

CENTRO DE
ESTUDIOS
AVANZADOS



DE PUERTO RICO
Y EL CARIBE

CENTRO DE ESTUDIOS AVANZADOS DE PUERTO RICO Y EL CARIBE

Self-Study Design Document

July 18, 2019

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I. Institutional Overview

The **Centro de Estudios Avanzados de Puerto Rico y el Caribe** (CEAPRC) was organized toward the end of 1976, under the auspices of the Council on Education (CEPR). In 1982 CEAPRC was accredited by Middle States Commission on Higher Education. CEAPRC is a non-traditional, autonomous non-profit institution of higher education that is governed by a nine-member Board of Trustees representing the professional, social, and cultural sectors of the island, its faculty, and the student body. It has a general mission common to universities in the democratic tradition. Within this tradition, CEAPRC proposes to train its students in the understanding and appreciation of Puerto Rican culture, its history, literature and socio-historic linkages with the Caribbean region. CEAPRC promotes unity and collaboration among scholars and creative people through the Caribbean, and is committed to education and research in the field of Puerto Rican and Caribbean studies. It strives to contribute to the dissemination and development of knowledge of persons in democratic situations.

Currently, CEAPRC offers a Master's Degree with five specializations: Puerto Rican and Caribbean Studies, History of Puerto Rico and the Caribbean; Puerto Rican and Caribbean Literature; Archeology; and International Relationships. In addition, CEAPRC offers a Ph. D. degree with two specializations: Puerto Rican and Caribbean History; and, Puerto Rican and Caribbean Literature. These programs include a variety of graduate level courses in history, literature, folklore, art, sociology, economics, sociology of religion, political sciences, cultural anthropology, archaeology, and research methods related to Puerto Rico and the Caribbean area countries.

CEAPRC is housed in one of San Juan's most important historical landmarks, the *Seminario Conciliar de Puerto Rico* (SCPR), built in the early XIXth century. SCPR was the island's pioneer institution in science and liberal arts education. It was first a Catholic seminary, and later became one of the first centers for general education on the Island. It was the St. Thomas Aquinas School up to 1970, until Dr. Ricardo Alegría restored it as part of his projects. It is located at 52 Cristo in the heart of Old San Juan's historical zone. It maintains special cooperative agreements and fosters academic and cultural relations with other institutions such as the University of Puerto Rico, the Institute of Puerto Rican Culture, the National Endowment for the

Humanities-Puerto Rican Humanities Foundation, Universidad Ana G. Méndez- Carolina Campus, and National Park Service. It also sponsors a significant program of cultural activities including seminars, forums, symposiums and conferences open to the public at large and lends its facilities for other activities sponsored by outside groups with special cultural and intellectual interests.

Facilities at CEAPRC include eight classrooms, a library, a theater, an exhibit hall, a chapel, a student room, a faculty room, and administrative offices. It also includes three bedrooms and an apartment for visiting professors, a small interior yard and large exterior one, three areas that can be used in the first floor, an archaeology laboratory, and a book depository.

The mission of CEAPRC is in review process. The actual mission reads as follows:

The Centro de Estudios Avanzados de Puerto Rico y el Caribe (CEAPRC), is a graduate-level, higher education institution, dedicated to the education of professionals capable of contributing significantly to understand, address, and solve the different aspects of the social, cultural, economic, and geopolitical reality of Puerto Rico and the Caribbean area. The Centro offers academic programs at the Master's and Doctoral degree levels to students from Puerto Rico and the exterior, geared to the study, promotion, enrichment, and dissemination of the historic, social and cultural values of Puerto Rico and the Caribbean. As an essential element toward this end, the Centro gives the highest priority to research activity in order to generate, publish, and disseminate knowledge relative to all aspects of the Puerto Rican, Antilles, and the Caribbean reality.

CEAPRC establishes, promotes, and defends the following fundamental values and principles:

- Puerto Rico constitutes a Hispanic-African-Caribbean nation, proud of its culture and eager to preserve and enrich it.
- Due to its geographic location, its history, and its ethnic and cultural composition, Puerto Rico is closely linked to the peoples of the Caribbean and the Antilles.
- The mixture of the aboriginal, African, and Spanish cultures has left a profound legacy on our Island and in the brotherhood of Hispanic- American nations. Thus, we constitute one and a same cultural entity.

- Research activity and dissemination, as well as the generation of ideas and the stimulus of thinking, are key elements of the academia.

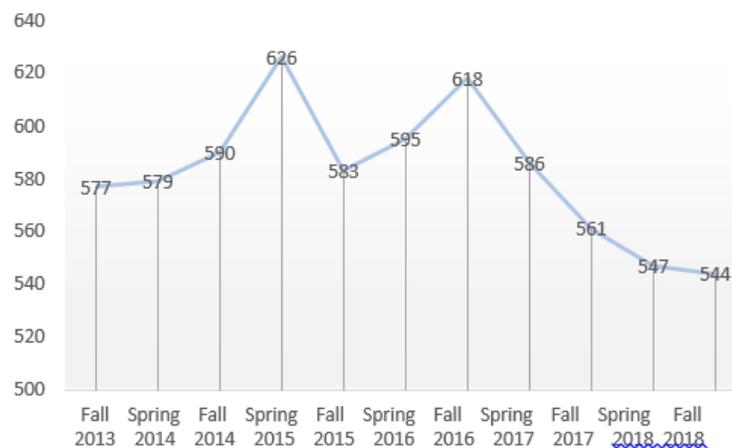
The institutional objectives include:

1. To contribute to create among Puerto Ricans a full awareness of the position of their nation within the geographical, historical, cultural, sociological, and financial context of the Caribbean region.
2. To promote Puerto Rican Studies in the context of the Caribbean region.
3. To develop professionals capable of contributing and serving their country and humankind.
4. To offer courses designed for educators working in the United States Puerto Rican communities in order to familiarize those communities with their cultural inheritance.
5. To promote and disseminate the findings of research studies on the Caribbean culture, particularly the Puerto Rican culture, through publications and other disclosure methods.
6. To promote partnerships and cultural activities for a better understanding of the Caribbean history, literature, and culture.

A nine-member Board of Trustees governs CEAPRC. At this time, the institution's academic and administrative officers include an Acting Chancellor, Dr. Amalia Alsina Orozco; an Acting Academic Dean, Dr. Josué Caamaño-Dones; an Accountant and Tax and Administrative Advisor, Dr. Joaquín Vázquez Brioso; a Registrar, Ms. Mayra I. Ramírez Valdejully, M.A.; a Librarian, Dr. Francisc J. Mojica García; and a Dean of Student Affairs, Ms. Clarissa Santiago Toro, M.S. An Academic and Administrative Council that includes the Chancellor, the Academic Dean, the Dean of Administration, the Librarian, five faculty members, and a representative of the Student Council deals with academic affairs and administrative matters pertaining to the academia. Students at the institution are represented through the Student Council.

The enrollment for the last five years is shown in the next chart. We must point out that since 2017 the drop in students is correlated with the population decline sustained on the island since that year.

Chart 1. Enrollment



Source: Registrar Report, January 2019.

