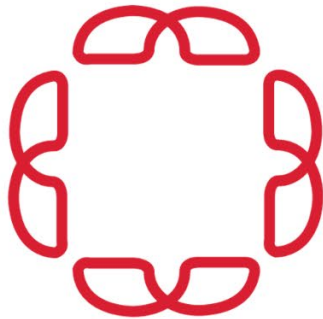


**2023  
SELF-STUDY  
DESIGN**



**AGM**  

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**UNIVERSITY**



**Submitted to the Middle States  
Commission on Higher Education  
on September 29, 2023**

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## **I. Institutional Overview**

Ana G. Mendez University (AGMU) is a non-profit institution of higher education based in Florida, authorized by the Florida Commission for Independent Education (CIE). AGMU has its Main campus in Orlando and three branch campuses located in Tampa, South Florida (Miami Lakes), and Metro Orlando. AGMU is under the ownership of Ana G. Mendez University, Inc. (AGMU, Inc.), a non-profit subsidiary fully controlled by the Sistema Universitario Ana G. Méndez (SUAGM).

In the mid-20<sup>th</sup> century, Professor Ana G. Méndez harbored a visionary dream of establishing a higher education institution amid Puerto Rico's highly competitive higher education landscape. Her dream aimed to provide a haven for high school graduates who might otherwise have been unable to aspire to study at the public institution of Puerto Rico, the Universidad de Puerto Rico. The latter could only admit a fraction, approximately one-fifth, of high school graduates. Moreover, given the economic circumstances of Puerto Rico, many of these students hailed from the lower socio-economic strata.

In the 1940s, forward-thinking educators such as Dr. Ana G. Méndez, Dr. Florencio Pagán Cruz, and Mr. Alfredo Muñiz Souffront recognized the pressing need for educational advancement in response to the social and economic progress occurring in Puerto Rico. Their unwavering dedication culminated in the Puerto Rico Junior College (PRJC)'s establishment in 1949, formally incorporated on June 30, 1950. This institution obtained a license from the Puerto Rico Council of Higher Education on June 27, 1957, and achieved accreditation from the Middle States Association of Colleges and Secondary Schools on May 1, 1959. This accreditation marked a significant milestone in the foundation of the Sistema Universitario Ana G. Méndez (SUAGM).

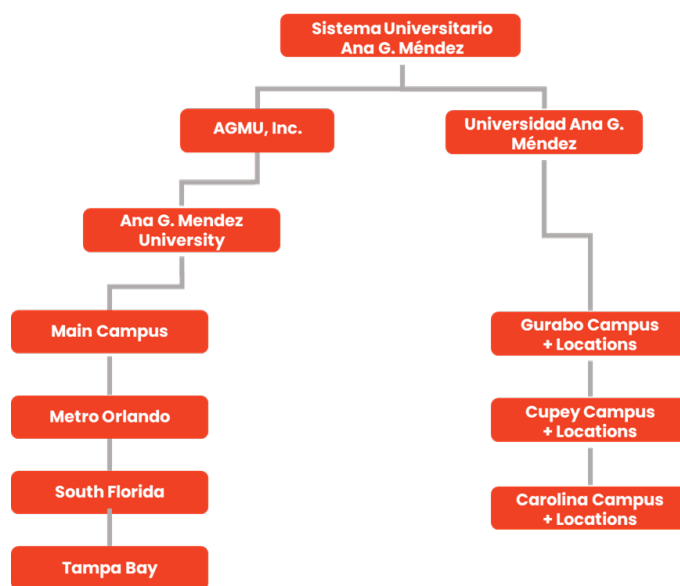
SUAGM's history reflects a continuous process of evolution and adaptation to meet the changing demands of its communities. Over the course of 75 years, SUAGM has cultivated a strong legacy of expansion and progress, unwaveringly committed to advancing higher education, both in Puerto Rico and among the Hispanic communities in the continental U.S. Throughout these decades, SUAGM has played a transformative role in the lives of countless individuals, empowering them to pursue their aspirations through the delivery of high-quality education.

SUAGM's growth has led to the development of a comprehensive academic and administrative framework, marked by the establishment of new institutions, diverse units, and innovative educational programs in response to the dynamic landscape of higher education. As

part of SUAGM's educational mission, the Colegio Universitario del Turabo (formerly known as Universidad del Turabo and now Universidad Ana G. Méndez - Gurabo Campus) was founded in 1972. This was followed by the establishment of Universidad Ana G. Méndez - Cupey Campus (formerly known as Universidad Metropolitana or Colegio Universitario Metropolitano) in 1980, and Universidad Ana G. Méndez - Carolina Campus (formerly known as Universidad del Este or Colegio Universitario del Este) in 1992. The current organizational structure of SUAGM is illustrated in Figure 1.1 below:

**Figure 1.1**

*SUAGM's Institutions Structure*



Continuing its steadfast commitment to provide high-quality educational opportunities for Hispanic adult learners and a strong tradition of community service and collaboration, SUAGM pursued licensure from the Florida Commission for Independent Education (CIE) in the State of Florida. In May 2003, CIE granted authorization for the establishment of a branch campus for each of the three SUAGM institutions: UAGM-Gurabo (formerly Universidad del Turabo), UAGM-Carolina (formerly Universidad del Este), and UAGM-Cupey (formerly Universidad Metropolitana), all situated in Metro Orlando. Classes commenced at the Metro Orlando Campus on September 8, 2003. Subsequently, in May 2006, CIE authorized the creation of a second branch campus for these three SUAGM institutions in South Florida, followed by a third center in the Tampa Bay area in 2010.

By expanding its campuses beyond Puerto Rico, the system advanced its Vision 2015, envisioning itself as a "transformational institution characterized by continuous innovation and robust financial stability. It prioritizes the human element as its most valuable asset while effectively leveraging technological, financial, and managerial resources to support its mission and promote qualitative development." These Florida branch campuses not only serve their local communities but also serve as bridges, facilitating initiatives to address the educational needs of Hispanic adults in other Latin American and U.S. communities.

The establishment of a nonprofit institution dedicated 100% to online instruction was approved by SUAGM Board of Directors in 2008. This represented a pivotal step towards creating a dedicated non-profit SUAGM institution exclusively focused on 100% distance education. Initially licensed as Universidad Ana G. Méndez-Campus Virtual (UAGM-CV), it launched in 2011 with seven online master's degree programs. In 2013, UAGM-CV achieved MSCHE Candidacy for accreditation, and by 2016, MSCHE granted it initial accreditation for a five-year term.

In 2018, the Ana G. Mendez-Campus Virtual achieved another significant milestone by introducing three bachelor's degree programs, and later underwent a name change in 2019 to Universidad Ana G. Mendez-Online Campus (UAGM-OC). As part of its ongoing strategic planning, SUAGM decided that UAGM-OC would oversee all SUAGM's continental U.S. operations while continuing to manage its online campus. To realize this vision, the University submitted a substantive change request to MSCHE, seeking to expand the scope of UAGM-OC's accreditation to include the continental U.S. branch campuses. Implementing this vision involved a multi-step process, including renaming the institution from Universidad Ana G. Méndez - Online Campus to Ana G. Mendez University (AGMU) in May 2020. In December 2021, following an extensive Self-Study process, MSCHE reaffirmed UAGM-OC's (now AGMU) accreditation and scheduled the next evaluation visit for 2028-2029.

In the Fall semester of 2021, after receiving a provisional license from CIE, AGMU began providing face-to-face instruction and its distance education offerings. AGMU's branch campuses are located in Orlando, Miami Lakes, and Tampa.

### Ownership

The SUAGM operations in the continental U.S. were initially established by AGMUS Ventures, Inc. (AVI) in 2003, this entity was originally formed as a for-profit Delaware corporation

through a collaborative effort between SUAGM and Regis University. The primary purpose was to provide services to Regis University and the continental U.S. branch campuses of SUAGM's institutions, including Universidad Metropolitana, Universidad del Turabo, and Universidad del Este (now known as Universidad Ana G. Méndez Cupey, Carolina, and Gurabo Campuses). In 2013, SUAGM and Regis University decided to dissolve their partnership, leading to AVI becoming a wholly owned for-profit subsidiary of SUAGM operating in the continental United States.

In 2017, AVI underwent a meaningful change by converting from a for-profit corporation to a Delaware nonprofit corporation. This decision was driven in part by AVI's exclusive focus on serving the SUAGM institutions. In September 2018, the IRS granted approval for AVI to operate as a 501(c)(3) nonprofit corporation.

In May 2021, AVI underwent a significant transformation, rebranding itself as Ana G. Mendez University, Inc. Then, on August 1, 2021, following the adoption of new bylaws, AGMU, Inc. transitioned into a nonprofit subsidiary of SUAGM, effectively becoming fully controlled by SUAGM. The AGMU, Inc. Board of Directors, a subgroup of the SUAGM Board of Directors, currently oversees its operations, and the President of SUAGM also serves as the President of AGMU, Inc. In August 2021, AGMU, Inc. underwent a jurisdictional shift, changing from a Delaware nonprofit corporation to a Florida nonprofit corporation.

In March 2022, AGMU initiated a Complex Substantive Change process, aiming to transfer AGMU's ownership from SUAGM to AGMU, Inc. Importantly, this transition in ownership did not alter the control, which remained vested in the parent institution, SUAGM. This strategic maneuver was undertaken to enable AGMU to operate in compliance with the laws, rules, and regulations of the United States. Subsequently, in July 2022, AGMU Inc. received the required regulatory approval by CIE to effectuate the transfer of AGMU from SUAGM to AGMU, Inc.

