

AGMU
ANA G. MÉNDEZ
UNIVERSITY

Self Study Report

February 2025

Submitted to:
Middle States
Commission on
Higher Education

Table of Contents

LIST OF TABLES	iii
LIST OF FIGURES	iv
DEFINITION OF TERMS AND ACRONYMS	v
EXECUTIVE SUMMARY AND ELIGIBILITY STATEMENT	vi
INTRODUCTION.....	1
AGMU Overview	1
The Self-Study Process.....	4
Institutional Priorities	6
Intended Outcomes	7
CHAPTER I: MISSION AND GOALS	8
Introduction.....	8
Methods and Evidence to Address Research Questions and Standard’s Criteria.....	8
Analysis/Self-Reflection.....	8
Strengths, Opportunities, Recommendations	16
Conclusion	17
CHAPTER 2: ETHICS AND INTEGRITY	18
Introduction.....	18
Methods and Evidence to Address Research Questions and Standard’s Criteria.....	18
Analysis/Self-Reflection.....	18
Strengths, Opportunities, Recommendations	30
Conclusion	30
CHAPTER 3: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE	31
Introduction.....	31
Methods and Evidence to Address Research Questions and Standard’s Criteria.....	31
Analysis/Self-Reflection.....	31
Strengths, Opportunities, Recommendations	45
Conclusion	46
CHAPTER 4: SUPPORT OF THE STUDENT EXPERIENCE	47
Introduction.....	47
Methods and Evidence to Address Research Questions and Standard’s Criteria.....	47
Analysis/Self-Reflection.....	47
Strengths, Opportunities, and Recommendations.....	55
Conclusion	56
CHAPTER 5: EDUCATIONAL EFFECTIVENESS ASSESSMENT	56
Introduction.....	56
Methods and Evidence to Address Research Questions and Standard’s Criteria.....	57
Analysis/Self-Reflection.....	57
Strengths, Opportunities, Recommendations	67
Conclusion	68
CHAPTER 6: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT; INSTITUTIONAL RESOURCES	69
Introduction.....	69

Methods and Evidence to Address Research Questions and Standard’s Criteria.....	69
Analysis/Self-Reflection.....	69
Strengths, Opportunities, Recommendations	78
Conclusion	79
CHAPTER 7: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION.....	80
Introduction.....	80
Methods and Evidence to Address Research Questions and Standard’s Criteria.....	80
Analysis/Self-Reflection.....	81
Strengths, Opportunities, Recommendations	87
Conclusion	88
CONCLUSION	89
EVIDENCE INVENTORY LIST.....	90

LIST OF TABLES

Table 1. Academic Programs Distribution..... 2

Table 2. AGMU Faculty Cadre by Academic Credentials 2019-2024..... 3

Table 3. AGMU Fall 2024 Student Profile..... 3

Table 4. Enrollment Distribution by Delivery of Instruction Fall 2019 – Fall 2023 4

Table 6. Alignment of Institutional Priorities and Elements of the Refined Mission..... 15

Table 7. Standard II Key Collaborators 18

Table 8. AGMU’s Administrative and Faculty Profile as of Fall 2023 21

Table 9. Key Findings based on Criteria from the 2023 Institutional Climate Survey 21

Table 10. Findings of AGMU Student Satisfaction Survey 22

Table 11. AGMU’s Student Complaints and Grievances 23

Table 12. AGMU Student Consumer Information Material 27

Table 13. Academic Program Distribution by Academic Level and Academic Division 32

Table 14. AGMU's Number of Full-Time and Part-Time Faculty from 2022-2024 38

Table 15. AGMU Faculty Scholarly Activities 2022 – 2024 39

Table 16. AGMU’s Library Resources 41

Table 17. Projects Submitted to the IRB Committee from 2022 to 2024..... 43

Table 18. Retention Strategies 51

Table 19. Graduates Students from 2021-2024 52

Table 20. Financial Assistance Distribution for Fall 2022 to 2024 53

Table 21. Summary of post-test questions from the assessment session at the Faculty Summit, August 2024 60

Table 22. Relationship between AGMU's mission and competencies 60

Table 23. General Education competencies and outcomes..... 60

Table 24. Graduating Candidate's Value-Added Results from 2023 (N=96) 62

Table 25. Bachelor of Science in Psychology Program Assessment Results 2023-2024..... 63

Table 26. Student Satisfaction Results by Administrative Unit for 2024 and 2022 64

Table 27. Candidates’ satisfaction with AGMU services from 2023 (N=351) 65

Table 28. Faculty Actions to Enhance Teaching and Learning Experiences 66

Table 29. Alignment of Vectors and Institutional Priorities..... 71

Table 30. 2022 – 2023 Change in Net Assets 74

Table 31. 2023 Working Capital Ratio 74

Table 32. CANVAS Excerpt of 2024 Student Satisfaction Survey Results 75

Table 33. Facilities Excerpt 2024 Student Satisfaction Survey Results 76

Table 34. 2024 Operational Administrative Personnel..... 77

Table 35. AGMU’s Current Board of Directors 82

Table 36. AGMU Vice Presidents 83

LIST OF FIGURES

Figure 1. SUAGM’s Institutions Structure 1
Figure 2. AGMU Self-Study Organizational Structure 5
Figure 3. Mission, Vision and Goals Cycle 10
Figure 4: Student Enrollment and Retention Model 48
Figure 5. 2024 Student Satisfaction Results on Student Experience 54
Figure 6. 2023-2024 Student Service Request Data Collected 55
Figure 7. AGMU Assessment Model..... 58
Figure 8. Closing the loop of the assessment cycle for continuous improvement..... 58
Figure 9. General Education Component Assessment Results by Competency, Period 2022 to
2024..... 61
Figure 10. SUAGM Strategic Planning Process 70
Figure 11. AGMU Planning Model 71

DEFINITION OF TERMS AND ACRONYMS

ACEN	Accreditation Commission for Education in Nursing
ADA	Americans with Disabilities Act
AGMU	Ana G. Méndez University
AGMU, Inc.	Ana G. Méndez University, Inc.
ASN	Associate of Science in Nursing
BOD	Board of Directors
CACREP	Council for Accreditation of Counseling and Related Educational Programs
CEO	Chief Executive Officer
CIE	Florida Commission for Independent Education
CISE Virtual or CISE	Virtual Integrated Student Service Center
CRM	Client Relationship Management
CSWE	Council on Social Work Education's Commission on Accreditation
DNP	Doctor of Nursing Practice
FERPA	Family Educational Rights and Privacy Act
FNP	Master of Science in Family Nurse Practitioner
GenEd	General Education Component
HEOA	Higher Education Opportunity Act
IACET	International Association for Continuing Education and Training
IPEDS	Integrated Postsecondary Education Data System
IRB	Institutional Review Board
IRM	Institutional Retention Model
KPIs	Key Performance Indicators
LMS	Learning Management System
MSCHE	Middle States Commission on Higher Education
NCES	National Center for Education Statistics
NC-SARA	National Council for State Authorization Reciprocity Agreements
NSO	New Student Orientation
SAP	Satisfactory Academic Progress
SGWG	Strategic Guidelines Working Group for Mission and Vision
SIR	Supplemental Information Report
SIS	Student Information Systems
SME	Subject Matter Expert
SOP	Standard Operating Procedure
SSR	Self-Study Report
SUAGM	Sistema Universitario Ana G. Méndez
UAGM-CV	Universidad Ana G. Méndez-Campus Virtual
UAGM-OC	Universidad Ana G. Méndez-Online Campus
WG	Working Group

EXECUTIVE SUMMARY AND ELIGIBILITY STATEMENT

Ana G. Méndez University (AGMU), a non-profit institution based in Florida, is committed to providing high-quality education, with a focus on Hispanic learners. AGMU is authorized to operate by the Florida Commission for Independent Education (CIE). AGMU has its Main Campus in Orlando, and three campuses located in Metro Orlando, South Florida (Miami Lakes) and Tampa Bay. AGMU is operated by Ana G. Méndez University, Inc. (AGMU, Inc.), a non-profit subsidiary fully controlled by the Sistema Universitario Ana G. Méndez (SUAGM).

AGMU stands as a beacon of educational excellence and accessibility for Hispanics and the community at large. Through its diverse array of academic programs and flexible learning options, AGMU is not only meeting the demands of today's job market but also fostering an inclusive environment where students can thrive. The institution's robust governance structure and commitment to continuous improvement ensure that it remains dedicated to its mission of providing high-quality education. As AGMU moves forward, it is poised to enhance its impact on the community and contribute to the academic and professional success of its students.

AGMU currently offers 56 academic programs across diverse disciplines, including Science and Technology, Business and Entrepreneurship, Health Sciences, and Liberal Arts, all designed to address evolving market demands. The institution provides flexible learning options through various delivery modalities and languages of instruction. Through its strong framework for academic program development, evaluation, and comprehensive student services, AGMU demonstrates a commitment to education and academic excellence, fully aligned with its mission and goals.

The administrative structure is established in the institutional Bylaws, with the President acting as the Chief Executive Officer (CEO) and reporting directly to AGMU's Board of Directors (BOD). Governance is managed by the University Council, led by the President, and the Academic Senate, which is chaired by the provost and delegated to the Dean of Academic Affairs. As of Fall 2024, AGMU's total enrollment stood at 8,393 students, the majority of whom identify as Hispanic.

About the Self-Study

The self-study process at AGMU allowed the broader university community to engage in a thorough reflection on the institution's strengths and opportunities. This process also facilitated the refinement of assessment practices and identified areas for improvement and innovation to enhance AGMU's strategic planning efforts. The self-study was designed to evaluate all facets of the institution and ensure compliance with the Middle States Commission on Higher Education (MSCHE) accreditation standards and requirements of affiliation.

Guided by the Steering Committee, this self-study emphasized institutional integrity, assessment outcomes, continuous improvement, and innovation. The self-study intended to reaffirm AGMU's accreditation, engage the entire university in a self-evaluation process, and demonstrate the institution's commitment to fulfilling its mission. Faculty, administrators, and students actively participated in the process, fostering a culture of collaboration and shared responsibility for institutional progress.

The self-study sought to achieve essential outcomes, including the reaffirmation of accreditation by meeting MSCHE standards and evaluating the quality and effectiveness of AGMU’s academic programs and services. The recommendations from this process will guide AGMU in continuing to fulfill its mission and provide high-quality education across various modalities. The report encompasses a detailed introduction, in-depth analysis and self-reflection, identification of strengths, opportunities, and recommendations for improvement and innovation, and a concluding summary. This comprehensive evaluation ensures a solid foundation for AGMU’s sustained growth and success.

Structure of the Steering Committee and Working Groups

The self-study process was guided by a Steering Committee, which established strategies to foster teamwork and collaboration through an efficient structure involving Working Groups (WG). Each WG focused on one accreditation standard and was supported by three supporting WG dedicated to meeting MSCHE requirements of affiliation and verification of compliance, evidence inventory, and communication. From the outset of the self-study design, the Steering Committee held regular meetings to direct research, analyze data, and review the WG findings.

The process began by identifying the key concepts in the Standards for Accreditation and Requirements of Affiliation (October – January 2022) and involving staff and faculty in formulating questions relevant to achieve and demonstrate compliance with these concepts. These questions were then classified according to the relevant concept or element to avoid redundancies and ensure comprehensive coverage of each standard. The questions were further refined in discussions with the WG to focus on essential and optional elements.

Once the lines of inquiry and guiding questions were defined, the WG analyzed evidence to answer each question. The WG met with key administrative personnel to gather the necessary documentation which was collected and classified based on its origin and alignment with the guiding questions. This included documents such as bylaws, regulations, institutional policies, strategic statements, work plans, meeting minutes, committee reports, assessment reports, and publications.

The Steering Committee was composed of the following members:

Name	Position
Claudia Camacho – Chair	Director of License, Compliance and Accreditation
Monica Castro – Co-Chair	Director of Business Intelligence and Analytics
Prof. Johanna Vivoni	Liberal Arts Full-Time Faculty
Prof. Victor M. García	Liberal Arts Full-Time Faculty
Prof. Sharon Diaz	Liberal Arts Full-Time Faculty
Prof. Jadyrah Escobar	Business Administration Full-Time Faculty
Rose Vincenty	Director of Assessment
Rafael I. Salas	Director of Planning
Glorivette Perez	Dean of Academic Affairs

Summary of Findings

Through this self-reflective evaluation process, the institution has assessed its compliance with the MSCHE requirements of affiliation and the seven accreditation standards. Additionally, AGMU ensures adherence to the institutional federal compliance report. This

process aligns with AGMU's mission, vision, and goals, resulting in the identification of key institutional strengths and opportunities outlined below.

1) Chapter I: Mission and Goals

a) The strengths identified were:

- i) Clearly defined mission and vision statements.
- ii) Mission and vision aligned to the institutional priorities and strategic plan.
- iii) Participatory process in the definition of mission and goals and high level of awareness of these institutional statements among AGMU stakeholders.
- iv) The series of consultations to the university communities.

b) The opportunities identified were:

- i) Ensure the continued implementation and understanding of the refined mission and vision across the institution.
- ii) Incorporate relevant questions into existing assessment instruments, allowing students, faculty, and other stakeholders to provide feedback.

2) Chapter II: Ethics and Integrity

a) The strengths identified were:

- i) All areas of the university perform their work based on policies, procedures, and standards, among other similar documents, which regulate their activities and guarantee ethical and upright performance.
- ii) The policies, procedures, standards, and other related documents of Human Resources have a high ethical and integrity component.
- iii) The overall performance of the faculty, as well as their development and evaluation, are regulated without affecting the proper exercise of academic freedom. The Faculty Manual, faculty evaluation system, among other documents, guides the performance of faculty, which is governed by the concept of academic integrity.
- iv) The academic programs are governed and regulated by the highest ethical and integrity standards contained in the policies and procedures.
- v) The rights and duties of students are defined in multiple documents that establish all the processes and are made available to students from the moment they arrive at our institution and throughout all the years in which they study.

b) The opportunities identified were:

- i) Improve policy dissemination efforts to ensure greater awareness of institutional procedures and expectations among administrative personnel, faculty, and students.

3) Chapter III Design and Delivery of the Student Learning Experience

a) The strengths identified were:

- i) AGMU offers a wide variety of academic programs across multiple disciplines and levels, which demonstrates the institution's ability to meet diverse student needs and respond to market demands.
- ii) AGMU's commitment to academic excellence by aligning its programs with industry standards, conducting periodic evaluations, and ensuring relevance to current educational trends.
- iii) The involvement of faculty in program development and continuous assessment strengthens program quality.
- iv) AGMU's structured framework for program development and approval ensures alignment with institutional goals. The multi-phase approach involving market

- analysis and viability studies demonstrates thoughtful strategic planning.
- v) AGMU emphasizes faculty qualifications and continuous professional development.
 - vi) The structured evaluation system for faculty, which includes formative and summative assessments, classroom observations, and self-assessment, ensures that teaching quality is maintained across all programs.
 - vii) The institution fosters research and independent thinking, particularly within its graduate programs, by providing resources such as CAPSIM and Elsevier, and encouraging student engagement through research projects and capstone experiences.
- b) The opportunities identified were:
- i) Expand its graduate programs to include more interdisciplinary and niche fields that respond to emerging global challenges. This could attract more students and strengthen its market position.
 - ii) Expand research initiatives like funding for faculty and student research, partnerships with industry, and opportunities for graduate students to publish their work or present at conferences.
- 4) Chapter IV Support of the Student Experience
- a) The strengths identified were:
- i) The institution provides programs and services tailored to the Hispanic demographic, including bilingual support and recognition of prior education from other countries.
 - ii) The New Student Orientation (NSO) and retention officers ensure students receive the guidance they need from admission through graduation.
 - iii) The institution provides clear, accessible information regarding admissions, financial aid, and student services through its website and communication plans.
 - iv) AGMU's enrollment management and retention strategies are data-driven, emphasizing proactive student engagement through various tools designed to identify at-risk students, ensuring they receive timely interventions and support to prevent academic failure.
 - v) The use of modern digital platforms for student records management demonstrates AGMU's commitment to efficiency, security, and innovation in administrative processes.
- b) The opportunities identified were:
- i) Enhance services related to career placement opportunities by expanding partnerships with local businesses, industries, and organizations.
 - ii) Increase participation in the NSO by offering more flexible options and emphasizing the benefits of attending the sessions.
 - iii) Build stronger connections with alumni to provide networking opportunities for current students and potential fundraising opportunities for the institution.
 - iv) Expand academic advising, career counseling, and mental health resources to ensure holistic student well-being.
- 5) Chapter V Educational Effectiveness Assessment
- a) The strengths identified were:
- i) The Policy for the Systematization of the Assessment Model for Institutional Effectiveness establishes the framework for the institution's assessment practices.
 - ii) The active involvement of academic leaders, administrative staff, and faculty demonstrates that collaborative efforts reflect a culture of continuous improvement.
 - iii) The commitment to the assessment of student learning is demonstrated through its

- comprehensive assessment phases, including curriculum mapping, assessment planning, data collection, interpretation and analysis, stakeholder involvement, and the development of action plans, all supported by the Assessment Office.
- b) The opportunities identified were:
 - i) Enhance resources to support the intended scope of assessment model implementation.
 - ii) Increase student participation in surveys and feedback mechanisms to gather more comprehensive data, enabling the institution to implement more targeted and effective improvements.
- 6) Chapter VI Planning, Resources, and Institutional Improvement
- a) The strengths identified were:
 - i) AGMU has defined four well-articulated institutional priorities which provide a focused framework for strategic planning.
 - ii) The planning process is clearly outlined and participatory, involving faculty, administrative personnel, and leadership, which promotes inclusivity and shared governance.
 - iii) The strategic plan's vectors are directly aligned with AGMU's institutional mission, ensuring that all efforts contribute toward the institution's long-term goals.
 - iv) The institution integrates multiple layers of institutional effectiveness processes, such as student surveys, enrollment reports, and faculty evaluations, ensuring decisions are data-driven and aligned with real needs.
 - b) The opportunities identified were:
 - i) Enhance strategic decision-making and foster continuous improvement through the Institutional Effectiveness Committee.
 - ii) Work with the university community to receive adequate feedback and engagement in planning activities.
- 7) Chapter VII Governance, Leadership and Administration
- a) The strengths identified were:
 - i) AGMU's governance structure is well-organized, with clearly articulated roles and responsibilities for the BOD, the University Council, and the Academic Senate.
 - ii) The CEO and Vice Presidents possess strong credentials and professional experience, aligning with AGMU's mission.
 - iii) The institution ensures active involvement of students and faculty in the governance process through representation in the Academic Senate and University Council.
 - iv) AGMU has conflict-of-interest policies in place for the BOD, ensuring the institution's integrity and transparency.
 - v) The institution has a structured process for evaluating the performance of its employees, including leadership positions.
 - b) The opportunities identified were:
 - i) Leverage more comprehensive data analytics in governance and leadership decisions to enhance institutional effectiveness and student outcomes.
 - ii) Enhance periodic assessment opportunities to measure the effectiveness of governance, leadership, and administration

Recommendations for Improvement and Innovation

The following recommendations for improvement and innovation were identified.

- 1) Chapter I: Mission and Goals
 - a) Enhance the communication and promotion of the mission, vision, and institutional goals.
- 2) Chapter II: Ethics and Integrity
 - a) Maintain a commitment to continuous improvement in all policies and practices, reflecting AGMU's dedication to transparency, accountability, and responsiveness to changing needs and circumstances.
- 3) Chapter III Design and Delivery of the Student Learning Experience
 - a) Foster a stronger research culture across all academic levels.
 - b) Develop more interdisciplinary and cross-disciplinary programs that reflect emerging global trends and issues.
 - c) Increase faculty professional development opportunities to further enhance skills in innovative and technology-driven teaching methods.
- 4) Chapter IV Support of the Student Experience
 - a) Utilize data analytics to predict student behavior and identify trends that can inform decision-making.
 - b) Develop more international partnerships and study abroad programs.
 - c) Strengthen its alumni engagement through dedicated alumni services, mentorship opportunities, and networking events.
- 5) Chapter V Educational Effectiveness Assessment
 - a) Hire more staff to support assessment activities and processes.
 - b) Acquire an assessment management system to streamline processes and strengthen data collection and results analysis.
 - c) Increase faculty development opportunities in innovative assessment practices.
 - d) Continue strengthening the processes for sharing assessment results with stakeholders.
- 6) Chapter VI Planning, Resources, and Institutional Improvement
 - a) Enhance the visibility of the outcomes from the strategic planning process by providing more regular updates to stakeholders, particularly students and faculty, on how planning efforts are translating into institutional improvements.
 - b) Leverage technology through institutional dashboards for data-driven decision making.
- 7) Chapter VII Governance, Leadership and Administration
 - a) Increase initiatives for student participation in governance.
 - b) Embrace advanced technology solutions, such as integrated dashboards for real-time data analytics, to support data-driven decision-making at all governance levels and improve operational efficiency.

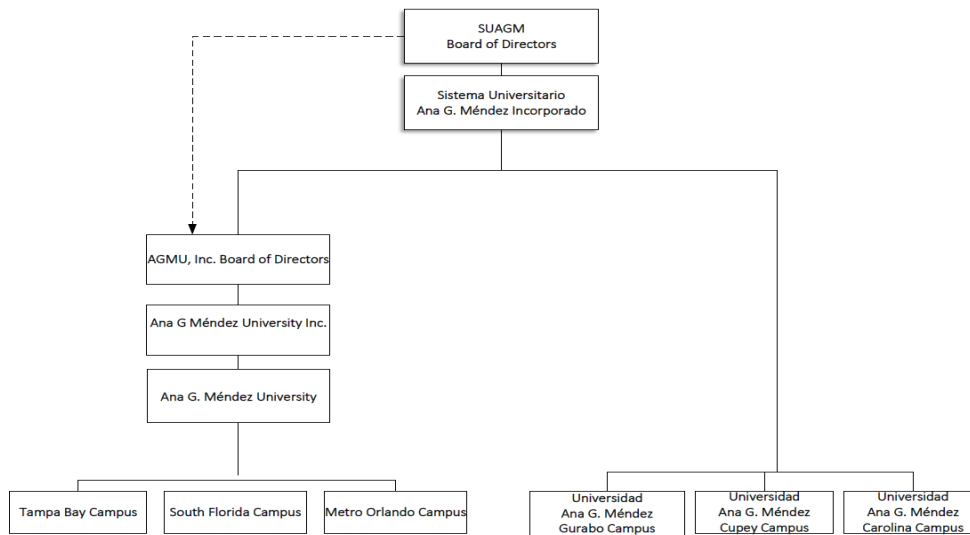
Introduction

AGMU Overview

Ana G. Méndez University is a non-profit institution of higher education based in Florida, licensed by the Florida Commission for Independent Education. AGMU has its Main campus in Orlando and three branch campuses located in Metro Orlando, Tampa, and South Florida (Miami Lakes). In 2024, AGMU submitted a substantive change to reclassify its South Florida and Tampa branch campuses to be additional locations. This reclassification was approved by the MSCHE on June 26, 2024, and August 22, 2024, respectively and will be implemented by August 2025. AGMU is under the ownership of Ana G. Méndez University, Inc., a non-profit subsidiary fully controlled by the Sistema Universitario Ana G. Méndez.

The current organizational structure of SUAGM is illustrated in Figure 1 below:

Figure 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 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: Universidad Ana G. Méndez – Gurabo Campus (formerly Universidad del Turabo), Universidad Ana G. Méndez - Carolina Campus (formerly Universidad del Este), and Universidad Ana G. Méndez - Cupey (formerly Universidad Metropolitana), all situated in Metro Orlando. Subsequently, in May 2006, CIE authorized the creation of a second branch campus for each of SUAGM institutions in South Florida, followed by a third branch campus, for each institution, in the Tampa Bay area in 2010.

By expanding its campuses beyond Puerto Rico, SUAGM 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 BOD 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), MSCHE granted accreditation for a five-year term 2016-2021. In 2019, UAGM-CV underwent a name change to Universidad Ana G. Méndez-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 UAGM-OC to 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 June 2022, MSCHE acknowledged the receipt of a complex substantive change from AGMU and directed the institution to conduct a new comprehensive evaluation in accordance with Commission policy and procedures and federal regulation 34 CFR § 602.22(h) in anticipation of an evaluation visit in 2024-2025.

AGMU academic programs. The institution has been approved by CIE for a total of 95 academic programs across various levels, including diploma, associate, bachelor, master, and doctoral degrees, as well as continuing education certifications. These programs span multiple disciplines and are structured to provide students with diverse educational pathways. AGMU's academic programs are designed with a variety of delivery modalities to meet the diverse needs of its student body.

As part of its strategic planning process and in alignment with key institutional priorities, the university seeks to refine its academic offerings to better align with market demands and the needs of its student population. This realignment is informed by the outcomes of various strategic efforts, including analyses of external market trends, such as degrees conferred by comparable institutions, trends in higher education, and labor market demands. Additionally, it incorporates insights from multiple institutional assessment surveys and enrollment trends. After analyzing data and efforts, AGMU determined to reduce the academic offerings to prospective students to 56 academic programs. Table 1 shows the academic programs distribution in four (4) academic divisions: Business and Entrepreneurship, Liberal Arts, Health Sciences, and Science and Technology:

Table 1. Academic Programs Distribution

Academic Division	Diploma	Associate	Bachelor	Master	Doctorate	Total
Business and Entrepreneurship	--	--	7	11	2	20
Health Sciences	5	2	2	3	1	13
Liberal Arts	--	2	6	7	3	18
Science and Technology	1	1	1	2	--	5
Total	6	5	16	23	6	56

Source: Office of License, Compliance and Accreditation, November 2024

AGMU demographics. In Fall 2024, AGMU's administrative personnel and faculty comprised of over 750 members, reflecting a demographic profile similar to the student body, with a majority being female and Hispanic. To ensure comprehensive support for both students and the broader university community, over 50% of the administrative staff are dedicated to Student and Academic Affairs and Other Education Services. Moreover, AGMU's faculty is dedicated to delivering high-quality education across multiple modalities and language of instruction. The institution employs over 680 highly qualified faculty members, including both full-time and part-time instructors, to effectively serve the student population and uphold the highest academic standards. For the 2024-2025 academic year, AGMU's faculty cadre is composed of 51 full-time faculty members representing a diverse range of academic disciplines, supported by more than 630 part-time faculty members, all equally committed to academic excellence.

The faculty demographics closely reflect those of the student body, with the majority being bilingual females, aged 48 to 52. Over 97% of the faculty hold advanced degrees, either doctoral or master's, in their respective fields. As outlined in Table 2, AGMU consistently maintains a faculty where approximately 95% hold master's or doctoral degrees, underscoring the institution's commitment to delivering the highest level of educational expertise and guidance to its students.

Table 2. AGMU Faculty Cadre by Academic Credentials 2019-2024

Academic Credential	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Diploma	--	--	1%	1%	1%	1%
Associate and Bachelor	--	--	3%	2%	2%	2%
Master	44%	45%	46%	45%	49%	45%
Doctorate	56%	55%	51%	52%	47%	52%

Our student profile encompasses individuals with a wide range of socioeconomic backgrounds, as detailed in Table 3. As of the Fall of 2024, our student population is 8,393 students in both face-to-face and online modalities, primarily consisting of Hispanic young adults and professionals, with an average age of 35 years. Notably, a significant majority, exceeding 75% of our students, are female. The annual average income among our students surpasses \$27,000. Moreover, most of our students have a family composition of three members, representing second-generation learners.

Table 3. AGMU Fall 2024 Student Profile

Location	Characteristics	AGMU	Main Campus	Metro Orlando	South Florida	Tampa Bay
Age	Average	35.3	34.9	35.6	39.9	34.8
	Range	17-78	16-74	16-75	18-78	17-72
Gender	Female	77.2%	78.3%	79.3%	74.0%	74.7%
	Male	22.8%	21.5%	20.7%	26.0%	25.2%
	Not Specify	0.0%	0.2%	0.0%	0.0%	0.0%
	<i>Total</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>
Ethnicity	Non-Resident Alien	1.0%	1.0%	0.2%	0.2%	0.0%

Location	Characteristics	AGMU	Main Campus	Metro Orlando	South Florida	Tampa Bay
	White	2.2%	2.0%	0.6%	1.3%	1.9%
	Black (Afro-American)	0.5%	1.0%	0.6%	0.7%	0.5%
	Hispanic	79.4%	79.0%	95.6%	94.8%	93.6%
	Other	1.8%	2.0%	0.1%	1.1%	1.3%
	Not Specify	15.2%	15.0%	2.5%	2.0%	2.7%
	<i>Total</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>
Full-Time Status	Full-Time	53.5%	68.4%	56.0%	67.7%	66.4%
	Part-Time	46.5%	31.6%	44.0%	32.3%	33.6%
	<i>Total</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>
Student Income	Average	\$27,287	\$35,433	\$45,179	\$35,893	\$24,210
Pell Grant Recipients	Percentage of Total	39%	48%	37%	60%	38%
Student Loans Recipients	Percentage of Total	70%	76%	87%	81%	68%
Dependent	Independent	82%	77%	86%	76%	83%
Generation	First	31%	31%	38%	37%	29%
	Second	46%	41%	35%	34%	48%
Family Composition	Average	3	3	3	3	3

Regarding enrollment, AGMU has consistently seen growth since Fall 2019, as indicated in Table 4, across various delivery modalities. For Fall 2023, approximately 82% of our student population has opted for online modality, while the remaining 18% participate face-to-face. Enrollment has remained the same across all modalities.

Table 4. Enrollment Distribution by Delivery of Instruction Fall 2019 – Fall 2023

Location	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Face-to-Face	--	--	640	1,592	1,552
Online	1,051	2,505	5,150	6,208	6,841
Total	1,051	2,505	5,790	7,800	8,393

As a result of the MSCHE visit in response to a Supplemental Information Report (SIR) requested on March 9, 2023, the evaluation focused on AGMU's rapid growth and how the institution has been allocating resources to maintain the quality of its educational programs and services. The evaluation committee reviewed these matters in depth during the visit. They concluded that the institution appears to be in compliance with the issues presented in the SIR.

