

UNIVERSITY OF PUERTO RICO
ADMINISTRATION OF REGIONAL COLLEGES
BAYAMON TECHNOLOGICAL UNIVERSITY COLLEGE

FOLLOW UP REPORT



1982

FOLLOW-UP REPORT

TO

COMMISSION ON HIGHER EDUCATION
MIDDLE STATES ASSOCIATION OF
COLLEGES AND SECONDARY SCHOOLS

Presented by: The Bayamón Technological University College
of the University of Puerto Rico
at Bayamón, Puerto Rico

Date : October, 1982

Commission action which preceded this report:

At its meeting on February 28, 1982 the Commission on Higher Education voted to reaffirm the accreditation of the University of Puerto Rico Bayamón Technological University College and to request a report by November 1, 1982 to include evidence that:

1. planning is taking place at the college level;
2. a well-conceived management system is in place which collects data on a systematic basis, including follow-up information on students as well as finances;
3. faculty are regularly involved in the decision-making process as it relates to academic matters normally within their province and in keeping with the overall administrative processes of the University/Regional College system;
4. further attention has been given to a program for serving the students and faculty to include, but not be limited to, counselling and advising, systematic communication, safety and general welfare;
5. the bachelor's degree programs are progressing satisfactorily.

Date of evaluation team's visit:

November 16th through the 19th, 1980

The Chairman of the evaluation team was:

Dr. James A. Odom, Jr., President
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T A B L E O F C O N T E N T S

	<u>PAGE</u>
ACKNOWLEDGEMENT.....	i
INTRODUCTION.....	iii
THE COLLEGE PLAN.....	1
THE STATUS OF THE COLLEGE MANAGEMENT INFORMATION SYSTEM (MIS)...	9
FACULTY PARTICIPATION IN THE INSTITUTIONAL DECISION-MAKING PROCESS AS IT RELATES TO ACADEMIC AND ADMINISTRATIVE MATTERS.	12
STUDENTS AND FACULTY: SERVICES, SYSTEMATIC COMMUNICATION, SAFETY AND GENERAL WELFARE.....	16
THE BACHELOR'S DEGREE PROGRAMS.....	20
OTHER DEVELOPMENTS.....	31
SUMMARY AND CONCLUSIONS.....	33
APPENDIX: FOUR-YEAR DEVELOPMENT PLAN.....	34

A C K N O W L E D G E M E N T S

The Completion of this report is, among other things, an extensive exercise in resource utilization. Many individuals cooperated in the making of this report.

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The contribution of all these persons is gratefully acknowledged.

I N T R O D U C T I O N

The objective of this follow-up report is to act as a memorandum to the members of the Commission on Higher Education in reference to the subjects on which they expressed interest and concern. The presentation focuses mainly on the efforts exerted by the College in trying to:

- a. execute strategies relative to the institutional plan implementation;
- b. implement a management system to collect student and finances data on a system basis;
- c. stimulate the involvement of the faculty in the decision-making process as it relates to academic matters and to the overall administrative process;
- d. organize and coordinate a counselling and advising program that will assist faculty and students and enhance the general welfare of the College;
- e. assess the progress of the bachelor's degree programs.

In addition to the information on the main areas referred to in the Commission's reaccreditation letter, other developments which are considered worth mentioning are included.

The College Plan

In order to analyze the planning process which is taking place at the College, the reader is invited to refer to the Four-Year Development Plan in the appendix. The plan was devised based on the establishment of goals with their corresponding objectives and general strategies. In analyzing the plan, the numerical sequence of objectives and strategies is followed.

Academic Areas

1.1.1. There is no Center for Faculty and Staff Development, but various professors have received training in pedagogical techniques by means of seminars and workshops. The Consortium of Regional Colleges for Institutional Development offered a total of twenty-one workshops which were funded through section 301 of the Title III--Institutional Aid--of the Higher Education Act of 1965. Among the areas covered were Computer Assisted Instruction and Personalized System of Instruction.

The College library provides appropriate professional periodicals and journals dealing with teaching techniques.

1.1.2. A questionnaire was prepared to identify the faculty's areas of interest. Two conferences, for the professional advancement of the faculty, were organized and paid by the Institution.

1.1.3. Nineteen percent of the professors have attended professional meetings of organizations related to their academic areas. Although each department has its own set of eligibility criteria to select faculty members to attend such meetings, there are no college-wide written criteria.

1.1.4. In reference to this objective, the Electronic and Secretarial Sciences Departments have developed a close relationship with the industrial sector.

The other departments are designing activities to achieve this objective. There is an advisory board with representatives from the industrial sector that has met with the administrators of the Institution. This board must be restructured to include faculty representatives.

1.2.1. In the aforementioned study of the faculty's needs and interests, such wants were clearly identified. Aside from the workshops and seminars directed to satisfy such needs, the faculty is periodically informed about other professional development opportunities. This information intends to match professional development opportunities with the needs and interests reflected in the questionnaire filled out by the faculty. The Institutional Personnel Committee establishes the criteria for eligibility of professors to receive financial aid for further studies. At present, 3.7 percent of the faculty members have economic assistance and/or license to pursue higher level studies.

1.2.2. The Chemistry Department plans to assign two professors to conduct active research within the University system sometime during the next semester. The possible research areas are food technology and environmental carcinogens analysis. The release time for the selected professors will be equivalent to two credit hours. There is a lack of facilities and equipment for sophisticated research projects, but the University has acquired the essential equipment needed for basic research projects. Although the College has an adequate library, it does not meet the standards for specialized research. On the other hand, the College has adequate facilities to hold professional meetings and other activities related to faculty research areas.

1.2.3. Some of the professors in the technical programs are involved in the updating of their professions. This is achieved through retraining in the industrial branch in which they specialize.

1.3.1. There is an implicit personnel code of ethics. However, there is a preliminary professional code of ethics report to be submitted to the Academic

Senate for its approval. In addition to this, there is an established set of criteria for equity in the distribution of time and course assignments among the faculty members. Furthermore, decision-making committees have been created within various departments.

1.4.1. The present faculty evaluation process is being revised. A faculty evaluation proposal will be submitted to the Academic Senate for approval. A procedure for promotion based on merit points has been in use since the last academic year. This year this procedure is being revised by the whole faculty. The faculty recommendations will be used by the Institutional Personnel Committee in the construction of the final form of this document. There are effective faculty selection and retention procedures so as to guarantee the needed qualified faculty. These procedures are in the process of revision in order to improve their efficiency. Acknowledgement of significant faculty contributions in the area of innovative teaching methods must be worked out more efficiently. There is an established mechanism for acknowledging significant contributions of faculty members which is specified in the University System By-laws. However, it must be adapted to fit the special characteristics of a young faculty like ours that is primarily concerned with teaching rather than with pure research.

1.5.1. There are statistical data on the use of classrooms, faculty offices, didactical materials used by the various departments and classroom, office furniture, and equipment. The data have been analyzed for classroom utilization purposes. Aside from this analysis, the data on other areas have been compiled, but they have not been analyzed.

1.6.1. The Biology Department as well as the Computer Sciences Department have created faculty committees that will revise and update programs and course offerings. Production Engineering and Engineering Technology Departments are in the process of creating this faculty committee. The Dietetics Department has

already revised its program. The revision process instilled awareness of the fact that the department should consider changing its perspectives in order to fulfill the industrial and governmental community needs. The Biology Department has incorporated two new courses to its curriculum: Botany and Immunology. Said department is presently in the process of updating its program in accordance with the offerings of the biology departments of the other regional colleges. The Biology Department developed a proposal for students that will pursue health-related careers. This proposal must be modified in order to coordinate it with the requirements and regulations established by the Health Department of the Commonwealth of Puerto Rico. The Biology Department has requested input from the various departments it serves in order to coordinate biology offerings.

1.6.2. Most of the College departments have identified the audiovisual materials needed for each course. The Audiovisual Department has examined and evaluated its present materials. Requests for the acquisition of new materials have been submitted to the administration. The Chemistry Department and the Biology Department use between fifteen to twenty percent of audiovisual resources. The English Department uses seventy-five percent, and the Secretarial Sciences and Education Departments' usage of audiovisual aids ranges between ninety to ninety-five percent.

1.7.1. Statistics on the percentage of failures and withdrawals from mathematics, Spanish and English courses have already been compiled and are being analyzed. The Special Services Program, a program funded with federal funds, has a center for the development of basic mathematical and bilingual skills. The students attending the center are offered the opportunity of receiving tutoring in each one of the basic areas. The center has qualified learning skill specialists who can administer diagnostic tests to the participating students.

1.8.1. The Education Department has decided to incorporate the four-year program in Educational Technology under the program of Early-Childhood Education (refer to objective 1.8.2. in the appendix).

1.8.2. The Education Department has submitted a proposal for a four-year program in Early-Childhood Education. The proposal is now under the scrutiny of the Academic Board.

1.8.3., 1.8.4., 1.8.5., 1.8.6. Several strategies for the achievement of these objectives are still under consideration.

1.8.7. The Chemistry Department is not offering new chemistry courses for non-science major students. However, a few Production Engineering Technology students have taken chemistry classes as part of their program. Nonetheless, these classes are not specially designed for these students. A course designated Energy Problems was offered for a short time. The approach of this course was not chemistry centered. The course was a three-hour course for students enrolled in technological programs. The course was offered by the Government Energy Conservation Program. The instructor of this course was paid by the College while the Office of Energy of the Governor paid for the materials and equipment.

1.8.8. Various strategies for the achievement of this objective are being scrutinized.

1.8.9. The Chemistry Department has organized a committee to plan and design the curriculum of the Chemical Technology Program. The curriculum may include a two or four-year program in pure environmental chemistry or a program combining chemistry and engineering.

1.8.10., 1.8.11., 1.8.12. Various working schemes for the achievement of this objective are still under consideration.

1.8.13. The Humanities Department has developed a chorus and a drama course, and there is a plan to evaluate the degree of acceptance of these new courses.

1.8.14. The Humanities Department has organized a theater group. A chorus leader has been appointed, and the chorus group is in the process of being organized.

1.8.15. The Continuing Education and Extension Division has submitted a proposal for endorsement to the Academic Senate. There is a plan to offer credit courses during the evening hours and on Saturdays. The courses pertain to the humanities, industrial, and technological areas as well as to other areas that respond to the various community educational needs. A written request for an assistant to the Director of the Continuing Education and Extension Division and an additional secretary was submitted to the Administration of Regional Colleges. The role of bursar was undertaken by one of the employees in the program. The present storage facility, designed for the safekeeping of equipment and materials, has not been improved due to a lack of funds. The curriculum of the Continuing Education and Extension Division was revised, and new courses are being offered. Some of them are the following: upholstery, percussion, chess, and physical education for handicapped children.