### Regulatory Milestones

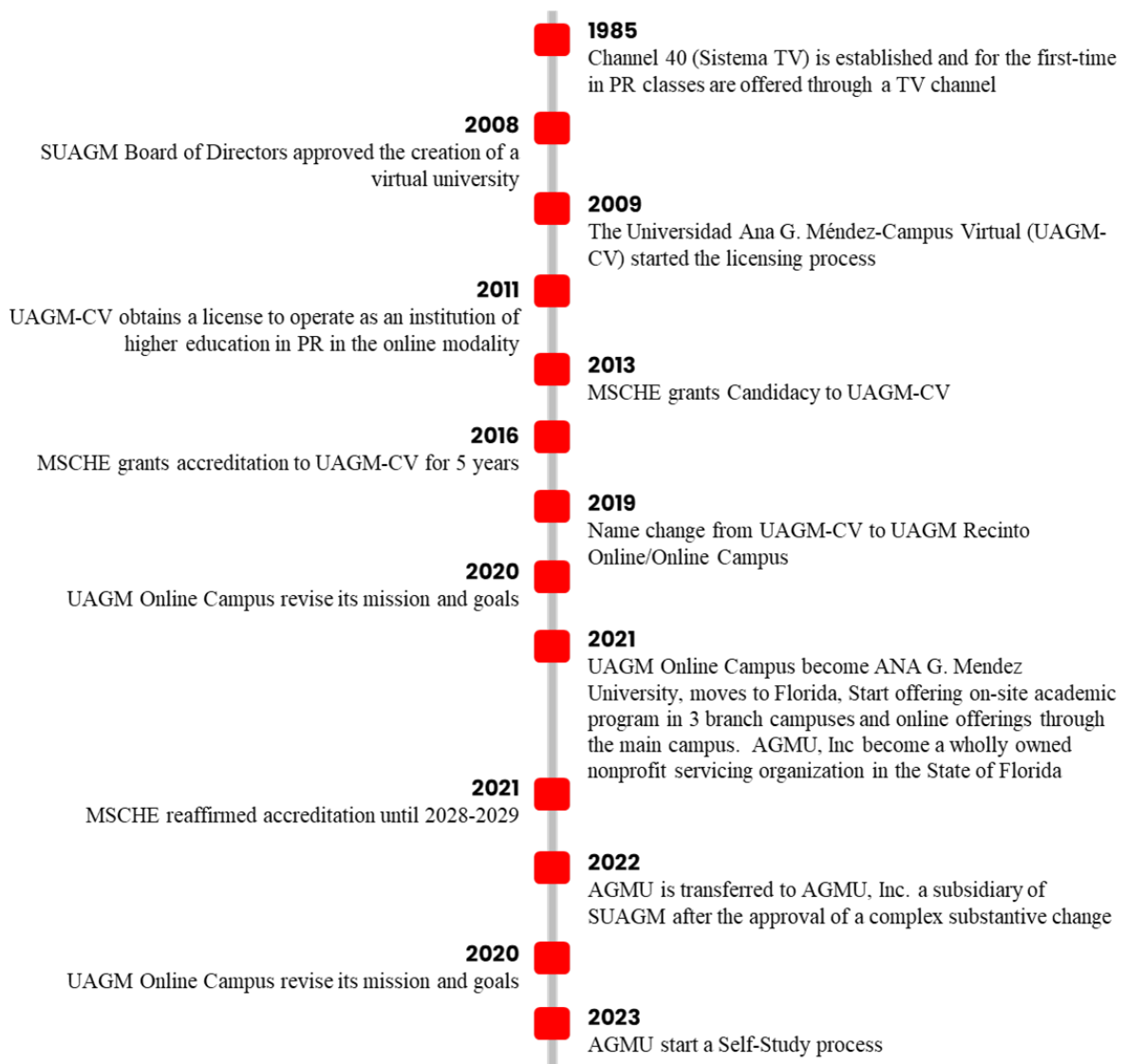
Ana G. Mendez University embarked on a multi-step regulatory process, involving several substantive changes reports all of which are integral components of AGMU's accreditation actions. These significant changes encompassed a revision of its mission, relocation of its main campus to the State of Florida, the introduction of new delivery modalities, the establishment of branch campuses, changes in assets, state licensure, and expansions in academic offerings. Notably, these transformative processes ran concurrently with the Self-Study process required for reaccreditation.

The transfer of operations from Puerto Rico to the United States demonstrates AGMU's dedication to providing educational offerings to students seeking a culturally diverse and rewarding learning experience. SUAGM's strategic intent is to consolidate all its U.S.-based operations under AGMU, allowing its other institutions to concentrate on their educational activities in Puerto Rico.

A visual representation of the chronological progression of regulatory milestones taken by AGMU is detailed in Figure 1.2.

**Figure 1.2**

*AGMU Historical Overview*



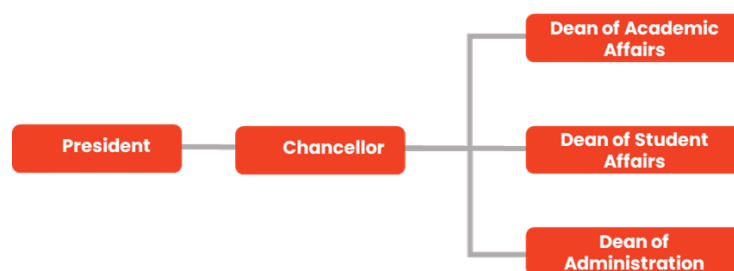
Following the complex substantive change submitted on March 2022, MSCHE communicated the need for a comprehensive process to reaffirm AGMU's accreditation. The anticipated timeframe for the reaccreditation visit is set for Spring 2025.

These regulatory milestones have played a pivotal role in shaping AGMU's current administrative framework, as delineated in the institutional Bylaws. The President serves as the organization's chief executive officer, with a reporting structure to AGMU's Board of Directors. Within this organizational context, all members of AGMU benefit from a range of support services and resources. These services encompass academic affairs, fiscal financial management, strategic planning, institutional effectiveness, student affairs, marketing, administrative functions, human resources, and information technologies (IT).

The Chancellor at AGMU serves as the primary executive officer for our campuses and receives direct support from a dedicated team of academic and administrative professionals. Collectively, they assume responsibility for overseeing both on-campus and off-campus operations. Note that the institution enjoys complete academic autonomy when defining and refining its individual mission and academic programs, albeit under the oversight of the AGMU, Inc. Board of Directors. At the core of Ana G. Mendez University structure is an unwavering commitment to enhancing the quality of life for our students, employees, and the broader community. Figure 1.3 shows the organizational structure of AGMU.

**Figure 1.3**

*AGMU Organizational Chart*



### Mission and Vision

Over the past two years, AGMU has embarked on a transformative journey, expanding its operations into a multi-campus structure while enhancing its learning modalities through offerings in both online and face-to-face (also defined by AGMU as on-ground) education modes. The evolution of transitioning from UAGM-Online Campus to AGMU encompassed not only a change



in name but also a revision of its mission and institutional goals, along with the relocation of the university from Puerto Rico to the state of Florida. In full compliance with accreditation Standard I: Mission and Goals, the university meticulously redefined its mission and goals through a collaborative participatory process.

In June 2020, the institution initiated a comprehensive survey among its constituents to gather input for incorporation into the new mission statement. The survey witnessed active participation, with students accounting for the majority at 57.8%, followed by faculty members at 24.8%, and staff and administrators at 17.4%. Subsequently, the revised mission and institutional goals received formal approval and were made accessible to the public via the institutional webpage. This followed the necessary approvals from governing bodies, including the Academic Board and the Administrative Council, and secured the requisite endorsements from state regulatory agencies and accreditation authorities.

The approved mission statement for AGMU embodies the following fundamental principles:

“Ana G. Mendez University is an accredited institution which offers a university education of excellence through the on-campus and online modalities using emerging and innovative technologies. It promotes innovation, entrepreneurship, research, as well as the appreciation and respect for diversity. It encourages integral education through an approach in competencies for the benefit of the Hispanic and international communities. Its resources support the post-secondary, undergraduate, graduate, and continuing education academic offerings, framed by the highest standards of quality.”

Guided by its founder's vision, AGMU stands as a Hispanic Serving Institution with a profound commitment to meeting the educational needs of the Hispanic community. It deftly navigates the ever-evolving challenges of the 21st-century global landscape, steadfastly maintaining the highest standards of academic excellence. The University's overarching vision is captured in the following statement:

“Ana G. Mendez University will be recognized as an institution focused on academic excellence, research, and service, with social responsibility and local and global projection.”

In addition, all AGMU's operations, actions, and initiatives of academic, student and administrative development follow institutional values as rules and parameters of organizational conduct:

- Freedom of ideas and expression is the fundamental structure of the search and diffusion of knowledge.
- Excellence is the highest ambition in all its education, research, and service affairs.
- Respect for diversity and dignity of the human being.
- Integrity in all its actions as an educational entity.
- Equity by acknowledging the value of education as an instrument to access better opportunities and develop the full potential of the human being.
- Innovation through continuously guaranteeing the relevance of its programs and services.
- Social responsibility towards the needs of the community, the country, and humanity of which we are a part.

In addition, to comply with its mission, AGMU has the capacity to offer professional development courses and certifications through continuing education in the distance modality and holds accreditation from the International Association for Continuing Education and Training (IACET). Furthermore, the University has been approved by the Florida Department of Education to participate in the National Council for State Authorization: NC-SARA reciprocity agreement between member states and territories to offer distance education programs and courses.

As a component of the AGMU restructuring efforts, the mission and vision statements are currently undergoing a process of revision to align with the institutional 2023-2026 strategic goals process.

### Enrollment and Academic Programs

AGMU provides an extensive range of 74 academic programs spanning various academic levels, including diploma, associate, bachelor, master, and doctoral degrees. These academic programs are categorized into academic divisions:

- Business and Entrepreneurship
- Liberal Arts
- Health Sciences
- Behavioral Sciences

- Science and Technology
- Nursing

In the last three years, AGMU has made substantial efforts to expand its doctoral-level offerings and enhance its academic programs across various credential levels. Table 1.1 below offers a concise overview of the distribution of academic programs across academic divisions and levels.

**Table 1.1**

*Academic Programs Distribution*

Academic Division	Diploma	Associate	Bachelor	Master	Doctorate	Total
Business and Entrepreneurship	3	--	7	14	2	26
Liberal Arts	--	--	7	7	3	17
Health Sciences	5	2	1	3	--	11
Behavioral Sciences	--	2	3	2	--	7
Science and Technology	1	4	1	1	--	7
Nursing	--	1	2	2	1	6
<b>Total</b>	<b>9</b>	<b>9</b>	<b>21</b>	<b>29</b>	<b>6</b>	<b>74</b>

As may be observed, the academic programs consist mostly of bachelor's and master's degrees. The academic programs with the highest enrollment at the undergraduate level is the Bachelor of Science in Psychology, next is the Bachelor of Business Administration in Management, followed by the Associate of Science in Office Systems and Medical Billing. At the master's degree level, the three programs with highest enrollment are: Master of Business Administration with specialization in Human Resources Management, the Master of Social Work, and the Master of Healthcare Administration with specialization in Health Services Management and Evaluation. Table 1.2 shows the academic program with highest enrollment at the bachelors and master's academic level by location for Fall 2022-2023 term.

