



Middle States Commission on Higher Education

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October 2,2018.

Dr. Pedro Segarra Sisamone
Chancellor,
Conservatory of Music of Puerto Rico
psegarra@cmpr.pr.gov

Dear Dr. Segarra Sisamone:

I'm writing to confirm receipt and acceptance of the revised Self Study Design document submitted by Conservatory of Music of Puerto Rico.

Please extend my appreciation to Mr. Ariel Guzman and to all members of the Steering Committee for their thoughtful approach to this process.

Your institution has prepared a model design to guide you through a meaningful self-study. As the Conservatory of Music of Puerto Rico, your institution, continues through the self-study process until spring 2020 please feel free to call or reach me for any needed assistance you may need.

All the best to your Institution.

Thankfully,

A handwritten signature in blue ink, appearing to read 'Hilda Colon-Plumey', written in a cursive style.

Hilda Colon-Plumey, *Vice President*

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CONSERVATORIO

DE MÚSICA DE PUERTO RICO

Puerto Rico Conservatory of Music Self-Study Design Plan

Presented to the Middle States Commission on
Higher Education

September 2018

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INSTITUTIONAL OVERVIEW

I. Introduction

The Puerto Rico Conservatory of Music (PRCM) is a public institution of higher learning created by Law no. 35 of 1959. It is a government-owned corporation with administrative, fiscal, and operational autonomy, overseen by a Board of Directors (Law no. 141 of 1995). Located in the heart of the historic zone of Miramar, in the district of Santurce, San Juan, the campus combines a state-of-the-art teaching and performing space with an imposing late nineteenth-century structure, which is listed in the National Register of Historic Places.

The PRCM is currently the only institution in this hemisphere holding accreditation from both the Middle States Commission on Higher Education and the National Association of Schools of Music that offers undergraduate and graduate music programs in Spanish. Its unique portfolio of accredited offerings makes it attractive not only to the Puerto Rican community, but also to students in the Caribbean Basin and Latin America. There are 32 undergraduate programs of study in seven departments at the Conservatory; the Conservatory also offers graduate degrees and performance diplomas in 46 subject areas. As the island's leading school of music, the PRCM is conscious of its important role as a vehicle for encouraging and disseminating interest in music in the Puerto Rican community at large. The PRCM currently enrolls 466 students in its undergraduate, graduate and diploma programs and serves 1912 students in its pre-college and community programs.

II. Mission and Vision

In May 2018, the PRCM Board of Directors approved the following new mission and vision statements:

Mission:

The Conservatory of Music of Puerto Rico is a specialized public university that offers professional programs of excellence at undergraduate and graduate levels, as well as services, studies and programs aimed at the community at large.

Vision:

To attract, educate and develop students artistically and intellectually in the interpretation, teaching, and research of music. To ensure the perpetuity and strengthening of our Conservatory in order to transform it into a leading educational institution in Latin America.

These mission and vision statements are the foundation of what will be our institutional strategic plan 2018-2023. The drafting of the Conservatory's Strategic Plan is in its final stage and must be completed by November 2018. In this new Strategic Plan, it is envisaged that the Conservatory will direct its efforts toward three institutional priorities:

- (1) Strengthen the quality and relevance of our academic programs
- (2) Optimize our capacity for financial and operational sustainability
- (3) Link our institution with the Puerto Rican and international community

These institutional priorities will provide focus on the areas of student educational experience, faculty and staff development, facilities enhancement and financial stability, and the Conservatory's role as an anchor institution in the heart of the Puerto Rican community and Latin America. The single most important aim of these institutional objectives is to promote continuous and sustainable improvement in the quality of teaching and learning at the Puerto Rico Conservatory of Music.

III. Governing and Administrative Structure

The Puerto Rico Conservatory of Music is governed by its Board of Directors, which oversees the institution's compliance with its objectives, approves its policies and regulations, considers how closely the institution follows its stated educational philosophy, and establishes the ways in which to administer its resources and finances. The Conservatory's Board of Directors is composed of nine members. Except for one faculty and one student representative (both appointed by the PRCM community), the Governor of the Commonwealth of Puerto Rico appoints—and establishes the time-limit—of the remaining seven members of the Board.

The Chancellor is the PRCM's principal executive officer whose primary responsibility consists of overseeing fulfillment of the mission and objectives of the institution. The Chancellor supervises the operation of all the institution's academic and community programs and the

contracting of academic and administrative personnel in accordance with the policies and regulations of both the PRCM and the Commonwealth of Puerto Rico. Among his/her duties, the Chancellor convokes and presides over meetings of university councils, various institutional committees and the Academic Senate, and answers to the Board of Directors for all matters concerning the Conservatory's operation and development.

IV. Major Developments and Challenges since the Last Self-Study

Since the last Self-Study in 2008, there have been three major developments in the Conservatory. First, the opening of the new academic and performance building in fall 2012. The facility includes a modern concert hall, two recital halls, and the largest and most comprehensive music library in Puerto Rico. Second, with the Law no. 94 of 2012, *Música 100 x 35*—a social program targeting high-poverty communities and public housing projects, which aims to make music education available to socially and economically disadvantaged children and youth—started to benefit from robust financial support from state government. Finally, in fall 2016, the Conservatory inaugurated its recording studio, which provides students, faculty, and the community at large the opportunity to record in a state-of-the-art facility. The recording studio is connected to the main concert hall, the recital halls, and various rehearsal rooms, making it attractive for project and productions of all sizes.

