

Report of ACEJMC Evaluation

Undergraduate program

2025–2026

Name of Institution: **University of Puerto Rico - Río Piedras**

Name and Title of Chief Executive Officer: Chancellor Angélica Varela-Llavona

Name of Unit: College of Communication and Information

Name and Title of Administrator: Dr. Julia Y. Vélez González

Date of 2025-2026 Accrediting Visit: February 1-4, 2026

Date of the previous accrediting visit: February 10-13, 2019

Recommendation of the previous site visit team: Accreditation

Previous decision of the Accrediting Council: Accreditation

Recommendation by 2025-2026 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair

Name and Title: Dr. David D. Kurpius, Professor and Dean


Organization/School: Missouri School of Journalism, University of Missouri

Signature 

Team Member

Name and Title: Joanna Hernandez, Senior Lecturer, Director of Community & Culture

Organization/School: College of Journalism and Communications, University of Florida

Signature 

Team Member

Name and Title: Cheryl Procter-Rogers, President & CEO

Organization/School: A Step Ahead Consulting and Coaching

Signature 

PART I: General information

Name of Institution:

University of Puerto Rico, Río Piedras Campus (UPRRP)

Name of Unit:

College of Communication and Information (CCI)

Year of Visit:

2026

1. Check the regional association by which the institution is now accredited.

- Higher Learning Commission
- Middle States Commission on Higher Education
- New England Commission on Higher Education
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and School Commission on Colleges
- Western Association of Schools and Colleges

2. Indicate the institution's type of control; check more than one if necessary.

- Private
- Public
- Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level. It is not necessary to include the entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

The University of Puerto Rico System is the only public higher education system in the territory and the first formal postsecondary institution, which was officially established by the Legislative Assembly's approval of the March 12, 1903, Law. Its mission and operational structure were later defined by [Law No. 1, as amended, on January 20, 1966](#).

The campus received its first accreditation from the Middle States Commission on Higher Education (MSCHE) in 1946 and completed its most recent reaccreditation cycle during the week of April 7–10, 2025. Additionally, since 1997, the institution has been licensed by the Board of Postsecondary Institutions to operate in Puerto Rico as a higher education institution.

In 2018, the university earned the Carnegie Classification of “Doctoral University: High Research Activity,” making it the first and only institution in Puerto Rico to hold this high distinction to date. Furthermore, in 2025, it was once again awarded the Research Activity designation of “Research 2: High Spending and Doctorate Production” by the same entity.

4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?

Yes
 No

If yes, give the date of the last complete accrediting visit. If there was a revisit, provide the date of the last full visit and the date of the revisit:

February 10-13, 2019

5. When was the unit or sequences within the unit first accredited by ACEJMC?

April 2012

6. Insert here the unit's mission statement. Statement should give the date of adoption and/or last revision.

In 2025, the mission of the former School of Communication (COPU) and Graduate School of Information and Technology Science (EGCTI) was revised following the appointment of new leadership at the College of Communication and Information (CCI). Throughout this process, several faculty meetings were held to develop a new institutional mission statement collaboratively. This proposed mission was then submitted for a vote, with active participation from the entire CCI community, including faculty, staff and students. These consultations aimed to ensure the mission aligned with shared values and goals and to foster a common understanding of its content. Consequently, the CCI approved both the new Mission and Vision during a plenary session at the fifth extraordinary faculty meeting held on March 10, 2025.

[The Mission and Vision are:](#)

Mission

The CCI educates highly specialized professionals in Communication and Information Sciences, guided by ethical commitment and deep social responsibility. Through innovative academic management, it fosters the creation of knowledge and the development of solutions that positively impact Puerto Rico, the Caribbean, and the Americas. Its applied educational model promotes critical thinking, research, creativity, and the democratization of information, encouraging an entrepreneurial and transformative vision.

Vision

The CCI envisions itself as a center of excellence, innovation, and leadership in the teaching of Communication and Information Sciences in Puerto Rico, the Caribbean, and the Americas. Through flexible, cutting-edge programs, it promotes knowledge creation, creativity, and critical thinking, preparing visionary, ethical, and entrepreneurial professionals who will help transform a globalized, dynamic, and digital world.

7. What are the type and length of terms?

Number of weeks in a semester:

- Each semester consists of 15 weeks.

Number of weeks in summer sessions:

- Short summer (June or July) – 4 weeks
- Long summer (June and July) – 8 weeks

8. Check the programs offered in journalism/mass communications:

Bachelor's degree

Master's degree

Ph.D. degree

9. List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.

Bachelor of Arts in Communication, with a concentration in

- Audiovisual Communication (COMA)
- Information and Journalism (INFP)
- Public Relations and Advertising (REPU)

**10. Credit hours required by the university for an undergraduate degree:
(Specify semester-hour or quarter-hour credit.)**

- 120 semester credit hours for the bachelor's degree

11. Give the number of credit hours students may earn for internship experience.

- Up to 3 semester credit hours

12. List each professional journalism or mass communications sequence or specialty offered and give the name of the person in charge. Add lines as needed.

<u>Name of Sequence or Specialty</u>	<u>Person in Charge</u>
Audiovisual Communication	Prof. Angélica Romero
Information and Journalism	Dr. Israel Rodríguez
Public Relations and Advertising	Dr. Iván de la Cruz Cuevas

Source: CCI Associate Dean of Academic Affairs

13. Number of full-time students enrolled in the institution:

Full-Time Students Enrolled in UPRRP, Fall 2025

<u>Level</u>	<u>Enrolled</u>
Undergraduate	8,647
Graduate	<u>2,674</u>
Total	11,321

Source: Division of Institutional Research and Assessment (DiiA)

Full-Time Students Enrolled in UPRRP, Spring 2026

<u>Level</u>	<u>Enrolled</u>
Undergraduate	7,758
Graduate	2,579
Total	10,337

Source: University of Puerto Rico, Central Administration, systemic data
(<https://www.upr.edu/datos-institucionales/datos-sistemicos/>)

14. Number of undergraduate majors in the accredited unit, by sequence. (If the unit has pre-major students, list them as a single total.) Give the semester and academic year represented. Add lines as needed.

<u>Name of Sequence or Specialty</u>	
<u>Undergraduate Majors</u>	Fall Semester/ AY 2025-2026
Audiovisual Communication	219
Information and Journalism	117
Public Relations and Advertising	169
Total	505

Source: DiiA

<u>Name of Sequence or Specialty</u>	
<u>Undergraduate Majors</u>	Spring Semester/ AY 2025-2026
Audiovisual Communication	206
Information and Journalism	101
Public Relations and Advertising	159
Total	466

Source: University of Puerto Rico, Central Administration, enrolled students
(<https://bit.ly/URPDashboard>)

15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and for the preceding term. Submit two semesters with the Self-study and update the list as needed for spring 2026 visits. Include a separate list of online skills courses that also meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

Spring 2025 – Skills Courses Enrollment –Term C42 (2nd Term AY 2024-2025)

Course	Section #	# of students enrolled
Audiovisual Communication		
	Course	Section # # students enrolled
COMA 4011 - <i>Basic Photography</i>	001	20
	002	20
	003	20
	005	20
	006	20
	COMA 4315 – <i>Scriptwriting</i>	001
COMA 4317 - <i>Digital Graphic Design</i>	002	14
	003	8
	COMA 4317 - <i>Digital Graphic Design</i>	001
COMA 4341 - <i>Film Production I</i>	002	17
	003	11
	COMA 4341 - <i>Film Production I</i>	001
COMA 4342 - <i>Film Production II</i>	002	13
	003	17
	COMA 4342 - <i>Film Production II</i>	001
COMA 4352 - <i>Television Production II</i>	002	17
	COMA 4361 - <i>Radio Production I</i>	0U1
COMA 4361 - <i>Radio Production I</i>	0U1	9
COMA 4815 - <i>Film Seminar / Topic: From Research to Film Fiction</i>	0U1	17
COMA 4819 - <i>Visual Communication Seminar / Topic: Feature Film Scriptwriting Workshop</i>	0U1	20
COMA 4991 - <i>Seminar in Audiovisual Practices / Topic: Theory and Practice of Digital Editing</i>	0U1	20
COMA 4100 - <i>Supervised Practice in Television</i>	0U1	2
COMA 4105 - <i>Supervised Practice in Radio</i>	0U1	1
COMA 4106 - <i>Supervised Practice in Film</i>	0U1	4

Information and Journalism		
Course	Section #	# students enrolled
INFP 4002 - <i>News Writing II</i>	001	12
	002	8
INFP 4036 - <i>Multimedia Journalism Design and Techniques</i>	0U1	9
INFP 4059 - <i>Radio and Television Journalism</i>	0U1	20
INFP 4148 - <i>Writing for Convergent Media</i>	001	13
	002	13
INFP 4205 - <i>Communication Seminar / Topic: Gender and Sports</i>	0U1	9
INFP 4809 - <i>Journalism Seminar / Topic: Journalism Ethics</i>	001	14
INFP 4109 - <i>Supervised Practice in Journalism</i>	0U1	9

Public Relations and Advertising		
Course	Section #	# students enrolled
REPU 4018 – <i>Introduction to Advertising and Public Relations</i>	001	20
	002	15
REPU 4025 - <i>Copywriting for Advertising</i>	0U1	19
REPU 4076 - <i>Ads Conceptualization for Audio, Video, Print, and New Technologies</i>	0U1	15
REPU 4147 - <i>Copywriting for Public Relations</i>	0U1	17
REPU 4155 - <i>Media Planning</i>	001	20
	002	20
REPU 4165 - <i>Public Relations Campaigns</i>	0U1	24
REPU 4166 - <i>Advertising Campaigns</i>	0U1	10
	002	27
REPU 4107 - <i>Supervised Practice in Public Relations</i>	0U1	5
REPU 4110 - <i>Supervised Practice in Advertising</i>	0U1	3

Legend:

0U1: One section only

Fall 2025 – Skills Courses Enrollment – Term C51 (1st Term AY 2025-2026)

Audiovisual Communication

Course	Section #	# students enrolled
COMA 4011 - <i>Basic Photography</i>	001	10
	002	19
	003	20
	004	11
	005	20
	006	20
COMA 4315 – <i>Scriptwriting</i>	001	20
	002	20
	003	20
COMA 4317 - <i>Digital Graphics Design</i>	001	20
	003	18
COMA 4341 - <i>Film Production I</i>	001	16
	002	15
	003	12
COMA 4342 - <i>Film Production II</i>	0U1	15
COMA 4351 - <i>Television Production I</i>	0U1	15
COMA 4362 - <i>Radio Production II</i>	0U1	8
COMA 4810 - <i>Seminar on Radio / Topic: Seminar on research and sound production.</i>	0U1	13
COMA 4817 - <i>Seminar on TV / Topic: Exploring Docudrama, Reality Shows, and Documentaries for Television</i>	0U1	14
COMA 4991 - <i>Seminar on Audiovisual Practices / Topic: Seminar on research and documentary production</i>	0U1	12
COMA 4100 - <i>Supervised Practice in Television</i>	0U1	2
COMA 4106 - <i>Supervised Practice in Film</i>	0U1	5

