A.  As copied from PUPR Webpage (01-23-2013)
Mission:

As an institution of higher education, Polytechnic University of Puerto Rico provides opportunities for individuals from diverse backgrounds in different locations using multiple methods of delivery to cultivate their potential for leadership, productivity and competitiveness with the purpose of providing greater social responsibility toward their communities, through exposure to intellectual, humanistic and technological advancement.

Vision:

To be recognized as the leading Hispanic Serving Institution in multiple fields of study, meeting societal and industrial standards in general, in association with public and private enterprise; characterized by an emphatic relationship between faculty and students, and with a culture of client-oriented quality service, empowerment and teamwork. Polytechnic University of Puerto Rico reflects the meeting of the two pervasive cultures of the Americas, thus it is well positioned to interact with the Hispanic and the Anglo worlds inside and outside its geographical borders by providing a cultural and linguistic intermediary link.

Goals:

1. To contribute to the socio-economic development of Puerto Rico through the formation of well rounded and educated engineers, architects, surveyors, and business managers.
2. To provide access to higher education to nontraditional segments of our population other than high school graduates.
3. To provide students with the capability to continue graduate education.
4. To foster the linkage between PUPR and industry, government, commerce and professional associations.
5. To utilize the latest technology to provide, facilitate and manage PUPR's educational offerings.
6. To develop in students a profound ethical commitment and sense of social responsibility.
7. To promote the linkage among the university and its communities.
8. To foster and promote an applied research culture.
9. To develop critical thinking and a scientific approach in the analysis and solutions of professional and social problems.
10. To promote the dissemination of knowledge through the teaching-learning process and publications.
11. To achieve long-term sustainable growth in financial resources.
12. To enhance cultural diversity outside PUPR geographical border.
B. Photocopied from Institutional Undergraduate Course Catalog (01-23-2013)
B. Middle States Commission of Higher Education (MSCHE)
3624 Market Street, Philadelphia, PA 19104-2680
(215) 662-5506, Fax (215) 662-5501

Accreditation

In 2005, the Middle States Commission on Higher Education re-accredited the institution and in November 18, 2010 reaffirmed it.

In 2010 PUPR submitted the Periodic Review Report and was commended for the evaluation results.

C. Accreditation Board for Engineering and Technology (ABET)

111 Market Place, Suite 1050, Baltimore, MD 21202-4012. Telephone: (410) 347-7700:

The following Bachelor of Science programs are accredited by the Engineering Accreditation Commission of ABET

- Chemical Engineering
- Civil Engineering
- Computer Engineering
- Electrical Engineering
- Environmental Engineering
- Industrial Engineering
- Mechanical Engineering

D. The following program was accredited by the Applied Science Accreditation Commission of ABET, 111 Market Place Suite 1050, Baltimore, MD 21202-4012. Telephone: (410) 347-7700

- Land Surveying and Mapping (BS)

E. National Architectural Accrediting Board (NAAB)

1735 New York Avenue, NW, Washington, DC 20006
(202) 783-2007
(202) 783-2822
info@naab.org

In year 2009, NAAB accredited the Bachelor in Architecture

F. International Assembly for Collegiate Business Education (IACBE)

PO Box 3960
Olathe, KS 66063 USA

Polytechnic University of Puerto Rico has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas. The business programs in the following degrees are accredited by the IACBE:

- Bachelor of Business Administration with concentration in: Accounting, Finance, Marketing, Construction Management, General Management, Industrial Management, and Management Information Systems was accredited in 2006.

MISSION, VISION AND GOALS

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a. To contribute to the socio-economic development of Puerto Rico through the formation of well rounded and educated engineers, architects, surveyors, and business managers.

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c. To provide students with the capability to continue graduate education.

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e. To utilize the latest technology to provide, facilitate and manage PUPR's educational offerings.

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h. To foster and promote an applied research culture.
i. To develop critical thinking and a scientific approach in the analysis and solutions of professional and social problems.

j. To promote the dissemination of knowledge through the teaching-learning process and publications.

k. To achieve long-term sustainable growth in financial resources.

l. To enhance cultural diversity outside PUPR's geographical border.

OUTCOMES ASSESSMENT

The Office of Outcomes Assessment is in charge of implementing and conducting the institutional and tracking-learning assessment program. The objective of this program is to carry out assessment applicable to all tasks, processes and persons in charge to: a) "improve" the performance of all academic programs and administrative offices; b) "prove" by providing evidence that the expected outcomes have been achieved and: c) "inform" or disclose the gathered data to guide the decision making process institution wide.

The assessment to "improve" is a short term cycle, and it is driven by the faculty members or key stakeholders. The development stage starts with the design and planning of the courses, the course components, and the curricula or project/program. During this stage several improvements should be incorporated while the program or project is implemented. This formative mode of assessment leads to produce improvements on a continuous basis.

In contrast to the assessment to "improve", the assessment to "prove" is a long term cycle. The development stage requires of statistical data and final results from already implemented models. The analysis of the data will generate inferences and implications. This summative assessment will provide evidence of outcomes, and will close the development stage of the project.

Following the assessment to "prove" the effectiveness of the assessment program, it should identify important stakeholders. The data gathering and its analysis is used to guide the decision making process, increasing the likelihood of dissemination of information and the institutionalization of the changes made as a result of assessment of the outcomes.

The assessment of an academic program will be based on; the accreditation criteria issued by the agencies concerned and the institutional mission and academic objectives. The Office of Outcomes Assessment understands that assessment to "improve", assessment to "prove" and the information disclosure are fundamental stages for the development of an effectively postulated outcomes assessment program.

The teaching and learning outcomes assessment process impacts directly upon the mission, vision, and goals of the institution. It is an extremely relevant tool to confirm these are met.