While budgetary pressures continue to impact Puerto Rico's public institutions of higher education (i.e., the University of Puerto Rico, the School of Plastic Arts and Design, and the Conservatory), the Conservatory is, given the times, in a relatively stable financial situation—as of today, the Conservatory is without debt. Even though there is no doubt that the Conservatory has faced a highly difficult operating environment due to the island's battered economy, the largest public debt restructuring process in American history, a significant population drain, and the impact of Hurricanes Irma and María, it is also undeniable that the fiscal measures and initiatives taken by the PRCM's administration have effectively ensured the academic and operational activities of the institution. Although in the last five years the contribution of the state government has been reduced by more than 30%, the number of students has remained stable. Also, considerable savings have been achieved through efficiencies in hiring practices, enhancements and controls in our purchasing operations, the repayment of all the PRCM's credit lines, the maximization of parking and rental facilities, seasonal closures (summer and winter), among other actions.

Regardless of the actual fiscal environment within the island—twelve years of economic contraction, the impact and aftermath of hurricanes Irma and María in fall 2017, and the appointment of a Financial Oversight and Management Board—the PRCM’s leaders are confident that the institution will continue to build on its reputation for excellence in the field of music through good practices of government, planning and assessment.

INTENDED OUTCOMES OF THE SELF-STUDY

The Self-Study process comes at an optimal moment for reflection for the Conservatory, as the institution is simultaneously delineating a new Strategic Plan, starting a comprehensive curricular revision of its programs, and transitioning to the leadership and vision of a new Chancellor—Dr. Pedro Segarra-Sisamone. This self-appraisal exercise will provide the Puerto Rico Conservatory of Music with a valuable opportunity for thoughtful assessment and introspection regarding the Conservatory’s current programs and services. At the same time, this process will inform us how well our practices and operations align with our mission and institutional priorities. By engaging in the Self-Study process, the Puerto Rico Conservatory of Music will:

- Demonstrate that the PRCM meets MSCHE Standards for Accreditation and Requirements of Affiliation, while at the same time confirm that the institution complies with both state and federal statutes that govern all aspects of higher education.
- Determine how well the Conservatory is meeting the objectives of its mission.
- Provide evidence-based, revealing, and achievable recommendations for advancing our institutional priorities and identifying current and future challenges and opportunities.
- Evaluate—and ultimately strengthen—current assessment practices throughout the institution.
- Ascertain the adequacy, pertinence, and effectiveness of the academic programs—at all degree levels—and administrative services that support teaching and learning.

ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

I. Steering Committee

The PRCM's Self-Study process, coinciding as it does with the design and launch of the new Strategic Plan, provides us with a valuable opportunity not only to reflect on our achievements as the island's leading school of music (for almost 60 years), but also to thoroughly assess the opportunities and challenges that we may face in the future. This process will be inclusive of the entire campus community, aiming to foster the participation of all the constituent groups and stakeholders at the PRCM: students, faculty, alumni, staff, and administration.

For reasons of efficiency, effectiveness and experience, our Chancellor, Dr. Pedro Segarra-Sisamone, understood that the Steering Committee should be made up of the members of the Strategic Planning and Assessment Committee (henceforth SPAC)—this committee is in charge of the design and preparation of the new strategic plan. The SPAC, in collaboration with the Conservatory's stakeholders, expects to complete work on the new Strategic Plan and receive the approval of the PRCM Board of Directors by fall 2018.

The duties of the Steering Committee will be guided by three co-chairs: Dr. Pedro Segarra-Sisamone, Chancellor; Ariel Guzmán-Figueroa, Dean of Academic and Student Affairs; and Gloryber Laboy-Espinell, Dean of Administration and Finance. The PRCM Self-Study Committee is composed of the following individuals:

- Dr. Pedro Segarra-Sisamone—Chancellor (faculty in the Theory, Composition and Musicology Dept.), *Co-Chair*
- Prof. Ariel Guzmán-Figueroa—Dean of Academic and Student Affairs (faculty in the Music Education Dept.), *Co-Chair and MSCHE ALO*
- Gloryber Laboy-Espinell—Dean of Administration and Finance, *Co-Chair*
- Prof. Ernesto Ramos-Vázquez, Associate Dean of Academic and Student Affairs (faculty in the PRCM Preparatory School)
- Eutimia Santiago-Díaz—Director, Office of Institutional Research
- José Matos-Rodríguez—Director, Office of Operations and Infrastructure
- María del Carmen Maldonado-Bárceñas—Acting Director, CRAFAR (Library)
- Alba Dávila-Román—Director, Office of Human Resources

- Luis Ruiz-Pacheco—Student Representative (Theory, Composition, and Musicology Dept.)

II. Working Groups

In undertaking the self-study process, the Steering Committee called for volunteers among the Conservatory’s high administration, faculty, staff, and students to form eight Working Groups—one group for each of the seven Standards for Accreditation and the Evidence and Compliance Verification Group. These groups are also responsible for determining the extent to which the PRCM meets the Requirements of Affiliation and complies with state and federal education statutes. Each Working Group, constituted of five members, will have a chair who will be in charge of coordinating and conducting the works and reporting to the Steering Committee. These chairs are responsible for the effective operation of their respective Working Groups, while also serving as an active communication link between the group and the Steering Committee.

The chairs and the members of the Working Groups—and their titles—are listed below (an asterisk “*” denotes a member of the Steering Committee).

Standard I: Mission and Goals

Chair: Pedro Segarra-Sisamone*, Chancellor

Members: Strategic Planning and Assessment Committee/Steering Committee (see pp. 6–7)

Standard II: Ethics and Integrity

Chair: Alba Dávila-Román*, Director of Human Resources

Members: Ernesto Ramos-Vázquez*, Associate Dean of Academic and Student Affairs; Elías Santos-Celpa, Associate Professor (Jazz and Caribbean Music Dept.); Andrea Rivera-Pérez, Student Representative (Music Education Dept.); Waleska Martínez-Rivera, Registrar

Standard III: Design and Delivery of the Student Learning Experience

Chair: Ariel Guzmán-Figueroa*, Dean of Academic and Student Affairs

Members: Waleska Martínez-Rivera, Registrar; Sheila Ortiz-González, Associate Professor (Theory, Composition, and Musicology Dept.); Esthermarí Barbosa-Álvarez, Coordinator of Accounting and Administrative Affairs; Luis Pabón-Rico, Student Representative (Music Education Dept.)

