Radiological Technology	95
Bachelor of Health Education	132
Bachelor of Health Sciences	152
Bachelor of Science in Medical Technology	154
Bachelor of Science in Nuclear Medicine Technology	135
Bachelor of Science in Nursing	127
Bachelor of Science in Veterinary Technology	130
Post Bachelor Certificate in Citotechnology	38
Post Bachelor Certificate in Dietetic Internship	11 months
Post Bachelor Certificate in Science in Medical Technology	54

<b>Academic Programs</b>	<b>Credits</b>
Master of Health Information Management	72
Master of Health Science with specialty in Nutrition	53
Master of Health Services Administration	77
Master of Public Health (General Program)	54
Master of Public Health Education (MPHE)	62
Master of Public Health with specialty in Biostatistics	55
Master of Public Health with specialty in Environmental Health	67
Master of Public Health with specialty in Epidemiology	54
Master of Public Health with specialty in Gerontology	54
Master of Science in Clinical and Translational Research	30
Master of Science in Clinical Laboratory	36
Master of Science in Demography	70
Master of Science in Dentistry with specialty in Oral and Maxillofacial Surgery	94
Master of Science in Dentistry with specialty in Orthodontics	125
Master of Science in Dentistry with specialty in Pediatric Dentistry	67
Master of Science in Dentistry with specialty in Prosthodontics	149
Master of Science in Industrial Hygiene	67
Master of Science in Nursing	104
Master of Science in Nursing with specialty in Anesthesia	67
Master of Science in Occupational Therapy	83
Master of Science in Pharmacy with specialty in Industrial Pharmacy	40
Master of Science in Pharmacy with specialty in Pharmaceutical Sciences	40
Master of Science in Physical Therapy	80
Master of Science in Speech-Language Pathology	62
Master of Science with specialty in Anatomy	36
Master of Science with specialty in Biochemistry	33
Master of Science with specialty in Epidemiology	76
Master of Science with specialty in Evaluation Research of Health Systems	71
Master of Science with specialty in Microbiology	33
Master of Science with specialty in Pharmacology	35
Master of Science with specialty in Physiology	31
Master of Science with specialty in Toxicology	34
Graduate Certificate in Developmental Disabilities- Early Intervention	26
Graduate Certificate in Gerontology	20
Graduate Certificate in School Health Promotion	20
Doctor of Philosophy in Biochemistry	63
Doctor of Audiology	132
Doctor of Dental Medicine	4,487 hrs.
Doctor of Medicine	4,692 hrs.
Doctor of Nursing Science (DNS)	54
Doctor of Pharmacy	144
Doctor of Philosophy in Anatomy	64-65
Doctor of Philosophy in Biology (in consortium with UPRRP)	60
Doctor of Philosophy in Microbiology	61
Doctor of Philosophy in Pharmacology	60
Doctor of Philosophy in Physiology	61

<b>Academic Programs</b>	<b>Credits</b>
Doctor of Philosophy in Toxicology	59
Doctor of Physical Therapy	132.5
Doctor of Public Health in Environmental Health	56
Doctor of Public Health in Health Systems Analysis and Management	57
Doctor of Public Health in Social Determinants of Health	55
Post Doctoral Certificate in Oral and Maxillofacial Surgery	79
Post Doctoral Certificate in General Dentistry	43
Post Doctoral Certificate in Pediatric Dentistry	56
Post Doctoral Certificate in Orthodontics	117
Post Doctoral Certificate in Prosthodontics	138

**UNIVERSITY OF PUERTO RICO AT HUMACAO**

Address: Bo. Tejas 100 Carr. 908 Humacao, Puerto Rico 00791

<b>Academic Programs</b>	<b>Credits</b>
Associate Degree in Chemical Technology	69
Associate Degree in Electronics Technology	68
Associate Degree in Occupational Therapy	74
Associate Degree in Physical Therapy	70
Bachelor in Business Administration with major in Accounting	137
Bachelor in Business Administration with major in Human Resources	137
Bachelor in Business Administration with major in International Commerce	131
Bachelor in Business Administration with major in Management	137
Bachelor in Elementary Education with major in Primary Level Education and Special Education	137
Bachelor in Office Systems Administration	124
Bachelor in Social Sciences with major in Social Action Research	128
Bachelor of Arts in English with major in Elementary Education	128
Bachelor of Arts in English with major in Secondary Education	129
Bachelor of Arts in Social Work	131
Bachelor of Arts with major in Communication Technology	129
Bachelor of Arts with major in Puerto Rican and Caribbean Studies	125
Bachelor of Science in Nursing	131
Bachelor of Science with major in Coastal Marine Biology	132
Bachelor of Science with major in Computational Mathematics	130
Bachelor of Science with major in General Biology	133
Bachelor of Science with major in Industrial Chemistry	134
Bachelor of Science with major in Microbiology	133
Bachelor of Science with major in Physics Applied to Electronics	133
Bachelor of Science with major in Wildlife Management	133

**UNIVERSITY OF PUERTO RICO AT CAYEY**

Address: 205 Ave. Antonio Barceló, Cayey, Puerto Rico 00736

<b>Academic Programs</b>	<b>Credits</b>
Bachelor in Business Administration with major in Accounting	136
Bachelor in Business Administration with major in Management	133
Bachelor in Natural Sciences	132
Bachelor in Technology and Office Administration with major in Office Management	135
Bachelor of Arts in Elementary Education with major in English	130
Bachelor of Arts in Elementary Education with major in Mathematics	130
Bachelor of Arts in Elementary Education with major in Natural Sciences	130
Bachelor of Arts in Elementary Education with major in Spanish	130
Bachelor of Arts in Elementary Education with major in Special Education	128
Bachelor of Arts in Secondary Education with major in English	129
Bachelor of Arts in Secondary Education with major in Mathematics	129
Bachelor of Arts in Secondary Education with major in Natural Sciences	129
Bachelor of Arts in Secondary Education with major in Physical Education	130
Bachelor of Arts in Secondary Education with major in Spanish	129
Bachelor of Arts with major in English	128
Bachelor of Arts with major in Hispanic Studies	129
Bachelor of Arts with major in History	129
Bachelor of Arts with major in Humanities	129
Bachelor of Arts with major in Psychology	129
Bachelor of Arts with major in Psychology and Community Mental Health	130
Bachelor of Arts with major in Social Sciences	128
Bachelor of Arts with major in Sociology	132
Bachelor of Science with major in Biology	131
Bachelor of Science with major in Chemistry	131
Bachelor of Science with major in Mathematics	129

**UNIVERSITY OF PUERTO RICO AT ARECIBO**

Address: Carr. 653 Km. 08 Sector Barrancas, Arecibo, Puerto Rico 00614

<b>Academic Programs</b>	<b>Credits</b>
Associate Degree in Nursing	68
Associate Degree in Chemical Engineering Technology	67
Associate Degree in Veterinary Technology	65
Associate Degree in Biotechnology Operations	66
Bachelor in Business Administration with major in Accounting	138
Bachelor in Business Administration with major in Finance	132
Bachelor in Business Administration with major in Management	130
Bachelor in Business Administration with major in Marketing	129
Bachelor of Arts in Education with major in Physical Education for Elementary Level	128
Bachelor of Arts in Elementary Education	137
Bachelor of Science with major in Computer Science	131

<b>Academic Programs</b>	<b>Credits</b>
Bachelor of Science with major in Microbiology	127
Bachelor of Science in Nursing	134
Bachelor of Social Sciences with major in Iberoamerican Studies	123
Bachelor of Social Sciences with major in Industrial Organizational Psychology	124
Bachelor in Office Systems	127-130
Bachelor in Television and Radio Communication Technology	123
Bachelor in Industrial Chemical Processes Technology	137
Post-Baccalaureate Professional Certificate in Gastroenterology Nursing Care	18

**UNIVERSITY OF PUERTO RICO AT PONCE**

Address: 2151 Ave. Santiago de los Caballeros Ponce, Puerto Rico 00716

<b>Academic Programs</b>	<b>Credits</b>
Associate Degree in Architectural Drafting for Civil Engineering Technology	70
Associate Degree in Construction for Civil Engineering Technology	69
Associate Degree in Industrial Engineering Technology	71
Associate Degree in Physical Therapy	72
Bachelor in Athletic Therapeutics	135
Bachelor in Business Administration with major in Accounting	132-134
Bachelor in Business Administration with major in Finance	125
Bachelor in Business Administration with major in Management	125
Bachelor in Business Administration with major in Marketing	125.0
Bachelor in Office Systems	130
Bachelor of Arts in Elementary Education	136
Bachelor of Arts in Social Sciences with major in Forensic Psychology	132
Bachelor of Arts in Social Sciences with major in Psychology and Mental Health	132
Bachelor of Natural Sciences with major in Biology	125
Bachelor of Natural Sciences with major in Biomedics	126
Bachelor in Computerized Information Systems	132

**UNIVERSITY OF PUERTO RICO AT BAYAMÓN**

Address: Carr. 174 Núm. 170 Industrial Minillas, Bayamón, Puerto Rico 00956-1911

<b>Academic Programs</b>	<b>Credits</b>
Associate Degree in Automation, Instrumentation, and Control Systems Technology	70
Associate Degree in Civil Engineering Technology	71
Associate Degree in Construction, Surveying and Roads Engineering Technology	70
Associate Degree in Industrial Engineering Technology	68
Bachelor in Business Administration with major in Accounting	141
Bachelor in Business Administration with major in Finance	138
Bachelor in Business Administration with major in Management	139
Bachelor in Business Administration with major in Marketing	141
Bachelor in Computer Science	136
Bachelor in Materials Management	127
Bachelor in Natural Sciences with major in Biology	134

<b>Academic Programs</b>	<b>Credits</b>
Bachelor in Natural Sciences with major in Biology-Human Approach	134
Bachelor in Office Systems	132
Bachelor in Preschool and Elementary Education	137
Bachelor in Special and Elementary Physical Education	138
Bachelor of Science with major in Electronic Engineering Technology	132

**UNIVERSITY OF PUERTO RICO AT AGUADILLA**

Address: Calle Belt Base Ramey, Aguadilla, Puerto Rico 00604

<b>Academic Programs</b>	<b>Credits</b>
Associate Degree in Aeronautics and Aerospace Technology	72
Associate Degree in Electronics Technology	67
Bachelor in Business Administration-General	121
Bachelor in Business Administration with major in Accounting	127
Bachelor in Business Administration with major in Computer Information Systems	121
Bachelor in Business Administration with major in Finance	123
Bachelor in Business Administration with major in Human Resources	121
Bachelor in Business Administration with major in Marketing	121
Bachelor in Office Systems	122
Bachelor of Arts in Education with major in English Multimedia Technology	120
Bachelor of Arts in Elementary Education	129
Bachelor of Science in Electronic Engineering Technology	134
Bachelor of Science in Environmental Technology	124
Bachelor of Science with major in Biology	121

**UNIVERSITY OF PUERTO RICO AT CAROLINA**

Address: Ave. Sur 2100 Carolina, Puerto Rico 00987-4807

<b>Academic Programs</b>	<b>Credits</b>
Associate Degree in Automotive Technology	69
Associate Degree in Hotel Administration	71
Associate Degree in Instrumentation and Control Systems Engineering Technology	73
Associate Degree in Interior Design	68
Associate Degree in Mechanical Engineering Technology	72
Bachelor in Business Administration with major in Finance	134
Bachelor in Business Administration with major in Management	134
Bachelor in Commercial Advertising Technology	128
Bachelor in Graphic Arts	128
Bachelor in Hotel and Restaurant Administration	132
Bachelor in Multidisciplinary Studies with major in Tourism Culture	129
Bachelor in Office Systems	131
Bachelor of Arts in Secondary Education with major in Occupational Education	129
Bachelor of Arts in Secondary Education with major in Education and Technology	129
Bachelor of Arts in Social Sciences in Criminal Justice with major in Law and Society	127

<b>Academic Programs</b>	<b>Credits</b>
Bachelor of Arts in Social Sciences in Criminal Justice with major in Forensic Psychology	127
Bachelor of Arts with major in Interior Design	132

**UNIVERSITY OF PUERTO RICO AT UTUADO**

Address: Carr. 123 Km. 52.5 Bo. Salto Arriba Utuado, Puerto Rico 00641

<b>Academic Programs</b>	<b>Credits</b>
Associate Degree in Agricultural Production Technology	65
Associate Degree in Arts in Education	60
Associate Degree in Arts in Humanities	60
Associate Degree in Arts in Social Sciences	60
Associate Degree in Food Processing Technology	62
Associate Degree in Horticulture Technology	64
Associate Degree in Livestock Industry Technology	64
Associate Degree in Sciences in Natural Sciences	60
Bachelor in Business Administration with major in Accounting	135
Bachelor in Office Systems	132
Bachelor of Arts in Elementary Education	137
Bachelor of Arts in Sustainable Agriculture	121

<b>ACADEMIC PROGRAMS IN MORATORIUM</b>
--

**RÍO PIEDRAS CAMPUS**

- Bachelor of Arts in Secondary Education with major in Commercial Education-General
- Bachelor of Arts in Secondary Education with major in Commercial Education- Secretary Program
- Bachelor of Arts in Secondary Education with major in Family Ecology
- Master of Education in Family Ecology and Nutrition
- Master of Public Administration in Administration and Financial Policy
- Master of Public Administration-General
- Post Bachelor Certificate in Electronic Information Resources
- Post Master Certificate in Information Services Consultant
- Post Master Certificate in Legal Information Specialist

**MEDICAL SCIENCES CAMPUS**

- Master of Public Health with specialty in Nurse Midwifery
- Certificate in Nurse Midwife

**UNIVERSITY OF PUERTO RICO AT CAYEY**

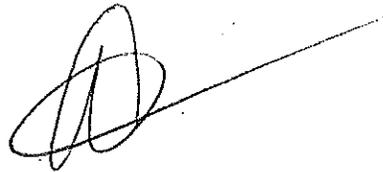
- Bachelor in Business Administration
- Bachelor of Arts in Secondary Education with major in History

**UNIVERSITY OF PUERTO RICO AT UTUADO**

- Associate Degree in Business Administration
- Associate Degree in Office Systems
- Associate Degree in Pest Control Technology

This certification is issued according to Articles 17 and 22 of the Regulations for the Licensing of Higher Education Institutions in Puerto Rico, No. 8265 of 2012. The Institution must comply with the responsibilities in this license. The CEPR retains its authority to verify the fulfillment of said responsibilities in any instance during the course of the validity of the license.

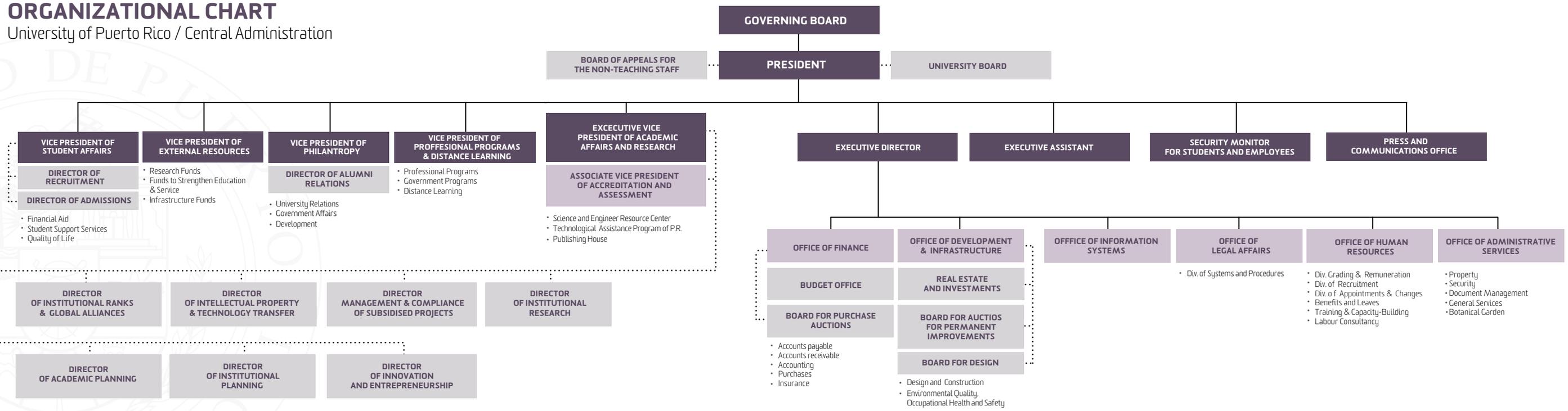
And for the witness therefore, I issue this certification in San Juan, Puerto Rico today, June 27, 2018

A handwritten signature in black ink, consisting of a large, stylized initial 'E' followed by a long horizontal line extending to the right.

Edward Moreno Alonso, Ed. D.  
President

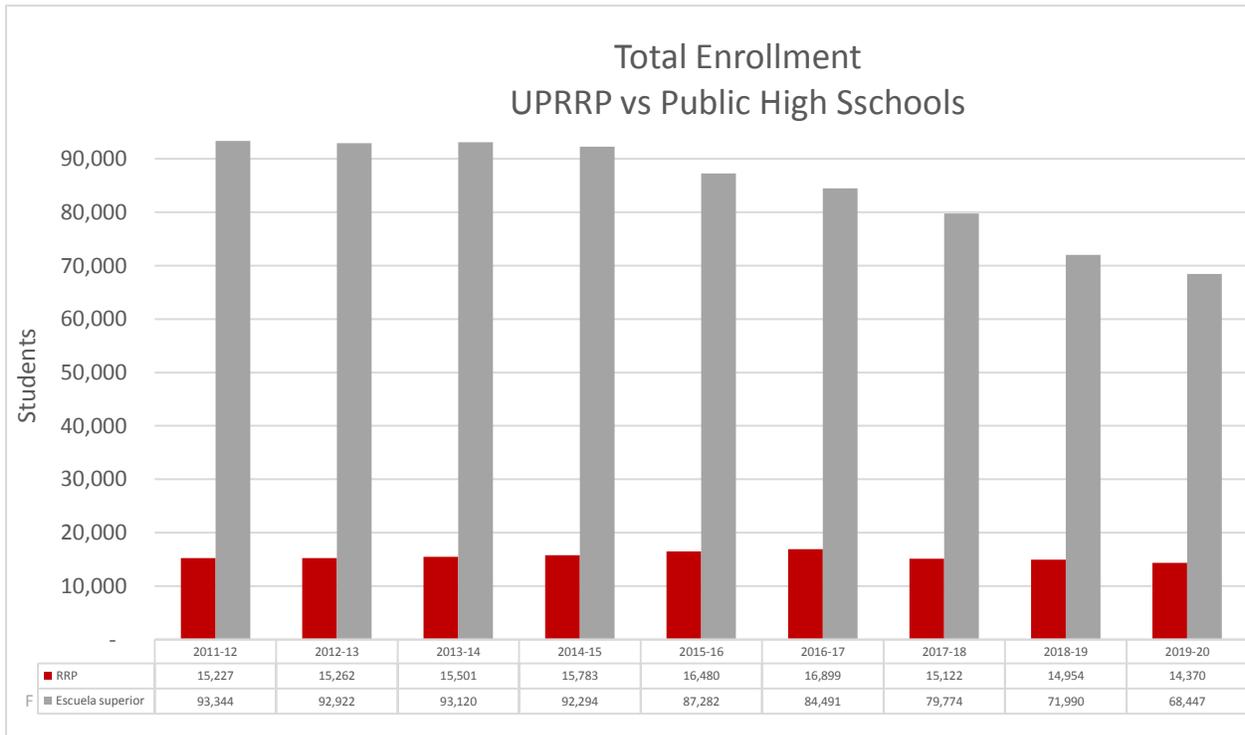
# ORGANIZATIONAL CHART

University of Puerto Rico / Central Administration

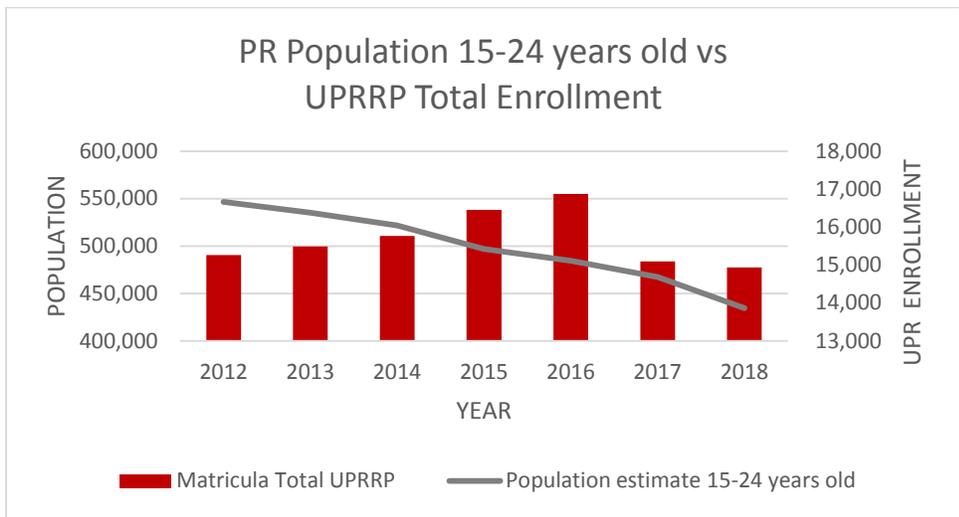




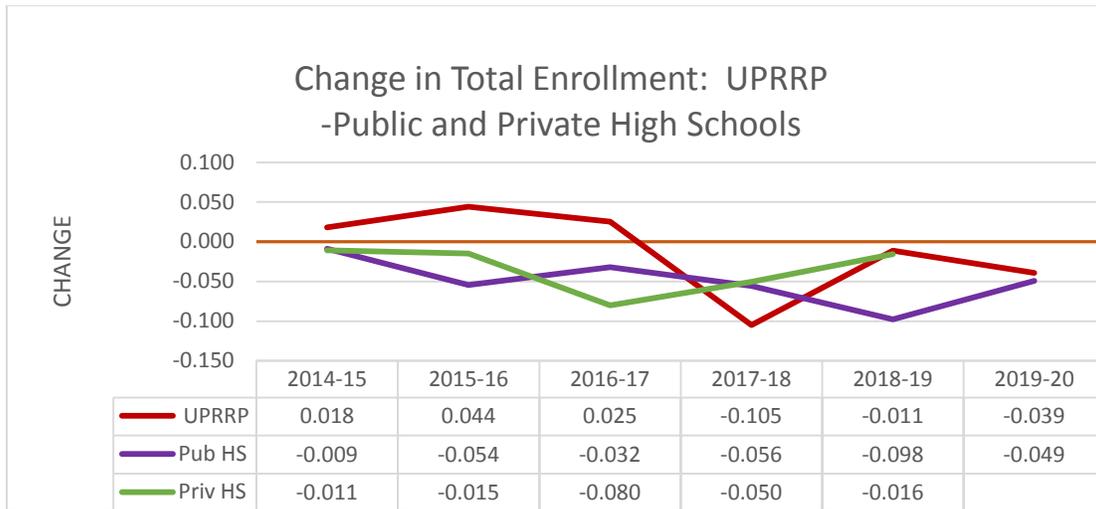
APPENDIX 4 SCHOOL POPULATION AND UPRRP ENROLLMENT - TRENDS



Trend in the traditional university age group according to Census numbers.



[https://data.census.gov/cedsci/table?q=puerto%20rico%20population%20by%20Age%20and%20Sex&hidePreview=false&tid=A\\_CSST1Y2017.S0101&t=Age%20and%20Sex&vintage=2017&cid=S0101\\_C01\\_001E](https://data.census.gov/cedsci/table?q=puerto%20rico%20population%20by%20Age%20and%20Sex&hidePreview=false&tid=A_CSST1Y2017.S0101&t=Age%20and%20Sex&vintage=2017&cid=S0101_C01_001E)



- Data for private high schools not available for FY 2020.
- First semester 2017 – Hurricane Maria occurred and student unrest affected second semester of 2016-2017. Historically similar processes stabilize in two to three year.

# IPEDS DATA FEEDBACK REPORT 2018

## What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 7,000 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on student enrollment, graduation rates, student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<http://collegenavigator.ed.gov>), an online tool to aid in the college search process. For more information about IPEDS, see <http://nces.ed.gov/ipeds>.

## What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

## What Is in This Report?

The figures in this report provide a selection of indicators for your institution to compare with a group of similar institutions. The figures draw from the data collected during the 2017-18 IPEDS collection cycle and are the most recent data available. The inside cover of this report lists the pre-selected comparison group of institutions and the criteria used for their selection. The Methodological Notes at the end of the report describe additional information about these indicators and the pre-selected comparison group.

## Where Can I Do More with IPEDS Data?

Each institution can access previously released Data Feedback Reports from 2005 and customize this 2018 report by using a different comparison group and IPEDS variables of its choosing. To download archived reports or customize the current Data Feedback Report, please visit our website at <http://nces.ed.gov/ipeds/Home/UseTheData>.



University of Puerto Rico-Rio Piedras  
San Juan, PR



## COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a custom comparison group for this report by July 13, 2018 NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize Data Feedback Report functionality on the IPEDS Data Center at this provided link (<http://nces.ed.gov/ipeds/datacenter/>) can be used to reproduce the figures in this report using different peer groups.

The custom comparison group chosen by University of Puerto Rico-Rio Piedras includes the following 25 institutions:

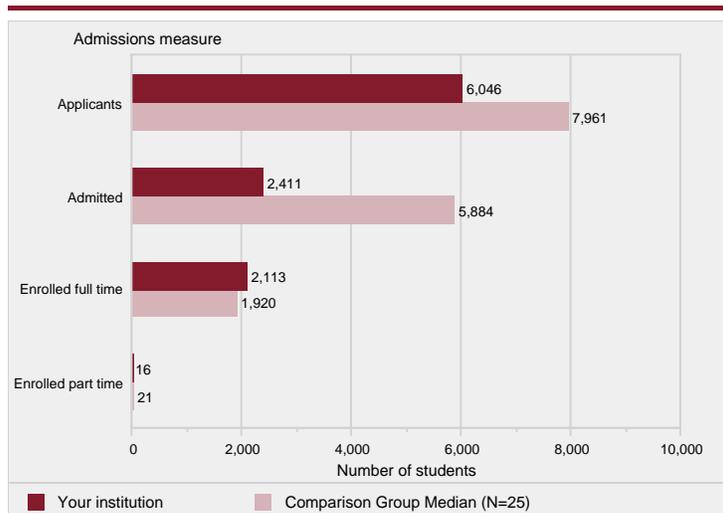
- ▶ Binghamton University (Vestal, NY)
- ▶ Cleveland State University (Cleveland, OH)
- ▶ Montana State University (Bozeman, MT)
- ▶ New Mexico State University-Main Campus (Las Cruces, NM)
- ▶ North Dakota State University-Main Campus (Fargo, ND)
- ▶ Northern Illinois University (DeKalb, IL)
- ▶ Rutgers University-Newark (Newark, NJ)
- ▶ South Dakota State University (Brookings, SD)
- ▶ Southern Illinois University-Carbondale (Carbondale, IL)
- ▶ The University of Montana (Missoula, MT)
- ▶ University of Idaho (Moscow, ID)
- ▶ University of Louisiana at Lafayette (Lafayette, LA)
- ▶ University of Massachusetts-Boston (Boston, MA)
- ▶ University of Massachusetts-Lowell (Lowell, MA)
- ▶ University of Missouri-Kansas City (Kansas City, MO)
- ▶ University of Missouri-St Louis (Saint Louis, MO)
- ▶ University of New Hampshire-Main Campus (Durham, NH)
- ▶ University of North Carolina at Greensboro (Greensboro, NC)
- ▶ University of North Dakota (Grand Forks, ND)
- ▶ University of Rhode Island (Kingston, RI)
- ▶ University of South Alabama (Mobile, AL)
- ▶ University of South Dakota (Vermillion, SD)
- ▶ University of Vermont (Burlington, VT)
- ▶ University of Wyoming (Laramie, WY)
- ▶ Wichita State University (Wichita, KS)

The figures in this report have been organized and ordered into the following topic areas:

1) Admissions (only for non-open-admissions schools)	Fig. 1 and 2	Pg. 3
2) Student Enrollment	Fig. 3 and 4	Pg. 3 and 4
3) Awards	Fig. 5	Pg. 4
4) Charges and Net Price	Fig. 6 and 7	Pg. 4
5) Student Financial Aid	Fig. 8, 9, 10 and 11	Pg. 5
6) Military Benefits*	[No charts applicable]	
7) Retention and Graduation Rates	Fig. 12, 13, 14, 15, 16, 17, 18, 19 and 20	Pg. 6, 7, 8 and 9
8) Finance	Fig. 21 and 22	Pg. 10
9) Staff	Fig. 23 and 24	Pg. 10
10) Libraries	Fig. 25 and 26	Pg. 11

\*These figures only appear in customized Data Feedback Reports (DFR), which are available through Use the Data portal on the IPEDS website.

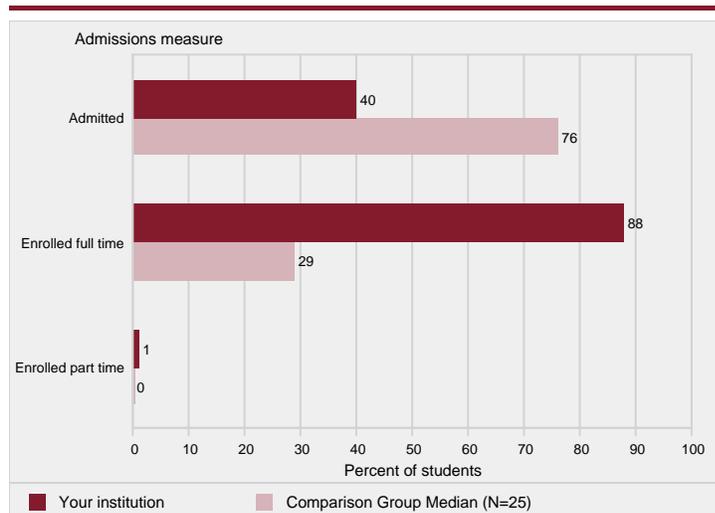
**Figure 1. Number of first-time undergraduate students who applied, were admitted, and enrolled full and part time: Fall 2017**



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Admissions component.

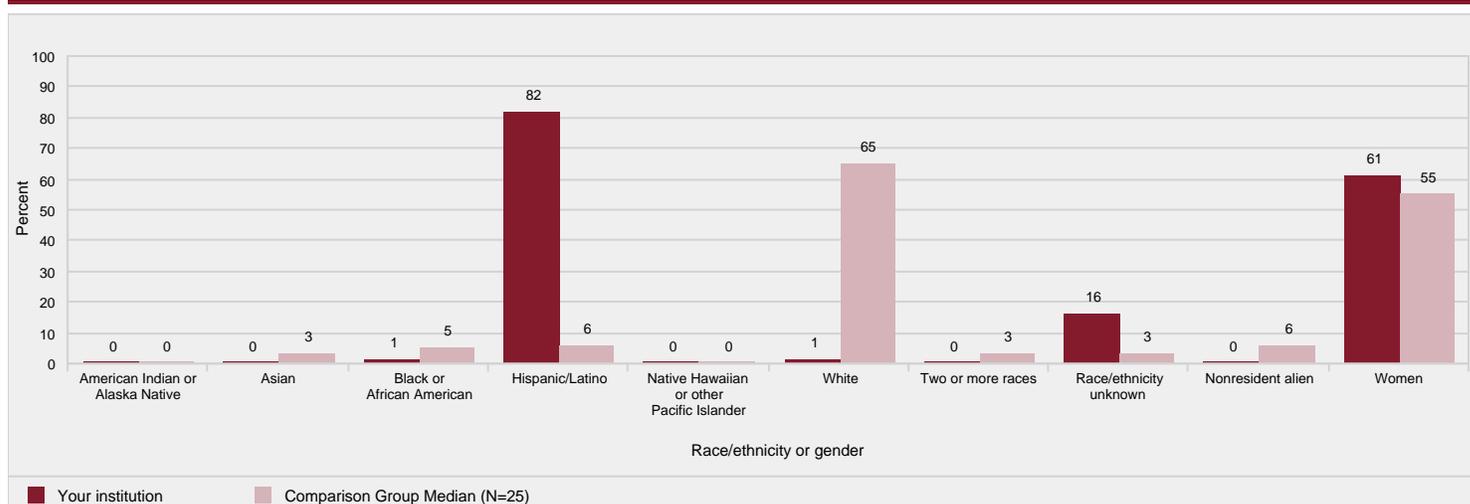
**Figure 2. Percent of first-time undergraduate applicants admitted, and percent of admissions enrolled, by full- and part-time status: Fall 2017**



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Admissions component.

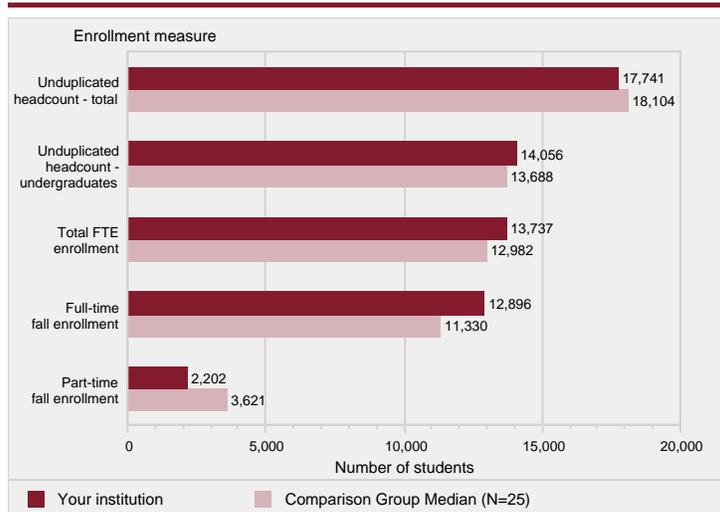
**Figure 3. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2017**



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Fall Enrollment component.

