SELF STUDY DESIGN

2020-2022

Table of Contents

Index of Tables

ACRONYMS

ALO	Accreditation Liaison Officer
CCC	Community Advisory Committee (*Comité Consultivo de la Comunidad* by its initials in Spanish)
CIC	Institutional Curriculum Committee (*Comité Institucional de Currículo* by its initials in Spanish)
GSC	General Steering Committee
ICPR	Instituto Comercial de Puerto Rico Junior College, Inc. Dba ICPR Junior College
IFAC	Institutional Faculty Advisory Committee
ISP	Institutional Strategic Plan
JIP	Postsecondary Institutions Board (*Junta de Instituciones Postsecundarias* by its initials in Spanish)
MSCHE	Middle States Commission on Higher Education
PRR	Periodic Review Report
TBA	To Be Announced

I.   Institutional Overview

A.   Description of Institution

The Instituto Comercial de Puerto Rico dba ICPR Junior College (ICPR) is a multi-campus Higher Education institution serving communities in Puerto Rico for more than 73 years. Its main Campus is located in San Juan (Hato Rey area) with three branch campuses and an additional location at different strategic geographical centers. ICPR Junior College was first established in San Juan on September 2, 1946 in response to a demand for skilled personnel to occupy business positions in a developing industrial society. ICPR responded to the market needs by offering short non-degree technical/ vocational programs and producing capable prepared individuals to occupy the available positions in the labor market. Later, ICPR upgraded its programs to Associate Degrees to serve another target population and high school graduates interested in higher education.

The Hato Rey campus (main campus) was established in 1946, in the San Juan metropolitan area, the capital city; the Mayaguez Branch campus opened in 1955 in Mayaguez, on the western coast of Puerto Rico; The Arecibo Branch campus was established in 1976 in Arecibo, on the northern coast of the Island; the Manatí Branch campus was established in 2010 and, the Bayamón additional location established at the Urban Train Station in Bayamón, near the San Juan metropolitan area, commenced operations in 2009.

ICPR Junior College is licensed and authorized to operate by the Puerto Rico Council on Higher Education since 1948 and by the Puerto Rico General Council on Education for non-degree Professional Certificates or diplomas since 1988 (now known as the Postsecondary Board (JIP by its initials in Spanish). ICPR's first accreditation was by the Association for Independent Colleges and Schools (ACICS) and has been accredited by the Middle States Commission on Higher Education (MSCHE) since 1985.

The next institution reaffirmation of accreditation with MSCHE is due in 2022. ICPR began the planning process last October 2019 by activating the General Steering Committee (GSC). On October 2019, Ms. Elsa Rodríguez, Dean of Academic Affairs and MSCHE ALO, Dr. Olga Rivera, President/CEO of ICPR Junior College and MRS. Sandra Martínez de Andino, Board of Trustees Secretary, attended a Self-Study Workshop sponsored by MSCHE at Philadelphia, Pennsylvania.

ICPR Junior College has been providing high quality educational services in Puerto Rico over the past 73 years, without interruption. The JIP renewed the ICPR License in November 2019 and the MSCHE successfully reaffirmed the accreditation in 2018.

From the year 2017 to 2019, student enrollment in Puerto Rico decreased after the Hurricanes Irma and Maria impacted the Island. The Institutional Strategic Plan (ISP) was then reviewed, and new strategies were implemented to face this challenge. Regardless of the continuous population reductions by local postsecondary education institutions during this past decade and the difficult economic situation the Island has been experiencing, enrollment at ICPR Junior College has been steady and consequently has supported its financial stability. The current institutional academic offerings are: five (5) Associate Degree programs in Business Administration, one (1) Associate Degree program in Office Systems, four (40 Associate Degree programs in Science, and twelve (12) non-degree Professional Certificate programs.

B.   **Mission**

The Institution's mission reads: "ICPR Junior College promotes the transformation of the human being through diverse educational modalities that contribute to their academic and social development to successfully integrate into a demanding and changing society."

This mission was adopted in 2017 during the Periodic Review Report (PRR) and, strategic planning process for 2017-2022. ICPR Junior College promotes an environment where all students are motivated to change their lives through education, giving them the opportunity to study no matter their social or economic background.

C.   **Vision**

The Institution's vision is: "To be the leading Institution in educational transformation and service of excellence with innovative offerings through advanced technologies and alternative instructional modalities."

D.   **Institutional Strategic Goals**

ICPR Junior College has the following institutional strategic goals to drive its future projects:

1. Endorse institutional philosophy and promote the integral development of the college community.

2. Update and expedite administrative and academic procedures using technological resources.

3. Offer innovative programs and updated resources to facilitate the integration into the job market.

4. Increased and sustain the growth of the institution through the expansion and renovation of the academic offerings, the development and maintenance of the physical facilities, and the human and technological resources.

5. Assure regulatory compliance applicable to the functioning of the institution.

6. Enhance the culture of institutional assessment that facilitates decision-making process and promotes the continuous improvement of the Institution.

E. Values

To achieve a successful academic outcome through the development and accomplishment of institutional strategic goals, ICPR Junior College promotes the following values:

- Service of Excellence- We believe in providing a high-quality service to every human being.

- Integrity- We are committed to develop a community that reflects honesty, loyalty, respect and, solidarity.

