UNIVERSIDAD DEL SAGRADO CORAZÓN

SELF-STUDY DESIGN

Middle State Commission on Higher Education (MSCHE)

Tuesday, February 21, 2017

Table of Content

Institutional Overview 1
Intended Outcomes of the Self-Study 2
Organizational Structure of the Steering Committee and Working Groups 2
Charges to the Working Groups and Guidelines for Reporting 3
General charge to all working groups 3
Standard I: Mission and Goals 4
Standard II: Ethics and Integrity 5
Standard III: Design and Delivery of the Students Learning Experience 6
Standard IV: Support of the Students Learning Experience 7
Standard V: Educational Effectiveness Assessment 8
Standard VI: Planning, Resources and Institutional Improvement 9
Standard VII: Governance, Leadership and Administration 10
Verification of Compliance with Accreditation-Relevant Federal Regulations 10
Organization of Self-Study Report 11
Editorial Style and Format of All Reports 12
Timetable for the Self-Study and Evaluation 13
Profile of the Visiting Evaluation Team 13
Appendix A: Institutional priorities alienation with MSCHE Standards 14
Appendix B: Steering Committee for the Self-Study Report 2018 16
Appendix C: Documentation Roadmap 18

Approved

Institutional Overview

The Universidad del Sagrado Corazón's (Sagrado) tradition is rooted in the teachings of the Society of the Sacred Heart, which promotes an ecumenical spirit from within a Catholic institution devoted to pluralistic dialogue. Thus, our mission is to *educate intellectually free and morally responsible individuals, willing to participate in the development of a more authentically Christian Puerto Rican society, a community united in justice and peace.*

As the 135th anniversary of Sagrado approached in 2014 the then president Dr. José Jaime Rivera retired after 22 years of leadership and passed the baton on to Gilberto J. Marxuach Torrós, Esq. These two events, the preparation for the celebration of 135 years academic excellence and a transition in governance, presented Sagrado with unprecedented challenges in the midst of great economic and social uncertainty in Puerto Rico. These challenges are suspended between tradition and change.

This tradition is built upon principles of engagement within and without, responsiveness to the needs of society, and student-centeredness. In that sense our vision propels us to *offer a unique academic project, an innovative educational experience in which the classroom is the world, in an environment characterized by community life. It is based on the principle that human beings and Christian values are at the center of our project*. We have a profound commitment to provide students with the means and experiences that will enable them to become involved citizens that contribute to a constantly changing society (be it local or global) through inventive curricular and co-curricular offerings, a knowledgeable faculty dedicated to the development of pedagogies appropriate to our times, and a willing and resourceful staff.

The transition in leadership and the consequent changes in the executive team along with a drop in enrollment due to a shrinking pool of potential students, have put Sagrado to the test. In particular, the economic crisis that began in 2006 has resulted in our economy shrinking "by more than 10 percent and employment on the island [falling] by 14 percent. Puerto Rico's unemployment rate was 11.6 percent in August 2015, more than twice the national level. More than 300,000 people have left Puerto Rico in the past 10 years, including 84,000 people in 2014 alone". (U.S. Department of the Treasury, 2016[1]).

Like other historic transformations, such as the 1970 ownership and governance handover from the religious order to the Board of Trustees (composed of some religious and a majority of lay members), the shift to a co-ed institution in 1972, and the foundation of the first graduate programs in 1985, this transition is embraced as an opportunity. This is a chance to revise and enhance our goals as a private, independent, non-profit, liberal arts higher education institution with high standards for social responsibility.

Currently our university has an enrollment of approximately 4,500 students and offers a wide array of academic programs. Sagrado is the only university in Puerto Rico to receive the

[1] U.S. Department of the Treasury. (2016). *Puerto Rico's Economic and Fiscal Crisis: The Economic Situation is Challenging*. Retrieved from https://www.treasury.gov/connect/blog/Documents/Puerto_Ricos_fiscal_challenges.pdf

Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching (2015-2025).

Our strategic planning is geared to three inter-related areas of priority derived from our mission: (1) optimization and continuous improvement through systemic assessment; (2) glocalization: although a throw-back to the environmental slogan "think global-act local", the term implies commonality and diversity in times of globe-wide connectivity and consciousness in a confined context (country, city, or neighborhood); (3) social, pedagogical, and curricular innovation which result in committed, personalized, participatory, and pertinent teaching spaces and practices for the collective construction of adaptive knowledge for an increasingly uncertain future. These innovations build upon competency based liberal arts education trough active learning.

This Self-Study affords Sagrado with a unique opportunity not only to assess the inner workings of the institution but a moment to reflect on the past and build upon it to guarantee a successful transition and future academic offerings while enriching our tradition.

Intended Outcomes of the Self-Study

Our primary intended outcome of the Self-Study is to demonstrate compliance with the new standards:

1. Demonstrate how Sagrado meets the MSCHE accreditation standards.
2. Review outcomes-based institutional assessment practices and make recommendations to expand or refine institutional assessment practices to guide planning, resource allocation, and institutional improvement.
3. Identify overlapping issues between our 2020 Strategic Plan and the Self-Study to enhance Sagrado's capacity to implement strategic priorities and recommend measures to achieve institutional mission and goals. (Appendix A).

Organizational Structure of the Steering Committee and Working Groups

The Steering Committee and the working groups include in their composition (see organizational structure in Chart I): executives, directors, managers and other administrative positions, faculty, students, alumni and members of the Board of Trustees. In the creation of these groups the representation of all stakeholders of Sagrado's community was considered. Other diversity considerations included: years of experience, knowledge of the issues pertaining to each standard, and expertise regarding topics addressed in order to guarantee balance between the levels of experience within the groups.