1.8.16. The Physical Education Department has recently initiated a four-year program with emphasis in special education. The program operates with matched funds from the federal and the state governments. An additional professor was contracted to coordinate the program.

Administration

2.1.1. The College administration purchased four deck writers (model III LA-120) that will be connected with the main computer located at the Administration of Regional Colleges. The deck writers are going to be placed at the following administrative divisions: the Accounting Office, to process information related to bills from the Bursar's Office; Receiver's Office; the Administrative

Affairs Office, to process data related to physical resources, itemized property inventory, personnel, and general budget; the Academic Affairs Office, to process data about course programs, sections and faculty schedules; the Student Affairs Office, to process admissions and scholarship data; and the Registrar's Office to update, retrieve, and maintain student files. Some of the above data is currently collected manually and then processed at the Administration of Regional Colleges. However, the statistical analysis produced at this level consists of basic tabulations and cross-tabulations.

2.1.4. There is a need for the establishment of an Institutional Research Office. The request for the establishment of this office is included in next year's budget and encompasses funds for secretarial and statistical services. With the aid of a computer terminal, this office will compile, unify, process, and interpret institutional data.

2.2.1. Several strategies for the achievement of this objective are still under consideration.

As an approach to general strategy 2.3.1, a petition for permanent improvements was submitted to the Council on Higher Education, but the lack of economic resources has hindered its achievement.

2.3.1.2. The accomplishment of this strategy is in progress. Temporary cafeteria facilities will be completed by next semester. The Ponce Regional College administration originally offered to donate additional modular facilities to the College, but it is no longer in the position to do so; thus, strategy 2.3.1.3 is not feasible.

Deficiencies in economic resources are hampering the fulfillment of strategy 2.3.1.4.

2.3.2, 2.3.3. These objectives are still in the planning stage.

2.3.4. Several options on strategies 2.3.4.1 and 2.3.4.2 are being considered.

2.3.4.3. The physical resources engineer is correcting the different problems relative to the air conditioning system.

There is no formal committee assigned to work on the design of a plan to implement strategy 2.3.4.4; however, the physical resources engineer is working along with the maintenance crew in an attempt to correct some of the electrical system faults.

2.3.5. The future Institutional Research Office will initiate a series of studies relative to maintenance, construction, and utilization of facilities as soon as it starts its operations.

The Students

3.1.1. There is not an organized approach for the fulfillment of this objective. However, all the departments are working toward its achievement. New courses have been designed by the different departments to meet the students' basic academic needs.

3.1.1.2. The English, Mathematics, and Spanish Departments have developed remedial courses to improve the students' knowledge relative to basic academic skills.

3.1.1.3. The number of audiovisual resources has been increased in areas such as Education, Biology, English, Secretarial Sciences, and Chemistry. Several departments are developing learning modules that will constitute alternate modes of learning experiences; for example, the Chemistry department is using the Personalized System of Instruction Technique (P.S.I.).

3.1.1.4. A considerable portion of the faculty is working on the development of this strategy.

3.1.1.5. Faculty members in each department are working toward the accomplishment of this strategy.

3.1.2.1. There are going to be intramural tournaments this year.

3.1.2.2. There are many new student organizations such as Chemistry Club, Travel Club, Spanish Club, and AISEC (Business Administration and Computer Sciences Students Organization). AISEC assists students in getting jobs and plans seminars and programs for job exchange between different countries. Other student organizations are Dukimé (a theater group), Phi Epsilon Chi Fraternity, Future Analyst and Programmers Organization (AFAP), Orientation Organization (composed of a group of students that help in student orientation programs). An Alumni Association is in its initial organizational stages. A college-wide chorus will begin performing next year. At present, there is an informal chorus group which includes students, professors, and other personnel.

3.2.1.1. The urgent need for placing students in the job market prompted the organization of our new Student Placement Office.

3.3.1. There is not a formal master copy for every concentration program. However, the Orientation Office provides the students with information on alternatives for selecting their concentration. Some departments, such as: Business Administration, Computer Sciences, Electronics, Humanities, Secretarial Sciences, Education, and Biology have written programs with a comprehensive guide of courses that students must complete. Other academic departments have designated faculty members as academic counselors to advise the students enrolled in the various departmental programs.

The Status of the College Management Information System (MIS)

A sound management system for collecting data on a systematic basis is needed for administrative planning and decision-making processes. The information needed for a higher education institution to function can be divided into three levels:

- a. data for management decisions and planning,

- b. information for control, and
- c. data for operations.

Of these three levels, the third is the most elemental and consists of pieces of information needed for basic office-work payroll, student records, and financial transactions. The next level of complexity in a management information system is the second, and it uses information for control. It is comprised of information needed to put into effect administrative decisions and policies. The most complex level in a system for managing data is the first level in which data is used for the formulation of management decisions as well as for developing plans and policies.

The basic and intermediate levels of a management information system are already in place in the Bayamón Technological University College.¹ However, this is not the case across all the different administrative offices. A brief review of the data manipulation by several college divisions with finances will exemplify the lack of coordination among the subsystems within the management information system.

In the area of administrative affairs, there is a series of fragmented reports that provide this office with data for operations and, in a limited respect, for control. Some of these special reports are the following:

- a. Report on general material and printing expenditures. (This report is submitted every semester).
- b. General institutional expenditures report. (This report includes data on items such as energy and telephone bills, fixed maintenance contract bills, and fixed rent of machines).

The Office of Administrative Affairs is planning to establish other reports such as an insurance expenditures report and a report on academic support. A planned expansion of the Office of Administrative Affairs envisions the inclusion of

¹Please refer to the prior section of this report for details in terms of planning and other developments relative to the College's management information system.

an Institutional Research Office that should start its organization and function in the second semester of the 1982-83 academic year.

The Personnel Office (which reports to the Office of Administrative Affairs) has a basic faculty and staff data file that is used primarily for clerical functions. However, the Administration of Regional Colleges is developing and trying a series of computer programs which will manage the faculty and staff files at least at the control level.

Another area under the Office of Administrative Affairs is the Purchasing Office. As with the Personnel Office, only a basic file of active and passive accounts is maintained. A new development that should be mentioned in relation with the Purchasing Office is that the purchasing order form has been modified to improve the efficiency of the purchasing process. The process of accounting remains under the control of the Administrative Affairs. The Accounting Office maintains basic operational data and develops operational reports every three months.

Most of the data on enrollments, class offerings, and faculty workloads are handled through the Office of Academic Affairs. The use of these data is mainly operational and in some cases is managed for control purposes. However, there is a lack of analytical reports in terms of instructional unit costs that could be used for short and long range planning purposes. In addition, there is a need for studies in terms of efficient workloads, comparative program demand, curriculum evaluation, community needs assesment, educational outcomes, and student achievement.

In general, as it was described above, the College has the basic operational files needed for the implementation of a management information system. The specific goals and objectives of the system need to be pinpointed. At present, the fragmented system may sustain adequate clerical operations, but it does little

to provide information for decision-making and planning. The development of an integrated information system for management decisions requires input from many sources. The College has the specialists in the different source areas--decision theory, information theory, systems analysis, and operations research. They can constitute the technical assistance that the system designers would need.

Faculty Participation in the Institutional Decision-Making Process as it Relates to Academic and Administrative Matters¹

Participation at the Administration of Regional Colleges Level

The participation of the faculty at the Administration of Regional Colleges System is provided for through two main policy-making entities.

Academic Senate - At this level of administration, faculty participation relative to academic and administrative matters is achieved through the Academic Senate. Five of its members are professors elected in each college for three-year terms. Because library directors are considered as part of the faculty, a representative of the library director has a position in the Senate.²

The functions of the Academic Senate are expounded in the University of Puerto Rico General Standing Rules (April, 1981, p. 29).

Administrative Board - The next level of faculty participation within the Administration of Regional Colleges is Channeled through the Administrative Board. One faculty member per college is elected by the faculty for a two-year term. The functions of the Administrative Board are described in the University of Puerto Rico General Standing Rules (April, 1981, p. 37).

Participation at the College Level

College level participation is more direct and provides more means and modes of faculty involvement. Each manner will be discussed briefly.

Academic Board - The Academic Board allows for participation of five senators elected by the College faculty. The director of each department is a member of this board as well. The primary function of the board is to advise the Dean-Directors of the Colleges in the academic areas and other matters related to proper operation of the institution.

¹For the sake of brevity administrator's participation in the decision-making process will not be discussed here. The reader is referred to the University of Puerto Rico General Standing Rules of 1981 for a more in-depth description of the process.

²The President of the University of Puerto Rico appoints a coordinator for all of the libraries of the University System.

College Board - Faculty participation within the College Board includes the following:

- a. three faculty members elected by the faculty as a whole;
- b. other board members from the faculty include a chairperson from the technology departments elected by the technology professors and a chairperson from the transfer programs departments, elected by the transfer programs professors.

One of the functions of the College Board is to advise the Dean-Director of the College on matters concerning the Administrative Board. It also acts as an advisory body for budget development, institutional auditing, systems and procedures development, activity scheduling, institutional studies and projections, and personnel management.

Purchasing Board - Professors' participation on the Purchasing Board is assured through the election of two members from and by the faculty as a whole. The primary function of the Purchasing Board is to select supplies according to bids when a particular purchase involves over two thousand dollars per item.

Discipline Board - The College faculty as a whole elects two professors to serve two-year terms on the Discipline Board. The fundamental function of the board is to counsel the Dean-Director on courses of action to be taken in the event of student misconduct.

Institutional Personnel Committee - Further faculty sharing in the decision-making process is evidenced by the incorporation of one member of each departmental Personnel Committee into the institutional-level committee. Other academic members include between one and three members selected by the Dean-Director. The major function of this committee is to advise the Dean-Director on personnel appointments, promotions, leaves, tenures, transfers, and allowances. The committee's suggestions are based upon the reports and recommendations made by departmental personnel committees. Recommendations to the Dean-Director can also be made based on the evaluations carried out by the Institutional Personnel Committee.

Academic Progress Committee - Faculty participation on this committee is achieved through the inclusion of two professors elected by the College faculty. The principal function of this committee is to determine whether students on academic suspension can receive probationary status.

Transfers and Readmission Committee - Four professors are appointed by the Dean of Academic Affairs to form part of this committee. The committee evaluates student applications for readmission, transfers, and multi-college registration.