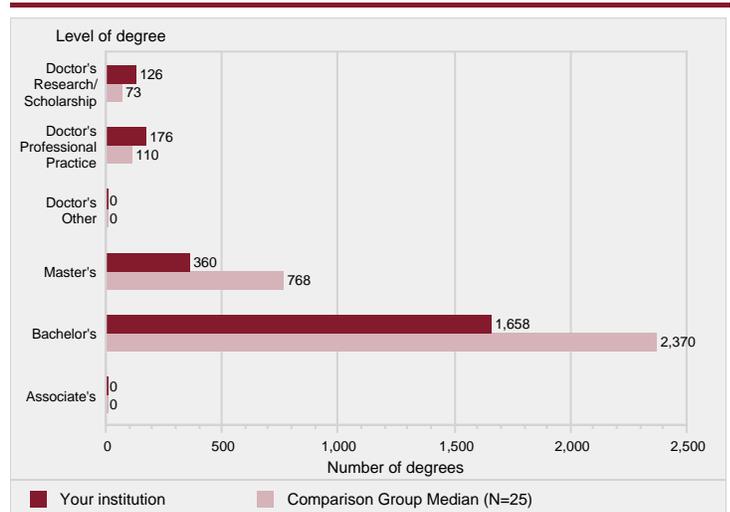
**Figure 4. Unduplicated 12-month headcount of all students and of undergraduate students (2016-17), total FTE enrollment (2016-17), and full- and part-time fall enrollment (Fall 2017)**



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2017, 12-month Enrollment component and Spring 2018, Fall Enrollment component.

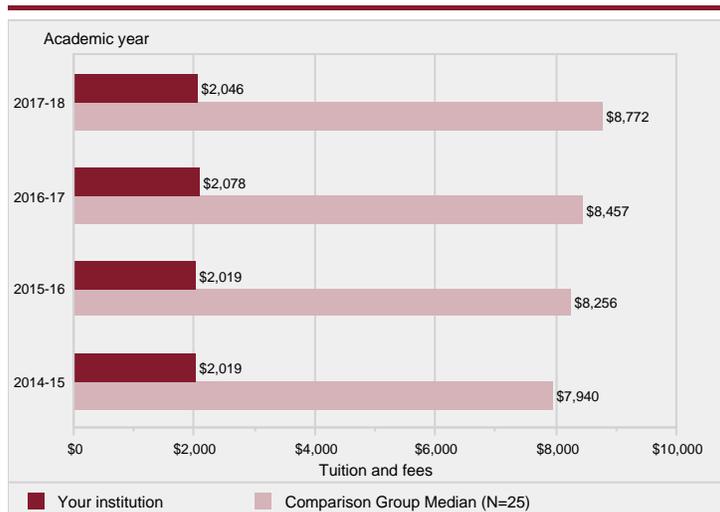
**Figure 5. Number of degrees awarded, by level: 2016-17**



NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2017, Completions component.

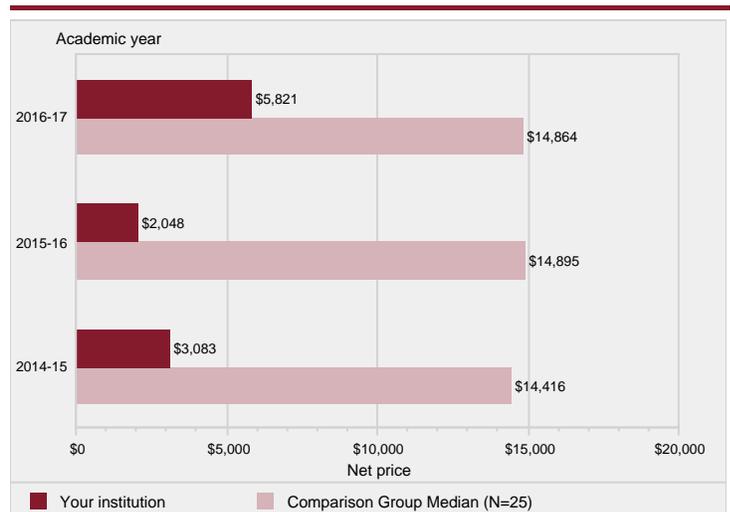
**Figure 6. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2014-15 to 2017-18**



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2017, Institutional Characteristics component.

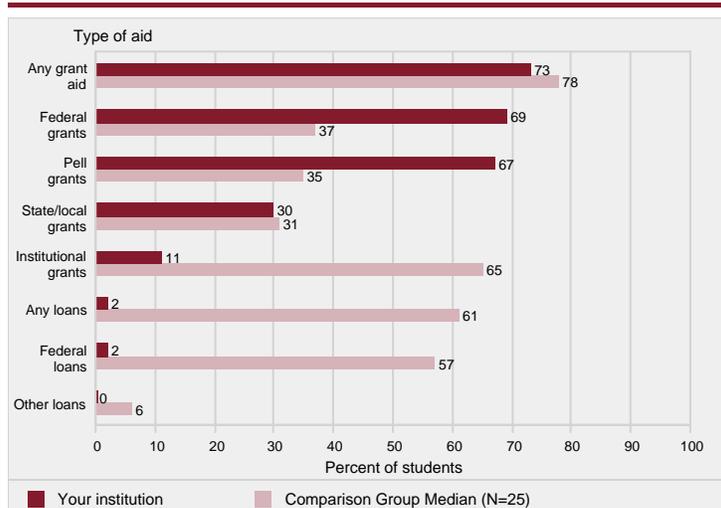
**Figure 7. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2014-15 to 2016-17**



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship awarded aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2017, Institutional Characteristics component and Winter 2017-18, Student Financial Aid component.

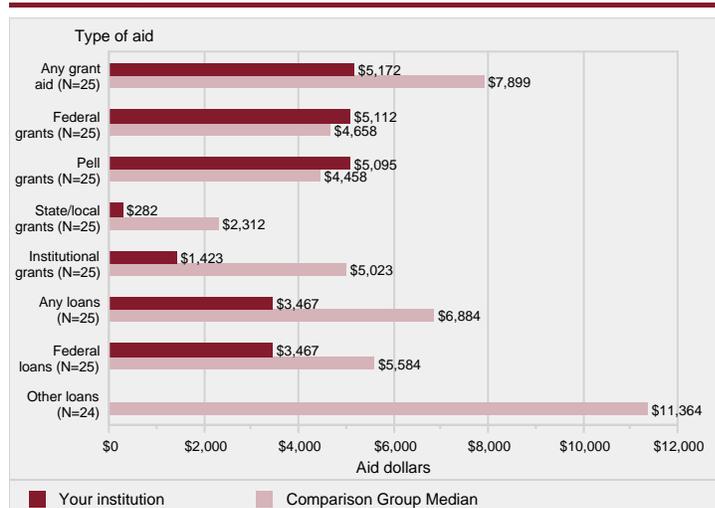
**Figure 8. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2016-17**



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Student Financial Aid component.

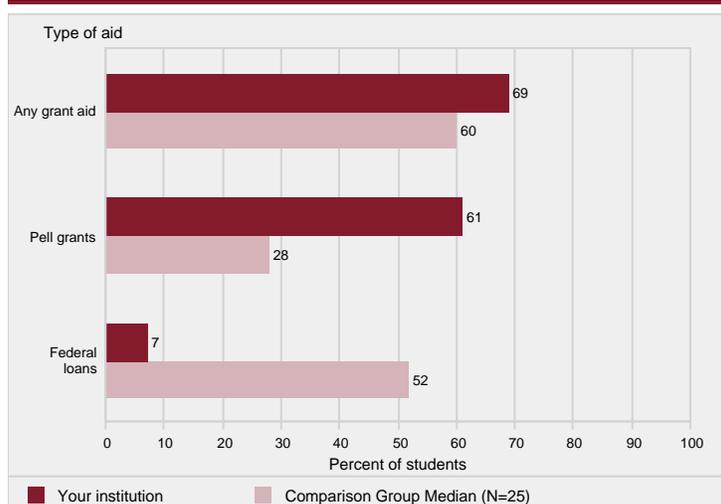
**Figure 9. Average amounts of awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2016-17**



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Student Financial Aid component.

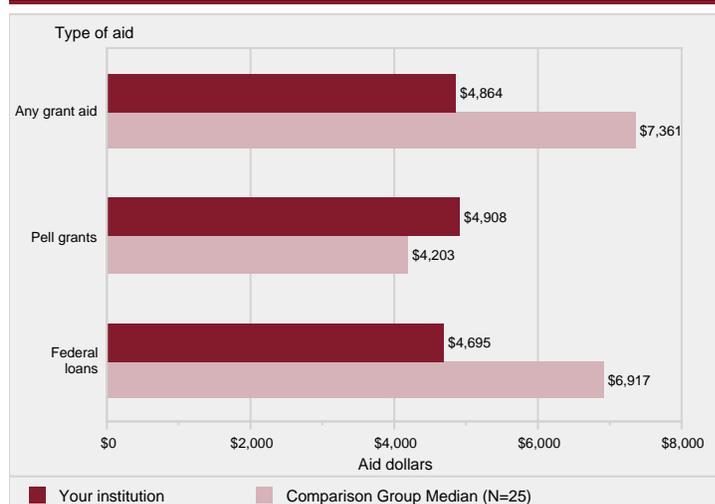
**Figure 10. Percent of all undergraduates awarded aid, by type of aid: 2016-17**



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans awarded to students. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Student Financial Aid component.

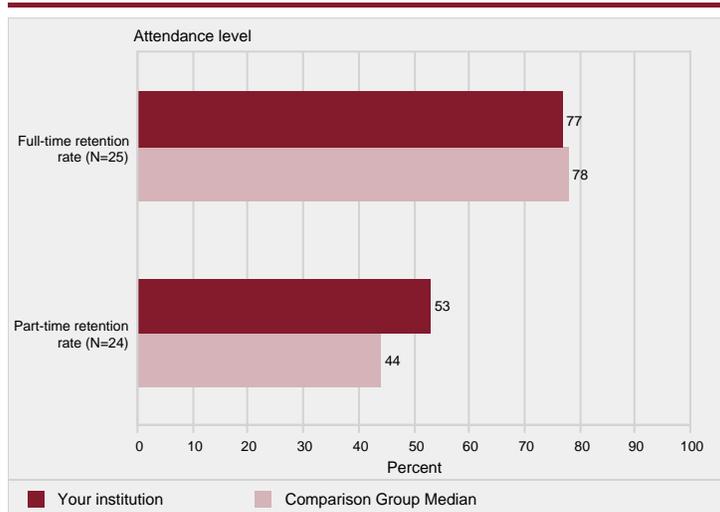
**Figure 11. Average amount of aid awarded to all undergraduates, by type of aid: 2016-17**



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Student Financial Aid component.

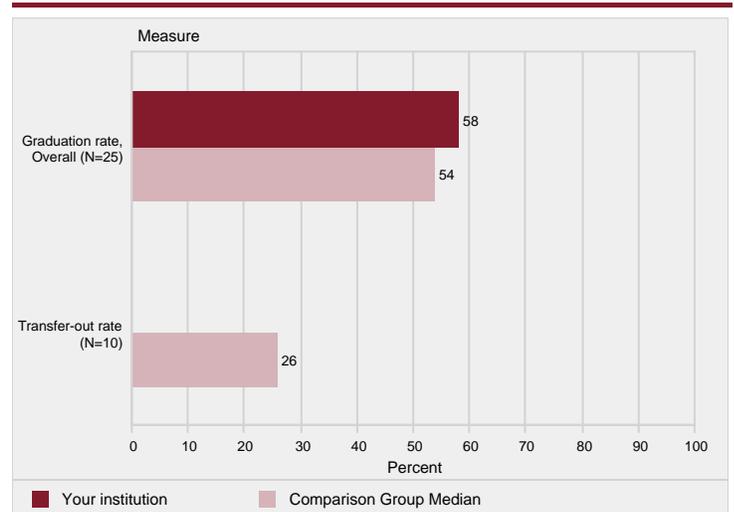
**Figure 12. Retention rates of first-time bachelor's degree seeking students, by attendance level: Fall 2016 cohort**



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data as of the institution's official fall reporting date or as of October 15, 2016. Program reporters determine the cohort with enrollment any time between August 1-October 31, 2016 and retention based on August 1, 2017. Four-year institutions report retention rates for students seeking a bachelor's degree. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Fall Enrollment component.

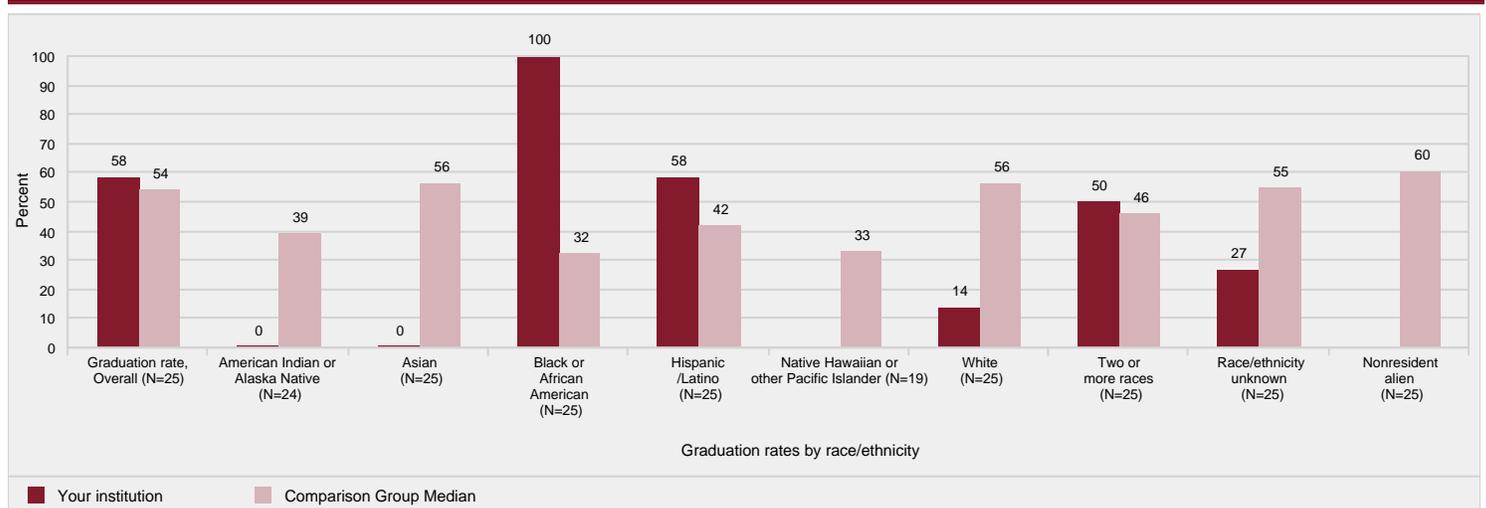
**Figure 13. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2011 cohort**



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Graduation Rates component.

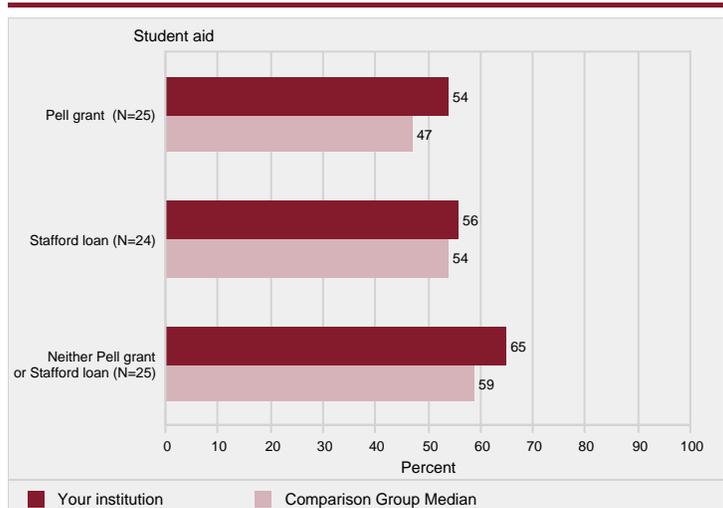
**Figure 14. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2011 cohort**



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Graduation Rates component.

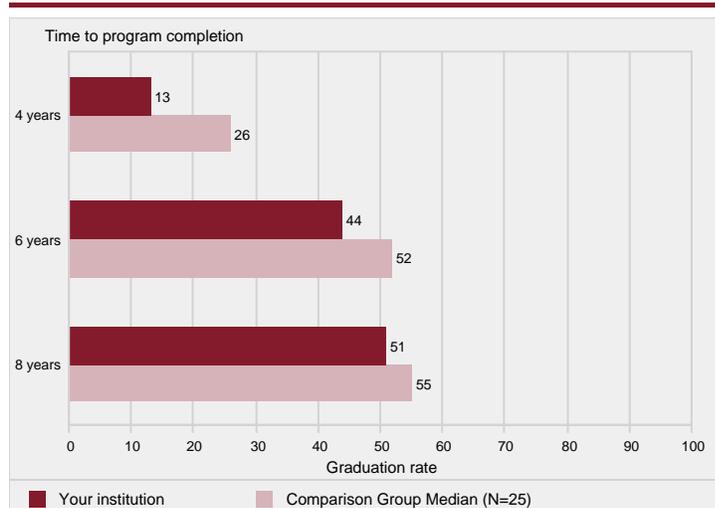
**Figure 15. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by financial aid recipients: 2011 cohort**



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Graduation Rates component.

**Figure 16. Bachelor's degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2009 cohort**

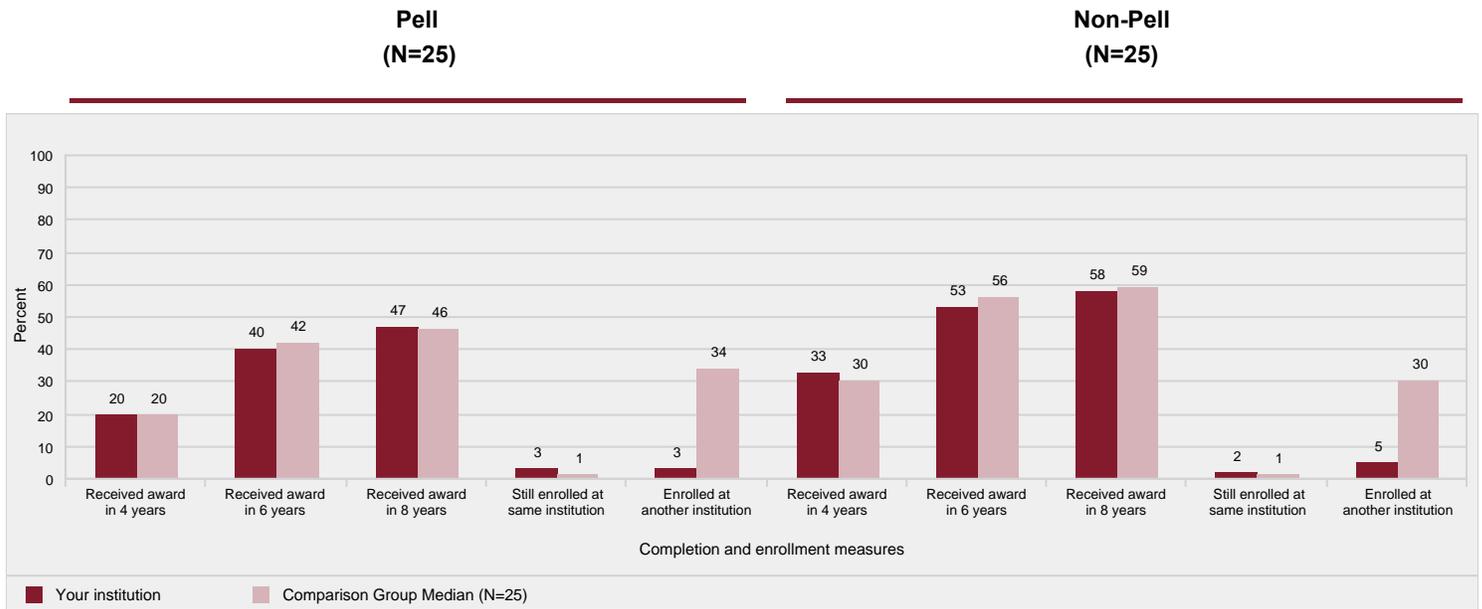


NOTE: The 4-, 6-, and 8-year graduation rates are calculated using the number students who completed a bachelor's or equivalent degree from a cohort of students who entered the institution seeking a bachelor's or equivalent degree. For details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, 200% Graduation Rates component.

# University of Puerto Rico-Rio Piedras

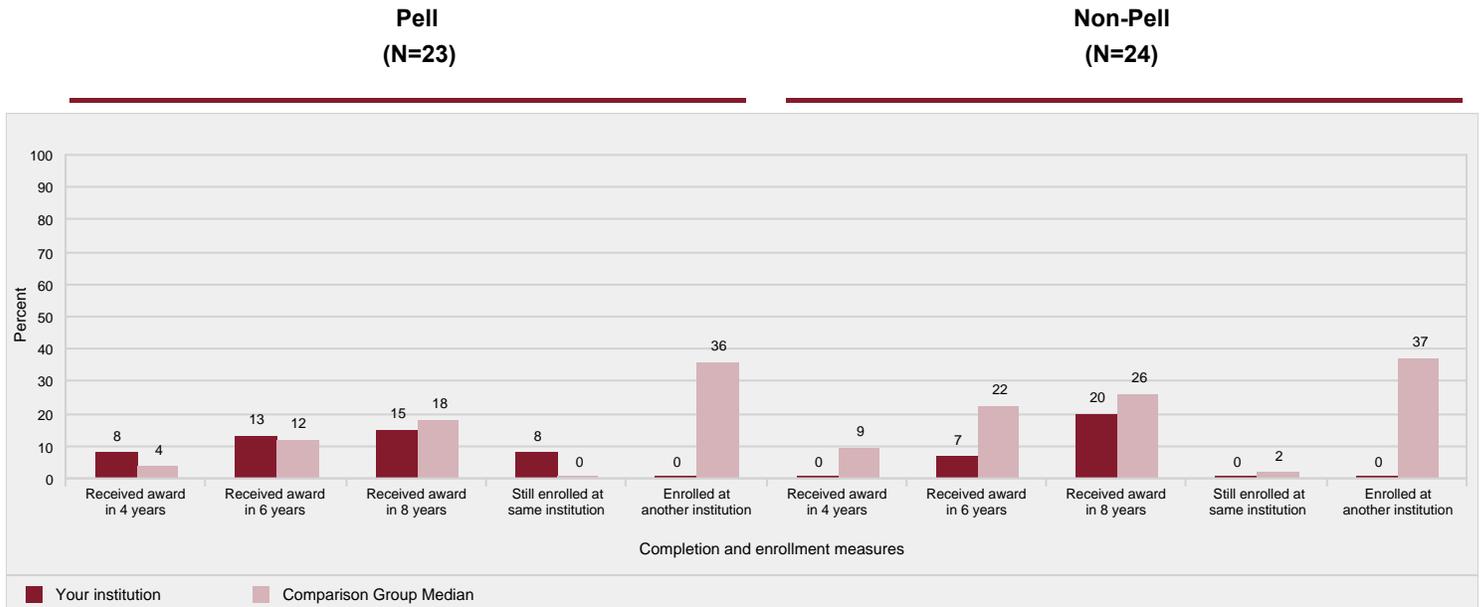
**Figure 17. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status, 2009-10 cohort**



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on student who did not received an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2009-June 30, 2010. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS); Winter 2017-18, Outcome Measures component.

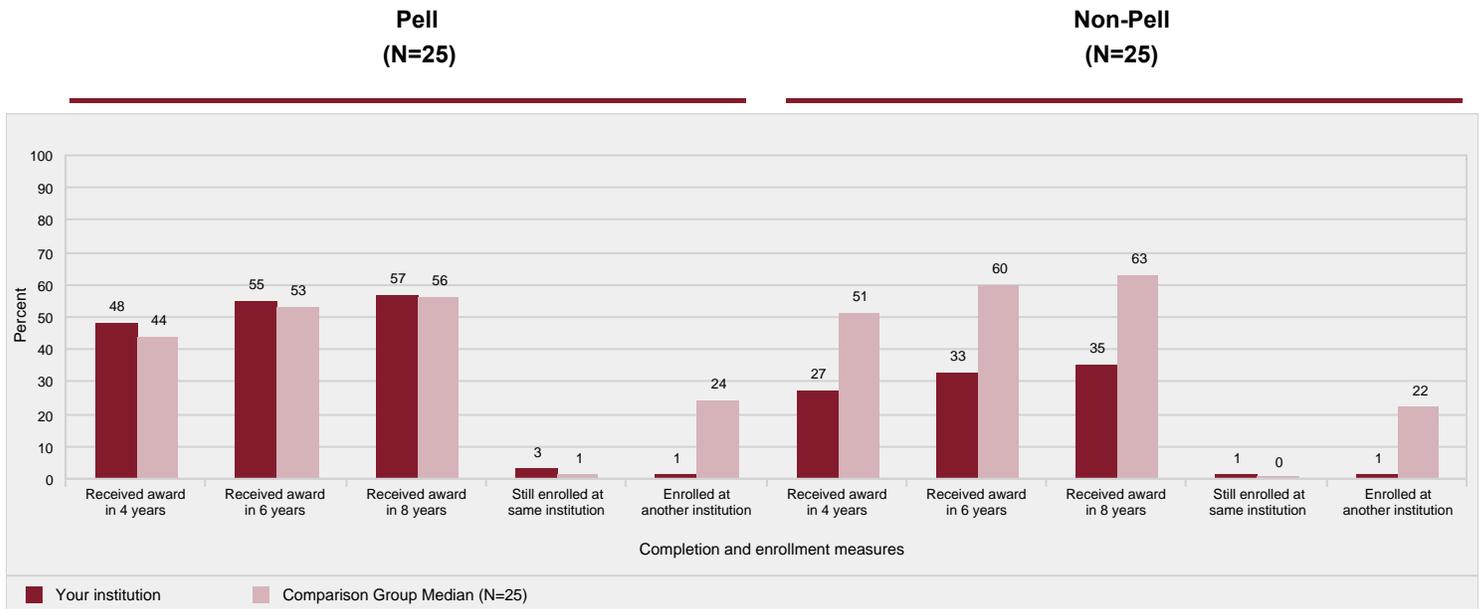
**Figure 18. Award and enrollment rates of first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status, 2009-10 cohort**



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on student who did not received an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2009-June 30, 2010. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS); Winter 2017-18, Outcome Measures component.

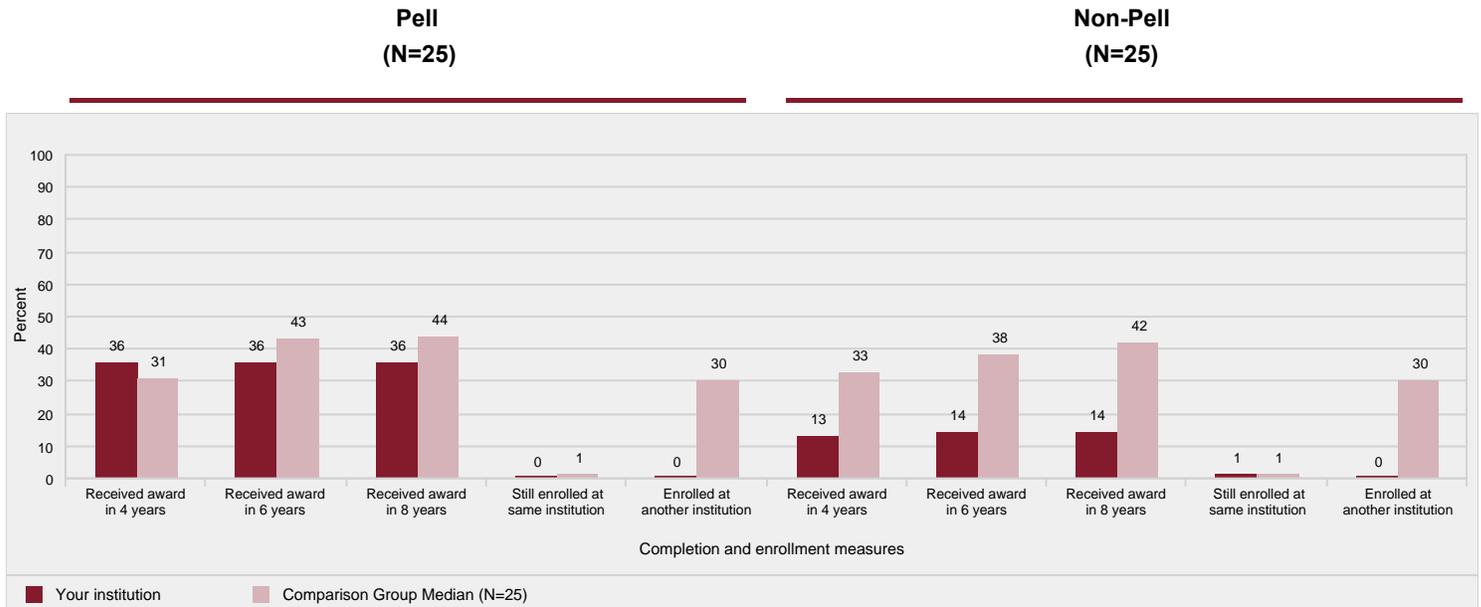
Figure 19. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status, 2009-10 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on student who did not received an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2009-June 30, 2010. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS); Winter 2017-18, Outcome Measures component.

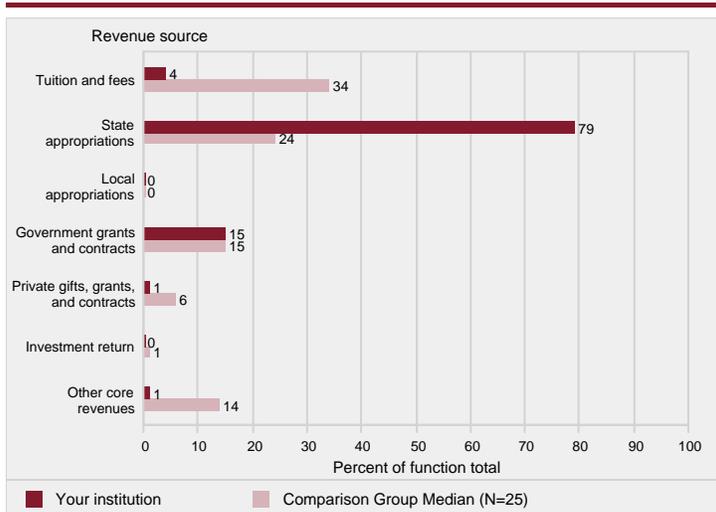
Figure 20. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status, 2009-10 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on student who did not received an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2009-June 30, 2010. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS); Winter 2017-18, Outcome Measures component.

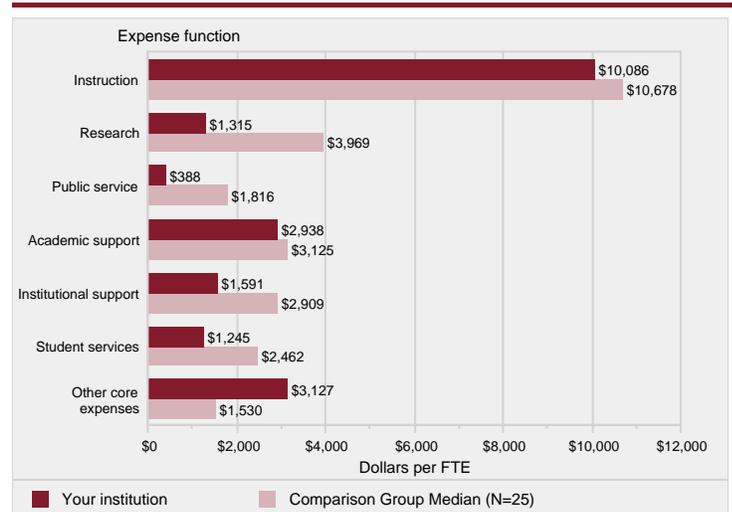
**Figure 21. Percent distribution of core revenues, by source: Fiscal year 2017**



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Finance component.

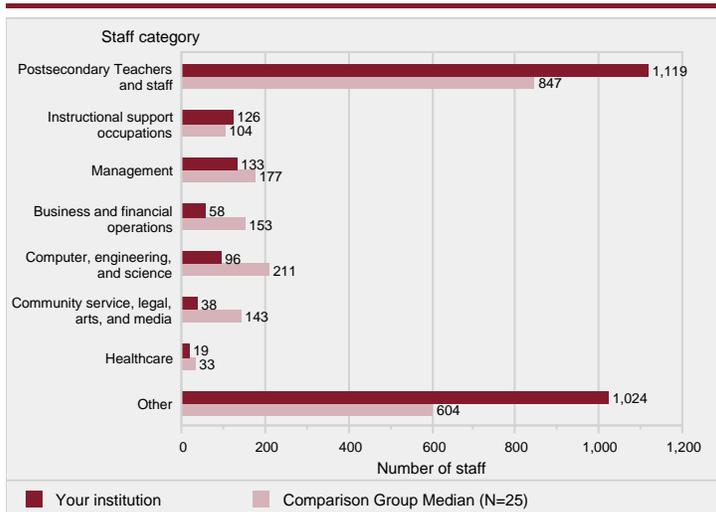
**Figure 22. Core expenses per FTE enrollment, by function: Fiscal year 2017**



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2017, 12-month Enrollment component and Spring 2018, Finance component.

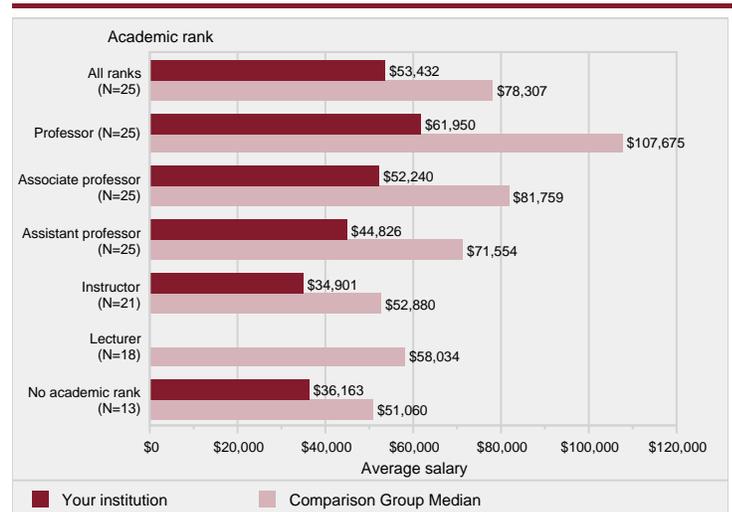
**Figure 23. Full-time equivalent staff, by occupational category: Fall 2017**



NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Human Resources component.