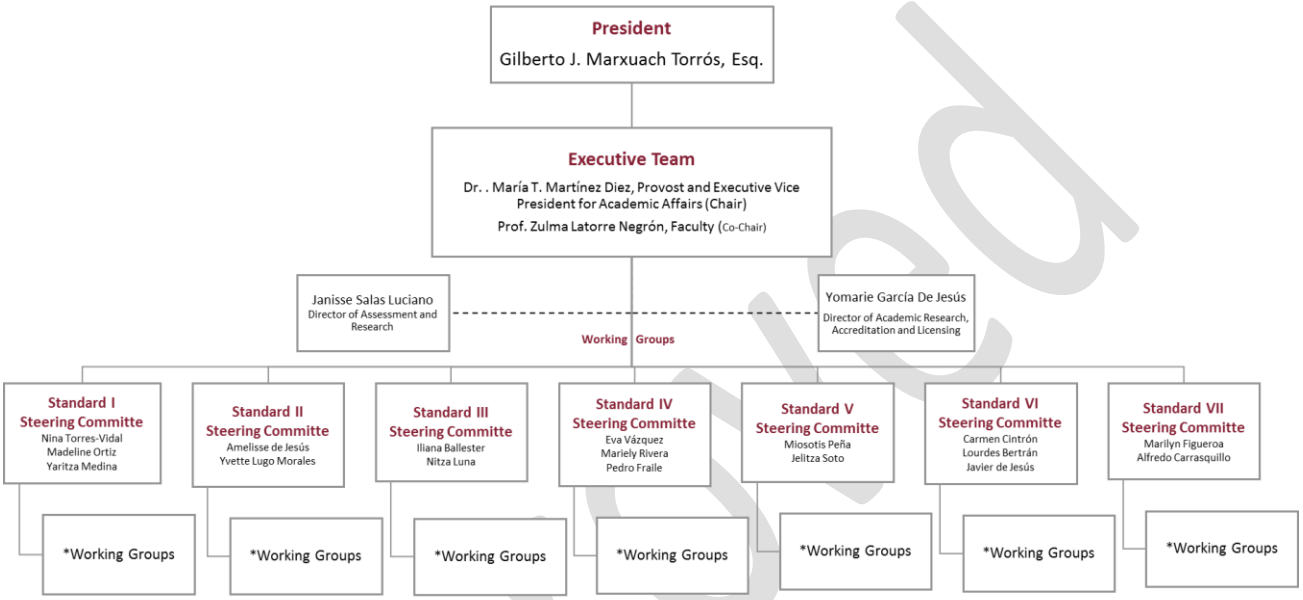
To make communication possible between all these participants, we decided to establish and Executive Team that could oversee all the work as well as maintain the President informed of the progress of all groups. As presented in Chart I, the Executive Team include Sagrado's Provost as chair and a professor as cochair of the Steering Committee. Both the ALO and the Director of Assessment are part of this Team. Then, as usual, the rest of the Steering Committee, and correspondent Working Groups, were divided by standard.

Approved

Working Groups

Last August the document titled *Charges to the Working Groups* was distributed with the intention that it would serve to guide the Working Groups in their task of developing their section of the Self Study as related to the Standard for Accreditation assigned to them. It included general direction and specific questions. Each Working Group worked to elaborate the research questions that were appropriate to their undertaking. In addition, this document included writing and style guides.

Chart I: Organizational Structure of the Steering Committee and Working Groups



***Self-Study Working Groups** (Trustees, Managers, Executives, Directors, Faculty, Administration, Students, Alumni)

Charges to the Working Groups and Guidelines for Reporting

This section encompasses the principal parts of the information included in the aforementioned document. They cover the following: the general and specific charges, members with their position in Sagrado and the main research questions for each area.

General charge to all working groups

- Develop a deep understanding of the history, mission, and the strategic goals of Sagrado in the context of the seven new MSCHE standards.
- Address the specific Standard for Accreditation as ascribed to the Working Group.
- Use the guidelines provided to design the section of the Self-Study that corresponds to the assigned standard.
    - Become aware and reflect on the relationships between the standards and be prepared to integrate findings across standards as needed.
    - Establish linkages, where appropriate, between the assigned standard and relevant institutional priorities.
    - Develop specific research questions related to assigned standard,
- Examine key sources of relevant documentation.

Approved

    - Identify relevant institutional processes and procedures.
    - Ascertain sources of information, including colleagues inside and outside the University community for feedback, guidance, information, and ideas to use as a basis for suggestions and possible recommendations for institutional renewal and transformation.
- Develop methods/strategies to use the information and data that are gathered to answer the research questions.
- Provide an analysis of Sagrado's successes and challenges in meeting the assigned standard in the context of the institution's mission and goals and draw reasonable inferences and conclusions.
- Suggest future directions that will allow the institution to continue on its path of continuous growth and improvement.
- Meet regularly according to work plan.
- Write reports using APA guidelines.
    - Produce the following documents in a timely fashion:
        - ✓ design outline, preliminary drafts, and final draft of findings.
        - ✓ generate written reports that clearly indicate each of the research questions developed, and the methods and data used to answer the research questions

Approved

Specific charges to each working groups

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.

Working Group:

Co-chairs	Prof. Nina Torres Vidal	Professor and Coordinator, Interdisciplinary Faculty of Humanistic and Social Studies
	Dr. Yaritza Medina	Professor, Ferré Rangel School of Communications
	Madeline Ortiz Rivera, rscj	Director, Pastoral Center
Faculty	Dr. María Barceló	Professor, Interdisciplinary Faculty of Humanistic and Social Studies
	Prof. Modesto Aguayo	Professor, Ferré Rangel School of Communications
	Dr. John Olmo	Professor, Department of Natural Science
Administration	Prof. Agda Cordero	Director, Department of Natural Sciences
	Mrs. Arelis Marrero	Director of the Alumni Office
	Mr. Juan José Rivera	Pastoral Project Coordinator
Trustees	Socorro Juliá Fernández, rscj	Trustee
	Mr. Ramón Ruíz Comas	Trustee

Charge:

- Understand the mission and goals at Sagrado.
- Examine how the mission and goals guide all aspects of the University.
- Examine how successful the University is in fulfilling its mission and goals.

