

Monitoring Report to the
Middle States Commission on Higher Education

From

Inter American University of Puerto Rico
Metropolitan Campus

Marilina L. Wayland, Chancellor

Dr. Maritza Ortiz, Accreditation Liaison Officer

April, 2014

To reaffirm accreditation and to commend the institution for the quality of the self-study process. To request a monitoring report, due April 1, 2015, documenting (1) continued development and implementation of a comprehensive plan for the assessment of institutional effectiveness (Standard 7) and (2) further progress in the implementation of an organized and sustainable student learning assessment process that includes direct evidence of student learning, with evidence that results are used to improve teaching and learning (Standard 14). The Periodic Review Report is due June 1, 2018.

April 1, 2015

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I. Introduction

Overview of the Institution

The Metropolitan Campus (MC) is the largest academic unit of the Inter American University of Puerto Rico system (IAUPR). IAUPR is a private, non-profit Christian based, Hispanic-serving institution with nine campuses and two professional schools: School of Law and School of Optometry. Enrollment, in recent years, has been over 40,000 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 United States. Accreditation has been maintained since then.

MC was established in 1960. It is licensed by the Puerto Rico Council of Education (CEPR) and accredited by MSCHE since then. It has specialized professional accreditations for Nursing, Social Work, Medical Technology, and Education programs by the Accreditation Commission for Education in Nursing (ACEN), Council of Social Work Education (CSWE), National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), and Council for the Accreditation of Educator Preparation (CAEP), respectively. The Division of Economic and Administrative Sciences is accredited by the Network of International Business Schools (NIBS) and in 2014 was awarded the ISO 9001-2008 Certificate by QAS International. The Continuing Education Program is accredited by the International Association for Continuing Education and Training (IACET).

Fall 2014 enrollment is 9,853 students, 72% of which are undergraduate and 28% graduate. MC provides services to a diverse student population, addressing the needs of underprivileged, talented, honor, and adult students. International students comprise near 10% of the population and come from more than 30 different countries.

MC is the only institution in Puerto Rico that offers programs in both Spanish and English. Undergraduate degrees in Business Administration, Biomedical Sciences, Nursing and Psychology and master degrees in Business Administration and Psychology can be completed in English. The International Relations Office provides support to international students and to those who want to have an educational experience abroad.

The academic organizational structure is divided into four areas: Education and Behavioral Professions; Humanistic Studies; Sciences and Technology; and Economic and Administrative Sciences. Each division has a dean that responds to the Dean of Academic Affairs. MC has 215

full time faculty members, 403 part time faculty members, and 286 administrative personnel. Budget for the present academic year is \$54.17 million.

MC offers 121 academic programs: 8 technical, 10 associate, 50 baccalaureate, 5 professional certificates, 35 masters degrees and 13 doctorate (Figure 1: Academic Offerings).

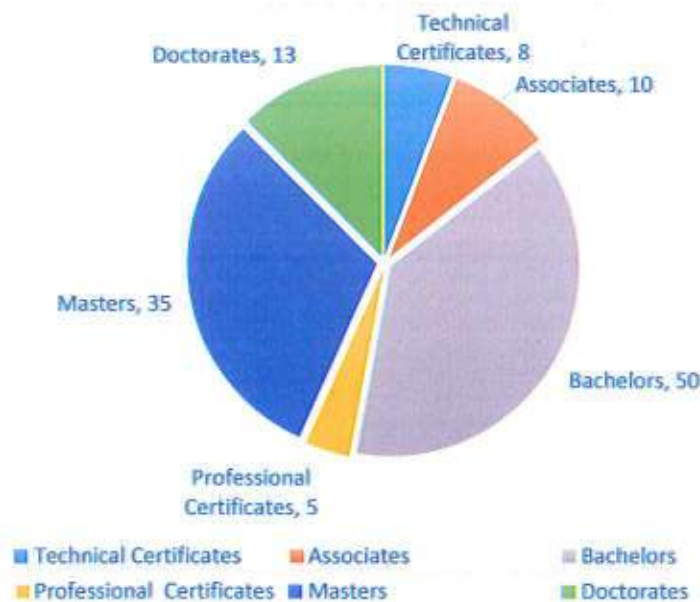


Figure 1: Academic Offerings

In keeping with its mission, MC offers an education directed toward the development of leaders and entrepreneurs who are committed to making significant contributions to society. These contributions are based on the values of service, democracy, and the reaffirmation of IAUPR's character as an institution with Christian roots and an ecumenical focus (Appendix 1: MC Mission).