Information and Journalism

Course	Section #	# students enrolled
INFP 4016 - <i>Introduction to Journalism</i>	001	20
	002	19
INFP 4001 - <i>News Writing I</i>	002	14
	003	7
INFP 4036 - <i>Multimedia Journalism Design and Techniques</i>	0U1	13
INFP 4809 - <i>Journalism Seminar, Topic: Community Journalism</i>	002	14
INFP 4109 - <i>Supervised Practice in Journalism</i>	0U1	1

Public Relations and Advertising		
Course	Section #	# students enrolled
REPU 4018 – <i>Introduction to Advertising and Public Relations</i>	001	20
	002	20
REPU 4025 - <i>Copywriting for Advertising</i>	0U1	20
REPU 4147 - <i>Copywriting for Public Relations</i>	0U1	20
REPU 4076 - <i>Ads Conceptualization for Audio, Video, Print, and New Technologies</i>	001	20
	002	20
REPU 4155 - <i>Media Planning</i>	0U1	14
REPU 4165 - <i>Public Relations Campaigns</i>	0U1	20
	002	17
REPU 4166 - <i>Advertising Campaigns</i>	0U1	23

Legend:

0U1: One section only

Spring 2026 – Skills Courses Enrollment –Term C52 (2nd Term AY 2025-2026)
Revised 01.26.2026

Audiovisual Communication		
Course	Section #	# students enrolled
COMA 4011 - <i>Basic Photography</i>	001	19
	002	20
	003	20
	004	19
	005	20
	006	20
COMA 4315 – <i>Scriptwriting</i>	001	14
	002	15
	003	11
COMA 4317 - <i>Digital Graphic Design</i>	001	20
	002	17
	003	12
COMA 4342 - <i>Film Production II</i>	0U1	18
COMA 4352 - <i>Television Production II</i>	0U1	14
COMA 4361 - <i>Radio Production I</i>	0U1	13
COMA 4815 - <i>Film Seminar / Topic: From Research to Film Fiction</i>	0U1	15
COMA 4819 - <i>Visual Communication Seminar / Topic: Feature Film Scriptwriting Workshop</i>	001	10
	002	16

COMA 4991 - <i>Seminar in Audiovisual Practices / Topic: Theory and Practice of Digital Editing</i>	0U1	14
COMA 4100 - <i>Supervised Practice in Television</i>	0U1	3
COMA 4105 - <i>Supervised Practice in Radio</i>	0U1	2
COMA 4106 - <i>Supervised Practice in Film</i>	0U1	3

Information and Journalism

Course	Section #	# students enrolled
INFP 4002 - <i>News Writing II</i>	001	15
INFP 4036 - <i>Multimedia Journalism Design and Techniques</i>	0U1	12
INFP 4059 - <i>Radio and Television Journalism</i>	0U1	16
INFP 4148 - <i>Writing for Convergent Media</i>	001	14
	002	16
INFP 4809 - <i>Journalism Seminar / Topic: Sports Journalism</i>	001	9
INFP 4109 - <i>Supervised Practice in Journalism</i>	0U1	5

Public Relations and Advertising

Course	Section #	# students enrolled
REPU 4018 – <i>Introduction to Advertising and Public Relations</i>	001	19
	002	15
REPU 4025 - <i>Copywriting for Advertising</i>	0U1	15
REPU 4076 - <i>Ads Conceptualization for Audio, Video, Print, and New Technologies</i>	0U1	19
REPU 4147 - <i>Copywriting for Public Relations</i>	0U1	16
REPU 4155 - <i>Media Planning</i>	001	20
	002	20
REPU 4165 - <i>Public Relations Campaigns</i>	0U1	19
REPU 4166 - <i>Advertising Campaigns</i>	0U1	24
	002	16
REPU 4110 - <i>Supervised Practice in Advertising</i>	0U1	5

16. Total expenditures planned by the accredited unit for the 2025–2026 academic year:

- \$2,540,397.00

Amount expected to be spent this year on full-time faculty salaries:

- \$1,381,940.00

17. List name and rank of all full-time faculty in the accredited unit. (Full-time faculty refers to those defined as such by the university.) Identify those who are not teaching due to leaves, sabbaticals, etc.

Professor emeritus (Communication program only)	Academic rank
Prof. Luis Trelles Plazola	Professor (deceased - March 2024)
Dr. Silvia Álvarez Curbelo	Professor
Prof. Magali García Ramis	Professor
Prof. Néstor Sambolín	Assistant professor

Full-time faculty AY 2024-2025 (In administrative positions)	Academic rank
Dr. Julia Y. Vélez González	Dean - Associate Professor
Prof. Yomarie García De Jesús	Associate Dean of Academic Affairs - Instructor

Full-time faculty AY 2024-2025 (Share Faculty)	Academic rank
Dr. Eliut Flores Caraballo	Professor
Dr. Alfredo Rivas	Associate Professor (in tenure track)

Full-time faculty AY 2024-2025 (Communication program only)	Academic rank
Dr. Jorge Santiago Pintor	Professor (Appointed as UPRRP Associate Dean of Academic Affairs, 2024 – to present)
Dr. Haydeé Seijo Maldonado	Professor
Dr. María de Lourdes Lugo Ortiz	Professor
Dr. Rubén Ramírez Sánchez	Professor
Prof. Héctor Díaz Rodríguez	Professor
Dr. Iván De La Cruz Cuebas	Associate Professor
Dr. Wanda Reyes Velázquez	Associate Professor

Tenure-track faculty (Communication program only)	Academic rank
Dr. Ramaris Albert Trinidad	Associate Professor
Prof. Carlos García Arce	Assistant Professor
Dr. Jorge González Díaz	Assistant Professor
Dr. Israel Rodríguez Sánchez	Assistant Professor

Source: [Faculty profiles are available on the FaCI website.](#)

Update information (Revised 01.26.2026)

List name and rank of all full-time faculty

Professor emeritus (Communication program only)	Academic rank
Prof. Luis Trelles Plazola	Professor (deceased - March 2024)
Dr. Silvia Álvarez Curbelo	Professor
Prof. Magali García Ramis	Professor
Prof. Néstor Sambolín	Assistant professor

Full-time faculty AY 2025-2026 (In administrative positions)	Academic rank
Dr. Julia Y. Vélez González	Dean - Associate Professor
Prof. Yomarie García De Jesús	Associate Dean of Academic Affairs - Instructor

Full-time faculty AY 2025-2026 (Share Faculty)	Academic rank
Dr. Eliut Flores Caraballo	Professor
Dr. Alfredo Rivas	Associate Professor (in tenure track)

Full-time faculty AY 2025-2026 (Communication program only)	Academic rank
Dr. Haydeé Seijo Maldonado	Professor
Dr. María de Lourdes Lugo Ortiz	Professor
Dr. Rubén Ramírez Sánchez	Professor
Prof. Héctor Díaz Rodríguez	Professor
Dr. Iván De La Cruz Cuebas	Associate Professor
Dr. Wanda Reyes Velázquez	Associate Professor

Tenure-track faculty AY 2025-2026 (Communication program only)	Academic rank
Dr. Ramaris Albert Trinidad	Associate Professor
Prof. Carlos García Arce	Assistant Professor

Dr. Jorge González Díaz	Assistant Professor
Dr. Israel Rodríguez Sánchez	Assistant Professor

Source: [Faculty profiles are available on the FaCI website.](#)

18. List names of part-time/adjunct faculty teaching at least one course in fall 2025. Also list names of part-time faculty teaching spring 2025. (If your school has its accreditation visit in spring 2026, also provide the spring 2026 adjunct list in the updated information.)

Full-time adjunct faculty AY 2024-2025 (Communication program only)	Academic Rank
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Dr. Harold Leonard Navarro	Assistant Professor
Prof. Amary Santiago Torres	Instructor
Prof. Angélica A. Romero Díaz	Instructor
Prof. Luis López Salgado	Instructor

Part-time adjunct faculty AY 2024-2025 (Communication program only)	Academic Rank
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Dr. Eliseo Colón Zayas	Professor
Dr. Dorian Lugo Bertrán	Professor
Dr. Anilyn Díaz	Assistant Professor
Dr. Carlos Otero Rivera	Assistant Professor
Dr. Fernando M. Rojas Otero	Assistant Professor
Dr. Francisco Ortíz Santini	Assistant Professor
Dr. Hernán Rosado Carpena	Assistant Professor
Dr. María Gil Barvo	Assistant Professor
Dr. Marisellie Ortíz	Assistant Professor
Dr. Pablo Impelluso Cortés	Assistant Professor
Dr. Tamara Miranda Rivera	Assistant Professor
Dr. Yadira Nieves	Assistant Professor
Prof. Anthony Gamunev	Instructor
Prof. Aitxa Santos	Instructor
Prof. Amanda Pérez Pintado	Instructor
Prof. Carlos Martínez	Instructor
Prof. Cristina Quiles	Instructor
Prof. David Cordero	Instructor
Prof. Estéban Pagán	Instructor
Prof. Félix O. Navas Raleigh	Instructor
Prof. Guillermo Gómez	Instructor

Prof. Marisa Vega Vélez	Instructor
Prof. Nelson Ortíz	Instructor
Prof. Nitza Luna	Instructor
Prof. Noel Algarín Martínez	Instructor
Prof. Patricia Rivera Meléndez	Instructor
Prof. Radamés Vega Gutiérrez	Instructor
Prof. Víctor Rodríguez	Instructor
Prof. Zaida Claudio	Instructor

Note: The term “full-time adjunct” refers to lecturers who hold one-year renewable appointments with full teaching loads but without tenure-track status. This category was established to sustain instructional continuity during fiscal restrictions. A comprehensive explanation of faculty categories and distribution is provided in Standard 5 - Faculty.

Update information (Revised 01.26.2026)

Full-time adjunct Faculty AY 2025-2026 (Communication program only)	Academic Rank
Dr. Harold Leonard Navarro	Assistant Professor
Prof. Amary Santiago Torres	Instructor
Prof. Angélica A. Romero Díaz	Instructor
Prof. Luis López Salgado	Instructor

Part-time adjunct faculty AY 2025-2026 (Communication program only)	Academic Rank
Dr. Dorian Lugo Bertrán	Professor
Dr. Francisco Ortíz Santini	Assistant Professor
Dr. Hernán Rosado Carpena	Assistant Professor
Dr. Marisellie Ortíz	Assistant Professor
Dr. Pablo Impelluso Cortés	Assistant Professor
Dr. Yadira Nieves	Assistant Professor
Prof. Anthony Gamunev	Instructor
Prof. Aitxa Santos	Instructor
Prof. Carlos Martínez	Instructor
Prof. Estéban Pagán	Instructor
Prof. Marisa Vega Vélez	Instructor
Prof. Nelson Ortíz	Instructor
Prof. Nitza Luna	Instructor
Prof. Patricia Rivera Meléndez	Instructor
Prof. Radamés Vega Gutiérrez	Instructor
Prof. Wilmarie Santiago	Instructor
Prof. Zayda Claudio	Instructor

Note: The term “full-time adjunct” refers to lecturers who hold one-year renewable appointments with full teaching loads but without tenure-track status. This category was established to sustain instructional continuity during fiscal restrictions. A comprehensive explanation of faculty categories and distribution is provided in Standard 5 - Faculty.