Research Questions:

1. How do curricular and co-curricular practices and all other institutional activities reflect Sagrado's mission?

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.

Working Group:

Co-chairs	Dr. Amelisse de Jesús Dávila	Professor and Coordinator of the Social Work Program
	Mrs. Yvette Lugo Morales	Director of Compliance and Proposals
Faculty	Dr. Lina Torres Rivera	Professor, Interdisciplinary Faculty of Humanistic and Social Studies
	Dr. Juan Acevedo Nieves	Professor, Interdisciplinary Faculty of Humanistic and Social Studies
	Dr. Aileen Estrada Fernández	Professor, Ferré Rangel School of Communications
	Dr. Francisco Arencibia Albite	Professor, Department of Natural Sciences
	Prof. Nelson Hernández Román	Professor, Interdisciplinary Faculty of Humanistic and Social Studies
Administration	Mrs. Joseline Franceschi	Students Affair Coordinator
	Camelia Fernández Romeu, Esq.	General Legal Counsel and Compliance Officer
	Mrs. Sandra Pomales Castro	Director of Communications and Digital Media
	Mrs. María Santos Rodríguez	Manager Organizational Development and Human Resources
Trustees	Dr. Jorge J. Ferrer, SJ	Trustee
	Mgr. Reinaldo Sagardía	Trustee

Charge:

- Understand how Sagrado's mission is ratified in all activities with integrity.
- Examine how Sagrado has clearly articulated policies, procedures and practices that guide internal and external activities in an ethical manner.

Approved

Research Questions:

1. How does the commitment to institutional ethics inform all of Sagrado's policies, procedures and practices?
2. How are policies, regulations, contracts, agreements, commitments, services and programs honored in an ethical and integral manner?
   a. How do members of the university community endorse institutional policies?
   b. How does Sagrado represent itself to its different audiences?
3. What mechanisms exist for the evaluation of policies, processes and institutional procedures and their implementation in accordance with ethical and integrity criteria?

Standard III: Design and Delivery of the Students Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at 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.

Working Group:

Co-chairs	Prof. Iliana Ballester	Professor, Ferré Rangel School of Communications
	Prof. Nitza Luna	Professor, Ferré Rangel School of Communications
Faculty	Dr. Amalia Lluch	Professor, Interdisciplinary Faculty of Humanistic and Social Studies
	Prof. Mayra Alonso	Professor, Department of Natural Sciences
	Prof. Winnie Pérez	Professor, Department of Business Administration
	Prof. Yezmín Hernández	Professor, Department of Business Administration
	Mr. Fernando Montilla	Director of StudioLab
Administration	Ms. Carmen Chazulle	Director for the Community Engagement Center
	Dr. Javier Hernández	Director, Department of Business Administration
	Dr. Sylvia Álvarez	Director, Interdisciplinary Faculty of Humanistic and Social Studies
	Ms. María de Lourdes Robles	Acting Director, Center for the Enrichment of Teaching and Learning and Educational Technology
	Arq. José Rodríguez Barceló	Trustee, Chair of Infrastructure and Technology Committees
Trustees	Mr. José Rafael Fernández	Trustee, Board Chair

Charge:

- Understand how Sagrado's mission is reflected in the range of programs offered.
- Examine how Sagrado's programs at all levels demonstrate the highest integrity in rigor and coherence.

Approved

Research Questions:

1. To what extent do the resources and facilities at Sagrado support the expected student learning, practices and outcomes?
2. What are the process to ensure continued improvement of teaching-learning practices?
3. How accurately do academic programs adhere to and measure achievement as per the official student learning outcomes of the program?
4. To what extent is the Faculty qualified to support the expected student learning experiences?

Standard IV: Support of the Students Learning 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.

Working Group:

Co-chairs:	Prof. Eva Vázquez	Professor, Department of Business Administration
	Dr. Pedro Fraile	Vice President and Dean of Student Affairs
Faculty:	Prof. Manuel de Jesús	Professor, Department of Education
	Jesús Rivera Delgado, Esq.	Professor, Interdisciplinary Faculty of Humanistic and Social Studies
Administration	Mr. Isander Velázquez White	Assistant Vice President for Enrollment Management
	Mrs. Delva Pérez	Professional Counselor and Coordinator, Office of Student Success
	Mr. Edwin Ríos	Director, Management of Enrollment
	Mrs. Mildred Piñeiro	Director, Registrar's Office
	Mrs. Sonia Díaz	Director, María Teresa Guevara Library
	Dr. Eva Rivera	Director, Sagrado Global
	Mrs. María Batista	Director, Athletic Activities
	Ms. Yomara Figueroa	Strategic Planning Analyst, Office of Student Success
	Mr. Julio Serrano	Director, Comprehensive Security and Risk Management
	Dr. Julio Fonseca	Director, Center for Personal Development
	Mr. Carlos Moll	Director, Residence Halls
	Mrs. Olga Felicié	Student Life Coordinator
Trustees	Mr. Ángel Torres	Trustee
	Mr. Rafael Álvarez	Trustee

Charge:

- Understand how Sagrado's mission drives recruitment and admission to all programs.
- Examine how Sagrado's commitment to learning and student success is reflected in effective support services.

Approved

Research Questions:

1. Does Sagrado have all the student services necessary to provide students a coherent and effective support system for student persistence and success?
2. Are existing student services properly designed and integrated to improve the opportunities for student success from admission through graduation?
3. Do we have an adequate assessment process to ensure the continued improvement of student services?