Grade-Change Committee - Four professors appointed by the Dean of Academic Affairs constitute this committee. It evaluates the petitions for change in grades presented by professors. The committee submits its recommendations to the Dean-Director for approval. The Registrar's Office is later notified regarding the committee's decision.

Faculty-Library Committee - This committee is composed of librarians, non-librarian faculty members, and students. Among the functions of this committee, the following are the most prominent:

- a. to keep the academic community informed about the Center's services, objectives, and policies;
- b. to stimulate and promote faculty and student interest in the Learning Resource Center;
- c. to advise the Dean-Director on the implementation of the general policies of the Learning Resource Center;
- d. to keep the Dean-Director informed on new developments in the Center;
- e. to help evaluate whether the Center's needs and objectives are being met;
- f. to promote faculty involvement in the evaluation of the Center's resources, and to encourage faculty members to recommend materials for the enrichment of the collection;
- g. to coordinate the Learning Resource Center's activities with the various academic departments.

Participation at the Departmental Level

The Dean-Director of the College consults the faculty members of a given department during the process of chairperson selection. The selection process is described in the University of Puerto Rico General Standing Rules (April, 1981, pp. 66-67). In addition this, faculty members participate in the decision-making process pertaining to the operations of the department. This includes faculty participation on departmental standing and ad hoc committees. Each of the departmental standing committees will be discussed briefly.

Personnel Committee - This committee is composed of three professors elected by the members of the department. The specific duties of this committee include:

- a. evaluating the professor's performance in class;
- b. assessing the professional activities of professors who are being considered for tenure or promotion and submitting pertinent recommendations;

c. submitting recommendations for contract type modifications.

Curriculum Committee - This committee amends the department curriculum to include revisions, new courses, and textbook selection.

Professional Development Committee - The purpose of this committee is to organize conferences, seminars and other types of activities contributing to professional growth.

Library Committee - The functions of this committee are similar to those discussed under College Faculty-Library Committee.

Proposal Committee - The goals of this committee vary in accordance with the needs of each department.

Admissions and Transfer Committee - This Committee exists only in departments with transfer programs. Its function is to analyze student's records in accordance with transfer regulations.

Pre-registration and Registration Committee - This committee assists the department chairperson in organization of the pre-registration and registration activities.

Follow-up Committee on Graduates - This committee exists only on those departments with bachelor's degree programs. It prepares and administers questionnaires to learn about graduates' post-college educational status. The main purpose of the follow-up studies is to determine the efficiency of the programs as they relate to manpower demand.

Laboratory Committee - This committee determines and requests needed laboratory materials and equipment and constantly seeks faculty input evaluating the status of laboratory services, exercises, materials, and physical plant.

Statistics Committee - This committee collects and tabulates grade statistics for various reports and studies.

Students and Faculty: Services, Systematic Communication, Safety and General Welfare

A questionnaire was developed to ascertain the College determination to put into effect systematized services for the faculty as well as for the student body. The questionnaire focussed on the administration post-self-study efforts directed towards achievement of this objective. The questionnaire was submitted to nineteen College officials--associate deans and department directors--fifteen of whom completed the questionnaire for a seventy-nine percent response. The most salient findings of the investigation will be briefly discussed. They will be described under the following headings: services, systematic communication, and safety and general welfare.

Services

Students. - Title III of the Higher Education Act of 1965 provides federal funds for the implementation of programs directed toward strengthening student services. The College is making use of these funds through the Student Special Services Program. This program provides tutoring and mini-workshops for freshman students with educational deficiencies in the areas of English, Spanish, mathematics, biology, chemistry, and physics. In addition to the services offered by the program, the Spanish Department provides supplemental tutoring for students. In an effort to improve students' academic achievement in chemistry, the Chemistry Department has implemented the Personalized Instruction System (P.S.I.) in Chemistry 3001. This constitutes an innovative teaching strategy which attempts to make chemistry more comprehensible to students.

Student academic counselling is not offered in the same manner throughout the departments. In some departments, a professor is appointed to carrying academic counselling. In other departments, the counselling activities are carried out by each professor according to his field of specialization. In the various

departments with high student enrollment, a professor can receive compensation for his academic counselling activities. The Humanities Department reported that an evaluation sheet is prepared for each student. Each time the student receives academic counselling, pertinent information is logged.

Faculty. - Administrative funds have been designated for in-service training, conferences, seminars and workshops for faculty members. In addition, the College, along with the other regional colleges, established an Institutional Development Consortium. The consortium (funded through Title III, section 302 of the Higher Education Act of 1965) provides funds for faculty development activities.

Many faculty members have attended special workshops organized by the Audiovisual Services of the Learning Resources Center. Through these workshops, the faculty members have developed their abilities in using simple visual aids. In addition, the Audiovisual Services personnel assist faculty members in the use of basic audiovisual equipment.

Several departments are actively involved in the organization of symposia and seminars for faculty professional development. To this effect, most of the departments have organized a departmental Professional Development Committee.

Systematic Communication

Systematic communication within and among the various departments is carried out through diverse means. Communication among the members of a department is accomplished by holding a minimum of two monthly meetings. In addition, a series of departmental standing and ad hoc committees allow for efficient intra-departmental communication. Inter-departmental communication is achieved through memoranda, circular letters, and inter-departmental monthly meetings.

Safety and General Welfare

Safety - The Continuing Education and Extension Program has initiated a series of mini-workshops relative to first aid practices. The workshops are offered to all College personnel as well as students.

The building which houses the chemistry and biology laboratories does have safety hazards. However, the Office of Administrative Affairs has embarked on a project to improve the environmental conditions in these laboratories. In the same vein, the Chemistry Department has organized a Committee on Health Security to study possible safeguards.

The staff of the Physical Resources Office is outlining a College emergency evacuation plan. Emergency evacuation signs will be posted next semester. In addition, written instructions have been given to all custodians that all doors should remain open during regular working hours.

General Welfare - The problem of course credit transfer between the College and other higher education institutions is under consideration in various departments. Some departments keep a record of the courses which are transferable to other institutions. Other departments have carried out studies relative to possible inter-institutional course credit transfer. Several of the basic skills departments--Spanish, English and Mathematics--are administering diagnostic tests to freshman students enrolled in first semester courses. Linked to this effort is the Education Department proposal for the development of an Alternative Learning Center. The Center's emphasis will be on providing multiple learning experiences to the students who request assistance.

In an attempt to ease pre-registration hurdles, the Department of Business Administration designed a departmental student information form for internal use. Tabulation of completed forms will assist the department chairperson in determining future demand for courses.

The Word Processing Course in the Secretarial Sciences Department was revised, and a Word Processing Laboratory has been established to provide students with additional practice.

Although funds for physical facilities and expansion are scant, the College gymnasium area has been extended. As mentioned elsewhere in this report, new Cafeteria facilities are under construction.

Lack of economic resources have prevented the physical expansion of the institution. However, offices are being re-structured to provide more office space for the professors. Secretaries have been assigned to individual departments, and appropriate office space has been allocated.

The Bachelor's Degree Programs

The approval of the four bachelor's degree programs at the College is a source of pride. In August, 1979, the College initiated the technical baccalaureate degree programs in Computer Sciences, Electronics, Secretarial Sciences and Business Administration. The new baccalaureate degree programs precisely represent one more expression of the College's commitment to the community it serves and to the Puerto Rican society in general.

With the purpose of presenting evidence to measure how the bachelor's degree programs are progressing, we have conducted a survey among our graduates. Since the main objective of the bachelor's degree programs is to prepare students with college education in technical areas for professional occupations, our study was focused on the employment of our graduates in the job market.

In order to present our findings, we are dividing the information according to programs:

1. Electronics
2. Business Administration
3. Secretarial Sciences
4. Computer Sciences

Electronics

The bachelor's degree program in electronics is built upon the two-year technical associate degree program which consists of 69 credits to which 66 credits have been added. These additional credits endow the student with understanding of specialized technology and mathematics, increase their knowledge in social sciences and matters related to Business Administration, and also seek to increase their skills in the English and Spanish languages. Two fields of concentration are being offered:

- a. concentration in the area of communications,
- b. concentration in the area of computer circuits.

The enrollment for the bachelor's degree program as of August, 1979, was 49 students, as of August, 1980, 85, and as of August, 1981, 122 students.

Ten students received their bachelor's degree in electronics in May, 1981; twelve in December, 1981, and twenty-three in May, 1982. The following information was based on twenty-two students graduated by December, 1981, twenty of which answered a questionnaire, a 91 percent response. One hundred percent of the responding graduates indicated that they worked during the first year after graduation. Ninety percent of the working graduates reported that it took them 0-3 months to find a job, and only 10 percent indicated that it took them 3 to 7 months. Furthermore, 100 percent of the working graduates hold full-time jobs.

These figures indicate that the graduates from the bachelor's program in Electronics have had no problems in obtaining jobs. It is evident that the electronic department's bachelor's degree program is fulfilling its commitments to the Puerto Rican society. The program enables the graduates to compete in a highly specialized field.

The first job for 40 percent of the working graduates was in the private sector of our economy, and 60 percent began working in government agencies. Fifty percent began work in the field of education and the other 50 percent as service and electronic equipment maintenance technicians. When asked about the relationship between their first job and their bachelor's degree program, a total of 95 percent of the working graduates indicated that their first job was always (90%) or almost always (5%) related to their program. Seventy-five percent of the working students considered that the Bayamón Technological University College gave them an excellent education for their first job, and 25 percent considered that the education was good. Annual salaries for working graduates ranged from \$8,000 to \$18,000 per year. Seventy-five percent of the working graduates earned between \$10,000 to \$14,000 per year.

Areas for Improvement

1. The major limitations that prevent the expansion of academic offerings to fulfill the new demands of industry is the inadequacy of our equipment and the lack of necessary equipment for new courses.
2. The fact that faculty salaries are far below those offered by the private sector makes it quite difficult to recruit and retain highly specialized professors to teach the Electronic courses. This limitation becomes more severe as the degree of specialization of the courses increases.

Observations

The fact that our program has been successful up to now does not lessen the impact of said limitations. A situation like this cannot be maintained indefinitely. The University administration should generate the necessary mechanisms to correct this situation.

Business Administration

The Bachelor's degree program in Business Administration is built upon the two-year technical associate degree program, consisting of 65 to 69 credits (depending on the field of specialization) to which 64 to 70 credits have been added. These additional credits are distributed among art, sciences, technology, and elective courses. These four fields of concentration follow:

- a. accounting,
- b. management,
- c. finance,
- d. marketing.

