



**Inter American University of Puerto Rico  
Guayama Campus**

**Strategic Plan  
Academic Years  
2017–2018 to 2020–2021**

**Guayama Campus**

January 20, 2017

## Table of Contents

I.	Executive Summary.....	3
II.	Introduction.....	4
III.	Map of Puerto Rico.....	5
IV.	Vision, Mission and Goals of the Campus.....	6
V.	External Environment.....	7
	i. Economy of Puerto Rico and the Southeastern Region.....	7
VI.	Internal Environment.....	10
	New student profile	
	Profile of Guayama campus student population	
	Enrollment Projection	
	Compliance with federal regulations related to academic progress	
	Academic degrees offered	
	Distance education	
	Faculty	
	Budget	
	Accreditations	
	Internationalization	
	Consortia	
	Educational Enterprises	
	External Resources	
	Religious Life	
VII.	Strengths, Challenges, Risks/Shortcomings and Opportunities.....	26
VIII.	Appendices Table of Contents.....	37

## **I. Executive Summary**

The revision of the Strategic Plan of the Guayama campus (SPGC) seeks to establish the strategic guidelines for the development of the academic, administrative and student areas in the next four years. This plan becomes a document that will guide the decision making process for the short and long terms goals. For the development of the plan, it was taken in consideration documents such as the Vision, Mission and Institutional Goals and those of the site, the Systematic Strategic Plan, the Annual Priorities of the President, the Work Plan and the Operational Budget, Project of Strategic Intent 2030, The Annual Report, indicators of evaluation, the programming of Institutional Internationalization and the development of auxiliary and educational companies. In addition, a series of measures and strategies were considered for the recruitment of students, activities and indicators for the renewal of retention strategies and teaching modalities. This plan contemplates the development and offering of academic programs at the Center for Cybernetic Studies in Orlando, Florida and at the Inter-Humacao University Center.

Moreover, with the purpose of having a clearer picture of the situation of the Campus, the FODA analysis tool was used to identify the strengths, weaknesses, threats and opportunities in all areas of service. In addition, internal and external factors affecting the Center like the economic situation, migration, birth rates and mortality, technological changes, changes in the population pyramid, among others were analyzed.

## II. Introduction

The Strategic Plan of the Guayama campus (SPGC) establishes the guidelines for decision making and its main purpose is to guide the establishment, development and implementation of projects for short and long-term priorities. The plan aspires to reach the vision, mission and goals of the Campus and of the Institution. The SPGC considers recent changes, which in some ways affect the environment of the campus, site priorities and future projections in the academic, administrative and student areas. It also foresees the strategic guidelines for the next four years (2017-2018 to 2020-2021).

The revision and development of the SPGC considered the participation of the different representative sectors of the university community. The internal and external environment factors that affect the development of the academic offer, the administrative management and the process for the transformation of knowledge, skills and attitudes of students who take courses through traditional and non-traditional modalities were considered in the analysis process. In addition, the objectives, the projects and the strategies for the increase of the enrollment of the campus were contemplated. Among the strategies for the enrollment is the development of new programs at the Guayama campus, the Center for Cybernetic Studies in Orlando, Florida and the Inter Humacao University Center. Many documents were used to review the SPGC's goals and objectives, such as: The Systematic Strategic Plan, the Annual Priorities of the President, the Work Plan and the Operational Budget, Project of Strategic Intent 2030, The Annual Report, assessment outcomes results, the programming of Institutional Internationalization and the development of auxiliary and educational enterprises. The Plan includes a series of measures and strategies for the recruitment of students, objectives, activities and indicators for the renewal of retention strategies and teaching modalities.



## **IV. Vision, Mission and Goals of the Campus**

### **Vision**

The Guayama campus is an institution of higher education that promotes academic excellence through innovation, internationalization and research according to global educational needs. The campus fosters the generation of knowledge framed within an ecumenical Christian context that promotes equity in a flexible and innovative environment for the development of the university community and its surroundings.

### **Mission**

The mission of Inter American University of Puerto Rico-Guayama Campus is geared to offer an education of excellence mainly in the southeastern region of Puerto Rico, through traditional and non-traditional modalities in technical and professional fields, at the post-secondary non-college studies, undergraduate, and graduate levels in an ecumenical Christian context.

### **Goals:**

1. Offer academic programs in harmony with humanistic, social, scientific, technological, and health knowledge to form a person with an integral education committed to social well-being.
2. Foster effective communication skills, critical thinking, aesthetics, ethical principles. Ecumenical Christian values, inter-religious dialogue, and appreciation of Puerto Rican culture.
3. Enhance personnel professional development through a continuous program of up to date trainings.
4. Maintain an assessment culture that determines the effectiveness of academic, student, and administrative process.
5. Strengthen the integration of local community bonds, as well as to promote the development of collaboration projects with national and international entities.
6. Assign fiscal resources effectively to support the development of university endeavors.
7. Promote interest in research to support the development of knowledge and contribute to society.
8. Foster the appreciation, preservation, and conservation of nature.

## V. External Environment

### Economy of Puerto Rico and the Southeastern Region

Puerto Rico's economy has been in a recession for the past few years causing significant effects in the southeastern and eastern regions which primarily serves the campus. To these effects, the review of the SPGC considered external factors such as migratory movements, demographic changes, economy, social factors, among others. The campus offers academic services mainly to towns in the southeastern region of Puerto Rico (see Table I). In addition, it impacts other local and overseas populations through single programs, distance education and the Center for Cybernetic Studies in Orlando, Florida.

According to the Bureau of Labor Statistics (2016), the unemployment rate in the southeastern region of Puerto Rico is 14.4 percent. Table I includes information on employment and unemployment rates in the southeastern regions served by the Guayama campus.

**Attachment: Data 3.c.**  
**Employment and Unemployment Rates: Eastern Region of Puerto Rico – Year 2016**

<b>Town/City</b>	<b>Workforce</b>	<b>Employed</b>	<b>Unemployed</b>	<b>Percent of Unemployment</b>
Canovanas	16,123	14,124	1,999	12.4
Ceiba	3,870	3,348	522	13.5
Culebra	903	870	33	3.7
Fajardo	11,457	9,870	1,587	13.9
Gurabo	17,073	15,379	1,694	9.9
Humacao	17,440	14,962	2,478	14.2
Juncos	12,212	10,563	1,649	13.5
Las Piedras	11,270	9,626	1,644	14.6
Luquillo	6,366	5,409	957	15.0
Maunabo	3,027	2,489	538	17.8
Naguabo	7,979	6,958	1,021	12.8
Rio Grande	17,143	15,170	1,973	11.5
San Lorenzo	12,036	10,370	1,666	13.8
Vieques	3,245	2,864	381	11.7
Yabucoa	9,104	7,592	1,512	16.6
<b>Total Southeastern Region</b>	<b>149,248</b>	<b>129,594</b>	<b>19,654</b>	<b>13.2</b>
<b>Total Puerto Rico</b>	<b>1,121,000</b>	<b>985,000</b>	<b>136,000</b>	<b>12.1</b>

Source: Department of Labor and Human Resources of Puerto Rico, Bureau of Labor Statistics, Division of Statistical Studies (August 2016)

According to the data presented in Table I, the towns with the highest unemployment rates are Patillas and Salinas, surpassing 20 percent. It should be noted that in these towns the economy was mainly supported by high technology companies that have ceased operations in Puerto Rico.

According to the Department of Labor and Human Resources of Puerto Rico (2016), as part of the "Projections Managing Partnership," for the term 2014-2016, employment projections for Puerto Rico by occupation and rise in new jobs are the following: food services workers, master degree in nursing, home service aides, drivers, recycling technicians, auditors and accountants. On the other hand, the occupations with the highest growth in employment for the same term are: software program designers, physiotherapist assistants and truck drivers. However, the occupations with the greatest decrease in employment are: police officers, executive administrative assistants and sewing machine operators. The projections for greater increase of occupations in new jobs with master's degree are: nurses, doctors, pharmacists and physical therapists. According to data presented in the report "Community Facts, 2014 Estimates," published by the Federal Department of Commerce, Office of the Census, the southeastern and eastern regions of Puerto Rico have a population of 621,004 inhabitants. The average family income of these regions is presented in Table II. On the other hand, the percentage of families living below the poverty line in these regions is 2.2 percent higher than that of Puerto Rico. In addition, it is relevant that four of these municipalities surpass 50 percent of the poverty level. Basically, the economy of these municipalities was developed through high technology industries such as pharmaceuticals. Table II presents estimated information on population, per capita income, average family size and percentage of families living below poverty levels in Puerto Rico and southeastern regions.