Standard V: Educational Effectiveness Assessment

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

Working Group:

Co-chairs	Prof. Miosotis Peña	Professor Nursing Program, Department of Natural Sciences
	Prof. Alba Brugueras	Professor, Department of Business Administration
Faculty	Prof. Lourdes Ramos	Professor Nursing Program, Department of Natural Sciences
	Dr. Sahyly Santos	Professor, Department of Education
	Prof. Jelitza Soto	Professor, Social Work Program
	Dr. Teresa Gracia	Professor, Interdisciplinary Faculty of Humanistic and Social Studies
Administration	Dr. Carlos Muñoz	Director, Department of Education
	Dr. Pura Julia Cruz	Director, Department of Natural Sciences
	Dr. Gabriel Paizy	Director, Ferré Rangel School of Communications
	Mrs. Elvia Agosto	Director, Continuing Education Department
	Ms. Cristabel Ocasio	Language Development Across the Disciplines Center
	Mrs. Limarie Colls	Librarian
Trustees	Mrs. Mildred Juliá Calvesbert	Trustee
	Dr. José R. Carlo	Trustee

Charge:

- Understand how Sagrado's mission is reflected in student expectations of learning and achievement.
- Examine how Sagrado demonstrates a culture of evidence-based processes and outcomes with regard to assessment of student learning.

Research Questions:

1. How effective are the assessment processes at the institution, department and program levels for all graduate, undergraduate and certificate programs and the general education component?
2. How effective are the processes for the dissemination, evaluation and use of assessment

Approved

information in order to drive continued improvement of institutional academic programs and components?

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.

Working Group:

Co-chairs	Carmen Cintrón, Esq.	Professor, Department of Business Administration
	Mrs. Lourdes Beltrán	Vice President for Finance and Operations
	Arq. Javier de Jesús	Director, Center for Collaborative Innovation
Faculty	Prof. Doribel Rodríguez	Professor, Department of Natural Sciences
	Prof. Luis Trelles	Professor, Ferré Rangel School of Communications
	Dr. Marta Almeyda	Professor, Department of Business Administration
	Dr. Wanda del Toro	Professor, Ferré Rangel School of Communications
	Prof. María Lázaro	Professor, Department of Natural Sciences
Administration	Mr. Severo Alicea	Director of Information Technology and Integrated Technologies
	Mrs. Maribel Valentín	Director of Financial Planning
	Mrs. Nitza Rivera	Coordinator of Operational Services, Finance and Operations
	Mrs. Sandra Torres	Director, Fundraising
	Mrs. Marta Meléndez	Human Resources Generalist
	Ing. Carol Rivera	Director, Facilities, Conservation and Services
Trustees	Vanessa Lugo Flores, Esq.	Trustee, Board Vice-Chair
	Mrs. Clotilde Pérez Pietri	Trustee, Chair of Finance and Investment Comittee

Charge:

- Understand how processes, resources and structures align to fulfill Sagrado's mission.
- Examine how Sagrado adapts and responds to change.

Research Questions:

1. Are Institutional structures, resources and planning processes property aligned?
2. How does this alignment serve to fulfill the institutional mission and goals?
3. Is there continuous assessment that allows for improvement of programs and services and for responding effectively to opportunities and challenges?

Approved

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.

Working Group:

Co-chairs:	Prof. Alfredo Carrasquillo	Professor, Department of Business Administration
	Mrs. Marilyn Figueroa	Vice President for Organizational Development and Human Resources
Faculty	Dr. Belinda Moné	Professor, Department of Business Administration
	Dr. Manuel Aquino	Professor, Department of Natural Sciences
Administration	Prof. Arturo Figueroa	Associate Vice President for Academic Affairs
	Mrs. Rebecca Quintero	Director of Finance
	Mrs. Wanda Martínez	Purchasing Agent
	Mrs. Laura Díaz	Administrative Services Manager, Student Affairs
	Mrs. Miriam Gómez	Assistant to the Board of Trustees
	Dr. Carlos Conde	Director of the Institute of Music
Trustees	Juan Carlos Pérez Otero, Esq.	Trustee, Board Secretary
	Alfredo Martínez Álvarez, Esq.	Trustee

Charge:

- Understand how Sagrado's mission is actualized through its governing and administrative structures.
- Examine how Sagrado prioritizes its academic purpose and functions with autonomy at all times.

Research Questions:

1. Is there an effective assessment process for current governing structures in order to improve institutional governance?
2. Is there a stated effective policy for decision making and communication within and amongst the governing bodies?

Verification of Compliance with Accreditation-Relevant Federal Regulations

The Commission has to validate and make sure that Sagrado is in compliance with accreditation-relevant federal regulations.

Working Group:

Members:	Mrs. Marilyn Figueroa	Vice President of Organizational Development and Human Resources
	Camelia Fernández Romeu, Esq.	General Legal Counsel and Compliance Officer
	Mrs. June Andrade	Director of the Integrated Assistance Center

Approved

Mrs. Mildred Piñeiro	Director, Registrar's Office
Prof. Yomarie García De Jesús	Director of Academic Research, Accreditation and Licensing (ALO)
Mrs. Yvette Lugo Morales	Director of Compliance and Proposals
Mr. Julio Serrano	Director, Comprehensive Security and Risk Management
Mrs. Joseline Franceschi	Students Affair Coordinator
Mrs. Karineé Caballero	ITI Compliance and Security Officer

Charge:

- To provide evidence of policies and procedures in order to verify institutional compliance in the following areas:
  - Student identity verification in distance and correspondence education
  - Transfer of credit policies and articulation agreements
  - Title IV program responsibilities
  - Institutional records of student complaints
  - Required information for students and the public
  - Standing with state and other accrediting agencies
  - Contractual relationships
  - Assignment of credit hours

Organization of Self-Study Report

The final Report will reflect an institutional perspective Sagrado's self-analyses, the level to which standards are met, recommendations for future actions, and plans to support and guide the institution's strategic priorities. The Self-Study will consist of five sections: *Executive Summary*, *Introduction, Individual Standard Analyses and Recommendations*, and the *Conclusion*.