In Fall 2023, the growth in student population is not as accelerated compared to previous years. This may be attributed to the conclusion of the pandemic, which curtailed the previously accelerated growth. We are now observing a more stabilized environment, as the earlier surge in enrollment was largely driven by online modality.

The Self-Study Process

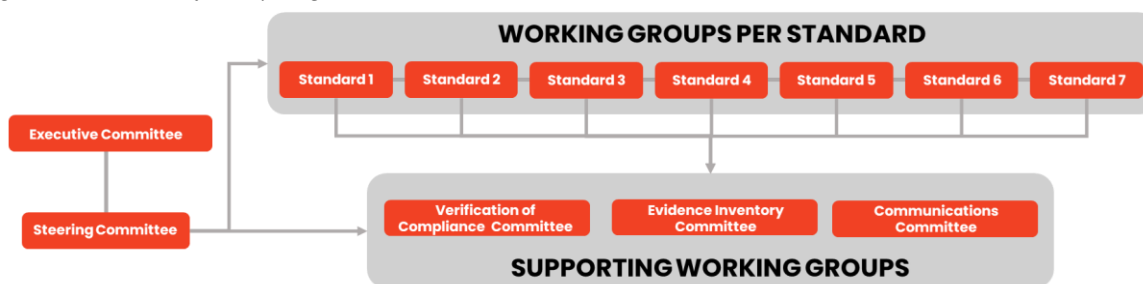
AGMU has opted for a Standards-Based approach. Embracing this comprehensive Standards-Based Self-Study review model will empower the Institution to gauge and affirm its alignment with the seven accreditation standards and the associated requirements of affiliation.

This approach not only promotes accountability but also fosters a culture of continuous improvement throughout the institution.

Scope and Organization of the Self-Study

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

Figure 2. AGMU Self-Study Organizational Structure



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. The appointments with the chairs, co-chairs, and members roles within the WG were determined based on criteria that consider individuals' expertise, knowledge, and capabilities to guarantee enthusiastic and active involvement in the self-study process.

Students were actively involved in contributing their insights and perspectives to the self-study process. They participated in various activities, such as being members of certain working groups, focus groups, surveys, on-campus activities, and other engagement mechanisms. This extensive involvement ensures that the student experience at AGMU is well-represented and considered in this self-assessment process, highlighting the institution's commitment to incorporating diverse viewpoints.

Evidence inventory. The Evidence Inventory was meticulously organized by evidence number, with all documentation aligned to each corresponding chapter. 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 WG 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 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 and requirements of affiliation.
- Recognizing any redundant information or documentation.
- Providing summaries when necessary.

Prior to the submission of the final draft of the Self-Study report (SSR) it is provided to the Steering Committee and pertinent stakeholders for a conclusive review. Finally, Working Group Nine will undertake a comprehensive verification of all evidence, systematically categorizing it by standard. The final document of the SSR is reviewed by the Executive Committee and approved by the AGMU BOD before its submission via the MSCHE portal.

Institutional Priorities

AGMU's institutional goals shape the foundation of its strategic priorities. These priorities are aligned with the institution's mission to provide high-quality, accessible education while promoting a diverse, inclusive, and innovative academic environment. They aim to equip students with the skills and knowledge necessary for personal and professional success, while also ensuring the institution's sustainable growth and lasting impact. The institutional priorities for the period from 2021 to 2024 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.

This SSR demonstrates the institution's commitment to upholding its mission and aligning all efforts with its core values and objectives. For the past year, we have started the development of new strategic plan guidelines cycle. As part of the process, AGMU refined its mission and vision statements. The mission statement reads as follows:

“AGMU is an accredited post-secondary institution committed to delivering academic excellence to Hispanics and the community at large through face-to-face and distance learning modalities. AGMU provides the highest quality education, service, and continuing education in a bilingual culture and environment. We strive to promote innovation, research, inclusion, and community engagement with appreciation and respect for diversity.”

The refined vision statement is:

“AGMU will strive to be the premier private not-for-profit Hispanic serving institution in the state of Florida.”

Intended Outcomes

The fundamental aspects for conducting the SSR were reflective practice, comprehensive assessment, continuous improvement, and institutional integrity. The self-study aimed to:

- 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.

Chapter I: Mission and Goals

Introduction

This chapter provides an in-depth analysis of the purpose of AGMU defined by the institution's mission and the goals derived from it. It outlines the steps taken to refine the university's mission and vision to ensure these statements accurately reflect the core identity of the institution. The substantive elements within these guiding statements not only define AGMU's institutional character but also serve as a compass for its commitment to delivering academic excellence to Hispanic students and the broader community.

The chapter further explores how AGMU's mission and goals are integrated into the institution's strategic plan, shaping key decisions around program development and the establishment of both institutional and educational outcomes. By aligning its initiatives with its mission, AGMU ensures that every decision reflects its dedication to fostering inclusive education and community impact.

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

The WG periodically met to discuss and compile the data needed to address the lines of inquiry required for the report. Also, the chair and co-chair of the Steering Committee consistently met with all the chairs of the MSCHE Standards to provide guidance and discuss relevant information to all the groups. Standard I WG met several times with the chair of Standard VI WG to obtain information about the institution's strategic goals and how these aligned with the mission and vision being proposed. A meeting was also conducted with the Director of Assessment to discuss the available institutional assessments and how these consider the mission and vision. The members of Standard I WG compiled information and made sure to include all the documents in the Evidence Tracker, which all the WG's had access to avoid duplicity of documentation.

After defining the lines of inquiry and guiding questions, the Standard I WG analyzed the evidence to address each question. They also met with key institutional personnel to collect the necessary support documentation. Evidence was collected and classified based on the nature of each question and its origin, ensuring alignment with the purpose of the inquiry. These documents included bylaws, regulations, institutional policies, strategic statements, work plans, minutes from leadership meetings, committee reports, institutional research, assessment reports, publications, and more.

Analysis/Self-Reflection

Clearly defined mission, vision, and goals. Institutional mission and vision are key in shaping decisions related to program development and the establishment of institutional and educational outcomes. These guiding principles ensure that all academic and extracurricular activities align with the institution's core values and purpose. The mission and vision of AGMU are foundational elements that define its identity, guide its actions, and inspire its community. They are essential for achieving coherence, focus, and long-term success in fulfilling the institution's educational objectives.

AGMU's mission and vision statements are clearly defined and read as follows:

Mission: “AGMU is an accredited post-secondary institution committed to delivering academic excellence to Hispanics and the community at large through face-to-face and distance learning modalities. AGMU provides the highest quality education, service, and continuing education in a bilingual culture and environment. We strive to promote innovation, research, inclusion, and community engagement with appreciation and respect for diversity.”

Vision: “AGMU will strive to be the premier private not-for-profit Hispanic serving institution in the state of Florida.”

The institutional goals serve as the foundation for AGMU’s long-term strategic vision and operational effectiveness. These goals are designed to promote academic excellence, foster innovation, and enhance community engagement while ensuring the continuous improvement of educational programs. AGMU’s institutional goals are realistic, appropriate to higher education, and consistent with its mission. The institutional goals are the following:

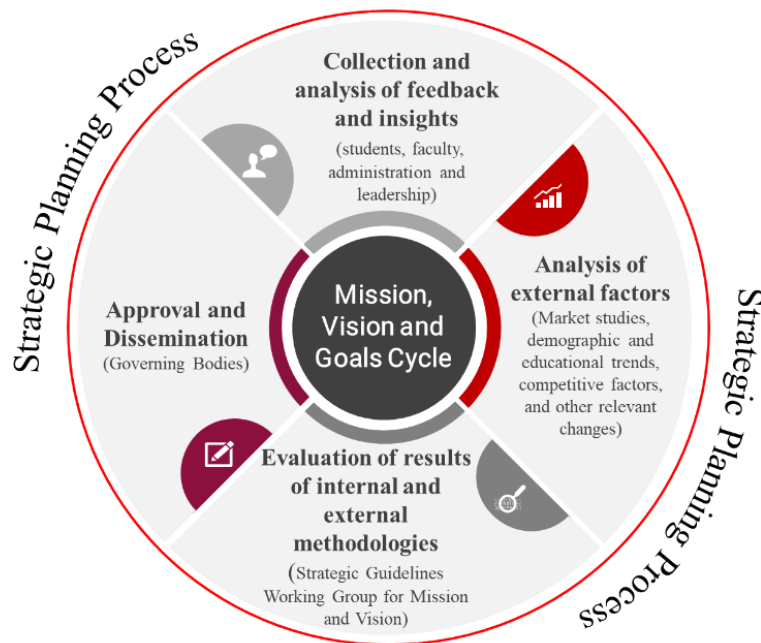
1. Promote academic programs adjusted to the demand of local and international markets.
2. Diversify the academic offerings through the design of programs in various disciplines for post-secondary, undergraduate, and graduate levels.
3. Offer continuing education opportunities for students’ professional development and the general community.
4. Promote an academic environment which allows for opportunities of growth, continuing professional development, and participation in institutional processes for faculty and associates.
5. Provide essential tools to ensure that students achieve their goals and obtain the academic degree they desire.
6. Establish an academic and institutional assessment unit to develop a continuous improvement plan for quality standards and institutional processes.
7. Strengthen the student service program by ensuring support and feedback in approximately 24 to 48 hours.
8. Foster institutional values in academic, student, and administrative initiatives and processes.
9. Develop community programs and projects which contribute to improve the quality of life of the populations we serve.
10. Maximize the use of technological infrastructure associated to the offering of courses and the provision of student services.
11. Identify emerging technologies to upgrade efficient and innovative procedures and services.

The institutional goals of AGMU drive the establishment of its strategic priorities. AGMU’s priorities are intended to support the institution’s mission of delivering high-quality, accessible education while fostering a diverse, inclusive, and innovative academic environment. These priorities are designed to equip students with the skills and knowledge needed for personal and professional success while ensuring the institution’s sustainable growth and impact. The priorities are the following:

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

Periodic evaluation cycle. The mission, vision, and goals of the institution are defined, developed in a collaborative and participatory process considering external and internal contexts and formally approved by the institutional governing bodies. The mission, vision and goals are periodically evaluated as part of a multiple steps process taken during the development of the institutional strategic plan as illustrated in Figure 3.

Figure 3. Mission, Vision, and Goals Cycle



The strategic planning process offers a valuable opportunity to assess and evaluate the institution's mission, vision, and goals through a collaborative and participatory approach, involving input from all stakeholders. The key stages of this process include:

- Collecting and analyzing feedback and insights from students, faculty, administration, and leadership using quantitative and qualitative methods.
- Conducting external analysis, considering market studies, demographic and educational trends, competitive factors, and other relevant changes.
- Evaluating the results of internal and external analyses to assess the current mission, vision, and goals through a Strategic Guidelines Working Group (SGWG) for Mission and Vision Committee and making recommendations for updates or refinements.

- Securing approval of the proposed mission and vision by the institution’s governing bodies, including the President/CEO and the BOD, followed by a structured process to communicate these to the broader institutional community.

Refinement of mission and vision statements. For the period 2020–2022, AGMU’s mission and vision statement read as follows:

Mission: “Ana G. Méndez 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.”

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

In the last quarter of 2022, the President called for the reaffirmation of its strategic guidelines and initiated the process to strengthen AGMU’s operations. As part of this initiative, a SGWG for Mission and Vision was designated. The SGWG includes different members from the university community (C1-01).

After the analysis and consultation of internal and external factors, the SGWG recommended a draft for a refined mission and vision statement. The consensus was that AGMU’s processes, programs, and services remain aligned with the current mission and the community it serves. The SGWG agreed that while no substantial changes were necessary, refining certain elements could enhance clarity (C1-02). This distinction is important because it emphasizes that the essence of the work remains consistent while incorporating added value. In February 2024, the AGMU’s BOD reviewed the recommendations and approved the recommended refined mission and vision (C1-03).

Collaboratory and participatory process. The assessment of the mission and vision was conducted through a collaborative and participatory process. The university implemented a multi-phase approach to gather feedback and insights from various institutional stakeholders using both quantitative and qualitative methods. The phases of the process were as follows:

- Student consultation: Recognizing the importance of student perspectives, in the summer of 2023, AGMU organized student focus groups at the three face-to-face campuses (C1-04) and collected survey data from online students (C1-05) to gather feedback from diverse student demographics. These groups facilitated open discussions on the university’s role, strengths, and areas for enhancement. Surveys were conducted in English and Spanish to better respond to our student population. The most significant results were the following:
 - Both student populations described having other responsibilities like supporting a family and the need to work full-time, and highlighted

AGMU as the institution that provided them with the “opportunity” and “flexibility” to pursue a career and an academic degree.

- Face-to-face students also praised AGMU for providing a “bilingual environment” and a sense of “feeling like at home” as reasons to feel part of the institution.

Insights from student focus groups and the information collected through the online surveys (C1-06) played a pivotal role in shaping the language and aspirations embedded in the proposed refined mission and vision statements.

- Faculty and Administrative Personnel Consultation: AGMU engaged its faculty and administrative staff in a meeting to evaluate whether the institution's mission aligns with its role in the community and the population it serves (C1-06 and C1-07). Additionally, to further assess alignment, a survey titled "Strategic Priorities for AGM University" (C1-08) was administered to 33 faculty members and 124 administrative personnel. The survey responses provided valuable insights into both the institution's strengths and areas for improvement, particularly regarding the mission and vision. Strengths highlighted included AGMU’s being “bilingual” and its commitment to serving the Hispanic community. However, areas for improvement included the desire to strengthen relationships with the surrounding communities near physical campuses and to further enhance technological resources for academic delivery and student services.

The collaborative effort to gather input from faculty, student focus groups, and administrative personnel produced a wealth of diverse perspectives. Faculty emphasized the need for academic rigor, innovation, and fostering a culture dedicated to research. Student focus groups highlighted the importance of a bilingual, inclusive learning environment and quality student services, while administrative personnel underscored the need for alignment with accreditation standards and strategic institutional goals. AGMU’s refined mission and vision statements reflect these stakeholder perspectives, combined with thirteen years of experience in distance education and two decades in Florida (C1-07).

In collaboration with the SGWG and the Planning Office and considering the diverse perspectives gathered through the consultative process, the institution refined its mission and vision statements to reflect commitment to excellence, diversity, inclusiveness, and community engagement. The refined mission highlights a commitment to offering academic opportunities to both the Hispanic community and the wider population within a bilingual environment. Table 5 below outlines the key elements revised in AGMU's mission statement, as included in the letter sent to AGMU’s MSCHE liaison (C1-02).

Table 5. Comparison of Prior Mission Statement to Refined Mission Statement

Prior Mission Statement	Refined Mission Statement	Rationale
Ana G. Méndez University is an accredited institution which offers a university education of excellence.	Ana G. Méndez University is an accredited post-secondary institution committed to delivering academic excellence...	Recognition of accreditation and commitment to academic excellence.

Prior Mission Statement	Refined Mission Statement	Rationale
through the on-campus and online modalities using emerging and innovative technologies.	...through face-to-face and distance learning modalities...	Current teaching/learning modalities
It promotes innovation, entrepreneurship, research, as well as the appreciation and respect for diversity.	...We strive to promote innovation, research, inclusion, and community engagement with appreciation and respect for diversity.”	Institutional teaching/learning goals
It encourages integral education through an approach in competencies for the benefit of the Hispanic and international communities.	committed to delivering academic excellence to Hispanics and the community at large	A curriculum is implicit as the role of a post-secondary institution. As such, AGMU is committed to delivering academic excellence to Hispanics and the community at large remain.
		International communities were rephrased to the community at large as it serves a community in Florida with diverse backgrounds; through distance education, the community we serve increases and may have international reach but remain part of our community.
Its resources support the post-secondary, undergraduate, graduate, and continuing education academic offerings, framed by the highest standards of quality.	AGMU provides the highest quality education, service, and continuing education	AGMU is committed to providing quality education without the need to identify the academic levels offered. Service is added for emphasis. Continuing education remains a complementary offering.
	in a bilingual culture and environment.	It was included to add emphasis to better serve the Hispanic and the community at large.

The refined mission emphasizes specificity regarding the diverse learning modalities offered at AGMU, including face-to-face and distance learning, to ensure inclusivity, accommodate varied learning preferences, and meet students' academic needs. By integrating multiple modalities, the mission demonstrates a commitment to supporting the diverse ways individuals engage with education. Highlighting these modalities in the mission promotes innovation and adaptability in teaching and learning, fostering a dynamic academic environment. This approach aligns with the university's goal of preparing students for success in an ever-changing world, equipping them with versatile skills and strategies for lifelong learning.

In addition, the refined mission statement emphasizes on the “bilingual culture and environment” of the institution and its ability to “delivering academic excellence to Hispanics and the community at large.” The concept of “Hispanic and the community at large” is included because AGMU is focused on serving a community in Florida with diverse backgrounds. Additionally, its “distance learning modalities,” it may also serve an expanded community in the Spanish and English languages. The SGWG also recommended emphasizing the relationship of the institution’s engagement with the community (“community engagement”), as public service and social responsibility are critical components of AGMU’s priorities.

Furthermore, including recognition as an “accredited post-secondary institution” underscores the institution's commitment to meeting rigorous standards of quality and accountability set by accrediting bodies. Acknowledging the importance of accreditation demonstrates transparency and assures students, employers, and the broader community of the university's dedication to maintaining high academic standards. AGMU’s commitment to academic excellence in the mission statement serves as a guiding principle, driving continuous improvement and innovation across all aspects of the teaching-learning process.

The ideals of innovation and research are incorporated in the mission statement. Firstly, aligned with the institutional goals, these ideals underscore AGMU's commitment to driving economic growth and societal progress by encouraging the development of new ideas, products, and solutions in their students. Secondly, it cultivates a culture of creativity and problem-solving among students, faculty, and administrative personnel, empowering them to explore and implement innovative approaches in their respective fields. Lastly, it equips students with the skills, mindset, and resources necessary to address complex challenges, drive changes, and make meaningful societal contributions. Overall, fostering innovation, research and academic excellence in a mission statement aligns with the institution's goals to guarantee the quality and relevance of academic programs.

The refined mission also focuses on service and in addition to diversity, it incorporates the concept of inclusion. Incorporating diversity and inclusion in the mission statement reflects a commitment to fostering an environment where all individuals feel valued, respected, and supported, regardless of their background or identity. By explicitly stating a dedication to diversity and inclusion, the mission statement signals to current and prospective students, faculty, and administrative personnel that the university embraces the richness of human differences and actively works to create a culture of equity and belonging.

Once a refined mission statement was proposed, the SGWG also drafted a proposed vision that outlined a desired future goal: “AGMU will strive to be the premier private not-for-profit Hispanic serving institution in the state of Florida.”

Dissemination of mission and vision statements. AGMU effectively communicates its mission and vision through a variety of internal and external channels to ensure the entire university community is well-informed and engaged. These methods include emails, the institutional website, signage, social media posts, faculty meetings, and student conversations, among others. Additionally, the mission and vision are displayed in common areas throughout the institution to further reinforce their visibility and importance.

The refined mission and vision were shared via email with faculty, administrative personnel, and students, providing clear and detailed explanations for timely communication. The refined mission and vision were prominently featured on the university’s website, ensuring easy access for institutional stakeholders and the broader community. Signage placed throughout AGMU’s buildings further reinforced the institution’s core values and goals. Moreover, the community was kept informed through social media platforms, while student-focused activities such as meetings and dialogues were organized to underscore the importance of understanding the institution’s mission and vision (C1-09).

Institutional Goals and Priorities. Institutional goals are closely aligned with the institution's mission. As the refined mission does not introduce any significant changes, the

institutional goals remain the same being realistic, appropriate for higher education, and consistent with the mission's core values and objectives. Table 6 below shows the alignment of the institutional goals and priorities aligned with the elements of the refined mission.

Table 6. Alignment of Institutional Priorities and Elements of the Refined Mission

Elements of the Mission Statements	Institutional Goals	Institutional Priorities
<p>Academic Excellence</p> <p>Innovation</p> <p>Research</p>	<p>1. Promote academic programs adjusted to the demand of local and international markets.</p> <p>2. Diversify the academic offerings through the design of programs in various disciplines for post- secondary, undergraduate, and graduate levels.</p> <p>4. Promote an academic environment which allows for opportunities of growth, continuing professional development, and participation in institutional processes for faculty and associates.</p>	<p>Priority 1: Reevaluation of academic offerings by aligning with the institution's academic framework.</p> <p>Priority 2: Committing to consistent annual growth projections to ensure financial stability and fortified operations.</p> <p>Priority 3: Providing a favorable learning environment for students to become accomplished professionals, emphasizing retention and program completion.</p>
<p>Hispanics and community at large</p> <p>Inclusion</p> <p>Community engagement with appreciation and respect for diversity</p>	<p>9. Develop community programs and projects which contribute to improve the quality of life of the populations we serve.</p>	<p>Priority 3: Providing a favorable learning environment for students to become accomplished professionals, emphasizing retention and program completion.</p> <p>Priority 4: Actively engaging with the community, especially the Hispanic communities in AGMU's operating regions.</p>
<p>Highest quality education, service, and continuing education</p> <p>Promote innovation</p>	<p>3. Offer continuing education opportunities for students' professional development and the general community.</p> <p>5. Provide essential tools to ensure that students achieve their goals and obtain the academic degree they desire.</p> <p>6. Establish an academic and institutional assessment unit to develop a continuous improvement plan for quality standards and institutional processes.</p> <p>7. Strengthen the student service program by ensuring support and feedback in approximately 24 to 48 hours.</p> <p>8. Foster institutional values in academic, student, and administrative initiatives and processes.</p>	<p>Priority 1: Reevaluation of academic offerings by aligning with the institution's academic framework.</p> <p>Priority 2: Committing to consistent annual growth projections to ensure financial stability and fortified operations.</p> <p>Priority 3: Providing a favorable learning environment for students to become accomplished professionals, emphasizing retention and program completion.</p> <p>Priority 4: Actively engaging with the community, especially the Hispanic communities in AGMU's operating regions.</p>

Elements of the Mission Statements	Institutional Goals	Institutional Priorities
	<p>10. Maximize the use of technological infrastructure associated to the offering of courses and the provision of student services.</p> <p>11. Identify emerging technologies to upgrade efficient and innovative procedures and services.</p>	

AGMU’s goals and priorities emphasize student learning, related outcomes, and continuous institutional improvement. These priorities are supported by a comprehensive range of administrative, educational, and student support services that are designed to enhance the overall student experience. The institution’s commitment to academic excellence, innovation, and inclusivity aligns with its mission to provide quality education. Through targeted initiatives and a strong support system, AGMU ensures that its goals for student success and institutional growth are consistently met, fostering a dynamic and supportive learning environment that is aligned with its mission.

As part of the strategic plan initiated in 2023 that will cover the period of 2025-2028 and with the refinement of the mission and vision, the institutional priorities are in the process of revision. The strategic plan is in the final stages of approval and the new priorities will guide the institution to attain its vision and comply with its mission.

Assessment. AGMU undergoes periodic assessment of its key processes to ensure they remain relevant and achievable in a dynamic educational environment. This assessment involves comprehensive stakeholder consultations, engaging faculty, students, administrative personnel, alumni, and community partners to gather diverse perspectives and feedback. AGMU integrates this input into its strategic planning efforts every five years, where working groups comprised of institutional leaders and other stakeholders analyze data, trends, and challenges. When necessary, these groups collaborate to refine and align the university’s mission and goals with evolving educational standards, fostering continuous improvement and strategic growth.

Strengths, Opportunities, Recommendations

Strengths.

- Clearly defined mission and vision statements.
- Mission and vision aligned to the institutional priorities and strategic plan.
- Participatory process in the definition of mission and goals and high level of awareness of these institutional statements among AGMU stakeholders.
- The series of consultations to the university communities.

Opportunities.

- Ensure the continued implementation and understanding of the refined mission and vision across the institution.
- Incorporate relevant questions into existing assessment instruments, allowing students, faculty, and other stakeholders to provide feedback.

Recommendations.

- Enhance the communication and promotion of the mission, vision, and institutional goals.

Conclusion

The institution's mission and vision are well-defined and aligned with the strategic planning process and guides our priorities and future development. The mission and vision statements reflect the perceptions of AGMU constituents, including students, faculty, and administrative personnel. The mission and vision statements are evaluated for relevance during each strategic planning period. This process involves a combination of quantitative and qualitative methodologies, including surveys, focus groups, and internal meetings with institutional stakeholders.

Chapter 2: Ethics and Integrity

Introduction

The Ethics and Integrity chapter aims to describe the implemented procedures that demonstrate AGMU's commitment to the principles of honesty, truthfulness, and transparency as an educational entity. The university maintains clear and open communication channels to ensure that information flows smoothly among all stakeholders ranging from BOD members all the way to the student body. The university is further committed to disclosing relevant information to stakeholders promptly and transparently. These are a guiding force in AGMU's efforts to provide a favorable learning environment for students to become accomplished professionals and develop into integral members of society. Furthermore, this chapter analyzes how the institution promotes this environment in compliance with ethical principles and in harmony with appropriate internal and external standards that have guided AGMU and its role as a higher education institution. Lastly, the chapter highlights the institution's strengths, opportunities, and recommendations for improvement and innovation, emphasizing that AGMU must remain faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

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

Standard II WG, since its constitution, has met frequently to:

- Plan and distribute the tasks that each member has performed.
- Analyze the progress of the standard.
- Discuss the feedback received from the delivered drafts and outline new strategies for the next stages.
- Update the members of the Group on what was discussed and oriented in the meetings of the Steering Committee.
- Clarify doubts regarding the topics of the standard.

The chair and co-chair of the WG have also held meetings with key collaborators within AGMU for the exchange of information and bilateral collaborations, as detailed in Table 7.

Table 7. Standard II Key Collaborators

Title/Office	Name
Business Administration FT-Faculty former Dean of Student Affairs	Jadyrah Escobar
Director of Planning	Rafael Salas
Director of Assessment	Rose Vincenty
Director of Business Intelligence and Analytics	Mónica Castro
Director of Human Resources	Maritza López
Director of Faculty Development and Education	Ana M. González

Analysis/Self-Reflection

Academic freedom and intellectual property. AGMU, as an educational institution, seeks to foster the education, development, and advancement of its students, administrative

personnel, and faculty, which frequently contribute to new discoveries, creating innovative and original work and performing their respective duties within the learning community. AGMU students have the right to pursue and gain an unbiased, diverse education representing all viewpoints. With that in mind, AGMU faculty promotes class discussions, interactions, and written and oral activities in a professional and respectful setting where all expressions of ideas and perspectives of a scenario, situation, or statement are explored and analyzed. Everyone from students, faculty, and administrative personnel at AGMU is allowed to express their ideas, thoughts, and beliefs without the potential of being censored, persecuted, or negatively impacted.

AGMU's commitment to academic and intellectual freedom and freedom of expression is expressed in its AGMU Faculty Manual (C2-01). AGMU faculty guarantees academic freedom and freedom of expression within a framework of academic integrity. Academic freedom is the ability of a faculty member to speak, write, teach, and conduct research in their academic field. This expression has two key dimensions: (a) the academic freedom of all faculty members in performing their duties and (b) the freedom of speech as members of society. AGMU's commitment to academic freedom directly impacts the learning environment and community.

The AGMU Copyright Policy PAA-002-22 (C2-02) establishes the principles, rights, and responsibilities regarding copyright ownership for AGMU community members, which comply with federal copyright law. Members of the AGMU community may not make unauthorized copies or distribute, display, or perform, without permission, any work that is covered by copyright. In accordance with federal copyright law, AGMU holds the copyright in works authored by its employees who are acting within the scope of their employment. Students often own copyright to work as part of their coursework, degree, or certificate program. AGMU reserves the right to use student work for educational, academic, and administrative purposes.

The Policy for the Use and Reproduction of Protected Copyright Material Policy PAA-022-24 (C2-03) outlines the applicable laws for copyrighted works to establish clear expectations for the university community. The policy applies to all AGMU administrative personnel, faculty, and students, covering work, projects, and any materials protected by copyright. The document clearly defines fair use and the responsible handling of copyrighted material.

Lastly, as part of AGMU's mission to foster the cultural, social, and economic development of the Hispanic community it serves, and to advance innovation through intellectual property, Patent Policy PAA-023-24 (C2-04) addresses the rights and ownership of works created, invented, and developed under AGMU by its employees, contractors, students, and collaborators. This policy reflects AGMU's dedication to fostering innovation, research, and academic excellence while supporting creative contributions and discoveries within a bilingual, inclusive environment that values diversity and community engagement.

Academic Integrity and Plagiarism. Academic integrity is a cornerstone of educational excellence, requiring students and faculty to uphold the highest ethical standards in all academic endeavors. It entails the honest presentation of one's own ideas and the proper acknowledgment of the contributions of others. By fostering academic integrity, AGMU cultivates an environment of trust, fairness, and intellectual growth, where original thought is encouraged, and respect for intellectual property is maintained. AGMU actively promotes these principles to ensure that students achieve success with honesty, responsibility, and accountability. Practices such as

cheating, plagiarism, and fabrication not only undermine the learning experience but also conflict with the ethical standards the university upholds.

The Academic Integrity Policy PAA-10-24 outlines the expectations for all members of the AGMU academic community (C2-05). Additionally, AGMU's Academic Catalog and Student Handbook, Faculty Manual, and course syllabi serve as consistent reminders of the fundamental importance of academic integrity. Each course syllabus, following the AGMU Syllabus Template (C2-06), includes the following statement:

Academic Integrity and Plagiarism

Academic integrity is fundamental in the professional development of students and future graduates of Ana G. Méndez University. To get the most out of this course, both professor and students must work together in an environment where honesty, trust, respect, and responsibility prevail. The improper use of academic resources and the dishonest representation of ideas in the assigned activities, tasks, or tests will be sufficient reasons to sanction the student. Students are always expected to promote the spirit of academic integrity: reinforcing it among their peers.