- Commitment- We affirm our dedication to provide education focused on developing the potential of the college community.

- Teamwork- We believe that collaboration and diversity strengthen the process to achieve institutional strategic goals.

- Continuous Learning- We believe in promoting and raising awareness of the value of lifelong learning for professional and personal development of all.

- Community Service- We show solidarity toward others by providing community service activities that improve their quality of life and value every human being within their own social reality.

- Equality- We believe in social justice and equality and we value individuality, recognition, and respect of human differences.

F. Student Population Served by Institution

ICPR Junior College's Carnegie Classification in Associate's Colleges: High Career & Technical-Mixed Traditional/Nontraditional Two-year.

ICPR Junior College has served, for the last decades, a population of students with a low per capita income, below the poverty level. Most of the students are public high school

graduates. About ninety-three percent (93%) of the student body receives Federal Pell Grants or other financial aid.

Ninety-four percent (94%) of the Institution's students are enrolled on a full-time basis. Gender distribution is seventy-two percent (72%) female and 28% male. The marital status reveals that greater part of students is single. Many students are parents at an early age. Forty-nine percent (49%) of students are younger than 22 years old, twenty-four percent (24%) are between the ages of 22 and 30 and twenty-seven percent (27%) are older than 30 years old. Forty-eight percent (48%) are enrolled in the Associate Degree programs.

The Cohort Retention Rate was 66% in 2017, 76% in 2018 and, 79% in 2019. The Graduation rate of the Institution was 32% on 2016 and increased to 36% on 2017. Then it has been 34% in 2018 and 36% on 2019. The success story of our alumni makes us feel proud. Many of them continue working as employees in their practice centers. The placement rate increased from 51% in 2017 to 67% in 2019. 93% of our students are satisfied with the study program they selected because it met their expectations. The following table shows the data for student population.

Table 1. ICPR Junior College Description of Student Population

Year	Fall Enrollment	Retention Rate	Graduation Rate	Placement Rate
2017	1,437	66%	36%	51%
2018	1,547	76%	34%	65%
2019	1,598	79%	36%	67%

The student population has been impacted in the past three years by hurricanes, earthquakes (magnitude 6.4 on January 7th, 2020), and a recent pandemic. In September 2016, the Institution's enrollment was 2,178 students. A year after, in September 2017, Puerto Rico receives the impact of Hurricanes Irma and Maria reducing the enrollment to 1,437. The enrollment slightly increased to 1,547 in 2018 and to 1598 in 2019.

Starting in year 2020, Puerto Rico received the impact of many earthquakes in the southwest part of the island, these earthquakes are still going on with an estimation of more than 10,000 since December 2019. Our facilities did not show significant damage, but many of our students from the Mayaguez and Arecibo Campuses received a direct impact

in their communities. The Institution has provided food, clothes, and first aid articles to these communities.

In March 16th, 2020, due to COVID-19 pandemic, the Government of Puerto Rico declared a lockdown and forced the Institutions to move from face to face modality instruction to remote instruction modality. This move required the personnel working on the Self Study to refocus all their efforts towards the urgent transition to a new instruction modality. ICPR Junior College retained the students and for the May semester, through extraordinary efforts, achieved the enrollment goal.

From 2017 through 2019, the programs with the highest enrollment in Associate Degrees are the science programs: Nursing, Medical Sonography, Diagnostic Radiological Technology and Criminal Investigation and Forensic Science. The highest enrollment in non-degree Professional Certificate programs for the past three years are Culinary Arts, Pastry and Commercial Baking, and Early Education Assistant.

Even all these situations, ICPR Junior College keeps a constant service to the students beyond expectations, showing the resilience and commitment with our college community.

II.   Institutional Priorities to be Addresses in the Self Study

A. ICPR Junior College Institutional Priorities to be Evaluated in the Self Study

1. Student achievement and learning- Students come to ICPR Junior College to obtain the knowledge and skills necessary for success, both personally and professionally. The Institution provides them with the proper learning experience to enable the students to enter and perform successfully in the workplace. ICPR Junior College provides students with the knowledge and skills necessary for success personally and professional. There is a delivery emphasis in the developing problem-solving techniques, decision making skills and capacity for teamwork among other important skills. Lifelong learning and the promotion of ethical values critical for the Institutions and Puerto Rico.

2. New academic programs and modalities to reach new markets- ICPR Junior College is focused on identifying new opportunities in the labor market for the development of new academic programs and new instructional modalities. New programs attract new student populations and increase enrollment. This will allow the Institution to grow and develop new markets. Facing the COVID-19 emergency, ICPR Junior College had to

continue with their academic offer by remote instruction modality. The Institution did not have State and Federal authorization for distance education programs. However, at the time, the Institution was developing about 80 online courses in Moodle Platform and in two weeks was able to offer all current courses in remote modality, an extraordinary achievement in such a short time for the Institution and its constituencies.

3. Use of advance technology in all our processes- ICPR Junior College recognizes the importance of the use of technology to support the academic and administrative processes. Enhancing the use of technology is important to improve teaching and learning processes, business operation, application of data to improve our decision making, facilitate processes and, makes the organization cost-effective. This technological priority became vital when facing the COVID-19 emergency lockdown. Once the executive order of the Governor of Puerto Rico declared a social distance requirement, ICPR had to carry out an urgent transition of the academic offer from face to face modality to remote modality. From March 16th through March 28th the Institution went into an emergency academic recess. During those two weeks, the administration, faculty, and students were trained in the use of Moodle platform to move a 100% remote modality.

