SELF-STUDY DESIGN

INNOVATION:
OUR GUIDING PATHWAY

Submitted to:

Middle States Commission on Higher Education
June 18, 2019

EDP University of Puerto Rico

Hato Rey Campus
San Sebastián Campus
Manatí Branch Campus
Humacao Branch Campus
Villalba Branch Campus

EDP
UNIVERSITY
SABER ES PODER

Self-Study Design

I. Institutional Overview

This document presents the design for the 2020-2021 Self -Study at EDP University of Puerto Rico, in preparation for the re-accreditation by the Middle States Commission on Higher Education. The self-study will commence in the summer of 2019 as it is approved by the Middle States Vice President for Institutional Field Relations, Dr. Hilda Colón Plumey, and will culminate with the site visit in the fall of 2020. The Institution aims to obtain a positive eight (8) year accreditation action.

A summary of facts about EDP University is presented below, followed by the specific sections for the design of the Self Study, as described in the MSCHE *Self Study Guide*

EDP University of Puerto Rico is a private non-profit institution of higher education, incorporated under the laws of the Commonwealth of Puerto Rico. It was founded as EDP College of Puerto Rico by Dr. Aníbal Nieves in 1969 in Hato Rey, as a response to the needs in Puerto Rico for personnel trained in computer related fields. In 1978, the San Sebastian Campus was established.

EDP University is licensed by the Puerto Rico Board of Postsecondary Institutions (PRBPI) previously known as the Puerto Rico Council of Education (PRCE). It held ACICS accreditation until 2006 when the institution rescinded as it obtained Middle States Commission for Higher Education's (MSCHE) official approval. MSCHE granted initial accreditation in 2006 and re-accreditation in 2011 as EDP College of PR complied with all of the new 14 Characteristics for Excellence.

In 2012, the Puerto Rico Council of Education (PRCE) approved the institution's name change from EDP College to EDP University. In 2013, the PRCE approved the establishment of two (2) additional locations, one located in Manati and the other on in the municipality of Humacao. In 2014, the PRCE approved the first Master's Degree in Naturopathic Sciences in Puerto Rico. The Institution also achieved the Accreditation Commission for Education in Nursing (ACEN) initial accreditation for the Associate Degree in Nursing in Spring of 2016. In January 2017, the PRCE approved the establishment of a new Branch Campus in the municipality of Villalba. In 2018 both additional locations in Manati and Humacao became Branch Campuses as approved by the PRCE and MSCHE.

The University's main campus is in Hato Rey, located in the metropolitan area. A second campus is located in San Sebastian on the western area of the Island. Three (3) Branch Campuses are located in Manati, Humacao, and Villalba.

Currently, the Hato Rey Campus offers graduate degrees in Information Systems, Strategic Management, Naturopathic Sciences, and Information Security and Digital Fraud Investigation. It

also offers Professional Graduate Certificates in Data Base Management, Information Systems Auditing, E-Commerce, and Project Management.

The Hato Rey Campus offers the following under graduate programs:

1. Bachelor's Degree in Business Administration Major in Accounting
2. Bachelor's Degree in Business Administration Major in Management
3. Bachelor's Degree in Business Administration Major in Management Online
4. Bachelor's Degree in Arts Major in Digital Fashion Design
5. Bachelor's Degree in Arts Major in Interior Design and Decoration
6. Bachelor's Degree in Arts in Digital Design Major in Multimedia
7. Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences
8. Bachelor's Degree in Science of Nursing
9. Bachelor's Degree in Information Technology Science Major in Programming
10. Bachelor's Degree in Information Technology Science Major in Programming Online
11. Bachelor's Degree in Information Technology Science Major in Networks
12. Bachelor's Degree in Information Technology Science Major in Networks Online
13. Bachelor's Degree in Natural Sciences
14. Associate Degree in Business Administration
15. Associate Degree in Business Administration Online
16. Associate Degree in Office Administration
17. Associate Degree in Information Technology
18. Associate Degree in Information Technology Online
19. Associate Degree in Biotechnology
20. Associate Degree in Arts in Interior Design and Decoration
21. Associate Degree in Arts in Digital Design
22. Associate Degree in Digital Fashion Design
23. Associate Degree in Medical Emergencies Technology
24. Associate Degree in Physical Therapy Technology
25. Associate Degree in Pharmacy Technician
26. Associate Degree in Nursing
27. Associate Degree in Criminal Justice
28. Associate Degree in Executive Protection and Security
29. Associate Degree in Health Billing and Codification

In 2017, EDP University developed five (5) existing on-site programs into on-line programs. These are the following: Bachelor's Degree in Business Administration Major in Management, Bachelor's Degree in Information Technology Science Major in Programming, Bachelor's Degree in Information Technology Science Major in Networks

Ongoing program developments include a Master's Degree in Nursing major in Thanatology and Palliative Care, an Associate Degree in Physical Therapy Assistant (PTA), and an Associate Degree in Wellness and Physical Aptitude

The San Sebastian Campus offers the following under graduate and graduate programs:

1. Master's Degree in Science of Nursing Major in Acute Critical Care
2. Master's Degree in Science of Nursing Major in Emergency/Trauma
3. Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences
4. Bachelor's Degree in Natural Sciences
5. Bachelor's Degree in Information Technology Science Major in Networks
6. Bachelor's Degree in Information Technology Science Major in Programming
7. Bachelor's Degree in Science of Nursing
8. Associate Degree in Arts in Interior Design and Decoration
9. Associate Degree in Criminal Justice
10. Associate Degree in Digital Fashion Design
11. Associate Degree in Information Technology
12. Associate Degree in Medical Emergencies Technology
13. Associate Degree in Nursing
14. Associate Degree in Pharmacy Technician
15. Associate Degree in Physical Therapy Technology
16. Associate Degree in Executive protection and Security
17. Associate Degree in Health Billing and Codification

Manati and Humacao Branch Campuses offer the following degrees:

1. Bachelor's Degree in Science of Nursing
2. Associate Degree in Digital Fashion Design
3. Associate Degree in Physical Therapy Technology
4. Associate Degree in Nursing
5. Associate Degree in Information Technology

Villalba Branch Campus offers the following degrees:

1. Bachelor's Degree in Science of Nursing
2. Bachelor's Degree in Business Administration Major in Accounting
3. Associate Degree in Business Administration
4. Associate Degree in Criminal Justice
5. Associate Degree in Nursing
6. Associate Degree in Information Technology

Since the last accreditation in 2010, 15 new offerings have been developed in the Hato Rey Campus and 12 in San Sebastian. Nontraditional modalities such as adults accelerated schedules and on line courses are in place, facilitating attention to student needs.

EDP University's Philosophy

We are an Institution that reaffirms a commitment to technology and social and humanistic values with excellence and integrity. We are grounded in values such as tolerance, respect for diversity, and social and ethical responsibilities in all dimensions.

We reaffirm our commitment with Puerto Rican and worldwide cultures. We believe in the capacity of the human being to be self-directed, in the integration and collaboration of our Institution with the community, and in the contributions of our alumni to the social and economic development, environmental protection, healthy lifestyles, and cultural enrichment of our surrounding community.

EDP University's Mission Statement

EDP is a technological and social and humanistic higher education Institution, leader in the education of professionals in the Arts, Sciences and Technology. We constitute a learning community that offers graduate and undergraduate academic programs that promote active learning and the integral development of students, as they are the center of the educational process.

EDP University's Vision Statement

EDP University of Puerto Rico adopts the model of Entrepreneur University. It assumes and seeks knowledge as an axis for innovation, sustainability and competitive economic development of its constituents in and out of Puerto Rico.

Fall 2018 Enrollment

During the fall of 2018, EDP University enrolled 2,757 undergraduate students and 150 graduate students.