19. For each of the last two academic years, please give the total number of graduates from the unit.

AY 2024-25:

Academic program	Total graduates
(Communication program only)	108

Source: DiiA

AY 2023-24:

Academic program	Total graduates
(Communication program only)	93

Source: DiiA

PART II — Standard 1: Mission, Governance and Administration

Overview:

The University of Puerto Rico – Río Piedras (UPRRP) was founded in 1903 as the Insular Normal School. Its legal authority to provide higher education is grounded in the University Act of 1942 and Law No. 1 of January 20, 1966, as amended. As the oldest and largest campus in the University of Puerto Rico system, UPRRP is recognized as Puerto Rico’s first public university and serves as the flagship institution among the system’s 11 campuses. UPRRP is a public land-grant research university, accredited by the Middle States Commission on Higher Education and licensed (authorized) to operate under the Board of Postsecondary Institutions of the Commonwealth of Puerto Rico. It earned a Carnegie Classification of “Doctoral University: High Research Activity.”

The College of Communications and Information (CCI or FACI is the acronym in Spanish) was established in 2021 through the merger of two existing academic units: the Graduate School of Information Sciences and Technologies and the School of Communication. The university’s Board of Governors authorized the merger. The self-study explains this consolidation focused on maximizing the use of faculty, resources and facilities following the issues created by Hurricane Maria in 2017, which decimated the School of Communication’s facilities and the island’s significant economic crisis. This brought together the fields of communication and information science, following similar consolidations at some universities across the United States. The School of Communications was founded in 1972 as the Graduate School of Public Communication. In 1977, it added an undergraduate program and became the School of Public Communication. There are currently three areas of study in the College, including: Audiovisual Communication, Information and Journalism, Public Relations and Advertising. The creation of the College is significant in that it puts communication on the same level as other areas of study on campus, which is important for recognition and resources.

The School of Communication was first accredited in 2012 and reaccredited in 2019. Now the newly combined College of Communication and Information is seeking to continue as an accredited entity.

UPRRP currently enrolls about 12,000 students, a decline of about 3,000 since the last site team visit. The College of Communication enrolled 621 students in AY 2024-25. For comparison, just the School of Communication enrolled 509 students according to the last site team report. Audiovisual Communication is the largest of the three programs of study in the College (230), followed by Public Relations and Advertising (173) and Information and Journalism (134). Since the last site team visit, there is evidence of significant progress to improve the space for the College. For much of the self-study period, the School, now College, operated from the cramped space on the fourth floor of their current building with some classrooms on the sixth floor. Now the College occupies all the fourth, fifth and sixth floors, adding significant space for students, faculty, staff and instruction. Much of this has happened in the last few months. The administration gave additional space to the College after strong efforts by the dean to improve the working and teaching conditions. Faculty and students credit her tenacious work to achieve

this success. It took until December to finish renovations and painting. They moved into the new space weeks before the site team visit.

Overall, this is a college on the move. It has a strong dean, good strategic planning, strong partnerships, and support from upper administration. It is making this progress while facing continuing government and university budget issues. The recent addition of space for the College has greatly improved the operation as the plans slowly move forward to renovate permanent space for the College in the historic center of campus.

Unit performance with regard to indicators:

(a) The unit has a written mission statement and a written strategic long-range plan that provides vision and direction for its future, meaningful short-term measurements, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

The College of Communication and Information mission and vision statements are easily found on the College's website in both Spanish and English. The CCI Strategic Development Plan 2025-2029 was created following the merger of two units. It has six focal points that are published on the CCI website. These elements include:

1. Positioning CCI as a leading institution in communication and information.
2. Promoting access, retention, and completion of studies.
3. Encouraging efficient academic and administrative management.
4. Promotion of freedom of expression, access to knowledge and information, professional ethics and social responsibility that fosters a culture of inclusion.
5. Consolidation of Radio Universidad de Puerto Rico as a training and public service space with a connection to the community.
6. Make visible and project the talent and academic production of FaCI

The CCI strategic plan is aligned with the UPRRP Strategic Plan *Commitment to Transformation and Sustainability 2024-2029*.

Previous School of Communication strategic plans covered the period from 2013-2018 and 2018-2023. Administrators said the previous plans met expectations even with the difficulties from hurricanes and the fiscal crisis. In speaking with faculty, staff and administrators in the College, and across the university, there is evidence that the faculty are actively involved in executing the strategic plan and are fully aware of its goals. Most faculty were able to discuss the plan and their contributions to moving it forward. This is an action plan and not one that just sits on a shelf.

The strategic plan and mission statement are at the center of the efforts to better merge the units into a college that moves forward in innovative ways and serves the island of Puerto Rico. The dean is good at delegation, and that is particularly true as they implement the strategic plan. Accountable parties know who they are and what they are expected to accomplish. Overall, the College functions through open discussions and interactions. Faculty say they feel free to raise issues and ask questions. The dean says she expects faculty to bring possible solutions when they

bring problems to her office. This culture of constant communication and a drive to move forward is what energizes the implementation of the strategic plan. The dean and associate dean are responsible for keeping the plan updated and tracking progress toward goals. The dean delegates and then expects faculty and staff to follow through on the indicators they are accountable for in the plan. With ongoing discussion, an energized faculty that wants to move the College forward and a dean who is known for relationships and an ability to find funding, the strategic plan moves forward as part of the almost daily effort to build a better program indicator by indicator. There is an interesting tension between moving the strategic plan forward and the budget and bureaucracy issues that are part of the university and government systems. The dean is adept at pushing the appropriate parts of the plan forward when the time is right to accomplish that goal. It really is her superpower in an underfunded complex environment.

The self-study described measurable outcomes for the plan with annual assessment reports submitted to the Division of Institutional Research and Assessment (DiiA). The College is working with DiiA to include the ACEJMC indicators in their annual report to make it easier for them to pull the information for self-studies in the future.

The College's vision and mission are posted prominently on the website under the About FACI tab, making it easy to find. This web page includes the strategic goals for the College.

(b) The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.

UPRRP is regulated through the *General Regulations of UPR (Certification No. 55, 2022-2023)*. This sets the structures, policies and processes for the operation of the university and thus the College. The selection of administrators is determined by this document. It also sets the structure for faculty governance. There is also a unified CCI Faculty Manual that is still in the process of being updated to fully represent the two merged units as a single College.

Following the UPRRP policies, deans are appointed to the position by the Chancellor following a formal consultation process with the College's Consultation Committee, which consists of three tenured faculty members and one student who are elected through separate secret ballots. Administrators within the unit are not eligible to serve on this committee. The Chancellor's appointment of the dean is confirmed by the UPR President and the UPR Governing Board.

Dean Vélez-González went through the process as described and was appointed and confirmed as dean in May 2024. Since she is a relatively new dean, she has not been formally evaluated. The policy states that the Chancellor conducts the review following a regular three-year cycle (UPRRP CSA 64, 2007-2008). The dean says she is evaluated every day as the faculty and her peers give her regular direct feedback.

On the surface, Dean Vélez-González was not an obvious choice as dean, as she comes from a different discipline. She is an effective leader. During the interim appointment, the faculty and staff rallied around her and advocated for her to consider the permanent position. She is in her

second year as a dean and has garnered strong support from her faculty and upper administration.

The dean reports to the Chancellor and consults regularly with the Dean of Academic Affairs, who functions as a provost. This work involves assessment, accreditation, planning, and institutional policies. The Dean has direct authority over finances and academic decisions in the College. In her role as dean, she serves on the Administrative Board of the UPRRP with a vote on academic, policy and budget issues. She also represents the College across the institution and externally. Multiple people interviewed in the College and on campus noted how well she represents and advocates for the College both internally and externally.

The self-study details faculty governance that operates within the UPRRP structure to involve faculty in academic, administrative and educational policy development. This is governed by the UPRRP General Regulations. Article 36 is directly related to accreditation and ensuring meaningful faculty participation in academic and administrative governance. The College has two faculty members plus a student selected from CCI's Student Council and the dean serving on the UPRRP Academic Senate. This is the highest level of faculty governance on campus.

The faculty said they felt they had a say in the operation of the College and that their voices were heard at many levels in both formal and informal ways. When asked, none of the faculty raised any issues with faculty governance. This is likely a result of the transparent and collaborative culture the dean is building in the new College. Her work with faculty has resulted in the creation of permanent committees to address regular ongoing business of the College, including assessment and accreditation. However, it appears that most of the work is accomplished more efficiently through delegation of authority to faculty to accomplish goals.

The dean's interactions with campus leaders are strong. She has been part of the campus for more than 20 years and has worked in many different areas across the campus. Her strong relationships have helped the College grow its impact on campus as it also gathers resources to move forward. She works well with other deans and has developed a significant number of collaborations with the dean of the College of Humanities. Both deans are excited for the renovation of the new space for FACI because it will be located near the humanities facilities.

Money is always needed at UPR. As funds from the government shrink, Colleges must find other sources of revenue. Dean Vélez-González comes from the College of Natural Science and has experience with grant writing and external funding. She recognizes the need to bring new funding to the College and is actively working to build a culture that frames work in ways that will be more attractive to external funders. Private fundraising is difficult on the island. The dean is actively courting alumni to help the College. The constituency lunch at the College for the site team was packed with dedicated alumni, though many were recent graduates. Still, the dean has connections to prominent alumni across campus and in media, particularly Telemundo. She is creative in her active work to build connections and seek external funding.

The College is growing its professional connections. These are both through formal contracts and informal relationships. The College has a good reputation in the professional community and boasts that many of the prominent working professionals in Puerto Rico are UPR alumni who

care about the College. They use these connections to bring in speakers, garner internships and job placement, and gain access to studio facilities.

Dean Vélez-González has strong staff support. After the College was created, the new structure included an associate dean for academic affairs, assistant dean for student affairs, assistant dean for administrative affairs and a director overseeing Radio Universidad de Puerto Rico. There are also five program coordinators, one for each area. The program coordinators manage curriculum, scheduling, internships, and assessment of learning outcomes.

Overall, the dean is recognized as a strong advocate for the College who can build collaborations, grow its reputation and bring additional resources.

Characterize in depth the leadership of the unit as an agent for progress, advocate for the unit's fields of study within the university and aggressive connector with alumni. What significant achievements can be attributed to the leader? Has the leader-built partnerships within the university? Is the leader seen as a strong advocate for equitable opportunities and broad participation? Is faculty and student representation of persons with limited representation in the field of journalism and media communication improving? Do scholars and professionals work collaboratively? Is creativity in curriculum, teaching and research sought and rewarded? Is the leader driving forward the curriculum (while respecting faculty governance and required process) to keep up with a rapidly changing media world?

The dean demonstrates effective leadership in advancing strategic change within the College. She has quickly learned the disciplines and built strong internal and external partnerships to benefit the College. One on-campus example of her work is the partnership with Continuing Education to hire a needed faculty member to bolster the audio-visual area. Off campus, she worked with a television station to gain use of a studio for students and faculty, supplementing the campus resources. This helped resolve the loss of studio space due to Hurricane Maria. The dean strongly advocates for the promised renovated permanent space on campus for the College. The renovation architect shared plans with the site team showing space for a state-of-the art studio.

