ESCUELA DE ARTES PLÁSTICAS

Self-Study 2013

Middle States Commission on Higher Education

Index

Appendix

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Executive Summary

The Escuela de Artes Plásticas de Puerto Rico (EAP) is a public institution of higher education specialized in professional Bachelor degrees in Fine Arts (BFA) with concentrations in: Art Education, Fashion Design, Image and Design, Industrial Design, Painting and Sculpture.

Since its beginnings, EAP's faculty has consisted of artists of national and international recognition. Faculty and students alike are active in the art world scene and participate in exhibits and other cultural events. The attainment of our mission is evident in the professional success of our graduates. EAP's alumni have become Puerto Rico's top contemporary artists, winning many awards and competitions locally and internationally. Many excellent designers and educators have also graduated from the institution.

The administrative organization is outlined in Law 54; the Chancellor is the Chief Executive Officer of the organization and responds to EAP's Board of Directors. EAP is structured under a university system model. There is the Chancellor's office, that works directly with technological, planning and institutional research issues; a Deanship of Academic and Students Affairs, that provides support to the academic departments; and the Deanship of Administration, which supervises the Finance Office, Human Resources, etc. There is a symbiotic relationship by means of a communicational teamwork that results in an efficient management system. All components respond to the Mission through their Annual Work Plan, which in turn responds to the Institutional Strategic Plan.

The EAP received its first accreditation by the Middle States Commission on Higher Education (MSCHE) in February 1997. It submitted two Follow-up Reports, in January 1999 and October 2000. In 2002, the EAP underwent a joint accreditation visit from the MSCHE and from the Puerto Rican Council on Higher Education, now known as the *Consejo de Educación de Puerto Rico* (CEPR) (or Puerto Rican Council on Education). The institution was awarded ten (10) years of MSCHE accreditation. In 2007 the accreditation was reaffirmed following the Institutional Periodic Review Report.

In addition, the National Association of Schools of Art and Design (NASAD) certified the professional quality of the programs in 2010. This distinction added to EAP's prestige and distinguished it as the only institution in the Caribbean accredited by NASAD, MSCHE and the local accreditation commission

This Self-Study is framed by the accreditation standards detailed in *Characteristics of Excellence*, using the Basic Comprehensive Model, as stated in the *Self Study: Creating a Useful Process and Report* Handbook. *This review lays the groundwork for gathering data and conducting analyses, as well as setting priorities and making recommendations for change and improvement,* in other words, closing the loop.

Fundamental findings

The EAP's Mission guides all administrative and academic activities. The planning and development process is structured and allows the design of strategies that meet the Mission and the adequate functioning of each administrative unit and academic department. The Institution's Strategic Plan responds to internal and external factors and constituents play a decisive role in its design. Renewal and change are based in reasoned processes and actions, creative planning and assessment. Assessment is used to improve programs and services, decision-making, Strategic Planning, and Resource Allocation. The Mission and the Institutional Strategic Plan also provide direction in the development of units and departmental plans.

EAP has an integrated governance system wherein the interests of the different institutional sectors are addressed. The Board of Directors is made up of many sectors, is highly qualified and possesses the knowledge and expertise to perform its duties. They oversee policies and the CEO's performance without intervening in daily operations.

The Escuela has institutional rules and policies that guide management and administration. EAP has committed highly qualified administrative teams who support the faculty and academics, and aim to increase the levels of institutional quality

The relatively small size of the Institution allows for a more personalized contact with students. Students get a sense of belonging that also helps to maintain a high retention rate. A

variety of student services that support the Institutional Goals provide a positive and sensitive environment for students and enhance the teaching-learning process. Cultural Activities broaden students' knowledge and professional and personal experiences. The faculty is highly qualified, committed to the students, the EAP, and its Mission and Goals. They participate in curricular revisions and institutional committees. As previously, many are Puerto Rico's top artists and designers.

The strong and vibrant academic programs have the content, rigor, and depth adequate to its programs and the institutional Mission. They are renewed constantly, in response to internal and external factors. The programs have a strong general education component that enhances students' intellectual growth, cognitive abilities and understanding of ethic and esthetic values, and provide diverse perspectives. The curriculum offers an effective balance between studio and general education courses. The curriculum prepares students in the areas of critical and creative thinking, communications, humanistic, aesthetic and cultural values, and information technology.

The EAP's Francisco Oller Library is a specialized academic library that strongly supports the Art and Design educational programs. Additionally, students are offered a variety of experiential learning activities, such as Internships, Student Exchange and Travel. The Design Center is a valuable means for providing real-life work experiences for students and for additional income to the institution.

On the other hand, the Extension Program is meant to provides non-credit offerings to the community in general, consistent with the Institutional Mission and Goals.

Title V has enabled the broadening and systematization of assessment efforts during the last years. The EAP has implemented assessment activities and has robust data at both the institutional and academic level that is used for decision-making. The EAP's renovated Institutional Assessment Plan incorporates an Academic and Student Learning Outcomes Plan based on a sound institutional effectiveness model. The EAP shares the assessment data online with key administrative personnel through CITA.

Introduction

Historic Background and Recent Developments

Escuela de Artes Plásticas de Puerto Rico (EAP) is a public institution of higher education created under the laws of the Government of Puerto Rico. It was founded in 1966 as part of *Los Talleres del Instituto de Cultura*, (The Institute of Puerto Rican Culture Workshops) which had been created in 1955, to "preserve, promote and disseminate the cultural values of the people of Puerto Rico", prompted by talented young artists who where to become the future masters, in the history of the art scene.

In 1971, the government, through the legislature, amended the law of the ICP to develop and create a program as an independent school with an educational program of artistic techniques conducive to a certificate equivalent to a bachelor degree. The Escuela reached its evolution into a semi-autonomous four-year institution of higher education and achieved its definitive form under Public Law 54 of August 22, 1990. As a result, all administrative, academic and fiscal affairs became responsibilities of the newly founded institution. Beside the organizational components, all the history, talent and mastery of its students and professors were transferred too.

Since the 70's, EAP occupies the spaces of the former *El Manicomio Insular* (Insular Madhouse), located on the grounds of *El Morro* fort in the colonial city, *Viejo San Juan* (Old San Juan). The patrimonial building layout, E shaped with two courtyards, opens to the bay giving all its studio areas magnificent views of the centenary fortification, the city walls and the ocean. Within steps of El Manicomio, a new building was restored to support new academic programs in 2001. The *Hospital de la Antigua Concepción El Grande*, houses most of the design academic components and the library.

The historic context of Old San Juan, works as a perfect complement to the artistic activities that take place in and out of the Escuela, as the result of being the cultural and historical center of Puerto Rico, with the most museums and galleries per square foot. This provides the

students with the opportunity to be exposed to the art scene within a few blocks walk. Some of them work as gallery attendants, museums guides, and as interns strengthening the education received at the institution.

The quality of its professors and alumni career paths, and the continued financial support given by the government demonstrate its high standing in the island's cultural and educational and professional agenda. The EAP plays a crucial role in the artistic development of artists in Puerto Rico as it combines a traditional artistic formation with experimentation and contemporary art practices.

The EAP is proud of its evolution and its place in the island's education history and in keeping with the new era is exploring a variety of venues to utilize technology to provide unique educational opportunities to its low-income Hispanic students. It also meets social and cultural needs for preparing professionals capable to adjust to the future through a combination of minors and self-employment skills.

Vision and Mission

The vision of the Institution is as follows:

The Escuela de Artes Plásticas aspires to become one of the most prestigious institutions of higher education in the Arts in the Caribbean, dedicated to artistic creation and exploration, in which an education in traditional studio technique is combined at the highest levels with experimentation, new idioms, and the use of technology.

The mission is the following:

The Escuela de Artes Plásticas (EAP) is an autonomous public institution of higher education, serving the culture and people of Puerto Rico. The EAP is dedicated to the comprehensive education of professional artists, designers, and teachers of art, through the development of their creativity and cognitive process, and the teaching of artistic and pedagogical technique. The institution offers bachelor's degree programs that stimulate and foster the humanistic and cultural growth of its students, within the rich Puerto Rican art tradition, while exploring new idioms of artistic expression. The Escuela de Artes Plásticas aspires to develop a social conscience among its students, awakening their

sensibilities to a rich life of contribution, in harmony with the natural resources and the environment. The institution addresses the educational needs of different groups in the community through courses that are designed to broaden their knowledge and artistic, professional or personal skills.

Philosophy and Goals

The EAP bases its educational philosophy on a commitment to the development of excellence in the visual arts, design, and art education, while working to aim collective consciousness. The admissions criteria are heavily weighted in favor of students with special talents in the visual arts: grade point average and College Board scores constitute 40% of the admissions formula, with an evaluation of talent and a commitment to an artistic career counting for 60%. This policy, sensitive to the special characteristics of art students with an unrealized potential, has enabled individuals with highly developed talent in the visual arts, but with weak academic performance, to gain access to a university level institution. Within an atmosphere that nurtures their commitment to art, students with undistinguished high school records attain solid academic performance.

It is in their chosen field that students truly succeed. EAP has managed to convert "commitment to excellence" from a mission statement into a reality: its students and graduates have become the protagonists in Puerto Rico's contemporary art activity. They lead with awards, exhibitions and prizes in unnumbered competitions. The Institution has become the focus of artistic educational endeavors in Puerto Rico and abroad and it is committed to providing a quality teaching and learning process.

The student-to-faculty ratio is 13 to 1 and the faculty profile is a valuable asset for its mission. As reported to College Board in 2010-11, from the total of 69 professors, 14% possess a doctoral degree and 74% possess a master's degree from which 36% is in Fine Arts. Therefore, the Institution demonstrates complete awareness of the importance of incorporating new concepts and technologies as carried out in daily activities in classrooms, workshops, and computer laboratories.

The institutional goals are:

- To offer courses of study at the college level directed at developing the Visual Arts, using the teaching of artistic techniques to foster the cognitive and humanistic development of the student body.

- To strive for a comprehensive education of students, from the perspective of their responsibility to serve the national and universal cultural communities.

- To contribute to the cultural and artistic development of the community by offering a program of short courses, seminars, workshops, and open study to different groups in the community.

- To develop the intellectual and spiritual richness of our students to the fullest, so that they may better serve Puerto Rican society.

- To collaborate with other bodies in our society, in their respective fields, in studying and fostering cultural activities.

- To preserve, enrich, and critically foster Puerto Rican cultural values while contributing to the advancement and enjoyment of the ethical and aesthetic values of culture.

Recent Important Developments

The Fashion Design degree was added to the academic offerings, in 2006, providing access to an important field in the arts of design, since EAP is the only institution in the Puerto Rico to provide it.

In March 2009, the Commonwealth of Puerto Rico enacted Law 7 to deal with a severe crisis in the Government's finances. Outlays were reduced, and 30% of the EAP's permanent work force was laid-off. To deal with the reduction in finances and personnel, the Institution implemented administrative measurements, which have made it possible to continue operations without reducing student services quality.

In August 2009, due to a reduction in the Printmaking program enrollment, the Institution established a moratorium and turned it into a minor concentration. In 2010, EAP, responding to changes in Year Round Pell program, changed its academic calendar to trimesters, offering 1.5 academic years for each calendar year (3 terms of 15 weeks each).

Since May 13, 2010 the academic programs are accredited by NASAD turning EAP in the only institution in the Caribbean with the professional accreditation and MSCHE and CEPR.

A pause was imposed to the Adult Program, incorporated to the institution in 2003, from July 2011 to August 2012, due to a decrease in its enrollment.

At present, the EAP is moving to become financially autonomous as recommended by MSCHE. The Title V Project is reaching its end in 2013 and other external grants are being sought in order to institutionalize it. Title V has been of great support in order to improve the technological infrastructure and acquisition of equipment for the facilities such as the Industrial Design and Fashion Design workshops, the new computer laboratory, and classrooms. Other important activities carried out under this project were the development of professional digital portfolios for art education students, fundraising, professional development of the faculty, the Design Center, and the tangible improvement of the Art Education Program's quality. An educational cybernetic platform was incorporated in EAP Internet site, allowing faculty to develop pedagogical modules.

The recent change in the EAP administration is of great importance. After 18 years, the Institution has a new chancellor, who started in August 2011. During the transition process that took place from February to August 2011, two regular professors occupied the positions of Chancellor and Dean of Academic and Student Affairs. Finally, since January 2011 new members have been incorporated to the Board of Trustees. The institutional community and the stakeholders in general are watching with expectations to see plans being turn into changes for the EAP in the near future.

Future Expectations

The EAP's perspective is that of a specialized institution of higher education, capable of providing a variety of academic offerings. The Institution will continue to raise the level of

institutional quality, focusing on the educational process and the development of the creativity of its students. With a stable enrollment of promising talent, the Institution will continue to dedicate its efforts to develop, reaffirm, and transmit the ethical and aesthetic values of the traditional and contemporary artistic and design visions, with special reference to the study of Puerto Rico and the Caribbean and their relationship with universal cultures.

The EAP expects to develop self-employment competencies in its alumni through alliances with artist studios, art galleries, museums and the Centro de Diseño. It envisions enhancing interdisciplinary preparations through the creation of new minors that can complement the individual majors, and, overall, promote students interest in graduate studies. New courses are being designed to create a dialogue between disciplines. An example is Set Design, which is taught by a painting teacher and a drama teacher. Moreover, the institution has been contemplating the creation of new programs, in response to its constituents' requests. Consistent with its evolution, the EAP conceptualizes this self-study as an opportunity not only for improvement but to reaffirm its credibility among stakeholders.

Nature And Scope Of The Self-Study

The Steering Committee (Exhibit) has chosen to engage in a "Comprehensive" self-study model following the *Characteristics of Excellence in Higher Education.* This design provided for a participative framework that encouraged the involvement of all constituents, Accrediting Agencies, Board Members, Faculty, Students, Artists, stake holders and the community at large in the assessment process and it is useful to appraise every aspect of it. In addition, this approach was attuned to the current and future planning process framed by significant changes of key executives and the reduction of employees. The teaching and learning process is focused from a more professional perspective, while the assessment of student learning and institutional assessment are grounded in a growing culture of evidence. This self-study process has provided a great opportunity to identify the strengths and weakness not only in relation to the standards, but also in comparison with peer institutions and will fulfill the traditional function of analyzing,

assessing and documenting institutional strengths and weaknesses in response to the periodic review report and the follow up report of the MSCHE.

Purposes and Goals Attained through the Self-Study Process

The purpose of this self-study is to provide evidence that the EAP fulfills the MSCHE's 14 accreditation standards with the input of its constituents. The assessment has led, first, to recommendations aimed at creating a common vision of the Institution's future direction by an in-depth analysis of its mission and the alignment of its overall dimensions. Second, the self-study process has contributed to enhance the organizational culture toward the evidence and accountability necessary for institutional planning, change, renewal, and growth. The specific self-study goals attained through this process allowed the institution 1) to examine the institutional strengths and integrity regarding the opportunities for improvement; 2) to ensure the alignment of the institution's vision, mission and goals with its academic programs, services, and future expectations; 3) to determine how the academic programs and services fulfill the institutional mission and goals; 4) to improve the assessment processes through the analysis of their effectiveness for decision making and communication of the outcomes.

Constituency Participation in the Self-Study Process

The EAP adopted a comprehensive approach for the self-study process, in which its constituents' input has contributed to the report regarding the institutional strengths and areas of future development. In addition to the input received and provided by the working groups, the institution has organized and scheduled opportunities for direct input from the EAP Community including students, faculty and non-faculty personnel and related constituencies. Table 1

presents the list of activities for the EAP community to comment and to contribute to the self-study.

Table 1
EAP Participation Activities

Constituents	Activity	Date
Representation from Faculty, Non-Faculty Personnel, and Students in the Self-Study Working Groups	Representation in the Working Groups	Throughout the entire self-study process upon selection of the working group members
Board of Trustees	Presentation regarding MSCHE Self-Report	October 2012
Board of Trustees	Review of the Self-Report Draft #1	October -- November 2012
Faculty and Non-Faculty Personnel, Members of the Administration and Student Council Members	Presentation of the Self-Report Draft #1 and Assessment Data	November 2012
All EAP Members (Students, Faculty, Non-Faculty Personnel)	Review and Opportunity to comment on Electronic the Self-Study Draft #2 via Moodle	January 2012
All EAP Members and Invited Alumni and Members of the Community	Public Hearings on Draft #2 to take place at EAP Facilities	February 2012

These activities provided the space for a renewal process to examine characteristics and identify EAP areas of strength, weakness and then reach consensus to elaborate agreed recommendations and offered a great opportunity to communicate, explore and see the EAP from a broader spectrum.

Organizational Structure of the Steering Committee and Working Groups Committee Composition

The Steering Committee is composed of the Chair, the Co-Chair and Presidents of the 8 Working Groups. The Steering Committee organized eight (8) Working Groups with members that represented all institutional constituencies (faculty, non-faculty personnel, and students) to examine the degree of institutional compliance with the 14 MSCHE Standards of Excellence. The responsibilities and tasks of the Committee Members and the Working Groups can be found in Appendix 1.

The Steering Committee includes the following members:

Chair:	Teresa López, Dean of Academic and Student Affairs
Co-Chair:	María Berry, General Studies, Adjunct Faculty
Chair Group I:	María Berry[1], General Studies, Adjunct Faculty
Chair Group II:	Limaris Soto, Director of Information Technology
Chair Group III:	Ivette Muñoz, Counselor
Chair Group IV:	José Roa, Special Assistant to the Chancellor
Chair Group V:	Yadira Ortíz, Counselor
Chair Group VII:	Ivelisse Torres, Finance Department
Chair Group VIII:	Noemi Rivera, Art Education Chair, Adjunct Professor

The Chancellor, Arch. Ivonne María Marcial Vega, is a member *ex-officio* of the Steering Committee and oversees its general administrative operation. She has allocated funds and resources needed for the self-study process. The Chancellor meets regularly with the team to be kept updated.

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[1] Professor M. Berry served as President of Working Group I during the drafting phase of the self-study upon request from the original working group members.

The organization, main responsibilities and relation among committees are presented in Figure 1.
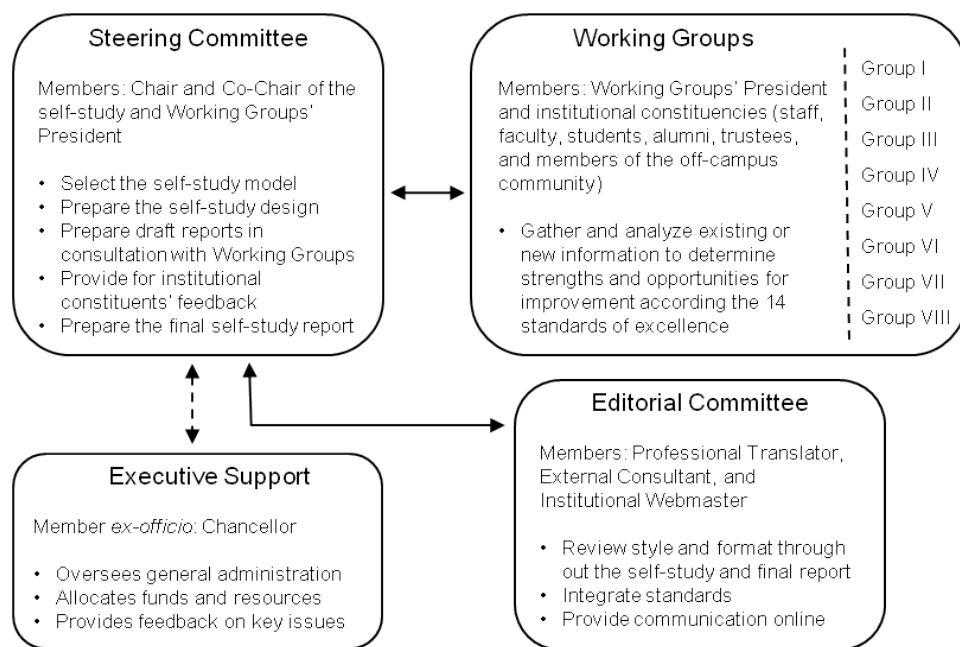

Steering Committee

Members: Chair and Co-Chair of the self-study and Working Groups' President

- Select the self-study model
- Prepare the self-study design
- Prepare draft reports in consultation with Working Groups
- Provide for institutional constituents' feedback
- Prepare the final self-study report

Working Groups

Members: Working Groups' President and institutional constituencies (staff, faculty, students, alumni, trustees, and members of the off-campus community)

- Gather and analyze existing or new information to determine strengths and opportunities for improvement according the 14 standards of excellence

Group I
Group II
Group III
Group IV
Group V
Group VI
Group VII
Group VIII

Executive Support

Member *ex-officio*: Chancellor

- Oversees general administration
- Allocates funds and resources
- Provides feedback on key issues

Editorial Committee

Members: Professional Translator, External Consultant, and Institutional Webmaster

- Review style and format through out the self-study and final report
- Integrate standards
- Provide communication online

Figure 1. Committees

The members of the Working Groups, under the guidance of their Steering Committees' Presidents, were responsible for gathering and analysis of existing or new data to determine strengths and opportunities for improvement according the Standards of Excellence. The overall methodology combines quantitative and qualitative approaches. The Steering Committee and Working Groups analyzed the statistics that were available within the Institution such as surveys and other data published online (e.g. IPEDS, College Navigator, College Board, institutional web pages), and prepared comparisons through benchmarking. Reviewing documents, conducting meetings, interviews, and focus groups were used as a qualitative approach.

The document has been circulated by email to all components of EAP community since the first draft, providing ample possibilities to provide feedback and create a dialogue towards it.

Being a participative document we hope it will serve a s a guide for each department in the near future while creating an awareness of the importance of systemic analysis as an ongoing process as a means to improve the institution's efficiency, effectiveness and vitality.

Chapter 1

Mission and Goals; Integrity

Standards 1 and 6

Standard 1

Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how it will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and governing body, and are used to develop and shape its programs and practices and to evaluate its effectiveness.

The Escuela de Artes Plásticas de Puerto Rico (EAP) uses its institutional mission and goals to direct and guide all of its efforts in planning, resource allocation, program creation, curricular revisions and to define learning outcomes. The Escuela recognizes that the mission and goals define its purpose as an institution of higher education and state who it serves and how to achieve its purpose.

EAP's Fine Arts, Design and Art Education programs that lead to bachelor's degrees offer students a *comprehensive education* that allows them to contribute to the *artistic, humanistic and cultural development* of Puerto Rican society and, as fine artists, designers, and art educators, *serve its people* as well as the community at large and the art and design world in general, in accordance with its Mission. It also offers a non-credit program that *provides continuing education to the community to broaden their knowledge, artistic, professional or personal skills* through art and design workshops, as part of its public service mission.

A shared sense of mission has unified organizational efforts, including planning and decision-making. It has given clear direction to the goals and objectives that shape institutional

and academic planning, as the institution in general has endeavored to improve operations and student support services, enhance teaching and student learning, and improve the quality of its student and faculty, while gaining recognition at the regional and national levels.

Personnel and faculty at the institution are committed to encourage the *development of a social conscience* in our students. Commitment to the mission remained high even as the EAP faced critical financial challenges and changes during recent years. They maintained quality in teaching and student support services and student learning.

There is a strong sense among faculty, students and staff of being part of the best fine art, design and art education public college in the Island and the region. They view the institution as a place for the *development of creativity* that specializes in *teaching of artistic and pedagogical techniques.* The institution works to instill in its students a sense of *harmony with natural resources and the environment.*

Our students and faculty recognize that they are important contributors to art and design in the Island. Students and faculty alike are active in the art world scene and participate in exhibitions and other cultural events. Furthermore, our Mission's accomplishment is evident in the professional success of our graduates. EAP's alumni have become Puerto Rico's top contemporary artists, winners of many local awards and competitions. Some have gone on to establish solid international careers. Excellent designers and educators have also graduated from the institution.

Prompted by external and internal forces, such as changes in strategic planning and developing academic programs, as well as considering the accreditation by National Association of Schools of Art and Design NASAD, the institutional mission has been updated and revised several times. The most recent change came into effect in 2007, when it sought to expand the Mission Statement to acknowledge that more than fifty percent of the students are now enrolled in Design programs. The Mission now states: "*EAP devotes its efforts to a comprehensive education of professional artists, designers and art teachers....*"

As far as the academic component is concerned, Title V funding prompted a revision of General Studies and Art Education curriculum. Revisions in other programs have been set in motion to align them more in keeping with the Mission. The Mission also serves as guide for retention and admission plans, as well as for staff selection and faculty professional development.

In keeping with trends in education for the twenty-first century and the professional Art and Design scenarios, EAP is adopting a more interdisciplinary approach for its programs. This is being done in two ways: first, by including more interdisciplinary objectives in a number of individual courses, and second, by instituting minors into the curricula. Given the prominence of the interdisciplinary objectives, discussions were held to review the institutional mission and show these changes. Changes to the mission are only done after careful discussion with all EAP components, especially the faculty and students. Any proposed changes must also be approved by the Academic Council before going to the Board of Directors for final approval.

Dissemination of the Mission

The EAP publishes its mission among the college community. To this end, the Mission Statement is included in official documents such as the Institutional Strategic Plan 2009-15 (Appendix 1) and the Institutional Assessment Plan 2012-15 (Appendix 2). The mission is also presented to the EAP constituency and to the general public at the Institution's website (www.eap.edu) and in all its catalogues. Although we have learned through this process of self-assessment that the Mission has not been spread as we would like, we have acted to broaden its exposure. For example, the Activities Coordinator is currently organizing an event with the Student Council to paint graffiti-like phrases from the Mission at different high-traffic locations of the EAP buildings, as a constant reminder to all by giving it visibility in public areas. Recently, the Mission statement was added to the signature footer for emails sent from the Office of the Chancellor and the Dean of Academic and Student Affairs.

EAP maintains a presence in social media networks such as Facebook to increase the institution's Internet visibility and to promote awareness of our Mission. We also have an agreement with a local radio station for advertising and talk-radio type spots that serve as promotion for the Escuela and give us the opportunity to share our mission and goals with a larger audience.

Who We Serve

By always focusing on its mission, EAP is committed to providing an environment that enables students to attain success in their academic endeavors. To achieve the mission, we have clearly stated goals that indicate how to fulfill it. Our students choose the institution based on academic offerings that consist of *programs of higher learning conducive to the development of Fine Arts and Design.* As students, they are able *to pursue a comprehensive education, bearing in mind their responsibility to serve the cultural, national, and general public community.*

The institution also serves the community through *a program of short courses, seminars, workshops and open studies suited to different sectors of the population.* This allows the EAP to broaden its outreach and include a more diverse population in addition to traditional degree students. Through continuing education's Programa *de Extensión* we serve adults, senior citizens, children, and adolescents. Our open studies' students (*Estudiantes Libres*) are non-degree students who take studio courses to explore or expand their artistic abilities.

Projects and Initiatives that Reaffirm Mission and Goals

Throughout the years, the institution has sponsored and participated in numerous activities that directly contribute to the fulfillment of its Mission and Goals.

To strengthen the growth of our students, in 2007-08 EAP organized visits from artists from Spain, Honduras, United States and Germany, with funding from a grant by the National Endowment for the Arts. With this grant art critics also visited us from several countries such as Spain, United States, Portugal, Mexico, Germany, and England, through seminars and meetings with students. That same year, the Escuela hosted the *San Juan-Harvard Winter Institute* that brought together experts in different disciplines and stimulated an intellectual exchange within the community. In 2009-10, as part of a cultural exchange with the Dominican Republic, five students and a sculpture professor created artwork for the city of Comendador.

During the last five years, EAP also held several student and faculty exhibitions at CIRCA, Puerto Rico's International Art Fair, and organized trips to ARCO, Madrid's own Art Fair as well as to the Venice Biennial. For a more complete list of project and activities see Exhibit. Recent activities, the result of alliances with different organizations, involved students in different projects and provided them with multiple experiences. In 2011, Johnson and Johnson Company sponsored a contest through which they provided large aluminum flowers for our students to transform by adding artistic elements. The flowers were displayed at several malls throughout the Island and the public selected the winners by voting over Internet. These flowers may still be admired in our courtyard. Each year, at the Puerto Rico Fashion Week, our Fashion Design students participate alongside professional designers; and always their talent shines through. Even when compared to vastly experienced professionals, our students are able to hold their own and, year after year, the organizers invite them to take part knowing that they represent the future of the fashion world. The Design Center created a series of educational comic books at the request of the Puerto Rico Department of Education. The comic books illustrated world history for middle and high school students in an entertaining and attractive format. Our students created the drawings, and faculty supervised the writing of the texts.

An agreement with *El Nuevo Día*, Puerto Rico's most widely read daily newspaper, gave the students the chance to produce life-sized paper sculptures in 2011. The *Gente que construye* project was exhibited around the Island and published weekly by the paper for two months giving students and the Escuela great exposure.

In 2012, in collaboration with the *Alianza Francesa* to celebrate its 75th anniversary in Puerto Rico, our students and faculty designed and made the complex sets and outstanding wardrobe for their production of "The Little Prince." Most recently, the Escuela is sponsoring a national Drawing Competition open to its students and those from other colleges, as well as to professional designers, architects and artists. The competition ends in March 2013, when awards for best work will be granted and activities will be held. Jury members include an internationally recognized artist visiting from England.

The Institution offers, continuously, conferences, films, plays, and concerts that are open to the general public, and always free of charge. Each department has a yearly show, in addition to the graduating student show and once-a-year juried exhibition.

The previously mentioned activities evidence our goal *to collaborate with other organizations in society within their spheres of competence, in the study and dissemination of cultural activity.* At EAP, we stress the importance of the Mission and its guiding role in all institutional endeavors. We believe our mission has served EAP through the years and allowed us to grow into the first-class art Institution that we are today. Nonetheless, we anticipate that our mission will continue to evolve and should be revised when it becomes necessary to respond to future academic and global changes. This will allow the Escuela to fulfill its goals, provide growth and enable students to flourish.

Standard 6

Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

The Escuela recognizes the importance of integrity in all aspects and in all its processes. Integrity is a core value essential to achieve its Mission and Goals, and therefore the institution expects that its components adhere to behavior that is fair, respectful, tolerant, inclusive and above all, ethical at all times.

In the Institution's Catalogue, the introductory sentence to the six institutional goals states: "The Escuela de Artes Plásticas aims to accomplish its mission by fully achieving the following goals which are affirmed within the broadest academic freedom and artistic research…" We strive to guarantee individual, intellectual and academic freedom as well as the right to free expression to all components of the institution: Faculty, Students and Administrative Staff.

Ethics is a vital part of integrity. EAP relies on its Students, Faculty and Employees to uphold the high standards in ethical values expected. To this end, it complies with all federal and local laws regarding confidentiality and privacy for Students and Employees. Intellectual property is protected and guarded against plagiarism, be it in written work or in artwork.

Furthermore, employees are bound by a government regulation called *Ley de Ética Gubernamental* (Ethics in Government Law), that sets the code of ethics for all regular employees and faculty, which requires that each individual attend conferences and participate in online training each year.

All offices that provide student services adhere to strict procedures to ensure the integrity of their processes. Maintaining sensitive information confidential is essential practice. The catalogue informs students about Family Educational Rights and Privacy Act (FERPA) and explains how the institution complies with all the provisions of the law. Such offices include Guidance and Career Counseling, Financial Aid, and the Office of the Registrar, among others. We also provide services to disabled students and those with special needs as required by federal regulation.

In keeping with the size of the institution, the Admissions Office is a small department presently staffed by a regular employee and one contract worker. The institution publishes various handouts to instruct prospective students regarding the admissions policies. The handouts list the documents required for admission, the deadlines for delivery of documents, and other important information. This means provides the information necessary to complete the admissions process satisfactorily.

The 2011 Student Handbook (Exhibit) and the Institutional Catalogue 2011-2012 (Exhibit) are two of the most important publications that contain information on all aspects of academic and administrative procedures, as well as the rights of students and institutional policies. The Catalogue is available through the institution's webpage and until 2011 was handed out to each newly admitted student as a CD, since then it is sent by email. In this way, students are duly informed of their rights and responsibilities as part of the EAP community.

The website provides information to both EAP's members and the general public. It contains information about the Escuela accreditations (MSCHE's and NASAD's), the Catalogue, admission requirements, degrees, academic calendars and other important data. The Design Center updated this site periodically. Currently, it is under revision to complete compliance with the Higher Education Opportunities Act, specifically the Student Right-to-Know Act.

Students' grievances are handled through the procedures specified in the Student Handbook, which covers all aspects including conduct regulations, responsibilities and rights of students, and procedures that are followed should there occur transgressions of policies or rights. Following the established procedures ensures that students' grievances are handled and resolved efficiently, promptly and fairly.

The Faculty Handbook establishes the processes for handling complaints and grievances from faculty members with fairness, promptness and impartiality (Exhibit). Administrative employees have their own procedures for addressing grievances conducive to adequate and equitable resolutions.

Another way that EAP seeks to maintain a high level of integrity is by evaluating its personnel. Evaluations are done fairly and respectfully. Students evaluate their professors once a year by selecting one class section to assess. This method allows students to express themselves openly and upholds the integrity of the process. Periodically, faculty members are also evaluated by their to peers. Supervisors of regular administrative staff evaluate those employees annually. The Institution also publishes regularly crime statistics and has held conferences regarding controlled substance and alcohol abuse (Exhibit).

The institutional statement regarding plagiarism has recently been included in the courses' outline to highlight awareness of the problem and inform the students. EAP is committed to making institutional policy regarding intellectual property. Recently it has held activities for that purpose including a conference for faculty on plagiarism and intellectual property, and another for students on intellectual property as it relates to Fashion Law.

Strengths

- EAP recognizes that its Mission and Goals define its purpose as an institution of higher education and state who it serves and how to achieve this purpose.
- The Mission and Goals are well defined, stating expectations for all efforts in planning, resource allocation, program creation and curricular revisions.
- Scholarly and creative activities and projects support the attainment of Mission and Goals.
- EAP complies with state and federal privacy laws such as FERPA to maintain confidentiality.
- The Catalogue and other publications clearly inform the students, faculty and administration of their rights and responsibilities under the law.

Challenges

- Although the Mission has been disseminated, it has not reached the institutional population, as it should.

- EAP should finalize its intellectual property policy.

Recommendations

- Define and implement innovative ways to distribute the Mission.

- Develop and publish an official policy that clearly defines institutional regulations regarding intellectual property, including a plagiarism policy.

Chapter 2

Planning, Resource Allocation and Institutional Renewal; Institutional Resources

Standard 2 and 3

Standard 2

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

This section was developed according to the Characteristics of Excellence required by MSCHE and in collaboration with the Institutional Planning Office at the Escuela de Artes Plásticas. Planning and resource allocation are in accordance with the Mission, Goals and Strategic Plan for 2009-2015 and are consistent with continuous and systematic decisions made on the basis of results obtained from the Institutional Assessment.

This chapter contains analysis based on standards 2 and 3, with the purpose of showing the dynamics that support integral development, quality and institutional renewal.

Planning Process

The Escuela de Artes Plásticas demonstrates how integrally it is renewed and changed when it fosters participation from many sectors with representation from cultural workers, faculty, graduates, students, and staff in the analysis and search for alternatives to internal and external changes, which is essential to institutional planning. The process is made up of six phases and it is closely related to the budget (see Figure 2.1).

Figure 2.1-Planning Process
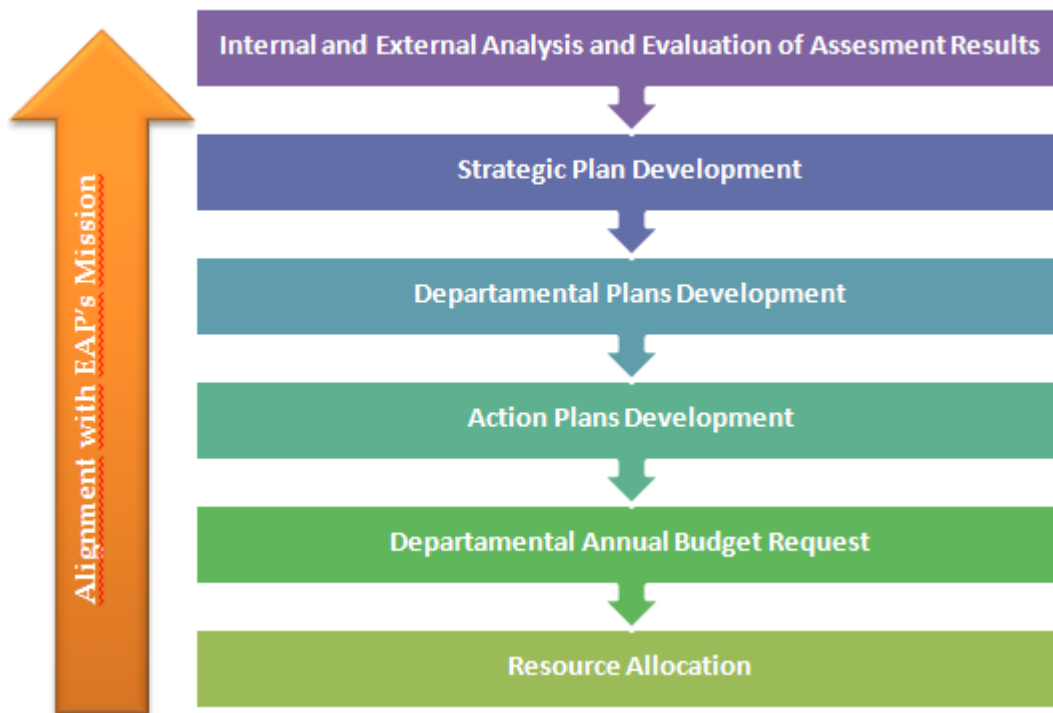
Source: Planning Office

The Institutional Strategic Plan began with a draft written by the Planning Office that took into consideration the goals and objectives related to the Institutional Mission and Vision. Deans, faculty members, students, the Chancellor and the Board of Directors constituted The Planning Committee (Exhibit). The final draft was presented to the college community through public hearings and by placing copy of the document at the Library with the expectation of receiving comments and recommendations. This planning process, based on qualitative and quantitative methods, allowed input from all sectors within the institution and learning about what other needs must be addressed.

According to MSCHE's statement of 2003, the process created an adequate relationship between the Strategic Plan and the annual budgetary process, because a variety of requests from departments and service offices arose, all of which were linked to the Plan's seven (7) strategic areas. They are: Institutional Quality, Institutional Assessment, Academic Offerings, Student

Affairs and Enrollment, Administration and Infrastructure, Organizational Culture, and Fiscal Strength related to the Mission and Goals.

The Strategic Plan for 2005-08 reinvented EAP as it began to sound out the most significant institutional and environmental needs according to the moment's social, economic, and political reality (Exhibit). Following the rigors of planning, the Planning Office, Institutional Research, and the Information Technology Office did a *FODA internal and external analysis* (Strengths, Opportunities, Weaknesses, and Threats, FODA is its acronym in Spanish) to detect variables that would permit the design of strategies in keeping with academic, financial, enrollment, technological and capital works based on the analysis of internal and external environments. Part of the analysis included the results from the assessments of human resources, facilities, equipment, technology, and organizational culture. Strategic analysis included also benchmarking and price structure (Exhibit). Following MSCHE's recommendations in 2003, the Committee linked the Strategic Plan to the budgetary process.

The findings obtained from consulting the internal and external environments shed light on the following aspects:

Figure 2.2
FODA Results

Strengths

1. Library – amount of resources and specialized art collections
2. Quality of the Faculty – artistic training and experience
3. Technological infrastructure in support of teaching, applications used, and up-to-date equipment
4. School location
5. Curriculum (content and diversity of offerings)
6. Price structure – reasonable and competitive tuition costs
7. Schedule flexibility and options suitable to a diverse student population

Weaknesses

1. Faculty salaries are not competitive
2. Limited access to the Escuela and not enough parking
3. Equipment and facilities' quick deterioration due to environmental factors, intensive use and useful life with the resulting economic effect of keeping it current and in good working order
4. Curriculum: no Masters degree offerings and Bachelors in Art History and in Art Administration must be strengthened
5. Limited recruitment, promotion and marketing

Opportunities

1. Increase Academic Offerings by creating more majors and at least one graduate program.
2. Increase Student Exchange Programs.
3. Offer more Internships for students.
4. Increase online services for students and faculty.
5. Establish a store to sell student artwork as an auxiliary business .