Twenty six percent of our professors have been working at CEAPRC 15 years or more. The faculty at CEAPRC, distinguished for their expertise, has academic preparation from different universities such as the University of Puerto Rico, universities in the United States of America, La Sorbonne in Paris and universities in Spain and México.

The Library offers its services to students, professors, members of the administration, and the community. Services offered include book circulation, inter-library loans, consultation, reference and orientation on the use of the catalogues. Photocopying services are also offered. The library has approximately 17,000 titles, specializing in History and Literature from Puerto Rico and Archeology. Library hours are from Monday through Thursdays, 9:00 am - 8:00 pm; Fridays 9:00 am – 5:30 pm; and Saturdays from 8:00 am - 4:00 pm.

Currently CEAPRC is engaged in: an institutional assessment process to strengthen the student learning process, relocation of the headquarters, fiscal stability and administrative organizational structure. The CEAPRC has two important challenges: the appointment of the Chancellor and the relocation of the headquarters.

1. In summer 2019 the Chancellor will be appointed, after consulting the university community. The Chancellor will appoint the deans of Academic Affairs, Administrative Affairs and Student Affairs. The Board of Trustees will confirm the designations of deans.

The Board of Trustees and the Chancellor will evaluate the alternatives available for the relocation of the CEAPRC headquarters.

II. Institutional Priorities to be Addressed in the Self-Study

The Institutional stakeholders were consulted in identifying the priorities to be addressed in the self-study process. Chancellor, Board of Trustees members, Academic Dean, Student Affairs Dean, Administration Dean, students and faculty member participated in the identification of the priorities. The institutional priorities to be addressed in the Self-Study are:

1. Strengthen strategic planning and institutional effectiveness (At this time includes, strengthen administrative organizational structure, identify new economic resources for fiscal stability and identify the headquarters for relocation of CEAPRC).
2. Strengthen academics program evaluation and assessment
3. Student recruitment and success

Selected priorities align with the institution's mission and goals are demonstrated in table 1 to ensure how well elements of our mission aligned with our selected institutional priorities are. In addition, an analysis of how Commission Standards align with the selected priorities were developed in table 2.

Table 1. Institutional Priorities aligned with institutional mission

Centro de Estudios Avanzados de Puerto Rico y el Caribe is a private, not for profit institution that fosters:		Institutional Priorities		
		Institutional priority 1: Strengthen strategic planning and institutional effectiveness	Institutional priority 2: Strengthen academics program evaluation and assessment	Institutional priority 3: Student recruitment and success
Elements of Institution's Mission Statement	<i>...is a graduate-level, higher education institution, dedicated to the education of professionals capable of contributing significantly to understand, address, and solve the different aspects of the social, cultural, economic, and geopolitical reality of Puerto Rico and the Caribbean area.</i>			☐
	<i>...offers academic programs at the Master's and Doctoral degree levels to students from Puerto Rico and the exterior, geared to the study, promotion, enrichment, and dissemination of the historic, social and cultural values of Puerto Rico and the Caribbean.</i>		☐	
	<i>...as an essential element toward this end, the Centro gives the highest priority to research activity in order to generate, publish, and disseminate knowledge relative to all aspects of the Puerto Rican, Antilles, and the Caribbean reality.</i>	☐	☐	

Table 2. Aligning Institutional Priorities with Commission Standards

Standards of Accreditation	Institutional Priorities		
	Institutional priority 1: Strengthen strategic planning and institutional effectiveness	Institutional priority 2: Strengthen academics program evaluation and assessment	Institutional priority 3: Student recruitment and success
Standard I: Mission and Goals	<input type="checkbox"/>		
Standard II: Ethics and Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Design and Delivery of Student Learning Experience		<input type="checkbox"/>	
Standard IV: Student Support Services	<input type="checkbox"/>		<input type="checkbox"/>
Standard V: Educational Effectiveness Assessment		<input type="checkbox"/>	
Standard VI: Planning, Resources, and Institutional Improvement	<input type="checkbox"/>		
Standard VII: Governance, Leadership and Administration	<input type="checkbox"/>		

III. Intended Outcomes of the Self-Study

This self-study will provide us the opportunity to reflect and review how well our efforts align with our strategic directions and priorities, and will provide evidence and analysis, for both ourselves and our stakeholders, on our areas of excellence while simultaneously informing our process of continuous improvement. Our self-study will thus tell the story of how our strategic priorities as defined in our University Strategic Plan align with MSCHE Standards of Accreditation and Requirements of Affiliation and will provide a guiding framework to inform our future directions. Our institution intends to achieve the following outcomes as the result of engaging the self-study process, considering ways the self-study process will help us to meet our mission, key institutional goals, and enhance overall effectiveness. Our specific intended outcomes are:

1. Demonstrate compliance with accreditation standards focus on continue improvement of institutional process to achieve our mission.
2. Use this process to enhance strategic planning.
3. Use this process to strengthening institutional assessment.
4. Achieve an inclusive self-study process with added value for all institutional constituencies.
5. Explicitly relate the Institution's Core Values and Mission to each Middle States Standard.
6. Relate Standard 2, Ethics and Integrity, to each of the other six Standards.
7. Place appropriate emphasis on budget (including Administration and External Funds), planning, and decision-making processes as they relate to each standard.
8. Place appropriate emphasis on assessment elements and processes as they relate to each standard under consideration.
9. Place appropriate emphasis on those processes that could affect or be a causal element of CEAPRC Retention and Graduation rate.
10. Place appropriate emphasis on accreditation elements and processes as they relate to each standard under consideration.

IV. Self-Study Approach

The self-study approach to be used to organize the Self-Study Report is standard-based approach. The adoption this strategy will enable the CEAPRC to confirm its alignment with the seven standards of accreditation as well as the requirements of affiliation and verification of compliance with federal regulations. This self-study will also provide the opportunity for the members of the university community to reflect critically on what we have become and evaluate the impact of these changes. The original strategic plan was envisioned as a living document with modifications expected when appropriate. The self-study provides the vehicle to assess these changes and to provide direction for the next five years.

Each of the seven standards for accreditation will be assigned to a Working Group co-chaired by members of the Steering Committee. An eighth Working Group, also co-chaired by members of the steering committee, will address the requirements of affiliation and the Verification of Compliance with Accreditation-Relevant Federal Regulations. The reports submitted by these eight Working Groups will provide with recommendations for the further implementation of its strategic plan.

It serves several purposes, including the following:

- Serves as a blueprint for the self-study process, including the final Self-Study Report.
- Identifies the process utilized by the institution to select the institutional priorities to be evaluated and how it plans to ensure that the Self-Study Report will address the Commission's expectations, including standards for accreditation, requirements of affiliation, policies and procedures, and federal compliance requirements.
- Enables the Steering Committee and its Working Groups to conceptualize and organize tasks relevant to self-study process.
- States up front what, for the institution, are the intended outcomes of the self-study.
- Outlines the organizational structure of the Steering Committee and its Working Groups and how they will interact with each other.

- Defines common formats for reporting
- And addresses how the Evidence Inventory will ensure that all the applicable Criteria of each Standard are sufficiently addressed.

V. Organizational Structure of the Steering Committee and Working Groups

For self-study process our organizational structure is composed by an executive committee, steering committee and working groups.