The enrollment for the bachelor's degree program as of August, 1980, was 438 and as of August, 1981, 387 students. The program had 97 graduates in May, 1981; 34 in December, 1981; and 114 in May, 1982.¹ It is interesting to note

¹By May, 1980, there were 34 students who graduated from the Business Administration Baccalaureate Program. These were students who had completed some baccalaureate level courses before being admitted to the program. This enabled them to complete graduation requirements ahead of time.

that there has been an increase in the rate of bachelor's degree graduates since the program started in August, 1979. Out of a cumulative total of 279 graduates reported between 1979 and 1982, twelve percent graduated during the 1979-80 academic year, thirty-five percent during the 1980-81 academic year, and fifty-three percent during the 1981-82 academic year.

The information that follows was based on the total number of graduates (165) since the inception of the program to December, 1981. They were surveyed through a mail questionnaire. Eighty-nine usable questionnaires (54%) were received. The study shows that graduates of the four-year Business Administration Program have good job opportunities in spite of the existing high unemployment rate. The following figures will serve to support this point:

- a. eighty-two percent of the graduates (135 individuals) found jobs during the first year after graduation,
- b. of those graduates, ninety-two percent (124 individuals) worked as full-time employees,
- c. sixty-seven percent of the graduates (111 individuals) found jobs within three months after graduation,
- d. twenty-nine percent of the graduates (48 individuals) secured a job between three and seven months after graduation.

The study also reveals that sixty-five percent of the working graduates (49 individuals) began working in government agencies. This indicates that the bachelor's degree program is serving both private and public sectors of the Puerto Rican economy.

The fields of concentration which are being offered as part of the bachelor's degree in business administration serve the needs of our business community since our working graduates are employees mainly in accounting (56%), management (16%), marketing (8%), and finance (6%). In the private sector, as in government agencies, accounting graduates receive priority.

Other findings were that sixty-seven percent of our working graduates felt that their work was totally (32%) or very much related (35%) to the academic instruction they received. Furthermore, eighty-one percent of the working graduates felt that the academic instruction they received from the Business Administration Program had prepared them excellently (34%) or well (47%) to perform their first job.

Monthly income for working graduates ranges from less than \$450 to more than \$1,150. Fifty-one percent of the graduates receive salaries ranging from \$551 to \$750. The fact that 36 percent of the working graduates began work with government agencies with low salary scales cannot be overlooked. Lastly, the study indicates that 43 percent of the working graduates work in the Bayamón area and 53 percent in the metropolitan area. This serves as evidence that the College is primarily serving its immediate community.

Areas for Improvement

1. In order to have a standard business administration curriculum for all the colleges of the system, the bachelor's degree program was revised and approved by the Academic Senate of the Administration of Regional Colleges in August, 1981. A committee has been established at the department level to continuously evaluate and revise the course offerings.
2. An assistant director has been appointed for the Business Administration Department. Said director will give special priority to the Academic Counselling Program.
3. The Business Administration's Laboratory is furnished with equipment and some materials. Nevertheless, these facilities have not been used effectively due to lack of administrative funds. There is an imperative need for a laboratory assistant to aid the students in the use of the laboratory facilities. Laboratory material required for business courses must be obtained in order to provide the laboratory with tools that will efficiently serve the needs of the students.

Secretarial Sciences

The Bachelor's Degree Program in Secretarial Sciences is built upon the two-year associate degree program of 73 credits to which 58 credits were added in the

areas of art (18 credits), science (9 credits), technology (25 credits), and non-restricted electives (6 credits).

The enrollment in the bachelor's degree program was 40 students in August, 1979; 83 students in 1980; 86 students in 1981; and 121 students in 1982.

Fourteen students completed the requirements for the bachelor's degree in Secretarial Sciences in May, 1981; 7 students in December, 1981; and 16 students in May, 1982.

Thirty-seven questionnaires were sent (one to each graduate); all of them were returned. The following facts demonstrate value of the Secretarial Sciences bachelor's degree program.

First of all, there was a sixty-four percent increase in the number of graduates in 1982 as compared to 1981. The first job for 100 percent of the graduates interested in working (99 individuals) was a full-time job. Eighty-nine percent of the working graduates secured a job within three months after graduation and eleven percent within three to seven months. A total of sixty-nine percent of the working graduates secured their first job in the private sector of the economy and thirty-one percent in government agencies (see figure 1). This demonstrates that the bachelor's degree graduates have the knowledge and skills demanded by both the private sector of the economy and the government. When asked how well they considered their bachelor's degree had prepared them for their first job, eighty-three percent considered their education excellent and seventeen percent thought they had received a good education. In describing how their first job was related to the courses they had taken in the program, ninety-eight percent considered that it was totally related or very related. Monthly income of the working graduates ranged from \$500 to \$1,100. Sixty-seven percent of the working graduates received salaries ranging between \$650 to \$800 (see figure 2). Lastly, ninety-four percent of the working graduates work in the geographic area served