**Table II.**  
**Population Estimates, Per Capita Income, Average Family Income, and Percent of Poverty Level**  
**Family Income in P.R. and its Stoutheastern Region: Year 2014**

<b>Town</b>	<b>Population</b>	<b>Income Per Capia</b>	<b>Average Family Income</b>	<b>Poverty Level in Percents</b>
Arroyo	19,255	7,996	17,764	49.9
Canovanas	47,655	10,304	24,891	40.2
Ceiba	13,122	10,640	22,656	41.4
Culebra	1,585	9,041	22,250	39.9
Fajardo	35,539	10,590	24,701	40.0
Guayama	44,261	9,260	19,326	47.0
Gurabo	46,460	14,523	34,420	30.1
Humacao	57,181	10,826	22,433	39.5
Juncos	40,284	9,473	22,277	42.1
Las Piedras	38,759	9,816	23,550	43.2
Loiza	29,054	8,563	20,342	45.2
Luquillo	19,731	10,495	22,822	41.6
Maunabo	11,904	8,436	20,451	50.8
Naguabo	26,881	9,776	21,443	47.9
Patillas	18,766	7,745	18,036	51.5
Rio Grande	53,628	10,391	25,672	36.0
Salinas	30,506	7,992	16,065	54.1
San Lorenzo	40,313	9,912	20,287	46.2
Vieques	9,217	8,611	22,191	36.6
Yabucoa	36,903	7,864	20,537	47.3
<b>TOTAL/AVERAGE</b>	<b>621,004</b>	<b>9,613</b>	<b>22,106</b>	<b>43.5</b>
<b>Puerto Rico</b>	<b>3,638,964</b>	<b>11,331</b>	<b>23,235</b>	<b>41.3</b>

Source: U.S. Department of Commerce, United States Census Bureau, American Fact Finder, Community Facts, 2014 Estimates.

## VI. Internal Environment

### First-year student profile

The economic situation in the southeastern region of Puerto Rico and at island level has increased the migration of inhabitants inside and outside of Puerto Rico. This migratory phenomenon, where emigration predominates, has contributed to the decline of the population of new students.

**Table III.**  
**Change in Population: Puerto Rico Southeastern Region**  
**Years: 2010 to 2014**

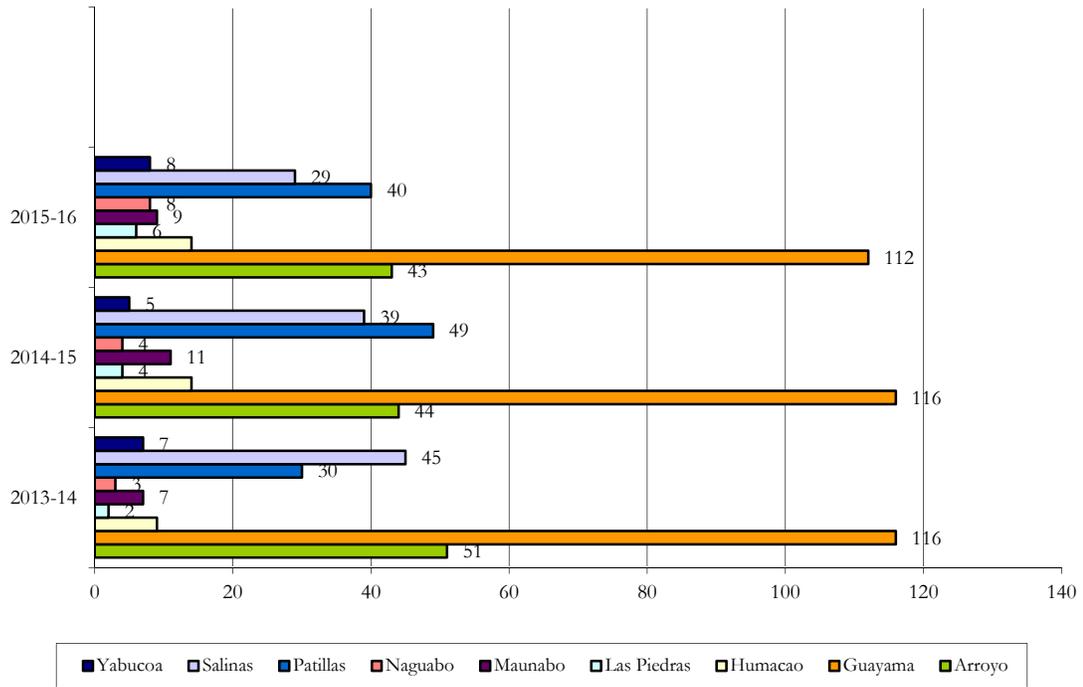
Town/City	Population		Percent of change
	Year	Year	
	2010	2014	
Arroyo	19,575	19,255	-1.63
Canovanas	47,648	47,655	0.01
Ceiba	13,631	13,122	-3.73
Culebra	1,818	1,585	-12.82
Fajardo	36,993	35,539	-3.93
Guayama	45,362	44,261	-2.43
Gurabo	45,369	46,460	2.40
Humacao	58,466	57,181	-2.20
Juncos	40,290	40,284	-0.01
Las Piedras	38,675	38,759	0.22
Loiza	30,060	29,054	-3.35
Luquillo	20,068	19,731	-1.68
Maunabi	12,225	11,904	-2.63
Naguabo	26,720	26,881	0.60
Patillas	19,227	18,766	-2.65
Rio Grande	54,304	53,628	-1.24
Salinas	31,078	30,506	-1.84
San Lorenzo	41,058	40,313	-1.81
Vieques	9,301	9,217	-0.90
Yabucoa	37,941	36,903	-2.74
<b>TOTAL/AVERAGE</b>	<b>559,579</b>	<b>621,004</b>	<b>-1.41</b>
<b>Puerto Rico</b>	<b>3,725,789</b>	<b>3,638,964</b>	<b>-2.33</b>

Source: U.S. Department of Commerce, United States Census Bureau, American Fact Finder, Community Facts, 2010 and 2014 Estimates.

Figure I shows the most significant source of towns for newly admitted students admitted to and enrolled in the Guayama campus in the last three years. While Table IV presents the results of the College Assessment and Admissions Test, the academic high school average and the admission rate of the campus students for the term

2013-14 to 2015-16. This data serves as a reference for the analysis of the projection of recruitment of students by academic program.

**Figure I.**  
**First-Year Student Population Towns of Origin**  
**Academic Years 2013-2014 to 2015-2016**



Source: Inter American University. Statistical Report fall 2013-14, 2014-15 to 2015-16.

**Table IV.**  
**CollegeBoard Test Results, High School GPA, and Admission Average**  
**Academic Years 2013-2014 to 2015-2016**

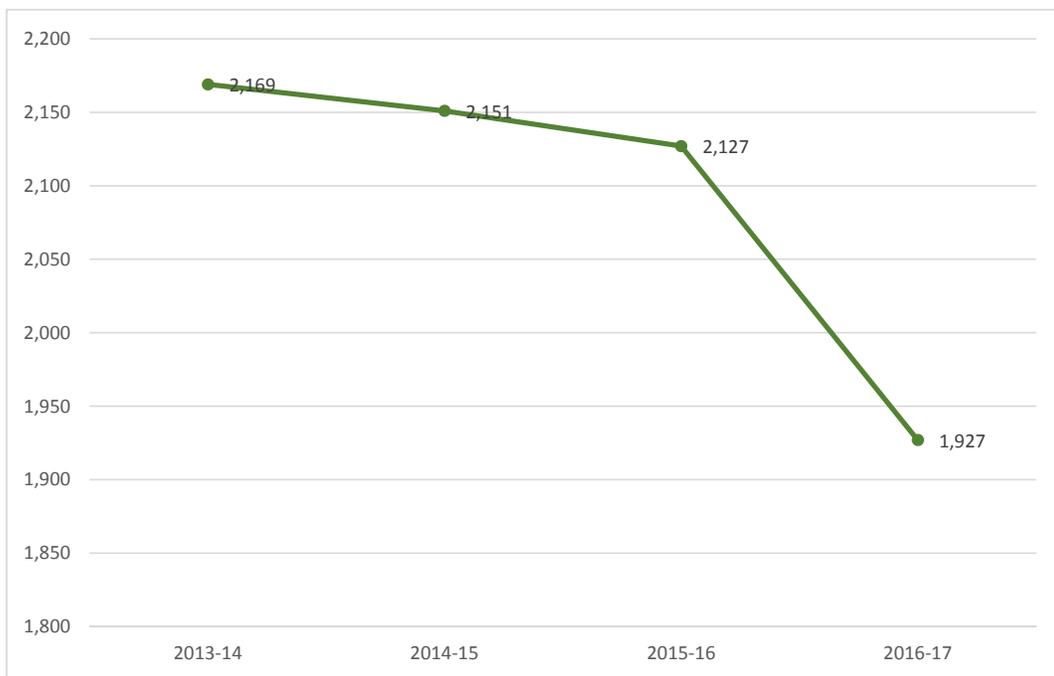
AY	CollegeBoard Test Results						High School GPA		Admission Average	
	English		Spanish		Mathematics		I	G	I	G
2013-14	458	435	430	414	448	439	3.03	2.90	1,052	1,007
2014-15	459	423	434	406	449	424	3.05	2.96	1,053	1,003
2015-16	458	437	439	440	439	435	3.10	3.23	1,062	1,077

Source: IAUPR Statistical Reports: 2015 to 2016  
 Legend: I = Institutional, G = Guayama

