

## **Summary of Recommendations Made by the Evaluation Team Representing the Middle States Commission on Higher Education after 2003 Institutional Self-Study and Visit**

### **Standard 10: Faculty (Original Task Group Committee: Faculty)**

#### **Recommendation:**

- Characteristics of Excellence lists as a fundamental element for faculty that the "appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty [be] consistent with those for full-time faculty"(p.27). The Evaluation Team concurs with the findings of the Self-Study that "the Institutional Support Center for Faculty Development must take an active role in the orientation and training of part-time faculty." In addition, procedures need to be established within academic units to supervise and evaluate the teaching of part-time instructors.

### **Standard 11: Educational Offerings (Original Task Group Committee: Library and Learning Resources)**

#### **Recommendations:**

- PCUPR must improve the facilities, programs and services of the Guayama Extension Library and academic computing labs.
- PCUPR must develop a comprehensive and assessable information literacy program that provides students and instructors with the knowledge, skills, and tools to obtain information in many formats and media in order to identify, retrieve, and apply relevant and valid knowledge and information resources to their study, teaching, or research. This program should be developed through a collaborative effort between librarians, faculty and academic department chairpersons, and technology personnel.
- PCUPR must develop a comprehensive and assessable technology plan that addresses existing and future needs (e.g., distance education, wireless campus, administrative system, consortial agreements) and that is sustained through stable sources of funds that adequately support initiatives identified within the plan., This plan should be developed in collaboration with technology personnel, faculty, librarians, and others who have expertise in this area.

**Standard 7: Institutional Assessment**  
**Standard 14: Assessment of Student Learning**  
**(Original Committee: Committee: Institutional Effectiveness and Outcomes)**

**Recommendations:**

- The “Strategic Plan 2003-2008” needs to be implemented and a comprehensive, systematic assessment plan to evaluate its effectiveness needs to be established which yields results that will be useful for ongoing planning, resource allocation, and continuous improvement of the institution.
- The Institutional Assessment Plan needs to be implemented with ongoing evaluation strategies to insure student learning consistent with the mission, strategic plan, and goals of academic programs. The Assessment Plan must provide evidence that student learning assessment information is used to improve teaching and learning and institutional effectiveness.

**Standard 2: Planning, Resource Allocation, and Institutional Renewal**  
**(Original Committee: Strategic Planning and Resource Allocation)**

**Recommendation:**

- The Evaluation Team supports and affirms the Self Study recommendation regarding strategic planning: the “Strategic Plan 2003-2008 should be further developed to guide the planning and budget allocation processes for all institutional activities by establishing priorities based on the actual and projected needs of each unit. Available resources should be identified, in order to minimize the discrepancies between what is proposed in the plan and the actual implementation of it.”(p.61)
- The planning process must incorporate the systematic, ongoing, and comprehensive assessment of the strategic plan, its implementation, and revision making to insure that there are “well-defined decision-making processes and authority that facilitates planning and renewal” (p.6, Characteristics of Excellence).