Threats

1. More competition when other educational institutions increase their offerings.
2. Globalization of art.
3. Economic situation on the Island.
4. More regulations from the state, federal government and accrediting agencies.

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The assessment results of the Library, Study Programs, Recruitment, Finance, Fiscal Improvement and Infrastructure were added to the draft of the Institutional Strategic Plan for 2009-15 (Exhibit). The Institution gave priority to meeting strategic goals, improving academic offerings, the inclusion of minors, and extending short courses and opportunities for students to

acquire professional experiences. It also supplemented these by a diversity of cultural and extracurricular activities in response to the Mission's goals to fully train the students and to contribute to the cultural and artistic enrichment of the Puerto Rican community.

Conforming to the recommendations made by MSCHE (2003), the Strategic Plan included the projects and initiatives related to the Strategic Goal in its academic offerings, and were systematically integrated to the Plan for the Institution's results' assessment.

In 2009, two (2) new strategic areas were added to the Plan: Organizational Culture and Institutional Assessment. The Board of Directors approved the Strategic Plan for 2009-13 at an ordinary meeting held on September 29, 2008, and in 2012 it was extended to 2015 (Exhibit). The process of making the Strategic Plan at EAP is characterized by the discipline, coordination, and systematization of its phases, within the framework of the institutional Mission and Goals.

Departmental Planning

The Strategic Plan led to departmental and action plans. Each department director or functional unit defined with its task force the goals and objectives needed to comply with the Institutional Mission. Departmental planning and revision is done yearly and it also intends to assess periodically its operational effectiveness (Exhibit). In keeping with the MSCHE recommendations of 2003, revision is done yearly and involves the faculty to forge and implement the plans, which eventually become part of the Strategic Plan. For example, to improve the student information system a new technological platform that allowed managing data more efficiently was acquired. The *Collegium* program was purchased and is currently being installed

Development of the Technological Plan is linked to the 2009-15 Strategic Plan, meets the goal of Institutional Quality. The Information Systems Office is responsible for the drafting of this plan (Exhibit). This assignment of responsibilities ensures reliability of the process as it taps on that office's expertise and capabilities. The Plan takes into account applications made through the plans of action on the basis of existing resources. Among the results were: the acquisition of new computers for the Learning Resources Center, The Design Center, the Image and Design

Laboratories, the Center for Technological Integration to Learning (CITA its acronym in Spanish); in addition to the habilitation of a classroom at the *Antiguo Manicomio* with eighteen (18) computers for the General Studies Department courses and the installation of Wi-Fi for student, employees, and faculty use. New technological equipment and audiovisual materials were acquired with Title V federal funds.

Included in departmental plans is to equip the art and design workshops, with the exception of Image and Design. Under Title V, emphasis has been on creating workshops for Painting, Industrial Design, and Fashion Design. From the budget, a line item for more than $65,600 was assigned for purchasing computers, easels, and textile printers.

Yearly Action Plans

Yearly action plans constitute the fourth phase of the planning process (Exhibit). Each deanship and department is responsible for presenting a document to the Planning Office that describes the strategies and activities needed to meet the set objectives of the Departmental Plan. It includes costs and person in charge. As of 2012-13, it includes an assessment method that shows quantitative and qualitative outcomes for each activity.

Each yearly action plan includes a necessary budget request in order to achieve operational goals. From the supplied information the Executive Committee sets budget priorities to address the different financial needs and include them into the annual budget request. In past years, the wide request has increased. In 2010-11 it amounted to $2,004,000, for 2011-12 it consisted of $3,168,000, for 2012-13 it summed $3,188,000, while for 2013-14 the request is for $5,098,000.

Yearly Departmental Budget Request

The budgetary process is based on the goals and objectives set by the Strategic Plan. It is an estimate of the costs submitted by the different units in their yearly plans, and has three phases. Phase I: *Assessment of needs by the EAP Executive Committee*, in which requests taken from the

yearly plans are analyzed; Phase II: *Request* — The Chancellor presents the request to the Board of Directors for evaluation, recommendations, and approval. The Planning Office initiates the budget request to the General Fund through the Management and Budget Office's request module (OGP, its acronym in Spanish). This Office requires that government agencies in Puerto Rico submit budgetary requests with working plans and their respective justifications and all programmatic, financial, management information; proposed expenses, financial and operational statements. Phase III: *Presentation* — The Chancellor defends the budget before the House and Senate Committees of the Commonwealth of Puerto Rico. Phase IV: Final *Approval* of the budget by OGP. Phase V: Allocation of the budget among the functional units and analysis of the need to obtain additional resources in order to meet the objectives should the total amount of the budget not be granted.

During the last years, the Escuela has gone through the budgetary process and stated the most pressing needs for institutional development. The table below presents a summary of the requests to the General Fund compared to what OGP has approved.

Table 2.1
Requested and Approved Budget

Fiscal year	Requested	Approved
2010-11	$2,004,000	$1,824,000
2011-12	$3,168,000	$2,229,000
2012-13	$3,188,000	$2,344,000
2013-14	$5,098,000	N/A

Source: Planning Office

Although the amount approved is not what was requested, during Fiscal Year 2012-2013 the budged approved showed an approximate increase of 4%, over the previous year's. Nevertheless, the limited financial resources continue to affect institutional management.

Beginning in 2011-12 the *Year Round Pell* was instituted. This federal program granted the student the maximum Pell Grant for the entire academic year, and allowed EAP to put into effect three academic periods, or trimesters, for 2010-2011 and 2011-2012. This action provided

relative financial stability, since additional funds from tuition were obtained. However, in 2012-2013, there was a decrease in this line item because the *Year Round Pell* was eliminated and the two (2) academic terms, or semesters, were reinstated, which again accentuated the financial limitations.

Resource Allocation

The resource allocation process is of great importance in order to operate effectively and competitively. The effectiveness of this mechanism contributes to EAP's Mission, Vision, and projections and to healthy management. A single audit is held every year by outside auditors. The firm Rodriguez & Espada CPA performed the most recent. It gave attention to the use of funds and to those areas in need of special attention by the Administration (Exhibit). As a result of those audits, the Institution has had to take several corrective measures among which are: to make a Finance Department restructuring plan and hire a Finance Director in 2012 and an additional accountant. In addition, all tasks were assigned specifically to the rest of Finance personnel and the Dean of Administration will be in charge of overseeing compliance with federal regulations in that Department and monitoring, monthly, so procedures are carried out within the established time frame.

To attend to the concerns expressed by MSCHE in 2003, EAP began to prepare periodic reports during Academic Year 2004-05 that show yearly budgetary allocations and allow the departments to watch closely the assigned budgets. Institutional resources in the past five years have been distributed in the following manner:
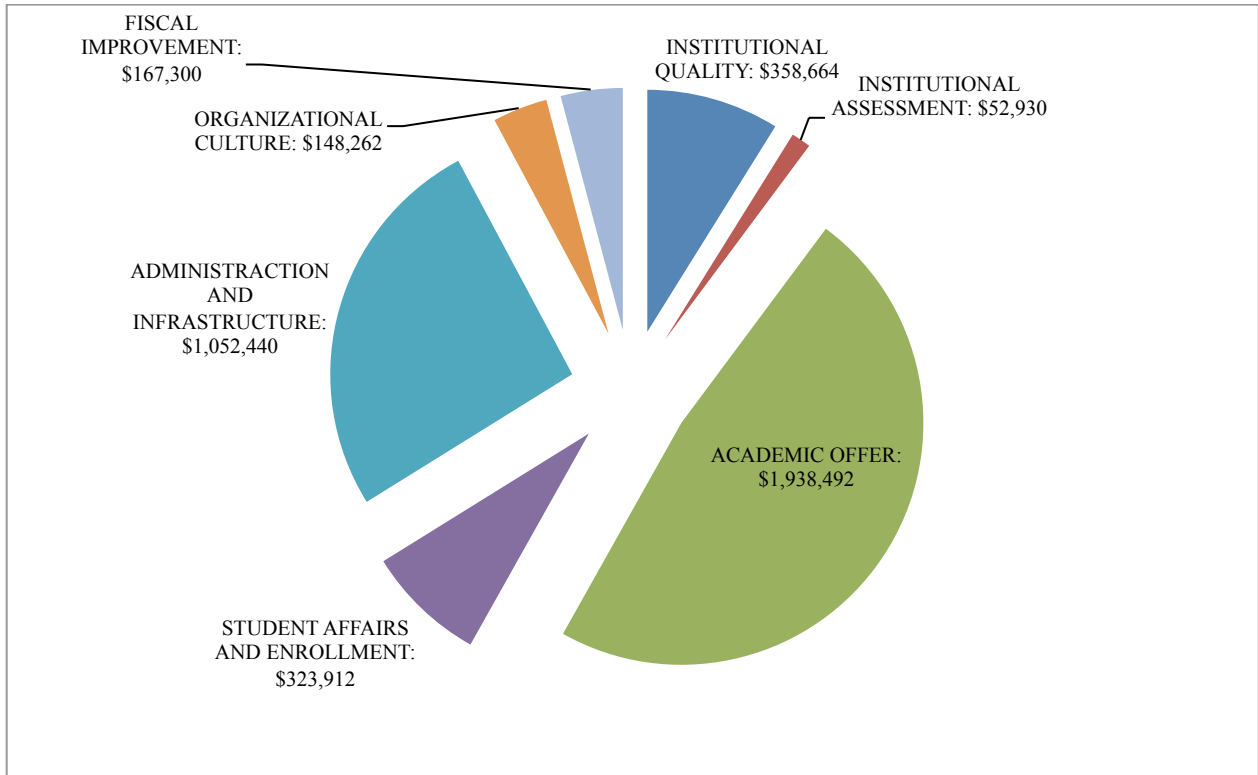
Figure 2.3
Budget Breakdown by Categories, 2008-2013 (in millions)

	Payroll and related cost	Utilities	Other Services	Professional Services	Materials	Equipment	Other Expenses
■ 2008-09	$2,735	$429	$918	$1,267	$155	$168	$808
■ 2009-10	$2,474	$331	$503	$1,344	$80	$54	$244
■ 2010-11	$2,207	$359	$566	$1,395	$84	$68	$356
■ 2011-12	$2,073	$360	$396	$1,300	$80	$205	$236
■ 2012-13	$2,171	$360	$300	$1,035	$41	$85	$50

Source: Planning Office

These allocations respond to the Strategic Plan and the Mission Statement; the sum of received income is used primarily to pay for regular employees, contracting faculty, utilities, support services such as building maintenance, security, photocopying machines rentals; purchase of equipment for laboratories and workshops, materials and other expenses. Figure 2.4 shows funds' allocations by strategic area for fiscal year 2012-13. It presents how fiscal resources are used to address set priorities within the Strategic Plan emphasizing set objectives in order to achieve expected outcomes.

Figure 2.4
Budgetary Allocations by Strategic Area for fiscal year 2012-13

FISCAL IMPROVEMENT: $167,300

ORGANIZATIONAL CULTURE: $148,262

ADMINISTRACTION AND INFRASTRUCTURE: $1,052,440

STUDENT AFFAIRS AND ENROLLMENT: $323,912

INSTITUTIONAL QUALITY: $358,664

INSTITUTIONAL ASSESSMENT: $52,930

ACADEMIC OFFER: $1,938,492

Source: Planning Office

The line items with limited funds have been subsidized by auxiliary companies and from funds obtained from Title V. Such subsidy has enabled continuation of student and academic services.

The years from 2009 to 2012 have been of vital importance for EAP. Consolidation of responsibilities and reassignment of administrative tasks was essential to face the institutional and national economic crisis. To such ends, the Escuela has reinvented itself to be able to keep quality of student and academic services according to the Mission. Examples of such processes for renewal are: the establishment of the third semester during the existence of the federal *Year Round Pell* program, obtaining funds from the *American Recovery and Reinvestment Act* (ARRA), rental of spaces, and the Design Center, a college enterprise that obtains external funds for the institution.

Financial autonomy is also an institutional renewal achievement. In 2003, MSCHE expressed concern over the need to achieve fiscal autonomy. From that finding, in 2006 EAP achieved that and was able to expedite the use and management of its funds. Since the last accreditation visit, EAP has made significant changes to its finances that have allowed it to expand and improve institutional services, which are:

- Acquisition of software and equipment to print checks internally and make payments for services and for Pell Grants;
- Invest $50,000 on the MIP accounting system to strengthen the integrity of the Accounting Department processes;
- Accounting area improvement by hiring two accountants, a Payroll officer, and a Collector;
- Improvement of payroll services through outsourcing.

Part of EAP's fiscal autonomy consists of internal quality control that includes policies, processes, and procedures for managing financial activities and registries, and human resources (Exhibit). This control system covers all service areas and administrative, academic, and student affairs. The Office of the Comptroller at the Treasury Department of the Government of Puerto Rico exercises additional controls through policies, regulations and circular letters (Exhibit).

Standard 3

Institutional Resources

The human, financial, technical, and physical facilities and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

EAP fulfills its mission by effectively and efficiently using its institutional resources. In spite of facing significant economic challenges, for the last several years, the institution has managed its resources with great success due to careful planning, decision-making and assessment.

The most important source of income for EAP is the Government of Puerto Rico's General Fund. This income is supplemented by income from tuition and fees, the Extension Program, and external fundraising activities such as obtaining grants and submitting proposals to foundations, corporations and the federal government.

Human Resources

During the last five years, the Puerto Rican economy has experienced negative growth. The imposition of Law 7 (Special Act Declaring a State of Fiscal Emergency and Establishing an Integrated Fiscal Stabilization Plan to Save Puerto Rico's Credit) in 2009 served the purpose to address integrally and responsibly the fiscal crisis faced by the Government of Puerto Rico. This represented a decrease by 34% of the labor force at EAP. A total of sixteen (16) employees from

Human Resources, Accounting, Admissions and Facilities were fired requiring thus the consolidation of positions and contracting employees for professional services. As a result, the Institution has to allocate funds from its own income to pay for these services. In the budget request for 2013-14 EAP applied for the approval from OGP for thirty (30) additional teaching, administration, and services positions, justifying the need for these services. The request is under consideration (Exhibit).

Presently, EAP has thirty eight (38) full-time employees of which sixteen (16) are full-time faculty. The remaining twenty two (22) positions are divided among the deanships of Administration and Academic and Student Affairs. Despite the economic limitations, the Institution kept the quality of its services high by hiring contract personnel such as administrative assistants, accountants, and maintenance staff.

Finance

The finance process takes place from the bottom up; the department directors and chairs submit a detailed budged in their Annual Plans that meets the goals outlined in the Strategic Plan. The directors and chairs must include a detailed justification with options and cost alternatives.

Table 2.2 shows the budget for the last five years. Although there was a decrease in funds from the Puerto Rico General Fund beginning in 2009, this decrease was compensated by an assignment from the Stabilization Fund and from the American Recovery and Reinvestment Act (ARRA). The increase in EAP generated income for the year 2011-12 corresponds to the creation of the third fifteen-week term in the Academic Year.

Table 2.2
Budget for the Last Five Years

	2008-09	2009-10	2010-11	2011-12	2012-13
General Fund	$3,382	$2,584	$1,824	$2,229	$2,344
Earned Income	$1,943	$1,688	$2,161	$1,907	$1,698
Federal Funds	$505	$499	$512	$514	
Others	$650	$259	$538		
TOTAL	$6,480	$5,030	$5,035	$4,650	$4,042

Source: Planning Office

Figure 2.5 includes only the budget assignment from government sources for the last five years. It shows the budgetary fluctuations on a yearly basis. Although they may be moderate, it is evident that there is a need for additional external income.

Figure 2.5
Government Income
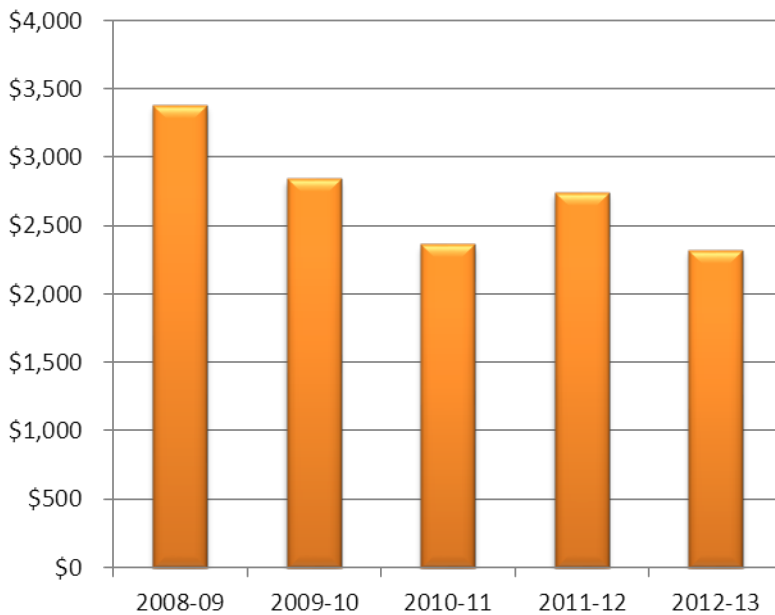
Source: Planning Office

During 2007-2012, EAP received funds from Title V project. Funding was assigned taking into consideration the needs of each department as submitted in their respective plans and were used to acquire equipment, for faculty development and to match income received for the Endowment Fund.

Additional Income

In keeping with the Strategic Plan for 2005-2008, the Design Center opened in 2006. This is a college company with the purpose of providing students with professional work experiences and earning additional income for the Institution (see Standard 13). From the beginning it has produced profits of more than $100,000 (Exhibit). Among the works done stand out:

- For 2009-2010, design of a comic book series about
- Art History for the Department of Education - $99,000;
- In 2010-2011, *Glade* publicity campaign, flower design and manufacture - $44,375

Revision of tuition costs has also been a source of additional income. In 2005, the Board of Directors approved a scaled increase in the cost of tuition for regular and Free Studies' students to help offset operative expenses (Tables 2.3 and 2.4).

Table 2.3
Costs of Scaled Increase for Programs Leading to Bachelor's Degrees

			Cost per credit			
August 2005	Jan 2006	August 2006	Jan 2007	August 2008	Jan 2009	August 2009
$60.00	$65.00	$70.00	$75.00	$80.00	$85.00	$90.00

Source: Finance Office

Table 2.4
Costs of Scaled Increase for the Free Studies Program

COST PER CREDIT

Aug. 2005	Jan 2006	Aug. 2006	Jan 2007	Aug. 2008	Jan 2009	Aug. 2009
$70.00	$75.00	$80.00	$85.00	$90.00	$95.00	$100.00

Source: Finance Office

This activity yielded an approximate $88,300 in income per year. In 2007-08 the Board approved a new increase that included fees for construction of $35 and $25 for use of computers. Presently, the cost per credit is $90 for regular students and $100 for Free Studies students. Despite the changes, enrollment was not affected and even with the increase, benchmarking with other higher education institutions in Puerto Rico showed that EAP has a low tuition cost (Table 2.5).

Table 2.5
Cost Benchmarking per credit

Institution	Cost per credit
Escuela de Artes Plásticas	$90
Atlantic University College	$135
EDP College	$156
Universidad del Turabo	$181

Source: Planning Office

Also a source of income for EAP is the rental of space within its buildings (Table 2.6). Rehabilitation and development of spaces has availed the increase of rentals. The Institution leases the areas occupied by the Cafeteria, the lockers, and other facilities such as the amphitheater, classrooms and courtyard.

Table 2.6
Rentals

	2007-08	2008-09	2009-10	2010-11	2011-12
Lockers	$580	$485	$480	$460	$690
Facilities	$1,870	$1,570	$8,554	$2,600	$4,500
Snack Machine	$1,338	$1,140	$1,868	$2,623	$1,597
Cafeteria	$6,625	$6,900	$1,725	$7,475	$7,100
TOTAL	**$10,413**	**$10,095**	**$12,627**	**$13,158**	**$13,887**

Source: Finance Office

In the last five years, the Institution has achieved a 25% increase from this line item that has become an important source of additional income. Other areas that can be leased within the *Antiguo Hospital de la Concepción, El Grande* is the terrace next to the amphitheater, once repaired.

Technological Resources and Facilities

Since 2007, EAP invested in computer technology. More than $1,000,000 was invested to purchase the program *Dynasty* for cataloguing books at the Francisco Oller Center for Learning Resources. Other acquisitions were: the program *Collegium* to improve student information services; the fashion design program *Gerber*; *Autocad* for industrial design, and *ADOBE Collection Suite* for the Image and Design Department (Exhibit). This way, the Administration, Faculty, and Students are afforded up to date technology that is efficient and satisfies the need to keep up with technological changes. Three new *Dell Power Edge* servers and four *switches* were acquired in 2011 for Information Systems Office that improved the speed of communications. Each departmental office received computers and printers for faculty use. At present, this is not enough to meet the needs because we must identify resources for upkeep and replacement of equipment, programs and operative systems in keeping with demands and drastic market changes.

Since the 2003 MSCHE visit, EAP has experienced significant growth of its facilities. The Capital Improvements Plan for 2013-2018 is the answer to the need to have a comprehensive vision of the Escuela for the coming years (Exhibit). At present the Institution occupies two buildings in Old San Juan's *Barrio Ballajá*. Its headquarters known as the *Antiguo Manicomio Insular*, located on the fields of Morro Castle houses the Chancellor's office containing Information Systems, Financial Aid, and Planning offices as well as the Painting and Sculpture Department's workshops.

The second building, known as the *Antiguo Hospital de la Concepción, El Grande,* is on *Calle San Sebastián* within walking distance of the main building. It contains the Dean of Academic and Student Affairs Office (Admissions, Guidance, Cultural Activities, Registry), the Center for Learning Resources, a computer laboratory, Design Center, and the Graphic Arts workshops, Fashion Design, Image and Design, Industrial Design, and Art Education.

Although both buildings have spaces reserved for departmental offices, it is necessary to redistribute for additional faculty spaces. The expansion of the facilities diminished the amount of parking spaces. Since 2003, the Institution has an agreement with a parking company that

charges a fixed low-cost daily rate to students and administrators. It is understood that the limitation is inherent to the Campus' location in the Old San Juan, a colonial city. However, the matter needs more attention and analysis in order to deal with the situation.

Allocation of institutional resources has been key to EAP's growth. The Office of Institutional Research, ascribed to the Planning Office is carrying out an assessment of institutional services by means of questionnaires to students and graduates every three years (Exhibit). The outcomes point to the need for improvement of laboratories, the Center for Learning Resources, meeting spaces, and classrooms. In response to this, the Escuela has invested over $964,000 to equip workshops and classrooms, computer laboratories, and information technology. The equipment of security and tools workshops has been brought up to date in both buildings.

The delivery of the *Hospital de la Concepción El Grande* building allowed the expansion and development of new majors and caused an increase in enrolled students. (See Standard 11). Up to that time, EAP had limited admissions for lack of space to offer additional classes. The 150% increase of space for classrooms and student services offices and in enrollment was the reason for that growth.

The expansion of the *Antiguo Hospital* contributed to the effective allocation of resources. Laboratories were fit with six (6) computer classrooms for the Image and Design, Fashion Design, and Industrial Design majors with capacity for ninety two (92) computers. The Laboratory has a new space: the Center for Technological Integration to Learning (CITA, its acronym in Spanish) where Faculty has access to technology and training. The new amphitheater, with capacity for one hundred and one (101) persons, besides serving as a place for cultural exhibitions is also used as a General Studies and Art Education classroom.

Other institutional measures that serve to confirm the effects of the improvements on academic support are the use of the laboratories. It has been documented that there is a considerable increase in the amount of students who use the laboratories since the Academic Year 2007-2008. The creation of the Image and Design major has brought an increase of 25% growth in the use of the laboratories from 84 classes in 2007-08 to 107 in 2011-12.

In the *Antiguo Manicomio* building and in compliance with the American with Disabilities Act (ADA) the existing elevator was remodeled and ramps were placed at the Amphitheater entrances, at Room 17, at administrative offices, and at the main entrance.

A Plan for Managing the Conservation of Historic Property was made in 2008 (Exhibit) expressing the most pressing needs for infrastructure repairs for both buildings with recommendations. In 2008-09, $650,000 was assigned for painting, fixing walls, window frames and air conditioning unit replacements. In 2010, a budgetary request to OGP was made to continue improvements contained in the Plan for Managing the Conservation, but it was not granted. By fiscal year 2012-2013, EAP has renewed its request for that same item. That assignment is essential to correct deficiencies in the *Antiguo Hospital de la Concepción, El Grande* building. The proposal, at an approximate cost of $984,500, includes labor and maintenance of the centenary building.

Implementation of the Plan and all the efforts to provide our students with an excellent education contribute to achievement of the expected position by 2015. As stated in the Strategic Plan, by that date we will be "*consolidated as the main higher education institution in the Visual Arts and in Design in Puerto Rico…*"

Other resources

By 2005, through a proposal to the *Hispanic Serving Institutions Program* (Title V) from the federal Department of Education, $248,000 was approved for beginning an Endowment Fund, conditional to matching funds at a 1:1 ratio for five years. The money was designated to support EAP future activities and operations. Only 50% of the generated interests may be used, not the principal. The Board of Directors approved the regulations and the manner in which the income would be used (Exhibit). From 2006 to 2012, more than 200 graduation candidates have received stipends. In 2008, the federal Department of Education approved an additional $550,000 also to be matched at a ratio of 1:1.

EAP's Capital campaign was slated to begin in September, 2008. But a fund raising *Gala* to raise matching funds for $500,000 that year had to be cancelled due to a hurricane.

Nevertheless, private companies such as *Fundación Banco Popular, Fundación Carvajal,* and *Fundación Ángel Ramos* have provided financial support. Presently, EAP's Endowment Fund has $1,829,409, but it still needs to match $137,000 to meet the requirements of the Title V Proposal.

Strengths

- The planning and development process is structured and allows the design of strategies that meet the Mission and the adequate functioning of each unit.
- The institution shows renewal and change supported by reasoned processes and actions and creative planning.
- The adequate implementation of departmental plans provides direction in developing the institutional Strategic Plan activities.
- The planning process is participative and takes into consideration internal end external environmental factors.
- The Strategic Plan responds to the real needs as established by consensus from many sectors.
- The Institution structures diversity of plans that steer actions toward compliance with Mission and Goals.
- The Strategic Plan is all inclusive, institutionalized and founded on assessment mechanisms.
- The Institution has an adequate technological structure for the needs of its community.
- The infrastructure is adequate and appropriate for student, academic, and administrative services.

Challenges

- The Endowment Fund has not grown as it should.
- There is a need for additional positions for teaching personnel and other service areas.
- The assignment of funds for upkeep and rehabilitation of the *Antiguo Hospital* building is insufficient.

- Auxiliary enterprises do not generate enough additional funds.

- Although there are department offices, there are no individual faculty offices.

- There is no parking available for students and administrative personnel.

Recommendations

- Continuously follow up with government offices to obtain positions for professors and the budget assignment for the *Antiguo* Hospital's rehabilitation.

- Involve the Board of Directors in activities to improve the Endowment Fund.

- Strengthen the Design Center services and establish innovative marketing strategies to increase rental of the Institution's building spaces.

- Redistribute spaces at both buildings to provide faculty offices.

- Inventory of accessible parking spaces within the Colonial City in order to increase available spaces at low cost.

Chapter 3

Leadership, Governance and Administration

Standards 4 and 5

Standard 4

Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision–making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

The essential elements of leadership and governance show that EAP possesses the Characteristics of Excellence described by MSCHE. Policy development and decision-making follow a defined plan that guarantees compliance with the Mission and the Institutional Goals. EAP's governance system supports decision-making and fosters participation and academic integrity.

The Institution is fiscally and administratively autonomous since 1990. Regarding governance, the *Instituto de Cultura Puertorriqueña* (ICPR its acronym in Spanish) designates EAP's Board of Directors' structure. There is consensus among the community that EAP should achieve complete autonomy so the composition of this ruling body is not subordinate to the agency. A committee constituted by faculty, students and administrators has elaborated the draft of law bill in search of institutional autonomy (Exhibit). EAP's and ICPR Board of Directors issued certificates that favor the initiative (Exhibit). The finalize document will be presented to both Boards for their approval. Finally, it will be defended in the House and the Senate of the Commonwealth of Puerto Rico.

EAP's governance system is made up of seven (7) members. Four (4) of them appointed by the ICPR Board of Directors; three, including the President, are also members of the ICPR Board of Directors. This body meets the requirements of duties and responsibilities set by the

Board's internal bylaws (Exhibit). Among them is to watch for academic and financial quality and integrity, demonstrated by the analysis and approval of improvement, innovation and change measures, by lending support to academic planning and financial health, by reviewing assessment and institutional planning results obtained since its involvement with analysis and approval of strategic plans began.

The Board of Directors has the knowledge and expertise that encourage academic integrity and decision-making. Since 2009, it is presided by a prominent doctor of history and literature with credentials and experience in the cultural world. The other members represent the education, cultural and business sectors, consistent with the Board's internal bylaws (Exhibit). They are all outstanding individuals from cultural, research, communications, law, and arts and education institutions.

Article 4 of Law 54, was amended by Law No. 145 (House Bill 3441) in 2007, in order to reinforce diversity among its members (Exhibit). With the amendment, members who also fit the student body profile will be incorporated, according to MSCHE's Characteristics of Excellence. The modification establishes that "one of the members must be an individual between eighteen (18) and thirty five (35) years of age and or a regular student in pursuit of a Bachelor's degree." At present, one Board member meets such a requirement.

The Board of Directors has three (3) permanent committees from the areas of Academic and Faculty Affairs, Student Affairs, and Budget and Auditing. The President is ex-officio member of all three. The Board holds ordinary monthly meetings and extraordinarily as deemed by the members and allowed by regulations in force. These meetings address matters related to the Board's Work Plan and offer the Chancellor the opportunity to present monthly achievement reports and approvals of plans as well as measures born at the Institution (Exhibit). This is proof of the delegated authority and responsibility, assigned and shared within an environment of respect and mutual support.

Board members are not remunerated for their participation in institutional matters. The Office of Ethics in Government of Puerto Rico laws and regulations serve as guide to avoid conflicts of interests within the Institution and within its Board. Chapter 1, Standard 6, defines these in detail. The regulations ensure outstanding performance of academic, fiscal, and administrative integrity.

There is well-defined governance that includes policies and responsibilities on the part of the governing body and the faculty. EAP's Board of Directors' internal bylaws of 1992, in accordance with Law 54, rules the procedures and outlines the duties and responsibilities of this body (Exhibit). Essential to the Board's work is the dissemination of information and communication with the community. In this respect, there is evidence of the mechanisms for communication employed in past years. The Board has held assemblies and special meetings with students, faculty and personnel, and union delegates to talk about the financial situation, Law 7, and other concerns of the community (Exhibit). They have afforded the students the opportunity to provide input regarding decisions that affect them directly. At present, a digital link is being created to disseminate to the college community the decisions and achievements of the Board that benefit EAP.

By mandate of its internal bylaws, the Board is responsible for improving the Endowment Fund by obtaining resources from the public and private sectors, a duty set by the bylaws. There's evidence that the Board has been involved in this effort during past years. Greater participation would serve best to foster financial stability, and greater institutional development and renewal.

Evidence exists that the Board oversees academic quality, integrity and all institutional planning. Review of minutes from past years show decisions regarding academic matters, intellectual property, academic research, revision of bylaws, and budgetary recommendations. For example, certificate number 2008-5 evidences the Board's intervention in the approval of the 2009-2015 Strategic Plan (Exhibit). The Board also approves the Institutional budget, as well as policies and bylaws related with the Escuela.

The Chancellor (Chief Executive Officer or CEO)

The Chancellor, as Chief Executive Officer, is appointed and directly supervised by the Board Directors. This position was occupied for eighteen years (18), until 2011, by the previous incumbent, followed by a six (6) month acting official and culminating in the appointment of the present Chancellor. These changes combined with a limited financial situation since 2009,

affected EAP's agility planning and development. Nevertheless, the reinvention mechanisms presented in standards 2 and 3 allowed the academic and student services to be offered in keeping with the institutional Mission.

The appointment of the present Chancellor followed a process that began with the formation of a consulting committee, constituted by five (5) professors, one (1) representative from non-teaching staff, one (1) student, and the Student Council President. After evaluating the candidates, the committee presented its recommendations to EAP's Board of Directors. The candidates made presentations at public hearings before the Board of Directors and the general community. The present Chancellor was appointed on August 16, 2011. This process is illustrative of the respectful, democratic and participative environment in the community with regard to institutional matters.

Executive Committee

The Executive Committee is made up of the deans of Administration, and Academic and Student Affairs, the Planning Office Director, and the Chief Officer of Computer Technology. They lend support to the Chancellor in her administrative endeavors. The Committee meets every two weeks to discuss immediate concerns relevant to institutional performance, to consult among members, and make decisions or reach agreements that they will later present to the Academic Council and the Governing Board.

Academic Council

The Academic Council represents the next level of the deliberative body in institutional governance. It is composed of the Chancellor—its President—the deans including the Administrative and Academic and Student Affairs deans; the Center for Learning Resources Director; the Community Extension Programs Coordinator; departmental directors; a professor from each department and three elected student representatives from the Student Council. Regulations that determine its functions rule this body. Each month the Academic Council addresses matters related to institutional governance, academic programs and services and has

authority to determine policy and give direct guidance on all those procedures that affect academic programs. Through the Chancellor, it makes pertinent recommendations to the Board of Directors.

The present Academic Council bylaws were established in 1995. Following   MSCHE 2003 recommendations that the Council be headed by a faculty member or the Dean of Academic and Student Affairs, the issue was presented in 2013 and members of the Council voted against the proposal.

Student Council

The Student Council has its own bylaws, included in Chapter VII of the Student Handbook of 2006 (Exhibit). Each student elected to the Council receives a copy. The document states the purpose and functions of the Council, the rights and duties of students, rules of conduct, disciplinary measures, and other academic matters pertaining to students, according to the principles of academic integrity.

The Council interacts with the other governance structures by participating actively in the Academic Council and in self-study committees, consulting processes, such as the choosing of the new Chancellor, and general assemblies. They collaborate at institutional events such as *Casa Abierta* (Open House), the Annual Show and others. It gets the opportunity to be part of events like Annual Exhibition and associations such as *Comité de Recursos Universitarios Sembrando Alianzas contra Drogas Alcohol y Violencia* (CRUSADA), where they represent EAP. During the last year a new space was identified to allocate the Student Council office.

Standard 5
Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

The Escuela has an administrative structure that complies with the rules and regulations of the Commonwealth of Puerto Rico, the U.S. Department of Education, and their respective accrediting agencies. Its organizational chart describes the institution's organization and its lines of supervision.

Institutional Organizational Chart

The Board of Directors channels its administrative activities through the Chancellor, the Office of Planning and Development, the Dean of Academic and Student Affairs, and the Dean of Administration. All of these units, in addition to the Design Center, the Information Systems, and Financial Aid answer directly to the Chancellor and provide abroad vision for the establishment of the Institution's administrative services (Appendix 3).

The Chancellor, the direct link between the Escuela and the Board, provides vision and leadership. The academic credentials of the CEO and her history in the educational, architectural, and photographic fields, lend direction, focus and consistency with the organization's Mission. Her work plan has taken into consideration the recommendations made by MSCHE in 2003 related to fund raising, public relations, and lobbying. Among the efforts are

associations with cultural, university entities, private enterprises, communications media, and other agencies. They include: *Alianza Francesa*, *Supermercados Selectos*, Be Brave de *Gómez Hermanos*, the public relations agency *Noticel* JWT, Reliable, *Radio Isla*, and *Universidad Politécnica* (Exhibit).

In 2005, the Escuela began to consolidate functions and personnel from the deanships of Academic and Student Affairs, to make one unit: deanship of Academic and Student Affairs integrating thus academic and student services. The change was the response to economic considerations and the aspirations were to meld processes and make them more efficient.

Although the consolidation gained some degree of effectiveness, in August of 2011, as part of an assessment process, a report made by the Interim Dean indicates that it has limited the adequate functioning for both areas (Exhibit). It highlights that to supervise and administer so many aspects from one post entails a work overload and possibly conflict of interests and partiality when handling situations. Academic and assessment processes, were also affected. Following an administrative assessment process, it was decided that the deanships should be divided into separate units thereby strengthening both areas. As this process takes some time, a new Assistant Dean has been recruited.

Although originally part of the Dean's Office, the Financial Aid Unit was moved to the deanship of Administration. The purpose of the change was to facilitate the grants' payment process to students and comply with the CFR 34 Section 668.164 (i) code regulation. That brought about greater communication and process flow and compliance with the deadlines for grants' payments.

Administrative Personnel

EAP counts on an administrative team with the professional credentials in compliance with the Institutional Mission, Goals, and Objectives (Appendix 4). There are thirty eight (38) employees. Forty two percent (42%) are administrative contract workers. Considering this percentage, it is evident that the number of regular employees is not sufficient to meet the needs of the Institution. To deal with this situation, the budget proposal to the Office of Management

and Budget for fiscal year 2013-14 includes the request for twenty one (21) full-time administrative posts. Should OGP approves, the positive effects would impinge on administrative functions.

To comply with Strategic Area VI, Organizational Culture of the Strategic Plan for 2009-15, professional development is provided through the following entities: Ethics in Government Office, the Employee Assistance Program (PAE, its acronym in Spanish), Office for Training and Advice in Labor and Management of Human Resources (OCALARH, its acronym in Spanish), Human Resources Management Association, Office of the Advocate for Persons with Disabilities (OPPI, its acronym in Spanish) and *Asociación Puertorriqueña de Profesionales de Consejería* (APCP). Evidence of all trainings for administrative personnel is kept in the employee's personnel file. Presently, the Human Resources Office is conducting a study of needs in order to establish a professional improvement plan beginning in July of 2013.

The Human Resources Office is ruled by Law 184, the Law for the administration of Human Resources in Public Service, and by the Human Resources Career Services and Trusted Employee Management. This agency considers the age, race, creed, ethnicity and gender diversity when selecting personnel. Presently, the regulations regarding personnel are under revision to adjust them to the changes made by Law 184. The Deanship of Academic and Student Affairs, in conjunction with the Human Resources Office developed the Faculty Contracting Policy for 2011-2012. It serves as guides to management and administrative endeavors and defines the duties and responsibilities of contracted personnel.

Through the administrative personnel contracting policies it is possible to recruit the best human resources available as it is begun with a public notice and calls and public announcements of employment opportunities. The process includes interviews, an examination, personally or through evaluation of preparation, experience and other established criteria. This allows the creation of a resource pool and the ability to choose highly qualified personnel.

Administrative Evaluation Procedures

The performance system used to evaluate human resources is designed for analysis and determination of the quality and efficiency of the work performed by employees. The procedure is set up to consider productivity, efficiency, orderliness, and discipline criteria. The evaluation cycle takes three phases: guidance, follow up, and discussion of the employee's evaluation. This is participative and includes an improvement plan, and evaluation review procedures (Exhibit).

Employees work in teams and collaborate with other institutional divisions, considering input and participation of all the parts. The services rendered by the administrative offices are structure so they lend support to faculty.

To improve the assessment of administrative structures, recently the Institutional Research Office prepared a questionnaire that targets periodic evaluation of how these areas work. The results will serve to improve administrative and institutional services.

Strengths

- EAP has an integrated governance system wherein the interests of the different institutional sectors are addressed.
- The Board of Directors is highly qualified and possesses the knowledge and expertise to perform its duties.
- Board of Directors is not involved with internal day-to-day functioning and is aware of its role in policy-making.
- EAP's governance structure is made up of many sectors, is inclusive, and democratic.
- Organizational boundaries are clear and defined
- EAP has institutional rules and policies that guide management and administration.
- EAP counts on an administrative team committed to increase the levels of institutional quality and support the faculty and academics.
- Employees are highly qualified for job performance in the positions they occupy.
- The Institution has systematic evaluation processes.

Challenges

- To obtain the approval of a law bill that would grant autonomy to EAP in order to gain operational independence.

- There is little documentation of external funds being sought by the Board of Directors.

- To obtain approval for justification to OGP for separating the Deanship of Academic and Student Affairs.

- Disproportion between contract workers and regular employees affects continuity of services.

Recommendations

- Present to the Legislature a law bill for EAP autonomy.

- Identify outstanding community leaders, similar to the group of *Amigos de la Escuela*, for fund raising and for strategies to increase the Endowment Fund.