- The *Executive Summary* will provide a brief (1-5 pages) summary of the major findings and recommendations of the Self-Study.
- The *Introduction* will be a brief overview of the institution and description of the Self-Study process.
- The *Individual Standard Analyses and Recommendations* will include the following information for each Standard:
  - Heading indicating the Standard under consideration
  - Cross-references to relevant materials in other parts of the report
  - Analytical discussion of the data reviewed and the inquiry undertaken
  - Conclusions including strengths and challenges, with references to appropriate criteria
  - Recommendations for ongoing institutional improvement

Approved

Editorial Style and Format of All Reports

Writing and style guide:

While the Steering Committee will be responsible for the final Self-Study Report, each Working Group will be responsible for writing a draft report for its assigned standards. In order to ensure that each section is well-written, concise, and fits well with the Self-Study document as a whole, each Working Group will assign one person as the primary writer for its standard and use the following specifications:

1. Title Page
    a. Standard # and Text
    b. Working Group Chair(s)
    c. Working Group Members
    d. Name of file that contains the report
    e. Version number of the report
    f. Date
2. Overview: The purpose of this section is to guide the reader on how this document fits in the whole project.
    a. Background – describes the research questions/objectives for this working group and the steps taken to address the questions.
    b. Approach – a description of how the work of the group was accomplished.
        1. Techniques used to gather data.
        2. Assumptions that were made.
        3. Steps used to arrive at the conclusions that were drawn.
3. Analysis, Summary of Findings, and Directions for Improvement: This part of the document is used to present the data that were collected, the critical analysis of the data, and conclusions that were drawn.
    a. The body of the report should be organized around each of the research questions developed by the working group.
    b. The body of the report should not have more than three levels:
        1. Title
        2. Subtitle
        3. Sub-subtitle
4. The body of the report should also include any cross-references among the research questions that are noted by the working group.
5. Appendices (supporting evidence/documentation as needed):
    a. Should contain links to the shared documentation roadmap.
    b. Should contain lists of supplementary material (reported in the form of a web link).
    c. Include documents/results of interviews etc. that were used in the documentation roadmap and should be reported as web links.
6. Documents should be:
    a. Sent electronically in Word.
    b. Text should be Calibri 12, 1.5 spacing except in seriation where it should be 1.15.

Approved

Timetable for the Self-Study and Evaluation

Timeline	Deadline
Self-Study Institute	November 2015
Assemble Steering Committee	September 2016
Prepare draft Self-Study Design	October – January 2017
Submit draft of Self-Study Design to MSCHE liaison (Dr. Tito Guerrero)	February 2017
MSCHE VP liaison visits to provide feedback on Design (Dr. Tito Guerrero)	March 2017
Self-Study Design revisions complete (with approval from MSCHE)	April 2017
Working Group co-chairs meet to identify/ gather necessary documents including documentation for compliance report	May 2017
Working Groups review data, conduct interviews, meet with Steering Committee	June/ July 2017
Prepare, conduct, and analyze campus-wide survey (optional)	August 2017
Progress updates due from co-chairs	September 2017
First drafts of chapters from Working Groups; feedback obtained	December 2017
Second drafts from Working Groups submitted to Self-Study co-chairs	January/ February 2018
Team Chair selected and confirmed	January/ February 2018
Co-chairs draft complete Self Study based on drafts by Working Groups	March/ April 2018
Review and community-wide discussion of Self-Study; revisions made as necessary based on feedback. Begin preparation of Verification of Compliance Report	May 2018
Second draft of Self-Study generated and distributed	June 2018
Self-Study draft to Team Chair in advance of Preliminary Visit	June 2018
Preliminary Visit by Team Chair; feedback on Self-Study Draft	July 2018
Verification of Compliance report due	July/ August 2018
Edits/revisions to Self-Study based upon feedback from Team Chair	September 2018
Final version of Self-Study produced & sent to Visiting Team (6 weeks prior)	September 2018
Visiting Team on campus	October/ November 2018
Commission meets to determine accreditation action	March 2019

Profile of the Visiting Evaluation Team

The following profile is designed to identify individuals with the characteristics that may allow them to conduct a fair and accurate peer review at our Institution. We would like our peer evaluators to be bilingual (English/Spanish) and to have a multicultural background. It would be desirable if they also have teaching or administrative experience in an independent, non-profit institution that is: (a) committed to a liberal arts curriculum; (b) Catholic or faith-based; (c) tuition-driven; and (d) with 5,000 student or less.

Approved

Appendix A: Institutional priorities alienation with MSCHE Standards

Approved

Institutional priorities	STANDARDS OF ACCREDITATION MSCHE						
	I Mission and Goals	II Ethics and Integrity	III Design and Delivery of the student learning experience	IV Support of the student experience	V Educational Effectiveness Assessment	VI Planning, Resources and Institutional Improvement	VII Governance, Leadership and Administration
IP I. Academic Offerings and Value Proposition	X	X	X	X	X		
IP II. Community Linkage, Social Innovation and Entrepreneurship	X						
IP III. University Life and Co-Curricular Experience	X		X	X			
IP IV. Institutional Model, Organizational Structure, Process Optimization and Continuous Improvement	X					X	
IP V. Financial Viability, Sustainability, Additional sources of income	X						X