The executive committee includes Chancellor, Chair and Co-chair of Self-Study process and the Accreditation Liaison Officer.

The executive committee members are:

- Dr. Amalia Alsina Orozco, Acting Chancellor
- Dr. Josué Caamaño-Dones, Acting Academic Dean, Chair and ALO
- Ms. Clarissa Santiago Toro, M.S., Dean of Student Affairs, Co-Chair

The steering committee is composed by chair and co-chair of self-study process and chairs and co-chairs of each working group. The working groups was divided by standards. The steering committee members are:

- Dr. Josué Caamaño Dones, Acting Academic Dean, Chair of Steering Committee and ALO
- Ms. Clarissa Santiago Toro, M.S., Acting Dean of Student Affairs, Co-chair
- Dr. Luis Rafael Rodríguez Rodríguez, Acting Administration Dean, Co-chair

The Steering Committee will determine the key issues for the Self-Study, set the timeline for the self-study process as a whole, and assure that open and active communication lines persist between the Steering Committee, the work groups and the academic community. It is responsible for collecting and maintaining the documents and materials necessary for the effective operation of the work groups and the Evaluation Team. The Committee will also provide the work groups with an improved version of the Executive Steering Committee's research questions. Finally, it will examine and evaluate work group reports and generate a draft of the Self-Study Report, coordinating and leading campus-wide discussion of the document.

It will also establish communication lines that will help the academic community understand the self-study process and what MSCHE reaccreditation means for CEAPRC. This responsibility includes enhancing the understanding of the value of the self-study process within the community. Specifically, the charge is to:

- Create a Web Page
- Provide regular communications regarding the self-study process
- Announce and plan celebrations of milestones
- Keep faculty, staff and administrator's morale high during the process

Standard 1: Mission and Goals

- Dr. Josué Caamaño Dones, Acting Academic Dean, Chair
- Ms. Clarissa Santiago Toro, M.S., Dean of Student Affairs, Co-chair
- Dr. Luis Rafael Rodríguez Rodríguez, student graduate from CEAPRC, Co-chair

Standard 2: Ethics and Integrity

- Dr. Nivea de Lourdes Torres Hernández, Faculty, Chair
- Dr. Luis Mayo Santana, Faculty, Co-chair
- Dr. Agla Rivera, Faculty, Co-chair

Standard 3: Design and Delivery of Student Learning Experience

- Dr. Miriam Lugo, Professor, Chair
- Ms. Mayra Ramírez, Registrar, Co-chair
- Dr. Francis Mojica, Library Director, Co-chair

Standard 4: Support of the Student Experience

- Ms. Clarissa Santiago, Dean of Student Affairs, Chair
- Mr. José Pérez, Co-chair
- Ms. Carmen Ortiz, Counselor, Co-chair

Standard 5: Educational Effectiveness Assessment

- Dr. Josué Caamaño Dones, Acting Academic Dean, Chair
- Dr. Ignacio Olazagasti, Faculty
- Dr. Félix Huertas, Faculty
- Dr. Soraya Serra Collazo, student graduate from CEAPRC

Standard 6: Planning, Resources, and Institutional Improvement

- Dr. Raúl Guadalupe, Faculty, Chair
- Dr. Roberto Echevarría, Co-chair
- Dr. Carmen Centeno, student graduate from CEAPRC
- Dr. Evelyn Vélez Rodríguez, student graduate from CEAPRC

Standard 7: Governance, Leadership, and Administration

- Dr. Luis Rafael Rodríguez Rodríguez, student graduate from CEAPRC, Co-chair
- Dr. Joaquín Vázquez Brioso, Accountant and Tax and Administrative Advisor, Co-chair
- Dr. Ramón Luis Acevedo, Faculty, Co-chair
- Dr. Eduardo Frías Etayo, student graduate from CEAPRC
- Dr. Miguel Fornerín, student graduate from CEAPRC

Working Groups tasks and responsibilities

Each working group will review institutional documents and processes to determine the extent to which CEAPRC meets the Standard of Accreditation and Requirements of Affiliation assigned to the group and how well our operations align with our strategic directions and priorities. Each chair and co-chairs will be responsible for: coordinating the work of their working group, submitting drafts of reports on time, reporting to the Executive Committee, how their standard's criteria and/or Requirements of Affiliation were divide to ensure that each is being adequately analyzed. The person assigned to each component will be responsible for writing that particular section. The working group may also want to appoint one or more members to fulfill each of the following tasks:

1. Chair and Co-chairs facilitate meetings of the group assigned. And identify any additional member for guarantee the compliance with the required analysis and report.
2. Chair and Co-chairs will keep minutes of all meetings of the group, save and share digital copy with executive committee Chair.
3. Prepare a working plan to ensure the compliance with Self-study time line.
4. Help to identify and gaps in the Document Roadmap, and to save any relevant documents.
5. Review any date relevant to the working group's standard and report back to the group.
6. They will meet weekly and keep evidence of meetings and working group documents.

The self-study must be developed through each working group analyze in the light of MSCHE Standards of Accreditation and Requirements of Affiliation as well as our own Strategic Plan. It will also recognize our reality, strengths, and areas to be developed to complies and meet our mission. Each group should document which items they used from the inventory of existing support documents (the Document Roadmap) as well as any new data elements that they collected in order to address the standards. Each report should be analytical, and it should result in conclusions that can be reformulated into recommendations that will, if necessary, modify current plans and practices of the university. The most important aim of our self-study is the intentional and deeply reflection about our practices to guarantee the continuous improvement and strengthening our Institution.

Specific tasks and central questions for each work group are given below. As methodological approaches are considered and data are gathered for the work group's study, it may expound upon these questions or add others. Staff support is being provided by Nisheira Ruiz in the Office of the Academic Dean. Each working group is expected to comply with the following guidelines:

- The working group will meet at least once a week, as of February 2019, to complete the requirements.
- Each working group will keep minutes of all meetings, and these will be stored in digital archive.
- The members of each working group will read and study the Middle States Requirements of Affiliation and Standards for Accreditation.
- Each working group will review the Document Roadmap and make its recommendations during the first meeting.
- Each working group will submit a first draft to the Steering Committee Co- Chairs no later than September 1, 2019, and a final report no later than December 15, 2019.
- The report should make clear and specific reference to any relevant documents used by the working group in compiling the report.
- The report will focus on how well the institution is meeting the expectations defined by the Standard for Accreditation and Requirement(s) of Affiliation assigned to the working group and how well our operations align with our strategic directions and priorities.
- The report should include analysis of the institution's strengths and areas to be develop as well as its challenges and opportunities based on Standard, Requirement(s), and components of the Strategic Plan in question. The report should also include no more than three recommendations that the working group would like to make on areas for improvement identified during this process.

- The working groups should recognize that their submitted reports will be used as source information for the authors of the Self-Study document, and may or may not appear in their submitted form in that final document.

Guiding Questions for Working Groups

Working Group 1: Standard 1

Working Group 1 will be focused on examining **Standard 1: Mission and Goals**, the description of which reads: “The institution’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution’s stated goals are clearly linked to its mission and specify how the institution fulfills its mission.”