- Appoint a Dean of Student Affairs to improve achievement for the Dean of Academic Affairs and the Dean of Student Affairs.

- Request the reinstatement of job positions lost under Law 7 from OGP.

Chapter 4

Student Admissions and Retention;

Support Services

Standards 8 and 9

Standard 8

Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

The admission policy supports and reflects the Institutional Mission and NASAD's accreditation standards by placing special emphasis on recruiting the most talented and committed students. They are chosen for their potential to achieve the highest competencies and become professional artists, designers and art teachers.

The Admissions Office

The Admissions Office is under the Dean of Academic and Student Affairs. Two officers, one full time and one part-time are its staff, and are responsible for receiving, processing and following up on all applications for admission to EAP, excepting the Community Service Program (*Programa de Extensión*).

This office is responsible for promoting all academic offerings and services. Its main strategies consist of visits to high schools, college fairs, career days, conventions and other events. In addition to these recruiting activities, it offers counsels prospective students that visit EAP. As a way to reach broader number applicants, information is also placed in other institutions and at the official web site. This site provides information about academic departments, learning

outcomes, the institutional Catalogue and other relevant information. Currently, this site is being revised to include assessment results.

Admissions officers handle all informational brochures, applications, and calendars with important dates for admission, as well as promotional material. Actually new promotional material is being designed for recruitment purposes (Exhibit). In order to increase enrollment, as specified in the Institutional Strategic Plan for 2009-15, the island-wide recruitment goal is to be complemented with innovative marketing strategies. Although in its budget there is no inclusion of a line item dedicated to marketing and promotion, part of new strategies for institutional renewal that meet the recommendations made by MSCHE in 2003, include posting student's class projects on the web and social media. Other promotions include agreements with a major newspaper and a radio station.

The Admissions Process

The Admissions Policy is in keeping with the Mission, as it chooses candidates with the best potential of becoming professional artists, designers, and art educators. The Academic Council provides, evaluates and approves the criteria and documents that will be used to admit new students. The criteria are based on two main indicators: academic and artistic.

Once a year, EAP admits new students out of high school to begin classes in August, and transfer students twice a year in August and January. The catalogue provides data regarding policies and procedures for transferring credits from other institutions. When an application or official document arrives, an Admissions Officer opens a confidential file that will contain all admissions documents from there on, for a specific prospective student. The file is necessary for follow up and ensuring process continuity.

Admissions place emphasis on recruiting talented people, as demonstrated by their works. There are two ways to gain admittance: each candidate must submit a portfolio of work done or attend the Admissions Seminar, and under certain circumstances combine both. A prospective student may only go through the admissions process a maximum of three (3) times, after which he or she will not be allowed to apply again.

When applying, a candidate declares the intention to submit a portfolio or to attend the Admissions Seminar. Approximately one month before the portfolio evaluation or Admissions Seminar, an Officer will send each applicant an email indicating which documents are pending by the prospective student, if so, and confirming the dates.

The portfolio is recommended for those applicants who have experience and an artistic or design body of work. To be evaluated, a candidate must present a minimum of ten (10) pieces of art, and the overall portfolio must show the interests, concepts, creativity, energy and motivation, and skills, as well as the artistic experience of the applicant. To guarantee integrity of the process, at the time when the portfolio is presented to the Evaluation Committee it is a must to produce a drawing that will also be examined by the Committee.

An Admissions Officer convenes the Evaluation Committee that must include at least three (3) studio faculty members. All applicants must bring their artwork and the evaluations are done individually. If the Committee finds a portfolio unsatisfactory, it will recommend that the applicant take the Admissions Seminar.

The Admissions Seminar is a three-day workshop that focuses on drawing, painting, graphic arts and sculpture, and is recommended for applicants that have less artistic experience. It gives the prospective student the chance to acquire some essential skills and prepare a body of work that can be evaluated. Faculty from different programs teaches the Seminar. The interview component of the Admissions Process is done during the portfolio evaluation or the Admissions Seminar.

Yet, the acceptance of the portfolio or passing the Admissions Seminar does not guarantee admission. Applicants are told that they must wait for a final evaluation, which includes their academic record and, in the case of high school seniors, the results of their College Board Entrance Exam.

The Orientation and Safety Seminar is a one-day freshman activity required for all those admitted. In this Seminar, students are introduced to the basic institutional services and to its main policies and procedures. In addition they are shown safety techniques for all the studio courses, including handling of equipment and materials. This seminar will be extended two days, starting 2013-2014.

Recent Changes

The Admissions Policy and process were modified during 2009-2012 when a trimester academic calendar was instituted. During that time, there were three admissions cycles each year, with their corresponding seminars and portfolio evaluations. Even though the semester calendar was reinstated, the three-admission cycle remain the same.

Since the last few years the institution has been strengthening its admissions requirements, establishing minimum test scores for admittance to align with NASAD accreditation standards and admit better-qualified students. Currently, an applicant must have a GPA of 2.00 or higher to apply. Finally, in 2011-2012, for transfer students to be considered, the required GPA was raised from 2.00 to 2.50 and a student is considered for transfer when he or she has approved twelve (12) credits at another university. Previously, the requirement had been eighteen (18). There is not a minimum score for the College Entrance and SAT exams.

The Orientation and Safety Seminar substituted the Immersion Seminar as a result of an administrative and academic evaluation.

Admitted Student Profile

The demographic profile shows that the average age of the students is eighteen (18) years old and has remained the same for the last few years. The number of open studies students has also remained unchanged. As can be noted in Table 4.1 Brief profile of admitted student, they are from public and private schools from different areas of Puerto Rico, although there has been a significant increase in students that transfer from other universities and colleges.

Table 4.1
Brief profile of admitted students

Cohort	Total	Average Age[1]	Origin				Gender	
			Public School	Private School	GED/HS[2]	Transfer-In	Male	Female
2003-04	112		35	25	3	49	62	50
2004-05	94		32	30	3	29	35	59
2005-06	84		34	20	3	27	39	45
2006-07	95		35	27	1	32	41	54
2007-08	106		33	33	1	39	44	62
2008-09	115	21	36	34	1	44	40	75
2009-10	118	21	37	33	1	47	51	67
2010-11	109	20	42	36	1	30	49	60
2011-12	119	19	37	39	1	42	45	74
2012-13	99	19	41	27	2	29	39	60

Source: Institutional Research Area
Note. 1. Information available for indicated cohorts only. 2. GED refers to equivalent exam and HS refers to homeschooling.

On the other hand, the Institution assesses continuously student success and their relationship with the Institutional Mission. Results are available for recent years. (Exhibit).

Retention

Retention is used at EAP to measure institutional effectiveness. Compared to other institutions in Puerto Rico, its retention rate is very high due to the rigorous selection of highly qualified students with demonstrated talents and defined academic objectives (Table 4.2).

Table 4.2
Retention rate of first-time students

Cohort	Academic Load	Students				Retention Rate
		Frequency	Percent	Exclusions	Active	
2007	Full time	63	94%*	0	56	89%
	Part time	4	6%*	0	3	75%
	Total	67	100%*	0	59	88%
2008	Full time	66	93% **	0	50	76%
	Part time	5	7% **	0	3	60%
	Total	71	100%**	0	53	74%
2009	Full time	67	94%	1	50	76%
	Part time	4	6%	0	3	75%
	Total	71	100%	1	53	76%
2010	Full time	78	99%	0	62	79%
	Part time	1	1%	0	0	0%
	Total	79	100%	0	62	78%
2011	Full time	72	94%	0	60	83%
	Part time	5	6%	0	4	80%
	Total	77	100%	0	64	83%

Source: Institutional Research Area
Note: *In 2007 IPEDS was informed 70 students: 65 full-time and 5 part-time that represented 86% retention rate, and 56 full time and 3 part time representing 60%. ** In 2008 IPEDS was informed of 70 students: 65 full time and 5 part time representing 75% retention; 49 of which were full-time and 3 represented 60%.

While retention is linked to the admissions process and the talent or skills of the students, it is also influenced by the institutional and academic support services.

Possibly one of the key ingredients for student retention is the Institution itself. EAP is a relatively small institution, and can therefore offer a more personal approach to its students. Most class sizes are relatively small, reinforcing this sense of personal attention. Competent staff is focused on providing the best service to students and the community at large. Offices such as Financial Aid, Admissions, Guidance, Counseling and Registrar provide personalized and quality services. They endeavor to facilitate any processes that affect the students while maintaining their privacy at all times. For example, the Counseling offices are welcoming and careful attention is

given to provide students with individual alternatives. The Institution's goal is for students to have a sense of belonging and a commitment to completing their degrees.

At the beginning of the 2011-2012 academic year, a prevention effort called *Apoyarte* was set to detect early cases of academic probation. It was the product of a committee composed of personnel from Financial Aid, Admissions, Guidance, Counseling, and the Registrar that sought to integrate the different components of support services in student retention. It contributes to student retention through integrated services from the different offices (Exhibit).

Although there has been changes in admission policy and *Apoyarte* has been created. There still a concern whether remedial or tutorial courses will help retain students at risk and this is being explored within the different departments. The 2012-15 Strategic Plan developed by the Dean of Academic and Student Affairs calls for the implementation of an integrated retention plan that will strengthen all efforts, both institutional and academic. As a result of this, in 2012, a Retention Committee was organized that, among other strategies, will set in motion a plan to offer workshops to personnel and faculty. One first step in cultivating a culture of retention among faculty was the incorporation of strategies of retention in the classroom in the newly created Faculty Manual (Exhibit).

Standard 9
Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

The EAP offers a variety of student services that are well organized and appropriately provide students the support needed to fulfill their educational goals and also serve the national and international communities, in accordance to the Mission. These services also reinforce the institutional goals by providing a positive environment for students that enhances the teaching-learning process. These offices are staffed with experienced qualified professionals who handle all responsibilities and duties as required. For more details see Standard 5.

Registrar

The Office of the Registrar is responsible for the custody and maintenance of the records of all students enrolled at EAP, including the active, inactive and those who have graduated. The Registrar implements the academic policies and all government policies and requirements that apply. This office provides students, faculty and the public with services related to the enrollment process, production of official documents—such as transcripts—graduation certifications, student certifications and certificates for students conscripted in military service or veterans; as well as official grades and norms for academic achievement. The Registrar prepares the Academic Calendar, processes grade changes, partial and total withdrawals, grants, and removes

incompletes, approves transfer credits and any other academic process that affects the students' records. In addition, it is charge of coordinating Homeland Security's SEVIS Office that authorizes attendance of foreign students and their follow-up each semester of enrollment.

The Office of the Registrar complies with all laws and regulations pertinent to the privacy of records and documents, as specified by FERPA, according to academic integrity principles.

Guidance and Counseling

According to the Mission, the Guidance and Counseling offices offer personal and academic counseling that affect the general well-being of students and help them fulfill their life and career goals. The staff addresses students' needs with sensitivity and effectively while maintaining student confidentiality.

The program handles students referred by the faculty, coordinates the requests for reasonable accommodations for students with disabilities, and provides counseling when students declare their choice of majors or minors. It also gives prevention services through *Apoyarte* for students at risk, being placed on academic probation.

As part of its holistic approach to counseling, it coordinates activities and workshops related to health and the quality of life. Its two main areas of service are: Student Quality of Life Services and Life and Career Planning Center.

The Life and Career Center coordinates student exchanges, internships, job placements and applications for graduate studies. The Center helps students prepare their resumes and their Art Curriculum and handles conferences such as preparing proposals and documenting artwork. For job placement, the Center continuously contacts prospective employers in search of more opportunities for the students. The following Table 4.3 shows the student's opinion on services offered by Guidance and Counseling units.

Table 4.3
Summary of students' opinion on guidance and counseling services

Area	2008-09	2009-10	2010-11	2011-12	2012-13
	Percent				
1. Guidance – Personal life	63.1	61.8	67.8	59.0	67.0
2. Guidance – Professional life	56.8	61.3	59.5	45.2	45.5
3. Internship offering	31.3	39.2	31.3	23.0	21.0
4. Employment opportunities	30.7	35.7	30.4	18.8	20.0
General percent	45.5	49.5	47.3	36.5	38.4
Sample	322	372	326	144	167

Source: Institutional Research Office
Note. The performance indicator is to achieve 80% in combined Excellent/Good categories.

Recently an Assistant Dean has been recruited and among his duties he supervises this area with high priority.

Financial Aid

The Financial Aid Office provides all services related to financial aid, including grants, the Work Study Program and other assistance for eligible students to help defray their expenses. The aid comes from federal, state, institutional and private sources. At this time, the Institution does not participate in the Federal Student Loan Programs. All students who receive financial aid must meet the requirements stated in the institutional and other official documents.

Cultural Activities

EAP offers a diversity of concerts, conferences, films, videos and theater presentations, that complement the academic formation of the student population. The Institution collaborates with and offers advice to different public and private organizations to help them develop

enrichment activities such as the *Sociedad de Cine's* Film Forward Festival, Annual Exhibitions for Departments and Graduates, (Exhibit). It also offers special workshops and seminars to community and civic organizations that strengthen ties with the community while creating student awareness of their social responsibilities as artists, in keeping with the Mission.

In addition to the distinguished artists that are members of EAP's faculty, the Institution strives to invite artists from Puerto Rico and other countries to enrich its offerings. Each department schedules special activities yearly in which nationally and internationally known figures offer special workshops or seminars.

In 2012, EAP implemented the common hour from 11:00 am to 12 Noon. During this time there are virtually no classes in any department, which allows the scheduling of institutional activities without interfering with classes.

Complaints and Grievances

Students' grievances are addressed in the Student Handbook. Grievances not included in this Handbook follow internal procedures. Both documents are given together with other policies and procedures including the Catalogue, at the new student orientation, as previously mentioned in Standard 6.

Assessment of Student Services

The Office of Institutional Research conducts an annual survey of student perceptions of EAP student services and support, to maintain quality (see Chapter 8). The survey evaluates services such as: the admissions process, the registrar, the academic offerings, academic advising, personal counseling, life and career orientation, financial aid, collections, infrastructure of buildings, computer laboratories, cultural activities, art competitions, internship offerings, employment opportunities, technological integration in the courses, and digital portfolio training. The results show that, in general, the library and the services related to financial aid, academic

advising, and counseling received the highest ratings during the five year period whereas internship offerings and employment opportunities received the lowest.

As a result of the assessments, changes in student services in the last decade include the Guidance Counselor's division of functions and the hiring of another Personal Counselor; the move of the Grants Office to the Administration Office; and change in enrollment procedures since 2012.

Strengths

- The admissions policy has changed in recent years to admit better qualified students.
- The admissions policy offers students two ways to gain admittance to the Escuela, the presentation of a portfolio or the Admissions Seminar.
- Being a small institution allows more personalized contacts with students, giving them the sense of belonging that helps to maintain a high retention rate.
- Retention strategies have been expanded with *Apoyarte* and the Retention Committee.
- EAP offers a variety of student services that support the Institutional Goals by providing a positive and sensitive environment for students and enhance the teaching-learning process.
- Cultural Activities are offered to broaden students' knowledge and professional and personal experiences as they are exposed to outside resources.
- The universal common hour provides a period for activities that does not interfere with class times.

Challenges

- Remedial and tutorials services are not offered to students.
- There is no budget assigned for marketing and promotion.
- Student loans are not available.
- There are no minimum College Board or SAT requirements for admission.

Recommendations

- Implement new measures for dealing with low achieving students.

- Identify funds and strategies to strengthen marketing and promotions.

- Investigate the possibility of student loans

- Establish minimum College Board and SAT requirements for admission.

Chapter 5

Faculty

Standard 10

Standard 10

Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

The Escuela recognizes that the most important factor in attaining its Institutional Mission and Objectives is its faculty. For such a purpose, it develops academic programs and activities that fully support its educational philosophy.

Faculty Profile

The faculty is responsible for and committed to teaching, community service, and artistic research that is done in the Institution. It is highly qualified in their area of specialization (Figure 5.1).

For the 2011 – 2012 academic year, 15% of EAP's faculty members have a Ph.D. (a 5% increase), 30% have an MA (3% increase), 43% have an MFA (12% increase), and 12% have BFAs (18% decrease). If we compare this to the faculty credentials from ten years ago at the time of the previous Self-study, it shows that there has been considerable progress in this area. In 2002, only 68% of the faculty had a Master's degree or higher, whereas in 2012, 88% of the faculty has a Master's degree or higher.

Figure 5.1

Faculty academic backgrounds
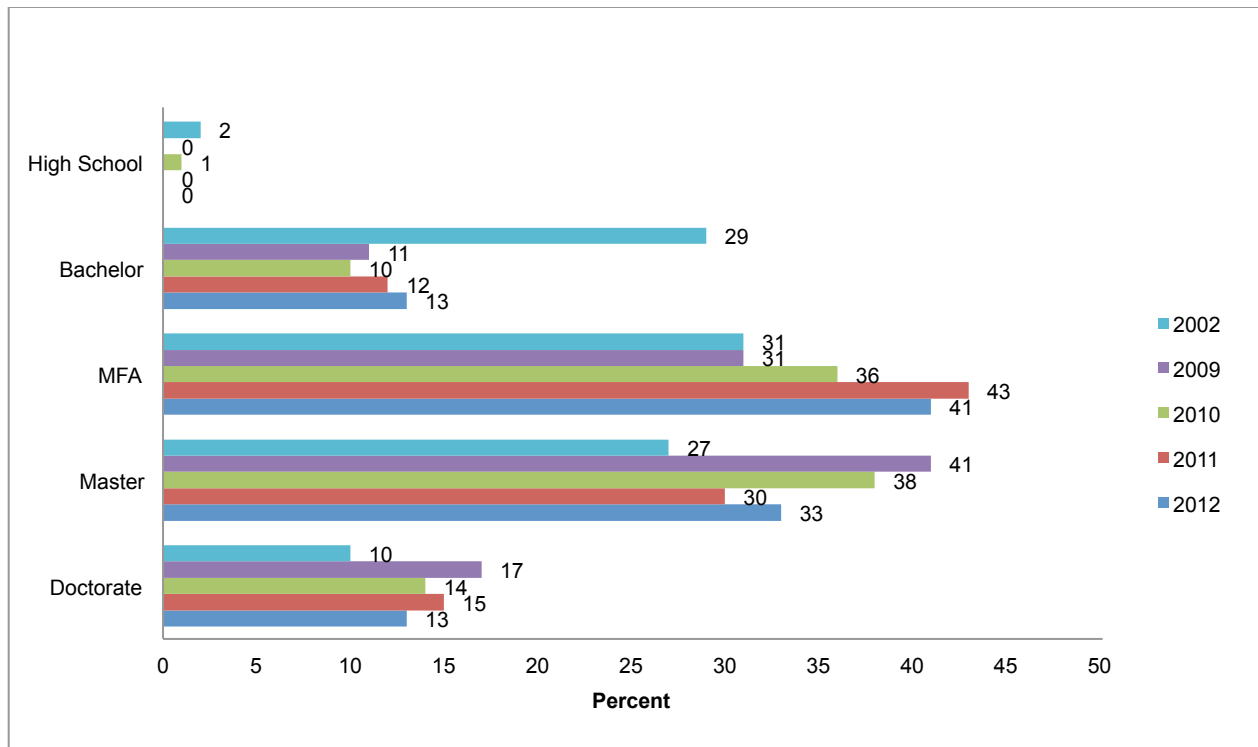
Source: Institutional Research Area

In the Self-study prepared during the accreditation process for NASAD in 2009, it was noted that about 35% of the faculty received their Bachelor of Fine Arts (BFA) from EAP, which is a high percentage. It is important to realize that EAP is the only institution in Puerto Rico that offers a BFA. As recognized by MSCHE in 2003, "recruitment of degreed faculty is extremely difficult as there are few educational opportunities in Puerto Rico for higher education in the Arts." All of the faculty members that are EAP alumni have continued their graduate studies at other universities in Puerto Rico, the United States, and other places. This situation enables the Institution's enrichment with diverse cultural and academic perspectives that contribute to growth and renewal.

The preferred degree for studio-based faculty in EAP is the Master of Fine Arts, (MFA), awarded primarily in areas of studio practice. This degree is generally recognized in the field of Art and Design as a terminal degree. Most faculty enrolled in BFA programs in universities in the

United States either have MFAs themselves or the equivalent professional training and experience. NASAD recognized the MFA as the appropriate terminal degree for studio faculty. It also stated that, since some highly qualified professors may not have an MFA, the institution should provide for equivalencies in experience, training, and expertise. In keeping with this, the Art and Design studio programs maintain their excellence by recruiting most faculty members with MFAs and, in exceptional cases, hires faculty with BFAs.

The teaching load is established in the Faculty Handbook's Section III, which was revised in 2010, according to the concern expressed by MSCHE in 2003. The workshop faculty offers six (6) contact hours per course while the General Studies and Art Education faculty teach three (3) hours weekly per course. The academic load of full-time workshop faculty is nine (9) credits per semester; in General Studies and Art Education it's twelve (12). Policy states that Adjunct Faculty must not teach more than twelve (12) credits per year for workshops; nor General Studies and Art Education exceed eighteen (18) annual credits. This distribution addresses a concern expressed by MSCHE in 2003, with respect to teaching loads for Adjunct Faculty.

The proportion of permanent to adjunct faculty is always a concern. EAP has sixteen (16) permanent faculty members and forty-four (44) adjuncts. This gives 13:1 student faculty ratio, which is an Institutional strength. The proportion of permanent to adjunct faculty has not changed since MSCHE's last visit. Yet it is important to mention that the adjunct faculty also participates actively in curricular development, planning and other institutional committees, including the Self-study Steering Committee. Also, a large number of adjunct faculty members have been working at EAP for several years, showing a long-term commitment to the Institution and its Mission. Nevertheless, many of the adjunct faculty has expressed disappointment due to the fact that after years at EAP, they still are not occupying permanent positions. The Institution has used the proactive approach in seeking additional posts, evidenced in previous budgetary requests. During the period of 2013 to 2014, it has requested from OGP ten (10) teaching posts at a cost of $480,287. This is part of the Faculty Recruitment Plan (Exhibit). Unfortunately, the final decision is not in EAP's hands, but on another government agency. To ensure respect for the Adjunct Faculty, the Institution attaches a letter to each faculty contract where it explains that the hiring does not guarantee future hiring. Although the number of faculty does not evidence a quantitative increase, from the qualitative viewpoint there is an important increase.

In 2011 and 2012, faculty members completed assessment questionnaires as a method to gather data on the faculty's profile and their opinions about several aspects of EAP. The Faculty Survey regarding Physical Facilities and Institutional Services asked opinions about areas such as the Library, the Computer Laboratories, Professional Development, Human Resources' services, working conditions, and studio equipment. Areas with low rates included certain aspects of professional development, such as sabbaticals, visiting professors, and Arts programs; the quantity of audiovisual equipment in the library, and the availability of equipment peripheral to the computer, among others. The results of this assessment are presented in Exhibits. Many of these concerns had been addressed successfully with the funds from the Title V Proposal for the years from 2008 to 2013. Regarding lack of faculty offices—a concern of MSCHE in 2003— space is in the process of being reassigned. Additionally, access to technology has improved considerably (see Chapter 2).

Faculty Development

The Faculty Development Plan is part of the Dean of Academic and Student Affairs Plan (Exhibit). Professional development consisting of conferences, workshops and other training events is an essential component. This ensures that faculty members continue to be highly qualified and up to date in different areas pertinent to their teaching roles at the institution. EAP also designates about $3,000 annually for professional development; recognizing that it is limited and for this reason, the amount is supplemented with Title V funds. A complete list of activities by year is available in the Exhibit. A sample from recent years includes:

- Assessment in University
- Digital portfolios for students
- Digital portfolios for educators
- Learning evaluation
- Electronic grade book
- Integrating reading and writing to the classroom
- Developing an evaluation instrument
- Syllabus writing
- Creating rubrics
- Photoshop
- Basic and Advanced Power Point and Excel
- Integrating writing to studio classes
- Blog creation
- Basic and advanced Moodle Design
- Workshops on plagiarism and ethics

As part of Institutional effectiveness the faculty development activities are evaluated periodically and the results are taken as assessments to develop new activities. In the past five (5) years, evaluations of seminars have derived between 83% and 100% satisfaction (Exhibit).

An intensive faculty training program began during the 2007-2008 Academic Year on the different topics related to the best performance of their teaching tasks (Exhibit). Themes ranged from evaluation of learning, creation of headings, creating rubrics, evaluation and measurement at the university. Other activities trained faculty to use computer programs such as Photoshop, basic and advanced PowerPoint, and the basics of Excel; to create blogs, course design with

Moodle; preparation of educational modules, and regarding plagiarism. All training sessions were evaluated with the exception of the latter three.

Individualized mentoring mechanisms are in place for new faculty. The Institution's size allows for Department Directors to lend individual support regarding policies, regulations, and procedures. This strengthens Institutional integrity and contributes to faculty competence. During years past, at the beginning of each semester, the Institution offered orientation sessions to new faculty, that included the delivery and discussion of handbooks.

Permanent faculty can receive paid or unpaid sabbaticals to continue graduate studies, research projects or for an artistic endeavor. Each department requests funds for this purpose in their annual budget; the administration evaluates and determines who qualifies for the funds.

In accordance with MSCHE's recommendation in 2003, EAP included the possibility of creating a faculty exchange program with universities in Latin America, the Caribbean, and the United States in its Strategic Plan. Presently, the Institution is at the initial phase of evaluating alliances with universities in the country and in Argentina.

Awards and Recognitions

Our faculty members have always demonstrated a strong involvement and dedication to the Arts, both in Puerto Rico and internationally. Many have had their works exhibited numerous times and others have obtained prestigious awards and recognition from the worlds of Art and Academia. An extensive list is available in the Exhibit. Some samples for recent years include:

- Joan Mitchell Award
- US Artists Rolón Fellow in modern dance
- Pollock Krasner Grant, during 2011
- *Otra Mirada al Grabado* – Exhibition
- *Tarareando en clave al son de los '70* – Pen Club Award
- Galactic Vision at the Institute of Puerto Rican Arts and Culture in Chicago and at the Art Museum in Caguas, Puerto Rico
- Galactic Vision: The Sketchbook Project of My Cancer Year
- Proyecto Difusores para Palmeras – Guest Artist, Havana, Cuba Biennial

- *Sinfonía de Cruceros* – Exhibition
- *Project Get de Arquitectura Efímera*- Exhibit

- Sculpture Project at the Cherry Blossoms Festival in Washington DC
- United States Artists Fellows, 2010

The Center for Learning Resources at EAP has evidence on file of the Faculty's scholarship. This is in the form of newspaper and journals' reviews, exhibition catalogues, publications, congresses, and paper presentations, among others. Academic Departments' annual Achievements Reports show the link between teaching, research and service (Exhibit). This shows the continuous excellence and growth of the Faculty.

Faculty Evaluation

All faculty members are continuously evaluated to ensure the quality of the teaching-learning process and to improve student learning outcomes. There is evidence of the existence of articulated evaluation procedures for faculty evaluation based on academic integrity. EAP has a comprehensive three-part faculty evaluation. First, the students in one of their classes evaluate each professor every term. Second, the Department Director and a peer evaluate each professor in the classroom at least once every two years, beginning during the first term of employment. Third, the Institution has added an evaluation by the Department Director that includes administrative aspects of the professor's performance, such as regular attendance, compliance with paperwork, and participation in committees.

Together, the three parts provide a whole evaluation of each professor. The Department Director discusses the results of the evaluations with each professor. If any professor obtains a score less than 80%, the Department Director and the Dean of Academic and Student Affairs evaluates the specific items, identifies areas for improvement, and a plan for improvement is prepared and discussed with the professor. This comprehensive evaluation reinforces the teaching learning process and contributes to overall institutional effectiveness.

It is important to mention that both the student evaluations and the peer classroom evaluations are different for studio and theory courses. This allows the evaluations to be aligned

with the nature of each type of course. All the measurement instruments used for Faculty Evaluations are presented in Exhibit.

The Faculty Handbook provides for the granting of tenure and faculty promotion. At present, it constitutes strength that 94% (15/16) of the full-time faculty has tenure. Fifty percent (50%) of faculty has an Instructor rank; 19% are Assistant Professors, 12% Associate Professors and 19 % are Professors. Each professor is responsible for requesting promotions in accordance with specific periods stated in the Faculty Handbook. The high quality of instructors points to the EAP's need of finding a mechanism to foster applications for rank promotions. It is also explained in the Faculty Handbook the procedure during which the Faculty may express dissatisfaction with decisions made regarding granting of ranks.

Curriculum Committee

The faculty is in charge of planning and developing academic programs according to organizational Mission and Goals, because academic freedom constitutes a respected fundamental principle in the collegial context. Syllabi revisions and changes to curricular sequences originated by the Faculty are worked on at the Curriculum Committee, that is composed by academic Department Chairs and the Dean of Academic and Student Affairs. This body meets periodically to review the academic offer of each department; express changes in the sequences of studies, and review new presented courses' syllabi. All of which endorse the recommendations made by the faculty through their respective directors.

Personnel Committee

This committee advises the Chancellor about recruiting, promotions, sabbaticals, tenure, and other actions related to the Faculty. Presided by the Dean of Academic and Student Affairs, it is also composed by one chosen representative from each department. To be a part of this committee, the faculty member must be permanent or an adjunct faculty member for at least five years, three of which must be consecutive. Quorum for the Personnel Committee consists of the President and three other members, and one of them must be from the same department as the candidate being evaluated or reviewed by the committee.

Research and Community Service

Research is an integral part of the creative process. Faculty exhibitions and publications bring together questioning, compiling data, analysis and creation are phases consistent with research methods. NASAD suggested that many types of artistic activities can be considered research, as in Art are used methods of inquiry, research, or scholarship to inform or support a final product. Faculty participates as mentors to research done by students during the inception and design of their works for General Studies. In addition, they serve as advisors for dissertations

and the works they do to pass seminar courses (Exhibit).

The new interdisciplinary focus, established recently with the creation of minors has given greater emphasis to investigation. For example, at the Scenery making class, offered through team teaching, with professors of painting and theater, before designing the final project the student must perform research in both disciplines.

Faculty, in keeping with the Institutional Mission, donates their works and time to not-for-profit entities, as part of their community service commitment. Extensive evidence of this is presented in the reports of departmental achievements (Exhibit and Chapter 1).

Strengths

- The faculty is highly qualified, committed to the students, EAP, and its Mission and Goals.
- Since the last self-study, the academic credentials of faculty have improved significantly.
- Faculty is very active in a variety of academic and artistic activities, both in Puerto Rico and abroad.
- All permanent and adjunct faculties participate in curricular revisions and institutional committees.
- The faculty is evaluated periodically, and improvement plans are prepared, as needed, to strengthen the teaching learning process and student learning outcomes.

Challenges

- The Institution has very few full-time faculty members.
- Fifty percent (50%) of the regular faculty holds the rank of Instructor.
- There is not sufficient funding for Faculty Development.

Recommendations

- Increase the number of full-time faculty positions.
- Encourage those faculty members that are Instructors to apply for rank promotion.
- Identify new financial resources for Faculty Development.

Chapter 6

Educational Offerings

Standard 11

Standard 11

Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

In accordance with its Mission, the main purpose of Escuela de Artes Plásticas de Puerto Rico is to form professional artists, designers and art teachers through the development of creativity and cognitive processes, as well as the teaching of artistic and pedagogical techniques. The curricula provide students a comprehensive education that will enable them to contribute to the humanistic and cultural development of society.

The Escuela grants Bachelor of Fine Arts degrees (BFA). As noted in NASAD's Handbook, these degrees prepare students for art and design practices and are centered on intensive studio workshops. The general education content complements and enhances the studio workshop component coherently by developing written and oral communication, critical thinking, informational technology literacy, and quantitative reasoning. Also, creative thinking, problem solving, research, ethical values, aesthetical values, as well as humanistic and cultural values are incorporated in a holistic manner.

EAP's academic offerings respond to the Mission and educational philosophy by developing values, skills, competencies and the knowledge necessary. The results obtained from the Student Learning Outcomes Assessment for each program provide evidence of successful learning outcomes (See Standard 14).

The Institution's graduate profile is in harmony with the Missions as are the general and professional competencies (Appendix 2). In addition, each academic program has its own profile that is in the process of being revised to align them with the Institutional profile. Course-level learning outcomes are included in the syllabi.

The six (6) programs consist of one hundred thirty two (132) credits in the following areas of study: Sculpture, Painting, and Image and Design, with two minors in Graphic Design and Image and Movement; Industrial Design, with a minor in Furniture Design; Fashion Design and Art Education. The different departments also offer nine (9) minor concentrations in Sculpture, Painting, Graphic Arts, Graphic Design, Image and Movement, Industrial Design, Fashion Design, Textile Design and Art Education.

Programs are structured in several components, as illustrated in the following table:

Table 6.1
Academic Program Component

Areas	Image and Design, Painting, Sculpture	Industrial Design	Fashion Design	Art Education
	Credits			
Core studio courses	30	27	24	24
General Studies	57	57	57	51
Concentration	36	39	45	48
Free electives	9	6	3	9
Directed electives		3	3	

Each Art and Design program offers a series of studio workshop courses consistent with its specific discipline, exposing the student to a wide range of artistic and design media, methods, theories, and experiences. Students are mentored in the development of art and design exercises, and have the chance to become acquainted with theories, major issues and concerns, and training in the critical analysis of their works and those of others. Studio courses in core concentration and electives account for more than 50% of credit hours corresponding to the requirements for each degree.

The fundamental studio courses, consist of twenty four (24) to thirty (30) credits, begin at freshman level and develop basic skills and essential knowledge of all art and design disciplines. This year long curriculum prepares students to enter the different majors in art or design. In their second year, students begin their majors. This may total another thirty six (36) to forty eight (48) course credits, depending on the program. A series of free or directed electives enrich and diversify students' knowledge.

The sequence of studies established in the Institutional Catalogue integrates concentration and elective courses coherently with General Studies courses (Exhibit). Concentration courses evolve progressively, from introductory level to advanced. At the end of their studies, graduates must be able to demonstrate that they have mastered the required competencies to advance in their chosen professional field, as evidenced in the assessment plan.

Candidates for graduation in any art or design discipline are required to take the Senior Seminar and Thesis courses during their final two semesters. These are the capstone courses of EAP's BFA. Both provide a year-long experience and a chance for independent practice and research at an advanced level where the student must produce a cohesive body of work that shows ties to historical and theoretical frameworks. Both are evaluated at the end of the year. These results are found in Standard 14.

Art Education students must take the Student Practicum course, the crowning achievement course, in addition to a Teacher Certificate Examination (PCMAS by its acronym in Spanish). These students also prepare a Portfolio that will be evaluated. The assessment provided in these last courses is used to ascertain whether students meet the competencies specified in the Institutional Profile, upon graduation.

The students who participated in the 2012 survey Perception of Graduating Students of their Educational Experience evaluates various aspects of the pertinence is academic content. The combined percentage of the Excellent and Good categories is 82.5%. They stated that the combined "Development of Creative Thinking" is 96.3%. "Development of a Unique Artistic/Professional Style" resulted in 72.2% in the scale of Excellent. The 2011 survey yielded that the most useful learning experiences were class discussions and projects (Exhibit).

Similarly, in the 2012-13 Satisfaction with Academic Program Survey the students stated as positive different activities such as application of theories to practice, the variety of projects, and the development of projects in the courses (Exhibit).

Academic Departments

The Graphic Arts, Sculpture, and Painting departments were created after the Commonwealth of Puerto Rico's Legislature gave approval to ICPR to establish a Bachelor Certificate Program in 1971.

Since then, the faculty of these three (3) departments has been mostly professional artists, a large number of them actively in practice. These programs have produced distinguished artists who have enriched Puerto Rican culture and occupy distinguished positions in the national and international visual arts world and artistic history (Exhibit).

Students respect their teachers as artists and professionals, their feedback, their knowledge of the subjects they teach and of the profession's present realities, as shown by the results obtained from the 2012-13 *Satisfaction with Academic Program* survey.

The Art Education Department became formalized in 1990 and Image and Design, in 1993. Both Industrial Design (2003) and Fashion Design were initiated during the past ten years.

Each of the Academic departments offers learning experiences through exhibitions, films, critiques open to the community, conferences, dialogue, and events that enrich the students' education, and take prominence in national and international environments.

The assessment results of these activities by students indicate that they value the opportunities to take part in these departmental activities. They give equal importance to participating in shows, extracurricular activities, and internships with professionals. Some of the most important activities held by the departments were: the organization and participation in *Meetings with Graphic Artists*, workshops and seminars organized by the winners and participating artists in the Latin American and Caribbean Graphic Artists Biennials. Third and fourth year students were given the opportunity to become interns with renown designers and take part in shows such as the Puerto Rico High Fashion Week.

Graphic Arts

The Printmaking Department teaches traditional techniques such as relief, intaglio, lithography, etching, silkscreen, photography, derivatives of photography and others, as well as contemporary ones, in accordance to the Mission. It encourages the creation of two-dimensional multi edition images of versatility in visual and technical design. They employ non-toxic methods and materials that protect the environment.

Due to a dramatic decrease in enrollment, this Department is on moratorium since 2009 and is not accepting applications. Yet, it presently provides some fundamental and required courses and a minor of 18 credits.

The Department is putting its working to present a revision of the curriculum and propose the opening of a Bachelor Degree Program beginning in August of 2013 (Exhibit).

Sculpture

Study programs in Sculpture are designed to develop the students' knowledge and skills in the field of Sculpture by training them to handle traditional materials such as wood, stone, metal, and clay while encouraging the use of innovative and contemporary techniques, materials and technology, in keeping with the Mission.

In addition, it offers EAP students a workshop in which they may employ different tools that are used for working with wood, metals, stone, modeling and ceramics, as well as other equipment in order to approach new tendencies.

The Sculpture Department offers a major and a minor. For Academic Year 2012-2013, the major consists of 36 credits and the minor, of 18.

Painting

In this department, the emphasis is on the mastery of the techniques and general principles of Painting. Yet, students are also trained in critical thinking and are provided with the technical and conceptual tools, essential for developing their artistic individuality. Courses range from traditional painting to contemporary practice, according to the Mission. Also, Performance and Installation are offered as electives.

Painting offers a major and a minor, with thirty-six (36) credits and eighteen (18), respectively.

Art Education

The Art Education Department's main objective is to prepare art teachers with a strong studio base experience. It began as an academic program in 1990. Students who choose this major must meet the certification requirements established by the Puerto Rico Department of Education to work as teachers in Puerto Rico. It maintains a close relationship with the Department of Education, the College Board and the Federal Department of Education to meet all their requirements and its responsibilities. For the Academic Year 2012-2013, this Department offers a major of forty-two (42) credits and a minor of (18).

Image and Design

Founded in 1993, the Image and Design Department develops new media artists and creative graphic designers with mastery of digital technology. It also encourages the creation of projects with aesthetic and technical quality that contribute to the visual culture of Puerto Rico. It offers two sub-concentrations, Graphic Design and, Image and Movement. The Graphic Design sub-concentration seeks to develop creative professional designers with a broad knowledge of communications' design, related to areas such as print and web design. For Image and Movement, students are taught to design and produce interactive works in digital media, to

use digital still and video cameras, as well as to develop advanced skills in sound, video and animation.

The majors are thirty-six (36) credits. In addition, there are two minors within the respective sub-concentrations, each with eighteen (18) credits.

Industrial Design

At Industrial Design the emphasis is on well-designed products that convey personal identity, are of real value to the user, and have cultural significance. This program was established in 2003 with the purpose of creating and launching useful and mass reproducible products in Puerto Rico's historic, geopolitical, social, and ecological context, according to the Mission.

There is also a sub-concentration and a minor in Furniture Design. The sub-concentration consists of thirty-nine (39) credits and the minor of eighteen (18).

In 2007, the Department installed—with the help of Title V funding—a router cnc machine and a laser cutter. The machines are used by students under faculty guidance for making prototypes of products of their own design. This affords the students the opportunity to experiment and test their inventions and ideas through practice with the procedures, tools, and building materials commonly used by professional industrial designers.

Fashion Design

Inaugurated in 2006, Fashion Design aims to develop fashion designers who master digital technology and are able to create prototypes for manufacturing. Attention is placed on market analysis, mastery of design and sewing techniques, to generate innovative designs. It also stresses on the cultural significance of well-designed fashion products.