New laptops, desk computers and Internet hotspots were distributed to students, faculty members and administration personnel to facilitate their transition. To maintain all administrative services, the Institution lend scanners and printers to administrative personnel. In addition, the use of simulators was integrated to health-related courses to contribute to the development of professional skills. The Innovation Office continues in search for new simulators for other programs and new ways to expand the communications and teaching learning process to all the college community. Last March 30th, 2020 ICPR Junior College re-started the academic term in a complete remote modality.

B. How Institutional Stakeholders were Consulted Identifying the Priorities

Before the Self Study Institute, the President of ICPR reviewed the priorities with the Executive Administrative Body. After consultation, it was decided the priorities would be addressed during the Self Study Process. Based on those suggestions, the President preliminary identified five priorities. In February 2020 during the General Steering Committee (GSC) meeting the priorities were presented and the group leaders selected three priorities discussed in the previous section.

C.	**Alignment of the Selected Institutional Priorities with the Institution's Mission and Goals**

The following Table 2 presents the alignment of the priorities established with the mission statement.

Table 2. Alignment of the Priorities Established with the Mission Statement

Elements of Our Mission Statement	Priority #1 Student achievement and learning	Priority #2 New academic programs and modalities to reach new markets	Priority #3 Use of advanced technology in all our processes
Transformation of human being	X	X	
Diverse educational modalities	X	X	X
Academic and social development	X	X	
Successfully integration into society	X	X	X

D.	**Alignment of the Selected Institutional Priorities with the Standards of Accreditation**

The next table, Table 3, presents the alignment of the priorities established with the seven standards of accreditation.

Table 3. Alignment of the Institutional Priorities with the Standards of Accreditation

Standards for Accreditation	Priorities		
	#1 Student achievement and learning	**#2 New academic programs and modalities to reach new markets**	**#3 Use of advanced technology in all our processes**
Standard I: Mission and Goals	X	X	X
Standard II: Ethics and Integrity	X	X	
Standard III: Design and Delivery of the Student Learning Experience	X	X	X
Standard IV: Support of the Student Experience	X	X	X
Standard V: Educational Effectiveness Assessment	X	X	X
Standard VI: Planning, Resources, and Institutional Improvement		X	X
Standard VII: Governance, Leadership, and Administration	X	X	

E. Intended Outcome of the Self-Study

The Self Study will:

- Demonstrate how the Institution meets MSCHE accreditation standards, requirement of affiliation and verification of compliance with accreditation relevant federal regulations.

- Evaluate the Institution's overall operational structure, policies, and procedures to identify strengths and challenges based on the Institutional mission and goals.

- Develop a concise and constructive document which will serve as a valuable working tool for revision of plans and incorporate constituencies recommendations for continuous renewal of the College.

- Encourage the participation of all College constituency with openness, comprehensive manner and, ensure that all of them understand the direction of the College and their role in the advancement of the Institution.

F. Self-Study Approach

Standards-Based Approach

ICPR Junior College Self Study will be Standards-Based. Due to the size and scope of our Institution, ICPR Chose this approach to facilitate the development of the Self Study and its evaluation. This model will enable the Institution to appraise every aspect of its programs and student services, governing and supporting structures, resources, and educational outcomes aligned to mission and goals.

Each Standard will be assigned to a member of the GSC and to a Work Group. Special attention will be given to significant changes in different areas of the Institution based on the last Periodic Review Report (PRR) submitted.

III. Organizational Structure of the GSC and Work Groups

ICPR Junior College reorganized the GSC to oversee, coordinate and follow up with the Work Groups of the Institution's Self-Study. Seven of the GSC members are assigned to lead each standard and to follow up with the Work Group of each Standard.

A. Names and Position of the Self-Study GSC

General Steering Committee's composition is as follows:

Prof. Elsa Rodríguez, Academic Dean, ALO, and Self-Study Chair

Dr. Ivonne Vázquez-Maldonado, Academic Associate Dean and Self-Study Co-Chair

Members:

Mrs. Palmira Arroyo, Financial Aid Director – Chair

Mrs. Lizzette Vargas, Compliance and Quality Assurance Director and Associate
Director of Bayamón Additional Location– Chair

Dr. Mayra Ruiz, Director of Innovation Office – Chair

Prof. Sandra Rijos, Director of Student Affairs – Chair

Prof. Trinidad Rodríguez, Director of Institutional Assessment – Chair

Mrs. Arelis Díaz, Chief Financial Officer – Chair

Mrs. Daisy Castro, Human Resources Director – Chair

Mrs. Awilda Fontánez, Hato Rey Campus Director

Mrs. Sylvia Ramírez, Mayagüez Campus Director

Mr. Fernando González, Arecibo Campus Director

Mr. Heriberto Rodríguez, Manatí Campus Director

General Steering Committee Support Group:

Mrs. Vimarie Asencio, Marketing and Advertising Director – Marketing

Mr. Nelson Mejías, Chief Information Officer – Electronic Communications

Dr. Caroline González, Continued Education Institute Director – Editor

Mrs. Sandra Martínez de Andino, Board of Directors Secretary – Editor

Mr. Martín Rosado, Manatí Campus Librarian – Evidence Inventory Catalogue and
Labeling