Campus	Full time undergraduate	Graduate	Total
Hato Rey	1,213	116	1,329
San Sebastian	1,040	34	1,074
Manati	295	N/A	295
Humacao	149	N/A	149
Villalba	60	N/A	60
Total	2,757	150	2,907

Fall 2018 Faculty

During the fall of 2018, EDP University had 46 full time faculty and 136 part time in the Hato Rey Main Campus. The San Sebastian Campus had 35 fulltime and 68 part time professors.

Campus	Full time faculty	Part time faculty	Total
Hato Rey	46	136	182
San Sebastian	35	68	103
Manati	2	16	18
Humacao	2	3	5
Villalba	1	15	16
Total	86	238	340

This brief profile can give the reader a perspective and definition of particularities that characterizes our Institution.

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

EDP University of Puerto Rico has developed its new Strategic Plan 2019-2023. During various meetings and an institutional Strategic Plan Retreat, five (5) priorities pertaining the new Strategic Plan were chosen. The 2019-2023 Strategic Plan was presented to and approved by the Board of Trustees during their retreat. The five (5) Institutional Priorities are as follows:

Institutional Priority 1 - Innovation and Entrepreneurship
Institutional Priority 2 - Institutional Strengthening
Institutional Priority 3 - Renovation and Growth of the Academic Offerings, and Fiscal sustainability of the Institution
Institutional Priority 4 - Social Responsibility and Third Mission
Institutional Priority 5 - Governance and Strategy

These Institutional Priorities align with EDP University's mission which states that EDP is a technological and social and humanistic higher education Institution, leader in the education of professionals in the Arts, Sciences and Technology. We constitute a learning community that offers graduate and undergraduate academic programs that promote active learning and the integral development of students, as they are the center of the educational process.

But mostly, they align with EDP University's new vision which states that EDP University of Puerto Rico adopts the model of an Entrepreneur University. It assumes and seeks knowledge as an axis for innovation, sustainability and competitive economic development of its constituents in and out of Puerto Rico. The Institution worked on an exercise through the AVP for Institutional Compliance to align the new Institutional Priorities with the current MSCHE Standards.

	Institutional Priority 1 - Innovation and Entrepreneurship	Institutional Priority 2 - Institutional Strengthening	Institutional Priority 3 - Renovation and Growth of the Academic Offerings, and Fiscal sustainability of the Institution	Institutional Priority 4 - Social Responsibility and Third Mission	Institutional Priority 5 - Governance and Strategy
Standard I – Mission and Goals	X	X		X	
Standard II – Ethics and Integrity	X	X	X	X	X
Standard III - Design and Delivery of the Student Learning Experience			X	X	
Standard IV - Support of the Student Experience	X			X	
Standard V - Educational Effectiveness Assessment		X	X	X	
Standard VI - Planning, Resources, and Institutional Improvement	X	X	X		X
Standard VII - Governance, Leadership, and Administration	X	X			X

III. Intended Outcomes of the Self-Study

Following the guidelines offered by the Middle States Commission on Higher Education in the Self-Study Guide we have selected the following outcomes:

1. Develop a deep understanding of the history, mission and strategic plan of EDP to demonstrate that EDP fulfills all of the Commission's seven (7) accreditation standards.
2. Develop and complete a concise and constructive Self-Study report that serves as a valuable tool for continuous improvement, change, and growth.
3. To educate all constituencies with regard to the institution's mission statement and new vision.
4. To create a common vision of the institution's future direction and how our academic offerings and services contribute to the creation of a culture of innovation and entrepreneurship.
5. To take a critical look at the integrity of the institution in times of rapid changes and uncertainty.
6. To examine how the specific needs of our branch campuses relate to the Central Administration.
7. To review the institution's academic offerings, and consider opportunities for programmatic expansion in light of our strategic goals.

8. Become aware and reflect on the linkages among the new Standards and be prepared to integrate findings across Standards as needed.

IV. Self-Study Approach

Ever since EDP University's initial accreditation in 2006, the Institution has used the Comprehensive Model It has been our understanding since the beginning, that this model will enable us to appraise every aspect of our programs and services, governing and supporting structures, resources, and educational outcomes in relation to EDP University mission and goals. In addition, this process will help us reflect and guide our planning process.

V. Organizational Structure of the Steering Committee and Working Groups

EDP University adopted a comprehensive approach for the self-study process in which all the constituents of the academic community will make significant contributions to obtain a final document which reflects EDP's strengths and areas of future development. This approach contemplates a close working relationship between an Executive Committee, a Steering Committee, and the working groups that will address the various standards that constitute the final Self Study Report (SSR).

First of all, the Executive Committee is constituted by upper management officials who are responsible for making crucial decisions to ensure that a SSR is delivered to the Middle States Commission on Higher Education (MSCHE) on time. They will supervise the building of the Steering Committee, the drafting of the self-study design and the charges to the working groups. They will also provide administrative support. The Executive Committee is constituted by the following members:

1. Eng. Gladys T. Nieves – President
2. Dr. Marilyn Pastrana – Provost
3. Prof. Enid Cartagena – Hato Rey Campus Chancellor
4. Prof. Juan Avilés – San Sebastian Campus Vice-Chancellor

5. Prof. Margarita Flores – Manatí, Humacao &Villalba Branch Campuses Director Dean
6. Ms. Zeneida Febles – Manatí Branch Campus Director
7. Prof. Rafael Guzmán – Villalba Branch Campus Director

Implementing the decisions taken by the Executive Committee, we then have a Steering Committee (SC) which is constituted of individuals who can invest time and effort in the project, have expertise or special talents in particular areas, and have an invaluable institutional memory due to their long service to the Institution. The Chairperson leading the Self-Study will be Dr. Alberto López current AVP for Institutional Compliance. The Institutional Director for Accreditations will serve as the Self-Study Coordinator. The Dean of Academic Affairs from each campus, will serve as Co-chairs. The academic deans from both campuses, branch campuses directors, faculty members, students, alumni and members of the Board of Trustees will be part of the working groups for each standard. All the members of the SC are individuals who are respected on campus, able to inform the institution's leadership/faculty/ or other constituencies, are well connected to what is happening, and are goal oriented. The Steering Committee will lead the working groups and oversee the written report.

One (1) General Assembly was offered by the Chair in collaboration with the Self-Study Coordinator and the Co-Chairs. Attendees were invited to become part of the Steering Committee. The participants were previously appointed by the President. The members of the Steering Committee (SC) and the working groups were carefully selected so each working group had representation from each location. A MSCHE retreat was given for the Executive Committee and the Chairs and Co-chairs of each Standard in which workshops on Effective Communication Processes, Sense of Urgency and Commitment, Document Search and Identification of Resources to Demonstrate Compliance with the Criteria and Standards, and How to Write Analytically in Compliance with the Criteria and Standards were given to participants in order to help them work with their Working Group members. The Vice-president for MSCHE, Dr. Hilda Colón Plumey, was present for the SSPV.

Standards for Accreditation and Requirements of Affiliation

The formation of the SC allows for members from different areas of the institution to share their broad existing institutional perspectives, as well and their newly developed insights and judgments areas as the self-study process progresses. The SC is responsible for identifying key issues to be addressed in the Self-Study, making recommendations to working groups on where to focus their efforts, maintaining the roles and, coordination of the working groups, and ensuring communications among different areas of the institution for a wider institutional perspective.

The Self-Study will have seven (7) chapters, one (1) for each Standard. Each chapter will have a Chair and Co-chair, one from each campus or branch campus. Most of the leaders were strategically assigned to working groups.

Guiding questions were developed for each chapter. Each were modified and ratified by the corresponding working groups. The research questions were developed by each working group to guide their research analysis and measurable outcome reporting. They will allow the collection and description of assessment findings to be used for self-analysis and plan for the future of the institution. The SC verified that the working groups' research questions addressed relevant issues, that the methodology to assess the questions are appropriate, and that the outcomes are realistic and measurable.

A chairperson for each Standard was selected. These chairpersons are responsible for keeping the working groups on task and on schedule. The chairs are accountable for the internal functioning of their groups, as well as their effective communication with the SC and other working groups.

