

PROGRESS REPORT TO THE
MIDDLE STATES COMMISSION ON HIGHER EDUCATION
FROM
INTER AMERICAN UNIVERSITY OF PUERTO RICO
METROPOLITAN CAMPUS
SAN JUAN, PUERTO RICO, 00919



CHIEF EXECUTIVE OFFICER
MARILINA WAYLAND, CHANCELLOR

DR. LUIS PEDRAJA
ACCREDITATION LIAISON OFFICER

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SUBJECT OF THE FOLLOW-UP REPORT:

To accept the Periodic Review Report, to reaffirm accreditation, and to request a progress letter due by October 1, 2010, documenting evidence of direct methods of assessment of student learning at the institutional and program level, including evidence that student learning assessment information is used to improve teaching and learning (Standard 14). The next evaluation visit is scheduled for 2012-2013.

DATE THE PRR WAS SUBMITTED:
JUNE 1, 2008

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INTRODUCTION

Inter American University of Puerto Rico (IAUPR) is a private, non-profit Hispanic-serving institution and the largest private university in Puerto Rico with nine campuses and two professional schools: School of Law and School of Optometry. Enrollment, in recent years, has been maintained at approximately 44,000 students. It was originally founded in 1912 as the Polytechnic Institute of Puerto Rico by the Reverend John William Harris. Since 1944, the Institution has been accredited by the Middle States Association of Colleges and Schools. It was the first four-year liberal arts college accredited outside the continental limits of the United States.

The Metropolitan Campus (MC) is the largest academic unit of IAUPR system. It was established in 1962 and serves low income, low middle class, Hispanics students. In the Fall of 2009, MC had an enrollment of 10,600 students. Metropolitan Campus offers: 12 technical certificates, 9 associates, 46 baccalaureates, 6 professional certificates, 42 masters and 12 doctoral degrees. Annual graduating class average is 2,000 students. MC is licensed by the Puerto Rico Council on Higher Education (PRCHE) for the higher education level and Puerto Rico General Education Council for the technical certificate level. MC is also accredited by the Middle States Commission on Higher Education (MSCHE). It also has professional accreditations for its Nursing, Social Work, and Medical Technology programs by the National League of Nursing, Council on Social Work Education, and National Accrediting Agency for Clinical Laboratory Sciences, respectively. MC Continuing Education Program is accredited by the International Association for Continuing Education and Training.

MC has a diverse student population and its services aim to address the needs of talented, Honor, adult, and international students coming from different countries, especially, from the Caribbean. MC is the only institution in Puerto Rico that offers programs in both Spanish and English languages. Students can earn undergraduate degrees in Entrepreneurial and Managerial Development, Nursing and Psychology and master degrees in Business Administration studying in English.

In 2008-09, MC concluded the revision of its Mission and Goals to guide the institutional agenda toward the development of leadership and entrepreneurial skills of students who live and work in a global community. The mastery of English and Spanish, as well as other languages, is important to the fulfillment of MC Mission and Goals since communication skills are key for international and multicultural collaboration and understanding. Also it is important to MC Mission that students develop interpersonal sensitivity and empathy to individual needs, core values of the Christian ecumenical tradition of IAUPR.

MSCHE LAST ACCREDITATION ACTION

On November 20, 2008 the MSCHE reaffirmed the Inter American University (IAUPR) Metropolitan Campus (MC) accreditation. A progress report documenting evidence of direct methods of assessment of student learning at the institutional and program level, including evidence that student learning assessment information is used to improve teaching and learning (Standard 14), was requested by October 1, 2010. In response to this request, MC submits the following report that demonstrates how it uses assessment information to improve teaching and learning.

MC-ACTION AGENDA ON ASSESSMENT OF STUDENT LEARNING (STANDARD 14)

The MC Assessment Model is centered on student learning outcomes and responds to the Campus Mission and Goals (**Appendix 1**). Responsibility for assessment processes at MC is shared by faculty, administrators and Chancellor's staff. The Dean of Studies oversees and coordinates the academic assessment (program level and classroom level) effort, to ensure the successful systematic operation of assessment processes within the academic programs, in order to achieve continuous improvement of student learning. The Dean of Institutional Research and External Funds is responsible for assisting

programs and faculty members by providing essential database information. Academic programs are organized in 4 academic division or faculties, each under the supervision of a dean: the Faculty of Science and Technology, the Faculty of Humanistic Studies, the Faculty of Education and Behavioral Sciences, and the Faculty of Economics and Administrative Sciences. The organizational structure of each of the four faculties is similar; divided into specialized departments or schools with a director and program coordinators. Each faculty dean is responsible, among other duties, for successful operation of their assessment plan at the program and classroom level within their academic offerings and ensures that assessment is done continuously and systematically. Deans and the department or school directors and faculty members are responsible for developing and implementing a program assessment plan that is consistent with the Institution's mission and goals, including reviewing the results and taking actions within their academic programs to improve student learning outcomes.

An Institutional Assessment Committee (IAC) for MC has been appointed by the Chancellor. The president of IAC is the Dean of Institutional Research and External Funds. The Dean of Studies, the Dean of Student Affairs and four faculty members constitute the committee. Specific roles are defined in the Assessment Model. IAC is represented on the Chancellor's staff, on the Strategic Council, as well as the Academic Senate, since all Deans are members of these bodies. IAC is responsible for monitoring the ongoing assessment of student learning outcomes in undergraduate and graduate programs and assures the program congruency with the Institution's mission and goals. It also identifies database needs and determines necessary surveys to support the assessment process in compliance with MSCHE accreditation standards. Information provided by outcomes assessment process at program and classroom levels support decisions making related to MC allocation of resources, annual budget, and MC Strategic Plan.

It is important to note that the Puerto Rico Council on Higher Education authorizes all academic offerings of higher education institutions on the Island. This process requires the submission of a proposal that must include four main components: (1) congruency of academic program with institutional mission and goals, (2) student learning expectations at the program level, (3) a mapping with student learning expectations and courses, and (4) congruency of course syllabi, student learning outcomes and student learning expectations at program level. MC academic offerings comply with these components of academic program authorization and all MC academic offerings have PRCHE authorization.

IMPLEMENTATION OF THE ASSESSMENT PROCESS

MC implemented the assessment plan that was included in the Periodic Review Report (2008). Since a new MC mission and goals were adopted in 2009, the institutional assessment plan was revised. A copy of the revised MC Academic Assessment Plan (institutional level) is included in **Appendix 2**. By the end of 2009, each Academic Faculty had developed a Program Assessment Plan using the MC Academic Assessment Model as a guide. Outcomes assessment and the results are analyzed and used to determine the actions needed to maintain or to strengthen the achievement of student learning goals. Through their Program Assessment Plan, faculty members determine when, what, and how the student learning outcomes are assessed. Assessment efforts vary by academic programs. Although there are programs, like Nursing that have a systematic and comprehensive assessment process (See **Appendix 3**) others are initiating the implementation of their assessment plan with data collection, elaboration appropriate assessment tools, and integrating all assessment efforts (See **Appendix 4**)

Direct assessment measurements used by programs include: performance in licensure or external certification exams, pre-post tests, dissertations, comprehensive tests and employer surveys, among others. For example, Nursing, Medical Technology, Psychology, and Teacher Education programs use student performance in licensure or certification tests. Results are analyzed annually to determine areas for improvement. Other direct measurements have been incorporated, such as pre and post tests administered in Accounting, Biology, Psychology, Teacher Education Program and General Education Program, among others.

Based on the student learning outcomes assessment, changes have been implemented at the institutional and program levels. Actions taken include revision of syllabi, recruitment of new faculty members, use of new teaching methodologies, integration of technology, curricular revision, and program elimination. Some of these changes are mentioned below and supporting evidence and documents appears in the corresponding appendices.

ACTIONS TAKEN

Institutional level

Retention Efforts - Retention has been one of MC primary concerns. The retention performance indicator at the System level is 70% at the end of the first year. MC first-year retention rate has been: 72.5%, in 2006; 66.6, in 2007; 68.5, in 2008; and 67.7, in 2009. To improve this rate, MC has implemented the following strategies to gather data and information: satisfaction survey analysis, early warning systems, Retention Management System/College Student Inventory, student withdrawals report and questionnaire and gateway courses data.

The student satisfaction surveys, administered every two years to undergraduate and graduate student samples, were analyzed and compared through the years both at Campus and university system levels. Results reflect the following areas for improvement: Schedule of classes, financial aid and library. Actions taken include: reengineering of class scheduling process, wide dissemination of financial aid opportunities and services, and a revision of the book acquisition process that resulted in lower book prices.

An early warning system was developed at the System level. Predictive factors of student success are identified and reports are submitted annually with a list of students at risk. Each Academic Faculty receives the reports for student follow-up. Academic and Professional Advising processes are in place for each program and each intervention activity is documented. A referral process for counseling at the Student Orientation Center (SOC) was established. In addition, the SOC interviews every student as part of an official withdrawal process. Students complete a questionnaire that provides information about the factors affecting their academic success.

RMS/CSI provides information about first year student profiles. The questionnaire is administered annually to students registered in GEIC 1000 sections in July before the beginning of regular trimester. The results are used to organize the Orientation Center annual work plan. Relevant information is shared with key administrators and faculty members. An analysis of courses data reflects that Mathematics and Religion have the lowest passing rate. Mathematics faculty has implemented new teaching strategies and incorporated the use of on-line resources to their courses. A tutorial laboratory has been established for math students. The general education course about the Christian Faith has been revised and faculty development workshops have been held.

New retention initiatives have been implemented this academic year in the following programs: Popular Music, Biology, Nursing and Teacher Education Program. A Title V project proposal dealing with retention improvement with an emphasis in peer and faculty mentoring, and a student engagement system platform was submitted in June 2010.

Distance Learning

The number of distance learning students and course sections has significantly increased in the last five years (from 181 to 672 on-line class sections). Several projects have been developed to determine distance learning education effectiveness. The Center for Distance Learning and Technology Integration was established; a director who is a specialist in the area and four technical specialists were recruited. Faculty evaluation was incorporated to the distance learning courses through the Web, on-line student

satisfaction surveys for distance learning students was administered and a comparative study of student performance in on-line versus traditional mode of GEIC 1000 registered students was initiated. Actions taken include: a professional counselor was assigned to provide services to on-line students, new software (WIMBA) to facilitate the teaching learning process has been acquired. An on-line helpdesk was developed and tutorials are being implemented.

Planning and Budget

Assessment provides relevant information for decision making during the planning and budget process. The annual budget cycle begins in November with the update of the five year strategic plan designed to achieve the mission and goals. The first phase of analysis takes place at the departmental level, where the information provided by the different assessment tools is integrated and translated into the corresponding activities for the work plan and budget request. The second phase involves the participation of the deans in the decision making process and the chancellor. Every petition must be justified with corresponding data and aligned with the strategic plan. Examples of these processes are the allocation of funds for: faculty positions, technological resources, student support services, faculty development and professional accreditations. During the academic year 2009-10, the School of Business was granted the NIBS accreditation and the Teacher Education Program and the Associate Degree in Nursing Program received the candidacy for accreditation by TEAC and NLNAC, respectively. These accreditation processes required outcomes assessment that evidenced compliance with their corresponding standards.

External Communities of Interest

Alumni, employers and community leaders provide important feedback for strategic growth and development of MC. Assessment efforts that reach these communities of interest include alumni survey and employers survey (**Appendix 5**). An important outcome was the need to improve the services and academic offerings for international students. Accordingly, the international relations office was established and MC joined the ACE Laboratory for Internationalization. A self- study was prepared and submitted for ACE consideration and the evaluation visit will be held in November 2010. In order to establish a regular communication with community leaders, an advisory board was designated in August 2010. The members represent diverse professional sectors related to the four academic faculties. The objectives of this group are: to provide immediate reaction to academic initiatives and projects, to identify opportunities for enhancement of the Campus academic offerings, to serve as liaisons with external community activities.

Program level

Curriculum revisions require outcomes assessment as an integral part of this process. The Institution has a Five-Year Plan for all programs. Review is based in a five-year cycle. This process is carried out by faculty members at the department level. Academic department recommendations are submitted to the Academic Senate, in which faculty members, students and administrators are represented. After the approval by the Academic Senate revisions are ratified by the University Council at the university system level, and authorized by the President.

Assessment results must be included in the proposal to be considered by the Academic Senate in program revisions and assessment plans are required as part of program creation proposals. The following programs have been revised within the past two years: Popular Music, Chemistry, Medical Technology, Environmental Evaluation and Protection, Labor Relations, History, Occupational Education and Managerial Economics, in accordance with the institutional five-year revision plan.

Assessment of the General Education Program is an ongoing university system effort. MC faculty members participate in every step of the assessment process, especially in faculty training to develop

standardized tests and analysis of results. Actions taken for basic skills course improvement (Spanish, English and Mathematics) include the development of on-line modules to address specific competencies required for higher level courses, course and syllabi revision and the restructuring of skills development tutorial laboratories.

Several programs developed outstanding assessment practices that represent the best of MC efforts. Among these are: the use of computerized assessment tools by the School of Nursing for diagnostic and remediation of student competencies, the alignment of master level Psychology courses with the competencies required to practice the profession as licensed psychologist; the contribution of CPA alumni focal groups to enhance the Accounting Integrating Seminar and the mapping of Education professional competencies with the required courses within the Teacher Education Program. All of these examples benefitted from the analyses of certification exam results offered to all professionals entering their respective practices in Puerto Rico. Programs submit assessment progress reports annually. The Chancellor selects a sample of reports to be presented to all faculty members at a meeting.

Classroom Level

Significant changes have been undertaken as a result of classroom assessment. Among the assessment tools used by faculty members are standardized test results, reflective diaries, one-minute papers, balloon pitch sessions, debates, oral presentations, and pre- and post-tests. Several teaching strategies have been integrated for the improvement of learning outcomes, as exemplified by peer-mentoring, integrating seminars, on-line educational resources, tutoring and use of case studies in courses within different disciplines.

IMMEDIATE OUTLOOK

The complexity of organizing and managing the assessment data at MC requires a mechanism to facilitate the systematic and ongoing implementation and monitoring of the assessment process. Consequently, IAUPR acquired TK20, a technological platform designed for this purpose. MC already identified an organizational structure within which the data will be collected and organized. All programs objectives and student competencies will be aligned with campus mission and goals. This software allows interaction with both Banner and BlackBoard platforms. Assessment results will be readily available for ongoing use by key faculty and personnel. This project is under the joint oversight of the Dean of Institutional Research and External Funds, the Dean of Studies and the MC Institutional Assessment Committee (see **Appendix 6**).

As part of its commitment to assessment, IAUPR has planned an assessment forum to be held on December 1st at the MC Theater. This forum will be an opportunity for all faculty members to further refine their assessment practices as well as to showcase best practices among professors within the System. The keynote speaker for this event will be Prof. Linda Suskie.

Inter American University of Puerto Rico
Metropolitan Campus

2009-2010

Appendix 1

Assessment Model

**Inter American University of Puerto Rico
Metropolitan Campus
Assessment Model**

Introduction

During the last two decades, assessment of formal student learning has been institutionalized at higher education institutions as a critical variable in evaluating institutional effectiveness. As a result, institutions of higher education have improved their planning processes, evaluation instruments and have implemented new strategies, trained and empowered their faculty and administrators. The assessment of student learning outcomes as a process and product is an essential element in organizational culture, centered in the student quality of learning. This assessment requires all constituent commitment to achieve the institution mission and goals.