Dean Vélez-González knows how to get things done. She has effectively brought funding to the College to bolster computer, classroom and media equipment. This includes \$388,000 of new computers and equipment purchased in the last year and about \$200,000 of equipment that is on order and should arrive this semester. Maybe her biggest success is her work to gain space for the College, two additional floors in their current building. This has greatly improved the workspace for both students and faculty.

As a result of the infusion of equipment into the College, they are keeping pace with the industry. The use of artificial intelligence tools and competencies is emerging within the curriculum; however, integration varies across courses and sequences. The connections the faculty and administrators have with the industry keeps them up to date with professionals reporting that students come to them well-trained. There is a steady flow of industry professionals speaking in classes and with on-campus student groups. They are particularly

proud of their work with Bad Bunny's production company and with Telemundo.

(c) The unit annually updates its data on the ACEJMC searchable database website (<https://lookup.acejmc.org>).

The College provides updated data annually. The most recent update to the data on the ACEJMC website is from August 2025.

(d) The unit gathers, maintains and analyzes enrollment, retention and graduation data and posts them annually in a prominent, easy-to-find place on its websites.

The College presents enrollment, retention, and graduation data on the website. The data is well presented. However, this is a little difficult to find on the website. It requires the user to know to go to the accreditation tab and then choose the ACEJMC logo to get to the list of reports. A non-academic navigating this site would see two accreditation logos (ALA and ACEJMC) and not think there was anything to find by clicking on a logo. When the user clicks the logo, it takes them to a list of current and past reports. So, the reports are available and up to date, just a little hard to find.

On indicators (e), (f) and (g) the site team should make sure the unit operates within accepted academic norms and need only report in detail on extraordinary situations, cases or variances from policy.

(e) The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.

The College has clear policies and procedures for faculty governance related to oversight of educational policy and curriculum. Faculty and students represent the College at all levels in the process. In the interviews, faculty actively described ways they are working to build the curriculum, while noting the bureaucracy that significantly slows the process. There are open discussions in faculty meetings and other venues to discuss the needs and direction of the curriculum. Some areas of the College are a little slow in bringing new technology, big data and AI into the curriculum. They have access to technology and resources and can be more proactive in working it into the curriculum. The significant bureaucratic process to make curriculum changes often takes two years and hinders quick adoption.

There is an uneven approach to bringing AI into the curriculum. Some faculty and students are actively experimenting and moving forward, while others are avoiding it altogether. The campus provides access to AI, including CoPilot and Gemini. This is a fast-moving area where there is concern about ethical usage. There is an evolving AI policy on campus.

(f) The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.

The University sets the process for selecting and evaluating administrators. The selection process is followed. The evaluation culture is less formal, though deans and associate deans say they

know where they stand as a result of direct and indirect feedback. The failure to perform could result in loss of the role. Several people noted that political changes filter down to the UPR System and UPRRP campus, which affects the culture of work on campus.

(g) Faculty, staff and students have avenues to express concerns and have them addressed.

Clear avenues to express concerns exist for faculty, staff, and students. There is also a process to address equity issues. The culture at the College is this is a place where issues are handled early and quickly. There are open lines of communication and transparency. Faculty complaints are brought to the associate dean's office first. If the complaint is about students, the complaint is moved to the assistant dean of student affairs in the College. If it is about a reasonable accommodation, it is handled by the associate dean in coordination with HR. Faculty can also go directly to HR to resolve issues.

Students have alternatives for resolving complaints. They can go to either the assistant dean or the ombudsman on campus to resolve the issue. If they use the assistant dean, she works with the student to find a solution with the professor. If the student is not satisfied with this result, they can escalate it to the associate dean, the dean, or the campus ombudsman. There are also options to escalate the issue to the Academic Senate and then to the chancellor for final resolution. The process for complaints is explained to students at each orientation. Typically, the College sees four to five formal complaints in a year. Since the College formed two years ago, only one case was referred to campus.

SUMMARY:

The College is moving forward with effective, strategic leadership. There is strong shared governance both formally and informally. Structurally, faculty and student voices are represented at all decision-making levels. The dean is credited with bringing new resources, better space, and greater collaboration to the newly formed College. The elevation of the School to a College has greatly improved its status on campus and beyond.

Overall evaluation compliance/non-compliance:

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Indicators:

(a) Students in the unit complete academic requirements for a baccalaureate degree that meet the liberal arts and sciences/general education requirements of the institution. Programs may identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit.

All College of Communication and Information (CCI) students complete 120 credits to attain a Bachelor of Arts in Communication. There are three concentrations — Audiovisual Communication (COMA), Information and Journalism (INFP) and Public Relations and Advertising (REPU). Students earn 51 General Education credits, with offerings that include seminars, research courses and synthesis courses covering diverse topics; 18 Core credits in such subject areas as fundamentals, ethics, legislation, writing and research; and nine free elective course credits. In addition, all students are required to take 18 or 21 specialized Skills credits (depending on the major) within their concentration and must also complete 21 or 24 Liberal Arts elective (EAL) credits. The EAL component includes courses offered outside the College.

Students begin taking General Education and Core courses as freshmen, with COPU 4017 Intro to Media or COPU 4137 Fundamentals of Media Writing; as sophomores, they take COPU 4355 Theories of Communication and ESIN 4008 Theories of Signification and Culture, along with six Liberal Arts elective credits. During their junior year, students take ESIN 4077 Introduction to Scientific Research in Communication, and COPU 4365 Media Legislation and Information Ethics, as well as six free elective credits and Liberal Arts elective courses. Students fulfill their General Education requirement in the senior year with the capstone course COPU 4045 Advanced Seminar in Communication; they also complete the electives requirement by taking nine free or Liberal Arts elective course credits. Each course is 3 credits.

Under the former ACEJMC requirement, students were required to take at least 72 credits outside the College. This requirement prohibited students from taking more communication specialization courses than the 18 or 21 credits required for their specialization. This requirement was eliminated in the 2022-23 academic year. The College is using this as an opportunity and is currently undergoing a curriculum review to build more specialization courses.

(b) The unit provides a balance among theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of values and competencies listed by the Council.

The CCI curriculum combines theoretical and conceptual elements with practical, hands-on training. It is designed so that all concentrations offer students ACEJMC professional values and competencies through a structured sequence of core and concentration courses. Competencies are introduced in basic courses, reinforced in specialized coursework, and demonstrated in applied assignments, laboratories, and capstone projects. The curriculum integrates legal and ethical principles, historical and multicultural understanding, analytical and technological skills, strategic communication and research abilities. Students are also supported by the Office of

Student Affairs as well as program coordinators, who function as chairs of specializations and provide ongoing guidance on institutional requirements for graduation. All concentrations advance properly from semester to semester.

Core courses such as COPU 4365: Media Legislation and Information Deontology studies the historical, philosophical and the legal underpinnings of freedom of speech and the press within Puerto Rico and the United States. Students examine landmark and recent legal cases and employ ethical decision-making frameworks in professional scenarios. COPU 4017: Introduction to Media, COPU 4355: Theories of Communication, REPU 4018: Introduction to Advertising and Public Relations, and INFP 4016: Introduction to Journalism investigate the development of media institutions, their engagement with political, economic and cultural frameworks, and the role of communicators in influencing public discourse. Students develop DEI skills in such courses as ESIN 4008: Theories of Meaning and Culture. The coursework allows students to explore how communicators create meaning and aim to promote more accurate, ethical, and inclusive representations of historically marginalized groups.

(c) Instruction, whether onsite or online, synchronous or asynchronous, is demanding and current, and is responsive to professional expectations of contemporary digital and technological media competencies.

The university offers face-to-face on-site instruction along with synchronous and asynchronous online instruction. Remote courses include digital literacy, use of virtual learning platforms, and evaluation mechanisms in technological environments. Student learning includes managing digital platforms, utilizing multimedia editing and production software, and working within virtual collaborative environments. They learn how to employ metrics and data analysis in campaigns and exercise ethical responsibility in the management of digital information. The College incorporates both core and specialized courses for each concentration. For example, students develop content tailored to digital platforms, including multimedia composition, data visualization and adherence to ethical standards in such courses as in REPU 4165 Media Planning, REPU 4165 Public Relations Campaign, REPU 4166 Advertising Campaign, REPU 4076 Conceptualization of Advertisements for Radio, Video, Press and New Technologies, INFP 4148: Writing for Convergent Media, and INFP 4059: Radio and Television Journalism. Students acquire competencies in digital recording, transmission and editing techniques within professional studios and virtual environments in such courses as COMA 4341 AND 4342 Film Production I and II, COMA 4351 and 4352 Television Production I and II, and COMA 4361 and 4362 Radio Production I and II. Also, in courses like ESIN 4077 Introduction to Scientific Research in Communication, students use specialized software to analyze data both quantitatively and qualitatively.

The program incorporates technological skills demanded by the field of communication. Each concentration emphasizes different aspects:

- COMA focuses on audiovisual production and creative collaboration
- INFP bolsters cross-platform writing, metrics analysis and data visualization
- REPU integrates digital campaign management and professional ethics in virtual environments

Classroom and labs are equipped with Dell Desktop PCs, printers, and projectors. Apple computers are available for post-production and design purposes. Each iMac is equipped with programs such as the Adobe Suite, and the College also provides each student with individual Adobe licensing that they can use on up to three electronic devices.

- **Audiovisual Communication** – The Audiovisual Communication sequence is the largest in the College. Students take 18 credit hours covering basic photography, scriptwriting, digital graphic design, a choice of film, television or radio production courses, and a choice of film, television, radio or visual seminars to complete the sequence. There is a focus on documentary film and entertainment production. Classes are conducted in the building housing the public radio station, which is about three blocks from the College. Faculty ensure students have training on the equipment with practice in various techniques. In a class observation, the faculty member was attentive to ensuring everyone knew the equipment and the goal of the exercise. It was a situation where students could have lost focus. Instead, they were engaged and helping each other learn. The faculty member actively checked on the students to ensure good progress. This work builds up to creating a full production. Students in this sequence work to build skills to use on screenplays, documentaries, photography, podcasts, short films, and television. Students reported a good experience in the sequence and credited the faculty for helping them develop and learn. They also indicated they were provided good connections to the profession, though some wanted easier pathways to internships. It is unclear if these students had completed all the elements to get an internship. The faculty seemed eager to help students succeed.

- COMA 4011 – Basic Photography
- COMA 4315 – Scriptwriting
- COMA 4317 – Digital Graphic Design
- COMA 4341 – Film Production I *or* COMA 4351 – Television Production I *or* COMA 4361 – Radio Production I,
- COMA 4342 – Film Production II *or* COMA 4352 – Television Production II *or* COMA 4362 – Radio Production II
- COMA 4810 – Seminar on Radio *or* COMA 4815 – Film Seminar *or* COMA 4817 – Seminar on TV *or* COMA 4819 – Visual Communication Seminar *or* COMA 4991 –Seminar in Audiovisual Practices

- **Information and Journalism** — This concentration emphasizes research as part of a professional craft. Practical courses incorporate technology that can equip students with the knowledge to perform successfully in a journalistic, digital, and multimedia environment. Employers feel that the curriculum is fulfilling the goal of making students work ready. All interviewed INFP students, currently required to take 21 skills credits, said they want more course-concentration opportunities.