The SC promotes the ongoing communication among the different constituencies of the institution. Meetings, e-mails and postings of the Self-Study process provide the institutional community with the opportunity to offer valuable feedback, as well as to learn of this process. A webpage has also been developed in order to disseminate and receive feedback from staff, students and the community

The decision making process is a transparent one. An example of this is the decision regarding the leading questions used in the Self-Study design. This was the first decision taken by the whole

group of SC members and volunteers from all of the locations. These questions were then approved by the SC and the different working groups in both campuses. A general theme for the Self-Study Report was also selected. This theme will serve as a basis for the report, the theme is: **Innovation: Our Guiding Pathway**.

The organizational structure of the Self-Study was decided in the same manner as the leading questions. The decision to participate in the development of the Self-Study through standards was also chosen unanimously by the volunteers and appointed members working on the Self-Study report. Care was taken as to an appropriate representation from each campus be in place.
The Steering Committee members appointed were the following:

1. **Chair** - Dr. Alberto López, AVP for Institutional Compliance
2. **Self-Study Coordinator** - Prof. Marjorie Maisonet Rivera, Institutional Director for Accreditations, Licensing and Institutional Assessment
3. **Self-Study Co-Chair** - Dr. Doris V. Rodríguez, San Sebastian Campus Dean of Academic Affairs

The Steering Committee is also composed of the Chair and Co-chair of each Standard which are included in the Standards section of the Self-Study Design. The purpose of each working group as well as its members will be discussed next.

Charges to the working groups and guidelines for their reports

As the front line in the information gathering and self-study preparation processes, working groups were assigned charges to assure the successful completion of their assigned tasks. These charges include:

1. To develop research questions for each standard assigned to the working group.
2. To provide an analysis of EDP's successes and challenges in meeting the assigned Standard in the context of the Institution mission and goals, and draw reasonable inferences and conclusions.

3. To schedule periodic working group meetings and keep minutes of each one according to a specific master timeline schedule.

4. To design specific activities for gathering the information needed to answer the research questions.

5. To design instruments to measure specific outcomes if needed.

6. To submit copy of minutes, preliminary drafts, and final reports as requested by the Steering Committee.

After the groups received their charges, members of the working groups began the process of developing the research questions that would guide their efforts throughout the whole self-study process. These questions were the product of the contributions made by members of the working groups. They reflect a wide spectrum of educational and professional backgrounds that will contribute to the richness and diversity of the Self-Study Report. After Dr. Colón's site visit on March 25, 2019 the questions were revised by the working groups, responding to her recommendations.

The working groups utilized the following standardized report headings when developing the research questions:

1. Name of working group
2. Standard addressed
3. Research questions
4. Measures and/or methodology

The research questions developed for each standard by its corresponding working group, as well as their respective measures and methodologies, are discussed next.

Standard I – Mission and Goals

Purpose

This working group will analyze EDP University's mission in terms of its purpose within the context of higher education and to whom it serves and what intends to be accomplished. The group will analyze and evaluate how our mission is contributing to the education of a global citizen and particularly how much does a technology oriented purpose contribute to the development of the necessary competencies for the insertion into the information society

The members of this working group are:

1. **Chair** – Prof. José Mercado, Faculty Hato Rey Campus
2. **Co-Chair** – Prof. Marcelino González, Faculty San Sebastian Campus
3. Member – Prof. Rosita Robles, Faculty Hato Rey
4. Member – Dr. Alberto López, AVP for Institutional Compliance Central Administration
5. Member – Eng. Gladys Nieves, President Central Administration
6. Member – Prof. Aracelia Soto, Faculty San Sebastian Campus
7. Member – Dr. Marilourdes Acevedo, Faculty San Sebastian Campus
8. Member – Prof. Nancy Ruiz, Faculty San Sebastian Campus
9. Member – Dr. Iris Berríos, Faculty Hato Rey Campus
10. Member – Prof. Ángel Rivera, Information Systems Director San Sebastian Campus
11. Member – Prof. Aida Ruiz, School of Nursing Director San Sebastian Campus
12. Member – Prof. Yolanda Rodríguez, Faculty San Sebastian Campus
13. Member – Prof. Frank Maldonado, School of Technology Director Hato Rey Campus
14. Member – Prof. Noemí Cruz, Faculty Hato Rey Campus
15. Community Member – Dr. Rosa Alicea, Hato Rey
16. Board Member – CPA, Rafael Del Valle
17. Student/Alumni – Ms. Kalash Jiménez
18. Student/Alumni – Ms. Saray Piña Rodríguez
19. Student/Alumni – Ms. Destiny A. Vélez Burgos
20. Student/Alumni – Ms. Wandaliz Méndez Valentín

Research questions

1. What elements of the mission have been validated in EDP's strategic planning since the last time it was revised? Is the mission still valid today?

2. How has EDP managed to evolve and become an entrepreneurial university without changing its mission?

3. How diversity, access to education, flexibility, innovation and entrepreneurship are aligned with the institutional mission, and how is it evidenced?

4. How does EDP University document the participation of the University's community in fulfilling the mission to achieve institutional goals, and how is it assessed?

5. What evidence exists that demonstrates that the University's mission is clearly defined and that the goals of the institution are aligned with student learning and are supported by academic programs and student support services?

6. What evidence demonstrates that a periodic assessment of the mission and the institutional goals are carried out, permeate the institution and shape the programs and practices of the institution?

7. What indicators validate the creation of new academic programs, integration of technology and entrepreneurship skills in EDP that are aligned to the mission?

8. How does the internal and external community benefit from EDP's services to fulfill its mission?

Methodology

The methodology will include a review of the institutional mission as described in the University Catalog and an examination of how this mission is implemented by the academic programs and institutional departments. Policies and actions as reflected in catalogs, EDP web site and public

documents, strategic plans, and action plans, will be evaluated to determine how they communicate and reflect the mission and goals of the institution.

In addition, self-studies, the Puerto Rico Council of Education (PRCE) and previous Middle States Commission on Higher Education (MSCHE)) reports will be reviewed. Institutional and departmental surveys will be conducted in order to determine how well the mission and goals are understood.

Standard II – Ethics and Integrity

Our philosophy states that the Institution has a commitment with social and humanistic values with excellence and integrity, grounded in values, such as: tolerance, respect for diversity, and social and ethical responsibilities in all dimensions. The working group for this Standard will analyze and evaluate how our practices and policies contribute to our students, community, and maintains a culture and practices of ethical management. It will also analyze the integrity of the process by which the mission and goals are utilized to develop and shape its programs and practices.

The members of this working group are:
1. **Chair** – Prof. María de los M. Rivera Dean of Academic Affairs Hato Rey Campus
2. **Co-Chair** – Member – Prof. Margarita Flores, Humacao, Manati & Villalba Branch Campuses Director Dean
3. Member – Atty. Oscar Morales
4. Member – Arq. Édgar Morell, Institutional Coordinator for Compliance Central Administration
5. Member – Ms. Tammy Méndez, Data Base Assistant Administrator San Sebastian Campus
6. Member – Prof. Alba Ferrer, Dean of Student Affairs Hato Rey Campus
7. Member – Ms. Aurea Torres, Human Resources Manager San Sebastian Campus
8. Member – Mr. Héctor Vázquez, Human Resources Institutional Director Central Administration
9. Member – Prof. Carmen Negrón, Institutional Director for External Funds Central Administration
10. Member – Prof. Ramonita Morales, Faculty Hato Rey Campus
11. Member – Ms. Glenda Rodríguez, Institutional Director for Strategic Growth Central Administration
12. Member – Ms. Ana Gómez Fuster, Counselor Humacao Branch Campus
13. Member – Ms. Francheska Miranda Díaz, Counselor Manati Branch Campus
14. Member – Mr. Julio Rivera, Faculty San Sebastian Campus
15. Member – Prof. Steven Cortés, Faculty San Sebastian Campus
16. Member – Prof. Nelson Pérez, Faculty San Sebastian Campus

17. Member – Prof. José Ruiz, Faculty Hato Rey Campus

18. Member – Mr. Marcelino Acevedo, Promotions Coordinator Manati and Humacao
     Branch Campuses

19. Board Member – Atty. José Alvarado

20. Student/Alumni – Mr. Roberto Robles Román

21. Student/Alumni – Mr. Elgwin Méndez Ortiz

22. Student/Alumni – Ms. Tashalie M. Quintana

Research questions

1. How effectively does EDP demonstrate that the institutional policies and procedures are
    in alignment with ethical conduct; and, integrity is promoted by the institution and how
    often are they assessed?