In addition, this working group will consider:

- **Requirements for Affiliation 7** (“The institution has a mission statement and related goals, approved by its governing board that defines its purposes within the context of higher education,”
- **Requirement of Affiliation 10** (“Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.”)

In focusing their analysis, Working Group 1 will be guided by the following questions:

1. To what extent does CEAPRC meet the criteria for Standard I?
2. To what extent does CEAPRC meet Requirements of Affiliation numbers seven and ten as they relate to Standard I?
3. Are the goals of the university as expressed in the Strategic Plan linked to the university mission?
4. How well does CEAPRC engage in its assessment of its mission and goals?
5. How do the mission and goals inform all of the work of the university?
6. How can the university improve on current processes and outcomes of aligning our practices with our mission and goals?
7. Is CEAPRC mission sufficiently clear and distinct so as to guide planning, decision making, resource allocation, and program and curricular development?
8. How well and to what extent do the mission, goals, and objectives relate to the internal as well as the external contexts and constituencies of the institution?
9. How well and to what extent are CEAPRC mission, goals, and objectives linked to the development and shaping of academic programs and services, administrative offices and institutional practices?

Working Group 2: Standard 2

Working Group 2 will be focused on analyzing **Standard II: Ethics and Integrity**, the description of which reads: “Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.”

In focusing their analysis, Working Group 2 will be guided by the following questions:

1. To what extent does CEAPRC meet the criteria for Standard II?
2. How well does CEAPRC engage in the assessment of the ethics and integrity of the design and implementation of its institutional policies, processes, and practices?
3. What is the university doing to ensure and improve upon the ethics and integrity of institutional policies, processes, and practices?
4. How does the university live up to the ethical goals laid out in the Strategic Plan?
5. How effective is the manner of communicating policies and procedures to constituents at CEAPRC?
6. How well and to what extent does the institution promote sound ethical practices and respect for individuals through its teaching, research, services, and administrative practices?
7. How well and to what extent are issues regarding fair academic assessment, student conduct, and alleged disciplinary violations addressed?
8. What evidence is there to support the statement that the institution is honest and truthful in public relations announcements, advertisements, and in recruitment and admissions materials?
9. How effective is the CEAPRC in promoting a climate of academic inquiry and academic and intellectual freedom?
10. In what manner does the CEAPRC conform to fair and impartial practices in the hiring, evaluation, promotion, and dismissal of faculty and staff?
11. To what extent have CEAPRC policies and procedures been effective in ensuring an environment of integrity, civility, mutual respect and cooperation?

Working Group 3: Standard 3

Working Group 3 will be focused on analyzing **Standard 3: Design and Delivery of the Student Learning Experience**, the description of which reads: “An institution provides students with learning experiences that are characterized by rigor and

coherence in all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program, pace/schedule, level, and setting, are consistent with higher education expectations.”

In addition, this working group will consider:

- **Requirement of Affiliation 8** (“The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes”)
- **Requirement of Affiliation 9** (“The institution’s student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievements throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality”)
- **Requirement of Affiliation 10** (“Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments”)
- **Requirement of Affiliation 15** (“The Institution has a core faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution’s educational programs”)

In focusing their analysis, Working Group 3 will be guided by the following questions:

1. To what extent does CEAPRC meet the criteria for Standard III?
2. To what extent does CEAPRC meet Requirements of Affiliation numbers eight, nine, ten, and fifteen as they relate to Standard III?
3. How do the university’s programs deliver a coherent learning experience?
4. How well does CEAPRC engage in its assessment of the effectiveness of programs providing student learning opportunities?
5. How will the university work to improve upon the effectiveness of graduate programs?
6. How do CEAPRC learning experiences align with its Strategic Plan?
7. How well and to what extent do support services serve the objectives of the institution and students? To what extent do support services contribute and enhance the quality of students’ experiences of the institution? How effectively do support services document whether students reach their goals? How effective is the administrative regulation of these services?
8. How effective are procedures for equitably addressing students’ complaints or grievances? How are records of these compiled and maintained?

9. How effective and consistent is the implementation of CEAPRC procedures and policies related to the privacy of student information? How well does the CEAPRC community understand these procedures and policies?
10. How effective is the mode of communication between the administration/student services and students for students to learn about key services available at the CEAPRC?
11. How well and to what extent do the educational experiences offered, in addition to regular academic offerings, respond to the needs of students, enhance students' academic achievements, and improve their commitment to the institution and their academic goals? To what extent have they been effective?
12. To what extent do related educational activities meet community needs? How well and to what extent does the institution maintain its relationship and integrity with the community through related educational activities?

Working Group 4: Standard 4

Working Group 4 will be focused on analyzing **Standard IV: Support of the Student Experience**, the description of which reads: "Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success." In addition this working group will consider **Requirement of Affiliation 8** ("The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes") and **Requirement of Affiliation 10** ("Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments")

In focusing their analysis, Working Group 4 will be guided by the following questions:

1. To what extent does CEAPRC meet the criteria for Standard IV?
2. To what extent does CEAPRC meet Requirements of Affiliation numbers eight and ten as they relate to Standard IV?
3. How well does CEAPRC engage in its assessment of the effectiveness of programs supporting the student learning experience?
4. How will the university work to improve upon the effectiveness of such programs?
5. How does the university's Strategic Plan inform services and systems that

- promote institutionally-appropriate recruitment practices, student retention, student success, and an enhanced learning environment?
6. How well do recruitment materials and processes support institutional admissions strategies stated in the institution's strategic plan with regard to student selection, leadership, and diversity?
 7. How effective has information such as admissions policies and criteria, financial aid, grants, loans, and refunds been in accordance to the CEAPRC's goals and objectives and those of the academic support areas represented.
 8. What programs or services developed ensure admitted students achieve the expected learning outcomes at appropriate points in time?
 9. To what extent are actual student activities and roles congruent with CEAPRC expectations regarding student's responsibilities? What evidence is there of students' knowledge of their responsibilities as students and members of the academic community and of the institution's retention and graduation requirements? How are students made aware of the expected student learning outcomes?
 10. How has accreditation impacted CEAPRC support services?

Working Group 5: Standard 5

Working Group 5 will be focused on analyzing **Standard V**: Educational Effectiveness Assessment, the description of which reads: "Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education." In addition this working group will consider **Requirement of Affiliation 8** ("The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes"), **Requirement of Affiliation 9** ("The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievements throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality") **Requirement of Affiliation 10** ("Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments")

In focusing their analysis, Working Group 5 will be guided by the following questions:

1. To what extent does CEAPRC meet the criteria for Standard V?
2. To what extent does CEAPRC meet Requirements of Affiliation numbers eight, nine, and ten as they relate to Standard V?