- INFP 4016 – Introduction to Journalism
- INFP 4148 – Writing for Convergent Media

- INFP 4001 – News Writing I
 - INFP 4002 – News Writing II
 - INFP 4036 – Multimedia Journalism Design and Techniques
 - INFP 4059 – Radio and Television Journalism
 - INFP 4205 – Communication Seminar / Different Topics
 - INFP 4809 – Journalism Seminar / Topic: Different Topics’
- **Public Relations and Advertising** — According to REPU students and professionals who provide internships and employment to students, the curriculum is demanding, current and responsive to required digital and technological competencies. The Public Relations and Advertising major incorporates multi-format content development and digital strategy, including research competencies and ethics, while media planning and campaigns emphasize data-driven decision-making and evaluation. The College acknowledges rapid industry change and has initiated a comprehensive curriculum review to update competencies related to digital tools, analytics, and emerging technologies. Students are required to take 18 skills credits.
 - REPU 4018 – Introduction to Advertising and Public Relations
 - REPU 4076 – Ads Conceptualization for Audio, Video, Print, and New Technologies
 - REPU 4147 – Copywriting for Public Relations
 - REPU 4025 – Copywriting for Advertising
 - REPU 4155 – Media Planning
 - REPU 4165 – Public Relations Campaign
 - REPU 4166 – Advertising Campaign

The College began conducting a curricular revision process in 2022, coinciding with the elimination of ACEJMC’s 72-credit requirement, to redesign every academic program. This allowed the College to update their offering to comply better with communication and information industries competencies. As part of the revision process, the College offers voluntary-attendance seminars each semester to gauge student interest in a potential course. Seminars are offered in all concentrations. For example, this past semester there were three COMA seminars in Audiovisual and two for INFP that were well-attended. Examples of the seminars offered include topics such as music videos, podcasts, and short-film production. REPU seminars were also offered, however they elicited the least interest among students. The curricular review is focused on incorporating new digital practices, data-driven strategies, ethical principles, and experiential learning methods. The revision process is a work in progress, continuing through 2026.

(d) The unit demonstrates efforts to connect faculty and administrators to the professions they represent, with a specific understanding of the changing skills needed to be successful in the workplace.

The College maintains ongoing connections with professionals and industry administrators so that academic programs stay aligned with current demands and market expectations. Faculty collaborate with industry partners every semester and connect their students with employment

and/or internship opportunities. These partnerships are structured with formal feedback systems that guide curricular and strategic decisions.

Faculty members maintain active careers as journalists, producers, editors, public relations specialists, content managers, screenwriters, advertising strategists, and media producers. They participate in professional associations such as the National Association of Hispanic Journalists (NAHJ), the Society for News Design (SND), the Puerto Rico Broadcasters Association, and the Overseas Press Club, among others.

Program coordinators and the Dean's Office uphold formal partnerships with media outlets, public relations and advertising agencies, film and television production companies, cultural institutions and nonprofit organizations. Partners include WIPR (a public broadcast station), CPI (Centro de Periodismo Investigativo or Center for Investigative Journalism), the newspaper/digital industry (the daily *El Nuevo Día*, the weekly *Metro*), film and independent production companies. These collaborations provide practice experiences, guest lecturers, mentoring initiatives, student competitions, collaborative projects, and applied learning experiences. Consultations with employers and alumni are conducted to identify emerging labor market needs, which are subsequently integrated into course content, program competencies, and curricular reviews.

(e) Student-faculty classroom ratios facilitate effective teaching and learning in all courses. Except for campaigns courses, the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1.

In spring 2025, 43 skills and lab sections were offered; two campaign courses exceeded 20 students (REPU 4165 Public Relations Campaigns, 24 enrolled; REPU 4166 Advertising Campaigns, 27). In fall 2025, 39 sections were offered, with one exceeding 20 (REPU 4166 Advertising Campaigns, 23)

(f) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit.

The College administers a formal, credit-bearing, supervised voluntary practice program across its three undergraduate concentrations. Students can enroll in a 3-credit supervised practice course across the three programs.

A unified *Supervised Practice Manual* regulates the program and defines training objectives, eligibility criteria, required hours per credit, responsibilities of all parties, monitoring instruments, and the evaluation system.

Supervision takes place at two levels. Academic supervision, conducted by the course instructor, includes interviews, regular meetings, on-site visits when needed, progress reviews, and incident mediation. Professional supervision, provided by the internship site, directs daily tasks, assigns projects, offers ongoing feedback and assesses both midterm and final performance.

Internships are divided into several categories, per concentration. The categories in Journalism are television networks, newspaper newsrooms and/or radio. In Audiovisual, the focus is more on production with cinema, radio, and television. For Public Relations and Advertising, it is divided into two respective categories, and the supervising faculty member must be board certified.

In spring 2025, 24 students were enrolled in internships; four Audiovisual (including WIPR, Radio Universidad and production companies), nine Journalism (including Primera Hora, Metro PR and Telenoticias), five public relations (including Puerto Rico Department of Development and UPR communication office), and three in Advertising (Badillo, Saatchi & Saatchi; Arteaga & Arteaga). In fall 2025, eight students had internships: seven Audiovisual (including WIPR, WAPA TV, Solo Films Production, PJ Gaffers and Films Inc.) and one in Journalism (Center for Investigative Journalism). None were paid.

Units may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours).

Although voluntary, students can only participate in an internship once and receive 3 credits. In Audiovisual Communication (COMA) and Information and Journalism (INFP), students are allowed to work a maximum of 150 hours that semester, which equals 20 hours a week. This is to allow them time to attend to their other academic requirements. For Public Relations and Advertising (REPU), students take 200 hours at the place of practice.

SUMMARY:

CCI's curriculum blends general education, liberal arts, professional training and practical experience to prepare graduates to innovate, communicate with social responsibility and exercise leadership in an ever-changing media and social environment. The curriculum combines theoretical and conceptual elements with practical, hands-on training. The university offers demanding face-to-face on-site instruction along with synchronous and asynchronous online instruction. The College maintains ongoing connections with professionals and administrators so that academic programs stay aligned with current demands and market expectations. In spring and fall 2025, a combined 82 skills and lab courses were offered, with three campaign courses exceeding enrollment of 20 students. The College is conducting a curricular revision process, part of which is to build more concentration courses. The College administers a formal, credit-bearing, supervised voluntary practice program across its three undergraduate concentrations.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 3. Assessment of Learning Outcomes

The Accrediting Committee and Council seek site-team reports on assessment that are appropriately detailed for a judgment on compliance that is informed, fair and consistent from one team to another.

Unit performance with regard to Indicators:

(a) The unit has a written assessment plan that has been implemented, is up to date and addresses contemporary curricular issues, including instruction related to the rapidly changing digital media world.

The unit posts its assessment plan in a prominent, easy-to-find place on its website.

The unit has a three-year written assessment plan posted prominently in an easy-to-find place on its website. There are plans for each concentration as well as a five-year student assessment plan for the College's entire student population. Each concentration submits assessment reports annually during the summer months.

(b) The unit defines the goals for learning that students must achieve, including the professional Values and Competencies of the Council. (See Standard 2: Curriculum and Instruction)

The College defines goals for learning that students must achieve. Its curriculum combines theoretical and conceptual elements with practical, hands-on training. It was intentionally designed so that all majors develop the ACEJMC professional values and competencies through a structured sequence of core and concentration courses. These competencies are introduced in basic courses, reinforced in specialized coursework, and demonstrated in applied assignments, laboratories, and capstone projects. The curriculum integrates legal and ethical principles, historical and multicultural understanding, analytical and technological skills, strategic communication and research abilities across the three undergraduate concentrations.

(c) The unit assessment plan uses multiple direct and indirect measures to assess student learning.

The College uses a system that combines direct and indirect assessment methods to provide a comprehensive evaluation. Direct measures include assessment exercises such as assignments, projects, exams, presentations, and supervised internships. Indirect measures include student reflections, alumni and employer surveys, and internship evaluations. These are designed to capture broader perspectives on student learning and career readiness.

(d) At least one direct and/or indirect measure should include journalism and mass communication professionals engaged in assessment data collection.

A seminar offered by a professor of data visualization is an example of the outcome of an indirect measure. Based on the seminar's high attendance and interest by a significant number of

non-majors of the student body, a course was established (COPU 6668 Data Journalism and Visualizations) and has already been added to the curriculum.

(e) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction. There is substantial, concrete evidence of “closing the loop,” generally and specifically. Multiple examples of “closing the loop” are evident.

The Online Learning Assessment System (OLAS) is the official platform for collecting, analyzing and reporting learning data using validated rubrics and is managed by the Division of Institutional Research and Assessment (DiiA). These rubrics are aligned with institutional learning outcomes, program objectives, and ACEJMC standards.

Faculty develop the rubrics and conduct peer reviews to verify their consistency and alignment with the learning objectives. Once approved, they are uploaded to OLAS to ensure that all faculty are using the same criteria. The DiiA offers ongoing support through templates, learning-domain information, and online resources to help faculty align student learning outcomes and improve their assessment tools.

There are multiple examples of closing the loop. One example can be found in the course COPU 4137 – Fundamentals of Media Writing. It was observed that students did not meet one criterion related to the mechanical aspects of writing. Several corrective actions were taken, among them is providing support for each student by having them visit the Academic Support Program to design, together with their assigned tutor and the professor, strategies to address their specific needs according to the rubric. Progress is then measured throughout the course through six additional learning assessment sessions.

SUMMARY:

The unit has a three-year written assessment plan posted prominently in an easy-to-find place on its website. The College defines goals for learning that students must achieve. The College uses a system that combines direct and indirect assessment methods to provide a comprehensive evaluation. The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction. There are multiple examples of closing the loop.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 4: Diversity and Inclusiveness

Unit performance with regard to indicators:

The unit operates under the University of Puerto Rico systemwide Anti-Discrimination Policy (Certification No. 58, 2004–2005), which serves as the institution’s officially adopted diversity and equal-opportunity framework. This policy defines diversity broadly to include gender, race, ethnicity, national origin, sexual orientation, religion, disability, age, political ideology and social condition, and establishes institutional responsibility for equity, nondiscrimination and dignity for all members of the community. The policy is publicly available and referenced in course syllabi and orientation materials.

The College has developed a draft Diversity Plan that is currently moving through the required institutional approval process. In the interim, diversity, equity and inclusion goals are formally operationalized through the approved College’s Development Plan 2025–2029, which integrates DEI objectives into curriculum, faculty development, student services and community engagement. Progress toward these objectives is assessed through semester syllabus reviews, annual College’s reports, assessment cycles, faculty meetings and accreditation reviews. These processes ensure that diversity and equal opportunity are implemented, discussed regularly, and evaluated systematically.

(a) The College has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum, a diverse, culturally proficient faculty, staff and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the College’s definition of diversity, identify under-represented groups and articulate key performance indicators upon which the College intends to focus and improve.

Prior to the recent federal and state laws, the diversity plan was in a prominent, easy-to-find place on its website.

(b) The College’s curriculum creates culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The College’s curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society.

The College’s curriculum creates culturally proficient communicators capable of learning with, working on, and advancing the value of diverse teams. The curriculum includes sustained instruction on issues and perspectives relating to mass communication across diverse cultures within a global society.