Mrs. Iris López, Assistant Compliance and Quality Assurance Office- Loading
Documents for Evidence Inventory

The GSC is led by a Chair and a Co-chair. It is also comprised of the Chair for each of
the seven standards, and the Campus Directors. Rules and responsibilities of the GSC:

1. Meet once monthly during the last week of the month starting in February 2020.

2. Determine the key issues and priorities for the self-study.

3. Recommend a self-study model that will reflect those issues.

4. Develop the Self-Study Design.

5. Establish Work Groups or committees and coordinate their work on issues to be
   studied.

6. Establish the Work Groups tasks and responsibilities, timetable, while ensuring it is
   implemented as planned.

7. Submit progress reports and analyze interim reports from the Work Groups to determine whether the Self-Study topics have been adequately addresses and the research questions; assumptions are clear; data support assertions about institutional performance statistics are appropriately interpreted and discussed; an appropriate analysis and recommendations are included.

8. Promote communication among and between the Work Groups, college faculty, administration, students, and the Board of Directors.

9. Keep minutes of all meetings.

10. Assemble and edit the draft submitted by each of the Work Groups.

11. Oversee the completion of the final Self-Study Report and any other documents relevant to the self-study process and team visit.

12. Select support work group for writing, editing, and translating, as schedule, the Self-Study Design drafts and final report; and the Self-Study Report drafts, and final report to be submitted to MSCHE.

B. **Strategies the GSC Will Use to Encourage Work Groups to Interact with one another in the Interest of Engaging in Common Areas of Inquiry and Reducing undue Duplication of Efforts:**

1. The GSC will establish the direction and the line of inquiry for each of the Work Groups.

2. The evidence of inventory provided by the Work Groups will be catalogued, labelled, and stored in the ICPR Junior College cloud as a common place for all Work Group members access.

3. If interviews, forums, additional evidence, or data is needed, the GSC will consolidate and prioritize these requests to minimize the duplication of efforts.

C. **How the GSC will Provide Oversight to Work Groups**

Work Group Chairs, as part of the GSC, will promote the compliance with meeting and reports calendar. Also, they will serve as liaison between the constituents and the Work Groups and will give support to them. GSC and thanks to the remote meeting capability the Work Groups will meet on a monthly basis. GSC Developed a minute and report template for standardization purposes.

D. Work Groups

There will be seven Work Groups, one for each Standard. The composition of each Work Group includes, faculty, administrative, students, and may include community members. The structure of each group is designed to allow the examination of the selected standard. This will help determine if institutional policies and procedures are implemented and practiced uniformly throughout the Institution. All Work Groups will have a Chair and a Co-chair to direct the work plan of its members and keep them on track and on schedule, other than a compile the member's information and produce the interim reports to the GSC. Each Work Group will choose the necessary activities for the work plans that may include, but are not limited to:

- ✓ Identify and examine the supporting documents that will be used to assure the compliance with the standards criteria.
- ✓ Interview related staff, faculty, students, management, focal groups, internal and external. Use the appropriate tools that be approved by the GSC.
- ✓ Analyze answers to questions.

Each Work Group is expected to comply with the following rules:

1. Identify working positions to facilitate the examination, interview, and analysis of each standard criteria. The positions are: Chair, Co-chair, secretary, inventory manager and a report writer.
2. Make a comprehensive reading of MSCHE Requirements of Affiliation and Standards for Accreditation, 13th edition.
3. Meet monthly.
4. Keep minutes of all meetings and support documents following the minutes template submitted.
5. Submit a first draft to the GSC no later than November 20, 2020. The second draft will be submitted no later than April 2021. The final report will be submitted no later than August 2021.
6. All the reports will be submitted in English and, should make clear and specific reference to any relevant documents used by the Work Groups in compiling the report. The report will be submitted using the Work Group report template provided in page 24.

7. The report will focus on how well the institution is meeting the expectations defined by Standard for Accreditation and Requirements of Affiliation assigned to the Work Groups and how well our operations align with our strategic directions and priorities. The report should include a review and analysis of the institution strengths and weaknesses as well as its challenges and opportunities regarding the Standards and Requirements of Affiliation. The report should also include recommendations for improvement identified during this process with all support documentation.

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

E. Works Group Composition by Standard

Work Group Standard I – Mission and Goals

Chair: Mrs. Palmira Arroyo, Financial Aid Director, Central Office

Co-Chair: Prof. Aymeé Rodríguez, Criminal Investigation Faculty, Mayaguez Campus

Members:

Faculty: Prof. Ana Fontánez, Nursery Faculty, Hato Rey Campus

Faculty: Prof. Manuel Figueroa, English Faculty, Manatí Campus

Faculty or Administration: Mr. Luis Concepción, Financial Aid Officer, Arecibo Campus

Administration: Mrs. Yaritza Santiago, Register Arecibo Campus

Student: (from the Campus with more participation in this group) To Be Announced (TBA)

Work Group Standard II – Ethics and Integrity

Chair: Mrs. Lizzette Vargas, Compliance and Quality Assurance Director and Associate Director of Bayamón Additional Location

Co-Chair: Dr**.** José Ferrer Administration Faculty, Hato Rey Campus

Members:

Faculty: Prof. Carol Ríos, General Courses Faculty, Bayamón Additional Location

Faculty: Prof. Deruben Rodríguez, Graphic Design Faculty, Bayamón Additional Location

Faculty or Administration: Mrs. Damaris Lugo, Counselor Bayamón Additional Location

Administration: Mrs. Vanessa Trinidad, Register Manatí Campus

Student: Chayanne Rivera, Main Campus

Work Group Standard III – Design and Delivery of the Student Learning Experience

Chair: Dr. Mayra Ruiz, Director of Innovation Office, Central Office

Co-Chair: Prof. Carla Cintrón, Pastry & Bakery Faculty, Mayaguez Campus

Members:

Faculty: Dr. Mónica Cerejido, Diagnostic Radiological Technology Faculty, Arecibo Campus

Faculty: Prof. Noris Colón, Medical Sonography Faculty, Manatí Campus

Faculty or Administration: Edith Ramos, Academic Coordinator, Arecibo Campus

Administration: Mr. Lee Ramos, Systems Administrator, Mayaguez Campus

Student: Daisy Cosme, Mayaguez Branch

Work Group Standard IV – Support of the Student Experience

Chair: Prof. Sandra Rijos, Director of Student Affairs, Central Office

Co-Chair: Mrs. Iris Salinas, Placement and Practice Coordinator, Hato Rey Campus

Members:

Faculty: Prof. Denisse Pruna, Sciences in Nursing Faculty, Mayaguez Campus

Faculty: Prof. Bernice Bonilla, Sciences in Nursing, Arecibo Campus

Faculty or Administration: Mrs. Josephine Borrero, Counselor Manatí Campus

Administration: Mrs. Maraynette Caraballo, Counselor Mayaguez Campus

Student: Irmaris Salamán, Main Campus

Work Group Standard V – Educational Effectiveness Assessment

Chair: Prof. Trinidad Rodríguez, Institutional Assessment Director, Central Office

Co-Chair: Prof. Carmen Rodríguez, Medical Billing Faculty, Mayaguez Campus

Members:

Faculty: Prof. Thelma de Jesús, Early Education Faculty, Arecibo Campus

Faculty: Prof. Alberto Díaz, Science General Courses, Bayamón Additional Location

Faculty or Administration: Mr. Christian Santiago, Placement and Practice Coordinator, Mayaguez Campus

Administration: Mrs. Evelyn Atiles, Auxiliary Librarian, Arecibo Campus

Student: Nailiz Rivera, Mayaguez Branch

Work Group Standard VI – Planning, Resources, and Institutional Improvement

Chair: Mrs. Arelis Díaz, Chief Financial Officer, Central Office

Co-Chair: Mrs. Gloribel Rosario, Accounts Receivables and Cost Analyst, Central Office

Members:

Faculty: Prof. Kiria Santana, Technical Radiological Diagnostic Faculty, Arecibo Campus

Faculty: Prof. Desireé Rodríguez, Technical Radiological Diagnostic Faculty, Arecibo Campus

Faculty or Administration: Mrs. Awimar Vega, Placement and Practice Coordinator, Arecibo Campus

Administration: Mrs. Mariela Cruz, Admissions and Marketing Director, Manatí Campus

Board of Directors Secretary: Mrs. Sandra Martínez de Andino

Student: Jessica Ocasio, Manatí Branch

Work Group Standard VII – Governance, Leadership and Administration

Chair: Mrs. Daisy Castro, Human Resources Director, Central Office

Co-Chair: Mrs. Nichole Maldonado, Counselor Hato Rey Campus

Members:

Faculty: Prof. Andrés González, Medical Sonography Faculty, Arecibo Campus

Faculty: Prof. Denidsa Vázquez, Administration Faculty, Manatí Campus

Faculty or Administration: Mrs. Erudina Rosas, Academic Coordinator, Mayaguez Campus

Administration: Mrs. Maribel Torres, Academic Coordinator, Manatí Campus

Administration: Yanira Ocasio Vázquez, Human Resources, Central Office

Board of Directors: President Mr. Ramón Negrón

Student: Dannaliz Marrero, Manatí Branch

F. **Charge for the Work Groups and Guiding Questions**
   Work Group Standard I – Mission and Goals

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

The analysis of this Standard will be guided by the following questions:

1. How does ICPR Junior College meet the Requirements of Affiliation as they relate to Standard I criteria?
2. How does the Mission and Goals guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes?
3. How does the process of reviewing the Institution's mission and goals by administration and faculty ensure its fulfillment with educational purposes and needs?
4. How are all of these assessed and used in the institutional improvement process?

Work Group 2 – Standard II: Ethics and Integrity

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

The Work Group 2 will work on the Verification of Compliance with Federal Regulations report.

The analysis of this Standard will be guided by the following questions:

1. How does ICPR Junior College meet the criteria for Standard II?
2. In what manner does the administration through institution's policies promote professional integrity and academic freedom to faculty?
3. How does institution's policies and procedures assure that grievances raised by students, faculty or staff are addressed promptly, appropriately, and equitably"
4. How well does ICPR Junior College make periodic assessment of ethics and integrity as evidences in institutional policies, processes, practices, and the way these are implemented?
5. How does the institution comply with all applicable federal, state, and Commission reporting policies, regulations, and requirements?
6. How are all of these assessed and used in the institutional improvement process?