2. Which are the mechanisms that EDP University has to avoid and deal with conflicts of
    interest, unjust and impartial practices in administrative and educational practices?

3. How committed is EDP University to academic and intellectual freedom, freedom of
    expression, and respect for intellectual property rights, intellectual dishonesty, including a
    climate that fosters respect among the University's community and how are they assessed?

4. How does EDP University ensure a climate of respect and inclusion to
    the university's learning community and the community in general in accordance with local
    and federal laws and regulations?

5. Which are the procedures promoted and used by the University to take care of the claims of
    the learning community promptly, in a fair, just and impartial manner, fostering a climate of
    respect for diversity and how are they made evident?

6. How does EDP University ensure complying in an ethical manner and integrates local and
    federal government requirements in its administrative and educational practices as a higher
    education institution, in aspects such as: information dissemination, retention, graduation,
    certifications, approvals of licensing, associations and how are they assessed?

7. How does the University ensure that its students assume, in a conscious and informed manner, their own decisions in regard to the responsibilities acquired while processing or requesting financial aid from the federal government and complying with the obligations entailed during and after finalizing their studies?

8. What mechanisms does the University have to ensure that the institutional practices and policies, that involve aspects of entrepreneurship, innovation, ethics and safety implicit in the mission, are met in all service offices?

Methodology

A review of selected institutional documents will be conducted addressing EDP University's policies and procedures with regard to its various constituencies such as the Catalog, General Policies and Disciplinary Procedures Manual, Policies and Procedures for Sexual Harassment, Student Rights and Responsibilities, and the Board of Trustees minutes.

A review will also be done of the related documents. In addition, focus groups discussions will be organized and evaluated with students from undergraduate and graduate students as participants.

Standard III – Design and Delivery of the Student Learning Experience

Purpose

EDP's mission states the institution's commitment to achieving academic excellence. This work group will evaluate how all academic programs fulfill the need for knowledge, skills and attitudes that are congruent with each program's objectives and expected competencies. The General Education core competencies will be examined to assess how well our academic programs are providing our students the new competencies for the knowledge society. Furthermore, the group will explore how EDP's is preparing our students for a life of evolved and committed citizenship and service. The Work Group will also address the effectiveness of the distance learning courses.

The members of this working group are:

1. **Chair** – Prof. Sandra Arroyo, AVP for Educational Innovation Central Administration
2. **Co-Chair** – Prof. Ileana Ortiz, Distance Education Academic and Student Director Central Administration
3. Member – Dr. Doris V. Rodríguez, Chancellor San Sebastian Campus
4. Member – Ms. Zenaida Olavarria, EDP/San Juan School of Design, San Sebastian Campus
5. Member – Prof. Rafael Guzmán, Villalba Branch Campus Director
6. Member – Prof. Carmen Quintana, Educational Innovation Director Central Administration
7. Member – Dr. Yadirah Soto, Faculty Hato Rey Campus
8. Member – Prof. Luis De León, Distance Education Coordinator Hato Rey Campus
9. Member – Prof. Iris Sosa, Arts and General Education School Director San Sebastian Campus
10. Member – Prof. Yolanda Arroyo, Arts and General Education School Interim Director Hato Rey Campus
11. Member – Prof. Linnette Cubano, EDP/San Juan School of Design Specialist Hato Rey Campus
12. Member – Prof. Luis Pérez Guzmán, Faculty Hato Rey Campus
13. Member – Dr. Miguel Drouyn, Graduate School Director Hato Rey Campus
14. Member – Prof. Emanuel Moreno, School of Technology Director San Sebastian Campus

15. Member – Prof. Dennis Morales, School of Criminal Justice Director San Sebastian
     Campus

16. Member – Prof. Carmen Ortiz, Faculty San Sebastian Campus

17. Member – Dr. Carmen Rosa, Institutional School of Nursing Dean Central Administration

18. Board Member – Ms. Ada Zubrzycki

19. Student/Alumni – Mr. Anthony Cintrón

20. Student/Alumni – Ms. Ana Ocasio Román

21. Student/Alumni – Ms. Margarita Cortés Ortiz

22. Student/Alumni – Ms. Eileen Acevedo Vega

Research questions

1. How does recruitment, retention, promotion and professional development of faculty
    promote and guarantee the successful learning experience of students? How does the
    University promote and guarantees the continuity and sustained professional development of
    the faculty? How is innovation promoted as part of the faculty professional practice?

2. How does the undergraduate and graduate academic program designs ensure   that specific
    competencies and the duration of these are conducive or auspicious to the degree to which
    the student aspires to obtain?

3. How can the University ensure that the processes of academic design, teaching, and
    evaluation of student learning are rigorous, and are offered by competent faculty in the area
    of expertise and in accordance with the institutional mission? What institutional policies are
    aimed at guaranteeing these aspects? How are the academic programs assessed to
    demonstrate effectiveness, instructional quality, content, rigor, and coherence, to promote the
    Institutional mission? What evidence exists that the academic assessment is used to improve
    the student learning experience?

4. How does our competency-based academic model promote the development of basic skills in
    the areas of oral and written communication, scientific reasoning, critical analysis, and
    technological competencies? What evidence demonstrate that the student learning

experiences in each program are aligned to the Institutional academic model based in competencies?

5. What mechanisms of academic support or resources does the Institution provide for students in order to comply with their academic degree plan requirements in the stipulated period of time? What institutional processes are used to support the academic progress of the student?

6. How does our Graduate School, through its programs of master's degrees and professional certificates, promote research and development of scientific thinking aimed at generating new knowledge in the academic fields that are taught? How can we attract more researchers and innovative leaders in the various fields we teach to enrich the formative experience of our graduate students?

7. How does the distance education modality (hybrid and fully online courses) demonstrate that it enables students to attain the competencies and goals of each academic program, and that it is consistent with the institutional mission? How are the academic outcomes of on-site students different from those of the hybrid students and completely online?

8. What evidence demonstrates that the resources allocation process provides sufficient budget to enhance the student learning experience using new technology for innovation and entrepreneurship? How are resources congruent in developing lifelong learning?

Methodology

Quantitative and qualitative methods will be used to analyze data from the following sources: student's surveys, Programs practice assessment, reports from examination boards, and reports from the Accreditation, Institutional Assessment, and Registrar's offices. In addition, research will be done to assess such effects as the impact of curricular reforms on performance outcomes, passage rates on qualifying or licensure examinations. Finally, exploratory mixed methods to assess data from sources such as faculty midterm and final student performance reviews, reports from outside placements, and internship and clinical supervision reports will be utilized.

Results of the state licensing examination, the comprehensive and qualifying examinations, and surveys of alumni employers will be examined. In addition, reviews will be done of existing guidelines and resources that support the educational philosophy of EDP University as related to curriculum development and student learning, Sources would include the Catalog, Faculty Handbook, program curricula and syllabi, institutional action plans and surveys, assessment instruments, and academic support services.

EDP University's on-line resources, infrastructures, and hardware, such as on-line databases and periodicals, institutional website and educational portal, on-line course development and support services, and computerized scoring of clinical assessment instruments will also be reviewed. Focus groups with students and faculty from undergraduate and graduate programs will also be conducted.