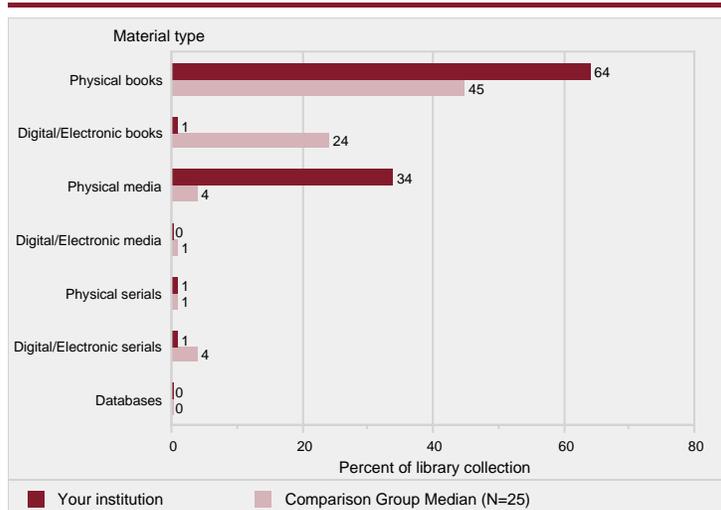
**Figure 24. Average salaries of full-time instructional non-medical staff equated to 9-months worked, by academic rank: Academic year 2017-18**



NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group.

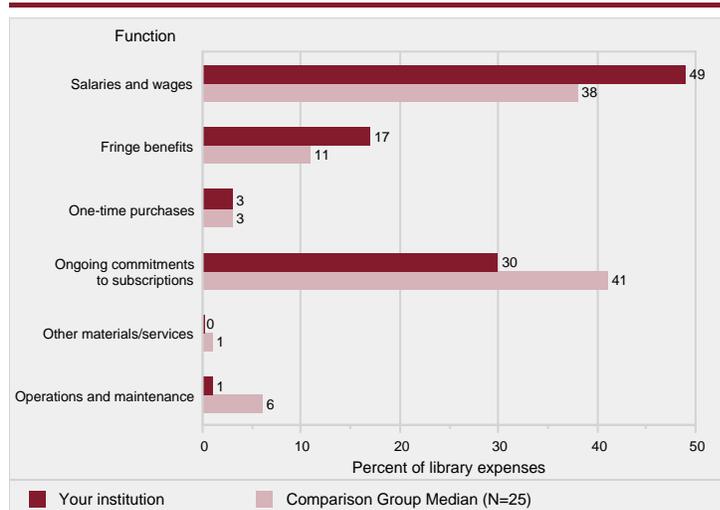
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Human Resources component.

**Figure 25. Percent distribution of library collection, by material type: Fiscal Year 2017**



NOTE: N is the number of institutions in the comparison group.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Academic Libraries component.

**Figure 26. Percent distribution of library expenses, by function: Fiscal Year 2017**



NOTE: N is the number of institutions in the comparison group.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Academic Libraries component.

## METHODOLOGICAL NOTES

### Overview

This report is based on data supplied by institutions to IPEDS during 2017-18 data collection year. Response rates exceeded 99% for most surveys. IPEDS First Look reports at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010> provide some information on aggregate institutional responses.

### Use of Median Values for Comparison Group

This report compares your institution's data to the median value for the comparison group for each statistic shown in the figure. If more than one statistic is present in a figure, the median values are determined separately for each indicator or statistic. Medians are not displayed for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to 'Use the Data' portal on the IPEDS website at this provided link (<http://nces.ed.gov/ipeds>).

### Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

### Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

### Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

### Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at <https://nces.ed.gov/ipeds/Section/Resources>.

### Cohort Determination for Reporting Student Financial Aid, Graduation Rates, and Outcome Measures

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Student cohorts for reporting Outcome Measures are based on a full-year cohort from July 1-June 30 for all degree-granting institutions.

## DESCRIPTION OF STATISTICS USED IN THE FIGURES

### Admissions (only for non-open-admissions schools)

#### *Admissions and Test Score Data*

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. For customized Data Feedback Reports, test scores are presented only if scores are required for admission.

## Student Enrollment

### *FTE Enrollment*

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

### *Total Entering Undergraduate Students*

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

## Charges and Net Price

### *Average Institutional Net Price*

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid awarded refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

## Retention, Graduation Rates, and Outcome Measures

### *Retention Rates*

Retention rates are measures at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

### *Graduation Rates and Transfer-out Rate*

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

A further extension of the traditional Graduation Rates (GR) component which carries forward 100% and 150% graduation rates data previously reported in the GR component is the Graduation Rates 200% (GR200) component, which request information on any additional completers and exclusions from the cohort between 151% and 200% normal time for students to complete all requirements of their program of study.

Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

## *Outcome Measures Data*

Alternative measures of student success are reported by degree-granting institutions to describe the outcomes of four degree/certificate-seeking undergraduate student groups: Full-time, first-time (FTFT); Part-time, first-time (PTFT); Full-time, non-first-time (FTNFT); and Part-time, non-first-time (PTNFT). Additionally, each of the four cohorts collects data on two subcohorts: Pell grant recipients and non-Pell grant recipients. These measures provide the 4-year, 6-year, and 8-year award rates (or completions rates) after entering an institution. NCES calculates award rates by dividing a cohort's or subcohort's adjusted cohort into the number of total awards at 4-year, 6-year, and 8-year status points.

The initial cohort can be revised and take allowable exclusions resulting in an adjusted cohort. Institutions are permitted to exclude from the initial cohort the following: 1) students who died or were totally and permanently disabled; 2) those who left school to serve in the armed forces or were called up to active duty; 3) those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and 4) those who left to serve on an office church mission.

The highest award and the type of award (i.e., certificate, Associate's, or Bachelor's) are reported at each status point. For students who did not earn an undergraduate award after 8-years of entry, the enrollment statuses are reported as either still enrolled at the institution, or subsequently transferred out of the institution. Unlike the Graduation Rates data, all institutions must report on a full-year cohort (students entering July 1 of one year to June 30 to the next) and on their transfer out students, regardless if the institution has a mission that provides substantial transfer preparation.

## **Finance**

### *Core Revenues*

Core revenues for public institutions reporting under GASB standards include tuition and fees; government (federal, state, and local) appropriations and operating and nonoperating grants/contracts; private gifts, grants, and contracts (private operating grants/contracts plus gifts and contributions from affiliated entities); sales and services of educational activities; investment income; other operating and nonoperating sources; and other revenues and additions (capital appropriations and grants and additions to permanent endowments). "Other core revenues" include federal appropriations, sales and services of educational activities, other operating and nonoperating sources, and other revenues and additions.

Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private gifts, grants/contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance component). "Other core revenues" include government (federal, state, and local) appropriations, sales and services of educational activities, and other sources.

Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private grants/ contracts; investment income; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance component). "Other core revenues" include government (federal, state, and local) appropriations and other sources.

At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do not report revenue from auxiliary enterprises in a separate category, and thus may include these amounts in the core revenues from other sources.

### *Core Expenses*

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, grant aid/scholarships and fellowships (net of discounts and allowances), and other functional expenses (a generated category of total expense minus the sum of core and noncore functions on the Finance component). Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do not report expenses for auxiliary enterprises in a separate category and thus may include these amounts in the core expenses as other expenses. "Other core expenses" is the sum of grant aid/scholarships and fellowships and other expenses.

### *Endowment Assets*

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

## *Salaries and Wages*

Salaries and wages for public institutions under GASB standards and private (not-for-profit and for-profit) institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage.

## **Staff**

### *FTE Staff*

The full-time-equivalent (FTE) by occupational category is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.

### *Equated Instructional Non-Medical Staff Salaries*

Institutions reported the number of full-time nonmedical instructional staff and their salary outlays by academic rank, gender, and the number of months worked (9-, 10-, 11-, and 12-months). Salary outlays for staff who worked 10-, 11-, and 12-months were equated to 9-months of work by multiplying the outlays reported for 10-months by 0.90, the outlays reported for 11 months by 0.818, and the outlays reported for 12-months by 0.75. The equated 10-, 11-, and 12-outlays were then added to the outlays for instructional staff that worked 9-months to generate a total 9-month equated salary outlay. The total 9-month equated outlay was then divided by total number of instructional non-medical staff to determine an equated 9-month average salary. This calculation was done for each academic rank. Salary outlays were not reported for staff that work less than 9-months and were excluded.

### *Student-to-Faculty Ratio*

Institutions can provide their institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs or follow the NCES guidance in calculating their student-to-faculty ratio, which is as follows: the number of FTE students (using Fall Enrollment survey data) divided by total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported in Human Resources component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of the full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students in "stand-alone" graduate or professional programs (such as, medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

## **Additional Methodological Information**

Additional methodological information on the IPEDS components can be found in the publications available at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Additional definitions of variables used in this report can be found in the IPEDS online glossary available at this provided link <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

## Appendix 6 Curricular Changes as a result of the assessment processes

Through Certification Number 43 (2006-2007) Board of Trustees, Regulations for the Periodic Evaluation of Academic Programs in the University of Puerto Rico, it was established the periodic evaluation as a mandate to all academic programs of the UPR System.

The objective of the evaluation process is for programs to perform a self-analysis of the criteria and indicators that evaluate their performance, making way for the identification of strengths, pertinence and above all, areas to improve. The evaluation implies that the program carries out an in-depth review over various areas, among them standing out: the mission, the objectives, the alumni's profile, the students, the faculty, the physical plant, the physical facilities, the curriculum, among others. The expected result of this process is for the program to determine its relevance, its worth for the country, and if its tending to the needs of the country by preparing professionals that can successfully merge with the opportunities that the country has to offer (effectiveness indicators). As a result of this process, a series of activities that the programs have been working on the past year are listed.

It includes the quinquennial calendar of the process of Undergraduate Evaluation Program, third cycle. The programs that already have completed the evaluation and assessment process, have worked on a series of initiatives to address the findings of said process.

As noted in the previous report (Sept. 2018), the consolidation of several programs was approved, among them: The Literature program and the Linguistics program of the Bachelor of Arts with major in English of the College of Humanities; it was approved and it will be implemented in August of the 2020.

Additionally, new consolidations were added, like the program of the Bachelor of Arts with major in History of the Americas and History of Europe of the College of Humanities. Both majors will be strengthened through just one concentration but with two areas of emphasis.

The College of Education also submitted a consolidation proposal for the programs of Elementary Level K-3 and the 4<sup>th</sup>-6<sup>th</sup> Elementary level. In both cases, the procedure is under consideration by the Academic Senate. These changes allow the students to select their areas of interest while maintaining a single population in the program, which maximizes the usage of the available resources.

Conversely, the new opportunities for minors that the implementation of the Certification Number 69, Policy for Minors, Second Majors and Second Concentrations approved by the Governing Board in the (2014-2015) has permitted the creation, more recently, of the following minors which amplify the opportunities of the student when he/she graduates:

- Minor in Information Systems and Data Analytics of the College of Business Administration.
- Minor in Accounting of the College of Business Administration.
- Minor in Women and Gender Studies of the College of General Studies (under the consideration of the Academic Senate).
- Minor in Art-Design and Intervention Contexts of the College of Humanities (under the consideration of the Academic Senate)
- Minor in Languages: German, Chinese, French, Italian and Portuguese of the Department of Foreign Languages of the College of Humanities.
- Second Major and Minor of the Bachelor of Arts in Preschool Education, College of Education.

Furthermore, the College of Natural Sciences presented through the Department of Computer Science, an innovative proposal for the creation of a graduate program, a masters as well as a doctorate program in Computer Science. This program emerges as a response for the need of professionals in the Computer Science area in Puerto Rico and at the international level. The Program was approved by the Academic Senate and is currently under the consideration of the Administrative Board for budget allocation purposes. The program offers several areas of interest for the student's selection, among them:

1. Cyber Security
2. Big Data
3. Computer Science Education

The program allows the student to combine and make a selection of courses, according to the student's areas of interest.

On the other hand, it should be emphasized that the following programs have concluded the curricular change or revision, and have been recognized in all of its instances.

- Marketing Management
- Operation Management and Supplies
- Human Resources Management
- Office Management

All of these programs belonging to the College of Business Administration.

The Bachelor of Arts with major in Interdisciplinary Studies completed an extensive revision of its program's contents. This program belongs to the College of Humanities.

As for the graduate programs: The College of Education, approved by the Academic Senate, submitted a proposal for the adjustment of the academic pattern, from semester to quarter, for the programs of Curriculum, Leadership and Orientation and Counseling. These changes are viable thanks to the approval of the Certification 51 of the Academic Senate approved in the 2017-2018, Academic Policies for the Graduate Studies in the Rio Piedras Campus. The Dean of Academic Affairs, has developed a uniform procedure on the Campus for the implementation of said change (refer to the attachment).

Furthermore, it has the approval on all of its instances, for the proposal for the curricular revision of the Master of Arts in History program, and the Doctor of Philosophy with specialization in History of the College of Humanities. These programs revised its contents and its syllabus designs, in order to present a newer and more attractive offer to the student body, in tune with the changes and the evolution of the discipline. Its implementation has already begun.

CALENDARIO DE PROCESO DE CIERE DE AÑO FISCAL 2018-19  
Tareas y Trabajos: Estados Financieros y "Single Audit" FY 2018-19

Tareas/ Proc Críticos *	Fecha de Entrega	Tareas a realizarse	Tareas Realizadas por	COMPLETADO?		
				SÍ	NO	
				Indique fecha de Entrega	Indique cuándo comenzó a trabajarlo	% Terminado
*	30-Apr-19	Cierre Entrada de Requisiciones Fondo General. Luego del 01/mayo/2019 se asigna la aprobación de requisiciones a la Oficina de Presupuesto. Cualquier compra después de esta fecha deberá venir con la aprobación de la Oficina de Presupuesto. Favor de asegurarse de haber recibido las requisiciones de todas las áreas de su unidad	Unidades / AC	*		
	01-May-19	Se cierran los periodos en GL y sus respectivos subsidiarios correspondientes a JUL-18, AUG-18 y SEP-18	Unidades / AC	*		
	31-May-19	Se cierran los periodos en GL y sus respectivos subsidiarios correspondientes a OCT-18, NOV-18 y DEC-18	Unidades / AC	*		
	14-Jun-19	Entrega de documentos para pago a la Oficina de Preintervención. Después procese la acumulación en cuentas por pagar.	Unidades / AC	*		
		Informe de exención de matrícula para empleados retirados y familiares para el año fiscal 2018. Este reporte debe indicar la cantidad de personal con este beneficio y el monto de la exención.		*		
		Fecha límite para solicitud de anticipos de viajes FY=2020 (julio)		*		
*	27-Jun-19	Cierre Entrada de Requisiciones Fondos Especiales y Federales hasta que se abra el nuevo año fiscal 2020. Favor de asegurarse de haber recibido las requisiciones de todas las áreas de su unidad.	Unidades / AC	*		
		Registrar facturas y pagos pendientes (validaciones GL) y procesar el pago (incluyendo "third party").		*		
	28-Jun-19	Resolver facturas en "hold", con error, corregir excepciones y "unaccounted".	Unidades / AC	*		
		Otros relacionados: Open PO en Oracle incluyendo las de "Import Legacy".		*		

UNIVERSIDAD DE PUERTO RICO  
Administración Central  
**CALENDARIO DE PROCESO DE CIERE DE AÑO FISCAL 2018-19**  
Tareas y Trabajos: Estados Financieros y "Single Audit" FY 2018-19

Tareas/ Proc Críticos *	Fecha de Entrega	Tareas a realizarse	Tareas Realizadas por	COMPLETADO?		
				SÍ	NO	
				Indique fecha de Entrega	Indique cuándo comenzó a trabajarlo	% Terminado
*	28-Jun-19	Preparación para el cierre de los Módulos de Cuentas por Pagar y Compras. Preparar para efectos de GL, el proceso de acumulación con el código 2108.	Unidades / AC	*		
		<ul style="list-style-type: none"> <li>• Identificar requisiciones y órdenes de compra pendientes</li> <li>• Revisar que las transacciones fueron completadas</li> <li>• Identificar órdenes pendientes de recibo y "overshipment".</li> <li>• Identificar órdenes pendientes de pago. Seguimiento para obtención de facturas.</li> </ul>				
		Liquidación de las Cajas Menudas. Fondo de Cambio, cheques a cancelarse.	Unidades / AC	*		
		Fecha límite para registrar y contabilizar la última emisión de pagos del año fiscal 2018-19. Las unidades deben cotejar que la cuenta 2101 no tenga balance.	Unidades / AC	*		
*	30-Jun-19	Cierre Final del Modulo de Compras. Deben haber emitido todos los informes.	Unidades / AC	*		
		Registrar los Derechos de Publicación y trabajar con los pagos de regalías – Editorial Universitaria.	AC	*		
*		Cierre de AP (para registrar con fecha de junio 2019).	Unidades / AC	*		
		Ultimo día para enviar el Anejo S a la Oficina de Contabilidad de la Administración Central. Verificar Licencias Enfermedad y Ordinaria Costo Trio. Anejos K, K-1	Unidades / AC	*		
		Recibo del archivo de Sistema de Retiro de los empleados activos de parte de la Oficina de Sistema de Información para el proceso correspondiente.	Sistema de Retiro Unidades / AC	*		
		Verificar cuentas de ingreso pendientes por distribuir (código 2451)	Unidades / AC	*		
	30-Jun-19	Se cierran los periodos en GL y sus respectivos subsidiarios correspondientes a JAN-19, FEB-19 y MAR-19	Unidades / AC	*		
	12-Jul-19	Reconciliaciones bancarias y revisión de las partidas pendientes de contabilizar y preparar los ajustes correspondientes de todos los bancos a MAR-2019.	Unidades / AC	*		

UNIVERSIDAD DE PUERTO RICO  
 Administración Central  
**CALENDARIO DE PROCESO DE CIERE DE AÑO FISCAL 2018-19**  
 Tareas y Trabajos: Estados Financieros y "Single Audit" FY 2018-19

Tareas/ Proc. Críticos *	Fecha de Entrega	Tareas a realizarse	Tareas Realizadas por	COMPLETADO?		
				SÍ	NO	
				Indique fecha de Entrega	Indique cuándo comenzó a trabajarlo	% Terminado
*	31-Jul-19	Se cierran los periodos en GL y sus respectivos subsidiarios correspondientes a APR-19 y MAY-19	Unidades / AC	*		
*	07-Aug-19	Registrar cancelaciones de cheques caducados, llevar a la cuenta de duplicados, etc. Enviar detalle de cuenta de duplicados.	Unidades	*		
		Registrar las cuentas por cobrar pendientes al Gobierno Federal, PPMI, Agencias Estatales y Otras.	Unidades / AC	*		
		Conciliación del Módulo de AP y GL.	Unidades	*		
*	09-Aug-19	Entregar a la Oficina de Contabilidad del Recinto, por parte de las unidades académicas y administrativas, los Informes de Cuentas por Cobrar y Por Pagar y cualquier otro Anejo Financiero	Unidades	*		
*	12-Aug-19	Registrar y actualizar en el Sistema de HRS, la asistencia real de los empleados hasta el 30 de junio de 2019, para correr los procesos EBL002 y EBL005, respectivamente y determinar la deuda por concepto del exceso de la Licencia Ordinaria y por Enfermedad.	Recursos Humanos - RRP	*		
		Transferencias entre unidades, Due to/Due From, y preparar los ajustes correspondientes.	Unidades	*		
*	16-Aug-19	Entregar reconciliaciones bancarias al 30 de junio de 2019.	Unidades AC	*		
		Análisis y registro de cuadro de entradas de activos fijos. (Incluye entradas de intereses capitalizables y menoscabo, si aplica)		*		
		Verificación de la cuenta 1619 – Partidas de conciliación y 4XXX, partida de conciliación. Ambas deben estar en cero al 30 de junio de 2019		*		
		Legal Medical Practice	RCM	*		

UNIVERSIDAD DE PUERTO RICO  
Administración Central  
**CALENDARIO DE PROCESO DE CIERE DE AÑO FISCAL 2018-19**  
Tareas y Trabajos: Estados Financieros y "Single Audit" FY 2018-19

Tareas/ Proc Críticos *	Fecha de Entrega	Tareas a realizarse	Tareas Realizadas por	COMPLETADO?		
				SÍ	NO	
				Indique fecha de Entrega	Indique cuándo comenzó a trabajarlo	% Terminado
*	20-Aug-19	Verificación por parte de la Oficina de Contabilidad, de las Cuentas por Pagar y por Cobrar que estén registrados y que cuadren con el detalle de los anejos. Establecer la reserva de cuentas incobrables. Verificar que todos los ajustes estén registrados en el sistema UFIS.	Contabilidad Unidades	*		
*	23-Aug-19	Se efectúa cierre preliminar del periodo en GL y sus respectivos subsidiarios correspondientes a JUN-19	Unidades / AC	*		
*		Entrega y envío de todos los Anejos a la Administración Central para análisis correspondiente.	Unidades	*		
*	30-Aug-19	Cierre de periodo de JUN-19 en GL *** FINAL *** (Prospectivamente cualquier ajuste será registrado en el periodo de ADJ-19 únicamente por personal de la Oficina de Contabilidad en la Administración Central.  Generar un TB comparativo del año fiscal 2019 vs 2018, toda fluctuación significativa debe ser explicada y enviar reporte a Finanzas-AC.	Unidades / AC  Unidades / AC	*  *		
*	31-Aug-19	Conciliaciones del periodo de JUL-19 deben estar preparadas para poder cumplir con las pruebas de cut-off	Unidades / AC	*		
	02-Sep-19	Verificación y cuadro de "Trial Balance" UPR para la preparación del <i>draft</i> Financial Statement.  (Trial preliminar para auditores externos. Comienzo de registro de todos los ajustes recomendados por los auditores externos - Finanzas y Administración Central. (periodo ADJ-19)	AC	*  *		
	09-Sep-19	Preparar reconciliación y borrador preliminar del SEFA.	AC	*		
*	01-Nov-19	Entrega a los auditores externos del borrador final del Estado Financiero.	AC	*		

**NOTA:** Se cumplió con todas las fechas establecidas para entregar. Hubo un atraso en la fecha de entrega de las tareas a realizar que coincidieron con el problema de ORACLE. Se entregaron a mediados de Sep-2019



Anejo B

Aurora M Sotogras Saldana &lt;aurora.sotogras@upr.edu&gt;

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**RE: FW: Estado de Situación Auditoría Financiera AF 2019 @ 21 de enero- 9pm- Pregunta de RRP**

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Madelyn Ortiz Torres &lt;madelyn.ortiz@upr.edu&gt;

Fri, Feb 7, 2020 at 1:40 PM

To: Aurora Sotogras &lt;aurora.sotogras@upr.edu&gt;

Saludos,

UPR- Rio Piedras no tiene nada pendiente de la Auditoria Financiera 2019.

Gracias por su preocupación.

Cordialmente,

Madelyn Ortiz Torres, CPA

Directora de Contabilidad

UPR- Administración Central

Oficina de Finanzas

Tel. (787) 250-0000 Ext 4300

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**From:** Antonio Tejera Rocafort <antonio.tejera@upr.edu>**Sent:** Thursday, February 6, 2020 10:48 AM**To:** 'Aurora M Sotogras Saldana' <aurora.sotogras@upr.edu>**Cc:** Carlos L. Marrero Miranda <carlos.marreromiranda@upr.edu>; Gloria I. Soto Rivera <gloria.soto@upr.edu>; Madelyn Ortiz Torres <madelyn.ortiz@upr.edu>

[Quoted text hidden]

[Quoted text hidden]



Aurora M Sotogras Saldana &lt;aurora.sotogras@upr.edu&gt;

**RE: FW: Estado de Situación Auditoría Financiera AF 2019 @ 21 de enero- 9pm- Pregunta de RRP**

Gloria I. Soto Rivera &lt;gloria.soto@upr.edu&gt;

To: Antonio Tejera Rocafort &lt;antonio.tejera@upr.edu&gt;, Aurora M Sotogras Saldana &lt;aurora.sotogras@upr.edu&gt;

Cc: "Carlos L. Marrero Miranda" &lt;carlos.marreromiranda@upr.edu&gt;, Madelyn Ortiz Torres &lt;madelyn.ortiz@upr.edu&gt;

Saludos.

EY revisó la muestra de Enrollment Reporting. Se le envió la tabla incluida en Attachment con Findings Preliminates. En la misma, deben contestar si están de acuerdo o no con el Finding ' respuesta.

Cualquier dato adicional que surja de la revisión de EY, les dejamos saber.

Gloria

**From:** Antonio Tejera Rocafort <antonio.tejera@upr.edu>**Sent:** Thursday, February 6, 2020 10:48 AM**To:** 'Aurora M Sotogras Saldana' <aurora.sotogras@upr.edu>**Cc:** Carlos L. Marrero Miranda <carlos.marreromiranda@upr.edu>; Gloria I. Soto Rivera <gloria.soto@upr.edu>; Madelyn Ortiz Torres <madelyn.ortiz@upr.edu>**Subject:** RE: FW: Estado de Situación Auditoría Financiera AF 2019 @ 21 de enero- 9pm- Pregunta de RRP

Saludos Decana:

No tengo nada en mis anotaciones, sin embargo copio a las señoras Madelyn Ortiz y Gloria Soto para que puedan confirmar si efecto no hay nada pendiente del RRP en la auditoría financie

Gracias por el interés.

Antonio

**From:** Aurora M Sotogras Saldana <aurora.sotogras@upr.edu>**Sent:** Thursday, February 6, 2020 10:44 AM**To:** Antonio Tejera Rocafort <antonio.tejera@upr.edu>**Subject:** Re: FW: Estado de Situación Auditoría Financiera AF 2019 @ 21 de enero- 9pm

Saludos. Solo para conocer si a la fecha de hoy, RRP ha cumplida con la entrega de la información financiera y si requiere de mi intervención en algún asunto.

Gracias

A

On Wed, Jan 22, 2020 at 8:00 AM Aurora M Sotogras Saldana &lt;aurora.sotogras@upr.edu&gt; wrote:

Saludos Narda y Anaisa. Espero se encuentren bien. Agradeceré me dejen saber el plan de acción para atender lo que está pendiente de RRP y si necesitan mi intervención con otras un

Gracias

A

----- Forwarded message -----

**From:** Antonio Tejera Rocafort <antonio.tejera@upr.edu>**Date:** Wed, Jan 22, 2020 at 5:48 AM**Subject:** FW: Estado de Situación Auditoría Financiera AF 2019 @ 21 de enero- 9pm**To:** Nelson Santos Alamo <nelson.santos@upr.edu>, Anaisa López, Oficina de Finanzas <anaisa.lopez@upr.edu>, Narda Munoz Chavez <narda.munoz@upr.edu>, Wanda I Cruz Molina <yolanda.quinones@upr.edu>, 'Damaris Perez Caro' <damaris.perez3@upr.edu>, Lyzette J Rodríguez Rodríguez <lyzettej.rodriguez@upr.edu>, Victor M Gonzalez Camacho <victor.gon.> <mayra.navarro@upr.edu>**Cc:** Carlos L. Marrero Miranda <carlos.marreromiranda@upr.edu>, Madelyn Ortiz Torres <madelyn.ortiz@upr.edu>, Wilma Medina <wmedina@nexvel.com>, Norberto Rivera <norberto.riv.> <jennifer.alicea@upr.edu>, Gloria I. Soto Rivera <gloria.soto@upr.edu>, Esquilin Law Office <esquilinlaw@gmail.com>, Elmadah Nazeerah <nazeerahconsultora1@gmail.com>, Irma I Co Echeandia <raulconsultor01@gmail.com>, Sonia I. Ortiz <coorlaud.rrp@upr.edu>, Antonia Reyes Santiago <antonia.reyes@upr.edu>, Manuel Colon Perez <manuel.colon8@upr.edu>, ' <angela.mercado@upr.edu>, Pedro I. Martínez Rivera <pedro.imartinez@upr.edu>, Arturo J. Almodóvar Faría <arturo.almodovar@upr.edu>, Miriam L. Colón <miriam.colon@upr.edu>, Ile Zapata Medina <rocio.zapata@upr.edu>, Juan Torres Robles <juan.torres10@upr.edu>, María Ruiz <maria.ruiz9@upr.edu>, Glorimar Ortiz Rodríguez <glorimar.ortiz7@upr.edu>, Yariz E I H Valderrama Melendez <jesus.valderrama@upr.edu>, Sonia Velez Cordero <sonia.velez1@upr.edu>, Aury Collazo <aury.collazo@upr.edu>, Luis G. Sepúlveda Pérez <luis.sepulveda7@> <jose.capeles1@upr.edu>, Jessyka Rosado Agostini <jessyka.rosado@upr.edu>, Aurora M Sotogras Saldana <aurora.sotogras@upr.edu>, Decadmi Uprm Recoria <decadmi.uprm@upr.e> <jose.capriles@upr.edu>, leticia.fernandez@upr.edu <leticia.fernandez@upr.edu>, Gerardine Ortiz Centeno <gerardine.ortiz@upr.edu>, Sandra T. Febres Santiago <sandra.febres@upr.e> <nelcka.santaella@upr.edu>

Antonio

From: Carlos A Tauler Carrero <Carlos.A.Tauler.Carrero@ey.com>  
 Sent: Tuesday, January 21, 2020 10:13 PM  
 To: Madelyn Ortiz Torres <madelyn.ortiz@upr.edu>  
 Cc: Antonio Tejera Rocafort <antonio.tejera@upr.edu>; Carlos L. Marrero Miranda <carlos.marreromiranda@upr.edu>; Amalíz A Vega <Amalíz.A.Vega@ey.com>; José Alberto Solivan Go Wilma Medina' <vwmedina@nexvel.com>; Hector Sierra <hector.sierra@ey.com>; Iraida M García-Casaldú <Iraida.GarcíaCasaldú@ey.com>; Miriam L. Colón <miriam.colon@upr.edu>; Esquilin Law Office <esquilinlaw@gmail.com>; José O. Capeles Navarro <jose.capeles1@upr.edu>; Luis G. Sepúlveda Pérez <luis.sepulveda7@upr.edu>  
 Subject: UPR 2019 - PBC 1/21/2020

Hola Madelyn,

Espero que se encuentre bien.

Adjunto el PBC actualizado con corte de hoy a las 9pm. De tener alguna pregunta sobre el mismo, no dude en comunicarse con nosotros.

¡Gracias!

Regards,

Carlos Tauler

Carlos A Tauler Carrero | Staff



Ernst & Young Puerto Rico LLC  
 Plaza 273 Bldg. - 10th Floor, 273 Ponce de León Avenue, San Juan, Puerto Rico 00917, United States of America  
 Office: 787-404-2725 | Carlos.A.Tauler.Carrero@ey.com  
 Website: <http://www.ey.com>

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Aurora M. Sotográs Saldaña

Decana Interina

Decanato de Administración



Aurora M. Sotográs Saldaña

Decana Interina

Decanato de Administración



~~xx-marzo de 2019~~ de febrero de 2020

CIRCULAR NÚM. XX, ~~2018-2019~~2019 - 2020

DECANOS(AS), DECANOS AUXILIARES DE ADMINISTRACIÓN, PERSONAL DE OFICINA DE FINANZAS, DIRECTORES(AS) DE UNIDADES ACADÉMICAS Y ADMINISTRATIVAS

Aurora M. Sotográs Saldaña  
Decana Interina

CALENDARIO DE TRABAJO PARA ADMINISTRAR EN EL RECINTO DE RÍO PIEDRAS EL PROCESO DE CIERRE DEL SISTEMA FINANCIERO DEL AÑO FISCAL ~~2018-19~~2019-2020

El Recinto de Río Piedras, al igual que todas las unidades de la Universidad de Puerto Rico, se encuentra comprometido con la implantación de medidas correctivas para cumplir en las fechas estipuladas con el cierre fiscal de sus operaciones. Esta meta es vital, de alta prioridad y es tangente con los requisitos de información que exigen las agencias externas sobre las finanzas de la institución.

Las fechas de cumplimiento de un calendario de trabajo de cierre fiscal, son sólo parte de un proceso mayor de análisis en el que aspiramos integrar mejoras a los procesos fiscales diarios tanto de la Oficina de Finanzas, la división fiscal del Decanato de estudios Graduados y de otras unidades del Recinto. Estaremos evaluando todas las alternativas que propicien agilizar las tareas de registro de transacciones, el análisis y la reconciliación periódica de las cuentas del mayor general. Este esfuerzo estará establecido en un procedimiento que integre los recursos humanos disponibles y los necesarios, las mejoras a los procesos internos de la Oficina de Finanzas y de otras unidades del Recinto, maximizar mediante la tecnología la recopilación de datos de los diversos sistemas que finalmente se resumen en el mayor general. La participación de todos será crucial en estas tareas y mejoras por lo que estaremos más adelante compartiendo con varios de ustedes las formas de agilizar desde el origen las transacciones, los cambios en procesos internos de la Oficina de Finanzas y obtendremos de ustedes las recomendaciones que nos ayuden a ser más exitosos en esta meta.

El calendario de trabajo con las fechas límites que presentamos se centra en las tareas de la entrega de documentos y culminación de los procesos fiscales para efectuar el cierre del Año Fiscal ~~2018-19~~2019-2020. El mismo se subdivide en tareas de un primer cierre que culmina el ~~28-30~~ de junio de ~~2019-2020~~ y el segundo cierre que termina el 31 de julio de ~~2019~~2020.

Es muy importante que antes de tramitar cualquier documento hacia la Oficina de Finanzas, los administrativos de las distintas unidades académicas y administrativas, lleven a cabo las gestiones de transferencias de fondos y se cercioren que las cuentas tienen los balances disponibles para contabilizar las transacciones en los códigos correctos. El cumplimiento con las fechas establecidas nos permitirá completar a tiempo los procesos y entregar los informes financieros anuales en el término requerido.