Work Group 3 – Standard III: Design and Delivery of the Student Learning Experience

Standard II description reads: "An institution provides students with learning experiences that 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."

The analysis of this Standard will be guided by the following questions:

1. How does ICPR Junior College meet the Requirements of Affiliation as they relate to Standard III criteria

2. How effective does the institution employ reviews of itself, or of its individual academic programs, to facilitate introduction of new programs and modifications of existing programs?

3. How effective are processes intended to support the development of innovative educational offerings to meet changing needs?

4. How adequate is the institutional technological capacity for the design and delivery of the student learning experience?

5. How effective is the delivery of its academic programs with respect to persistence and timely completion and how the institution informs students of the requirement for completing programs?

6. How ICPR Junior College ensure continuous improvement going forward with respect to the Standard III criteria?

Work Group 4 – Standard IV: Support of the Students Experience

Standard IV description reads: "Across all educational experiences settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offering. The institution commits to student retention, persistence, completion, and success through coherent and effective support system, sustain by qualified professionals, which enhance the quality of the learning environment, contributes to the educational experience, and fosters student success."

The analysis of this Standard will be guided by the following questions:

1. How does ICPR Junior College meet the Requirements of Affiliation as they relate to Standard IV criteria?

2. How do ICPR Junior College strategies and activities regarding student success related to the Standard IV criteria?

3. How does the ISP reflect upon the services and promote institutionally appropriate recruitment practices, student retention, student success, and an enhance learning environment?

4. In what manner does the Institution assure that student support services been offered are responsive to student's needs and appropriate for the size and target population serve?

5. How are all of these assessed and used in the institutional improvement process?

Work Group 5 – Standard V: Educational Effectiveness Assessment

Standard V description reads: "Assessment of student learning and achievement demonstrates that the institution's students have accomplish educational goals consistent with the program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education."

The analysis of this Standard will be guided by the following questions:

1. How does ICPR Junior College meet the Requirements of Affiliation as they relate to Standard V criteria?

2. How are the assessment results used to advance institutional mission and vision as stated in the ISP?

3. How well the faculty, academic, and institutional leaders understand what institutional assessment is and why it is important?

4. How effectively does the assessment of the institutional effectiveness incorporate results from student learning outcomes assessments as well as assessment of results in other areas, as noted in the Standards?

5. How do assessment results drive improvements in student learning and student success?

6. How effective do all academic and support programs documents help students achieve each key learning outcome?

7. Does assessment yield direct evidence that is clear, tangible, convincing, and purposefully relates to the program's key learning outcomes, having results that are sufficiently accurate and truthful that they can be used with confidence to make decisions?

Work Group 6 – Standard VI: Planning, Resources, and Institutional Improvement

Standard VI description reads: "The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assessed and improve its programs and services, and to respond effectively to opportunities and challenges."

The analysis of this Standard will be guided by the following questions:

1. How does ICPR Junior College meet the Requirements of Affiliation as they relate to Standard VI criteria?

2. How is the process to develop the ISP linked to budget?

3. What data is used to evaluate the effectiveness of the ISP? How effective is the revision process as a result of the assessment for the institutional improvement?

4. How well Institution engage in its assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources?

5. How do Institution's planning, processes, resources, and structures fulfill the mission and goals as expressed in the ISP?

Work Group 7 – Standard VII: Governance, Leadership, and Administration

Standard VII description reads: "The institution is govern 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 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."

The analysis of this Standard will be guided by the following questions:

1. How does ICPR Junior College meet the Requirements of Affiliation as they relate to Standard VII criteria?

2. To what extent are administrative leaders (executive board) effective in carrying out the Institution's mission and goals and in communicating their decisions and activities to the faculty, students, and staff?

3. How effective are the Board of Directors been in the decision-making process? How have their decisions affected administrative and academic areas?

4. How effectively does the Institution respond to personnel changes to assure a continual effective operation of ICPR Junior College?

5. How well does the Institution engage in its assessment of the effectiveness governance, leadership, and administration?

G. Guidelines for Reporting

A list or description of all products to be completed by the Work Groups and GSC, such as initial outlines, Work Groups reports, preliminary drafts, and final reports will be communicated.

To coordinate the efforts of the Work Groups the GSC will review the minute of the Work Groups meetings to assure that each group is covering the criteria for each Standard, identifying the priorities that will be covered in their standard, paying attention to the Requirements of Affiliation, and making progress toward meeting deadlines. In addition, at the GSC meeting the leader of each Work Group will report the progress so they can reduce redundancies and develop a cohesive report on the state of ICPR Junior College. This means that Work Groups should focus on a clear and concise presentation of their summary of findings, analysis, and recommendations for improvement.

To assist Work Group with their report development, a timetable and a document template were created.

1. Work Groups Report Development Timetable

This timetable is design to help Work Groups keep the process moving along at a manageable pace and allows time to enough feedback and assistance from the GSC, especially from the member assigned for each standard.

Table 4. Work Groups Timetable

Academic Year	Period	Task
2020	January - March	Establishes MSCHE Standards Work Groups.
	August	GSC holds orientation sessions for Work Group members.
		Each Work Group will establish a working plan which includes calendar meetings each month.
		Starts gathering data and identifies the supporting documents needed.
	September - December	Work Group continues reporting progress to the GSC monthly no later than the last Thursday of the month.
		GSC provides feedback for the Work Group a week after presenting the report.
	November 20	The Work Groups will submit a first draft of the standard assigned no later than November 20, 2020
	December 7-11	GSC will meet the second week of December to review the Work Groups drafts and provide feedback to them.
2021		Work Groups continue gathering data and analyzing them.