Standard IV Support of the Student Experience

Purpose

This working group will evaluate the University's promotional strategies and admission standards. In addition, this working group will address the institution's effectiveness in providing students with the necessary support and resources to succeed academically and achieve their career goals. Lastly, the working group will assess the linkages between student retention and institutional indicators of student performance and satisfaction levels. Throughout these analyses, the working group will frame its examinations within the larger context of the pursuit of the institutional mission and vision.

The members of this working group are:
1. **Chair** – Prof. Enid Cartagena, Chancellor Hato Rey Campus
2. **Co-Chair** – Prof. Juan Avilés, Vice-Chancellor San Sebastian Campus
3. Member – Ms. Marta Carballo, Counselor Hato Rey Campus
4. Member – Ms. Luz A. Rivera, Counselor San Sebastian Campus
5. Member – Ms. Lourdes Torres, Placement Director San Sebastian Campus
6. Member – Ms. Tamara Morales del Olmo, Placement Director, Hato Rey Campus
7. Member – Ms. Zeneida Febles, Manati Branch Campus Director
8. Member – Ms. Marien De Jesús, Registrar Hato Rey Campus
9. Member – Prof. Yaitzaenid González, Financial Aid Institutional Director Central Administration
10. Member – Ms. Soniarys Stella, Bursar Officer Villalba Branch Campus
11. Member – Ms. Krisdalys Quiñones, Bursar Officer Manati Branch Campus
12. Member – Ms. Xiomara Rivera, Dean of Student Affairs San Sebastian Campus
13. Member – Ms. Cristy Nieves, Registrar San Sebastian Campus
14. Member – Prof. Davidsa Estrada, Faculty San Sebastian Campus
15. Member – Prof. Mariateresa Arias, Faculty Hato Rey Campus
16. Board Member – Dr. Alvin Cardona
17. Student/Alumni – Mr. Ariel Ambert
18. Student/Alumni – Mr. Adrián Munera
19. Student/Alumni – Mr. Víctor Juárez Galdámez

Research questions

1. How does the Institution make sure that new students know and understand the University's vision, mission and goals? How does EDP make sure that prospects and new students know and understand university processes, academic norms and expected learning and expected levels of competencies?

2. ¿During the admission process, does EDP contemplate the early identification of student's special needs? Are the reasonable accommodation options, available at the Institution, effectively offered through the admission orientation process? How does EDP inform to prospect and active students about the aid/help services available at the Institution? How effective are those methods?

3. ¿What strategies are used to promote new student retention? Are those strategies effective? How well does the strategies work? How well does the satisfaction level correlate to the institution's retention rate?

4. How does the Institution assure that the assistance services and opportunities provided to on-site attending students are equally offered to online, distance education students? How much are those services provided to the consecution of the academic goals, both to the students that attend on-site and those online students? What is the percentage, of on-site and online students that have access to the services offered? What trends does this information reveals?

5. How does EDP assure the achievement of effectiveness, agility, honesty and justice in the processes of identification, management, and solving of student's grievances? What mechanisms have been evaluated and modified as a result of those processes?

6. Does EDP identify those students with significant economic need, in an agile proactive and effective fashion? What particular initiatives have been developed to meet these economic needs? What mechanisms does the Institution have to provide financial aid to student with imminent need? What strategies are used to educate students regarding financial aid

resources? Which processes are employed to determine student's eligibility and to manage assigned funds? How effective are these processes, and how are they assessed?

7. Which services must stay, be modified or be eliminated in order to support the participation and integration of those students in the online modality? How effective are the marketing and promotion strategies addressed to online student's recruitment, and how are they assessed?

8. What services does the Institution offer in order to promote healthy life styles among its students? What mechanisms have been developed to promote and foster the success in the college life of its students? Do the academic program offerings and/or the curricular and extracurricular activities affect or impact the achievement of success in the student's college life?

Methodology

The admission policies and criteria for all programs and how they relate to the institutional mission will be reviewed and evaluated. In addition, the availability of public information will also be assessed.

Additionally, an inventory of publicly available documentation regarding academic programs, policies, procedures and requirements, student body profiles, and student achievements will be performed. The analysis will include a determination and evaluation of the mechanisms in place for their review and update of these documents. In addition, mechanisms used for the development and reporting of student achievement information will be identified.

A content analysis will be performed on documents utilized throughout the admission process, including all recruitment materials. Focus groups will be conducted to evaluate the promotional materials for consistency of the message and congruency with the university's mission, vision and goals. All documents and the admission process itself will be evaluated for consistency with EDP University's mission, vision, and those of their program of interest. Finally, analysis utilizing recruitment and admissions data (i.e. number of students that inquire, apply, referral method) will be performed.

All pertinent data obtained from Course Evaluation Surveys, Departmental Evaluation Surveys, will be cross-referenced, and correlated with current and historical institutional student retention data, and similar data from local, state and national programs of comparable standing.

A review of the services available, infrastructure in place, and human resources allocated for the provision of support and remediation of student learning will be conducted. An analysis of academic support services will be performed and accessibility of services, as well as student advisement resources and procedures. An analysis of the data related to graduates' employment within their field of study will be conducted.

An analysis of available financial aid information and materials will be performed, as well as an assessment of the training offered to financial aid staff members. In addition, the mechanisms and processes for awarding and disbursing financial aid will be evaluated.

An analysis will be performed to identify the existing policies and procedures regarding the secure handling and maintenance of student records. A study of current policies will be conducted to determine the levels of institutional compliance with privacy guidelines and regulations.

Standard V - Educational Effectiveness Assessment

Purpose

Institutional assessment is the formalization of a process to ensure that the university achieves its stated mission and goals. Working group 5 will comprehensively examine institutional assessment efforts, analyze the university's effectiveness in assessing its strengths and shortfalls, and address identified areas in need of improvement.

At EDP, this includes an assessment at the level of each academic area and programs inherent to it. Each program has its own specific goals. Therefore, each one engages in a process of self-assessment to ensure that it is successfully meeting its goals and objectives.

This working group will also evaluate the institution's assessment of student learning and the utilization of assessment results to enhance the educational processes; the institutional effectiveness in evaluating students learning outcomes upon the successful completion of their program requirements will also be reviewed.

The members of this working group are:
1. **Chair** – Prof. Nydia Rivera, AVP for Research and Development Central Administration
2. **Co-Chair** – Dr. Alice Casanova, Institutional Distance Education Academic Dean Central Administration
3. Member – Ms. Sarybell Santiago, Officer for Academic Assessment and Research Central Administration
4. Member – Ms. Igrí Enríquez, Information Resource Center Director Hato Rey Campus
5. Member – Prof. Racaly Hernández, Information Resources Center Librarian Manati Branch Campus
6. Member – Ms. Yairelys Rivera, Information Resources Center Librarian Villalba Branch Campus
7. Member – Prof. Carlos Barbosa, Faculty Hato Rey Campus
8. Member – Ms. Ivonne Rosado, Academic Support Center Director San Sebastian Campus
9. Member – Ms. Rocío Rosario, Academic Assessment Officer San Sebastian Campus
10. Member – Prof. Lizzette Mestey, Institutional Director for Simulations Central Administration

11. Member – Dr. Héctor B. Crespo, Faculty Hato Rey Campus

12. Member – Prof. Anadeliz Sánchez, Faculty San Sebastian Campus

13. Member – Prof. Elizabeth Vera, School of Nursing Coordinator San Sebastian Campus

14. Board Member – Dra. Rosa Castro

15. Student/Alumni – Mr. Iván Roque

16. Student/Alumni – Ms. Reinalisse Rivera Estrada

Research questions

1. How does the Institution demonstrate the educational efficacy in accordance with the mission, to help students with their learning, and how does EDP University support the faculty through professional development to improve teaching and the curriculum?

2. How does the Institution translate the institutional assessment results in terms of strategic actions and budget for the improvement and development of the academic offerings, retention strategies, graduation and placement rates, and are used to improve the administrative and academic process?

3. How innovative and pertinent are the assessment methods used by the Institution to demonstrate the achievement of goals of the academic and institutional programs in relation to the institutional mission, and how are they aligned to the program objectives?