Circular Núm. XX, 2018-2019

Calendario de Trabajo para Administrar en el Recinto de Río Piedras el Proceso de Cierre del Sistema Financiero del Año Fiscal 2018-19

Página 2

xx de ¿ de 2019

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<b>Entrega de Anejo S – Licencia Acumulada por Enfermedad del Personal Jubilado entre el 1 de abril de 20182019 al 31 de marzo de 20192020.</b> La Oficina de Recursos Humanos entregará el Anejo S a la Oficina de Contabilidad y éste a su vez será enviado a la Oficina de Finanzas de la Administración Central.	24 de mayo
<b>Módulo de Compras y Unidades de Recibo y Entrega:</b>	
<b>Liquidación y Ajustes de Órdenes de Compras</b> Los oficiales administrativos tendrán hasta este día para realizar los ajustes a las obligaciones de órdenes de compras que estén pendientes de liquidar y que correspondan a los Años Fiscales 2016-17 y 2017-182018-2019 y 2019-2020. Para estos propósitos: a. Tramitarán a la Oficina de Recibo y Entrega, todo recibo de bienes y servicios de obligaciones, correspondiente a órdenes de compra "three-way match". b. Notificarán a la Oficina de Compras de cualquier renglón que NO pueda ser entregado por el suplidor para que sea cancelado formalmente en el Módulo de Compras. c. Así mismo, notificarán de cualquier Orden de Compras que necesiten cancelar en su totalidad. En el caso de órdenes de compra two-way match, enviarán a la Oficina de Preintervención de Finanzas y Post-Award, las facturas que hayan recibido del suplidor y/o certificaciones, según correspondan, para reconocer el recibo de los bienes y servicios.	31 de mayo
<b>Roll-over del Sistema de Recursos Humanos:</b> Las Oficinas de Recursos Humanos y Nóminas inician procesos de cierre y de apertura del Sistema de Recursos Humanos (HRMS y HRS) para el nuevo periodo fiscal, en coordinación con DTAA.	17-28 de junio 25 de junio
<b>Liquidación de Cajas Menudas:</b> Los oficiales pagadores auxiliares presentarán la liquidación de las cajas menudas y el cuadro de las mismas a través de la Oficina del Pagador. <b>Nota:</b> Aplicará a todas las Cajas Menudas, independientemente del Fondo.	14-10 de junio
<b>Cierre del Módulo de Compras para Fondos de Proyectos:</b>	
Último día del Año Fiscal 2018-192019-2020 para el registro de requisiciones para cuentas de Fondos Especiales, Rotatorios o de Proyectos de Fondos Federales. Cualquier requisición de emergencia que corresponda a este tipo de fondos y que se necesite entre esta fecha y el 30 de junio de 20192020, será justificada y aprobada, según corresponde, para que pueda procesarse la Orden de Compras. <b>Nota:</b> Esta fecha NO aplica para Fondos Operacional, fondo 20110, cuyo proceso normal de registro de requisiciones se programa para terminar el 31 de marzo de 20192020.	21 de junio
<b>Módulo de Compras y Unidades de Recibo y Entrega:</b>	
<b>Liquidación y Ajustes de Órdenes de Compras</b> Los oficiales administrativos tendrán hasta este día para realizar los ajustes a las obligaciones de órdenes de compras que estén pendientes de liquidar y que correspondan a los Años Fiscales 2016-17 y 2017-18. Para estos propósitos: a. Tramitarán a la Oficina de Recibo y Entrega, todo recibo de bienes y servicios de obligaciones, correspondiente a órdenes de compra "three-way match".	20 de junio

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<p>b. Notificarán a la Oficina de Compras de cualquier renglón que <b>NO</b> pueda ser entregado por el proveedor para que sea cancelado formalmente en el Módulo de Compras.</p> <p>c. Así mismo, notificarán de cualquier Orden de Compras que necesiten cancelar en su totalidad.</p> <p>d. En el caso de <b>órdenes de compra two-way match</b>, enviarán a la Oficina de Preintervención de Finanzas y Post-Award, las facturas que hayan recibido del proveedor y/o certificaciones, según correspondan, para reconocer el recibo de los bienes y servicios.</p>	
<b>Registros de Informes de Recibo:</b>	
<p><b>Fondos Federales</b> Las Oficinas de Compras, Conservación de Instalaciones Universitarias (OCIU), DECEP, Ciencias Naturales y otras unidades con delegación otorgada terminan el registro en el Módulo de Compras de los informes de recibo de materiales, servicios y equipos adquiridos con las cuentas de fondos <b>federales</b>.</p>	21-19 de junio
<p><b>Otros Fondos</b> Fecha límite para que la Oficina de Compras, Oficina para la Conservación de las Instalaciones Universitarias (OCIU), DECEP y Ciencias Naturales registren en el Módulo de Compras los informes de recibo de materiales y equipo contra cuentas de otros fondos que <b>NO</b> sean Federales.</p>	21-19 de junio
<p><b>Otros Fondos</b> Fecha límite para que la Oficina de Compras, Oficina para la Conservación de las Instalaciones Universitarias (OCIU), DECEP y Ciencias Naturales registren en el Módulo de Compras los informes de recibo de materiales y equipo contra cuentas de otros fondos que <b>NO</b> sean Federales.</p>	27 de junio
<b>Radicación de Comprobantes de Desembolsos en Unidades de Cuentas por Pagar:</b>	
<p><b>Fondos Federales (Post-Award)</b> Último día de las unidades académicas, administrativas y de investigación para radicar en Cuentas por Pagar de Post-Award y los Comprobantes de Desembolsos de cuentas de <b>Fondos Federales</b>.</p>	21-19 de junio
<p><b>Otros Fondos (excluye aquellos que se administran por Post-Award)</b> Último día de las unidades académicas, administrativas y de investigación para radicar en Preintervención del Departamento de Finanzas, los Comprobantes de Desembolsos de Otros Fondos</p>	25-24-19 de junio
<b>Primer Cierre del Sistema Financiero:</b>	
<p><b>Registro de Facturas en Módulo de Cuentas por Pagar</b> Último día para que las unidades de Preintervención de Finanzas y Post-Award registren facturas en el Módulo de Cuentas por Pagar</p>	26 de junio

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<p><b>Revisión del Cierre de los Módulos de A/P y Compras por parte de la Oficina de Finanzas</b></p> <p>Análisis de facturas pendientes de pago, validación en A/P y contabilización en G/L.</p> <p>La Oficina de Preintervención y Compras inician la preparación para el cierre de los módulos de Cuentas por Pagar y de Compras, <u>analizando los datos disponibles a partir de marzo de 2019</u>:</p> <ol style="list-style-type: none"> <li>Identificar requisiciones de compra pendientes para procesarlas o eliminarlas.</li> <li>Revisar que los procesos de interfaces de A/P y Compras estén validados en los módulos correspondientes y contabilizados en G/L.</li> <li>Cancelar cualquier Orden de Compras que no será entregada por el suplidor o cualquier renglón que no haya sido despachado—<u>esta tarea hay que iniciarla con los datos disponibles a partir de marzo de 2019.</u></li> <li>Identificar órdenes pendientes de recibo y casos de <i>over-shipment</i>.</li> <li>Evaluar las facturas en <i>hold</i>, con error o algún tipo de excepción, así como las <i>unaccounted</i>, para corrección y contabilización en G/L.</li> <li>Procesar las facturas pendientes de <i>Third Parties</i>, validarlas en A/P y por ende, contabilizar en G/L.</li> <li>Identificar órdenes pendientes de pago, cuya mercancía esté recibida, para dar seguimiento a la obtención de facturas.</li> <li>Registrar facturas correspondientes a órdenes pre-pagadas registradas con códigos 1582 y 1583.—<u>esta tarea hay que iniciarla con los datos disponibles a partir de marzo de 2019.</u></li> </ol>	20-27 de junio
<p><b>Transferencias Bancarias entre Cuentas Institucionales</b></p> <p>Último día para que la Oficina Fiscal de Asistencia Económica solicite a Finanzas Central, las transferencias bancarias necesarias entre las cuentas institucionales. Los Contadores a cargo de las conciliaciones bancarias deberán dar seguimiento a las transferencias bancarias que estén pendientes de efectuar a nivel bancario. Esta tarea se realizará normalmente en los periodos establecidos, la fecha límite aplica a la <u>última transferencia pendiente</u> del año fiscal vigente.</p>	27-24 de junio
<p><b>Cancelaciones de Cheques</b></p> <p>Último día para que la Oficina del Pagador registre las cancelaciones de cheques en Sistema por cheques caducados, ya sea por los Módulos <i>Accounts Payable</i>, <u>HRS</u>, o HRMS y también por NEXT.</p>	27-19 de junio
<p><b>Depósitos de Cheques y otros Valores</b></p> <p>Fecha límite para que los recaudadores auxiliares y otras unidades entreguen en la Oficina de Recaudaciones, los cheques y otros valores en mano que hayan recibido en o antes del 27 de junio de 2018, para ser depositados.</p> <p>Cualquier valor recibido el 28-26 de junio de 2018 deberá entregarse en la Oficina de Recaudaciones en o antes de las 12:00 del mediodía.</p> <p>Los valores recibidos después de las 12:00 del mediodía serán depositados por la Oficina de Recaudaciones, según las prioridades establecidas.</p>	28-26 de junio, hasta las 12:00 md

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<b>Cierre de los Módulos de Cuentas por Pagar (A/P) y de Compras</b> <ul style="list-style-type: none"> <li>Último día para que el Oficial Pagador procese el ciclo de cheques.</li> <li>Cierre del Módulo de Cuentas por Pagar (AP).</li> <li>Cierre Final del Módulo de Compras.</li> </ul>	<b>28-276</b> de junio	Formatted: Font: Bold, Underline, Spanish (Spain, Traditional Sort)
<b>Segundo Cierre del Sistema Financiero:</b>		
<b>Cuadre de Gastos de los Fondos Federales de Título IV</b> La Oficina Programática de Asistencia Económica, en coordinación con la Oficina Fiscal de Finanzas, efectúan el cuadro de los gastos de las ayudas federales de asistencia económica estudiantil, correspondientes al "Award Year" <b>2018-192019-2020</b> <ul style="list-style-type: none"> <li>Oficina Programática de Asistencia Económica solicitará a COD los informes YTD de los programas federales PELL y Direct Loans</li> <li>Oficina Fiscal de Asistencia Económica efectúa el cuadro del total de gastos del informe YTD (COD) con el Mayor General (G/L), Sistema NEXT &amp; Informes G-5</li> </ul>	35 de junio	Formatted: Indent: Left: 0.11", Hanging: 0.19", Bulleted + Level: 2 + Aligned at: 0.75" + Indent at: 1"
	2119 de junio	Formatted: Spanish (Spain)
<b>Registro en el Módulo de Activos Fijos</b> Última día para que la Oficina de Propiedad registre a nivel del Módulo de Activos Fijos los cambios en los inventarios de Propiedad Mueble e Inmueble	10 de julio	Formatted: Font: Not Bold
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<b>Facturas entre Cuentas, Comprobantes y Facturas</b> Fecha límite para que, en los casos en que no medie una orden de compra, DECEP, INIM, Exalumnos, Correo Interior y cualquier otra unidad que emita facturas entre cuentas con las diferentes unidades del Recinto de Río Piedras, tramiten los documentos a la Oficina de Contabilidad las mismas, haciendo referencia a la obligación de fondos correspondiente, si alguna, incluyendo los documentos justificantes requeridos para su contabilización, firmadas por los funcionarios a cargo de los procesos y certificando que tienen presupuesto disponible en los códigos correctos de gastos.	17-120 de julio	
<b>Entrega de Informes Finales de Cuentas por Cobrar</b> Último día para que las oficinas de: Recaudaciones, Cobros y Reclamaciones, Donativos-Finanzas, Post-Award, Nóminas, Pagador, Pre-Intervención, Fiscal de Asistencia Económica, Residencias de la Facultad, Residencias de Estudiantes, Casa Turabo, DECEP y CEDME, entreguen a la Oficina de Contabilidad los informes finales (Cuentas por Cobrar) para el período que termina el 30 de junio de 2018.	120 de julio	Formatted Table
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Proceso:	Fecha límite
<p><b>Transferencias Presupuestarias</b>            Oficina de Presupuesto transfiere los fondos necesarios para acumular los gastos por concepto de agua y alcantarillado, energía eléctrica, teléfono, combustible y otros servicios generales e institucionales. De ser necesario, se utilizará el mecanismo de estimados o el dato histórico para asignar los fondos para el pago futuro de facturas no recibidas en el Recinto por servicios recibidos hasta el 30 de junio de 20192020.</p> <p>Último día para que la Oficina de Presupuesto registre las transferencias necesarias para atender sobregiros en las cuentas de gastos de funcionamiento (fondo 20110), cuentas FIP1 (fondo 20120) y en las cuentas rotatorias (fondo 20380).</p> <p>Último día para que las oficinas: Donativos-Finanzas, Post-Award, Contabilidad, y Finanzas registren las transferencias necesarias a nivel de presupuesto para atender sobregiros en las cuentas especiales o de proyectos.</p>	19 de julio
<p><b>Entrega de Inventarios Físicos</b>            Último día para entregar a la Oficina de Contabilidad los siguientes inventarios:</p> <ul style="list-style-type: none"> <li>• Escuela de Derecho (Vestuario Académico)</li> <li>• Oficina de Propiedad – notificaciones de cambios en los inventarios de Propiedad Mueble e Inmueble</li> </ul>	22 de julio
<p><b>Acumulación de la Última Nómina del Programa de Estudiantes a Jornal y PET (Estudio y Trabajo)</b>            Fecha límite para acumular la última nómina (3X12 &amp; 9X12) de estos programas que se registra en Sistema HRS.</p>	25-23 de julio
<p><b>Evaluación de Balances Disponibles</b>            Las oficinas de Contabilidad y Presupuesto se comunicarán para verificar en las cuentas del fondo 20110, 20120 y 20380, los balances disponibles con el objetivo de reubicar los fondos y así completar en coordinación con las unidades, la acumulación de gastos incurridos.</p>	31-23 de julio
<p><b>Acumulación Licencia Ordinaria</b></p> <ul style="list-style-type: none"> <li>• Oficina de Recursos Humanos registrará la asistencia real de los empleados hasta el 30 de junio</li> <li>• Oficina de Oficina de Contabilidad coordinará con la Oficina de Recursos Humanos y la División de Tecnologías Académicas y Administrativas (DTAA), el proceso de acumulación de licencia ordinaria con los balances actualizados hasta el 30 junio de 20182020. (Procesos e Informes EBL002).</li> </ul> <p><b>Personal Jubilado – Anejo S</b>            La Oficina de Recursos Humanos entrega el Anejo S a la Oficina de Contabilidad y éste a su vez será enviado a la Oficina de Finanzas de la Administración Central. Verificar Licencias Enfermedad y Ordinaria – Costo Programas TRIO. Anejos K, K-1</p>	31-23 de julio 2931 de julio
<p><b>Entrega de Informes Trimestrales de Cuentas por Cobrar</b>            Último día para que las oficinas de: Recaudaciones, Cobros y Reclamaciones, Donativos y Contratos, Nóminas, Pagador, Pre-Intervención, Fiscal de Asistencia Económica, Residencias de la Facultad, Casa de Huéspedes, Residencias de Estudiantes, Casa Turabo, DECEP y CEDME, entreguen a la Oficina de Contabilidad los informes trimestrales (Cuentas a Cobrar) para el período que termina el 30 de junio de 2018.</p>	22 de julio

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Circular Núm. XX, 2018-2019

Calendario de Trabajo para Administrar en el Recinto de Río Piedras el Proceso de Cierre del Sistema Financiero del Año Fiscal 2018-19

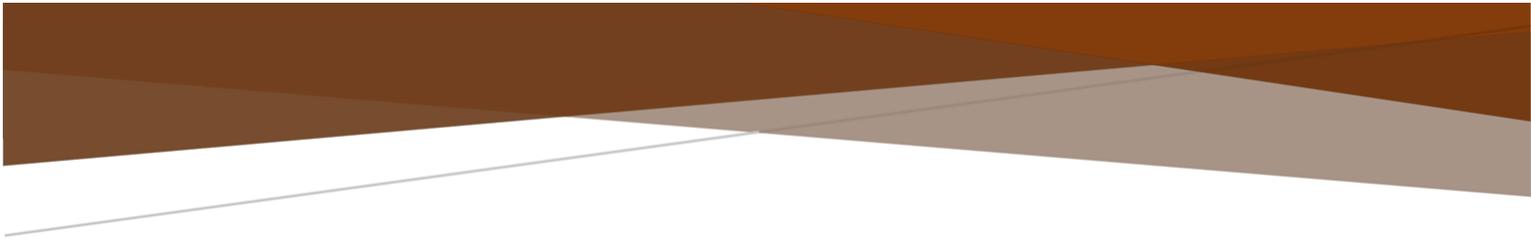
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Proceso:	Fecha límite
<b>Transferencias Presupuestarias</b> Oficina de Presupuesto transfiere los fondos necesarios para acumular los gastos por concepto de agua y alcantarillado, energía eléctrica, teléfono, combustible y otros servicios generales e institucionales. De ser necesario, se utilizará el mecanismo de estimados o el dato histórico para asignar los fondos para el pago futuro de facturas no recibidas en el Recinto para esta fecha.  Último día para que la Oficina de Presupuesto registre las transferencias necesarias para atender sobregiros en las cuentas de gastos de funcionamiento (fondo 20110), cuentas FIPI (fondo 20120) y en las cuentas rotatorias (fondo 20380).  Último día para que las oficinas: Donativos y Contratos, Contabilidad, y Finanzas registren las transferencias necesarias a nivel de presupuesto para atender sobregiros en las cuentas especiales o de proyectos.	31 de julio
<b>Conciliaciones Bancarias</b> Último día para que la Oficina de Contabilidad envíe a la Oficina de Finanzas de la Administración Central la conciliación bancaria al 30 de junio <del>2018</del> <u>2020</u> (completada en el Módulo de Cash Management)	<del>31</del> <u>31</u> de julio
<b>Conciliación del Módulo de Cuentas a Pagar y Mayor General</b>	31 de julio
<b>Acumulación de Licencias Ordinarias y Enfermedad</b> <del>La Oficina de Contabilidad coordina con la Oficina de Recursos Humanos y la División de Tecnologías Académicas y Administrativas (DTAA) el proceso de acumulación de licencias ordinarias y de enfermedad con balances actualizados a junio de 2018. (Procesos e Informes EBL002 y EBL005).</del>	<del>31</del> de Julio

Solicitamos el estricto cumplimiento de este plan de trabajo para ~~lograr~~ el cierre del año fiscal ~~2018-2019~~ 2019-2020 en las fechas establecidas en esta comunicación.

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# **STRATEGIC PLAN**

***Commitment 2018 - 2023***

**Approved by the Río Piedras Academic Senate  
Cert. 79, 2017-2018.**

**May 24, 2018**

## Introduction

For more than 100 years, the Río Piedras Campus of the University of Puerto Rico (UPRRP) has maintained its commitment to the social and economic development of Puerto Rico. This Strategic Plan: Commitment 2018-2023 (*Commitment 2023*) renews that path. It proposes strengthening the relationship of the Campus with Puerto Rico, as well as increasing the presence and recognition of our institution worldwide. The strategic areas point to the necessary changes needed to create a future of opportunities in a challenging and uncertain social and economic environment. Innovative action is crucial given the diverse realities of newly admitted students and the complex context which they will be exposed to as graduates. University students in the 21<sup>st</sup> century are citizens who see their country and the world as their stage; they are the protagonists of their own learning. Teaching and service processes must incorporate continual advances in communications, the massive presence of technology in higher education, and the technological diversity that the graduates will aggregate in their personal and professional activities.

Public higher education faces difficult economic, social, and demographic scenarios that lead to profound changes in our institution. In light of those challenges, the Río Piedras campus has implemented precautionary measures of expenditure reduction and has generated initiatives to optimize its resources without undermining the excellent education that it offers. The significant questions that the campus faces point to new developments that will boost efficiency and effectiveness in institutional processes. Towards that change, through this Strategic Plan, the campus will prioritize its efforts to establish an effective balance between excellence in results and fiscally sustainable management approaches.

The Strategic Plan focuses on decision-making for resource allocation. Its priority areas are framed by the Campus Mission (Annex 1). **Commitment 2023** defines four concerted priority areas (Figure 1): 1. Research/creation consistent with the constant developments in the disciplines and the urgency to solve problems that critically affect the quality of life of Puerto Rican society and the world. 2. Innovative and distance education in line with labor market trends, student profile diversity, as well as the development of the necessary skills to lead entrepreneurial processes for a more sustainable society and Institution; 3. The roles of service and community bonding through social, cultural and scientific initiatives

## THE PLAN'S VISION

### ***Commitment 2023***

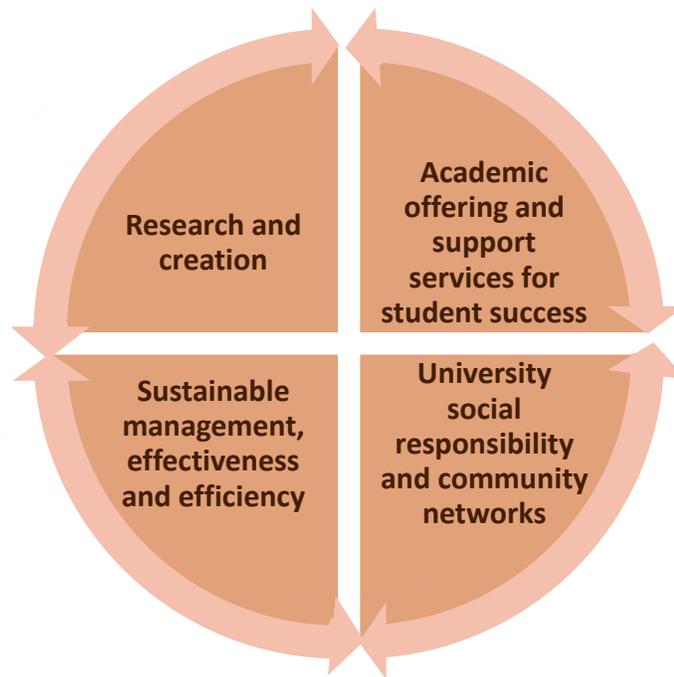
**The Plan strengthens the role of the campus as a promoter of the social and economic development of the Puerto Rican society and the world. It harmonizes the different recommendations and positions of the university community and other collaborating groups for the training of the professionals Puerto Rico needs in the coming years. It establishes a guide to implement action strategies that are innovative and consistent with the strengths of the institution and its present and future challenges.**

## **THE PLAN'S MISSION**

### ***Commitment 2023***

**To provide a roadmap for making priority decisions during the next five years, and address fundamental changes required by the Campus, reaffirming its commitment to excellence in research, creation, teaching, and service.**

in multiple areas of knowledge; and 4. The optimization of resources to strengthen the quality of services, facilitate teaching, creation, and research to advance our Mission.



*Figure 1: Priority Areas*

## **The Río Piedras Campus**

UPRRP's contributions to Puerto Rico and the international community are sustained by the success of its graduates, by the accomplishments and honors of a first-rate faculty, and by the continued support from qualified staff. The Río Piedras Campus of the University of Puerto Rico is also recognized for its comprehensive cultural offer that nurtures the student experience and the Puerto Rican and international society.

The Carnegie classification has been the main frame of reference for recognizing and describing diversity in higher education in the United States for the last 44 years.<sup>1</sup> The Campus was classified as a doctoral research institution until the last review in 2015 when it was distinguished as the only university in Puerto Rico cataloged as a Doctoral University of Higher Research Activity (R2).<sup>1</sup> This classification, the result of the combined efforts of all sectors of our community, positions it in the top 6% among more than 4,000 institutions classified in the United States.<sup>2</sup> To maintain this classification, the Campus has to facilitate research/creation by undergraduate and graduate students and professors, in addition to strengthening its culture of entrepreneurship and sustainability in research activity.

The Campus' prestigious and diverse faculty has professional expertise, international experience, and solid academic credentials. Approximately 1,000 professors teach full-time and 84% of those with tenure or tenure-track hold a doctorate or the highest degree in their field.<sup>2</sup> The excellent and high productivity of professors in creative work, and peer-reviewed and cited publications has been widely recognized. The Campus will enhance this strength through a more diversified and enriched dissemination of the intellectual property at the local and international levels.

UPRRP is also distinguished by the diversity of its academic offerings. It offers 68 bachelors, 44 masters, 15 doctorates, one first professional degree and 8 postgraduate certificates, representing the widest range available on the island, particularly at the doctorate level<sup>3</sup>, and contributes 24 unique programs to the UPR system. 90% of the programs susceptible to accreditation are accredited which indicates the high standards the institution expects of its academic offerings.<sup>4</sup> The Campus stands out for its honors program, continuing education, and service to the external community. It has begun to increase its offer of distance learning courses, and is working towards making available online programs. This initiative will open new opportunities in the Caribbean region, presenting itself as an educational alternative for the Spanish-speaking population. This online offer is vital for a transformation that addresses the sociocultural changes brought about by the widespread use of information and communication technologies. An agile curriculum management that responds to new paths of knowledge will provide diverse learning environments for new student populations and for achieving student success.

Academic activity on Campus is comprehensive, complex, and diverse. Graduate and undergraduate students receive a rigorous academic preparation that is strengthened by service, research, and creation activities. They stand out and are awarded in conferences and competitions at the international level. During the first semester of the 2017-2018 academic

year, UPRRP received 11,981 undergraduates and 3,117 graduate students most of them enrolled full-time<sup>5</sup>. 43% of students come from public schools and 39% are male.<sup>5</sup> During the 2016-2017 academic year, the institution awarded 2,331 degrees; the rate of retention for the past five years averages 88%, and in 2017 the undergraduate level graduation rate was 56% in 6 years<sup>6</sup>, the highest among comparable institutions of higher education in Puerto Rico.

The Campus welcomes students with cultural patterns and lifestyles that differ in important aspects from those admitted in previous decades. The strong presence of information technologies and communication in higher education along with the changing student needs lead to a comprehensive move that integrates technology into academic programs and specialized services.<sup>7</sup> The development of skills associated with these technologies is vital to respond to the needs of Puerto Rico and for alumni in their lives to successfully face a job market that evolves constantly worldwide.<sup>8</sup> Given this panorama, entrepreneurship, self-management, and the skills for sustainability as citizens and professionals are increasingly necessary.

The university community of the IUPI, as the Campus is affectionately known, participates in varied teaching, practice, internship, and volunteering activities. Through these, UPRRP maintains and strengthens its social role and community network while offering an enriching experience for students. The Campus cultivates its outreach through supportive social, cultural, and environmental action. In accordance with its Mission, the IUPI provides various community services which, in turn, enrich the campus as well (Urban, Community, and Business Action Center; Pro-Bono Program of the School of Law; University Education in the Correctional System Pilot Project, among others). To strengthen the bond of service to the community, the campus will encourage collaborative agreements with businesses to serve as laboratory or work experience. Collaborative efforts will be strengthened, and community projects will be promoted, ensuring their integration into course offerings. Likewise, the Campus maintains its cultural activities that heighten student's life and the community in general.

## **Challenges**

The Campus faces fiscal fragility marked by the reduction of government resources and a demographic shift in the country which impacts the population it serves. The fiscal crisis scenario generates a significant reduction in public funds received by UPRRP. Harmonizing this reality with the commitment to excellence that distinguishes the Campus requires articulating an increase in fiscal sustainability and the renewal of academic and administrative processes, with the optimization of services that use technology and the creation of productive alliances. The decrease in funds allocated to the institution has been considered in the preparation of this plan. The Campus has experienced a decline in its operational budget of nearly 50 million dollars in the past three years. The UPR system projects a reduction in its public funds of more than 200 million by 2023, according to the Fiscal Plan approved in April of 2018.<sup>9</sup>

The drop in birthrate, the aging of the population, and emigration must be considered as significant variables when generating an academic and professional offering that is innovative, relevant and competitive.<sup>10</sup> Recent data from the Board of Education of Puerto Rico shows a 9% decrease in the higher education enrollment from 2010 to 2016<sup>11</sup>; the educational level of the

labor force of Puerto Rico in 2014 indicates that 54.9% have university studies.<sup>12</sup> In addition, in 2016 only 25% of the population of 25 years or older had completed at least one bachelor's degree, compared to 30% of this population in the United States.<sup>13</sup> The Campus, in its mission of providing educational opportunities to the different sectors of Puerto Rico, will offer alternatives that respond to the changing demands and professional needs of non-traditional students. In response to these challenges, the Campus proposes to expand its offer of innovative programs focused on self-management and the emerging discipline- attached scenarios and the labor market, collaborating with a workforce targeted to achieve the country's development goals.

**Commitment 2023** includes, as a crucial component in all its priority areas, the intensive integration of technology, both for the development of skills required of alumni to succeed in a labor market of continuous changes, as in the provision of services and support for teaching and research. Confronted with reduced government funding, the Campus has as challenge investing in technology to revitalize curricula while strengthening the service and support to the university community and the country.

The Campus is committed to a student success policy that maximizes retention and graduation rates, and which facilitates the integration of graduates to entrepreneurship, the labor market, or graduate studies and research. The student experience, fostered by inclusion and respect for diversity, will be sustained by assessment of learning outcomes, institutional effectiveness, and support networks. The Campus will promote meeting spaces that contribute to the humanistic, social, and professional formation of students and boost their university identity so that they feel like IUPI alumni for life. In this community project, the Campus prioritizes research and the development of an institutional culture that supports and facilitates research by professors and students.

The Río Piedras Campus is embracing fundamental changes that will result in the formation of the professionals that Puerto Rico expects and needs in the coming years. With equal attention, it intensifies its contributions to the social and economic recovery of Puerto Rican society. At the same time, it strengthens its relationship with the country and extends its international connections as a core element to contribute to the creation of knowledge and to the enrichment of the student experience.

## Goals, Objectives and Indicators

<b>Priority Area1:</b>	<b>Research and creation</b>
<p><b>The Río Piedras Campus of the University of Puerto Rico is the only higher education institution with the Carnegie classification of Doctoral University of Higher Level of Research (R2) in Puerto Rico. This classification distinguishes it among the top universities in the United States for its wide range of doctoral offerings and its investments in research and development. To maintain this level or achieve a higher level of recognition, the Campus strengthens its culture of self-management and entrepreneurship in research, and creates strategies for institutional supports that facilitates research and creation for students and professors, as well as enhance intellectual development, dissemination, and production.</b></p>	

Goal	Objective	Suggested Indicators
<p><b>1.1 The Campus will increase the production of innovative knowledge through research and creative activity.</b></p>	<p>1.1.1 Increase resource allocation to support research and creation.</p>	<p>1.1.a Amount of funds allocated for credit substitution and research assistantships.</p>
	<p>1.1.2. In collaboration with academic programs, develop and implement a plan for recruitment and retention of professors of excellence, according to changes in the disciplines, emerging areas of research and creation, and requirements of accrediting agencies.</p>	<p>1.1.b Number of professors recruited.</p> <p>1.1.c Number of interdisciplinary and transdisciplinary projects.</p> <p>1.1.d Number of collaborative projects developed in research institutes.</p> <p>1.1.e Number of peer-reviewed</p>

Goal	Objective	Suggested Indicators
	1.1.3 Strengthen research institutes on campus through interdisciplinary and transdisciplinary collaborations among programs, other units of the UPR system, and with universities and centers at the international level.	<p>publications.</p> <p>1.1.f Amount of funding for the acquisition and conservation of electronic and printed bibliographic resources essential for research and creation.</p>
<p><b>1.2 The Campus will increase external funds through research and creation</b></p>	1.2.1 Increase external funds coming from competitive proposals.	1.2.a Amount of dollars resulting from the acquisition of external funds for research and development purposes.
	1.2.2 Increase the commercialization of patents and innovative projects.	<p>1.2.b Number of requests for patents and business collaborations.</p> <p>1.2.c Number of innovative <del>commercial</del> projects marketed.</p>
<p><b>1.3 The Campus will consolidate the local and international recognition of its academic excellence through research and creative production.</b></p>	1.3.1 Increase the dissemination of research and creative production at the local and international level.	1.3.a Number of publications by students and professors (articles in peer-reviewed journals, papers published in conference proceedings, books and reviews).
	1.3.2 Sponsor local and international conferences for the dissemination of research and creation.	1.3.b Number of participations in local and international conferences and exhibitions for professors and students.

Goal	Objective	Suggested Indicators
		1.3.c Number of local and international congresses sponsored by the campus.

<b>Priority Area 2:</b>	<b>Academic offering and support services for student success</b>
<p>The Río Piedras Campus is committed to comprehensive innovation and transformation in its academic programs and specialized services. Academic renewal intensively integrates technologies and responds to the paths of knowledge, the challenges of professional sustainability, the emerging scenarios of the labor market, and life in society. UPRRP ensures an academic undergraduate, graduate and professional offer, in face-to-face, hybrid, and distance modalities, as well as in alliance with other entities at the local and international levels. It provides its students with a rigorous educational experience consistent with the highest standards of the disciplines and professions. Strengthens learning environments focused on the formation of responsible citizens with different interests, levels of capacities, intellectual curiosity, and life experiences. Develops the necessary competencies in a changing and interconnected world to shape students into critical and ethical thinkers, societal leaders, researchers and creators, professionals and entrepreneurs. It creates the conditions for changing into a culture of service through a holistic experience focused on student success. Articulates and strengthens educational practices and support services, based on outcomes of learning and institutional effectiveness assessment, and the use of information and communication technologies for continuous improvement.</p>	

Goal	Objective	Suggested Indicators
<b>2.1 The Campus will develop an academic and professional offering of distance learning of the highest quality that responds to the needs, opportunities, and educational trends in Puerto Rico, the Caribbean, Latin America and the Hispanic communities in the United States and internationally.</b>	2.1.1 Offer professional and academic certificates, short continuing education courses and distance learning academic programs in the areas of greatest interest and impact for student success.	2.1.a Number of distance learning certificates and short-term courses developed and offered.
	2.1.2 Implement a distance learning structure of services for students and professors that supports the creation and offering of distance learning programs.	2.1.b Number of proposals for distance learning academic programs, elaborated and under evaluation or approved and implemented.
	2.1.3 Ensure international reach through the successful implementation of international agreements by the campus's academic programs.	2.1.c Number of distance learning services developed and offered to professors and students.

Goal	Objective	Suggested Indicators
		2.1.d Number of international agreements implemented.
<b>2.2 The Campus will renew academic offerings, including specialized services,<sup>1</sup> to maintain the highest academic quality and respond to the development of the disciplines.</b>	2.2.1 Incorporate curricular and technological innovation alongside opportunities for entrepreneurship and social collaboration into academic programs and specialized services.	2.2.a Number of undergraduate and graduate academic programs that incorporate curricular innovation activities.
	2.2.2 Develop formative experiences in areas of research, creation, community service, internships and/or professional activities in academic programs.	2.2.b Number of specialized services involving shares of curricular innovation.  2.2.c Number of formative research and creation experiences developed in academic programs.  2.2.d Number of internship and professional activity experiences in academic programs.
<b>2.3 The Campus will adopt a student success policy that achieves a sustained impact on success indicators and fosters access, inclusion and respect for diversity.</b>	2.3.1 Establish the institutional student success policy, which articulates an inclusive educational experience with high quality services to facilitate student recruitment, academic advancement and the integration of graduates into the labor market.	2.3.a Local and international student admission rates. <sup>2</sup>  2.3.b Graduation and retention rates of the graduate and undergraduate academic

<sup>1</sup> Museums, library, counseling, medical services.

<sup>2</sup> These rates should contain specific figures regarding gender and part/full time student status in the statistics to be presented.

Goal	Objective	Suggested Indicators
	2.3.2 Increase retention and graduation rates in academic, graduate, and undergraduate programs experiencing low rates.	programs. 2.3.c Time to degree.
	2.3.3 Develop mentoring programs which support undergraduate and graduate students and professionals for student success.	2.3.d Rate of employability and entrepreneurship.