The literature has defined the assessment concept in various ways. Palomba and Banta (1999) define assessment as the “systematic collection, revision, and use of information concerning its programs for the purpose of improving student learning and development.” Rosa (2004), on the other hand, makes reference to the process of collecting information that integrates a variety of instruments and measures to obtain a multiple of opinions with reference to a program. This process can be carried out at the institutional and program level and may include courses and profiles of students and professors. The assessment process is geared towards strengthening student learning within the cognitive and affective domains during their academic experience.

Assessment centered on student learning is a paradigmatic change that has had a positive effect on student evaluation and academic program effectiveness. This new paradigm redefines the academic endeavors in a systemic way at the Campus. This view on learning compels us to look at the empirical bases that support decision-making and at the strategies for the qualitative improvement of student learning. For faculty members, this implies a new frame for the discussion of objectives, curriculum organization, teaching methodologies and student profiles definitions.

Campus Assessment Model

The assessment framework of the Inter American University of Puerto Rico System is based on the premise that all that takes place within an educational institution has an effect on learning. It recognizes that the cornerstone of the assessment process is the vision and mission of the organization, and provides the framework for the Campus Assessment Model. The model has a systemic approach to define its elements and their interrelationship. The following key elements and their corresponding interrelationships summarize the Campus Assessment Model.

APPENDIX 1: IAUPR-METROPOLITAN CAMPUS ASSESSMENT MODEL



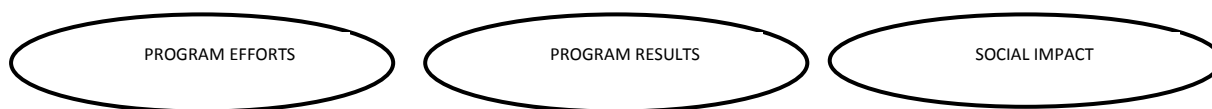
The elements in the model are input, process, product and final results. Each element provides for both formative and summative assessment. The first two elements are generated through the internal efforts of the programs. The third element is the programmatic result translated into products for learning. Lastly, the results correspond to the social (external) impact of the graduates relative to the mastery of professional competencies within the context of employment or graduate education. The analysis can be conducted with one element or with the general profile of all the elements that contribute to the expected results. The following figure includes examples of the different elements.

ASSESSMENT MODEL OF THE METROPOLITAN CAMPUS ¹			
INPUT	PROCESS	PRODUCT	RESULTS
Students	Instruction: Strategies, Educational Materials, Evaluation	Academic Achievement - Level of skills, acquired knowledge and attitudes	Graduate employees in their major or related areas
Faculty	Course Level	Retention and Graduation	Employer's Opinion
Accreditation and Licensing Standards	Curriculum Sequence	Satisfaction with the degree and the educational experience	Graduate's Opinion
Curriculum – Mission, Objectives, Curriculum Model	Section Size	Performance on Comprehensive Examinations- Knowledge and skills level	Contribution to the Community
Educational Resources	Modality	Intellectual Development	Graduate Leadership
Equipment	Faculty and Student Development	Professional Growth	Congruence between social necessity and services rendered

¹ Rosalie Rosa Soberal (2006).

APPENDIX 1: IAUPR-METROPOLITAN CAMPUS ASSESSMENT MODEL

ASSESSMENT MODEL OF THE METROPOLITAN CAMPUS ¹			
INPUT	PROCESS	PRODUCT	RESULTS
Physical Installations: classrooms, laboratories, technology	Satisfaction Level of Faculty and Students	Contribution to the Discipline – Dominance by skill and educational level	Community Service
Budget	Course Evaluation by Students and Faculty		
Administrative Structure	Use of Technology		
Supporting Personnel			
INTERNAL		EXTERNAL	



Principles

The following principles support the assessment model:

- Assessment is composed of four fundamental processes: (1) it clearly identifies the product or expected outcomes of student learning, (2) it gathers evidence that documents the results, (3) it interprets the data collectively and (4) it is utilized to improve student teaching and learning.
- Mastery of the competencies in the disciplines is associated with an educational process that is systematic, deliberate, to the learning process that takes place during the systematic and deliberate awareness of the educational process.
- The learning assessment product requires an examination of the demands of the external environment, the accreditation and licensing institutions, as well as student profiles.
- A systemic vision allows the integration of program efforts and results (internal); and the social impact (external) on the society to make academic and administrative decisions.
- The results form a profile of the relationship of the mission, goals and objectives to determine institutional effectiveness.

APPENDIX 1: IAUPR-METROPOLITAN CAMPUS ASSESSMENT MODEL

- The results are useful as a managerial tool during the planning, development and assignment of resources to improve the institution, its programs and services.
- The active participation of all members of the university community is essential in achieving the institutional mission and its goals.
- Quantitative and qualitative methodologies allow the combining of a variety of direct and indirect measures that contribute valuable information needed to document decision-making.

The learning assessment model offers information on the processes that affect the expected outcomes. An evaluation of the results of the learning model leads to an evaluation of the institution: its mission, goals and objectives. The purpose of assessment at the institutional level serves to determine the feasibility of its academic offerings; its strategic planning and an analysis of the tendencies at the higher education level, the emerging technologies, and the social, historical and cultural context of the institution.


MC Academic Assessment Plan

The assessment model has been used to formulate and revise the MC Academic Assessment Plan, that is, the activities, strategies and the procedures geared towards achieving the results. The MC Academic Assessment Plan is an instrument that gives direction, organization, and guidance to the particulars of the academic programs.

Based on the MC Academic Assessment Plan, a work plan was developed. It includes the time needed to ponder the program assessment plans against the action taken and a timetable to examine the expected outcomes against the results and improvement activities incorporated. MC considers the discrepancies between the expected outcomes and those achieved to incorporate corrective action as soon as possible.

APPENDIX 1: IAUPR-METROPOLITAN CAMPUS ASSESSMENT MODEL

Responsibility for assessment is an institution-wide process that is shared by faculty, administration, and staff. At MC the assessment process is organized at different levels. The responsibilities for each level are delineated in the following table. The assessment process initiates with the definition of the expected student learning outcomes at the different levels starting with curricular design for new programs and periodic academic program review (at least every five years).

MC ASSESSMENT RESPONSABILITIES BY LEVELS		
ORGANIZATION	LEVEL	ROLE
MC INSTITUTIONAL ASSESSMENT COMMITTEE	 CAMPUS	<ol style="list-style-type: none"> 1. Fulfills a coordinating and advising role for outcomes assessment campus-wide 2. Supports communication and coordination of assessment efforts and the flow of information about assessment finding. 3. Provide training to staff and faculty members in assessment of student learning outcomes. 4. Distribute assessment instruments to Assess Learning. 5. Monitor the ongoing assessment of student academic achievement in undergraduate and graduate programs. 6. Determine congruency of assessment results with the Institution's mission and goals. 7. Provides expertise in designing assessment activities, advising faculty and programs; and in coordinating the General Education Program assessment activities. 8. Determine database needs to support the MSCHE accreditation process.
FACULTY DEANS, DEPARTMENT CHAIRS/SCHOOL DIRECTORS AND ASSESSMENT (FACULTY) COMMITTEE	ACADEMIC FACULTY OR PROGRAM	<ol style="list-style-type: none"> 1. Encourage and support outcome assessment at all levels in the academic faculty. 2. Develop, implement, operate and manage the assessment plan within their academic programs to achieve continuous improvement of student learning 3. Facilitate program changes as designed by faculty in response to classroom and program assessment findings 4. Collect program and classroom assessment data 5. Analyze data results 6. Discuss assessment results within the program stakeholders 7. Proceed with the corresponding actions to improve student learning outcomes, including curricular revision

APPENDIX 1: IAUPR-METROPOLITAN CAMPUS ASSESSMENT MODEL

MC ASSESSMENT RESPONSABILITIES BY LEVELS		
ORGANIZATION	LEVEL	ROLE
FACULTY MEMBERS	PROGRAM AND COURSES	<ol style="list-style-type: none">1. Conduct classroom assessments in order to focus in student learning2. Incorporate instructional strategies and direct and indirect measurement methods that support improvement of student learning3. Report at least annually the use of classroom assessment in order to share ideas and strategies with peers4. Engage and support institutional and accreditation efforts5. Participate in planning in conducting program assessment and then work with peers to improve program outcomes

When assessment results reveal a need for curricular revision or policy changes, a proposal to the Academic Senate, the legislative body for program and curriculum development, is submitted for approval.

The assessment model also supports decision making in the planning and budget processes. Assessment results are essential for the determining budget allocation priorities. As stated by Middaugh (2010) “...the primary objective of assessment is to produce *information* (note again the emphasis on information as opposed to data) that can be used for decision-making and institutional improvement”.

Assessment Work Plan Time Table for 2010-11

The Assessment Work Plan Time Table for 2010-2011 follows.

Inter American University of Puerto Rico
Metropolitan Campus

2009-2010

Appendix 2

MC Assessment Plan



Inter American University of Puerto Rico
Metropolitan Campus
Assessment Plan 2008-2010

MC Mission: MC offers an academic education to students from diverse cultural and national backgrounds; is geared toward the development of leaders and entrepreneurs committed to making significant contributions that comprise service, democratic values; with Christian roots and ecumenical focus.

Input	MC Goal	Assessment Goal	Assessment Criteria	Indicator	Instrument	Responsible Level	Use of Assessment
Student	1 & 2	1.0 Students will demonstrate knowledge, skills, attitudes and appreciations that represent what all students are expected to know and be able to do as candidates for graduation	1.0.1 Number/percentage of alumni reporting satisfaction with their preparation and abilities in each of the learning areas	1.0.1.1 Seventy percent or more of the students surveyed every two years, state that they strongly agree or agree that they are satisfied with the academic preparation that they received	<ul style="list-style-type: none"> Student periodical satisfaction survey (every 2 yrs) 	SCO & Campus	Program evaluation and curricular revision
			1.0.2 Number/percentage of graduates that pass licensure or certification exams	1.0.2.1 Increase in the number of success by at least 5% annually	<ul style="list-style-type: none"> Annual Program performance reports 	Program directors and Academic Deans	
			1.0.3 Number/percentage of students that pass the, capstone seminar or the comprehensive exams	1.0.3.1 Increase in the number of success by at least 5% annually	<ul style="list-style-type: none"> Program performance reports and Annual Statistical Report, 	SCO and Program directors	

APPENDIX 2: IAUPR-METROPOLITAN CAMPUS ASSESSMENT PLAN

MC Mission: MC offers an academic education to students from diverse cultural and national backgrounds; is geared toward the development of leaders and entrepreneurs committed to making significant contributions that comprise service, democratic values; with Christian roots and ecumenical focus.							
Input	MC Goal	Assessment Goal	Assessment Criteria	Indicator	Instrument	Responsible Level	Use of Assessment
					IAUPR		
Students	1&2		1.0.4 Number/percentage of students that complete academic degree within the maximum time established by the federal agencies.	1.04.1 Increase by 10 % in the number of students that complete their degree in 150% the time required	<ul style="list-style-type: none"> Fall Statistical Report IAUPR 	SCO & Campus	
Graduates (alumni)	1&2	2.0 Graduates demonstrate continuous personal and professional educational growth	2.0.1 Number/percentage of students that continue studies at the bachelors, master, doctoral or professional certificate level	2.0.1.1 70% or more of the associate degree graduates continue studies at the bachelor's level 2.0.1.2 25% or more of the bachelor's degree students continue studies at the graduate level 2.0.1.3 5% or more of the master's degree level continue studies at the doctoral level 2.0.1.4 25% or more of the	<ul style="list-style-type: none"> Institutional graduates study report 	SCO & Campus	Program revision, course syllabi evaluation

APPENDIX 2: IAUPR-METROPOLITAN CAMPUS ASSESSMENT PLAN

MC Mission: MC offers an academic education to students from diverse cultural and national backgrounds; is geared toward the development of leaders and entrepreneurs committed to making significant contributions that comprise service, democratic values; with Christian roots and ecumenical focus.							
Input	MC Goal	Assessment Goal	Assessment Criteria	Indicator	Instrument	Responsible Level	Use of Assessment
				graduates take professional development courses			
Faculty	2&5	<p>3.0 Faculty members use diverse teaching techniques to facilitate learning.</p> <p>3.1 Faculty members use technology as a n educational resource to facilitate learning</p> <p>3.2 Faculty members participate in the program curricular revision and in the preparation of new program proposals</p>	<p>3.0 Number/percentage of faculty members that apply diverse teaching techniques in their courses.</p> <p>3.1.1 Number/percentage of faculty members that use technology as an educational resource to facilitate learning.</p> <p>3.2.1 Number/percentage of faculty members that participate in program curricular revision and in the preparation of new program proposals</p>	<p>3.0.1.1 50% of faculty members use two or more innovative teaching techniques</p> <p>3.1.1.1 85% of the syllabi have technological bibliographic references in course syllabus</p> <p>3.2.1.1 At least 70% of faculty members in a program participate in the curricular revision or in the development of a proposal for the establishment of a new academic program</p>	<ul style="list-style-type: none"> • Campus Annual Report • Course syllabus • Academic Faculty Annual Report 	<p>Academic Deans and Dean of Studies</p> <p>Department/ School Directors & Academic Deans</p> <p>Department / Schools directors & Academic Faculty Deans</p>	Program evaluation & improvement of the teaching and learning process

APPENDIX 2: IAUPR-METROPOLITAN CAMPUS ASSESSMENT PLAN

MC Mission: MC offers an academic education to students from diverse cultural and national backgrounds; is geared toward the development of leaders and entrepreneurs committed to making significant contributions that comprise service, democratic values; with Christian roots and ecumenical focus.							
Input	MC Goal	Assessment Goal	Assessment Criteria	Indicator	Instrument	Responsible Level	Use of Assessment
				3.2.1.2 At least 10% of the faculty members participate in the institutional curricular revisions committees.	<ul style="list-style-type: none"> VPAASP Report 	Vice President & Dean of Studies	
		3.3 Faculty members participate in discipline specific research	3.3.1 Number/percentage of faculty members that participate in discipline specific research	3.3.1.1 At least 10% of faculty members do research in the specific discipline	<ul style="list-style-type: none"> Academic Faculty Report 	Academic program directors & Faculty Deans	Planning, faculty development and teaching/ learning process improvement
		3.4 Faculty members participate in professional development activities	3.4.1 Number/percentage of faculty members that participate in professional development activities about assessment processes, teaching and learning concepts and styles, use of technology in education	3.4.1.1 At least 95% of the faculty members participates in at least two professional development activities per year	<ul style="list-style-type: none"> Annual Academic Faculty Report 	Academic program directors & Faculty Deans	
		3.5 Faculty members engage	3.4.2 Retention rates	3.4.2.1 At least a 5% increase in student retention by 2008	<ul style="list-style-type: none"> Institutional Statistical Report 	Academic program directors & Faculty Deans	
			3.5.1 Number/percentage of faculty members that	3.5.1.1 By 2007, over 90% Full Time	<ul style="list-style-type: none"> Annual Academic 		