Percent of
Graduates

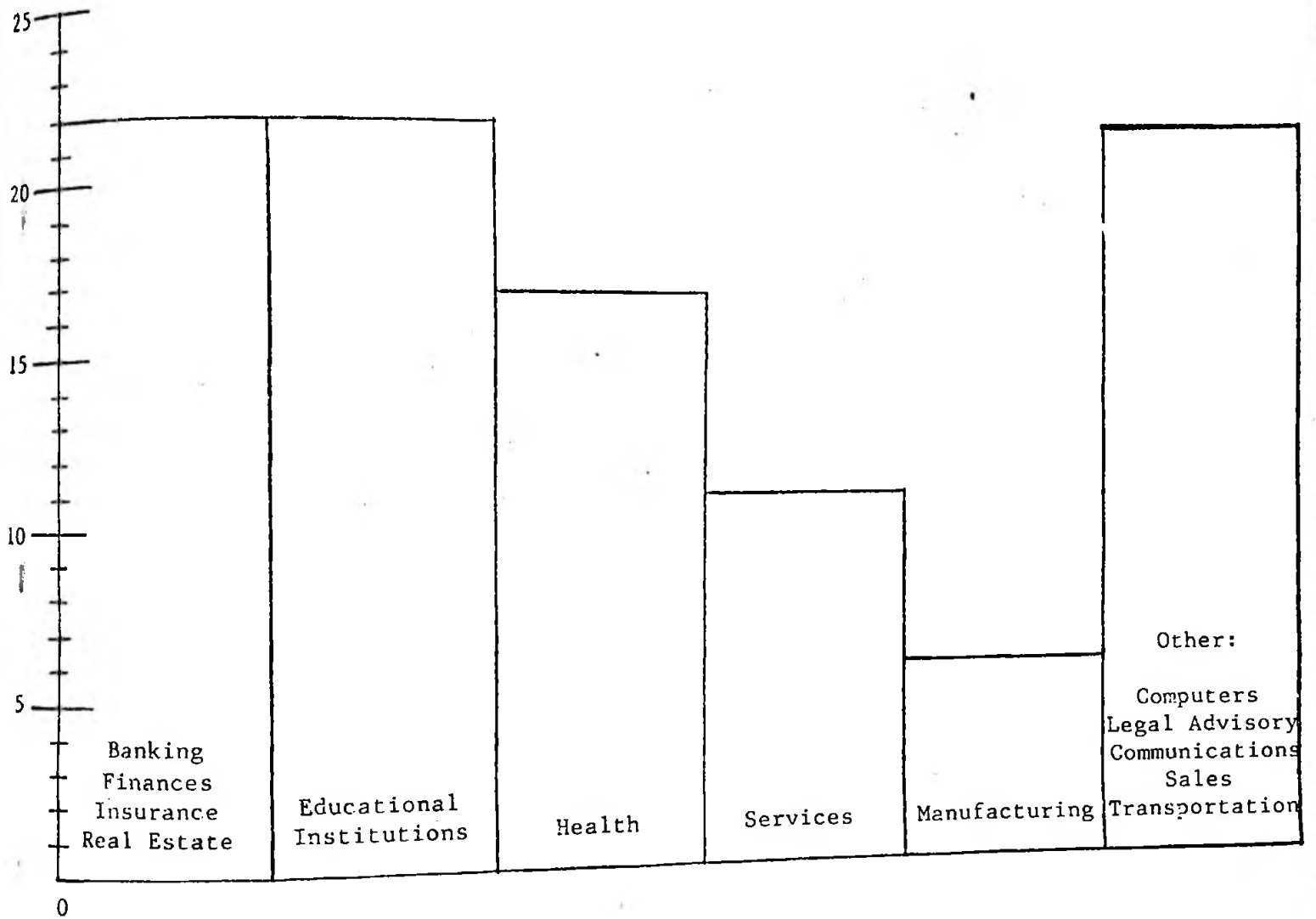


FIGURE 1

PROFESSIONAL SPECIALTY

Distribution of Graduates by Professional Specialty
of Their First Job

Percent of Graduates

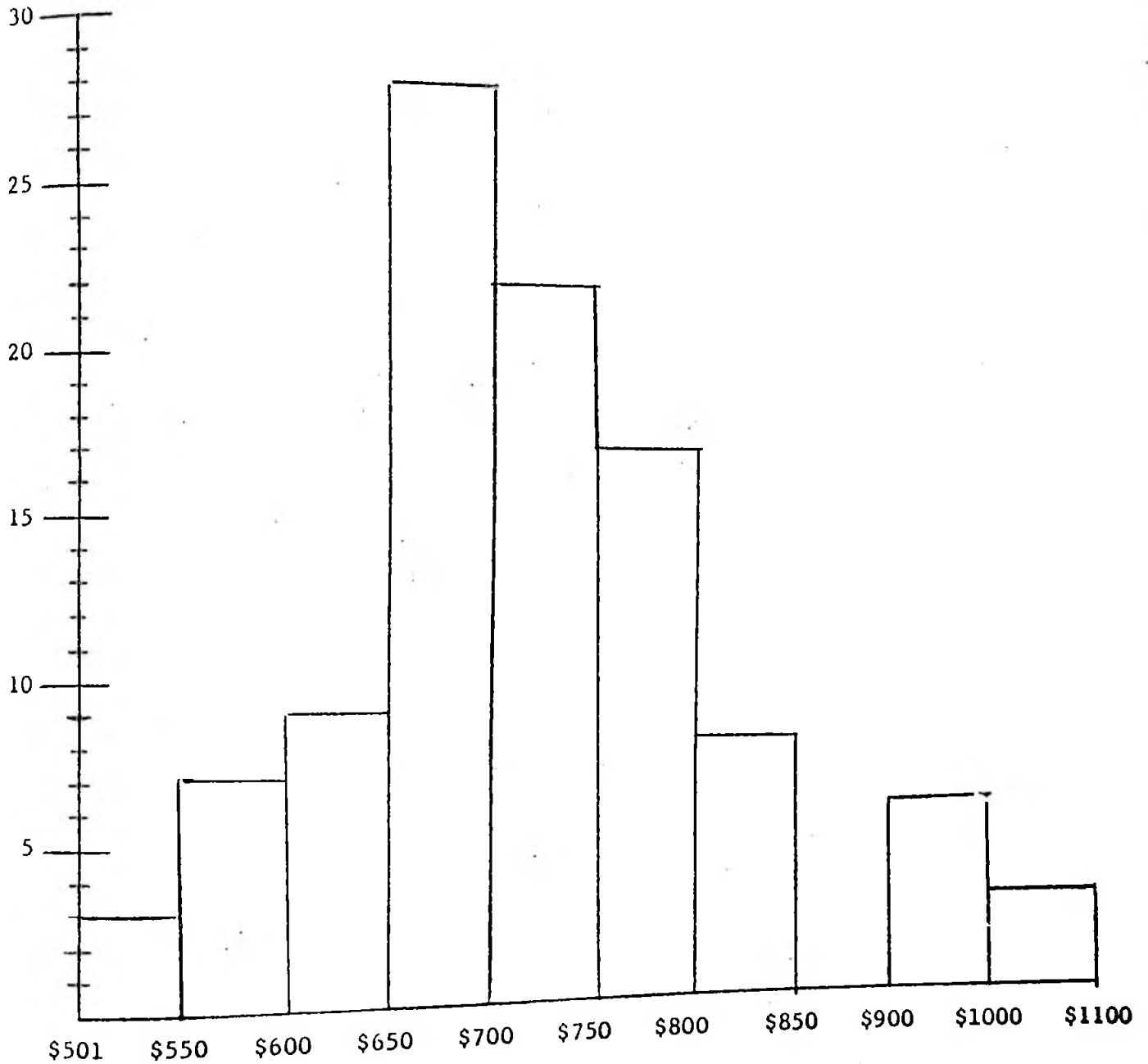


FIGURE 2

MONTHLY SALARY

Distribution of Graduates by Monthly Salaries
Earned in Their First Employment

by the College. Thirty-nine percent in Bayamón and fifty-five percent in the larger Metropolitan area. This last fact serves as evidence that the College is primarily serving its immediate community.

Areas for Improvement

1. Even when the laboratories are equipped with modern equipment for the requirements of our specialized courses, there is a need for additional equipment in order to meet the technological advances which are found in modern offices.
2. The word processing laboratory began operation in 1982 with the purpose of exposing the students to modern technological advances. These advances have created a revolution in the traditional secretarial programs which will have to be revised to include an assessment of current needs.
3. The curriculum should include additional courses in administration, management, and other business fields.
4. Textbooks for specialized courses have not been available. Some professors have gathered educational material for these courses. This has been an exhausting task on the part of the professors who have not received additional benefits for this special job.
5. Some students who qualify for the program have been rejected due to insufficient physical facilities.
6. Evening course offerings are limited. This has prevented the achievement of one of the objectives of the program.

Observations

1. One of the courses, CISE 4045, has been most successful since it gives the student the opportunity to practice in a real work situation in different companies and offices in our community. The department maintains open communication with these companies which have been interested in offering their office facilities as potential secretarial practice center. Eventually, this communication will lead to evaluation and revision of academic offerings. These practice centers have also served as actual sources of employment. In some cases the students obtained their first employment at the same practice center in which they served their internships. This shows the efficiency with which the students performed at practice centers.
2. The Secretarial Sciences Department is the first in Puerto Rico and Latin America to offer a course in word processing as part of the bachelor's degree program in Secretarial Sciences.

Computer Sciences

The Bachelor's Degree Program in Computer Sciences is built upon the two-year Technical Associate Degree Program, which consists of 68 credits to which 66 credits (24 in arts, 8 in science, 22 in technology and 12 in other) have been added.

Fifty-eight students were accepted in the Bachelor's Degree Program for the 1980-81 academic year and fifty-one for 1981-82. Nineteen students received their Bachelor's Degree in May, 1981, and thirty-nine in 1981-82.

The following information is based on forty-two percent of the graduates for 1980-81, was obtained via questionnaire to study and evaluate the Bachelor's Degree Program.

Seventy-five percent of the responding graduates were working. Of these working graduates fifty percent were employed in the private sector and fifty percent in governmental agencies. The fact that twenty-five percent of the responding graduates are not working is due to their continued studies.

This program prepares students for employment in both the government and private sector of the economy. All the working graduates (100%) hold jobs related to their program. Sixty-seven percent of the working graduates earn yearly salaries ranging from \$10,000 to \$15,000 and thirty-three percent earn under \$10,000.

Observations

1. Due to non-competitive faculty salaries--as compared to those of private sectors of the economy--thirty percent of the original faculty has left to work in industry. The difficulties in obtaining adequate faculty have forced restrictions on the enrollment for this program. This situation has been called to the attention of the administration and possible solutions are being considered.
2. Even with limited physical facilities and equipment, graduates are highly rated in the job market.
3. During the past two years new techniques have been incorporated into courses in order to update the program. The research course in Computer Sciences provides students with an opportunity to practice new techniques.

4. A course in Computer Assisted Instruction, offered as an elective, deals with the use of computers in the field of education.
5. In an attempt to provide the faculty with a greater understanding of the field of computer sciences, the department continuously offers computer related conferences and workshops.
6. Commitments to the community are achieved by means of evening courses and special programs for government employees.
7. The Computer Sciences faculty was invited by the Council on Higher Education to participate in the Evaluation of Computer Sciences Programs in other institutions.
8. Some of our graduate students have been hired by computer manufacturers here in Puerto Rico as well as on the mainland.
9. Future plans include the implementation of graphic and simulation courses.

Other Developments

The plans for the future, exposed in the College self-study prepared during 1980, included the addition of a bachelor's degree program in Adapted Physical Education. A federal proposal was to be presented to fund this program. The bachelor's degree program for the preparation of physical education teachers for handicapped children was approved by the Academic Senate of Regional Colleges, and it is scheduled to begin in the 1982-83 academic year. The United States Department of Education has granted \$29,355 to fund three consecutive academic years of the program. The Bayamón Technological University College will match the federal funds with \$60,332 for a total of \$89,687. The Bayamón Technological University College will include this program as part of the 1985-86 institutional budget. This will constitute an assignment to the Physical Education Department of \$41,510 to their actual \$115,486.

The bachelor's degree program of the Physical Education's Department is built upon the two-year associate degree in Adapted Physical Education which has also been scheduled by the Academic Senate to begin in the academic year 1982-83. The associate degree program will do away with the transfer program in Physical Education.

The projected enrollment in the program will be 150 students to which a department director, six professors and a secretary have already been assigned. The faculty-student ratio will be of 25 to 35 students per faculty member.

At present, the principal problem faced by some Physical Education Programs in Puerto Rico is the lack of personnel and the dearth of higher education institutions qualified to prepare such personnel.

The main goal of the Adapted Physical Education for Handicapped Children Program is to provide our students with academic and practical experiences so that they will be able to serve more than 5,806 students with physical limitations

residing in the geographical areas served by the College. This objective goes hand in hand with one of the objectives of our college which is to collaborate with the community it serves in the preparation of qualified personnel required for the socio-economic development of Puerto Rico.

The College projected to implement the third and fourth year of the ROTC Program. The cadets would be able to receive their commission and become members of the National Guard, U.S. Army Reserve and/or the regular U.S. Army. This projection has become a reality, offering the student an option of another career.

The Military Sciences Department of the Bayamón Technological University College commissioned 35 new Second Lieutenants in June of 1981. Seven of these new Lieutenants completed their bachelor's degree and went on active duty with the U.S. Army in the United States. The other 28 Lieutenants remained in Puerto Rico completing their baccalaureate degree while gaining valuable experience and the pay of a Second Lieutenant in either the Puerto Rico National Guard or the Army Reserve.

In June of 1982 the Military Sciences Department commissioned 17 Second Lieutenants with (4) four of them going on to active duty in the U.S. Army while the others remained in Puerto Rico to complete their degree.

The class of 1983 is expected to have 19 Second Lieutenants commissioned from the Bayamón Technological University College.

S_U_M_M_A_R_Y A_N_D C_O_N_C_L_U_S_I_O_N_S

This short follow-up report has described the various developments that have taken place in the College since the Middle States Evaluation Team visit for reaccreditation in May, 1980. It has briefly presented the essential evolvments pertaining to college planning and management system for efficient data collection. It has excerpted developments relative to faculty participation in various aspects of the institutional decision-making process. It has succinctly presented an evaluation of the newly developed bachelor's degree programs and of the services offered to faculty and students.

Following the preceding presentation, it can be concluded that:

- a. although planning is taking place at the college level, some planning areas need further classification and thought,
- b. a well-conceived management method for data collection on a systematic basis needs to be implemented for the analysis and coordination of data produced at various administrative offices,
- c. faculty members are regularly involved in the decision-making process as it relates to academic matters and to the overall administrative process of the College,
- d. further attention has been given to faculty and students' general welfare. However, a comprehensive approach must be implemented to manage this problem.

Finally, it is necessary to indicate that the College's academic community is aware of the never-ending nature of attempting to provide high-quality educational services. Nevertheless, it wishes to reaffirm its commitment to such a laudable objective.