Any student who participates in the destruction of documents, mutilation of books or equipment belonging to the institution will be sanctioned in accordance with current administrative policies.

Plagiarism is the dishonest representation of ideas or the presentation of another author's text as if it were their own. All assignments with evidence of plagiarism will receive a grade of 0 points. In addition, the students will run the risk of not passing the course. To avoid this infraction, all written work must include the corresponding bibliographic citations and a list of references following the latest edition of the APA Style.

AGMU's Learning Management System (LMS), CANVAS, integrates Turnitin, an application that detects the percentage of similarity or plagiarism in student submissions by comparing them with published sources. Faculty members rely on Turnitin reports in their courses to evaluate the originality of student work, ensuring academic integrity and adherence to institutional standards. This practice reinforces a culture of honesty and accountability, fostering the development of critical thinking and ethical writing skills among students.

Based on the rise of artificial intelligence, AGMU considers it relevant and important to establish regulations on the use of these tools in academia. Therefore, the Policy for the Responsible Use of AI PAA-021-24 at AGMU (C2-07) provides a guided and clear integration of how, for what, and in what areas artificial intelligence could be implemented at AGMU and its academic, social, and intellectual activities. While AGMU recognizes that artificial intelligence has the potential to boost education, research, and innovation, it must ensure the ethical and responsible use of any AI-based tools among all its constituents and within the framework of academic honesty, an essential pillar of institutional academic processes.

Institutional Climate. AGMU serves a diverse community of students, faculty, and administrative personnel, providing access and opportunities that may not have been available otherwise. Most of the student body is composed of Hispanics from various national origins, socio-economic backgrounds, and generations. According to the National Center for Education Statistics (NCES) and AGMU's institutional data profile, as of Fall 2022, the university had

8,382 enrolled students, with 75% female and 25% male (C2-08). Nearly 59% were pursuing undergraduate degrees, while the remaining students were enrolled in graduate programs.

Administrative Personnel: As of Fall 2023, both faculty and administrative personnel shared a demographic profile similar to the student body, with 97% identifying as Hispanic and 56% as female, with an average age of approximately 50 years. This demographic alignment enhances their ability to engage effectively with prospective and current students. Table 8 below details the specific demographic characteristics of AGMU’s faculty and administrative staff.

Table 8. AGMU’s Administrative and Faculty Profile as of Fall 2023

Category	Total
Faculty (Full Time)	42
Faculty (Part-Time)	464
Student and Academic Affairs	178
Management	75
Business and Financial Operations	10
IT, Office, and Administrative Support	15
Other	23
Grand Total	808

Source: IPEDS Data Feedback Report 2024

To gain insight into the experiences and perceptions of its administrative personnel and faculty, AGMU conducted an Institutional Climate Survey. The purpose of the survey was to evaluate opinions and satisfaction levels related to services, processes, and management practices, with an emphasis on continuous improvement and institutional growth. A total of 174 administrative personnel and faculty members participated. The data collection was carried out through a questionnaire, reviewed by AGMU’s Vice Presidency of Human Resources, created on the SurveyMonkey platform, and administered via email between April 17 and May 5, 2023 (C2-09).

The survey demonstrates a positive perception of the university’s environment, with high levels of awareness regarding the mission, job descriptions, and supervisory structures. The majority agree that the current organizational structure supports academic, student affairs, and administrative processes. Communication and workspace comfort are rated positively. Table 9 below highlights several key findings.

Table 9. Key Findings based on Criteria from the 2023 Institutional Climate Survey

Criterion	Response Rate
Do you know the mission?	Yes – 93.7%, No – 6.3%
Do you know the lines of supervision in the area you work?	Yes – 98.7%, No – 1.3%
Does the current structure facilitate academic processes?	Strongly Agree – 14.0%, Agree – 59.4% Disagree – 20.3%, Strongly Disagree – 6.3%
Does the current structure facilitate student affairs processes?	Strongly Agree – 13.7%, Agree – 61.0%, Disagree – 18.5%, Strongly Disagree – 6.9%
Does the current structure facilitate administrative processes?	Strongly Agree – 15.9%, Agree – 55.2%, Disagree – 23.5%, Strongly Disagree – 5.5%
Do you know the content of your job description?	Yes – 94.4% No – 5.6%
Currently, are there any conflicts?	Yes – 15.8% No – 84.2%
How do you assess the overall work environment within the organization?	Excellent – 18.4%, Very Good – 26.3%, Good – 43.0%, Poor – 11.4%, Very Poor – 0.9%

Criterion	Response Rate
How do you evaluate the communication processes in your work area?	Excellent – 20.5%, Very Good – 21.4%, Good – 40.2%, Poor – 17.0%, Very Poor – 0.9%
Your workspace is comfortable and appropriate for carrying out your duties.	Yes – 89.1%, No – 10.9%

Students: The students participated in the bi-annual Student Satisfaction Survey (C2-10). The survey intends to collect student academic and service satisfaction data and is part of the Assessment Model for Institutional Effectiveness (C2-11). The survey is administered during the spring semester and is scheduled every two years. The most recent survey was administered during the 2024 Spring semester. Table 10 below shows findings for the 2024 survey and how they compare to the 2022 survey. These findings show that the AGMU academic community perceives the institutional climate positively.

Table 10. Findings of AGMU Student Satisfaction Survey

Item	2024	2022
Overall, how was your experience studying at AGMU been?	3.56 out of 4 Very Satisfactory	3.53 out of 4 Very Satisfactory
Overall satisfaction with Student Services	3.29 out of 4 Very Satisfactory	3.56 out of 4 Very Satisfactory
Overall satisfaction with Academic Services	3.48 out of 4 Very Satisfactory	3.28 out of 4 Very Satisfactory

Additionally, all AGMU’s students have the opportunity to participate at the end of each course in the Faculty Evaluation by Students (C2-12), also known as End of Course Evaluation. This survey evaluates the faculty's effectiveness in achieving the course standards and objectives established by the institution. The students rated the AGMU faculty as “strongly agree” or “agree” (on a 5-point scale) on the following items:

- The faculty promotes a respectful and courteous environment between themselves and the students.
- The faculty promotes respectful and courteous relationships among students.

Ethical conduct. At AGMU, ethical conduct is a fundamental principle that applies to all members of the university community, including students, faculty, and administrative personnel. Each group is guided by a respective code of conduct designed to promote integrity, responsibility, and respect. The Student Regulations Manual (C2-13) sets the expectations for student behavior, outlining both rights and responsibilities to ensure a respectful academic environment. The Faculty Manual (C2-01) governs the professional and ethical standards for faculty, ensuring commitment to academic integrity, teaching excellence, and respectful engagement with students and colleagues. Similarly, the Human Resources Manual (C2-14) provides administrative personnel with guidelines that promote ethical practices, accountability, and collaborative work culture. These documents collectively uphold AGMU’s commitment to fostering an environment of trust, fairness, and ethical responsibility across all levels of the institution.

Students. The Student Code of Conduct section in the Student Regulations Manual (C2-13) outlines expectations for students and the disciplinary actions for prohibited behavior. The document is easily accessible to the student body on the institutional webpage under the Student Consumer Information section, as well as in the Academic Catalog and Student Handbook (C2-

15). This framework establishes a foundation for transparency in addressing discrepancies among students, faculty, or administrators. Additionally, AGMU provides students with the opportunity to submit feedback, complaints, and grievances, ensuring they are managed promptly, with integrity, and without fear of retaliation.

AGMU is committed to resolving issues efficiently, aiming to secure fair solutions at the earliest stage. AGMU's Student Complaint and Grievance Policy P70-011-22 (C2-16) gives students the opportunity to express concerns, file complaints, and outline the mechanism for doing so. Early detection and attention to issues are top priorities for AGMU and its Student Affairs division. Most student issues are resolved before escalating to formal grievances. As Table 11 shows, AGMU has received a total of 14 student complaints and grievances over the last three academic years.

Table 11. AGMU's Student Complaints and Grievances

Campus	2022	2023	2024
Main	1	1	0
Metro Orlando	0	0	0
South Florida	4	6	1
Tampa	0	0	1

Administrative Personnel and Faculty. The Human Resources Manual, along with the Policy for the Resolution of Complaints PHR-06-24 (C2-17) provides the procedural framework for managing personnel in administrative positions. These documents outline the guidelines for addressing grievances and resolving conflicts. Together, they create a structured approach to handling employment matters, promoting transparency and consistency within the institution.

Faculty must be familiar with the university's policies and procedures, particularly as they pertain to faculty rights and obligations, especially in relation to students. Additionally, faculty are expected to adhere to university-wide rules applicable to all personnel. Beyond the policies and procedures explicitly defined in the Faculty Manual (C2-01), every faculty member is also bound by the Bylaws, the Human Resources Manual (C2-14), and any other rules or regulations issued through recognized university channels.

Conflict of Interest. AGMU administrative personnel and faculty are expected to conduct themselves with honesty and in a manner that supports AGMU's mission. Any conflict of interest or behavior that interferes with the best interest of AGMU will be reviewed, approved, managed, and monitored according to AGMU's policy on Code of Ethics, Conflict of Interest and Commitment to Integrity PHR-09-24 (C2-18). At the top of the hierarchical leadership structure, all members of the BOD must safeguard AGMU's interests, particularly when directors, committee members, or officers engage in transactions that could benefit their private interests at the institution's expense. The policy requires the disclosure of any financial interests that could conflict with those of AGMU, as well as the reporting and avoidance of employment conflicts. Administrative personnel or faculty may not be assigned to positions where they would have direct or indirect administrative or supervisory responsibility over an immediate family member.

Another important aspect of conflict of interest is the conflict of loyalty, which arises when personal interests interfere with one's commitment to the institution. AGMU expects its administrative personnel and faculty to refrain from using institutional work products, research, materials, resources, or other forms of information for personal gain. Maintaining this ethical

standard ensures the integrity of the institution's operations and reinforces trust within the academic and administrative community.

AGMU monitors compliance with conflict-of-interest policies and enforces appropriate actions in cases of potential non-compliance or misconduct. This may involve conducting audits, investigations, or disciplinary proceedings to uphold institutional integrity and trust. Additionally, AGMU requires all employees and faculty members to complete and sign a Certification of Outside Employment form (C2-19). With this information, AGMU can evaluate and promptly address any potential conflict of interest.

Employment practices. AGMU's adherence to federal, state, and local employment laws regarding employment practices is crucial for maintaining a fair and safe workplace environment. These fair and impartial practices protect the rights of employees, promote fair labor practices, and ensure equal opportunities for all. AGMU is committed to employing the best-qualified candidates while engaging in recruitment and selection practices as established in Human Resources Recruitment Policy PHR-02-24 (C2-20) that comply with all applicable employment laws. It is the policy of the University to provide equal employment opportunity to all applicants and employees, regardless of person's race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age, disability, or genetic information, and any other protected characteristic under state or federal law. The policy provides structure and consistency for all recruitment efforts and provides guidance from both the hiring perspective and the employee involved in the recruitment process regarding the different steps, roles, responsibilities, and timelines that apply.

Recruitment and hiring. AGMU's Human Resources Manual (C2-14) not only communicates the institution's, mission, vision, and core values to all employees but also ensures all institution practices are within federal, state, and local regulations such as Equal Employment Opportunity (C2-14), Non-Discrimination and Anti-Harassment policy (C2-21), Policy for Drug, Alcohol and Tobacco Free Community Work Environment PHR-14-24 (C2-22), Whistleblower Policy PHR-07-24 (C2-23) as well as Americans with Disabilities Act (C2-24). AGMU will implement reasonable accommodations for associates and applicants with disabilities, veterans, or those with religious customs. These fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employment set and prepare AGMU staff as a solid foundation to fulfill, serve, and deliver the institutional purpose, vision, and mission.

Faculty. The faculty recruitment process at AGMU starts with a rigorous selection procedure designed to uphold the highest levels of quality in faculty members (C2-25). For the part-time faculty, the recruitment process includes an interview, a questionnaire, an essay, and a demonstration class, with variations tailored to faculty teaching online or face-to-face. These rubric-based activities involve faculty members, associate deans of the academic divisions, program directors, or academic directors. After the selection process, the part-time faculty will become part of the academic director database and will receive onboarding, and induction process, as applicable. When a course is assigned, at the beginning of each academic period, the part-time faculty will receive and sign an engagement letter for each course (C2-26). The letter includes all the aspects of the teaching process to which the faculty member is committing. Faculty engagement letters are another evidence of AGMU's commitment to operational

transparency as an institutional value that frames external and internal communications and expectations.

As per full-time faculty, the recruitment process aims to identify, attract, and retain a highly qualified, innovative, and diverse faculty. The faculty recruitment process begins when the need arises to identify a candidate for a vacant or newly created position. The academic director, program director or academic division associate dean are accountable for formulating, executing, and assessing strategies for faculty recruitment and development within their respective campus or academic division. Faculty recruitment will occur as necessary to fill vacant or newly established positions. Approval of new full-time faculty roles must be obtained from the Control of Positions Committee in accordance with existing procedures and policy.

Recruitment procedures must adhere to all applicable laws and regulations, including those set forth by the U.S. Citizenship and Immigration Services and the Department of Homeland Security, which encompass the validation of foreign academic credentials. Each appointed candidate must fulfill the requirements of the I-9 form and the Employment Eligibility Verification document and furnish the necessary documentation by the commencement of their employment. These steps ensure that AGMU complies with federal guidelines while maintaining a fair and transparent hiring process for all candidates.

Candidates for vacant or newly created teaching positions on a full-time or part-time basis shall be selected by using, inter alia, the following criteria or a justified combination thereof. To recognize a degree of study abroad (master's and doctorate), an original credential report must be provided showing the equivalency. The report must be conferred by an approved credential evaluation agency (NACES, AICE, AACRAO, Global Education Group, etc.). The Florida Department of Education listed the approved credential evaluation agencies. The process is also known as academic degree homologation.

Evaluation. AGMU is dedicated to the success of its employees. The Employee Performance Review (C2-27) promotes constant communication between supervisors and employees. All university constituents are evaluated using instruments aligned with their respective roles and responsibilities. The employees are evaluated by a structured process that includes a formative performance review, employee self-evaluation, and annual review. The process is expected to be established during the onboarding stage and continue throughout the duration of the employment relationship.

The Full-time Faculty performance evaluations are conducted in accordance with each member's contractual stipulations, as outlined in the Faculty Evaluation System (C2-28). The evaluation process is rigorous and consists of three components: evaluation by students, self-evaluation, and evaluation by the respective academic division associate dean. The roles of the faculty being evaluated include:

1. Teaching-learning that includes mastery of content, teaching strategies, assessment, instructional design, and course administration.
2. Research or creative work that includes the amount of research or creative work, the value of the research or creative work, dissemination, and use of the results.
3. Service includes non-teaching tasks for the institution and service to the community.

The results of these evaluations are presented to the Academic Senate for renewal or subsequent determination of the Full-time Faculty contract.

Part-time faculty are evaluated in the same roles, through the Faculty Evaluation by the Student instrument (C2-12). These evaluations, conducted near the conclusion of each course, offer valuable insights into teaching effectiveness, communication skills, and overall student satisfaction with the instructor. The collected data is reviewed and analyzed by the academic director, who provides feedback to each faculty member. This process facilitates targeted support and professional development opportunities to enhance teaching effectiveness (C2-29).

Promotion. AGMU honors the accomplishments of full-time faculty, fosters professional growth, and enhances institutional excellence by granting academic ranks. The promotion process involves a thorough evaluation of the candidate's merits and contributions in various contexts. This process provides an opportunity to achieve a higher rank by recognizing exceptional academic, intellectual, professional, and service achievements that surpass standard expectations.

Trustful institutional information and brand recognition. AGMU aims to keep its student body informed and involved in policies, procedures, and standards. AGMU admission requirements are readily available to current and prospective students and the community via the institutional Admission Policy P94-004-23 (C2-30), which is included in AGMU's Academic Catalog and Student Handbook and published on the institutional website. When prospective students visit any of the AGMU face-to-face campuses, they can attend an informative session (C2-31) covering aspects of the admission and enrollment process. Meanwhile, the online student population receives the same exact information on a personalized orientation, one-on-one dynamic when they reach the admission officers.

New students participate in a "New Student Orientation" (NSO) (C2-32) immediately after their initial admission and before starting classes. From there, each student is assigned a retention officer who ensures their transition and successful completion of their study program and degree. All communication occurs through the official institutional email agmu.edu, the learning management system, social media platforms, and/or mass text messages. The Academic Catalog and Student Handbook (C2-15) lists and details specifics on the enrollment process, registrar procedures, financial aid deadlines, class schedules, and holidays, among others. AGMU provides access to the Student Regulation Manual (C2-13), which includes the students' rights and responsibilities on and off campus, along with the Student Code of Conduct.

AGMU understands the benefits and complexities of educational advertising in higher education. Therefore, its efforts focus on informing, updating, and engaging current and prospective students, stakeholders, and the broader Hispanic community about AGMU. The institution upholds honesty and truthfulness in the information it provides to both internal and external community members. The Office of Marketing is responsible for creating, developing, and distributing all communications, announcements, and advertisements. It also establishes branding guidelines for AGMU (C2-33), including the use of logo, templates, and color schemes. The academic seal is reserved as the formal insignia for use in diplomas, degree certifications, credit transcripts, and other Registrar and Bursar area documents.

Every institutional document and action by AGMU represent the brand and reflects the institution's ethical principles and values. Recognizing the goodwill and value associated with

its name, AGMU continuously strives to make a transparent, trustworthy, and positive impact on its student body, administration, staff, stakeholders, and society at large. These efforts create a sense of community and embrace the institution’s mission.

The institution's presence on social media and the web, as well as the exceptional quality and attention to detail in AGMU's work products, are unparalleled. In compliance with regulatory, licensing, and accrediting agencies, every promotional material must specify the accreditation and licensing status (C2-34). By adhering to these standards, AGMU not only promotes its educational offerings but also reinforces its commitment to transparency and accountability in all communications.

Affordability and accessibility. Current and prospective students can access information on the enrollment process, costs, and funding sources, enabling them to make informed financial decisions. This information is available on the institution's website and on the Academic Catalog and Student Handbook. The Students Financial Services Office disseminates the cost bulletins at the beginning of each academic year (C2-35). On the Student Consumer Information section on the AGMU website, current and prospective students can access information and policies such as the ones listed below in Table 12 (C2-36).

Table 12. AGMU Student Consumer Information Material

Student Consumer Information Section	Item
Institutional Information	Mission and Vision Licensure and Accreditations Student Body Diversity Fact Sheet Graduation and Retention Rates
Academics	Catalog and Student Handbook Academic Offerings Academic Calendars Professional Licensure Notification
Student Information	Biennial Report Career Placement Cost Bulletins Student Disability Accommodations Student Complaint and Grievance Student Regulation Manual Title IX
Financial Aid	Code of Conduct for Educational Loans Cohort Default Rate Cost of Attendance Federal Grants Financial Aid Eligibility and Availability Net Price Calculator Private Loans Steps to Complete FAFSA Student Rights and Responsibilities Title IV Disbursement Process Title IV Packaging and Awarding Process
Policies	Acceptable Use of Technology Resources Admission Appeal of University Decisions Academic Integrity

Student Consumer Information Section	Item
	Academic Engagement and Participation in Distance Education Courses Intercampus Independent Studies NC-SARA Complaint and Grievance Census Copyright Course Repeat Leave of Absence Non-Discrimination and Anti-Harassment Official and Unofficial Withdrawal Payment Terms and Refund Return of Title IV Satisfactory Academic Progress Report Student Authentication Student Records Transfer Credit
Health and Safety	Annual Safety Report Emergency Procedures No-Trespass Notice Protocol Catastrophic Emergencies Vaccination Requirements

Compliance. In compliance with federal, state, and local regulations, as well as accrediting and licensing agencies, AGMU’s institutional website has a dedicated section for Licensing and Accreditation. Students, faculty, staff, and the broader community can find comprehensive information about various accrediting bodies, including the MSCHE, CIE and the Florida Department of Education. The site also provides details regarding the National Council for State Authorization Reciprocity Agreements (NC-SARA), the International Association for Continuing Education and Training (IACET), the Accreditation Commission for Education in Nursing (ACEN), and the Council on Social Work Education’s Commission on Accreditation (CSWE).

AGMU complies with federal and state laws and regulations by meeting all standards of the Department of Education every academic year, ranging from Title IV – return, payment terms and refund, disbursement processes – to Title IX, all hereby included as reference, and part of the AGMU Student Consumer Information section on the institutional webpage as displayed in Table 12 above. AGMU renews its licenses by meeting CIE rules and regulations that extend to over twelve standards published in the Florida Administrative Code - Rule 6E F.A.C. Each campus is subject to yearly on-site visits and audits where criteria such as personnel and faculty files, students’ records, marketing, and advertising material, permits, and physical facilities, among others, are inspected. Year after year, AGMU has successfully renewed its operational license without any issues. The current license for AGMU is available in the Evidence Repository (C2-37).

AGMU is required to complete several disclosures, including Licensing and Accreditation Status, Professional Nursing Student, and Professional Licensure (C2-36). This is another example of how AGMU constantly strives and works hard to exceed programmatic and institutional accreditation requirements and standards, assuring prospective, current, and alumni populations the best opportunity for a successful career after graduation. Another aspect of

compliance is verifying student identity in distance education as required by the Higher Education Opportunity Act (HEOA) of 2008 (Public Law 110-315), which AGMU addresses in its Student Authentication Policy (C2-38). Within the policy, AGMU states that all credit-bearing courses and programs offered through distance learning or correspondence methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. The various verification mechanisms explored in the policy and the student and institutional responsibilities assure student identity and compliance with the legal requirements.

The Federal Institutional Compliance report document (C2-39) demonstrates that AGMU complies with all applicable federal and state laws and regulations, as well as with all applicable Commission, interregional and interinstitutional policies.

Assessment of policies. In accordance with its Writing, Issuing, and Maintaining Policies P93-000-22 (C2-40), AGMU systematically assesses and updates its policies, ensuring they remain current and responsive to evolving needs and contexts. Several processes frame these assessment efforts:

- *Regular Review Cycles* - the institution establishes regular review cycles for its policies to ensure they are periodically evaluated and updated as needed. This may involve conducting comprehensive reviews on an annual, biennial, or triennial basis, depending on the nature and complexity of the policies.
- *Stakeholder Engagement* - the institution actively engages stakeholders in the policy assessment and update process to gather feedback, insights, and perspectives. This includes, if applicable, consulting with faculty, staff, students, administrators, and external stakeholders such as regulatory agencies, accreditation bodies, and industry partners to ensure diverse perspectives are considered.
- *Environmental Scanning, Data Analysis, and Benchmarking* are next. This helps identify emerging issues and trends that may necessitate updates to existing policies or the development of new ones. The institution utilizes data analysis and assessment tools to evaluate the effectiveness and impact of existing policies.

In addition, the institution conducts diverse types of benchmarks to ensure that its policies stack well compared to other institutions and industry standards.

The institution may establish policy committees or task forces comprising subject matter experts and stakeholders to oversee the assessment and update of specific policies. These committees that provide expertise, guidance, and oversight throughout the policy review process are usually composed of representatives from different areas, including student services, academics, and administration. Once updates to policies are proposed, they undergo a formal approval and implementation process, which may involve review by relevant committees and administrative and governing bodies. This ensures that updated policies are vetted, endorsed, and effectively communicated to all stakeholders; depending on the policy's nature, this approval process might go through the Academic Senate, the University Council, the Executive team, or a combination thereof.

AGMU's systematic approach to assessing and updating its policies underscores its commitment to an effective governance framework. Through regular review cycles, stakeholder engagement, and comprehensive environmental scanning, the institution ensures that its policies

remain relevant and aligned with evolving needs. The establishment of policy committees or task forces enhances this process by bringing together diverse expertise for oversight of policy updates. By adhering to a structured approval and implementation process, AGMU guarantees that policies are rigorously vetted and effectively communicated to stakeholders. This commitment to continuous improvement reflects AGMU's dedication to transparency and adaptability in support of its mission and goals.

Strengths, Opportunities, Recommendations

Strengths.

- All areas of the university perform their work based on policies, procedures, and standards, among other similar documents, which regulate their activities and guarantee ethical and upright performance.
- The policies, procedures, standards, and other related documents of Human Resources have a high ethical and integrity component.
- The overall performance of the faculty, as well as their development and evaluation, are regulated without affecting the proper exercise of academic freedom. The Faculty Manual, faculty evaluation system, among other documents, guides the performance of faculty, which is governed by the concept of academic integrity.
- The academic programs are governed and regulated by the highest ethical and integrity standards contained in the policies and procedures.
- The rights and duties of students are defined in multiple documents that establish all the processes and are made available to students from the moment they arrive at our institution and throughout all the years in which they study.

Opportunities.

- Improve policy dissemination efforts to ensure greater awareness of institutional procedures and expectations among administrative personnel, faculty, and students.

Recommendations.

- Maintain a commitment to continuous improvement in all policies and practices, reflecting AGMU's dedication to transparency, accountability, and responsiveness to changing needs and circumstances.

Conclusion

AGMU consistently upholds the highest standards of ethics and integrity in all its activities, faithfully adhering to its mission and commitments. The institution ensures compliance with all relevant policies and represents itself truthfully in every aspect of its operations. This commitment to transparency and ethical conduct reinforces AGMU's reputation as a trustworthy and reliable institution dedicated to serving its community with integrity and respect for the principles it upholds.

Chapter 3: Design and Delivery of the Student Learning Experience

Introduction

This chapter provides a comprehensive overview of AGMU's academic offerings, institutional policies, and strategies aimed at ensuring academic excellence, program relevance, and the continuous improvement of student learning experiences. As a dynamic institution, AGMU is committed to meeting the evolving needs of its diverse student body through a robust portfolio of undergraduate and graduate degree programs. The institution's focus on aligning its curriculum with market demands, industry standards, and educational trends is integral to its mission of fostering intellectual growth, professional development, and societal impact.

The chapter also details the institutional framework guiding program development, including processes for evaluating, approving, and periodically reviewing academic programs. The integration of student and faculty feedback, alongside the use of data-driven decision-making, ensures that AGMU's programs remain relevant, competitive, and aligned with the institution's strategic goals. Additionally, the role of faculty in driving academic innovation and maintaining high teaching standards is emphasized, reflecting the institution's commitment to providing high-quality education across all delivery modalities.

AGMU fosters an environment of academic rigor, independent thinking, and lifelong learning by emphasizing research, scholarship, faculty development, and student support services. This chapter outlines how these efforts align with AGMU's mission and vision, showcasing key successes while identifying opportunities for future growth. By continually enhancing these areas, AGMU remains committed to providing high-quality education and advancing institutional excellence.

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

WG III consistently engaged with various collaborators representing key areas of the student learning environment and faculty. These meetings focused on analyzing the criteria outlined in MSCHE Standard III, ensuring a comprehensive evaluation of institutional practices related to teaching and learning. Collaborators played a crucial role in the process by supporting the collection of essential documentation that serves as evidence of compliance with the standard. The group has worked closely with the Academic Affairs Deanship, which includes the Faculty Evaluation and Development Department, academic divisions, and the Assessment office. Additionally, engagements with the Business Intelligence and Planning offices, among others, have further enriched the process. These collaborations have provided valuable insights and critical information essential for the development of this chapter.

Analysis/Self-Reflection

Educational Offerings. AGMU offers a diverse range of academic programs designed to meet the evolving needs of its student body, providing educational pathways from diploma to doctoral levels across multiple disciplines, delivery modalities and language of instruction (English, Spanish and Bilingual) (C3-01). The Academic Affairs Deanship is organized into four divisions: Health Sciences, Liberal Arts, Business and Entrepreneurship, and Science and Technology. As of August 2024, AGMU offers a total of 56 academic programs. Table 13 outlines the distribution of these programs by academic division.

Table 13. Academic Program Distribution by Academic Level and Academic Division

Academic Level	Academic Division				Total
	Health Sciences	Liberal Arts	Business and Entrepreneurship	Science and Technology	
Diploma	5	--	--	1	6
Associate	2	2	--	1	5
Bachelors	2	6	7	1	16
Master	3	7	11	2	23
Doctoral	1	3	2	--	6
Total	13	18	20	5	56

Source: Office of Licensing and Accreditation, November 2024

As of November 2024, the top five programs by enrollment represent 32% percent of AGMU enrollment as detailed in the Enrollment by Program Report for Fall 2024 semester (C3-02). These programs are in the field of behavioral sciences, health sciences, management, and accounting and at different academic levels. The programs are the following:

1. Bachelor of Science in Psychology (represents 11.3% of total enrollment)
2. Bachelor of Business Administration in Management (represents 5.6% of total enrollment)
3. Master of Social Work (represents 5.1% of total enrollment)
4. Associate of Science in Office Systems with Medical Billing (represents 5.0% of total enrollment)
5. Bachelor of Business Administration in Accounting (represents 5.0% of total enrollment)

AGMU is actively pursuing programmatic accreditation for several programs, with many already in candidacy or initial accreditation status. The Master of Social Work program has achieved candidacy status with the CSWE at all locations. At the South Florida Campus, the Associate of Science in Nursing (ASN), Master of Science in Family Nurse Practitioner (FNP), and Doctor of Nursing Practice (DNP) programs hold initial accreditation from the ACEN. The Tampa Bay Campus also has ACEN initial accreditation for its ASN and FNP programs. Additionally, the Metro Orlando Campus holds candidacy status for the ASN and DNP programs. (C3-03) AGMU is also in the process of pursuing accreditation for the Master of Science in Counseling with a specialization in Clinical Mental Health through the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Development of academic programs. AGMU is committed, as part of its mission, to developing academic programs of the highest relevance and academic excellence by the needs and interests of the various sectors of the communities it serves. In addition, AGMU has continuously refined its academic offerings to align with educational trends, institutional data, and the evolving needs of prospective students through a comprehensive academic program development plan. This plan has been guided by the following institutional priorities:

- Reevaluation of academic offerings by aligning with the institution's academic framework.