<b>Priority Area 3:</b>	<b>University social responsibility and community networks</b>
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The Río Piedras Campus emphasizes its role of social responsibility and network of service to communities. This network is formed through the activities of professorship, research, on- and off-campus practices, internships, and volunteering, among others, in which students, professors, other staff and communities participate. The Campus cultivates its outreach through supportive social, cultural, and environmental action. To do so, it includes programs, projects, physical spaces, and other new and existing structures to support, facilitate, document and give visibility to communities, their needs, and the institutional contributions of the campus. The Campus focuses on the achievement of a more sustainable social and environmental development of the institution and of the communities with which it is linked.

<b>Goal</b>	<b>Objective</b>	<b>Suggested Indicators</b>
<b>3.1 The Rio Piedras Campus will strengthen its ties to its social and physical environment through teaching, research, assistance in the formulation of public policy, cultural management, and service to communities.</b>	3.1.1 Relocate offices, services and other university activities in the communities surrounding the Campus to encourage economic activity and social interaction.	3.1.a Number of proposed and implemented projects in communities surrounding the Campus <sup>3</sup> .  3.1.b Number of students in practice courses and internships with one or more

<sup>3</sup> The sum of relocations in areas surrounding the campus; the partnerships, alliances, and outside activities created to support and strengthen initiatives by or with communities; and the academic and professional projects in service of the communities, through inter-faculty initiatives, integrated services, and course offerings for this purpose.

Goal	Objective	Suggested Indicators
	<p>3.1.2 Increase initiatives of collaborative efforts, improving community conditions and community support through: the departments/schools, academic programs, practical and internship courses, volunteer work, and tasks assigned or led by students; el <i>Centro de Acción Urbana, Comunitaria y Empresarial</i> (CAUCE, “Center for urban, community, and entrepreneurial action”) and other units or projects of the campus.<sup>4</sup></p>	<p>community components.</p> <p>3.1.c Number of projects generated by the participants of the community service experiences.</p> <p>3.1.d Number of forums in which members of the university community participate or which are carried out by the university community aimed at the discussion, development and promotion of public policies.</p>
	<p>3.1.3 Promote the implementation of discussion and entrepreneurial forums that contribute to the development of the country, with emphasis on the dimensions of university social responsibility and community networks.</p>	<p>3.1.e Number of cultural activities open to the community with attendance details (emphasis on the Museum of History, Anthropology and Art; UPR Theater; and Radio Universidad).</p>
	<p>3.1.4 Promote the implementation of an attractive cultural offering appealing to various groups within and outside of the Campus and which stimulates humanistic and creative reflection.</p>	

<sup>4</sup> Through CAUCE, in conjunction with the Community Board of Río Piedras, in the Advisory Body (Act No. 75-1995, as amended in Act No. 39- 2016). As CAUCE points out, "one of the most important aspects that reflects the amendments to this act is the responsibility of the university to serve as a link in various proposals for the rehabilitation of the urban center of Río Piedras. In consolidation of this community-university link, at CAUCE we promote and support efforts to improve the physical, economic and socio-cultural aspects of our university city." Other units or projects of the campus include: Museum of History, Anthropology and Art; UPR Theater; Radio Universidad; Pro Bono Program (School of Law); University Education in the Correctional System Pilot Project; the Institute of Psychological Research (IPsi); University Center of Psychological Services and Studies (CUSEP); and the Legal Aid Clinic (School of Law), among others.

Goal	Objective	Suggested Indicators
<p><b>3.2 Campus management will incorporate environmentally-responsible institutional practices.</b></p>	<p>3.2.1 Establish a sustainable campus policy identifying concrete actions that address urgent environmental challenges.</p>	<p>3.2.a Number of measures and actions implemented in concrete projects in five years, aimed at having a sustainable and/or environmentally responsible campus.</p> <p>3.2.b Number of maintenance developments and programs of the facilities and natural areas of the campus that promote intellectual and creative work.</p>
	<p>3.2.2 Develop facilities and natural areas that promote the intellectual and creative work, enrich the quality of life, and demonstrate respect for the environment.</p>	

<b>Priority Area 4:</b>	<b>Sustainable management, effectiveness, and efficiency</b>
<p><b>The Río Piedras Campus (UPRRP) faces a scenario of unprecedented fiscal fragility marked by the significant reduction in the public funds it receives. It renews its approaches, strategies, and actions to convert its uncertain budgetary picture into opportunities for the institution and Puerto Rico. UPRRP realigns its commitment to excellence in research, creation, teaching, and service with greater fiscal sustainability; and, refreshes with greater intensity its entrepreneurial spirit to build productive alliances. The Campus transforms its academic and administrative processes and procedures to attract new revenue and operate with a high degree of efficiency and effectiveness. It uses technology to update and optimize its services. UPRRP extends its borders and makes its competitive areas known to attract collaboration and financial support from different sectors in Puerto Rico and abroad.</b></p>	

Goal	Objective	Suggested Indicators
<b>4.1 The Campus will increase its fiscal sustainability and diversify its sources of income to supplement its budget with innovative projects that temper its performance to the economic and structural changes in the country.</b>	4.1.1 Increase collaborative partnerships with government and private, local and international organizations, other universities, and units of the UPR system, contributing to society and knowledge and providing new sources of income to the institution.	4.1.a Number of local and international collaborative partnerships described by institutional contribution and income provided by to the institution.  4.1.b Number of records of alumni in the Office of Marketing, Development and Communications (OMDC) platform.  4.1.c. Amount in dollars of private donations collected by the OMDC that includes from alumni.
	4.1.2 Strengthen the Alumni Division in a way that enriches the relationship of the Campus with its graduates.	
	4.1.3 Implement a new operations model for the Division of Continuing Education and Professional Studies (DECEP) in order to support the fiscal sustainability of the campus.	
	4.1.4 Increase Intramural Practice in the Campu	

Goal	Objective	Suggested Indicators
	4.1.5 Implement innovative ways to raise new operational income.	<p>4.1.d Dollar amount of new revenue from the implementation of the new operational model of the DECEP.</p> <p>4.1.e Number of services or activities of Intramural Practice on campus with dollar amount.</p> <p>4.1.f Number of projects and initiatives conducive to the generation of new revenues and dollar amount of the collections not covered by previous indicators.</p>
<p><b>4.2 The Campus will reorganize its units, procedures, and services to optimize operations efficiency and create a conducive and enabling environment for research, creation, teaching, and service.</b></p>	4.2.1 Restructure units, academic processes, and administrative approaches and intensely incorporate technology to facilitate fast, efficient, and effective professor performance and student success.	4.2.a Inventory of restructurings, reorganizations, improvements to spaces, and integration of technology/online approaches.
	4.2.2 Practice effective and efficient institutional management.	<p>4.2.b Economies generated by operational adjustments.</p> <p>4.2.c Number of trainings and redefinitions of tasks or descriptors of positions</p> <p>4.2.d Index of institutional</p>

Goal	Objective	Suggested Indicators
		<p>effectiveness which will take into account proper supervision, personnel training, use of the effectiveness assessment results, and alignment between resources and goals, among others.</p> <p>4.2.d Level or percentage of progress of strategic indicators.</p>
<p><b>4.3 The campus will increase the recognition of its contributions to society and knowledge.</b></p>	<p>4.3.1 Implement a communications plan broadly disseminated locally and internationally.</p>	<p>4.3.a Number of dissemination activities carried out, by mode and reach.<sup>5</sup></p>
	<p>4.3.2 Document, in a systematic and sustainable way, the initiatives related to community, cultural management, research and creative work that are conducted on and from the campus.</p>	<p>4.3.b Number of initiatives, by type of management, included in the documentation system created.<sup>6</sup></p>

<sup>5</sup> The data collection for this indicator should include details of the modes of dissemination utilized, such as: internet, newspapers, radio, television, newsletters, social networks, communication displays in the lobbies of departments, schools, or others. In addition, if the scope of the dissemination is within the campus, island-wide, and/or international.

<sup>6</sup> The platform or forms for data collection should request that entries identify the type or focus of the initiative (community networking, cultural activity, research/creation or others) and include themes or areas to be addressed for each initiative, the schedule and venue, and a brief description.

## Planning Process

**Commitment 2023** is the result of an extensive process of discussion and reflection by the university community (Annex 2). It was designed to serve as a guide for the next five years, which requires an operational plan to ensure its effective implementation, as well as continuous monitoring and periodic measurement of achievements. Below is a summary of the process:

- August 2014      The Think Tank Committee regarding strategic planning was named. This Committee produced a report output with strengths and limitations relating to the design and implementation of the 2016 University Vision. The report highlights the need for the Strategic Plan to be based on the fiscal and economic reality of Puerto Rico and the institution.
- June 2015        The Ad Hoc Working Group for Strategic Planning is designated. The Committee prepared the documents: Report to the Academic Senate on the Ad Hoc Working Group for Strategic and Financial Planning (March 8, 2016) and Considerations for Preparing the Strategic Plan of the Río Piedras Campus (June 9, 2017).
- September 2016    The Academic Senate receives the report “The Special Committee’s Recommendations and Comments on the Institutional Effectiveness of the Academic Senate of the Río Piedras Campus related to the UPR’s 2016-2021 Strategic Plan: Process and proposal according to the documents submitted by the faculties, schools and programs”. This report, together with the responses from several units of the Campus to the proposal, presents a framework of what our university community expects of the Strategic Plan.
- November 2017    The Ad Hoc Working Group for Strategic Planning is strengthened by new members. The conclusions and recommendations of the related reports are discussed. In addition, the group takes into account the impact of hurricanes Irma and María; the Fiscal Plan for Puerto Rico and the Fiscal Plan of the University, both in review process; the report of the 2016 UPRRP self-study; and the Monitoring Report submitted to the Middle States Commission on Higher Education (MSCHE) in August of 2017.
- December 2017    The Ad Hoc Working Group for Strategic Planning approves four priority areas and is divided into four working groups. The first report on the Strategic Plan is discussed before the Academic Senate. The report “Work Timeline to Approve the Strategic Plan of the Río Piedras Campus” is included.
- February 2018     There are talks aimed at encouraging the exchange of ideas with academic senators, students, other members of the university

community, and public and private sector representatives.

- March 2018      The Consultation on the Draft of the Strategic Plan (2018-2023) of the Río Piedras Campus is made available on the UPRRP webpage March 7-23 to receive input from the university community. Tuesday, March 20, the draft of the Strategic Plan and recommendations are presented to the Academic Senate.
- May 2018      The final draft of the Strategic Plan was approved by the Academic Senate (Cert. 7.9, 2017-2018).

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## Annex 1: Mission of the University of Puerto Rico, Río Piedras Campus.

*The Río Piedras Campus, founded in 1903 as Escuela Normal, is the oldest, most diverse, and most complex of the public system of higher education in Puerto Rico. As mandated by law, with the broadest autonomy, freedom of research and professorship, and like the rest of the units of the system, it must uphold the general mission, as set out in Article 2 (B) of the University of Puerto Rico Act of January 20, 1966. In addition to sharing this general mission, the Río Piedras campus has a unique mission that arises from and is based on its history and cultural heritage, which distinguish it from the other campuses and units of the system. This cultural heritage is what provides the basis for its development and defines its mission and unique contribution within the University of Puerto Rico system. In this sense, the campus has as its mission to:*



*Promote students' integral formation through curricula that promote intellectual curiosity, critical capacity, continuous learning, effective communication, the appreciation and cultivation of ethical and aesthetic values, participation in campus processes, as well as social conscience and responsibility.*



*Provide graduate education of the highest quality whose core elements are research and creation, and which will help to strengthen undergraduate education. Furthermore, provide post-Bachelor's programs for the training of the highest caliber professionals, committed to the ideals and values of Puerto Rican society.*



*Provide excellent undergraduate education that provides a comprehensive view of knowledge. This should include general education and specialized training and develop the capacities for independent study and research.*



*Develop the education, research and community service and integration in accordance with the historical-social reality of Puerto Rico, in accordance with its Caribbean and Latin American sphere, and reaching the international community. Enrich and strengthen the bodies of knowledge relevant to the consolidation of Puerto Rican nationality, history, language, and culture. Lead also to the development and dissemination of knowledge at the international level.*



*Develop innovative and relevant programs of research, community service and continuing education, to respond and contribute to the academic and professional tasks of the campus. These should contribute, in addition, to the transformation and continuous progress of Puerto Rican society, the analysis and the formulation of solutions to the country's socio-economic and political problems, and improving the quality of life.*

## Annex 2: Institutional Framework

To develop the Strategic Plan *Commitment 2018-2023*, the current situations of the University and the island as well as the 2017-2022 Systemic Strategic Plan were considered. The 2016 Campus Self-Study Report and the final report of the MSCHE Peer Assessment Committee of the MSCHE served as valuable input. In addition, the observations and recommendations of the Academic Senate, as well as those which emerged through various means during the elaboration of the plan were considered.

This new plan is framed in the regulations that apply to the campus, of which we highlight:

- Law 1 of January 20, 1966, as amended, Law of the University of Puerto Rico
- Certification 67 of the Academic Senate of the Río Piedras Campus (RPC) on the Mission of the Río Piedras Campus of the University of Puerto Rico (1989-1990)
- Certification 123 of the Board of Trustees (2005-2006) on *Diez para la Década: Una agenda de planificación*
- Certification 26 of the Academic Senate of the RPC (2006-2007) on the Vision of the Río Piedras Campus
- Certification 38 of the Administrative Board of the RPC (2011-2012) on the Manual for Strategic Planning, the Allocation of Resources, and the Assessment of Institutional Effectiveness
- Certification 38 of the Academic Senate of the RPC (2012-2013) on the Academic Policy for the Graduate Studies of the Río Piedras Campus (under review in the Academic Senate)
- Certification 145 of the Board of Governors (2014-2015) on measures to optimize the use of available resources of the UPR by restructuring institutional processes and practices
- Certification 50 of the Board of Trustees (2016-2017), Strategic Plan 2017-2022: *Una nueva era de innovación y transformación para el éxito estudiantil*

### **Vision of the Río Piedras Campus of the University of Puerto Rico**

**A distinguished doctoral  
university community  
endowed with resources  
of the first order,  
dedicated to research,  
creation and the  
dissemination  
of knowledge;  
committed to the  
integral formation of  
students and their  
lifelong learning, and  
recognized for the  
excellence of its  
contribution to the  
development and  
intellectual enrichment  
of Puerto Rican,  
Caribbean, and  
international society.**

UNIVERSITY OF PUERTO RICO  
RIO PIEDRAS CAMPUS  
Deanship of Academic Affairs

Proposal of Academic Program Reviews  
January-December 2019

<b>BUSINESS ADMINISTRATION</b>			
<b>Title</b>	<b>Procedure/Change</b>	<b>Status</b>	<b>Comentarios</b>
<p>1. Minor change to the Business Administration Bachelor with major in Accounting of the College of Business Administration</p>	<p>Minor change (Substitute course CONT 4076 for CONT 4079)</p>	<p>April 9, 2019 VPAA recognized minor change.</p>	
<p>2. Minor in Information Systems and Data Analytics of the College of Business Administration.</p> <p>Cert. Num. 23 (2019-2020) – the Academic Senate approved the Proposal for the Creation of the Minor in Information Systems and Data Analytics of the College of Business Administration</p>	<p>Creation of minor</p>	<p>November 21, 2019 VPAA recognized creation minor.</p>	
<p>3. Curricular Revision to the Program of the Bachelor of Business Administration with major in Marketing Management of the Department of Management of the College of Business Administration</p> <p>Cert. Num. 30 (2019-2020) – the Academic Senate approved the Proposal for the Curricular Revision of the major in Marketing Management of the College of Business Administration</p>	<p>Curricular Revision</p>	<p>November 30, 2019 VPAA recognized curricular change.</p>	
<p>4. Curricular Revision to the Program of the Bachelor of Business Administration with major in Operation Management and Supplies of the Department of Management of the College of Business Administration</p> <p>Cert. Num. 25 (2019-2020) – the Academic Senate approved the Proposal for the Curricular Revision of the major in Operation Management and Supplies of the College of Business Administration</p>	<p>Curricular Revision</p>	<p>November 30, 2019 VPAA recognized curricular change</p>	

<p>5. Curricular Revision to the Program of the Bachelor of Business Administration with major in Human Resources Management of the Department of Management of the College of Business Administration</p> <p>Cert. Num. 24 (2019-2020) – the Academic Senate approved the Proposal for the Curricular Revision of the major in Human Resources Management of the College of Business Administration</p>	<p>Curricular Revision</p>	<p>November 30, 2019 VPAA recognized curricular change</p>	
<p>6. Minor change to the Program of the Bachelor of Office Administration of the College of Business Administration</p>	<p>Minor change (substitution of the course REHU 4409 – Human Relations for the course REHU 4405 – Human Resources Management)</p>	<p>March 1 2019 VPAA recognized minor change</p>	
<p>7. Proposal for a minor in Accounting of the College of Business Administration</p> <p>Cert. Num. 54 (2019-2020) – the Academic Senate approved the proposal for the minor in Accounting of the College of Business Administration</p>	<p>Creation of Minor</p>	<p>VPAA December 10, 2019 A letter was sent to VPAA/ Requesting recognition of minor.</p>	
<b>SCHOOL OF ARCHITECTURE</b>			
<p>1. Proposal for Academic Change to the Program of the Master of Architecture.</p> <p>Cert. 25 (2019-2020) GB – Approve Significant Academic Change to the master’s degree in Architecture (MArch) of the Rio Piedras Campus. The changes respond to two curricular routes to finish the degree: (1) MArch – 1 to 1.5 years duration and (2) MArch – 3.5 years duration.</p>	<p>Curricular Revision</p>	<p>September 27, 2019 The Puerto Rico Board of Secondary Institutions recognized the significant change to the Curricular Sequence.</p>	
<b>COLLEGE OF NATURAL SCIENCES</b>			

<p>1. Proposal for the creation of a Graduate Program in the Department of Computer Science of the College of Natural Sciences</p> <ul style="list-style-type: none"> <li>• Master of Science (M.S) with a specialization in Computer Science</li> <li>• Doctor of Philosophy (Ph.D.) with a specialization in Computer Science</li> </ul> <p>Cert. Num. 50 (2019-2020) – the Academic Senate approved the Proposal for the establishment of a master’s degree with major in Computer Science of the College of Natural Sciences</p>	<p>Creation of a new Graduate program</p>	<p>Administrative Board</p> <p>December 2, 2019</p> <p>The letter was processed to AB/ the proposal was submitted to consideration by the Administrative Board to request the Budget Office its fiscal impact and determine its viability</p>	
<p>2. Proposal for a minor in Cybernetic Security of the Department of Computer Science of the College of Natural Sciences.</p> <p>Cert. Num. 73 (2018-2019) – the Academic Senate approve the Proposal of a minor in Cybernetic Security of the Department of Computer Science of the College of Natural Sciences</p>	<p>Creation of Minor</p>	<p>April 15, 2019</p> <p>VPAA recognized minor</p>	
<p><b>COLLEGE OF GENERAL STUDIES</b></p>			
<p>1. Proposal for the establishment of a Joint Program of the Bachelor in General Studies and the master of Planning between the Bachelor Program in General Studies of the College of General Studies and the Graduate School of Planning of the Rio Piedras Campus</p>	<p>Joint Degree</p>	<p>December 2, 2019</p> <p>A meeting was held December 2, 2019, with Prof. Héctor Soto-GEST, Dr. Norma Peña-GSP and Dr. Milagros Martínez-DAA/ to discuss proposal.</p>	

<p>2. Proposal for a minor in Studies of Women and Gender</p>	<p>Transformation of the Curricular Sequence to A minor</p>	<p>September 18 2019 Proposal referred to Academic Senate for evaluation</p>	
<p>3. Proposal for the establishment of a master's degree and a doctorate in Urban Studies of the College of General Studies and the School of Architecture</p> <p>Cert. Num. 53 (2014-2015) AS – Approved by the Academic Senate November 21, 2014</p> <p>Cert. Num. 055 (2014-2015) AB - Approved by the Administrative Board (fiscal aspect) June 19, 2015</p>	<p>Creation of a Program</p>	<p>ADMINISTRATIVE BOARD April 4, 2019 The letter was processed to Dr. José R. Corrales, Special Assistant of Academic Affairs, Rector's Office, in response to a requested meeting of the proponents in order to discuss the affairs related to the proposal.</p>	
<p>4. Request for Recognition of the Area of Emphasis in Multidisciplinary Studies of the Music, assigned to the Bachelor's program</p>	<p>Recognition of Area of Emphasis</p>	<p>REGISTRAR</p> <ul style="list-style-type: none"> <li>November 12, 2019 the submitted documentation of the College of General Studies for the Recognition of Area of Emphasis in Multidisciplinary Studies of the Music was sent to the Registrar.</li> </ul>	
<p><b>COLLEGE OF HUMANITIES</b></p>			
<p>1. Proposal for Curricular Revision – Program of the Bachelor of Arts with major in Music of the Department of Music of the College of Humanities</p>	<p>Curricular Revision</p>	<p>Subcommittee of Academic Affairs</p>	

		<p>December 9, 2019</p> <ul style="list-style-type: none"> <li>As confirmed by Yahaira Ramírez, the proposal remains under consideration by the Subcommittee of Academic Affairs.</li> <li>This proposal remains pending to be attended in January 2020.</li> </ul>	
2. Proposal for the creation of a minor in Art-Design and Intervention Contexts	Creation of a Minor	<p>DAA</p> <p>December 3, 2019 The Academic Senate will not receive proposals until January 2020. In January 2020, this proposal will be taken into consideration by the Committee of Academic Affairs.</p>	
<p>3. Proposal for Curricular Revision of the Bachelor of Arts with major in History</p> <p>New Name: Bachelor of Arts with major in History Creation of two Areas of emphasis: History of the Americas History of Europe</p>	Name change (Creation of two Areas of Emphasis)	<p>SUBCOMMITTEE OF ACADEMIC AFFAIRS</p> <p>December 9, 2019 As confirmed by Yahaira Ramírez, this proposal remains under consideration by the Subcommittee of Academic Affairs.</p> <p>This proposal remains pending</p>	

		to be attended in January 2020.	
<p>4. Proposals for minors in German, Chinese, French, Italian and Portuguese of the Department of Modern Languages</p> <p>Cert. 86 (2018-2019) AS – the Academic Senate approved the proposal for the minors in German, Chinese, French, Italian and Portuguese of the Department of Modern Languages of the College of Humanities</p>	Creation of minors	May 22, 2019 VPAA recognized minors	May 22, 2019
<p>5. Proposal for Academic Change to the Bachelor of Arts with major in English</p> <p>Cert. Num. 49 (2019-2020) AS – the Academic Senate approves the Proposal for Academic Change to the Bachelor of Arts with major in English of the College of Humanities.</p>	<p>Consolidation of the two majors:</p> <ul style="list-style-type: none"> <li>• English-Literature (INGL)</li> <li>• Linguistics and Communication (LICO), and</li> </ul> <p>Name Change to the Program</p>	<p>VPAA</p> <p>December 2, 2019 The letter was processed to VPAA/ requesting name change of Academic Program</p>	
<p>6. Proposal for Curricular Revision to the Program of Bachelor of Arts with major in Interdisciplinary Studies (ISPR)</p>	Minor Academic Change	<p>SUBCOMMITTEE OF ACADEMIC AFFAIRS</p> <p>December 9, 2019 As confirmed by Yahaira Ramírez, this proposal continues to be under consideration by the Subcommittee of Academic Affairs.</p> <p>This proposal remains pending to be attended in January 2020.</p>	

**COLLEGE OF EDUCATION**

<p>1. Proposal for Academic Change to the Bachelor of Arts in Secondary Education with major in Mathematics of the College of Education</p>	<p>Academic Change</p>	<p>November 21, 2019 VPAA recognized Academic Change as an institutional change or minor.</p>	
<p>2. Proposal for the consolidation of the Programs:</p> <ul style="list-style-type: none"> <li>– Bachelor of Arts in Elementary Education with major in Elementary Education (K-3)</li> <li>– Bachelor of Arts in Elementary Education with major in Elementary Education (4-6)</li> </ul> <p><b>New Program:</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts in Elementary Education with major in Elementary Level</li> </ul> <p><b>Areas of Emphasis:</b></p> <ul style="list-style-type: none"> <li>• Kindergarten to Third Grade (K-3)</li> <li>• And Fourth to Sixth grade (4-6)</li> </ul> <p><b>Options:</b></p> <ul style="list-style-type: none"> <li>• Science, Spanish, Mathematics or Social Studies</li> </ul>	<p>Consolidation of Programs</p>	<p>DAA</p>	<p>14 noviembre 2019 The proposal was received in the DAA via email /for evaluation.</p>
<p>3. Proposal for a Second Major and a Minor to the Program of Bachelor of Arts in Preschool Education assigned to the School of Family Ecology and Nutrition of the College of Education</p> <p>Cert Num. 69 (2018-2019) – the Academic Senate approves the Proposal for a Second Bachelor and a Minor of the Program of Bachelor of Arts in Preschool Education, assigned to the School of Family Ecology and Nutrition of the College of Education</p>	<p>Creation of a Second Major, and a Minor</p>	<p>April 22, 2019 VPAA recognized second bachelor and minor.</p>	

## GRADUATE PROGRAMS

COLLEGE OF SOCIAL SCIENCES			
Title	Procedure/ Change	Status	Comments
1. Proposal for academic change for the recognition of a Doctoral Program in Philosophy (Ph.D.) in Clinical Psychology.	1. Curricular Revision  2. Request for Recognition of <i>Ph.D. in Clinical Psychology</i> degree of the Rio Piedras Campus	April 29, 2019  The proposal was referred to the attention of Associate Dean of the DEGI for his attention and corresponding action	
COLLEGE OF EDUCATION			
2. Proposal for Alternative Program of Trimesters of the Department of Graduate Studies of the College of Education  Cert. Num. 72 (2018-2019) AS – Approve the Proposal for the Alternative Program of Trimesters of the Department of Graduate Studies of the College of Education	Change in Academic Pattern	October 17, 2019 <ul style="list-style-type: none"> <li>• Mrs. Yolanda Cruz, Administrative Official of the Administrative Board, informed us that she will verify the status of the proposal and will inform us.</li> </ul> October 18, 2019 <ul style="list-style-type: none"> <li>• She informed us that the Budget Office and the College of Education are working with the fiscal aspect of the proposal.</li> </ul>	October 11, 2018 <ul style="list-style-type: none"> <li>• DEGI sent the proposal to the Academic Senate.</li> </ul> March 14, 2019 <ul style="list-style-type: none"> <li>• The Committee of Academic Affairs approved the proposal in a meeting held today.</li> <li>• It will be submitted to the plenum of the Academic Senate.</li> </ul> April 4, 2019

		<ul style="list-style-type: none"> <li>The College of Education has yet to clarify certain aspects that are related to the change to trimester (the Registry office, the Collections office, recruitment of professors). As soon as this information is clarified, the Board will verify the proposal.</li> <li>A meeting has been scheduled between Dr. José Corrales, Dean Leticia Fernández and Dr. Mayra Charriez for November 5<sup>th</sup> of 2019 to tend these affairs.</li> </ul>	<ul style="list-style-type: none"> <li>The proposal was referred to the Administrative Board for the endorsement of the budget.</li> </ul> <p>May 10, 2019</p> <ul style="list-style-type: none"> <li>The letter was received in DAA/ letter of the Auxiliary Dean of Services to the students – the Student’s Dean, in relation to the modification to the academic calendar of the graduate program.</li> </ul>
<p>3. Proposal for a Second Specialization in Investigation and Educational Evaluation (INEVA) for the students of the Doctoral Program of Leadership in Educational Organizations (LEO)</p>	Creation of a Second Specialization	<p>VPAA recognized second specialty</p> <p>June 19, 2019</p> <p>It was referred to DEGI by email, for its corresponding information and procedure.</p> <p>DEGI sent a statement to the College of Education and the Register, notifying VPAA recognized second specialization.</p>	
<p>4. Proposal for Curricular Revision to the Graduate Program of the Department of Graduate Studies, Childhood Educational Area, of the College of Education:</p> <ul style="list-style-type: none"> <li>– Master of Education in Child Education- Preschool</li> <li>– Master of Education in Reading, Writing and Children’s Literature</li> </ul>	Curricular Revision and name change	<p>May 14, 2019</p> <p>PRCE approves the Amendment to the License Renewal of the University of Puerto Rico, Rio Piedras Campus, for the name change and the curricular revision to both programs.</p>	

<p>Cert. Num. 27 (2017-2018) AS – Academic Senate approves Proposal for Academic Change to the following graduate programs:</p> <ul style="list-style-type: none"> <li>– Master of Education in Child Education- Preschool</li> <li>– Master of Education in Reading, Writing and Children’s Literature</li> </ul> <p><b>Master of Education in Preschool Education</b></p> <p>Cert. Num. 2019-051 – PRCE authorizes name change to: Master of Education in Preschool Education</p> <ul style="list-style-type: none"> <li>– Cert Num.45 (2018-2919) GB – Amend the Certification Num. 99 (2017-2018) and authorize the name change to the Program of Master of Education in Preschool Education</li> <li>– Cert. Num. 99 (2017-2018) GB – Governing Board authorizes the Significant Change of the Program to Master of Education in Child Education (Preschool).</li> <li>– May 31, 2018 – the Area of Licensing and Accreditation of the PRCE notifies that they have noted the change.</li> <li>– Cert. Num. 45 (2018-2019) GB – Amend the Cert. Num. 99 (2017-2018) which approves the significant academic change to the Program of Master of Education in Child Education (Preschool) of the College of Education of the Rio Piedras Campus to the effects of authorizing the name change of the Program to <i>Master of Education in Preschool</i></li> </ul>			
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<p><i>Education.</i></p> <p><b>Master of Education in Reading, Writing and Children's Literature</b></p> <p>Cert. Num. 2019-050 – PRCE authorizes the name change to: Master of Education in Reading, Writing and Children's Literature</p> <ul style="list-style-type: none"> <li>– Cert Num.41 (2018-2019) GB – Authorize the name change of the Program from Master of Child Education to Master of Education in Reading, Writing and Children's Literature.</li> </ul>			
<p>5. Proposal for Academic Change to the Graduate Program of Master of Education in Teaching English as a Second Language from the Department of Graduate Studies of the College of Education.</p> <p>Cert. Num. 42 (2018-2019) GB – the Governing Board authorizes the change to the Program of Master of Education in Teaching English as a Second Language of the College of Education of the Rio Piedras Campus.</p> <p>Cert. Num. 28 (2017-2018) AS – the Academic Senate approves the Proposal for the Significant Academic Change to the Program of the Master of Education in Teaching English as a Second Language Graduate of the Department of Graduate Studies of the College of Education.</p>	Curricular Revision	PRCE recognized Curricular Revision  May 16, 2019 PRCE recognized Curricular Revision	
<b>COLLEGE OF HUMANITIES</b>			

<p>6. Proposal for Curricular Revision to the Program of the Master of Arts in History and the Doctor of Philosophy in History of the College of Humanities</p> <p>Cert. Num. 87 (2018-2019) GB – the Governing Board authorizes the curricular change to the Program of the Master of Arts in History and the Doctor of Philosophy in History of the College of Humanities.</p> <p>Cert. Num. 040 (2018-2019) – the Administrative Board approved the Proposal for the Curricular Revision to the Graduate Program of History.</p> <p>Cert. Num. 46 (2018-2019) AS – the Academic Senate approves the Proposal for the Curricular Revision to the Graduate Program of History of the College of Humanities.</p>	<p>Curricular Revision</p>	<p><b>May 13, 2019</b>  <b>Puerto Rico Board of Secondary Institutions (PRBSI)</b>  <b>recognized the significant change.</b></p>	
<p><b>GRADUATE SCHOOL OF PLANNING</b></p>			
<p>7. Proposal for the establishment of a Joint Program of Bachelor of Arts in General Studies and the Master of Planning between the Program of the Bachelor of Arts in General Studies of the College of General Studies and the Graduate School of Planning of the Rio Piedras Campus.</p>	<p>Joint Program</p>	<p>December 2, 2019  A meeting was held December 2, 2019 with the Prof. Héctor Soto-GEST, Dr. Norma Peña-GSP and Dr. Milagros Martínez-DAA/ to discuss the proposal</p>	

<p>8. Proposal to offer a Dual Program between the Graduate School of Planning GSP and the School of Architecture ARQ</p> <ul style="list-style-type: none"> <li>- Master of Architecture MArch</li> <li>- Master of Planning MP</li> </ul>	<p>Creation of an Articulated Program</p>	<p>DAA</p> <p>October 15, 2019</p> <p>A meeting was held to discuss proposal with Dr. Milagros Martínez-DAA, Dr. Mayra Jiménez-Arch and Dr. Norma Peña-GSP.</p>	
<p>9. Proposal for the establishment of a Graduate Academic Certificate in Disaster Planning of the Graduate School of Planning.</p>	<p>Creation of a Graduate Academic Certificate</p>	<p>April 29, 2019</p> <p>The proposal was referred to the attention of the Associate Dean of DEGI for his attention and corresponding action</p>	
<p>10. Proposal for Curricular Revision to the Master of Planning of the Graduate School of Planning</p> <p>Cert. Num. 86, year 2018-2019 GB – the Governing Board authorizes the curricular change to the Program of the Master of Planning of the Graduate School of Planning</p> <p>Cert. Num. 041 (2018-2019) AB – the Administrative Board approved the Proposal for the Curricular Revision to the Master of Planning.</p> <p>Cert. Num. 63, year 2018-2019 AS – to approve the Proposal for Curricular Revision to the Master of Planning of the Graduate School of Planning</p>	<p>Curricular Revision</p>	<p>May 13, 2019</p> <p>The Puerto Rico Board of Secondary Institutions (PRBSI) recognized the Significant Academic Change</p>	
<p><b>GRADUATE SCHOOL OF INFORMATION SCIENCES AND TECHNOLOGIES (GSIST)</b></p>			
<p>11. Proposal for the Establishment of the online learning offer of</p>	<p>Beginning of the Master Program</p>	<p>September 18, 2019</p>	

<p>the Master of Information Sciences (MIS) of the Graduate School of Information Sciences and Technologies (GSIST).</p> <p>Cert. Num. 2019-152 – the Educational Institutions Registration and Licensure Office, as delegated by the Puerto Rico Board of Secondary Institutions, determined to approve the Request of the Amendment to the License Renewal of the UPR-RP, in order to offer a Master of Information Sciences (MIS) in the form of online learning.</p> <p>Certification 114 (2018-2019) GB – the Governing Board approved the creation of the Master Degree of Information Sciences Online Modality of Rio Piedras Campus of the UPR.</p> <p>Cert. Num. 024 (2018-2019) AB – the Administrative Board approved the budget for the Proposal of the Online Program of the Graduate School of Information Sciences and Technologies</p> <p>Cert. Num. 80 (2017-2018) AS – the Academic Senate approved the Proposal for the Academic Change for the Establishment of the Online Offer of the Master of the Graduate School of Information Sciences and Technologies, as amended.</p>	<p>(MIS) online format</p>	<p>PRBSI approved the Request for the Amendment to the License Renewal of the UPR-RP in order to offer a Master of Information Sciences (MIS) as online modality.</p>	
<p><b>COLLEGE OF NATURAL SCIENCES</b></p>			
<p>12. Academic Change to the Master Program of the Department</p>	<p>Academic Change</p>	<p>March 25, 2019 VPAA recognized minor change</p>	