## Profile of the student population of the Guayama campus

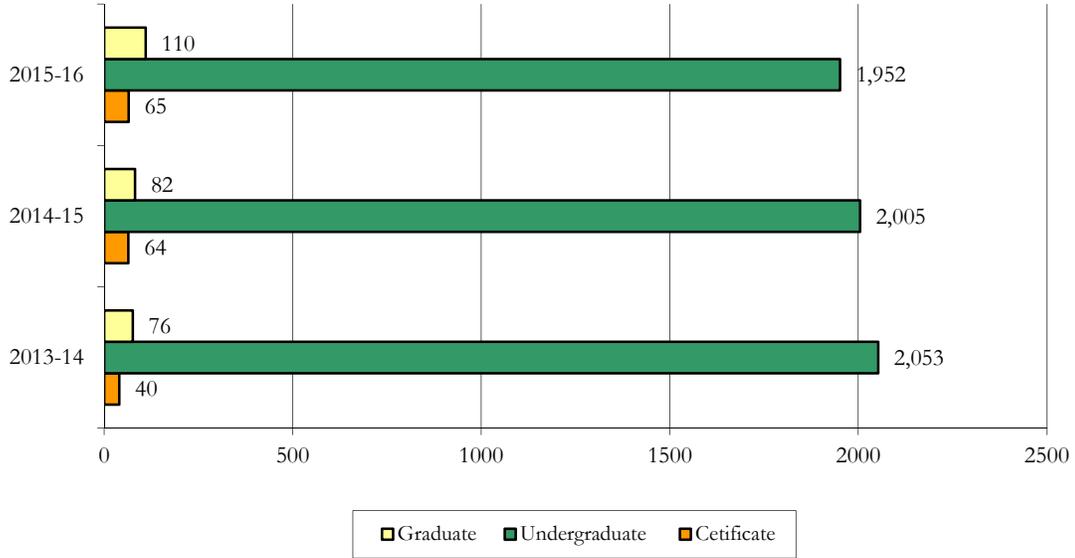
Figure II illustrates information of the total enrollment of the campus, which includes certificate students, undergraduate programs, and graduates for the years 2013-2014 through 2016-2017. On the other hand, according to the Systematic Statistical Report 2015-2016, Figure III shows the enrollment by academic level and for the terms 2013-14 to 2015-16.

**Figure II.**  
**GC Total Enrollment**  
**Academic Years 2014 to 2017**



Source: IAUPR-Statistical Repots: 2013 to 2016 and CollegeBoard Report

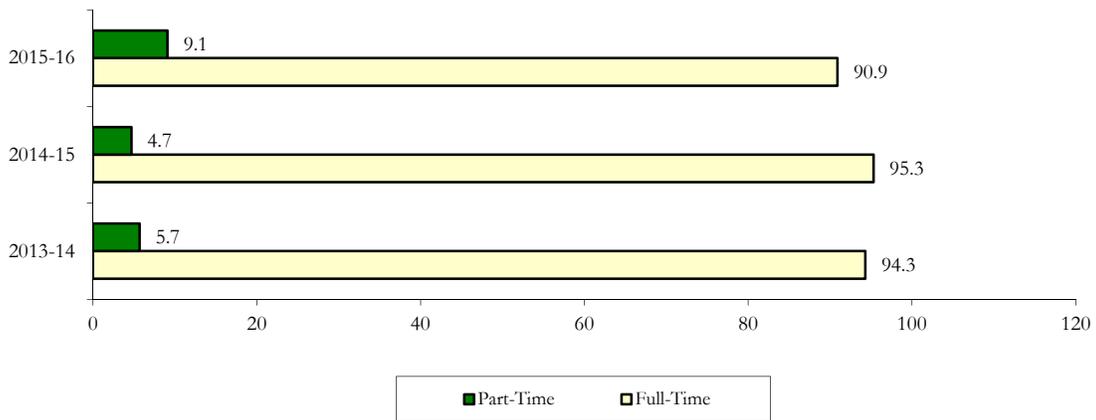
**Figure III.  
Enrollment by Academic Levels  
Academic Years 2013-2014 to 2015-2016**



Source: IAUPR-Statistical Repots: 2013 to 2016

Figure IV shows full-time and part-time enrollment data. According to the data presented, over ninety percent of the enrollment is full time.

**Figure IV.  
Enrollment: Full-and Part-Time  
Academic Years: 2013-2014 to 2015-2016**



Source: IAUPR-Statistical Repots: 2013 to 2015

Enrollment distribution by gender is mainly composed of women, 65.7%. This trend is observed in the certificate program with a distribution of 78.5% women, 66.8% in the undergraduate programs and 51.8% in the graduate programs.

**Table V**  
**Enrollment distribution by gender and academic degree, year 2015-16**

<b>Academic degree</b>	<b>Total enrolled</b>	<b>Percent of Women</b>	<b>Percent of Men</b>
Certificates	65	78.5	21.5
Baccalaureates	1,952	66.8	33.2
Graduates	110	51.8	48.2

Source: IAUPR. Statistical Report 2015-16.

### **Enrollment projection 2017 to 2021**

The enrollment projection by levels of academic offerings for the years 2017-18 to 2020-21, is presented below on Table VI. This information serves as the basis for establishing student projection, admission and enrollment goals.

**Table VI**  
**Enrollment projection by academic level**  
**Years 2017-18 to 2020-2021**

<b>Academic Year</b>	<b>Certificate</b>	<b>Associate and Baccalaureate degree</b>	<b>Master</b>	<b>Doctorate</b>	<b>Total</b>
2017-18	100	2150	80	0	2330
2018-19	110	2180	110	0	2400
2019-20	120	2220	140	0	2480
2020-21	120	2310	140	20	2590

Source: Inter America University of Puerto Rico. Projection using as reference SWDRMAT & SWDRADM Banner report.

## Compliance with federal regulations related to academic progress

Since 2015-16 the GC has fully complied with federal regulations. These include compliance with the regulations of Title IV, Title IX and academic progress of the student community.

Tables VII A and VII B present the distribution of students in the semesters of January 2015 and 2016 and their risk levels to comply with the Academic Progress Standard. In the year 2015, 66.9 percent of the students did not present risk with compliance with the Academic Progress Standard, while for the same term in 2016 it represented 76.4 percent. The following data shows that there was a 9.5 percent effectiveness in programs and strategies implemented to help students meet the Academic Progress Standard.

**Table VII A**  
**Students in the spring of 2015 semester and their risk levels to comply with the Standard of Academic Progress of the campus**

Distribution of active students in the spring of 2015 based on the Risk Levels in APS, Guayama Campus. (All Students) (N = 1734)					
<i>Note: Database Update Wednesday, April 15, 2015</i>					
All Programs	Show Risk	Show Risk through approval rate	Show Risk evidenced by GPA	Show No Risk	Total
<b>Totals</b>	<b>244</b>	<b>223</b>	<b>107</b>	<b>1,160</b>	<b>1,734</b>

Source: University Retention and Performance Study. ERDU Advising 2015.

**Table VIII B**  
**Students in the spring of 2016 and their risk levels to comply with the Academic Progress Standard of the campus**

Distribution of active students (does not include new students) in the semester of January 2016 based on the Risk Levels in APS, Guayama Campus. (All Students) (N = 1446)					
<i>Note: Database Update Monday, April 11, 2016</i>					
All the Programs	Show Risk	Show Risk through approval rate	Show Risk evidenced by GPA	Show No Risk	Total
<b>Totals</b>	<b>80</b>	<b>162</b>	<b>99</b>	<b>1,105</b>	<b>1,446</b>

Source: University Retention and Performance Study. ERDU Advising 2016.

Table IX presents the persistence rates of the campus, which remained at 70 percent for the years 2012 to 2014.

Table X presents a summary of the cumulative graduation rate for the years 2008 to 2010. This fluctuates from

10 to 27 percent among graduates in less than five years and 30 percent among those who earn the degree in six years. These results show that in GC the term of six years predominates to graduate.

**Table IX**  
**Bachelor Students Persistence Rates**  
**Guayama Campus**  
**Cohorts 2012 to 2014**

<b>Cohort</b>	<b>Base</b>	<b>Retained in Guayama Campus</b>	<b>Retained in other Campuses of the Institution</b>	<b>Persistence Rate at one year</b>
2012	100	73	3	76
	<b>100%</b>	<b>66%</b>	<b>3%</b>	<b>69%</b>
2013	225	154	7	161
	<b>100%</b>	<b>68%</b>	<b>3%</b>	<b>72%</b>
2014	206	141	4	145
	<b>100%</b>	<b>68%</b>	<b>2%</b>	<b>70%</b>

Source: Report Office of the Integrate Postsecondary Educational Data System 2015-2016. Institutional Office of Student Retention. April 2016.

NOTE: The base number is the amount of new students enrolled in higher education for the first time.

**Table X**  
**Bachelor Students Graduation Rate**  
**Cohorts 2008 to 2010**

<b>Cohort</b>	<b>Base</b>	<b>Graduated in four years or less</b>	<b>Graduated in five years or less</b>	<b>Graduated in six years or less</b>
2008	211	26	55	66
	<b>100%</b>	<b>12%</b>	<b>26%</b>	<b>31%</b>
2009	220	23	42	58
	<b>100%</b>	<b>10%</b>	<b>19%</b>	<b>26%</b>
2010	259	30	71	85
	<b>100%</b>	<b>12%</b>	<b>27%</b>	<b>33%</b>

Source: Report Office of the Integrate Postsecondary Educational Data System 2015-2016. Institutional Office of Student Retention. October 2016.