**Table 1.2***Academic Programs with Highest Enrollment 2022-2023*

Location	Bachelor's Degree Program			Master's Degree Program		
	Academic Program	Enrollment	%	Academic Program	Enrollment	%
Main Campus	Bachelor of Science in Psychology	611	8.2%	Master of Business Administration with specialization in Human Resources	352	6.7%
Metro Orlando	Bachelor of Science in Psychology	56	18.4%	Master of Social Work	36	12.5%
South Florida	Bachelor of Science in Psychology	116	7.9%	Master of Social Work	48	8.5%
Tampa Bay	Bachelor of Science in Psychology	32	10.2%	Master of Social Work	18	4.58%

Our academic offerings are meticulously crafted to align with the specific requirements of the markets we serve. AGMU provides an educational platform that enables professionals to enhance their knowledge within their respective fields while accommodating their daytime work commitments. Our curriculum is thoughtfully structured to allow students to focus on a reduced number of courses, facilitating a more comprehensive understanding of key concepts.

Furthermore, our academic programs are offered through a variety of delivery methods to cater to the diverse needs of our student population. The institution offers multiple modalities of instruction, including face-to-face and online, as well as courses conducted in various languages of instruction such as English, Spanish, and Bilingual formats. It is important to note that the availability of programs in different delivery methods and language options may vary by location, as outlined in Table 1.3. Our institution is steadfast in its commitment to ensuring that students achieve the intended program learning outcomes, regardless of their chosen delivery mode or language of instruction.

**Table 1.3***Academic Programs Distribution by Delivery and Language of Instruction 2022-2023*

Academic Level	Online		On Ground		
	English	Spanish	English	Spanish	Bilingual
Diploma	3	2	9	9	--
Undergraduate	15	20	25	--	23
Graduate	16	23	23	--	21
Doctorate	5	6	5	1	--

One of our major challenges is the diversity of academic offerings across various modalities and languages of instruction. As part of the institution's strategic planning process and restructuring efforts, we aim to refine our academic offerings to align more effectively with the market and the student population we serve. This realignment is in accordance with the outcomes of various strategies employed to gather information about external market trends, such as degrees conferred by other institutions with similar offerings, trends in higher education, and labor market trends. Additionally, it will involve analysis of various surveys as part of the institutional assessment of services.

Another challenge we face pertains to our faculty roster, particularly in providing student learning across diverse modalities and languages. AGMU boasts a cadre of over 680 highly qualified faculty members, including both full-time and part-time faculty to effectively serve our student population and maintain the highest academic standards and integrity. More than 97% of our faculty members hold either doctoral or master's degrees in their respective fields of expertise. As illustrated in Table 1.4 for the academic year 2022-2023 approximately 97% of our faculty members possess a master or doctoral degree. This underscores our dedication to delivering the highest level of educational expertise and guidance to our students.

**Table 1.4**

*AGMU Faculty Cadre by Academic Credentials 2018-2023*

Academic Credential	2019-2020	2020-2021	2021-2022	2022-2023
Diploma	--	--	1%	1%
Bachelor	--	--	3%	2%
Master	44%	45%	46%	45%
Doctorate	56%	55%	51%	52%

In the academic year 2022-2023, AGMU proudly maintains a total of 35 devoted full-time faculty members representing a wide range of academic disciplines. The faculty is complemented by an additional roster of over 640 part-time faculty members who are equally dedicated to the pursuit of excellent education. Our faculty's demographic composition somewhat reflects that of our student body, with the majority being bilingual female and typically falling within the age range of 48 to 52 years.

To align with our mission, which emphasizes the highest standards of quality across post-secondary, undergraduate, graduate, and continuing education, our faculty members are required

to meet specific credentials within their fields of expertise. Additionally, they are required to complete an 8-hour training program stipulated by CIE. Furthermore, our faculty manual sets forth stringent requirements, including the necessity for faculty to possess higher degrees in addition to meeting the prescribed credentials and experience standards. AGMU reinforces these qualities by expecting faculty to keep current in their discipline.

AGMU benefits from the advantage of having access to a pool of experienced faculty members who have previously taught at Universidad Ana G. Méndez branch campuses in Orlando, South Florida, and Tampa. This invaluable resource has enabled AGMU to consistently uphold a high standard of instructional quality and continuity.

Moreover, AGMU has strategically hired full-time faculty based on the specific needs identified for online and face-to-face programs, especially in cases where programmatic accreditation requires such appointments. In addition, for AGMU it has been instrumental in the adoption of a consistent hiring process of highly qualified PT faculty. This approach has helped to strengthen the faculty body to support the growth of our online modality as well as face-to-face operations.

Given our focus on serving the Hispanic community in the continental US, the face-to-face bilingual education program emerged as the most suitable method of instruction. This innovative model allows Hispanic students not only to acquire the tools for new careers, but also to become proficient in a second language without sacrificing their native language. It incorporates elements such as a dual language education approach, evenly distributing classes between English and Spanish, systematic language arts integration, computerized language and academic support tools (e.g., Rosetta Stone, NetTutor), and bilingual faculty and staff. Since most of our faculty members are fully bilingual, they can offer courses from their field of expertise either in English, Spanish or Bilingual.

Recognizing the importance of distance education in providing flexible learning opportunities, AGMU has designed interactive, dynamic, and socially engaging online learning environments to cater to a diverse and dispersed student population. Our distance education programs leverage traditional and innovative information and telecommunication technologies to facilitate knowledge construction and information exchange through synchronous and asynchronous interactivity. AGMU possesses the required technological infrastructure and trains all of its faculty members so they can deliver their courses effectively.

AGMU has several academic programs in the process of obtaining programmatic accreditation. The Master of Social Work program is currently in candidacy under the Council of Social Work Education (CSWE) across all locations. Additionally, we are currently in candidacy status with the Accreditation Commission of Education in Nursing (ACEN) for our on-ground programs. Candidacy status includes the Associate of Science in Nursing, Bachelor of Science in Nursing, Master of Science in Nursing with a specialization in Family Nurse Practitioner, and the Doctorate in Nursing Practice programs offered at our South Florida and Tampa Bay locations. Also, pursuing candidacy status for these nursing programs at our on-ground Orlando location.

AGMU is dedicated to implementing comprehensive best practices across all university departments to meet the diverse needs of our student body. The institution is dedicated to proactively serving the student body by employing non-teaching staff members who provide aid and services to enhance the course curriculum, student services, campus events, and the intellectual and professional development of our students. These staff members also share a demographic profile similar to our student population, primarily consisting of Hispanic females with an average age of around 40 years, aiming to effectively engage with both prospective and current students.

Our student profile encompasses individuals with a wide range of socioeconomic and educational backgrounds, as detailed in Table 1.5. As of the Fall of 2022, our student population has grown up to 7,800 students, primarily consisting of Hispanic young adults and professionals, with an average age of 35 years. Notably, a significant majority, exceeding 74% of our students, are female. The average income among our students surpasses \$30,000. Moreover, most of our students' hail from households with one or two members, predominantly representing second-generation learners. This reaffirms our steadfast commitment to serving a diverse and multi-generational community.

**Table 1.5***AGMU 2022-2023 Student Profile*

<b>Location</b>	<b>Main Campus</b>	<b>Metro Orlando</b>	<b>South Florida</b>	<b>Tampa Bay</b>
<b>Ethnicity</b>	70.6% Hispanic 28.4% Unknown 0.2% Other Ethnicities	52.7% Hispanic 0.2% African American 47.0% Unknown	61.0% Hispanic 0.5% Caucasian 0.2% African American 38.3% Unknown	42.7% Hispanic 0.3% Caucasian 57.3% Unknown
<b>Gender</b>	74.4 Female 25.6 Male	78.5 Female 21.5 Male	78.5 Female 21.5 Male	81.5 Female 18.5 Male
<b>Average Age</b>	34 years old	33 years old	39 years old	34 years old
<b>Average Student Income</b>	\$30,852	\$31,173	\$40,307	\$31,244
<b>Full-Time Status</b>	51.8%	45.9%	34.3%	35.5%
<b>Pell Grant Recipients</b>	39.2%	37.9%	40.1%	54.4%
<b>Student Loans Recipients</b>	71.7%	69.1%	84.8%	81.6%
<b>Dependent</b>	21.6%	6.6%	18.9%	7.7%
<b>First Generation</b>	45.6%	41.0%	53.1%	38.3%
<b>Average Family Composition</b>	1 member	3 members	1 member	2 members

Table 1.5 highlights a uniform student profile evident across all our locations, marked by a primarily Hispanic demographic, predominantly comprising females, with an average age hovering around 35 years. These students often exhibit independent learning tendencies and frequently rely on financial assistance in the form of Pell Grants or student loans. This student profile underscores AGMU's enduring dedication to upholding a student-centered approach in alignment with our mission.

Regarding enrollment, AGMU has consistently seen growth since Fall 2019, as indicated in Table 1.6, across various delivery methodologies. For the academic year 2022-2023, approximately 80% of our student population has opted for online delivery of instruction, while the remaining 20% participate in face-to-face instruction.

**Table 1.6***Enrollment Distribution by Delivery of Instruction Fall 2019 – Fall 2022*

<b>Location</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
<b>Face-to-Face</b>	--	--	640	1,592
<b>Online</b>	1,051	2,505	5,150	6,208



The surge in enrollment aligns with the introduction of new academic programs at diploma, undergraduate, graduate, and doctoral levels. Most of this enrollment growth has been observed in the established bachelor's degree offerings. Furthermore, Puerto Rico has faced a series of natural disasters, including hurricanes Irma and María, ongoing earthquakes, and the impact of COVID-19. These events and circumstances may have contributed to an increase in students opting for the safety and convenience of studying from their homes. Additionally, many of our students are employed either full-time or part-time and seek the flexibility to balance their work and academic responsibilities.

Moreover, AGMU's face-to-face operations did not begin from scratch. The branch campuses, recognized in the substantive change acknowledged by MSCHE in August 2020, have been operational in Orlando since 2003, in South Florida since 2006, and in Tampa since 2010. These branch campuses have established programs, faculty, staff, and student bodies, all seamlessly integrated into the Sistema Universitario Ana G. Mendez's face-to-face institutions. Starting in the Fall of 2021, students from Universidad Ana G. Méndez at the three branch campuses in the continental U.S. were given the opportunity to transfer to AGMU. Most of these students chose to transfer to similar academic programs now offered by AGMU. The substantial increase in AGMU's enrollment in its branch campuses can be primarily attributed to the transfer of students from its sister institutions in the same localities. This restructuring process also facilitated a transparent "transfer" of faculty, facilities, and staff from Universidad Ana G. Méndez institutions to AGMU, as outlined in the Complex Substantive Change acknowledged by MSCHE on June 23, 2022.