4. How does each program assessment process and the governance lead to the improvement of educational efficiency, and to what extent have the assessment results been used to promote the institutional goals?

5. How is the institutional evaluation and assessment process achieved for the compliance or validation of the objectives for the academic and institutional programs and are used to establish priorities for resource allocation and improve student services?

6. In what ways has the Institution created systematic mechanisms to develop and implement effective evaluation processes to determine if the mission and key institutional objectives are being met? How effective has the Institutional Assessment Plan been to lead to institutional innovation?

7. How effectively does the plan and the evaluation processes promote and incorporate the participation of academic constituents?

8. How well and to what extent has the Institution created the mechanism to link the student learning assessment with other consistent areas to generate a systematic and cohesive direction in the planning of institutional processes, and innovation?

Methodology:

Quantitative and qualitative methodology will be used to analyze data from the previous documents of EDP University departments in order to address each research question. The working group will examine the evaluation documents of each department. Manual guides or process documentation in order to evaluate the current methods of institutional assessment. Also, the working group will examine the assessment plans of each unit and their annual report to evaluate the outcome indicators and how systematic has it been measured.

Multiple goal achievement measures, such as oral and written assessments, course and program examinations, research projects, portfolios, field experience evaluations and student retention rates will be reviewed. Moreover, EDP University's policies and procedures as these relate to student learning. Focus groups discussion with full-time and adjunct faculty, as well as students from undergraduate, and graduate programs will be conducted in order to assess teaching methodology in response to student learning outcomes.

Standard VI - Planning, Resources, and Institutional Improvement

Purpose

A stable relationship between the planning process and the resources is an important aspect for the institutional improvement of the institution. Furthermore, a planning process align with the institution's mission is key to improvement. Working group 6 will evaluate the effectiveness of the planning and resources processes in relation to the institutional improvement through the analysis of recent projects, implemented strategies and student growth.

The members of this working group are:

1. **Chair** – Ms. Marie Luz Pastrana, AVP for Financial Affairs Central Administration
2. **Co-Chair** – Eng. Luis Fuster, AVP for Administration & Technology Central Administration
3. Member – Mr. Luis Rivera, Finance Vice-President Central Administration
4. Member – Prof. José Arce, Computer Center Director San Sebastian Campus
5. Member – Ms. Luz Rivera, Financial Aid Director San Sebastian Campus
6. Member – Ms. Jeanette Rivera, Financial Aid Officer Manati Branch Campus
7. Member – Ms. Kenia López, Financial Aid Officer Humacao Branch Campus
8. Member – Prof. Margaret Díaz, Institutional Director for Infrastructure Central Administration
9. Member – Prof. Lydia Quintana, Faculty Hato Rey Campus
10. Member – Ms. Verónica Rivera, Data Base Administrator San Sebastian Campus
11. Member – Prof. Aidaliz González, Faculty San Sebastian Campus
12. Member – Ms. Cristy Nieves, Registrar Officer San Sebastian Campus
13. Member – Prof. Héctor Babilonia, Analysis & Budget Director for Central Administration
14. Member – Ms. Milagros Barbosa, Electronic Communications Officer Hato Rey Campus
15. Board Member – Mr. Luis F. Cruz
16. Student/Alumni – Ms. Shallymar Pérez
17. Student/Alumni – Mr. José Figueroa
18. Student/Alumni – Ms. Glaritza Soto Soto

Research questions

1. How does EDP prepare to be an entrepreneurial and innovative resource for its internal and external community?

2. How does EDP's budgeting practices ensure that resource allocation is strategically aligned to support desirable institutional outcomes and that institutional constituencies have a sense of shared ownership in those outcomes?

3. How have the processes and strategies established by the Institution's leadership been instrumental in the sustainably planned growth of the Institution?

4. How does EDP guarantee that they comply with their stated institutional values thru administrative and academic processes to achieve student empowerment?

5. What resources does the Institution have that validates that their Strategic Plan takes in consideration changes in the economic and social environment at the time it guarantees long term sustainable organizational leadership?

6. How does the Institution measure return investment per student per program, to assign resources for academic program growth?

7. How is EDP organizational structure been defined to meet and serve growing and diverse student population?

8. How does EDP allocate, define and select resources to develop technical and physical infrastructure, to support and impact the students while they guarantee their compliance with their Strategic Plan by serving differentiated social and economic sectors?

Methodology

The methodology will include a review of EDP's strategic plan, institutional budget reports and institutional annual reports to obtain data that will address the research questions. Budget

allocations will be reviewed in relation to identified needs, and how effective these were satisfied. Special attention will be given to priority budget requests as identified in the strategic plan.

Specific descriptions and assessments of the strategic planning process and other planning procedures will be reviewed. Past plans will be examined in relation to implementation and outcome assessments. Action plans submitted by academic programs and other departments will be examined to determine how effectively they were implemented. These findings will then be reviewed in light of subsequent data from the operational units as to the sufficiency of physical, capital, and human resources necessary for the accomplishment of their individual missions and goals.

All major financial statements and annual budgets related to resource allocation planning, acquisition of funding and other resources, and actual allocation of resources will be analyzed to determine how effectively EDP generates and allocates resources to meet current, projected and emergency needs. The alternative ways of generating income, beyond academic tuitions and fees, will be examined in terms of their relative success and cost effectiveness. A student centered approach for learning in the information society will be addressed.

Standard VII - Governance, Leadership, and Administration

Purpose

This working group has two purposes. The first is to evaluate how the new organizational structure relates to the organizational effectiveness. The second is to evaluate compliance with organizational quality standards as they serve the institutional needs specified by the President and the Board of Trustees.

Further functions of EDP University's administration are to facilitate learning and research, foster quality improvement, and foster academic excellence. The working group will seek to establish means of assessing success in these areas. Finally, the working group will develop a strategy for measuring administrative success in fostering self-assessment, promoting improvements, and supporting actions that meet the organizational objectives.

The members of this working group are:
1. Chair – Dr. Glorimar Santini, Business Administration and Adult Modality Director Hato Rey Campus
2. Co-Chair – Prof. Mayra Rivera, AVP for Strategic Growth
3. Member – Prof. Ángela Gaud, Faculty San Sebastian Campus
4. Member – Ms. Lourdes Molina, Human Resources Manager Hato Rey Campus
5. Member – Ms. Dendy Vilá, Institutional Admission Director Central Administration
6. Member – Ms. Karla Forti, Institutional Director for Technological Systems Hato Rey
7. Member – Dr. Marilyn Pastrana, Provost Central Administration
8. Member – Ms. Marisol Giraud, Information Resource Center Director San Sebastian
9. Member – Prof. Elizabeth Thon, EDP San Juan School Director Hato Rey Campus
10. Member – Prof. Lillian Alers, Dean of Academic Affairs San Sebastian Campus
11. Member – Prof. Sergio Pérez, Faculty San Sebastian Campus
12. Member – Prof. Vicky Rosario, Continued Education Director San Sebastian Campus
13. Member – Dr. Yasmir Manon, Psychologist Hato Rey Campus.
14. Member – Dr. Ramón Mallol, Technology Affairs Dean Central Administration
15. Board Member – Eng. Guillermo Cruz
16. Student/Alumni – Ms. Natalie Ulloa

17. Student/Alumni – Mr. José Santiago Dicupe

18. Student/Alumni – Mr. Keneth Y. Mejías Fuentes

Research questions

1. How have EDP's leadership, governance and communication structures changed and have they been assessed? How do these changes affect the future leadership and governance of EDP as it becomes an entrepreneur university?

2. How is the Board of Trustees organized? Which are their roles and responsibilities? How does the Board of Trustees self-evaluate their fiduciary responsibilities and how are they held accountable of their own processes/duties?

3. How does the Board of Trustees oversee EDP's community in the decision making process in order to assure academic quality, fulfillment of strategic plans and fiscal well-being according to EDP's institutional goals and objectives?