- Providing a favorable learning environment for students to become accomplished professionals, emphasizing retention and program completion.

This plan acts as a strategic guide, ensuring that both current and prospective students have access to a diverse, up-to-date range of programs that meet their needs and reflect the institution's mission and goals. Developed in collaboration with the Dean of Academic Affairs and the Planning office, the plan includes an in-depth market and viability analysis to identify potential new programs or updates to existing ones as detailed in the Policy of Creation and Establishment for the Guidelines for Academic Programs P94-017-24 (C3-04). This analysis examines factors such as degrees awarded by peer institutions in AGMU's markets, employment trends, educational requirements, demographic changes, and broader higher education trends, all of which are compared to AGMU's current offerings to establish the plan. This plan is presented to the institutional leadership, President and to AGMU BOD for approval (C3-05).

Revising the Academic Program Development Plan for 2020 to 2024(C3-06), the academic affairs department proposed the development of fourteen new academic programs by 2022. These programs were approved by institutional governing bodies and the CIE by Spring 2023. The new offerings included one associate, six bachelor's, five master's, and three doctoral degrees as shown in the list of programs by start date (C3-07). However, as the institution is currently revising its existing offerings, the implementation of these programs is on hold.

The process of developing new academic programs begins within the academic divisions, where faculty members initiate proposals and submit them to the associate deans of their respective divisions. Once the associate deans approve the proposals, they proceed through a formal approval process via the Academic Program Commission in the Academic Senate, followed by a review by the University Council (C3-08). The University Council is responsible for determining the program's implementation timeline, contingent upon sufficient resource allocation. In addition, all academic offerings must comply with CIE requirements determined by the program credential and degree through the CIE program outlines (C3-09).

Revision of academic programs. AGMU periodically review academic programs, which are essential for ensuring quality assurance and upholding high educational standards. In addition, this review keeps the curriculum relevant and up to date with current knowledge, industry trends, and technological advancements, preparing students effectively for the workforce. In Spring 2022, the program revision process was launched by presenting to the academic divisions associate deans a presentation by the Director of Development and Instructional Design (C3-10). This presentation focused on academic programs and student learning outcomes. Following the presentation, associate deans were tasked with identifying full-time (FT) or part-time (PT) faculty to assist in reviewing program-level outcomes.

This process has resulted in the revision of the program curriculum, program name changes and changes in content and course syllabus. One example of this is the name change implemented in August 2024 of the Master of Science in Nursing with a Role of Administration program previously titled Master of Science in Executive Nursing (C3-10). In addition, the Diploma in Cybersecurity involved aligning courses with required CompTIA laboratory assignments. These assignments, in the form of links, have already been integrated into the course syllabus, and "before and after" examples are presented as evidence (C3-10).

Recently, the ASN program and the FNP program went under a curriculum revision to be aligned with the ACEN standards. This revision concluded with a change in the curriculum that was implemented in the current academic year. In addition, the Master of Science in Counseling with specialization in Clinical Mental Health is currently under revision to be aligned with the CACREP standards (C3-10).

Evaluation of academic programs. The evaluation of academic programs is conducted by Academic Program Evaluation Procedure (C3-11) under AGMU Evaluation of Academic Programs Policy P94-013-24 (C3-12). Given the breadth of AGMU's academic offerings, the Dean of Academic Affairs in coordination with the associate deans of academic divisions has developed the Academic Program Evaluation Calendar (C3-13), which ensures that each academic program is evaluated every five years. This evaluation process is conducted collaboratively by the faculty and academic affairs administration in collaboration with the Planning Office.

The Policy for the Evaluation of Academic Programs (C3-12) provides a structured framework for the evaluation of academic offerings, ensuring alignment with the institution's mission and strategic plan. The policy includes key elements such as evaluation criteria, timelines, and the formation of an Academic Program Evaluation Committee (C3-14). It also guarantees that new programs foster a coherent student learning experience and are aligned with the intended program learning outcomes, which are in turn consistent with the institutional mission.

By October 2024, the institution completed evaluations for the Associate of Applied Sciences in Pharmacy Technician program and the Master of Business Administration with a specialization in Agribusiness (C3-15). Recommendations for the Pharmacy Technician program focused on increasing enrollment through targeted marketing campaigns, aligning the practicum seminar course with the requirements of the Pharmacy Technician Certification Board Exam, and enhancing student engagement by incorporating interactive pharmacy activities. For the Agribusiness program, the recommendations centered on updating the curriculum to better align with industry standards and improving student success through enhanced academic evaluations. Both programs are required to develop and implement action plans to address these recommendations and enhance their overall effectiveness in preparation for the next evaluation cycle.

Academic program goals and curriculum development. Every degree program at AGMU is guided by a series of measurable goals that are directly aligned with the institution's mission as well as with industry demands and standards. These program goals are developed by the appropriate faculty and receive approval through AGMU's governance structures. All academic program outcomes and their corresponding courses are designed to align with AGMU's mission and institutional competencies. These institutional competencies represent the key skills and abilities the university aims to develop in its students, preparing them to meet industry demands. These goals are essential for promoting a higher quality of life for the communities AGMU serves.

The course syllabus (C3-16) plays a key role in ensuring academic quality and alignment with accreditation standards. Each syllabus provides details such as course code, title, level, credits, contact hours, learning outcomes, methodology, teaching strategies, evaluation criteria, required materials and resources, grading system, and institutional policies such as plagiarism,

reasonable accommodations, and academic integrity. Developed with the program's intended outcomes in mind, each syllabus ensures consistency across delivery modalities and language of instruction. This standardized format supports AGMU's mission and ensures compliance with accreditation requirements as shown in example included as evidence.

Derived from the course syllabi, the instructional design of a course is developed through a structured procedure managed by the Product Development and Instructional Design unit. This unit follows a multi-phase course development workflow, consisting of five distinct phases, and utilizes Monday.com, a cloud-based platform, to track the progress of course instructional design (C3-17). The instructional design is tailored to the course delivery modality and language of instruction, offering clear guidance for both students and faculty.

Course instructional design is managed and evaluated by Subject Matter Expert (SME). This is an essential component in ensuring that academic content is accurate, relevant, and aligned with the course syllabus and the program learning outcomes. SMEs collaborate closely with instructional designers to develop course materials that not only reflect the depth of their expertise but also cater to diverse learning styles. This process involves the creation of content modules, assignments, and assessment tools that are pedagogically sound and engaging for students. The SME ensures that the instructional design integrates up-to-date knowledge, real-world applications, and industry standards, helping to create a cohesive learning experience that meets both academic and professional outcomes. Additionally, SMEs work to ensure that the course content aligns with the institution's mission and supports overall program goals, regardless of the delivery modality or language of instruction. The phases of the course development workflow are the following:

1. **Course Analysis and Planning Phase:** This phase involves reviewing the course schedule for the upcoming academic semester, coordinating course requests with associate deans of academic divisions, analyzing workload, scoping potential tasks, projecting budgets, and contracting a SME for course design.
2. **Workload Assignment Phase:** This phase begins with requesting a CANVAS course shell and preparing the Monday.com board. Team capacity is assessed, and tasks are assigned to create a project team for each course, consisting of an SME, an instructional designer, and a course builder. Timeframes and deadlines are established, followed by a kickoff meeting led by the instructional designer to orient the SME.
3. **Course Design and Production Phase:** During this phase, instructional designers review the content provided by the SME and schedule follow-up meetings for feedback. As each course content is approved, it is handed off to the course builders for development. Instructional designers and course builders work collaboratively to fully develop the course. Quality and consistency are ensured using the "Course Builder/Quality Assurance" and "Instructional Designer Checklists", which ensure that all course elements adhere to AGMU's design standards and offer uniform student experience. Final course design documents are stored in SharePoint and made accessible to the Product Development and Instructional Design team.
4. **Course Template Approval and Payment Phase:** In this phase, the instructional designer approves the course template and processes payment for the SME.
5. **Course Launch Phase:** The final phase is the course launch.

If any enhancements or adjustments are identified post-launch, faculty can submit requests for updates that might be incorporated into the course. Faculty insights and recommendations are communicated to the Academic Director, who relays this information to the Product Development and Instructional Design team to improve the teaching and learning experience. In 2023, the faculty reported 567 course development changes, while in 2024, 287 changes were reported (C3-18).

Faculty. AGMU is committed to providing high-quality student learning experiences that are designed, delivered, and assessed by a dedicated team of faculty and professionals. These individuals, whether full-time or part-time, are integral to fulfilling the institution's mission and goals. AGMU ensures that its faculty are not only qualified and sufficient in number but also effective in teaching and assessment. The institution provides ample opportunities, resources, and support to foster professional growth and innovation. Faculty performance is regularly and equitably assessed and evaluated using clear, written, and consistently applied criteria, expectations, policies, and procedures, ensuring continuous improvement in teaching and student outcomes.

As previously mentioned, faculty plays a crucial role in ensuring that program development aligns with the institution's mission, goals, and industry standards. They are also responsible for providing students with diverse learning experiences through various instructional approaches or methodologies, in accordance with the course syllabus, while fostering a respectful learning environment. Furthermore, faculty members are expected to stay current in their respective disciplines, continuously enhancing the student learning experience by integrating the latest knowledge and practices into their teaching.

As stated in the AGMU Faculty Manual Article V. section 1 L.2-3. (C2-01), faculty “will participate in the design and drafting of proposals to establish new academic programs and in evaluating and reviewing academic programs, courses, and continuing education offerings”. Also, “will submit recommendations for textbooks, manuals, electronic, audio-visual, or laboratory materials.” These ensure the responsibility of the faculty in the design and delivery of the academic programs. In addition, faculty must assess and evaluate student learning by implementing the following:

- a) Utilizing diverse assessment techniques ensures student learning meets AGMU's assessment policies.
- b) Review and discuss evaluation results within established policy timelines.
- c) Enhancing student learning based on assessment outcomes.
- d) Collaborating on developing, reviewing, implementing, and evaluating departmental and divisional assessment plans.
- e) Adhering to procedures for implementing and collecting data on student learning assessments.

Faculty qualifications. AGMU upholds high standards for faculty qualifications, ensuring that all faculty possess the necessary academic credentials, professional experience, and expertise to deliver quality education and support the institution's mission and goals. AGMU defines the primarily faculty classification as Full-Time Faculty and Part-Time Faculty. As defined in the AGMU Faculty Manual (C2-01), Full-Time faculty are required to “ fulfill a

work program of 40 hours per week distributed as follows: twelve (12) to fifteen (15) hours of direct contact with the student for the teaching of courses; six (6) hours or whatever the agreement establishes dedicated to the individual attention of students (which will be more if the faculty has additional load); from 12 to 15 hours for course preparation, development of research or creative work, writing and proofreading; 4 to 10 hours dedicated to meetings, committee participation, institutional or community service, and any other activity related to university work”. Full-Time faculty who teaches online courses will comply with this schedule according to the time distribution of the distance modality.”

Part-Time Faculty are defined as “teaching staff without academic rank who has an academic load that may not exceed twelve (12) hours per week of contact with the student per semester or two (2) courses in partial academic terms. Will dedicate half an hour of office time per week for each course offered. These teaching staff may not dedicate more than 29 hours per week to work, except in those areas that present difficulties in recruitment and as determined by the needs of the AGMU. This includes course schedule, office hours, and attendance at meetings or workshops. Lecturers who teach online courses will comply with these hours according to the time distribution of the distance modality.”

As outlined in the AGMU Faculty Manual (C2-01), faculty members are required by AGMU and state regulations to hold a degree higher than the one they teach, preferably a terminal degree along with research experience and a minimum number of years of teaching. To ensure compliance with these regulations, Faculty Teaching Qualifications Policy, and Guidelines (C3-19) details the required background for teaching specific courses and is used to verify faculty credentials, including transcripts, licenses, and certifications. Academic division associate deans review and revise the faculty qualification review form to ensure compliance with institutional policies. Furthermore, AGMU enforces all policies and regulations uniformly across all programs, courses, and locations, regardless of the delivery modality and language of instruction. In addition, Faculty are required to meet the minimum guidelines for faculty qualifications established by CIE.

AGMU employs a highly qualified faculty across its locations, enhancing the institution's reputation and attracting students, funding, and partnerships. To ensure students receive personalized attention and academic support, AGMU maintains a sufficient number of faculty members, which ensures the continuity and coherence of its academic programs. As shown in Table 14, during the Fall semester of 2024-2025 academic year, the university employs over 680 faculty members, where a significant percentage hold doctoral degrees in their respective disciplines as detailed in the faculty listings (C3-20). The percentage of faculty with terminal degrees by academic division is as follows:

- Liberal Arts: 48%
- Business and Entrepreneurship: 29%
- Health Sciences: 21%
- Science and Technology: 3%

According to the AGMU’s NCES Institutional Profile (C2-08), the institution has a 26:1 student-faculty ratio for the 2022-2023 academic year, demonstrating the institution's commitment to providing a robust faculty base that supports the student learning experience and aligns with AGMU’s mission and goals.

Table 14. AGMU's Number of Full-Time and Part-Time Faculty from 2022-2024

Fall Semester	Full-Time	Part-Time	Total
2022-2023	44	558	602
2023-2024	42	464	506
2024-2025	51	630	681

Source: Office of Faculty Development and Business Intelligence

Faculty development. AGMU requires faculty to remain current in their respective disciplines and engage in continuous professional development. As outlined in the Faculty Manual, Article V. Section 1. L.4-6 (C2-01), faculty members:

4. “Will participate in professional development activities in areas or programs that contribute to improving their performance as faculty members or as required by the discipline they teach”
5. “Will comply with the minimum of twelve (12) hours of professional development activities per year, including the eight (8) hours required by CIE, and provide documentation to their immediate supervisor”
6. “Will participate in the meetings and workshops of their division or academic unit. This includes, but is not limited to:
 - a. Academic biannual or departmental Meetings
 - b. Workshops for faculty and graduation ceremonies and activities carried out by AGMU.”

To ensure compliance with regulations and uphold high teaching and learning standards across the institution, new faculty members participate in orientation on the academic and administrative aspects before beginning their teaching roles. The Standard Operating Procedure (SOP) SPO-AA-0224 (C3-21) outlines the process designed to help new faculty members understand and embrace the institution's culture, values, and mission. It also provides essential resources, training, and support to foster their professional growth. The New Faculty Onboarding Seminar (former New Faculty Orientation) includes topics such as ethical standards and academic integrity. Between Fall 2023 to Fall 2024, 85 new faculty members completed this orientation. Additionally, all faculty members are required to attend a Faculty Summit, where important academic matters are communicated and discussed (C3-22).

The Faculty Evaluation and Development Office is dedicated to supporting faculty growth, innovation, and evaluation. This office provides opportunities and resources to foster faculty development, ensuring the highest academic standards are upheld and maintaining coherence with the student learning experience. Throughout the academic year, faculty have access to a variety of workshops, seminars, and professional development opportunities, as seen in the Spring 2024 Workshop Calendar (C3-23).

Professional development workshops are scheduled based on the needs identified by academic directors, associate deans, and the Faculty Evaluation and Development Office. Attendance records and other documentation are used to validate that faculty meet the annual professional development requirement of twelve (12) hours, both at AGMU and other institutions related to their teaching areas. Most professional development activities incorporate content related to ethics, integrity, and the teaching process, enhancing overall faculty performance. During Fall 2023 to Fall 2024, 2,281 faculty members participated in 35

workshops (C3-24). Table 15 describes the average number of scholarly activities that faculty has completed during 2022 to 2024 (C3-24).

Table 15. AGMU Faculty Scholarly Activities 2022 – 2024

Scholarly Activities	Average Number
Presentations in congresses, conventions, seminars or workshops / Presentaciones en congresos, convenciones, seminarios o talleres de trabajo	2.6
Published books, articles and other academic productions / Publicaciones: libros, artículos, otra actividad de producción académica.	0.8
Pending publications of books, articles and other academic productions / Trabajos pendientes de publicación: libros, artículos y otra producción académica.	0.5
Research activities conducive to a publication / Actividades de investigación conducentes a una publicación	0.8
Services related to the academia / Servicios relacionados a la academia	2.4
Attendance to professional development conferences and workshops / Participación en conferencias o talleres de desarrollo profesional	7.0
Attendance to professional organization meetings and conventions / Participación en reuniones y convenciones de organizaciones profesionales	2.8
Professional memberships / Membresías profesionales	1.5

Faculty evaluation. AGMU's faculty undergo regular reviews and evaluations throughout the academic year and contractual period using a variety of tools. As outlined in the Faculty Manual (C2-01), faculty members are subject to formative and summative evaluations. The formative evaluation's primary purpose is to gather data on faculty performance, identifying strengths and areas for improvement. This process supports the creation of a continuous professional development plan and helps ensure educational quality. Faculty members are required to complete a self-assessment as part of this formative evaluation, which is integrated into the annual work plan developed in collaboration with their academic director midway through their contract period. Other formative evaluation methods include classroom observations, where peers or academic directors provide feedback on teaching strategies, and assessments by faculty coaches, who evaluate compliance with institutional instructional design in both academic processes and online instruction (C2-29).

The summative evaluation is designed to recognize the most competent faculty members for potential promotion in rank or contract extensions. Full-time faculty are assessed using a variety of instruments, including:

- Evaluation by Students
- Self-Assessment
- Faculty Evaluation by Academic Directors
- Peer Assessment
- Classroom Observation Guide

The Faculty Evaluation System (C2-28) provides a comprehensive framework for the evaluation process, outlining the assessment rubrics, point system, and criteria for contract renewal based on performance results. It also includes a follow-up process for faculty who do not meet the minimum required points for rehiring. During the 2022-2023 academic year, 26 full-time faculty members were evaluated, with a 96% contract renewal rate. In the 2023-2024 academic year, all 34 evaluated faculty members had their contracts renewed. This process

reflects AGMU's commitment to maintaining high academic standards, setting clear expectations, and fostering intellectually challenging curricula (C3-25).

Publication of academic programs. The Academic Catalog and Student Handbook (C2-15) provides detailed descriptions of all degrees and their requirements, including the expected time of completion, ensuring transparency and alignment with institutional policies and accreditation standards. To meet student demand and ensure the availability of essential courses, AGMU maintains an updated list of academic programs and enrollment data for both undergraduate and graduate levels, provided by the Office of Business Intelligence and Analytics through the Enrollment by Program report (C3-02). Additionally, data from the NCES Institutional Profile (C2-08) offers valuable insights into the academic progress and completion rates of AGMU's student populations at various credential levels. This information supports continuous improvement efforts and ensures compliance with accreditation standards. Moreover, AGMU's institutional website grants prospective and current students' easy access to detailed information about the institution's diverse academic offerings, including learning outcomes and program descriptions.

Learning experiences and resources. Students at AGMU have access to positive learning experiences and resources that support the institution's programs of study and academic progress. AGMU provides students with program curriculum sequences (C3-26), which serve as essential tools by clearly outlining the courses and requirements needed to complete their degree. These curricular sequences offer guidance and structure, helping students know which classes to take and in what order, ensuring they stay on track for graduation. They also allow students to plan their academic journey and track their progress.

Library. The Learning Resource Centers (LRCs) are dedicated spaces offering comprehensive academic support and resources for teaching, learning, and research. They cater to a diverse population, including students, faculty, and staff, across their locations. As a member of the American Library Association (ALA), AGMU uphold high standards in library services. The primary objectives of LRCs are to support the institution's academic mission, enhance students' learning and information literacy skills, address curriculum needs, and assist faculty and students in research endeavors. These goals are facilitated through a well-structured service schedule, including in-person and online services, available during weekdays, evenings, and weekends.

The LRC in on-site locations is equipped with essential facilities such as computers, printers, photocopiers, group study rooms, individual study cubicles, and access to electronic resources, including e-books and databases. Additionally, assistive software and technologies are available to accommodate diverse learning needs. The staff, comprising professional librarians, library assistants, and learning assistance specialists, are committed to providing outstanding customer service. They offer guidance and support in utilizing technology tools, language development, and academic resources (C3-27).

Students and faculty can conveniently access the library's collection via the online catalog, while interlibrary loan services enable borrowing from other institutions. Course reserves offer essential readings and textbooks, available both physically and electronically. The collections span reference materials, circulating books, periodicals, and electronic resources, catering to diverse research requirements.

Moreover, the Virtual Library enriches remote learning and research endeavors, offering databases, e-journals, and e-books accessible from any internet-connected device. It integrates expert support and information sources, ensuring continuous access to resources 24/7. Features like Virtual Reference and Consultation, an Information Literacy Skills Program, and various online services enhance student learning experiences. The Virtual Library boasts a collection of over 170 multidisciplinary databases, including audiovisual materials, newspapers, and e-journals, offering extensive research possibilities (C3-28). In addition, AGMU offers a wide range of resources for all on-site locations. Table 16 illustrates AGMU's library resources statistical report on the totality of the library resources for 2022-2023 and 2023-2024.

Table 16. AGMU's Library Resources

Library Resources	2022-2023	2023-2024
Physical	19,728	20,460
Digital Electronic	1,344,599	1,430,396
Circulation	906,759	906,385

Source: Integrated Postsecondary Education Data System (IPEDS) 2022-2023, 2023-2024

Reference services are available in-person and virtually, assisting with information retrieval and evaluation. Instructional services encompass library orientation, research skills workshops, and tailored academic support programs for students and faculty. Additionally, LRCs offer language labs, e-labs, and tutorial services to strengthen language proficiency and academic success. The LRCs aim to support the academic community by providing quality information services, fostering knowledge creation and exchange, and effectively meeting curricular and research needs.

Academic resources. AGMU is committed to providing students with a robust range of academic resources designed to enhance their learning experience and support academic success. Central to these resources is CANVAS, which serves as a hub for course materials, assignments, discussions, and assessments. CANVAS facilitates seamless communication between students and faculty, offering a user-friendly platform for accessing course content and engaging in virtual learning environments. To promote academic integrity, AGMU integrates Turnitin (C3-29), a plagiarism detection tool widely used to ensure originality in student submissions. Turnitin helps students develop proper citation practices and encourages academic honesty by comparing their work to a vast database of sources.

Furthermore, AGMU enhances the student experience with specialized academic tools, particularly for those in health sciences and related fields. One such resource is Elsevier, a premier platform offering a comprehensive library of journals, textbooks, and learning tools. Elsevier (C3-30) supports academic research and keeps students informed about the latest advancements in their disciplines. These resources, along with additional library services and digital tools, ensure that AGMU students have the support they need to meet the academic demands of their programs, fostering a learning environment that is both innovative and academically rigorous.

General Education Component (GenEd). AGMU's undergraduate programs incorporate a general education component designed to cultivate essential competencies for student success. The GenEd requirements for each academic program are clearly stated in the institution's Academic Catalog and Student Handbook (C2-15), in the academic program descriptions presented on the institutional website, and in program curricular sequence versions. All GenEd

courses are aligned with competencies that include communication, critical thinking and logical reasoning, quantitative reasoning in science and mathematics, information literacy, technological proficiency, ethical and moral judgment, respect for diversity, and global awareness. The General Education Curriculum Map (C3-31) visually represents how these competencies are integrated with the institutional mission and course offerings.

Assessment of GenEd Component. To ensure the quality and effectiveness of the GenEd component, AGMU employs a comprehensive Assessment Plan (C3-32). This structured framework, informed by the curriculum map, outlines key elements such as competencies, student learning outcomes, direct and indirect assessment methods, rubrics, performance targets, and a sampling strategy. By implementing this plan, AGMU continuously evaluates and enhances the general education experience, ensuring alignment with institutional goals and fostering student achievement.

In August 2021, the continuous assessment of GenEd component highlighted the need to “provide all AGMU students with a comprehensive and well-rounded education, while also accommodating the diverse backgrounds of the student population in the United States” (C3-33). As a result, AGMU expanded the GenEd communication component to offer students a broader selection of courses. This change allows English-only speakers, particularly those enrolled in programs delivered entirely in English, to substitute Spanish courses with alternative options. This modification enhances the range of language and communication courses available, enriching the overall curriculum and better addressing students' individual language needs. Refer to Standard V for further details on the GenEd assessment process.

Research and academic integrity. AGMU emphasizes the importance of independent thought, scholarship, and research-creation as parts of the academic experience both at the undergraduate and graduate levels. The courses that include research methodology components ensure the ethical conduct of research involving human subjects by following the general policies and procedures manual of the Institutional Review Board (IRB) (C3-34). The evidence included demonstrates the programs that include independent research, thesis, master’s paper, dissertation, fieldwork, and internship.

IRB's primary purpose is to outline the specific procedures and safeguards that researchers will implement to protect the rights, safety, and well-being of participants throughout the duration of the study. Also, students and faculty researchers must be trained to ensure compliance with ethical guidelines and regulatory requirements and to obtain IRB approval before beginning a research project. The IRB Committee comprises 11 members. Such members are selected from the faculty (full or part-time), administration and community, and are appointed for a three-year term. The main responsibility of the IRB Committee is to protect human subjects who are part of a study from any physical, psychological, or social harm and ensure the protection and safeguard of their rights, privacy, confidentiality, and well-being. The IRB Committee is authorized to approve, request modifications or disapprove any study submitted for evaluation.

The IRB Coordinator is responsible for implementing the policies and procedures established by the Federal Regulations and the Regulatory Committees. The IRB Coordinator is responsible for guiding the faculty, mentors, and students (researchers) in preparing the documents required to submit research proposals for review by the IRB Committee. The IRB Coordinator works with the IRB Committee to prepare, revise, and approve the procedures that

regulate the processes of evaluation and approval of research proposals submitted by the students.

As a liaison, the IRB Coordinator holds a range of responsibilities, including receiving and pre-classifying studies, as well as evaluating or assigning evaluators from the IRB Committee. The coordinator communicates with mentors regarding the status of submitted studies, addressing observations or corrections, and prepares and sends all official approval documents. Additionally, the IRB Coordinator offers webinars on various IRB processes, such as IRB/Citi Program certifications, study classifications, and IRBNet submission procedures, for both faculty and students. The role also involves maintaining logs of submitted studies and certifications and preparing agendas and minutes for IRB Committee meetings.

Since 2022, the Committee has evaluated 447 projects, approving 91.95% of them. Other projects required modifications or have been withdrawn. Table 17 details the projects received by location and status.

Table 17. Projects Submitted to the IRB Committee from 2022 to 2024

Campus	Number of Projects	Approved	In Progress	Modifications Required	Pending Evaluation	Withdrawn	Non-Human Studies
Metro Orlando	60	57 (95%)	0 (0.0%)	1 (1.7%)	0 (0.0%)	2 (3.3%)	0 (0.0%)
South Florida	261	249 (95.4%)	1 (1.7%)	0 (0.0%)	0 (0.0%)	11 (18.3%)	0 (0.0%)
Tampa Bay	32	29 (90.6%)	2 (3.3%)	0 (0.0%)	0 (0.0%)	1 (1.7%)	0 (0.0%)
Main Campus	86	71 (82.6%)	3 (5.0%)	6 (10.0%)	2 (3.3%)	4 (6.7%)	0 (0.0%)
External Studies	7	4 (57.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (5.0%)	0 (0.0%)
Institutional	1	1 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<i>Totals</i>	<i>447</i>	<i>411 (91.9%)</i>	<i>6 (1.3%)</i>	<i>7 (1.6%)</i>	<i>2 (0.4%)</i>	<i>21 (4.7%)</i>	<i>0 (0.0%)</i>

Graduate and professional education. At AGMU, fostering research, scholarship, and independent thinking is a core component of the graduate and professional education experience. These opportunities are embedded within the curriculum and supported by faculty and professionals who hold terminal degrees and have experience in their fields. Faculty members engage in scholarly research and provide mentorship, guiding students in developing the skills necessary for conducting independent research and contributing meaningfully to their disciplines. Graduate students are encouraged to pursue original research, critical analysis, and professional inquiry through various platforms, including thesis projects, dissertations, capstone experiences, and professional internships. These activities not only enhance academic rigor but also ensure that students develop intellectual independence and research capabilities, essential for success in their professions.

As of August 2024, AGMU offers 23 master's degree programs and 6 doctoral programs across multiple delivery modalities and languages of instruction. Graduate and professional programs make up 42% of the total enrollment. The Master of Social Work is the most enrolled program, representing 5.1% of the overall student population.

AGMU's graduate programs are supported by a variety of academic resources aimed at enhancing the student experience and ensuring the achievement of learning outcomes. For example, the master's degree program in business utilizes CAPSIM (C3-35), a sophisticated business simulation tool that allows students to apply theoretical knowledge in real-world scenarios. This hands-on approach fosters critical thinking, decision-making, and a deeper understanding of business operations, ensuring alignment with program learning outcomes.

The institution places a strong emphasis on faculty qualifications, as outlined in the Faculty Teaching Qualification Policy (C3-19). Faculty members serve as mentors, advisors, and collaborators for graduate students, leveraging their specialized knowledge and experience to support student learning and research endeavors. In the 2023-2024 academic year, 49.4% of AGMU's faculty members taught graduate courses across all locations.

AGMU offers structured opportunities for graduate students to engage in scholarly activities and research as stated in the different doctoral student and dissertation handbooks of the academic division (C3-36). These include collaboration with faculty on research projects, participation in research seminars, and involvement in faculty-led research groups, all of which contribute to a vibrant research culture within the institution (C3-37). Research-focused courses within the graduate curriculum provide a solid foundation in methodologies, data analysis, and scholarly writing.