APPENDIX 2: IAUPR-METROPOLITAN CAMPUS ASSESSMENT PLAN

MC Mission: MC offers an academic education to students from diverse cultural and national backgrounds; is geared toward the development of leaders and entrepreneurs committed to making significant contributions that comprise service, democratic values; with Christian roots and ecumenical focus.							
Input	MC Goal	Assessment Goal	Assessment Criteria	Indicator	Instrument	Responsible Level	Use of Assessment
		in assessment initiatives	participate in assessment initiatives	faculty members are trained in assessment practices	Faculty report		
		3.6 Faculty members engage in special research projects with the students	3.6.1 Number/percentage of faculty members engaged in special projects with the students	3.6.1.1 At least 5% of faculty members present research findings at local, national, and or at international forums	<ul style="list-style-type: none"> Academic Faculty Annual report 	Academic program directors & Faculty Deans	Planning, faculty development and teaching/ learning process improvement
Faculty		3.6 Faculty members engage in special research projects with the students	3.6.2 Number/percentage of faculty members that include journal articles readings as a primary source of learning	3.6.2.1 At least 70% of faculty members require students to do a literature search using the services of the Access Information Center	<ul style="list-style-type: none"> Course syllabus and Faculty Annual Reports 	Academic directors and deans	Strengthening of literacy and research skills
			3.6.3 Number /Percentage of faculty members teaching graduate courses that include a research project or paper as part of the course requirements	3.6.3.1 At least 70% of faculty members require students to locate and evaluate journal articles as a primary source of learning	<ul style="list-style-type: none"> Faculty member annual report and course syllabus 	Academic directors and deans	Strengthening of research and critical thinking skills
				3.6.3.2 At least 90% of faculty	<ul style="list-style-type: none"> Faculty member 	Academic directors and	Strengthening of research and critical thinking skills

APPENDIX 2: IAUPR-METROPOLITAN CAMPUS ASSESSMENT PLAN

MC Mission: MC offers an academic education to students from diverse cultural and national backgrounds; is geared toward the development of leaders and entrepreneurs committed to making significant contributions that comprise service, democratic values; with Christian roots and ecumenical focus.							
Input	MC Goal	Assessment Goal	Assessment Criteria	Indicator	Instrument	Responsible Level	Use of Assessment
				members have as a requirement for the course the development and submission of a research project or paper	annual report and course syllabus	deans	

APPENDIX 2: IAUPR-METROPOLITAN CAMPUS ASSESSMENT PLAN

MC Mission: MC offers an academic education to students from diverse cultural and national backgrounds; is geared toward the development of leaders and entrepreneurs committed to making significant contributions that comprise service, democratic values; with Christian roots and ecumenical focus.							
Input	MC Goal	Assessment Goal	Assessment Criteria	Indicator	Instrument	Responsible Level	Use of Assessment
Programs	1, 2, & 5	4.0 Academic programs are congruent with the campus mission and goals.	4.0.1 Congruency between the academic program goals with the Campus Mission and Goals	4.0.1.1 100% of the academic offerings are congruent with the Campus Mission and Goals	<ul style="list-style-type: none"> Approval of program proposals by Academic Senate 	Academic Senate	Program evaluation
		4.1 Academic offerings are flexible and provide diverse options to students for completion	4.1.1 Percentage of students that agree or strongly agree that the program of study had options available for degree completion	4.1.1.1 70% of students are satisfied	<ul style="list-style-type: none"> Institutional Satisfaction study 	SCO	Program evaluation and strengthening
		4.2 Non traditional course offerings are available to interested students	4.2.1 Percentage of courses taught using nontraditional modalities	4.2.1.1 Non-traditional academic offerings of courses availability will increase at least 2% annually	<ul style="list-style-type: none"> Statistical Report 	SCO	Programming of courses improvement
		4.3 Academic departments and faculties have established assessment plans	4.3.1 Percentage of programs having an assessment plan implemented systematically	4.3.1.1 By 2008 all programs will have a systematic continuous assessment plan operating.	<ul style="list-style-type: none"> Assessment plans submitted to the Dean of Studies 	Academic Faculty Deans	Academic Program evaluation, review and strengthening.
		4.4 Academic program curricular revisions are	4.4.1 Percent of programs that are in compliance with the	4.4.1.1 100% of the programs revised	<ul style="list-style-type: none"> Proposal submitted to 	Program directors,	Program improvement

APPENDIX 2: IAUPR-METROPOLITAN CAMPUS ASSESSMENT PLAN

MC Mission: MC offers an academic education to students from diverse cultural and national backgrounds; is geared toward the development of leaders and entrepreneurs committed to making significant contributions that comprise service, democratic values; with Christian roots and ecumenical focus.							
Input	MC Goal	Assessment Goal	Assessment Criteria	Indicator	Instrument	Responsible Level	Use of Assessment
		performed following the 5 year cycle	revision cycle	or are going through a revision process	academic senate	Deans and Dean of Studies	
Infrastructure	10	5.0 Technological infrastructure is available in the classrooms	5.0.1 Number/percentage of classrooms that are equipped with computers and multimedia projectors	5.0.1.1 At least a 5% annual increase of classrooms equipped with computers and multimedia projects	<ul style="list-style-type: none"> Dean of Studies Annual Report 	CAI, Dean of Studies, Dean of Academic Faculties	Strengthening learning process
		5.1 Bibliographical resources are available in both physical and electronic sources	5.1.1 Percent score in satisfaction surveys	5.1.1.1 Undergraduate and graduate level students as well as alumni rate the services provided by the CAI with 80% or more in satisfaction survey	<ul style="list-style-type: none"> Satisfaction surveys every two years 	SCO, Dean of Studies & Dean of CIFE	Strengthening student academic support services
		5.2 Classroom facilities are appropriately equipped	5.2.1 Percent score in satisfaction surveys	5.2.1.1 Undergraduate and graduate level students as well as alumni rate the classroom facilities as satisfactory	<ul style="list-style-type: none"> Satisfaction surveys every two years 	SCO, Dean of Studies & Dean of CIFE	Strengthening learning environment

Inter American University of Puerto Rico
Metropolitan Campus

2009-2010

Appendix 3
Nursing Program Assessment Progress Report

**Inter American University of Puerto Rico
Science and Technology Faculty
School of Nursing
Outcomes Assessment Report**

Expected Outcomes

Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards, and that the outcomes of the nursing education unit have been achieved.

Systematic Plan for Evaluation

The systematic plan for evaluation emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards.

Outcome: Written plan for systematic program evaluation and assessment of outcomes includes the mentioned elements.

The School of Nursing (SON) has a systematic written plan for program evaluation and assessment of outcomes for the evaluation of the nursing programs. The plan includes the NLNAC required criteria;

1. A written plan
2. Components that are evaluated
3. Expected level of achievement
4. Frequency of Assessment
5. Assessment Methods
6. Implementation (results and actions)

The SON has an independent, specific, ongoing evaluation plan, organized as per NLNAC standards and criteria. Table 1 shows the Systematic Plan for Program Evaluation for

ADN and BSN Tracks – 2005-2011. The evaluation plan was updated in 2008, according to new NLNAC standards and criteria. Data was collected and analyzed by the SON which maintains evidence on file (faculty meeting records, director evaluation reports, presentations in faculty development forums, and others).

Findings from those evaluations are utilized for curricular changes, revisions, program development and improvement, faculty development, decision-making, resource allocation, and strategic plan.

Table 1. Systematic Plan for Program Evaluation

SYSTEMATIC PLAN FOR PROGRAM EVALUATION					
STANDARD 1, MISSION AND ADMINISTRATIVE CAPACITY: The Nursing Education Units mission reflects the governing organizations core values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method	Results of Data and Analysis	Actions for Program Development
Mission and governance	The SON mission and governance reflects congruency with the mission, goals and objectives of IAUPR and MC.	Every 5 years	Comparative analysis of Institutional documents	Results demonstrate congruency in most aspects.	SON mission will be revised to include concepts such as entrepreneurship, leadership and internationalization, among others.
SON and the organization	Faculty, administrators and students participate in IAUPR and SON governance.	Annually	Evaluation of faculty meeting minutes Faculty and student participation in committees and in the Academic Senate SON Director participation in Chancellor's Strategic Council Faculty participation in special projects at SON, campus and institutional level	Data show that faculty, administrators, and students participate at all levels of decision making	Administrative staff and faculty will be encouraged to continue participation in governance bodies Students will be invited and encouraged to participate
Communities of interest	At least 70 % of clinical practice agencies directors, professional organizations, alumni, employers, nursing supervisors, provide input in	Annually	Evaluation of attendance to meetings of community interests representatives, employers survey participation	61% of clinical practice representatives participated in meetings 50% of the clinical agencies	The clinical coordinator is having weekly meetings with the clinical agency representatives Invitation to the next

SYSTEMATIC PLAN FOR PROGRAM EVALUATION					
STANDARD 1, MISSION AND ADMINISTRATIVE CAPACITY: The Nursing Education Units mission reflects the governing organizations core values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.					
PLAN				IMPLEMENTATION	
	SON program processes and decision making			that employ graduates answered the employers survey	meeting will include the agenda and activities to be held and follow up calls will be made by the clinical coordinator

SYSTEMATIC PLAN FOR PROGRAM EVALUATION					
STANDARD 2, FACULTY AND STAFF: Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method	Results of Data and Analysis	Actions for Program Development
Faculty credentials	100% of faculty hold at least an MSN and are updated in their areas of academic responsibilities	Annually	Analysis of faculty annual reports and evaluation instruments	<p>All of the faculty members have at least an MSN degree, 3 hold doctoral degrees, and 3 faculty members are pursuing PhD.</p> <p>100% of the faculty members report participating in professional development activities.</p> <p>75% of faculty members are active in scholarly activities</p>	<p>Continue providing support to members of the faculty pursuing the doctoral degree, stimulating others to pursue a higher level degree, and providing support for professional development.</p> <p>Faculty members will be required to engage</p>

SYSTEMATIC PLAN FOR PROGRAM EVALUATION					
STANDARD 2, FACULTY AND STAFF: Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.					
PLAN				IMPLEMENTATION	
	faculty members evidence scholarly activity.			such as, evidenced-based practices.	in scholarly activities.
Number and utilization of faculty	Faculty/student ratio in classrooms and clinical practices provide adequate teaching supervision and evaluation in the ADN and BSN tracks	Annually	Evaluation of course enrollment reports	<p>Faculty/student ratios for the BSN lecture courses is 1:36. For ADN courses is 1:38.</p> <p>Faculty/student ratio for the ADN clinical practice courses is 1:9.</p> <p>For BSN clinical practice courses is 1:9.</p> <p>These ratios are within the institutional parameters.</p>	Maintain the faculty/student ratios in compliance with institutional policies.
Number and utilization of faculty	Faculty/student ratio in classrooms and clinical practices provide adequate teaching supervision and evaluation in the ADN and BSN tracks	Annually	Evaluation of course enrollment reports	<p>Faculty/student ratios for the BSN lecture courses is 1:36. For ADN courses is 1:38.</p> <p>Faculty/student ratio for the ADN clinical practice courses is 1:9.</p> <p>For BSN clinical practice courses is 1:9.</p>	Maintain the faculty/student ratios in compliance with institutional policies.

SYSTEMATIC PLAN FOR PROGRAM EVALUATION					
STANDARD 2, FACULTY AND STAFF: Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.					
PLAN				IMPLEMENTATION	
				These ratios are within the institutional parameters.	
Staff qualifications	100% of non-nurse faculty and staff are appropriately credentialed.	Annually	Evaluation of personnel evaluation instruments	100% non-nurse faculty and staff members hold the required credentials and are sufficient for the operation of the SON.	Maintain non-nurse faculty and staff qualifications.

SYSTEMATIC PLAN FOR PROGRAM EVALUATION

STANDARD 3, STUDENTS: Student policies, development and services support the goals and outcomes of the SON

PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method	Results of Data and Analysis	Actions for Program Development
1. Student policies	SON student policies are congruent with those of the institution, publicly accessible, nondiscriminatory, and consistently applied.	Annually	Analysis of students' incident reports, faculty feedback, staff periodical reports.	100% of the students' complaints and concerns have been resolved. There has been no need for establishing new policies.	Maintain follow up procedures.
2. Support services	Student have access to support services, which are commensurate with their needs	At the end of each term	SON Satisfaction Surveys (Tutoring, clinical practice agencies, admission processes)	<p>100% satisfaction with clinical practice courses and clinical practice agencies.</p> <p>100% satisfaction with the curricular integration of the science content to the nursing courses.</p> <p>80% of the students are satisfied with the SON infrastructure</p> <p>Results of the 2009-10 survey are under evaluation. The</p>	<p>Maintain the agreements with the clinical practice agencies and continue offering the support services</p> <p>SON facilities have been remodeled since last visit. The Renovation Plan was divided into three phases. Phase three will be completed by the end of this academic year.</p> <p>Institutional efforts</p>

		Biennially	Institutional Satisfaction Survey	results are not available at the program level.	are being directed toward the segregation of student population by program.
3. Integrity and consistency of SON information	All information about the SON intended to inform the general public has integrity and consistency.	Every two years	Evaluation of IAUPR publications, including the General Catalog, brochures, graduate performance in licensure exams, accreditation status, and public notices.	Graduate performance in licensure exams have been published in the MC Webpage under the SON section. General Catalog was revised to include the accreditation status of SON programs.	Accreditation (ADN) and reaccrreditation (BSN) status will be updated in IAUPR/MC publications, according to the NLNAC determinations.
Technology availability to students	Orientation to technology is provided and technological support is available to students.	At the beginning of each academic year.	Evaluation of the admissions protocol and student satisfaction surveys with the services provided.	100% of students received the orientation about technology as part of the admissions protocol, ATI (initiated in 2007) and through the Information Literacy Course (GEIC 1000), which includes an orientation to the Blackboard Platform and to the UNICORN Library Information System.	Include ATI in the Assessment Plan.

SYSTEMATIC PLAN FOR PROGRAM EVALUATION					
STANDARD 4, CURRICULUM: The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary healthcare environments.					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method	Results of Data and Analysis	Actions for Program Development
Curricular design and revision	The curriculum incorporates the established professional standards, guidance and competencies, and has clearly articulated student learning and program outcomes.	Annually	Evaluation of course syllabi, course mapping with professional competencies and standards.	!00% of syllabi have been revised and professional competencies and standards are addressed. Student learning outcomes are included in the corresponding syllabi.	Course syllabi will be revised and updated annually.
Learning outcomes	At least 80% of SON graduates demonstrate proficiency in the nursing process, humanistic care, wellness/illness, communication, research, leadership and management.	<p>At the end of the second (ADN) and at the third level (BSN).</p> <p>Annually</p> <p>Every three years</p>	<p>Evaluation of SON student learning outcomes using various instruments:</p> <p>-curriculum assessment by student (initiated in 2009)</p> <p>-competency satisfaction survey</p> <p>-graduate performance in licensure exams</p> <p>-alumni and employers questionnaires.</p>	<p>See Table 32 – Curriculum assessment</p> <p>See Tables 61 and 62</p> <p>Performance in licensure exam scores have improved after the SON implemented an action plan. See Figure 1 & 2</p> <p>In 2009, 80% of the alumni expressed that in general the SON helped them to accomplish the</p>	

SYSTEMATIC PLAN FOR PROGRAM EVALUATION					
STANDARD 4, CURRICULUM: The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary healthcare environments.					
PLAN				IMPLEMENTATION	
				<p>professional nursing competencies.</p> <p>Since 2005, the following concepts were incorporated into the curriculum:</p> <ul style="list-style-type: none"> -Patient safety goals were grouped and a guideline was developed -TeamSteps, -Evidence based practice -Culture sensitivity -Integrated science content educational technology -Electronic records -Interdisciplinary collaboration 	
Diversity and global dimension	SON students demonstrate global awareness of political, social, cultural and environmental issues that influence health care, health policies and the nursing profession	Every two years	Course syllabi assessment, Campinha-Bacote questionnaire (assessment of cultural and social sensitivity), Student Satisfaction questionnaire for international students	Evaluation of syllabi to validate the incorporation of diversity and global dimension	Identification of SON baseline in Campinha-Bacote questionnaire
Evaluation Methods	Evaluation methodologies measure the	Every trimester	Comparative analysis of outcomes according questionnaire about ADN and BSN competencies	Students master the competencies	Faculty development plan according to new

SYSTEMATIC PLAN FOR PROGRAM EVALUATION					
STANDARD 4, CURRICULUM: The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary healthcare environments.					
PLAN				IMPLEMENTATION	
	achievement of student learning				strategies to deal with students deficiencies and new ways of delivery of instruction
Education theory, interdisciplinary collaboration and best practice standards	Curriculum and instructional processes reflect theory and best practice standards	Every two years	Analysis and application of interdisciplinary and collaborative processes; comparative analysis of syllabi	Integration of evaluation methodologies in the clinical courses; Students demonstrate mastery of competencies	Faculty development plan to incorporate best practices in clinical courses; revision of course syllabi and assessment instruments
Program length	Students obtain their degree within the timeframe of the program	Annually	Retention and graduation rates ADN and BSN; percentage of students who complete their degrees in the established timeframe	Validation of calendars and curricular plans	Curricular revision of plans and calendars
Practice learning environment	The environment is appropriate for student learning	Each trimester	Student, faculty, and administrators evaluation of clinical agencies	Student satisfaction, support provided by the agencies; clinical agency environment	Non-renewal and substitution of clinical agencies

SYSTEMATIC PROGRAM EVALUATION					
STANDARD 5, RESOURCES: Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the Nursing education unit.					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method	Results of Data and Analysis	Actions for Program Development
Fiscal resources	Adequate to support the SON outcomes	Annually	Evaluation, planning, and budget processes	Cost analysis, unattended needs, projected need and	Annual work plan and budget petitions, budget

				outcomes	amendments, and supplementary resources
Physical resources and technology	Sufficient technology, and physical facilities to meet SON outcomes	Annually	Regular inspections and satisfaction questionnaires	Recommendations to MC Strategic Plan, SON annual work plan and budget	Renovations, update of technological infrastructure
Learning resources	Comprehensive, current, and accessible to faculty and students	Annually	Satisfaction questionnaires, library committee reports, use of learning resources	Recommendations to library for acquisition and substitution of learning resource	Acquisition and updating of resources, information literacy trainings

Aggregated Evaluation Findings

Aggregated evaluation findings inform program decision-making and are used to maintain or improve student learning outcomes.