3. What steps does CEAPRC implement to assess its strategic direction 1: Student Learning and Engagement?
4. How are the assessment results used to advance the Institution's mission and vision as stated in the Strategic Plan?
5. How effectively do institutional assessment plan and processes promote and incorporate the participation of academic constituents (e.g., administrative staff, non-teaching staff, faculty, students, community, and alumni)?
6. How effectively do academic programs document whether their curriculum helps students achieve the learning outcomes of the program and the institution? How effectively do the academic departments and instructors provide students with clear information on how they are expected to meet program and class expectations?
7. How adequate are campus efforts to encourage, recognize, and value faculty efforts to assess student learning and to improve their teaching? What opportunities have been provided for faculty and staff in the area of assessment of student learning?
8. How aware are faculty, staff, and students of the way CEAPRC assesses student-learning outcomes? How are faculty, staff, and administrators involved in the process of assessing student learning? How can their involvement in the improvement of the assessment process be described?
9. Which structures support the integration of the assessment of student learning outcomes and institutional effectiveness and how effective are they to this end?

Working Group 6: Standard 6

Working Group 6 will be focused on analyzing **Standard VI: Planning, Resources, and Institutional Improvement**, the description of which reads: "The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges." In addition, the working group will consider **Requirement of Affiliation 8** ("The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes") **Requirement of Affiliation 10** ("Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments") and **Requirement of Affiliation 11** ("The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious entities, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a

record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis")

In focusing their analysis, Working Group 6 will be guided by the following questions:

1. To what extent does CEAPRC meet the criteria for Standard VI?
2. To what extent does CEAPRC meet Requirements of Affiliation numbers eight, ten, and eleven as they relate to Standard VI?
3. How well does CEAPRC engage in its assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources?
4. How is the university working to improve the effectiveness of the assessment of such processes?
5. How do the university's planning, processes, resources, and structures fulfill the mission and goals as expressed in the Institution Strategic Plan?
6. How well and to what extent has the institution created ongoing mechanisms to integrate and improve the processes of assessment, planning and budget to guide effective decision-making and facilitate institutional renewal?
7. How do mission, strategic directions and the results of assessments drive the allocation of resources to enhance the quality of CEAPRC academic programs? To what extent is the improvement of retention and graduation rates in specific programs considered in planning and resource allocation? How effective are these processes and how are the results of assessment used?
8. How effective are the academic, administrative, and service areas stated goals and objectives in facilitating the processes of planning, resource allocation and improvement?
9. To what extent does the allocation of institutional resources support CEAPRC mission and goals? To what extent does the allocation of institutional resources support CEAPRC institutional priorities such as the improvement of retention and graduation rates, the use of assessment results for planning and resource allocation, and the attainment of accreditation? What strategies are used to assess the efficient use of resources?
10. How well and to what extent are budget allocations consistent with existing policies and procedures? How effective are the implemented budget allocations in providing adequate student services, faculty, staff, technology and physical facilities to accomplish the institution's objectives for student learning?
11. How effective are Institutional strategies and mechanisms to increase and generate external funds?

Working Group 7: Standard 7

Working Group 7 will be focused on analyzing **Standard VII: Governance, Leadership, and Administration**, the description of which reads: “The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its student, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.” In addition, the working group will consider **Requirement of Affiliation 12** (“The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitations systems, religious sponsorships, and corporate ownership). The institution’s governing body is responsible for the quality and integrity of the institution and for ensuring that the institution’s mission is being accomplished”) and **Requirement of Affiliation 13** (“A majority of the institutions’ governing body’s members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members of outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution’s district/system or other chief executive officer shall not serve as the chair of the governing body”)

In focusing their analysis, Working Group 7 will be guided by the following questions:

1. To what extent does CEAPRC meet the criteria for Standard VII?
2. To what extent does CEAPRC meet Requirements of Affiliation numbers twelve and thirteen as they relate to Standard VII?
3. How well does CEAPRC engage in its assessment of the effectiveness of governance, leadership, and administration?
4. How is the university working to improve the effectiveness of the assessment of such processes?
5. How effective is the governance structure in allowing participation in forging its institutional persona and current and future directions?
6. How effective are communication and collaboration paths, venues, and strategies between Administration and the Board? How well and to what extent do they share information, communicate decisions, and collaborate in order to carry out CEAPRC mission and strategic directions effectively?
7. How effective is the current institutional organization and governance structure of CEAPRC? To what extent is there a clear delineation of responsibilities among institutional leadership bodies so as to assure autonomy and integrity? How effective are the by-laws, policies and strategies of the governing bodies in promoting the collaborative

participation of the governing bodies of students, faculty, and staff in decision-making processes in order to carry out the mission, goals, and objectives of CEAPRC?

8. To what extent do changes in administration affect the constancy and stability of the institution?
9. How effective and to what extent has the CEAPRC been in ensuring that the faculty's qualifications are consistent with institutional needs? How effective is the institution in hiring, rewarding and retaining outstanding teacher-scholars? How successful are the methods utilized to communicate to faculty information on faculty support services?
10. To what extent are actual faculty activities and roles congruent with CEAPRC expectations regarding faculty responsibilities? How effective are administrative efforts and published materials that set forth faculty responsibilities for teaching, research, advising, service, and assessment, in ensuring observance?
11. To what extent do changes in administration affect the constancy and stability of the institution?

Working Group 8: Compliance

The compliance working group will be charged with evaluating CEAPRC compliance with all federal and state regulations concerning higher education, and will address the degree to which the university is in compliance with the MSCHE Requirements of Affiliation.

Working Group 9: Communications

Working Group 9 is charged with developing, implementing, and maintaining an effective online communication strategy to inform the campus community and the broader public of the activities conducted by the Steering Committee and its constituent working groups.

VI. Guidelines for Reporting

To guide the efforts of the Working Groups, this section includes a description of the processes the Steering Committee will use to ensure that they stay on task, such as scheduled discussions and updates within the Working Groups, with the Steering Committee, and among the Working Groups; the form and frequency of such interactions, and the format of interim and final reports. The information in this section include the following:

- A list or description of all products to be completed by the Working Groups and Steering Committee, such as initial outlines, Working Group reports, preliminary drafts, and final reports.
- Deadlines for the submission of various draft documents and reports.
- A template for the preparation of Working Group Reports.

Products from each Working Group to the Steering Committee:

- Mid-process Working Group Progress Report (by August 2019)
- Working Group Preliminary Report Draft (by September 2019)
- Working Group Final Report Draft (by December 15, 2019)

Each working group will be responsible for submitting a report, of approximately 15 single-spaced pages, to the Executive Committee no later than December 15, 2019. The Working Group Reports should include:

- Overview of the Working Group objectives
- Analysis of methods used and identified outcomes of strengths and opportunities (providing data to support findings)
- Recommendations and Conclusions

Each report must be formatted using the following editorial guidelines:

- Each report will be written and saved in Microsoft Word with embedded tables.
- Use single-spaced, 12-point Times New Roman font
- Text should be left-justified
- Margins: 1.0" top, .75" left, right, bottom
- Citations are to be embedded as endnotes
- A list of references cited must follow the text
- Headings will use only two levels: Main Heading, Sub-Heading
- Main headings in bold, in title case, with 12-point Times New Roman font, left justified

- Sub-headings in italics, in title case, with 12-point Times New Roman font, left justified
- Page numbers to appear in bottom center; no other header or footer should be used

All Working Group Reports submitted to the Executive Committee will be used to compile the final Self-Study document, which will be written in a single voice by one main author. The reports may be edited, paraphrased, or otherwise revised or amended during this process.