Academic Year	Period	Task
	January - March	Work Group continues reporting progress to the GSC monthly no later than the last Thursday of the month.
	April	The second draft will be submitted no later than April 2021.
	May - July	Work Groups continue writing and editing the document.
	August 13	The Final draft will be submitted no later than August 13, 2021.
	August - November	The GSC compile the final draft with the assistance of the designated editors.

Note: Schedule may change due to Pandemic COVID-19.

2. Work Group Report Template

   a. Standard, Requirement of Affiliation and Priorities to be addressed in the Work Group verbatim.

   b. Brief description of the area under review:

      i. Context

      ii. Focus

      iii. Evidence gathered

   c. Answer the research questions assigned by standard

      i. Connect this answer to the Standard, Requirement of Affiliation and Priorities

      ii. Well-reasoned conclusions, supported by evidence and analysis identifying strengths, challenges and recommendations

         a. Specific changes recommended

         b. Continuation of current practices or policies

         c. Further study and others

H. Editorial Style and Format (for the Work Group Reports)

Each Work Group will receive the following style and format guidelines to facilitate an efficient compilation and assure consistency in reports produce for the final Self-Study report.

Table 5. Editorial Style and Format

Option	Setting
Program	Microsoft Word
Font	Times New Roman
Font Size	Size 12, size 10 for table information

Option	Setting
Justification	Justify
Margins	Standard 1-inch margins
Line Space	1.5
Paragraph	Left justified, no indentation
Length	15 pages limited
Tabs stops	0.25
Page Numbers	Footer left side .05, Font size 10
Header and Footer Margins	0.5
Headings Level I	Bold
Headings Level II	Underline
Headings Level III	Italic
Acronyms	Should be written out the first time used followed by the acronym. The rest of the report will use the acronym.

IV. Organization of the Final Self-Study Report

As a Self-Study, with a Standards- Based Approach design, the Final Self-Study Report will be organized around the Commission Standards. The Executive Summary will be preceded by a Table of Contents, Index of Tables, an Index of Figures, and a Glossary of Acronyms.

1. Executive Summary
2. Introduction
3. Standard I: Mission and Goals (Requirements 7 & 10) and Priorities 1, 2, and 3

   Introduction
   a. Review and Analysis
   b. Strengths
   c. Challenges
   d. Recommendations for Improvement
4. Standard II: Ethics and Integrity and Priorities 1, and 2

   Introduction
   a. Review and Analysis
   b. Strengths
   c. Challenges
   d. Recommendations for Improvement
5. Standard III: Design and Delivery of Student Learning Experience (Requirements 8, 9, 10, & 15) and Priorities 1, 2, and 3

   Introduction

    a. Review and Analysis

    b. Strengths

    c. Challenges

    d. Recommendations for Improvement

6. Standard IV: Support of the Student Experience (Requirements 8. 9. & 10) and Priorities 1, 2, and 3

    Introduction

    a. Review and Analysis

    b. Strengths

    c. Challenges

    d. Recommendations for Improvement

7. Standard V: Educational Effectiveness Assessment (Requirements 8, 9, & 10) and Priorities 1, 2, and 3

    Introduction

    a. Review and Analysis

    b. Strengths

    c. Challenges

    d. Recommendations for Improvement

8. Standard VI: Planning, Resources, and Institutional Improvement (Requirements 8,10, & 11) and Priorities 2, and 3

    Introduction

    a. Review and Analysis

    b. Strengths

    c. Challenges

    d. Recommendations for Improvement

9. Standard VII: Governance, Leadership, and Administration (Requirements 12 & 13) and Priority 1 and 2

    Introduction

    a. Review and Analysis

    b. Strengths

    c. Challenges

    d. Recommendations for Improvement

10. Requirements of Affiliation not Addressed in Standard Chapter of the Self-Study (Requirements 1, 2, 4, 5, 6, & 14)

11. Conclusions

V.   Verification of Compliance Strategy

The Work Group 2: Ethics and Integrity will work on the Verification of Compliance with Federal Regulations. The Chair and the Co-Chair of the GSC will supervised the Institutional Federal Compliance Report and the Supporting Evidence. The report will be combined into a single, bookmarked, PDF file and uploaded with the Self- Study Report Standard II Criterion 8 and other relevant documents.

VI.   Communication Plan Timetable
     Table 6. Communication Timetable

Communication Timeline	Activities
January – August 2020	College constituencies are informed about the 2022 MSCHE visit and briefed on the seven new standards and the requirements to conduct a comprehensive review.
September – December 2020	A link in ICPR's WEB Page will be included to inform the community about the Self Study process.
	A newsletter to inform the community will be published.
	GSC and Work Groups meet with a variety of ICPR Junior College groups to gather input from our community.
January – March 2021	Newsletter will be published to inform the progress of the Self-Study.
	Campus booth will be set up with information about the reaffirmation process.
	Chapters of Self-Study will be published on the MSCHE link in the ICPR Website for comments and feedback from the community.
April – May 2021	GSC presents findings to Board of Directors.
July – December 2021	Newsletter will be published to inform the progress of the Self-Study.
December, 2021	GSC presents final Self-Study report to the Board of Directors and the Community.