Standard IV: Support of the Student Experience

Chair: Ernesto Ramos-Vázquez*, Associate Dean of Academic and Student Affairs

Members: Ana Marta Arraiza-Miranda, Coordinator of Admissions; Luis Diaz, Director of Financial Aid; Paloma Rivera-Zárate, Director of Institutional Activities; Carlos Torres-Soto, Program Coordinator of PRCM Preparatory School

Standard V: Educational Effectiveness Assessment

Chair: Marta Hernández-Candelas, Associate Professor (Graduate Studies)

Members: Ariel Guzmán-Figueroa*, Dean of Academic and Student Affairs; Alfredo Torres, Alumni; Lucía Conde-Martínez, Administrative Officer; Eutimia Santiago-Díaz*, Director of Institutional Research

Standard VI: Planning, Resources and Institutional Improvement

Chair: Gloryber Laboy-Espinell*, Dean of Administration and Finance

Members: Joaquín Rodríguez, Member of the Board of Directors; José Matos-Rodríguez*, Director of Operations and Infrastructure; Francelyn Figueroa-Troche, Accounting Officer; Helen González-Lorenzo, Director of *Música 100 x 35*

Standard VII: Governance, Leadership and Administration

Chair: Vivian López-Llamas, Acting President and Vice-President of the Board of Directors

Members: Dr. Pedro Segarra-Sisamone*, Chancellor; Gloryber Laboy-Espinell*, Dean of Administration and Finance; Luis Pabón-Rico, Student Representative on the Board of Directors (Music Education Dept.); Nelie Lebrón-Robles, Faculty Representative on the Board of Directors (Music Education Dept.)

Evidence and Compliance Verification Group

Chair: Eutimia Santiago-Díaz*, Director—Office of Institutional Research

Members: Luis Castro, IT Coordinator; Jennifer Ortiz-Ramírez, Audiovisual/Media Services Coordinator; Aniello Alberti-Poventud, Recruitment Specialist; Franchesca Ortiz-Rodríguez, Institutional Archive Specialist

CHARGES TO THE WORKING GROUPS

At the beginning of the fall 2018 semester, all the members of the Working Groups and the Steering Committee will participate in a training workshop led by the Co-Chairs of the Steering Committee and the Director of Institutional Research. After this workshop, each Working Group will meet regularly (at least once or twice a month) to accomplish the responsibilities and tasks of its charge. To fulfill its duties, each Working Group will produce a final research report on the assigned Standard and Requirement(s) of Affiliation. The Commission's guidelines divide responsibility for demonstrating compliance with the Fifteen Requirements of Affiliation between the Self-Study Report and Verification of Compliance Report as follows: Requirements of Affiliation 1–6 and 14 are addressed and submitted within the Verification of Compliance Report. Requirements of Affiliation 7–13 and 15 are addressed within the narrative of the Self-Study Report and documented in the Documentation Roadmap.

Working Groups are asked to keep notes of its meetings. These groups must gather, organize, and save all accompanying evidence and documentation (in print as well as in an electronic file) used in association with their research report. Chairs will bring questions and early drafts to the Steering Committee and coordinate closely with other Working Groups' chairs, particularly when their work and research areas overlap. The Steering Committee and the Working Groups will use Microsoft OneDrive as editing and sharing tool during the development of the Self-Study. Deadlines for submission of drafts of Self-Study sections are included in the Timetable for the Self-Study (included later in this document).

I. General Charge for the Working Groups

Each Working Group will:

- Identify, review, and analyze relevant documents, procedures, policies, and institutional data specific to their Standard for Accreditation.
- Relate findings to documents demonstrating compliance with the criteria of the Standard and Requirement(s) of Affiliation assigned.
- Engage in a process of honest, comprehensive, and open inquiry to identify institutional strengths, challenges, and areas of improvement as they relate to their assigned Standard for Accreditation.

- Periodically update the Steering Committee on progress and findings relevant to the assigned Standards for Accreditation and Requirement(s) of Affiliation. While each Working Group has the flexibility to define its own meeting schedule, certain milestones—interim reports and drafts of the chapters—have specific deadline dates (see Timetable for the Self-Study).
- Produce a preliminary report based on the analysis and review of evidence, presenting, if necessary, a limited number of recommendations for the Conservatory to improve student success, assessment practices, and institutional effectiveness. From a writing perspective, the report should be primarily analytical and interpretive (with assertions and recommendations supported by evidence), not descriptive. Also, given that assessment is embedded within each Standard, the report should also include a critical appreciation of the institutional assessment efforts relative to the Standard and relevant Requirements of Affiliation under analysis. The preliminary report should be presented by the date listed in the timetable.
- Receive the feedback and recommendations of the Steering Committee regarding the preliminary report; submit a final report by the date listed in the timetable.

II. Charge for the Evidence and Compliance Verification Group

The main objective of the Evidence and Compliance Verification Group is to make sure that each Working Group is relying on evidence and data that clearly address and demonstrate compliance with assigned Standards and respective Requirements of Affiliation. This group is also responsible of reviewing and updating the evidence inventory as the Self-Study progresses. While, as pointed out above, each Working Group is chiefly responsible of identifying, reviewing, and analyzing relevant documents, procedures, policies, and institutional data specific to their Standard for Accreditation, the Evidence and Compliance Verification Group will serve as an active helpline for the chairs of the Working Groups as they review and gather the evidence to prepare and submit the chapters of the report. Additionally, this group is charged with the completion of the Verification of Compliance.