VII. Organization of the Final Self-Study Report

This section includes an outline of the organization, format and structure of the final Self-Study Report, including information that will be found in the document's introduction and conclusion, and initial indications of the focus of each chapter. The organization of Self-Study Report will be as follow:

Executive Summary and Eligibility Certification Statement

Introduction

Chapter 1. CEAPRC

- Institutional Profile
- Mission and Vision
- Students, Teaching and Learning

Chapter 2. Self-Study Approach

Chapter 3. Organizational Structure of the Self-Study

Chapter 4. The Requirements for Affiliation

Chapter 5. Standard I: Mission and Goals

Chapter 5. Standard II: Ethics and Integrity

Chapter 6. Standard III: Design and Delivery of Student Learning Experience

Chapter 7. Standard IV: Support of the Student Learning Experience

Chapter 8. Standard V: Educational Effectiveness Assessment

Chapter 9. Standard VI: Planning, Resources, and Institutional Improvement

Chapter 10. Standard VII: Governance, Leadership, and Administration

Conclusions, Summary of Findings and Recommendations

Appendices

VIII. Verification of Compliance Strategy

The verification of compliance strategy working group will be charged with evaluating and document CEAPRC compliance with all federal and state regulations concerning higher education, and will address the degree to which the university is in compliance with the MSCHE requirements of affiliation. The working group identify strategies and best practices to insure the compliance the federal and state regulations.

Each of the seven standards-based working groups will develop, on the basis of its report, a short list of prioritized recommendations for institutional renewal and future improvement. The Working Groups will utilize documentation that has been gathered through. In the process of completing its report, each Working Group will be responsible to meet deadlines established for all working groups; to share the drafts of its report with the Steering Committee and community at defined points in the Self-Study process; to meet with and discuss the report with the community in at least one meeting; and to consider and, where appropriate, incorporate responses to its draft into subsequent versions.

The practice integrated through ongoing involvement by the CEAPRC, will be implemented in the Self-Study process both at the Steering Committee and Working Group levels. This through ongoing involvement model will be used to motivate a spirit of reflection and collaboration. We intend that this will help group members and the Steering Committee as a whole to build skill sets that they can use to identify, work through, and finalize their recommendations.

The eighth working group will begin the process of compiling necessary Compliance Report documentation and resources during in January 2020. The Compliance Working Group chair will vet a draft of the compliance report with members of the administration and key committees to identify information and/or policy gaps. A final version of this report, along with required documentation, will be prepared during the summer of 2020 for review by the Board. As several of the Requirements for Affiliation must be addressed via the Working Groups of particular standards, the chair of the Compliance Working Group will coordinate with respective group chairs to ensure their own draft reports capture the necessary information to verify compliance.

Working Group of Compliance

Dr. Amalia Alsina Orozco, Acting Chancellor

Dr. Josué Caamaño-Dones, Acting Academic Dean

Dr. Luis Rafael Rodríguez, Acting Administration Dean

Ms. Clarissa Santiago Toro, M.S., Acting Dean of Student Affairs

Dr. Joaquín Vázquez Brioso, Accountant and Tax and Administrative Advisor

Ms. Mayra I. Ramírez Valdejully, M.A., Registrar

IX. Self-Study Timetable

The design of a timeline for each major step in the self-study process, include beginning with early preparation to completion of the process, is included in the following table. The timeline is based on Evaluation Team visit date, October 15, 2020.

Table 3: Self-Study Timetable

Date	Activity
August 2018	Initial Meeting of the Steering Committee and institutional staff.
November 2018	Participation in Self-Study Institute.
February 2019	First draft of Self-Study Design submitted to MSCHE Liaison.
March 2019	Revision of Self-Study Design based on comments from MSCHE Liaison.
April 2019	Final Draft of Self-Study Design to MSCHE Liaison. Comments back from MSCHE Liaison. Liaison visit to campus.
Sept – Nov 2019	Monthly meeting of working groups and Executive Committee.
December 2019	Full meeting of Steering Committee with updates.
January 2020	First drafts of working group reports due.
February 2020	Second drafts of reports distributed and discussed by community.
February 2020	Final drafts of reports due.
March 2020	First draft of Self-Study completed and circulated to university stakeholders for review and comment.
April 2020	Revision of Self-Study Report by Executive Committee.
May 2020	Self-Study report submitted to Evaluation Team Chair for first revision.
June 2020	Preliminary visit of Evaluation Team Chair.
July 2020	Final editing of Self-Study.
August 15, 2020	Final Draft of Self-Study submitted to Commission and Visiting Team.
October 15, 2020	Evaluation Team visit.
November 2020	Initial response.
January 2021	MSCHE action report.

X. Communication Plan

The CEAPRC is committed to robust, transparent and inclusive communication throughout its Middle States Self-Study process. The objectives of this communication are to regularly update the community by conducting outreach to key CEAPRC constituencies and, through particular strategies outlined below, to inform and solicit feedback from the entire University community. Moreover, we want the University community to understand how the Middle States Self-Study relates to the Institution mission and strategic plan and encourage faculty, students, staff and Institution leadership to see the process as an opportunity to collectively reflect and analyze our activities with the goal of ongoing improvement. A primary communication tool will be the CEAPRC Self-Study web site (www.ceaprc.edu/selfstudy). A dedicated email address (selfstudy@ceaprc.edu) has been created to assist in gathering input and questions from campus constituents. To meet these goals, the following communications plan has been developed by the Self-Study co-chairs together with an ad hoc communication committee comprised of a specialized group of faculty, staff and a student intern, and approved by the Steering Committee and Coordinating Committee as part of the Self-Study Design.

Communications Working Group is charged with developing, implementing, and maintaining an effective communications strategy to inform the community and the broader public of the activities conducted by the Steering Committee and its constituent working groups. A number of strategies will be used to ensure that the entire community has informational access to and the opportunity to engage in the self-study and review process. These strategies will be used to disseminate information to and solicit feedback from members of the community. These strategies include a website dedicated on the Middle States accreditation review process that will contain information about the Self-Study Design and Self-Study Report review process; a dedicated email address (selfstudy@ceaprc.edu) so that the community can communicate directly with the steering committee; periodic presentations by the steering committee co-chairs to different community constituencies as requested by faculty committees, Chancellor, or Academic Dean; and scheduled open meetings for the community to share the work of the steering committee and working groups.

The table below provides a tentative communication schedule; this schedule is likely to be modified over time based on identified needs and opportunities.

Table 4. Current Plans for Communication

August 2018	Discussion with Chancellor Staff.
September 2018	Chancellor e-announcement of the Middle States Accreditation Review to the community.
January 2019	Email dedicated to Middle States Self-Study activated.
March 2019	Chancellor announcement of the Middle States Accreditation Review at CEAPRC staff meeting.
March 2019	Announcement of the Middle States Accreditation review at the faculty meeting.
March 2019	Open meeting for members of the faculty, administration, staff, and student government.
April 2019	CEAPRC's Middle States Self-Study website launched.
May 2019	Feedback solicited on Self-Study Design.
July 2019	Communication to about Middle States decision on Self-Study Design.
August-December 2019	Periodic updates to leadership, faculty committees, board of trustees, and larger community about working group findings, conclusions, and recommendations.
January 2020	Draft of Self-Study reviewed by and discussed with community; feedback sought; Self-Study revised.
February 2020	Self-Study second draft distributed and discussed by community.
March 2020	Final Draft of Self-Study Report.
September 2020	Information provided to the community about the evaluation team visit and its role in the process.
January 2021	Communication with the community about outcomes of the evaluation team visit and Middle States accreditation action.