AGMU ensures that its graduate students are well-prepared to engage in meaningful research, contribute to their fields, and think critically and independently through numerous opportunities and resources. This approach reflects the institution's commitment to fostering research, scholarship, and independent thinking. By aligning with AGMU's mission, the university delivers high-quality graduate education that not only meets academic standards but also supports the intellectual and professional development of its students.

Assessment. AGMU upholds the effectiveness of its programs, providing student learning opportunities through a comprehensive, ongoing evaluation process. This structured evaluation process is designed to maintain high-quality, inclusive education, addressing the diverse demographics and academic programs within the institution. The academic programs undergo regular reviews involving input from faculty and other stakeholders to ensure curricula, learning outcomes, and teaching methodologies remain relevant and rigorous. AGMU collects data and information on students' learning experiences through surveys, focus groups, classroom observations, and the analysis of learning outcomes, utilizing various tools such as Student Satisfaction Survey (C2-10), Graduate Candidate Survey (C3-38), and Faculty Evaluation by the Student (C2-12). This approach ensures that the needs and perspectives of all students are considered, promoting equitable access to educational opportunities.

The Student Satisfaction Survey (C2-10) plays a significant role in this assessment process, offering detailed insights into various aspects of the student experience. It evaluates the quality of education, faculty expertise, resources, learning environments, and support services such as academic advising and career counseling. By highlighting areas for enhancement, the

survey allows AGMU to continuously improve the overall student experience, contributing to institutional success, retention, and reputation. Through this transparent reporting and accountability process, AGMU reaffirms its commitment to providing high-quality education and fostering an environment of continuous improvement and inclusivity.

AGMU's assessment model for institutional effectiveness (C2-11) provides guidelines for continuous improvement. The implementation of the assessment process facilitates the identification of areas for improvement in curriculum, teaching methods, and support services, leading to actionable plans to strengthen academic programs and the General Education component. Continuous monitoring and review of these implemented strategies ensures the ongoing improvement of student learning experiences. Furthermore, our graduate programs emphasize research opportunities, supported by strict adherence to ethical guidelines and oversight by the IRB, ensuring that graduate research meets the highest standards of academic integrity and contributes meaningfully to their respective fields.

Strengths, Opportunities, Recommendations

After the analysis of the institutional student learning experience, we have identified the following strengths, opportunities, and recommendations.

Strengths.

- AGMU offers a wide variety of academic programs across multiple disciplines and levels, which demonstrates the institution's ability to meet diverse student needs and respond to market demands.
- AGMU's commitment to academic excellence by aligning its programs with industry standards, conducting periodic evaluations, and ensuring relevance to current educational trends.
- The involvement of faculty in program development and continuous assessment strengthens program quality.
- AGMU's structured framework for program development and approval ensures alignment with institutional goals. The multi-phase approach involving market analysis and viability studies demonstrates thoughtful strategic planning.
- AGMU emphasizes faculty qualifications and continuous professional development. The structured evaluation system for faculty, which includes formative and summative assessments, classroom observations, and self-assessment, ensures that teaching quality is maintained across all programs.
- The institution fosters research and independent thinking, particularly within its graduate programs, by providing resources such as CAPSIM and Elsevier, and encouraging student engagement through research projects and capstone experiences.

Opportunities:

- Expand its graduate programs to include more interdisciplinary and niche fields that respond to emerging global challenges. This could attract more students and strengthen its market position.
- Expand research initiatives like funding for faculty and student research, partnerships with industry, and opportunities for graduate students to publish their work or present at conferences.

Recommendations:

- Foster a stronger research culture across all academic levels.
- Develop more interdisciplinary and cross-disciplinary programs that reflect emerging global trends and issues.
- Increase faculty professional development opportunities to further enhance skills in innovative and technology-driven teaching methods.

Conclusion

AGMU consistently delivers rigorous and coherent learning experiences across all degree levels and modalities, supported by a comprehensive suite of academic programs and highly qualified faculty. The institution is dedicated to ensuring these programs not only meet but exceed student expectations, blending challenging coursework with practical applications to promote both academic and professional growth. Through established policies and procedures for faculty recruitment and development, AGMU ensures that its faculty is well-equipped to provide high-quality education. Additionally, through meticulous curriculum development and regular program assessments, AGMU upholds its commitment to educational excellence, preparing students thoroughly to meet the challenges of their future careers and academic endeavors.

Chapter 4: Support of the Student Experience

Introduction

AGMU is committed to providing exceptional educational opportunities to a diverse student population, with a particular emphasis on serving Hispanic students and individuals at various stages of their academic journey, whether they are just beginning or advancing their education. This chapter offers a comprehensive analysis of AGMU's unwavering commitment to enriching the student experience. It underscores our dedication to fostering academic excellence, ensuring student success, and cultivating a campus environment that celebrates diversity and inclusion.

By offering innovative academic programs, comprehensive support services, and initiatives focused on the holistic development of our students, AGMU continues to fulfill its mission of transforming lives through education. AGMU's approach is rooted in addressing the needs of our diverse student body, empowering them with the skills and knowledge necessary to excel in their personal and professional endeavors. Through these efforts, AGMU reaffirms its position as a leading institution in higher education, driving positive change within the communities it serves.

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

Standard IV WG periodically met to discuss and compile the data needed to address the lines of inquiry required for the report. The WG met with institutional key personnel as Dean of Student Services, Director of Retention, Dean of Academic Affairs and Associate Vice President of Enrollment Management. The members of the Working Group compiled information and made sure to include all the documents in the Evidence Tracker.

Analysis/Self-Reflection

AGMU is dedicated to serving Hispanic students seeking to start or continue their studies. As one of the fastest-growing demographics in the U.S. (U.S. Census Bureau, 2020), the Hispanic population maintains strong cultural and linguistic ties while integrating into new communities. Many students face the challenge of developing bilingual professional skills to enhance their competitiveness in the job market. Additionally, a substantial number serve as financial providers for their families, motivating them to pursue higher education for both personal and professional growth.

According to the Departments of Planning and Business Intelligence and Analytics, AGMU's student body is predominantly female, with an average age of 35. Many are second-generation immigrants from households of an average of three members and are employed in non-professional roles. While a substantial portion has prior post-secondary education, they often need to start, complete, or shift their degree programs. A key challenge is the recognition of foreign academic credentials, which AGMU addresses through structured admission policy and transfer credits policy (C2-36). These processes ensure the fair evaluation of prior education while maintaining accreditation standards.

To enhance accessibility, the institution provides support services to students in English or Spanish, fostering a more inclusive learning environment, as reflected in the AGMU Student Focus Groups Study (C1-04). AGMU's success in delivering quality education and maintaining

high student satisfaction aligns with its mission and goals. This commitment is evident in the 2024 Student Satisfaction Survey (C2-10), where 84% of respondents expressed their intent to return for further studies.

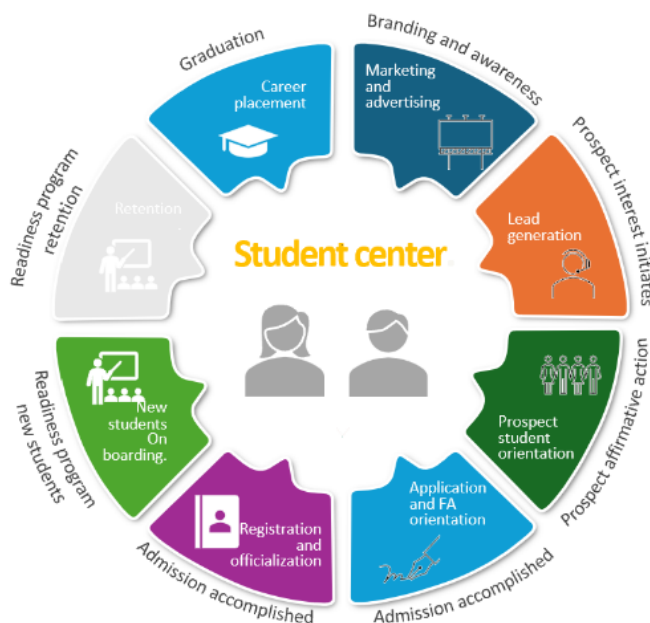
At the administrative level, AGMU’s faculty and student support staff represent a culturally and linguistically diverse group of professionals, ensuring alignment with the institution's mission to serve a diverse student body. AGMU’s services are designed with a strong focus on a student-centered approach, ensuring that operations meet the needs of students and promote their success. The 2023 operational model as shown in Figure 4 provides a flexible framework that guides institutional practices and evolves based on data-driven insights from tools such as the student service request direct student feedback, and market trends. This continuous adaptation and responsiveness to student needs demonstrates AGMU's commitment to institutional effectiveness and adherence to accreditation standards for continuous improvement and student success.

Figure 4: Student Enrollment and Retention Model

Student enrollment and retention model

- **One-stop enrollment service** - Admissions to First week attendance
(Student Orientation, Application, Admission, Registration, Onboarding, Show)

- **Engagement focus service**
 - Support student’s needs
 - Support academic needs
 - Holistic career development
 (One-year registration, Drop out detective Follow-up, Learning resources coordination, Faculty liaison, Career readiness)



The Enrollment and Retention Management plan (C4-01) covers the entire student journey from prospective student to degree completion. This plan encompasses marketing strategies, admissions processes, enrollment procedures, financial of studies processes, retention efforts, and graduation processes. The comprehensive approach ensures that students receive the necessary support at every stage of their academic journey. The plan aligns with the institution’s mission and goals. Moreover, it complies with Institutional Priority 3 by establishing goals and key performance indicators (KPIs) for each stage of the process.

Student enrollment management. AGMU's Enrollment Management Department designs and implements strategies aligned with the institution's goals. Enrollment targets are set collaboratively by the Finance Vice Presidency, Executive Vice Presidency, Enrollment Management Department, and key stakeholders, including the Directors of Business Intelligence and the Director of Planning. The enrollment projections are developed using data-driven

scenarios that incorporate multiple variables, which are analyzed by institutional leadership. Historical data from the past three years, including trends and averages, inform these projections by considering both current student enrollments (fiscal retention) and new student enrollments (C4-02). This structured approach ensures that enrollment strategies are data-informed, support the institution's mission and long-term sustainability, and comply with accreditation standards for strategic planning and institutional effectiveness.

AGMU's Enrollment Management Department oversees key functions, including prospective student processes, admissions, and the registration of new and continuing students. These efforts are guided by data-driven decisions using detailed reports and dashboards. At each location, student services are provided by a team of Admissions Officers, Retention Officers, and a Registrar or Associate Registrar, while financial services are managed by Financial Aid Officers and Bursars. Each location also has a Director of Integrated Services responsible for ensuring operational compliance and maintaining high-quality service.

To meet the diverse needs of students, AGMU has developed a comprehensive service structure that provides prospective students with clear and accurate information to support informed decision-making (C2-36). Through various communication strategies, students are guided through admissions, academic orientation, financial aid processes, and course scheduling. This seamless approach ensures they receive the necessary support at every stage of their academic journey.

Marketing and recruitment. To promote its programs, the institution's marketing department develops comprehensive traditional and digital media campaigns, creates promotional materials, and participates in various community outreach events throughout the academic year (C4-03). These marketing efforts aim to raise awareness about academic offerings, delivery modalities, and financial aid options, emphasizing the importance of post-secondary education. The marketing strategies are developed collaboratively with campus leaders and academic departments to address the specific needs of target populations across various locations and markets. In addition, branding campaigns are included as a marketing strategy to inform the community about the history of the institution and the foundation of its mission since its inception.

Each location has an allocated budget to meet its marketing and operational objectives. This budget is set annually based on enrollment goals (C4-03). Factors such as marketing campaigns, changes in student services, or academic programs are also considered to determine the feasibility of achieving projected enrollment goals.

Prospective students and admissions orientation process. The process of obtaining information and guidance on university academic programs is a critical step for prospective students in selecting an institution that aligns with their needs. AGMU ensures that prospective students have quick and easy access to comprehensive information through the institutional website. The website is structured to facilitate user navigation, with the Admissions tab offering details on admission requirements and associated costs. The Financial Aid tab provides resources such as Student Consumer Information (C2-36), the Net Price Calculator, and information for student veterans. The Academic tab grants access to essential materials, including the current catalog, course descriptions, policies, regulations, and procedures, allowing prospects to thoroughly evaluate their options.

Once a prospective student requests information, a communication plan is activated through the institution's Client Relationship Management (CRM) software (Velocify) and Students Information Systems (SIS) (Anthology) to provide detailed instructions and guidance (C4-04). The Virtual Integrated Student Service Center (CISE Virtual) supports prospective students by providing information about academic offerings and guiding them through the admissions process and required documentation. For programmatically accredited programs, which require specific documentation, direct assistance is provided by the relevant location. After orientation and completing the application, students submit the necessary documentation for their respective programs. The international students, veteran's students, and other student populations, follow the same admission policies but must meet additional compliance requirements, which may include immigration laws and regulations (C4-01). Upon acceptance, students are required to sign the Enrollment Agreement, which outlines their responsibilities and commitment to the institution (C4-05).

After enrollment, new students are required to attend a NSO (C2-32). NSO provides essential information about academic and student support services, including how to access class schedules, understand institutional policies, and connect with support personnel. Students are also introduced to key resources such as the student portal, online services, the virtual library, and other academic tools. NSO sessions are scheduled two weeks before classes begin and during the first week of the term to ensure students are fully prepared for their academic journey.

Transfer credits. For transfer students, the transferability of credits requires that, in addition to meeting the program's admission requirements, students submit evidence of prior academic credits for evaluation before enrollment. Detailed credit transfer policies are outlined in the institution's catalog under Academic Requirements, Regulations, and Student Classification. Each academic division establishes specific guidelines for evaluating credits. Courses not accepted for validation must be supported by a valid justification based on these guidelines. To be eligible for a diploma, associate degree, bachelor's degree, master's degree, or doctorate at AGMU and to comply with CIE regulations, students must complete at least 25% of their total required credits at the institution. This minimum percentage of credits must also be completed for students to qualify for honors recognition.

Ensuring effective dissemination of these policies and procedures is critical to guarantee that all stakeholders are fully informed of their rights and responsibilities. Policies undergo regular reviews and updates to reflect changes in legal requirements, technological advancements, and institutional priorities. All policies are published in the AGMU Academic Catalog and Student Handbook (C2-15), and on the institutional website, promoting a culture of continuous improvement and accountability in higher education.

Student information and records. AGMU fully adheres to the practices and procedures required for compliance with the Family Educational Rights and Privacy Act (FERPA). The Academic Catalog and Student Handbook (C2-15) provide comprehensive information regarding FERPA, including the designated officials authorized to access student records and the distinction between directory and non-directory information. Students can manage their privacy preferences by completing the Student Records Release Form, specifying which information they wish to share and with whom.

In 2021, AGMU launched a major initiative to digitize its physical student records, successfully completing the process in 2023. This project aimed to modernize the institution's

document management systems, enhancing the accessibility, security, and efficiency of student record handling. Currently, AGMU uses OnBase and Anthology as its document storage platforms. These systems facilitate seamless integration, making the retrieval and management of student data secure and efficient within a digital environment.

AGMU has also implemented a Student Record Retention and Disposal Policy PAA-25-25 (C4-06), which outlines the general guidelines for preserving and disposing of official documents within student files. This policy ensures compliance with state and federal laws governing record retention and disposal and assists the institution in meeting audit requirements from both external regulatory bodies and internal audits. Through this policy, coupled with advanced documentation systems, AGMU upholds its commitment to safeguarding the integrity and confidentiality of student records while maintaining compliance with all applicable legal and regulatory standards.

Retention. The Institutional Retention Model (IRM) is designed to develop, manage, coordinate, and oversee strategies that enhance student retention. This model integrates student services with retention strategies to ensure a comprehensive approach to student success. As part of the revision process of the enrollment and retention management plan, the IRM established the best retention practices for all locations and delivery modalities, along with available technological resources.

Recognizing student retention as a top institutional priority, cohorts are structured based on key components that serve as metrics for systematic tracking and goal achievement. The IRM consists of three programmatic dimensions:

- **Academic Dimension:** Addresses all academic provisions that directly impact student performance.
- **Student Dimension:** Emphasizes efforts to achieve student integration and foster their engagement with the institution to help them achieve their academic goals.
- **Administrative and Technological Dimension:** Integrates all institutional components that interact with students from the perspective of institutional effectiveness. Additionally, it provides the development of technology to meet students' needs.

A Retention Officer is assigned to each student, serving as their primary point of contact for enrollment procedures, curriculum, and program inquiries, and connecting them to additional support services. This team is further supported by Academic Advisors, who assist students at academic risk, with reasonable accommodation, and ensure access to necessary support resources. AGMU closely monitors continuing student enrollment through regular reports (C4-07), which are used to track retention trends and inform enrollment projections. Several key retention strategies as shown in Table 18 have been implemented, including first-week attendance monitoring by Retention Officers and Academic Advisors, class progress tracking using the Drop Out Detective tool (C4-08), and monitoring overall academic progress, particularly for students on Satisfactory Academic Progress (SAP) plans. These strategies have proven effective, as demonstrated by the marked improvements in key enrollment metrics from Fall 2022 to Fall 2023, with a 116.95% increase in continuing students and a 13.43% growth in new student enrollments. Fiscal retention also saw a notable 21.92% improvement, aligning with an IPEDS retention rate of 3.3% for first-year students (C2-08).

Table 18. Retention Strategies

Touch Points	Student Population	Tracking	Objective	Frequency	Deadline
Welcome Call/Meet and Greet	New students	Admissions Status SharePoint	Engage with students to set expectations and establish a relationship. Explain our role as their student advocate/coach.	Daily: within 1 business day of being registered	Add/Drop Deadline
Attendance/Census	Student Missing from Class	Attendance Tracking	Engage with students who are reported missing from class.	Every semester	Week 3
High Priority Engagement	High Priority Students	Dropout Detective	Early intervention via phone call or in-person to engage students to prevent at-risk.	Weekly: at least once per week	Until no longer at risk
Check-In Calls	Active	Dropout Detective	Build relationships, retrieve course feedback, and share future expectations including program requirements and upcoming deadlines.	Every semester	End of semester
Exit Interview	Pending Graduates	TBD	Conduct exit interviews to review their overall student experience in the programs, discuss future career/educational plan, alumni options, and ensure they understand graduation requirements/commencements details.	Every semester	Graduation application deadline

Additionally, faculty have direct communication with Retention Officers through their Academic Director when behaviors are identified that could jeopardize a student's academic success. Faculty can refer students for failing to submit coursework, needing academic reinforcement, or showing signs of behavioral changes. This process has led to the development of workshops addressing common student challenges (C4-09). As described in Table 19, the effectiveness of AGMU's retention strategies is further highlighted during annual graduation ceremonies, where the achievement of 2,015 graduates as of June 2024 (60% undergraduates and 40% graduates) demonstrates the institution's commitment to student success.

Table 19. Graduates Students from 2021-2024

Academic Division	2021-2022	2022-2023	2023-2024
<i>Business and Entrepreneurship</i>	279	488	723
Diploma	-	13	14
Bachelor	54	114	246
Master	225	361	463
<i>Health Sciences</i>	101	316	620
Diploma	-	159	246
Associate	41	55	148
Bachelor	3	24	37
Master	57	78	132
Doctorate	-	-	57
<i>Liberal Arts</i>	96	379	612
Associate	1	12	32
Bachelor	53	255	446
Master	42	112	134
<i>Science and Technology</i>	12	31	60
Diploma	-	9	31
Associate	-	4	10

Academic Division	2021-2022	2022-2023	2023-2024
Bachelor	-	-	4
Master	12	18	15
<i>Total</i>	488	1,214	2,015

Financial Aid. Students admitted may become eligible to receive federal financial aid upon completing the FAFSA. Table 20 shows the percentage of student enrolled who received some form of financial aid for Fall 2022, Fall 2023 and Fall 2024. As part of the admissions process, students are provided with guidance on completing the FAFSA, exploring student loan options, and understanding the institution's Payment Term and Refund Policy (C2-36) to ensure they are fully informed of their financial aid opportunities.

Table 20. Financial Assistance Distribution for Fall 2022 to 2024

Financial Aid Type	Fall 2022	Fall 2023	Fall 2024
Pell Grant	41%	45%	38%
Federal Loan	72%	75%	68%

Source: AGMU Internal Statistics

Through the financial aid process once the student opts to apply for FAFSA all actions are monitored through the Anthology task management system. Course registration at AGMU is conducted for the entire academic year, and financial aid is allocated accordingly. Financial Aid Officers and Bursars work closely with students to ensure a smooth financial aid process. Financial Aid Officers follow up with students once their aid is disbursed to verify the allocation, while Bursars assist students in creating and managing payment plans, ensuring commitments are upheld. According to the Federal Student Aid website, AGMU's default rate in 2020 was approximately 6.48%.

To facilitate this process, AGMU implements a communication plan (C4-10) that keeps students informed about their financial status, upcoming deadlines, and account balances. Throughout their academic journey, students receive regular updates on Student Consumer Information (C2-36), which is also readily available to new students via the AGMU website. Additionally, the student portal provides access to financial aid details, application status, and critical deadlines, ensuring transparency and ease of access to essential information.

Holistic student development approach. The AGMU’s Holistic Student Development Approach emphasizes the comprehensive growth and well-being of students, focusing not only on their academic success but also on their emotional, social, physical, and ethical development. This approach recognizes that education extends beyond the classroom and aims to nurture students into well-rounded individuals who can thrive personally and professionally.

The Holistic Student Development Approach integrates various support services, including academic advising, career development, and extracurricular activities. These services are designed to help students balance their academic responsibilities with personal growth, encouraging the development of skills such as critical thinking, communication, self-awareness, and ethical decision-making. By fostering an inclusive and supportive environment, AGMU aims to equip students with the tools they need to achieve academic success, enhance their emotional resilience, and prepare for meaningful careers.

Additionally, this approach encourages student engagement in community service, leadership roles, and collaborative learning experiences. Through these integrated processes,

AGMU ensures that students are not only academically prepared but also emotionally and socially equipped to navigate complex challenges and contribute positively to their communities.

Student associations are an integral component of the AGMU campus community. These organizations contribute substantially to students' integral development by promoting their leadership, direction, planning, civic sense, and social skills. AGMU approved a manual to guide students interested in directing and participating in associations (C4-11). Every association must have a mentor who is a member of the administration or faculty.

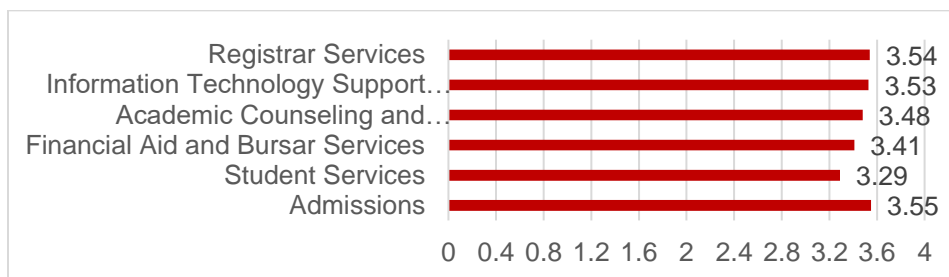
Recognizing the importance of student representation in institutional and administrative decisions, AGMU has proposed the creation of a Student Council, currently under review for approval. In the meantime, students are actively represented in the Academic Senate, University Council, and other committees, allowing them to contribute to key decisions within the university.

Community involvement also plays a vital role in AGMU's holistic approach, with a wide array of activities designed to support students' personal and professional development. Each location offers a calendar of events, including guest speakers, workshops, and networking opportunities, fostering connections between students, faculty, and professionals (C4-12). Additionally, AGMU integrates cultural enrichment through events like the Christmas festival, promoting Latin traditions and community engagement.

Furthermore, AGMU's Career Placement Department complements this holistic development by offering workshops, career fairs, and employer information sessions throughout the year. These activities are aimed at developing students' skills for the workforce, preparing them for interviews, and helping them navigate career paths in emerging industries. Through these initiatives, the institution ensures that students are supported not only in their academic pursuits but in their overall personal and professional growth (C4-13).

Assessment. AGMU employs a comprehensive assessment strategy to identify opportunities for continuous improvement in academic and student services. This includes various tools such as the Student Satisfaction Survey (C2-10), Graduate Candidate Survey (C3-38), and Faculty Evaluation by Student (C3-25), which provide valuable data for addressing both immediate and long-term needs. These assessments inform institutional actions to enhance the overall student experience, ensuring that feedback is translated into practical solutions. Figure 5 shows the results of the Student Satisfaction Survey for 2024 on student experience services.

Figure 5. 2024 Student Satisfaction Results on Student Experience

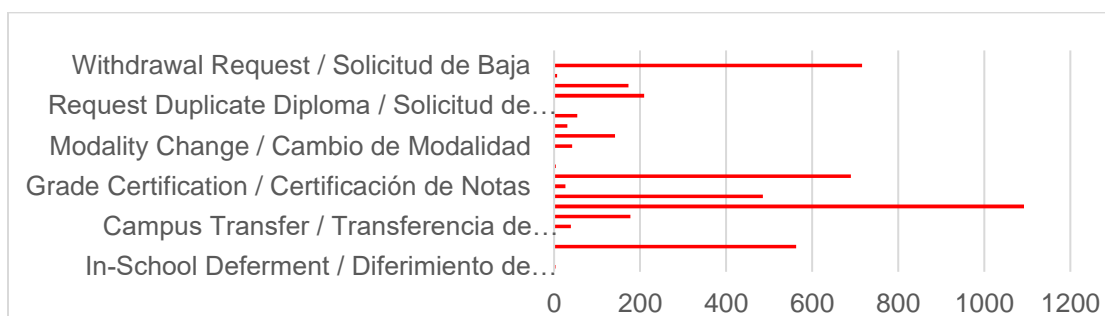


Additionally, AGMU uses Student Dialogues Meetings, formerly known as Student Representative Meetings, (C4-14) as an effective strategy for gathering direct input from students. In this activity, student representatives meet regularly with campus leadership to

provide feedback on academic services and campus operations, enabling continuous improvements. The feedback collected through these meetings offers insights into various service processes and helps address challenges that students may face. The Campus Director or Director of the Online Division, or their designee, is responsible for addressing concerns raised by students and taking immediate action when necessary. Issues that require further attention refer to the appropriate offices or are included in the campus’ annual work plan. For example, feedback from students may lead to improvements in communication plans developed by the Retention Department, which could include updates to written communication, electronic drops, or tutorials to assist students with understanding institutional tools or services. The campus leadership team participates in these meetings to ensure that student feedback is heard and acted upon, thereby fostering a responsive academic environment.

AGMU’s assessment process also extends to operational improvements, such as evaluating the efficiency of service requests. Previously, requests were submitted in physical form or PDFs, creating a time-consuming workflow. In response, AGMU launched a project to digitize the service request process, creating a digital platform with internal workflows to increase efficiency (C4-15). This project is continuously evaluated, and a second phase is in progress to integrate these services into the Student Portal for greater efficiency. Data from student service requests for the academic year 2023-2024, as shown in Figure 6, reveals that most requests are related to the enrollment and course registration processes. This integration aims to streamline student access to essential services and improve overall operational effectiveness.

Figure 6. 2023-2024 Student Service Request Data Collected



Strengths, Opportunities, and Recommendations

Following the analysis of this chapter, key strengths, opportunities, and recommendations were identified.

Strengths.

- The institution provides programs and services tailored to the Hispanic demographic, including bilingual support and recognition of prior education from other countries.
- The NSO and retention officers ensure students receive the guidance they need from admission through graduation.
- The institution provides clear, accessible information regarding admissions, financial aid, and student services through its website and communication plans.

- AGMU's enrollment management and retention strategies are data-driven, emphasizing proactive student engagement through various tools designed to identify at-risk students, ensuring they receive timely interventions and support to prevent academic failure.
- The use of modern digital platforms for student records management demonstrates AGMU's commitment to efficiency, security, and innovation in administrative processes.

Opportunities.

- Enhance services related to career placement opportunities by expanding partnerships with local businesses, industries, and organizations.
- Increase participation in the NSO by offering more flexible options and emphasizing the benefits of attending the sessions.
- Build stronger connections with alumni to provide networking opportunities for current students and potential fundraising opportunities for the institution.
- Expand academic advising, career counseling, and mental health resources to ensure holistic student well-being.

Recommendations.

- Utilize data analytics to predict student behavior and identify trends that can inform decision-making.
- Develop more international partnerships and study abroad programs.
- Strengthen its alumni engagement through dedicated alumni services, mentorship opportunities, and networking events.

Conclusion

This chapter has underscored the comprehensive measures taken by the institution to support the student experience, highlighting the alignment of student services with institutional mission, vision, and institutional goals, the expertise of personnel, and the adaptive use of assessment results to refine services continually. By ensuring robust student services policies and procedures, career placement initiatives, and innovative platforms for student involvement, the institution remains committed to fostering an inclusive and supportive environment. These efforts enhance student engagement and retention, recognizing the needs and interests of the student population. This ensures that students are well-equipped to thrive academically and personally throughout their educational journey.

Chapter 5: Educational Effectiveness Assessment

Introduction

The overview of Standard V highlights Ana G. Méndez University's (AGMU) dedication to educational effectiveness assessment, as demonstrated by its implementation of a comprehensive and systematic assessment model. This model serves as a cornerstone for evaluating and continuously improving the quality of the institution's academic offerings. AGMU's approach to assessment is deeply collaborative, involving close coordination between academic leaders, faculty, and relevant stakeholders to ensure that all educational programs are aligned with the institution's mission and institutional goals.

Through this rigorous and iterative assessment process, AGMU not only measures student learning outcomes but also identifies areas for program enhancement, ensuring that curricula remain relevant and responsive to both student needs and external demands. The university's commitment to educational effectiveness extends beyond compliance; it is a proactive approach to creating a supportive and effective learning environment.