III. Research Questions Particular to Each Standard

Working Group 1

Standard I: Mission and Goals

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

- 1) To what degree does the Puerto Rico Conservatory of Music meet the criteria for Standard I and satisfy the Requirements of Affiliation (nos. 7 & 10) relevant to this Standard?
- 2) What evidence exists to demonstrate that the PRCM mission was developed by collaborative participation among the Conservatory Community?
- 3) To what extent are our institutional priorities realistic and consistent with the mission and vision of the Conservatory?
- 4) By what means and to what extent does the Conservatory assess how effectively it communicates its mission, vision, and institutional priorities to its stakeholders?

Working Group 2

Standard II: Ethics and Integrity

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

- 1) To what extent does the Puerto Rico Conservatory of Music meet the criteria for Standard II?
- 2) To what degree does the PRCM promote an administrative and organizational culture that encourages transparency, fairness, absolute integrity and non-discrimination?

- 3) In a territory where more than 45% of the population is living in poverty (New Fiscal Plan for Puerto Rico 2018), how well does the PRCM promote affordability and accessibility?
- 4) How does the Conservatory periodically assess ethics and integrity in its institutional policies, procedures, and practices, and the manner in which these are implemented?

Working Group 3

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

- 1) To what extent does the Puerto Rico Conservatory of Music meet the criteria for Standard III and satisfy the Requirements of Affiliation (nos. 8, 9, 10, & 15) relevant to this Standard?
- 2) To what degree are stakeholders, other than full-time faculty (i.e., administrators, staff, and part-time faculty), integrated in the student learning experience?
- 3) What areas of opportunity exist for the Conservatory to improve the work the stakeholders do in support of its academic programs at a graduate level?
- 4) What institutional mechanisms and processes are available to ensure systematic, periodic and documented assessment not only of the development of musical skills (i.e., performance, composition, and music education), but also vis-à-vis general education skills? To what extent is the Conservatory's general education core designed to provide a solid and coherent preparation beyond the realm of music?

Working Group 4

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention,

persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

- 1) To what extent does the Puerto Rico Conservatory of Music meet the criteria for Standard IV and satisfy the Requirements of Affiliation (nos. 8 & 10) relevant to this Standard?
- 2) Does the Conservatory have orientation and counseling programs to enhance retention and guide students throughout their educational experience?
- 3) In a territory where the student population has declined by over 40% since 2000, with an additional 16% decline expected by 2022 (New Fiscal Plan for Puerto Rico 2018), what specific initiatives have been put in place to enhance the admission, retention and academic success of students?
- 4) How well does the PRCM engage in the assessment of the effectiveness of the offices and services supporting the student learning experience?

Working Group 5

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

- 1) To what extent does the Puerto Rico Conservatory of Music meet the criteria for Standard V and satisfy the Requirements of Affiliation (nos. 8, 9 & 10) relevant to this Standard?
- 2) In what ways, if any, does the PRCM utilize the assessment efforts for the improvement of the educational effectiveness of the (relatively new) graduate programs at the Conservatory?
- 3) What decisions or significant changes have occurred in the Conservatory as a result of an effective institutional assessment?

- 4) In what ways and to what extent does the Conservatory ensure that the assessment of student learning is based on active and direct participation of faculty and students

Working Group 6

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

- 1) To what extent does the Puerto Rico Conservatory of Music meet the criteria for Standard VI and satisfy the Requirements of Affiliation (nos. 8, 10 & 11) relevant to this Standard?
- 2) Considering the current economic, political, and social climate of Puerto Rico, what challenges and barriers does the PRCM face over the next three to five years in regard to providing the resources needed to accomplish the institution's mission and priorities?
- 3) In the light of Puerto Rico's dire fiscal and budgetary situation, how does the Conservatory—as a public institution of higher education—ensure that the fiscal, human, physical, and technical resources are adequate to meet the needs of the institution?
- 4) What evidence exists regarding periodic assessment of this Standard?

Working Group 7

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves, even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

- 1) To what extent does the Puerto Rico Conservatory of Music meet the criteria for Standard VII and satisfy the Requirements of Affiliation (nos. 12 & 13) relevant to this Standard?

- 2) How has the Board of Directors—as a body appointed by the Governor of Puerto Rico—demonstrated and ensured sufficient integrity, independence and objectivity so as not to allow political considerations to improperly interfere, even indirectly, with the operations of the Conservatory?
- 3) To what extent does the Chancellor have the autonomy and authority to (a) develop and implement institutional planning (consistent with the Conservatory’s mission and vision) and (b) delineate and allocate an organizational structure adequate both in size and expertise?
- 4) How effective is the Board of Directors in advancing the mission and institutional priorities of the Conservatory? How—and by whom—is this effectiveness assessed, and in what ways are the results of this assessment communicated to the PRCM community?

ORGANIZATION OF THE FINAL SELF-STUDY REPORT

The Self-Study report will be organized around chapters for each of the seven Standards for Accreditation. The final report will be approximately 80-100 pages in length, exclusive of appendices, thus, Working Group reports should not exceed the limit of 10 pages. Each report should be completed in Microsoft Office Word and submitted electronically via Microsoft OneDrive. The Steering Committee will incorporate these reports into a Self-Study draft report. The final document will be structured as follows:

- I. Cover Page**
- II. Table of Contents**
- III. Executive Summary**
 - a. Executive Summary of Findings, Areas of Improvement and Recommendations
- IV. Institutional Profile**
 - a. A Concise Overview of Institutional History and Recent Developments
 - b. PRCM Mission, Vision, and Values
- V. Description of the Self-Study Process at the Puerto Rico Conservatory of Music**

[Each Standard will be organized as follows:]

 - a. Overview of the Standard and Requirement(s) of Affiliation
 - b. Analytical Discussion
 - c. Strengths and Challenges
 - d. Identification of Standard-Specific Areas of Improvement and Recommendations
- VI. Presentation of Standards for Accreditation and Requirements of Affiliation**
- VII. Conclusion: Summary of Findings, Areas for Improvement, and Recommendations**
- VIII. Appendices**

EDITORIAL STYLE AND FORMAT

The Co-Chairs of the Steering Committee will edit and organize the final Self-Study document. In this context, it is important to point out that the preliminary reports prepared by the Working Groups may not appear verbatim in the final document. In the interest of efficiency, stylistic consistency, and economy of space, the Steering Committee can adjust and make editorial changes during the final review process.