The current enrollment for Fall 2022-2023 marks the highest in the institution's history, with the distribution elaborated in Table 1.7 below. Notably, a significant portion of our student population, constituting 85.9% (6,695 students), is enrolled in undergraduate (associates and bachelors) and master's degree programs.

**Table 1.7***Enrollment Distribution by Academic Level 2022-2023*

Location	Diploma	Undergraduate	Master	Doctorate	Total
<b>Metro Orlando</b>	193	304	127	23	<b>647</b>
<b>South Florida</b>	83	268	147	61	<b>559</b>
<b>Tampa Bay</b>	124	189	66	7	<b>386</b>
<b>Main Campus</b>	73	3,324	2,270	541	<b>6,208</b>
<b>Total</b>	473	4,085	2,610	632	<b>7,800</b>
	6.1%	52.4%	33.5%	8.1%	

As emphasized in the Self-Study report presented for reaccreditation in 2021, the seamless integration of online operations staff and faculty and process with the continental U.S. face-to-face operations (SUAGM institutions) has fortified our determination to offer exceptional services to our institutional community, in alignment with our mission and institutional priorities. These initiatives are integral components of AGMU's ongoing improvement efforts, guided by institutional strategic guidelines. These measures are instrumental in ensuring that we possess the necessary tools to effectively fulfill our mission within the markets we serve, while also serving as a vital link to Hispanic communities.

AGMU ardently maintains its unwavering dedication to providing a personalized educational experience to its student body. This unwavering commitment is substantiated by a recent comprehensive study conducted among AGMU students and staff, utilizing a focused group methodology. The findings of this study resoundingly underscore the profound impact of AGMU within the community it serves.

The students expressed that AGMU stands as a sanctuary for Hispanic individuals seeking the opportunity to enhance themselves through education in an environment where they truly feel at home. These findings impeccably align with the enduring spirit of our institution, echoing the profound vision of our founder, Professor Ana G. Méndez.

## **II. Institutional Priorities to be Addressed in the Self-Study**

AGMU follows a comprehensive planning process that has received recognition in its previous Self-Study report under UAGM-OC, as well as in the accreditation processes of its sister institutions within the Sistema Universitario Ana G. Méndez. SUAGM has been notable for its well-structured planning process, which has played a pivotal role in guiding the institutions to

become the largest private higher education system in Puerto Rico and expand its operations into the continental United States.

While AGMU's strategic planning efforts have never ceased, the institutional priorities were initially directed toward obtaining licensing, accreditation, and establishing the necessary operational structures. Some aspects of the organizational and administrative processes took longer than anticipated due to the learning curve associated with adapting to the challenges posed by the COVID-19 pandemic in 2020-2021, as well as the complexities of administrative procedures at the state and federal levels. The Planning Office, in collaboration with university leadership, encompassing all operational and executive divisions, identified key priorities and translated them into well-defined, time-bound projects. The Strategic Planning Goals established in 2021 were tailored to address the diverse administrative processes necessary for AGMU's licensing and accreditation.

Despite its prior experience as an online institution under UAGM-OC and the integration of UAGM Branch Campuses in the continental U.S., AGMU has undergone substantial structural changes to effectively operate in both modalities while remaining aligned with its mission. Considering these changes, AGMU has launched its strategic planning process with a forward-looking perspective, considering the evolving landscape of higher education and the valuable lessons learned during the pandemic. The strategic plan has been intentionally limited to a three-year horizon, spanning until 2026.

The current strategic planning process for AGMU was initiated by the SUAGM President recognizing the evolving higher education landscape and lessons drawn from the pandemic. This process closely follows SUAGM's strategic planning methodology, which divides the institution into eight functional vectors representing its key functions. The current planning process remains open to evaluate or validate the institution's mission.

At present, the strategic planning process is in the environmental scanning phase, meticulously evaluating the effectiveness of the merged structures. The aim is to have a comprehensive three-year plan in place by Spring 2024. This process involves gathering data through focused group methodology with students and staff to gauge their perception of the institution, proving instrumental in validating AGMU's achievements in alignment with its mission established in 2020.

The four priorities are as follows:

- **Priority 1:** Reevaluation of academic offerings by aligning with the institution's academic framework.
- **Priority 2:** Committing to consistent annual growth projections to ensure financial stability and fortified operations.
- **Priority 3:** Providing a favorable learning environment for students to become accomplished professionals, emphasizing retention and program completion.
- **Priority 4:** Actively engaging with the community, especially the Hispanic communities in AGMU's operating regions.

The reaffirmation of the accreditation process presents an opportunity to assess the achievements related to these four priorities. These priorities should be evident in intentional developments under each standard, reflecting AGMU's evolution as a new Florida-based institution offering both online and face-to-face education.

**Table 2.1**

*Alignment of Institutional Mission to Institutional Priorities*

Mission Statement	Institutional Priorities			
	Priority 1 Academic Offerings	Priority 2 Growth	Priority 3 Learning Experience	Priority 4 Community Engagement
"...offers a university education of excellence through the on-campus and online modalities using emerging and innovative technologies."	X		X	
"...promotes innovation, entrepreneurship, research..."		X	X	
"...appreciation and respect for diversity..."			X	
"...integral education through an approach in competencies for the benefit of the Hispanic and international communities..."	X			X
"...academic offerings, framed by the highest standards of quality."	X	X	X	

The alignment of the Institutional priorities and the MSCHE accreditation standards and requirements of affiliation is presented in table 2.2:

**Table 2.2***Alignment of Institutional Priorities to Accreditation Standards and Requirements of Affiliation*

Accreditation Standards	Requirements of Affiliation		Institutional Priorities		
	Priority 1 Academic Offerings	Priority 2 Growth	Priority 3 Learning Experience	Priority 4 Community Engagement	
<b>I. Mission and Goals</b>	7	X	X	X	X
<b>II. Ethics &amp; Integrity</b>	1,2,3,4,5,6, & 14	X		X	
<b>III. Design and Delivery of the Student Learning Experience</b>	9 & 15	X		X	
<b>IV. Support of the Student Experience</b>	8			X	
<b>V. Educational Effectiveness Assessment</b>	8	X		X	
<b>VI. Planning, Resources, and Institutional Leadership</b>	10 and 11	X	X	X	X
<b>VII. Governance, Leadership and Administration</b>	12 & 13		X		

### III. Intended Outcomes of the Self-Study

The Self-Study process provided the broader University community with an invaluable opportunity to identify AGMU's strengths and challenges, encouraging thoughtful reflection upon them. It also served as a mechanism to further enhance assessment practices to detect and address areas in need of improvement and innovation, contributing to the refinement of strategic planning. The AGMU Self-Study is developed to comprehensively evaluate all facets and services of the institution while showcasing its adherence to the accreditation standards set by the Middle States Commission on Higher Education (MSCHE).

The primary objectives of the Self-Study are:

- Reaffirm the institution's accreditation with MSCHE by substantiating its compliance with the seven accreditation standards.
- Facilitate a university-wide process of self-evaluation and introspection, fostering a collective understanding among all institution members regarding its steadfast commitment to integrity, assessment, the enhancement of student learning, and institutional effectiveness.

- Demonstrate alignment with and fulfillment of our institutional mission.

The realization of these outcomes will enable AGMU to enhance its services, policies, and processes, with the primary objective of not only attaining reaccreditation but also solidifying our commitment to the community we serve, in accordance with our institutional mission statement.

#### **IV. Self-Study Approach**

AGMU has opted for a Standards-Based approach. Embracing this comprehensive Standards-Based Self-Study review model will empower the University to gauge and affirm its alignment with the seven accreditation standards and the associated affiliation requirements.

The utilization of this standards-based approach offers the University's community a valuable opportunity for critical reflection, not only on the institution but also on the strategic implications of the significant changes implemented throughout 2021. The Self-Study serves as a platform for evaluating the execution, expansion, continuous enhancement, and the future strategic requisites of the University, both in the present context and for subsequent iterations of the strategic plan.

#### **V. Organizational Structure of the Steering Committee and Working groups**

To create a comprehensive Self-Study process that encourages support, input, and guidance, a structured framework has been established. This framework includes a Steering Committee, which reports to an Executive Committee comprising key administrators from the University. Additionally, ten (10) Working groups have been established, with each group dedicated to one of the seven accreditation standards (1-7), along with three supplementary support Working groups: compliance, evidence inventory, and the communication committee. To ensure an open and inclusive process, these committees and groups encompass representation from diverse academic and administrative areas, as well as various levels within the university hierarchy.

The composition of the Steering Committee is a testament to our commitment to diversity, encompassing members from various segments of the institution, including faculty, academic and administrative staff, and student affairs. This composition ensures a wide array of perspectives and a diverse representation of years of service to both the institution and SUAGM.

To guarantee enthusiastic and active involvement in the Self-Study process the appointments to the roles of chairs, co-chairs, and members within the Working groups were

determined based criteria that consider among individuals' expertise, knowledge, and capabilities. The Acting Chancellor, in the capacity of their role, appointed the chairs and co-chairs of the Working groups to constitute the Steering Committee.

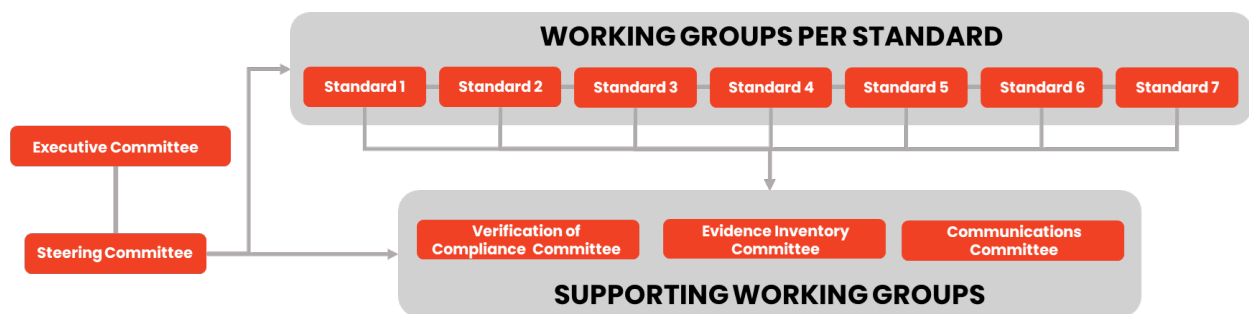
Students will be actively involved in contributing their insights and perspectives to the self-study process. They will participate through various activities such as being members of certain working group, focus groups, surveys, on-campus activities, and other engagement mechanisms, ensuring that the student experience at AGMU is well-represented and considered in this self-assessment process.