*Revised: December-12- 2019*

**University of Puerto Rico  
Rio Piedras Campus  
Deanship of Academic Affairs**

*Undergraduate Academic Programs participating in the process of Program Evaluation, Third Cycle  
Five-year Itinerary (Academic Years 2017-2018 – 2021-2022)*

<b>2017-2018</b>	<p><b>College of Humanities</b> <i>Bachelor of Arts with major in Plastic Arts</i> <i>Bachelor of Arts with major in Drama</i> <i>Bachelor of Arts with major in Hispanic Studies</i> <i>Bachelor of Arts with major in Interdisciplinary Studies</i> <i>Bachelor of Arts with major in Philosophy</i> <i>Bachelor of Arts with major in European History</i> <i>Bachelor of Arts with major in History of the Americas</i> <i>Bachelor of Arts with major in Modern Languages</i> <i>Bachelor of Arts with major in Comparative Literature</i> <i>Bachelor of Arts with major in Music</i> <i>Bachelor of Arts with major in History of Art</i> <i>Bachelor of Arts in English with major in Literature</i> <i>Bachelor of Arts in English with major in Linguistics and Communication</i></p> <p><b>College of Education</b> <i>Bachelor of Arts for the Education of the Family and Community</i> <i>Bachelor of Arts in Education in Secondary Education with major in Family Ecology*</i> <i>Bachelor of Arts in Education in Secondary Education with major in Commercial Education – General*</i> <i>Bachelor of Arts in Education in Secondary Education with major in Commercial Education – Secretary Program</i></p> <p><b>College of Social Sciences</b> <i>Bachelor of Arts with major in Social Work</i></p> <p><b>TOTAL</b> <b>18</b></p>
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**School of Communication**

*Bachelor of Arts in Communication with major in Audiovisual Communication\**  
*Bachelor of Arts in Communication with major in Public Relations and Publicity\**  
*Bachelor of Arts in Communication with major in Information and Journalism\**

**College of Education**

*Bachelor of Arts in Preschool Education\**  
*Bachelor of Arts in Elementary Education with major in Elementary Education (K-3) \**  
*Bachelor of Arts in Elementary Education with major in Elementary Education (4-6) \**  
*Bachelor of Arts in Elementary Education with major in Special Education\**  
*Bachelor of Arts in Elementary Education with major in Teaching English to Spanish-Speakers\**  
*Bachelor of Arts in Education in Arts*  
*Bachelor of Arts in Education in Secondary Education with major in Biology\**  
*Bachelor of Arts in Education in Secondary Education with major in Science\**  
*Bachelor of Arts in Education in Secondary Education with major in Physical Education\**  
*Bachelor of Arts in Education in Secondary Education with major in Teaching English to Spanish-Speakers\**  
*Bachelor of Arts in Education in Secondary Education with major in Spanish\**  
*Bachelor of Arts in Education in Secondary Education with major in Social Studies\**  
*Bachelor of Arts in Education in Secondary Education with major in Physics\**  
*Bachelor of Arts in Education in Secondary Education with major in History\**  
*Bachelor of Arts in Education in Secondary Education with major in Mathematics\**  
*Bachelor of Arts in Education with major in Music\**  
*Bachelor of Arts in Education in Secondary Education with major in Chemistry\**  
*Bachelor of Arts in Education with major in Theatre\**

**College of Natural Sciences**

*Bachelor of Science with major in Nutrition and Dietetics\**

**TOTAL****22**

2020-2021

**College of Business Administration**

*Bachelor in Business Administration with major in Human Resources Management (BAA)\**

*Bachelor in Business Administration with major in Accounting (BAA)\**

*Bachelor in Business Administration with major in Economy (BAA)\**

*Bachelor in Business Administration with major in Applied Statistics (BAA)\**

*Bachelor in Business Administration with major in Finance (BAA)\**

*Bachelor in Business Administration with major in Operation Management and Supply (BBA)\**

*Bachelor in Business Administration with major in Marketing Management (BAA)\**

*Bachelor in Business Administration-General (BAA)\**

**College of Social Sciences**

*Bachelor of Arts with major in Anthropology*

*Bachelor of Arts with major in Political Sciences*

*Bachelor of Arts with major in Economy*

*Bachelor of Arts with major in Geography*

*Bachelor of Arts with major in Social Sciences*

*Bachelor of Arts with major in Psychology*

*Bachelor of Arts with major in Labor Relations*

*Bachelor of Arts with major in Sociology*

**College of Education**

*Bachelor of Arts in Education with major in Recreation*

**TOTAL**

17

2020-2021

**College of Business Administration**

*Bachelor of Business Administration with major in Computer Information Systems (BAA)\**

**School of Architecture**

*Bachelor in Environmental Design*

**College of Natural Sciences**

*Bachelor of Science with major in Chemistry\**

*Bachelor of Science with major in Environmental Sciences*

*Bachelor of Science with major in Interdisciplinary Studies*

*Bachelor of Science with major in Biology*

*Bachelor of Science with major in Physics*

*Bachelor of Science with major in Mathematics*

*Bachelor in Computer Science\**

**TOTAL**

9

2021-2022

**College of Business Administration**

*Bachelor in Office Management\**

**College of General Studies**

*Bachelor of Arts in General Studies*

**TOTAL**

**2**

\*The Academic Programs participate of the Evaluation Process through the Self-Study Report presented as part of the Accreditation requirements.

Rev. August 2019

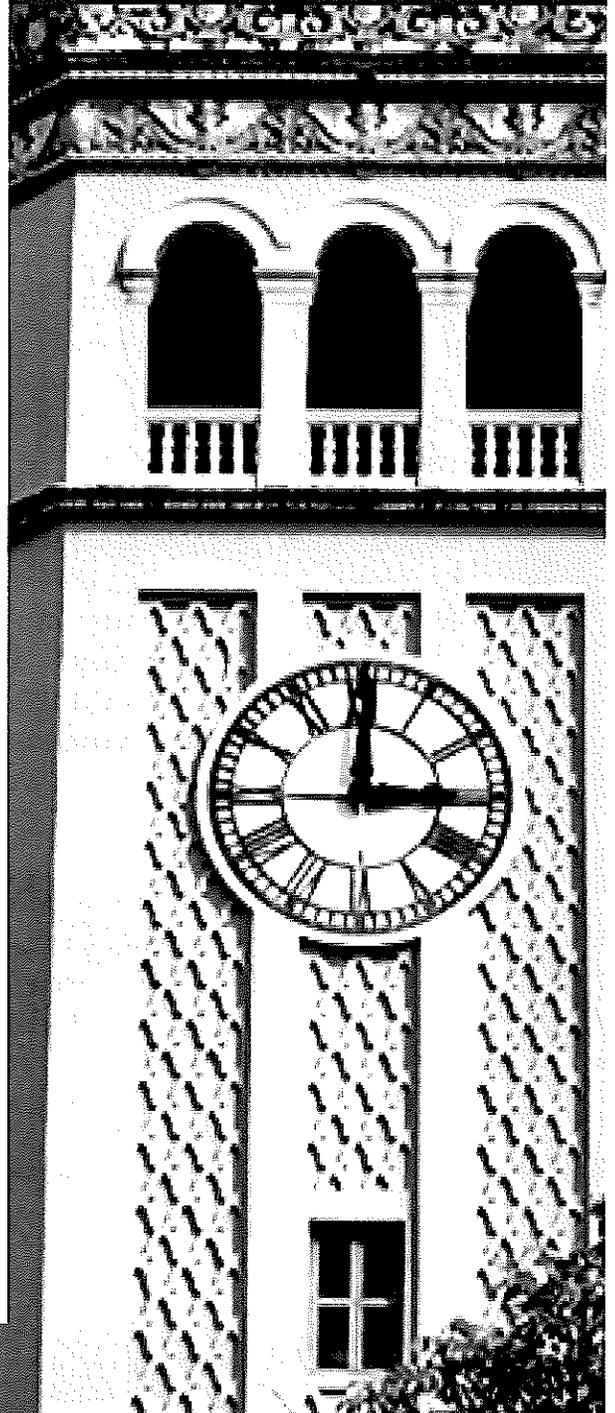
# CURRÍCULO DE ADIESTRAMIENTO: INFORME DEL PRIMER SEMESTRE 2019-2020

Preparado por:

Emanuel Ramos Martínez  
Jennifer Colón Rodríguez  
Anna Victoria Toro Rodríguez



Anexo D

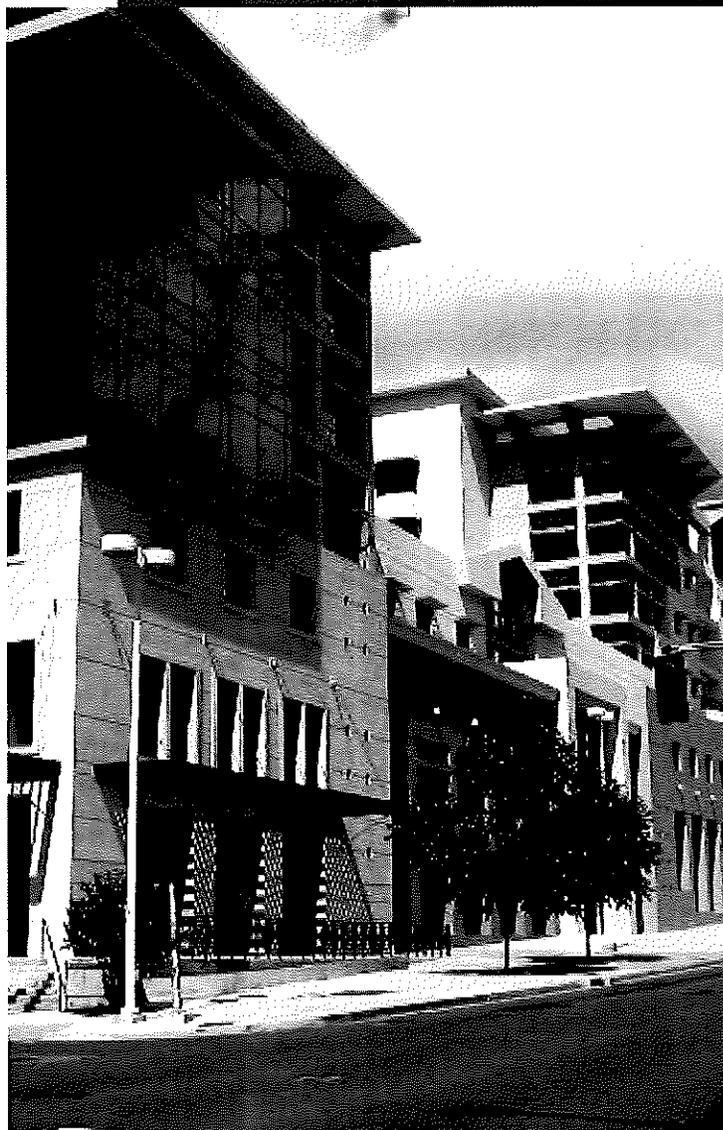


# PANORAMA

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Como parte de los esfuerzos por parte del Decanato de Administración de mantener un personal con las competencias necesarias para el ejercicio de sus labores, se diseñó un Currículo de Adiestramiento para cumplir con dicho propósito. La idea es establecer un programa de capacitación y adiestramiento para el personal no docente y gerencial del Recinto que sea articulado y pertinente a su labor diaria y que responda a las necesidades cambiantes de su entorno. En el pasado primer semestre del año académico 2019 - 2020 se puso en marcha el mencionado currículo el cual responde a un inventario de necesidades recogidas del mismo personal universitario. Un aspecto importante de este proyecto es su continuidad, es por ellos que se estará midiendo la efectividad de los talleres tanto con encuestas de retroalimentación así como pre y pos puebas.

A pesar de que en el primer semestre hubo situaciones retantes, tales como la intervención de dos fenómenos atmosféricos, se lograron ofrecer siete (7) talleres a lo largo del semestre. Este informe pretender recopilar los resultados de tales adiestramientos, las limitaciones de los mismos y las metas y propuestas de cara al segundo semestre.



# ADiestramientos Ofrecidos

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**Taller: Gestión de Archivos para  
Administrativos**

Ofrecido por Aida Irizarry

**Taller: Supervisión efectiva ante los  
cambios en el ambiente laboral**

Ofrecido por Carmen Cividanes

**Taller: Excel Introductorio (2)**

Ofrecido por Juanita Rodríguez

**Taller: Planes de Sucesión** Ofrecido  
por Luz Mairym López

**Taller: SharePoint** Ofrecido por Juan  
Delerme

**Motivate!... ¿Qué enciende y apaga  
tu lampara hoy?**

Ofrecido por Olga Bernaldy

# TALLER: GESTIÓN DE ARCHIVOS PARA ADMINISTRATIVOS

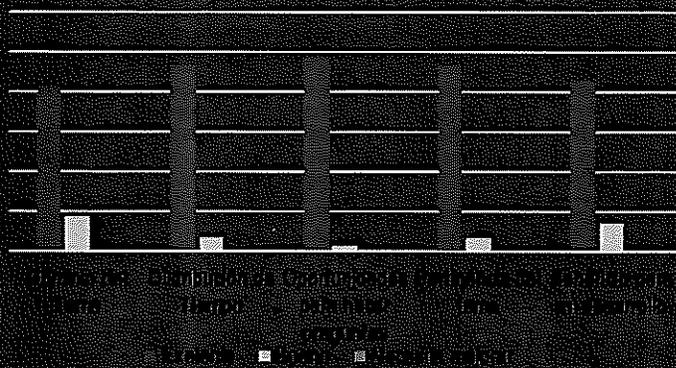
OFRECIDO POR AIDA IRIZARRY

## **DESCRIPCIÓN DEL TALLER:**

La gestión eficiente de documentos es una labor medular del personal administrativo ya que la mayoría de las tareas de estos depende en gran medida en el manejo de distintos tipos de documentación. En este taller se le ofreció al personal participante una orientación referente a todo lo que tenga que ver con la gestión de archivos, desde cómo decomisar documentos, hasta gestionarlos electrónicamente.

Aida Irizarry Martínez es la Directora y Administradora de Documentos del Recinto de Río Piedras desde el 2016. Además, la Sra. Irizarry cuenta con una maestría en Archivística en Puerto Rico.

Evaluación del Recurso

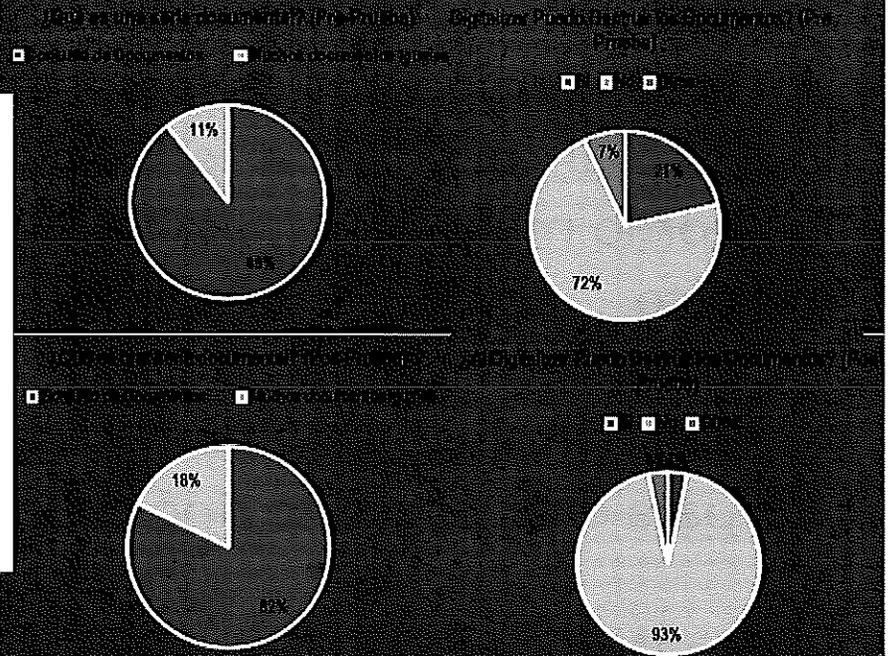


EXPERIENCIA

El taller se ofreció el jueves 3 de octubre del 2019 en el Salón 3123 de Plaza Universitaria, de 9:00 AM a 12:00 PM. Hubo una asistencia de 29 personas provenientes de distintas unidades del Recinto.

PRE Y POS PRUEBA

Se evaluó al personal con una pre y pos prueba la cual contenía dos preguntas sencillas: 1) ¿Qué es una serie documental? y 2) Al digitalizar, ¿puedo destruir documentos? En las gráficas se puede apreciar que hubo un cambio positivo en las respuestas, particularmente en la segunda pregunta.



CONCLUSION

La Actividad logró tener una buena participación. De los 33 empleados invitados, llegaron asistir 29 de ellos. La crítica al recurso fue positiva, de igual manera los comentarios y sugerencias. Algunos comentarios esbozaban lo necesario de la información suministrada y sugirieron que se diera algún taller de "maneras de archivar" y Traslado de Documentos"

# TALLER: SUPERVISIÓN EFECTIVA ANTE LOS CAMBIOS EN EL AMBIENTE LABORAL

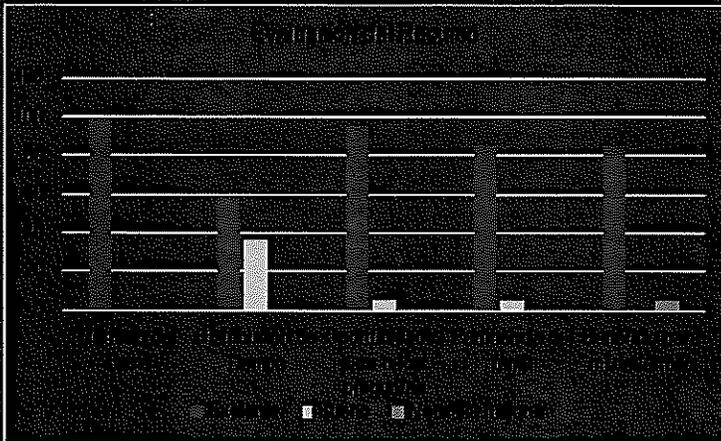
OFRECIDO POR CARMEN CIVIDANES

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## **DESCRIPCIÓN DEL TALLER:**

Actualmente vivimos en una época de cambios. No solo el país cambia sino también la Universidad. Sin embargo, esto lleva consigo una serie de retos en el ámbito laboral que todo supervisor debe saber como manejar. Este taller busca cumplir con este objetivo desde una perspectiva profesional, en la que se le pueda dar a los supervisores las herramientas necesarias para enfrentar este tipo de situaciones.

La Dra. Carmen Cividanes Lago es consultora en Recursos Humanos. Fue profesora de la Universidad de Puerto Rico, Recinto de Río Piedras y es egresada de instituciones prestigiosas tales como Harvard University y Oxford University.

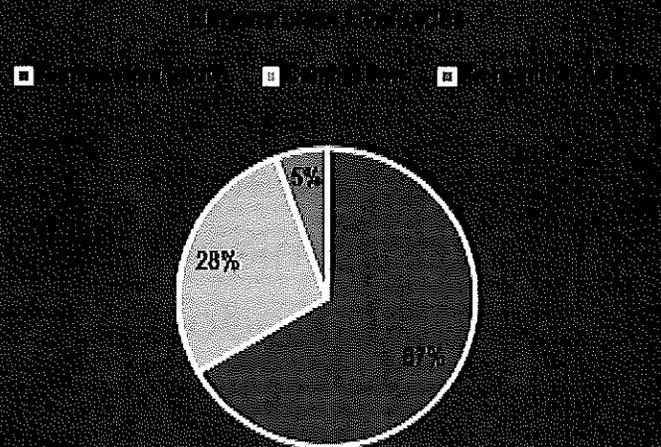


## EXPERENCIA

El taller se ofreció el viernes 4 de octubre de 2019 en el salón AJBR 306, de 1:00 PM a 4:00 PM. Contó con la participación de 23 supervisores de distintas unidades del Recinto.

## PRE Y POS PRUEBA

La pre y pos prueba en este taller fue un ejercicio llamado la Semántica Diferencial. El propósito de la actividad consistía en que los participantes se autoevaluaran de acuerdo a unas situaciones que el Recurso les proveía.



## CONCLUSIÓN

En esta actividad, de 27 supervisores invitados, participaron 23. Hubo una buena recepción hacia el recurso, a pesar de que hubo críticas en la distribución del tiempo. Sin embargo esto último se debió a un contratiempo relacionados con el clima.

Entre los comentarios y sugerencias de los participantes se destaca en que el taller fue "muy dinámico" y que el "recurso fue excelente". Además se sugirió que en otra ocasión se de algún taller que toque el tema de manejo de tiempo efectivamente.

# TALLER: EXCEL INTRODUCTORIO

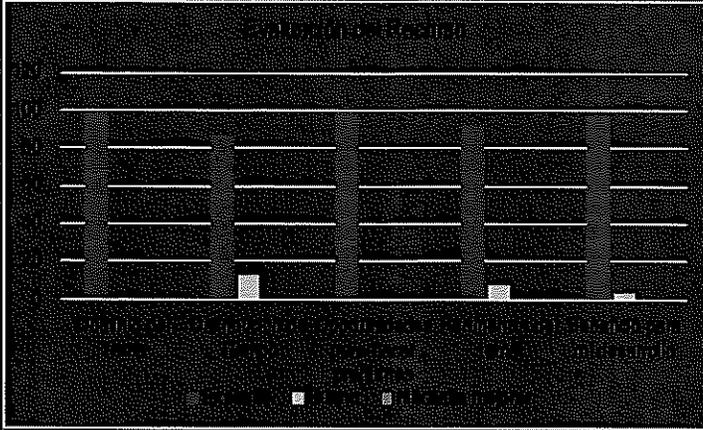
OFRECIDO POR JUANITA RODRÍGUEZ



## **DESCRIPCIÓN DEL TALLER:**

Este taller va dirigido a que el personal administrativo pueda habituarse con las funciones básicas de programa Microsoft Excel. Desde conocer el programado, familiarizarse con los distintos comandos, hasta realizar tablas y cálculos. Este adiestramiento es uno práctico el cual viene acompañado de material informativo junto a ejercicios de practica para que todos los participantes tengan una experiencia cercana a situaciones que puedan darse en su lugar de trabajo.

La Dra. Juanita Rodríguez Marrero es catedrática de la Facultad de la Administración de Empresas con una basta carrera en el área de procesamiento de la información.

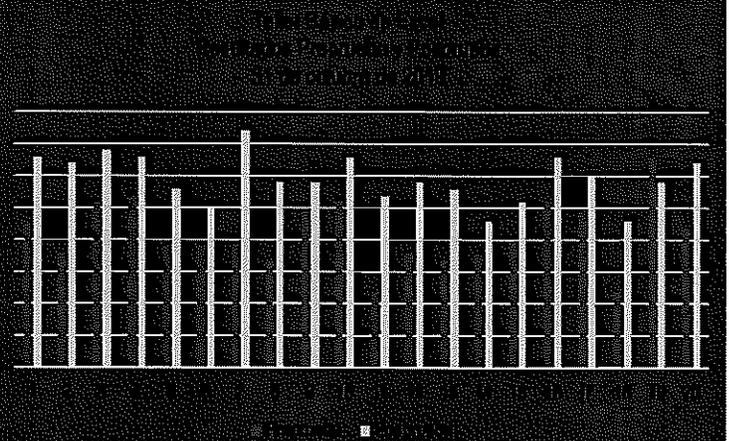
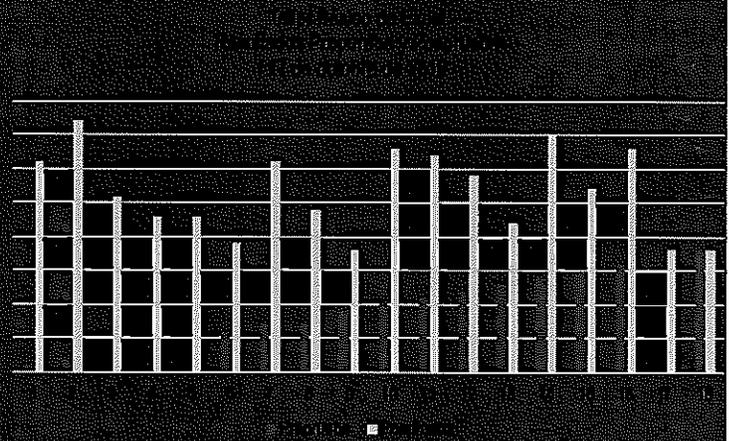


## EXPERIENCIA

Para este taller se celebraron dos sesiones, una el jueves 17 de octubre de 2019 y la otra el 31 de octubre de 2019. La actividad se llevó a cabo en el salón Multiusos de la Facultad de Administración de Empresas. Ambos talleres contó con la participación de 38 personas en total, asistiendo 20 de los 25 invitados el 31 de octubre y 18 de los 20 invitados el 17 de octubre.

## PRE Y POS PRUEBA

La Pre y Pos Prueba fue un examen de selección múltiple el cual contiene la información que se discute en el taller. Se suministra exactamente la misma prueba para evaluar si en efecto hubo aprendizaje de la experiencia.



# CONCLUSIÓN

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Este taller fue uno de los más exitosos del semestre. En parte esto se debe no solo a la buena recepción en la hoja de evaluación de la capacitación, sino también a la buena participación de los invitados, sobretodo en los resultados de la pre y pos prueba. Como se aprecia en las gráficas de la página anterior, se puede ver claramente como hubo una mejoría significativa en los resultados de la pre-prueba vs. los resultados de la pos-prueba, demostrando que hubo aprendizaje en la mayoría de los participantes.

Referente a los comentarios y sugerencias, de estos se destaca la calidad del taller y el recurso. Algunas personas comentaron que el recurso era "excelente" y era "excelente explicando". Otros mostraron agradecimiento por haberse ofrecido el mismo. Entre las sugerencias, lo más que destaca es la insistente recomendación de que se den más talleres como este, particularmente Excel Intermedio y Excel Avanzado.

## TALLER: PLANES DE SUCESIÓN

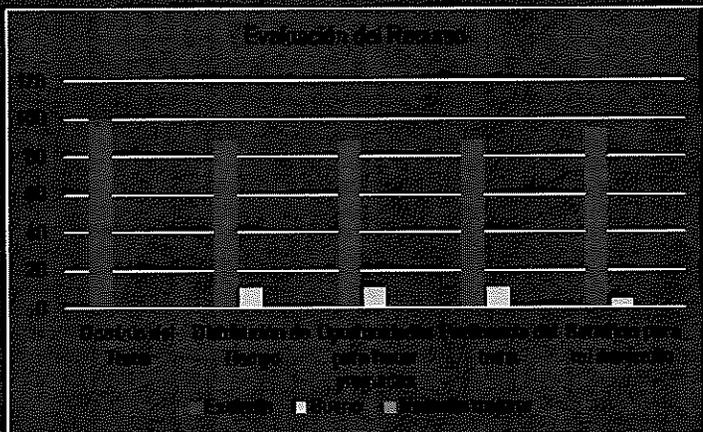
OFRECIDO POR LUZ MAIRYM LÓPEZ RODRIGUEZ

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### **DESCRIPCIÓN DEL TALLER:**

Este taller va dirigido a capacitar y orientar al personal supervisor a general planes de sucesión. Los planes de sucesión deben darse cuando ocurren movimiento de personal, ya sea a base de un traslado reemplazo o ascenso. Esto ayuda a la eficiencia del área de trabajo y facilita que el personal que llega nuevo logre habituarse a sus nuevas funciones.

La Dra. Luz Mairym López Rodríguez es catedrática auxiliar de la Escuela Graduada de Administración Pública.



## EXPERIENCIA

Este taller se ofreció el viernes 8 de noviembre de 2019 en el AJBR 306, de 9:00 AM- 12:00 PM. De los 21 invitados asistieron 19, los cuales eran supervisores en distintas áreas del Recinto.

## PRE Y POS PRUEBA

En este taller no se ofreció ni Pre ni Pos Prueba.

## CONCLUSIÓN

A pesar de que no se suministró pre y pos prueba, el taller contó con material informativo, dinámicas de grupo y un espacio de reflexión acerca de la naturaleza laboral en los espacios de cada invitado. La reacción hacia el recurso fue positiva y entre los comentarios y sugerencias destaca la importancia del tema de la sucesión en el área de trabajo.

# TALLER: SHAREPOINT

OFRECIDO POR JUAN DELERME

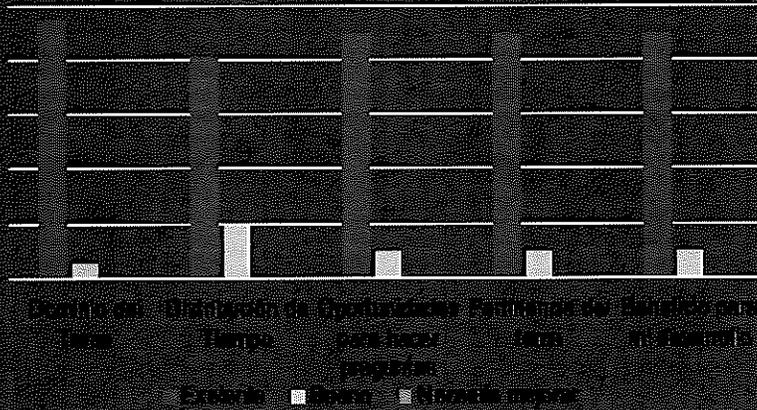
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## **DESCRIPCIÓN DEL TALLER:**

SharePoint es un Programado de Microsoft el cual va dirigido al almacenamiento y organización de documentos de manera virtual. Este taller es una dirigido a orientar el personal administrativo de carácter oficinesco a introducirlos a este programados y promover su uso para un área de trabajo digitalizada, organizada y eficiente.

Juan Delerme Ayala es Coordinador de Servicios Técnicos al Usuario en la Escuela Grdua de Ciencias de la Tecnología y la Información. Además es colaborador en el Decanato de Administración.

### Evaluación del Recurso



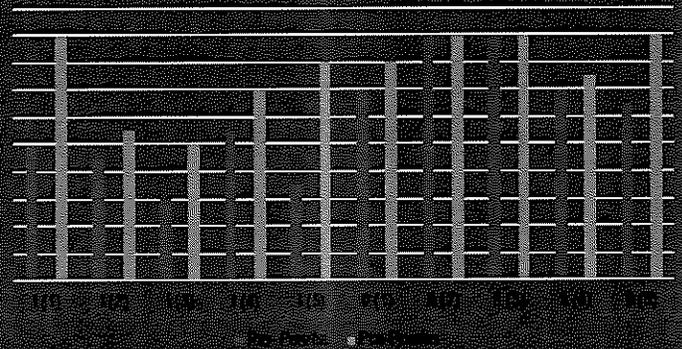
### EXPERIENCIA

El taller se ofreció el jueves 7 de noviembre de 2019 en el salón 5006 de la DECEP en la Torre Sur de Plaza Universitaria. La actividad contó con la participación de 22 personas de las 27 que fueron invitadas.

### PRE Y POS PRUEBA

La Pre y Pos Prueba fue un examen de selección múltiple y cierto y falso el cual contiene la información que se discute en el taller. Se suministra exactamente la misma prueba para evaluar si en efecto hubo aprendizaje de la experiencia. En la gráfica titulada "Resultado de las Pruebas" se pueden apreciar el número de respuestas correctas por pregunta. Lo que están identificado con él "I" son las preguntas de selección múltiple mientras que las que están identificadas con "II" representan las preguntas de cierto y falso.

### Resultado de las Pruebas



### CONCLUSIÓN

El taller tuvo una buena recepción hacia el recurso. Muchos de los participantes indicaron lo pertinente del tema pero resaltaron que este tipo de taller debió haber sido un taller práctico. La iniciativa de esta actividad era una de orientación pero se vio el entusiasmo de algunas personas que desconocían del mismo y su interés por implementar la herramienta de Sharepoint en su unidad de trabajo.

Por otro lado, los resultados de la pos y pre prueba demuestra que hubo un aprendizaje moderado en el taller, habiendo en mejores resultados en la pos prueba.

# ¡MOTIVATE!... ¿QUE ENCIENDE Y APAGA TU LAMPARA HOY?

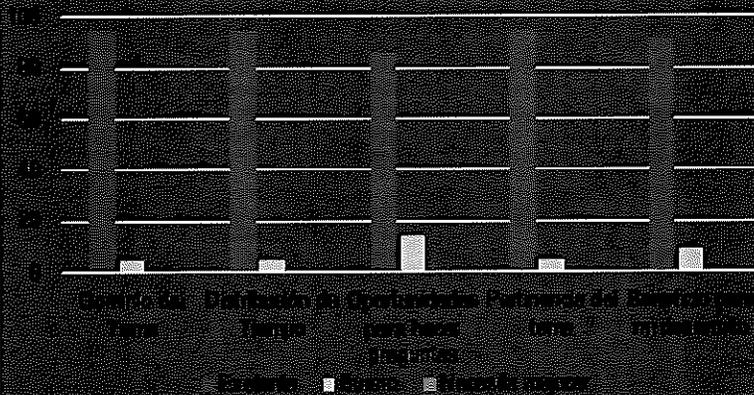
OFRECIDO POR OLGA BERNALDY

## **DESCRIPCIÓN DEL TALLER:**

Este taller va dirigido al personal no docente del Recinto para que puedan identificar distintos factores que pueden estar interviniendo en la motivación de un equipo de trabajo. En el contexto actual de la Universidad, la parte emocional es indispensable atenderla para que eexista una ejecución de las tareas administrativa exitosa.

La Dra. Olga Bernaldy Aponte es Coordinadora del Programa de Ayuda al Empleado

### Evaluación del Recurso



## EXPERIENCIA

Este taller se ofreció el jueves 21 de noviembre de 2019 en el Salón Auditorio 3123 en plaza Universitaria, de 9:00 AM-12:00 PM. De los 24 invitados asistieron 22, los cuales compendian personal de distintas áreas del Recinto.

## PRE Y POS PRUEBA

En este taller no se ofreció ni Pre ni Pos Prueba.