Each Working Group will draft an individual report—as a Microsoft Word Document—using the following editorial style and format guidelines:

Document Format

- Text: 11-point Georgia font, single spacing.
- Margins: 1.0” margins on all sides
- Paragraph: No indentation
- Justification: Left

Text Body Format

- Chapter titles: Georgia, bold, all caps, centered, 16-point
- Main headings: Georgia, bold, headline-style capitalization, centered, 14-point
- Subheadings: Georgia, bold, headline-style capitalization, flush left, 12.5-point
- Page number: Bottom center of each page
- Tables: Numbered, titled and listed in the table of contents.
- Citation: Use *The Chicago Manual of Style*, 17th edition (2017)
- Citation style: Author-Date Style
- Refer to the institution as “Puerto Rico Conservatory of Music,” “PRCM,” or the “Conservatory.”

TIMETABLE FOR THE SELF-STUDY

Fall 2017

- The PRCM Chancellor appoints two Self-Study Co-Chairs: the Dean of Academic and Student Affairs (and ALO), and the Dean of Administration and Finances
- The Self-Study Co-Chairs attend the MSCHE Self-Study Institute in Philadelphia

Spring 2018

- Steering Committee Members selected (from the SPAC)
- The Co-Chairs of the Steering Committee draft the Self-Study Design
- The first draft of the Self-Study Design is finalized and submitted to MSCHE (May 31)
- MSCHE Liaison visits campus to provide feedback on the Self-Study Design (June 14)

Summer 2018

- Revised Self-Study Design submitted

Fall 2018

- The Steering Committee and the members of the Workings Groups participate in a training workshop led by the Co-Chairs of the Steering Committee and the Director of Institutional Research
- Working Groups meet, gather documents and evidence, review and discuss data, conduct interviews and meet with Steering Committee
- Working Groups report progress to Steering Committee (interim reports for each group due on November 9)
- Board of Directors updated on Self-Study process (December)

Spring 2019

- First draft of Self-Study sections due from Working Groups (January 25)
- Steering Committee returns sections with comments and observations (March 15)
- Second draft of Self-Study sections due from Working Groups (May 3)

Summer 2019

- Steering Committee compiles Self-Study sections.
- Co-Chairs produce the first draft of complete Self-Study Report (August 1)

Fall 2019

- Campus feedback on Self-Study Draft
- Team Chair makes preliminary visit
- Further/final revisions and editorial changes to Self-Study Draft
- Steering Committee approves final Self-Study report; Co-Chairs present the report to the Office of the Chancellor and the Board of Directors.

Spring 2020

- Final Draft of Self-Study Submitted to MSCHE Evaluation Team (January)
- Conservatory host Evaluation Team visit (March/April)
- Evaluation Team submits its report
- PRCM submits institutional report

Summer 2020

- PRCM receives MSCHE action

PROFILE OF THE VISITING EVALUATION TEAM

The PRCM maintains a reputation as Puerto Rico's leading producer of graduates in the fields of music (performance and composition) and music education, with a faculty of music professionals and educators who are recognized nationally and internationally. In the light of the Conservatory's character as a specialized institution, it would be especially useful if the external peer Evaluation Team includes reviewers who are familiar with the environment of a small school of music or arts. The Steering Committee strongly suggests that the Chair of the Evaluation Team should be a provost-level administrator or Academic Dean with substantial experience in the field of music. Members of the Evaluation Team may have experience in the following areas or fields:

- Institutions with both undergraduate and graduate degrees in performance, music education, composition, and jazz.
- Institutions in urban settings
- Institutions with pre-college programs in the realm of music
- An understanding of the financial tradeoffs of a small, public school
- Institutions that have a significant international student population
- Institutions with effective institutional assessment programs

Peer and aspirational institutions (including colleges and schools of music within a university or college) with a similar degree of specialization and from the MSCHE region include: Manhattan School of Music; Eastman School of Music (University of Rochester) Bard College Conservatory of Music; Curtis Institute of Music; Conservatory of Music at Brooklyn College (CUNY); Aaron Copland School of Music at Queens College (CUNY); Mannes School of Music (The New School); Peabody Institute (Johns Hopkins University).

SELF-STUDY COMMUNICATION PLAN

As noted above, the PRCM Steering Committee and the Working Groups will use Microsoft OneDrive as editing and sharing tool during the development of the Self-Study. However, the Steering Committee will create and maintain a dedicated site within the PRCM webpage to (1) encourage the input of ideas and feedback from key institutional audiences on the progress of the Self-Study process—as it evolves—and (2) maintain an open and well-organized conversation between the Steering Committee and the PRCM community about the accreditation process—its objectives and outcomes.¹

The main objectives of the communication plan are:

- To inform and update the broader PRCM community about the Self-Study process (i.e., the accreditation Standards, objectives, and outcomes), thus promoting a culture of inclusiveness and transparency
- To solicit and gather adequate feedback about Working Group Reports
- To solicit and gather adequate feedback from key institutional audiences (students, faculty, administration, PRCM Board of Directors, alumni) on draft Self-study Report.

Objective	Audience	Method	Time Frame
To inform and update the broader PRCM community about the Self-Study process	Students	Webpage; Institutional email; Student representatives on Steering Committee and Working Groups; student representatives reports at Student meetings	Ongoing
	Faculty	Webpage; Institutional email; Faculty representative on Steering Committee and Working Groups; presentations at Faculty meetings, Department chairs meetings, and Academic Senate	

¹ The launch of this site is expected by October 2018.