By using data-driven insights to refine teaching strategies, learning objectives, and academic support services, AGMU fosters an academic culture centered on continuous improvement. This, in turn, contributes to the overall quality of the university's programs, better preparing students for both professional success and meaningful contributions to their communities. AGMU's educational effectiveness assessment framework is a critical element of its mission to transform lives through education, reinforcing its role as a leader in providing accessible, high-quality academic opportunities.

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

To facilitate the collection of evidence documents, interviews were conducted with key collaborators within the academic and administrative units to gain insight into current processes. The exercise enabled the identification of supporting documents pertinent to Standard V. Subsequently, a comprehensive detailed inventory of these documents was delineated in the "Evidence Tracker," and responsible parties were requested to provide the evidence. Each submitted evidence was analyzed to ascertain compliance with the minimum requirements for MSCHE Standard V. Upon verification, all evidence was uploaded to the "Evidence Repository" for further analysis and accessibility by other working groups.

Analysis/Self-Reflection

Educational Goals and Outcomes. AGMU's academic program's educational goals, outcomes, and experiences are interrelated with the institution's mission. The institutional governing bodies, University Council and Academic Senate, ensure that academic programs educational goals and outcomes are aligned with the institutional mission. The program of study and the program's student learning outcomes (C5-01) are included in the Academic Catalog and Student Handbook (C2-15). The academic program curriculum maps, curricular sequences, and syllabi elucidate the alignment of educational outcomes, demonstrating interconnectedness throughout the progression of courses within programs during the student's academic pathway (C3-16, C3-26, and C3-31).

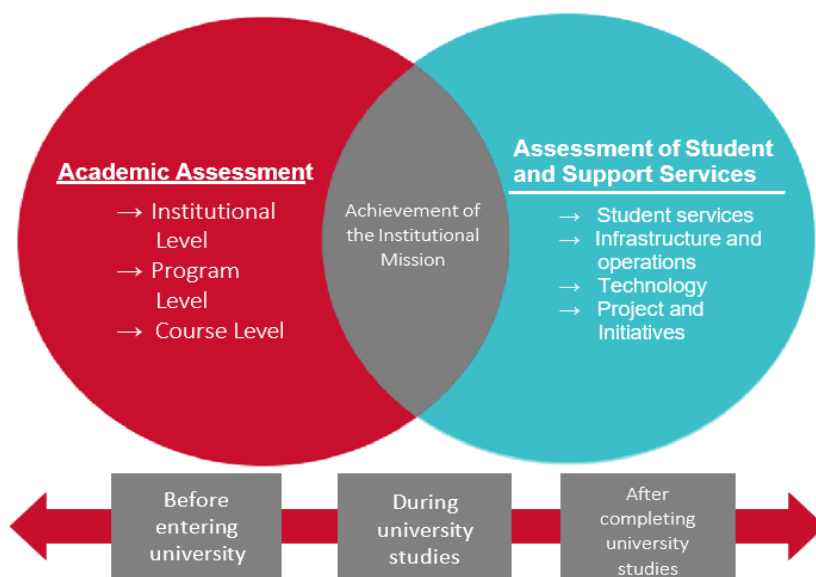
The curriculum is implemented when faculty and students actively engage in the teaching and learning process through various educational experiences that align with the stated learning outcomes and the institutional mission. To enhance these experiences, students apply theoretical knowledge, demonstrating their understanding through course activities and/or laboratories, virtual simulations, and capstone experiences. An example is the Master of Business Administration course MANA 742 Simulation, using CAPSIM, the Business Simulation to apply theoretical knowledge in a practical and dynamic environment (C3-35).

Assessment Model. The Policy to Systematize the Assessment Model for the Institutional Effectiveness of AGMU establishes the framework for assessment practices (C5-02). The model establishes the mechanism that allows the assessment to be operationalized in the institution, aligned with the standards of quality and academic excellence of the institution and the

accrediting agencies (Assessment Model, 2024, p. 3) (C2-11). The model integrates two complementary components in the institution: the academic component and the student and support services component. The academic component assessment includes three levels of learning assessment: institutional, academic program, and course.

The assessment of the student and support services unit operationalizes the assessment model to establish its effectiveness in student services (e.g., Admission, Financial Aid and Bursar, and Registration), library, physical facilities, and technology, among others. The model collects information about students' educational processes in three stages: before they enter university, during their university studies, and after completing them. Figure 7 illustrates the interrelationship between the academic, student and support services assessments for achieving the institutional mission.

Figure 7. AGMU Assessment Model



AGMU implements a well-organized and systematic assessment process consisting of six phases. Figure 8 illustrates the closing of the loop of the assessment cycle for continuous improvement involving the (1) definition of objectives, (2) the identification of evidence aligning with these objectives, (3) the analysis and interpretation of the gathered data, (4) the discussion and dissemination of assessment findings with the involved stakeholders (students, associates/staff, faculty, administrators, and the external community), (5) the recommendations and actions for continuous improvement, and (6) the evaluation of assessment plan.

Figure 8. Closing the loop of the assessment cycle for continuous improvement



Faculty Involvement. At AGMU, faculty are actively engaged in implementing a structured and systematic academic assessment process, with guidance and support provided by the Director of Assessment. The AGMU Faculty Manual establishes the responsibilities for the Assessment and Evaluation of Learning (C2-01). Faculty will develop and apply strategies for evaluating student learning. This includes but is not limited to the following:

- a. Use diverse assessment techniques and tools to determine if student learning complies with the AGMU assessment policies and models.
- b. Evaluate and discuss the results of evaluations within the time established by actual policies.
- c. Optimize student learning according to the results of the assessment.
- d. Collaborate in the development or review, implementation, and evaluation of the assessment plan of their department and academic division.
- e. Comply with the procedures and processes required for the implementation and data collection of the student learning assessment.

Keeping faculty current on assessment trends and practices is important for maintaining a strong assessment culture within the institution. Academic Directors facilitate campus-specific faculty meetings and follow-up communications on several topics, including lesson planning and assessment. Additionally, faculty engagement with assessment is strengthened through peer mentoring. The Faculty Evaluation and Development Office, in collaboration with the Assessment Office, provides professional development activities related to assessment. Faculty provide their input by completing the end-of-workshop survey, which helps plan and improve activities that support their growth and effectiveness in teaching, assessment, and professional roles.

In August 2024, the Faculty Summit featured a session specifically focused on assessment, which engaged 313 participants, including academic leaders and faculty members (C3-22). Participants' knowledge was assessed through a post-test, which 158 attendees

completed (C3-22). The results demonstrate an understanding of assessment topics. Table 21 shows post-test questions and results. To improve, plans are in place to reinforce faculty knowledge, including the steps of the assessment cycle, in upcoming assessment activities. As academic leaders, Associate Deans of Academic Divisions, Program Directors, Program Coordinators, Academic Directors, and faculty demonstrate a strong commitment to their professional development by participating in activities related to assessing student learning.

Table 21. Summary of post-test questions from the assessment session at the Faculty Summit, August 2024

Question	Professors Who Demonstrate Knowledge	Percentage of Total Responses
Why does assessment matter in higher education?	137	137/158 87%
Which of the following sequences correctly represents the steps in the assessment cycle?	121	121/158 77%
What is the primary purpose of assessment of student learning?	141	141/158 89%

Institutional Assessment. Student learning outcomes are related to institutional competencies. AGMU identifies competencies aligned to the institutional mission, see Table 22. The relationship between student learning outcomes and institutional competencies is evidenced in the General Education Component and academic program assessment plans. The assessment structure allows the collection of evidence and the generation of corrective actions and recommendations for continuous improvement.

Table 22. Relationship between AGMU's mission and competencies

Elements of the AGMU Mission	Institutional Competencies
Committed to:	Communication
Academic excellence through face-to-face and distance learning modalities	Critical thinking and logical reasoning
-Innovation	Scientific and mathematical quantitative reasoning
-Research	Information literacy
-Inclusion	Technological competency
-Community engagement	Ethical-moral attitude
-Appreciation and respect for diversity	
Committed to provide the highest quality education, service, and continuing education in a bilingual	Respect for diversity and global awareness

General Education Assessment. The General Education Component aligns with AGMU institutional competencies, and its effectiveness is measured by assessing specific student learning outcomes for each competency. Table 23 shows the institutional competencies and their corresponding student learning outcome. The assessment plan for the General Education Component includes the competencies, outcomes, direct measures such as essays, oral presentations, discussion forums, written assignments, quizzes, open questions, measurement tools, established targets, and sampling methodology (C3-32).

Table 23. General Education competencies and outcomes

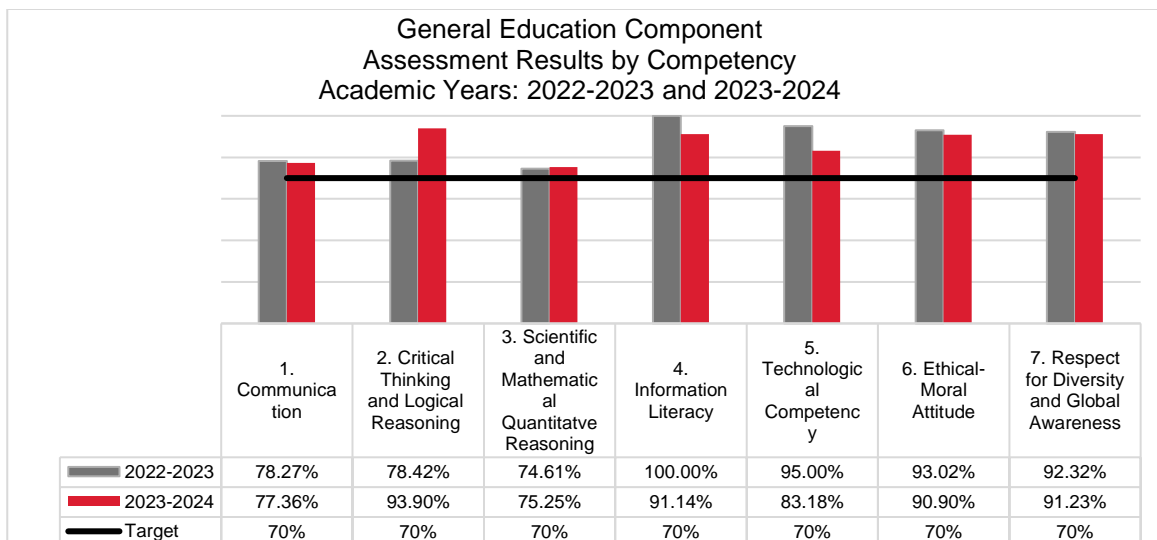
Institutional Competencies	Student Learning Outcomes
Communication	Students will demonstrate fluency and correctness in oral and written expressions when presenting their ideas, making demonstrations,

Institutional Competencies	Student Learning Outcomes
	presentations, or defending arguments in their professional and personal lives.
Critical thinking and logical reasoning	Students will apply complex analysis, synthesis, and evaluation skills in an organized and logical way when researching, searching for, and managing information, solving problems, making decisions, and being creative in performing their professional and personal functions.
Scientific and mathematical quantitative reasoning	Students will acquire scientific and mathematical knowledge by applying quantitative analysis and evaluation methods and processes.
Information Literacy	Students will responsibly use available technology to research, access information, and document their contributions to the world of work and personnel, respecting copyright and rules on access and disclosure of information.
Technological Competency	Students will demonstrate the ability to use technology to understand and solve problems effectively.
Ethical-moral attitude	Students will know and respect the laws and social and professional norms that allow them to assume an ethical-moral attitude in the execution in the professional and personal field.
Respect for diversity and global awareness	Students will develop global awareness by appreciating and respecting human diversity, expressed through different cultures, values, traditions, and lifestyles that contribute to our uniqueness while encouraging inclusion and equity across all global contexts.

The Graduating Candidates Survey (C3-38) is used as an indirect measure to assess students’ learning experience. The survey gathers candidates' opinions on various aspects, including their learning experience, employment status, future study plans, and satisfaction with academic and student services. Additionally, it evaluates their views on physical facilities and overall educational experience, providing valuable feedback for continuous improvement.

The General Education Assessment Committee is composed of the Director of Assessment, the Director of Curriculum, and faculty members from various disciplines to implement the assessment plan (C5-03). The committee ensures the alignment of the curriculum map, develop and implement the assessment plan, analyze student performance data, identify improvement areas, and recommend changes to enhance the overall quality of the courses of the general education component. The student learning assessment data is downloaded from the LMS and tabulated using MS Excel. Graphs are then generated to represent the results visually (C5-04). Figure 9 presents the results of the General Education competencies for the period 2022 to 2024.

Figure 9. General Education Component Assessment Results by Competency, Period 2022 to 2024



The results show that students met the expected target of 70% in all competencies. The Graduating Candidates Survey collects candidates' opinions on whether the institution prepared them to demonstrate the required competencies. The Director of Planning prepares a report and dashboard with these findings used in the assessment process. Table 24 shows the Graduating Candidates' Value-Added Results from 2023, including undergraduate candidates' opinions on whether the institution prepared them to demonstrate the required competencies. All results are above 80% and meet the expected undergraduate target.

Table 24. Graduating Candidate's Value-Added Results from 2023 (N=96)

Institutional Competencies	Item	Level	Result %	Met or Not Met (80% or more)
Communication	To communicate properly in English when practicing my profession	Associate	88.89	Met
		Bachelor	84.61	Met
Communication	To communicate properly in Spanish when practicing my profession	Associate	100.00	Met
		Bachelor	88.46	Met
Critical Thinking and Logical Reasoning	To search for more than one solution	Associate	100.00	Met
		Bachelor	94.23	Met
Scientific and Mathematical Quantitative Reasoning	The basic mathematical skills needed in my profession	Associate	94.44	Met
		Bachelor	92.30	Met
Information Literacy	To correctly use the internet to gather reliable information	Associate	100.00	Met
		Bachelor	90.38	Met
Technological Competency	To correctly use technology resources required by my profession	Associate	100.00	Met
		Bachelor	88.46	Met
Ethical-moral Attitude	To work in coordination with others	Associate	94.45	Met
		Bachelor	94.23	Met
Respect for Diversity and Global Awareness	Respect others that may differ from your point of view	Associate	94.45	Met
		Bachelor	84.46	Met

Academic Program Assessment. The purpose of the assessment at the academic program level is to examine the development of the competencies and program learning outcomes. The revision of the academic programs is a fundamental activity at this level; through its practice, programs are improved, and their efficiency is determined in all its aspects. At the program

assessment level, Associate Deans of Academic Divisions and Program Directors identify key faculty members who collaborate in the development and implementation of the program assessment plan.

The assessment plan is embedded within the courses. The institution evidences these assessments with direct and indirect measures. Some examples used to gather data and information include case analysis, annotated bibliography, dissertation results, tests, comprehensive exam results, projects, evaluation of student performance by supervisor, simulation, and surveys (C5-05).

The academic program representatives contribute to using the results to improve student learning. The learning results are calculated considering the target established in the assessment plan. For example, the Bachelor of Science in Psychology establishes that “70% or more of the students will earn 90% or higher” in assessment methods, such as, research proposals, assignments, discussion forums, among others. Table 25 shows the results of BS in Psychology by outcome for 2023-2024.

Table 25. Bachelor of Science in Psychology Program Assessment Results 2023-2024

Institutional Competencies	BS in Psychology Program Outcomes	N	Result %	Met or Not Met (70% or more)
Critical thinking and logical reasoning	Engage in critical and innovative thinking and scientific reasoning to interpret psychological phenomena and solve problems.	47	90.48	Met
Communication	Describe major concepts, principles, theoretical perspectives, empirical findings, and applications of psychology.	82	64.56	Not met
Respect for diversity and global awareness	Demonstrate the values of psychology through behaviors that build community at local, national, and global levels.	53	85.83	Met
Scientific and mathematical quantitative reasoning	Describe and apply basic research methods in psychology, including research design, data analysis, and interpretation, with consideration for sociocultural factors.	52	79.36	Met
Ethical-moral attitude	Apply psychological principles and ethics to personal, social, and organizational issues in practice and research.	73	77.81	Met
Communication	Understand and respect individual and group differences both domestically and globally and communicate effectively with diverse individuals and groups in multiple formats.	71	81.17	Met
Respect for diversity and global awareness	Engage in self-reflection and self-regulation to continuously refine professional behavior and practice.	64	78.79	Met
Ethical-moral attitude	Engage in self-reflection and self-regulation to continuously refine professional behavior and practice.	64	78.79	Met
Information Literacy	Demonstrate information literacy in psychology and the ability to use technology for many purposes.	71	62.20	Not met
Technological Competency	Demonstrate information literacy in psychology and the ability to use technology for many purposes.	71	62.20	Not met

In addition, it is expected that “80% or more of psychology candidates respond in the Graduating Candidate Survey (C3-38) that Ana G. Méndez University contributed “Much” or “Somewhat” in the development of the specific competencies and skills necessary to perform

well in the profession." For example, in 2023, all psychology candidate respondents (100%, n=16) indicated that the university had contributed to their development in these areas, surpassing the established target and reflecting a strong alignment between the program outcomes and professional expectations.

Course Assessment. The assessment at the course level aims to determine whether students meet the established course learning outcomes. It fosters educational practices that support students in achieving these outcomes, address academic challenges, and enhance the course's overall quality. Various direct measures are used to collect data on student learning at the course level, such as essays, discussion forums, quizzes, case studies, research projects, and tests. The distribution of grades in the course is used as an indirect measure.

The faculty assesses student learning face-to-face and online courses by using institutional rubrics in CANVAS and providing students with feedback (C5-06). The faculty provides information on the course assessment in the end-of-course assessment report. This electronic report on Survey Monkey software gathers data and information on the assessment techniques used in the course, grade distribution, students' academic strengths, areas for improvement, actions taken, and recommendations for the course and academic program (C5-07).

Student Services. The assessment of student and support services focuses on continuous improvement to ensure that institutional processes effectively support student learning and success. This includes administrative units such as Student Services (e.g., Admissions and Financial Aid), Library Services, Physical Facilities, and Technology, which are integral to student experience. AGMU utilizes two key surveys to gather valuable student feedback: the Student Satisfaction Survey (C2-10) and the Graduating Candidate Survey (C3-38).

The Student Satisfaction Survey is conducted every two years with the general student population. Students are asked to identify their level of satisfaction with the different services offered by AGMU: Admissions, IT support, student financial aid, student services, academic services, and with the institution. The Office of Planning produces a report with survey results and distributes it to the administrative units (C2-10). Table 26 presents the overall average scores for administrative units 2024 (N=2,344) and 2022 (N=1,666). The results show that our benchmark of 2.52 or greater has been achieved, demonstrating that they are very satisfied with the services offered by the administrative units.

Table 26. Student Satisfaction Results by Administrative Unit for 2024 and 2022

Administrative Unit	Overall Results 2024	Overall Results 2022
Admissions	3.55	3.55
Student Services	3.29	3.56
Information Technology Support Services	3.53	3.54
Academic Services	3.48	3.28

As mentioned, the Graduating Candidates Survey asks candidates' opinions about their learning experience, students' employment status, future study plans, and satisfaction with academic services, student services, physical facilities, and overall educational experience. The survey provides valuable insight into how well the institution supports students. The specific

items related to satisfaction include a 5-point scale (very satisfied, satisfied, neutral, unsatisfied, and very unsatisfied). AGMU has established an expected minimum benchmark of “80% of survey respondents indicating they are “very satisfied” or “satisfied” with the services.

As shown in Table 27, library services (both virtual and on physical campuses), career placement, and laboratory equipment fall below the minimum benchmark of 80%. Each unit addresses these areas for improvement, identified through assessment results, by incorporating them into annual work plans. These plans establish strategies within the planning process, institutional improvement efforts, and resource allocation to implement changes aimed at continuous improvement. For example, efforts to strengthen the Career Placement Office services continue, including offering workshops across all campuses, expanding partnerships with employers, and an updated Career Placement Information Center on the educational platform CANVAS and the institutional website (C4-13). The expected outcome of these efforts is to contribute to the achievement of the institutional mission and goals, as described in more detail in Chapter 6: Planning, Resources, and Institutional Improvement.

Table 27. Candidates' satisfaction with AGMU services from 2023 (N=351)

Item	Results % (very satisfied and satisfied)
Professional preparation received	90%
The quality of the faculty	91%
Bibliographic resources in the modules	81%
Employee customer service in general	89%
Retentions services (Student Success Coach-Academic Counselor)	88%
Registrar services	89%
Financial Aid Office Services	90%
Process of grade appeals (if applicable)	84%
Technological resources	87%
Virtual library services	77%
Academic support services (tutoring, workshops, language lab, others)	81%
Classroom facilities (for physical campus only)	89%
Safety and security (for physical campus only)	89%
Career placement services (curriculum and interview workshops, employment fairs, others)	75%
Parking (for physical campus only)	87%
Library services (physical campus only)	79%
Cleanliness of the campus (physical campus only)	89%
Lab equipment and materials (if applicable)	77%

Communicating the results. The process of communicating assessment results is a collaborative effort. The Director of Assessment prepares a report presenting a summary of data on program-level student learning outcomes. The recommendations submitted by faculty through the end-of-course assessment reports are included. Concurrently, the Director of Planning contributes by providing a report and dashboard displaying the results of institutional surveys.

Once these reports are prepared, they are shared with academic units. Associate Deans of Academic Divisions, Program Directors, and Program Coordinators discuss the findings with faculty and other stakeholders. Together, they interpret the results, identify trends, and develop strategies and action plans to improve student learning and enhance educational effectiveness. This

ongoing dialogue fosters a culture of continuous improvement and enhances educational practices committed to academic excellence (C5-08).

Improvement of educational effectiveness. The institution shows its dedication to ensuring the relevance, quality, and competitiveness of its academic programs through ongoing curriculum revisions. For instance, a comprehensive review of the Diploma in Cybersecurity courses was conducted. As part of the revision, CompTIA resources, virtual machine environments, and laboratory simulations have been integrated as performance-based assessments, allowing students to acquire hands-on experience and develop technical skills in cybersecurity (C3-10).

Feedback from internal and external stakeholders, including programmatic accrediting bodies such as the Council on Social Work Education (CSWE) and the Accreditation Commission for Education in Nursing (ACEN), is incorporated into the review of academic programs and support services. For example, the Supervised Practice Manual: Policies and Procedures for the Master of Social Work was recently updated (C5-09), along with the affiliation agreement for clinical experience for Health Sciences (C5-10). Faculty actions based on assessment findings demonstrate a commitment to continuously improving educational effectiveness at the course level. The end-of-course assessment reports document the actions taken by faculty, demonstrating the closing of the assessment cycle at the course level. Various strategies were implemented to enhance the teaching and learning experience in the classroom, and Table 28 presents a sample of the actions reported by faculty.

Table 28. Faculty Actions to Enhance Teaching and Learning Experiences

Category	Actions
Teaching	<ul style="list-style-type: none"> • Provide students with presentations summarizing the week's material. • During the class, the terms related to the various topics covered in the course were presented to the students in both English and Spanish. • Offer guidance on the structure of an essay. • Emphasize the importance of original work. • Encourage students to seek information beyond the course modules. • Facilitate more practical exercises for the students. • Send tutorials to students. • Additional explanatory material was provided alongside the course content. • Emphasize the importance of formatting cited references according to APA style guidelines. • Provide explanations for the assignments in the classroom. • Complementary materials were provided to the students to enhance skill development and facilitate the application of knowledge in assignments. • Emphasize the importance of honesty in writing, the ethical use of online information, netiquette, etc.
Support Students Needs	<ul style="list-style-type: none"> • Inform the students about workshops to improve their areas of opportunity. • Provide guidance on how to identify educational resources on the internet. • Collaborate with the Learning Resources Center/Library to organize a workshop teaching students APA style formatting and information search techniques. • Provide tutoring to students via virtual meetings, phone calls, and emails. • Emphasize the importance of using a word processor like Microsoft Word to check spelling.
Communication	<ul style="list-style-type: none"> • Send reminders of course tasks and activities through announcements and emails. • Send the record of each virtual meeting.

Category	Actions
	<ul style="list-style-type: none"> Informing about newly published content and emphasizing the importance of staying connected and updated.
Feedback	<ul style="list-style-type: none"> Provide feedback on assignments and areas of opportunities. Allowed assignment revisions for learning and emphasized error-free work. Coordinate a meeting with students to discuss areas for improvement.

Periodic assessment. AGMU's assessment practices are demonstrated through established outcomes, diverse assessment methods, systematic data collection and analysis, and active stakeholder involvement, reflecting a strong commitment to continuous improvement and accountability. To enhance these efforts, in December 2023, the Office of Assessment implemented a review schedule for the years 2023-2028 to evaluate and update existing assessment practices while creating new ones as needed (C5-11). This review process includes six key phases: curriculum mapping, assessment planning, data collection and analysis, sharing results with stakeholders, developing an action plan and annual report, and preparing an accomplishment report. As of July 2024, significant progress has been made, with 12 scheduled academic programs for 2023-2024 completing updated curriculum maps and assessment plans, and 9 of those plans currently in the implementation phase.

The Director of Assessment maintains curriculum maps, assessment plans, and assessment reports for academic programs, serving as a centralized repository for these documents. Additionally, the procedure for evaluation of academic programs contributes to the optimization of their operation (Chapter 3: Design and Delivery of Student Learning Experience describes the process in more detail). As part of the process, the criterion “5.3 Design and implementation of the assessment plan by the academic program” is evaluated, leading to appropriate actions based on the results.

Assessment practices are continuously refined as part of AGMU's strategic planning to ensure ongoing effectiveness. A key strategic focus, the "Assessment of Learning," aims to strengthen institutional learning assessment processes to enhance educational quality and promote student success. Through strategic planning, AGMU identifies strengths and areas for improvement, fostering accountability and quality improvement. This approach helps evaluate the effectiveness of educational assessment, ensuring that the institution fulfills its mission with sustained excellence. More details on this process are provided in Chapter 6: Planning, Resources, and Institutional Improvement.

To strengthen the commitment to continuous improvement, the institution reviewed the Policy to Systematize the Assessment Model for Institutional Effectiveness, effective March 2024 (C5-02). The policy expands upon the existing assessment model and will undergo reviews every three years or sooner if necessary. AGMU demonstrates a strong commitment to enhancing educational effectiveness by implementing this policy, continuously assessing practices, evaluating academic programs, and engaging in institutional strategic planning.

Strengths, Opportunities, Recommendations

As part of this self-study process, strengths, opportunities, and recommendations were identified during the analysis.

Strengths.

- The Policy for the Systematization of the Assessment Model for Institutional Effectiveness establishes the framework for the institution's assessment practices.
- The active involvement of academic leaders, administrative staff, and faculty demonstrates that collaborative efforts reflect a culture of continuous improvement.
- The commitment to the assessment of student learning is demonstrated through its comprehensive assessment phases, including curriculum mapping, assessment planning, data collection, interpretation and analysis, stakeholder involvement, and the development of action plans, all supported by the Assessment Office.

Opportunities.

- Enhance resources to support the intended scope of assessment model implementation.
- Increase student participation in surveys and feedback mechanisms to gather more comprehensive data, enabling the institution to implement more targeted and effective improvements.

Recommendations

- Hire more staff to support assessment activities and processes.
- Acquire an assessment management system to streamline processes and strengthen the data collection and results analysis.
- Increase faculty development opportunities in innovative assessment practices.
- Continue strengthening the processes for sharing assessment results with stakeholders.

Conclusion

In conclusion, this chapter on educational effectiveness assessment has highlighted the rigorous frameworks and proactive strategies AGMU employs to ensure the highest standards of educational quality. Through systematic assessment practices, we engage faculty, administrative personnel, and stakeholders in a continuous cycle of improvement that not only evaluates student learning outcomes but also shapes the strategic directions of our academic programs. Our commitment to refining these practices is clear, as we aim to address emerging challenges and seize opportunities to enhance faculty expertise and stakeholder engagement. By prioritizing transparency, accountability, and continuous improvement, AGMU is dedicated to maintaining and advancing its educational effectiveness to meet the dynamic needs of our students and the broader educational landscape.

Chapter 6: Planning, Resources, and Institutional Improvement; Institutional Resources

Introduction

Since its inception, AGMU has been an institution in continuous evolution. Over the past four years, AGMU has undergone significant changes during its transition to becoming a stand-alone higher education institution based in Florida. Originally established as a 100% online institution in Puerto Rico, AGMU now operates three face-to-face locations in Orlando, South Florida, and Tampa, while continuing to offer its online programs. This transition required an organizational restructuring that impacted the formal strategic planning processes characteristic of institutions under SUAGM. This chapter depicts a planning and resource allocation process deemed of such institution in transition; but it also demonstrates that decisions are made with the consideration of data and information analysis, and that these guarantee an adequate distribution of resources centered in the success of students, the Hispanic community and the community at large.

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

The process was initiated by identifying the key concepts contained in the Standards for Accreditation and Requirements of Affiliation (October – January 2022) and asking staff and faculty members to formulate questions relevant to achieve and demonstrate compliance with these concepts. Subsequently, all questions were classified according to the concept or element addressed to identify redundancies and to ensure that all elements were considered for each standard. Questions were further discussed with the WG to ensure that they were focused on the fundamental and optional elements.

Once the lines of inquiry and guiding questions are defined, the working group analyzes evidence to answer each question. The working group met with key institutional personnel to gather the necessary documentation to answer and support each guiding question. Depending on the nature of each question, different types of documents were collected and classified according to their origin and to ensure their alignment with the purpose of the question including bylaws, regulations, institutional policies, strategic statements, work plans, action minutes of governing bodies, committee reports, institutional research, assessment reports, and publications, among others.