It offers a Bachelor Degree—the first and only BFA in Fashion Design in Puerto Rico—and a minor in Fashion Design. Another minor in Textile Design was approved recently. In the

2012-2013 Academic Year, the major consists of thirty-nine (39) credits and the minor, eighteen (18).

Enrollment by Department

Image and Design, Painting and Fashion Design are the departments with the most enrollment; Industrial Design and Sculpture have maintained constant numbers, whereas Graphic Arts and Art Education have suffered a decrease in enrollment. The decline in enrollment in the Graphic Arts Department can be explained as a result artistic trends; the reasons for the lack of enrollment in Art Education are to be investigated.

The table below shows enrollment in each department for the past five (5) years:

Table 6. 2
Fall enrollment distribution by department

Academic Year	Core	Image and Design	Painting	Sculpture	Art Education	Graphic Arts	Industrial Design	Fashion Design	Total
2007-08	124	133	86	32	59	20	27	7	488
2008-09	141	141	81	33	52	17	27	20	512
2009-10	130	138	87	32	53	23	30	37	530
2010-11	158	134	75	23	45	10	31	46	522
2011-12	153	142	90	24	29	4	28	57	527
2012-13	122	138	78	31	15	2	39	64	489

Source: Institutional Research

Additional Educational Offerings

The Francisco Oller Library and Learning Resource Center and the computer laboratories supplement the academic offerings.

The Library strongly supports the EAP's educational programs, as demonstrated by the comprehensiveness of its resources, specialized collection and response to faculty needs. It is an academic library specialized in art topics and is the main learning resource center for the students and faculty. Because it is specialized, it possesses the largest art and design, and art education collections in the Island, as specified in the Strategic Plan.

It also serves students from other educational institutions in Puerto Rico and abroad. It is organized into the following collections: Circulation, Reference, Reserve, Periodicals, Artists' Books and Rare Books, and Audiovisual. The library also has extensive collections of Senior theses, and newspaper clippings and Exhibition Catalogues in their Vertical File. Its extensive collections attract students and researchers from other institutions to the library, fulfilling thus the mission to serve the community.

Since the last MSCHE visit, the Library was moved to the new Hospital de la Concepción building and its space was expanded to more than double, while the collection was weeded out. The present Library space is ample, comfortable and aesthetically pleasing. It contains 5,984 square feet that encompass offices, services and collections area.

The Director and the Librarian are highly qualified and experienced to support the institutional educational activities. Four (4) Assistant Librarians, one (1) Audiovisual Technician, and one (1) Digitalization Technician assist them, all contract employees. The Library is open six days–77 hours per week.

The Title V grant of $31,217 for educational materials and equipment enabled EAP to strengthen the teaching-learning process with a diversity of activities, among which are included increasing the library collection. It is important to mention that most of the acquisitions during the last five years were purchased with funds obtained through the Title V proposal. It is therefore necessary to obtain funds for the collections' development and equipment maintenance.

The Digital Library is one of the ongoing projects through which the Audiovisual Technician is digitalizing slides, photographs, posters, VHS tapes, and the Senior Thesis collections, among others. This also helps preserve the original collections' materials. The Library has its own web page that provides users with information about the Library and its services, and includes several databases.

Presently, besides the on-line catalogue, the Library has available several specialty databases that may be accessed from any Internet connection, Art Source and Grove Art included. These services provide the Library with a number of books, periodicals, dissertations, reviews, Catalogues, and images that become an important research tool for related educational activities while also improving technological skills.

The collection improved through evaluation and weeding out, which resulted more relevant to EAP's educational offerings, while also making them more accessible through digital media and format. This trend is demonstrated by the decreased presence of printed materials and the increase of digital resources, and the in-house audiovisual and printed material digitalization.

The Library encourages faculty recommendations for developing its collections further through the acquisition of relevant and congruent materials that complement academic offerings and the bibliographies in the syllabi. It sends out notices to the university community of additions and activities.

Both students and faculty, in recent satisfaction surveys, have rated the services and collections of the Library positively. The 2012 surveys showed that 83% of students and 62% of the faculty rated the EAP library services favorably overall (Exhibit). Yet, both groups found the audiovisual section lacking in quality and quantity. For this reason, the audiovisual section will be a priority among the Library's improvement plans.

As part of this Self Study, it was found that future budget restrictions might affect the ability to enhance the collection. Providing access to a growing collection of digital periodicals and Art journals that are valuable research resources for faculty and students will better serve the curricula.

Information Literacy

The Library offers individualized guidance regarding the use of information it contains, during its daily operations and to groups by appointment. Orientations may be general or specific to one topic and include the use of new technology. In addition, the Director prepared a proposal for conducting workshops in Research Skills and Communications in the Arts. For 2013-2014, an Introduction to Information Technology will be offered in the Orientation and Safety Seminar.

Courses and curriculum revision

The number of required and elective courses has changed for Graphic Arts, Fashion Design, Industrial Design, Image and Design, and Art Education to fulfill the strategic goals of "pursuing the comprehensive education of the student." As seen in the following table, there has been an increase of eleven (11) courses in the academic offering and an increase of 6.9% in active courses when compared to the 2007-08 academic year.

Table 6. 3
Summary of academic offerings in catalogs and enrollments

Academic Year	Academic Offering			Active Courses			
	Elective	Required	Total	Elective	Required	Total	Results
2007-08	64	98	162	29	75	104	64.2%
2008-09	69	101	170	31	86	117	68.8%
2009-10	69	101	170	26	87	113	66.5%
2010-11	74	96	170	16	78	94	55.3%
2011-12	73	100	173	30	93	123	71.1%

Source: IRA
Note. Active courses are calculated using all enrollments through the academic year. Do not include General Studies.

Modifications to the curriculum have been constant in the last decade, in addition to the creation of new programs. The Image and Design program has been revised several times since its creation in response to constant changes in the field of technology. Since 2007, two sub-

concentrations were added to this department, based on the need to separate commercial design from new media and turn to more artistic practices, as assessed in departmental meetings. Content-specific courses such as "Site, Space, Context" and "Time and Movement" were created to combine theory with sound, art, performance, and any other relevant media projects. Likewise, Industrial Design began a minor in Furniture Design in response to internal and external forces.

In response to NASAD recommendations, academic departments started offering nine (9) minors in 2011, of eighteen (18) credits each: Sculpture, Painting, Graphic Arts, Image and Movement, Industrial Design, Fashion Design, and Art Education. The minor in Textile Design was added in 2012. These minors promote an interdisciplinary formation in harmony with the flexibility desired by artists and designers that manage their own employability.

Faculty incorporated interdisciplinary projects without the need for overall curricula revisions to the different advanced courses for Sculpture, Painting, and Image and Design departments, since this is a practice and not a specific medium. Presently, the Curriculum Committee is analyzing the establishment of a minor, among other projected minors, in Interdisciplinary Arts that will include several courses from different programs. Other minors being analyzed are Drawing, Film, and Art History.

These examples demonstrate that curricula for the different programs have been made responsive to both internal and external pressures, and the changes have helped to better prepare students for an ever-evolving professional world.

Nevertheless, there is also a real need for continuous work on the revisions of syllabi and curricula. Hoping to obtain a more formalized assessment and revision of academic programs, since 2012 a permanent Curriculum Committee was established, made up of the Dean and the Department Directors. It has met continuously this year to establish a periodic review mechanism and to prepare a revision plan for the Art and Design programs, with departmental participation. The Library Director is invited in response to an expressed concern of MSCHE in 2003. Part of the process has been to renew departmental syllabi bibliographies and presently, existing departmental profiles are under review and the preparation of a curricular map of the sequences is underway (Exhibit).

The Painting, Sculpture, and Industrial Design departments will undergo the first revisions under the new plan. Graphic Arts is currently seeking to reopen its program by proposing the incorporation of contemporary techniques and technology to its curriculum.

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Recent Major Developments

Between the academic years 2007-08 and 2011-12, the programs were affected by several major developments, such as the accreditation by NASAD and the Title V Project funding, among the most important ones. The 2010 NASAD accreditation had a significant effect in the Escuela because, given the rigor and specialized nature of this accreditation, the quality of the academic programs was demonstrated.

The Escuela received funds from Title V on several occasions: in the academic years 2000-05, 2003-08, and 2008-2012. This funding, among other results, supported academic operations and services (Chapter 2). With a Title V Collaborative proposal, in 2003-08, General Studies' syllabi were evaluated for integration with technology and constructivist focus; and faculty created eighty-nine (89) educational modules from 2004 to 2008, as a result to the evaluations (See Standard 12).

Also created were the Design Center and the Center for Technological Integration for Learning (CITA, acronym in Spanish). The Website, also established with Title V funds, has become the main source of institutional information and is managed in-house at the Design Center, which is certified as accessible to the visually impaired (Exhibit).

During the last five years, Title V funding from 2008 to 2012 provided the studios with specialized equipment; equipped general studies classrooms with computers and projectors; and upgraded the computer laboratories. Also, the Library received technological and bibliographical resources, and a new computer lab was added to General Studies. As will be demonstrated in Standard 14, it also had effects on the Art Education program. The Title V Project mainly

emphasized the Art Education program, resulting in 100% of its syllabi revised, fifty (55) educational on-line modules prepared, and 100% of its faculty trained in preparing digital student and faculty portfolios (See Standard 14).

The 2007 Title V grant enriched the educational opportunities of students further by increasing student outcomes and academic performance with internships in the Design Center, and developing a pilot test of the students' digital professional portfolio (Exhibit). The teaching-learning process was improved by faculty professional development to support students in preparing their digital portfolios and training them about evaluation (See Standard 10). The results enriched the educational opportunities and improved academic performance of students. Another development is that the Office of the Dean of Academic and Student Affairs was held by interim Deans from 2010 to 2012. This affected the continuity of assessment, department management, and curricular renovation, among other processes.

Academic Assessment

The *Student Satisfaction with the Academic Program Survey* 2011-12, showed that 69% of the students stated that the academic programs helped develop skills relevant to professional practice; 67% answered that content helped them ethical professional; 76.7% said that the bibliographical sources are a core element for development of artistic and professional sensitivity (more on this in Standard 14). About learning experiences from the courses, 70% highlighted the application of theories into practice; projects' development obtained 72.9%. The same research was conducted for 2012-13 and, a percentage increase was obtained in all line items (Exhibit).

Graduate's Opinion of Academic Education for 2012 was a survey to assess the academic programs, and 38% of graduates stated that academic education had helped them to obtain employment. A 38% indicated that they went on to graduate studies (Exhibit). Forty seven percent (47%) stated that the courses helped achieve effective communications skills and 59% said that they served to achieve goals through self- management.

Transfer Credits

Students from other accredited universities may receive credit according to norms specified in the present EAP Catalogue (Exhibit). Admitted students transfer credit policy has been updated in the new Catalogue for 2013-14.

Strengths

- The studio components of the programs have the content, rigor, and depth adequate to its programs and the institutional Mission.

- The strong and vibrant programs have the requisites and quality to prepare students for professional careers, as NASAD accreditation certifies.

- The courses are in keeping with the institutional requirements and the sequence is ordered logically to develop the best skills for each major.

- Being a NASAD accredited institution facilitates EAP students acceptance into graduate programs.

- The academic departments, the Curriculum Committee, and the Academic Council are continuously revising academic offerings.

- The Francisco Oller Library is a specialized academic library that strongly supports the Art and Design educational programs.

Challenges

- *SuperArte* and Graphic Arts are not admitting students.

- Among others, the area of external resources must be strengthened to supplement the Title V funds.

- On-going curricular revisions must reflect changing trends in the world of Art and Design.

- Syllabi and curricula revisions must aim for continuous improvement.

- Additional funding for the Library will adequately support acquisitions.

- The Director of the Learning Resource Center's participation in the Curriculum Committee must be formalized.
- Informational literacy training for students and faculty is not standard.

Recommendations

- Seek viable alternatives to reopen *SuperArte*.
- Renew the Graphic Arts curriculum with new approaches and reopen it.
- Identify alternate ways to provide funding from external sources akin to Title V funds.
- Incorporate changes in the Art, Design, and Art Education professions into the curriculum revision mechanisms.
- Allocate additional funding for the Library to obtain new acquisitions
- Provide more participation for the Director of the Learning Resource Center in the Curriculum Committee.
- Implement information and technology training for students and faculty.

Chapter 7

General Education and Related Educational Activities

Standard 12 and 13

Standard 12

General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

The General Studies Department offers the fundamental academic courses for all degree programs. It is dedicated to providing students with a comprehensive vision of the main disciplines and to equip them with skills necessary for analysis and reasoning. Its curriculum is purposeful, coherent, engaging and rigorous and the Institution is confident that it gives the art and design students the best preparation. Most courses are common for all concentrations and their essential purpose is to situate students in the scope of the development of human thinking and creativity, guiding them through new intellectual experiences.

The General Education component helps students understand that Art and Design occur in a context and are part of history and culture in general. In accordance to the Mission, it aims to develop a social and ecological awareness in students and instill in them a sense of responsibility by developing a broad vision that will help in their understanding of their own and other disciplines from a variety of perspectives.

EAP considers General Studies essential for the formation of students and actively promotes the development of general knowledge, oral and written communications skills, scientific and quantitative reasoning, critical and ethical thinking. For this purpose, all the degree programs require fifty nine (59) credits of general education, 44% of the credits, with the exception of the Art Education program, that requires 54 credits, to balance between the studio and theoretical components. All these requirements are specifically stated in the General Studies

section in the Catalogue, they appear in the curricular sequence, and on the Website. Courses comprise 48 contact hours per semester. Each credit is equivalent to sixteen contact hours per term. The table below illustrates the relationship between the General Studies competencies and the courses offered in the curriculum.

Table 7.1
Competencies of the General Education Profile

General Education Competencies	Courses	Middle States Competencies
Master the oral and written communication skills in Spanish and reading in English.	Writing in Spanish (6 credits) English (6 credits)	Oral and written communication skills General knowledge
Reason with a critical and creative mentality.	Senior Thesis (2 credits)	Critical and ethical thinking
Know the culture and historic reality of Puerto Rico in a universal context.	Spanish literature (3 credits) History of Puerto Rico (3 credits)	Critical and ethical thinking Oral and written communication skills General knowledge
Know the history of universal art, art in Puerto Rico and the Caribbean; and the ethical and aesthetic values of the culture.	Art history (12 credits) Introduction to philosophy (3 credits) Aesthetics (3 credits)	Critical and ethical thinking Oral and written communication skills
Reason quantitatively and apply their mathematical knowledge to diverse situations.	Basic mathematics (3 credits)	General knowledge Scientific and quantitative reasoning,
Understand the nature of the social organization and their individual responsibilities for the development of the common good.	Introduction to social science or introduction to anthropology (3 credits)	Oral and written communication skills General knowledge Scientific and quantitative reasoning,
Know the main currents in human thinking, in particular the theories and schools relating to art.	Art theory (3 credits)	Critical and ethical thinking

		Oral and written communication skills
Know and use computer technology in their professional performance and have research skills using the computerized library.	all	Oral and written communication skills General knowledge
Maintain and preserve the cultural patrimony and the natural resources in harmony with the environment and the holistic development of health.	Culture and civilization (6 credits) Environmental science (3 credits)	Critical and ethical thinking Oral and written communication skills General knowledge Scientific and quantitative reasoning,
Have a critical, analytical and constructive mentality regarding their professional practice and the social responsibility it entails.	Introduction to art and design marketing (3 credits) Senior Thesis (2 credits)	Critical and ethical thinking Oral and written communication skills

In addition to the required courses, the General Studies Department offers a series of electives to broaden learning opportunities and general knowledge. Included in the electives are courses in French, specialized art and design history courses and a special seminar that allows the creation of advanced courses and study travel abroad.

General Education courses emphasize the development of oral and written communications skills, both in Spanish and English. The requirements include eight credits dedicated to writing in Spanish (six (6) in basic writing; two (2) for the thesis). Also, students take six (6) credits in literature in Spanish and six (6) credits in basic English or literature in English. Scientific and quantitative reasoning are achieved through courses in Environmental Science, Social Science, Mathematics, and Marketing (twelve (12) total credits). Requirements in art and design history expose students to understanding and relating their own and other works to specific historical, cultural, and stylistic contexts.

General Studies courses are distributed throughout the four years of each program, giving the students the opportunity to integrate the skills acquired into their respective fields of study. The last course in General Studies is the Senior Thesis that brings together all the skills students

have acquired from their Bachelor Degrees studies in General Studies, as well as in their area of specialization, information technology, and critical thinking.

Assessment

Starting in 2003, all of the General Studies Department syllabi were revised to differentiate between Course Objectives and Learning Outcomes, following MSCHE suggestions. Under the Title V Cooperative grant from 2004 to 2008, nineteen (19) General Studies syllabi were assessed for constructivist focus and integration of technology; achievement increased by 19% and 27%, respectively. The outcomes were as follows: written observable objectives, desired competencies were developed, content relationship to Art and update of references. In addition, learning strategies were incorporated so that conferences were replaced by dialogue while supported by technology, including the creation of educational modules to close the loop (Exhibit). The following table indicates the recent syllabi revisions.

Table 7.2
Summary of General Studies Syllabi Revision

Academic Year	Constructivist Approach		Technology Integration	
	Evaluation		Evaluation	
	Pre	Post	Pre	Post
2004	75%	75%	50%	60%
2005	70%	92%	53%	68%
2006	70%	96%	50%	83%
2007	70%	96%	48%	88%
2008	70%	91%	53%	88%
Results	71%	90%	51%	77%

Source: IRA
Note. Includes Spanish, History and Art History, Mathematics and Humanities courses. The percent was calculated with a check list to evaluate syllabi.

Faculty created Educational Modules in Mathematics and Spanish that had a direct effect on the courses in those subjects, and, respectively, showed an improvement of 30% and 2% of students' grades.

Table. 7.3
Summary of educational modules of general studies

Areas	Quantity	Results of Evaluation	
		Pre	Post
Spanish	28	65%	88%
History and Art History	32	70%	95%
Humanities	24	73%	99%
Mathematics	5	72%	72%
Total	**89**	**70%**	**89%**

Source: IRA
Note. All educational modules were published online at cita.eap.edu. The percent was calculated with a checklist.

Standard 14 summarizes the student learning assessment data for the General Education courses and the results of the syllabi's analysis regarding the extent to which the courses incorporate general knowledge, cognitive abilities, and comprehension of values and ethics. Chapter 8 also presents evidence that the skills and knowledge acquired in General Education courses are applied to concentration courses. Both previous and present Assessment plans include the following benchmarks for assessing student-learning outcomes:

- Upon admission: creative and critical thinking, written communication, aesthetic values.
- Mid student career: a core course chosen by each program used to assess written communication, critical thinking, humanistic and cultural values, and information technology management.
- Final academic year: (Graduation Seminar or Teaching Practicum Portfolio), oral and written communication, creative and critical thinking, problem solving, research, ethical and aesthetical values, humanistic and cultural values, and information technology management.

Changes in General Education

A comparison of EAP's Catalogue from 2007-2008 and the Catalogue for 2011-2012 shows the following changes: Art Marketing became a requisite to give students   skills to promote and market their works. The decision was made on the basis of student feedback regarding the need for experience and knowledge in self- management. In the 2011 Perception of Graduation Candidates of their Educational Experience survey, 36% deemed significant for their future the capacity for self-management as fundamental for self-employment; in 2012 this percentage increased to 44.4% (Exhibit). As a result of departmental assessment, Contemporary Art Theory supplied the philosophical and historical side of artistic education. The History of Design was created recently in response to a concern expressed by NASAD. Moreover, the contents of Art History courses were revised to incorporate contemporary trends. An advanced Contemporary English Literature course was added to the language area in response to evaluations of basic English performed by the course professor.

Standard 13
Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorships meet appropriate standards.

This section highlights institution-provided activities with focus and services of academic and cultural nature. These activities, such as learning through experience or challenges, internships, exchanges, and student travel; as well as *SuperArte* and the Design Center, bring alternatives for students to show their talents and abilities, and contribute to fulfilling the Mission and Goals of the Institution.

Similarly, the community is afforded the opportunity to become part of the institution through the Extension Program in which participants may develop and increase creativity.

Basic Skills

The Institution has processes for students who are not prepared to present admission portfolios by offering them the opportunity to take the New Admission Seminar and/or the Extension Program to refine skills, as explained in Chapter 4.

College Board results are used for student placement in the first year Spanish course; this supports those underprepared students. Policies to address placement in intermediate English and Mathematics is under consideration. Establishing Open Source tutorials is also being considered as a requirement for some basic courses for low-performing students. In addition, there have been discussions regarding the possibility of offering remedial courses during the first year to improve drawing skills.

Extension Program

In keeping with the Mission and Goals, this program offers short non-degree eight-week courses to the community in general for children, youths, and adults. The program is designed to begin learning skills as well as to improve already acquired abilities and skills. The program helps awaken interests in enrolled students while promoting the academic offerings that lead to a Bachelor Degree. In addition, the program accepts all candidates interested in being admitted to the Institution who need to prepare an admission portfolio.

The Extension Program has a coordinator with a Bachelor in Art Education from the Escuela de Artes Plásticas and a Master Degree in New Media, from Donau-Universitat Krems's Transart Institut in Austria.

It offers certificates for individuals over seventeen (17) years of age, interested in more structured courses. To earn certification, the student must take ten (10) courses: seven (7) required and three (3) electives from a concentration area, equivalent to two-hundred-forty (240) contact-hours.

New efforts are being made to offer certifications in Art Education and in Continuing Education from the *Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico.*

Workshops for youths and the Summer Camp, through the Extension Program, are other offerings to the community.

At the end of each Extension Program course, a questionnaire is administered to students regarding satisfaction in various aspects of the course. Recent questionnaires indicate a very high satisfaction rate. Almost all the courses have an overall score of over 90% (Exhibit). Also, even in this difficult economy, the Extension Program has a high number of returning students that take different courses, even when there is no financial aid for students in this program.

The Extension Program has a positive fiscal effect for EAP since it generates additional income for the Institution and its Faculty. The Program has the advantage of using both the physical and technological facilities of the institution; it requires minimum human resources since one person coordinates the Program. In EAP's organizational chart, the Extension Program

Director and the Program itself are under the Office of the Dean of Academic and Student Affairs.

There is a table with enrollment for the Extension Program from 2011 to 2013 in Exhibits.

Experiential Learning

Learning through experience, as a mode of delivery, is defined as knowledge acquired through non-traditional methods and life experiences, such as course challenges, internships, exchanges, and student travel, among others. These enrich knowledge, artistic and cultural abilities that may be shown academically by taking the course challenges at the Institution.

Course Challenge

When a student challenges a course he or she must demonstrate mastery in that subject and present a portfolio or take an exam and be evaluated, confirming the knowledge and skills of the course.

For studio courses, students who challenge must present a portfolio of works with the techniques and skills used in the course or the professor may require a demonstration and oral presentation of the material.

Only certain courses may be challenged as specified in the EAP Catalogue. The policy for challenging courses is also provided in a CD of Policies and Regulations that is distributed annually to students and faculty.

Internships

Internships provide students with hands-on experience that helps develop and improve professional skills of the different majors. They are done under supervision of a specialist in the area and the faculty, either the recommending professor or the Department Director.

Evaluation of the participation of students in internships is done with a form that must be completed by the employer. At the end of the internship the student hands in the form to the Registrar in order to obtain "Pass" or "Fail." About forty-three (43) students, from 2006 until the 2011-2012 Academic Year participated (Appendix 5).

Student Exchange

Student Exchange began in 2004. It grants the opportunity to study abroad during an academic term at universities in the United States with which we have agreements, according to availability.

Participants of exchange from another institution enroll in their majors' courses for the agreed period, one year or one semester, at the end of which he or she receives a grade from the host institution that will appear in our Institution's transcript.

Student Travel

Travel enriches learning, for students and for other individuals alike. The experience complies with its Mission as participants are exposed to other cultures and it helps them become socially aware and seek an enriched life style, new modes of artistic expression, and personal and professional growth.

The acquired knowledge is shared with other students and it has a multiplying effect since it provides the stimulus to improve research for the respective disciplines.

To qualify for travel, students must enter into a competition by submitting their artwork. The winners are selected after having been evaluated. Once students are selected, they must enroll in course EG 390 and attend a series of meetings in preparation for the trip. When they return, they prepare and submit a travel journal and receive a grade for the course.

EAP's Endowment Fund sponsors student travel, of great importance since many of the students come from low income families; some have never been abroad. By providing this

opportunity, the Escuela helps fulfill EAP's Mission by promoting the humanistic and cultural development in the students.

There have been trips to the art fair known as ARCO in Madrid, Spain and to the Venice Biennial. The students in Art Education have also participated in the Lincoln Center Institute for the Arts in Education in New York, where they took workshops and attended conferences specialized for art teachers and future teachers.

The number of students who participated by period is illustrated below.

Table 7.4
Student Trip (EG390)

Period	Jan. / May 2006	Jan. / May 2007	Jan. / May 2008	Aug./ Dec. 2009	Sept. / Dec. 2011
Students Enrolled	12	10	9	4	15

Source: Registrar's Office.

SuperArte

SuperArte, founded in 2003, was a program designed for adults 25 years of age and older who sought a BFA in a less traditional setting. It provided a diversity of teaching techniques with an androgogical focus, a nine (9) week academic calendar, and a non-traditional curriculum such as course challenges, electronic mentoring, portfolios and independent studies. *SuperArte* served a student population that otherwise could not attend EAP. Presently, it is not admitting new students while viability and success of the program are reevaluated.

SuperArte suffered due to limitations in the amount of courses offered in the evening, making it difficult for students to complete their required courses, in addition to the difficulty in recruiting faculty to teach evening classes. So these students could complete their degrees, they were given special permission to enroll in the day courses. Below are the data for degrees and enrollment in SuperArte for the past five years.

The following table shows the decline in both enrollment and degrees in the last few years.

Table 7.5
SuperARTE Fall Enrollment from 2008 to 2012

Concentration	2008	2009	2010	2011	2012
Basic	18	19	15	6	0
Graphic Arts	3	3	0	0	0
Industrial Design	1	4	4	5	5
Fashion Design	0	2	2	2	2
Art Education	9	8	8	6	0
Sculpture	10	10	5	2	3
Image and Design	12	7	11	6	4
Painting	32	31	21	21	13

Source: Registrar

This program had a negative financial effect on the institution, another aspect of this difficult economy (Exhibit).

An alternative under consideration is to convert *SuperArte* to a traditional evening program and open it to regular students. This alternative could increase enrollment in the evening courses and result in more classes offered, enabling SuperArte students to complete their degrees.

Design Center

The Design Center provides students with life and professional experiences that widen artistic and cultural knowledge. It is consistent with the Institution's Mission and Goals.

Located in the *Antiguo Hospital de la Concepción*, its work team is made up of professionals and students from EAP. There is a Director, who manages and does the marketing. The Creative Director supervises the students who take internships there or that are hired through contracts, according to projects at hand. Both have degrees in Art and Design.

The Design Center has a positive fiscal impact on EAP and is a source of income, contributing to the institution's goal of more diversified funds. According to the clients' comparative report for the years 2006 to 2011, the Center had around 60 clients that generated an income of approximately $52,000 per year for services rendered (Exhibit).

In addition, it provides indirect revenue for EAP since all the design work needed at the Institution is done by the Center, thereby becoming our in-house business. All projects previously out-sourced, are now designed and produced in-house. For example, catalogues, academic calendars, brochures, posters and the Webpage, including *Artefacto2*, EAP's magazine, are designed, edited and published entirely at the Design Center.

The Center has had dozens of clients over the years, allowing other members of the community to benefit from students' talent and providing the students with real work experience, as well as remuneration. Some of the work that has influenced the community are the following: the interactive page titled *Lee y Sueña*, commissioned by the Capital City; EAP's Fine Arts Program in alliance with the Department of Education of Puerto Rico made a six-part comic of Art History—that generated $99,999.00—to be used in the country's public schools. The Puerto Rico Health Department contracted the Center for an HIV prevention campaign that was shown on television and in movie houses. Enterprises such as Glade and *Supermercados Selectos* have also called for the Center's services, to promote their products with sculpted flowers made by the students and the manufacture of calendars featuring works of art, respectively. Another Center achievement was a project to create the statuette for the National Award given by the *Asociación de Periodistas de Puerto Rico* (ASPRO).

The Center is a laboratory where students have professional experiences from beginning to end of a project. In these facilities the student works with a team , produces work plans and creates designs. The experience is excellent preparation for a successful career. Since its founding in 2006, about twenty-four (24) students from different majors have worked at the Center as interns thus meeting the Center's objectives (Exhibit).

In addition, thirteen (13) faculty members from different departments have collaborated in the creation and development of this business. Some served as creative directors for different projects and others as consultants. All have contributed their ideas to evaluate and improve the students' design proposals.

The Design Center competes effectively as it offers its clients an alternative to other graphic design businesses; they have a creative team made up of young students that bring fresh ideas and concepts for each project. In addition, since the business is part of a collegiate organization where research is encouraged, the creative solutions for clients' projects are more innovative. A plan has been created to guide the works in keeping with Institutional goals and the Strategic Plan (Exhibit).

Strengths

- The Bachelor degree programs have a strong general education component that enhances students' intellectual growth, cognitive abilities and understanding of ethic and esthetic values, and provide diverse perspectives.
- There is an adequate balance between studio and general education courses.
- The curriculum prepares students in the areas of critical and creative thinking, communications, humanistic, aesthetic and cultural values, and information technology.
- The current assessment plan provides for continuous revision of curricula with faculty participation.
- Incorporation of technology to the General Studies courses through faculty training and the development of educational modules.
- The Institution has systematic processes to address underprepared students in Spanish skills.
- Students are offered a variety of experiential learning activities.
- The Extension Program provides non-credit offerings to the community in general, consistent with the Institutional Mission and Goals.
- The Design Center is a valuable means for providing real-life work experiences for students and for additional income to the institution.

Challenges

- Students with high test scores in Mathematics and English are placed in basic courses.

- Assessment of Experiential Learning has not been systematized, although there are instruments to evaluate it.

- Internships, student exchange, and student travel have been affected by internal factors.

- *SuperArte* is in moratorium.

- The Design Center should be marketed more effectively.

Recommendations

- Students with high test scores should be placed in intermediate courses.

- Assessment of Experiential learning should be systematized.

- New alliances and sponsors should be found in order to offer more internships, student exchange and student travel.

- Research alternatives so as to open *SuperArte* as a viable adult program.

- The Design Center's plan should concentrate on alliances with public and private institutions.

Chapter 8

Institutional Assessment and Student Learning Assessment

Standards 7 and 14

Standard 7

Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

The Escuela developed an Institutional Assessment plan in 1999 with the purpose of guaranteeing academic excellence and institutional quality, so as to fulfill its Mission and Goals. Title V Grants starting in 2003 supported systematic assessment efforts. The activities supported by these grants allowed the institution to improve assessment capacity and increase management efficiency. The data gathered provided input for planning and decision-making regarding resource allocation, academic programs and policy review on admissions processes.

Under this grant the institution increased not only the quantity of data but its quality as well, making it more accurate, reliable and useful. The most relevant data is shared online with EAP personnel through CITA. Information is also available through College Navigator and the IPEDS Data Center, and more data will soon be posted on the Institutional Webpage, as required by federal law's Students Right to Know Act.

Most recent institutional assessment efforts are tied to the second goal for the Institutional Strategic Plan 2009-2015 (ISP): to improve the assessment process in order to provide evidence of compliance with institutional performance indicators. In 2011, the Institutional Research Area (IRA) conducted a self-analysis with the purpose of identifying its strengths and weakness to achieve this strategic goal. The information gathered through this exercise addressed the following areas: working conditions, data gathering and analysis, planning, and professional

development, that was used by the external evaluation of the Title V Grant and the new administration at EAP to improve Institutional Assessment.

The Institutional Researcher also worked closely with the Dean of Academic and Student Affairs to work on the revision of the Assessment Plan. With the support of the Director of the Planning and Development Office, a new Assessment Committee was organized in 2012 to revise the previous assessment plans and to implement new activities. Later, an Academic and Student Assessment Coordinator joined this committee.

The new Assessment Committee reviewed and aligned the assessment plans and instruments according to eight dimensions established in the ISP. This process resulted in two aligned assessment plans which are in the process of final approval: (1) Institutional Assessment Plan and (2) Academic and Student Learning Outcomes Assessment Plan. Another result was the inclusion of the administrative dimension into the Strategic Plan for a total of nine dimensions to be evaluated (Exhibit). The Academic Council will approve the Plan, once final recommendations are incorporated.

In the 2011--2015 Institutional Assessment Plan, EAP has broadened the theoretical base of the institutional level and aligned it with the two other levels of the plans, namely, Program and Course Assessment, as they all relate to Standards 7, 11, 12 and 14, while retaining special emphasis on Student Learning Outcomes. The institutional level was based on Volkwein's institutional effectiveness model, which revolves around five distinct stages: accountability (directly related to accreditation); performance indicators; benchmarking and productivity; academic and administrative effectiveness in the course, program and institutional levels; gathering and analyzing data; and communication of results. The following Figure 8.1 illustrates the new institutional assessment processes that stem from EAP's mission:

Fig. 8.1 Institutional Assessment Plan
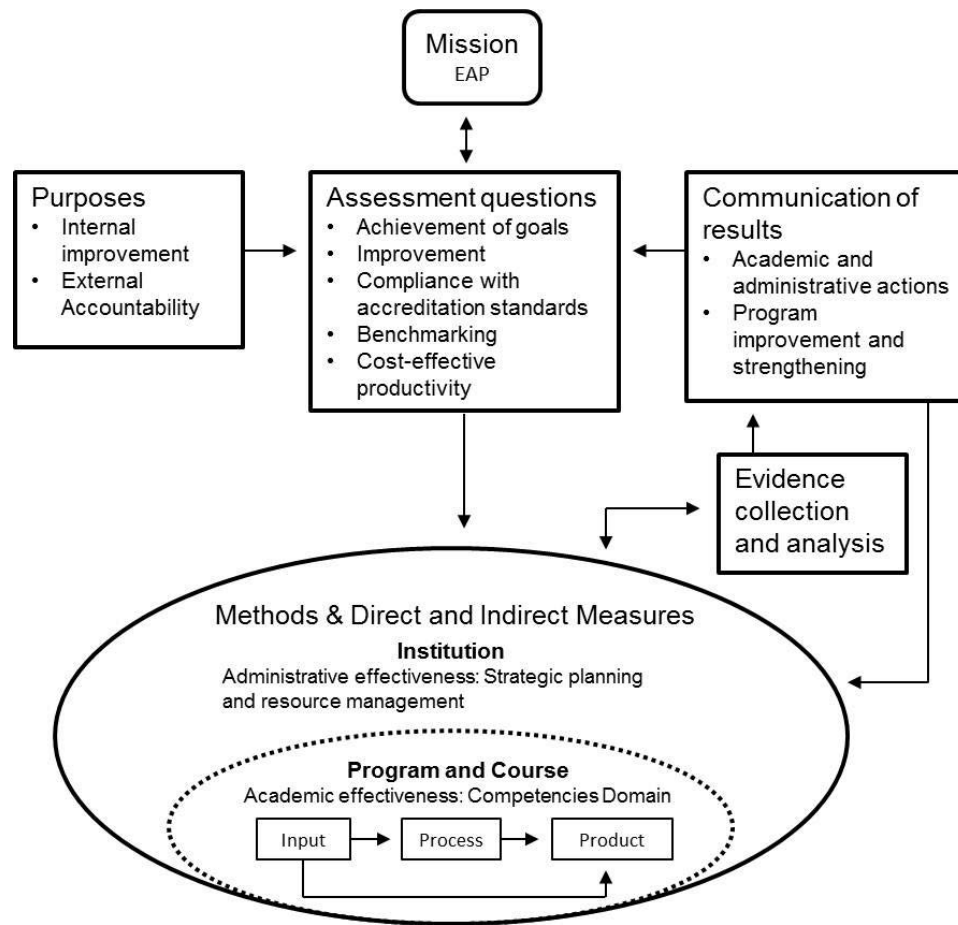
The general goal of the plan is to increase academic quality through the improvement of institutional effectiveness in the nine strategic dimensions, which are: recruitment, retention, student services, academic programs and support services, academic policy, faculty professional development, administrative policy, quality of alumni, and administration. The results of the assessment process will be used to calibrate these areas as stated in six objectives: (1) to improve student recruitment; (2) to promote academic offerings updated to professional areas; (3) to increase the retention through quality services and continuously trained faculty; (4) to strengthen the quality of the alumni through the development of competencies related to professional fields and graduate studies; (5) to implement academic and administrative policies that promote

effectiveness; and (6) to improve the administrative process related to strategic planning and resource management.

Table 8.1 provides an at-a-glance summary of the complementary evidence that will be gathered at Institutional and program levels for measuring the achievements in these nine areas.

Table 8.1
Assessment of Institutional Effectiveness

Dimensions	Performance Indicators	Institutional Assessment Level	Academic Assessment Level
1. Recruitment	• 100% Regular program • Projected enrollment	• Projected enrollment	• Design of a recruitment plan
2. Retention	• 80% first-time full-time cohort that enroll next academic year • 45% graduation rate of first-time full-time cohort • 15% or less partial and total withdrawals	• Cohort that enroll next academic year • Graduation rate • Fall enrollment withdrawals	• *Apoyarte* Program • Academic offering and course cancelation • Withdrawals by academic concentration
3. Student Services	• 80% in combined categories Excellent/Good	• Students' Opinion on Institutional Services and Facilities survey	• Achievement of annual goals
4. Programs and Academic Support Services	• Increase in completion and Graduates' GPA • 80% in combined categories Excellent/Good	• Completion and Graduates' GPA • Student Profile survey • Students' Satisfaction with Academic Program survey	• Achievement of annual goals
5. Academic Policies	• Compliance with laws and regulations	• Compliance with laws and regulations	• Compliance with laws and regulations
6. Faculty Professional Development	• 80% in evaluated aspects	• Faculty Profile survey • Faculty's Opinion on Institutional Services and Facilities survey • Student Evaluation on Faculty Performance survey	• Departmental Reports • Academic grades • Participation in seminars and trainings
7. Administrative Regulations and Policies	• Compliance with laws and regulations	• Compliance with laws and regulations	• Compliance with laws and regulations

8. Alumni Quality	• Graduate Studies and Employability	• Graduation Candidates' Perception on their Educational Experience survey • Alumni Opinion on their Academic Background survey	• Admission to Graduate Studies and Employability
9. Administration	• 80% in combined categories Excellent/Good • Achievement of goals	• Faculty and Employees' Perception on Institutional Administrative Services survey • Achievement of goals	• Achievement of goals

EAP has been consistent with institutional assessment that supports academic programs decision-making process with new surveys. The results of all these surveys, among other data gathered at institutional level, are presented as exhibits according to their relevance for accrediting standards (Exhibit).

The new plan also redefined the way assessment is structured, communicated and utilized. The Assessment Committee will periodically gather and analyze all assessment results regarding achievement of the nine dimensions. It will also submit an annual Executive Report to the Board of Directors, Executive Committee and the Academic Council. A summary of this report will be disclosed electronically to the EAP community. This move seeks to improve the way that results are disseminated thereby rendering decision making, planning and institutional renewal at all levels a more effective and comprehensive process.

Assessment Results

Evaluations and decision-making have been fueled by data gathered from assessment results. Administrators make decisions that result in the improvement of quality, effectiveness and success, therefore, in the fulfillment of the Mission.