## CONCLUSIÓN

A pesar de que no se suministró pre y pos prueba, el taller contó con material informativo, dinámicas de grupo y un espacio de reflexión acerca de la naturaleza laboral en los espacios de cada invitado. La reacción hacia el recurso fue positiva y entre los comentarios de los invitados destaca la pertinencia de este tipo de dinámicas hacia el personal no docente. Muchas personas mostraron agradecimiento por este taller y recomendaron que se siguieran dando.

## Resultados

El primer semestre resultó ser más bien un semestre experimental. Se logró implementar adiestramientos distintos a lo que se ha acostumbrado en el Recinto, con recursos diferentes y una metodología de retroalimentación que antes no se había utilizado (la pre y pos prueba). A pesar de ello los siete adiestramientos fueron un éxito. La evaluaciones de los talleres, los comentarios y las sugerencias ha sido la métrica que se ha utilizado para lograr percibir el entusiasmo de parte del personal adiestrado. Las Pruebas lograron medir algún aprendizaje en el personal impactado lo cual demuestra la efectividad de las mismas.

## Asistencia

Referente a la asistencia, por desgracia no hubo un taller con asistencia perfecta. Sin embargo en términos generales la asistencia fue buena. En promedio hubo un promedio de 3.4 ausencia por taller. En la próxima tabla se desglosa detalladamente los datos de asistencia por taller.

Taller	Asistencia	Ausencia	Total
Gestión de Archivos para Administrativos	29	4	33
Supervisión efectiva ante los cambios en el ambiente laboral	23	4	27
Excel Introdutorio 17-10	18	2	20
Excel Introdutorio 31-10	20	5	25
Planes de Sucesión	21	2	23
SharePoint	22	5	27
Motivatel... ¿Qué enciende y apaga tu lampara hoy?	22	2	24

## Retos

Uno de los retos iniciales fue la promoción de los talleres. Originalmente estaba previsto hacerse una promoción agresiva enviando correos electrónicos donde se les iba a enviar un enlace para inscribirse mediante *Google Form*, También se contemplaba hacer una propaganda más personalizada en la que se iba a estar visitando las distintas unidades y se les iba a orientar al personal sobre este nuevo proyecto. Sin embargo, a iniciativa de las propias decanas se recurrió en su lugar un método de invitación cerrada en donde se convocaba a los posibles participantes desde el mismo Decanato de Administración. A pesar de que este método no necesariamente le brinda la oportunidad a que toda a comunidad participe, realmente ha sido un método exitoso ya que la asistencia de los adiestramientos actuales en comparación con adiestramientos anteriores ha sido mejor.

Otro reto que se enfrentó al principio del semestre fue lograr coordinar los adiestramiento a tiempo. A principio del semestre hubo algo de dificultad para poder finalizar los acuerdos con algunos recursos y se tuvieron que cancelar algunos talleres. De igual manera la interferencia de dos fenómenos atmosféricos contribuyeron a la cancelación de otros adiestramientos. Esto se puede resolver dejando los adiestramientos en remojo durante el semestre anterior a darse y luego en la primera semana del semestre en el que se ofrezca los adiestramientos, finalizar con los acuerdos para que no haya problemas de disponibilidad por parte de los recursos. Se recomienda siempre ver los registros de adiestramientos anteriores y la base de datos de recursos para contemplar dar adiestramientos futuros.

# ABRIL 2020



DOM	LUN	MAR	MIE	JUE	VIE	SAB
			1	2	3 Etapas 2 Práctico: Fondos externos y recursos humanos 9AM - 12PM	4
5	6 Semana Santa	7	8	9	10	11
12	13	14	15	16	17 (Continuación) Taller Supervisión efectiva ante cambios en el ambiente laboral 9AM - 12PM	18
19	20	21, 22 & 23 de abril de 2020 Adiestramiento Financiero: 9AM - 12PM   lugar		24	25	
26	27	28	29	30		

UPRRP

SUN	LUN	MAR	MIÉ	JUE	VIÉ	SAB
						2
3	4	5	6	7	8	9
10	11	12, 13 & 14 de mayo de 2020 Adiestramiento Financiero: Pago directo, viajes, contratos 9AM - 12PM   lugar	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MAYO 2020

# FEBRERO 2020



DOM	LUN	MAR	MIE	JUE	VIE	SAB
						1
2	3	4	5	6	7	8
9	10	<b>11, 12 &amp; 13 de febrero de 2020</b> <b>Adiestramiento Financiero:</b> <b>Compras, Códigos, Preintervención, y mas</b> <b>9AM - 12PM   lugar</b>			<b>14</b> Etapa 1: Administración de proyectos subvencionados por fondos externos 9AM - 12PM	15
16	17	18	19	20	<b>21</b> Etapa 2 Práctico: Módulos de Viaje 9AM - 12PM	22
23	24	25	26	27	<b>28</b> Etapa 2 Práctico: Pago Directo, Contratos, Estipendios 9AM - 12PM	29

# MARZO 2020



DOM	MIÉ	MAR	MIE	JUE	VIE	SAB
1	2	3	4	5	<b>6</b> Etapa 2 Práctico: Fondos externos Ordenes de compra 9AM - 12PM	7
8	9	10	11	12	<b>13</b> Etapa 2 Práctico: Fondos externos Contabilidad de proyectos 9AM - 12PM	14
15	16	17	18	19	<b>20</b> Redacción Comercial (Supervisores) 9AM - 12PM	21
22	23	24	25	26	27	28
29	30	31				



LA IUPI

# ACADEMIC TRANSFORMATION OF THE RIO PIEDRAS CAMPUS

Leticia M. Fernández Morales, CPA, MBA

Dean

Deanery of Academic Affairs

Dr. Carlos I. González Vargas

Dean

Deanery of Graduate Studies and Research



# Río Piedras Campus

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Established in 1903, it's the oldest institution for higher education of Puerto Rico.

Classified as a doctoral campus with high researching activity by Carnegie

Classification of Institutions of Higher Education

Offers 128 programs (55 accredited), of which 25 of those programs are unique in the UPR System.

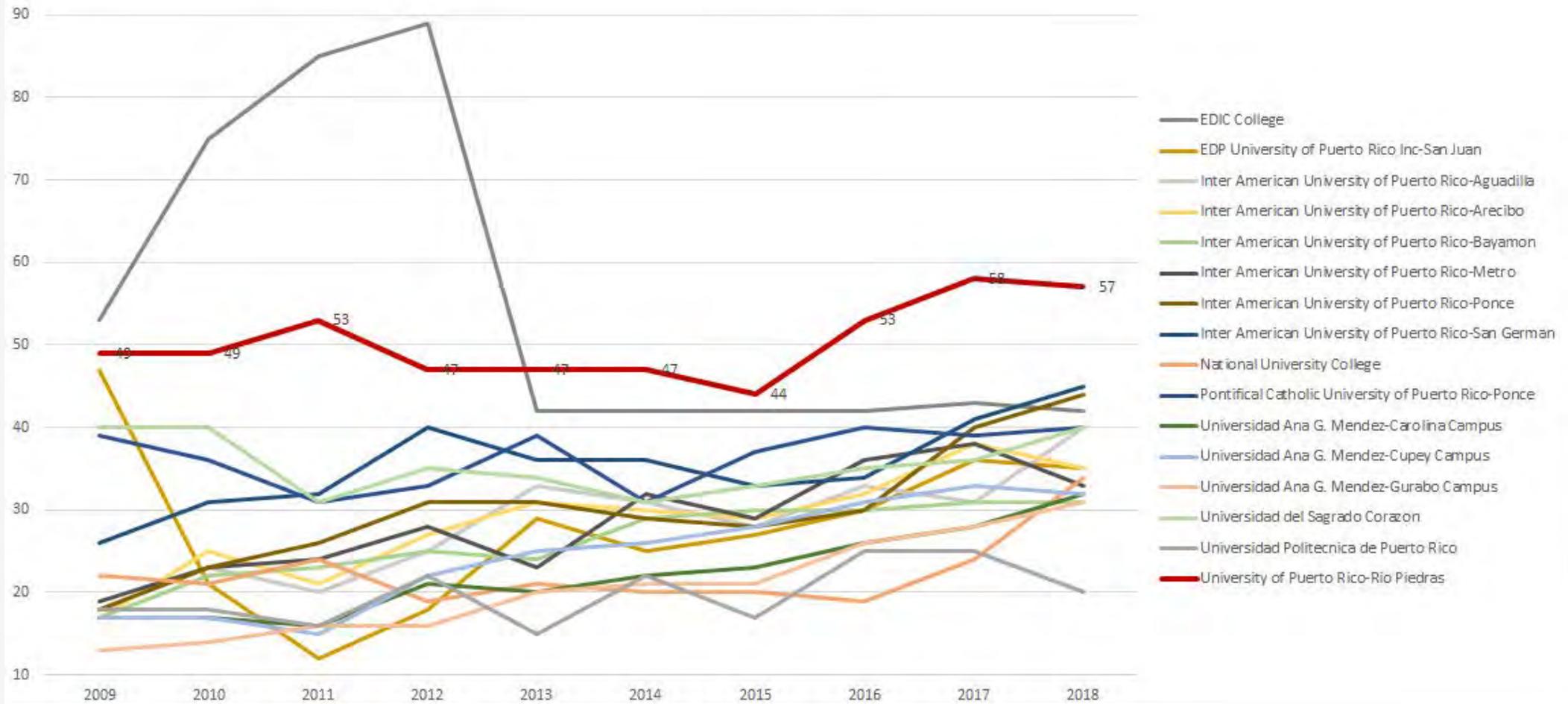
# Río Piedras Campus

Deanery of Academic Affairs

Agencias Acreditadoras de los Programas Académicos	
UPRRP	RUM
	NLN (para programa de enfermería)
ACBSP	ACBSP
ABET	ABET
NCATE	NCATE
AACSB	
AALS	
ABA	
ACEJMC	
ACEND	
ALA	
CACREP	
CAEP	
CORE	
CSWE	
NAAB	
NASPAA	
PAB	
<b>16</b>	<b>4</b>

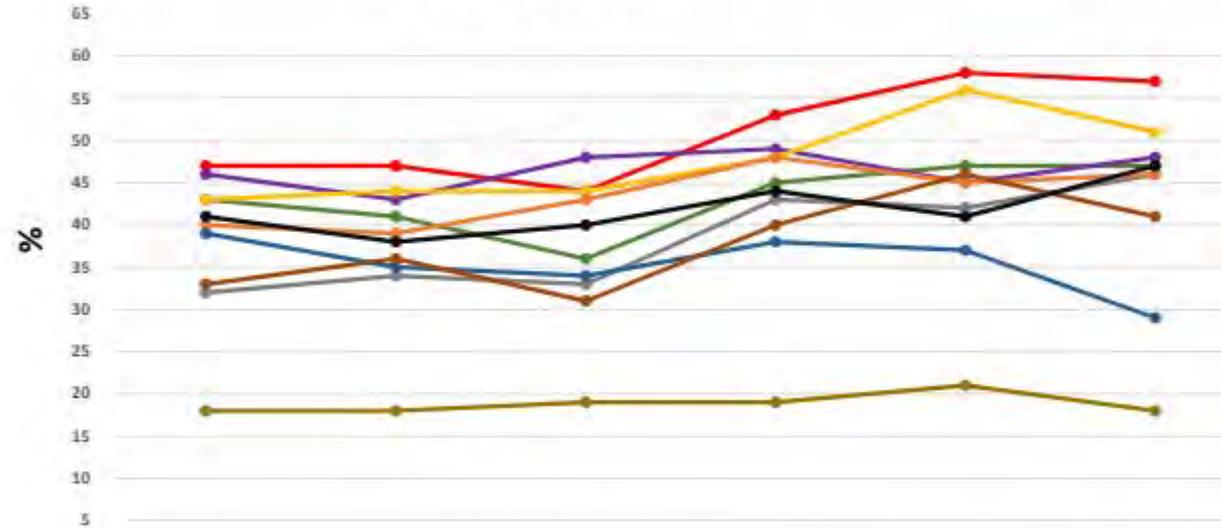


Graduation Rate





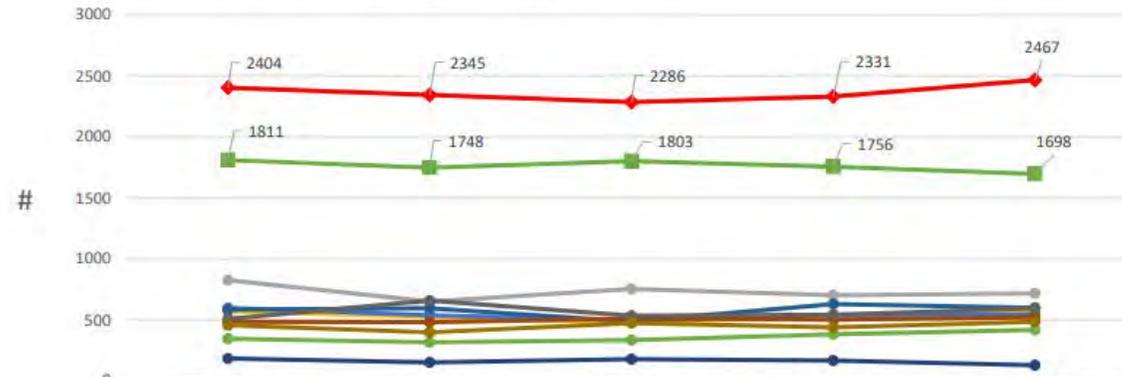
TASAS DE GRADUACIÓN  
 Sistema UPR



	Cohorte 2007 2013-14	Cohorte 2008 2014-15	Cohorte 2009 2015-16	Cohorte 2010 2016-17	Cohorte 2011 2017-18	Cohorte 2012 2018-19
University of Puerto Rico-Río Piedras	47	47	44	53	58	57
University of Puerto Rico-Mayaguez	43	41	36	45	47	47
University of Puerto Rico-Cayey	46	43	48	49	45	48
University of Puerto Rico-Humacao	43	44	44	48	56	51
University of Puerto Rico-Aguadilla	32	34	33	43	42	46
University of Puerto Rico-Arecibo	40	39	43	48	45	46
University of Puerto Rico-Bayamon	39	35	34	38	37	29
University of Puerto Rico-Carolina	33	36	31	40	46	41
University of Puerto Rico-Ponce	41	38	40	44	41	47
University of Puerto Rico-Utuado	18	18	19	19	21	18



### Total de Grados Conferidos Sistema UPR 2014-15 al 2018-19



	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
University of Puerto Rico-Rio Piedras	2404	2345	2286	2331	2467
University of Puerto Rico-Mayaguez	1811	1748	1803	1756	1698
University of Puerto Rico-Medical Sciences	827	651	754	703	718
University of Puerto Rico-Cayey	572	526	479	533	579
University of Puerto Rico-Humacao	599	539	496	543	544
University of Puerto Rico-Aguadilla	346	317	335	382	419
University of Puerto Rico-Arecibo	585	596	487	630	600
University of Puerto Rico-Bayamon	486	482	513	503	522
University of Puerto Rico-Carolina	509	659	536	542	597
University of Puerto Rico-Ponce	457	399	474	441	485
University of Puerto Rico-Utuado	184	152	179	168	129

# Río Piedras Campus

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From 2018, the Río Piedras Campus has worked on the evaluation of its academic offer, emphasizing to the Faculties and Schools, the necessity of maintaining the continuity and the effective compliance of the institutional mission and milestones in tone with the available fiscal resources.

We've made several strides among which are:

# Creation of New or Joint Programs

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Master of Information Sciences (MIS) of the Graduate School of Information Sciences and Technologies - becoming the first online program created and offered in the UPR System

Graduate Program of the Department of Computer Science of the College of Natural Sciences

- Master of Science (M.S.) with specialization in Computer Science
- Doctor of Philosophy (PhD.) with specialization in Computer Science

Joint Program of the Bachelor of General Studies and the Master of Planning (Pending approval)

©DAA

# Creation/Revision of the Programs

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Proposal for online masters in the process of approval by the Academic Senate:

- Master of Business Administration
- Master of Laws - L.L.M in Orality in the Penal System

Proposal for revisions to the programs in the process of being approved by the Academic Senate:

- Curricular Change to the Doctor of Philosophy with specialization in Psychology in order to create an area of emphasis in Clinical Psychology
- Academic change to the Master of Physics
- Academic change to the Master of Rehabilitation Counseling
- Proposal for a graduate Certificate in Disaster Planning

# Program Consolidation

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Consolidation of the programs of Bachelor of Arts in Education with major in Elementary Education (K-3) and of the Bachelor of Arts in Education with major in Elementary Education (4-6)

## The New Program:

Bachelor of Arts in Elementary Education with major in Elementary Level

### Areas of Emphasis

Kindergarten to Third Grade (K-3)

Fourth to Sixth Grade (4-6)

### Options

Science, Spanish, Mathematics or Social Studies

# Curricular Revisions

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- Curricular Revision to the Master of Planning of the Graduate School of Planning
- Proposal for the Curricular Revision to the Program of the Master of Arts in History and Doctor of Philosophy with specialization in History of the College of Humanities
- Academic change to the Graduate Program of the Master of Arts in Education with specialization in Teaching English as a Second Language of the Department of Graduate Studies of the College of Education
- Academic change to the Graduate Program of the Master of Architecture of the

©DAA Graduate School of Architecture

– The changes respond to two curricular routes to finish the degree: (1) MArch – 1 to 1.5 years of duration and (2)

## Curricular Revisions

- Curricular Revision to the Graduate Program of the Area of Childhood Education, of the College of Education:
  - Master of Education with specialization in Preschool Education
  - Master of Education with specialization in Reading, Writing and Literature
- Alternate scheduling to quarters of the Department of Graduate Studies of the College of Education for the programs of:
  - Guidance and Counseling (master and doctorate)
  - Leadership in Educational Organizations (master and doctorate)
  - Special and differential Education (master)

# Curricular Revisions

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- Second Specialization in Investigation and Educational Evaluation (INEVA) at a masters level for the students of the Doctoral Program of Leadership in Educational Organizations (LEO)
- Academic change to the Bachelor's degree of Arts in Secondary Education with major in Mathematics of the College of Education
- Curricular Revision to the Program of the Bachelor of Arts with major in Music of the College of Humanities
- Curricular Revision to the Bachelor of Arts with major in History of the College of Humanities

©DAA -Name change: Bachelor of Arts with major in History

-Two areas of emphasis: History of the Americas and History of Europe

# Curricular Revisions

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- Academic change to the Bachelor of Arts with major in English of the College of Humanities
  - Consolidation of the two majors:
    - English-Literature (ENGL)
    - Linguistics and Communications (LICO)
- Academic changes to the Program of the Bachelor of Business Administration with major in:
  - Marketing Management of the Department of Management of the College of Business Administration
  - Operation Management and Supplies of the Department of Management of the College of Business Administration
  - Human Resources Management of the Department of Management of the College of Business Administration

## Creation of Minors

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- Minor in Accounting of the College of Business Administration
- Minor in Art-Design and Intervention Contexts – submitted jointly by the by the College of Humanities and the School of Architecture.
- Minor in Women and Gender Studies of the College of General Studies
- Minor in Information Systems and Data Analytics of the College of Business Administration

# Creation of Minors

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- Minor in Organizational Responsibility, Psychosocial and Legal Protection of the Employees, of the Institute of Labour Relations of the College of Social Studies
- Minor in Applied Statistics of the College of Business Administration
- Minor in Cybernetic Security of the Department of Computer Science of the College of Natural Sciences
- Minors in German, Chinese, French, Italian and Portuguese of the Department of Foreign Languages of the College of Humanities

# **Periodic Evaluation to the Academic Programs**

Certification number 43 (2006-2007) Board of Trustees, amended by the Certification #45 (2019-2020) Governing Board, Regulation for the Periodic Evaluation of the Academic Programs of the University of Puerto Rico

Third cycle of academic program evaluation – from 2019 to 2022

-2019-20 – evaluation to the programs of the Colleges of Business

Administration, Social Sciences and Education

▪As a result of this analysis the programs are being reviewed, specially those of the College of Social Sciences

©DAA

-2020-21 – evaluation to the programs of the Colleges of Business

## Creation of Protocols and Standards on Campus

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- General standards for the academic pattern change (trimestre/quarter) in the academic programs of the Río Piedras Campus
- Protocol to make viable the Campus access for the non-traditional student in professional or personal improvement at an undergraduate level – The Certification Num. 26, Academic Year 2018-2019, of the Academic Senate, has the effect of amplifying the temporary admission, creating the category of Non-Traditional Student in professional or personal improvement at an undergraduate level.

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- Standards for the online academic offer

## Programs on Moratorium

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- Bachelor of Arts in Secondary Education with major in Business Education – General
- Bachelor of Arts in Secondary Education with major in Business Education – Secretarial Program
- Bachelor of Arts in Secondary Education with major in Family Ecology and Nutrition
- Master of Education with specialization in Family Ecology and Nutrition

# **Certificates on Moratorium**

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Postgraduate Certificate in Linguistics Applied to Spanish

Graduate Certificate of Specialized Translator

# Creation of the Institutional Research Division and Assessment (DIIA)

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- DIIA is assigned to the Deanship of Academic Affairs
- It integrates two main functions, appraisal and institutional research with the purpose of generating and disclosing valuable information that had not been updated for four years.

# Other Academic Projects in process

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- Creation of the new College of Information and Communication with the administrative integration of the School of Communication and the Graduate School of Information Sciences and Technologies
- Creation of a new major in entrepreneurship of the Bachelor of Business Administration
- Change to the standards to grant tasks substitutions
- Creation of the Extended University
- Re-accreditation of the programs of the College of Business Administration by the AACSB
- Transfer of the program of Interior Design of the Carolina Campus to the Río Piedras Campus
- Continue with the creation of online and hybrid courses. Currently we have 133 courses:
  - 61 undergraduate courses
  - 67 graduate courses
  - 5 STEM courses



### ITINERARIO Y PLAN DE TRABAJO – 2019-2020 (SUJETO A REVISIÓN)

31 julio – 6 septiembre	Primera reunión DEGI	Evaluación de la oferta hábil 2020, según solicitado por la Vicepresidencia, enmarcada en la “Guía para la Descontinuación y Reactivación de los Ofrecimientos Académicos de la UPR” (marzo 2014)
16 septiembre	Segunda reunión DEGI	Presentación Plan de Trabajo – Evaluación de Efectividad Académica y Sustentabilidad Fiscal de los Programas Graduados del Recinto de Río Piedras <ul style="list-style-type: none"> <li>✓ Solicitantes, Admitidos y Matriculados 2016-2019</li> <li>✓ Tasas retención y graduación (en progreso, DIIA)</li> <li>✓ Retos para la sustentabilidad de los programas 2019-2020</li> <li>✓ Medidas académicas y administrativas tomadas por los programas</li> </ul>
27 septiembre	CEGI	Reunión Extraordinaria del Consejo de Estudios Graduados e Investigación Plan de Trabajo: Evaluación de Efectividad Académica y Sustentabilidad Fiscal de los Programas Graduados del Recinto de Río Piedras
18 octubre	Unidades	Fecha límite - Recopilación de datos por programa graduado (Tablas 1 y 2) subir al repositorio
25 octubre (todo día)	Tercera reunión DEGI	Unidades - presentación y análisis de hallazgos: fortalezas y retos <b>Establecer y aplicar criterios para identificar programas en riesgo</b> Plan de Acción: Medidas académicas y administrativas propuestas
Nov 2019-Abril 2020	<u><i>Apply Yourself</i></u>	<b>Periodo de solicitud de nuevo ingreso, agosto 2020</b> <b>Monitoreo sostenido de solicitantes (enero y agosto 2020)</b>
30 enero 2020	Unidades	Fecha límite – Identificación de posibles programas en riesgo
30 abril, 2020	Cuarta reunión DEGI	<b>ANTES DE ADMITIR</b> Análisis de cupo vs número de solicitantes recomendados por los programas Confirmación de programas en riesgo – determinación para redirigir solicitantes a programas hábiles Plan de Acción Oferta Graduada – Plan de acción académico-administrativo por programa

Propuesta revisada - 13 sept 2019

## ETAPA 4 – EVALUACIÓN DE LA EFECTIVIDAD ACADÉMICA DE LOS PROGRAMAS GRADUADOS

### CALENDARIO DE TRABAJO

MIÉRCOLES 5 FEBRERO	JUEVES 6 FEBRERO	11 FEBRERO AL 11 MARZO (1 MES)	11 MARZO AL 7 ABRIL	JUEVES 16 ABRIL
REUNIÓN PLENARIA DISCUSIÓN DE LA ENCOMIENDA	ADIASTRAMIENTO A FUNCIONARIOS RESPONSABLES DE RECOPIRAR DATOS Y CUMPLIMENTAR RÚBRICA	CADA UNIDAD APLICA RÚBRICA A CADA PROGRAMA / ANALISIS DE HALLAZGOS	REUNIONES INDIVIDUALES POR FACULTAD Y ESCUELA / DISCUSIÓN DE HALLAZGOS	ANÁLISIS DE DEMANDA POR PROGRAMA (SOLICITANTES NUEVO INGRESO 2020)

### CALENDARIO DE REUNIONES INDIVIDUALES CON FACULTADES Y ESCUELAS - MARZO Y ABRIL 2020

LUNES 9 MARZO	MARTES 10 MARZO	MIÉRCOLES 11 MARZO	JUEVES 12 MARZO	VIERNES 13 MARZO
-----	---	1:30 – 3:30 PM FACULTAD DE HUMANIDADES	---	1:30 – 3:30 PM FAC DE CIENCIAS SOCIALES
LUNES 16 MARZO	MARTES 17 MARZO	MIÉRCOLES 18 MARZO	JUEVES 19 MARZO	VIERNES 20 MARZO
1:30 – 3:30 PM FAC DE CIENCIAS NATURALES	---	1:30 – 3:30 PM FACULTAD DE EDUCACIÓN	---	1:30 – 3:30 PM ESC. GRAD ADM. EMPRESAS
LUNES 23 MARZO	MARTES 24 MARZO	MIÉRCOLES 25 MARZO	JUEVES 26 MARZO	VIERNES 27 MARZO
FERIADO	---	1:30 – 3:30 PM ESCUELA DE ARQUITECTURA	-----	1:30 – 3:30 PM EGCTI
LUNES 30 DE MARZO	31 MARZO	MIÉRCOLES 1 ABRIL	JUEVES 2 ABRIL	VIERNES 3 ABRIL
Viaje Oficial			1:30 – 3:30 PM ESC COMUNICACIÓN	
LUNES 6 DE ABRIL	MARTES 7 DE ABRIL			
1:30 – 3:30 PM ESCUELA DE DERECHO	1:30 – 3:30 PM ESCUELA GRADUADA DE PLANIFICACIÓN			

**Universidad de Puerto Rico**  
**Recinto de Río Piedras**  
**Decanato de Estudios Graduados e Investigación**

**RÚBRICA PARA LA EVALUACIÓN DE EFECTIVIDAD DE PROGRAMAS GRADUADOS EN EL RECINTO DE RÍO PIEDRAS**

**Facultad:** Humanidades  
**Programa Académico:** Traducción  
**Código UPR:** 16.0103  
**CIP:** 0955

**NO ALTERE EL FORMATO DE LA RUBRICA EN NINGUNA DE SUS PARTES. TODO ANALISIS FAVOR DE REALIZARLO AL FINAL DEL DOCUMENTO**

<b>A. INDICADORES DE EFECTIVIDAD ACADEMICA POR PROGRAMA GRADUADO</b>					
1. Está presente en otro recinto del sistema UPR	No	Sí, solamente en su región		Sí, dentro y fuera de su región (0)	2
	2	1			
2. Está presente en otra institución universitaria en PR	No	Parcialmente		Sí	2
	2	1		0	
3. Puede ser acreditado y cuenta con acreditación. (si NO Aplica conteste el indicador #4)	Sí/Sí	Sí/No		No aplica	0
	1	0		0	
4. Si NO es un programa con acreditación especializada, ¿se completó una evaluación del programa (Certificación 45 2019-2020)?	Sí/Sí	Sí/No		No aplica	1
	1	0		0	
5. Carga Académica de Profesores que llevan a cabo investigación/creación, supervisión de tesis y disertaciones. (Cert. 51 2017-2018 pag. 18)	Mínimo 12 cred. (80 -100%) de los profesores	11 - 9 cred. (79 -70%) de los profesores	8 - 6 cred. (69 -50%) de los profesores	5 ó menos cred. (49% ó menos) de los profesores	3
	3	2	1	0	
6. Proporción de Profesores por número de tesis/disertación.	1 - 2 Tesis (80 -100%) de los profesores	3 - 4 Tesis (79 -70%) de los profesores	5 - 6 Tesis (69 -50%) de los profesores	7 ó más Tesis (49% ó menos) de los profesores	3
	3	2	1	0	
7. Número de publicaciones/obra creativa, del programa en los últimos cinco años, según documentado en los Informes Anuales de Logros. (Sujeto a criterios de Acreditación o disciplina). Publicaciones se refiere a revista arbitradas, libros, <i>Conference Proceedings</i> . Obra Creativa se refiere a labor premiada o reconocida con impacto a la gestión cultural.	En aumento	Estable	Variable	En descenso ó Ninguna	3
	3	2	1	0	
8. Cantidad total de fondos externos generados por el programa	En aumento	Estable	Variable	En descenso	3
	3	2	1	0	

TENDENCIAS POR PROGRAMA GRADUADO					
9. Número de estudiantes solicitantes. (Nuevo Ingreso Graduado) Cupo del programa: se refiere al cupo mínimo establecido en la propuesta de creación.	En aumento (sobre el cupo mínimo del programa)	Estable (cupo mínimo sostenido anualmente)	Variable (cupo mínimo NO sostenido anualmente)	En descenso (por debajo del cupo mínimo)	3
	3	2	1	0	
10. Número de estudiantes admitidos. (Nuevo Ingreso Graduado)	En aumento	Estable	Variable	En descenso	3
	3	2	1	0	
11. Número de estudiantes matriculados. (Nuevo Ingreso Graduado)	En aumento	Estable	Variable	En descenso	3
	3	2	1	0	
12. Matrícula Total	En aumento	Estable	Variable	En descenso	3
	3	2	1	0	
13. Tasa de retención (Cert. 51 2017-2018)	80% Todos los niveles	53% 79%		52%	2
	2	1		0	
14. Tasa de graduación (Cert. 51 2017-2018 pag. 11 y 12)	50% Maestrías (6 año) 60% Doctorados (8 año)	26% 49% Maestrías 26% 59% Doctorados		25% Todos los niveles	2
	2	1		0	
<b>Puntuación Total</b>	<b>33</b>	<b>32 - 20</b>	<b>19 - 12</b>	<b>11 ó menos</b>	<b>33</b>
	<b>Alto Cumplimiento</b>	<b>Cumple</b>	<b>Cumple Parcial</b>	<b>NO Cumple</b>	
<b>Análisis de los resultados: AL FINAL DEL DOCUMENTO</b>					

RÚBRICA PARA LA EVALUACIÓN DE EFECTIVIDAD DE PROGRAMAS GRADUADOS EN EL RECINTO DE RÍO PIEDRAS

Facultad: Humanidades  
Programa Académico: Traducción  
Código UPR: 16.0103  
CIP: 0955

**NO ALTERE EL FORMATO DE LA RUBRICA EN NINGUNA DE SUS PARTES. TODO ANALISIS FAVOR DE REALIZARLO AL FINAL DEL DOCUMENTO**

B. INFORMACIÓN ACTUAL DEL PROGRAMA		
15. Número total de estudiantes matriculados actualmente		
16. Número actual de profesores permanentes y probatorios	Permanentes:	Probatorios:
17. Número actual de profesores por contrato	Tiempo Completo:	Parcial:
C. INNOVACIONES		
18. Viabilidad del programa para ofrecerse nocturno ó sabatino.	Sí	No
	(Explique) <b>AL FINAL DEL DOCUMENTO</b>	
19. Viabilidad de conversión a programa a distancia o en línea.	Sí	No
	(Explique) <b>AL FINAL DEL DOCUMENTO</b>	
20. Viabilidad para ofrecer certificados profesionales ó adiestramientos de mejoramiento profesional.	Sí	No
	(Explique) <b>AL FINAL DEL DOCUMENTO</b>	
Análisis: <b>AL FINAL DEL DOCUMENTO</b>		

REVISADA el 10 de febrero de 2020

**A. INDICADORES DE EFECTIVIDAD ACADEMICA**

**B. INFORMACIÓN ACTUAL DEL PROGRAMA**

**C. INNOVACIONES**

# Enrollment of Graduate Students UPR

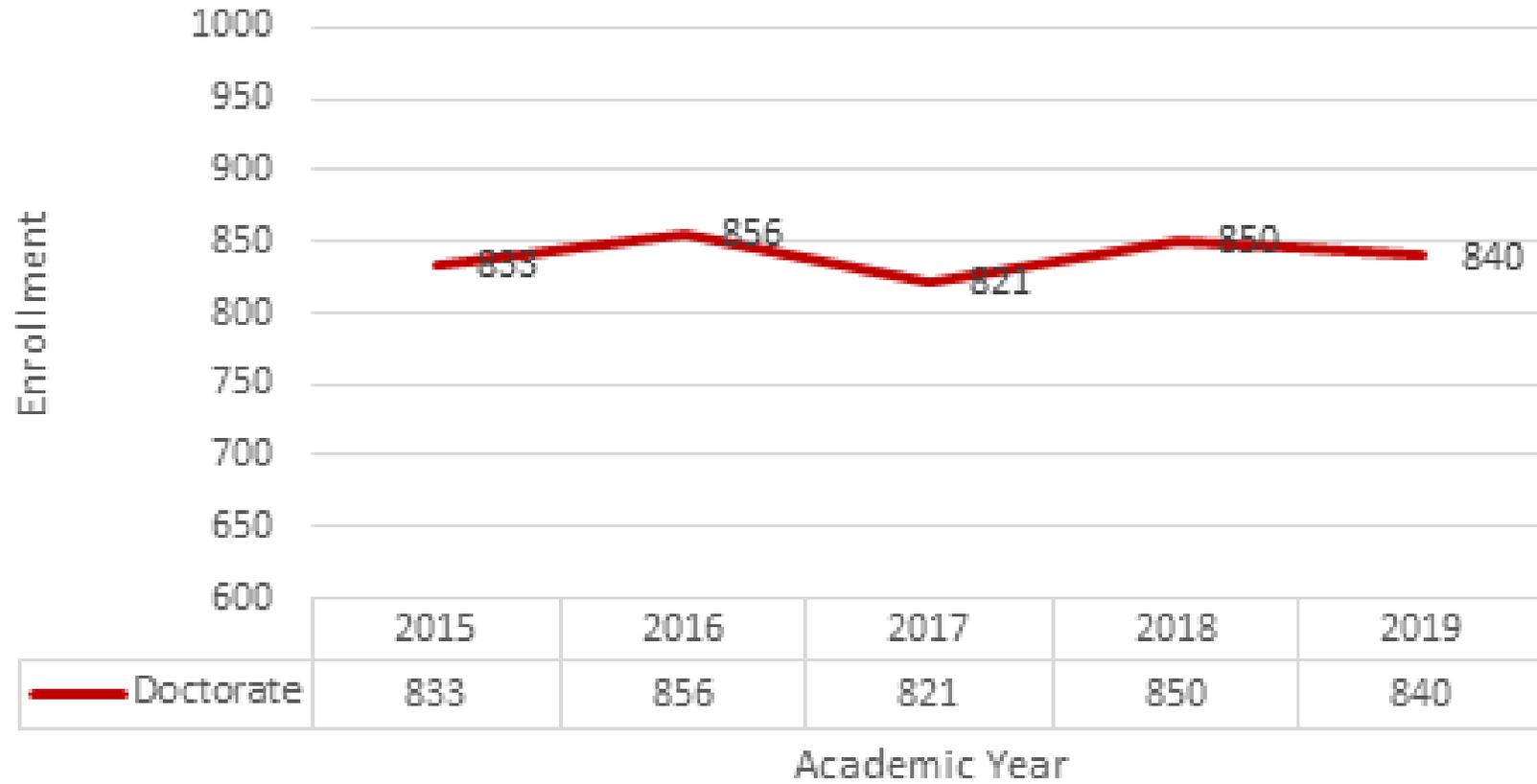
University of Puerto Rico

Graduate Programs 2017-18 al 2019-20

Unit	Medical Sciences			Mayagüez			Río Piedras		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
Total Enrollment	1932	1964	1893	995	903	855	3117	3275	3141
Amount of Students with Teaching or Research Assistant Position	372	344	278	531	491	448	523	487	481
Percentage of Students with Teaching or Research Assistant Position	19.3%	17.5%	14.7%	53.4%	54.4%	52.6%	16.8%	14.9%	15.3%
Amount of Students with honor roll	81	124	0	31	16	0	176	184	107
Percentage of Students with honor roll	4.2%	6.3%	0.0%	3.1%	1.8%	0.0%	5.6%	5.6%	3.4%