APPENDIX
FOUR-YEAR DEVELOPMENT PLAN

FOUR - YEAR DEVELOPMENT PLAN
 BAYAMON REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES REQUIREMENTS	COST
<p>1. Academic</p> <p>1.1 To maintain the efficiency and expand the capability of the faculty.</p>	<p>1.1.1 By the end of 1985 the institution will establish a Center for the Development of Teaching Strategies, where professors will receive training on pedagogical techniques, by means of seminars, workshops and auto-tutorial methods.</p>	<p>10/82 - 12/85</p>	<p>1.1.1.1 Provide space for the establishment of the aforementioned facilities.</p> <p>1.1.1.2 Select contributing participants for specific workshops on Personalized System of Instruction (PSI), Computer Assisted Instruction (CAI), and other teaching strategies.</p> <p>1.1.1.3 Assemble auto-tutorial modules and video cassettes on pedagogical tactics.</p> <p>1.1.1.4 Select professional periodicals and journals, giving particular emphasis to those dealing with teaching techniques in the different areas of specialization.</p>	<p>1.1.1.1.1 Determine the degree to which the faculty participated in the development of the center, by means of questionnaires.</p> <p>1.1.1.2 Ascertain the degree to which the faculty and other personnel involved in the development of the center, were qualified for this task.</p> <p>1.1.1.3 Ascertain the degree which the material collected was appropriate and sufficient to serve its purpose.</p>	<p>1.1.1 Lecturers</p> <p>Organization of training. Provide center site and remodeling. Tables and equipment for center (mini computer, video camera projectors, graphic equipment, etc.). Consultant. Teachers release time.</p>	<p>\$207,000</p>
	<p>1.1.2 During the academic year 1983-84, and every academic year at least five conferences will be offered by distinguished lecturers for the professional advancement of the faculty.</p>	<p>10/82 - on going</p>	<p>1.1.2.1 Identify the areas of interest of the faculty, by means of a questionnaire.</p> <p>1.1.2.2 Select qualified lecturers on these areas.</p> <p>1.1.2.3 Provide funds to cover the stipends of lecturers.</p>	<p>1.1.2.1 Determine, via appropriate evaluation, whether conferences and lecturers were properly selected and adequate.</p>	<p>1.2.1 Project Director. Lecturers programs.</p>	<p>\$ 30,000</p>

FOUR - YEAR DEVELOPMENT PLAN
 BAYAMON REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES REQUIREMENTS	COST
	<p>1.1.3 By May 1984, 10% of the professors will have attended professional meetings of organizations related to their academic areas, with financial assistance from the institution.</p>	<p>9/82 - 5/84</p>	<p>1.1.3.1 Obtain the necessary funds to provide the aforementioned financial assistance. 1.1.3.2 Establish a set of criteria for eligibility to benefit from this opportunity. 1.1.3.3 Select the faculty members who will attend the meetings, according to the established criteria</p>	<p>1.1.3.1 Determine the degree to which the institution provided financial assistance, through statistical data. 1.1.3.2 Determine the degree to which criteria for eligibility were fair and adequate. 1.1.3.3 Determine the degree to which the faculty availed themselves of this opportunity, by means of statistical data. Present evidence, such as list of meetings attended and of professors attending.</p>	<p>1.1.3 Financial assistance (travel expenses, fees, etc.).</p>	<p>\$35,000</p>
	<p>1.1.4 By the end of 1985 all professors in the technological areas will develop a close relationship with the industrial sector, so they be able to prepare programs and courses more appropriate</p>	<p>10/82 - 12/85</p>	<p>1.1.4.1 Name an advisory board with representatives of the faculty and of the industrial sector to evaluate the technological programs and to make recommendations for their revision and updating.</p>	<p>1.1.4.1 Ascertain the degree to which the advisory board served its purpose by evaluating evidence such as: list of participants, minutes of meetings, and reports submitted.</p>	<p>1.1.4 Travel expenses release time or other</p>	<p>\$ 8,000</p>

FOUR - YEAR DEVELOPMENT PLAN
BAYANON REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES	COST
<p>1.2 To provide the faculty ample opportunities and support to conduct further studies; to develop structures to facilitate their engaging in active research, scholarly writing and professional work, and to promote faculty participation on said activities.</p>	<p>1.2.1 By the end of 1984, the institution will be financially capable of granting, to 5% of the faculty members, economic assistance and/or incentives to pursue higher studies.</p>	<p>on process - 12/84</p>	<p>1.2.1.1 Identify faculty needs and interests, by means of a questionnaire. 1.2.1.2 Obtain the necessary funds. 1.2.1.3 Inform the faculty of the opportunities provided. 1.2.1.4 Establish a set of criteria for eligibility of professors to receive financial aid for further studies. 1.2.1.5 Select the professors who will receive these grants, using the established criteria.</p>	<p>1.2.1 Ascertain the degree to which the offerings were adequately advertised and available to a large segment of the teaching staff. Ascertain the degree to which proper procedures were followed for this activity and if the data collected on faculty needs was reliable and representative. Ascertain the degree to which researches were supported by the institution. Evidence required: List of professors pursuing studies, institutions attended areas of specialization, and degrees sought.</p>	<p>1.2.1 Fellowships and economic assistance.</p>	<p>\$125,000</p>
	<p>1.2.2 By the end of 1984, the institution will grant to six professors at least 20% of their time to conduct active research withing the University.</p>	<p>1/83 - 12/84</p>	<p>1.2.2.1 Identify possible research areas. 1.2.2.2 Select the professors who will engage in research. 1.2.2.3 Grant release time to five professors selected. 1.2.2.4 Provide to researchers the necessary equipment, materials, and reference books, periodicals, and journals.</p>	<p>1.2.2 Evidence required: List of professors engaged in research and their research problems. Records of seminars conferences and professional meetings. Lists of periodicals and journals. List of libraries established and their contents, and research facilities.</p>	<p>1.2.2 Release time. Research assistants, equipment, and materials. General expenses. Journals and technical periodicals. Travel abroad to attend meetings seminars and programs.</p>	<p>\$165,000</p>

FOUR - YEAR DEVELOPMENT PLAN
BAYAMON REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES REQUIREMENTS	COST
	<p>1.2.4 By August 1984, the professors' teaching schedules will be programmed so as to allow them time to engage in professional practice in industry in specific areas related to their teaching practice.</p>	7/83 - 8/85	<p>1.2.2.5 Establish specialized libraries within the academic departments.</p> <p>1.2.2.6 Make the College facilities available for the celebration of professional meetings and other activities related to the academic programs of the institution.</p>	<p>1.2.4 Ascertain the degree to which professors take advantage of their advanced schedules to engage in professional practice by means of questionnaires and personal interviews.</p>	1.2.4 Department chairpersons.	\$ 2,000
<p>1.3 To provide a favorable and congenial atmosphere for adequate performance of the faculty.</p>	<p>1.3.1 By August 1983, each academic department will have established an ethical code for its personnel, prepared by a committee selected for this purpose.</p>	7/82 - 8/83	<p>1.2.4.1 Prepare the professors' teaching schedules to allow them engage in activities outside the university.</p> <p>1.3.1.1 Appoint the ad-hoc committee in each department.</p> <p>1.3.1.2 Gather information on the opinions of the department's teaching and clerical personnel, by means of questionnaires and personal interviews.</p> <p>1.3.1.3 Define the duties and responsibilities of each member of the department.</p> <p>1.3.1.4 Establish a set of criteria for equity in the distribution of time and course assignments.</p> <p>1.3.1.5 Organize decision-making committees within the department.</p>	<p>1.3.1 Evidence required: Copies of questionnaires, record of personal interviews, and table of data collected; copy of ethical code, lists of decision-making committees. Ascertain the degree to which ethical code is accepted by members of department, via a questionnaire.</p>	1.3.1 Professors, department chairmen.	\$10,000

FOUR - YEAR DEVELOPMENT PLAN
BAYAMON REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES REQUIREMENTS	COST
1.4 To establish appropriate and functional methods of faculty evaluation.	1.4.1 By the end of 1985 the institution will revise all its techniques of faculty evaluation.	7/82 - 12/84	<p>1.4.1.1 Revise and review actual evaluation process.</p> <p>1.4.1.2 Recommend new methods of teacher evaluation.</p> <p>1.4.1.3 Establish clear, widely understood and accepted criteria for the renewal of service contracts and the awarding of probationary contracts, tenure, promotion, and leaves of absence.</p> <p>1.4.1.4 Adopt more effective selection and retention procedures so as to guarantee the College the qualified faculty it needs in order to carry out its mission effectively.</p> <p>1.4.1.5 Establish a means of acknowledging significant contributions made by faculty members in the development of innovative and effective teaching methods and techniques, as well as in the implementation of new technology.</p>	<p>1.4.1 Questionnaires for faculty and students concerning their interests and preferences.</p> <p>1.4.1.5 Report on professors using non-conventional teaching techniques. Data on the reaction of students to non-conventional teaching techniques, by means of a questionnaire</p>	1.4.1 Faculty committee, student committee, department personnel.	\$16,000

PLAN - Year Development
 BAYAMON REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES REQUIREMENTS	COST
1.5 To provide adequate facilities, materials, equipment, environment and technology so that the faculty can carry out efficiently their educational role.	1.5.1 Within the next four years, the institution will establish a method for systematically updating the facilities, materials and equipment used by the faculty.	8/82 - 8/86	1.5.1.1 Gather statistical data on the use of classrooms and faculty offices presently available. 1.5.1.2 Gather statistical data on the classroom and office furniture and equipment presently available. 1.5.1.3 Gather statistical data on the didactical materials used by the professors.	1.5.1 Evidence required: Tables on gathered data. Copy of recommendations.	1.5.1 Administration, professors, clerical personnel. Questionnaires.	\$60,000
1.6 To improve the quality of academic offerings.	1.6.1 By August 1984, the academic departments of Dietetics, Production Engineering, Computer Sciences, Engineering Technology, and Biology will revise and update their programs and/or course offerings.	8/82 - 8/84	1.6.1.1 Create faculty committees in each department for this purpose. 1.6.1.2 Identify the changing needs of the academic community by means of questionnaires and of personal interviews with directors of departments.	1.6.1 Evidence required: Copies of: questionnaire, data obtained, record of interviews, outlines of revised programs, syllabi of revised courses, recommendations.	1.6.1 Professors, department chairperson, clerical personnel, printing materials, and other expenses.	\$15,000

FOUR - YEAR DEVELOPMENT PLAN
 BAYAMON REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES REQUIREMENTS	COST
	1.6.2 By August 1986, the faculty will use alternate teaching methods, increasing by 50% the use of audiovisual aids and other teaching strategies in the classroom.	8/82 - 8/86	<p>1.6.1.3 Analyze the current academic programs and/or course contents in order to determine if they are filling the needs of the academic community.</p> <p>1.6.1.4 Revise and update those programs and/or courses that are found to be obsolete.</p> <p>1.6.1.5 Recommend the recruitment of additional teaching and clerical personnel if program updating so requires.</p> <p>1.6.2.1 Identify the materials needed for each course.</p> <p>1.6.2.2 Examine and evaluate the materials currently available.</p> <p>1.6.2.3 Update the supply through revision and/or acquisition of materials.</p> <p>1.6.2.4 Motivate the professors to use modern techniques through proper training via the projected Center for the Development of Teaching Strategies.</p>	1.6.2 Ascertain the degree to which professors have modernized their teaching techniques, by means of faculty and student evaluation questionnaires.	1.6.2 Department chairpersons, professors, audiovisual aids.	\$180,000