Outcome: Evaluation finding are used for decision-making

The SON has been utilizing the aggregated evaluation findings for decision-making. The following areas have been evaluated, utilizing SON systematic assessment plan:

AREAS

Integrated Sciences
Pharmacology
Standardized language (NIC)
Patient safety standards
Knowledge competencies
Culture sensitivity

STRATEGIES

- Questionnaire and Concept Mapping Analysis
- Concept Mapping Analysis
- Compilation
- Checklist
- ATI and Tutoring
- Concept Mapping Analysis

Results of student satisfaction with Integrated Sciences is provided in Table 60.

Table 2. Student Satisfaction with Integrated Sciences

Criteria	A	B	C	D	E	Comments
The knowledge of natural science in the courses prepares me for the content in nursing.	X					A=100% Strongly agree
I am satisfied with the teaching of the integrated science in the nursing curriculum.	X					A=100% Strongly agree
The science content is included in appropriate related textbooks.	X					A=100% Strongly agree
I understand the science content taught.	X					A=100% Strongly agree
I am able to apply the science content to the nursing courses.	X					A=100% Strongly agree
The teaching of the Sciences is given in a clear and organized manner and is related to the nursing courses.	X					A=100% Strongly agree
I was taught:						
Anatomy	X					A=100% Strongly agree
Physiology	X					A=100% Strongly agree
Microbiology	X					A=100% Strongly agree
Chemistry	X					A=100% Strongly agree
This content was taught in a manner from the most simple to the most complex.	X					A=100% Strongly agree
I could apply the basic science content learned to pathophysiology.	X					A=100% Strongly agree

Note: Results from 2nd level students; 56% female; Spanish trimester

Syllabi have been updated with trended data analyzed in faculty meetings. An action plan has been implemented to improve the competencies of the students learning outcomes. All faculty members have integrated concepts and strategies according to assessment outcomes.

The student satisfaction questionnaire included an open ended question: “What would you improve in relation to the integration of sciences content in the nursing courses?” Some students responded to this question as follows:

1. “Utilize one day for sciences and another day for nursing (pathophysiology and nursing interventions).”
2. “Having one teacher for both sections is best.”
3. “Each system was taught, and then the nursing component is applied. Excellent!”

Other students suggested that science content needed more integration.

These answers were discussed in faculty meetings and decisions were made regarding the students’ recommendations. The following decisions were taken to address these recommendations.

1. Nursing professors that teach sciences need availability the same days as other professors, in order to offer continuity to topics of both components. (See Minutes Dec. 2008).
2. Meeting October 5, 2009: The Adult Care I and Adult Care II faculty created tables where the science content is distributed and integrated into the nursing content (see Minutes October 5, 2009). Tables were prepared, discussed, and integrated into the courses.
3. The professors for sciences in core courses must be Nurses according to a faculty decision. (See Faculty Minutes.)

Evaluation Findings and Communities of Interest

Evaluation findings are shared with communities of interest.

Outcome: Faculty, students and administrator are regularly informed of evaluation findings.

Evaluation findings are shared with communities of interest by meetings with students, faculty, clinical practice agencies; by the webpage, and written reports in a timely manner. These findings are also discussed with both part-time and full-time faculty members regularly scheduled meetings.

The nursing faculty gets input or feedback for curriculum updating or development from different sources, such as: in-service staff, clinical practice agencies, professional development, student evaluations, new trends in healthcare services, and assessment tools.

Various discussions related to evaluation findings are held with other departments and other nursing programs of IAUPR. Trended data obtained in assessment is discussed with the agencies where students practice. Part-time and full time faculty members are oriented through in-service development activities related to areas of improvement according to the assessment program.

Presentations about the SON assessment program are done in various communities of interest at different universities levels and in others agencies. Dr. Áurea Ayala presented changes made and trended data on PowerPoint presentations or videos to communities of interest.

Graduates Achievement of Competencies

Graduates demonstrate achievement of competencies appropriate to role preparation.

Outcome: SON outcome assessment plan include competencies in role preparation.

A questionnaire about nursing competency performance in the ADN and BSN tracks is administered periodically as part of SON assessment. Tables 61 and 62 present results obtained in one of 2007 administration.

Table 3. ADN Competencies Achievement Results (2007)

COMPETENCIES	COMPLETELY AGREE	AGREE	PARTIALLY DISAGREE	N/A
You feel capable of applying theoretical knowledge and clinical practice in the discipline of nursing when government analyzes the biosocial, psychological, and spiritual being in different growth and development stages.	87%	12%	---	---
You can demonstrate updated skills in the therapeutic nursing interventions when you offer care along sickness and health scenarios (utilizing evidence based).	87%	12%	---	---
You can utilize the nursing care process as an instrument to make decisions and at the same time demonstrate critical thinking skills when you offer safety care with quality and with lower costs.	87%	11%	---	---
You can demonstrate responsibilities and legal commitment to humanistic care in response to changes in society.	89%	11%	---	---
You can demonstrate management of care and effective skills in collaboration with the interdisciplinary team and improve healthcare constantly.	89%	11%	---	---
You can demonstrate responsibility and commitment to the discipline of nursing.	57%	22%	---	---
You can utilize communication skills and the technology to maintain the nursing care that is offered to the client and improve self knowledge.	87%	22%	---	---
You feel capable of passing the nursing board exam.	55%	33%		

Table 4. BSN Competencies Achievement Results (2007)

COMPETENCIES	COMPLETELY AGREE	AGREE	PARTIALLY DISAGREE	N/A
You feel capable of integrating your knowledge to provide safe and effective nursing care to the clients, families, and communities.	71%	29%	---	---
You feel capable of providing nursing interventions to prevent disease and promote, maintain, and restore health.	33%	52%	.09%	---
You feel capable of performing assessment and interventions when you provide nursing care in diverse scenarios, in order to improve the expected outcomes in health care.	28%	66%	.04%	---
You feel capable of providing holistic care in the nursing practice to protect, optimize, and preserve human dignity utilizing evidence based.	28%	66%	---	---
You feel capable of assuming effective leadership as a care manager while establishing balance within the available health care resources.	57%	38%	.04%	---
You feel capable of integrating critical thinking skills when making clinical decisions and using research findings to continue and improve the nursing practice.	57%	43%	.04%	---
You feel capable of communicating effectively to optimize your performance as a provider and coordinator of care, and as a member of the profession.	57%	33%	---	---
You feel capable of passing the nursing board exam for the BSN.	57%	24%	.09%	---

In addition to the students' questionnaire, the SON implemented the following activities to assess appropriate knowledge and skills:

1. Extensive evaluations by faculty in each clinical practice.
2. Utilization of simulators for practice in laboratories.
3. Skills evaluated on a one-to-one basis retro feedback from faculty (guides provided in each clinical course).
4. ATI – Online assessment monitoring.
5. Reviews for the Board exams.

Evidence of Achievement of Program Outcomes

The program demonstrates evidence of achievement in meeting the following program outcomes: performance on licensure exam; program completion; program satisfaction; and job placement.

Outcome: The SON evaluation plan demonstrates how and to what extent the program is attaining the outcomes.

The SON specific outcomes are:

- Seventy percent (70%) of the ADN and BSN graduates who take the Puerto Rico Nurse Licensure Examination will pass the exam the first time.
- Ninety percent (90%) of the ADN track students will graduate in less than two (2) years.
- Ninety percent (90%) of the BSN track students will graduate in less than four (4) years.
- Ninety percent (90%) of the ADN and BSN students will be satisfied with the program.
- Ninety percent (90%) of the ADN and BSN graduates who seek employment will be employed in a nursing position within six (6) months after graduation.

Tables 63 and 64 provide evidence of achievement of the SON outcomes for the ADN or BSN tracks. Both tables present SON program outcomes, expected level of achievement, actual level of achievement and resulting actions taken and the corresponding time frame.

Table 5. Summary - ADN's Track Outcomes

Required Program Outcomes	Expected Level of Achievement	Actual Level of Achievement	Resulting Actions Taken	Time Frame for Implementation
			Actions	Time Frame
Performance on ADN Licensure Examination	Seventy percent (70%) of the graduates who take the PR ADN Nurse Licensure Examination will pass the exam the first time.	By 2008-2009 fifty percent (50%) of the graduates who took the PR ADN Board Exam passed the first time.	See Strategic Plan to increase passing rate	August 2010
			Review test offered by August 2010. (Diagnostic test)	August 2010
			Final ATI exam will have a proctor assigned. Professor Yolanda Torres has been assigned to this project.	August 2010
			Professor Alice Santiago is assigned to follow-up on students who are going to take the NCLEX.	August 2010
			All students must take review tests with the ATI, according to the plan.	August 2010
			Self-tutorials must be completed in each course.	

Required Program Outcomes	Expected Level of Achievement	Actual Level of Achievement	Resulting Actions Taken	Time Frame for Implementation
			Actions	Time Frame
Program Completion	<p>Ninety percent (90%) of the ADN track students will graduate in less than two (2) years.</p> <p>Ninety percent (90%) of the students will complete the ADN program in the required time.</p>	By 2009, one hundred percent (100%) of the ADN track students will graduate 1.6 years (18 months). This represents five (5) trimesters.	<p>The SON is utilizing the trimester calendar.</p> <p>The trimester calendar has been extremely successful with an enrollment that has increased from 150 to 500 hundred in the last two years.</p> <p>The Metropolitan Campus is the first campus to implement the trimester calendar in all of the faculties. The MC considered the trimester calendar as the standard for the academic offering.</p>	Every Year
3. Program Satisfaction	Ninety percent (90%) of the students will express satisfaction with the SON, the clinical and theory courses, the sciences and physical facilities.	<p>One-hundred percent (100%) of the graduates expressed satisfaction with the SON, with the curriculum, and with integrated sciences.</p> <p>Eighty (80) percent of the graduates expressed satisfaction with the SON.</p>	<p>Continue with the systematic assessment during the academic year.</p> <p>Satisfaction with clinical agencies. Satisfaction with clinical courses. Satisfaction with infra-structure (physical facilities).</p> <p>* Our alumni express satisfaction with the SON.</p> <p>Focal groups to identify satisfaction with the curriculum (students from different levels) and with physical facilities.</p>	<p>August-October 2010</p> <p>August to September 2010</p>
4. Job Placement	Ninety percent (90%) of the graduates who seek employment will be employed in a nursing position within six (6) months of graduation.	Sixty-seven percent (67%) of the graduates were employed in a nursing position immediately after they finished the ADN	Continue with job placement practices.	Annually

Required Program Outcomes	Expected Level of Achievement	Actual Level of Achievement	Resulting Actions Taken	Time Frame for Implementation
			Actions	Time Frame
		<p>track.</p> <p>Thirty three percent (33%) of the graduates were employed in a nursing position within six (6) months after graduation.</p> <p>One- hundred percent (100%) of ADN graduates are employed in a nursing position within six (6) months of graduation.</p>	Continue evaluating and updating the curriculum in order to respond to health care systems and society needs.	

Table 6. Summary – BSN Track Outcomes

Required Program Outcomes	Expected Level of Achievement	Actual Level of Achievement	Resulting Actions Taken	Time Frame for Implementation
			Actions	Time Frame
1. Performance on BSN Licensure Examination	Seventy percent (70%) of the graduates who take the PR BSN Licensure Examination will pass the exam the first time.	Seventy-four percent (74%) of the graduates who took PR BSN Board Exam passed it the first time (40 students).	<p>Review test offered by August 2010.</p> <p>An ATI Proctor exam must be monitored. Prof. Yolanda Torres has been assigned to this project.</p> <p>Professor Alice Santiago is assigned to follow up students who are going to take the NCLEX.</p> <p>All students must take review tests (ATI).</p> <p>Self-tutorials must be completed in each course.</p>	Annually
2. Program Completion	Ninety percent (90%) of the students in the BSN track will graduate in less than four (4) years.	For years 2009 and 2010 one hundred percent (100%) of the students of the BSN track had graduated in three (3) years.	The SON is currently following a curricular plan that is completed in three (3) years, in a trimester calendar.	Annually
3. Program Satisfaction	Ninety percent (90%) of the students and alumni will express satisfaction with the SON's program.	<p>Ninety percent (90%) of the students expressed satisfaction with clinical agencies.</p> <p>Ninety percent (90%) of the students expressed satisfaction with clinical courses.</p>	Letters of appreciation to all the hospitals and agencies.	Annually

	<p>Eighty percent (80%) of the students will express satisfaction with physical facilities.</p>	<p>Eighty percent (80%) of the alumni express that, in general, the SON helped them accomplish the academic competencies.</p> <p>Twenty percent (20%) of the students expressed the need to renovate infrastructure.</p>	<p>Continuity of the systematic assessment during the academic year.</p> <p>Focal groups to identify satisfaction with the curriculum.</p> <p>Remodeling of the School in three phases.</p>	<p>Three phases in the remodeling:</p> <ul style="list-style-type: none"> -The front of the School (August'08) -The back of the School (May'10) -The front of the School (May 2011)
4. Job Placement	<p>Ninety percent (90%) of the graduates who seek employment will be employed in a nursing position within six (6) months after graduation.</p>	<p>Seventy one percent (71%) of the graduates were employed in a nursing position immediately after they ended the BSN track.</p> <p>Twenty eight percent (28%) of the graduates were employed in a nursing position within six (6) months after they ended the BSN track.</p> <p>Ninety-nine percent of both levels completed the track, which is over the expected level of achievement.</p>	<p>Continue with job placement practices.</p> <p>Continue evaluating and updating the curriculum in order to respond to health care systems and society needs.</p>	<p>Annually</p>

Licensure/Certification Pass Rates

Outcome: At least 70% of the SON graduates will approve the Puerto Rico State Licensure (JEPSPR) Board Exam. (ADN and BSN)

Efforts have been made to receive official results from NCLEX. However, the situation between the National Council and the Puerto Rico status need to be resolved. Nevertheless, the SON has information of alumni who have taken and passed the NCLEX.