	Administration/Staff	Webpage; Institutional email; Staff representatives on Steering Committee and Working Groups; regular updates at Staff meetings	
	PRCM Board of Directors	Webpage; Institutional email; Board members on working groups; presentations at Board meetings	
	Alumni	Webpage; Alumni representatives on Working Groups	
To solicit and gather adequate feedback about Working Group Reports	All institutional audiences	Share the drafts of the chapters (related to the 7 Standards) through the dedicated site on the PRCM webpage	Spring/Summer 2019
To solicit and gather adequate feedback from key institutional audiences on draft Self-Study Report	Students	Town hall meeting led by Student representatives on Steering Committee and Working Groups. Feedback gathered from email and dedicated site on the PRCM webpage	Fall 2019
	Faculty	Town hall meeting led by Dean of Academic and Student Affairs (Co-Chair and ALO) and Faculty representative on Working Group No. 5. Feedback gathered from email and dedicated site on the PRCM webpage	
	Administration/Staff	Town hall meeting led by the Dean of Administration and Finance and the Director of Institutional Research. Feedback gathered from email and dedicated site on the PRCM webpage	
	PRCM Board of Directors	Focused meeting led by the Chancellor (Co-Chair) and the President of the Board of Directors	
	Alumni	Feedback gathered from email and dedicated site on the PRCM webpage	

DOCUMENTATION ROADMAP

STANDARD I: Mission and Goals	
<p><i>The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.</i></p>	
Standard I Criteria	Documents, Processes, and Procedures
<p>Compliance process: Requirement 7 – Mission and Goals Requirement 10 – Institutional Planning</p>	
<p>1. Clearly defined mission and goals that:</p> <ul style="list-style-type: none"> a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; b. address external as well as internal contexts and constituencies; c. are approved and supported by the governing body; d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes; e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution; f. are publicized and widely known by the institution's internal stakeholders; g. are periodically evaluated; 	<p>Mission and Vision Statement</p> <p>Mission Certification by the Board of Directors</p> <p>Mission on Website, Outlook Communications, Moodle</p> <p>Mission Development Throughout the Years</p> <p>Institutional Catalog</p>
<p>2. Institutional goals are realistic, appropriate to higher education, and consistent with mission;</p>	<p>PRCM Strategic Plan</p>

<p>3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and</p>	<p>PRCM Strategic Plan</p>
<p>4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.</p>	<p>Assessment Plan</p> <p>SWOT Analysis on PRCM Strategic Plan Progress Working Document (Grupo Erantonio)</p> <p>Mission, Vision and Institutional Objectives Surveys</p> <p>Students, Employees and Faculty Surveys</p> <p>Steering Committee Meetings Minutes</p> <p>Alumni Survey</p>

STANDARD II: Ethics and Integrity

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

Standard II Criteria	Documents, Processes, and Procedures
<p>1. A Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;</p>	<p>Faculty Manual Academic Honesty Policy Copyright Law Policy Commonwealth of Puerto Rico Code of Ethics</p>
<p>2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;</p>	<p>PRCM Code of Conduct Students Counseling Program Brochure Computer and Technology Use Policies Telephone use Policies Sexual Harassment Policy Commonwealth of Puerto Rico Code of Ethics PRCM Ethics Principles</p>
<p>3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably;</p>	<p>Institutional Catalog Employee By-laws and Regulations Manual Faculty Handbook Sexual Harassment Complaints Policy</p>

<p>4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;</p>	<p>Conflict of Interests Prevention Manual</p> <p>Nondiscrimination Policy</p> <p>Board of Directors Conflict of Interest Statement</p>
<p>5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees;</p>	<p>Employee By-laws and Regulations Manual</p> <p>Nondiscrimination Policy</p> <p>Affirmative Action Policy</p> <p>Employee Evaluation System</p> <p>Faculty By-laws and Regulation Manual</p>
<p>6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;</p>	<p>Advertising: Recruitment, Activities, Human Resources</p> <p>Undergraduate Students Admission Manual</p> <p>Graduate Students Admission Manual</p> <p>Preparatory School Booklet for Parents and Students</p> <p>International Students Admission Manual</p>

<p>7. As appropriate to mission, services or programs in place:</p> <ul style="list-style-type: none"> a. to promote affordability and accessibility; b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt; 	<p>Institutional Catalog</p> <p>International Students Admission Manual</p> <p>Undergraduate Students Admission Manual</p> <p>Graduate Students Admission Manual</p> <p>Students Counseling Program Brochure</p> <p>Financial Aid Orientation Booklet</p>
<p>8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:</p> <ul style="list-style-type: none"> a. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; b. The institution's compliance with the Commission's Requirements of Affiliation; c. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; d. The institution's compliance with the Commission's policies; and 	<p>PRCM Website – Institutional Research Statistics</p> <p>Board of Directors By-laws</p> <p>Statement of Accreditation Status</p> <p>MSCHE Verification Compliance with Accreditation</p> <p>Federal and State Regulations</p> <p>Board of Directors Disclosure on Website</p> <p>Board of Directors Self-Evaluations</p> <p>Descriptions and Responsibilities of the Board of Directors Sub Committees</p>
<p>9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.</p>	<p>SWOT Analysis on PRCM Strategic Plan</p> <p>Institutional Assessment</p>

STANDARD III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Standard III Criteria	Documents, Processes, and Procedures
<p>Compliance Process: Requirement 8 – Systematic Evaluations of all Programs Requirement 9 – Rigor, Coherence and Assessment Requirement 10 – Institutional Planning Requirement 15 – Faculty</p> <p>1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning;</p>	<p>Institutional Catalog</p> <p>Council of Education of Puerto Rico – Academic Offerings Certification</p> <p>Academic Offerings Table with CIP Code – NASM Accreditation</p> <p>Consumer Information: Student Right-to-Know Website</p> <p>Academic Senate By-laws</p> <p>Academic Senate Meetings Minutes</p>