XI. Evaluation Team Profile

This section provide an Evaluation Team profile based on that can evaluate the institution's compliance with Commission standards and give meaningful feedback to the institution relating to the institution's selected priorities. The Evaluation Team profile should be as follows:

- Team members with experience in higher education institutions with similar characteristics: specialized small institution with programs in history, literature and archeology. Serving Hispanics students focus on Caribbean studies.
- Team Chair: with experience at similar institutions and experience with the identified institutional priorities.
- Peer Evaluators: evaluators that have expertise/experience with academic affairs, assessment, student affairs, faculty issues, and financial issues. With specific expertise in history and literature disciplines and or background working with a similar institution.
- Preferably within the Middle States region.
- Institutions that are considered aspirational peers, preferable within the Middle States region.

XII. Evidence Inventory

This section contains a description of the institution's strategies for populating and managing the Evidence Inventory, from the beginning of the self-study process forward. The Executive Committee have the responsibility of refinement of the Evidence Inventory to members of the Steering Committee and Working Groups. This section includes nine tables demonstrate the identification and analysis of institutional documents, process and procedures for compliance with: requirements of affiliation, seven standards criteria, and final self-study required attachments.

Table 5. Requirements of Affiliation

Requirement of Affiliation	Documents, Processes, and Procedures
1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.	Documents: Puerto Rico Council on Education Certification
2. The institution is operational, with students actively pursuing its degree programs.	Documents: Academic Progress Policy, Curricular Sequence for each academic program Processes: Student orientation, academic evaluation
3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.	Not applicable

Requirement of Affiliation	Documents, Processes, and Procedures
4. The institution's representatives communicate with the Commission in English, both orally and in writing.	Documents: Copy of written communications.
5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.	Documents: Financial Aid (Title IV) authorization, Federal Department of Education Certification (ECARD), and Veteran Affairs certification.
6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org .	Checklist of compliance with all applicable policies.
7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.	Documents: Statement of mission and goals, revision process, meeting minutes of governing bodies (Board of Trustees, Academic Council, and Administrative Council)
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	Documents: Program evaluation policy and procedures, institutional catalogs, program evaluation report.
9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.	Documents: Assessment model, assessment reports.
10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.	Documents: strategic plan, institutional assessment model, institutional assessment plan.
11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.	Documents: Annual budget, external financial audit report, management letter, projected budget.

Requirement of Affiliation	Documents, Processes, and Procedures
12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out.	Documents: Organizational chart, Board of Trustees meeting minutes.
13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.	Conflict of interest policy, conflict of interest report, and bylaws
14. The institution and its governing body/bodies will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.	Bylaws, Board of Trustees meeting minutes
15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.	Faculty profile

The following table shows the criteria of Standard I: Mission and Goals aligned with institutional documents, processes and procedures.

Standard I: Mission and Goals

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

Table 6. Standard I: Mission and Goals

Standard I Criteria	Documents, Processes, and Procedures
1. Clearly defined mission and goals that: <ol style="list-style-type: none"> a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; b. address external as well as internal contexts and constituencies; c. are approved and supported by the governing body; d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes; e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution; f. are publicized and widely known by the institution's internal stakeholders; g. are periodically evaluated. 	Description of Institutional mission and goals revision process. Meeting minutes, template for consult, results report. Revised mission statement and goals.
2. Institutional goals are realistic, appropriate to higher education and consistent with mission.	Aligning between institutional goals and mission statement.
3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.	Strategic plan aligned with institutional goals and mission.
4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.	Institutional assessment plan, assessment model, and assessment reports.

The following table shows the criteria of Standard II: Ethics and Integrity aligned with institutional documents, processes and procedures.

Standard II: Ethics and Integrity

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

Table 7: Ethics and Integrity

Standard II Criteria	Documents, Processes, and Procedures
1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	Academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights policy and procedures
2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.	Institutional assessment report
3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.	Grievance policy and reports
4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.	Faculty Recruitment and Development Plan, Student admissions policies and procedures
5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.	Human resources reports and policies
6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.	Student admissions policies and procedures
7. As appropriate to mission, services or programs in place: <ul style="list-style-type: none"> a. to promote affordability and accessibility, and; b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt. 	Student admissions policies and procedures

<p>8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:</p> <ul style="list-style-type: none"> a. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; b. The institution's compliance with the Commission's Requirements of Affiliation; c. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; d. The institution's compliance with the Commission's policies. 	<p>Annual Work Plans and Budget (2016-2020), Part-Time Professor Certification Policy, Faculty Recruitment and Development Plan, Faculty Profile Report (2016-2020), Norms and Procedures Manuals of Registrar Office, Handbook for the Accreditation of Student Organizations, Assessment Outcomes Report, Minutes Board of Trustees (2016-2020), Minutes: Academic Board Including Committees (2016-2020)</p>
<p>9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.</p>	<p>Institutional assessment report</p>

The following table shows the criteria of Standard III: Design and Delivery of the Student Learning Experience aligned with institutional documents, processes and procedures.

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Table 8. Standard III: Design and Delivery of the Student Learning Experience

Standard III Criteria	Documents, Processes, and Procedures
<p>1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to</p>	<p>Catalog Curricular sequence</p>

<p>2. Student learning experiences that are:</p> <ul style="list-style-type: none"> a. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; b. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do; c. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number; d. designed, delivered, and assessed by faculty(full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation; e. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures. 	<p>End of course assessment reports, Program assessment reports, Faculty meeting minutes, Faculty profile</p>
<p>3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.</p>	<p>Catalog</p>
<p>4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.</p>	<p>Curricular sequence Academic progress report Catalog</p>

<p>5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:</p> <ul style="list-style-type: none"> a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; c. In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills. 	<p>N/A</p>
<p>6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.</p>	<p>Catalog, Faculty profile and credentials</p>
<p>7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.</p>	<p>N/A</p>
<p>8. Periodic assessment of the programs providing student learning opportunities.</p>	<p>Assessment reports</p>

The following table shows the criteria of Standard IV: Support of the Student Experience aligned with institutional documents, processes and procedures.

Standard IV: Support of the Student Experience

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

Table 9. Standard IV: Support of the Student Experience

Standard IV Criteria	Documents, Processes, and Procedures
<p>1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p> <ul style="list-style-type: none"> a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds; b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals; c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience; d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement. 	<p>Norms and procedures manuals of Registrar Office, Catalog, Student Affairs Report, Student Meetings Minutes, Academic Policies, Student Handbook, FERPA Laws, Federal and State Requirements and College Regulations published documents, Right to Know Policy, Student consumer information</p>

2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.	Norms and procedures manuals of Registrar Office
3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.	Norms and procedures manuals of Registrar Office
4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.	N/A
5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.	N/A
6. Periodic assessment of the effectiveness of programs supporting the student experience.	Institutional assessment report, Program assessment report

The following table shows the criteria of Standard V: Educational Effectiveness Assessment aligned with institutional documents, processes and procedures.