Diversity and inclusiveness are not treated as symbolic or episodic themes; rather, they are structurally embedded across the curriculum, policies, student support systems, faculty practice, and community engagement initiatives. The College’s framing is sophisticated and contextually grounded in Puerto Rico’s demographic, economic, racial, linguistic, and migratory realities. Faculty and students reported that assignments and guest speakers provide meaningful

opportunities to engage with real-world issues relevant to the island and beyond. Examples include applied projects centered on culturally significant figures and movements, such as assignments analyzing the cultural, social, and global communications impact of Bad Bunny, allowing students to connect theory to contemporary practice in authentic and locally relevant ways.

(c) The College demonstrates effective efforts to enhance all faculty members' understanding of diversity, equity, inclusion and ability to develop culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The College also demonstrates intentional efforts to recruit and retain faculty and professional staff who are from demographics that are historically, domestically marginalized.

The College demonstrates effective efforts to strengthen faculty awareness of social and societal dynamics, fairness, accessibility, and inclusive pedagogy. Faculty participate in mandatory institutional training related to Title IX, harassment prevention, equity and compliance, as well as professional development workshops offered through the Center for Academic Excellence that address inclusive teaching practices.

Faculty recruitment follows a transparent, institutionally regulated process designed to ensure equity and nondiscrimination. Searches are widely advertised locally, nationally and internationally and evaluated using merit-based criteria aligned with university policy. Faculty demographics largely reflect Puerto Rico's population, and the College acknowledges challenges related to limited applicant pools and gender balance. The College demonstrates good-faith efforts to broaden outreach, support mentoring, and promote retention through professional development and institutional protections.

(d) In alignment with the institution's mission, the College demonstrates effective efforts to help recruit, retain and graduate a student population reflecting the diversity of the population the institution aims to serve.

Student demographics closely mirror Puerto Rico's population: high representation of women students and strong enrollment from public schools and first-generation backgrounds. In alignment with the university's public mission, the College demonstrates effective efforts to recruit, retain, and graduate students from diverse backgrounds. The new auto-enrollment has created new opportunities that are being monitored closely.

Recruitment efforts include coordinated outreach with the Office of Admissions, open houses, school visits, informational fairs, and early-engagement initiatives. Retention and student success are supported through academic advising, the Academic Support Program (PAA), tutoring, disability services, bridge programs such as FaCICamp, and involvement in student organizations and experiential learning opportunities. These mechanisms support persistence and degree completion across the student population.

(e) The College demonstrates that it has an inclusive climate, free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population

it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

The College demonstrates effective efforts to recruit, retain, and graduate students from diverse backgrounds. The College's student population closely reflects the demographic composition of Puerto Rico, including strong representation of women, students from public schools, first-generation college students and underserved communities.

Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.

SUMMARY:

The College demonstrates a comprehensive and sustained commitment to advancing a culturally proficient workforce. Diversity, equity, and inclusion are embedded across the curriculum, faculty development, student recruitment and retention, institutional policy and community engagement. Although the College-level diversity plan is pending formal approval, DEI goals are clearly operationalized, assessed, and discussed through established planning and evaluation processes.

The College acknowledges structural challenges related to faculty recruitment and data tracking and addresses them transparently within institutional constraints. Students interviewed emphasized that, despite political tensions, budget limitations, and the impact of natural disasters, academic rigor remains strong and uncompromised. They consistently described a learning environment in which individuals of all cultures, backgrounds, sexual orientations, and physical abilities are welcomed, respected, and celebrated.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 5. Faculty

Indicators:

(a) Full-time faculty have primary responsibility for curricula, oversight of courses, research/creative activity and service.

The faculty have been leading the College's curricular review that began in 2022. The curricular review is focused on incorporating new digital practices, data-driven strategies, ethical principles, and experiential learning methods. The revision process is a work in progress, continuing through 2026.

(b) The unit's faculty (full- and part-time) are highly qualified and keep their expertise current through professional development opportunities and maintain relationships with professional and scholarly associations.

The full- and part-time faculty are highly qualified. There are 16 full-time members, 12 hold permanent or tenure-track positions and four work under full-time contractual arrangements; five are full professors, four associate professors, four assistant professors and three instructors; 11 hold doctoral degrees and five have master's degrees in their respective fields; more than half (58%) of full-time faculty have more than 16 years of professional experience, a third have three- to five-years of experience. Their academic backgrounds include advanced degrees from such institutions as Arizona State University, Georgia Institute of Technology, Pennsylvania State University, New York University, Universidad Complutense de Madrid, Universitat Oberta de Catalunya, University of Illinois at Urbana-Champaign, University of Wisconsin-Madison, and the University of Puerto Rico. The faculty also includes 14 part-time adjunct professors: five women and nine men, of whom two hold doctoral degrees. Many adjunct faculty members have over twenty years of professional experience in communication and information fields.

As part of its emphasis on professional development and faculty support, the university mandates professional development workshops delivered by the Center for Academic Excellence (CEA), particularly for new faculty members and tenure-track hires. The CEA's principal resource is the LabCAD, Computer Lab to Support Teaching, which promotes the integration of digital tools in educational settings through training sessions and personalized assistance. Its services encompass practical support for developing course materials, integrating collaborative platforms, and designing innovative learning environments.

Faculty are actively involved in professional associations, creative industries, research networks, and scholarly publications. Faculty members have received external grants and awards. One professor mentioned receiving financial support for attending conferences, and added faculty receives support to attend conferences once a year. Another professor, who was sympathetic to the financial constraints, said that financial support is partial, on average \$500, and professors must pay the rest out of pocket. Another professor decided to not go to conferences anymore because of the out-of-pocket expenses.

(c) The unit requires, supports and rewards faculty research, creative activity and/or professional activity. Expectations for promotion and tenure are clear.

An area of concern for the 2019 site team was the insufficient research support for faculty. The team also cited the need to strengthen faculty development, research support, and workload balance as areas for improvement.

Corrective actions included the creation of the Center for Research in Information and Communication (CIICOM) to centralize research support (data visualization, statistical advising, literature reviews, journal support). Other actions made travel research funding available for faculty and student conferences. The College also focused on increasing interdisciplinary research collaboration to expand student-faculty research involvement, resulting in such creations as PRISM, Pharmacy Monkeys Project, CRIAS Podcast, which expanded student–faculty research involvement.

The college has also implemented strategies to monitor and adjust faculty workload to help ensure equitable distribution aligned with teaching, research, and service responsibilities. The College now also provides course releases for faculty with externally funded projects.

(d) Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.

A concern of the previous site team was the need to strengthen internal communication. Several corrective actions have been taken, including an expansion of participatory mechanisms like open forums. While faculty say communications have improved, some expressed the need to continue working on it.

All-faculty meetings are held at least once a semester, and there are regularly scheduled program and departmental meetings. These meetings help facilitate open dialogue, information sharing, and collective problem-solving. Institutionalization of an annual *FaCI Retreat Meeting* to review strategic goals, assessment results, and budget priorities with the participation of faculty, staff and students.

Beyond campus-level offerings, faculty regularly attend workshops and professional conferences both in Puerto Rico and abroad. For example, professors from CCI have participated in events such as the World Journalism Education Congress in Paris, the Data Journalism Bootcamp at the University of Missouri, and specialized training sessions on ethics in research, entrepreneurship in education, and inclusive course design.

(e) The faculty has respect on campus for its university citizenship, the quality of education and the scholarly contributions the unit provides.

The College’s faculty members are respected on campus. For example, their expertise is sought to lead educational sessions such as CEA workshops. CEA offers year-round workshops

and seminars, on topics such as instructional design, assessment of student learning, innovative teaching practices, and the integration of educational technology. Most full-time faculty participate in presenting these sessions annually. Communications among faculty have improved, although some faculty say it is a work in progress. The faculty are highly respected throughout campus.

SUMMARY

The faculty have primary responsibility for curricular oversight. They are highly qualified and respected among their colleagues on campus. They keep their expertise current in a variety of ways. The unit requires, supports and rewards faculty research, creative activity and/or professional activity. Expectations for promotion and tenure are clear.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

	Total from Unit*	Individuals				Totals
		Full Professors (5)	Associate Professors (4)	Assistant Professors (4)	Other Faculty**: Instructors (3)	
Awards and Honors	15	3	4	8	0	15
Grants Received Internally	5	3	2	3	0	7
Grants Received External	2	0	0	2	0	2
Scholarly Books, Sole- or Co-authored	1	0	0	0	1	1
Textbooks, Sole- or Co-authored	0	0	0	0	0	0
Books Edited	1	0	0	1	0	1
Book Chapters	9	2	4	3	0	9
Monographs	0	0	0	0	0	0
Articles in Refereed Journals	16	6	10	8	0	24
Refereed Conference Papers	30	11	17	4	0	32
Invited Academic Papers	3	2	0	1	0	3
Encyclopedia Entries	4	4	0	0	0	4
Book Reviews	0	0	0	0	0	0
Articles in Non-refereed Publications	0	0	0	0	0	0
Juried Creative Works	0	0	0	0	0	0
Non-juried Creative Works	7	0	0	7	0	7

Other: Talks and presentations	22	5	6	7	4	22
Other: Symposia or conferences organized	12	0	4	8	0	12
Other: Book Presentations	2	1	0	1	0	2
Other: Board membership of peer- reviewed journals, academic associations, etc.	12	0	4	8	0	12
Other: Outside service	9	4	1	4	0	9
Other: Professional leadership	3	0	1	2	0	3
Other: Conferences and contest judging	3	1	2	0	0	3
Other moderators of panels or academic presentations	12	1	5	4	3	12
Other	4	0	3	1	1	5

Scholarship, Research, Creative, and Professional Activities

*Co-authored work should be counted as a single publication in the unit totals. However, if, for example, two faculty members are co-authors on the same journal article, it would be counted as a publication for both authors. * *Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research, or creative requirements.

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

The College provides comprehensive and accessible student services that support academic success, professional development, and personal wellbeing. Student support is integrated across advising, experiential learning, career preparation, and co-curricular engagement. Faculty advisors, program coordinators, and administrative staff maintain consistent communication with students, ensuring clarity regarding degree requirements, internships, supervised practice, and graduation pathways.

Dedicated spaces such as the Learning Commons, ViVa Lab, and student organization areas foster collaboration and community building. Initiatives including FaCICamp, the Talento en Ruta project, and expanded academic support modules demonstrate a proactive approach to retention, career readiness, and early intervention. Students interviewed described the College as responsive, accessible, and invested in their professional growth, highlighting strong mentorship, hands-on opportunities, and meaningful engagement with industry and community partners. Students shared that the Dean is often seen supporting student activities, meeting privately to hear student concerns, and many have her cell number.

(a) The College provides students with the support and services that promote learning and ensure timely completion of their program of study.

The College provides a comprehensive and integrated system of student services designed to promote access, retention, and degree completion. These services operate within a continuous evaluation and improvement framework aligned with institutional priorities and accreditation standards.

Financial aid support is primarily administered through the UPRRP Financial Aid Office. As of August 2024, 87% of the College's undergraduate students received some form of financial assistance. During the 2024–2025 academic year, institutional funds distributed \$4.6 million among 470 students, while the College awarded \$500 in direct scholarship support. Although assistantship data are still being consolidated, the combination of institutional and College-level funding helps mitigate economic barriers and support academic continuity.