The JEPSPR board exam is offered to both ADN and BSN graduates. Since 2007, this exam is computerized and is offered to students several times a year in different locations. Compared to the overall passing rate for the JEPSPR exam, SON graduates perform above the national mean. However, there is a general concern among all nursing schools in Puerto Rico regarding the structure and content of these exams.

Figures 1 and 2 show ADN and BSN JEPSPR exam results, which are published in MC Webpage.

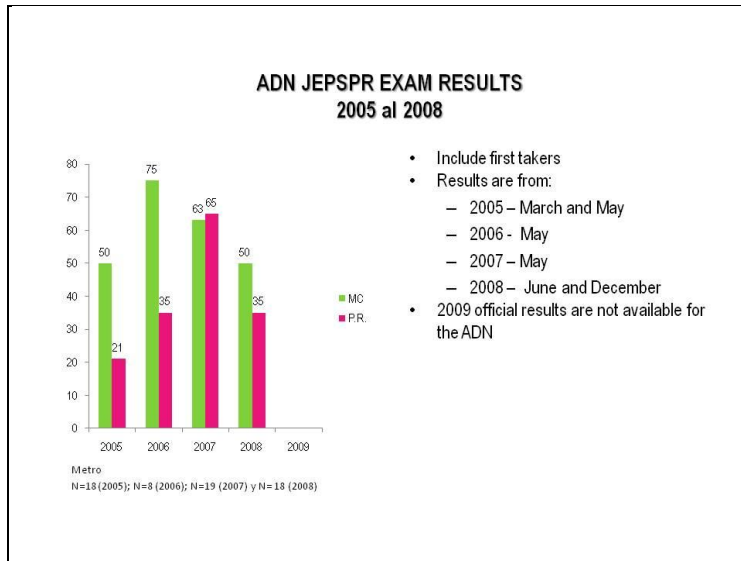


Figure 1. ADN JEPSPR Exam results

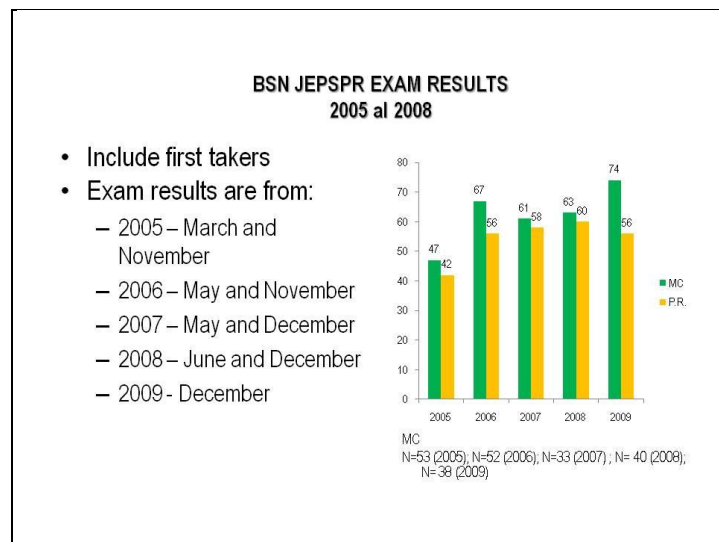


Figure 2. BSN JEPSPR Exams Results

Nursing board results and actions taken

There was a significant increase in the JEPSPR exam passing rate for the BSN in 2009 administration while Puerto Rico mean significantly decreased. The SON is positioned over the Puerto Rico's mean in all administrations. The SON surpassed the expected outcome of 70% passing rate.

ADN graduates passing rate have been 50% or more in the JEPSPR exam and above Puerto Rico mean for all years except 2007. SON has given special attention to this situation and actively participates in a Puerto Rico-wide committee to address this with the Board. The leader of this committee is Luz Virginia Camacho, the current President of the Colegio de Profesionales de Enfermería de Puerto Rico. The SON Director, a member of this committee, is preparing a plan that involves government officials in the issue. Meanwhile, a systematic plan to increase ADN passing rates is currently operating, as shown in Table 65.

Table 7. Strategic Plan to Increase the Board Exam Passing-Rate ADN & BSN Track Graduates

Outcome: Increase the passing rate by 5% within a five year period.					
Objective	Dates	Strategy	Resources	Factors to consider	Performance indicators
Offer practice test to students	2007 - 2010	Faculty development in the following areas: effective test preparation, standardized specification tables, test validity and reliability, student profile (high risk), item integration in exams	Dr. Luis Allen Ryan Dr. Larry Simmons	Professors must continue developing competencies in: Test construction Use of standardized specifications table Student profile: Generation Y, X, Millennium, Baby Boomers, Silver Strikers, and others.	Faculty development 1. Student profile 2. Test construction Professors participated in faculty development courses related to the standardize specification table. Professors are applying these concepts. Students exams are well constructed (faculty evaluation by students).
Provide student support	2007-2010 2010	Programmatic Assessment based on ADN and BSN competencies, ATI monitor exams, tutoring, Offer Board exams review every year. Curriculum Assessment: Integrated Workshop and Critical Thinking Appraisal (authorized by Amparo Lefebvre)	Professors ATI Professors and Lab Coordinator Tutors Recommendation of the Saunders Board review Book	ADN & BSN Competency Assessment at levels II and IV Evaluation of the workshop to include topics of interest according of new advances. A student must be honest doing their critical thinking appraisal.	Increasing passing rate Board exam since 2006 Revision of NURS 4980- Integrated Workshop by August –October 2010 (2011-13) Students must practice regularly with ATI (Comprehensive test)

Outcome: Increase the passing rate by 5% within a five year period.					
Objective	Dates	Strategy	Resources	Factors to consider	Performance indicators
			1. Mentorship to students 2. Reviews 3. Meetings with the Board Exam members. 4. Meeting with de CPEPR (in Spanish) 5. Education activities with educators in PR		A review workshop is offered every year in summer. Attendance is poor.
Interact with JEPSPR members	2009-2010 2006-2010 2002-2010	Participation in appropriate committees	Professors Professors Students Professors Nursing School Director	Agency disposition to invite the SON Depends on economic viability	Revision of ADN exams 1. First conference – 32 educators attended 2. Second conference – 66 educators attended

Expected Levels of Achievement for Program Completion

Expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, and program history.

Outcome: The expected levels of achievement for program completion are determined by the faculty.

The SON defines completion/graduation rates as the number of students who entered the Nursing Program in a given time and completed the nursing and general educational courses and graduated, divided by the number of years it took the students to finish the degree.

The data for program completion is calculated every year. Table 8 ADN track completion reflects the demographics, for this track. Since 2007, more students have obtained the certification for the ADN, and they have filled out the application for the Board Exam. Students wanted to work as a nurse while pursuing the BSN track.

Table 8. ADN Track Completion

Year	Number of students	Sex		Percent Total Population (Both Track)	GPA	Years
		F	M			
2007	28	24 86%	4 14%	10%	3.34	2.4
2008	38	27 71%	11 29%	14%	3.33	2.1
2009	56	38 68%	18 32%	12%	3.2	1.6
2010	81	46 57%	35 43%	17%	--	--

The data for the BSN Track Program Completion is calculated every year. Table 9 BSN Track Completion reflects the demographics for this track.

Table 9. BSN Track completion

Year	Number of students	Sex		Percent Total Population (Both Trajectories)	GPA	Years
		F	M			
2007	78	56 72%	22 28%	30%	2.98	2
2008	93	68 73%	25 27%	35%	3.33	2.1
2009	93	60 65%	33 35%	20%	3.23	3.1
2010	114	114 65%	40 35%	24%	--	--

The faculty discussed the assessment results on a daily basis to determine how to improve every aspect of the SON. The faculty and staff aim to excellence in nursing education. Faculty recognizes that ADN and BSN students must demonstrate the competencies in providing a safe, effective, efficient, timely, and equitable care, while pursuing the IOM's quality goals. The achievements of these competencies have improved the care that is provided by SON graduates.

The SON has been using the trimester calendar since 2005 for both Spanish and English tracks. Prior to this, enrollment was decreasing. With the adoption of the trimester calendar, student satisfaction increased as well as retention. Furthermore, since 2006 SON enrollment and average section size have been increasing. Figure 4 shows SON enrollment in the last four years.

The SON has had the ADN as an exit option since 2001. However, students usually continue in the BSN track, the option accredited by the NLNAC (See Tables 10 and 11 for Retention Cohort for ADN and BSN, respectively). The number of ADN students increased last year 2009 as shown in Figure 5; and the number of BSN students has steadily increased since 2007 as shown in Figure 6. In 2008 the faculty determined to accredit the ADN by NLNAC and the candidacy was submitted and approved in 2009.

SON NURSING STUDENTS 2007 to 2010

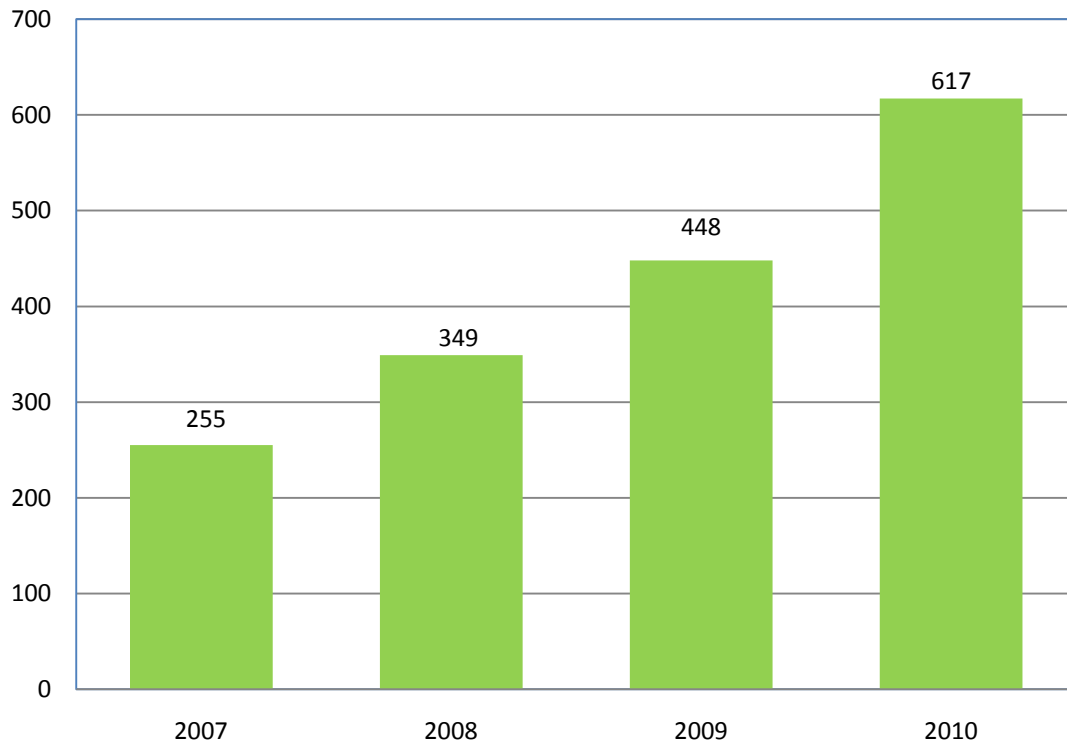


Figure 3. SON Enrollment 2007-2010

Table 10. Retention Cohort for ADN

Cohort	Base	Retention	Transfers to Other Programs
2006	11	7(64%)	0%
2007	12	8(67%)	0%
2008	13	6(46%)	0%

Table 11. Retention Cohort for BSN

Cohort	Base	Retention	Transfers To Other Programs
2006	50	39(78%)	0%
2007	55	39(71%)	4%
2008	95	64(47%)	5%

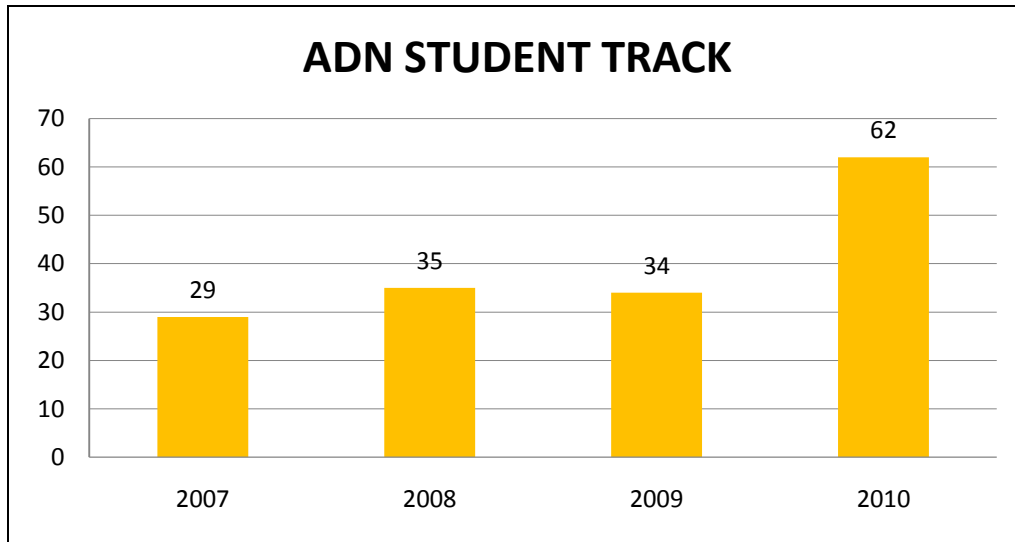


Figure 4. Nursing Student ADN Track 2007-2010

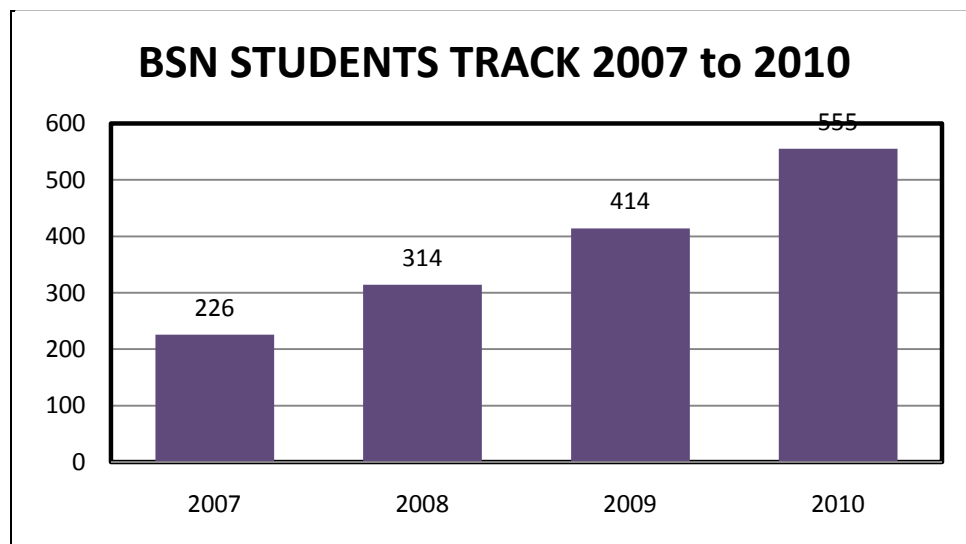


Figure 5. BSN Nursing Student Enrollment

The SON is working to improve retention in the ADN and BSN tracks. Accordingly, the SON has implemented a retention plan outlined in Table 12. Attrition at MC is mostly a result of economic or health concerns and it is usually a stop-out rather than a drop-out phenomenon. In 2009, the SON made a phone survey among non-returning students from the ADN and BSN tracks. ADN students cited the following situations among others:

1. "I moved to the USA."
2. "Financial problems." "I have to support my family".
3. "Army training"
4. "It is difficult to travel".
5. "I have an illness."