The recommendations for enhancement put forth by the Working groups will be incorporated into the Self-Study report for each respective standard. Any recommendations that are not included in the initial report will subsequently be presented to the Executive Committee for their deliberation and consideration.

The following figure 5.1 shows the Self-Study organizational structure:

**Figure 5.1**

*AGMU Self-Study Organizational Structure*



### Executive Committee

The Executive Committee consists of individuals who hold decision-making authority within the institution and are integral members of the institutional leadership team. The main role of the committee is to oversee the Steering Committee and make important decisions regarding the Self-Study Process. Table 5.1 delineates the organizational structure of the Self-Study Executive Committee.

**Table 5.1**

*AGMU Self-Study Executive Committee Organizational Structure*

**Executive Committee Members**

Syndia Nazario, AGMU Acting Chancellor
Nicholas Natalizio, AGMU Executive Vice President
Gisselle Tapia, AGMU Dean of Academic Affairs
Jadyrah Escobar, AGMU Dean of Student Affairs
Claudia Camacho, AGMU Director of License, Compliance and Accreditation
Edgardo Rosaly, SUAGM AVP of Academic Affairs
Flor Vázquez, SUAGM AVP of Licensing and Accreditation

**Steering Committee**

The primary role of the Steering Committee is to offer direction and coherence to all workgroups throughout the Self-Study process. Additionally, the committee will thoroughly assess the sources submitted for inclusion in the evidence inventory, ensuring that they substantiate the University's fulfillment of the Standards for Accreditation and Requirements of Affiliation.

The primary responsibilities of the Steering Committee encompass the following:

- Review and approval of the Self-Study Design, timeline, and communications plan, while actively involving the campus community in the Self-Study process.
- Coordination of communication among the Working groups to prevent redundancies and overlaps in their respective scopes of work.
- Maintenance of the central Evidence Inventory repository.
- Establishment and execution of a structured agenda encompassing regular meetings, reporting mechanisms, and deadlines for evidence submission for the Working groups.
- Provision of comprehensive guidance, templates, and timely feedback to ensure that the criteria associated with the assigned standards are thoroughly addressed and substantiated by supporting evidence.
- Facilitation of discussions regarding potential overlaps among the Working groups, particularly as they embark on assessments related to areas of achievement, areas necessitating improvement, innovative initiatives, and gaps within the documentation required for the inquiry.



- Dissemination of pertinent information to the Working groups and the broader campus community concerning AGMU's Self-Study institutional priorities and its alignment with MSCHE accreditation Standards and Requirements of Affiliation.
- Furnishing the Working groups with guidance as they submit their reports, with a focus on incorporating relevant issues from the 2021 Self-Study and the 2022 and 2023 Supplemental Report, as well as effectively integrating sections within the Self-Study Report.

The members of the Steering Committee were selected from diverse tiers within the University's leadership team, representing varying degrees of seniority and expertise. Table 5.2 offers a comprehensive overview of the committee's composition and responsibilities.

**Table 5.2**

*AGMU Self-Study Steering Committee Organizational Structure*  
**Steering Committee Members**

<b>Name &amp; Title</b>	<b>Responsibility</b>
Claudia Camacho, Director of License, Compliance and Accreditation	Chair
Monica Castro, Co-chair, Director of Institutional Effectiveness	Co-chair
Johanna Vivoni, Faculty	Standard I
Victor M. García, Faculty	Standard II
Sharon Díaz, Faculty	Standard III
Jadyrah Escobar, Dean of Students Affairs	Standard IV
Rose Vicenty, Director of Assessment	Standard V
Rafael Salas, Director of Planning	Standard VI
Glorivette Pérez, Dean of Administration	Standards VII

### Working groups

These Working groups were entrusted with the responsibility of thoroughly reviewing and familiarizing themselves with all the MSCHE Standards for Accreditation and Requirements of Affiliation. For each standard, they devised key lines of inquiry, which served as guiding principles for examining the criteria associated with that standard. Each working group is led by a chair and co-chair.

The selection of members for each working group was carefully considered based on the following criteria:

- **Relevance and Expertise:** Members were chosen for their expertise directly pertinent to the assigned Standard. Additionally, some members were selected from outside the immediate area of focus to bring fresh perspectives and suggestions for improvement.
- **Diversity:** Working groups were structured to reflect diversity across dimensions such as gender, race, institutional role, years of service within the institution.
- **Mastery of Evidence:** Members were selected with a keen understanding of the Evidence Inventory, possessing the knowledge necessary to identify crucial evidence pertinent to each Standard.
- **Technological Competence:** Each working group comprises individuals proficient in managing technological applications.
- **Leadership Experience:** The chairs and co-chairs of the Working groups were chosen based on their extensive experience at the institutional level. Additionally, some chairs or co-chairs were selected if recently appointed to their current positions, thereby enabling them to deepen their immersion and training in MSCHE accreditation matters.

In January 2023, the Chair and Co-Chair of the Steering Committee conducted an initial training and orientation session for the Working groups. During this training, the Working groups were provided with a template, accessible on the MSCHE Self-Study project SharePoint dedicated site. This template contained a set of questions designed to facilitate the review process and the collection of documentation and evidence related to each criterion as they corresponded to each standard and requirement of affiliation. Additionally, the Working groups were granted access to a document tracker, where every piece of documentation collected and analyzed would be logged, alongside a description for review by the Steering Committee.

The responsibilities of the Working groups encompass the following:

- Identifying and gathering key resources of pertinent documentation for comprehensive review and summarization.
- Identifying institutional processes and procedures that are relevant, summarizing them, and incorporating them into the assessment.
- Identifying the institution's strengths, challenges, and opportunities for improvement with respect to the standards, and providing recommendations for enhancement, implementing them as deemed feasible.

- Crafting preliminary reports and integrating feedback to produce final reports for the standards in accordance with established timelines.
- Collecting pertinent evidence to the assigned criteria.

The Working groups consist of administrators, staff, and faculty members drawn from all campuses, with each group assigned to a specific standard.

### Working Group 1: Standard 1

#### *Members*

- Johanna Vivoni, Chair, Online Education Programs Faculty
- Carelis Socorro, Co-chair, Director of Clinical & Lab Operations
- James Wright, Member, Director of Online Operations
- Juan Rivera, Member, Associate Dean of Business & Entrepreneurship
- Viviana Barrabia, Member, Interim Tampa Campus Director/Tampa Director of Student Affairs

#### *Lines of Inquiry*

- How are the mission and goals of AGMU expressed within the institution's strategic plan?
- In what ways do AGMU's institutional mission and goals shape decisions pertaining to program development and the establishment of institutional and educational outcomes?

#### *Guiding Questions*

1. How do AGMU's mission and goals serve as guiding principles across all aspects of the institution, benefiting its students and other constituents?
2. To what extent is AGMU's mission cherished and embraced by the University community?
3. How do the institutional mission and goals directly pertain to and realistically attain student learning objectives?
4. What evidence exists to demonstrate that faculty, students, and staff incorporate or embody institutional values in their respective activities?
5. To what degree are the institution's priorities centered on enhancing student learning and overall institutional advancement?
6. In what ways do AGMU's goals emphasize student learning outcomes and the improvement of the institution, as maintained through administrative, educational, and student support programs and services in alignment with its institutional mission?

7. How actively does the University community engage in the periodic assessment of the mission and goals?
8. What measures are in place to ensure that AGMU's mission and goals are effectively communicated and well-suited to cater to the needs of the institution's student community?

### Working Group 2: Standard 2

#### *Members*

- Víctor Manuel García, Chair, Online Communication Programs Faculty
- Claudia Camacho, Co-chair, Acting Director of Compliance
- Leslie Bray, Member, Director of HR Recruitment
- Melissa Villafañe, Member, Director of Student Retention
- Sherley Rivera, Member, Executive Director
- Tiffany Lebron, Member, AVP of Student Financial Services
- Amilcar Jiménez, Member, Tampa Bay Campus Faculty/ IRB Coordinator

#### *Line of Inquiry*

- How are institutional Priority 1 and Priority 3 achieved considering the standard criteria?

#### *Guiding Questions*

- In what ways does AGMU uphold its institutional mission and goals through the formulation and execution of its policies and procedures?
- How does AGMU ensure transparency and integrity in all its internal and external communications and publications?
- What methods does the institution employ to assess and keep its policies current?
- How do AGMU's grievance policies and procedures reflect the institution's dedication to equitable treatment?
- How does the institution evaluate the prevention of conflicts of interest, or any appearances thereof, in all activities and among all constituents?
- How does AGMU actively promote and assess equitable and impartial practices in the recruitment, evaluation, promotion, disciplinary, and separation processes for its employees?
- How does AGMU ensure that its institutional processes and procedures are designed and executed with a strong emphasis on ethics and integrity?

### Working Group 3: Standard 3

#### *Members*

- Sharon Díaz, Chair, Metro Orlando Campus Faculty
- Ana M. González, Co-chair, Faculty Coach Coordinator
- Leonides Perez, Member, Director of Library Services
- Maria C. Rodríguez, Member, Tampa Bay Campus Academic Director
- Ineabelle Colón, Member, Senior Director of Product Development and Instructional Design
- Rosa Musi, Member, Metro Orlando Campus Academic Director

#### *Line of Inquiry*

- How are institutional Priority 1 and Priority 3 attained while considering the standard criteria?

#### *Guiding Questions*

- How does AGMU align its academic offerings with the institutional mission and strategic plan?
- What measures does AGMU employ to ensure an equitable learning experience across various modalities and degree levels?
- How does AGMU define its academic programs at all degree levels, and what types of learning experiences are provided to its students?
- In what ways are AGMU's degree programs characterized by rigor, coherence, and the provision of sufficient learning opportunities?
- How are AGMU's methods for assessing the effectiveness of the teaching and learning process, and how are the results utilized for decision-making and improvement?
- How does AGMU ensure that all faculty members are qualified to teach the academic programs, and how does it maintain enough faculty members?
- How do faculty members access opportunities for research and scholarship?
- What is the process for evaluating faculty performance at AGMU, and what professional development opportunities are offered to faculty members?

- How is AGMU's general education program defined, and how is it integrated into various academic disciplines? What essential skills must AGMU students acquire as part of the general education curriculum?
- What methods and criteria are used to assess the effectiveness of AGMU's academic programs?
- How does AGMU ensure that its academic offerings are accurately described and presented in all official institutional publications?
- What policies, procedures, and evaluation mechanisms are in place to guarantee that students achieve the general education, professional, and concentration learning goals and objectives, regardless of their level, location, or mode of study?