Approved

Appendix B: Steering Committee for the Self-Study Report 2018

Approved

Committees	Standards of accreditation	Managers/ executives	Directors	Faculty	Administration	Students	Alumni	Trustees
Committee 1 Nina Torres-Vidal Madeline Ortiz Yaritza Medina	I. Mission and Goals	Agda Cordero	Arelis Marrero	John Olmo Modesto Aguayo María Barceló	Juan José Rivera			Socorro Juliá Ramón Ruíz
Committee 2 Amelisse de Jesús Yvette Lugo Morales	II. Ethics and Integrity	Camelia Fernández	Sandra Pomales	Nelson Hernández Lina Torres Juan Acevedo Aileen Estrada Francisco Arencibia	Joseline Franceschi María Santos			Jorge J. Ferrer, sj Monseñor Reinaldo Sagardía
Committee 3 Iliana Ballester Nitza Luna	III. Design and Delivery of the student learning experience	Sylvia Álvarez Javier Hernández	María de Lourdes Robles Fernando Montilla	Yezmín Hernández Amalia Lluch Mayra Alonso Winnie Pérez	Carmen Chazulle			José Rodríguez Barceló José Rafael Fernández
Committee 4 Eva Vázquez Pedro Fraile	IV. Support of the student experience	Isander Vázquez	Edwin Ríos June Andrade Mildred Piñeiro Mary Batista Sonia Díaz Eva Rivera	Manuel de Jesús Jesús Rivera Delgado	Delva Pérez Yomara Figueroa Julio Serrano Julio Fonseca Carlos Moll Olga Felicié			Ángel Torres Rafael Álvarez
Committee 5 Miosotis Peña Alba Brugueras	V. Educational Effectiveness Assessment	Carlos Muñiz Gabriel Paizy	Pura Julia Cruz	Lourdes Ramos Jelitza Soto Sahyly Santos Teresa Gracia	Elvia Agosto Cristabel Ocasio Limarie Colls			Mildred Juliá Calvesbert José R. Carlo
Committee 6 Carmen Cintrón Lourdes Bertrán Javier de Jesús	VI. Planning, Resources and Institutional Improvement	Severo Alicea	Maribel Valentín	Doribel Rodríguez Luis Trelles Marta Almeyda Wanda del Toro María Lázaro	Nitza Rivera Sandra Torres Marta Meléndez Carol Rivera			Vanessa Lugo Clotilde Pérez Pietri
Committee 7 Marilyn Figueroa Alfredo Carrasquillo	VII. Governance, Leadership and Administration	Arturo Figueroa	Rebecca Quintero	Belinda Moné Manuel Aquino	Wanda Martínez Laura Díaz Miriam Gómez Carlos Conde			Juan Carlos Pérez Otero Alfredo Martínez Álvarez

Approved

Appendix C: Documentation Roadmap

Approved

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.

Assemble the following, as appropriate.

☐Statements regarding institutional mission and goals
☐Processes and procedures relevant to mission and goals

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard I Criteria	Documents, Processes, and Procedures
1. Clearly defined mission and goals that: 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	• Institutional documents • Missions and visions of each unit or department • Documents from the following offices: • University Relations and Development • Vice Presidency of Academic Affairs • Vice Presidency of Academic Affairs • Vice Presidency of Integrated Communications • Vice Presidency of Organizational Development and Human Resources

Approved

Standard I Criteria	Documents, Processes, and Procedures
institution's internal stakeholders; g. are periodically evaluated.	
2. Institutional goals are realistic, appropriate to higher education and consistent with mission.	● Strategic Plan documents
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.	● Assessment's documents ● Student Deanship Documents ● Regulations of Student Associations ● Documents from the University Relations and Development Office
4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.	● Achievement Reports

Approved

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.

Assemble the following, as appropriate.

☐Recruitment and marketing materials (printed and electronic)
☐Public disclosure information required by the Commission and government entities (printed and electronic)
☐Institutional by-laws, guidelines, and policies.
☐Handbooks (student, faculty, employee, etc.)
☐Processes and procedures relevant to ethics and integrity

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard II Criteria	Documents, Processes, and Procedures
1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	● Faculty Manual - Evaluation of promotion in rank of the faculty ● Copyright Policy and the use of Photocopies or Reproductions of Works ● Procedure in Student Handbook and Employee Handbook-copyright infringement
2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.	● Code of ethics ● Faculty Manual ● Student Regulations ● Institutional Policy of Students with Disabilities ● Policy to Ban Sexual Harassment ● Protocol Handling Cases Domestic Violence Students

Approved

Standard II Criteria	Documents, Processes, and Procedures
	• Regulations and protocol for domestic violence Employees
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.	• Faculty Manual • Employee Handbook • Student Handbook • Regulations for Ventilating Complaints • Regulations for Ventilating Student Complaints • Student Regulations • Protocol Handling Cases Domestic Violence Students • Rules and protocol for domestic violence Employees • Copyright Policy and the use of photocopies or reproductions of works. • Institutional Policy of students with disabilities • Policy to avoid conflict of interest in contracting with the Federal Government • Policy to Ban and Prevent Sexual Harassment - (Policy: HS-91-020-OHR Revised: May 1998) • Reaffirmation with the Equal Employment Opportunity and Affirmative Action Policy • Policy for the protection of rights and the use of photocopies or reproductions - • Policy and Procedure for Compliance with Federal Student Aid Programs Act - • Institutional Policy on the use of electronic mail and access to the Internet - • Policy for the use of licenses of computer programs - • Regulation to ventilate complaints under the affirmative action plan • Institutional Electronic Security Policy • Policy to Safeguard Information • Notice of Disclaimer
4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.	• Code of ethics • Conflict of Interest Policy Contracting