Standard V: Educational Effectiveness Assessment

Assessment of student learning demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Table 10. Standard V: Educational Effectiveness Assessment

Standard V Criteria	Documents, Processes, and Procedures
1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.	Institutional assessment report, Program assessment report
2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should: <ul style="list-style-type: none"> a. define meaningful curricular goals with defensible standards for evaluating 	Institutional assessment report, Program assessment report

<p>whether students are achieving those goals;</p> <p>b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;</p> <p>c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.</p>	
<p>3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:</p> <p>a. assisting students in improving their learning;</p> <p>b. improving pedagogy and curriculum;</p> <p>c. reviewing and revising academic programs and support services;</p> <p>d. planning, conducting, and supporting a range of professional development activities;</p> <p>e. planning and budgeting for the provision of academic programs and services;</p> <p>f. informing appropriate constituents about the institution and its programs;</p> <p>g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; *and,</p> <p>h. implementing other processes and procedures designed to improve educational programs and services.</p> <p style="text-align: center;">*required</p>	<p>Institutional assessment report, Program assessment report, End of course assessment</p>
<p>4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.</p>	<p>N/A</p>
<p>5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.</p>	<p>Institutional assessment report, Program assessment report</p>

The following table shows the criteria of Standard VI: Planning, Resources, and Institutional Improvement aligned with institutional documents, processes and procedures.

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

Table 11. Standard VI: Planning, Resources, and Institutional Improvement

Standard VI Criteria	Documents, Processes, and Procedures
1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.	Strategic plan
2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.	Meeting minutes with all constituencies
3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives.	Strategic plan, institutional annual plan
4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.	Human resources description, Budget description
5. Clear assignment of responsibility and accountability.	Budget description and analysis
6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.	Strategic plan, Physical Facilities master plan and inventory
7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.	Management letter, Financial audits reports
8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.	Institutional assessment report
9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	Institutional assessment report

The following table shows the criteria of Standard VII: Governance, Leadership, and Administration aligned with institutional documents, processes and procedures.

Standard VII: Governance, Leadership, and Administration

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

Table 12. Standard VII: Governance, Leadership, and Administration

Standard VII Criteria	Documents, Process, and Procedures
1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.	Personnel job descriptions and resumes
2. A legally constituted governing body that: <ul style="list-style-type: none"> a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution; b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities; c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution; d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management; 	Human resources policies and reports

Standard VII Criteria	Documents, Process, and Procedures
<ul style="list-style-type: none"> e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution; f. appoints and regularly evaluates the performance of the Chief Executive Officer; g. is informed in all its operations by principles of good practice in board governance; h. establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and, supports the Chief Executive Officer in maintaining the autonomy of the institution. 	

Standard VII Criteria	Documents, Process, and Procedures
<p>3. A Chief Executive Officer who:</p> <ul style="list-style-type: none"> a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; b. has appropriate credentials and professional experience consistent with the mission of the organization; c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission; d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness. 	<p>Personnel recruitment process and evaluation, Personnel job descriptions and resumes</p>
<p>4. An administration possessing or demonstrating:</p> <ul style="list-style-type: none"> a. an organizational structure that is clearly defined and that clearly defines reporting relationships; b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; c. members with credentials and professional experience consistent with the mission of the organization and their functional roles; d. skills, time, assistance, technology, and information systems expertise required to perform their duties; e. regular engagement with faculty and student in advancing the institution's goals and objectives; f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations. 	<p>Organizational structure document</p>
<p>5. Periodic assessment of the effectiveness of governance, leadership, and administration.</p>	<p>Institutional assessment plan and reports</p>

The following table show a list of institutional documents available for working group's analysis and Self-Study report preliminary attachments.

Table 13. Self-Study report preliminary attachments

Institutional Documents	Standard
1. Vision and Mission Statement	I
2. Strategic Guides for Development	I, VI
3. Planning and Budgeting Policies and Procedures	I, VI
4. Annual Work Plans and Budget (2016-2020)	II, VI
5. Institutional Assessment Plan and Policy	I, VII, V, IV
6. Programs Assessment Plans	VI, III, V, IV
7. End of course assessment reports	III, V, IV
8. Resources Allocation Procedures	II, IV
9. Recruitment and Admissions Policies and Procedures	II, IV
10. Enrollment Management Plans	III, IV
11. Student Parking Policy	II, IV
12. Part-Time Professor Certification Policy	II, III
13. Faculty Recruitment and Development Plan	II, III
14. Faculty Profile Report (2016-2020)	II, III
15. Program Expected Student Learning Outcomes	III, IV
16. Curricular Sequence	III, IV
17. Course Syllabi	III, IV
18. Human Resources Set of Personnel Policies and Reports	VII
19. Minutes Board of Trustees (2016-2020)	II, VII
20. Norms and Procedures Manuals of Registrar Office	II, IV
21. Handbook for the Accreditation of Student Organizations	II, IV
22. Minutes: Academic Board Including Committees (2016-2020)	II, III, IV
23. Faculty/Staff Meeting Minutes (2016-2020)	III
24. Student Meetings Minutes	IV
25. Organizational Charts and Job Descriptions for Top and Middle Management Positions	II, VII, VI
26. Strategic Plan Evaluation Report	I, VI
27. Assessment Outcomes Report	II, V, IV
28. Learning Assessment Reports	V, IV
29. Fundraising Activities Reports	III
30. Course Matrix with Student Learning Objectives and Courses that Address them	V

31. Academic Progress Policy	III
32. Learning Assessment Policy	III, V
33. Institutional Learning Assessment Instruments	III, V, IV
34. Learning Assessment Plan	I, V
35. Bylaws	II
36. Academic Policies (2016-2020)	II
37. Catalog (2016-2020)	III, IV
38. Faculty Handbook	II, III, IV
39. Student Handbook	II, IV
40. Student Code of Conduct	II, IV
41. Associate Handbook	II
42. Technological Equipment Reports	II
43. Physical Facilities Master Plan	VI
44. Physical Facilities Inventory	VI
45. Human Resources Recruitment Reports (2016-2020)	II, VII
46. Retention Annual Reports (2016-2020)	II, IV
47. Student Persistence Reports (2016-2020)	II, IV
48. Graduation Reports (2011-2021)	II, IV
49. Student Affairs Annual and Periodic Reports (2016-2020)	II, IV
50. Library Collection	III, IV
51. Library Statistics	III
52. Academic Program Alumni Profile	VI, IV
53. FERPA Laws, Federal and State Requirement and College Regulations, published documents	II
54. Right to Know Policy	II
55. Grievances Policy and Reports	II, IV
56. Personnel Job Descriptions and Resumes	VII
57. Institutional annual plan	VI
58. Student Consumer Information	IV
59. Academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights policy and procedures	II
60. Checklist of compliance with all applicable policies	Requirement of Affiliation