Academic advising at the College follows a proactive, structured model. Each semester, students receive individualized academic evaluations through the institutional Academic Counseling UPRRP platform, which identifies completed, ongoing, and pending credits prior to preregistration. This process allows advisors and students to monitor academic progress and plan timely completion of degree requirements.

Advising begins with orientation. New students participate in institutional orientation coordinated by the Deanship of Student Affairs and a College-specific orientation through FaCICAMP, which introduces academic expectations, program sequences, faculty, student organizations, and campus resources. This early engagement promotes academic integration and student persistence.

Professional development opportunities are embedded throughout the curriculum. Each undergraduate program offers a voluntary supervised practice of 100–200 hours in professional settings such as media

outlets, communication agencies, nonprofit organizations, and public institutions. These experiences strengthen employability skills and facilitate students' transition into the workforce.

Student well-being services are supported institutionally through the Counseling and Student Development Office (DCODE) and the Office of Services for Students with Disabilities (OSEI), which provide mental health support and reasonable accommodations.

(b) Professional advisers, and faculty where appropriate, provide students with academic and career advice.

The College maintains continuous communication with students through official email, bulletin boards, program websites, Moodle, and social media platforms. Degree requirements, supervised practice guidelines, registration deadlines, and academic updates are regularly communicated by faculty, program coordinators, and Student Affairs staff.

Faculty accessibility is ensured through multiple mechanisms:

- All faculty maintain mandatory weekly office hours, published in course syllabi and offered in person or virtually.
- Faculty support an open-door advising culture, particularly in production-intensive and writing-focused programs.
- Each academic program (COMA, INFP, REPU) has a designated coordinator responsible for advising degree progression, curricular decisions, and internships.
- Faculty supervising capstone courses and supervised practice provide additional mentoring outside of class time.

Academic compliance is monitored through institutional platforms, semesterly evaluations, and ongoing advisor–student communication.

(c) The unit keeps students informed about its policies, activities and requirements.

The Office of the Assistant Dean of Student Affairs evaluates advising services through multiple measures, including a Student Services Satisfaction Survey and visitor logs. Between July 2022 and March 2025, 527 survey responses indicated that 72% of students received the requested assistance, 24% were still in process, and 3% did not achieve the expected outcome. These numbers were further supported when students were interviewed.

The most frequently requested services were academic advising, registration, and progress evaluation. Based on these findings, the survey instrument was redesigned in collaboration with the Division of Institutional Research and Assessment (DiiA) to capture more detailed data on service type, mode, wait time, and satisfaction. Preliminary results from September–October 2025 show a satisfaction rate of 92.5%.

Additional effectiveness data are collected through visitor logs, which confirmed that registration-related services accounted for the majority of student visits. In response, the College implemented appointment scheduling through Microsoft Bookings, a virtual queue system, and extended service hours during peak registration and graduation periods.

Campus-wide counseling services provided by DCODE are evaluated using the CCAPS instrument and monthly satisfaction surveys. OSEI ensures compliance with accommodations and monitors service effectiveness.

(d) The unit and institution provide extra-curricular activities and opportunities relevant to the curriculum and that help develop the students' professional and intellectual abilities and interests.

The College supports four active student professional organizations registered with the Deanship of Student Affairs:

- Student Council (CEFACI)
- Puerto Rican Association of Journalism Students (APEP)
- Association of University Publicists and Public Relations Students (APRU)
- Playground Cinema

These organizations sponsor conferences, workshops, film festivals, professional panels, community engagement initiatives, and networking events that complement classroom instruction. Through these activities, students strengthen leadership capacity, ethical awareness, collaborative skills, and professional identity development.

Student voices are intentionally integrated into governance and curricular processes. Faculty and administrators actively encourage student participation in decision-making structures. During interviews, the APRU representative who serves on the curriculum review committee described the experience positively, noting meaningful engagement, transparency in discussions, and the opportunity to contribute substantively to program development.

(e) The College uses retention and graduation data to improve student services, such as advising, and to reduce barriers to student success.

Career counseling is identified as an area for growth and has been incorporated as a priority in the CCI Development Plan 2025–2029. Institutionally, students have access to the UPRRP Employment Office, which provides career counseling, résumé development, mock interviews, graduate school advising, and hosts the Annual Job Fair.

At the College level, supervised practice courses connect students with professional environments and often lead to employment opportunities. Career development is further supported through alumni panels, professional dialogues, and student organization initiatives.

CCI is developing “Talento en Ruta: Center of Academic and Professional Support,” which will formalize career advising, mentoring, employability tracking, and alumni engagement. While comprehensive placement statistics are currently limited due to disrupted alumni records during the transition from school to college, rebuilding employability tracking is an identified priority.

(f) The unit collects, maintains, and analyzes enrollment, retention, and graduation data and compares them to institutional rates.

Enrollment, retention, and graduation data are provided by the Division of Institutional Research and Assessment (DiiA) and reviewed regularly by the College. Since 2021, CCI has maintained consistent enrollment, averaging approximately 90 students annually.

Second-year retention rates have remained above 70%, with cohorts showing retention rates of 90% (2022), 92% (2023), and 75% (2024). Graduation data indicate that degrees awarded ranged from 74 to 108 annually between 2021 and 2025, demonstrating sustained student persistence.

Data analysis led to the creation of the Academic Support Program (PAA), which provides tutoring and mentoring and has positively impacted student performance and retention. Orientation initiatives, FaCICAMP, admissions engagement activities, and recognition programs further support persistence and completion.

SUMMARY:

The College demonstrates a comprehensive, student-centered, and data-informed approach to student services that supports access, academic progress, retention, and timely degree completion. Services are integrated across advising, financial support, experiential learning, professional development, and student wellbeing, and are delivered through a combination of faculty engagement, administrative coordination, and institutional partnerships. Proactive advising systems, structured orientation through FaCICAMP, supervised practice opportunities, and expanded student support initiatives contribute to sustained retention and graduation outcomes.

The College systematically evaluates service effectiveness through satisfaction surveys, visitor data, retention metrics, and institutional research reports, and uses these findings to refine advising processes, improve service delivery, and reduce barriers to student success. Students consistently describe leadership as visible, accessible, and responsive, reflecting a strong culture of mentorship and accountability.

While career placement tracking and formalized career counseling are areas identified for further development, concrete steps are underway through the Talento en Ruta initiative and the 2025–2029 Development Plan. Overall, the College meets and, in several areas, exceeds the expectations of Standard 6 by maintaining an integrated, continuously improving student support ecosystem aligned with institutional priorities and accreditation standards.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

(a) The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.

The College has a detailed budget that is distributed by the campus administration to the unit. The budget is difficult to assess because of the recent merger of the two colleges. Suffice it to say that the campus has diminishing resources and the College is affected by this decline. Campus leaders and the dean agree that the College is being treated fairly in budget considerations. The budget is tied to the strategic plan and the available resources at the campus and system levels.

There are areas where the College has moved its budget forward. One is additional classroom, office and student spaces for the College and the other is a significant increase in funding of new technology. There is evidence of significant investment through the technology fee to improve the equipment available to students in the College. From 2021 to 2024, allocations from the technology fee averaged around \$100,000, with one low year of about \$52,000 in the 2023-24 fiscal year. More recently, the dean has brought in significantly more funding for technology to help the College catch up. In 2025, the College spent \$584,658 to upgrade broadcast equipment and computer labs. This came from a combination of sources including the campus-controlled student technology fee. It is interesting to note that some of the equipment included power backup units for computers as electrical service on the island can still be spotty. In that same vein, the dean helped secure a backup generator for the public radio station on campus. The radio station leaders continue to watch for the delivery. This is yet another significant investment to improve the College resources and function.

(b) Resources provided by the institution are adequate to achieve the unit's mission and are fair in relation to those provided to other units.

The College depends on institutional resources from UPRRP to provide the CCI annual budget. Most of the budget is dedicated to faculty and staff salaries and benefits. Additionally, allocated funds are budgeted for infrastructure and general services. Due to the merging of the two units, it is difficult to compare budgets across years. The dean says the combined budget covers the faculty and staff salary and benefits from the merged units. Maintenance for equipment and new equipment is not in the budget, leaving the dean to have to find resources for these critical areas. She has been successful. And there is no recurring budget for these expenses. This is not limited to the College, rather it is the case across all the 11 UPR campuses as the university system and the Puerto Rican government work to deal with an ongoing budget crisis. Given the known issues, upper administration leaders and the dean say the allocation is fair in comparison to other units on campus. The downward pressure on funding resulting from the government's fiscal crisis and Hurricane Maria in 2017 continues to limit funding to the university and the College.

The library serving the College's faculty and students was damaged by Hurricane Maria, but it is still open while being renovated. The communication resources housed by the library are available, though faculty noted that they tend to use online resources more than the physical resources. One faculty member said he had no issues getting the books and articles he needed. He even said he recently used interlibrary loans, and it worked well. Among the collections are some historical archives including important documentary works. Faculty and students say the resources in the library are sufficient for their needs.

The previous site team noted issues with equipment, while praising the unit for salvaging equipment from storm damage to make the best of a difficult situation. Over the last six years, equipment has improved significantly. The equipment room was well stocked with mostly newer cameras, tripods, lights, and audio equipment. The quality of the equipment was similar to what students might see in the industry. The equipment is well maintained. Students complained about an arduous checkout procedure that requires a faculty signature assuring that it will be used for class and not personal projects. There is also a need to ensure proper possession and insurance coverage. Apparently, there have been some issues with using the equipment for personal productions. College leaders acknowledge the need for more equipment, and it is on order. Students said that they generally could get the equipment when they really needed it or they have work arounds that let them complete their projects.

The College has focused on increasing grants in its strategic plan. The previous site team noted growth in grant writing with some success totaling \$17,850. Since the last visit the new merged College has built on this success. The College grant data from 2023 to present shows 12 grant proposals totaling \$983,714. Of these proposals, four were funded for a total of \$376,798. Three proposals totaling \$427,020 are under review. Another five proposals totaling \$176,896 were not funded. This is impressive progress for the College, significantly helping their budget situation. The dean has experience in grant writing and is helping share her knowledge with others to increase the number of grant applications submitted.

Faculty support funding, such as travel, conferences, sabbaticals, professional development, etc. is limited. Travel funding for the last two fiscal years totaled \$14,480. The faculty did not complain about the lack of travel funding. The dean said she is good at pulling together different sources of funding to help faculty and students travel to conferences. Some faculty said they must augment funding with their own funds to fully cover the travel.

Radio Universidad is a College affiliate funded through a separate operating budget and previously reliant on Corporation for Public Broadcasting funds, institutional funds, and fundraising efforts. Since the dissolution of the Corporation for Public Broadcasting (CPB), the radio station has lost a quarter of its annual funding. The dean is actively working to help replace the lost money. Fundraising on the island will be difficult as there are many competing interests. The dean says she has a two-year timeframe to find new resources to plug the hole in the budget and that it is a priority for her.