<p>2. Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are:</p> <ul style="list-style-type: none"> a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; b. qualified for the positions they hold and the work they do; c. sufficient in number; d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation; e. reviewed regularly based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures; 	<p>Faculty Schedules</p> <p>Student Jury Exams</p> <p>Size and Scope</p> <p>Academic Counselor's Program</p> <p>Academic Advising Program</p> <p>Faculty Professional Development Reports</p> <p>Learning Assessment Plan Time-line</p> <p>Faculty Handbook</p> <p>Faculty Evaluations</p> <p>Student's Perception on the Faculty</p> <p>Institutional Archives Access Policy</p>
<p>3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;</p>	<p>Institutional Catalog</p> <p>Course Syllabi</p> <p>Academic Programs Descriptions</p>

<p>4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;</p>	<p>Academic Department Policies</p> <p>Academic Counseling Program</p> <p>Academic Advising Program</p> <p>Extracurricular Activities</p> <p>Music Theory Courses Integrated Support Website: Teoria.com</p> <p>Summer Studies Grants Program</p> <p>Puerto Rico Conservatory of Music – Puerto Rican Arts Alliance (PRCM-PRAA) Summer and Fall Internships</p> <p>Master Classes</p> <p>Visiting Professors</p> <p>Student’s Concert Series</p> <p>Ensembles Concert Series</p> <p>Solo Concerto Competition</p> <p>Music Education Forum</p> <p>Weekly Family Concert Series</p> <p>Music Theory and Musicology Symposium</p> <p>Percussion Festival</p> <p>Jazz Festival</p> <p>Opera Workshop</p> <p>Violin Festival</p> <p>Annual Multi-Piano Festival</p>
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	<p>Álea 21: Festival Flores y Balas</p> <p>Young Pianists Concerto Competition</p>
<p>5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:</p> <ul style="list-style-type: none"> a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and c. In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills; 	<p>General Education Program Course Syllabi</p> <p>Student Visit to Hospitals and Elderly Homes</p> <p>Student Participating in Children Activities</p> <p>Home-Made Garden Project</p>
<p>6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;</p>	<p>Academic Resources Center Ángel Ramos Foundation (CRAFAR)</p>
<p>7. Adequate and appropriate institutional review and approval on any student learning opportunities Designed, delivered, or assessed by third party providers; and</p>	

<p>8. Periodic assessment of the programs providing student learning opportunities.</p>	<p>Student's Academic Programs Assessment</p> <p>Student Learning Assessment</p> <p>Program Completers (Students) Exit Survey</p> <p>Alumni Survey</p> <p>Student's Perception on Faculty</p>
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STANDARD IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Standard IV Criteria

Compliance Process:
Requirement 8: Systematic Evaluation of All Programs
Requirement 10: Institutional Planning

**Documents, Processes,
and Procedures**

<p>1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p> <ul style="list-style-type: none"> a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds; b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals; c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience; d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement; 	<p>Institutional Catalog</p> <p>Undergraduate Students Admission Manual</p> <p>Graduate Admission Manual</p> <p>International Students Admission Manual</p> <p>Academic Counseling Program</p> <p>Academic Advising Program</p> <p>PRCM Website</p> <p>Student's Affairs Services</p> <p>Consumer Information: Student Right-to-Know Website</p> <p>Moodle</p> <p>Reasonable Accommodation Policy</p> <p>New Students Orientation</p> <p>Financial Aid Orientation</p>
<p>2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;</p>	<p>Transfer Credits Policy</p>

<p>3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records;</p>	<p>Registrar Office Student Information Manual</p> <p>FERPA Compliance Policies</p> <p>New Students Orientation</p> <p>Student Bulletins</p> <p>Student Life and Campus Orientation</p> <p>Campus Safety Reports</p> <p>Access of Information Policies</p>
<p>4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;</p>	
<p>5. If applicable, adequate and appropriate institutional review and approval of student support services, Designed, delivered, or assessed by third- party providers; and</p>	
<p>6. Periodic assessment of the effectiveness of programs supporting the student experience.</p>	<p>Student Retention Statistics</p> <p>Program Completers Statistics</p> <p>Institutional Assessment</p> <p>Students Qualifications for the Student Council</p>

STANDARD V: Educational Effectiveness Assessment

Assessment of student learning demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Standard V Criteria	Documents, Processes, and Procedures
Compliance Process: Requirement: 8: Systematic Evaluations of All Programs Requirement 9: Rigor, Coherence and Assessment Requirement 10: Institutional Planning Requirement 15: Faculty	
1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;	Course Syllabi Curricular Maps

<p>2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:</p> <ul style="list-style-type: none"> a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders; 	<p>Learning Assessment Organizational Chart</p> <p>Learning Assessment Plan</p> <p>Student Jury Evaluation Forms</p> <p>Student Jury Procedures</p> <p>Student's Concerts</p> <p>General Courses Activities</p> <p>Extracurricular Activities</p> <p>Student Experience Surveys</p> <p>Program Descriptions and Learning Objectives</p> <p>Student-Faculty Evaluations</p> <p>Student Jury Exams</p> <p>Theory Departmental Exams</p> <p>Student Graduation Recitals</p> <p>Graduate Students Theses Jury</p> <p>Academic Advisors Reports</p>
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<p>3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution’s mission, such uses include some combination of the following:</p> <ul style="list-style-type: none"> a. assisting students in improving their learning; b. improving pedagogy and curriculum; c. reviewing and revising academic programs and support services; d. planning, conducting, and supporting a range of professional development activities; e. planning and budgeting for the provision of academic programs and services; f. informing appropriate constituents about the institution and its programs; g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; h. implementing other processes and procedures Designed to improve educational programs and services; 	<p>Curriculum Revisions</p> <p>Curricular Tables</p> <p>Institutional Catalog</p> <p>Student Retention Data</p> <p>Program Completers Data</p> <p>Alumni Job Placement Statistics</p> <p>Institutional Effectiveness Data</p> <p>Alumni</p> <p>Faculty Profiles</p> <p>Faculty Professional Development Report</p> <p>Faculty Schedules</p>
<p>4. If applicable, adequate and appropriate institutional review and approval of assessment services Designed, delivered, or assessed by third party providers; and</p>	
<p>5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.</p>	<p>Jury Evaluations</p> <p>Student Assessment on Institutional Ensembles</p> <p>Student Assessment on Seminars</p> <p>Student Assessment of Academic Programs</p> <p>PRCM Strategic Plan</p> <p>Moodle Statistics</p>