January – April 2022	Announcement will be made regarding MSCHE external review team site visit
June 2022	MSCHE Final Report will be posted on our website.

Schedule may change due to Pandemic COVID-19.

VII. Self-Study Timetable
Table 7. Self-Study Timetable

Major Milestone Dates	Major Milestones
September 2019	Executive Administrative Body submitted the possible priorities for the Self-Study.
October 28-29, 2019	ICPR Junior College representatives attended Self Study Institute in Philadelphia.
December 8, 2019	Meeting held with MSCHE Liaison, Hilda Colón in Philadelphia
January, 2020	First GSC meeting. Begin to draft the Self Study Design
February – March 2020	GSC begins meetings and establishes MSCHE Standards Work Groups
	Prepare Self Study Design first draft and documentation Road Map. Complete final Self Study Design draft including Work Groups charges.
March 18-19, 2020 Postponed	MSCHE Liaison Vice President Dr. Hilda Colón Plumey Preparation Visit to Campuses.
	Dr. Colón provides official guidance on revision of the design document and other matters related for the Self-Study process.
	Do to COVID-19 emergency this meeting was postponed.
April 2020	ICPR Junior College reviews the Self-Study Design and submit it to MSCHE VP Liaison.
May 1, 2020	MSCHE Liaison Dr Hilda Colon Plumey coordinated a meeting with the GSC via Office 365 TEAMS App.
June - July 2020	ICPR Junior College reviews the Self-Study Design and submit it to MSCHE VP Liaison.
	MSCHE VP Liaison approves the ICPR Junior College Self-Study Design.
	MSCHE VP Liaison **proposed virtual** visit.
October-November 2020	Work Groups gather and analyze data in accordance with evidence inventory developed and submit progress to GSC.
November 20, 2020	The first draft will be submitted to the GSC.
October – November 2020	Self-Study Evaluation Team Chair is selected.
	Visit dates are scheduled.
	Approved Self-Study Design will be sent to Team Chair.

December 2020	GSC receives drafts from Work Groups and provides feedback to them by January 2021.
January – March 2021	Work Groups revise the chapters integrating GSC recommendations. Work Groups analyze new data recollected and submit chapters to the GSC.
April – May 2021	Self-Study drafted and shared with campus community. GSC presents findings of Self Study to Board of Directors for feedback.
June – August 2021	Revisions to Self-Study based on community feedback.
September – November 2021	Self-Study Report draft is sent to Team Chair two weeks before visit.
	MSCHE Team Chair visit.
December 2021	GSC presents final Self Study Report draft to the Board of Directors for approval. GSC revises the Self-Study with the feedback of the Board of Directors.
January, 2022	Final Self Study, verification of compliance and evidence inventory to be uploaded to MSCHE portal (six weeks before visit).
February – April	Evaluation team conducts site visit. Institution receives team report. GSC prepares institutional response.
June 2022	MSCHE meets to determine action.

Note: Schedule may be change due to COVID-19 Pandemic.

VIII. Evaluation Team Profile

ICPR Junior College is an institution with an open-door policy and serving non-traditional students. The Institution's offerings are: Associate Degrees in Busines Administrations, Office Systems, and Sciences and Non-Degree Professional Certificate Programs in Technical/Vocational careers.

The Institution suggests, as Chair of the Evaluation Team visiting ICPR Junior College, an experienced President or Provost of an Institution that offers both degrees granting programs and non-degree technical career programs, with experienced in a for profit institution and preferably bilingual in Spanish- English.

Member of the visiting team should have a professional background and experiences relative to our type of institution and have prior successful and meaningful experience on MSCE accrediting teams.

Also, the team should include members with academic backgrounds in Health and Business Administration programs, and Technical/Vocational programs, and be bilingual in Spanish-English, if possible. A list of like institutions may include, but not be limited to the following:

ASA College

Berkeley College

Central Penn College

Monroe College

The College of Westchester

We look forward to the evaluation team visit to all ICPR Junior College sites.

IX. **Evidence Inventory Focus on Strategy of How to Build it Up, Update and Catalogue and Label**

The Evidence Inventory will be developed interactively with the Work Groups during the research and the analysis process. The Manatí Campus Librarian will catalogue and label all the documents necessary to evidence the Institution compliance with MSCHE Standards criteria and Requirements of Affiliation. Organization and maintenance will be managed by saving all corresponding documents to a secure folder. Security features will allow the entire management group to access the inventory in one searchable electronic location. Simultaneous access for all Work Group members will also be allowed. The management will allow collaboration and contributions from an unlimited number of participants. Each Work Group will be provided customized views and forms specific to their standard to simplify the end user experience. Access will be broadly distributed to all Work Group members; however, editing access will be restricted to Chairs and Co-Chairs of Work Groups. Summative "live" outputs will be made available to the campus community via the preset security group permissions. To preserve its integrity, prevent loss of data, and provide support and customization to meet the evolving needs of the Work Groups, the evidence inventory will be closely managed by a designated management team to further protect from inadvertent data loss. Additionally, a shared common storage location has been established for use by the executive team to facilitate document sharing and centralized organization of the evidence documents and inventory.