#### Working Group 4: Standard 4

##### *Members*

- Jadyrah Escobar, Chair, Dean of Student Affairs
- Mariola Rivera, Co-chair, Registrar
- Aysha Brisolla, Member, Associate Dean of School of Health Science
- Monica Brotons, Member, Director of Career Placement
- Vidal López, Member, South Florida Campus Students Affairs Director
- Dirza Alместica, Member, Ass. Director of LRC
- James McKnight, Member, Director of Retention
- Ivan Diaz, Member, Social Work Program Student

##### *Lines of Inquiry*

- In what ways do AGMU's student support programs align with the institution's mission and goals?
- How does AGMU achieve institutional Priority 3 in accordance with the standard criteria?

##### *Guiding Questions*

- How do AGMU's student support programs contribute to the enhancement of academic offerings, and in what ways do these programs and activities foster student achievement and success?
- What procedures are in place for the development and review of admission policies and processes at AGMU? How does the institution ensure the clarity and accuracy of

admissions information? How are policies regarding the acceptance of prior credits and transfer of credits made available to students, and how does AGMU ensure consistent implementation of these policies?

- Are there any extracurricular experiences offered to AGMU students, and how do these experiences align with the institutional mission?
- What practices does AGMU have in place for student retention, and how do these practices align with the institution's mission? How is retention data utilized to improve student outcomes?
- How does AGMU ensure that students receive accurate information regarding tuition, financial aid, loans, and related financial matters?
- What measures are in place for the maintenance of student records?
- How is the effectiveness of processes and services developed to support the student experience assessed at AGMU?

#### Working Group 5: Standard 5

##### *Members*

- Rose Vicenty, Chair, Director of Assessment
- Carla Zayas, Co-chair, Tampa Bay Campus Faculty
- Denisse Colon, Member, Online Spanish Academic Director
- Janet Carrasquillo, Member, Associate Dean of Liberal Arts
- Kerelyne Escobar, Member, South Florida Campus Academic Director
- Monica Castro, Member, Director of Institutional Effectiveness

##### *Lines of Inquiry*

- How are AGMU achieving institutional Priority 1 and Priority 3 in alignment with the standard criteria?
- To what extent are the educational goals at AGMU interrelated, both within the institution and across degree/program levels?

##### *Guiding Questions*

- How does AGMU systematically assess student learning and achievement?
- How do faculty members actively involve themselves with the assessment of student learning?

- How do academic programs at AGMU use assessment data to improve teaching and learning?
- How are the results of assessment analyzed and used by the institution to improve educational effectiveness?
- What methods and processes does AGMU have in place to assess the effectiveness of its assessment practices?

### Working Group 6: Standard 6

#### *Members*

- Rafael Salas, Chair, Director Planning
- Jacqueline Padilla, Co-chair, Metro Orlando Campus Faculty
- María Perera, Member, Associate Director of Budget and Fixed Assets
- Marcela Mulera, Member, South Florida Campus Director
- Lourdes Gutierrez, Member, Director of Business Systems
- Ricardo Reyes, Member, Associate VP of Administration
- Yadimar Moyet, Member, Director of Human Resources

#### *Lines of Inquiry*

- How are the planning procedures at AGMU structured to harmonize with the institution's mission and objectives?

#### *Guiding Questions*

- How are AGMU's planning processes aligned with the institutional mission and objectives?
- How does AGMU incorporate the outcomes of its institutional assessment plan into the strategic plan and the allocation of resources within the budget?
- What is the process for developing AGMU's institutional strategic plan, and how is the performance against this plan monitored?
- How does AGMU showcase its commitment to data-driven decision-making for the allocation of resources and long-term planning?
- In what ways does AGMU's resource planning prioritize the student experience and ensure student success?
- Which policies govern the alignment of AGMU's planning efforts and resource allocation?



- How does AGMU's commitment to fostering a sense of community manifest within its planning and resource allocation procedures?
- How does AGMU assess the adequacy of its infrastructure to support both current and prospective academic offerings?

### Working Group 7: Standard 7

#### *Members*

- Glorivette Pérez, Chair, Dean of Administration
- Carmen Chimelis, Co-chair, Director of Contracts & Academic Projects
- Marilys Rivera, Member, Associate Dean of Operations
- Lisandra Suarez, Member, AVP HR
- Suheily Martínez, Member, Metro Orlando Interim Campus Director

#### *Line of Inquiry*

- How is institutional Priority 2 achieved when considering the standard criteria?
- To what extent do the administrative and governance systems effectively support AGMU's mission?

#### *Guiding Questions:*

- In what way does AGMU's governance structure facilitate transparent and ethical operation in pursuit of its mission?
- How is the performance of AGMU's President and Board of Directors assessed?
- What is the frequency of evaluations for the Board of Directors?
- How is the Chancellor's performance at AGMU evaluated?
- To what extent does the administrative structure at AGMU prove effective?
- What methods are employed for the evaluation of Leadership Team members at AGMU?

### Support Working Groups

#### Working Group 8: Verification of Compliance Committee

The Verification of Compliance Committee has been established to oversee adherence to state and federal regulations, as well as compliance with other accrediting bodies, including MSCHE's requirements of affiliation. This group is also tasked with submitting the Institutional Federal Compliance Report to the Steering Committee. Its membership includes:

- Sherley Rivera, Executive Director
- Tiffany Lebrón, Assistant VP of Student Financial Services
- Dean Rishel, Associate Dean, Behavioral Sciences

#### **Working Group 9: Evidence Inventory Committee**

This working group has been designated to manage the collection and organization of the evidence inventory. This team's responsibility is to ensure that all evidence is meticulously organized within the internal repository to streamline its subsequent upload to the Evidence Inventory on the MSCHE portal. The members of this working group are:

- Reinaldo C. Quiñones, Faculty Coach
- Elia Cedeño, Academic Coordinator
- Luisa García, Administrative Assistant & Contract Administrator

#### **Working Group 10: Communication Committee**

The Communication Committee has been assembled to execute the communication plan and maintain the dedicated webpage created for this process. Their responsibilities also encompass aiding other Working groups and other committees by collecting information at various stages of the process, crafting communications, and disseminating updates and progress through various methods. The members of the Communication Committee are:

- Gisselle Tapia, Chair, Dean of Academic Affairs
- Alex Rodríguez, Member, AVP of Marketing and Students Affairs
- Natasha Otero, Member, Director of Marketing
- Jadyrah Escobar, Member, Dean of Students Affairs

## **VI. Guidelines for Reporting**

Working groups will routinely receive guidance through scheduled sessions with the Steering Committee. In addition to these group sessions, individual Working groups will also have one-on-one meetings to receive tailored and personalized guidance.

To maintain consistency in reporting, standardized templates will be provided to all Working groups. Additionally, Working groups will have access to essential documents and resources necessary for conducting a thorough evaluation and assessment process throughout the Self-Study. Working groups will have access to different documents and resources to be used as references. The following resources will be available for all working groups:

- AGMU Mission Statement and Strategic Guidelines
- MSCHE Standards of Accreditation and Requirements of Affiliation
- Copy of the Self-Study Design and MSCHE Supplemental reports
- Working templates (e.g., agenda, attendance, minutes) and reports
- Assistance from the Evidence Inventory
- Assistance from the Verification of Compliance Working Group for accessing regulatory information or documentation that may require attention in the group's report.
- Support from the Office of Institutional Effectiveness for accessing institutional research and assessment data.
- Assistance from the Office of Assessment for accessing assessment information related to Working groups' report.
- Assistance from any other institutional office needed to support or evidence the development of the report.

The Steering Committee will produce various deliverables during the Self-Study process, including drafts and final reports, communications, and evidence. These are detailed in Table 6.1 Steering Committee Products throughout the Self-Study Process.

**Table 6.1**

*Steering Committee Products Throughout the Self-Study Process*

<b>Product</b>	<b>Responsible</b>	<b>Deadlines</b>
Working groups action plans	Working groups, I-VII Chairs	October 2023
Working groups preliminary reports: first draft	Working groups, I-VII	January 2024
Working groups action plan follow up	Steering committee and Working groups chairs	Monthly
Working groups preliminary reports: second draft	Working groups, I-VII	March 2024
Working groups preliminary reports: third draft	Working groups, I-VII	May 2024
Working groups final reports	Working groups, I-VII	July 2024
Evidence of meetings	Steering Committee and Working groups chairs	Continuous

<b>Product</b>	<b>Responsible</b>	<b>Deadlines</b>
Evidence Index	Working Group IX	December 2024
Compliance Report	Working Group VIII	December 2024
Integrated Self-Study report.	Steering Committee	December 2024
Final Self-Study report	Steering Committee	February 2025
Self-Study Team Visit		Spring 2025

Each Working Group is responsible for furnishing an annotated bibliography-style summary addressing each criterion within the standard. Specific due dates have been established for the submission of initial deliverables monthly to the Steering Committee members. Within seven days of each submission, a Steering Committee meeting is scheduled to deliberate on the received information, assess the evidence collected, and identify any gaps in information that require additional research by the Working groups.

The formatting guidelines for reporting are outlined in Table 6.2.

**Table 6.2**

*Formatting Guidelines for Chapters*

<b>Format and Editorial Style</b>	<b>Requirements</b>
<b>Length</b>	10 to 12 pages
<b>Header</b>	Include the chapter's standard number and title, justified left, bold faced and italicized
<b>Footer</b>	Include page number centered and bold faced
<b>Editorial style</b>	APA 7 <sup>th</sup> edition
<b>Main headings</b>	APA 7 <sup>th</sup> edition
<b>Subheading</b>	APA 7 <sup>th</sup> edition
<b>In-text citations and references:</b>	APA 7 <sup>th</sup> edition
<b>Justification</b>	Fully justified
<b>First line of each paragraph</b>	Indent
<b>Font in text</b>	Times New Roman 12-point
<b>Font in tables and figures</b>	Arial 10-point
<b>Spacing in text</b>	Double
<b>Spacing in tables and figures</b>	Single space
<b>Tables and figures numbers</b>	Double number using the chapter number first Example: Table 3.2 would refer to the second table in Chapter III
<b>Margins</b>	Standard 1-inch MS Word default
<b>Page numbers</b>	Bottom center, 12-point Times New Roman font

<b>Format and Editorial Style</b>	<b>Requirements</b>
<b>MSCHE Standards</b>	MSCHE Standard numerals should be Roman Numerals (I-VII)
<b>Voice</b>	Use the active voice
<b>Avoid</b>	Gender language and bias
<b>Acronyms</b>	Spell out acronyms when first mentioned and introduce the acronym in a parenthetical
<b>Contractions</b>	Do not use contractions
<b>When referring to a person employed by Ana G. Méndez University</b>	Use the person’s name and full title. Use a comma before and after the title.
<b>When listing names</b>	Order them alphabetically by last name
<b>Names of colleges, academic departments, and offices</b>	Should be capitalized

## Terminology

<b>Terms</b>	<b>Requirements</b>
<b>“Self-Study”</b>	Hyphenated and in lowercase letters unless it appears in a title.
<b>“Working groups”</b>	In lowercase letters, unless it appears in a title.
<b>word “standard,” “criteria,” and “criterion”</b>	In lowercase letters, unless used in a formal title.
<b>“chair”</b>	In lowercase letters, unless used in a formal title
<b>“co-chair”</b>	Hyphenated and in lowercase letters, unless used in a formal title.