Approved

Standard II Criteria	Documents, Processes, and Procedures
	Federal Government ● Conflicts of Interest Sheet (Board of Trustees) ● Employee Handbook ● Faculty Manual ● Student Regulations
5.Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.	● Code of ethics ● Conflict of Interest Policy Contracting Federal Government ● Conflicts of Interest Sheet (Board of Trustees) ● Employee Handbook ● Faculty Manual ● Student Regulations ● Ascension Manual in Rank 2010 ● Appendices Manual Ascenso en Rango ● Equal Opportunity Policy ● Voluntary Identification of Gender and Race ● Voluntary Veterans Identification ● Employee Handbook ● Attendance Registration Policy ● Policy for the Enjoyment of Holidays ● Academic Discharges Program and-or additional compensation for research-creation ● Regulations for Ventilating Complaints ● Procedure for Recruitment and Selection of Academic Directors
6.Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.	● Recruitment Plan 2016 ● New Entry Student Handbook ● Financial Rules ● Campus Safety Information Brochure ● Application Submissions ● Graduate Admission Application ● Advertising campaign arts ● Promotional digital institutional material 2013-2016 ● Institutional material advertising plan 2013-2016 ● Open House Promotion ● Brand Manual ● Activity Guide ● Website www.sagrado.edu

Approved

Standard II Criteria	Documents, Processes, and Procedures
7.As appropriate to mission, services or programs in place: 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.	● Educational Benefits for Veterans ● Estimated Cost Estimator ● Consumer Student Handbook ● Financial Rules ● Financial Requirements ● Refund Policy ● Student Assistance Policy and Procedure to Determine Eligibility to Disburse Economic Assistance ● Appeal to Suspension of economic assistance ● Authorization to Use Credit Cards ● Student Direct Deposit Application ● Economic Assistance Verification Sheet 2015-2016 ● Economic Assistance Verification Sheet 2016-2017 ● Application for Change of Classification for Associate and Baccalaureate Programs) ● Study Assistance and Institutional Work Sheet) ● Application for Student Support / Recommendation ● Pell Grant Application ● Readmission Application - Graduate Program
8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: 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.	Click here to enter text.
9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	Click here to enter text.

Approved

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.

Assemble the following, as appropriate:

☐Student catalogs, handbooks, course catalogs, and other information regarding the student learning experience.
☐Program development and approval procedures.
☐Faculty review procedures
☐Processes and procedures relevant to the design and delivery of the student learning experience

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard III Criteria	Documents, Processes, and Procedures
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 promote synthesis of learning.	• Programs Assessment Plan Academic Catalog • Course Sequences • Faculty Annual Work Plans • Faculty Evaluation Plans • Student Evaluations • Curricular Review • Student Survey Results • Reports from the Office of Planning and Institutional Research
2. Student learning experiences that are: a. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals	• Faculty Manual • Academic Promotion Manual • Faculty Academic Profiles

Approved

Standard III Criteria	Documents, Processes, and Procedures
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.	• Faculty Development Plans • Faculty Annual Work Plans • Faculty Evaluation Plans • Student Evaluations
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.	• Academic Catalog • Course Sequences • Syllabus • Program Assessment Plan • Web Page
4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.	• Reports from Medullar Projects • Tutoring and Mentoring Services • Faculty Professional Development • Faculty Academic Credentials • Fieldwork Academic Projects • Service Learning Projects • Sagrado Global Reports
5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that: 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	• Academic Catalog • Course Sequences • General Education Program Assessment • LAD Assessment Reports

Approved

Standard III Criteria	Documents, Processes, and Procedures
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.	
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.	● Reports from Medullar Projects ● Tutoring and Mentoring Services ● Faculty Professional Development ● Faculty Academic Credentials ● Fieldwork Academic Projects ● Service Learning Projects ● Sagrado Global Reports
7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.	● Reports from Medullar Projects ● Tutoring and Mentoring Services ● Faculty Professional Development ● Faculty Academic Credentials ● Fieldwork Academic Projects ● Service Learning Projects ● Sagrado Global Reports
8. Periodic assessment of the programs providing student learning opportunities.	● Programs Assessment Plan Academic Catalog ● Course Sequences ● Faculty Annual Work Plans ● Faculty Evaluation Plans ● Student Evaluations ● Curricular Review ● Student Survey Results ● Reports from the Office of Planning and Institutional Research

Approved

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.

Assemble the following, as appropriate:

- ☐**Reports from student support offices**
- ☐**Student handbooks**
- ☐**Analysis of enrollment management plan (admission, retention, and completion).**
- ☐**Processes and procedures relevant to support of the student experience.**

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard IV Criteria	Documents, Processes, and Procedures
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: 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	● Policies and processes for how this information is transmitted to students who are being recruited and/or admitted. ● Policies and processes for students who need special attention in order to be able to complete educational goals. ● Policies, processes, structures (including personnel) regarding counseling about personal student matters, academic and international advising.

Improved

Standard IV Criteria	Documents, Processes, and Procedures
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.	
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.	● Policies, procedures and structures (including personnel) for credit validation (PR/ U.S. international).
3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.	● Policies and processes for how this information is transmitted to students who are being recruited and/or admitted.
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.	● Student life/athletic and extra-curricular activities.
5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.	Click here to enter text.
6. Periodic assessment of the effectiveness of programs supporting the student experience.	Click here to enter text.

Approved

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.

Assemble the following, as appropriate:

☐Documentation of an implemented, systematic, and sustained process to assess student learning at all levels and utilization of results
☐Processes and procedures relevant to educational effectiveness assessment

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

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.	● Graduate profile ● Web page ● MSCHE Self Study 2007 ● Self – Study of accredited programs ● Academic Catalog ● Vision Documents (2013, 2014 and 2017) ● Programs documents ● Students service documents
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: a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate,	● Prontuarios (Sylabus) ● Curricular reviews ● Curricular maps ● Minutes of Academic Board meetings ● Documents that articulate philosophy, mission, vision, standards, objectives and competencies. ● Websites