Table 8.2 presents how the information obtained through assessment has been used for decision-making:

Table 8.2
Uses of Assessment's Results

Area	Source	Outcomes/Products
Executive Committee, Planning and Budget Office	PCMAS (teacher certification exam); Alumni Opinion Surveys; withdrawal reports; enrollment; Faculty and Students' Profile and Opinion on Institutional Services and Facilities Surveys; Graduation Candidates' Perception on their Educational Experience Surveys; Students' Satisfaction with Academic Program; Marketing Analysis and Planning	Revisions of the objectives outlined in the Strategic Plan; budget resources assignments; improvement of institutional facilities; purchase of equipment; space distribution; new Studio permits process; hiring of Public Relations Consultant.
Academic Council	Enrollment reports, Retention; withdrawals; Graduation Candidates' Perception on their Educational Experience Surveys; Students' Satisfaction with Academic Program; Satisfaction with Trimester Survey; enrollment report	SuperArte and Graphic Arts moratoriums Change to Trimester Change to Semester Minor in Textiles New courses approval Universal hour 2011-15 Assessment Plan
Administration, Human Resources	Enrollment, Service Surveys; Service Surveys; Graduation Candidates' Perception on their Educational Experience; Alumni Opinion Surveys	Hiring additional personnel; budget resources assignments; Recruiting Strategies and plan
Office of the Dean of Academic and Student Affairs Department Chairs	Enrollment reports; Withdrawal Reports; Students' Satisfaction with Academic Program; Retention, PCMAS (teacher certification exam); Dean's office Service Survey; Satisfaction with new enrollment process; Faculty and Students' Profile; Fixed first year programming Survey; enrollment report	Apoyarte; Deans' Office and Units Strategic Plan; Retention Committee and Plan; Admissions Recruitment Plan focusing on high school candidates; Assessment plan; Revision and fine tuning of enrollment process; revision of transfer policy; Creation of a Faculty Manual; Catalogue revision; Division of Academic and Student areas; Fine tune fixed first year programming; Course Programming for each semester

		Curricular revision plan
Faculty Evaluation Committee Department Chairs	Faculty evaluations	Position for Fashion Design; Tenure for Art Education; Rank promotions; Improvement of the quality of teaching and learning process; Faculty development plan

A significant event that occurred recently as a direct result of assessment was the change from trimesters to a semester academic calendar starting in 2012-13. This move was prompted by a study of the impact on academics and students by the change to trimesters. The analysis included the Deans of Academic and of Student Affairs offices employees' opinion on the effects the change had on their areas. A survey to determine both student and faculty's opinion was also administered. The results showed, among other things, that the majority of the constituents preferred the semester system. The impact of trimesters was felt in other areas as well, such as enrollment, retention, withdrawal, and part-time to full time student ratio (Exhibit). A petition was taken to the Academic Council and then to the Board of Directors; both voted in favor of a change.

Institutional Assessment Related to the Dimensions and its Products

As a specialized institution, the recruitment of talented students is essential for EAP, also outlined in the enrollment management plan. As presented in Table 8.4, during the last five years, enrollment has been relatively stable, considering that the adult program *SuperArte* and Graphic Arts are on moratorium.

Nevertheless, the institution's enrollment is 10.9% under what was projected:

Table 8.3

Fall Enrollment Fluctuation

Academic Year	Projection	Enrolled	Difference Between Projection and Enrolled	
2002-03	338	337	1	0.3%
2003-04	363	363	0	0.0%
2004-05	391	461	70	17.9%
2005-06	420	459	39	9.3%
2006-07	452	484	32	7.1%
2007-08	506	488	-18	-3.6%
2008-09	525	512	-13	-2.5%
2009-10	544	530	-14	-2.6%
2010-11	563	522	-41	-7.3%
2011-12	527	527	0	0.0%
2012-13	549	489	-60	-10.9%

Source: IRA
Note. The calculation is based on the projection for the realistic scenario of the Enrollment Management Plan 2011-2016.

On the other hand, EAP as a bachelor degree granting institution seeks to admit essentially new students. From 2008 to 2012, the institution has received an average of 193 new admissions and transfer applicants, and it has admitted an average of 122 (64%) promising students from which an average of 112 (92%) have enrolled. Figure 8.2 shows that the Escuela is more selective in admitting applicants, and that a very high amount of students enroll, compared to other institutions.

Figure 8.2

First Time and Transfer Admission
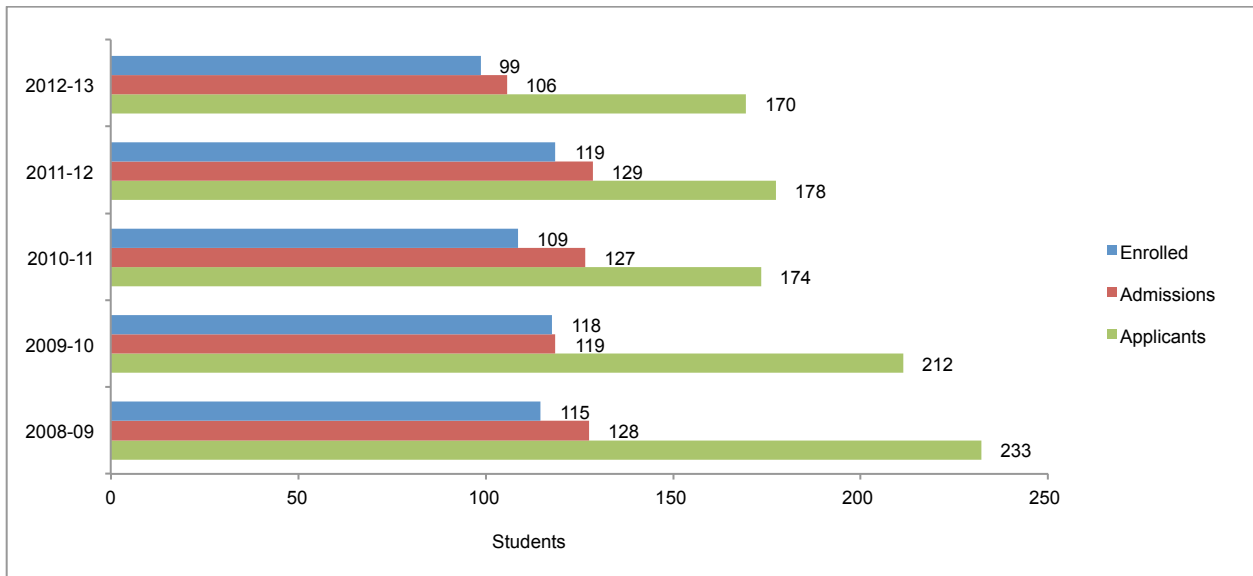
Source: IRA

As explained in Standard 8, the GPA admissions policy for transfer students was changed in 2011-2012, while for first-time students it has remained the same for several years. This has resulted in a better-prepared student as evidenced below in Figure 8.3:

Figure 8.3
Academic GPA
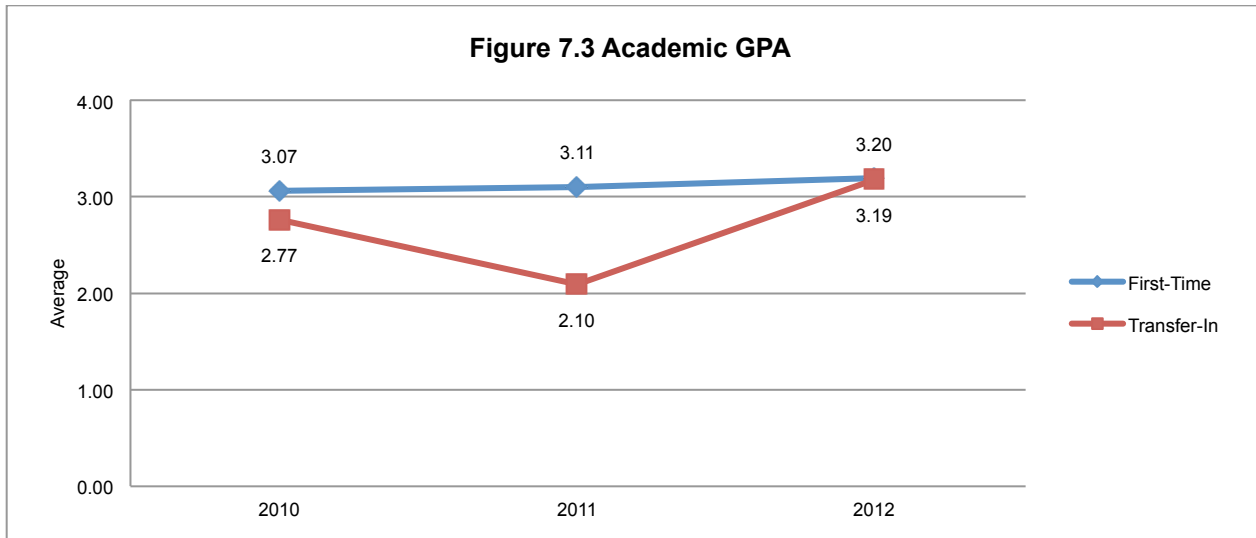
Source: IRA

Based on these results, the IRA presented recommendations regarding the: (1) transfer policy review, (2) establishment of a ranking system, (3) design of a recruitment plan that focuses on first-time degree seeking students; and (4) design of a retention plan to achieve projected fall enrollment that measures new admission students with continuing ones. The institution is implementing the recommendations and actions have been taken to increase marketing for enrollment.

The Retention Dimension

Through institutional efforts, EAP seeks to maintain the following performance indicators related to retention: (1) 80% first-time full-time cohort that enrolls next academic year; (2) 15% or less partial and total withdrawals in the fall enrollment; and (3) 45% graduation rate of first-time full-time cohort.

During the last five years, the retention rate of the first-time full-time cohort that enrolls next academic year averaged 80% in 2007 and 2011:

Figure 8.4
Retention Rate of First-Time Cohort

Note. Average retention rates of full-time and part-time first-time students.
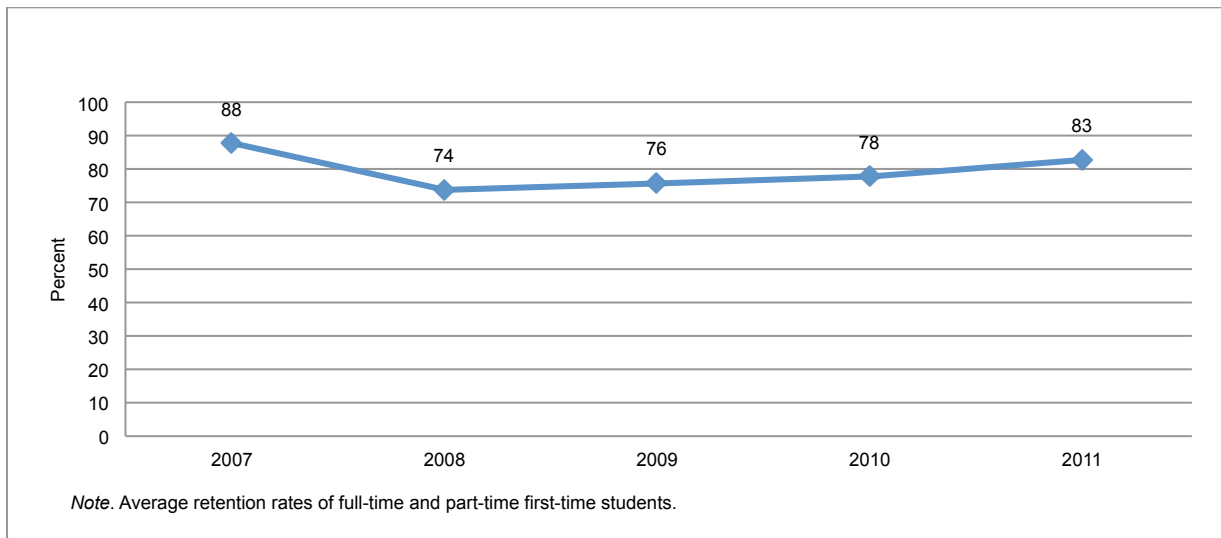
Source: IRA

As shown in Table 8.4, the persistence measured by total withdrawals is very high, under 2% during the fall enrollment; while the partial withdrawals have remained under 15%.

Table 8.4
Students with partial and total withdrawals

Academic Year	Fall Enrollment				Partial Withdrawals		Total Withdrawals		Academic Year Full-Time
	Full-Time	Part-Time	Total	%	Full-Time	Part-Time	Total	%	
2007	316	172	488	2007	316	172	488	2007	316
2008	345	167	512	2008	345	167	512	2008	345
2009	365	165	530	2009	365	165	530	2009	365
2010	327	195	522	2010	327	195	522	2010	327
2011	324	203	527	2011	324	203	527	2011	324
2012	308	181	489	2012	308	181	489	2012	308

Source: IRA
Note. The persistence is measured considering the total withdrawals only.

To improve these indicators, the Institution has taken a series of measures. The plan is to strengthen the *Apoyarte's* program to continue decreasing partial withdrawals.

To make enrollment more assertive, the number of students in each department is being looked at more closely; strengthening counseling, verifying course requirements for registered students, and revising the requirements for the basic courses for first-year students. Equally, the Retention Committee will organize training for Faculty and Administration about incorporating new strategies.

Graduation rates of full-time non-transfer students was above the expected performance indicator of 45% in the 2004 cohort, as shown in Figure 8.7. For that year the rate was 150% of the time to complete the degree.

Figure 8.5
Graduation Rates of Full Time, First-Time Students

Graduation Rates of Full-Time, First-Time Students

Note. The 6 year graduation rate is calculated using acumulative students within 4 and 6 year, while the 8 year includes the total of students.
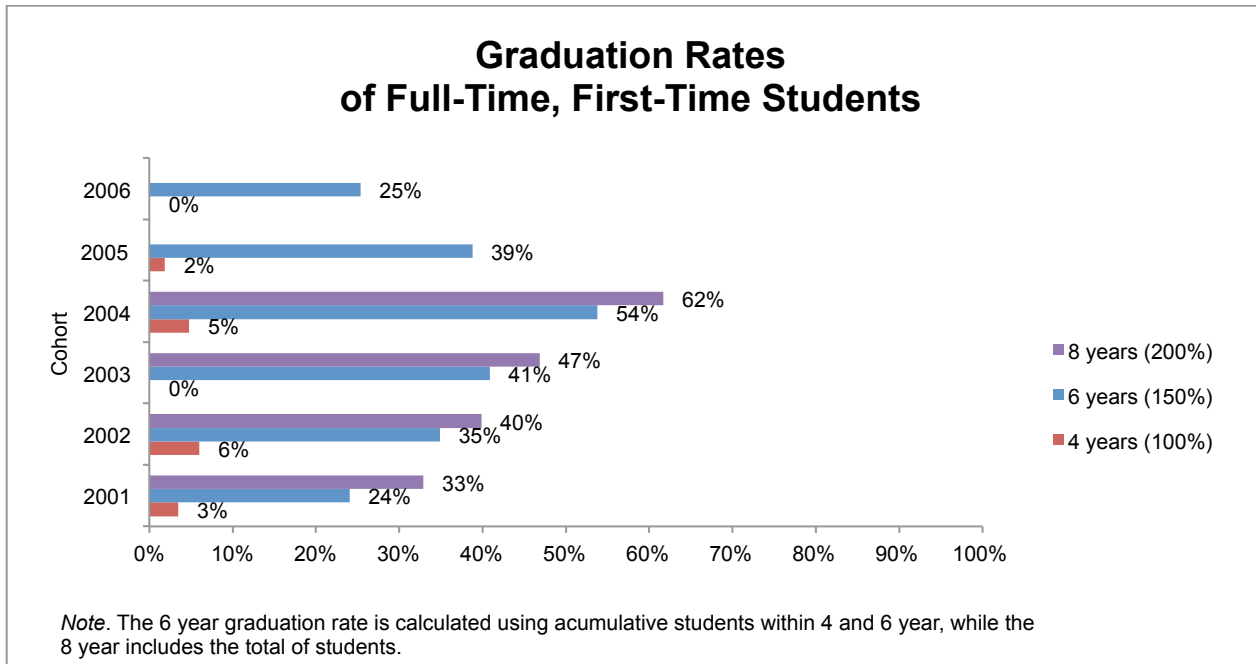
Source: IRA

During he following years the rate decreased. Because of that, it was decided to explore

with similar institutions if this tendency is generalized or particular to EAP, to decide what strategies for improvement to use.

Retention is measured through assessments of Student Services and Faculty Performance. The satisfaction level with these dimensions is shown in the Student Services' dimension.

The Student Services Dimension

In the Students' Opinion About Institutional Facilities and Services survey the Institution defined an indicator of 80% for achievement, calculated as a general percentage of evaluated aspects of facilities and services. Table 8.5 presents the students' opinion on key areas:

Table 8.5
Students' Opinion on Institutional Facilities and Services

Area	2008-09	2009-10	2010-11	2011-12	2012-13
	Percent				
1. Computer Laboratories conditions	63.3	45.5	65.6	59.1	60.8
2. Studio conditions	60.5	57.6	64.7	47.2	45.5
3. Theory courses classrooms conditions	67.1	69.1	70.8	53.5	50.9
4. Gallery conditions	60.2	63.4	57.9	48.6	54.5
5. Francisco Oller Library services	80.4	75.3	82.5	83.3	84.4
6. Academic orientation services	68.0	71.0	76.1	57.6	59.3
7. Registrar Office services	65.5	66.4	70.6	39.6	55.7
8. Student financial aid services	69.8	68.3	77.0	78.4	79.0
9. Bursar Office	68.9	67.2	68.4	46.5	50.3

services					
10. Amount of cultural activities	55.3	56.8	52.2	40.2	37.1
General percent	65.9	64.1	68.6	55.4	57.8
Sample	322	372	326	144	167

Source: IRA
Note. The performance indicator is to achieve 80% in combined Excellent/Good categories.

While results show that the Library received a high evaluation, other areas have not met expected levels. If 2008-09 is taken as a baseline, it was expected that 80% of students would evaluate the facilities and services as Excellent/Good. But, the survey showed a decrease beginning in 2009-10. This coincided with the effects of Law 7 when personnel that offered services decreased; simultaneously, it coincided with the shift to trimesters in 2009-10 that brought on additional workload EAP's personnel.

In response to these trends, in the past years, new materials and equipment for workshops in Painting, Sculpture, Industrial Design and Fashion Design were purchased through Title V. New computers and programs were acquired for the Image and Design classrooms and also for the Library; and Graphic Arts and Sculpture will be receiving new furniture with institutional funds. The Institution requested $1,000,000 in the annual budget to the government to remodel the Hospital de la Concepción Building, including the Theory Courses Classrooms and Studio Workshops. Improvements to the courtyards through alliances with other college institutions and private businesses enabled an area of open-air studios and the use of Wi-Fi. In addition, upon request from Students and Faculty, EAP reverted to the Semester Calendar thereby expecting to increase student satisfaction.

The Programs and Academic Support Services Dimension

Students' opinions survey on facilities and services served to allocate resources. When the results started to decline the IRA decided to investigate further. Two additional surveys were conducted in the last years to analyze third and fourth year students' satisfaction with the programs in 2011-12 and 2012-13 (Exhibit). The emphasis was on five crucial aspects related to

retention: (1) academic offerings; (2) pertinence of content; (3) learning experiences; (4) academic support resources; and (5) faculty performance. The performance indicator was of 80% in the combined categories of Very satisfied/Satisfied.

Regarding aspects examined by the surveys, in 2012-13 two items of learning experiences scored above 80%, classroom discussions (83%) and development of assigned works (82%). Also the academic resources of the Francisco Oller Library improved from 83.7% to 89%, and satisfaction with faculty knowledge of the subjects improved from 79.1% to 82%.

Three items related to relevance of the content scored nearly 80% in 2012-13: development of general knowledge (75%), development of an ethical professional attitude (79%), and the usefulness of reference materials, such as books, and journals, as helpful to develop artistic and professional sensitivity (78%).

In both surveys, academic offering was the weakest area, although it showed improvement from one year to the next. These results coincide with the change to trimesters. With the purpose of determining how assertive the academic offer has been, offered courses and active courses were analyzed during the entire academic year. As Table 8.7 shows, in 2007-08 15.4% of courses were cancelled, in 2008-09, 13.2%, in 2009-10, 14.2% and in 2011-12, 20.4%.

Figure 8.6
Academic Offerings
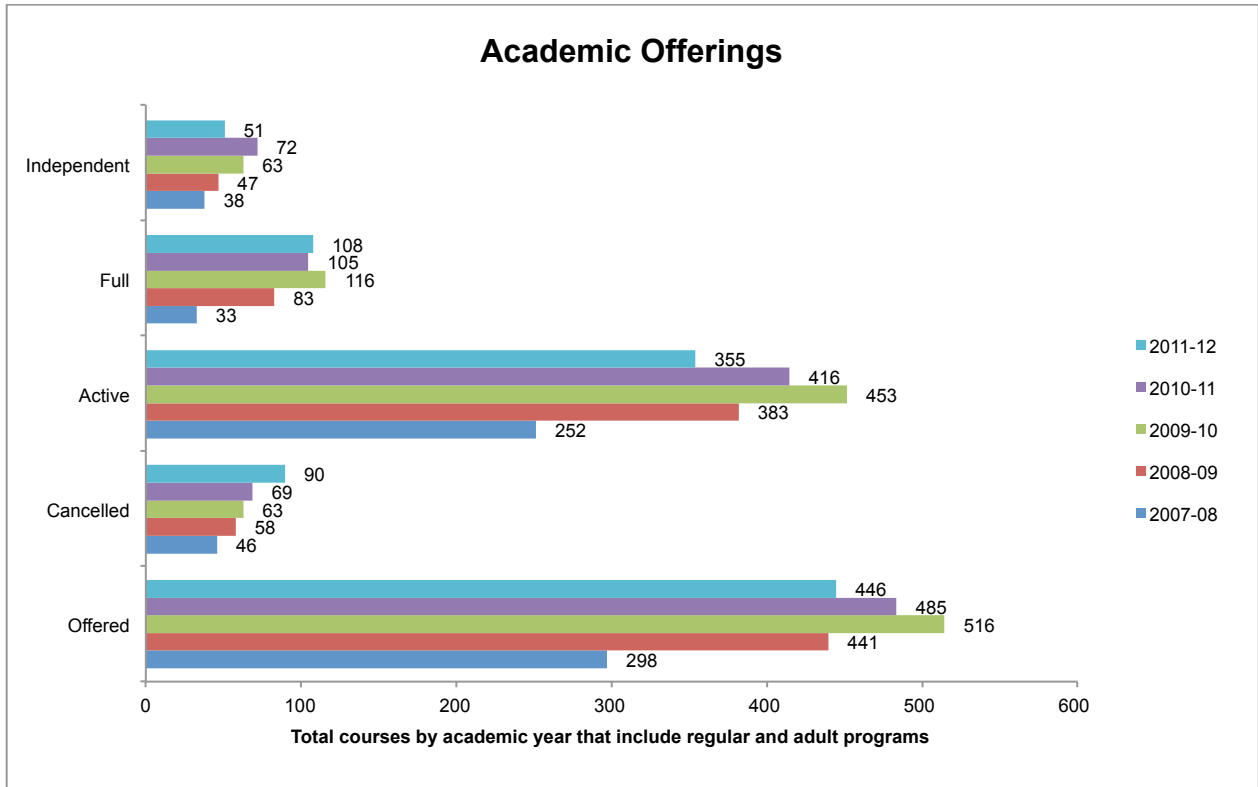
Source: IRA

It is of note that the academic offer became more complex when EAP switched to trimesters. In 2011-12 more courses were cancelled and this coincides with low student satisfaction with this aspect.

Strategies to improve academic offerings were already presented with the Retention Dimension of this Standard. The results of this assessment combined with other data led to a Workshop on Academic Programming for department chairs to help them improve their academic programming.

The Academic Policies Dimension

Academic Policies are clearly established in the Institutional Catalogue. Department chairs and the staff from the Deans' offices are continuously revising policies based on assessment results. The latest revisions reflect changes in policies for open studies students, admissions, and others.

Faculty Professional Development Dimension

During the 2012-13Academic Year, 84% of the Faculty received training in different topics. Standard 10 explains in detail the workshops offered to the Faculty.

The Administrative Regulations and Policies Dimensions

Please see Chapter 2 for compliance with these dimensions.

The Alumni Quality Dimension

The Counseling Office gathers data about employability and graduate studies. The Graduates' Report Table shows that employability has varied for those graduated in the same year from 45% to 73%, while for graduate studies it has fluctuated between 16% and 29% (Exhibit).

In the survey taken every three years, of the twenty (20) who graduated between 2007 - 2010 who stated that they went on to graduate studies, 40% remained in Puerto Rico; 30% went to the United States, 25% went to Spain, and 5% went to the United Kingdom (Appendix).

In the same survey, and regarding employability, 62% of the students enthusiastically recommend the major they chose; 53% stated that their jobs are related to their studies at EAP; 38% said that the courses helped them get jobs; and 38% said it helped for admission to graduate studies; 47% for effective communications, and 59% for self-management and to achieve professional goals. Eighty three percent (83%) would recommend EAP to friends and family.

Based on these results, EAP is improving Student Services with the preparation of the professional portfolio. Within the artistic world this resource is considered a fundamental tool for employment, being admitted to graduate studies, and self-management. Three modules were prepared about employment interviews, how to make proposals, and other topics for advanced students, and published in CITA.

Equally, the Administration has acquired a program for Academic and Finance Services that will help expedite Student Services.

The Administration Dimension

Administration was added very recently and assessment activities are still being developed for this dimension.

Standard 14
Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

In 2002 the EAP adopted Astin's I-E-O model (input-environment-outcome) thus relating its Student Learning Outcomes Assessment Plan to the development of talents over a baseline that is determined during the admission process. The plan called for five moments and eleven learning outcomes to be implemented in several phases during the following years. Student Learning Outcomes were incorporated in all syllabi and assessment and outcome procedures were implemented.

In 2008, Student Learning Outcomes Assessment was simplified to three critical moments of assessment and nine learning outcomes. By 2009 all three phases of the 2008 Plan had been implemented. In 2005-06 and 2006-08 Reflexive Portfolios in Graphic Arts, Industrial Design and Image and Design programs were assessed. In 2009 outside evaluators were invited to examine, at random, Senior Theses from 2002-2009. We have included the different reports on the Reflexive Portfolio and the Senior Theses in Exhibits.

Some of the products from these activities were the following: modifications in general studies courses syllabi, intended to improve critical thinking, writing and research skills; the syllabus of Spanish Writing II was redesigned to transform it into a pre-thesis course; the assessment of the final year Senior Thesis provided important conclusions that helped refine this course. A proposed revision of studio courses syllabi sought to incorporate research and writing activities into studio courses. As part of this, faculty from the Sculpture and Graphic Arts

departments were given several workshops where they were encouraged to theorize about the creative process, in order to impact the area of oral and written communications for the basic fundamental courses. Furthermore, in order to strengthen information literacy, fundamental courses syllabi included activities that required students to visit the Library. For more information on products, please see Exhibits.

Title V Assessment Efforts

A Title V Cooperative proposal (2003-08) served to strengthen assessment at EAP. CITA was created in 2004 to facilitate professional development of faculty, provide training in instructional design and multimedia, and other technological resources thus having a positive effect on the teaching-learning process. From 2005 to 2008, faculty rated their experiences at CITA as valuable and direct results of these trainings were quantified (Exhibit)

Another result was the assessment of General Studies syllabi and the creation of educational modules by its faculty (See Standard 12). The educational modules had a direct impact on Mathematics and Spanish courses, as noted in the Title V Cooperative Report (Exhibit). Another noteworthy action was the training of students in basic technological skills and access to online resources.

The 2007 Title V grant enriched educational opportunities for students further by strengthening outcomes and academic performance in different ways, including the creation of internships, federal paid jobs at the Design Center and carrying out a pilot test of digital professional portfolio for students, as well as increasing assessment (Exhibit).

Title V and the Art Education Department

Responding to assessment results indicating that the program in most need of attention was Art Education—as reported in the 2007 Periodic Review Report—the majority of Title V activities were concentrated on this program.

In 2012 efforts to document the Art Education syllabi assessment process were made using a checklist to evaluate them with a constructivist focus. The criteria employed were the following: (a) Institutional data, (b) content, (c) teaching methods, (d) learning assessment, and, (e) syllabi presentation. It was determined that the syllabi only partially met the evaluation criteria, as the arithmetic median of the general percentage is 70% (please see the Revision of the Bachelor of Fine Arts with Major in Art Education Syllabi Report).

Seventy nine percent (79%) of the Art Education courses (11/14) have online educational modules. Since 2012, 100% (51) of the educational modules were published in the shared resources at CITA (Exhibit). Assessment of content and technical quality of the educational modules was done using a checklist. According to the Evaluation of the Educational Modules for the Bachelor of Fine Arts with Major in Art Education Report, the modules present 81% compliance with the assessed indicators that include the covered organization and quality of content (Exhibit). In terms of technical quality, 18% of the modules met between 80% and 90% of the criteria (Exhibit, Evaluation of Educational Modules' Technical Quality). CITA's electronic page has been well used; the lowest registered increase was 108% in 2011-12 (See Report of Visits to cita.eap.edu).

Both, the revised syllabi and the educational modules have had positive effects on student learning. The grade point average (GPA) of Art Education graduates increased 11% in 2012, with 2008 as a baseline as seen in Figure 8.9.

Figure 8.7
Art Education Graduates GPA

Art Education Graduates GPA
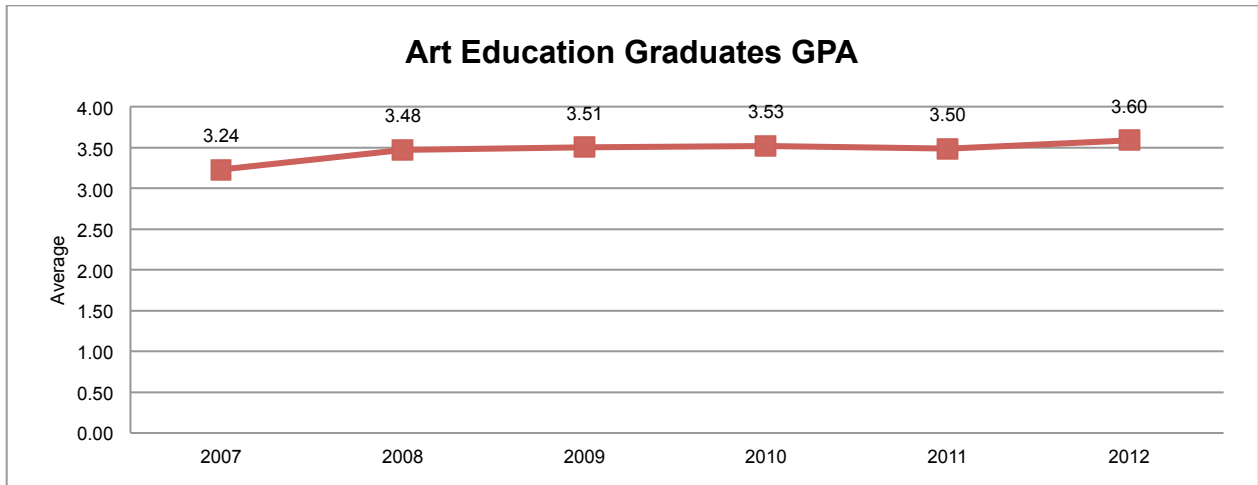
Source: IRA

Through the Title V Project, the students who participated in the teaching practicum prepared their digital portfolios (Exhibit). A series of features were evaluated with the use of a checklist. Thirteen (13) portfolios were evaluated for the academic year, presenting 85% compliance (13.6/to 16). In the 2011-2012 Academic Year, ten (10) digital portfolios were evaluated that presented 79% compliance with all evaluated indicators. With the purpose of raising the quality of portfolio content, in the 2012-13 Academic Year the instructions about content were revised and a rubric was prepared with clearer criteria. Evaluation of four (4) portfolios yielded 79% compliance with all criteria.

Regarding the *Pruebas de Certificación para Maestros* (PCMAS), the work plan for the Title V Project was established an achievement indicator of a 20% increase of approval when the Project ended in 2012. The results from the PCMAs, according to the College Board, indicate that students increased their performance in the exam that measured basic knowledge and communications skills. On the other hand, the results of the exam that measured general professional skills at elementary and secondary levels decreased. The following table presents the details.

Table 8.6
Basic knowledge and communication skills exam

Year	Total Candidates	Candidates that Passed		Candidates that did not Pass	
		Frequency	Percent	Frequency	Percent
2007	9	4	44%	5	55%
2008	13	10	76%	3	23%
2009	12	7	58%	5	42%
2010	5	6	100%	0	0%
2011	15	13	87%	2	13%
2012	9	8	89%	1	11%

Source: IRA

Table 8.7
Professional and general competencies exam

Year	Level	Total Candidates	Candidates that Passed		Candidates that did not Pass	
			Frequency	Percent	Frequency	Percent
2007	Elementary	6	4	66%	2	33%
	Secondary	3	0	0%	3	100%
2008	Elementary	10	7	70%	3	30%
	Secondary	3	1	33%	2	67%
2009	Elementary	12	6	50%	6	50%
	Secondary	8	6	75%	2	25%
2010	Elementary	2	2	100%	0	0%
	Secondary	4	3	75%	1	25%
2011	Elementary	7	5	71%	2	29%
	Secondary	8	8	100%	0	0%
2012	Elementary	8	5	63%	3	38%
	Secondary	2	1	50%	1	50%

Source: IRA

As a result of the assessment presented, the Art Education Department Faculty initiated several changes: (1) revision of criteria for preparing a student's professional portfolio from the beginning until the last year of studies, (2) continue student support for the preparation of a digital professional portfolio, (3) revision of the Learning Assessment course (ED 300) to

emphasize the preparation of educational modules, rubrics, conceptual map, comic strip, checklists, among others, as assessment techniques and tools used more frequently in the teaching practicum course for Art teachers, (3) revision of guidelines for designing and accomplishing the teaching research project, (4) revision of course syllabi again in light of acquired bibliographic resources at the Library so they are used effectively for research in the classroom, (5) consider the analysis of the PCMAS results when revising course methodology and content, (6) to maintain collaborative ties established with personnel from the Puerto Rico Department of Education so the curriculum responds to the requirements and criteria they establish for excellent quality teaching, according to the needs, teacher's profile, and opportunities to work as teachers that this Department offers. Also, use strategies to increase enrollment of students seeking the major or minor.

The 2012-15 Learning Outcomes Assessment Plan

One significant development for the interpretation of student assessment results was the definition of general competencies, as the EAP community understood them. These were developed in 2010 during the process of designing the questionnaire, Graduation Candidates' Perception of their Educational Experience. Another development was the definition of professional skills and the integration of two main areas of competencies, General Studies and Professionals Competencies in the Learning Outcome Assessment Plan for 2012. The description of general competencies and professional competencies appear in the 2012-15 Student Learning Outcome Assessment Plan.

The revised plan absorbed most of the activities from the 2008 plan, transforming it into one that considers the Escuela's standing as an Art and Design institution accredited by NASAD. It therefore gives continuity to the assessment of general competencies while fulfilling the Mission through assessment of the Art and Design disciplines. Figure 8.10 illustrates our improved methodological approach to student learning assessment.

Figure 8.7
Student Learning Outcomes Assessment Process
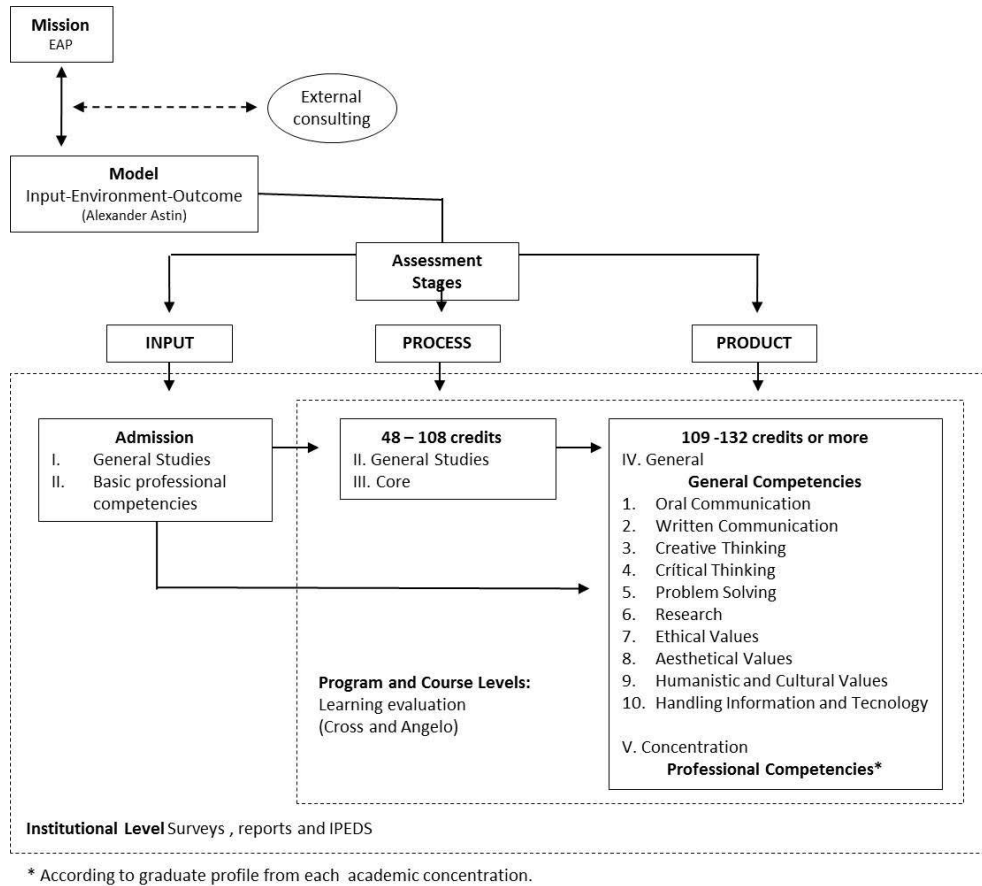
Source: Institutional Assessment Plan

It is important to note that this plan is set to be fully implemented in 2013-14, as most instruments and activities are presently being revised, while the plan itself is in the process of final approval. The table that follows gives an overview of the 2012-15 Student Learning Outcome Assessment Plan's phases and activities:

Table 8.8
Student Learning Outcomes Assessment

Stages	Students Impacted	Course or Academic Process	Competencies		Office/Person Responsible	Techniques and Instruments	Frequency of Reports
			General	Professional			
Phase I Entry (Input)	First-timers Transfer-In	Admission	2. Written communication 3. Creative thinking 4. Critical thinking 8. Aesthetic values 1. Information and technology	Basic: level 1. Conceptual framework 2. Artistic aspect 3. Aesthetic structure	Admissions Officer / Assessment Coordinator Library Director	College Board exam Portfolio and seminar rubric Checklist for technological literacy	Annual (Fall enrollment)
Phase II Process (48-108 credits approved) (Environment)	Halfway in academic career	Aesthetic course One third year course in each department, starting with Painting	2. Written communication 3. Creative thinking 4. Critical thinking 5. Problem solving 7. Ethical values 8. Aesthetic values 9. Humanistic and cultural values 10. Handling information and technology	Intermediate: 1. Conceptual framework 2. Artistic aspect 3. Aesthetic structure	Professors, Dept. Chairs /Assessment Coordinator	Reflexive portfolio or class-embedded project rubrics Departmental rubrics for critiques and expositions Contests, artistic trips, internships rubrics	Annual (Fall semester)

Phase III Exit (109-132 or more credits approved) (Outcome)	End of academic career and graduating students	Senior Thesis II Teaching practicum Second part of Seminar Graduating students	1. Oral communication 2. Written communication 3. Creative thinking 4. Critical thinking 5. Problem solving 6. Research 7. Ethical values 8. Aesthetical values 9. Humanistic and cultural values 10. Handling information and technology	Advanced: 1. Conceptual framework 2. Artistic aspect 3. Aesthetic structure	Professors/ Assessment Coordinator	Approved Senior Thesis Teaching practicum portfolio Final art piece approved Graduating students exhibition	Annual (Spring/Summer)
	Art Education students	Certification	Communication	Fundamental General Elementary Secondary	Art Education Department Chair	Teachers' Certification Exam (PCMAS)	As necessary

Source: Institutional Assessment Plan

2012 Student Learning Outcomes' Assessment Activities

While most assessment efforts were absorbed by Title V and focused on the Art Education Department during the last years, in 2012 the initial phase of the new assessment plan was put into effect. This effort included the assessment of professional competencies. Professional competencies at the entry and exit levels were assessed with the same rubric used previously, to evaluate the admissions portfolio and the Admission and Senior Seminars. New rubrics are being designed in keeping with the new professional competencies. The following section presents the results of these efforts.

As part of Phase I, first-time student College Board scores were utilized to analyze how well first-time and transfer students mastered Spanish, English and Mathematics.