The biggest problem noted by the last site team, which found noncompliance on this standard, was facilities. The previous site team report noted positive efforts to rebuild after the storm and that those efforts left the unit with worse facilities than before. At the time, the unit worked with

the School of Architecture to create plans to renovate space for the unit. The goal was to use funding from insurance, FEMA and the university to renovate space in a historic building in the center of campus for the College. The site team met with the architect to see the building and the plans, which would be a major improvement for the College. The chancellor said she hoped the project could be completed in three to four years. Not all the funding is in place as they continue to wait for FEMA to release the funds.

As mentioned in Standard 1, the space issues for the College improved significantly in the last year. Recently, the College moved into a renovated space in their current leased building across the street from campus. This more than doubled the space available to the college, adding better classrooms, faculty offices, labs, and meeting rooms. Student organizations now have offices which they love. Offices for faculty and administrators also improved as people are not crammed into a very tight space. The classrooms are bright, clean, and well-appointed. Labs have twenty workstations with new Mac and PC computers. Interactive screens allow for easy presentation of materials. There are even battery backup units, so classes are not disrupted by power outages, which are still common on the island. The team observed one while we were on site.

(c) The unit's facilities and information resources enable and promote effective scholarship, teaching and learning.

The quantity of equipment is a little difficult to fully detail as it continues to change in a positive direction. Suffice it to say the College is in good shape and it is about to get better. Here is a summary list that gives a good idea of the equipment available for use:

- Computer lab with 20 new MAC desktop computers
- Computer lab with 20 new PC desktop computers
- Computer lab with 16 PC desktop computers
- Classrooms and labs our outfitted with Promethean 80" interactive displays
- Microsoft Office
- Microsoft Copilot
- Adobe Creative Cloud
- Final Cut
- TV Studio with 2 cameras and teleprompter
- Podcast studio with control board
- 2 computer video editing bays
- Cameras/Lenses
 - 4 Panasonic AG-CX350
 - 1 Canon C100
 - 3 Canon C300
 - 1 Black Magic Pocket 4K
 - 1 Black Magic Pocket 6K
 - 1 Black Magic Pyxis 6K
 - 2 Canon 80D
 - 4 Canon T6i
 - 4 Canon T6i STOP MOTION
 - 6 Canon T7

- 2 Sony Alpha
- 2 Go Pro Hero
- 1 RED ONE
- 2 Panasonic Lumix Wide Angle
- 26 tripods
- 17 varied microphones
- Headphones
- Light kits
- Assorted accessories
- NOTE: \$200,000 of additional equipment is ordered, including cameras, lenses, microphones, switchers, lights, batteries and chargers, etc.

(d) The institution and the unit provide faculty and students with equipment, or access to equipment, and technical assistance needed to support student learning, curriculum and the research, creative and professional activities of the faculty

Faculty, staff and students indicated they were happy with the resources and overjoyed with the new space. Though they said they still look forward to moving to the renovated space in the center of campus to feel more a part of campus and to allow for greater collaboration. Faculty also reported having quality computers and the software needed to do their work.

The College has great tech support. Miguel “Mike” Méndez-Rodríguez is the IT professional. He is certified to work on both Mac and PC computers. In his work with the team, he showed great skill in solving problems and keeping everything working.

SUMMARY:

Based on the last site team report and the continuing delays from FEMA and others to fund the space renovation to replace the facilities damaged by Hurricane Maria, there was concern that the College might continue to be out of compliance. That is not the case. The team found a greatly expanded space, lots of new and high-quality equipment getting significant use. More is on the way thanks to efforts within the College and support from campus administration. The College has good resources to build out their reputation and continue training good students to enter the profession.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

The College presents professional and public service as a mission-driven set of activities that intentionally connect classroom learning to the communication, media, cultural, and civic needs of Puerto Rico. It emphasizes that service takes multiple forms: community-oriented courses and service-learning; professional development workshops; public-interest radio programming through Radio Universidad; and collaborative media productions and public forums.

The self-study describes continuous two-way contact with alumni through the College website, social media and communications platforms such as Facebook, X/Twitter, Instagram, WhatsApp, and an Alumni Blog that highlights alumni achievements and opportunities. An Alumni Chapter supports recent activities such as “Reimagining CCI,” and a new Merit Award recognizing alumni excellence and innovation. Alumni and professionals inform curriculum and assessments through focus groups, interviews, and surveys as part of the 2024–2025 curriculum review and stakeholder feedback process.

There were many examples of faculty public-interest work that includes community communication workshops, service-learning campaign work for nonprofits and small businesses, health and public education programming, including TV and public-health-related projects, documentary production for university and community partners, and volunteer-led community events, e.g., Parkinson’s walk. Many advertising, public service, and public relations websites and video projects were reviewed during interviews with faculty.

(a) The unit consults and communicates regularly with its alumni, and actively engages with them, other professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.

The College maintains continuous, structured engagement with alumni, professionals, and professional organizations to ensure curriculum relevance and foster sustained exchange between academic and professional communities. Since 2017, the College has supported an active Alumni Chapter, which has played a key role in strengthening alumni participation in mentoring, professional dialogue, curriculum consultation, and public events. There are 32 partnerships which provide support to the College through insights of new or emerging technologies and other means.

During the review period, alumni and professionals contributed as guest speakers, mentors, evaluators of student projects, jurors in competitions, and participants in curriculum review processes. The 2024–2025 Curriculum Review Process integrated alumni and employer feedback through focus groups, interviews, and surveys, ensuring alignment of learning outcomes with professional standards and labor market expectations.

The College also institutionalized alumni recognition through the Merit Award for Excellence and Innovation in Communication and Information and maintains regular communication via its website, Alumni Blog, and social media platforms, Facebook, Instagram, X/Twitter, WhatsApp. These mechanisms support ongoing, two-way engagement that informs instruction and strengthens professional identity.

(b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance, and addressing communication issues of public consequence and concern.

The College demonstrates leadership in professional practice through continuing education workshops, ethics-focused forums, public lectures, and professional evaluation activities. Signature initiatives include the Communication and Information Symposium: Ángel Ramos Distinguished Lecture, which addresses ethics, innovation, and social responsibility in journalism and communication, and specialized workshops on investigative journalism, anti-racist journalism, podcasting, political coverage, and data visualization.

Faculty members regularly serve as judges for professional and student media competitions, participate in professional associations, and collaborate with nonprofit and media organizations on projects of public consequence. Radio Universidad plays a central role in advancing ethical, culturally relevant communication by producing and disseminating educational and public-interest programming for broad audiences. There were many examples presented during interviews, including a tenured-track faculty member who will serve on a panel in May during the Latin American Studies Association on the impact of urban music in Puerto Rico.

(c) The unit contributes to its communities through unit-based service projects and events, service learning of its students and civic engagement of its faculty.

Community engagement is embedded throughout the College's curriculum and faculty activity. Service-learning projects connect students with nonprofit organizations, government agencies, media outlets, and community groups through supervised practice, campaign courses, and production seminars. Faculty-led initiatives include media literacy workshops, health communication campaigns, community radio projects, documentary production, and public forums addressing cultural, social, and civic issues.

Projects such as Cine Calle, community radio programming, and public-interest workshops provide tangible benefits to local communities while reinforcing applied learning. These efforts demonstrate the College's commitment to translating academic expertise into public value and civic impact. For example, four students led by a tenured public relations and advertising faculty member won a Golden Cusp, highest award given by the Puerto Rico Advertising Association, for the video made for Habitat for Humanity.

(d) The unit supports scholastic journalism.

The College demonstrates sustained leadership in supporting scholastic journalism and communication education at the secondary level. Faculty and students conduct workshops, lectures, critiques, and mentorship activities in high schools across Puerto Rico. Initiatives include the School Adoption Project at Cacique Agüeybaná Public High School, guided visits and Open House experiences, faculty judging of student media festivals, and the FaCI Tour, which introduces high school students to academic pathways in communication and information.

Since 2023, the College has also operated summer communication camps in partnership with DECEP and the Puerto Rico Department of Education, serving approximately 75–100 students annually. These initiatives strengthen the pipeline into journalism and communication fields and promote media literacy, ethical practice, and civic engagement among pre-college students.

SUMMARY:

The College demonstrates strong professional and public service through sustained, mission-driven professional and public service that integrates teaching, research, media production, and civic engagement. Professional and public service are not peripheral activities; they are embedded in the College’s identity and explicitly aligned with its mission to impact Puerto Rico, the Caribbean, and the Americas.

Alumni and professional engagement are institutionalized through structured consultation processes, curriculum review participation, mentorship, recognition programs, and sustained communication channels. Faculty contribute meaningfully to professional standards through continuing education workshops, ethics-centered programming, public symposia, applied research, media production, and collaboration with nonprofit, governmental, and cultural organizations. Radio Universidad serves as both a training ground and a public-interest platform, reinforcing the College’s leadership role in ethical and culturally grounded communication. Community engagement is deeply embedded in coursework through service-learning, supervised practice, and applied campaign development. Initiatives such as Cine Calle, public-interest workshops, health communication campaigns, and partnerships with public agencies demonstrate the College’s ability to translate academic expertise into measurable civic impact.

The College also demonstrates exemplary support for scholastic journalism through sustained outreach, summer programs, high school partnerships, and pipeline initiatives that promote media literacy, ethical communication, and access to the professions.

Overall, the College shows sustained professional leadership, structured alumni engagement, meaningful community partnerships, and a demonstrated culture of public service.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART III: Summary by site visit team of the undergraduate program

1) Summarize the strengths and areas for improvement.

Strengths

1. New combined College increased the recognition of communications on campus.
2. Increased resources to replace damaged and aging equipment.
3. Significantly increased space that allows the College faculty, staff and students to operate more efficiently and effectively.
4. Strong integration of theory and professional skills, including multi-format content development and data-driven decision-making.
5. Strong student access to real-world client work through advanced seminars and internal/external clients.
6. Diversity embedded structurally across curriculum, faculty development, student services, and community engagement.
7. Advancing the institution's land grant mission through initiatives that impact Puerto Rico's civic, governmental, nonprofit, business, and underserved communities through initiatives, such as Radio Universidad and student-run firms.

Areas for Improvement

1. Uncertainty about when the renovations will begin on their building on campus.
2. Ongoing need to accelerate integration of emerging technologies, analytics, and AI-related competencies across sequences.
3. Although the unit demonstrates strong foundational preparation, elements of the curriculum do not fully align with the forward-looking competencies outlined in the Commission on Public Relations Education's 50th Anniversary Report.

2) List the standards with which the unit is not in compliance.

None

3) In the case of a recommendation for accreditation or reaccreditation, with standard(s) not in compliance, list the deficiencies that need to be addressed.

N/A

4) In the case of a recommendation for provisional accreditation, list the deficient standard(s) that should be addressed before the provisional status can be removed.

N/A

5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to that recommendation.

N/A

6) If the unit was previously accredited, summarize noncompliances and significant deficiencies noted in the previous report and subsequent actions.

The College was out of compliance on Standard 7 due to space issues. The College is now housed in space that is more than twice as large. The space is well outfitted for the needs of the College.

7) The self-study is the heart of the accrediting process, and often the quality of that document determines the degree of success of the accrediting visit. Summarize the team members' judgment of the self-study.

The self-study was well-written with good clarity in each section. It was clear the College was trying to tell the full story of their work for the site team to see.