FOUR - YEAR DEVELOPMENT PLAN
 BAYAMON REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES REQUIREMENTS	COST
1.7 To improve the academic performance of students in Mathematics, Spanish and English.	1.7.1 By the end of 1985, 75% of the students enrolled in courses of Mathematics, Spanish and English will have approved them with a grade of C or higher, through an intensive program of tutorial and auto-tutorial aids.	12/82 - 12/85	<p>1.7.1.1 Collect and analyze statistical data on the percentage of failures and withdrawals from Mathematics, Spanish and English courses.</p> <p>1.7.1.2 Identify, by means of diagnostic tests, the students' deficiencies in mathematical and language skills.</p> <p>1.7.1.3 Establish a center for the development of basic mathematical and bilingual skills, where students will receive the benefits of individual tutoring and of auto-tutorial strategies, in order to acquire the skills necessary to perform adequately in their mathematics and language courses, as well as in other courses requiring these same skills.</p>	<p>1.7.1 Evidence required:</p> <p>A. Statistical data and tables on failures and withdrawals, and on students' deficiencies.</p> <p>B. List of students using the center, by areas served which the Center has served its purpose by analyzing data on the grades obtained by participants on their Mathematics, English and Spanish courses, as compared to academic expectatives based on their College Entrance Examination scores, their performance in previous courses, and/or as compared with a control group. Gather opinions and suggestions from professors and students participating in the Center, by means of a questionnaire.</p>	1.7.1 Professors release time, Student tutors, Mini-computers, auto-tutorial equipment, materials, etc.	\$250,000

FOUR - YEAR DEVELOPMENT PLAN
 BAYAMON REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES REQUIREMENTS	COST
1.8 To expand the academic offerings of the institution	1.8.1 By the end of 1984 the College's Department of Education will include a comprehensive plan to establish a four-year program in Educational Technology.	12/82 - 12/84	1.8.1.1 Plan and design the program 1.8.1.2 Write and submit a proposal for the program 1.8.1.3 Request and obtain the necessary funds for its implementation.	1.8.1 Ascertain that proposal was submitted, and necessary funds obtained.	1.8.1 Professors of Education Clerical personnel. Teachers release time.	\$300,000
	1.8.2 By August 1985, the Department of Education will submit a proposal for a four-year program in Early-childhood Education.	12/82 - 8/85	1.8.2.1 Plan and design the program 1.8.2.2 Write the proposal 1.8.2.3 Submit the proposal	1.8.2 Ascertain proposal was submitted.	1.8.2 Professors of Education Clerical personnel. Teachers release time.	\$300.00
	1.8.3 By August 1985, the Departments of Education and Mathematics will jointly design a four-year program to prepare future elementary and secondary school teachers of Mathematics.	12/82 - 8/85	1.8.3.1 Appoint a committee of Education and Mathematics professors to design the program. 1.8.3.2 Design the program.	1.8.3 Evidence required: Minutes of committee meetings. Copy of program design.	1.8.3 Education and Mathematics chairpersons. Professors of Education and of Mathematics. Clerical personnel. Teachers release time.	\$ 25,000

FOUR - YEAR DEVELOPMENT PLAN
BAYAMON REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES REQUIREMENTS	COST
	<p>1.8.4 By August 1984, the Department of Mathematics will offer a course on the history of Mathematics, and a seminar on the application of Mathematics in other fields.</p>	<p>12/82 - 9/84</p>	<p>1.8.4.1 Design and prepare a syllabus for the course on the history of Mathematics. 1.8.4.2 Design and prepare a format for the seminar. 1.8.4.3 Request and obtain, through the Learning Resources Center, the necessary reference books and supplementary material for both the course and the seminar. 1.8.4.4 Select the professors to teach the course and direct the seminar.</p>	<p>1.8.4 Evidence required: Copies of: 1. Syllabus for the course 2. Format for the seminar 3. Course and seminar schedules 4. List of professors and students involved 5. List of reference books and supplementary material 6. evaluation questionnaires to assess the acceptance by students of the course and seminar.</p>	<p>1.8.4 Department chairman, professors, clerical personnel, Director of Learning Resources Center, books and supplementary material.</p>	<p>\$ 8,000</p>
	<p>1.8.5 By August 1984, the Department of Physics will offer a course in Mathematical Physics, for Physics and Engineering students.</p>	<p>12/82 - 9/84</p>	<p>1.8.5.1 Design and prepare a syllabus for the course. 1.8.5.2 Select the professor</p>	<p>1.8.5 Evidence required: 1. Syllabus 2. Course schedule 3. Assess the acceptance of the course through registration list and evaluation questionnaire.</p>	<p>1.8.5 Department chairman, professors, clerical personnel, laboratory equipment, Teacher release time, three hours during academic year.</p>	<p>\$ 40,000</p>
	<p>1.8.6 By August 1985, the Department of Physics will train students in the simulation of experiments.</p>	<p>7/83 - 9/85</p>	<p>1.8.6.1 Plan and design the strategies for the training. 1.8.6.2 Request and obtain the necessary funds. 1.8.6.3 Obtain the equipment needed</p>	<p>1.8.6 Provide list of participating students Ascertain training facilities were established Assess student participation and acceptance by means of a questionnaire.</p>	<p>1.8.6 Department chairman, clerical personnel, laboratory equipment, and supplies Professor laboratory assistant.</p>	<p>\$200,000</p>

FOUR - YEAR DEPARTMENT PLAN
BAYAMON REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES REQUIREMENTS	COST
	1.8.7 By August 1984, the Chemistry Department will offer chemistry courses for non-science major students.	12/84 - 9/84	1.8.7.1 Design and offer new courses in general chemistry and Organic Chemistry in which the nature and general contents of science will be discussed broadly. 1.8.7.2 Design and offer a course on pollution and energy problems. 1.8.7.3 Request the necessary funds for these courses.	1.8.7 Evidence required: copies of: Syllabi of courses, List of equipment Laboratory layout. Assess the degree to which courses were acceptable to non-science majors by percentage of students enrolled, and evaluation questionnaires.	1.8.7 One professor, one assistant, two laboratories, equipment, Specialized materials	\$ 85,000
	1.8.8 By August 1986, the Department of Chemistry will offer courses in Instrumental Analysis and Physical Chemistry.	8/83 - 9/86	1.8.8.1 Design the courses 1.8.8.2 Provide laboratories and acquire instruments and equipment. 1.8.8.3 Request and obtain necessary funds for these courses.	1.8.8 Evidence required: Syllabi of courses, List of laboratory equipment. Measure students' acceptance of courses by enrollment figures, and evaluation questionnaires.	1.8.8 Department chair person, professors, clerical personnel, laboratory equipment, and facilities for instruments	\$325,000

FOUR - YEAR DEVELOPMENT PLAN
 BAYAMON REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES REQUIREMENTS	COST
	<p>1.8.9 By the end of 1985 the Department of Chemistry will complete a plan for two and four-year programs in Chemical Technology.</p>	<p>9/82 - 12/85</p>	<p>1.8.9.1 Contract personnel to conduct the study. 1.8.9.2 Contact University of Puerto Rico, Rio Piedras, Mayaguez, and Arcebo Campuses for advice and consultation. 1.8.9.3 Organize faculty--student committee and schedule meetings. 1.8.9.4 Organize meetings with industry, business and government for their participation in the program organization. 1.8.9.5 Conduct needs assessment and developed data analysis to be studied by all concerned. 1.8.9.6 Prepare curricula materials 1.8.9.7 Elaborate final report.</p>	<p>1.8.9 Distribute questionnaires to industry, business, and governmental agencies on the various aspects of the program. Data analysis criteria The potential viability of the proposed plan and the willingness of the University Technological College and the Central Administrators to implement the plan. This will be determined by viewing the perception of employers, faculty, student representatives and institutions administrators not involved in the development of the plan. Copies of the final plan will be distributed to all representatives of each sector and industries not directly participating. Questions with regard to cost effectiveness, feasibility of searching chemical employment for graduates will be asked using established procedures.</p>	<p>1.8.9 Chairman of the department, clerical personnel, teacher's release time, and office materials.</p>	<p>\$35,000</p>

FOUR - YEAR DEVELOPMENT PLAN
 BAYAMON REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES REQUIREMENTS	COST
	1.8.10 By August 1985, the Department of Engineering will design two advanced courses and laboratory practices program for the B. S. in Engineering Technology.	9/82 - 8/85	1.8.10.1 Design and offer courses in Mechanics of Materials, Engineering Statics, Waves and Oscillations, Principles of Electrical Engineering, Electronics, Fluid Mechanics, Engineering Materials, Electrical Measurements Laboratory Programming Languages, Advanced Programming Cost Analysis and Control, Principles of System Design, Industrial Organization and Management, and Thermodynamics.	1.8.10 Evidence required: Copies of syllabi of courses establish necessities figures, students' evaluation questionnaires.	1.8.10 Department chairperson, professors, clerical personnel.	\$290,000
	1.8.11 By August 1985, the Department of Engineering will establish a library laboratory.	9/82 - 8/85	1.8.11.1 Request and obtain necessary funds. 1.8.11.2 Acquire the necessary materials and equipment, including a card-puncher and a computer.	1.8.11 Ascertain library laboratory was established and degree of acceptance by percentage of students using the facilities, and by evaluation questionnaires.	1.8.11 Department chairperson, professors. Books and other library materials laboratory equipment including a card-puncher and a computer.	\$200,000
	1.8.12 By August 1985, the Department of Mathematics will submit a proposal for a four-year program in applied Mathematics.	9/82 - 9/85	1.8.12.1 Select a committee to plan and design the program. 1.8.12.2 Design the program. 1.8.12.3 Write and submit the proposal.	1.8.12 Ascertain that program was designed and proposal submitted.	1.8.12 Department chairperson, professors, clerical personnel.	\$ 20,000