Table 8.8
Results of College Board Exam by admission criteria

Range	Spanish				English				Mathematics			
	S	P	T	%	S	P	T	%	S	P	T	%
200-299	2	0	2	3%	1	0	1	1%	1	1	2	3%
300-399	6	5	11	16%	5	2	7	10%	4	6	10	14%
400-499	14	6	20	29%	6	5	11	16%	14	10	24	34%
500-599	9	15	24	34%	9	11	20	29%	11	7	18	26%
600-699	10	2	12	17%	18	7	25	36%	9	3	12	17%
700-800	1	0	1	1%	3	3	6	9%	3	1	4	6%
Results	**42**	**28**	**70**	**100%**	**42**	**28**	**70**	**100%**	**42**	**28**	**70**	**100%**

Note. S = Seminar, P = Portfolio, T = Total.
Source: Academic Assessment Coordinator

The results show that admitted students have higher scores in English than in Spanish. While the highest scores in Spanish were between 500 and 599 points (34%), in English they scored between 600 and 699 points (36%). The mastery percentage in Mathematics (29%) was the lowest of the three, 34% have between 400 and 499.

On that basis, strategies have to be developed to address the needs of those students that do not fully master Mathematics. In addition, plans should call for the revision of the content and

requisites in the Spanish courses to reinforce student skills. The use of online remedial activities will also be discussed; and English courses and their requirements will be examined. Finally, setting a minimum College Board score for admission is under consideration.

In their 2012 admissions portfolios, admitted students showed 69% mastery in the evaluated basic level competencies. In the Admission Seminar, the students admitted mastered 100% of the evaluated competencies. For details on both evaluations, see Appendix 5.

Table 8.9
Competencies evaluation through Portfolio – 2012

Competencies	Scale								
	10	9	8	7	6	5	4	3	Total
1. Technical domain and effective use of materials	5	4	16	10	1	2	9	2	49
2. Originality and/or strong conception of image	7	3	15	9	2	2	8	3	49
3. Design and composition	7	3	15	8	3	2	8	3	49
4. Use of tonal values in color or black and white	5	4	17	8	2	3	7	3	49
5. Overall presentation of work or quality consistency	4	7	14	9	2	2	10	1	49
Students total	28	21	77	44	10	11	42	12	245
Percent by criteria	11	9	31	18	4	4	17	5	100%
Performance indicators	Mastered 69%				Not Mastered 31%				

Note. No student scored between 0 and 2.

Table 8.10
Competencies evaluation through Seminar – 2012

Competencies	Scale								
	10	9	8	7	6	5	4	3	Total
1. Technical domain and effective use of materials	11	16	21	2	0	0	0	0	50
2. Originality and/or strong conception of image	17	14	19	0	0	0	0	0	50
3. Design and composition	16	19	13	2	0	0	0	0	50
4. Use of tonal values in color or black and white	13	22	12	3	0	0	0	0	50
5. Overall presentation of work or quality consistency	12	26	8	4	0	0	0	0	50
Students total	69	97	73	11	0	0	0	0	250
Percent by criteria	28	39	29	4	0	0	0	0	100%
Performance indicators	Mastered 100%				Not Mastered 0%				

Source: Coordinator of Academic Assessment

Phase II corresponds to students' midcareer, where they should have approved between 48 and 108 credit hours. This assessment concentrated on the evaluation of professional competencies in a Painting course where a class-embedded project called "Creative Project" was done.

As can be appreciated in Appendix 5, the total level of mastery of competencies in the Creative Project in the Basic Oil Painting course was 79%. The percentage of students that approved this project with a total score of 80% or higher was 75%. In general, most of the students achieved between 75% to 83% in all criteria assessed.

In Phase III the institution seeks to evidence the mastery of advanced general competencies, as well as professional ones. In assessing general competencies, eight (8) Senior Theses were evaluated according to twenty (20) criteria or questions for a total of one hundred sixty (160) responses.

The best results per area were as follows:

1. Written Communication in Spanish: 86% mastery.
2. Handling information and technology: 88% mastery.
3. Research: 83% mastery.
4. Conclusiones : 89% mastery.
5. Ethical and cultural values: 86% mastery.

The general results show that students mastery of competencies is 81%, which meets the expectation of 80% or higher.

On the other hand, with the objective to discover their perception about the development of the general competences, graduating students were surveyed using exit interviews. They indicated what competencies graduates perceived as mastering best, and which they perceived as mastering worst, differing from the results of the academic assessment of Senior Thesis and Seminar.

It is important to highlight that there was an overall increase from 2011 to 2012 as shown in Figure 8.8:

Figure 8. 8 Graduates perception of their General Competencies

Graduates' Perception about their General Competencies

Competency	2012	2011
Creative thinking	96.3%	87.5%
Critical thinking	95.8%	86.8%
Problem solving	97.5%	82.7%
Research	100.0%	88.8%
Ethical values	84.2%	86.6%
Aesthetical values	89.7%	84.8%
Humanistic and cultural values	90.0%	84.3%
Oral communication in Spanish	87.6%	81.2%
Written communication in Spanish	94.4%	89.4%
Oral communication in English	78.6%	71.4%
Written communication in English	80.9%	73.0%
Handling information and technology	92.6%	89.6%

Note. Achievement obtained in assessed competencies as learning outcomes.

Source: IRA

In 2012, 100% of students evaluated their competencies for research as Excellent/Good, especially in gathering and analyzing qualitative data (66.7% Excellent) and answer adequately the research question or hypothesis (66.7% Excellent). The second competency with the highest score (97.5%) was in problem-solving, since 55.6% fell in the excellent level. Creative Thinking was the third competency and, within it, 72.2% students indicated as excellent the competency to develop a unique style, and 66.7% to influence the culture with new ideas.

Ninety-four percent (94.4%) of students also felt they developed written communication skills in Spanish, and 92.6% mastered the handling information and technology competencies.

These two competencies are very important for EAP since it has invested many resources to improve the technological infrastructure. As a result of the assessment for Oral

Communications in English (78.6%), the Title V Project will create a small computer center at the Library with resources for languages. It will have three or four computers with headphones that have already been purchased and software similar to Rosetta Stone, among others. Using these computers, students will be able to review educational modules, films, etc.

As can be seen, when comparing the results from the exit interview (survey) and from the theses there is gap between the perception that students have of their mastery of research and the product itself. This led to the conclusion that there is a need to revise the educational materials used in the course, and also the evaluation instruments.

With regard to professional competencies, a total of one hundred one (101) evaluations in five (5) criteria of the Senior Seminar were examined (Appendix5). The results evidenced show mastery of the criteria as follows: Technical skill, 84%; Image strength, 76%; Design and Composition, 84%; Pertinence of Concept, 84%; General Presentation of Work, 89%.

The overall mastery for professional competencies was 86%. As can be seen in the appendix, the department with highest mastery of the competencies was Image and Design (89%).

According to these findings, areas that could improve include the evaluation methods employed by faculty for the Senior Thesis as well as for the Seminar courses. Other alternatives also being considered to improve student mastery of general and professional competencies are course and curriculum revisions, reinforcing writing and critical thinking in both theory and studio courses, and other areas related directly to professional competencies.

Strengths:

- The Institutional Assessment Plan was established to guarantee academic excellence and institutional quality and to fulfill the Mission.

- EAP has a well-developed institutional assessment plan that is organized, continuous, and well documented.

- Assessment is used to improve programs and services, decision-making, Strategic Planning, and Resource Allocation.

- Members of administration and faculty are included in the design of the Assessment Plan.

- Title V has enabled the broadening and systematization of assessment efforts.

- The Institutional Assessment Plan incorporates an Academic and Student Learning Outcomes Plan based on a sound institutional effectiveness model.

- The EAP has systematically implemented assessment activities and has robust data at both the institutional and academic level that is used for decision-making.

- There is an Assessment Committee working regularly to gather and analyze data that is more accurate, reliable and useful for decision-making; it will disclose an executive report to key committees and the general community beginning in August 2013.

- The EAP shares the assessment data online with key administrative personnel through CITA.

Challenges:

- The graduation rate has not reached projections.

- Although fall enrollment has remained high, it does not meet the projections for 2012-13.

- While some assessment efforts are systematic and conducted as scheduled (e.g. student surveys), the institution needs to ensure that assessment activities at academic and course levels are conducted in a more uniform manner.

- Budget allocated to assessment is minimum.

- The present student management system used by the Registrar's Office does not allow selecting variables required for data analysis; this is inefficient for submitting reports.

- The employees and faculty's knowledge and skills in assessment through training have not focused on educational policies, descriptive statistics, use of Microsoft Excel, etc.

Recommendations:

- Explore similar institutions and decide what strategies can be used to improve the graduation rate.

- Implement the Recruitment Plan to increase non transfer enrollment.

- Establish an Assessment Office with at least one full-time employee formally trained in educational research to give continuity to the assessment processes.

- Assign budgets to assessment to provide sustainable professional development for assessment committees and updated resources such as computers, software, and professional literature, among others.

- Strengthen the employees and faculty knowledge and skills in assessment through training in educative policies, descriptive statistics, Microsoft Excel, etc.

Conclusion

The Escuela de Artes Plásticas de Puerto Rico has been reevaluating its mission and purpose in the educational scenario of the Island since its inception. Even before its official founding, through Law 54, the institution has sustained a quest for excellence, critical thinking and experimental techniques. This philosophy has not changed.

After 41 years of continuous assessment, even before the term was used, the Escuela has methodically analyzed its academic offerings, reassessing them to determine necessary changes and the results they have on its mission. The mission is therefore the mirror where all components of the institution look for guidance.

The 2013 Self-study provides evidence of compliance with the MSCHE Characteristics of Excellence; it has been used as an assessment itself of the way we are responding to the mission, in each of the Institution's components.

The institution has a well-defined mission that provides direction and serves as the basis for organizational action grounded in ethical principles and institutional integrity. The Escuela recognizes the importance of integrity in all aspects and in all its processes. Integrity is a core value essential to achieve its Mission and Goals, and therefore the Institution expects that its components adhere to behavior that is fair, respectful, tolerant, inclusive and above all, ethical at all times.

The EAP integrates and links its processes of planning, budgeting, resource allocation, assessment, and organizational renewal. The EAP uses its institutional mission and goals to direct and guide all of its efforts in planning, resource allocation, program creation, curricular revisions and to define learning outcomes. It recognizes that the mission and goals define its purpose as an institution of higher education and state who it serves and how to achieve its purpose. A shared sense of mission has unified organizational efforts, including planning and decision-making. It has given clear direction to the goals and objectives that shape institutional and academic planning, as the institution in general has endeavored to improve operations and student support services, enhance teaching and student learning, and improve the quality of its student and faculty.

The EAP has the human resources and expertise, both Faculty and Administrative, to fulfill its missions and goals. The Escuela de Artes Plásticas demonstrates how integrally it is renewed and changed when it fosters participation from many sectors with representation from

faculty, graduates, students, and staff in the analysis and search for alternatives to internal and external changes, which is essential to institutional planning. An example is the way the community has addressed and continues to formulate strategies and actions to attack the financial challenges of the current economy and the challenges imposed on the institution by Law #7 of 2009. To these ends, the Escuela has reinvented itself to be able to maintain the quality of student and academic services according to the Mission.

The Self-study provides evidence of: the quality of its academic programs; its general education component; and its related educational activities.

The general education content complements and enhances the studio workshop component coherently by developing written and oral communication, critical thinking, informational technology literacy, and quantitative reasoning. Also, creative thinking, problem solving, research, ethical values, aesthetical values, as well as humanistic and cultural values are incorporated in a holistic manner.

The institution has a comprehensive 2011-2015 Institutional Assessment Plan that addresses both the institutional effectiveness and the student learning components. Furthermore the institution has structural support of the assessment process through assessment experts, assessment tools, and through the CITA Information System where assessment data is stored and shared with organizational decision makers. The Escuela developed an Institutional Assessment plan in 1999 with the purpose of guaranteeing academic excellence and institutional quality, so as to fulfill its Mission and Goals. Title V Grants starting in 2003 supported systematic assessment efforts. The activities funded by these grants allowed the institution to improve assessment capacity and increase management efficiency. The data gathered provided input for planning and decision-making regarding resource allocation, academic programs and policy review for the admissions processes. With this grant the institution increased not only the quantity of data but its quality as well, making it more accurate, reliable and useful.

In addition to providing evidence of compliance with the requirements, the self-study process allowed the institution to conduct an examination of not only its strengths but also its weaknesses and areas for improvement. There is a need to continuously follow up with government to obtain positions for professors and the budget assignment for the Antiguo Hospital's rehabilitation. Once assigned, we can work on the space planning to allocate faculty

offices. To reinforce governance and administration a bill should be presented to the Legislature to give the EAP full autonomy. This process requires a horizontal participation, all components of the community working in a committee to establish what is best for the future. There is also a need for a marketing plan to expand enrollment so as to increase the income from tuition.

The whole process invites us as members of the EAP Community to immediately establish a plan to address the recommendations and suggestions put forth by the Steering Committee and the working groups. The process has also allowed us to reflect upon the challenges that have been met by our determination and commitment to the mission of the Escuela de Artes Plásticas and to celebrate the academic and artistic achievements of our institution and its members. This document will be used not only to comply with the requirements of the Characteristics of Excellence in Higher Education for the MSCHE but as the map that will guide the EAP in the years to come.

Escuela de Artes Plásticas de Puerto Rico

2009-15 Strategic Plan

Vision

Vision Statement of the Escuela de Artes Plásticas

The Escuela de Artes Plásticas aspires at becoming one of the most prestigious centers of higher education in art of the Caribbean, devoted to art creation and research, combining in an optimum manner the formation in traditional workshop skills with experimentation, new languages and the use of technology.

Expected position for the year 2015

By the year 2015, the Escuela de Artes Plásticas will have become consolidated as the main university institution in Visual Arts and Design in Puerto Rico, with a diverse offer of high level academic excellence. It will continue rising the levels of institutional quality, centering on the educational process and the development of student creativity. With a stable enrollment, composed of promising talents, it will devote itself to develop, affirm and transmit the ethic and esthetic values or contemporary artistic vision; values related to the appreciation and defense of the environment, with special emphasis on the study of Puerto Rico and the Caribbean and its relation to universal culture.

Toward year 2015 the EAP will be profiled as a university institution:

- of excellence in all aspects, but centered in the process of teaching-learning and assessment,

- with a diverse academic and student community, which promotes the academic, artistic and cultural interchange between students, faculty members, artists, designers and the international community.

- that values and promotes quality and affirms the services of academic and student Support

- with a stable enrollment of 575 students in the regular program and a program addressed to the academic development of professional artists and mature students,

- with and strong and varied component of an extension program for diverse sectors of the population,

- with a simplified operational structure ("rightsizing") that emphasizes on the processes of planning, administration, and academic management,

- with an adequate technological infrastructure which makes possible the integration in a coherent manner of the technological resource, focusing it in the academic and administrative processes and services,

- with a faculty that is: committed to educational excellence, highly qualified and recognized for its professional performance inside and outside the art world,

- with a mechanism for fund allotment that save guards its autonomy as a university institution,

- with fiscal policy parameters that reduce the dependence on legislative funds for its operations,

- with a projection into the community based on the defense and promotion of ethic and esthetic values of culture and of the environment,

- and recognized as one of the most important centers of production, preservation and diffusion of art and culture in the whole country.

Mission

The Escuela de Artes Plásticas is a public autonomous institution of higher education at the service of culture and the People of Puerto Rico. It is devoted to the full education of professional artists, designers and art teachers, through the development of creativity, cognitive processes and the teaching of artistic and pedagogical techniques. It offers bachelor programs which stimulate and promote the humanistic and cultural development of students. These are trained with a link to the rich Puerto Rican plastic tradition while exploring new languages of artistic expression. The Escuela de Artes Plásticas aspires at the development of a social conscience among its students and at making them sensitive to the search for a profound life and in harmony with natural resources and the environment. It serves the recurrent education of diverse sectors of the community through short courses addressed to expand their knowledge and their artistic, professional and personal capabilities.

Goals

The Escuela de Artes Plásticas intends to meet its mission through the full achievement of the following strategic goals:

1. Offer programs of study of higher education that are oriented toward the development of Plastic Arts and Design, by using the teaching of artistic techniques in the cognitive and humanistic development of its students.

2. Assure the full training of students in view of their responsibility to serve the cultural, national and universal community.

3. Contribute to the cultural and artistic development of the community by offering a program of short courses, seminars, workshops and free studies, for diverse sectors of population.

4. Develop at full the latent intellectual and spiritual wealth in students, so that they become able to use it in service of Puerto Rican society.

5. Cooperate with other institutions in our society, within its realms of action, in the study and propagation of cultural activities.

6. Conserve, enrich and diffuse the cultural values of the Puerto Rican People with a critical vision. Contribute to the cultivation and the enjoyment of ethical and esthetical values of culture.

Strategic Area: **Institutional Quality**

Strategic Goal 1: Consolidate our position as a university institution, through the offer of effective academic programs, supported by a modern technological infrastructure and effective evaluation standards which in turn strengthen institutional identity and promote the appreciation of Plastic Arts and Design.

Strategic Objectives

1.1   Optimize for the year 2012 the existing technological resources to support the process of institutional research and the decision-making process.

1.2 Strengthen institutional policies by means of the results obtained in the assessment process.

1.3 Propitiate the development of activities and workshops which produce a higher involvement of the community
      with the Arts.

1.4 Expand the offer of the Extension Program by adding new courses and services.

Strategic Area: **Institutional assessment**

Strategic Goal 2: Optimize the assessment and documentation process of the efficiency indicators through the systematization of the Institutional Assessment Plan and the Learning Products Assessment in order to measure the achievement and development of the programs the institution offers.

Strategic Objectives

2.1   Analyze and apply the results of the institutional assessment and the assessment of learning products in order to renew academic programs and student services that deserve so.

2.2   Retrain the faculty in the design and implementation of assessment tools to caliber the product of all academic programs. (2009-2015)

2.3. Support the process of institutional research through the production of regular statistical reports on
     institutional variables and indicators of institutional efficiency.

Strategic Area: **Academic Offer**

Strategic Goal 3: Maintain a competitive and updated academic offer through: recruiting regular faculty members for academic programs in proportion to enrollment growth; revision of academic offer, and the development of a graduate program through a consortium with other higher education institutions.

Strategic Objectives

3.1 Revise actual academic offer with the view of keeping its level of competitiveness and developing new
    academic proposals within the Regular Program and the Mature Student Program (SuperARTE).

3.2 Increase for year 2012 the number of regular teaching positions allotted to each Academic Department.

3.3 Offer teaching and non-teaching staff opportunities for professional growth.

3.4 Develop for year 2013 a teaching-staff interchange program with other higher education institutions in Latin America, the Caribbean and the USA.

3.5 Rise the quality of services of the SuperArte Program, through the development of a support network with institutions and organizations linked to mature students´ education.

3.6 Develop and implement for year 2013, through consortium with other universities, the offer of graduate level courses.

3.7 Provide workshops and laboratories with the necessary resources to meet the needs of academic offers.

3.8 Expand for year 2012, the services and resources of the Learning Resource Center with the aim of turning it into one of the most important Art research centers of the Caribbean

Strategic Area: **Students Affairs and Enrollment**

Strategic Goal 4: Reach an enrollment of (575) students and diminish the percentage of total and partial drop-outs within the next five years, through the strengthening of recruiting strategies, student retention, the automatic processing of services, and services that stimulate the intellectual and professional development of students.

Strategic Objectives

4.1 Refocus recruiting strategies to diversify the student profile in order to reach a proportion of 75% in the
Regular program and 25% in the Mature Students program for year 2013.

4.2 Maintain the retention levels over 80% and increase the graduation rate over 45% for the year 2012.

4.2 Strengthen for year 2012 the opportunities of student interchange with other higher education institution from abroad.

4.3 Provide the necessary services to ease students' eventual incursion into the professional or graduate studies
World.

4.5 Propitiate the development of an institutional climate that promotes life-quality through cultural and extracurricular activities.

4.6 Reduce the percentage of student drop-outs through the development of innovating strategies with private enterprise, the Government and other educational institutions.

4.7 Activate for year 2012 the Alumni Association of the Escuela de Artes Plásticas.

4.8 Expand for year 2013, the services of administrative support via Internet, for students and alumni.

Strategic Area: **Administration and Infrastructure**

Strategic Goal 5: Count on an adequate physical infrastructure in terms of square feet and appropriate installations for the optimum supply of administrative, academic and student services. Establish policies and management processes which guide the administrative process, and be able to count on the human resources that are necessary to keep the quality of services.

Strategic objectives

5.1 Update the Personnel Regulations and the Position Classification and Retribution Plans.

5.2 Develop a Preventive Maintenance Plan and develop the infrastructure to meet the needs of functional units.

5.3 Establish, for year 2012, the procedures and services of each work-area in order to formalize administrative
     Processes.

5.4 Optimize for year 2009, the mechanized integration of all the areas that impinge on fiscal operations.

5.5 Prepare for year 2012, Regulations for document administration and disposal.

Strategic Area: **Organizational Culture**

Strategic Goal 6: Maintain an organizational culture of excellence, productiveness and shared leadership, based on the values of solidarity, honesty, tolerance and inclusion, through the establishment of a program of motivation, recognition, capacitating, training, and recurrent development of EAP employees.

Strategic Objectives

6.1 Increase by 10%, the number of professional trainings courses aimed at optimizing the development of administrative processes.

6.2 Develop and implement new motivation strategies that promote positive attitudes among employees.

6.3 Implement for year 2009, a preventive assistance program for employees, aimed at encouraging healthy
lifestyles, which promote the sense of belonging and commitment with the institution.

Strategic area: **Fiscal strengthening**

Strategic Goal 7: Endow the Escuela de Artes Plásticas with the necessary financial resources to meet its mission through: the growth of the Endowment Fund, the development of fund-raising strategies and the establishment of   university enterprises through strategic alliances and innovative processes, with private enterprise.

Strategic Objectives

7.1 Diversify the sources of operational income through access to restricted and non-restricted funds.

7.2 Increase for year 2009, the exposure of the Escuela de Artes Plásticas in the Media.

7.3 Improve the mechanisms for identifying and managing external funds.

7.4 Increase by an annual 10%, the cooperation agreements with individual and corporate sponsors, in order to increase institutional income.

7.5 Promote for the year 2012, the development and establishment of alliances with private enterprises and foundations that make possible an increase in the Endowment Fund by 10% annually.

7.6 Advance the development of the Design Center and other university enterprises in order to generate additional economic resources.

Strategic Area: Institutional Quality

Strategic Goal: Consolidate our position as a university institution, through the effective offer of academic programs, supported by a modern technological infrastructure and effective evaluation standards, which in turn strengthen institutional identity and foster the appreciation of Plastic Arts and Design.

Strategic Objective	*Proposed Activities*
1. Optimize for year 2010, our actual technological resources, in order to support the institutional research process, and decision making.	1.1 Analysis of new technologies 1.2 Evaluate the inventory of current equipment. 1.3 Determine the need for user-training. 1.4 Evaluate the need for acquisition of new servers, to absorb the data increase.
2. Strengthen institutional policies through results obtained in the assessment process.	2.1 Evaluate results per Majors. 2.2 Establish measures for the strengthening of institutional offers.
3. Propitiate the development of activities and workshops leading to a greater involvement of the community with the Arts.	3.1 Identify and establish cooperation links with community or institutional groups servicing the community at large. 3.2 Design of specialized workshops and/or summer camps for different groups.
4. Expand the offer of the Extension Program, by adding new courses and services.	4.1 Develop the analysis of clientele with the potential for receiving services. 4.2 Analysis of offers, diversification and integration of new courses. 4.3 Develop a Marketing Plan for EAP offer to the community.

Strategic area: **Institutional Assessment**

Strategic Goal: Optimize the assessment and documentation process of the effectiveness indicators through the systematizing of the Institutional Assessment Plan and the Learning Products Assessment Plan thereby making possible the measurement of achievement and development of the programs offered by the institution.

Objective	*Activities*	*Cost*
1. Analyze the results of the institutional assessment and the assessment of the Learning Products to renovate the academic programs and student services that so deserve.	1.1 Perform the activities established within the Institutional Assessment Plan. 1.2 Introduce the pertinent changes, according to the analysis of obtained results. 1.3 Caliber the pertinent curricular offer.	
2. Retrain faculty members in the design and implementation of assessment tools to caliber the product of all academic programs. (2009-2013)	2.1 Training and capacitating of faculty members. 2.2 Preparation of tools to caliber courses. 2.3 Validation and administration of assessment tools (tests of institutional criteria, norms and surveys).	
4. Support the process of institutional research through the production of regular statistical reports on institutional variables and indicators of institutional efficiency.		

PLAN DE AVALÚO INSTITUCIONAL
2011-2015

Escuela de Artes Plásticas de Puerto Rico

Decanato de Asuntos Académicos y Estudiantiles
Oficina de Planificación y Desarrollo
Área de Investigación Institucional

TABLA I - AVALÚO ACADÉMICO						
Dimensiones	Indicador de Logro	Técnicas de avalúo	Fuentes de información	Oficinas/Persona Responsable	Análisis de datos	Periodicidad de los informes
1. Reclutamiento	Diseñar plan de reclutamiento	Análisis de documentos	Estadísticas, presupuesto, etc.	Oficina de Admisiones	Tabla (frecuencia y porcentaje) y gráficas	Anual (matrícula de agosto y otros períodos académicos)
2. Retención	Implementar el *Programa Apoyarte* 15% o menos de bajas parciales y totales	Análisis de documentos	Cantidad de *Fs* por curso y concentración académica Informe de bajas parciales y totales por curso y concentración académica Informe de probatorias y suspensiones Oferta académica con cursos cancelados y disponibles	Oficina de Registraduría, Oficina de Asistencia Económica y Oficinas de Orientación y Consejería Coordinador de Avalúo Académico y Estudiantil	Tabla (frecuencia y porcentaje)y gráficas	Períodos académicos según las matrículas
3. Servicios al estudiante	Cumplimiento de las metas de los planes anuales	Análisis de documentos	Informes de diferentes oficinas	Decanato de Asuntos Acad/Estudiantiles y Responsables de las diferentes oficinas	Tabla (frecuencia y porcentaje) y gráficas	Anual (año fiscal y académico)
4. Programas y servicios de apoyo académico	80% en los aspectos evaluados para la calidad académica Cumplimiento de las metas de los planes anuales para apoyo académico	Evaluaciones Análisis de documentos	Hoja de verificación de preparación académica del profesor y entrevista Rúbrica *Evaluación entre pares* Resultados de la evaluación estudiantil de la labor docente Lista de cotejo *Evaluación del prontuario y sílabo* Informes de revisión curricular Planes anuales de departamentos, Biblioteca y laboratorios de computadoras Informes de experiencias curriculares, extracurriculares y cocurriculares	Directores de Departamentos Decanato de Asuntos Acad/Estudiantiles y Área de Investigación Institucional Oficina de Registraduría Comité de Revisión Curricular Consejo Estudiantil	Tabla (frecuencia y porcentaje) y gráficas	Períodos académicos según las matrículas Anual (año fiscal y académico)

Dimensiones	Indicador de Logro	Técnicas de avalúo	Fuentes de información	Oficinas/Persona Responsable	Análisis de datos	Periodicidad de los informes
5. Políticas académicas	Cumplimiento de leyes y normas	Análisis de documentos	Catálogo Académico	Decanato de Asuntos Acad/Estudiantiles	Cualitativo	Anual según necesidad
6. Desarrollo profesional de la facultad	85% de los profesores capacitados	Análisis de documentos	Informes departamentales: logros de los profesores Preparación académica de los profesores Asistencia a los seminarios y talleres	Directores de departamentos Decanato de Asuntos Acad/Estudiantiles y Área de Investigación Institucional	Tabla (frecuencia y porcentaje) y gráficas	Anual (año fiscal y académico)
7. Normas y políticas administrativas	Cumplimiento de leyes y normas	Análisis de documentos	Reglamento del Personal Docente y del Personal Administrativo	Decanato de Asuntos Acad/Estudiantiles y Decanato de Administración	Cualitativo	Según necesario
8. Calidad del egresado	Estudios graduados y empleabilidad	Entrevistas y otras técinas	Candidatos a graduación y egresados	Oficina de Orientación y Consejería – Vida profesional	Tabla (frecuencia y porcentaje) y gráficas	Anual
10. Administración	Cumplimiento de las metas	Análisis de documentos	Planes departamentales y de diferentes oficinas de apoyo académico, presupuesto y estadísticas	Directores de departamentos, Decanato de Asuntos Acad/Estudiantiles y Responsables de diferentes oficinas	Tabla (frecuencia y porcentaje) y gráficas	Anual

TABLA II - AVALÚO DE LOS PRODUCTOS DEL APRENDIZAJE							
Etapas	**Estudiantes Impactados**	**Curso o Proceso Académico**	**Competencias**		**Oficinas/Persona Responsable**	**Técnicas e Instrumentos**	**Periodicidad de los informes**
			Generales	**Profesionales**			
Fase I Inicio	Nuevo ingreso	Admisión	2. Comunicación escrita, 3. Pensamiento creativo, 4. Pensamiento critico, 8. Valores estéticos 10. Manejo de información y tecnología	Básicas: 1. Marco conceptual 2. Aspecto artístico 3. Estructura estética	Oficial de Admisiones y Coordinador de Avalúo Académico y Estudiantil Director Biblioteca	Prueba College Board Rúbrica portafolio y seminario Lista de cotejo para literacia tecnológica	Anual (matrícula de agosto)
Fase II Proceso (48-108 créditos aprobados)	Mitad de carrera académica	Estética Cursos de Concentración de tercer año	2. Comunicación escrita, 3. Pensamiento creativo, 4. Pensamiento critico, 5. Solución de problemas, 7. valores éticos 8. Valores estéticos 9. Valores humanísticos y culturales 10. Manejo de información y tecnología	Intermediarias: 1. Marco conceptual 2. Aspecto artístico 3. Estructura estética	Profesores, Directores de Departamentos y Coordinador de Avalúo Académico y Estudiantil	Portafolio reflexivo o proyecto especial Rúbricas departamentales para críticas y exposiciones departamentales	A cada dos años Semestral
Fase III Proceso (109-132 créditos aprobados o más)	Final de carrera académica y graduandos	Tesina II Práctica docente Segunda parte del Seminario Graduandos	1. Comunicación oral, 2. Comunicación escrita, 3. Pensamiento creativo, 4. Pensamiento critico, 5. Solución de problemas 6. Investigación 7. Valores éticos 8. Valores estéticos 9. Valores humanísticos y culturales 10. Manejo de información y tecnología	Avanzadas: 1. Marco conceptual 2. Aspecto artístico 3. Estructura estética	Profesores y Coordinador de Avalúo Académico y Estudiantil Oficial de Actividades Culturales	Tesina aprobada Obra plástica final aprobada Portafolio de práctica docente Exposición de graduandos	Anual

Etapas	Estudiantes Impactados	Curso o Proceso Académico	Competencias		Oficinas/Persona Responsable	Técnicas e Instrumentos	Periodicidad de los informes
			Generales	Profesionales			
Fase III Proceso (109-132 créditos aprobados o más) (Cont.)	Estudiantes de Educación del Arte	Certificación	Comunicación	Fundamentales General Nivel elemental Nivel secundario	Director del Departamento de Educación del Arte	Prueba de Certificación de Maestros (PCMAS)	Según necesario

PARTICIPACIÓN EN EL PROCESO DE AVALÚO

El Plan de Avalúo Institucional se ha diseñado por consenso con amplia participación de la comunidad universitaria y mediante consultoría externa. En las revisiones del plan se han consultado las personas claves para ajustes menores y, para cambios sustanciales, se hace una consulta más amplia a la comunidad académica.

En la revisión de 2011, se propuso la formación del Comité de Avalúo Institucional con un número impar de miembros que representen un balance entre las áreas académica, estudiantil y administrativa con énfasis en la participación de la facultad. La función primordial de los miembros de este comité es rendir un informe anual al Comité Ejecutivo y un resumen ejecutivo que se publicará en la página institucional. Con la finalidad de preparar ambos informes, los miembros deberán trabajar en forma sistémica y consistente para coordinar la recopilación, el análisis y la integración de los resultados del avalúo en los niveles de curso, programa e institución. Además, se interpretarán los resultados según el marco teórico, empírico, normativo y legal, así como en relación con los indicadores de logros establecidos en el *Plan Estratégico*, *Plan de Avalúo Institucional* y *Plan de Avalúo Académico y de los Productos del Aprendizaje*.

Es importante señalar que la información provista por el Comité de Avalúo Institucional debe estar fundamentada en los estándares de utilidad, precisión, confiabilidad, propiedad y manejo ético de la información. Es decir, que la información confidencial sea utilizada de acuerdo con los parámetros éticos del campo de la investigación y las leyes aplicables, así como sin sesgos que puedan inducir a conclusiones e interpretaciones incorrectas. El Área de Investigación Institucional es clave en ofrecer el apoyo en el diseño y la revisión de instrumentos y análisis de datos.

Los miembros del Comité de Avalúo Institucional, además, facilitarán el desarrollo de actividades dirigidas a gestionar una cultura de avalúo centrada en evidencias y rendimiento de cuentas externo. Por lo que coordinarán actividades de orientación y capacitación de profesores, estudiantes y administrativos en forma presencial y a distancia. La institución, por tanto, deberá proveer y sostener los esfuerzos del Comité con la asignación de presupuesto para consultores externos, recursos tecnológicos, desarrollo profesional, entre otros aspectos requeridos. A largo plazo, el Comité de Avalúo Institucional será de gran utilidad para los procesos de acreditación y toma de decisiones informadas.

Divulgación del Plan de Avalúo

IMPLEMENTACIÓN DE LAS ACTIVIDADES

Las actividades de avalúo institucional se desarrollan según el calendario académico, año fiscal de Puerto Rico y ciclos de encuestas internas y externas.

En 2011 se finalizó el proceso de diseño de los cuestionarios *Satisfacción con el Programa Académico* y *Percepción de los Candidatos a Graduación acerca de su Experiencia Educativa*. El diseño de estos instrumentos se hizo mediante el proceso de revisión de literatura, consulta a expertos y entrevistas cognitivas a los estudiantes. La prueba piloto es una parte importante para determinar la confiabilidad de los resultados. Además, se validan los resultados mediante la alineación entre el contenido de los instrumentos y la revisión por consenso de estos.

Los miembros del Comité de Avalúo Institucional preparará el calendario considerando los ciclos de trabajo en cada nivel de avalúo: curso, programa e institucional. Se recomienda una reunión mensual en la cual se prepararán las minutas que se utilizarán para documentar las decisiones tomadas, las dificultades y los retos relacionados con la implementación de los planes de avalúo.

DIVULGACIÓN DE LOS RESULTADOS DEL AVALÚO

El Comité de Avalúo Institucional presentará un informe anual al Comité Ejecutivo y un resumen ejecutivo que se publicará en la página institucional. El primer informe, más detallado, tiene por propósito proveer información confiable para la toma de decisiones a nivel interno, mientras que el propósito del segundo informe es rendir cuentas a los *stakeholders* que incluyen estudiantes, profesores, empleados, padres, políticos, entre otros interesados en la EAP.

Además, el personal clave de la institución cuenta con un recurso en línea en CITA para acceso a datos, estadísticas, informes de seguimiento a agencias acreditadoras, etc. Se proveerá acceso a los miembros del Comité de Avalúo Institucional a los recursos en línea del Área de Investigación Institucional.

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Nota. La lista de referencias está en fase de preparación.

Apéndice I

Plan de Avalúo Académico y de los Productos del Aprendizaje

PLAN DE AVALÚO ACADÉMICO Y DE LOS PRODUCTOS DEL APRENDIZAJE

La Escuela de Artes Plásticas de Puerto Rico (EAP) adoptó el modelo de Astin (1993), I-E-O (Insumo, Proceso y Producto, por sus siglas en inglés para *input, environment, output*). Este modelo provee un marco conceptual para el diseño de los procedimientos de avalúo con relación al desarrollo de talentos en los programas académicos (Astin, 1993; Ortiz 2005). El insumo se refiere a las características personales o los talentos ya desarrollados de los estudiantes al momento de ingresar al programa, el proceso se refiere a las experiencias durante el programa y el producto se refiere a los talentos que se propone desarrollar en los programas. A este modelo se integró el enfoque de Angelo y Cross (1993) para incluir medidas directas con enfoque cualitativo y cuantitativo del aprendizaje estudiantil en los cursos.

La integración de ambos enfoques de avalúo y, posteriormente, las recomendaciones de la National Association of Schools of Art and Design ([NASAD], 2009) para desarrollar el avalúo según la individualidad institucional culminó en un *Plan de Avalúo Académico y de los Productos del Aprendizaje*. Este plan es comprensivo para medir la efectividad de los programas académicos a través de medidas directas e indirectas del aprendizaje del estudiante. Las medidas directas se refieren al aprendizaje de los estudiantes en cuanto a los niveles de competencia o ejecución en las materias (Ortiz, 2005; Palomba & Banta, 1999). Algunas medidas directas consisten pruebas objetivas en el curso o departamentales, ensayos, portafolio, etc. Las medidas indirectas, según Ortiz (2005) y Palomba y Banta (1999), son las variables que infieren en el aprendizaje además de demostrarlo como, por ejemplo, encuestas, la tasa de graduación, la retención, la empleabilidad de los egresados, entre otras.

Avalúo académico

El propósito del avalúo en el nivel de programa, el cual incluye el aprendizaje en los cursos, es comprender cómo funcionan los programas y determinar si aportan al desarrollo esperado del estudiante (Palomba & Banta, 1999). El avalúo programático o académico provee información agregada de los estudiantes para identificar si éstos pueden integrar el aprendizaje de un curso o de cursos significativos a una totalidad coherente. En resumen, si los estudiantes dominan las competencias de los programa académicos.

De acuerdo con la MSCHE (2009), el desarrollo de las competencias de los estudiantes debe ser analizado en el Programa de Estudios Generales (estándar 12) y en las concentraciones académicas (estándar 11). En el primer componente, se debe evidenciar que los estudiantes poseen las competencias esenciales a un egresado de bachillerato como comunicación oral y escrita; pensamiento crítico, creativo e investigativo; valores humanísticos, éticos y estéticos; y manejo de información y tecnología. En el segundo componente se especifican las competencias profesionales según el perfil de los egresados y, en el caso de los programas de artes, está implícito un componente cualitativo ya que tradicionalmente se fundamenta en la apreciación de los peritos o expertos en el campo. Con la acreditación profesional de NASAD

en 2010, en la institución se ha gestionado el desarrollo de un plan de avalúo con énfasis en los programas académicos.

El plan de avalúo académico (Apéndice I) se enfoca en recopilar y analizar información confiable, precisa y útil a la toma de decisiones relacionadas con las siguientes dimensiones:
1. Reclutamiento
2. Retención
3. Servicios al estudiante
4. Programas y servicios de apoyo académico
5. Políticas académicas
6. Desarrollo profesional de la facultad
7. Normas y políticas administrativas
8. Calidad del egresado
9. Administración

La información que se recopila en este nivel se complementa con los resultados de encuestas y otros datos que se trabajan en el nivel institucional. De modo que los resultados del avalúo de la calidad académica se fundamentan en diferentes medidas y fuentes de información.

Avalúo de los productos del aprendizaje

En la EAP, el avalúo del aprendizaje estudiantil (Apéndice II) es el punto central en el avalúo institucional. Desde el 2002 se han aunado esfuerzos para desarrollar una cultura de evidencia de que los estudiantes dominan las competencias generales y profesionales. Según el estándar 14 de la MSCHE, al momento de graduarse los estudiantes deben demostrar que poseen las competencias conceptuales, técnicas y afectivas consistentes con los niveles de calidad institucional y apropiadas a las metas de la educación superior.

El avalúo del aprendizaje ocurre en tres fases: (a) inicio; (b) proceso; y (c) producto. En la primera fase se recopilan y se analizan los datos referentes a las competencias generales y competencias profesionales básicas de los estudiantes de nuevo ingreso en la EAP. Es decir, que se analizan algunas variables acerca de la comunicación escrita, pensamiento creativo, pensamiento crítico, entre otras, y dominio de los principios y los elementos básicos de diseño de los estudiantes. En el segundo nivel, se seleccionaron unos cursos claves para que los estudiantes con 48 y 108 créditos aprobados preparen un portafolio reflexivo y proyectos creativos para evidenciar el dominio de competencias generales y profesionales. En la tercera fase, los estudiantes con 109 créditos aprobados o más evidencian el dominio de todas las competencias generales y profesionales según el perfil del egresado de cada programa académico.