Approved

Standard V Criteria	Documents, Processes, and Procedures
further education. They should collect and provide data on the extent to which they are meeting these goals; and, c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.	● Academic Catalog ● Articulation to the curriculum of institutional projects (Community Link, LAD, Volunteer Center, Pastoral, Center for Collaborative Innovation) and extracurricular activities. For example: student associations ● Systematic plan of institutional assessment of learning
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: a. assisting students in improving their learning; b. improving pedagogy and curriculum; c. reviewing and revising academic programs and support services; d. planning, conducting, and supporting a range of professional development activities; e. planning and budgeting for the provision of academic programs and services; f. informing appropriate constituents about the institution and its programs; g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; and, h. implementing other processes and procedures designed to improve educational programs and services.	● MSCHE Final Report 2008 ● Periodic Report Review 2013 ● Assessment Results (PAE, LAD VC, STEMmED, academics programs) ● Professional Counselor Reports ● Institutional statistic's (students and faculty ratio) ● Evaluation Results of the Library Information Skills Program ● Faculty development program (2013) ● Professional Improvement Policy for New and Partial Teachers - approved 2013 ● Institutional procedure for the creation of new programs and curricular revisions ● Curriculum Review Policy ● Minutes of the Academic Board Curriculum Committee. ● Minutes of the Student Affairs Committee of the Academic Board. ● Annual reports of support services units ● Inventory of Key Indicators of Institutional Performance ● Budget requests that consider any deficiency or need to improve an area as a result of the academic or institutional evaluation. ● Strategic plan in which the development of budgetary plans is considered ● Minutes of Faculty meetings, Student Council, Board of Trustees, among others. ● Evidence on disclosure mechanisms. ● Learning Assessment Reports ● Document "Model for Evaluating Institutional Effectiveness and Learning" (2011) ● Minutes, reports or minutes of meetings for these purposes. ● Reports Job Training Center (placement rates)

Approved

Standard V Criteria	Documents, Processes, and Procedures
	● Data provided by the Alumni Office ● Title V program (retention and graduation)
4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.	
5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.	● Reports of facilitators or persons in charge of appraisal by department. ● Reports and minutes of facilitators or person in charge of the assessment by department with person in charge of the institutional appraisal. ● Documents produced (letters, memoranda, reports, action plans, etc.) by the Institutional Evaluation Office and / or facilitators, directors and department coordinators. ● "Report of the Analysis of the Process of Evaluation of Student Learning" submitted to the Presidency in 2013. ● Meetings with faculty and students to evaluate the assessment processes.

Approved

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.

Assemble the following, as appropriate:

☐The institution's two most recent externally-audited financial statements, including management letters
☐Financial projections for the next two years.
☐Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions.
☐Institutional strategic planning documents.
☐Processes and procures relevant to planning, resources and institutional improvement

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

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.	● Mission-Vision ● Strategic Plan ● Unit's Plans ● Capital and Operational Budgets ● Human Resources & ● Infrastructure allocation ● CEPR Self Study Report ● Key criteria for prioritizing allocation

Approved

Standard VI Criteria	Documents, Processes, and Procedures
2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.	● Reports and Documentation ● Digital Repositories ● Communication activities
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.	● Capital and Operational Budgets ● Key criteria and KPI's for Financial and Budget Planning ● Documentation and reporting
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.	● Strategic Plan ● Unit's Plans ● Capital and Operational Budgets ● Budget process flow and approval ● Human Resources ● Infrastructure allocation ● Key criteria for prioritizing allocation
5. Clear assignment of responsibility and accountability.	● Policies, Procedures, Guidelines, ● Assessment and ● Performance indicators
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 ● Unit's Plans ● Capital Budget ● Infrastructure and Technology Facilities Renewal, Maintenance and Allocation Plans and approval process flow ● Human Resources ● allocation ● KPI's and Key criteria for prioritizing resources allocation
7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.	● External Audit Reports ● Strategic Plan, Operational Plan ● Resources and Budget allocation ● Policies and Procedures ● Performance indicators
8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.	● KPI, Dashboards, Reports ● Appropriate for each level ● Communication flow process and media for both top-down and bottom-up
9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	● Planning process approval and revision flow ● Documents, Reports, Digital availability and dissemination sustains participation of all stakeholders in renewal processes, and that assessment results are considered

Approved

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 purposed, and it operates as an academic institution with appropriate autonomy.

Assemble the following, as appropriate:

☐By-laws and other institutional documents identifying the group legally responsible for the institution and its role in governance.
☐Conflict of interest policies and other ethics policies of the Board.
☐A list of current governing board members (name, affiliation, and occupation; members who are remunerated by the institution through salaries, wages or fees; members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer).
☐Organizational chart for the institution (names and titles of the individuals in each position)
☐Succession planning for board members and senior leadership
☐Processes and procedures relevant to governance, leadership, and administration
☐In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard VII Criteria	Documents, Processes, 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.	● Board of Trustees By- law, Statutes ● Ask Chairman, agendas and minutes ● Administrative Board, Human Resource documents, Finance Committee Evidences of the beginning of the process. ● Record of proceedings, Board of Trustees Annual activity documents ● Handbook 2008

Approved

Standard VII Criteria	Documents, Processes, and Procedures
2. A legally constituted governing body that: 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; 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, i. supports the Chief Executive Officer in maintaining the autonomy of the institution.	● Documents submitted to CEPR ● Policies documents ● Board of Trustees documents, questionnaires ● Human Resource policies ● Assessment tools (questionnaires, surveys) ● Administrative Board, Human Resource documents, Finance Committee Evidences of the beginning of the process.
3. A Chief Executive Officer who: 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	

Approved

Standard VII Criteria	Documents, Processes, and Procedures
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.	
4. An administration possessing or demonstrating: 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.	● Human Resource Office ● Human Resource Office Performance Evaluation System ● Faculty (CEDTEC-Training Center, ● Each Faculty Unit, Peers evaluation) ● Student's (Dean Students Affair, Student's Associations ● Assessment Director ● Academic Affairs Office
5. Periodic assessment of the effectiveness of governance, leadership, and administration.	● Organization chart ● Administration and Faculty credentials ● Job descriptions ● Human Resource Office- Performance Evaluation System ● Assessment Director ● Academic Affairs Office

Approved