NOTE: The base number is the amount of new students enrolled in higher education for the first time.

## Academic Degrees Granted

Table XI presents all the academic degrees granted in the campus for the years 2012-13 to 2014-15 by academic level. The total number of degrees awarded represents 13 percent of the total number of students enrolled for the year 2012-13, 15.2 percent in the year 2013-14, and 14.9 percent by the year 2014-15.

**Table XI**  
**Degrees granted by academic level**  
**Years 2012-13 to 1014-15**

Academic Year	Total of enrolled students	Certificate	Associate Degree	Baccalaureate	Master	Total of graduated students	Percent of graduated students
2012-13	2,249	8	80	195	10	293	13.0
2013-14	2,169	17	97	207	8	329	15.2
2014-15	2,151	12	94	203	12	321	14.9

Source: Inter American University of Puerto Rico. Statistical Report 2013-14 to 2015-16.

## Distance education

Teaching modalities are traditional and non-traditional. The distance education division of the campus has been increasing the offer of courses and programs completely online, in addition to improving the quality of them.

Table XII presents students enrolled solely in distance mode for the years 2013-14 to 2015-16.

**Table XII**  
**Distance Education: Student Enrollment for the academic years 2013-14 to 2015-16**

	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Guayama</b>	<b>72</b>	<b>77</b>	<b>79</b>

Source: Planning Office, VAAPES. SWDDOSS Report.

## Faculty

Table XIII includes information on the number of full-time and part-time faculty members serving the student population of the Guayama campus at all academic levels and teaching modalities.

**Table XIII**  
**Full-time and part-time faculty members for the years 2013-14 to 2015-16**

	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Part-time	0	142	140
Full-Time	42	41	41
<b>Total</b>	<b>196</b>	<b>183</b>	<b>181</b>

Source: Inter American University of Puerto Rico. Statistical Report 2015-16.

**Budget**

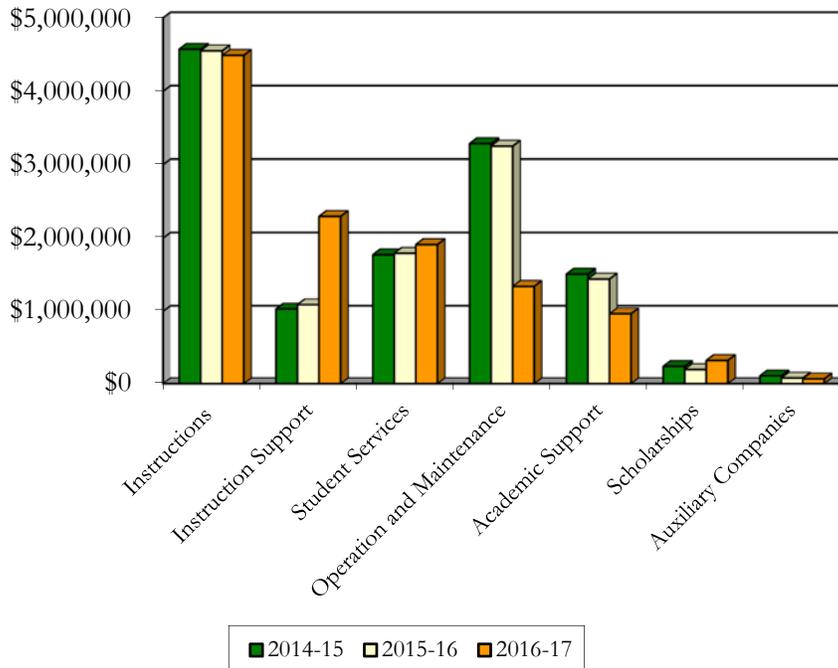
The projected budget of the campus is aligned with the mission and goals. It supports the management of the academic, administrative and student areas. Expenses have been kept in line with budgets. Budget information is presented in Table XIV and Figure V.

**Table XIV  
Distribution of the Expenditure Budget by Function  
Guayama Campus  
Years 2014-15 to 2016-17**

	<b>2014-15*</b>	<b>2015-16*</b>	<b>2016-17*</b>
Teaching	\$4,572,183	\$4,550,512	\$4,489,260
Institutional Support	\$1,031,246	\$1,090,275	\$2,924,766
Student Services	\$1,772,416	\$1,792,452	\$1,911,111
Operation and Maintenance	\$3,286,636	\$3,252,082	\$1,342,045
Academic Support	\$1,509,306	\$1,441,661	\$964,845
Scholarships	\$239,062	\$195,733	\$320,845
Auxiliary Enterprises	\$107,865	\$77,372	\$66,300

Source: Office of Dean of Administration. Budget Requests 2014-15 to 2016-17 and BANNER Information System.  
Note: The years 2014-15 and 2015-16 are adjusted budgets and the year 2016-17 is the budget.

**Figure V  
Distribution of the Expenditure Budget by Function  
Guayama Campus  
Years 2014-15 to 2016-17**



Source: Office of Dean of Administration. Budget Requests 2014-15 to 2016-17 and BANNER Information System.  
Note: The years 2014-15 and 2015-16 are adjusted budgets and the year 2016-17 is the budget.

## Accreditations

The latest Professional Accreditation Plan 2014-15 to 2019-20 of the Inter-American system became effective as of August 2014. In November 2015, it stated (1) re-accreditation and (2) first time accreditation. In October 2017 the accrediting body Commission on Collegiate Nursing Education (CCNE), for the Bachelor of Science program in Nursing is expected to visit.

<b>Academic Department</b>	<b>Program</b>	<b>Re-accreditation (year)</b>	<b>First time Accreditation (year)</b>
Health Sciences	Nursing Program		October 2017
Department of Education, Social Sciences and Humanistic Studies	TEP - Teacher Education Program	May 3 <sup>rd</sup> , 2020	
Department of Education, Social Sciences and Humanistic Studies	Social Work		2019
Dean of Academic Affairs	Continued Education IACET	June 2018	

Source: Office of the Dean of Academic Affairs of the Guayama campus

## **Internationalization**

In accordance with the systemic and campus objectives, the aim is to develop an internationalization project that includes different strategies to internationalize the academic offering, promote collaboration in research and the incoming and outgoing mobility of faculty and students.

Projected strategies:

- Continue the training of teaching and non-teaching staff on the topic of internationalization.
- Develop an international relations office that coordinates with the internationalization office at the systemic level.
- Review the organizational structure of the campus to integrate the internationalization project.
- Strengthen the technological infrastructure for the continuous development of academic distance learning.
- Promote the scope of professional accreditations for different academic programs such as: nursing, social work, education, among others.
- Implement new promotion, marketing and recruitment strategies using the RECRUIT platform.
- Promote the exchange of professors and students with foreign universities for the development of research projects.
- Encourage the establishment of collaborative consortia with educational institutions.
- Develop policies of transfer credits, validations and degree titles.
- Develop a comprehensive student mobility project at local and international levels.
- Develop an assessment culture for the internationalization project.
- Promote a culture of appreciation for the development and learning of other languages.
- Increase the number of online programs in the English language.

## **Consortia**

The campus will promote consortia and alliances with the high schools of the region. It is planned to continue with the educational alliance with the Association of Medical Directors of PR through the "Youth Health Career Program." This program has enabled the training of high school students and has motivated them to select university careers in the area of health. In addition, it is hoped to develop alliances with community health service institutions, students and faculty of Health Sciences, physical education, health services billing technician for the development of a multidisciplinary program of prevention and health promotion for the student community. The project will be providing the service of physical examination and referrals to health professionals if necessary. This project will promote the quality of life of the university community. As part of the project, it aims to develop an alliance with the Ibero-American Association for Health Prevention for Universities.

## **Educational Enterprises**

As part of the sustainability strategies for the development of the Guayama campus, the first educational company, Inter Agriculture (Inter Agrícola), has been established. This educational enterprise represents one of the innovative projects of the IAUPR, sponsored by GC. Inter Agriculture aims to promote education, research and entrepreneurship. Therefore, it will serve as a business incubator for the campus. This initiative allows the institution to diversify its fiscal resources and promote the articulation of academic programs in the area of agriculture and entrepreneurship integrating technology. In addition, it promotes greater integration of the University with the external community, representing an alternative of self-sustainability and food security. The development of an educational enterprise in charge of students for the sale of groceries to foment the entrepreneurship and to reinforce the strategies of student retention is evaluated. The income obtained will be directed to the development of student scholarships.

## External Resources

GC has undertaken the task of obtaining external resources.