La competencia general se define como la aplicación de conocimientos y destrezas esenciales, así como las actitudes adecuadas, a situaciones que requieran la comunicación oral y escrita; el pensamiento crítico, creativo e investigativo; los valores humanísticos, éticos y estéticos; y el manejo de información y tecnología. En 2011 durante la revisión del plan relacionado con los

productos del aprendizaje, se llevó a cabo una revisión de literatura con el propósito de definir las áreas de competencias que se especificaron como adecuadas a la misión institucional. Es importante señalar que las competencias conceptuales, técnicas y afectivas fueron incluidas en el cuestionario *Percepción de los Candidatos a Graduación acerca de su Experiencia Educativa.* A continuación se presentan las competencias generales:

Tabla 1. Competencias generales

Áreas de Competencias	Competencias Conceptuales, Técnicas y Afectivas
1. Comunicación oral	Expresarse con fluidez en español e inglés como segundo idioma, correcta pronunciación y dicción. Comunicarse con claridad, precisión mediante el empleo de la terminología de su área profesional, concisión y adecuación del discurso al tipo de audiencia. Demostrar conocimientos literarios y culturales de estas lenguas.
2. Comunicación escrita	Redactar textos en español e inglés como segundo idioma mediante el empleo adecuado de la estructura sintáctica y textual y de la terminología de su área profesional. Demostrar conocimientos literarios y culturales de estas lenguas.
3. Pensamiento creativo	Enfocar problemas artísticos/profesionales en forma divergente y proponer soluciones innovadoras, así como establecer relación entre teorías/técnicas que redunden en productos que influencian la cultura del ambiente artístico/profesional.
4. Pensamiento crítico	Considerar diferentes aspectos de una situación mediante el examen reflexivo, lógico y sistemático de la información para decidir en qué creer o cómo proceder.
5. Solución de problemas	Identificar, representar y proponer soluciones a problemas complejos de un área específica y evaluar los resultados y las estrategias empleadas.
6. Investigación	Establecer hipótesis o preguntas de investigación. Revisar fuentes bibliográficas que sean confiables, seleccionar la metodología y recopilar datos cuantitativos y cualitativos apropiados para contestar las hipótesis. Presentar los resultados en forma apropiada.
7. Valores éticos	Actuar en una forma íntegra, justa y responsable en el ambiente artístico/profesional al distinguir entre lo que sea bueno y lo que sea malo desde el punto de vista ético.
8. Valores estéticos	Justificar la existencia del arte/diseño como práctica o artefacto. Aceptar críticas en forma constructiva. Asignar valor a una obra/diseño según sus relaciones formales y ánimo de su creador y asignar valor monetario. Apreciar una obra/diseño que beneficia las masas al defender causas sociales o políticas.
9. Valores humanísticos y culturales	Aplicar los conocimientos acerca de las motivaciones, las actitudes y los valores que determinan las conductas y las creaciones de la sociedad a sus elecciones personales y autodeterminación. Presentar flexibilidad ante los problemas diarios y emitir juicios prudentes ante los conflictos. Demostrar aprecio por la tradición plástica puertorriqueña y compromiso con la exploración de nuevos lenguajes de expresión artística enmarcada en contextos culturales diversos.
10. Manejo de información y tecnología	Acceder, analizar y utilizar efectiva y responsablemente la información. Manejar efectivamente tecnologías en la creación, aplicación y divulgación de conocimientos y productos artísticos.

Por otro lado, la competencia profesional, según Schön (1992), se refiere a la aplicación de las teorías y técnicas derivadas de la investigación sistemática en la solución de problemas instrumentales de la práctica. En la EAP, las competencias profesionales se plantean según el

perfil del egresado de cada programa académico, aunque algunas son básicas a los artistas, y diseñadores y maestros de arte. En el caso de los maestros de artes visuales, así como de otras disciplinas, el Estado reglamenta la profesión a través de estándares profesionales y las instituciones acomodan en sus currículos los cursos necesarios para la certificación profesional.

De acuerdo con NASAD (2009), las obras artísticas y de diseño se evalúan a partir de la complejidad. Aunque la técnica es un valor fundamental en las artes y el diseño, otras partes importantes del proceso creativo son el proceso intelectual y cómo el artista o el diseñador toman decisiones que entrelazan la imaginación, el material y los elementos y principios estéticos. El pensamiento artístico y de diseño se fundamenta a su vez en la reflexión a través de la práctica y el descubrimiento a través del hacer. Si por un lado, pocos elementos de las artes y el diseño se prestan para medidas cuantitativas (NASAD, 2009), por otro lado, Stake y Munson (2008) plantearon que el avalúo en estas áreas es similar a otros disciplinas. Por lo que en el avalúo del arte y diseño se puede emplear la metodología mixta, aunque mediante el avalúo individualizado se puede apreciar los procesos complejos en los que, de formas diversas, se integran metas, procesos y productos. A continuación se presentan las competencias profesionales:

Tabla 2. Competencias profesionales

Áreas de Competencias	Competencias Conceptuales, Técnicas y Afectivas
1. Marco conceptual	Se relaciona con el aspecto intelectual, la integración de ideas a las estructuras artísticas y estéticas; la intención y la habilidad de canalizar la imaginación para el alcance de metas y objetivos artísticos. También se relaciona con la originalidad o visión personal, según es manifestada en el trabajo producido.
2. Aspecto artístico	La destreza o habilidad con que se manejan tanto el medio como los métodos de producción. Está vinculado al nivel de dominio de técnicas y el uso de materiales y modos de trabajo, en diferentes grados de complejidad (desde principiante a virtuoso). Implica además la manera en que la técnica y el método, guiadas por la intención y la creatividad, se combinan para formar una unidad con carácter propio y distintivo.
3. Estructura estética	La manera en que se han integrado y/o sintetizado lo conceptual y técnico con los vehículos de expresión (elementos) y la formas en que éstos se organizan (principios). También se relaciona a la manera en que los elementos y principios, esto es, el diseño o la composición, han sido manejados para producir sentidos en quien percibe la obra o producto.

En los apéndices se presentan los planes de avalúo académico y de los productos del aprendizaje estudiantil.

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Nota. La lista de referencias está en fase de preparación.

Dimensiones	Indicador de Logro	Técnicas de avalúo	Fuentes de información	Oficinas/Persona Responsable	Análisis de datos	Periodicidad de los informes
1. Reclutamiento	100% Programa Regular Matrícula proyectada	Análisis de documentos	Informes IPEDS: Admisión Informes College Board: GPA escuela superior, etc. Plan de gerencia de matrícula	Oficina de Admisiones Oficina de Planificación y Desarrollo	Tabla (frecuencia y porcentaje) y gráficas	Anual (matrícula de agosto)
2. Retención	80% de cohorte de nuevo ingreso que regresa en el siguiente año académico 45% de graduación cohorte de nuevo ingreso a tarea completa 15% o menos de bajas parciales y totales	Análisis de documentos	Informe IPEDS: retención y tasa de graduación Informe de bajas parciales y totales	Oficina de Registraduría	Tabla (frecuencia y porcentaje)	Anual (matrícula de agosto) Anual (lista de graduados) Anual (matrícula de agosto)
3. Servicios al estudiante	80% en las categorías Excelente/Bueno combinadas	Encuesta	Cuestionario a estudiantes y facultad: *Opinión acerca de los Servicios Institucionales*	Decanato de Asuntos Acad/Estudiantiles y Área de Investigación Institucional	Tabla (frecuencia y porcentaje)	Anual (matrícula de agosto)
4. Programas y servicios de apoyo académico	Incremento en grados otorgados y GPA graduados 80% en las categorías Excelente/Bueno combinadas	Análisis de documentos Encuestas	Lista de graduados Cuestionarios a estudiantes: *Perfil Estudiantil* *Opinión acerca de los Servicios Institucionales* *Satisfacción con el Programa Académico*	Oficina de Registraduría y Área de Investigación Institucional Decanato de Asuntos Acad/Estudiantiles y Área de Investigación Institucional	Tabla (frecuencia y porcentaje) y gráficas	Anual (graduación) Anual (matrícula de agosto) Anual (matrícula de enero)

Dimensiones	Indicador de Logro	Técnicas de avalúo	Fuentes de información	Oficinas/Persona Responsable	Análisis de datos	Periodicidad de los informes
5. Políticas académicas	Cumplimiento de leyes y normas	Análisis de documentos	Catálogo Académico Informes IPEDS: Características institucionales, etc. College Board	Decanato de Asuntos Acad/Estudiantiles y Área de Investigación Institucional	Selección múltiple y narrativos	Anual (matrícula de agosto, graduación, etc.)
6. Desarrollo profesional de la facultad	80% en los aspectos evaluados	Encuesta Análisis de documentos	Cuestionario a profesores: *Perfil Docente* *Opinión acerca de los Servicios Institucionales* *Evaluación estudiantil acerca de la labor Docente* Informes: College Board, NASAD, otros	Decanato de Asuntos Acad/Estudiantiles y Área de Investigación Institucional Decanato de Asuntos Acad/Estudiantiles Asistencia a talleres, resumés	Tabla (frecuencia y porcentaje) y gráficas	Anual (matrícula de agosto) Períodos académicos Anual
7. Normas y políticas administrativas	Cumplimiento de leyes y normas	Análisis de documentos	Reglamento del Personal Docente y del Personal Administrativo	Decanato de Asuntos Acad/Estudiantiles y Decanato de Administración	Cualitativo	Según necesario
8. Calidad del egresado	Estudios graduados y empleabilidad	Encuestas	Cuestionario a candidatos a graduación: *Percepción de los Candidatos a Graduación acerca de su Experiencia Educativa* Cuestionario a egresados: *Opinión del Egresado acerca de la Preparación Académica*	Decanato de Asuntos Acad/Estudiantiles y Área de Investigación Institucional Área de Investigación Institucional	Tabla (frecuencia y porcentaje) y gráficas	Anual (reunión de orientación acerca de la graduación) A cada tres años
9. Administración	Cumplimiento de las metas	Análisis de documentos	IPEDS: Recursos Humanos, Finanzas y Presupuesto auditado	Oficina de Planificación y Desarrollo, Oficina de Recursos Humanos y Relaciones Laborales y Área de Investigación Institucional	Tabla (frecuencia y porcentaje) y gráficas	Anual

Escuela de Artes Plásticas de Puerto Rico

PLAN DE AVALÚO INSTITUCIONAL
2011-2015

Decanato de Asuntos Académicos y Estudiantiles
Oficina de Planificación y Desarrollo
Área de Investigación Institucional

Revisado en 2011-12 – Aprobado en _____ de 2013

The most important purpose of evaluation is
not to prove but to improve

Daniel Stufflebeam

Comité de Avalúo Institucional

Teresa López Martínez, MA
Presidente
Decana Interina de Asuntos Académicos y Estudiantiles

Carlos E. Rivera
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Director Oficina de Planificación y Desarrollo

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Investigadora Institucional
Coordinadora de Avalúo Institucional

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Profesor
Coordinador de Avalúo Académico y Estudiantil

_____
Profesora
Miembro invitado

Subcomité de Avalúo Académico y Estudiantil

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Introducción

CONTEXTO

La Escuela de Artes Plásticas de Puerto Rico (EAP) es una institución pública de bachillerato especializada en arte y diseño según la clasificación Carnegie. La EAP está acreditada por la Middle States Commission on Higher Education (MSCHE) desde 1997 y por la National Association of Schools of Art & Design (NASAD) desde 2010. Además, la institución está licenciada por el Consejo de Educación de Puerto Rico (CEPR).

La EAP otorga grado de bachillerato en Bellas Artes en seis concentraciones: Diseño Industrial, Diseño de Modas, Educación del Arte, Escultura, Imagen y Diseño, y Pintura. Las concentraciones menores son Artes Gráficas, Diseño de Muebles, Diseño de Modas en Textiles, Diseño Gráfico Digital, e Imagen y Movimiento. Los programas académicos incluyen el Programa Regular, el Programa de Adultos SuperArte el cual está en moratoria y el Programa de Estudios Libres. El calendario académico del Programa Regular es semestral luego que fuera acelerado de enero de 2010 a agosto de 2012. El Programa de Adultos opera en trimestres, mientras que el Programa de Estudios Libres opera en ambos calendarios académicos, ya que los estudiantes pueden ser egresados que desean obtener una subconcentración u otras personas que desean obtener créditos académicos y no un grado.

En el otoño de 2011, la facultad se compuso de 58 profesores, 16 profesores permanentes a tarea completa y 42 por contrato a tarea parcial, una gran parte de estos son artistas reconocidos a nivel local e internacional. De la matrícula de 527, el 100% es hispano y el 77% tiene 24 años o menos. La tasa de retención del cohorte 2010 de los estudiantes de nuevo ingreso a tarea completa aún matriculados en el otoño de 2011 es 79% y la tasa de graduación del cohorte 2005 es 39% (21 de 54) en el período de seis años o el 150% del tiempo normal para graduarse. Se registró que un 26% (14) del cohorte 2005 se transfirió a otras instituciones de educación superior. En cuanto a las becas, un 79% de los estudiantes matriculados en 2010 ha recibido beca Pell y un 83% recibe algún tipo de ayuda económica.

Los servicios de apoyo académico a los estudiantes incluyen: (1) orientación y consejería en las áreas académica, personal y profesional; (2) asistencia económica; (3) talleres equipados y supervisados por técnicos especializados; (4) laboratorios de computadoras para los cursos de redacción, educación del arte y diseño; y (5) experiencias prácticas mediante trabajos remunerados, internados y publicaciones en la revista Artefacto 2 en el Centro de Diseño. Es importante destacar las actividades culturales dirigidas a facilitar el desarrollo profesional de los estudiantes al compartir con figuras reconocidas a nivel local e internacional, así como insertarlos en el selectivo mundo del arte y diseño que controlan los *gatekeepers* como galeros, críticos del arte, entre otros. El *Programa Amigos de la Escuela de Artes Plásticas* ha sido clave en apoyar la participación de los estudiantes en las ferias internacionales del arte contemporáneo en España e Italia desde 1999 y de profesores y egresados a bienales

internacionales. Además, los estudiantes cuentan con la Biblioteca Francisco Oller que es uno de los Centros de Recursos del Aprendizaje (CRA) más completos en Puerto Rico para la investigación en las artes y los servicios institucionales tradicionales como Recaudaciones, Registraduría, etc. Finalmente, el Consejo de Estudiantes canaliza los reclamos de los estudiantes para mejorar la calidad de la vida universitaria y estimula a los estudiantes en el cumplimiento de sus deberes y en el mantenimiento del orden institucional.

La EAP ha sido beneficiaria de tres Proyecto de Título V, dos individuales y uno colaborativo, que propiciaron desarrollar y fortalecer la infraestructura tecnológica. En el primer proyecto se creó la infraestructura tecnológica para los servicios de apoyo académicos y estudiantiles. En el proyecto colaborativo se creó el Centro de Integración Tecnológica para el Aprendizaje (CITA) cuya misión es facilitar el desarrollo profesional de la facultad en un ambiente colaborativo orientado hacia el respeto a la diversidad cultural, el aprecio por la plástica y dirigido a la innovación tecnológica para mejorar el proceso de aprendizaje. Con el CITA se integró la tecnología en el Programa de Estudios Generales a través de módulos educativos y cursos en línea, y se fortaleció la cultura de avalúo del aprendizaje con rúbricas y proyectos creativos y de investigación. En el último proyecto se ha fortalecido la Biblioteca Francisco Oller, el Centro de Diseño, el CITA, los laboratorios, los talleres, los programas académicos con énfasis en Educación del Arte, el Área de Investigación Institucional y el fondo dotal. Además, se está implementando el portafolio digital profesional para maestros de arte y artistas.

Los servicios a la comunidad son promovidos mediante el Programa de Extensión que ofrece cursos y talleres de arte para adultos, jóvenes y niños. El Centro de Diseño, además, es una empresa educativa que gestiona diferentes proyectos que involucran profesores y estudiantes.

En cuanto a la administración, desde agosto de 2011, la EAP cuenta con una nueva Rectora después de 18 años. Con una visión interdisciplinaria, la Oficina de Rectoría ha promovido la integración de la institución en diferentes actividades culturales y de recaudación de fondos. Desde 2010, el Decanato de Asuntos Académicos y Estudiantiles ha sido administrado por cinco decanos interinos, con excepción de unos pocos meses. El Decanato de Administración, por otro lado, ha sido impactado por el nombramiento del decano como director interino de la Oficina de Recursos Humanos y Relaciones Laborales de 2008 a julio de 2012. La EAP se ha propuesto reducir la cantidad de empleados administrativos a uno ideal, pero sin afectar la efectividad institucional.

VISIÓN, MISIÓN Y METAS DE LA INSTITUCIÓN

La EAP aspira a convertirse en uno de los más prestigiosos centros de educación superior del arte en el Caribe, dedicado a la creación y la investigación artística, combinando de manera óptima la formación de destrezas tradicionales de taller con la experimentación, los nuevos lenguajes y el uso de la tecnología.

Misión

La EAP es una institución autónoma pública de educación superior al servicio de la cultura y el pueblo de Puerto Rico. Se dedica a la formación plena de artistas profesionales, diseñadores y maestros de arte, mediante el desarrollo de la creatividad, los procesos cognoscitivos y la enseñanza de técnicas artísticas y pedagógicas. Ofrece programas de bachillerato que estimulan y promueven el desarrollo humanístico y cultural de los estudiantes. Estos se forman vinculados a la rica tradición plástica puertorriqueña a la vez que exploran nuevos lenguajes de expresión artística. La Escuela de Artes Plásticas aspira al desarrollo de una conciencia social entre sus estudiantes y a sensibilizarlos hacia la búsqueda de una vida enriquecedora y en armonía con los recursos naturales y el medio ambiente. Atiende la educación recurrente de diversos sectores de la comunidad, a través de cursos cortos dirigidos a ampliar sus conocimientos y sus capacidades artísticas, profesionales y personales.

Metas

La EAP se propone alcanzar su misión mediante el logro cabal de las siguientes metas estratégicas:

1. Ofrecer programas de estudio de educación superior orientados hacia el desarrollo de las Artes Plásticas y el Diseño, utilizando la enseñanza de las técnicas artísticas para estimular el desarrollo cognoscitivo y humanístico del estudiantado.

2. Procurar la formación plena del estudiante, en vista a su responsabilidad como servidores de la comunidad cultural, nacional y universal.

3. Contribuir al desarrollo cultural y artístico de la comunidad puertorriqueña mediante el ofrecimiento de un programa de cursos cortos, seminarios, talleres y estudios libres para diversos sectores de la población.

4. Desarrollar a plenitud la riqueza intelectual y espiritual latente en los estudiantes, para que la puedan poner al servicio de la sociedad puertorriqueña.

5. Colaborar con otros organismos de la sociedad dentro de las esferas que le son propias, en el estudio y propagación del quehacer cultural.

6. Conservar, enriquecer y difundir con visión crítica los valores culturales del pueblo puertorriqueño. Contribuir al cultivo y al disfrute de los valores éticos y estéticos de la cultura.

CENTRAL DEL PLAN DE AVALÚO EN LA INSTITUCIÓN

El avalúo institucional consiste la segunda meta del *Plan Estratégico 2009-2015* de la EAP. Ésta es optimizar el proceso de avalúo y documentación de los indicadores de efectividad mediante la sistematización del *Plan de Avalúo Institucional* y el *Plan de Avalúo Académico y*

de los Productos del Aprendizaje para medir el cumplimiento y el desarrollo de los programas que ofrece la institución. Los objetivos estratégicos relacionados con el avalúo institucional son:

1. Analizar y aplicar los resultados del avalúo institucional y del avalúo académico y de los productos del aprendizaje para renovar los programas académicos y los servicios estudiantiles que así lo ameriten.

2. Readiestrar a la facultad en el diseño e implantación de instrumentos de avalúo para calibrar el producto de todos programas académicos.

3. Apoyar el proceso de investigación institucional mediante la producción de informes estadísticos periódicos sobre variables institucionales e indicadores de efectividad institucional.

Los resultados del avalúo serán utilizados para medir la efectividad de las diversas unidades funcionales de la institución y estarán reflejados en los planes anuales del presupuesto operacional de la EAP. El Comité de Planificación tiene las siguientes responsabilidades relacionadas con el avalúo institucional:

1. Revisar periódicamente el resumen de los resultados de avalúo para cada unidad operacional.

2. Incorporar los resultados del proceso de avalúo institucional al proceso de planificación.

JUSTIFICACIÓN DEL PLAN DE AVALÚO INSTITUCIONAL

Las instituciones de educación superior que operan en Puerto Rico deben estar acreditadas por la agencia regional MSCHE para recibir fondos federales. Otras razones para la acreditación regional son el mejoramiento institucional, la transferencia de créditos y el orgullo institucional sobre la calidad percibida (Muffo, 2003). Por otro lado, en la acreditación profesional se sugiere el contenido curricular de los programas y se requieren medidas directas e indirectas para evidenciar el aprendizaje estudiantil (Whittlesey, 2005). Ambos tipos de agencias están bajo la supervisión del Council for Higher Education Acreditation (CHEA) que, de modo coordinado con el Departamento Federal de Educación, establece como centralidad los estándares dirigidos al avalúo de los resultados de los estudiantes. El CEPR es responsable de licenciar y regular las instituciones a nivel local.

La EAP está acreditada por la MSCHE desde 1997 y por la NASAD desde 2010, y está regulada por el CEPR. Por lo que el plan de avalúo institucional es un requisito para la acreditación.

De acuerdo con la MSCHE (2009), el avalúo institucional se refiere al proceso sistémico para determinar la efectividad de la institución en alcanzar su misión, sus metas y su compromiso con los estándares de acreditación. Sobre este estándar se construye la acreditación y se integran los esfuerzos de avalúo para contestar las preguntas acerca de cuán bien la comunidad institucional está cumpliendo su misión y cómo apoya el aprendizaje estudiantil.

Volkwein (2007) destacó que el propósito inspirador de la efectividad institucional está orientado al mejoramiento interno y el propósito pragmático se dirige al rendimiento de cuentas externo. El primero implica el automejoramiento para lograr lo que se desea hacer en relación con los estudiantes, y el segundo se refiere a lo que se debe hacer y representa una ventaja estratégica para competir por matrícula y recursos. Para Burke (2007), el prestigio requiere descentralización, mientras que la responsabilidad social demanda dirección.

El avalúo institucional abarca tres niveles: curso, programa e institución:
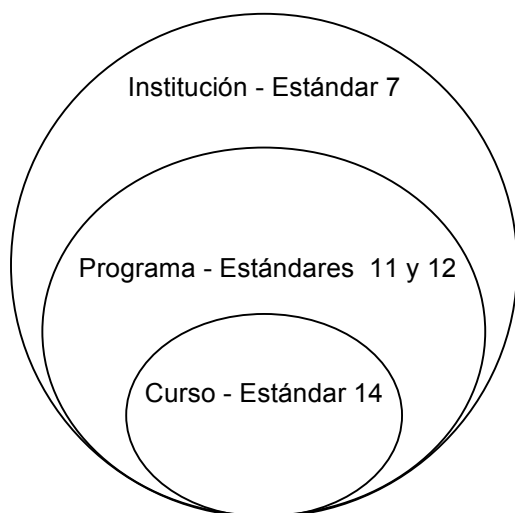
Fig. 1 Niveles del avalúo institucional

El monitoreo externo de las instituciones se lleva a cabo a través de los informes anuales Integrated Postsecondary Education Data System (IPEDS) por intermedio del CEPR e informes anuales a las agencias acreditadoras, el autoestudio y las visitas a cada diez años. El monitoreo interno ocurre mediante el avalúo institucional, el cual si está bien diseñado propicia la articulación de los estándares y los criterios requeridos por las agencias a nivel local, regional y profesional.

Por otro lado, se necesita revisar periódicamente el plan de avalúo para incorporar tendencias y validar externamente las buenas prácticas (Bennion & Harris, 2005; Millet et al., 2008; Palomba & Banta, 1999). La EAP ha diseñado su plan de avalúo institucional en el 2000 y lo ha revisado en 2003, 2005, 2006 y 2008. En la revisión de 2011, no obstante, se propuso ampliar el

trasfondo teórico del nivel institucional, incluir el nivel de programas y alinear los componentes entre los tres niveles del plan con énfasis en el avalúo de los productos del aprendizaje.

MODELO DE AVALÚO

El plan de avalúo institucional, siempre que posible, debe ser guiado por un modelo teórico el cual imprime claridad al propósito y a la metodología del avalúo y evita desvíos de tiempo, esfuerzos y recursos con lo que no es importante (Bauer, 2003). En la selección del modelo se debe considerar no sólo la integración de los tres niveles de avalúo, sino la misión distintiva, la conexión de todos los componentes institucionales, la viabilidad de implementación y el énfasis en los productos del aprendizaje estudiantil (Muffo, 2001, Muffo & Tech, 2003; MSCHE, 2009; Ortiz, 2005; Palomba & Banta, 1999; Volkwein, 2007).

Diferentes autores aseveraron que un sistema de avalúo sólo está completo cuando se incluyen informaciones en torno al trasfondo de los estudiantes y el valor que se añade a éste (Astin, 2004, 1993, 1984; Benjamin, 2008; Ekmon, 2005; Kuh, 2005; Ortiz, 2005). Sin el contexto es difícil utilizar los resultados del producto del aprendizaje para el mejoramiento o, como planteó Astin (2004), dice muy poco de la efectividad institucional.

MARCO CONCEPTUAL

Burke (2007) y Volkwein (2007) mencionaron tres modelos de excelencia para lidiar con la competitividad entre los propósitos inspirador y pragmático del avalúo institucional: (1) el modelo dirigido al proveedor, *recurso y reputación*, que refleja los recursos fiscales, la reputación de la facultad y la selectividad de los estudiantes; (2) el modelo dirigido al estado, *inversión estratégica*, que se fundamenta en el costo beneficio de los resultados alcanzados, y c) el modelo *centrado en el cliente* que se enfoca en la satisfacción del consumidor. Ambos autores aseveraron que la comunidad académica emula el primer modelo fundamentado en los trabajos de Astin (2004) porque demanda más recursos y fondos externos para sostener la efectividad académica; la comunidad cívica y gubernamental prefiere el segundo modelo porque se basa en la productividad según medidas estandarizadas; y los padres y estudiantes apoyan el tercer modelo ya que se privilegian los servicios.

Sin embargo, las instituciones pueden combinar los modelos para cumplir con los propósitos dicotómicos del avalúo institucional. La Comisión Kellogg, por ejemplo, creó el modelo *propósito público* al combinar los modelos orientados al estado y el centrado en el cliente (Burke, 2007). Según Burke (2007), en la era de la clasificación (*ranking*) se emula imitar a las instituciones de mayor puntuación en los indicadores de competitividad (*benchmarking*) ya que ser diferente implica perder posición. La EAP, por otro lado, es una institución pública especializada que requiere tanto un modelo que privilegia la reputación de la facultad y estudiantes talentosos, como otro que se enfoca en la efectividad institucional para rendir cuentas a la comunidad cívica y política más amplia.

La EAP adoptó el modelo de Astin (1993), I-E-O (Insumo, Proceso y Producto, por sus siglas en inglés para *input, environment, output*). Este modelo provee un marco conceptual para el diseño de los procedimientos de avalúo con relación al desarrollo de talentos en los programas académicos (Astin, 1993; Ortiz 2005). El insumo se refiere a las características personales o los talentos ya desarrollados de los estudiantes al momento de ingresar al programa, el proceso se refiere a las experiencias durante el programa y el producto se refiere a los talentos que se propone desarrollar en los programas. A este modelo se integró el enfoque de Cross y Angelo (1993) para incluir medidas directas con enfoque cualitativo y cuantitativo del aprendizaje estudiantil en los cursos.

La integración de ambos enfoques de avalúo culminó en un *Plan de Avalúo Académico de los Productos del Aprendizaje* (Apéndice I) comprensivo para medir la efectividad de los programas académicos a través de medidas directas e indirectas del aprendizaje del estudiante. Las medidas directas se refieren al aprendizaje de los estudiantes en cuanto a los niveles de competencia o ejecución en las materias (Ortiz, 2005; Palomba & Banta, 1999). Algunas medidas directas consisten pruebas objetivas en el curso o departamentales, ensayos, portafolio, etc. Las medidas indirectas, según Ortiz (2005) y Palomba y Banta (1999), son las variables que infieren en el aprendizaje además de demostrarlo como, por ejemplo, encuestas, la tasa de graduación, la retención, la empleabilidad de los egresados, entre otras.

El propósito del avalúo en el nivel de programa, el cual incluye el aprendizaje en los cursos, es comprender cómo funcionan los programas y determinar si aportan al desarrollo esperado del estudiante (Palomba & Banta, 1999). El avalúo programático o académico provee información agregada de los estudiantes para identificar si éstos pueden integrar el aprendizaje de un curso o de cursos significativos a una totalidad coherente. En resumen, si los estudiantes dominan las competencias de los programa académicos. De acuerdo con la MSCHE (2009), el desarrollo de las competencias de los estudiantes debe ser analizado en el Programa de Estudios Generales (estándar 12) y en las concentraciones académicas (estándar 11). En el primer componente, se debe evidenciar que los estudiantes poseen las competencias esenciales a un egresado de bachillerato como comunicación oral y escrita; pensamiento crítico, creativo e investigativo; valores humanísticos, éticos y estéticos; y manejo de información y tecnología. En el segundo componente se especifican las competencias profesionales según el perfil de los egresados y, en el caso de los programas de artes, está implícito un componente cualitativo ya que tradicionalmente se fundamenta en la apreciación de los peritos o expertos en el campo.

Stake y Munson (2008) propusieron el avalúo de la educación del arte y de los programas de artes desde la perspectiva de la interpretación de la experimentación, naturalista y etnográfica. El eje del avalúo es comprender, identificar y representar la cualidad. Los autores aseveraron, con reservas, que el pensamiento estratégico empleado en el avalúo del arte es similar al de otras disciplinas. Aunque las características del desarrollo del programa y de las operaciones de otros programas son similares en las artes, el contenido y la expresión no lo son.

En el avalúo se puede utilizar la metodología mixta (Stake & Munson, 2008). El avalúo cuantitativo le da énfasis a los estándares expresados, la comparación y la objetividad y, según los autores, para reconocer la cualidad se debe reconocer las diferencias entre las gradaciones de ésta. Así que identificar la cualidad es un asunto de comparación y entender la cualidad en la educación de las artes es un asunto de experiencia. Se puede decir que el avalúo cualitativo del programa busca la cualidad como experiencia, mientras que el avalúo cuantitativo busca la cualidad como medida. Para Stake y Munson (2008), la representación de la cualidad culmina en la simplificación y, a través de cada representación, yace un representador selectivo. Se necesita, por tanto, un mejor control de la cualidad para la representación de la misma. De modo que prestar mucha o poca importancia al avalúo es problemático, puesto que la búsqueda por buena evidencia de la cualidad tiende a simplificar el significado de ésta. Los autores plantearon que hay muchas facetas del avalúo del desempeño que exploran los diferentes significados de la cualidad, pero es necesario que se mida con precisión y se represente con validez para los artistas, los practicantes del arte y las personas que elaboran políticas.

En forma cónsona con su misión, la EAP ha facilitado el desarrollo profesional de la facultad en la teoría de las Inteligencias Múltiples (Armstrong, 2009; Gardner, 2011). Otras teorías han sido ampliamente utilizadas para enmarcar el proceso enseñanza aprendizaje y definir las competencias conceptuales, técnicas y afectivas. Estas teorías, a su vez, guían la interpretación de los hallazgos del avalúo a nivel de programas y productos del aprendizaje. Desde el 2003 se han ofrecido talleres acerca de revisión de prontuarios con enfoque constructivista, técnicas de enseñanza y avalúo del aprendizaje, diseño y validación de instrumentos de avalúo. Se le ha dado énfasis a la metodología mixta con portafolio reflexivo, rúbricas, proyectos creativos y de investigación, pruebas de criterios y listas de cotejo.

Si por un lado en la EAP, los niveles de avalúo del aprendizaje estudiantil (estándar 14 de la MSCHE) y del avalúo de programas (estándares 11 y 12 de la MSCHE) están integrados y alineados en el *Plan de Avalúo Académico y de los Productos del Aprendizaje*, por otro lado, en 2011 se ha profundizado en el nivel institucional (estándar 7 de la MSCHE). Para esto, se utilizó como marco más amplio el modelo de avalúo de la efectividad institucional de Volkwein (2007) que se compone de cinco etapas.

En el modelo de Volkwein (2007), la primera etapa es la distinción entre el propósito inspirador orientado al mejoramiento interno y el propósito pragmático orientado al rendimiento de cuentas externo, evidentes en los estándares de acreditación de la MSCHE. La segunda etapa requiere contestar las preguntas en torno al cumplimiento de las metas, el mejoramiento, el logro de los estándares de acreditación, la comparación con otras instituciones (*benchmarking*) y la productividad en términos de costo efectividad. La tercera etapa se refiere a la selección y la articulación de la metodología y las medidas de avalúo que varían según los niveles de curso, programa e institución, y que sirven para evidenciar la efectividad académica y administrativa. La cuarta etapa es la recopilación y el análisis de los datos. La quinta etapa se dirige a la comunicación de los resultados para la toma de decisiones en términos académicos y administrativos, y el fortalecimiento de los programas. Con relación al avalúo del aprendizaje

estudiantil, Volkwein (2007) indicó que cuanto mayor es la evidencia de la coherencia entre los resultados organizacionales y el logro de la misión, las metas y los objetivos, más se demuestra la efectividad institucional. Esto se debe a que los resultados de los estudiantes representan el propósito inspirador de la efectividad institucional.

A continuación se presenta el *Plan de Avalúo Institucional* y el *Plan de Avalúo Académico y de los Productos del Aprendizaje* integrados de acuerdo con los trasfondos teóricos seleccionados:
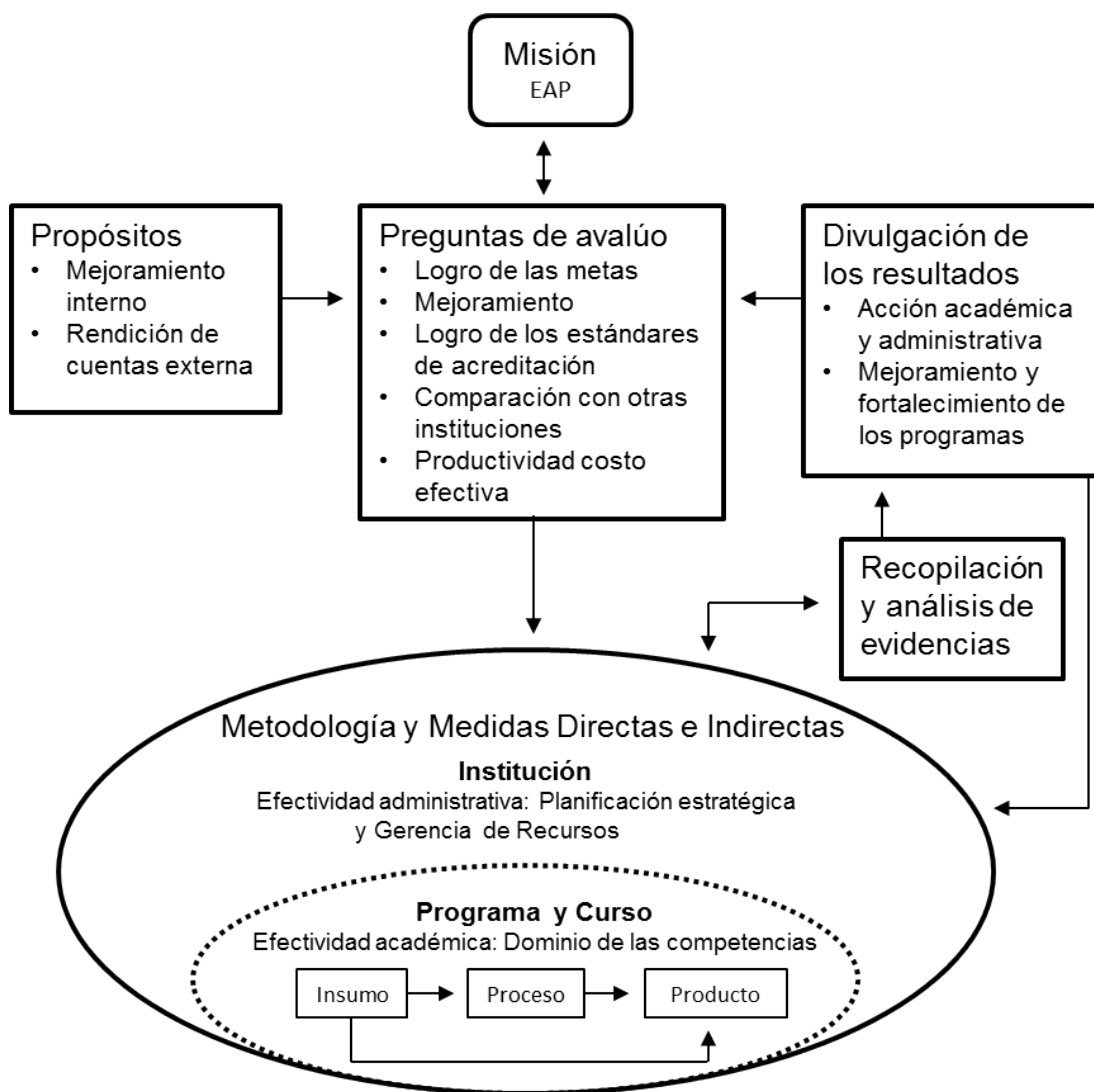
Fig. 2 Plan de Avalúo Institucional

META GENERAL Y OBJETIVOS

La meta general del plan de avalúo institucional es elevar los niveles de la calidad académica de la EAP a través del mejoramiento de la efectividad institucional en las siguientes áreas:
1. Reclutamiento

2. Retención
3. Servicios al estudiante
4. Programas y servicios de apoyo académico
5. Políticas académicas
6. Desarrollo profesional de la facultad
7. Normas y políticas administrativas
8. Calidad del egresado
9. Administración

Se plantea calibrar estas dimensiones mediante los siguientes objetivos:
1. Implementar estrategias de reclutamiento dirigidas a mejorar el perfil de los estudiantes de nueva admisión
2. Promover una oferta curricular pertinente a la misión institucional y al área profesional
3. Incrementar la retención a través de la calidad de los servicios y la capacitación de la facultad
4. Fortalecer la calidad del egresado a través del desarrollo de las competencias para la empleabilidad, la autogestón y los estudios graduados
5. Implementar políticas académicas y administrativas dirigidas a incrementar la efectividad académica e institucional
6. Fortalecer el proceso administrativo relacionado con la planificación estratégica y el gerenciamiento de recursos.

PREGUNTAS DE AVALÚO

Se han planteado las siguientes preguntas amplias de avalúo a nivel institucional:
1. ¿La institución está alcanzando sus metas?
2. ¿La institución está mejorando?
3. ¿La institución alcanza los estándares externos?
4. ¿Cómo la institución se compara con otras similares?
5. ¿Los programas académicos y de servicios a la comunidad son costo-efectivos?

DEFINICIONES CONCEPTUALES

A continuación se presentan las definiciones conceptuales de los términos:

*   **Avalúo institucional:** Proceso sistémico de determinar la efectividad de la institución para alcanzar su misión, sus metas y su compromiso con los estándares de acreditación. Corresponde al estándar 7 de la MSCHE.

*   **Avalúo académico:** Proceso sistémico de determinar la efectividad de los programas académicos para desarrollar las competencias generales que son esenciales en el nivel universitario y las competencias profesionales según el perfil del egresado mediante

una oferta pertinente a la misión institucional y un contenido riguroso. Corresponde a los estándares 12 y 11 de la MSCHE, respectivamente.

- **Avalúo del aprendizaje estudiantil:** Evidencia de que los estudiantes, previo y al momento de graduarse, poseen las competencias conceptuales, técnicas y afectivas consistentes con los niveles de calidad institucional y apropiadas a las metas de la educación superior. Corresponde al estándar 14 de la MSCHE y es el punto central en el avalúo institucional.

- **Competencia general:** Aplicación de conocimientos y destrezas esenciales, así como las actitudes adecuadas, a situaciones que requieran la comunicación oral y escrita; el pensamiento crítico, creativo e investigativo; los valores humanísticos, éticos y estéticos; y el manejo de información y tecnología.