## VII. Organization of the Final Self-Study Report

To comprehensively address the Requirements of Affiliation and Standards of Accreditation, AGMU has adopted a Standards-Based approach for the Self-Study review. This approach offers the university community an opportunity to deliberate on the identified strategic priorities and objectives. Each working group will create a report that includes their analysis and discussion of the evidence of compliance with the standards and criteria they were assigned. Subsequently, these reports will be submitted to the Steering Committee for evaluation.

Subsequently, the Executive Committee will receive the recommendations from the Steering Committee and exercise its authority to determine the content to be included in the Self-Study report. The Executive Committee's goal is to ensure a cohesive and concise final document that addresses the Commission's actions since the last Self-Study review, ensuring a comprehensive overview of AGMU's compliance and progress.

The final Self-Study reports will be structured as follows:

- I Table of Contents
- II Definition of Terms and Acronyms
- III. Executive Summary
- IV. Introduction
  - a. AGMU Overview
  - b. The Self-Study Process
    - i. Scope and Organization of the Self-Study
    - ii. Institutional Priorities
    - iii. Intended Outcomes
- V. Chapter 1: Mission and Goals
- VI. Chapter 2: Ethics and Integrity
- VII. Chapter 3: Design and Delivery of the Student Learning Experience
- VIII Chapter 4: Support of the Student Experience
- IX. Chapter 5: Educational Effectiveness Assessment
- X. Chapter 6: Planning, Resources and Institutional Improvement
- XI. Chapter 7: Governance, Leadership and Organization
- XII. Conclusion
- XIII Evidence Inventory List

The seven (7) standard chapters will contain narratives with analyses for each standard of accreditation, and the referenced evidence. The complete Self-Study report will not exceed 100 pages single-spaced. The number of pages per chapter will be between 10-12 pages, determined by the number of criteria included in each given standard and complexity.

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**Chapter Sections**

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Introduction

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Methods and Evidence to Address Research Questions and Standard's Criteria

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Analysis/self-reflection

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Strengths, Opportunities, Recommendations

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Conclusion

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The Evidence Inventory will be meticulously organized by evidence number, with all documentation aligned to each corresponding chapter. Following the integration of feedback from the evaluation team and the university community, the final draft of the Self-Study report will undergo review by the Executive Committee and will be subject to approval by the AGMU Board of Directors before its ultimate submission via the MSCHE portal.

## VIII. Verification of Compliance

As stipulated in the Self-Study process, AGMU will undertake the Verification of Compliance with relevant federal regulatory requirements. The primary approach for conducting this verification will involve the appointment of Working Group VIII (please refer to the section on Steering Committee Members for the participants). This Working Group will collaborate closely with members of other Working groups to effectively illustrate AGMU's adherence to accreditation-relevant federal regulations and the Requirements of Affiliation outlined by MSCHE.

## IX. Self-Study Timetable

The Self-Study timeline has been crafted in accordance with MSCHE guidelines for an institutional Self-Study process. The key milestones in the Self-Study process are outlined as follows:

**Table 9.1**

Self- Study Process Timetable

Time Period	Activity
December 2022	Self-Study Institute Assemble Steering Committee
January 2023	Remote meeting with Commission staff liaison Begin to draft the Self-Study Design
February – July 2023	Assemble Working Groups Starting of the SSD process communication to the community (staff, faculty, and students) Working on SSD draft
August 2023	Submit draft Self-Study Design
September 2023	Commission staff liaison Self-Study Preparation Visit to campus
October – December 2023	Revisions and acceptance of Self-Study Design Working Groups gather and analyze data and submit progress reports to Steering Committee
January – July 2024	Self-Study Evaluation Team Chair selected Visit dates selected Accepted SSD sent to Evaluation Team Chair First Self-Study drafted and shared with campus community

Time Period	Activity
August – November 2024	Self-Study revisions and campus review Self-Study Report draft sent to Team Chair Team Chair’s Preliminary Visit
December 2024 – January 2025	Self-Study Report finalized based on Team Chair and campus feedback
January– February 2025	Final evidence inventory and verification of compliance report Final Self-Study Report/ Verification of Compliance/Evidence Inventory uploaded to MSCHE portal
March – April 2025	Self-Study Evaluation Team Visit (before April 1) Team Report Institutional Response
June 2025	Commission meets to determine action

## X. Communication Plan

To facilitate effective feedback collection and to ensure timely dissemination of significant developments to all institutional stakeholders, a comprehensive communication plan has been meticulously crafted. The Communication Committee will assume the responsibility of distributing written updates and relevant information to all constituents during the Self-Study process, in accordance with the forthcoming communication plan.

AGMU will utilize a range of communication channels to consistently inform institutional stakeholders, solicit input, and seek feedback to uphold transparency and inclusivity throughout the Self-Study process. Our principal communication methods will encompass:

- **Dedicated Self-Study Website:** A dedicated website will serve as a central hub for information and updates related to the Self-Study process.
- **Forums:** Regular forums will be held with faculty, staff, and students to engage in discussions about accreditation, Self-Study drafts, and related matters.
- **Printed Material:** Informational materials will be distributed across the campus via printed materials to reach a wide audience.
- **Social Media:** Updates and announcements will be posted through our social media channels.
- **Email Communications:** Email communications will be utilized to keep the community informed about the commencement of the Self-Study draft, virtual visits, and the reaccreditation process.
- **Learning Management System (LMS) Postings:** Updates and announcements will be posted within the Learning Management System for easy access by all stakeholders.



As of September 2023, the following steps have been undertaken to communicate institution-wide about the MSCHE Self-Study process:

- **Faculty and Staff Presentations:** Informative presentations were conducted to acquaint faculty and staff with the new Self-Study standards, processes, and the reaccreditation timeline.
- **Campus-Wide Emails:** Comprehensive emails were dispatched to the entire community to provide information regarding the initiation of the Self-Study draft, virtual visit, and the reaccreditation process.
- **Kick-Off Meeting:** A kick-off meeting was convened, inviting all committee members to formally initiate preparations for the Self-Study and upcoming visit.

**Table 10.1**

*Self-Study Communication Plan Timetable*

**AGMU 2023-2025 Self-Study Communication Plan**

<b>Purpose</b>	<b>Audience</b>	<b>Method</b>	<b>Timing</b>
<b>To share documents and resources in a convenient and transparent manner</b>	Steering Committee and Working Groups Members	Meetings/Working Groups documents and references repository	Periodic updates during Spring 2023 to Fall 2024
	Students	MSCHE Self-Study Webpage/ Presentations / forums/ Email/ LMS/ social media/ Bulletin Boards	Continuous updates during Summer 2023 to Spring 2025 (Quarterly)
	Community members	MSCHE Self-Study Webpage/ Emails/ Bulletin Boards	Continuous updates during Summer 2023 to Spring 2025
<b>Maintain institutional constituents informed about progress of Self-Study process</b>	Faculty	MSCHE Self-Study Webpage/ Presentations / forums/ Email/ LMS/ social media/ Faculty Meetings/ Bulletin Boards	Continuous updates during Summer 2023 to Spring 2025
	Board of Directors	MSCHE Self-Study Webpage/ Board of Directors Meetings	Periodic updates during Summer 2023 to Spring 2025
	Administration and Staff	MSCHE Self-Study Webpage/ Presentations / forums/ Email/ social media/ Bulletin Boards	Continuous updates during Summer 2023 to Spring 2025
	Students, staff, faculty, and administration	Document sharing in the cloud / checklist for comments	Summer and Fall 2022 (Twice)
<b>Self-Study process kick-off and introduction of</b>	Students, staff, faculty, and administration	Presentations / meetings / Website	Spring to Fall 2023

Purpose	Audience	Method	Timing
<b>Steering Committee and working groups</b>			
	Students	Feedback from forums/ email/focus groups/ surveys	Summer to Fall 2024
	Community members	Feedback from forums/ email/focus groups/ surveys	Summer to Fall 2024
<b>Gather feedback about working groups reports</b>	Faculty	Feedback from forums/ email/focus groups/ meetings/ Emails	Summer to Fall 2024
	Board of Directors	Feedback from Meetings	Summer to Fall 2024
	Administration and Staff	Feedback from forums/ email/focus groups/ surveys	Summer to Fall 2024
<b>Notify about the MSCHE liaison site visit and the community</b>	Students, staff, faculty, Board of Directors, and administration	Email / Canvas (LMS)	Fall 2023
<b>Provide updates in preparation for MSCHE evaluation team site visit</b>	Students, staff, faculty, Board of Directors, and administration	Website / Email / Meetings/ Postings on Canvas (LMS)	Spring 2025

## **XI. Evaluation Team Profile**

The University respectfully requests that the team chair and team members possess familiarity with institutions sharing characteristics and challenges similar to those of AGMU. These attributes encompass AGMU's identity as a Hispanic-serving institution offering a diverse array of academic programs through both online and face-to-face modalities, as well as its affiliation within a larger university system. Proficiency in both English and Spanish is highly desirable.

### **Team Chair**

The ideal Team Chair should bring expertise gained from working within institutions that share analogous characteristics with AGMU. This includes experience within nonprofit, private institutions, particularly those primarily serving Hispanic populations. Additionally, experience within institutions offering a wide range of academic programs, spanning from non-degree to doctoral levels within a multi-school structure and certain knowledge or experience in distance education, is highly valuable. A bilingual university Chancellor/President or Provost, fluent in both Spanish and English, with a wealth of experience and background in conducting institutional accreditation reviews, would be the preferred candidate.

## **Team Members**

Team members should possess a wealth of experience garnered from institutions that offer academic programs akin to those of AGMU. They should be well-versed in institutions that provide both online and face-to-face program delivery. Furthermore, they should bring expertise in academic areas representative of AGMU's academic divisions and a comprehensive understanding of MSCHE standards, policies, and requirements.