The IAUPR undergraduate curriculum is composed of three interrelated components: general education (GE), specialization and electives, addressing the development of students with an integral education.

Context for the Monitoring Report

Since the decennial visit of 2003, assessment has been a priority. Though assessment was done at different levels, it was not systematic. To address this issue, MC developed and implemented the Assessment Action Plan (2004-2009). The first campus assessment committee was established in 2004 and its main responsibility was to advise and assist deans, chairs, and faculty in the implementation of the plan. In June, 2008 MC submitted the required Periodic Review Report

(PRR) to MSCHE. On November, 2008, MSCHE accepted the PRR and requested a progress report documenting evidence of direct methods of assessment of student learning at the institutional and program level. In response to this request, in October, 2010, MC submitted a Progress Report that included the MC Assessment Plan (2009-2010).

A larger Institutional Assessment Committee (IAC) was appointed by the Chancellor. Specific roles for deans, chairs and faculty members were defined in the assessment model developed. IAC was responsible for monitoring the ongoing assessment process. Furthermore, information provided by outcomes assessment processes at program and institutional levels, supported decision making related to MC allocation of resources, annual budget and strategic plan. The 2010 Progress Report was accepted by MSCHE.

During the 2013 decennial visit, the MSCHE Visiting Team commended MC for its "effective structure for a comprehensive assessment effort throughout the campus. Although the assessment process was still developing, there was evidence that it resulted in programmatic revision and that assessment results were used thoughtfully in the budget allocation decision making process". Under Standard 7, the team commended MC for the "implementation of learning opportunities that assist student in achieving the goal of its mission". There were no recommendations from the team regarding Standard 7. Under Standard 14, the team recommended a follow-up report to ensure continuing development of assessment efforts.

As a result of the 2013 self-study process in preparation for the reaffirmation of the MSCHE accreditation, MC included in the Action Agenda in relation to Standard 7 the following action items:

- Revise the instrument used for the assessment of the MC mission competencies and implement a systematic assessment process;
- Incorporate institutional assessment outcomes results in the Tk20 platform.

As for Standard 14, MC identified the following action items:

- Monitor and support of the implementation of assessment work plans for programs at beginning and developing levels;
- Establish an assessment implementation calendar to be followed by the four academic divisions, including periodical assessment meetings with progress reports on actions taken and best practices;

- Disseminate student learning outcomes or competencies for each program and inclusion of corresponding competencies in syllabi, as well as student assessment instruments and rubrics;
- Further train faculty on assessment;
- Continue to train faculty on Tk20 implementation process;
- Revise and adopt the assessment rubric used by the subcommittee to support academic division assessment efforts.

Although MSCHE reaffirmation of MC accreditation evidences compliance with the 14 standards, a Monitoring Report addressing Standards 7 and 14 was requested: *“documenting (1) continued development and implementation of a comprehensive plan for the assessment of institutional effectiveness (Standard 7) and (2) further progress in the implementation of an organized and sustainable student learning assessment process that includes direct evidence of student learning, with evidence that results are used to improve teaching and learning (Standard 14)”*. After the evaluation visit in March, 2013, MC developed a revised Assessment Plan (2014-2015) to ensure systematic, continued, and sustained assessment processes in compliance with both Standards 7 and 14, institutional and student learning, respectively (Appendix 2: Assessment Action Plan 2004-2009, Assessment Plan 2009-2010, Action Agenda 2013, and Assessment Plan 2014-2015). MC assessment processes are embedded within the campus assessment culture. This allows for the continuous improvement of student learning, and for an increase in evidence-based decision-making. Processes have been strengthened and changes have been implemented based on the assessment results. This report demonstrates the advancement accomplished so far and changes are discussed in the following sections.

II. Appraisal of Improvement

Progress to Date and Current Status

The Visiting Team recognized that, although elements of the framework for assessment were falling into place, most programs were still very much in the early stages of the assessment. From 2013 to 2015, the program assessment level using a scale from beginning to above standard improved as follows: beginning level changed from 53% to 4%; developing level changed from 13% to 25%; at the standard level, from 11% to 31%; and above standard, from 23% to 30%.