- In the years 2014-15 to 2016-17, support services have been offered to increase student achievement in the priority and focus schools under the Differentiated Support Network Program (RAD 6) to eleven public schools in Aibonito, Arroyo, Guayama and Salinas. In the years 2017-22 GC will continue supporting this program.
- In 2016-17, under the Title I Program, Part A, Equitable Services to Private Schools, the project Purpose, Union, Delivery, Dedication, Effort and Exceedance (PUEDES) began to offer educational and equity services for students, teachers, other staff and relatives of students at a school in Caguas.
- The search for external funds becomes an alternative of sustainability for the development of programs in the academic, administrative and student area. It is projected to create new positions for obtaining external funds. This is necessary for offering support to the faculty and administrative staff in the identification, writing and implementation of projects funded with external resources.
- Promote the development of fundraising activities through the appointment of a committee and identification of philanthropic entities. The funds obtained will be used for student scholarships.
- The external funds will be used for:
  - Develop programs such as double majors, student, among others.
  - Diversify the academic offering of the continued education program.
  - Construct additional physical facilities / agricultural science buildings.
  - Update technology available in classrooms.
  - Remodel Natural Sciences labs.

**Religious Life**

The Chaplaincy Office promotes a culture of peace among the university community, based on ethical, democratic and Christian-ecumenical values. Among the activities are: Ecumenical meetings, theological debates, prayer circles, pastoral letters addressed to the university community, among others.

This office will continue developing alliances with the different religious denominations. It also plans to write proposals for acquisition of funds to construct a new chapel.

## VII. Strengths, Challenges, Risks/Shortcomings and Opportunities

In order to develop this Strategic Plan, the following were analyzed:

### Strengths

#### Academic offerings, accreditation and internationalization

1. Academic offerings are of excellence and diverse
2. The academic offerings are aligned with the mission and goals
3. Academic offerings comply with global needs
4. The academic offerings are accredited by national and international agencies
5. The professional licensure pass rates surpass the established passing rates
6. Academic offerings meet community needs
7. The bibliographic resources are updated annually
8. The academic offerings are reviewed at least every five years or when necessary
9. The physical equipment and facilities of the Health Sciences and Natural Sciences labs support the development of student skills
10. The technology in classrooms is updated to support the teaching and learning process

#### Faculty and research

1. Faculty members have the academic preparation required to teach at the different levels of academic programs according to the standards established by the accrediting agencies and the institution
2. The faculty promotes research as part of the academic curriculum
3. The institution promotes the participation of faculty in research projects through scholarships, sabbaticals and collaborative consortia with other institutions of higher education
4. The university approved the position of research professor as a measure to promote research in the Institution
5. The faculty development plan includes activities to strengthen their knowledge in the area of research

## **Finances**

1. Budget allocations are adjusted in spite of financial situations
2. Auxiliary enterprises support fiscal stability
3. Budgets are aligned with the mission, goals and needs
4. For budget preparation there is participation of all campus offices

## **Management**

1. The Development Plan for Non-Teaching Personnel is implemented according to the educational needs identified in the evaluation process of the employees
2. Complies with institutional regulations as well as federal and state laws
3. Personnel management knowledge is kept up to date
4. Measurements to maintain fiscal stability are implemented
5. Student support services are comprehensive
6. The work environment supports respect for the university community within a Christian ecumenical context
7. An atmosphere of peace is fostered
8. Provides an appropriate environment to encourage creativity and the development of innovative projects
9. It supports the professional improvement of employees and their families through the incentives of financial aid
10. The interaction and participation of the entire university community is promoted through various activities

**Infrastructure**

1. Physical facilities comply with state and federal laws and regulations
2. The campus infrastructure master plan took into account future developments
3. The physical facilities of the Campus comply with the ADA Act

**Informatics and Telecommunications**

1. The results obtained through satisfaction questionnaires reveal high levels of satisfaction of the university community with the services provided
2. The institution has an agreement with Microsoft for the fulfillment and acquisition of programs and licenses
3. The university community has access to the internet
4. The Ryder extension project receives technical support and infrastructure services
5. The technological infrastructure supports the use of video conferences

## **Enrollment Management**

1. The Suggested Program and Academic Counseling (PSCA) is used as a tool that offers the suggested enrollment according to the curricular sequences of the academic programs
2. The audit results demonstrate compliance with federal and institutional regulations
3. Financial aid such as Pell Grant and other federal loans for students are available
4. Orientation services are offered to students related to use and payment of student loans
5. Establishment of Qbi (IAUPR smartphone app)
6. Establishment of the RECRUIT project through the integration of a team for the promotion, recruitment and admission of students

## **Image and institutional impact**

1. The campus provides maintenance and updating of the official website
2. Use of social networks to communicate events, promotion of academic offers and institutional information
3. The campus is a well-known higher education institution
4. Development of academic, administrative and other activities
5. Evaluation and authorizations of accrediting agencies are granted without recommendations
6. Research findings contribute to the different disciplines of knowledge
7. Faculty is known for its preparation and academic competence
8. The professional licensure pass rates surpass the island wide average
9. The success of graduates is evidenced by their professional performance
10. The campus stands out for their community service offered by faculty, students and non-teaching personnel

## **Religious Life**

1. Chaplain services are ecumenical openness
2. The Chaplain participates in different professional improvement activities
3. The campus supports religious diversity
4. Ethical-moral values are integrated throughout the curriculum
5. Promotes a culture of peace
6. Provides spiritual and emotional support to the campus community

## **Challenges**

### **Academic offer, accreditation and internationalization**

1. Development of proposals to increase the academic offer considering the requirements of the Council of Education of Puerto Rico and the Department of Education of the United States
2. Preparation for the development of the annual report according to the new standards established by the Middle States Commission on Higher Education (MSCHE)
3. Decrease in enrollment mainly in the areas of business administration and education
4. Increase the number of teachers who master at least two foreign languages
5. Increase the number of faculty with doctoral degrees

### **Faculty and research**

1. Increase the number of faculty participating in research projects
2. Increase the number of faculty members who publish in refereed journals
3. Development of alliances with other universities to encourage the participation of the faculty in research projects
4. Encourage in the faculty the search of external funds to subsidize research projects

### **Finances**

1. Encourage the development of a culture of seeking external funds
2. To develop fundraising activities for the granting of scholarships to low-income students

3. Implement new auxiliary and educational enterprises as a measure to improve income
4. Develop strategies for the use and proper management of the budget
5. Increase enrollment of the campus to avoid budget shortfalls and adjustments

### **Management**

1. Increase the participation of non-teaching staff in professional development activities
2. Use the appraisal results as a tool for the improvement of the academic, administrative and student areas
3. Strengthen the budget to increase the budget line for the development of educational activities for Non-Teaching staff
4. Evaluate the employees' workday to offer comprehensive support services to the student population at a distance

### **Infrastructure**

1. Existing physical facilities require updating to temper it to new academic generations and budget programming
2. Preparation / remodeling of existing physical facilities for the implementation of new academic programs

### **IT and Telecoms**

1. Improvement of the computer and telecommunications system to strengthen and meet the needs of the academic offer at a distance
2. Increase the human resource to provide computer and telecommunications services to the university community

### **Registration management**

1. Encourage teamwork in enrollment management
2. Articulate the process of selection and payment
3. Implementation of the use of the RECRUIT platform

4. Compliance with federal Title IV regulations
5. Establish strategies to decrease the average time a student takes to enroll
6. Minimize the student's waiting time to receive tuition management services
7. Decrease the prevailing default rate by at least 2 percent
8. Establish a plan for the retraining of management personnel in the service areas, where staff envisage receiving withdrawal within the next five years

### **Image and institutional presence**

1. To encourage the participation of the faculty in international forums
2. Continue promoting the pursuit of academic excellence
3. Increase the participation of teaching and non-teaching staff as lecturers in educational activities
4. Encourage the development of research and publications
5. Foster a culture of respect for cultural diversity and religious beliefs
6. Continue to develop impact activities according to the educational needs of the population
7. Continue to offer community services
8. Aspire to obtain professional accreditations for different academic programs
9. Continue to encourage student participation in co-curricular activities in and outside Puerto Rico

### **Religious Life**

1. Achieve a culture of peace
2. Continue to establish alliances with the community to promote ethical and moral values
3. Continue to promote the development of student organizations with ecumenical-Christian principles
4. Continue to carry out activities in the area with the participation of leaders from different religious denominations
5. Encourage greater participation of students in spiritual experiences

# Risks and/or Shortcomings

## Academic offer, accreditation and internationalization

1. Authorization of online courses abroad, new requirement (SARA)
2. Population decrease impacts the number of students enrolled

## Faculty and Research

1. The limited amount of faculty with preparation / skills and diversity in internationalization
2. The institution is one of a higher education focused on teaching, so the faculty has no release time or additional time for the development of large-scale research
3. At present there is no research professor, in spite of the fact that the position available

## Finances

1. Budget limits the development of major improvement projects (more than \$300,000)
2. The budget has a high dependence on enrollment for the operation
3. Auxiliary enterprises directly depend on enrollment numbers. Therefore, the lower the number of students the lower the income generated by these enterprises

## Management

1. Keep staff up-to-date on new management trends
2. The economic situation of Puerto Rico and at the federal level can impact educational programs

## Infrastructure

1. Maintenance of compliance with the requirements of physical facilities with accrediting bodies, evaluating agencies and governmental entities
2. The increase in the costs of utilities require evaluation and implementation of new alternatives of self-sustainability