Some of the causes for attrition in the BSN track were:

1. "I can work with an ADN."
2. "I am going to study when I resolve my financial situation."
3. "I moved to a place far away from the school."
4. "I did not pass the first block in the BSN track."

Table 12 presents the retention plan activities, expected outcomes, and dates.

Table 12. Retention Plan for the Nursing School 2006-2010

Objectives	Expected Outcome	Activities	Person In Charge	Date	Action Taken
To offer quality services, academic advising, and professional counseling.	<p>Establishment of a preventive and a proactive program for retention with 80% effectiveness.</p> <p>Increase first-year student retention to 70% in ADN and BSN tracks</p>	<p>Preparation of a workshop for new students.</p> <p>Clarification of differences between university and high school preparation.</p> <p>Analysis of student profiles</p> <p>Special activities for other aspects related to the teaching-learning process.</p> <p>Help students to get uniforms, health certificate, immunizations, books, and others.</p> <p>Assign mentors to help new students in their transition to university life.</p> <p>Establish an alert system for students at risk, students who work, single female students who are head of household, students with economic constraints, students with limited social integration, and students with personal challenges.</p>	Faculty, Director, and Associate Director	Annually	<p>Evaluation and revision of retention activities.</p> <p>Protocol for the admission of new students.</p> <p>Assessment of the admissions process.</p> <p>Mentoring services by: Students Lab coordinators ATI Program</p>
To enroll students in a friendly and efficient manner	The faculty will facilitate adequate academic advising and mentoring.	<p>Programmatic assessment; Comprehensive activities for the development of the student competencies; academic advising; attention to students with special needs.</p> <p>Faculty in-service training related to students with special characteristics and conflict resolution.</p>	Faculty and Staff	Annually	<p>Students assigned to faculty meeting (curriculum and assessment)</p> <p>Video by students (Transmitted by YouTube)</p>

Objectives	Expected Outcome	Activities	Person In Charge	Date	Action Taken
To train faculty members in addressing student needs related to caring attitudes and best practices.	Faculty members will be prepared to provide quality student support services	Tutor development, mentoring student association, participation in student association activities, support student association by providing physical and logistical support, student participation in faculty meetings, modeling SON values and best practices.	Faculty and Staff	Annually	Students assigned to faculty meeting List of academic advisees per faculty members

Table 13. SON Values and Actions that Promote Retention

Psychological Support	Performance	Actions
Care	Availability during office hours.	Frequent and early contact with students
Comprehension	Help others without taking control	Help students with course selection and registration.
Positive approach	Clear and effective communication	Monitor students' academic progress
Inspire	Share information openly and clearly	Identify problems and solutions
Demonstrate interest in students	Provide continuous feedback	Provide academic assistance with course content and study skills
Realistic expectations	Utilize adequate and reasonable evaluation methods	Refer students for tutoring services
Listen to students	Help in the identification of problems and their resolution	Refer students for professional counseling
Respect and confidentiality	Serve as a model	Help students in their preparation for the Board Exam.
No judgment		
Honest and discreet communication		
Flexible to different points of view		
Concern with students' success		

Qualitative and Quantitative Program Satisfaction

Program satisfaction measures (qualitative and quantitative) address graduates and their employers.

Outcome: Ninety percent (90%) of the students are satisfied with the SON.

The SON conducted a graduate survey with the alumni who had finished their studies in the last three (3) years. Fifty percent (50%) of questionnaires sent to ADN alumni were answered. Many of ADN graduates pursue the BSN. ADN graduates' ages range from 20 to 69. The majority of them stated that the program helped them develop competencies to practice as nurses. One-hundred (100%) percent of respondents were satisfied with the nursing curriculum and with the preparation that the SON provided. They also expressed satisfaction

with the theory and clinical courses, the evaluation processes, and the administrative support. They all stated that if they ever needed to study again, they would choose MC. In general the ADN graduates expressed that the curriculum prepared them adequately.

The BSN alumni expressed in the survey that they finished their preparation in three (3) years. Their ages ranged between 20 and 50 years of age. All of the graduates expressed that the clinical practice of their program of studies was relevant to their professional preparation. They also expressed satisfaction with the evaluation processes, the clinical areas, and the support services.

In general, the alumni were very satisfied with faculty members and they would choose MC if they ever study again. They expressed that they are well prepared to provide services to our country. It is interesting to note that all the ADN alumni mentioned that they would return to this Nursing Program to complete their BSN.

Employers expressed satisfaction with the SON graduates. The latest employer survey was conducted with 14 agencies and hospitals in the Metropolitan area in academic year 2008-09. They expressed their satisfaction with the SON graduates and their work performance. Fifty percent of respondents represented private institutions in which SON alumni were employed. See the following pie chart for the statistics.

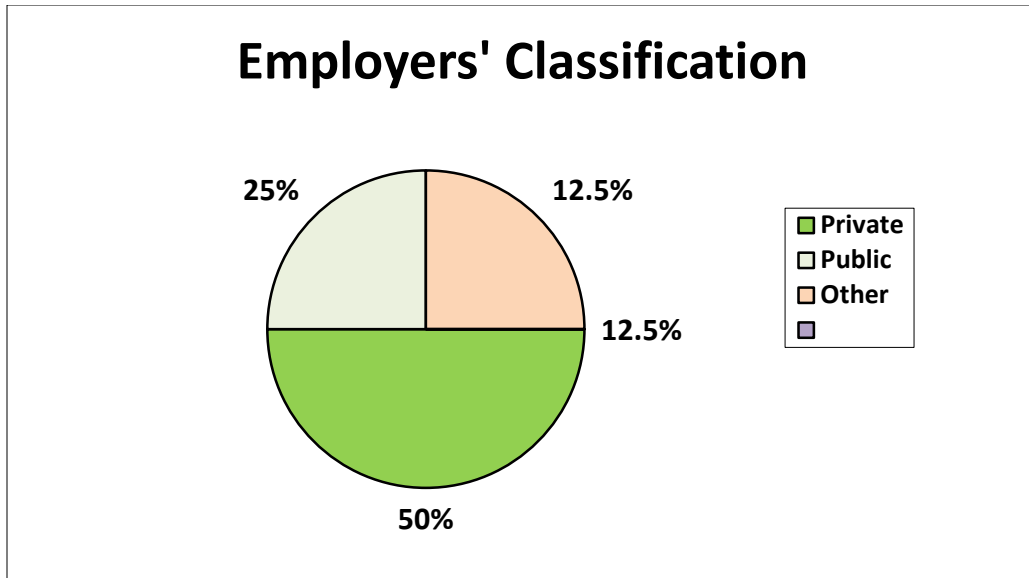


Figure 6. Employers Classification

Major services provided by SON alumni were: Pediatrics (50%), Medical and Surgical (25%), Maternity and Neonatal (12.5%) and Mental Health (12.5%). The average monthly salary for the professionals ranged between \$1,500 and \$2,000 (62%). The employers were generally satisfied with the clinical competencies of the graduates (See Figure 8).

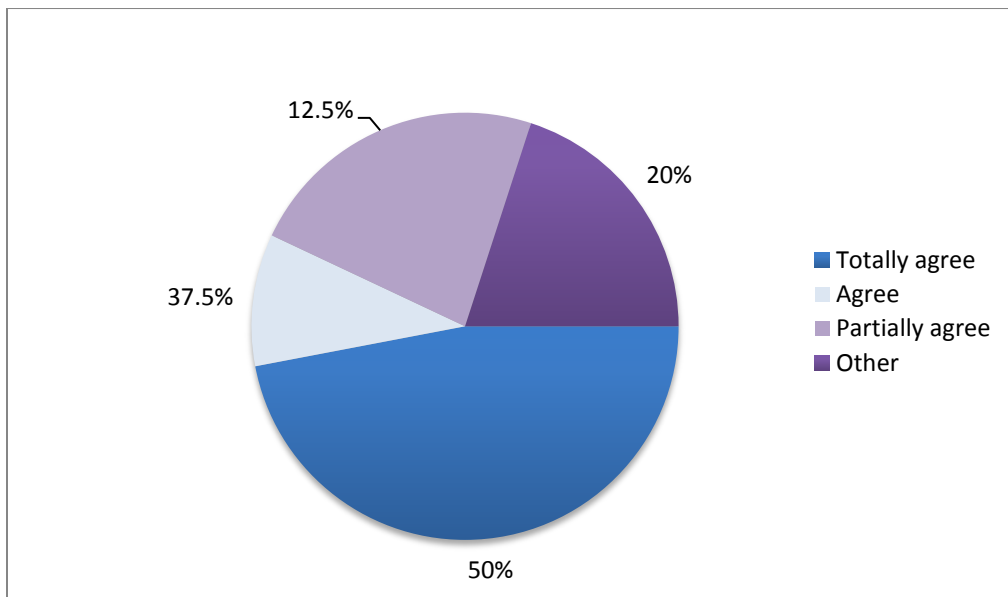


Figure 7. Employer Satisfaction with Clinical Competencies of the Graduates

The employers responded positively in terms of the graduates' attitudes, willingness to learn, knowledge base, and other competencies. They maintained that MC graduates compared favorably to graduates from other institutions. According to the employers, some students have the ability to conduct therapeutic interventions.

Job placement rates are addressed through quantified measures that reflect program demographics and history.

Outcome: SON graduates job placement data reflect program demographic and history.

The SON defines job placement rates as the number of graduates who report on surveys that they accepted employment in nursing and related areas. Students in the BSN program fill out the application for the JEPSPR exam when they finish the ADN exit option. Others continue in the program until they finish their BSN to start the process for JEPSPR exam. Usually, they begin in a nursing position in one of the hospitals, with a temporary license. Forty-one percent of ADN graduates stated that they were recruited within six (6) months after graduation. Sixty percent stated that they were recruited immediately.

The employers stated that, if they had the opportunity to recruit SON's alumni, they would do so instead of recruiting student from other schools. Sixty-five percent of the employers stated that the clinical knowledge demonstrated by SON alumni is superior than that demonstrated by graduates from other schools.

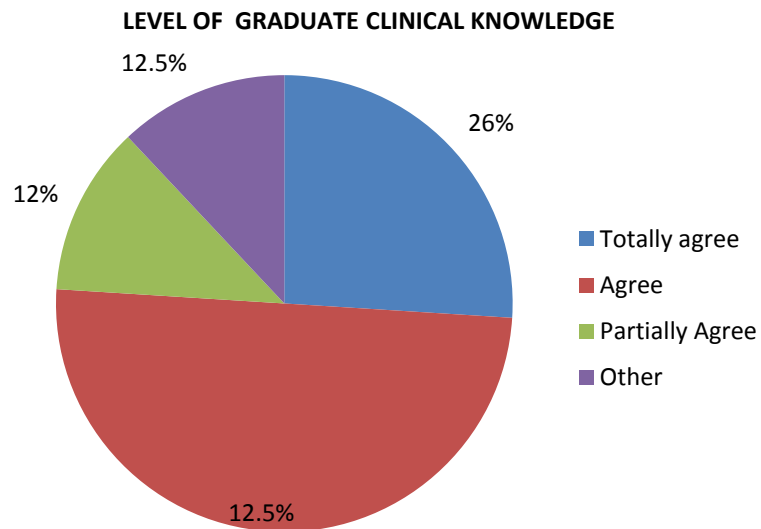


Figure 8. Level of Clinical Knowledge of Graduates According to Employers

One-hundred percent (100%) of employers who participated in the survey would recommend other directors and supervisors to recruit SON BSN alumni or to keep them working in the unit. Even though some SON graduates move to the USA and work in nursing positions, SON does not have official statistics about this. Graduates filled out applications to work in various states within the continental USA and faculty members issue recommendation letters on their behalf. Also, many students apply for the NCLEX; however, as previously stated, the SON does not get official data on those results.

Inter American University of Puerto Rico
Metropolitan Campus

2009-2010

Appendix 4
Program Assessment Progress Report
Samples

Inter American University of Puerto Rico
Metropolitan Campus
Education and Behavioral Sciences Faculty
Psychology Assessment Progress Report 2009-2010

Introduction

Psychology School faculty members revised their assessment plan to include the following areas: dissertations contribution to the discipline of Psychology; alumni satisfaction with academic experience; retention and graduation rates; mastery of competencies in the areas of ethics, cognitive evaluation, personality evaluation, intervention and administrative skills (record management and progress reports). At the master level, a capstone course was used as a performance measure.

In addition to institutional assessment measurements, the Psychology School uses licensure exams to determine student learning outcomes and areas for improvement. Psychology students' performance in licensure exams is below the MC standard of 75%. However, assessment efforts have resulted in a gradual improvement in results. The following figure shows licensure passing rate.

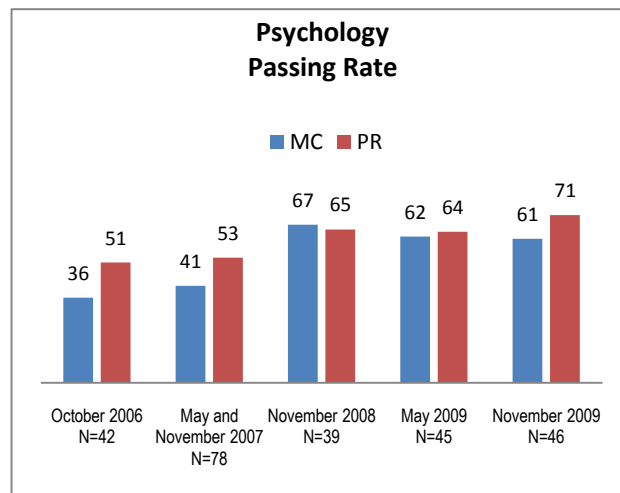


Figure 1. Psychology Licensure Exams

The School of Psychology faculty members, as part of the assessment process, have addressed the licensure content and subject areas. Figure 1 shows an increase in student performance in licensure exams after the implementation of this assessment strategy.

MC students are qualified to take exams with a master degree, while other institutions do not offer this option and students are required to finish a doctoral program in order to take the exams. Nevertheless, MC student passing rate is above Puerto Rico.