Based on student learning outcomes (SLO) assessment, changes have been implemented at the institutional and program levels. Actions taken to further ensure compliance with Standards 7 and 14 include:

1. Chancellor's meetings with the different constituencies to communicate MSCHE accreditation results, emphasizing the need for improvement in assessment and the requirement for a Monitoring Report to be submitted on April 1, 2015. These meetings are scheduled at least twice during the academic year (Appendix 3: Sample of Chancellor's Presentation).
2. Dissemination of assessment efforts and results in campus publications and webpage. (Appendix 4: Sample Cover of Chancellor's Bulletin *Acercándonos*).
3. Periodic meetings with faculty to share programs outcomes results, assessment instruments, and best practices for closing the loop in the assessment process are presented in assessment forums (Appendix 5: Sample Presentation at an Assessment Forum).
4. Completion of gap analysis by the Dean of Academic Affairs and the IAC resulted in the development and implementation of the Assessment Plan 2014-2015 (Appendix 6: Gap Analysis).
5. Meetings among deans, program directors, assessment coordinators, and faculty members in order to document advancement in the program classification level (Appendix 7: Sample Presentation of Assessment by a Dean).
6. Periodic meetings among the Dean of Academic Affairs and deans, chairs, and program assessment coordinators to advance the implementation of assessment processes: discussions of issues, presentation of best practices, and review of outcomes results (Appendix 8: Sample Presentation by the Dean of Academic Affairs).
7. Relocation of the assessment monitoring officer near the Office of the Dean of Academic Affairs to facilitate assessment coordination and follow-up (Appendix 9: Chancellor's Letter to the University Community).
8. The IAC was given the role to oversee the compliance with assessment plans at division and program levels (Appendix 10: Chancellor's Letter to the IAC).
9. Training of faculty and assessment coordinators on Tk20 platform implementation. (Appendix 11: Training Workshop Announcement).

10. Sustained administration of institutional studies in the areas of: student satisfaction, student and faculty engagement (NSSE and FSSE), alumni, employers, fully online students, and employee satisfaction. Results are discussed with MC constituents and action plans are implemented for continuous improvement (Appendix 12: Sample Enrollment Manager Action Plan).
11. Revision of SLO and curriculum maps using the Tk20 template (Appendix 13: Sample Curricular Map on Tk20 Template).
12. Strategic planning and budget allocation based on assessment results (Appendix 14: Sample of Resource Allocation based on Assessment).
13. Implementation of a new student tracking system (ERDU). This database allows for the study of student's retention and performance (Appendix 15: Sample ERDU Report).
14. Institutionalization of the MC Planning and Budget Committee. Deans and the president of the Academic Senate participate in the final decision-making for funds allocation (Appendix 16: Brochures of Institutional Committees).
15. Revision of 14 programs (Appendix 17: List of Programs Revised Since 2013).

Specific MC achievements related to Standards 7 and 14, since the MSCHE 2013 visit, are presented in the following sections.

A. Standard 7 – Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

The MSCHE Visiting Team recognized that MC “demonstrated a strong linkage between their new mission and goals and the action steps taken to achieve them. The new mission elements includes: 1) entrepreneurship and leadership, 2) internationalization, and 3) values and community service. Aligned with these mission elements are assessment measures that help to determine progress on the achievement of the goals.”

MC strategic plan is consistent with campus mission and goals. The following performance indicators guide the strategic planning process: increase retention to 75%, improve student satisfaction to 75%, increase six year graduation rate to 30%, revise 20% of the academic offerings, revise at least 10% course syllabi to incorporate institutional values, implement faculty development according to plan; implement assessment and accreditation according to plan, and achieve or sustain results of board examinations higher than the national average.