### **Informatics and Telecommunications**

1. The technology presents constant changes that require programming and budgetary investment
2. Improve the speed of data transfer in the network
3. Maintain up-to-date services of the servers

### **Enrollment Management**

1. Changes in federal compliance requirements have increased and more supervision and rigor are required
2. The challenges and shortcomings of prospective students require the development and implementation of new strategies
3. Compliance with the Program Participant Agreement (PPA) entails creativity in the admission process with the academic offer available
4. Significant decrease of external funds available, such as local government scholarships, Puerto Rico Council of Education, among others
5. The high volume of non-payment of student loans puts economic aid at risk
6. The high number of personnel retiring entails retraining of other personnel

### **Image and Institutional Presence**

1. Budget reductions to carry out academic and administrative activities
2. Budget reductions to develop programs of services to the community in general

### **Religious Life**

1. New trends in the religious phenomenon of the country
2. Changes in university culture
3. Adjustments in the organization and university management
4. Revision of the institution's mission and visions may impact the vision university ministry

# Opportunities

## Academic offer, accreditation and internationalization

1. Develop new programs at the levels of technical certificates, undergraduate and graduate according to the educational needs of the population
2. To accredit the programs of nursing, veterinary technician, social work, among others
3. Internationalization of higher education through the offering of programs completely online

## Faculty and research

1. Establish alliances with local and foreign entities and universities to promote the participation of the faculty in research projects
2. Recruit research professors

## Finances

1. Implement new programs and academic projects that imply new income
2. Development and implementation of educational companies that complement the income generated by the auxiliary companies in the Inter-Humacao University Center

## Management

1. Promote the improvement of support services to increase the levels of satisfaction of the university community
2. Be proactive and receptive to educational, social, economic, technological changes, among others
3. Encourage teamwork
4. Make better use of the budget

## Infrastructure

1. Improvements to the physical facilities of the campus

## IT and Telecoms

1. Identify projects with external resources that strengthen the area of information technology and telecommunications

2. Improvement of service areas to increase user capacity

### **Enrollment Management**

1. Integrate health science programs into the PSCA Program
2. Review the academic progress standard to increase retention
3. Promote students to maximize the use of financial aid funds to achieve their educational goal
4. Continue with the implementation of the RECRUIT platform to speed up the process of student admissions.

### **Image and institutional presence**

1. Develop community service programs
2. To create a system of promotion and information of achievements, activities, among others that are carried out in the campus

### **Religious Life**

1. Continue with the integration of values through the curriculum
2. Foster ethical values and respect for religious diversity

**GC Strategic Plan**  
**Academic Years:2017-2018 to 2020-2021**

**VIII. APPENDICES**  
**TABLE OF CONTENTS**

- A. Academic Offerings, Accreditation and Internationalization
- B. Faculty Development and Research
- C. Student Services
- D. Management, Organizational Structure
- E. Image and Institutional Impact
- F. Infrastructure, Informatics and Telecommunications
- G. Religious Life
- H. Strategic Projects by Areas: Future Campus Developments
- I. Academic Offerings: AYs 2017-2018 to 2020-2021
- J. Internationalization Projects: AYs 2017-2018 to 2020-2021
- K. Projects in the Analysis Process

## A. Academic Offerings, Accreditations and Internationalization

Goal	Objective	Indicator	Indicator Percent
<p><b>Goal 1:</b> Offer academic programs of excellence in the areas of Business Administration, Education, Science, Health, Technology and in Humanistic Disciplines.</p>	<p>1.1. Maintain an updated academic offer with a flexible curriculum that responds to the needs and demands of the community and the world of work.</p>	<p>-Number of new programs by face-to-face and on-line modalities and in transfer in the next four years.</p> <p>- Number of new face-to-face, online and transfer programs approved by the Puerto Rico Education Council and the US Department of Education.</p>	<p>-Comply with the requirements of systemic academic offer</p> <p>-Develop at least 10 new programs in the next four years at different levels of education and approved by the Department of Education of Puerto Rico and the United States.</p> <p>-Approval by at least 2 certificate programs, 2 associate degree programs, 4 baccalaureate programs, 1 master's degree program, and a doctoral program by the Puerto Rico Education Board and the US Department of Education.</p>
	<p>1.2. Develop strategies for the achievement of accreditation standards for the academic programs included in the Campus Accreditation Plan.</p>	<p>-Academic programs included in the Accreditation Plan that manage to be accredited, re-accredited or in candidacy</p>	<p>-Approval of the Bachelor of Science program in Nursing by CCNE in the academic year 2017-2018.</p> <p>-Approval of the re-accreditation of the Teacher Education Program by CAEPP.</p>
	<p>1.3. Develop strategies to improve the results of approval of professional revalidation in different disciplines greater than the national level or that required by the corresponding accreditation agency in the first attempt.</p>	<p>-Provide at least 80 percent approval on the first attempt of the nursing professional revalidate at the baccalaureate level:</p> <p>Nursing: CCNE - 80 percent pass in first try at baccalaureate level 70 percent on the first attempt at associate grade level in the Puerto Rico revalidation.</p> <p>-To achieve a 75 percent or more passing in the first attempt of the professional re-education. Department of Education - 75 percent or more.</p>	<p>-Achieve the following approval levels:</p> <p><b>Nursing</b></p> <ul style="list-style-type: none"> <li>• Associate Degree-achieve 70 percent approval on the first try.</li> <li>• Baccalaureate-achieve 80 percent approval on the first try.</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Department of Education 75% or more.</li> </ul>

(Cont'd.)

**Academic Offerings, Accreditations and Internationalization**

Goal	Objective	Indicator	Indicator Percent
<b>Goal 1:</b> Offer academic programs of excellence in the areas of Business Administration, Education, Science, Health, Technology and in Humanistic Disciplines.	1.4 Initiate the offer of academic programs completely in the English language.	- Number of programs approved by the Puerto Rico Education Council and the US Department of Education to be fully offered in the English language.	-Develop at least one distance program completely in the English language.
	1.5 Develop strategies to continue implementing the Internationalization Plan with emphasis on the activities carried out with institutions outside of Puerto Rico and the number / amount of international students enrolled in courses or programs in the campus.  Integrate global competencies into curricular revisions.	Amount of faculty participating in projects of international collaboration in research projects. - Number of incorporation of double degrees as strategy of internationalization of the curriculum. -Increase enrollment of in-person and online program projects at the Orlando, Florida Cyber Center. -Count of existing agreements - Number of students participating in student mobility projects.  - Number of revised programs in which global competences have been integrated.	-Involve at least 5 percent of full-time faculty in research projects. - To take at least two double degrees with international universities. -Increase student enrollment by at least 15% at the Center for Cybernetic Studies in Orlando, Florida. - To achieve at least the validity of 3 to 5 agreements annually. - Increase student participation in student mobility projects in universities outside of Puerto Rico by at least 10%.  -To ensure that at least 10% of the revised academic offer integrates global competencies.
	1.6 Integrate General Education Program courses into academic programs to form an educated person.	-Increase student achievement in Spanish, English, Math, Information Management, and medullar PEG tests by at least 5 percent.	- Get 70% of the students to obtain a 70% or more in the tests of evaluation of the PEG.

(Cont'd.)

**B. Faculty Development and Research**

Goal	Objective	Indicator	Indicator Percent
<b>Goal 2:</b> To increase the development of skills through a program of training, professional training, development of knowledge through research and use of technology.	2.1 Encourage the development of knowledge, skills and attitudes in the faculty through a continuous program of training and professional training.	<ul style="list-style-type: none"> <li>- Number of training activities offered to the faculty through the Faculty Development Plan.</li> <li>- Number of full-time teachers participating in the activities of the Faculty Development Plan.</li> <li>- Number trained of full-time teachers.</li> </ul>	<ul style="list-style-type: none"> <li>-To ensure that 90 percent of full-time faculty participate in the activities offered through the Faculty Development Plan.</li> <li>-Capacitate at least 95% of full-time and part-time faculty.</li> <li>-Registration of trained faculty members</li> </ul>
	2.2 Increase the number of faculty with PhD.	<ul style="list-style-type: none"> <li>- Percent of teachers with a PhD.</li> <li>- Number of financial aid and scholarships granted to teachers to complete studies at doctoral level.</li> </ul>	<ul style="list-style-type: none"> <li>-Increase from 33% to 37% the number of professors to complete task with a PhD in the next 4 years.</li> <li>-Approval of at least 90% of the scholarships and financial aid granted to the faculty for doctoral studies.</li> </ul>
	2.3 Increase the number of professional publications derived from the scientific and social research of teachers.	<ul style="list-style-type: none"> <li>- Percent of full-time professors who publish or make professional presentations.</li> <li>- Percent of proposals for external funds destined for research and other related matters.</li> </ul>	<ul style="list-style-type: none"> <li>-To ensure that 10 percent of full-time teachers publish or make presentations in professional forums.</li> <li>-Provide approval of at least one federal funding proposal for research or research support strategies.</li> </ul>

(Cont'd.)