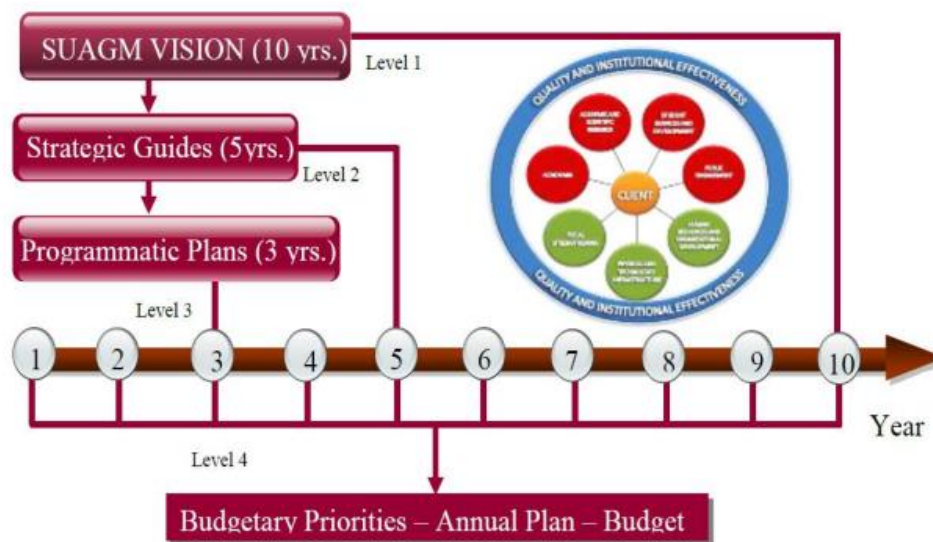
Analysis/Self-Reflection

Overarching Institutional Priorities and Goals. As outlined in Chapter 1, AGMU has identified four Institutional Priorities that serve as the foundation for its planning process. This process follows a participatory and effective approach, consistent with the institutions under SUAGM. As illustrated in Figure 10, AGMU has structured its planning framework to align long-term expectations (vision) with short-term goals and objectives, demonstrating:

- A vision statement that sets the long-term goal.
- The creation of strategic guidelines with a medium term.
- Programmatic plans that target a particular area of need.

- Annual work plans that operationalized the goals of the strategic guidelines and programmatic plans during an academic year.

Figure 10. SUAGM Strategic Planning Process

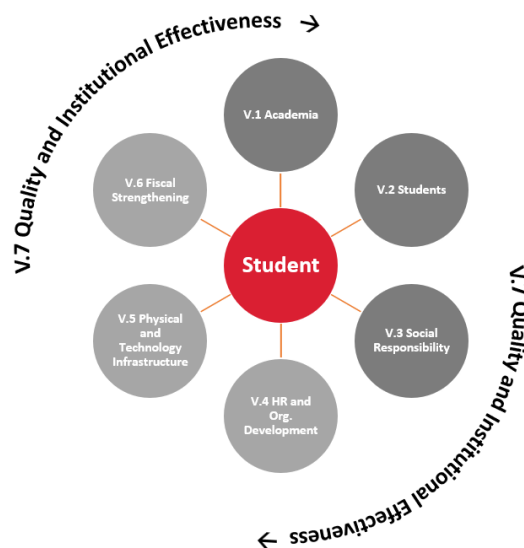


As explained in the Supplemental Information Report (SIR) of August 1, 2023 (C6-01) and the dialogue following the corresponding visit on November 30th and December 1st, 2023, AGMU has been going through several organizational and structural changes that have required obligated adjustments in the strategic planning period, among others (C6-02). As explained during chapter 1, AGMU’s President call for the reaffirmation of its strategic guidelines and initiate the process to guide the institution for the following period and strengthen operations. Considering the transition of the institution and the priorities established, the strategic plan would be for a period of three years from 2025-2028. This three-year strategic plan period would provide flexibility for the revision of the plan to either be extended or reformulated depending on the higher education market environment.

AGMU initiated this new strategic planning process in April 2023, coordinated by a planning steering committee. The steering committee was appointed and comprised of 34 members of faculty and administrative personnel with leadership positions. The committee was divided into eight (8) Strategic Plan Working Groups (SPWG), one for each of the seven (7) vectors or functional areas and one for the consideration of the mission and vision statements (C6-03). As explained during chapter 1, the strategic planning process begins with the opportunity to consider the relevance of the existing institutional mission and vision statements through a participatory and collaborative process.

The strategic planning process is student-centered and is aligned with AGMU’s mission statement. It is structured around seven vectors that represent key functional areas of the institution (see Figure 11). Vectors 1-3 highlight the core mission-driven operations, focusing on academics, student engagement, and social responsibility.

Figure 11. AGMU Planning Model



Vectors Alignment with Institutional Priorities. The alignment of AGMU’s vectors with institutional priorities is foundational to our strategic planning. Vectors 1 through 3 directly support AGMU’s core mission, while Vectors 4 through 6 strengthen the operational framework of the institution. Finally, Vector 7 ensures ongoing quality and institutional effectiveness, encapsulating all vectors under a unified commitment to self-evaluation and excellence in line with our mission and vision.

Table 29. Alignment of Vectors and Institutional Priorities

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

The Planning Steering Committee held a strategic planning retreat in June 2023, involving all committee members and AGMU leadership. This two-day retreat was facilitated by the Office of Planning and the Office of Business Intelligence and Analytics, with support from the SUAGM Planning Consultant. During the retreat, participants were provided with an overview of the strategic planning process, internal and external data, including results from AGMU's institutional effectiveness processes (C6-04). In the months following the retreat, the various Strategic Plan SPWG met individually and collaboratively to review their objectives, analyze available data, and develop a set of strategic areas, goals, and objectives.

The current draft of the strategic guidelines reflects the refined institutional mission, and vision statements and builds on the four institutional priorities discussed during AGMU

leadership meetings with the President. The strategic plan is comprehensive and reasonable, outlining key performance indicators (KPIs) and success metrics. These will be tracked through the institution's assessment processes and evaluated as part of the plan's review cycle, which includes a formative evaluation at the midpoint of the planning period and a summative evaluation in the final year.

Decision making based on assessment and data analysis. AGMU integrates several institutional effectiveness processes into its planning cycle, seamlessly embedded within institutional operations. These processes include the collection and analysis of key data such as student profiles, enrollment reports, demographic studies, student satisfaction surveys, faculty evaluation by students, graduation candidate surveys, and student focus groups, all of which have been presented as evidence in previous chapters. Each operational department or unit meets regularly, conducts benchmarking, analyzes relevant data, and makes decisions independently or in coordination with other units.

Since moving to Florida, AGMU has opted for a dynamic, ongoing planning approach rather than a traditional five-year strategic plan presented in the model above. This dynamic approach consisted of recurring leadership and planning meetings, initially led by the Chancellor until March 2023 and currently led by the President/CEO and Vice Presidents, have continuously guided AGMU's strategic direction. Evidence of these meetings is provided through invitations, agendas, and minutes as detailed below. Many strategies, goals and objectives discussed span over multiple months or years, and it is through these meetings that the four institutional priorities have evolved into more strategic goals, steering the current strategic planning process.

These are some examples of these recurring leadership and planning meetings:

- Bi-weekly meetings with the executive staff – During these meetings specific topics were discussed including enrollment and retention strategies, licensing and accreditation, facilities, budget, and others (C6-05).
- Monthly meetings with the President and support staff – During these monthly meetings, each department gives a presentation regarding the status of their work plans and future projects. Officers would present summary results of studies or explain the analysis process they are using to identify needs and proposed actions (C6-05).
- Quarterly Board meetings – During these meetings, the Board is briefed on updates regarding the institution, planning and institutional effectiveness issues are discussed (C6-06).
- Bi-annual faculty meetings – Faculty is updated on current university initiatives; it also serves as a space for faculty feedback (C3-22).
- Department meetings – Departments meet on a regular basis to discuss strategies and initiatives in alignment with priorities of the institution. Departments define their own studies and analysis or invite other departments (C6-07).

The budgeting process aligned with the mission of the institution. As part of the planning process, the Financial Department oversees the budget request and resources allocation process. Utilizing a zero-based budgeting approach, each department is required to submit requests with proper justification.

The primary objective of AGMU's budget is to maintain a balanced financial plan while optimizing resource allocation in alignment with the University's mission and established

priorities. To meet this goal, the AGMU Finance Department is responsible for preparing and submitting an annual operating and capital budget to the BOD for approval (C6-08). Ensuring ownership and participation, the budgetary process (C6-09) is divided into three phases:

1. **Preparation:** Finance Department, Associate Vice-Presidents, Directors, and Deans - Review the next year's enrollment projections provided by the Office of Enrollment Management. Based on the enrollment and tuition and fees revenues scenarios, the Finance Department prepared a draft of the operating budget. Directors, Associate Vice-Presidents, and Deans provide feedback to this initial draft. The initial stage of the annual operating budget and resources allocation process is based, mainly on the projection of tuition and fees revenues, which is based on a thorough analysis of enrollment trends per modality and campus locations (C6-10). This process is presented, discussed, and agreed with the campus' directors. This process considers enrollment goals based on retention ratios for active students and strategies to attract new students.
2. **Review and Recommendation:** Chancellor/Executive Director, Vice-Presidents and Vice-President for Financial Affairs – After input from the different components of the institution, including students affairs, academic affairs, campuses, and administrators, is received and considered, a draft of the operating budget (estimated tuition and fees revenues and how these resources are proposed to be allocated within the Institution), is presented, for final evaluation and comments, to the Executive Director. Then, the budget is reviewed by the Vice President for Financial Affairs, who will submit the recommended scenario, for approval, to the President and to the BOD Approval: President, and BOD - The final stage of the budgeting and resource allocation process is government by the BOD. Once the annual operating budget is recommended by the Vice President for Financial Affairs, it is presented to and discussed with the President. Once, the operating budget is authorized by the President, the Vice-President for Financial Affairs, present it for approval to the BOD. The President and BOD, could request changes, updated or reallocations of resources if they deemed necessary. Once the operating budget is approved by the BOD, the Finance Department is in charge of communicating the approved budget, for the fiscal year, to each of the budget units and budget owner.
3. **Monitoring:** Finance Department, President, and BOD – Although, this is not a formal stage withing the budgeting and resource allocation process, AGMU's operating budget is monitored in a continuous basis. Tuition and fees revenues are monitored, based on automatic and manual reports from Enrollment Management and Student Financial Services areas daily once the corresponding enrollment period starts. On the other hand, expenditures, like payroll and benefits are monitored on a bi-weekly basis, meanwhile, the rest of the Intuition's expenditures are monitored on a monthly basis, as part of the monthly-closed end process. If there is any significant deviation, actual tuition and fees revenues are less than projected, adjustments (reallocation or decreases of resources) are proposed by the Finance Department, discussed with the Executive Director, and presented for authorization and approval to the President and BOD.

Adequate fiscal resources and overall financial health. Since the transfer of operations from UAGM's Florida campuses and the expansion of online offerings, AGMU has experienced a boost in fiscal resources and financial health. Enrollment increased significantly by 2,674 students (52%), from 5,123 in 2022 to 7,797 in 2023. This growth has had a considerable impact

on AGMU's operations, requiring an expansion of resources and support to meet the evolving needs of its growing student body.

As a result, AGMU's Change in Net Assets for the year ending July 31, 2023, showed a surplus of \$1.2 million, marking an improvement compared to the 2022 results, which recorded a deficit of \$261 thousand. While the institution's total expenses increased by 20% (or \$13.7 million) compared to 2022, total revenues saw a larger increase of 21% (or \$14.8 million). This led to a positive Change in Net Assets, as shown in Table 30 below:

Table 30. 2022 – 2023 Change in Net Assets

	For the year ended July 31		Variance	
	2023	2022	\$	%
Revenues, gains, and other support	\$70,547,967	\$55,727,630	\$14,820,337	21%
Expenses and other deductions	\$(69,383,441)	\$(55,727,891)	\$(13,655,550)	20%
Change in net assets	\$1,164,526	\$(261)	\$1,164,787	100%

As previously noted in Table 30, the significant increase in student enrollment in 2023 placed considerable demands on the institution to expand its services and educational facilities. This, in turn, affected the institution's liquidity, as reflected in the fiscal year 2023 results, which show a working capital ratio of 0.46, as demonstrated below in Table 31:

Table 31. 2023 Working Capital Ratio

	As of July 31, 2023		
	Current	Non-current	Total
Assets	\$10,519,574	\$30,318,472	\$40,838,046
Liabilities	\$22,946,926	\$17,932,894	\$40,879,820
Working Capital	0.46		

This outcome was driven by a \$10.9 million increase in AGMU's current liabilities compared to fiscal year 2022. This result was primarily due to an increase in accounts payable and higher line of credit balances, required by significant capital and technological improvement projects either underway or set for completion within fiscal year 2023. These projects will enhance AGMU's services and expand student options. The most significant of these projects was the acquisition of a new building, which will improve face-to-face campus offerings and consolidate services. The current operations in Tampa were relocated to this facility during Fall 2024.

According to the most recent audited financial statements (C6-11) (as of and for the year ending July 31, 2024), AGMU remains financially viable and meets all creditor requirements. The financial statements were prepared in accordance with Generally Accepted Accounting Principles (GAAP) and audited by an independent certified public accounting firm. The audit found no deficiencies in internal controls, and no management letter was issued.

Long-Term financial sustainability. In the long term, AGMU is well-positioned to continue aligning with its mission, particularly given its focus on the Hispanic market in the United States. According to historical and current enrollment data published by the NCES and IPEDS, Hispanics are the only demographic group consistently showing increased enrollment in higher education, a trend that is projected to continue. AGMU has already experienced this growth, as reflected in its enrollment data highlighted in previous chapters.

Despite these positive trends, AGMU is actively pursuing a strategic plan to ensure its long-term sustainability. This plan includes diversifying funding sources by seeking external funding and establishing a robust endowment (C6-12). External funding will address current gaps and support operational needs, while a strong endowment will provide the financial stability required for long-term investments in facilities and institutional growth. By combining these efforts, AGMU aims to create a solid financial foundation, ensuring its viability and ability to serve future generations effectively.

Adequate technological and physical resources. AGMU recognizes technology and physical infrastructure as essential ancillary services that support its mission and academic offerings. These areas are integral to the institution’s strategic planning structure and are represented in vector 5. Oversight for these support services is provided by the Assistant Vice President of Information Technology and the Assistant Vice President of Facilities, who work closely with academic leadership, student services, and public function teams.

In the area of technology, AGMU continuously assesses students' technological needs. AGMU invested in new Learning Management Systems (LMS) and Student Information Systems (SIS). After a thorough evaluation by the IT department and leadership from Academic and Student Affairs, Anthology was selected as SIS, and CANVAS was chosen as the LMS. The selection of Anthology involved evaluating several competing products through stakeholder meetings (C6-13). A third-party consulting firm provided an analysis report that supported AGMU’s decision (C6-13). The total investment over a 7-year period, including implementation, is approximately \$7 million.

AGMU’s CANVAS LMS was chosen since it provides a comprehensive and user-friendly toolset to enhance teaching and learning. It includes customizable course construction tools, such as Assignments, Discussions, Quizzes, Modules, and Pages, allowing instructional designers and faculty to create engaging and accessible learning experiences. Faculty can offer detailed feedback through Speed Grader, manage grades via CANVAS Gradebook, and interact with students in real-time using Chat and MS Teams. Additionally, they can share updates through Announcements, set course schedules via Calendar, and foster collaborative learning through tools like Collaborations, Conferences, and Groups. Depending on course settings, students can access these features to engage with learning materials and peers.

CANVAS also allows the integration of institutional learning outcomes and rubrics to track and measure student competency development. Faculty and administrators can leverage CANVAS Analytics and tools like Dropout Detective to gain insights into student success and make informed decisions. The platform supports various external apps through the CANVAS App Center such as Turnitin, Lockdown Browser, MS Office, among others. After careful evaluation and planning (C6-13), AGMU determined that CANVAS was the optimal solution to support both online and face-to-face operations. As shown in Table 32, Student Satisfaction Survey results confirm the success of this investment, with students rating their experience with CANVAS as "Very Satisfactory" (scores between 3.28 and 4) in the Spring 2024 Student Satisfaction Survey (C2-10).

Table 32. CANVAS Excerpt of 2024 Student Satisfaction Survey Results

Main Online Spanish	Main Online English	Metro Orlando	South Florida	Tampa Bay	Grand Total
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The use of CANVAS as the course management tool.	3.62	3.58	3.37	3.63	3.45	3.60
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Facilities. AGMU is committed to providing high-quality facilities that support its mission, academic programs, and the overall student experience. The institution recognizes that well-maintained, accessible, and modern facilities are essential to creating an environment conducive to learning and student development. AGMU operates multiple campuses that house a variety of academic, administrative, and student services spaces. Each campus is designed to support the diverse needs of our student body, faculty, and administrative personnel. These facilities include classrooms, laboratories, libraries, computer labs, study areas, and student common spaces, all equipped with up-to-date technology and resources.

AGMU's physical infrastructure is routinely evaluated to ensure it meets current standards for safety, accessibility, and sustainability. All locations facilities comply with the Americans with Disabilities Act (ADA), guaranteeing equal access to academic resources and services for students, faculty, and administrative personnel. The infrastructure evaluation process also aligns with program accreditation standards, which specify requirements for spaces such as closed offices, laboratories, and discussion rooms (C6-14). Furthermore, AGMU emphasizes environmental sustainability by functioning as a paperless institution, significantly reducing its environmental impact.

In response to the increasing demand for academic programs and services, AGMU initiated significant capital improvement projects to expand and upgrade its locations facilities. One of the most prominent initiatives was the acquisition of a new building, now serving as the primary location for AGMU's Tampa operations. This facility has consolidated key services, created opportunities to expand face-to-face academic offerings, and ensures the campus is well-equipped to meet the needs of its growing student population and the broader community it serves.

AGMU ensures the sustainability and adequacy of its facilities through a comprehensive maintenance and capital planning process, overseen by the Vice Presidency of Administration. This office is responsible for regularly assessing campus infrastructure needs, prioritizing maintenance, and renovation projects, and aligning facility improvements with AGMU's strategic goals. Routine inspections and preventive maintenance programs ensure that campus facilities remain in good working conditions and support the institution's educational mission.

The institution also uses student and faculty feedback to identify areas for improvement. Results from the Spring 2024 Student Satisfaction Survey (C2-10) indicate that AGMU's facilities meet student expectations, receiving a "Very Satisfactory" rating as presented in Table 33. This feedback is integral to shaping future facility enhancements and ensuring that AGMU continues to provide a safe, functional, and supportive environment for its community.

Table 33. Facilities Excerpt 2024 Student Satisfaction Survey Results

	Metro Orlando	South Florida	Tampa Bay	Total
Classrooms.	3.69	3.77	3.55	3.68
Parking availability.	3.57	3.79	3.56	3.65
Laboratories.	3.46	3.75	3.29	3.53
Overall environment in the campus.	3.55	3.78	3.49	3.62

AGMU conducted an Enrollment Capacity Assessment (C6-15) for its campuses, including the newly opened Tampa Bay Campus. This study estimated the number of available seats based on current course delivery schedules and the average credit load per student. The Office of Planning and the Office of Business Intelligence and Analytics concluded that the physical campuses could accommodate further enrollment growth by implementing additional class programming shifts. The plan includes annual monitoring of campus enrollment and other key variables to determine if more space will be necessary.

AGMU’s mission to connect with the Hispanic community and the broader public is evident through its three physical campuses, which host community events such as voting centers, job fairs, and town halls (C6-16). The university's planning and resource allocation processes are systematic and integrated into its institutional operations. This approach ensures that AGMU remains aligned with its mission while serving the local and broader community.

Adequate Human Resources and Organizational Structure. AGMU recognizes that adequate human resources and a well-organized structure are critical to achieving its mission, particularly in the transition from online-only programs to multiple delivery modalities, including the operation of three locations in Florida. Discussions during leadership planning meetings (C6-17) emphasized the importance of ensuring an agile and efficient organizational structure to support this expansion.

The latest organizational structure, presented at the leadership meeting in September 2024 (C6-17), includes the following staffing levels across the campuses and main campus online division as outline in Table 34. AGMU is committed to recruiting personnel to build a cohesive team and ensure a fully functional structure across all campuses and modalities. The recruitment process, carried out in stages, will ensure the fulfillment of all necessary and recommended positions.

Table 34. 2024 Operational Administrative Personnel

	Orlando	South Florida	Tampa Bay	Main Campus
Operational Administrative Personnel	20	21	16	160

In addition to operational administrative personnel, AGMU has a centralized administration structure responsible for the development of policies and procedures and the implementation of assessment methodologies to measure institutional effectiveness. Since AGMU's transition, the Academic Affairs unit has undergone significant changes to better support its growing operations and the increasing enrollment across various programs. The reorganization outlined in the Supplemental Information Report (SIR) of August 1, 2023 (C6-18) reflects the institution's focus on maintaining the quality of the student learning experience in both online and face-to-face modalities. A significant change was the fusion of the Product Development and Curriculum Design structure to streamline operations of the student learning experience process.

Another example is the Enrollment Management Unit has also evolved to better serve the institution’s growing needs. The department now includes a centralized student services and prospective students’ orientation unit (CISE) that operates via telephone, reducing the administrative burden on the admission and retention teams at physical campuses. The department is divided into two functional areas: one focused on new students and another

dedicated to supporting active students. This structure improves efficiency in handling student inquiries and enrollment processes, as outlined in the organizational chart provided (C6-17).

Assessment. AGMU's planning and resource allocation processes are systematically evaluated through a comprehensive strategic plan that includes both formative and summative assessments. The plan is structured into multiple phases, each providing an opportunity to review and assess key aspects of the institution, such as technology resources, facilities, and operational efficiency. These periodic evaluations help AGMU measure its performance against predefined KPIs, ensuring alignment with the institution's mission and strategic goals. The evaluation process not only assesses operational efficiency but also identifies areas for improvement and growth.

Over the past four years, as outlined in the introduction of the chapter, AGMU has undergone a restructuring process during which the Institutional Effectiveness Committee has been inactive. Nonetheless, essential work in assessment, planning, and resource allocation continued through leadership meetings where decisions were made based on the outcomes of the existing strategic plan, aligned with institutional goals and the mission. Currently, AGMU is reinstating the Committee (C6-19) to oversee the coordination of assessment, planning, and budgeting activities. Additionally, the Committee will guide evidence-based decision-making and ensure the ongoing improvement of academic programs, student services, administrative functions, institutional research, and budget allocation. By enhancing mechanisms for monitoring the efficient use of resources and strategic planning, the Committee will ensure compliance with institutional standards of quality and excellence, as well as the requirements set by accrediting agencies.

Strengths, Opportunities, Recommendations

As part of this self-study process, an identification of strengths and challenges was made as part of the analysis.

Strengths.

- AGMU has defined four well-articulated institutional priorities which provide a focused framework for strategic planning.
- The planning process is clearly outlined and participatory, involving faculty, administrative personnel, and leadership, which promotes inclusivity and shared governance. A planning process already vetted by MSCHE after reviewing the evidence presented during Supplemental Information Report and follow-up visit.
- The strategic plan's vectors are directly aligned with AGMU's institutional mission, ensuring that all efforts contribute toward the institution's long-term goals.
- The institution integrates multiple layers of institutional effectiveness processes, such as student surveys, enrollment reports, and faculty evaluations, ensuring decisions are data-driven and aligned with real needs.

Opportunities.

- Enhance strategic decision-making and foster continuous improvement through the Institutional Effectiveness Committee.
- Work with the university community to receive adequate feedback and engagement in planning activities.

Recommendations.

- Enhance the visibility of the outcomes from the strategic planning process by providing more regular updates to stakeholders, particularly students and faculty, on how planning efforts are translating into institutional improvements.
- Leverage technology through institutional dashboards for data-driven decision making.

Conclusion

In conclusion, the resource planning and institutional improvement processes at AGMU are dynamic and continually evolving to meet the changing needs of our institution and its stakeholders. This ongoing cycle ensures that resources are allocated efficiently, and improvements are implemented strategically, fostering a robust environment for growth and development. By regularly assessing and adjusting plans and goals, AGMU maintains its commitment to excellence and innovation, ensuring that AGMU remains well-positioned to achieve its mission and enhance its overall effectiveness.

Chapter 7: Governance, Leadership, and Administration

Introduction

This chapter examined the effectiveness of AGMU's leadership, governance, and administration and its compliance with Standard Seven criteria. The evidence presented in this report is intended to include evidence that demonstrates compliance with its statement: *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 systems, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.* The chapter presents institution's organizational charts, corporate and institutional bylaws, and incorporation documents which outline the roles and responsibilities of key governing bodies, including the BOD, institutional governing bodies, administrative personnel, and faculty.

In addition to outlining the governance structures, this chapter also delves into the effectiveness of AGMU's decision-making processes and strategic planning efforts. The evidence provided demonstrates how AGMU's leadership fosters a culture of transparency, accountability, and collaboration, ensuring that decisions are made in alignment with the institution's mission and strategic goals. The BOD plays a crucial role in shaping the strategic direction of the university, while institutional governing bodies and administrative personnel work collaboratively to execute these strategies effectively.

Moreover, the chapter highlights the mechanisms AGMU has in place to assess and enhance its governance and administrative functions. These include regular performance evaluations and continuous review of institutional policies. This governance framework is designed not only to meet compliance requirements but also to create a resilient and adaptive institution that can respond to the evolving needs of its students, faculty, and the broader community. Through these initiatives, AGMU reinforces its commitment to upholding a governance model that aligns with its mission of providing high-quality education, while also promoting an inclusive and progressive campus environment that adapts to the needs of its diverse community.

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

To gather evidence, communications were sent to relevant areas requesting minutes, policies, and documentation demonstrating AGMU's compliance with standard criteria and the requirements of affiliation. Much of the necessary evidence was provided by the secretaries of the BOD, University Council, and Academic Senate. Additionally, the Director of Human Resources, who also served on the committee, contributed evidence such as organizational structures, job descriptions, and statistics on academic and administrative staff. These exchanges were facilitated through emails and MS Teams calls.

The committee held regular meetings with the steering committee to review the gathered evidence and receive guidance on addressing each guiding question. It also collaborated with other committees, sharing information on processes like academic program creation and approval, as well as coordinating with the Standard VI committee to review evidence of

institutional planning. A shared space in MS Teams, provided by the steering committee, served as a repository for evidence, allowing the committee to access relevant materials, reference work from other groups, and avoid duplication.

Analysis/Self-Reflection

Governance and leadership structure. AGMU has established a structured administrative organization, governing bodies, and a comprehensive set of policies, norms, and procedures to ensure the fulfillment of its institutional mission and goals. As part of SUAGM, AGMU adheres to the mission, strategic goals, and systemic policies of SUAGM. The organizational structure and interrelationships between SUAGM, AGMU, Inc. and AGMU are depicted in the introduction in Figure 1. The governance structure of AGMU (C7-01) including their functions and responsibilities is clearly defined and articulated in the normative bylaws.

Corporate Bylaws. Corporate bylaws serve as the fundamental reference for governance, including structures and functions and take precedence over any other policies related to governance. The institution defines AGMU, Inc. purposes, its structure, the composition and responsibilities of the BOD, the President, and all key executives. Corporate bylaws were developed and implemented to adapt to internal and external changes. These bylaws are periodically updated to ensure they remain aligned with both internal and external developments. The latest update was approved by the BOD in September 2023. (C7-02).

Institutional Bylaws. Institutional bylaws outline the structural and functional organization of the university and its various components in greater detail. These bylaws clarify the roles and responsibilities of key institutional executives, including vice presidents, the executive director, and deans, as well as the composition and duties of the primary governing bodies, the Academic Senate, and the University Council. In October 2023, through Executive Order EO88-003-23, AGMU implemented revisions to the composition and functions of AGMU's Institutional Governance Bodies, as detailed in Article IV of the University Council and Article VIII of the Academic Senate (C3-08). Additionally, these bylaws define the rights and responsibilities of faculty and student governance, among other aspects (C7-03). Based on these normative policies, the governance structure of AGMU can be summarized as follows:

Board of Directors (BOD). As a non-profit entity, AGMU, Inc. is governed by a self-perpetuating BOD, whose main responsibility is to oversee the policies that support the welfare and development of the corporation and the fulfillment of its educational mission. AGMU Inc. BOD shall consist of seven members, including (i) the President and CEO, who also serves as the President of SUAGM, and (ii) six additional directors. These additional directors shall be appointed by the BOD of the SUAGM. Its members are individuals of integrity who represent various social, educational, and economic sectors of the community. The Board is organized into various working committees that include:

- Governance Committee
- Academic and Students Affairs Committee
- Finance Committee
- Audit Committee

At all times, the BOD shall consist of a majority of directors who have no employment, family, ownership, or other personal financial interests in the University (AGMU), the Corporation (AGMU, Inc.), or SUAGM; these individuals are referred to as “Independent

Directors.” All Appointed Directors are required to complete a financial disclosure form before the annual meeting to ensure that the BOD maintains a majority of Independent Directors. To be eligible for appointment to the BOD, candidates must have distinguished themselves in educational, cultural, civic, professional, or commercial activities; be respected members of the community; and be willing to actively participate in BOD meetings, committees, special committees, and activities organized by the Corporation, SUAGM, and its affiliates. Table 35 presents the current members of the BOD. To better serve AGMU's community of interest, one of the members of the Board of Directors is from Florida.

Table 35. AGMU's Current Board of Directors

Name	Position
José F. Méndez	AGMU, Inc. President and Permanent Board Member
Herminio Martinez	Chair
Migdalia Torres	Officer
Delia Castillo	Officer
René Soto	Officer
Rita DiMartino	Officer
Ubaldo Catasús	Officer

A policy of conflict of interest is included as part of the corporate bylaws, under Article IX (C7-04) The purpose of the policy is to protect the Corporation’s interest when a director, member of a committee with BOD delegated powers, or officer of the Corporation contemplates any transaction or arrangement that might benefit the private interest of that person to the potential detriment of the Corporation. On a regular basis, these people shall acknowledge his or her affirmative duty to ensure that the advantages of the Corporation’s charitable tax-exempt status benefit the community and not private individuals.