Assessment Goal	Where did the assessment of this goal take place?	Methods or instruments used*	Results (Institutional and Statewide Pass Rate)	Action taken
Master the competencies in Psychology evaluated in the licensure exams	Puerto Rico Board of Psychology	Board Exams	<p>October 2006: Puerto Rico = 51%; MC=36%</p> <p>May & November 2007: Puerto Rico = 53%; MC=41%</p> <p>November 2008: Puerto Rico = 65%; MC=67%</p> <p>May 2009: Puerto Rico = 64%; MC=62%</p> <p>November 2009: Puerto Rico = 71%; MC=61%</p>	<p>As part of the assessment process, the following actions took place during academic year 2009-2010:</p> <ol style="list-style-type: none"> 1. Content of licensure exams was analyzed 2. Using the study guides for the exams, ten competency areas were identified: Ethics, Measurement, Statistics, Physiology, Social, Development, Learning, Personality, Motivation, and Psychopathology 3. Mapping of exam content areas and subject matters 4. Alignment of course syllabi with exam content areas 5. Senior Seminar was revised 6. Elaboration of on-line pre and post tests to be administered in 2010-2011

Inter American University of Puerto Rico
Metropolitan Campus
Economic and Administrative Sciences Faculty
Accounting Assessment Progress Report 2009-2010

Introduction

The Accounting program faculty revised its mission during this academic year to be congruent with the new Metropolitan Campus (MC) Mission and Goals. The accounting program mission is:

To expose students to the principles, norms and laws that regulate the Accounting profession in the United States and Puerto Rico. The student is exposed to the application of theory and practice related to the diverse areas of specialization in the accounting field. The profession's organization, the ethics and accountants' responsibilities are included in the course of studies. The new trends in doing business require that students have ample knowledge in accounting and other areas such as communications, use of technology, economics, commercial finance and human resources.

The organization of the Accounting is depicted in the following figure:

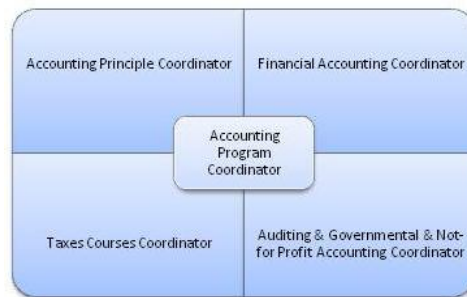


Figure 2. Accounting Assessment Organization

Faculty members defined expected student learning outcomes as follows:

Expected student learning outcomes

Apply generally accepted Accounting principles in a Puerto Rico and the United broad range of business transactions.

Use the techniques used to determine cost, preparing budget, and measuring performance.

Analyze the regulatory framework that governs auditing in States.

Evaluate the accounting issues associated with international business.

Use technology in current accounting systems environment.

Apply Government Accounting Principles in a broad range of government business transactions.

Explain the broad role of individual, corporation and partnership taxation in the business decision-making process for Puerto Rico and the United States

Apply the problem solving processes in the solution of ethical dilemmas

An understanding of the ethical dilemmas faced by accountants and how to respond to such on regulatory guidance.

Different assessment measurements have been incorporated to collect data to determine student learning outcomes, among them: pre and post tests, reflective diary, focus groups, and alumni focus groups. Data gathered will be analyzed by faculty members and an action agenda will be implemented in those areas that the results are below the performance indicator. Faculty meetings will be held in the second trimester to discuss assessment results and improvement strategies.

Assessment Goal	Where did the assessment of this goal take place?	Methods or instruments used*	Results			Action taken
Explain the broad role of individual, corporation and partnership taxation in the business decision-making process for Puerto Rico and the United States	Pre and post test in Accounting 2041 course	Pre & post tests	Question Number	% of Correct Post Testing	% of Correct	The performance indicator was 75% in post test. Faculty members will discuss these results in academic year 2010-11.
			1	14%	86%	
			2	36%	79%	
			3	79%	100%	
			4	57%	86%	
			5	36%	64%	
Apply generally accepted Accounting principles in a Puerto Rico and the United States broad range of business transactions.	Accounting 1161	Reflective Diary	97% of students identified and demonstrated knowledge of topics considered in the course. 94% expressed confusion with on some topics.			Faculty members clarified those topics that students stated they need further clarification
Use the techniques used to determine cost, preparing budget, and measuring performance.	Accounting 1162	Reflective Diary	85% of students identified topics 45% of students demonstrated knowledge of topics 36% stated that some topics needed further clarification			Faculty members clarified those topics that students stated they need further clarification
Alumni identified that MC prepares them for their profession	MC meeting room	Focus group	Alumni expressed satisfaction with faculty, infrastructure, and academic preparation and recommended: 1. Develop master's degree in taxes. 2. Promotion of the program should be a priority to draw new students and to make known the achievements of the Metropolitan			Faculty members will consider these recommendations in academic program review and faculty meetings.

Assessment Goal	Where did the assessment of this goal take place?	Methods or instruments used*	Results	Action taken
			<p>Campus alumni.</p> <ol style="list-style-type: none"> 3. Participate in the employment fair. The program should sponsor and help the students on these activities. 4. Excel courses are a necessary tool for the job. 5. Promote reading and using the research in the area of accounting courses (Research) 6. Include more courses of audit in the general program. 7. Greater orientation to students in relation to the opportunities of employment and positions in a company within the accounting field. 8. Develop projects such as bookkeeping, audit, financial statements, etc., a fictional problem to have the experience and the connection between theory and practice company. Having seen all aspect of a company. 9. Course of Company Law should be required; not an elective. 10. Statistics and economics courses are recommended for students in accounting. 	

Inter American University of Puerto Rico
Metropolitan Campus
Education and Behavioral Sciences Faculty
Teacher Education Assessment Progress Report 2009-2010

The Teacher Education Program has a candidacy status by the Teacher Education Accreditation Council (TEAC). The program assessment plan is based on TEAC standards. The Teacher Certification exam is a standardized test required for all teachers in order to practice in Puerto Rico. The passing rate is obtained by combining results for two parts: Fundamental Knowledge and Communication competencies and Professional competencies.

PART I A: Main Findings

Assessment Goal	Where did the assessment of this goal take place?	Methods or instruments used*	Results (Institutional and Statewide Pass Rate)	Action taken
<p>Students' learning in the following areas:</p> <ol style="list-style-type: none"> 1. Fundamental knowledge and communication competencies 2. Professional competencies 3. Specialization 	College Entrance Examination Board	<p>Standardized test: Teachers' Certification Exam (TCE)</p> <p>(This exam is administer and computerized by an external agency)</p>	<p>Results from the following years:</p> <p>2003-2004 2004-2005 2005-2006 2006-2007 2007-2008 2008-2009</p>	<p>Work Shops Reviews For all students who will be taken the Teachers' Certification Exam since 2000 to 2009</p> <p>Exercises to Develop Writing Skills in All four Courses of field experiences since 2006 – 2009</p> <p>Creation of new courses: Mathematics for Teachers Final Seminar</p>
It is expected that 80% of the students who take the TCE approve Fundamental Knowledge and Communication Competencies		Teachers' Certification Exam (TCE)	<p>Institution Pass Rate</p> <p>2004-05 – 117/131 = 89% 2005-06 – 41/50 = 82% 2006-07 – 44/56 = 79% 2007-08 – 43/52 = 83% 2008-09 – 45/58 = 78%</p>	<p>Statewide Pass Rate</p> <p>2003-04 = 2004-05 = 91% 2005-06 = 2006-07 = 81% 2007-08 = 81% 2008-09 = 82%</p>
It is expected that 80% of the students who take the TCE approve Professional Competencies		Teachers' Certification Exam (TCE)	<p>2004-05 – 117/129 = 91% 2005-06 – 43/49 = 88% 2006-07 – 44/55 = 80% 2007-08 – 44/52 = 85%</p>	<p>2004-05 = 2004-05 = 93% 2005-06 = 2006-07 = 88%</p>

Assessment Goal	Where did the assessment of this goal take place?	Methods or instruments used*	Results (Institutional and Statewide Pass Rate)	Action taken
			2008-09 – 48/58 = 83%	2007-08 = 86% 2008-09 = 86%
It is expected that 80% of the students who take the TCE approve content of the Specialization		Teachers' Certification Exam (TCE)	2004-2005 – 38/39 = 97% 2005-2006 – 20/20 = 100% 2006-2007 – 18/20 = 90% 2007-2008 – 11/14 = 79% 2008-2009 – 16/19 = 84%	2003-04 = 2004-05 = 93% 2005-06 = 2006-07 = 85% 2007-08 = 84% 2008-09 = 80%
It is expected that 80% of the students who take the TCE approve in the Summary Pass Rate		Teachers' Certification Exam (TCE)	2004-2005 – 111/132 = 84% 2005-2006 – 40/50 = 80% 2006-2007 – 38/58 = 66% 2007-2008 – 34/52 = 65% 2008-2009 – 42/60 = 70%	2003-04 = 2004-05 = 87% 2005-06 = 2006-07 = 73% 2007-08 = 74% 2008-09 = 74%

PART I B: Use of main findings of the assessment conducted during the year.

How has the faculty discussed the assessment process and the findings? Check all that apply.

- ☒ in a meeting of the program, school, or department which was dedicated only to assessment
☐ as one of several points in the agenda of a meeting of the program, school, or department
☐ in a meeting of the assessment committee of the college, program, school, or department
☐ in other departmental committee meetings
☒ in informal conversations between faculty members
☒ Others (please specify) discussing assessment results with students in class and Work Shops Reviews
☐ The assessment findings have not been discussed by the faculty this year.

How have you used the finding of current or past assessments during this academic year to improve student learning or to improve the assessment process? (Maximum suggested length is 500 words.)

PART II: ACTIVITIES FOR THE NEXT ACADEMIC YEAR

Assessment goals to be assessed next year	Where will the assessment take place? (Course? Any other activity?)	Methods or assessment instruments which will be used
Classroom assessment	Fundamentals and specialization courses	Results of pre tests and post text exams Written exercises

Inter American University of Puerto Rico
Metropolitan Campus
Humanistics Studies Faculty
Political Sciences Assessment Progress Report 2009-2010

The BA in Political Sciences mission is to provide students with the theoretical and philosophical foundation of the principles of politics and to develop student skills in analyzing and interpreting the political scene and understanding political problems part. The program assessment plan emphasized student performance and mastery of theoretical and social bases necessary for a better understanding the political world.

I A: MAIN FINDINGS

ASSESSMENT GOAL	ASSESSMENT CRITERIA	INDICATOR	INSTRUMENTS	EXPECTED OUTCOME	USE OF ASSESMENT
Students will Identify the theoretical and social basis necessary for a better understanding of the political world.	Number or percentage of students who pass the Introduction to Political Science class with an A or B overall average.	10% Increase in the number of students who pass the class with an A or B average per academic term.	Students presentations, class participation, assignments, quizzes and tests.	90 % of the students will pass the class with an A or B grade, by the end of the third academic year.	Incorporate new student classroom evaluation techniques and methods that will better measure class commitment and participation. Incorporating pre and post tests, as well as portfolios and other techniques that promote higher class involvement.
Students will learn and apply the theoretical frameworks needed for political research and investigation.	Number or percentage of students who pass the Political research Seminar with an A average.	10% annual increase in the number of students who pass the class with an A average.	Class presentation of a political science research paper prepared by the student. Students are required to apply the research techniques studied in class.	100% Of the students will pass the class with an A average.	Explore new ways of incorporating research techniques in most of the political science courses, and request that Pols. 2100 , Political Analysis and Research become a pre requisite for this class

PART I B: USE OF PRINCIPAL FINDINGS OF THE ASSESSMENT DURING THE YEAR

1. How the faculty has discussed the process of Assessment and/or results?

The assessment process has been discussed with faculty members through organized departmental meetings, that started last year, and by individual one on one meeting between the faculty and the faculty representative liaison and program director. A classroom learning assessment plan is in developed by the faculty committee the process

How you use the results of current or past assessments during the academic year to improve students' learning or to improve the process of assessment?

The findings are discussed in faculty meetings. New ideas and methodology are presented and discussed in order to improve the assessment process.

PART II: ASSESMENT ACTIVITIES FOR NEXT ACADEMIC YEAR

Student assessment goals based on findings	Instruments	Outcomes
1. To incorporate new methodologies in classroom assessment, such as debates in political sciences topics.	1.1Currently we have begun to use the debate as a learning method in the course: Introduction to Political Sciences. The use of debates will be integrated as a method of assessment in some of the courses.	1.1- Number of students who participate
2. To create a Political Science Students Debate Club in order for the students to exchange reasoned arguments and opinions in a formal forum.	2.1 Organize competitions in and outside classrooms and at the university premises by the Political Science Students with the support of Professors.	2.1-Debate Tournaments and class room participation
3. To stimulate more class participation in discussion groups and to improve investigation methods, through class presentation and research papers.	3. Develop research skills through the integration of class participation and Teaching Assistantship projects with the faculty.	3.1 Number of students who participate in research assignments with the professors.
4. Creating an online Political Science Department Student Magazine	4.1 Student Journal	4.1 Number of students who publish in the magazine

Student assessment goals based on findings	Instruments	Outcomes
5. Another project that is currently unfolding is the Cyber- Political Science Magazine. This magazine seeks to create a forum for our students to public research work that they do in concentration courses. With this project we seek to develop the investigation and writing skills in our students.	5.1 The articles for the magazine may be conducted as part of the course requirements for Political Analysis and Research Techniques or through other courses where research is required as part of their assessment requirements. Students may also submit articles on topics of interest related to Political Science.	5.1 Investigations and Compositions
6. The faculty is to be exposed to innovative ways in assessing classroom assessment.	6.1 Faculty workshops in classroom learning assessment.	6.1 Number of workshops and % or faculty who participate.

PART II: ADDITIONAL INFORMATION AND OUTCOMES

Outcome Assessment	
Program Revision	The Political Science Program is in its six years academic evaluation. The program was revised in 2003 and professor Aline Frambes has been assigned to preside over for the program revision at The Central Administration Office.
Faculty Assessment	The Department is in the process of assessing the need for new faculty members based the findings in the program assessment
Student Assessment	We are in the process of evaluating and incorporating student's satisfaction needs and recommendation based on the student assessment results, incorporating graduates opinions and recommendations.

Student Classroom Assessment	Goals	Instruments	Outcomes
Introduction to Political Science (Blackboard)	Reading Comprehension	Quizzes, Homework and class Discussion	Number of students who participated and completed all tasks.
Introduction to International Relations.	Development of research skills. Knowledge of Research skills and methodology	Short essay compositions of five to seven pages about specific topics Research Project	Number of students who successfully completed the assigned tasks and submitted the research project with a passing grade of C or higher

Student Classroom Assessment	Goals	Instruments	Outcomes
Classic Political, Thought, Modern Political Thought, Political Analysis and Research Techniques, Government Ecology and Public Environmental Policy.	Development of analytical skills	Class presentation of a short Narrative from assigned material worth 10 points each.	Number of students who completed the tasks.
Introduction to Political Science, The Government of the Commonwealth of Puerto Rico, Political Economics, Comparative Government and Politics, Government, Ecology and Public Environmental Policy, Introduction to International Relations.	Development of analytical skills	Class discussion participation and examinations.	Number of students who participate in class and complete tests with a passing grade.
Government of the United States, Classic Political Thought, Modern Political Thought.	Reading comprehension and analysis	Term Papers and reports	Number of students who submitted their term papers according to the the professor's instructions.