**Faculty Development and Research**

Goal	Objective	Indicator	Indicator Percent
<b>Goal 2:</b> To increase the development of skills through a program of training, professional training, development of knowledge through research and use of technology.	2.4 Promote the continuous development of the faculty in the use of technology in the teaching-learning process.	<ul style="list-style-type: none"> <li>- Percent of the faculty that incorporates technological tools in the teaching-learning process.</li> <li>- Faculty number that achieves publications of academic research, creative work and the production of instructional materials in refereed journals.</li> <li>- Number of teachers involved in exchange projects as an internationalization strategy.</li> </ul>	<ul style="list-style-type: none"> <li>- At least 90 percent of the faculty incorporates the use of technological tools in the teaching-learning process.</li> <li>-At least 15 percent of full-time and part-time faculty present their research, creative work and publications on and off campus.</li> <li>-Increase the full-time faculty participating in international activities by 5%.</li> </ul>
	2.5 Integrate activities to promote research through the curriculum of different academic programs.	<ul style="list-style-type: none"> <li>-Quantity of academic programs with activities aimed at promoting knowledge through research using the system of added headings in the TK20 platform.</li> </ul>	<ul style="list-style-type: none"> <li>- At least 40% of the academic programs entered in TK20 show activities aimed at evaluating research skills.</li> </ul>
	2.6 Increase the number of full-time faculty participating in research projects.	<ul style="list-style-type: none"> <li>- Percent of full-time faculty active in research projects.</li> </ul>	<ul style="list-style-type: none"> <li>-Keep at least 10% of the full-time faculty active in research projects annually.</li> </ul>
	2.7 Support the faculty in the management of publishing and making presentations in professional forums related to their research projects.	<ul style="list-style-type: none"> <li>- Percent of teachers who publish and make presentations of their research.</li> </ul>	<ul style="list-style-type: none"> <li>-To ensure that at least 10% of full-time faculty publish or make presentations in professional forums of their research.</li> </ul>

(Cont'd.)

**Faculty Development and Research**

<b>Goal</b>	<b>Objective</b>	<b>Indicator</b>	<b>Indicator Percent</b>
<b>Goal 2:</b> To increase the development of skills through a program of training, professional training, development of knowledge through research and use of technology.	2.8 Strengthen the process to continue the publication of the Sapiencia magazine in the Campus.	- At least make an annual publication of the magazine.  - To obtain the accreditation of the magazine.	-To obtain the accreditation of the magazine of the Campus in the next academic year.
	2.9 Increase the number of proposals funded by external funds earmarked for research.	- Number of external funding proposals approved for the development of research projects.	-Increase the number of external funding proposals for research in the next four years by at least 5%.

(Cont'd.)

**C. Student Services**

<b>Goal</b>	<b>Objective</b>	<b>Indicator</b>	<b>Indicator Percent</b>
<b>Goal 3:</b> Develop students who take responsibility for their self-directed learning and co-owners of the teaching-learning process.	3.1 Increase the retention rate among the student population by two percent over the next four years.	-Retirement rate per cohort freshmen.	-Achieve a retention rate of 75% for 1st year students required by the institution.
	3.2 Increase the graduation rate at the baccalaureate level by two percent over the next four years.	-Campus graduation rate.	- Reach graduation rate to 150%...  - Comply with the average graduation time of 5 years.
	3.3 Strengthen direct and supportive services for students.	- Level of satisfaction of the students for the obtained services.	-Increase in the level of satisfaction of the students for the services obtained.
	3.4 Develop co-curricular activities in coordination with academic departments that promote intellectual knowledge, ecumenical values and community service.	- Number of co-curricular activities carried out.	-Increase of at least 3% in the number of co-curricular activities offered per academic year.
	3.5 To increase the number of students participating in boarding schools and exchanges.	-Number of students participating in boarding schools and exchanges per academic year.	-Increase by 5 percent the number of students taking internships and exchanges in the next four years.

(Cont'd.)

**Student Services**

Goal	Objective	Indicator	Indicator Percent
<b>Goal 3:</b> Develop students who take responsibility for their self-directed learning and co-owners of the teaching-learning process.	3.6 Promote the use of academic support services to prevent students from being affected by the Academic Progress Standard.	<ul style="list-style-type: none"> <li>- Percent of credits completed in relation to those attempted.</li> <li>- Percent of Students Receiving Pell Grant.</li> <li>- Percent of students enrolled on a part-time basis.</li> </ul>	<ul style="list-style-type: none"> <li>-AW report. The percentage of credits completed in relation to those tried to overcome is 85.5%.</li> <li>-Report of the percent of students receiving Pell Grant in Guayama 98% first semester 2015-16.</li> <li>- Percent of students enrolled part time in Guayama 9.1% first semester 2015-16.</li> </ul>
	3.7 Development of skills for student development in the world of work.	<ul style="list-style-type: none"> <li>- Loan default rate.</li> <li>- Percent of graduates working according to Study of Alumni.</li> <li>- Percentage of evaluation classified as excellent or good on the academic preparation of the graduates according to the Results of Study of Patrons.</li> </ul>	<ul style="list-style-type: none"> <li>- Reach less of 10.5% of the Loan Default Rate in three consecutive years.</li> <li>-To achieve that 65% the graduates are working according to the results of the Study of Alumni.</li> <li>- Increase to at least 80% the amount of evaluations classified as excellent or good on the academic preparation of the graduates, according to the results of the Study of Patrons.</li> <li>-Employment rate of graduates.</li> </ul>

(Cont'd.)

**D. Management, Organizational Structure, and Finances**

Goal	Objective	Indicator	Indicator Percent
<b>Goal 4:</b> Tailor the Campus toward effective and efficient cutting-edge management trends.	4.1 Comply with the Compliance and Audit Program.	- Percent of compliance in the processes evaluated by the Compliance Program and audits.	-Attend and achieve 100% compliance in the processes evaluated by the Compliance and Audits Program.
	4.2 Continue with the Evaluation Plan in the administrative area.	- Percent of administrative areas included in the TK-20 program.	-Certificate the variables of the areas evaluated in TK 20.
	4.3 Identify new sources of income to maintain fiscal health.	-Increase alternate income in 2 percent of auxiliary and educational enterprises, donations, external resources, among others to comply with the indicators established by the institution.	-Revenue Report.
	4.4 Maintain a satisfactory level in the various items included in the Satisfaction Study carried out at the institution.	-To reach the satisfactory level in the evaluated areas.	-To achieve at least 80% overall satisfaction in the Satisfaction Survey.

(Cont'd.)

**E. Image and Institutional Impact**

Goal	Objective	Indicator	Indicator Percent
<b>Goal 5:</b> Strengthen the bonds of integration between the university and the community, as well as foster the development of collaborative projects with local, national and international entities.	5.1 Encourage the development of community projects and activities.	<ul style="list-style-type: none"> <li>- Number of community activities held.</li> <li>- Number of projects and alliances with the community.</li> </ul>	<ul style="list-style-type: none"> <li>- Achieve a satisfaction level of 8.5 or higher in the overall assessment average on a scale of 1-10.</li> </ul>
	5.2 Develop strategies to promote image and projects in the local and international community.	<ul style="list-style-type: none"> <li>-Quantity of guidelines and promotional activities of offers and services with and without economic charges.</li> <li>- Number of fundraising activities.</li> <li>- Proof of external funding proposals.</li> </ul>	<ul style="list-style-type: none"> <li>-Satisfaction level good to excellent.</li> <li>-Reach at least \$ 21,000 of unpaid advertising annually.</li> <li>- Perform at least 2 fundraising activities per year.</li> </ul>

(Cont'd.)

**F. Infrastructure, Informatics, and Telecommunications**

Goal	Objective	Indicator	Indicator Percent
<b>Goal 6:</b> Compliance with the standards of accrediting agencies, state and federal laws and regulations.	6.1 Maintain a satisfactory level of compliance with current building codes and requirements according to accrediting agencies.	- Percent of citations received.	-Attend 100% of the citations identified during the audits.
<b>Goal 7:</b> Offer educational programs of excellence that harmonize the humanistic, social, scientific and technological elements to form an educated person.	7.1 Strengthen the technological infrastructure and telecommunications to support on-site and distance education for managerial and student service processes.	- Percent of Renewed Software Licenses	-Reach 100% of license renewals.
		- Percent of acquisition, renewal and replacement of computerized equipment.	-Reach a 100% of installations before work commences.
		- Percent of computer equipment in the laboratory installed for the academic program of billing of medical plans in the new facilities of the Inter Humacao University Center.	-Reach 20% of equipment updating.
		- Percent of replacement of computer equipment for nursing, pharmacy and "Learning Center" student laboratories.	-Reach 20% of equipment updating.
		- Percent of replacement of computer equipment per phase in administrative areas.	-Reach 20% of equipment updating.
		- Percent of replacement of computer equipment in teaching laboratories.	-Reach 20% of equipment updating.

(Cont'd.)