4. What tools are used by the Board of Trustees to protect the academic quality and the development of innovative projects and what are the processes implemented in order to safeguard autonomy, integrity, transparency and fiscal health of its daily operations?

5. In which way, does the Board of Trustees assign the roles and responsibilities that measure the performance of the President in order to meet with the institution's mission and objectives? Which credentials and professional experience does the Board of Trustees take into consideration during the nomination and selection of the Institution's President?

6. How has EDP incorporated the use of innovative technologies to meet the institutional goals to promote commitment with the professors and students and how has it been assessed in order to obtain data needed to improve operations?

7. How does the decision-making process guarantee the institutional mission as an entrepreneur university, by showing the administration's commitment to professors and

students, by promoting their engagement and by showing the way in which the staff is selected and their duties identified? Should changes arise in regards to the organizational structure, how is this information shared with the university's constituency?

8. How is assessment done in order to achieve efficiency within the government, leadership and administration of EDP University? How do they communicate and implement their findings?

Methodology

Governance documents (including By Laws and Board meeting minutes) will be reviewed. Interviews will be conducted with representatives of the various constituencies. Accreditation and Licensing reports will be reviewed. The decision-making process will be reviewed for its efficiency.

VI. Guidelines for Reporting

According to the Middle States Commission on Higher Education Self-Study Guide: Module Five – Writing the Self-Study Report, the template for the working group reports includes the following areas:

1. An overview of the group's charge, and the questions it addressed;
2. An analytical discussion of the inquiry undertaken and the outcomes of that inquiry, including strengths and challenges;
3. An explanation of how the group's findings and conclusions relate to the Commission's standards;
4. Discussion of the connection of the group's topic with those of other groups, and of any collaboration between groups that took place; and
5. Recommendations for improvement

VII. Organization of the Final Self-Study Report

The Institution will prepare its final Self Study report according to the format outlined below.

I. **Executive Summary**
    a. Introduction
    b. Highlights of Major Changes and Innovations
    c. A brief description of the major findings and recommendations
    d. Eligibility Certification Statement

II. **Introduction**
    a. A Structural, Procedural and Programmatic Innovations for the last five years
    b. Self-Study Process
    c. Conclusions

III. **Standard 1: Mission and Goals**
    a. Description of the Standard
    b. Cross-references to relevant materials
    c. Analysis of Relevant Strengths and Challenges
    d. Recommendations for Improvement

IV. **Standard 2: Ethics and Integrity**
    a. Description of the Standard
    b. Cross-references to relevant materials
    c. Analysis of Relevant Strengths and Challenges
    d. Recommendations for Improvement

V. **Standard 3: Design and Delivery of the Student Learning Experience**
    a. Description of the Standard
    b. Cross-references to relevant materials
    c. Analysis of Relevant Strengths and Challenges
    d. Recommendations for improvement

VI. **Standard 4: Support of the Student Experience**
    a. Description of the Standard
    b. Cross-references to relevant materials

VIII. Verification of Compliance Strategy

EDP University of Puerto Rico has an Institutional Coordinator for Compliance and Title IX, assigned to the Associate Vice-Presidency of Institutional Compliance. He developed the Compliance Report for the PRR submitted by the Institution in 2016. The Institutional Coordinator for Compliance and Title IX is part of the Working Group for Standard II – Ethics and Integrity. Other members of Standard II include the Dean of Student Affairs, Campus Safety Officer, Marketing, Human Resources personnel, among others who already work closely with the

Institutional Coordinator for Compliance and Title IX to develop reports, policies, and maintain compliance in various areas. He will be responsible for working with the Chairs and Co-chairs of all Standards to ensure effective communication and document sharing related to the Verification of Compliance.

IX. Self-Study Timetable

The Self-Study Timetable 2018-2019

Fall 2018 August-December	1. Self-Study Institute in Philadelphia November 5-7, 2018 2. Steering Committee Chairs and member's chosen 3. MSCHE staff liaison schedules self-study preparation visit to the Institution
Winter 2018 - Spring 2019 December-March	1. Institution chooses its self-study model 2. Institution determines types of working groups that will be needed 3. Working Group Members General Assembly Orientation. 4. Draft self-study design finalized, including charge questions
Spring 2019/Summer 2019 March-August	1. MSCHE staff liaison conducts self-study preparation visit 2. Staff liaison approves institution's self-study design
Fall 2019 August-December	1. Steering Committee oversees research and reporting by working groups 2. Working groups involve the community 3. Working groups submit reports
Summer - Fall 2019 August-December	1. MSCHE selects Team Chair and is approved by the Institution 2. Chair and the Institution select dates for the team visit and the Chair's preliminary visit. 3. Institution sends a copy of the self-study design to the team Chair
Summer - Fall 2019 August-December	1. MSCHE selects evaluation team members and are approved by the Institution 2. Steering Committee receives draft texts from working groups and develops a draft self-study report
Winter 2019 December	1. Campus community reviews draft self-study report 2. Governing Board reviews draft self-study report 3. Evaluation team chair reviews draft self-study report 4. Send reviewed self-study draft to Team Chair
Summer – Fall 2020 June/October	1. Send preliminary report to evaluation team Chair four (4) months prior to sending the final report

	2. **Send final report** to evaluation team and to MSCHE six (6) weeks prior to visit
Fall 2020 November	1. **Team Visit**
Spring 2021 March	1. MSCHE's Positive Reaccreditation Action

X. Communication Plan

The Communication Plan establishes a timeline per month that will serve as guide for the chairs, co-chairs and working groups. Each date haves expected results that show the progress of the Self-Study until the final draft is submitted. The Plan also serves to maintain the students and community members informed about the status of the re-accreditation process. Additional information will be continuously posted on bulletin boards and televisions in each location, social media, radio stations, and our institutional Website.

DATE	ACTIVITY	AUDIENCE	EXPECTED RESULTS
January, 25, 2019	Initial Meeting	Chairs and Co-chairs	
January 31, 2019	General Working Groups Assembly	Executive Committee, Steering Committee, Working Groups	Re-Accreditation Cycle Initiation (Introduction
February 2019 (Send MSCHE the Self-Study Design three (3) weeks prior to visit	Meeting (Face-to-face, Videoconference)	Working Groups	Development of Research Questions
Early-March 2019 (MSCHE Vice-president Visit)	Meeting (Face-to-face)	Steering Committee, Working Groups	Analysis and Approval of Research Outcomes
March 24-26, 2019 (MSCHE Vice-president Liaison Visit)	Retreat (Workshops and MSCHE Vice-president Liaison visit)	Executive Committee, Steering Committee,	
Mid-April 2019	Meeting (Face-to-face, Videoconference)	Steering Committee, Working Groups	Questions and Initiatives
May 7 & 17, 2019	Meeting Face-to-face	Students assigned working groups	Evidence and Power Point Presentation
Mid-May 2019	Meeting (Face-to-face, Videoconference)	Steering Committee, Standards Chairs, and Co-chairs	Evidence and Power Point Presentation
Mid-June 2019	Meeting (Face-to-face, Videoconference)	Steering Committee, Standards Chairs, and Co-chairs	Evidence and Power Point Presentation
Mid-July 2019	Meeting (Face-to-face, Videoconference)	Steering Committee, Standards Chairs, and Co-chairs	Evidence and Power Point Presentation
Mid-August 2019	Meeting (Face-to-face, Videoconference)	Steering Committee, Standards Chairs, and Co-chairs	Evidence and Power Point Presentation
Mid-September 2019	Meeting (Face-to-face, Videoconference)	Steering Committee, Standards Chairs, and Co-chairs	Evidence and Power Point Presentation