Fuente UPR Administración Central, Registrador UPRRP, DIIA y DEGI

## Doctorate Enrollment



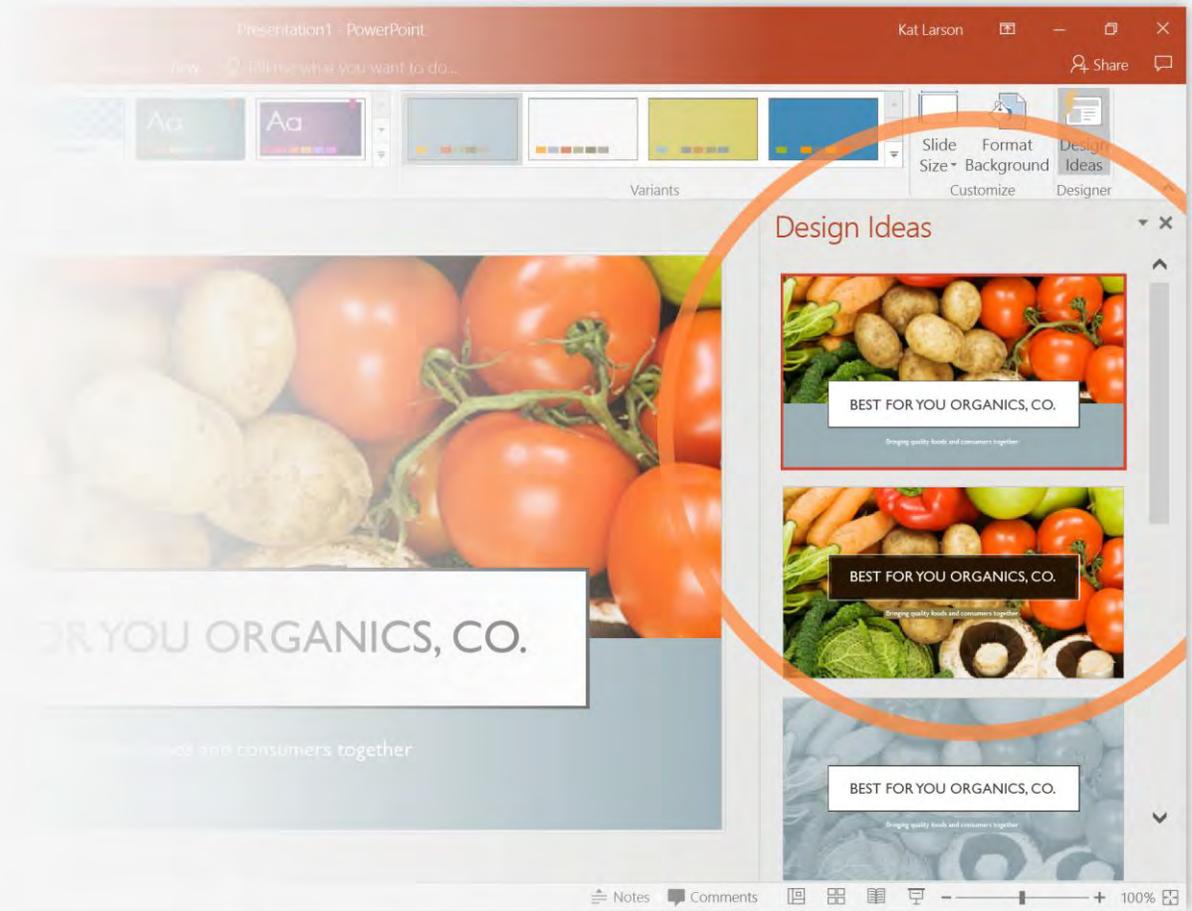


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# Designer helps you get your point across

PowerPoint Designer suggests professional designs for your presentation, based on the content in your slides.

Designer is a subscription-only feature. If you have an Office 365 subscription, the next slide shows you how it works in a new presentation.



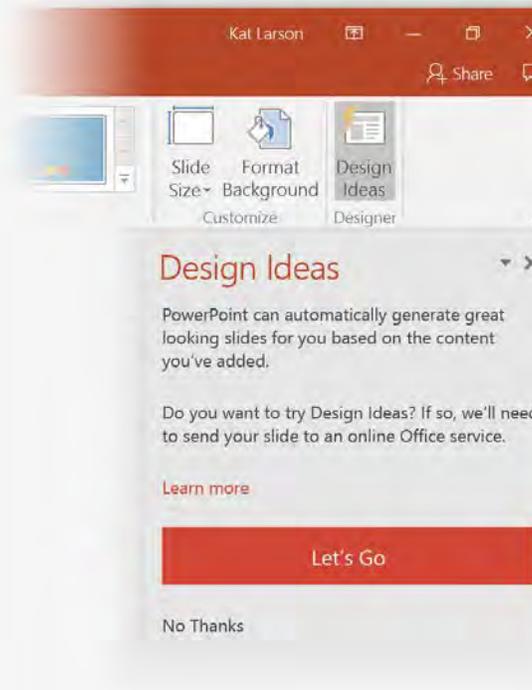
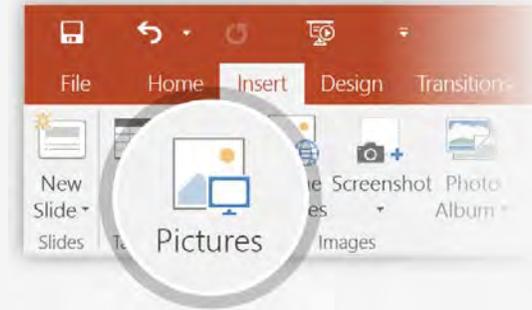
# How to use PowerPoint Designer

How it works:

- 1 Start a new presentation by going to **File > New > Blank Presentation**.
- 2 On the very first slide, add a picture: Go to **Insert > Pictures** or **Insert > Online Pictures** and choose the picture.

**Hint:** You need to be online when you add the picture.

- 3 When PowerPoint asks your permission to get design ideas, select **Let's Go**.
- 4 Choose a design you like from the **Design Ideas** task pane.



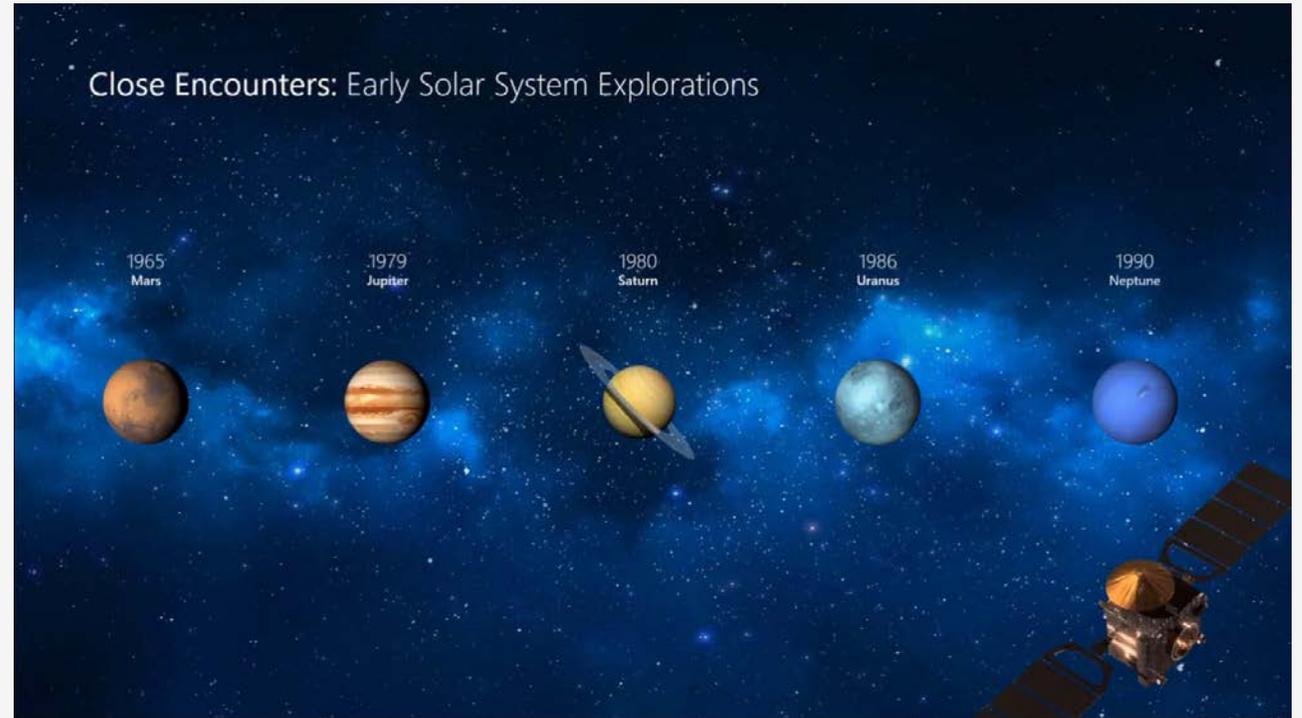
# Morph

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Morph makes smooth animations and object movements in your presentation. You use two similar slides to perform the animation, but it looks to your audience like the action happens on one slide.

**Play** the video on the right to see a quick example.

Morph is a subscription-only feature. If you have an Office 365 subscription, you can try it yourself with the steps on the next slide.

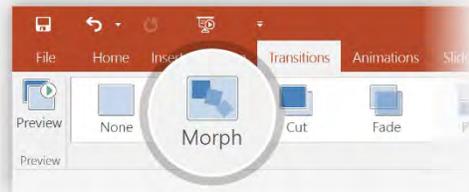
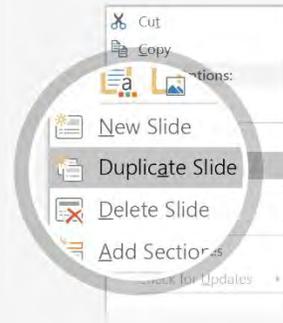


# Setting up Morph

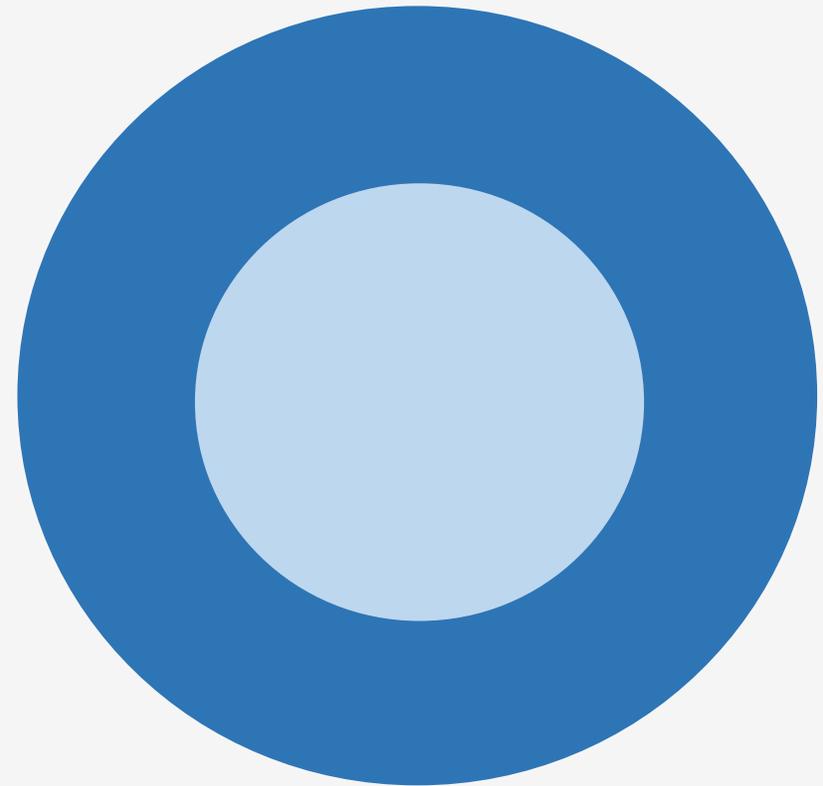
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Try it yourself with these two simple “planets”:

- 1** Duplicate this slide: Right-click the slide thumbnail and select **Duplicate Slide**.
- 2** In the second of these two identical slides, change the shapes on the right in some way (move, resize, change color), then go to **Transitions > Morph**.
- 3** Return to the first of the two slides and press **Slide Show** button and then select **Play** to see your circle morph!



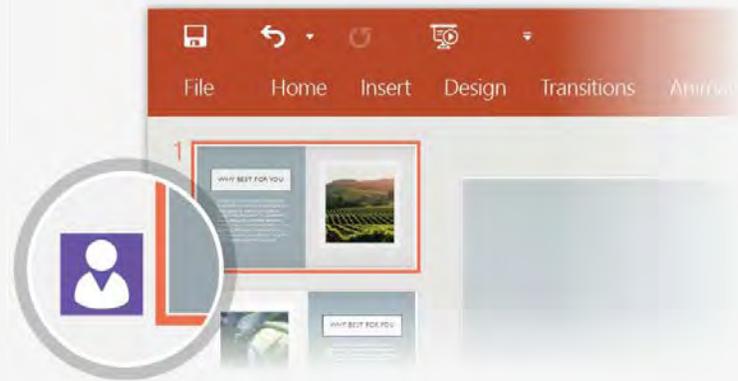
**Hint:** Effect Options gives you even more options for **Morph**.



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How it works:



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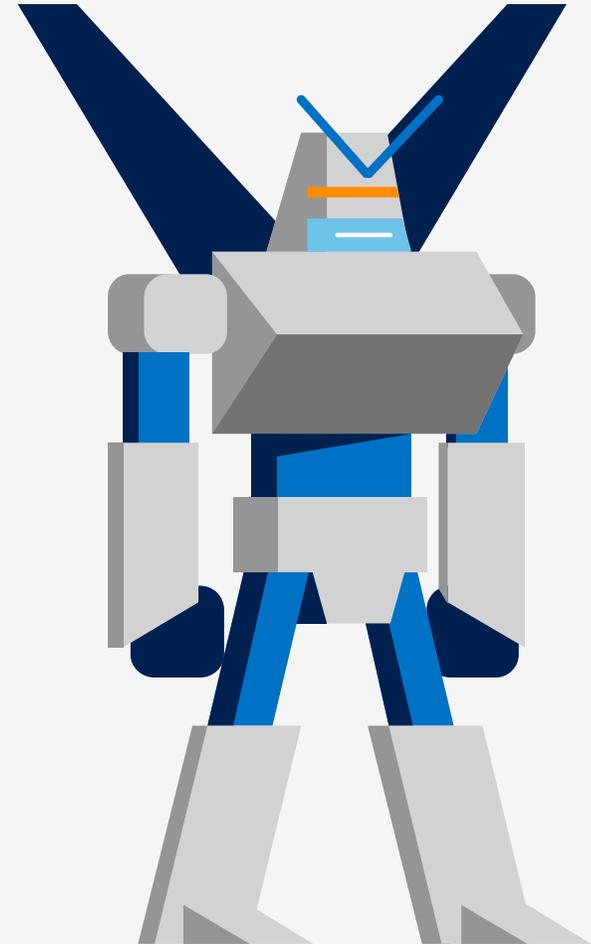
**3** ...and the part of the slide they're editing.

# You're an expert with Tell Me

The Tell Me box finds the right command when you need it, so you can save time and focus on your work.

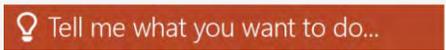
Try it:

SELECT ME



1 Select the Robot picture on the right.

2 Type *animation* in the **Tell Me** box, and then choose **Add Animation**.



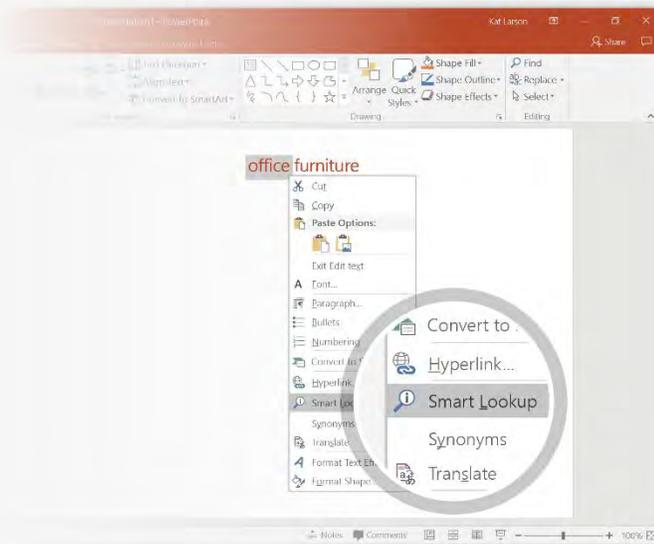
3 Choose an animation effect, like **Zoom**, and watch what happens.



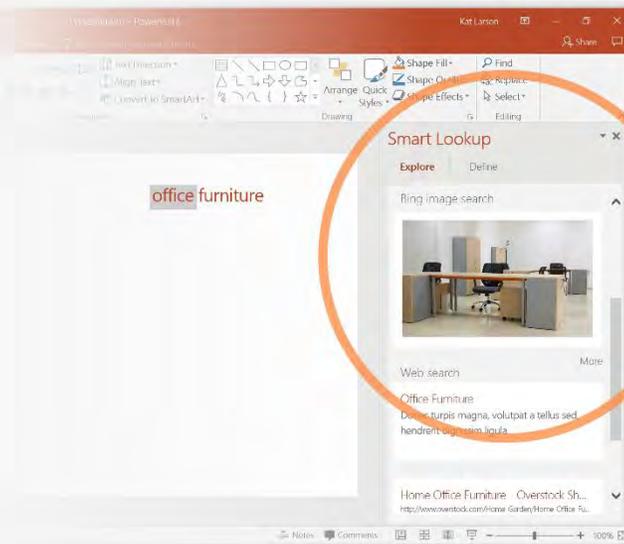
# Explore without leaving your slides

Smart Lookup brings research directly in to PowerPoint.

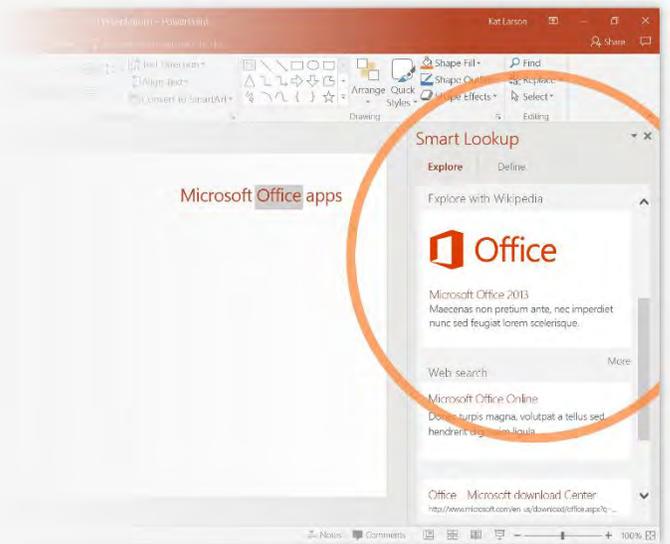
Try it:



**1** Right-click in the word *office* in the following phrase: **office furniture**



**2** Choose **Smart Lookup**, and notice that results are contextual for that phrase, not **Microsoft Office apps**.



**3** Just for fun, try Smart Lookup again by right-clicking in the word *Office* in Step 2.

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Select the **Tell Me**



button and type what you want to know.

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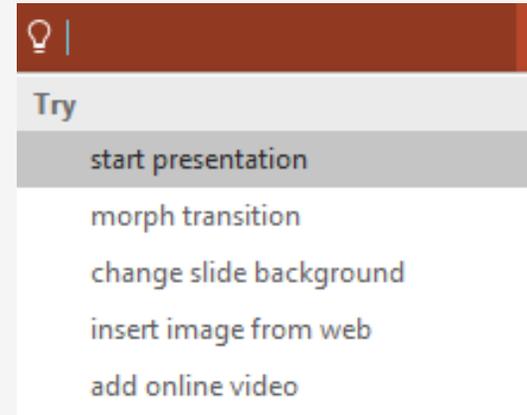
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# DiiA

División de Investigación Institucional y Avalúo  
Decanato de Asuntos Académicos

February 19, 2019

Dra. Sonia Balet  
Accreditation Advisor  
Deanery of Academic Affairs  
University of Puerto Rico  
Río Piedras Campus

Dear Dr. Balet:

The following table collects information of the learning assessment of the undergraduate programs that you requested for the MSCHE report. For the purpose of making the data clearer, I clarify that the information in parenthesis on the first two rows of the table indicates the amount of submitted reports for the program total corresponding to said reports. In other words, by the year 2014-2015, 30 assessment reports were submitted, these corresponding to 55 academic programs, mainly because some reports collect information of more than one academic program.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Programs that submitted at least 1 assessment report</b>	55 (30 reports)	57 (33 reports)	50 (27 reports)	49 (26 reports)	52 (29 reports)
<b>Programs in OLAS</b>	4* (4 reports)	14 (13 reports)	38 (15 reports)	41 (17 reports)	47 (23 reports)
<b>Programs that submit assessment outside of OLAS</b>	51	43	12	8	5
<b>Domains with a <u>lesser</u> frequency of compliance</b>	Mathematical logical reasoning	Information skills	Information skills	Social responsibility, Effective communication	Discipline's content
<b>Domains with a <u>higher</u> frequency of compliance</b>	Team work, Continuous learning	Discipline's content, Effective communication	Knowledge integration, Social responsibility	Research and creation, Capacity for independent study	Research and creation



UNIVERSITY OF PUERTO RICO  
RÍO PIEDRAS CAMPUS  
DEANERY OF GRADUATE STUDIES AND RESEARCH

**STAGE 4 – EVALUATION OF THE ACADEMIC EFFECTIVENESS OF THE GRADUATE PROGRAMS**

**WORK SCHEDULE**

WEDNESDAY, FEBRUARY 5	THURSDAY, FEBRUARY 6	FEBRUARY 11 TO MARCH 11 (1 MONTH)	MARCH 11 TO APRIL 7	THURSDAY, APRIL 16
PLENARY SESSION DISCUSSION OF THE ASSIGNMENT	TRAINING TO THE OFFICIALS RESPONSIBLE FOR COMPILING AND COMPLYING THE RUBRIC	EACH UNIT APPLIES THE RUBRIC TO EACH PROGRAM / ANALYSIS OF THE FINDINGS	INDIVIDUAL MEETINGS BY FACULTY AND SCHOOL / DISCUSSION OF THE FINDINGS	DEMAND BY PROGRAM ANALYSIS (NEW APPLICANTS 2020)

**SCHEDULE FOR INDIVIDUAL MEETINGS WITH FACULTIES AND SCHOOLS - MARCH AND APRIL 2020**

MONDAY, MARCH 9	TUESDAY, MARCH 10	WEDNESDAY, MARCH 11	THURSDAY, MARCH 12	FRIDAY, MARCH 13
-----	---	1:30 – 3:30 PM COLLEGE OF HUMANITIES	---	1:30 – 3:30 PM COLLEGE OF SOCIAL STUDIES
MONDAY, MARCH 16	TUESDAY, MARCH 17	WEDNESDAY, MARCH 18	THURSDAY, MARCH 19	FRIDAY, MARCH 20
1:30 – 3:30 PM COLLEGE OF NATURAL SCIENCES	---	1:30 – 3:30 PM COLLEGE OF EDUCATION	---	1:30 – 3:30 PM GRAD. SCHOOL OF BUSINESS ADMINISTRATION
MONDAY, MARCH 23	TUESDAY, MARCH 24	WEDNESDAY, MARCH 25	THURSDAY, MARCH 26	FRIDAY, MARCH 27
HOLIDAY	---	1:30 – 3:30 PM SCHOOL OF ARCHITECTURE	-----	1:30 – 3:30 PM GSIST
MONDAY, MARCH 30	MARCH 31	WEDNESDAY, APRIL 1	THURSDAY, APRIL 2	FRIDAY, APRIL 3
Viaje Oficial			1:30 – 3:30 PM ESC COMUNICACIÓN	
MONDAY, APRIL 6	TUESDAY, APRIL 7			
1:30 – 3:30 PM LAW SCHOOL	1:30 – 3:30 PM GRADUATE SCHOOL OF PLANNING			

### ITINERARY AND WORK PLAN – FIRST SEMESTER 2019-2020

July 31 – September 6	First meeting DEGI	Evaluation of the academic offer 2020, as requested by the Vice-presidency, framed in the “Guide for the Discontinuation and Revitalization of the Academic Offer of the UPR” (March 2014)
September 16	Second meeting DEGI	<p>Presentation – Evaluación of the Academic Effectiveness and the Fiscal Efficiency – creation of a repository</p> <ul style="list-style-type: none"> <li>✓ Applicants, Admitted and Enrolled 2016-2019</li> <li>✓ Challenges to maintain the programs functioning 2019-2020</li> <li>✓ Measures taken by the programs</li> </ul> <p>Presentation – Budget projection 2020-2023</p>
27 septiembre	CEGI	Extraordinary Meeting of the Council of Graduate Studies and Research Evaluation of Academic Effectiveness and Fiscal Efficiency – creation of a repository
18 octubre	Units	Deadline – Data collection by graduate program (Tables 1 y 2) – Upload to the repository
October 25 (all day)	Third meeting DEGI	Units - presentation and analysis of the findings: strengths and challenges <b>Establishment of criteria to identify at-risk programs</b> Proposed academic and administrative measures
<b>Nov 2019 - April 2020</b>	<b>Apply Yourself</b>	<b>Application period, August 2020</b> <b>Continuous monitoring of the applicants</b>
December 8	Units	Fecha límite - Plan de acción – programas identificados en riesgo
April 30, 2020	Fourth meeting DEGI	<b>BEFORE ADMISSION</b> Quota analysis vs number of applicants recommended by the programs At-risk program identification Decision making

Proposal – Sept 9, 2019

**University of Puerto Rico**  
**Río Piedras Campus**  
**Regulation in Distance Education**

Document	Description	Year
<p><b>Certification No. 49 of the Academic Senate of Río Piedras Campus</b></p> <p><i>Normas y Guías para la Implantación de la Política de Educación a Distancia en el Recinto de Río Piedras (Rules and Guidelines for the Implementation of the Distance Education Policy in the Río Piedras Campus)</i></p> <p><a href="#">Cert. Núm. 49, 2015-2016, del Senado Académico</a></p>	<p>The objective of this document is to establish the initial and transitional guidelines, requirements and procedures for the systematization of EaD in the Río Piedras Campus. This includes:</p> <ol style="list-style-type: none"> <li>1. Establish the procedures applicable to the offers that entail the EaD according to the mandate of the Academic Senate, through Certification No. 125 (2014-2015).</li> <li>2. Define the support structure necessary to establish the EaD in the Campus.</li> </ol>	2015-2016
<p><b>Certification No. 125, 2014-2015 of the Academic Senate of Río Piedras Campus</b></p> <p><i>Política de Educación a Distancia Recinto de Río Piedras Universidad de Puerto Rico (Distance Education Policy of the Río Piedras Campus-University of Puerto Rico)</i></p> <p><a href="#">Cert. Núm. 125, 2014-2015, del Senado Académico</a></p>	<p>The distance education programs of the Río Piedras Campus pursue the achievement of the following objectives:</p> <ol style="list-style-type: none"> <li>1. Expand access to the academic offer at any place and at all times, and increase the scope of the Campus to new and different student populations, in and out of Puerto Rico.</li> <li>2. Enrich and optimize the teaching-learning processes of the student population and teacher of the Campus.</li> <li>3. Provide an interactive academic experience and continuous accompaniment to each student through the most advanced information technologies and the communication.</li> <li>4. Ensure the quality of the academic offer at a distance with a technological infrastructure and support services, reliable and highly available, for faculty and students.</li> <li>5. Promote learning, critical thinking and the development of curiosity and intellectual productivity, at levels that reach the standards of academic and professional excellence of the Campus.</li> </ol>	2014-2015

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	<p>6. Integrate innovative assessment strategies to demonstrate student learning and satisfaction with the distance academic offer.</p> <p>7. Develop and strengthen a community of people trained to teach through these means and to investigate aspects of distance education.</p>	
<p><b>Certification No. 73 of the Government Board-University of Puerto Rico</b></p> <p><i>Política institucional de educación a distancia de la Universidad de Puerto Rico</i>  <i>(Institutional policy of distance education of the University of Puerto Rico)</i></p> <p><a href="https://www.upr.edu/mdocs-posts/certificacion-num-73-2006-2007-js/">https://www.upr.edu/mdocs-posts/certificacion-num-73-2006-2007-js/</a></p>	<p>The objective of the document is establishing a uniform public policy of distance education for all units and campuses of the University of Puerto Rico</p>	<p>2006-2007</p>
<p><b>Certification No. 79, 2017-2018 of the Academic Senate to approve the Strategic Plan 2018-2023 of the Río Piedras Campus</b></p> <p><i>Plan Estratégico del Recinto de Río Piedras (Strategic Plan of Río Piedras Campus)</i></p> <p><a href="http://senado.uprrp.edu/wp-content/uploads/2018/11/CSA-79-2017-2018.pdf">http://senado.uprrp.edu/wp-content/uploads/2018/11/CSA-79-2017-2018.pdf</a></p>	<p><b>Commitment 2023</b></p> <p>The objective of the strategic plan is to offer a roadmap for priority decision making over the next five years in order to address the fundamental changes required by the Campus, reaffirming its commitment to excellence in research, creation, teaching and service. As part of this strategic plan, the development of an <i>innovative education with distance programs</i> adapted to changes in the labor market, to the diversity in the student profile, as well as to the development of the necessary skills to lead entrepreneurial processes.</p>	<p>2017-2018</p>

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<p><b>Certification No. 50, 2016-2017 of the Government Board to approve the Strategic Plan 2017-2022 of the University of Puerto Rico</b></p> <p><i>Plan Estratégico de la Universidad de Puerto Rico (Strategic Plan for the University of Puerto Rico)</i></p> <p><a href="http://www.vcertifica.upr.edu/PDF/CERTIFICACION/2016-2017/50%202016-2017.pdf">http://www.vcertifica.upr.edu/PDF/CERTIFICACION/2016-2017/50%202016-2017.pdf</a></p>	<p>Among the goals and objectives of the Strategic Plan of the University of Puerto Rico, we can highlight the intention and purpose of developing both <i>face-to-face and distance programs of excellence</i>.</p> <p><i>For example:</i></p> <p><b>Strategic Issues, Goals and Objectives:</b> The University of Puerto Rico expands local and international access to higher education of the highest quality by offering <i>distance academic</i> and professional programs.</p> <p><b>Goal 1, 1.d</b> Develop and offer academic programs, undergraduates, graduates and <i>distance</i> professionals that meet educational needs and opportunities in Puerto Rico and internationally.</p> <p>Expand the offer of self-financing professional programs and studies for non-traditional students and older adults, focused on the development of self-management skills, to the changing requirements of disciplines, professions and the job market, both <i>face-to-face and distance</i>.</p> <p><b>Goal 2-Objective 2.a, 2.b.</b> Develop an institutional plan of technologies and information systems that enables <i>distance education</i> and maximizes the effective use of online applications.</p>	<p>2016-2017</p>
<p><b>Strategic Plan of the Advisory Board of the President in Distance Education</b></p> <p><i>Plan Estratégico de Educación a Distancia, 2020-2025</i> <i>Universidad de Puerto Rico</i></p>	<p>The Strategic Plan for distance education outlines the components, goals and objectives that arise from the current situation of the UPR in terms of distance education, the current technological advances that facilitate this modality of education and of the pressing interest that has the first institution of higher</p>	<p><i>In process</i></p>

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<p><i>Strategic Plan for Distance Education, 2020-2025</i>  <i>University of Puerto Rico</i></p>	<p>education of the Country in integrating to this current.</p> <p>The Plan aims to trace the way forward to achieve the mission and vision of institutional distance education that is in turn aligned with the mission and vision of the UPR.</p> <p>The Plan reaffirms the mission and vision of the University of Puerto Rico, its fundamental values, as well as its commitment to the appraisal and continuous improvement, with the highest standards of quality, ethics and institutional integrity.</p> <p>The Plan expresses the will to innovate and transform academic, research and knowledge creation tasks, as well as their technological structures It seeks to contribute to the development of Puerto Rico and the strengthening of its ties with the community. international.</p> <p>This plan is in process of consultation with the university community, since it was approved by the Advisory Board of Distance Education of the President of the University of Puerto Rico. The President's advisory board has three members, professors of the Río Piedras Campus.</p>	