The BOD conducts a minimum of three meetings each year, following a calendar submitted by the Chair of the Board at the start of the fiscal year. During these meetings, the BOD receives updates and information on AGMU’s academic and administrative operations, planning, and development through periodic reports and presentations, which may be requested by the BOD or initiated by the institution. Additionally, the BOD reviews and evaluates strategic plans, financial projections, and specific reports on special projects and institutional initiatives.

The BOD demonstrates ongoing interest in and supports the institution's compliance with the standards of excellence set by accrediting entities. The BOD 's Committee on Academic Affairs requests periodic reports on these compliance processes and keeps the BOD informed of their status. Additionally, through its Finance Committee, the BOD evaluates the allocation of sufficient fiscal, human, and operational resources necessary to support the institutional accreditation efforts. BOD also assures that the quality and effectiveness of the institutions are following the components of the annual plan and are aligned to the strategic plan indicators. The BOD selects, appoints and regularly evaluate the president of AGMU, who is the chief executive officer of AGMU. (C2-27)

AGMU President. Mr. José F. Méndez has been President of the Ana G. Méndez University System as well the President of Ana G. Méndez University since 2016. Mr. Méndez has worked for UAGM for more than three decades. He began in 1984 as executive assistant to

the general manager of Canal 40. He was also as director of programming, director of administration, as well as vice president and general manager.

Since 2002 he has excelled in the Office of the President, occupying the positions of associate vice president of corporate and international affairs, interim vice president of administrative affairs, executive vice president and interim president. During that period in the Office of the President, he demonstrated his unwavering commitment to the institution, which is evident today in the development and impact that the UAGM locations in Puerto Rico and the United States have had. At an academic level, Mr. Méndez has a bachelor’s and master’s degree in business administration and is currently in the final stage of his doctoral degree in Management at the Universidad Ana G. Méndez, Gurabo Campus.

Since his appointment as president of the UAGM, Méndez has aimed to promote a culture of continuous innovation from the administrative, academic and student dimensions. In the same way, it has been proposed to strengthen international projection, with the focus on technology and research. As part of his commitment to community outreach initiatives, he serves as a member of the Board of Directors of the Ricky Martin Foundation and of the Board of Directors of the Boys & Girls Club of Puerto Rico(C7-05).

As president of AGMU, Inc. he also serves as president of the University (AGMU). In this capacity, the President act as Chief Executive Officer (CEO) representing AGMU before all licensing, accrediting, and external organizations. The President oversees all academic, student, administrative, and fiscal aspects that impact the development and operation of AGMU, ensuring effective compliance with corporate bylaws, the educational mission, and other institutional policies and regulations. Additionally, the President (CEO) serves as a permanent member of the AGMU, Inc. BOD. As outlined in Article III, Section 4 (a) of the Institutional Bylaws, the President (CEO) will lead the institution and be responsible for establishing, developing, and maintaining the objectives, goals, and strategic plans of the University in alignment with its mission, vision, and goals.

The President (CEO) may delegate administrative and academic functions to other officials, including Vice Presidents, the Executive Director, and other officers, as necessary for fulfilling the University’s mission. The officers of the Corporation are the Vice Presidents of the functional areas. AGMU is managed by the President (CEO) with the support of Vice Presidents who possess appropriate professional experience consistent with the University's mission. The Vice Presidents are selected, appointed, supervised, and regularly evaluated by the President (CEO) and will oversee their respective functional areas. In the event of a temporary absence, the functions of any Vice President will be carried out by another executive appointed by the President (CEO).

The President appoints and is supported by a group of vice-presidents in different functional areas, including, academic affairs and student success, financial affairs, student affairs, human resources, technology, and administrative affairs (C7-01). Table 36 presents AGMU President and Vice Presidents.

Table 36. AGMU Vice Presidents

Name	Title	Academic Preparation
José F. Méndez	President/ CEO	DBA
Ricardo Rodríguez	Executive Vice-President	MBA

Name	Title	Academic Preparation
Paul Colberg	Vice President of Telecommunications and Academic Technology	MS
Edgardo Rosaly	Vice-President for Academic Affairs and Student Success/Provost	EdD
Carmelo Torres	Vice-President for Finance	BA
Victoria de Jesús	Vice-President for Human Resources	EdD
Walid El Hage	Vice-President for Administration	MS

Governing bodies. AGMU has a structured administrative organization, governing bodies, and an extensive set of policies, norms, and procedures in place to ensure the achievement of the institutional mission statement and goals. Those administrative organizations and governing bodies respond in turn to AGMU's mission, strategic goals, and systemic policies. The governance structure of AGMU, as well as its functions and responsibilities, are clearly defined and articulated through normative bylaws through the Academic Senate and University Council

The University Council is the main governance body of the University at institutional level, under the overseeing of the BOD. It considers, approve, and enact norms, policies, rules, regulations and establish the operational policies of AGMU in accordance with these institutional bylaws, the Corporate Bylaws, the Executive Orders of the President, and the Resolutions and Regulations approved by the BOD. The University Council receives and considers for approval the recommendations submitted by the Academic Senate of the university. The resolutions of the University Council constitute Administrative Orders of the institution.

The composition of the University Council as stated in the Institutional Statutes includes the President (CEO), who presides over it, the executives with titles of vice-president, and the Executive Director. One (1) representative of the faculty of each campus/additional location will also be part of the University Council, elected in the faculty assembly at the beginning of the academic year. Faculty representatives are elected to serve staggered terms of two (2) years. Two (2) student representatives will also be part of the University Council, one of which should be the president of the Student Council.

The President (CEO) convenes and presides the meetings of the University Council. In his temporary absence, the executive appointed by the President (CEO) shall preside. In any case, the President (CEO) or designated official will vote in case of a tie. The University Council will receive and consider the recommendations submitted by the university's academic senate as stated in Executive Order No. EO88-0023-23 (C3-08), for approval. The resolutions of the University Council constitute the institution's administrative orders.

The Academic Senate is comprised of the Vice President for Academic Affairs and Student Success/Provost, who presides over it, the Dean of Academic Affairs, the Dean of Student Affairs, the Dean of Institutional Effectiveness, the Library Director, the Associate Deans, four (4) Academic Directors of the campuses, the Main Campus Director and Directors of Additional Locations, two (2) Student Representatives, one (1) member of the regular faculty for each Academic Division, and as many professors added as needed in order to guarantee an absolute majority of the Faculty. The Academic Senate meets monthly or at least two times per semester during the academic year. Additionally, it is organized into four permanent committees:

(1) Academic Programs, (2) Award of Degrees and Distinctions, (3) Academic Integrity, and (4) Faculty Affairs.

Each faculty representative in the Academic Senate is elected by direct vote of the faculty of their Academic Division. When required to add members of the faculty to reach absolute majority in the Academic Senate, these will be elected in the same manner. The two (2) student representatives are elected annually by the student body, and in the absence of the student nomination, the Dean of Students Affairs will select them. Faculty members of the Academic Senate must be appointed during the faculty meeting at the beginning of each academic year.

As outlined in the design of the organizational structure of AGMU, its units work on their strategic plans aligned with continuing to fulfill the organization's mission. Likewise, its governing bodies, such as the University Council and the Academic Senate, facilitate transparency and ethics in their processes towards achieving AGMU's mission and vision through their structure. The University Council and the Academic Senate, with the faculty and student representatives, have their meetings as stated in the institutional bylaws. During these meetings, the Council receives and approves the resolutions and recommendations from the Academic Senate and the different committees and oversees all key institutional and administrative processes.

The University Council approves the creation of new academic programs, curricular revisions, revisions of academic norms, approval of honors and degrees to be conferred, promotions in rank, moratorium of academic programs, and administrative affairs. If the decisions made by AGMU's governing bodies involve a substantive change, the Vice President for Academic Affairs and Student Success/Provost then submits them for final approval to AGMU's President, thus preventing conflicts with other prevailing policies. Subsequently, the decisions of the University Council are referred as administrative orders and are cataloged and disseminated to the university community (C7-06).

The Academic Senate is in charge of developing and overseeing all academic policies and processes, including (a) creation, revision, and elimination of academic programs, (b) faculty recruitment, development, evaluation, and promotions, (c) research agenda, (d) assessment of student learning, (e) academic resources, (f) academic norms, (g) degree approval, and (h) institutional effectiveness. It is composed of an adequate representation of faculty (by design, faculty members always have the simple majority), associate deans, representatives of additional locations, and student representatives, as stated in the institutional bylaws. The Director of License, Compliance, and Accreditation, the Director of Student Retention, as well as the Dean of Institutional Effectiveness, are permanently invited guests at the Senate meetings (C7-07).

Administrative structure. Each area and office have specific functions and responsibilities, as specified by the institutional bylaws, AGMU Faculty Manual (C2-01), and the Human Resources Manual (C2-14). The handbook and manual include policies and procedures concerning all matters related to the administrative staff and administrative aspects of faculty members' employment. The organizational chart of AGMU's administrative units, including each location (C6-17). In addition, AGMU conducts an organizational climate survey to collect information regarding the satisfaction, commitment, and engagement of faculty and administrative staff (C2-09).

On behalf of the Dean of Academic Affairs and its Academic Directors, the academic area keeps faculty informed in Faculty Summits and meetings by the academic unit and Campus. Likewise, the Associate Deans hold meetings with their faculty tied to different committees of Assessment, program development, and activities for students. Some of the integration activities between faculty and students are the following:

- Research Congresses
- Global Trade Chamber Global Business Convention
- Professional Career Conversations (Cybersecurity)

Students. Students' activities are governed by the Student Regulation Manual (C2-13). The students are selected to have permanent participation in AGMU Academic Senate and University Council where they may present concerns and situations affecting them and strengthen our educational community and continually improve our services. Additionally, students can also submit written or oral complaints directly to the Dean of Student Affairs.

Currently, AGMU is in the process of constituting a Student Council. The Council will serve as a bridge between students and university leadership, fostering open communication and ensuring that student perspectives are integrated into institutional decision-making. Through this process, AGMU encourages active student participation in governance and leadership, promoting a vibrant and engaged campus community.

Overall, the administration's interaction with faculty and students is characterized by a shared commitment to excellence, collaboration, and inclusivity, which are foundational values that underpin AGMU's governance, leadership, and administration. The governance structure promotes transparency and shared decision-making, ensuring that faculty, students, and administrators all have a voice in shaping the university's policies and strategic direction. Leadership at AGMU is driven by a clear vision that aligns institutional goals with the evolving needs of the academic community, allowing for adaptive and responsive management.

This collaborative governance model fosters trust and accountability, with leadership actively engaging faculty in academic decisions and working closely with student representatives to address concerns and enhance the campus experience. The administration prioritizes inclusivity by ensuring that diverse perspectives are considered in decision-making processes, reflecting the institution's commitment to serving its broad constituency. Together, these efforts ensure that AGMU's leadership and governance model not only supports academic excellence but also promotes an environment of integrity, empowerment, and continuous improvement, aligning closely with the institution's mission to transform lives through education.

Assessment. AGMU administrative and full-time faculty personnel are governed by the Human Resources Manual (C2-14). The handbook stipulates policies concerning recruitment, evaluation, grievances, discipline, and dismissal of employees. It serves as a comprehensive guide to ensure fair and consistent treatment of staff and faculty, promoting a professional and supportive working environment.

AGMU is committed to the success of its employees, valuing their dedication and performance in fulfilling their respective roles and responsibilities. As part of the assessment process, the Employee Performance Review was created to promote effective and constant communication between supervisors and employees (C2-27). The performance review process

aims to be a tool for the supervisors to continuously coach and monitor employees' performance to achieve goals, and objectives set to their positions. Additionally, ensuring the goals are aligned with the department/unit goals and with the vision and mission of the institution, assures a higher potential level of workforce success. The process also serves to guide the talent by presenting and evaluating the essential competencies and behaviors expected of AGMU employees, including the President (CEO).

The supervisors of leadership roles assign and further evaluate performance in AGMU competencies and its assigned goals for the year. Feedback is provided during the process for development or improvement. Ongoing informal coaching conversations are held throughout the year to ensure leaders are informed and aware of their areas of development. The evaluation process is executed in various stages:

- Formative Performance Review – Current Administration/Staff Employees – The Formative Performance Review will allow the supervisor to assess the employee's performance proactively to achieve the set goals and objectives.
- Employee Self-Evaluation – The Employee Self-Evaluation will allow AGMU's employees to examine and monitor their own performance and abilities, while evaluating their strengths and areas of development or opportunity.
- Annual Review – AGMU employees will receive an annual performance review. The review process provides a measure of an employee's performance in the essential competencies expected by the Department or Institution for the current fiscal year.

Strengths, Opportunities, Recommendations

After reviewing this chapter, the strengths, opportunities, and recommendations for improvement were identified.

Strengths.

- AGMU's governance structure is well-organized, with clearly articulated roles and responsibilities for the BOD, the University Council, and the Academic Senate.
- The CEO and Vice Presidents possess strong credentials and professional experience, aligning with AGMU's mission.
- The institution ensures active involvement of students and faculty in the governance process through representation in the Academic Senate and University Council.
- AGMU has conflict-of-interest policies in place for the BOD, ensuring the institution's integrity and transparency.
- The institution has a structured process for evaluating the performance of its employees, including leadership positions.

Opportunities.

- Leverage more comprehensive data analytics in governance and leadership decisions to enhance institutional effectiveness and student outcomes.
- Enhance periodic assessment opportunities to measure the effectiveness of governance, leadership, and administration.

Recommendations.

- Increase initiatives for student participation in governance.
- Embrace advanced technology solutions, such as integrated dashboards for real-time data analytics, to support data-driven decision-making at all governance levels and improve operational efficiency.

Conclusion

The chapter has detailed robust and dynamic structures in place at AGMU. These systems ensure transparency, responsibility, and inclusiveness in decision-making processes, aligning closely with the university's mission and strategic goals. Through both top-down and bottom-up approaches, the institution fosters a culture of effective communication and continuous improvement. As the university continues to evolve, the commitment to refining these governance practices underscores a dedicated pursuit of excellence in leadership and administration, essential for sustaining the institution's growth and enhancing its educational impact.

Conclusion

The self-study process at Ana G. Méndez University (AGMU) has offered a thorough assessment of the institution's strengths, challenges, and recommendations for improvement. Through an in-depth and collaborative analysis, AGMU has reinforced its commitment to academic excellence, student success, and institutional integrity. The findings of this report highlight AGMU's adherence to the MSCHE accreditation standards and requirements of affiliation and its dedication to ongoing improvement. Additionally, the report confirms the institution's compliance with local, state, and federal regulations, ensuring operational accountability and regulatory alignment.

The evaluation highlights AGMU's well-defined mission, strong governance structure, and commitment to ethical practices. The institution's ability to offer high-quality academic programs tailored to the needs of Hispanic adult learners ensures that students receive an education that is both accessible and relevant. By integrating student-centered support services and leveraging technological advancements, AGMU fosters an inclusive learning environment that enhances student retention and success.

Throughout this self-study, AGMU has identified key opportunities to expand research initiatives, improve faculty development, and strengthen institutional planning. By enhancing assessment processes and incorporating data-driven decision-making, the institution can better address emerging educational trends and workforce demands. These improvements will further solidify AGMU's reputation as a forward-thinking institution that prioritizes both student achievement and institutional excellence.

Moving forward, AGMU remains dedicated to fostering a culture of continuous improvement by implementing the recommendations outlined in this report. Strengthening engagement with students, faculty, and alumni will play a critical role in ensuring long-term institutional success. Through its commitment to academic quality, transparency, and innovation, AGMU is poised to enhance its impact on the community while maintaining its leadership in higher education.

The completion of this self-study marks an important milestone in AGMU's ongoing pursuit of institutional effectiveness and student success. The insights gained from this process will serve as a foundation for strategic enhancements across all areas of the university. As AGMU continues to evolve, it remains steadfast in its mission to provide high-quality education, foster an inclusive academic environment, and uphold the highest standards of excellence in higher education.

Evidence Inventory List

Standard I: Mission and Goals | Chapter 1

<i>EI-Document ID</i>	<i>Official Document Title</i>
C1-01	Appointment Letter to the Strategic Guidelines Working Group
C1-02	AGMU Mission Letter to Dr. Hardin
C1-03	BOD's Approval
C1-04	AGMU Student Focus Groups Study
C1-05	Online Student Perspectives Report
C1-06	Survey Results Analysis Student and Staff Perspective
C1-07	Mission Committee Meeting Minutes
C1-08	Strategic Priorities for AGMU Survey Results
C1-09	Mission and Vision Dissemination

Standard II: Ethics and Integrity | Chapter 2

<i>EI-Document ID</i>	<i>Official Document Title</i>
C2-01	AGMU Faculty Manual
C2-02	Copyright Policy PAA-002-22
C2-03	Use and Reproduction of Protected Copyright Material Policy PAA-022-24
C2-04	Patent Policy PAA-023-24
C2-05	Academic Integrity Policy PAA-10-24
C2-06	AGMU Syllabus Template
C2-07	Policy for the Responsible Use of AI PAA-021-24
C2-08	NCES Institutional Data Reports
C2-09	Institutional Climate Survey and Survey Results Presentation
C2-10	Student Satisfaction Surveys 2022_2024
C2-11	Assessment Model for Institutional Effectiveness
C2-12	Faculty Evaluation by Students
C2-13	Student Regulations Manual
C2-14	Human Resources Handbook
C2-15	Academic Catalog and Student Handbook
C2-16	Student Complaint and Grievance Policy P70-011-22
C2-17	Policy for the Resolution of Complaints PHR-06-24
C2-18	Code of Ethics, Conflict of Interest and Commitment to Integrity PHR-09-24
C2-19	Certification of Outside Employment form
C2-20	Human Resources Recruitment Policy PHR-02-24
C2-21	Non-Discrimination and Harassment Policy

Standard II: Ethics and Integrity | Chapter 2

<i>EI-Document ID</i>	<i>Official Document Title</i>
C2-22	Policy for Drug, Alcohol and Tabacco Free Community Work Environment PHR-14-24
C2-23	Whistleblower Policy PHR-07-24
C2-24	Protocol for Handling Request for Reasonable Accommodation
C2-25	Faculty Recruitment Process
C2-26	Engagement Letter Template
C2-27	Employee Performance Review Presentation
C2-28	Faculty Evaluation System
C2-29	Sample of PT Faculty Evaluation Results and Feedback
C2-30	Admission Policy P94-004-23
C2-31	Prospective Student Informative Session (Face to Face)
C2-32	New Student Orientation
C2-33	Brand Guidelines
C2-34	Sample of Advertisement
C2-35	Cost Bulletin
C2-36	Student Consumer Information Material
C2-37	CIE 2024-2025 AGMU Licenses
C2-38	Student Authentication Policy P94-020-24
C2-39	Verification of Compliance
C2-40	Writing Issuing and Maintaining Policies and Procedures P93-000-22

Standard III: Design and Delivery of the Student Learning Experience | Chapter 3

<i>EI-Document ID</i>	<i>Official Document Title</i>
C2-01	AGMU Faculty Manual
C2-08	NCES Institutional Data Reports
C2-10	Student Satisfaction Surveys 2022_2024
C2-11	Assessment Model for Institutional Effectiveness
C2-12	Faculty Evaluation by Students
C2-15	Academic Catalog & Student Handbook
C2-28	Faculty Evaluation System
C2-29	Sample of PT Faculty Evaluation Results and Feedback
C3-01	Academic Programs Distribution by Delivery Modalities and Language of Instruction
C3-02	Enrollment by Program Report
C3-03	Programmatic Accreditation Evidence

Standard III: Design and Delivery of the Student Learning Experience | Chapter 3

<i>EI-Document ID</i>	<i>Official Document Title</i>
C3-04	Policy for the Creation and Establishment of Guidelines for Academic Programs P94-017-24
C3-05	Market Analysis Excerpt
C3-06	Academic Program Development Plan 2020-2024
C3-07	Academic Programs by Start Date
C3-08	Executive Order to Implement the Composition and Functions of AGM Institutional Governance Bodies
C3-09	CIE Regulations and Program Outlines
C3-10	Academic Program Review Examples
C3-11	Procedure for Evaluation of Academic Programs
C3-12	Policy for the Evaluation of Academic Programs
C3-13	Academic Program Evaluation Calendar
C3-14	Academic Program Evaluation Committee Designation Letters
C3-15	Evaluation of Academic Programs Examples
C3-16	Course Syllabus Samples
C3-17	Multi-Phase Course Development Workflow
C3-18	Example of Faculty Course Development Feedback
C3-19	Faculty Teaching Qualifications Policy and Guidelines
C3-20	Faculty Listing 2024-2025
C3-21	New Faculty Onboarding
C3-22	Faculty Summit
C3-23	Spring 2024 Workshop Calendar
C3-24	Faculty Workshops Examples and Scholarly Activities Survey Results
C3-25	Examples of Faculty Evaluation Results
C3-26	Curriculum Sequence Examples
C3-27	Library Workshops Examples
C3-28	Library Resources Statistics Report
C3-29	Turnitin Reports Examples
C3-30	Academic Resources Examples
C3-31	GenEd Curriculum Map
C3-32	GenEd Assessment Plan
C3-33	Evidence of GenEd Revision
C3-34	IRB Policies, Procedures and Statistics
C3-35	CAPSIM
C3-36	Doctoral Dissertation Manual
C3-37	Graduate Students Scholarly and Research Activities

Standard III: Design and Delivery of the Student Learning Experience | Chapter 3

<i>EI-Document ID</i>	<i>Official Document Title</i>
C3-38	Graduate Candidate Survey

Standard IV: Support the Student Experience | Chapter 4

<i>EI-Document ID</i>	<i>Official Document Title</i>
C1-04	AGMU Student Focus Groups Study
C2-08	NCES Institutional Data Reports
C2-10	Student Satisfaction Surveys 2022_2024
C2-15	Academic Catalog & Student Handbook
C2-32	New Student Orientation
C2-36	Student Consumer Information Material
C2-38	Student Authentication Policy P94-020-24
C3-25	Examples of Faculty Evaluation Results
C3-38	Graduate Candidate Survey
C4-01	Enrollment Management Plan
C4-02	Enrollment Projections Memos
C4-03	Marketing and Recruitment Efforts
C4-04	Prospective Student Communication Plan
C4-05	Enrollment Agreement
C4-06	Student Record Retention and Disposal Policy
C4-07	Enrollment Management Dashboard
C4-08	Drop Out Detective Tool
C4-09	Retention Tools
C4-10	Financial Aid Communication Plan
C4-11	Student Association Manual
C4-12	Student Development Activities
C4-13	Career Placement Activities
C4-14	Student Representative Meeting
C4-15	Student Service Request Workflow

Standard V: Educational Effectiveness Assessment | Chapter 5

<i>EI-Document ID</i>	<i>Official Document Title</i>
C2-01	AGMU Faculty Manual

Standard V: Educational Effectiveness Assessment | Chapter 5

<i>EI-Document ID</i>	<i>Official Document Title</i>
C2-11	Assessment Model for Institutional Effectiveness
C2-10	Student Satisfaction Surveys 2022_2024
C2-15	Academic Catalog & Student Handbook
C3-10	Academic Program Review Examples
C3-16	Course Syllabus Samples
C3-22	Faculty Summit
C3-26	Curriculum Sequence Examples
C3-31	GenEd Curriculum Map
C3-32	GenEd Assessment Plan
C3-35	CAPSIM
C3-38	Graduate Candidate Survey
C4-13	Career Placement Activities
C5-01	Student Learning Outcomes Examples
C5-02	Policy for the Systematization of the Assessment Model for Institutional Effectiveness
C5-03	GenEd Assessment Committee Appointment Letters
C5-04	GenEd Assessment Results
C5-05	Assessment Plan Samples
C5-06	Institutional Rubrics
C5-07	End of Course Assessment Report Templates
C5-08	Meeting Minutes Sample
C5-09	MSW Supervised Practice Manual
C5-10	Affiliation Agreement Example
C5-11	Schedule of Academic Program in the Assessment

Standard VI: Planning, Resources, and Institutional Improvement | Chapter 6

<i>EI-Document ID</i>	<i>Official Document Title</i>
C2-10	Student Satisfaction Surveys 2022_2024
C3-22	Faculty Summit
C6-01	Supplemental Information Report (SIR)
C6-02	SIR Visit Report
C6-03	Strategic Plan Working Groups
C6-04	Strategic Planning Retreat
C6-05	Leadership and Planning Meeting Minutes

Standard VI: Planning, Resources, and Institutional Improvement | Chapter 6

<i>EI-Document ID</i>	<i>Official Document Title</i>
C6-06	BOD Meetings
C6-07	Department Meetings
C6-08	Budget BOD Approval
C6-09	Budget Process
C6-10	Enrollment Projections Memo Examples
C6-11	Audited Financial Statements
C6-12	Endowment
C6-13	SIS and LMS Selection and Launch
C6-14	Floor Plans
C6-15	Enrollment Capacity Assessment
C6-16	Community Engagement Activities
C6-17	Leadership Meeting September 2024
C6-18	SIR Organizational Chart
C6-19	Institutional Effectiveness Committee

Standard VII: Governance, Leadership and Administration | Chapter 7

<i>EI-Document ID</i>	<i>Official Document Title</i>
C2-01	AGMU Faculty Manual
C2-09	Institutional Climate Survey and Survey Results Presentation
C2-13	Student Regulations Manual
C2-14	Human Resources Handbook
C2-27	Employee Performance Review Presentation
C3-08	Executive Order to Implement the Composition and Functions of AGM Institutional Governance Bodies
C6-17	Leadership Meeting September 2024
C7-01	AGMU Organizational Chart
C7-02	Corporate Bylaws
C7-03	Institutional Bylaws
C7-04	AGMU Inc. Article IX Conflict of Interest Disclosure Statement
C7-05	President's Bio
C7-06	University Council Meeting Minutes
C7-07	Academic Senate Meeting Minutes

Requirements of Affiliation (ROA)

<i>EI-Document ID</i>	<i>ROA Evidence Official Document Title</i>	<i>ROA Alignment</i>
C2-37	CIE 2024-2025 AGMU Licenses	1
C2-08	NCES Institutional Data Reports	2
C2-36	Student Consumer Information Material	2
C3-01	Academic Programs Distribution by Delivery Modalities and Language of Instruction	2,9
C3-02	Enrollment by Program Report	2,9
C3-07	Academic Programs by Start Date	2,9
C3-26	Curriculum Sequence Examples	2
C1-02	AGMU Mission Letter to Dr. Hardin	4
C6-01	Supplemental Information Report (SIR)	4
C2-39	Verification of Compliance	5,6
C1-01	Appointment Letter to the Strategic Guidelines Working Group	7
C1-02	AGMU Mission Letter to Dr. Hardin	7
C1-03	BOD's Approval	7
C1-04	AGMU Student Focus Groups Study	7,10
C1-05	Online Student Perspectives Report	7,10
C1-09	Mission and Vision Dissemination	7
C2-15	Academic Catalog & Student Handbook	7
C3-11	Procedure for Evaluation of Academic Programs	8
C3-12	Policy for the Evaluation of Academic Programs	8
C3-13	Academic Program Evaluation Calendar	8
C3-14	Academic Program Evaluation Committee Designation Letters	8
C3-15	Evaluation of Academic Programs Examples	8
C2-06	AGMU Syllabus Template	9
C3-16	Course Syllabus Samples	9
C3-17	Multi-Phase Course Development Workflow	9
C3-18	Example of Faculty Course Development Feedback	9
C5-04	GenEd Assessment Results	9,10
C5-05	Assessment Plan Samples	9
C5-06	Institutional Rubrics	9
C5-07	End of Course Assessment Report Templates	9
C1-06	Survey Results Analysis Student and Staff Perspective	10
C1-08	Strategic Priorities for AGMU Survey Results	10
C5-09	MSW Supervised Practice Manual	10
C5-10	Affiliation Agreement Example	10

Requirements of Affiliation (ROA)		
<i>EI-Document ID</i>	<i>ROA Evidence Official Document Title</i>	<i>ROA Alignment</i>
C6-03	Strategic Plan Working Groups	10
C6-04	Strategic Planning Retreat	10
C6-05	Leadership and Planning Meeting Minutes	10
C6-06	BOD Meetings	10
C6-07	Department Meetings	10
C6-08	Budget BOD Approval	11
C6-09	Budget Process	11
C6-10	Enrollment Projections Memo Examples	11
C6-11	Audited Financial Statements	11
C6-12	Endowment	11
C3-08	Executive Order to Implement the Composition and Functions of AGM Institutional Governance Bodies	12,15
C7-01	AGMU Organizational Chart	12,14
C7-02	Corporate Bylaws	12,13,14
C7-03	Institutional Bylaws	12,14,15
C7-05	President's Bio	12
C7-06	University Council Meeting Minutes	12
C7-07	Academic Senate Meeting Minutes	12
C2-18	Code of Ethics, Conflict of Interest and Commitment to Integrity PHR-09-24	13
C2-14	Human Resources Handbook	13
C7-04	AGMU Inc. Article IX Conflict of Interest Disclosure Statement	13
C2-27	Employee Performance Review Presentation	14
C2-01	AGMU Faculty Manual	15
C2-25	Faculty Recruitment Process	15
C2-26	Engagement Letter Template	15
C2-28	Faculty Evaluation System	15
C3-19	Faculty Teaching Qualifications Policy and Guidelines	15
C3-20	Faculty Listing 2024-2025	15
C3-21	New Faculty Onboarding	15
C3-22	Faculty Summit	15