RECOGNITIONS


VETERANS ADMINISTRATION- Veterans and qualified dependents are permitted to study under the provisions of the G.I. Bill of Rights.

BUREAU OF IMMIGRATION AND CITIZENSHIP SERVICES (FORMERLY INS). Foreign students are permitted to study under BCIS/ Department of Homeland Security.

DEPARTMENT OF SOCIAL SERVICES OF PUERTO RICO-Recipients and beneficiaries of Vocational Rehabilitation are permitted to study under the provisions of the corresponding federal legislation.


BOARD OF EXAMINERS OF CERTIFIED PUBLIC ACCOUNTANTS - Graduates of BBA in Accounting curriculum are admitted to take their qualifying examinations for the professional course.
C. Photocopied from Graduated Course Catalog published on internet (01-23-2013)
(215) 662-5606  
(215) 662-5501 (Fax)

In 2005, the Commission on Higher Education of MSACS extended the accreditation to the institution.

C. Accreditation Board for Engineering and Technology (ABET)

The following Bachelor of Science programs are accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 Telephone: (410) 347-7700:

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- Electrical Engineering
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E. National Architectural Accrediting Board (NAAB)

1735 New York Avenue, NW, Washington, DC 20006  
(202) 783-2007  
(202) 783-2822  
info@naab.org

In year 2009, NAAB extended accreditation to the School of Architecture.

F. International Assembly for Collegiate Business Education (IACBE)

PO Box 3960  
Olathe, KS 66063 USA

In April, 2006 IACBE accredited the School of Management.

Academic Alliances

Currently, PUPR has academic alliances with the following universities:

a. Instituto Nacional Tecnológico de Santo Domingo (INTEC)  
   Ave. Los Próceres, Calle Gala,  
   Postal 342-9 y 249-2, Santo Domingo

b. Fundación Ciudad del Saber  
   Clayton, Ancón  
   Ciudad de Panamá

MISSION, VISION AND GOALS

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D. Photocopied from 2010-2015 PUPR Institutional Strategic Plan on (01-23-2013)
I. Polytechnic University of Puerto Rico Mission and Vision

**Mission**

As an institution of higher education, Polytechnic University of Puerto Rico provides opportunities for individuals from diverse backgrounds in different locations using multiple methods of delivery to cultivate their potential for leadership, productivity and competitiveness with the purpose of providing greater social responsibility toward their communities, through exposure to intellectual, humanistic and technological advancement.

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IV. Methodology for the PUPR’s ISP Development

PUPR’s Institutional Strategic Plan for 2010-2015 will enable PUPR:

1. To prepare a framework for the PUPR’s systematic growth and progress.
2. To better understand PUPR’s priorities and integrate efforts across the different schools.
3. To have an allocation of resources criteria in a manner that will allow the PUPR to meet its goals and objectives.
4. To prepare for contingencies that could prevent PUPR from attaining its goals and objectives.

The Institutional Strategic Plan development process for 2010-2015 followed a comprehensive method in order to ensure that all components of the Strategic Planning areas were appropriately covered, discussed and updated. Figure I show the comprehensive review process followed. Initially, mission and vision at the institutional level were discussed and reviewed. The mission and vision reshape the institutional view of PUPR’s present and future. The mission and vision also positions PUPR’s key challenges in order to enable PUPR in the appropriate path to uphold its well-reclaimed position as a vital higher education institution in the globalized realization of well-educated professionals within Puerto Rico and the continental United States. After the mission and vision were deeply discussed and rethought, the Planning Goals were then identified as derivations of the Mission and Vision. Afterward, the Planning Objectives for all Planning Goals were developed and appropriate owners for these Objectives were identified. The major consideration for the Planning Objectives is that all Objectives must be measurable, assessable and achievable within a reasonable time frame as for the long term horizon. Additionally, specific Planning Objectives were identified as interactive tasks that will require to be managed with a holistic project perspective, where additional metrics must be developed to measure the accomplishment of the corresponding objective.

<table>
<thead>
<tr>
<th>Mission and Vision Structure</th>
</tr>
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<tbody>
<tr>
<td>The mission statement provides a clear sense of direction around which action oriented goal statements and measurable planning objectives can be developed.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Planning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal statements are derived from the institutional mission, and help to define policy and “how” the mission statement translates into specific, action-oriented tasks aimed at moving the institution toward a fuller realization of its mission.</td>
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<table>
<thead>
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<th>Planning Objectives</th>
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</tr>
</tbody>
</table>

| The vision statement provides a future and inspirational view of that future, while providing a sense of decision-making criteria |

| An assignment of an owner at this level will guarantee that follow up execution and process-oriented actions are developed, measured and appropriately budgeted assignment and constraints are considered. |

Figure 3. The Institutional Strategic Plan roadmap process for 2010-2015
<table>
<thead>
<tr>
<th>No</th>
<th>PLANNING GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Increase the recruitment of talented and underrepresented students</td>
</tr>
<tr>
<td>2</td>
<td>Increase the retention, persistence, and graduation rates of students</td>
</tr>
<tr>
<td>3</td>
<td>Improve integration with society</td>
</tr>
<tr>
<td>4</td>
<td>Develop organizational structures, processes, and infrastructure to support high quality education</td>
</tr>
<tr>
<td>5</td>
<td>Recruit, retain, promote, and compensate faculty members who significantly contribute to the institutional development</td>
</tr>
<tr>
<td>6</td>
<td>Encourage and develop graduate and undergraduate research with emphasis on energy and the environment</td>
</tr>
</tbody>
</table>

*Table 2. Planning Goals for 2010-2015 Cycle*