**Infrastructure, Informatics, and Telecommunications**

Goal	Objective	Indicator	Indicator Percent
<b>Goal 7:</b> Offer educational programs of excellence that harmonize the humanistic, social, scientific and technological elements to form an educated person.	7.2 Strengthen the technological infrastructure and telecommunications to support on-site and distance education for management and student service processes.	-Number of technical assistance, renovation and repair of computer equipment.	- Support 100 percent of requests for technical assistance and equipment repair.
		- Upgrading of the fiber optics of the intranet network of the Guayama campus and replacement of switches.	-Activate 100 percent of the upgrade.
		-Number of on-site and distance courses that will be used by the recording laboratory for the creation of multimedia resources to enrich them.	-Let 35 percent of the courses have the support of the laboratory.
		-Perception of the quality of customer service of students in on-site and distance learning.	- Achieve a satisfaction level of 8.5 or higher in the overall assessment average on a scale of 1-10.
	7.3 Continue maintenance and replacement of technology and telecommunications equipment.	-Number of security policies at the port level for access to the infrastructure of the campus network.	-To achieve compliance with at least 90 percent of policies.
	7.4 Continue the training of teaching and non-teaching staff on technology and applications aimed at the topic of internationalization.	- Percent of workshops aimed at teaching staff in the creation of multimedia resources to the learning-teaching process.	-Ensure that 85 percent of the staff convened attend training activities.
		- Percentage of workshops to non-teaching staff in new technology directed to management and student service processes.	
- Percent of guidelines on institutional policies applied to administrative and academic work.			

(Cont'd.)

**G. Religious Life**

<b>Goal</b>	<b>Objective</b>	<b>Indicator</b>	<b>Indicator Percent</b>
<b>Goal 8:</b> Promote in the university community an environment oriented towards a culture of peace, fostering the development of ethical-Christian attitudes and values in an academic and ecumenical context. That they promote the companionship, the solidarity and the service to the neighbor directed to strengthen the integral development of the student body.	8.1 Develop the University Chaplaincy Plan.	- Percent of compliance with the University Chaplaincy Plan.	-Achieve that 90% of the Plan includes the development of activities that promote ecumenical Christian values in mind.
	8.2 Strengthening extracurricular activities aimed at promoting a culture of peace based on ethical, democratic values framed in an academic and ecumenical-Christian environment.	-Number of activities performed per year.	- Celebrate at least 50 activities for students.
	8.3 Highlight the quality of spaces for reflection and research on the Christian faith.	-Perception of quality as reflected in satisfaction assessments.	- Achieve a satisfaction level of 8.5 or higher in the overall assessment average on a scale of 1-10.
	8.4 Achieve the quality of the services offered by the Chaplaincy Office to the university community.	-Number of activities, services offered.	-Hold at least 50 activities for the university community in general.
	8.5 Continue promoting the academic offer and orienting the university community on Christian ethical values from an ecumenical perspective inserted in the curriculum with a focus based on spirituality.	-Number of syllabi reviewed to integrate Christian ethical values from an ecumenical perspective.	-Ensure that 80 percent or more of the courses are integrated.

## **H. Future Campus Developments:**

### **Strategic Projects by Areas**

#### **Academic offer, accreditation and internationalization**

1. Remodeling and restructuring of the Student Services building. The remodeling will allow the development of the simulation laboratories for the Nursing and Veterinary Technician programs. In addition to creating around 9 to 10 classrooms with a capacity of 35 to 40 students and the appropriate environment for the teaching-learning process. These rooms will be used by all academic departments of the campus.
2. The relocation of the Nursing Program will allow to gain classrooms for the expansion of the academic offer of technical certificates.
3. Moving the Ryder Extension Project to new physical facilities. They will be relocated to the center of the town of Humacao. The provision of other academic programs such as: the Technical Certification in Health Services Billing, the baccalaureate in Sciences in Nursing, the Associate Degree in Applied Sciences in Radiological Technology, the master's degree in Nursing, among others.
4. The development of doctoral programs is contemplated: Veterinary Medicine, which would be the first program in Puerto Rico and would contribute to the recruitment of foreign students. In addition, it is hoped to develop the Chiropractic degree.

#### **Faculty, its development and research**

1. Development of programs and alliances with other universities that will encourage the development of faculty participation in research projects.

#### **Student Service**

1. Faculty offices and administrative staff will be relocated on the third floor of the Student Services building. The offices of the Academic Senate will also be located with a permanent

room for holding meetings and meetings of the body. This relocation will offer better service to the university community.

2. Development of a program to promote the prevention and promotion of health in our enclosure. As part of the project a program of discernment to promote health will be developed.

### **Religious life**

1. Continue to serve and support the university and external community by providing services and fostering spirituality from an ecumenical-Christian perspective.
2. Identify external funds and donations for the development of new facilities for the Chapel.

**IAUPR – Guayama Campus**  
**I. Academic Offerings/Programs Plan**  
**Academic Years: 2017-2018 to 2020-2021**

Level Post-secondary(p) Undergraduate (u) Graduate (G)	Academic Offering/Program	Proposed Academic Year of Implementation			
		2017-18	2018-19	2019-20	2020-21
Post-secondary (p)	Health Plans Accounting Services Certificate at Inter- Humacao University Center	X			
	Personal Trainer	X			
	Plumbing Technician		X		
	Auto mechanic Technician			X	
	Dressmaking Designer		X		
Associate Degrees (u)	Agro-farming tec.	X			
	Veterinary Technology		X		
	Radiology Technology at Inter- Humacao		X		
	Accounting at the Orlando Cybernetics, Fl	X			
Baccalaureate Degrees (u)	Social Work		X		
	Radiology Technology			X	
	Psychology			X	
	Speech and language therapy				X
	Nursing: Inter- Humacao University Center		X		
	Sports technology			X	
	Veterinary Technology		X		
	Videogame development and design			X	
	Digital Marketing				X
Masters (G)	Public Health		X		
	Social Work				X
	Criminal Justice			X	
Doctorate Degrees (G)	Veterinary Medicine				X
	Chiropractic				2021-22

**J. Internationalization projects 2017-18 to 2020-21**

<b>Category</b>	<b>Project</b>	<b>Activities</b>	<b>Implementation Date</b>
Curriculum Offer and Review	Spanish immersion course through the Continued Education Program and the offering of online and traditional programs at the Center for Cybernetic Studies in Orlando, Florida.	Writing curriculum, creating online curriculum, promoting, recruiting and enrolling students	2017-18
	Offering of the Certification of Surgery assisted by the da Vinci Robot in the city of Panama.	Promotion, recruitment and student enrollment	2018--19
Recruitment and Personnel Trainings	We work on the conceptualization of the internationalization project and the structure of the office to offer the services. A Coordinator will be assigned to strengthen support services for students, faculty and administrative staff	Call, interview, appointment of necessary personnel. Review and integration in the organization chart of the enclosure	2017-18
	Creation and recruitment of the Curriculum Design and multimedia plaza to strengthen the distance education area.	Call, interview, appointment of necessary personnel. Review and integration of services to online offer and on-site support	
Agreements/Consortia	Drafting of agreements with schools and high schools of the Southeast region.	Provide opportunities for high school students to advance courses at university level and to be accredited by our university.	2017-18

**Internationalization projects 2017-18 to 2020-21 (Cont'd.)**

Category	Project	Activities	Implementation Date
Abroad Study Centers	Spanish immersion course through the Continued Education Program and the offering of online and traditional programs at the Center for Cybernetic Studies in Orlando, Florida.	Writing curriculum, creating online curriculum, promoting, recruiting and enrolling students	2017-18
	Offering of the Certification of Surgery assisted by the da Vinci Robot in the city of Panama.	Promotion, recruitment and student enrollment	2018-19

**Educational Enterprises 2017-18 to 2010-2021:**

<b>Projects Being Analyzed</b>	<b>Status</b>	
	<b>Activities</b>	<b>Proposed Implementation Date</b>
Veterinary Program	Vaccines, animal grooming	2019-20
Social Work Program	Community Clinics	2019-20
Health Sciences Program	Community Clinics	2019-20
Radiology Technology at Inter-Humacao University Center	Community Radiology Clinics	2019-20

**K. Infrastructure Projects 2017-18 to 2010-2021:**

<b>Project Description</b>	<b>Project Length</b>		<b>Total Cost</b>	<b>Source of Funds</b>
	<b>Start date</b>	<b>Terminal date</b>		
<b>Minor Projects</b>				
Softball/soccer park relocation	2017	2018	\$60,000	GC budget
Basketball court roof construction	2018	2019	\$100,000	GC budget
<b>Mayor Projects (\$300,000 or more)</b>				
Expansion and remodeling of student services building / classrooms and laboratories.	2016	2017	\$1,200,000	IAUPR Finances
Remodeling of main building campus buildings	2018	2020	\$1,000,000	External funds
Construction of Agriculture and Veterinary programs building	2019	2021	\$1,800,000	External funds
Natural Sciences research laboratory	2019	2020	\$500,000	External funds
Construction of new chapel	2020	2022	\$1,000,000	Donations

**Definitions of Financial Sources:****GC budget:** funds from GC budget.**External funds:** government or private funds proposals.**IAUPR Finances:** finance with institutional funds.**External Finances:** commercial or AFICA finances.**Donations:** cash or generic donations.

The Puerto Rico Industrial, Tourist, Educational, Medical and Environmental Control Facilities Financing Authority (AFICA by its Spanish acronym)