October 2019	Meeting (Face-to-face, Videoconference)	Steering Committee, Standards Chairs, and Co-chairs	Evidence and Power Point Presentation
November 2019	Meeting (Face-to-face, Videoconference)	Steering Committee, Standards Chairs, and Co-chairs	Evidence and Power Point Presentation
December 2019	Meeting (Face-to-face, Videoconference)	Steering Committee, Standards Chairs, and Co-chairs	Evidence and Power Point Presentation
January 2020	Meeting (Face-to-face, Videoconference)		N/A
February 2020	Meeting (Face-to-face, Videoconference)	Steering Committee, Working Groups	First Draft Per Standard
March 2020	Meeting (Face-to-face, Videoconference)	Steering Committee, Working Groups	Second Draft Per Standard
April 2020	Meeting (Face-to-face, Videoconference)	Steering Committee, Working Groups	Third Draft Per Standard
May 2020	Meeting (Face-to-face, Videoconference)	Steering Committee, Working Groups	Fourth Draft Per Standard
June 2020	Meeting (Face-to-face, Videoconference)	Steering Committee, Working Groups	Final Draft Per Standard
July 2020	Meeting (Face-to-face, Videoconference)	Executive Committee, Steering Committee, Working Groups	Final revisions of the Self-Study
August 2020	Meeting (Face-to-face, Videoconference)	Executive Committee, Steering Committee, Working Groups	Self-Study and Evidence Completion
September 2020	Meeting (Face-to-face, Videoconference)	Executive Committee, Steering Committee, Working Groups	Final editing
October 2020	Meeting (Face-to-face, Videoconference)	Executive Committee, Steering Committee, Working Groups, Students, and Community Members	Evaluation Team Orientation Visit Send Self-Study to MSCHE Evaluation Team
November 2020	Meeting (Face-to-face, Videoconference)	Executive Committee, Steering Committee, Working Groups, Students, and Community Members	MSCHE Evaluation Team Visit

XI. Evaluation Team Profile

The University asks that the Middle States Commission on Higher Education seek individuals for the Evaluation Team who have the following characteristics:

1. The Chair of the Evaluation Team should be an experienced team chair, and from a peer institution with a mission and goals similar to those of EDP, preferably with culturally diverse campuses.
2. The Chair as well as the majority of the team members should understand cultural diversity and particularly Hispanic culture, as a result of working at an HSI.
3. It would be helpful if team members have experience with outcomes assessment as well as strategic planning.
4. Some members should come from nonprofit institutions or have experience in this context.
5. Some of the Evaluation Team members should preferably be from institutions with multiple campuses with programmatic offerings at the undergraduate and graduate level similar to the offered at EDP.
6. Team membership should also reflect knowledge and experience in the areas of finances, student life, and other services offered to first generation students.
7. Members should have experience with hybrid and distance education programs.
8. Some team members should be bilingual (English and Spanish).
9. Some members should have experience with first generation, low income students.
10. It would be helpful if some team members are acquainted with the political and cultural circumstances of Puerto Rico, including language instruction at all levels.
11. It would be desirable that the composition of the team members could somehow represent the major academic areas, which are Information Technology, Health, Business Administration, General Education, Criminal Justice, Nursing, Fashion, and Interior Design.

XII. Evidence Inventory

Appendix A presents a list of documents for each standard that the working groups will   review and analyze in the Self Study. By the beginning of the Self Study, all of these documents will be located in specific areas in both campuses and an electronic archive.

Appendix A

Inventory of Supporting Documents

1. The institution's published Catalog (undergraduate and graduate).
2. Institutional data submitted to the federal government in IPEDS reports.
3. Reports and Self-Studies submitted to the Puerto Rico Council of Education.
4. Benchmark and reports compiled by the Institutional Compliance Office – EDP at a Glance.
5. Assessment at a Glance
6. Institutional Profile Report (IP)
7. Annual Institutional Report (AIR)
8. Institutional Strategic Plan
9. Institutional Assessment Plan
10. Enrollment Management Plan
11. Alumni and Employers Surveys
12. Faculty Handbook
13. Student's Handbook
14. Faculty Development Plan
15. Information/Technology Master Plan.
16. Current and projected budgets for the institution
17. Capital Facilities Plan.
18. Library and Information Resources Plan.
19. Audited Financial Statements.
20. Governing Board documents; Charter and By-Laws
21. List of Governing Board Members
22. Orientation materials and handbook for Governing Board Members
23. Governing board minutes
24. Conflict of interest policies for the governing board and employees
25. Human Resources Policies Handbook
26. Organizational Chart

27. Job Descriptions and Qualifications for Administration

28. Student's Grievances Procedures

29. Research Ethics Policies.

30. Information and Application packets for students.

31. Policies for orientation, integration and professional development of part-time faculty

32. Academic Council Handbook

33. Academic Council Minutes

34. Master Plan

35. Technology Plan

EDP University of Puerto Rico Self-Study Design 2020-2021
Document Inventory

The documents identified in this inventory will be fundamental for the working groups in their analysis and research for the evaluation of the institution.   Each working group identified those that will be helpful in their endeavor.

Document Inventory	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Library	*Web	Office
Academic Council Guide		X	X			X	X			Academic Council President Office
Academic Council Minutes			X			X	X			Academic Council President Office
Alumni and Employers Surveys	X		X	X	X	X	X			Placement
Annual Institutional Report (AIR)	X		X	X	X	X	X			Registrar's Office
Assessment at a Glance	X		X	X	X	X	X		X	AVP for Research and Development
Assessment Instruments and results	X		X	X	X	X	X		X	AVP for Research and Development
Audited Financial Statements.						X				AVP for Financial Affairs
Capital Facilities Plan.						X	X			AVP for Administration & Technology

Document Inventory	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Library	*Web	Office
Current and projected budgets for the institution.			X	X	X	X	X			VP Financial Affairs
EDP at a Glance.	X	X	X	X	X		X		X	AVP for Institutional Compliance
Enrollment Management Plan		X	X	X		X	X			Chancellor
Faculty Development Plan	X	X	X		X	X	X			Dean of Academic Affairs Office
Faculty evaluation process		X	X	X	X					Dean of Academic Affairs Office
Faculty Handbook		X	X		X	X				Dean of Academic Affairs Office
Governing Board documents; Charter and By-Laws, minutes, list of members					X	X	X			Board of Trustees Executive Director
Undergraduate and Graduate Catalog - SAP, Adm., Transfer Credit, Grievance, academic regulations, programs, placement		X	X	X	X	X			X	AVP for Institutional Compliance

test, remedial course policies										
Human Resources Policies Handbook		X				X	X			Human Resources Institutional Director

Document Inventory	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Library	*Web	Office
Information and Application packets for students.				X	X	X				Admissions Office
Information/Technology Master Plan.	X					X	X			AVP for Administration & Technology
Institutional Assessment Plan	X		X	X	X	X	X			AVP for Institutional Compliance
Institutional Profile Report (IP)				X		X	X			AVP for Institutional Compliance
Strategic Plan	X	X	X	X	X	X	X			AVP for Institutional Compliance
IPEDS reports	X			X	X	X	X		X	Registrar
Job Descriptions and Qualifications for Administration.		X				X	X			Human Resources Institutional Director
Library and Information Resources Plan.			X	X	X	X			X	Information Resources Center Director
Links to Classroom assessment techniques			X		X					AVP for Research and Development
Organizational Charts	X					X	X			

Document Inventory	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Library	*Web	Office
Reports and Self-Studies submitted to the Puerto Rico Council of Higher Education.	X		X	X		X	X			AVP for Institutional Compliance
Special Statistics & Studies - Remedial Courses, Grades reports, board exam results, viability program studies	X		X	X	X	X				Dean of Student Affairs
Staff Meetings documents			X			X	X			
Student's Handbook		X		X			X		X	Dean of Academic Affairs
Institutional policies	X	X		X	X	X	X		X	President
Course Syllabi			X	X	X					Dean of Academic Affairs
Counseling Services documents		X		X		X				Counselor's Offcie
Faculty Evaluation documents		X	X	X	X					Dean of Academic Affairs
Distance Education Learning documents			X	X	X	X				Distance Education Academic Dean

Student support services documents		X		X		X				Dean of Student Affairs