- **Competencia profesional:** "aplicación de teorías y técnicas derivadas de la investigación sistemática, preferiblemente científica, a la solución de problemas instrumentales de la práctica" (Schön, 1992, p. 42).

- **Cultura de avalúo:** Ambiente organizacional en el cual la toma de decisiones se guía por hechos, investigación y análisis para planificar los servicios y maximizar los resultados en sus usuarios.

- **Cultura de evidencia:** Productos del proceso enseñanza aprendizaje que sean válidos y suficientes para apoyar la toma de decisiones institucionales.

- **Rendimiento de cuentas:** Utilización de los recursos en forma eficiente y efectiva para ofrecer la mejor educación posible al costo más razonable.

DEFINICIONES OPERACIONALES

El plan de avalúo se operacionaliza en los siguientes conceptos:

- **Valor añadido:** Cambio que se observa en el estudiante medido en términos del aprovechamiento académico.

- **Nivel de dominio:** Estándar de ejecución previamente establecido para cada competencia.

- **Indicador de logro para servicios:** Obtención de 80% en las categorías Excelente/Bueno combinadas en las encuestas.

- **Indicador de logro para reclutamiento:** Obtención de 75% en el Programa Regular y 25% en el Programa de Adultos, y el 100% en el Programa Regular posterior a la moratoria en el Programa de Adultos.

- **Indicador de logro para retención:** Tasa de 80% o más de estudiantes de nuevo ingreso de un cohorte que regresa en el siguiente año académico.

- **Indicador de logro para tasa de graduación:** Nivel de 45% o más para estudiantes de nuevo ingreso a tarea completa.

ENFOQUE METODOLÓGICO

En el de *Plan de Avalúo Institucional* se lleva a cabo el proceso de recopilación y análisis de las evidencias complementarias para el *Plan de Avalúo Académico y de los Productos del Aprendizaje* (Apéndice I). El apoyo institucional a los esfuerzos del avalúo en los niveles de programa y de aprendizaje estudiantil es importante para la realización de encuestas a profesores y estudiantes, las evaluaciones de la facultad, el seguimiento longitudinal del desempeño de los estudiantes (tasa de graduación, retención, etc.), las recomendaciones a políticas educativas, entre otros aspectos. A continuación se presentan las tres etapas de avalúo de los productos del aprendizaje alineados con las evidencias complementarias recopiladas a nivel institucional:
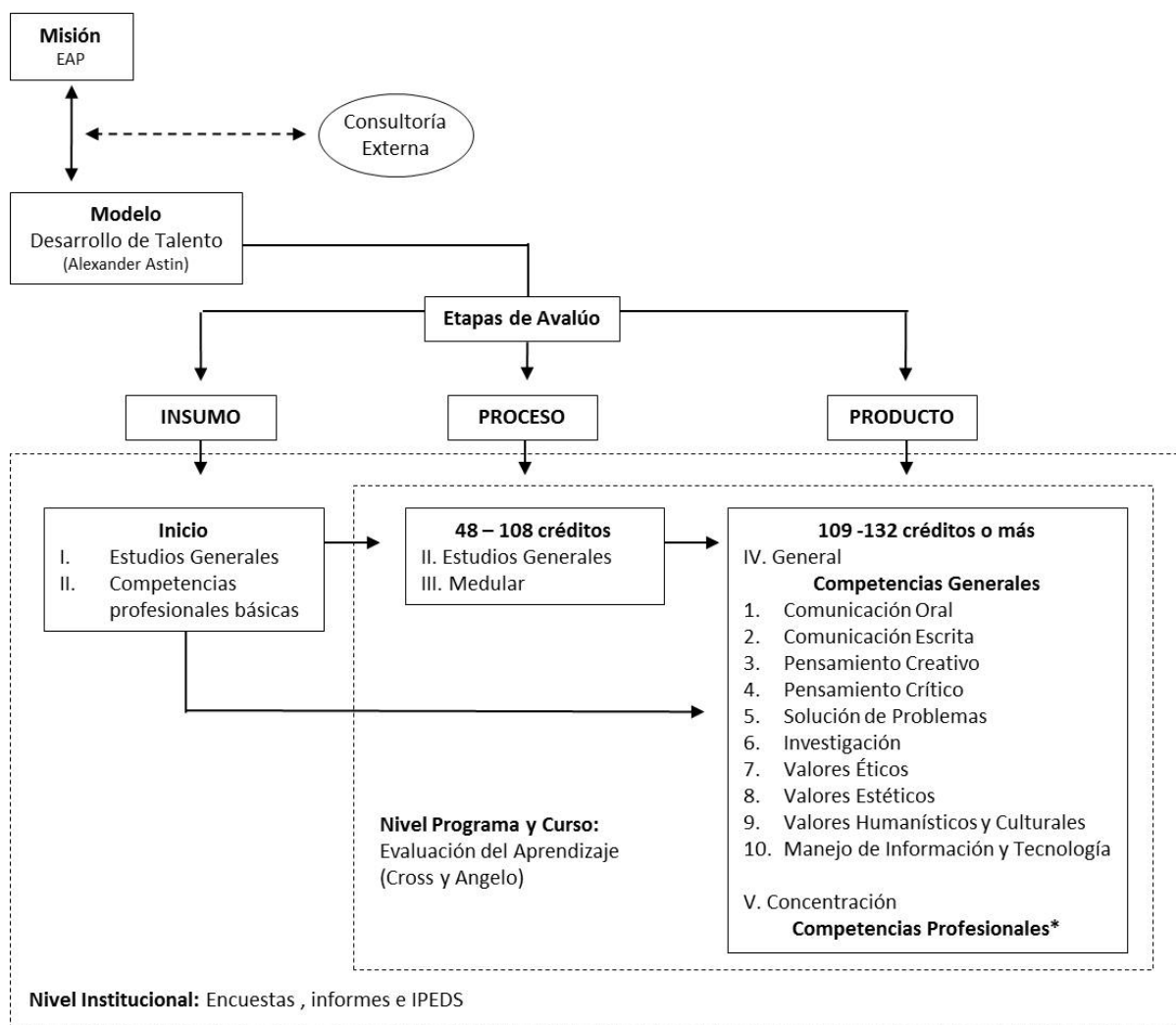
Fig. 3 Plan de Avalúo de los Productos del Aprendizaje

Las encuestas institucionales de apoyo al avalúo de programas incluyen el *Perfil Estudiantil y Opinión acerca de los Servicios Institucionales* a estudiantes a partir de su segundo año académico, *Satisfacción con el Programa Académico* a estudiantes con 55 créditos aprobados o más, *Percepción de los Candidatos a Graduación acerca de su Experiencia Educativa*, y *Opinión del Egresado acerca de la Preparación Académica* a cada tres años. Además, se recopilan datos acerca de la tasa de graduación y promedio académico de los estudiantes de nuevo ingreso y transferencia a tarea completa y parcial, entre otros datos.

Con la finalidad de contestar algunas de las preguntas de avalúo, se utilizarán técnicas de avalúo adicionales tales como *benchmarking,* grupo focal, entrevistas, entre otras. Para esto se utilizan las herramientas del IPEDS Data Center, páginas institucionales, entre otras.

El Plan de Avalúo Institucional se describe en el formato de tabla que se presenta a continuación:

ESCUELA DE ARTES PLASTICAS DE PUERTO RICO
ESTRUCTURA ORGANIZACIONAL

Junta de Directores

Rectoría

Centro de Diseño

Decanato de Administración

Oficina de Planificación y Desarrollo

Decanato de Asuntos Académicos y Estudiantiles

Oficina de Finanzas y Contabilidad

Oficina de Recursos Humanos y Relaciones Laborales

Departamentos Académicos

División de Recaudaciones

Oficina de Seguridad y Mantenimiento de Planta Física

Centro de Recursos de Aprendizaje (Biblioteca)

División de Compras

Talleres

Programa de Educación Continuada y Extensión

División de Asistencia Económica

Registraduría

REVISADO Y APROBADO

FECHA:

| icos |

| Oficina de Sistemas de Información |

| Laboratorio de Computadoras |

| Oficina de Orientación |

| Oficina de Admisiones |

| Oficina de Actividades Culturales |

POR:

Puestos, Preparación Académica del Incumbente y Años de Experiencia (NO DOCENTE)		
Clasificación	Preparación Académica del Incumbente	Experiencia en el Campo
Rectoría		
Rectora	Maestría en Arquitectura	24 años
Oficina de Planificación y Desarrollo		
Director Oficina de Planificación y Desarrollo	Maestría en Planificación	19 años
Oficina de Investigación Institucional		
Investigador Institucional	Maestría en Sistemas de Instrucción y Tecnología Educativa, con concentración en Diseño Instruccional. Doctorado en Educación con especialidad en Administración y Supervisión Educativa	19 años
Oficina de Sistemas de Información		
Oficial Principal de Informática	Maestría en Administración de Empresas con concentración en Sistemas de Información.Estudios conducentes a grado doctoral en Administración de Empresas con concentración en Sistemas de Información	13 años
Decanato de Administración		
Decano de Administración	Maestría en Administración Pública. Estudios conducentes a Juris Doctor, Escuela de Derecho	11 años
Oficina de Recursos Humanos y Relaciones Laborales		
Directora de Recursos Humanos y Relaciones Laborales	Bachillerato En Psicología, Maestría en Administración Pública concentración en Recursos Humanos y Mediadora de Conflictos Certificada	25 años
Oficina de Finanzas y Contabilidad		
Directora de Finanzas y Contabilidad	Bachillerato en Administración de Empresas. Maestría en Contabilidad.	10 años
Auxiliar Administrativo II (Delegado Comprador)	Grado Asociado en Contabilidad	37 años
Auxiliar Administrativo II (Recaudadora Oficial)	Bachillerato en Administración de Empresas, Concentración en Contabilidad	12 años
División de Asistencia Económica		
Ayudante Especial I	Maestría en Recursos Humanos	13 años

Puestos, Preparación Académica del Incumbente y Años de Experiencia (NO DOCENTE)		
Clasificación	**Preparación Académica del Incumbente**	**Experiencia en el Campo**
Oficina de Seguridad, Mantenimiento y Planta Física		
Coordinador de Mantenimiento, Conservación y Seguridad	Grado Técnico en Refrigeración de Aires Acondicionados y Electricidad	27 años
Trabajador de Conservación	Octavo Grado	18 años
Talleres		
Coordinador de Seguridad en Talleres	Maestría en Diseño Industrial	10 años
Decanato de Asuntos Académicos y Estudiantililes		
Decana de Asuntos Académicos y Estudiantiles	Maestría en Artes, concentración en Estudios Puertorriqueños y del Caribe. Estudios conducentes a Doctorados, concentración Historia	20 años
Secretaria Administrativa I	Bachillerato en Secretaria Ejecutiva Bilingüe	24 años
Centro de Recursos para el Aprendizaje		
Director	Maestría en Ciencias de la Información	20 años
Bibliotecaria	Maestría en Educación con especialidad en Bibliotecología y Tecnología de la Información	35 años
Registraduría		
Registradora	Bachillerato en Artes; Ciencias Sociales Sicología y Sociología. Diploma en Ciencias Secretariales con Procesamiento de Palabras	15 años
Secretaria Administrativa I	Diploma de Escuela Superior en Oficinista Dactilógrafa	37 años
Oficina de Orientación		
Orientadora II	Maestría en Educación, Orientación y Consejería. cursos conducentes a doctorado en Orientación.	19 años

Puestos, Preparación Académica del Incumbente y Años de Experiencia (NO DOCENTE)		
Clasificación	Preparación Académica del Incumbente	Experiencia en el Campo
Admisiones		
Oficial de Admisiones y Reclutamiento	Maestría en Bellas Artes	2 años
Oficina de Actividades Culturales		
Coordinador de Actividades Culturales	Bachillerato en Artes Plásticas	19 años

ESCUELA DE ARTES PLÁSTICAS DE PUERTO RICO
Oficina de Planificación y Desarrollo
Área de Investigación Institucional

INTRODUCCIÓN

Según el catálogo académico 2011-2012 de la Escuela de Artes Plásticas de Puerto Rico (EAP), el internado "provee al estudiante una experiencia de práctica dirigida a desarrollar y fortalecer competencias profesionales en las diversas concentraciones. Se realiza bajo la supervisión de un especialista en el área y de la facultad "(p. 86 del catálogo y 104 del PDF). La Oficina de Orientación y Consejería coordina los internados a través del Centro de Planificación de Vida y Carrera. Este Centro tiene como objetivo desarrollar las destrezas que los estudiantes necesitarán para gestionar empleos y fuentes de ingreso durante y después del período universitario.

De catálogo académico, además, se desprende que las descripciones del internado por concentración son uniformes:

> Ofrece al estudiante la oportunidad de adquirir experiencia de trabajo en su concentración mientras estudia. Además, le permite trabajar con profesionales de su rama y establecer lazos que pueden conducir a oportunidades de empleo al graduarse. Son elegibles los estudiantes de tercer y cuarto año con índice académico de 2.50 o más.

Las codificaciones de los internados son como se presenta a continuación:

Tabla 1. Codificación de los internados según el catálogo académico 2011-2012

Concentración	Código del Internado
Menor en artes gráficas	EAG 380
Diseño Industrial	DI 380
Diseño de Modas	DM 380
Escultura	EES 380
Imagen y Diseño - Subconcentración en Diseño Gráfico	EID 380
Pintura	ETP 380

El internado se considera como un curso electivo de hasta un máximo de 6 créditos.

Con el propósito de documentar la cantidad de estudiantes que se matricularon y completaron el internado en los años académicos entre 2006-2007 y 2011-12, el Área de Investigación Institucional ha llevado a cabo una revisión de los siguientes documentos: (1) informes de matrícula que provee la Oficina de Registraduría; y (2) registros de notas (*grade sheet*) que provee el sistema Diamond D. En el caso de los estudiantes que no completaron el internado, la información fue corroborada mediante los registros académicos de los estudiantes en el sistema Diamond D. Además, se consultó a la Registradora vía telefónica acerca de las notas asignadas o la falta de éstas, así como las discrepancias existentes en la información del registro de notas e informes de matrícula, cantidad horas y evaluaciones de la experiencia.

Se utilizó el programa Microsoft Excel 2010 para organizar los datos en tablas de acuerdo con la cantidad de estudiantes matriculados por año académico, concentración y programa diurno y de adultos (Apéndice I). Esta misma tabla se utilizó para registrar los internados que fueron

completados por los estudiantes (Apéndice II). Luego se preparó una tabla para resumir la información por concentración (Apéndice III).

HALLAZGOS

De acuerdo con la Oficina de Registraduría, los internados son supervisados por los profesores regulares y los estudiantes pueden matricularse en los internados aunque haya expirado la fecha para cambios en la matrícula. Lo que explica, en parte, la discrepancia que se ha determinado entre los informes de matrícula que emite la Registradora y el sistema Diamond D para matrícula y registro de notas. Por lo que se utilizaron los registros de notas, ya que estos incluyen la cantidad estudiantes matriculados y que completaron el internado.

Para los estudiantes que aprobaron el internado, se les asignaron una "P" aunque un estudiante aprobó con una "A". Los estudiantes que no aprobaron el internado, con excepción de uno que se dio de baja debido a la sobrecarga de talleres (W1F), aún tienen esta experiencia sin ninguna calificación, es decir, que contiene un "-".

Entre los años académicos 2006-2007 y 2011-2012, noventa y cuatro estudiantes se matricularon en internados, mientras que el 93% finalizó la experiencia en forma exitosa:

Tabla 2. Total de estudiantes matriculados y que completaron el internado por año académico

Internado	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	Total
Matrícula	27	14	13	13	11	16	94
Completado	26	14	13	12	9	13	87
Tasa de éxito	96%	100%	100%	92%	82%	81%	93%

Nota. Conteo duplicado de estudiantes.

Se ha identificado que en los años académicos 2006-2007 se ofrecieron internados en Educación del Arte (ED380A) y Estudios Generales (EG380 Curaduría y EG381 Estudios Generales), los cuales ya no constan el catálogo académico. En la Tabla 2 se desglosan los internados completados por concentración:

Tabla 2. Estudiantes que completaron el internado por concentración

Concentración	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	Total
Educación del Arte	1	0	0	0	0	0	1
Diseño Industrial	3	0	2	0	1	0	6
Diseño de Modas	1	0	0	0	1	4	6
Escultura	1	2	6	1	0	2	12
Imagen y Diseño	7	2	3	11	5	5	33
Artes Gráficas	0	1	1	0	0	0	2
Pintura	7	4	1	0	2	2	16
Estudios Generales	6	5	0	0	0	0	11
Total	26	14	13	12	9	13	87

Nota. Conteo duplicado de estudiantes.

Es importante destacar que en el catálogo académico 2011-2012 se especifica que el internado es de hasta 6 créditos electivos. Sin embargo, se ha identificado que algunos estudiantes completaron 9 créditos en internado. Algunos de los estudiantes que obtuvieron 9 créditos electivos a través de internado se matricularon en períodos académicos diferentes, mientras que un estudiante completó dos internados en el primer término de 2011-2012. Aunque en el catálogo no se especifica un código para internado de 3 créditos y otro para internado de 6 créditos, así lo hace la Oficina de Registraduría. Por lo general se le asigna una letra "A" al código del internado como, por ejemplo, internado en Imagen y Diseño EID380 y EID380A.

Otro aspecto que amerita ser destacado se relaciona con la variabilidad en las cantidades de reuniones y horas que se documentaron en los registros de notas bajo un mismo código de internado. Es decir, que un internado en Escultura (EES380A) incluyó 32 reuniones para un total de 128 horas, mientras que otro registró 9 reuniones para un total de 40.5 horas. Infelizmente, no todos los registros de notas contienen la cantidad de reuniones y de horas para determinar la cantidad mínima y máxima, así como otras medidas estadísticas.

RECOMENDACIONES

Se considera este informe importante para documentar la cantidad de estudiantes matriculados y que aprobaron el internado. Por otro lado, se identificaron algunos aspectos que ameritan ser analizados en profundidad por el Decanato de Asuntos Académicos y Estudiantiles con el propósito de que esta experiencia académica esté más clara en el catálogo académico.

La falta de consistencia entre las cantidades de reuniones y de horas para un internado con la misma codificación, así como la falta de calificación en internados realizados en 2006-2007, 2009-2010, 2010-2011 y 2011-2012 son indicativos de que estas experiencias bajo cursos electivos deberían ser consideradas con el mismo rigor académico. Esto aplica para efectos de la fecha de matrícula, cantidad estándar de horas contacto según la codificación del curso en 3 o 6 horas créditos y la calificación asignada al final del término académico que podría incluir aprobado, no aprobado, incompleto o baja. Si un estudiante debe documentos que evidencian esta experiencia como, por ejemplo, la evaluación por el supervisor en el centro de práctica y recibe un incompleto, al igual que en otros cursos, debería remover el incompleto en el próximo período académico.

No obstante, el aspecto más relevante que se debe atender en forma inmediata antes de la publicación del próximo catálogo académico se relaciona con la inclusión de los códigos para diferenciar los internados de 3 y 6 créditos y la cantidad estándar de horas para cada uno, así como la cantidad máxima de créditos electivos que el estudiante puede obtener bajo esta experiencia. De igual modo, en el catálogo se explica que son elegibles los estudiantes de tercer y cuarto año, pero se debería especificar la cantidad de créditos aprobados ya que en algunos casos los créditos no van a la par con los años de estudios.

Finalmente, lo más importante acerca de la experiencia en el internado es determinar las competencias profesionales que han desarrollado los estudiantes. Por lo que se recomienda al Centro de Planificación de Vida y Carrera preparar un informe más abarcador acerca del proceso de comunicación entre el supervisor universitario y el supervisor en el centro de práctica, los criterios que se utilizan para la evaluación del estudiante y los resultados obtenidos entre el período académico 2006-2007 y 2011-2012. Para efectos del avalúo del aprendizaje estudiantil relacionado con el desarrollo de las competencias profesionales, es sumamente importante que el Centro de Planificación de Vida y Carrera rinda anualmente un informe al Decanato de Asuntos y Estudiantiles en el cual incluya datos estadísticos de los resultados obtenidos por concentración. De este modo, se podrá analizar en forma longitudinal las áreas de fortaleza y desarrollo de los estudiantes que deberán ser consideradas durante las actividades de revisión curricular, desarrollo profesional de la facultad, entre otras.

Tabla 1. Estudiantes Matriculados en Internado - 21 de febrero 2013

Año	Programa	Matrícula	EDA	DI	DM	ESC	IMD	TAG	TPN	EG	TOTAL
	Diurno	Ago	0	1	n/a	1	4	0	2	0	8
	Adultos	Ago	0	0	n/a	0	0	0	0	0	0
	Subtotal	**Ago**	**0**	**1**	**n/a**	**1**	**4**	**0**	**2**	**0**	**8**
	Adultos	**Oct**	**0**	**0**	**n/a**	**0**	**0**	**0**	**0**	**0**	**0**
2006-07	Diurno	Ene	0	1	1	0	3	0	3	1	9
	Adultos	Ene	0	1	0	0	0	0	2	6	9
	Subtotal	**Ene**	**0**	**2**	**1**	**0**	**3**	**0**	**5**	**7**	**18**
	Adultos	**Mar**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Diurno	Jun	1	0	0	0	0	0	0	0	1
	Adultos	Jun	0	0	0	0	0	0	0	0	0
	Subtotal	**Jun**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**
	Ambos	**Total**	**1**	**3**	**1**	**1**	**7**	**0**	**7**	**7**	**27**
	Diurno	Ago	0	0	0	1	1	1	3	0	6
	Adultos	Ago	0	0	0	0	0	0	0	0	0
	Subtotal	**Ago**	**0**	**0**	**0**	**1**	**1**	**1**	**3**	**0**	**6**
	Adultos	**Oct**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**4**	**5**
2007-08	Diurno	Ene	0	0	0	0	1	0	1	0	2
	Adultos	Ene	0	0	0	0	0	0	0	0	0
	Subtotal	**Ene**	**0**	**0**	**0**	**0**	**1**	**0**	**1**	**0**	**2**
	Adultos	**Mar**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**1**
	Diurno	Jun	0	0	0	0	0	0	0	0	0
	Adultos	Jun	0	0	0	0	0	0	0	0	0
	Subtotal	**Jun**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Ambos	**Total**	**0**	**0**	**0**	**2**	**2**	**1**	**4**	**5**	**14**
	Diurno	Ago	0	1	0	1	1	0	1	0	4
	Adultos	Ago	0	0	0	0	1	0	0	0	1
	Subtotal	**Ago**	**0**	**1**	**0**	**1**	**2**	**0**	**1**	**0**	**5**
	Adultos	**Oct**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
2008-09	Diurno	Ene	0	1	0	4	1	1	0	0	7
	Adultos	Ene	0	0	0	0	0	0	0	0	0
	Subtotal	**Ene**	**0**	**1**	**0**	**4**	**1**	**1**	**0**	**0**	**7**
	Adultos	**Mar**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**1**
	Diurno	Jun	0	0	0	0	0	0	0	0	0
	Adultos	Jun	0	0	0	0	0	0	0	0	0
	Subtotal	**Jun**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Ambos	**Total**	**0**	**2**	**0**	**6**	**3**	**1**	**1**	**0**	**13**

Año	Programa	Matrícula	EDA	DI	DM	ESC	IMD	TAG	TPN	EG	TOTAL
2009-10	Diurno	Ago	0	0	0	1	0	0	0	0	1
	Adultos	Ago	0	0	0	0	0	0	0	0	0
	Subtotal	**Ago**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**1**
	Adultos	**Oct**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Diurno	Ene	0	0	0	0	7	0	1	0	8
	Adultos	Ene	0	0	0	0	0	0	0	0	0
	Subtotal	**Ene**	**0**	**0**	**0**	**0**	**7**	**0**	**1**	**0**	**8**
	Adultos	**Mar**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Diurno	May	0	0	0	0	4	0	0	0	4
	Ambos	**Total**	**0**	**0**	**0**	**1**	**11**	**0**	**1**	**0**	**13**
2010-11	Diurno	Ago	0	1	1	1	2	0	1	0	6
	Adultos	Ago	0	0	0	0	0	0	0	0	0
	Subtotal	**Ago**	**0**	**1**	**1**	**1**	**2**	**0**	**1**	**0**	**6**
	Adultos	**Oct**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**1**
	Diurno	Ene	0	0	0	0	0	0	0	0	0
	Adultos	Ene	0	0	0	0	0	0	0	0	0
	Subtotal	**Ene**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Adultos	**Mar**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Diurno	May	0	1	**0**	0	3	**0**	0	0	4
	Adultos[1]	May	0	0	0	0	0	0	0	0	0
	Subtotal	**May**	**0**	**1**	**0**	**0**	**3**	**0**	**0**	**0**	**4**
	Ambos	**Total**	**0**	**2**	**1**	**1**	**5**	**0**	**2**	**0**	**11**
2011-12	Diurno[2]	Sep	0	0	0	0	1	0	1	0	2
	Adultos	Ago	0	0	0	0	0	0	0	0	0
	Subtotal	**Ago**	**0**	**0**	**0**	**0**	**1**	**0**	**1**	**0**	**2**
	Adultos	Oct	0	0	0	0	0	0	0	0	0
	Diurno	Oct	0	0	0	0	0	0	0	0	0
	Subtotal	**Oct**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Diurno	Ene	0	0	0	2	2	0	0	0	4
	Adultos	Ene	0	0	0	0	0	0	1	0	1
	Subtotal	**Ene**	**0**	**0**	**0**	**2**	**2**	**0**	**1**	**0**	**5**
	Adultos	**Mar**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Diurno	May	0	0	5	0	4	0	0	0	9
	Adultos	May	0	0	0	0	0	0	0	0	0
	Subtotal	**May**	**0**	**0**	**5**	**0**	**4**	**0**	**0**	**0**	**9**
	Ambos	**Total**	**0**	**0**	**5**	**2**	**7**	**0**	**2**	**0**	**16**

Nota. 1. A partir de este período académico, los estudiantes del Programa de Adultos y Programa Diurno se matricularon en ambos programas con permiso especial.
2. Un estudiante de Pintura participó de dos internados en el mismo período académico, 1 = 6 créditos, 1 = 3 créditos. Se cuenta el estudiante una sola vez.

APÉNDICE II

Tabla 2. Estudiantes que completaron en Internado - 21 de febrero 2013

Año	Programa	Matrícula	EDA	DI	DM	ESC	IMD	TAG	TPN	EG	TOTAL	Notas
2006-07	Diurno	Ago	0	1	n/a	1	4	0	2	0	8	P
	Adultos	Ago	0	0	n/a	0	0	0	0	0	0	P
	Subtotal	**Ago**	**0**	**1**	**n/a**	**1**	**4**	**0**	**2**	**0**	**8**	P
	Adultos	**Oct**	**0**	**0**	**n/a**	**0**	**0**	**0**	**0**	**0**	**0**	P
	Diurno	Ene	0	1	1	0	3	0	3	1	9	P
	Adultos	Ene	0	1	0	0	0	0	2	5	8	P, _
	Subtotal	**Ene**	**0**	**2**	**1**	**0**	**3**	**0**	**5**	**6**	**17**	P
	Adultos	**Mar**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	P
	Diurno	Jun	1	0	0	0	0	0	0	0	1	P
	Adultos	Jun	0	0	0	0	0	0	0	0	0	P
	Subtotal	**Jun**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	P
	Ambos	**Total**	**1**	**3**	**1**	**1**	**7**	**0**	**7**	**6**	**26**	P
2007-08	Diurno	Ago	0	0	0	1	1	1	3	0	6	P
	Adultos	Ago	0	0	0	0	0	0	0	0	0	P
	Subtotal	**Ago**	**0**	**0**	**0**	**1**	**1**	**1**	**3**	**0**	**6**	P
	Adultos	**Oct**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**4**	**5**	P
	Diurno	Ene	0	0	0	0	1	0	1	0	2	P
	Adultos	Ene	0	0	0	0	0	0	0	0	0	P
	Subtotal	**Ene**	**0**	**0**	**0**	**0**	**1**	**0**	**1**	**0**	**2**	P
	Adultos	**Mar**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**1**	P
	Diurno	Jun	0	0	0	0	0	0	0	0	0	P
	Adultos	Jun	0	0	0	0	0	0	0	0	0	P
	Subtotal	**Jun**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	P
	Ambos	**Total**	**0**	**0**	**0**	**2**	**2**	**1**	**4**	**5**	**14**	P
2008-09	Diurno	Ago	0	1	0	1	1	0	1	0	4	P
	Adultos	Ago	0	0	0	0	1	0	0	0	1	P
	Subtotal	**Ago**	**0**	**1**	**0**	**1**	**2**	**0**	**1**	**0**	**5**	P
	Adultos	**Oct**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	P
	Diurno	Ene	0	1	0	4	1	1	0	0	7	P
	Adultos	Ene	0	0	0	0	0	0	0	0	0	P
	Subtotal	**Ene**	**0**	**1**	**0**	**4**	**1**	**1**	**0**	**0**	**7**	P
	Adultos	**Mar**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**1**	P
	Diurno	Jun	0	0	0	0	0	0	0	0	0	P
	Adultos	Jun	0	0	0	0	0	0	0	0	0	P
	Subtotal	**Jun**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	P
	Ambos	**Total**	**0**	**2**	**0**	**6**	**3**	**1**	**1**	**0**	**13**	P

Año	Programa	Matrícula	EDA	DI	DM	ESC	IMD	TAG	TPN	EG	TOTAL	Notas
2009-10	Diurno	Ago	0	0	0	1	0	0	0	0	1	P
	Adultos	Ago	0	0	0	0	0	0	0	0	0	P
	Subtotal	**Ago**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**1**	P
	Adultos	**Oct**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	P
	Diurno	Ene	0	0	0	0	7	0	0	0	7	P, W1F
	Adultos	Ene	0	0	0	0	0	0	0	0	0	P
	Subtotal	**Ene**	**0**	**0**	**0**	**0**	**7**	**0**	**0**	**0**	**7**	P
	Adultos	**Mar**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	P
	Diurno	May	0	0	0	0	4	0	0	0	4	P
	Ambos	**Total**	**0**	**0**	**0**	**1**	**11**	**0**	**0**	**0**	**12**	P
2010-11	Diurno	Ago	0	1	1	0	2	0	1	0	5	_
	Adultos	Ago	0	0	0	0	0	0	0	0	0	P
	Subtotal	**Ago**	**0**	**1**	**1**	**0**	**2**	**0**	**1**	**0**	**5**	P
	Adultos	**Oct**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**1**	P
	Diurno	Ene	0	0	0	0	0	0	0	0	0	P
	Adultos	Ene	0	0	0	0	0	0	0	0	0	P
	Subtotal	**Ene**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	P
	Adultos	**Mar**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	P
	Diurno	May	0	0	0	0	3	0	0	0	3	_
	Adultos[1]	May	0	0	0	0	0	0	0	0	0	P
	Subtotal	**May**	**0**	**0**	**0**	**0**	**3**	**0**	**0**	**0**	**3**	P
	Ambos	**Total**	**0**	**1**	**1**	**0**	**5**	**0**	**2**	**0**	**9**	P
2011-12	Diurno[2]	Sep	0	0	0	0	1	0	1	0	2	P
	Adultos	Ago	0	0	0	0	0	0	0	0	0	P
	Subtotal	**Ago**	**0**	**0**	**0**	**0**	**1**	**0**	**1**	**0**	**2**	P
	Adultos	Oct	0	0	0	0	0	0	0	0	0	P
	Diurno	Oct	0	0	0	0	0	0	0	0	0	P
	Subtotal	**Oct**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	P
	Diurno	Ene	0	0	0	2	2	0	0	0	4	P, A
	Adultos	Ene	0	0	0	0	0	0	1	0	1	P
	Subtotal	**Ene**	**0**	**0**	**0**	**2**	**2**	**0**	**1**	**0**	**5**	P
	Adultos	**Mar**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	P
	Diurno	May	0	0	4	0	2	0	0	0	6	_
	Adultos	May	0	0	0	0	0	0	0	0	0	P
	Subtotal	**May**	**0**	**0**	**4**	**0**	**2**	**0**	**0**	**0**	**6**	P
	Ambos	**Total**	**0**	**0**	**4**	**2**	**5**	**0**	**2**	**0**	**13**	P, A

Nota. 1. A partir de este período académico, los estudiantes del Programa de Adultos y Programa Diurno se matricularon en ambos programas con permiso especial.
2. Un estudiante de Pintura participó de dos internados en el mismo período académico, 1 = 6 créditos, 1 = 3 créditos. Se cuenta el estudiante una sola vez.

Tabla 3. Resumen del Internado por Año Académico y Concentración

Concentración	Internado	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	Total
Educación del Arte	Matricula	1	0	0	0	0	0	1
	Completado	1	0	0	0	0	0	1
	Porcentaje	100	0	0	0	0	0	100
Diseño Industrial	Matricula	3	0	2	0	2	0	7
	Completó	3	0	2	0	1	0	6
	Porcentaje	100	0	100	0	50	0	85.7
Diseño de Modas	Matricula	1	0	0	0	1	5	7
	Completó	1	0	0	0	1	4	6
	Porcentaje	100	0	0	0	100	80	85.7
Escultura	Matricula	1	2	6	1	1	2	13
	Completó	1	2	6	1	0	2	12
	Porcentaje	100	100	100	100	0	100	92.3
Imagen y Diseño	Matricula	7	2	3	11	5	7	35
	Completó	7	2	3	11	5	5	33
	Porcentaje	100	100	100	100	100	71.4	94.3
Artes Gráficas	Matricula	0	1	1	0	0	0	2
	Completó	0	1	1	0	0	0	2
	Porcentaje	0	100	100	0	0	0	100
Pintura	Matricula	7	4	1	1	2	2	17
	Completó	7	4	1	0	2	2	16
	Porcentaje	100	100	100	0	100	100	94.1
Estudios Generales	Matricula	7	5	0	0	0	0	12
	Completó	6	5	0	0	0	0	11
	Porcentaje	85.7	100	0.0	0.0	0.0	0.0	91.7

Results August 2008 EAPPR Assessment Plan

Stages	Students Impacted	Course Of Academic Process In Which The Evaluation Plan Took Place	Learning Outcomes	Methods used	Situation as of August 2009	Changes implemented based on the results of each phase
Phase I Initial	New Students	Students Immersion Seminar	1.Writing 2.Critical Thinking 3.Creative Thinking 4.Aesthetic Values	Aesthetic Values Test	We acknowledged the importance of integrating writing in the creative process.	Special training for professors in the following schedule Sculpture and Printmaking, January-May- 2009 Painting, August-December 2009 Industrial Design and Image and Design January-May 2010
	New Students	Student Immersion Seminar	5. Ethical Reasoning 6. Human Values	Sociological and Student's Attitude profile survey	The student's profile has varied; different psychological needs have been identified.	We certified one of our guidance counselor's in sexual education and we contract a counselor with graduated studies in Psychology.
	New Students	Information Literacy training in the first year at the institution	7. Information Literacy	Check list for information and technological literacy.	The check list was prepared and to be used in the 2009-2010 academic year.	
Phase II Process (48-108 Approved credits)	Third academic year	Aesthetic Course	1.Writing 2.Critical Thinking 3.Creative Thinking 4.Aesthetic Values	Aesthetic Values Test	We acknowledge the importance of integrating writing in the creative process.	Special training for professors in the following schedule Sculpture and Printmaking, January-May 2009 Painting, August-December 2009 Industrial Design and Image and Design, January-May 2010.
		Diagnostic Project for each academic program. Selection of one fundamental course per Department. These are:	1.Writing 2.Critical Thinking 3.Creative Thinking 4.Aesthetic Values	Reflective portfolio	Importance of integrating, writing in the creative process.	Industrial Design professors will be trained January-May 2010 to incorporate writing in their workshop courses.
	Second year of studies	Industrial Design – DI 324 Industrial Design I			Importance of integrating, writing in the creative process.	Sculpture Department, trained January-May 2010 to incorporate writing in their workshop courses.
	Third year of studies	Sculpture – ESC 304 Basic Ceramic Sculpture Course			Importance of integrating, writing in the creative process.	Image & Design professors will be trained January-May 2010 to incorporate writing in their workshop courses.
	Second year of studies	Image and Design – IMD 106 Computer Graphic Design			Evaluation Instruments for the Teaching Practicum process.	Graduation GPA raised; students required to take review of education topics before taking the Teacher Certification Exam. Allsyllabi revised.
	Second year of stufies	Art Education- ED 101 Basic Art Education			Importance of integrating writing in the creative process.	We initiated the integration of writing in the Graphic Design Department during the second semester of 2008-2009 academic year.
	Third year of studies	Graphic Design – TAG 206 Collography and Monotype			Importance of integrating writing in the creative process.	Painting Department professor trained August-December 2009 to incorporate writing in their workshop courses.
	Third year of studies Painting – TPN 205 Basic Oil painting	Painting TPN 205 Basic Oild painting				

Stages	Students Impacted	Course Of Academic Process In Which The Evaluation Plan Took Place	Considered Learning Tools	Instrument Used	Situation State as of August 2009	Changes implemented based on the results of each phase
Phase III Product 109-132 approved credits)	Fourth Academic Year	First Part of graduation seminar for each art and design department.	1.Oral Communications 2.Problem Solving	Studio Proposal	It has been revised on one occasion	Revised in one occasion and analyze in conjunction with the other phases.
	Fourth Academic Year	Thesis I for each art and design department.	1. Oral Communications 2. Problem Solving	Thesis Proposal	It has been revised on one occasion.	Revised on a second occasion and analyzed in conjunction with the other phases.
	Fourth Academic Year	Second part of graduation seminar for each art and design department	1. Creative Thinking 2.Human and Cultural Values 3.Oral Communications	Studio Final Course	It has been revised on one occasion.	Revised on a second occasion and analyzed in conjunction with the other phases.

	Fourth Academic Year	Thesis II for each art and design department.	1. Writing 2. Critical Thinking 3. Human and Cultural Values	Written and approved Thesis	It has been revised on one occasion.	Revised on a second occasion and analyzed in conjuncti with the other phases.
	Fourth Academic Year	Teaching Practicum	1.Oral Communication 2. Critical Thinking 3. Human and Cultural Values 4. Creative Thinking 5. Writing 6. Problem Solving	Portfolio	Instrument to compile information.	Create the necessary evaluation instruments; review.

Assessment Phase— Process: Plastic Component 2011-12

#	Competencies	Value	1	2	3	4	5	6	7	8	9	Total	%
1	Presentation	10	9	10	10	9	10	9	6	9	9	81	81%
2	Applied theme to the painting concept	10	9	10	10	8	10	8	7	9	8	79	79%
3	Applied theme to secondary ideas	10	9	9	10	8	10	8	8	10	7	79	79%
4	Theme comparative data	20	15	19	18	15	19	18	15	15	15	149	83%
5	Content	10	9	10	10	8	10	8	7	9	7	78	78%
6	Assumes consistent valuing postures	10	9	10	10	8	10	7	7	9	8	78	78%
7	Concludes with an opinion on the theme	10	9	10	10	7	10	7	6	9	7	75	75%
8	Used the resources, materials, library	10	8	10	10	8	9	8	7	9	7	76	76%
9	Attendance and promptness /hands in work	10	9	10	10	9	10	10	5	9	9	81	81%
	Totals	100	86	98	98	80	98	83	68	88	77	776	79%
	Percents		86%	98%	98%	80%	98%	83%	68%	88%	77%		

Students:

Comparación Pintura al Óleo

Escala	Estudiantes	%
90-100	7	70%
80-89	2	20%
70-79	1	10%
Total	10	100%

Assessment Phase – Exit: Plastic Component 2011-12

Seminars

Competencies:	5	%	4	%	3	%	2	%	1	%	0	T/E
Technical mastery and effective use of materials	62	61%	23	23%	14	14%	1	1%	1	1%	0	101
Originality and strength of the image	34	34%	42	42%	19	19%	6	6%	0	0%	0	101
Design and composition	42	42%	42	42%	13	13%	4	3%	0	0%	0	101
Conceptual Relevance	45	45%	39	39%	16	15%	0	0%	1	1%	0	101
Overall presentation	62	61%	28	28%	10	10%	0	0%	1	1%	0	101
Totals	245	**49%**	174	**34%**	72	**14%**	11	**2%**	3	**1%**	0	505