STANDARD VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Standard VI Criteria	Documents, Processes, and Procedures
Compliance Process: Requirement 11: Financial Resources Requirement 12: Governance Structure	
1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;	PRCM Strategic Plan Board of Director Meetings Minutes
2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results;	Steering Committee Description Steering Committee Meetings Minutes
3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and unit's strategic plans/objectives;	Description of Budgeting Process Institutional Finance Plan PROCIP

<p>4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered;</p>	<p>List of Administrative Employees</p> <p>Facilities Distribution for Music and Other Related Activities</p> <p>Technology Inventory</p> <p>Department Directors Responsibilities</p> <p>Permission of Usage Policy</p> <p>Purchases Regulations Manual</p> <p>Vehicular Access and Transit Regulations Manual</p> <p>Travel and Representation Expenses Regulations Manual</p> <p>Food and Services Purchases Regulations Manual</p> <p>Accounts Receivable and Debt Collection Policy Manual</p>
<p>5. Well-define decision-making processes and clear assignment of responsibility and accountability;</p>	<p>PRCM Organizational Chart</p> <p>Employee By-laws and Regulations Manual</p> <p>Faculty By-laws and Regulations Manual</p> <p>Accounting Regulations Manual</p> <p>Internal Audit Regulations Manual</p> <p>Recording Studio Rates and Services Procedures Manual</p>

<p>6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;</p>	<p>Facilities Maintenance Plan Technology Maintenance Plan Concert Hall and Facilities Rental Regulations Manual Emergency and Operational Security Plan Technological and Electronic Systems Usage Policy Musical Instruments Inventory Historic Building Spaces Conservation Policy</p>
<p>7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;</p>	<p>Audited Financial Statements</p>
<p>8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and</p>	<p>PRCM Structural and Population Change Reports Facilities Distribution for Music and Other Related Activities</p>
<p>9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.</p>	<p>SWOT Analysis on PRCM Strategic Plan Progress Working Document (Grupo Erantonio) Mission, Vision and Institutional Objectives Surveys Students, Faculty, Employees and Community Members Surveys</p>

STANDARD VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purposed, and it operates as an academic institution with appropriate autonomy.

Standard VII Criteria

Compliance Process:
Requirement 12: Governance Structure
Requirement 13: governing Board Conflict of Interest

**Documents, Processes,
and Procedures**

<p>1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students;</p>	<p>PRCM Organizational Chart</p> <p>Employee By-laws and Regulations Manual</p> <p>Faculty By-laws and Regulations Manual</p> <p>Emergency and Operational Security Plan</p> <p>Recycling Action Plan</p> <p>Emergency Plan</p> <p>Domestic Violence and Abuse Policy</p> <p>Domestic Violence and Abuse Protocols</p> <p>Discipline Policies Manual</p> <p>Daycare Policy Manual</p> <p>Lactation Accommodation Policy</p> <p>Substances and Drugs Abuse Policies</p> <p>Institutional Archives Access Policy</p> <p>Historic Building Spaces Conservation Policy</p>
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<p>2. A legally constituted governing body that:</p> <ul style="list-style-type: none"> a. Serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution; b. Has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities; c. Ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution; d. Oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management; e. Plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution; f. Appoints and regularly evaluates the performance of the Chief Executive Officer; g. Is informed in all its operations by principles of good practice in board governance; h. Establishes and complies with a written conflict of interest policy Designed to ensure that impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; i. Supports the Chief Executive Officer in maintaining the autonomy of the institution; 	<p>Board of Directors Directory</p> <p>Board of Directors By-Laws</p> <p>Board of Directors Manual of Responsibilities</p> <p>Board of Directors Conflict of Interest Form</p> <p>Board of Directors Meeting Minutes</p> <p>Board of Directors Certifications</p> <p>Board of Directors Committees Responsibilities</p> <p>Chancellor Evaluations</p> <p>Board of Directors Self-Evaluations</p>
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<p>3. A Chief Executive Officer who:</p> <ul style="list-style-type: none"> a. Is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; b. Has appropriate credentials and professional experience consistent with the mission of the organization; c. Has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission; d. Has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness; 	<p>Chancellor Evaluations</p> <p>Chancellor Curriculum Vitae</p> <p>Staff and Personnel Meetings Minutes</p> <p>Staff and Personnel Responsibilities List</p>
<p>4. An administration possessing or demonstrating:</p> <ul style="list-style-type: none"> a. An organizational structure that is clearly documented and that clearly defines reporting relationships; b. An appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; c. Members with credentials and professional experience consistent with the mission of the organization and their functional roles; d. Skills, time, assistance, technology, and information systems expertise required to perform their duties; e. Regular engagement with faculty and students in advancing the institution's goals and objectives; f. Systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and 	<p>PRCM Organizational Chart</p> <p>Staff and Personnel Responsibilities List</p> <p>Employee Evaluations</p> <p>Office Performance Evaluations</p> <p>Office Documents Inventory</p>

<p>5. Periodic assessment of the effectiveness of governance, leadership, and administration.</p>	<p>SWOT Analysis on PRCM Strategic Plan Progress Working Document (Grupo Erantonio)</p> <p>Mission, Vision and Institutional Objectives Surveys</p> <p>PRCM Structural and Population Change Reports</p> <p>Student Evaluations</p> <p>Historic Building Spaces Conservation Policy</p>
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