Inter American University of Puerto Rico Metropolitan Campus

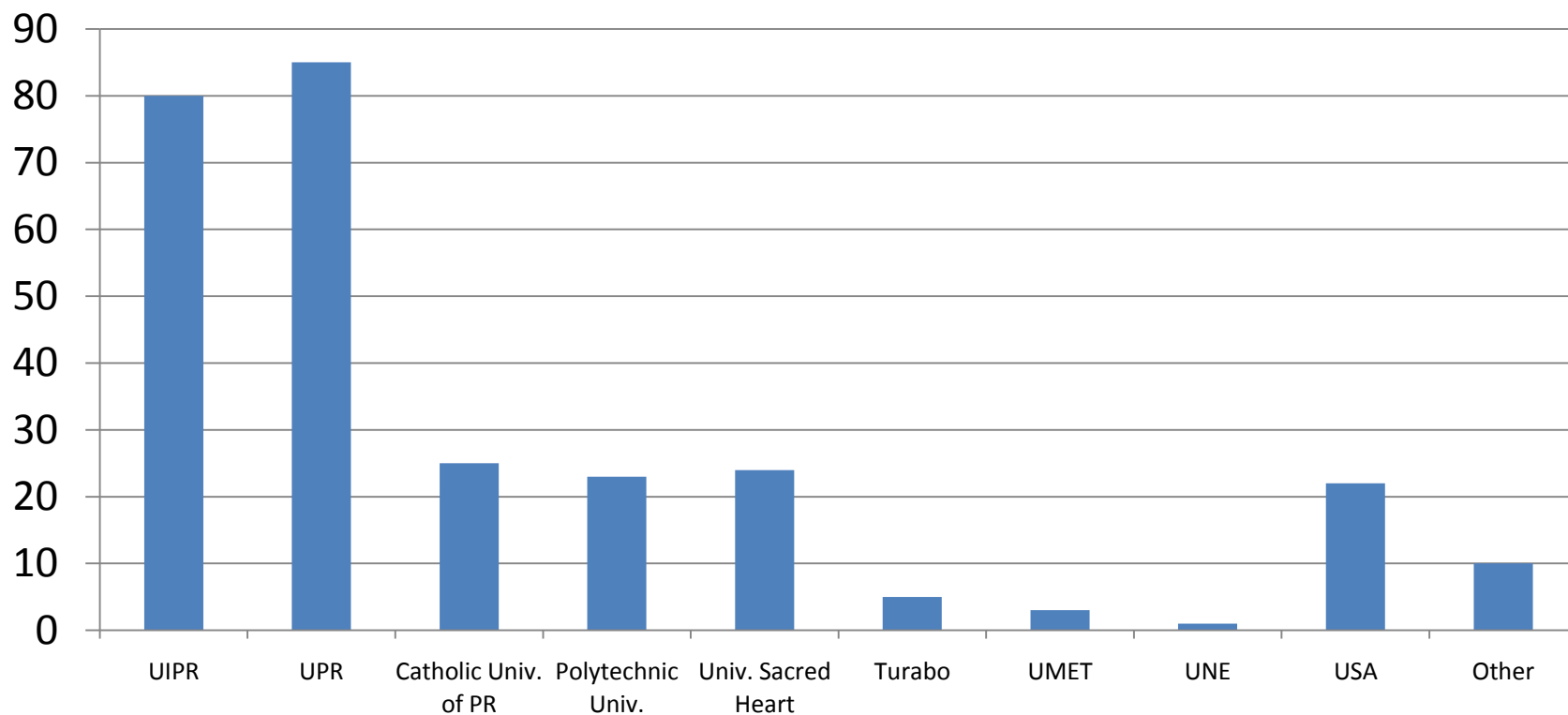
Appendix 5 Employers and Alumni Surveys Summary of Results

Employers and Alumni Surveys

- These surveys are developed at the university system level with participation of representatives from all academic units.
- Institutional studies (alumni, employers, student satisfaction – graduate and undergraduate--, among others) are developed at the university system.
- Institutional studies results are segregated by Campus.
- At the Campus level, these surveys are administered by the Dean of Academic Affairs Office in coordination with the Center for Institutional Research and Sponsored Programs.
- At the university system level, all results are discussed with the President and all academic unit Chancellors.
- At the Campus level,
 - The Chancellor discuss results with her staff, faculty members, Academic Senate, and Strategic Council and delineate with the academic community strategies for improvement.
 - All academic divisions and departments define an action agenda to be included in their assessment plans.

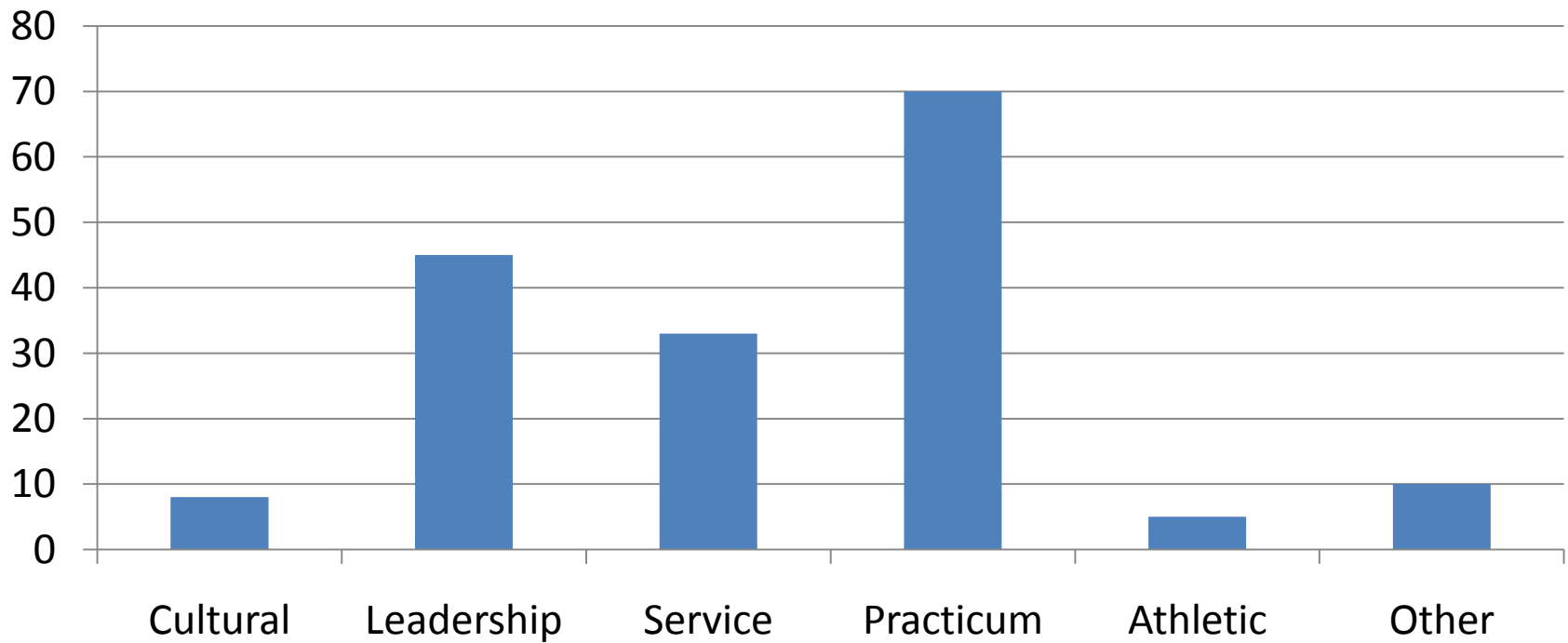
Employers preference among higher education institution graduates

Percentage of Preference



Value given to extracurricular activities

Percentage of value given



Major Findings

1. 45% of sample employed UIPR graduates
2. UIPR graduates are represented more in the government than in the private sectors.
3. Three major disciplines represented in the government sector are: business administration, information and telecommunications, and human resources.
4. Three major disciplines represented in the private sector are: business administration, information and telecommunications, and engineering.
5. Competencies considered more important by employers are: teamwork, interpersonal relations, ability to follow instructions, ethics, lifelong learning, and global competencies.
6. Employers considered UIPR graduates as well prepared as those of other institutions.

Actions Taken

1. Soft competencies have been included in recent curricular revisions.
2. Practicum opportunities have been added to professional programs.
3. Revision of community service activities in General Education courses.
4. Establishment of Entrepreneurship Center and the Office of International Relations.
5. New employer surveys are being designed for Campus specific academic programs.

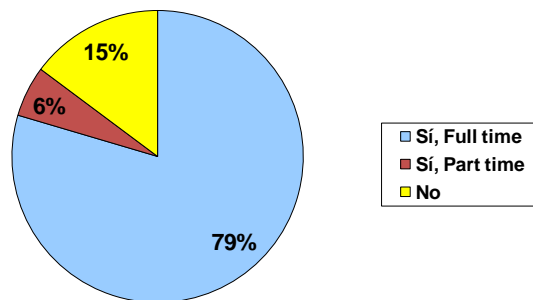
Alumni Survey 2006

Alumni Class of 2003 Summary of Results

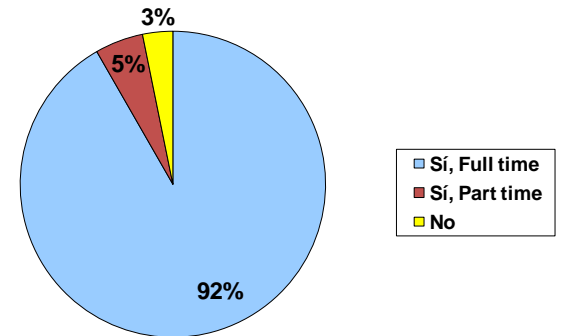
Methodology

- 308 participants from 1,856 graduates
- Representation from all educational levels and the following academic areas:
 - Business Administration
 - Natural Sciences
 - Education
 - Health
 - Social Sciences

Metropolitan Campus Percentage of alumni working

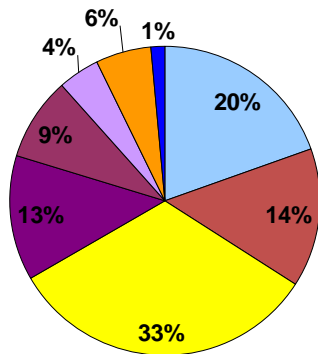


Bachelor: N = 138

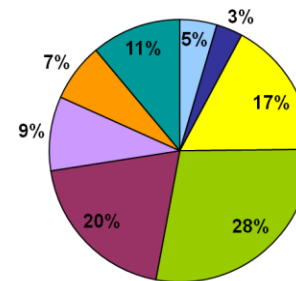


Master: N = 157

Metropolitan Campus Annual Income



Bachelor: N = 142

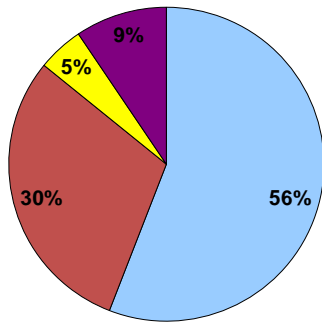


Master: N = 147

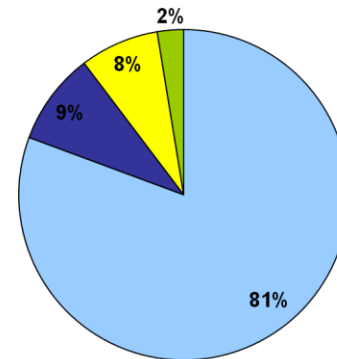
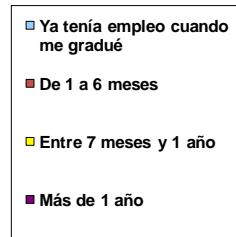


Metropolitan Campus

Time pass from graduation to employment



Bachelor: N = 127

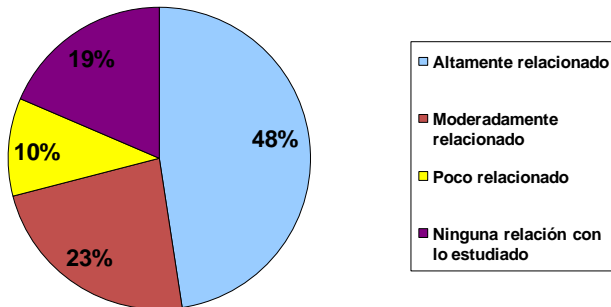


Master: N = 155

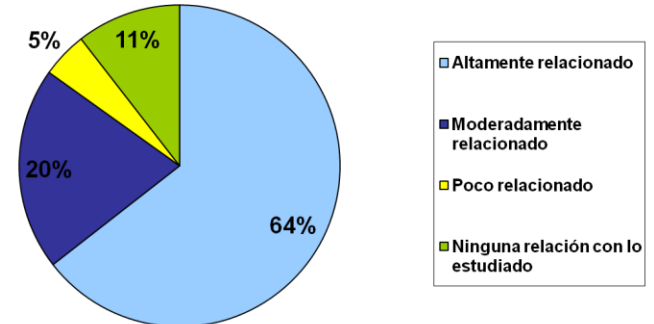


Metropolitan Campus

Relationship between major and employment



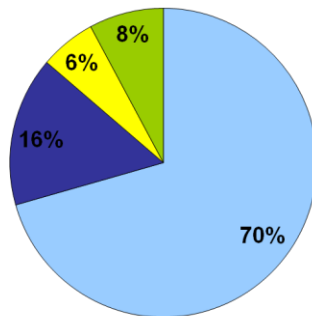
Bachelor: N = 124



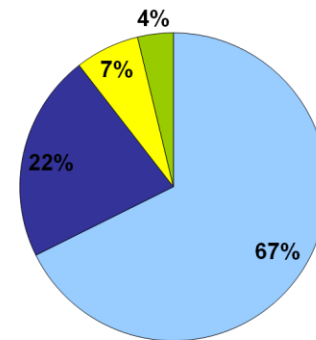
Master: N = 152

Metropolitan Campus

Value of academic preparation to employment



Bachelor: N = 102



Master: N = 147

Findings

- Students majoring at the master level in Accounting, Psychology, Criminal Justice, Human Resources, and Counseling had more difficulties in finding jobs related to their field of studies
- Students majoring at the bachelor level in Psychology, Marketing, Criminal Justice, Accounting, and Human Resources had more difficulties in finding jobs related to their field of studies
- Alumni expressed that they were more competent in Spanish oral and written skills than in English.
- The following competencies were identified by alumni as less developed: problem solving skills, research, leadership, and effective use of technology.
- The following competencies were identified by alumni as more developed: lifelong learning, entrepreneurship, critical thinking, and negotiating skills.

Actions Taken

- CPA track has been enhanced and promoted among Accounting students.
- Problem solving, research, leadership, and the use of technology have been emphasized across the curriculum.
- Research experiences, practicum, internship, and English communication skills have been emphasized in program reviews, especially, in majors that alumni had more difficulties in finding employment.

Inter American University of Puerto Rico
Metropolitan Campus

2009-2010

APPENDIX 6
INSTITUTIONAL AND PROGRAM ASSESSMENT COMMITTEE
MEMBERS

Institutional Assessment Committee

Dr. Debora Hernández, President – Dean of the Institutional Research and External Funds
Prof. Migdalia M. Texidor – Dean of Studies
Dr. Carmen A. Oquendo – Dean of Students
Dr. Irma Brugueras – Professor of the Teacher Preparation Program
Dr. Rosalie Rosa – Professor of Social Work
Dr. Arline Milán – Professor of Human Resources
Dr. Lillian Gaya-Gonzalez – Professor of Biology

Academic Assessment Coordinators –Program Level

Dra. Irma Brugueras – Teacher Preparation Program
Dra. Agnes Dubey – Chemistry
Prof. Ernesto Torres – Environmental Sciences
Dr. Miguel Cubano – Popular Music
Prof. Belma Borrás – Accounting
Dr. Aurea Ayala – Nursing
Dr. Laura Pando – English
Dr. Luis Mayo – Spanish
Prof. Manuel García – Mathematics
Dr. Jaime Santiago – Psychology
Prof. Angeline Liang – Criminal Justice
Prof. Maria de Jesus – Computer Science
Dr. Noel Allende – Music Education
Dr. Angel Velez – Religion
Dr. Juan Karman – Computerized Information Systems
Prof. Jose Hernandez – Political Science
Prof. Mildred Soto – Management