AGMU has outlined the desired profile of the evaluation team members, who should have experience with institutions that exhibit the following characteristics:

- Offering a combination of online and face-to-face (branch campus) instruction/delivery.
- Focusing on minority groups as a primary demographic.
- Serving a primarily commuter adult student population.
- Operating across multiple campus locations.
- Enrolling a significant percentage of students receiving financial assistance.
- Have experience with bilingual academic programs.

It is important to highlight that AGMU holds the distinction of being the sole institution in Florida accredited by MSCHE. Notably, institutions such as Excelsior University, St. Francis University, and St. Leo University share certain similarities with AGMU, including aspects like academic offerings and delivery modalities.

Additionally, when considering team members, it is preferred to prioritize individuals with expertise in AGMU's most pivotal academic areas, which include business administration, behavioral sciences, and health sciences.

AGMU has cultivated a culture of continuous improvement in its academic programs and services. Therefore, we welcome reviews from a Self-Study team experienced in this area. Additionally, it would be beneficial to have peer evaluators who have demonstrated successes in recruitment and retention, as we continue to identify strategies in admission, financial aid, and student life to attract students. Moreover, a team experienced in managing processes of rapid growth and enrollment changes would be highly advantageous.

## **XII. Evidence Inventory Strategy**

AGMU has established a dedicated SharePoint folder accessible to all committee members. Within this folder, separate folders have been created based on the Standards for easy organization.

As documents are gathered, they are uploaded to the respective Accreditation Standard folder and meticulously logged in the AGMU Evidence Tracker document.

To maintain document order and facilitate the compliance review and upload to the MSCHE portal, all evidence follows a naming convention of chapter and document number (e.g., C1-00). Access to these folders is restricted, ensuring that only assigned working group members can access the documentation.

The initial collection of evidence commenced in January 2023, with working groups organized by standard and criteria. Their task involves identifying documents, processes, and procedures related to the assigned Standard and criteria for an initial analysis. The Working Groups will utilize guiding questions specific to each Standard and criteria during the document and data collection process.

The subsequent phase of the process involves the assessment of all gathered documents and data, employing the MSCHE Evidence Inventory Template for the following purposes:

- Systematically arranging all the assembled documents.
- Confirming that documents are correctly associated with each Standard/Requirement of Affiliation.
- Recognizing any redundant information or documentation.
- Providing summaries when necessary.

Working Group Nine will play a pivotal role in supporting all other Working Groups by aiding in the organization of evidence, identifying potential gaps, and providing periodic progress reports to the Steering Committee. Subsequently, the Steering Committee will engage in a thorough refinement of the evidence utilizing the MSCHE Evidence Inventory Template throughout the Self-Study process. Prior to the submission of the final draft of the Self-Study report to the Steering Committee and pertinent stakeholders for a conclusive review. Finally, Working Group Nine will undertake a comprehensive verification of all evidence, systematically categorize it by standard.

## Evidence Pre-Identified by Standard

Standard I	Evidence
<p>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.</p>	<ul style="list-style-type: none"> <li>• Institutional mission and vision statements</li> <li>• Institutional goals</li> <li>• Institutional strategic goals</li> <li>• Licensing evidence (state license certificate, approval letter, approved data sheet)</li> <li>• Board minutes with approval of mission and vision statements</li> <li>• Website</li> <li>• Reports from surveys</li> <li>• Strategic Plan</li> <li>• Assessment reports</li> <li>• Strategic planning review meeting minutes</li> </ul>
Standard II	Evidence
<p>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.</p>	<ul style="list-style-type: none"> <li>• Website- Student Consumer Information</li> <li>• Faculty Manual</li> <li>• Catalog</li> <li>• Syllabi</li> <li>• Employee Handbook</li> <li>• AGMU Branding Guide</li> <li>• Cost bulletin</li> <li>• Admission policy</li> <li>• Financial aid process and resources for students</li> <li>• Disclosures on programs pursuing accreditation</li> <li>• IPEDS data</li> <li>• Grievance policy</li> <li>• Code of conduct</li> <li>• HR policies and procedures</li> <li>• Marketing procedures and Brand guidelines</li> </ul>

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**Standard III**

An institution provides students with learning experiences that are characterized by rigor and coherence at all programs, 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.

**Evidence**

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- Catalog
- Academic program outlines
- Sample syllabi
- Curricular maps
- Learning outcomes
- Samples of assessment reports
- Faculty evaluation process
- End of course evaluations samples
- Faculty qualifications policy, guidelines, and review form
- Faculty assignment
- Faculty professional development trainings
- Faculty Manual
- Website

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**Standard IV**

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.

**Evidence**

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- Catalog
- Admission requirements and policies
- Transfer credit policy
- Code of conduct
- Student orientation materials/ processes
- Student retention policy and processes
- First year students' retention services
- Orientation services and process
- Counseling policy, services & processes
- Graduation policy/completion policy
- Placement policy and services
- Safety, security and maintenance of student information and records policy and procedures
- FERPA
- Students' associations
- Veterans' affairs student's policy and procedures
- Cost Bulletin
- Reports of effectiveness of student support units
- Student satisfaction survey
- Student satisfaction reports
- Services assessment reports

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**Standard V**

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.

**Evidence**

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- Assessment Plan
- Assessment reports
- Institutional assessment outcomes
- Curriculum maps
- Learning outcomes for all academic programs
- Sample syllabi
- Sample rubrics
- Mapping templates
- Programmatic accreditation assessment plans/reports
- Approved data sheet (CIE approved programs)
- Assessment results dashboard
- General education courses/ component
- Program review process and evidence
- LMS (Canvas) description and assessment features
- Assessment process implementations minutes
- Program manuals

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**Standard VI**

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.

**Evidence**

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- Mission and vision statements
- Institutional objectives
- Institutional priorities
- Budget request and allocation process
- Strategic plan
- Annual work plan process and guide
- Sample of units' annual work plans
- Facilities master plans
- Annual reports
- Finance Policies and procedures
- Board meeting minutes
- Board approvals (for new campus location)
- Facilities inventories
- Lab inventories
- IT institutional capabilities and maintenance plans
- Academic support infrastructure
- Meeting minutes and email communication
- Evidence of assessment results
- Fiscal plan

### **Standard VII**

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.

### **Evidence**

- Organizational chart
- Resumes/Bios for executive team
- Institutional and corporate Bylaws
- Academic Senate and Administrative Board minutes
- Board meetings minutes
- Board self-review report and rubric
- Board documentation related to the appointment of its members
- Conflict of interest statements
- Chancellor and main executive leadership job description
- Chancellor's performance review
- Staff performance review and process

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## **XIII. Appendices**

Appendix A: Meeting Notes and Attendance

Appendix B: Working Group Report

Appendix C: Evidence Inventory List



**Appendix A**  
**Ana G. Mendez University**  
**MSCHE Self-Study 2023-2025**  
**Meeting Notes and Attendance**

Date:  
Time:  
Members in Attendance:  
Committee or Working Group:

**Attendance:**

**Agenda Items:**

- 
- 
- 

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**Minutes**

**Action Items:**

- 
- 

**Other notes:**

- 

Name of person taking minutes:

## Appendix B

### MSCHE Self-Study 2023-2025 Working Group Report

#### Standard 1: Mission and Goals

##### I. Overview

A concise overview of the Standards and Priorities designated for the Working Group, along with their alignment with each other and the institution's mission.

##### II. Lines of Inquiry and Guiding Questions

###### *Lines of Inquiry*

- How are the mission and goals of AGMU expressed within the institution's strategic plan?
- In what ways do AGMU's institutional mission and goals shape decisions pertaining to program development and the establishment of institutional and educational outcomes?

###### *Guiding Questions*

- How do AGMU's mission and goals serve as guiding principles across all aspects of the institution, benefiting its students and other constituents?
- To what extent is AGMU's mission cherished and embraced by the University community?
- How do the institutional mission and goals directly pertain to and realistically attain student learning objectives?
- What evidence exists to demonstrate that faculty, students, and staff incorporate or embody institutional values in their respective activities?
- To what degree are the institution's priorities centered on enhancing student learning and overall institutional advancement?
- In what ways do AGMU's goals emphasize student learning outcomes and the improvement of the institution, as maintained through administrative, educational, and student support programs and services in alignment with its institutional mission?
- How actively does the University community engage in the periodic assessment of the mission and goals?
- What measures are in place to ensure that AGMU's mission and goals are effectively communicated and well-suited to cater to the needs of the institution's student community?

### III. Glossary

Provide the official definitions of terms used within your chapter, which the working group deems essential to ensure clarity for the readers.

### IV. Discussion Collaboration, Connections, And Evidence Inventory Approach

A summary of the Working Group's partnerships with those involved in refining the Evidence Inventory and, when applicable, the Verification of Compliance process, along with an inventory of documents slated for inclusion in the Evidence Inventory. Furthermore, an account of collaborative dialogues with members from other Working Groups and, if necessary, strategies to prevent unnecessary duplication.

### V. Analysis

Description of assessment information utilized to conduct analyses consistent with the lines of inquiry and guiding questions.

### VI. Reporting

Submission of an analytical report that covers the lines of inquiry, encompassing descriptions of the information used to conduct the analysis for each line of inquiry.

### VII. Areas Strengths, Opportunities for Improvement, and Innovation

Derived from the analytical report, areas of strength and opportunities that are substantiated by evidence and align with the Working Group's responsibilities and designated Standards and Priorities. Additionally, evidence-based recommendations for improvements and innovation that correspond.

Strengths

Opportunities

Recommendations for Improvement and Innovation

## Appendix C

### Evidence Inventory List

<b>Standard I: Mission and Goals   Chapter 1</b>	
<i>EI-Document ID</i>	<i>Official Document Title</i>

<b>Standard II: Ethics and Integrity   Chapter 2</b>	
<i>EI-Document ID</i>	<i>Official Document Title</i>

<b>Standard III: Design and Delivery of the Student Learning Experience   Chapter 3</b>	
<i>EI-Document ID</i>	<i>Official Document Title</i>

<b>Standard IV: Support the Student Experience   Chapter 4</b>	
<i>EI-Document ID</i>	<i>Official Document Title</i>

<b>Standard V: Educational Effectiveness Assessment   Chapter 5</b>	
<i>EI-Document ID</i>	<i>Official Document Title</i>

<b>Standard VI: Planning, Resources, and Institutional Improvement   Chapter 6</b>	
<i>EI-Document ID</i>	<i>Official Document Title</i>

<b>Standard VII: Governance, Leadership and Administration   Chapter 7</b>	
<i>EI-Document ID</i>	<i>Official Document Title</i>