FOUR-YEAR PROGRAM PLAN

DAYAMON REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES REQUIREMENTS	COST
	1.8.13 By August 1984, the Humanities Department will include in its curriculum five additional courses in order to offer the students a broader choice of electives in Humanities.	7/82 - 8/84	1.8.13.1 Design and prepare syllabi for courses on Modern Literature, Contemporary Literature, Ethics, Philosophy of Sciences, and Drama. 1.8.13.2 Inform the students of the new courses offered.	1.8.13 Ascertain the degree to which courses were accepted through registration data, and evaluation questionnaires.	1.8.13 Department chairperson, professors, clerical personnel	\$35,000
	1.8.14 By August 1984, The Department of Humanities will organize a chorus and a theatre group.	12/83 - 8/84	1.8.14.1 Select the members of the chorus and the theater group. 1.8.14.2 Select the leaders of both groups.	1.8.14 Assess the degree to which these groups are accepted by the community by attendance figures, reaction of the public, and evaluation questionnaires.	1.8.14 Department chairperson, professors, students. Music scores, musical instruments, theater scripts, stage furniture and decorations.	\$75,000
	1.8.15 By the end of 1989 the Continuing Education and Extension Division will offer credit courses to be programmed during evening and Saturdays in the humanities, industrial technology, mathematics, business administration, and others, to serve community needs.	7/82 - 12/84	1.8.15.1 Update administrative organization with one assistant to the Director and one additional secretary for best attention of the daytime and nocturnal programs. 1.8.15.2 Establish a collector officer position for collecting the students fees during evenings and Saturdays. 1.8.15.3 Improve storage facilities for keeping equipments and materials. 1.8.15.4 Introduce and revise courses as requires.	1.8.15 Questionnaires to the students, faculty concerning their interest and preferences. Survey of community needs as assessment of facilities.	1.8.15 Assistant to the director, secretary and clerical personnel. Collector officer facilities and equipment.	\$300,000

FOUR-YEAR DEVELOPMENT PLAN
 PUNYON REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES REQUIREMENTS	COST
	1.8.16 By the end of 1983 the Physical Education Department will have in full operation a four-year program with emphasis in special education.	present to 12/83	1.8.16.1 Revise final draft of proposal. 1.8.16.2 Submit proposal for final approval. 1.8.16.3 Request necessary funds.		1.8.16 Additional faculty (2).	\$40,000

FOUR - YEAR DEVELOPMENT PLAN
 BAYAMON REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO CO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES REQUIREMENTS	COST
2. Administration	<p>2.1 To establish a more efficient management information system in the areas of personnel, budgeting, finances and property.</p> <p>2.1.1 By the end of academic year 1986 the College must have developed an information system suitable to provide advice to academic departments and administrative offices on budget planning and control.</p> <p>2.1.2 By the end of academic year 1985, our College must have in effect an efficient database information system on personnel matters.</p> <p>2.1.3 By the end of academic year 1984 our College must have established adequate inventory controls of institutional property.</p> <p>2.1.4 By the end of academic year 1983 the Bayamón Regional College will decrease by 100% the errors and the time needed for producing and processing of financial reports.</p>	<p>7/82 - 7/86</p> <p>7/82 - 7/85</p> <p>1/83 - 7/84</p> <p>7/82 - 7/83</p>	<p>2.1.1.1 To accomplish objectives data processing equipment, trained personnel, and a planning and evaluation unit must be secured.</p>	<p>2.1.1 Reliable information about obligations, expenditures, transfers, itemized by allocations, and programs should be available on a daily basis.</p> <p>2.1.2 Information and data for statistical reports about personnel by classification, status academic background, type of contract, rank, workload should be provided on a monthly basis by program of activity.</p> <p>2.1.3 An itemized inventory of all property, registration numbers, initial costs, in additions and withdrawals to inventory on a daily basis should be provided.</p> <p>2.1.4 Expenditures, obligations, balances, transfers, adjustments of funds for all institutional accounts by item of allocation for each program, plus disbursements and should be available on a daily basis.</p>	\$60,000	

FOUR - YEAR DEVELOPMENT PLAN
 BAYANON REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES REQUIREMENTS	COST
2.2 To establish more efficient procedures on records management of all administrative activities in order to provide adequate support to other managerial functions.	2.2.1 By the end of academic year 1985 our College must have developed an adequate system to overcome limitations of storage space for record files.	1/83 - 7/85	2.2.1.1 To accomplish objectives specific regulations and schedules must be established for the retention and disposition of records. 2.2.1.2 A micrographics, word processing records center must be in operation.	2.2.1 Registration of all records and documents according to schedules, screening for retention or disposition should be carried out on a daily basis.	2.2.1 Computer outfit microfiche system, operator, office equipment.	\$100,000
2.3 To maintain and expand the physical plant, and to determine future physical needs to improve the academic environment.	2.3.1 By the end of 1985 the Bayamón Regional College will provide additional facilities for laboratories, cafeteria, offices and student activities.	8/82 - 12/85	2.3.1.1 Construction of new building to accommodate laboratory facilities of sciences programs now occupying inadequate rooms. 2.3.1.2 Transfer of modular structure from Ponce Regional College to accommodate cafeteria facilities now occupying inadequate facilities. 2.3.1.3 Transfer of modular structure from Ponce Regional College to centralize student service offices scattered throughout the College now located in academic facilities.	2.3.1 Coordinator, consultant (professors, administrative personnel, student body, and community participants).	2.3.1 Academic Building of approximately 21,600 square feet, with capacity for 20 laboratories. Student services building of approximately 5,200 square feet with recreation room, student lounge, meeting rooms and student organization facilities. Cafeteria building of approximately 9,240 square feet with seating capacity for 800 persons.	\$3,140,000
2.3.1.4 Construction of new student center building to provide needed facilities for recreational, social and cultural activities to our student body						

FOUR-YEAR DEVELOPMENT PLAN

BAYAMON REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES REQUIREMENTS	COST
	<p>2.3.2 By the end of the 1984-85 academic year the Bayamon Regional College will increase by 8% the personnel necessary for the maintenance of building and exterior of the campus.</p>	<p>2/82 - 8/85</p>	<p>2.3.2.1 To hire and train additional personnel to be employed on buildings and ground conservation duties and maintenance.</p>	<p>2.3.2 Administration faculty and student body consultation.</p>	<p>2.3.2 Supervisor, maintenance workers, ground and building keepers, and auxiliary personnel. Maintenance office expansion.</p>	<p>\$40,000</p>
	<p>2.3.3 By the end of 1983 the institution will have designed a system to determine the noise level in all classrooms buildings and provide means to reduce noise to about 20% the present level.</p>	<p>8/82 - 12/83</p>	<p>2.3.3.1 Gather data, by means of questionnaires and personal interviews, on the effect of the present level of noise in the classroom buildings on the performance of both professors and students in the classrooms. 2.3.3.2 Select a committee to design the system. 2.3.3.3 Design the system.</p>	<p>2.3.3 Evidence required: Table of data. Copy of system designed. Determined by pre and post questionnaires on noise level, administered to all sectors of the institution.</p>	<p>2.3.3 Faculty and students committee.</p>	<p>\$ 32,000</p>

ONE-YEAR DEPARTMENTAL PLAN

BAYAMON REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES REQUIREMENTS	COST
	<p>2.3.4 By the end of 1984, the institution will devise a plan to counteract the effect of electrical outages on the appropriate ventilation and lighting of classrooms.</p>	<p>12/82 - 12/84</p>	<p>2.3.4.1 Gather statistical data on the frequency of electrical outages affecting the institution. 2.3.4.2 Gather statistical data on the number of individual classes not offered because of darkness in classrooms. 2.3.4.3 Gather data on the effect of excessive heat in the classrooms on the performance of both professors and students, by means of a questionnaire. 2.3.4.4 Select a committee of administrative personnel, professors, and consultants to design the plan.</p>	<p>2.3.4 Evidence required: Copies of tables of gathered data, analysis of data, recommendations, plan designed.</p>	<p>2.3.4 Administration, professors, students, consultants.</p>	<p>\$ 15,000</p>

FOUR - YEAR DEVELOPMENT PLAN
BAYAMON REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES REQUIREMENTS	COST
	<p>2.3.5 By the end of 1986 the Bayamón Regional College will complete a master plan to provide information on future land use, building construction program, and facilities upkeep to be accomplished from 1986 to 1992.</p>	<p>1/83 - 12/86</p>	<p>2.3.5.1 Contract personnel to conduct plan. 2.3.5.2 Name advisory committee and schedule meetings. 2.3.5.3 Organize meeting with governmental organizations to estimate source of funds. 2.3.5.4 Organize meetings with industry, business and other organizations who may be willing to cooperate with plan. 2.3.5.5 Prepare reports on all aspects of the plan. 2.3.5.6 Complete the final report on the plan.</p>	<p>2.3.5 Evidence require: meeting schedules copies of questionnaires, record of individual interviews, data gathered and analysis of data gathered, survey of resources</p>	<p>2.3.5 Planning office Coordinator, Consultants Administration, Advisory committees, office and materials.</p>	<p>\$125,000</p>

FOUR-YEAR DEVELOPMENT PLAN
 BAYAMÓN REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES REQUIREMENTS	COST
<p><u>3. The Students</u></p> <p>3.1 To develop in the students the Bayamón Regional attitude for the critical intellectual analysis of the social, economic, political and cultural problems, and athletic events.</p>	<p>3.1.1 By the end of 1984, students will graduate with a coherent body of 100% or more of the fundamentals of the academic offerings which will contribute to their integral development.</p>		<p>3.1.1.1 To design, implement and improve new courses as needed.</p> <p>3.1.1.2 To improve remedial courses</p> <p>3.1.1.3 To structure students' learning experiences within nontraditional teaching frames such as audiovisual resources and independent studies.</p> <p>3.1.1.4 To improve existing methods of theoretical and practical examinations.</p> <p>3.1.1.5 Developed those specific competencies needed within the program chosen and in the content areas of basic subjects taught in the Bayamón Regional College.</p>	<p>3.1.1 Evaluation of curriculum, evaluation of new teaching techniques, review of evaluation methods.</p>	<p>3.1.1 Deans, Directors, professors, departmental committees, and students participation.</p>	<p>\$ 35,000</p>

FOUR-YEAR DEVELOPMENT PLAN
 BAYAMON REGIONAL COLLEGE, UNIVERSITY OF PUERTO RICO

GOALS	OBJECTIVES	TIME FRAME	GENERAL STRATEGIES	EVALUATION	RESOURCES REQUIREMENTS	COST
3.2 To create awareness on students' responsibility toward the community and the future of Puerto Rico.	3.2.1 By 1984, the Bayamón Regional College will develop an Employment Opportunities Bureau and Alumni Association.		3.2.1.1 To explore the viability and implement the aforementioned programs. 3.1.2.3 To stimulate a theater workshop.	3.2.1 Dean of Students' Reports.	3.2.1 Dean of Students' alumni representatives faculty and administration.	
3.3 To serve the need of students seeking degrees in their field.	3.3.1 By the end of their first year of studies all students will know the alternatives for selecting their concentration.		3.3.1.1 Develop master copies for every concentration program with a complete four-year guide and plan (one for each).	3.3.1 Interviews with students for complementing the orientation and verification of the master copier.	3.3.1 Dean of students' administrative personnel, office materials	\$18,000