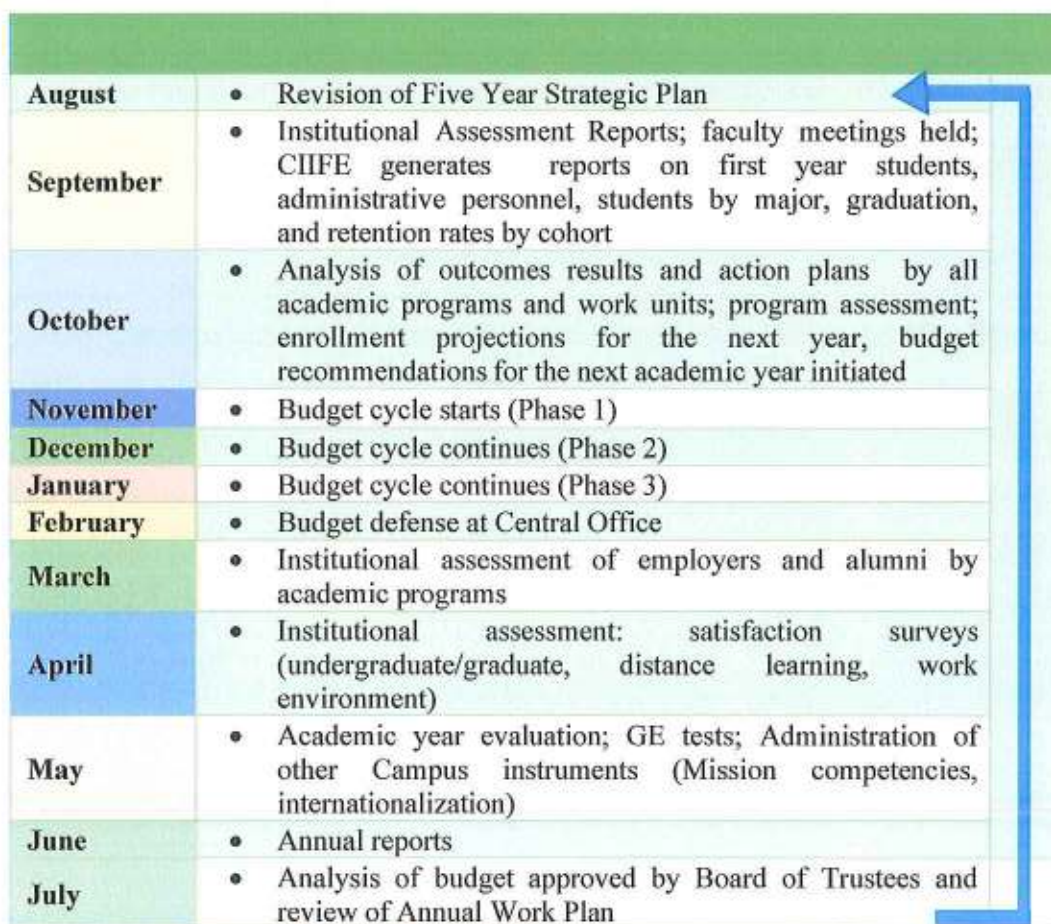
The assessment framework of the IAUPR system is based on the premise that everything that takes place within an educational institution has an effect on student learning. It recognizes that the cornerstone of the assessment process is the mission and goals of the organization. This framework guides the MC Assessment Model (Appendix 18: MC Assessment Model).

The model offers guidance on the campus processes that affect the expected learning outcomes. The application of the model and the assessment results lead to an evaluation of the institution mission, goals, and objectives. In general, at the institutional level, the model serves to develop assessment to: decide the feasibility of academic programs and services, analyze the tendencies in higher education (emerging technologies, and the social, historical, and cultural context of the institution), prepare the strategic plan, and prioritize budget allocation. Assessment is an institution-wide process shared by MC constituents: faculty, administration, and staff. The assessment model guides assessment practices for decision making in the planning and budget processes (see Figure 2: Assessment and Decision-making Interaction). Three aspects characterize the planning and budget process at MC: (a) geared by the Mission Statement; (b) fueled by assessment results, and (c) high participation of programs and services owners. Assessment results are essential for institutional improvement.



Figure 2: Assessment and Decision-making Interaction

Since the reaffirmation of accreditation, MC faculty and administration have sustained the assessment processes efforts to improve and ensure institutional effectiveness. MC maintains an assessment, planning, and allocation of resources cycle (Figure 3: MC Assessment, Planning, and Resource Allocation Cycle).



August	• Revision of Five Year Strategic Plan
September	• Institutional Assessment Reports; faculty meetings held; CIIFE generates reports on first year students, administrative personnel, students by major, graduation, and retention rates by cohort
October	• Analysis of outcomes results and action plans by all academic programs and work units; program assessment; enrollment projections for the next year, budget recommendations for the next academic year initiated
November	• Budget cycle starts (Phase 1)
December	• Budget cycle continues (Phase 2)
January	• Budget cycle continues (Phase 3)
February	• Budget defense at Central Office
March	• Institutional assessment of employers and alumni by academic programs
April	• Institutional assessment: satisfaction surveys (undergraduate/graduate, distance learning, work environment)
May	• Academic year evaluation; GE tests; Administration of other Campus instruments (Mission competencies, internationalization)
June	• Annual reports
July	• Analysis of budget approved by Board of Trustees and review of Annual Work Plan

Figure 3: MC Assessment, Planning, and Resource Allocation Cycle

The MC Assessment, Planning and Resource Allocation Cycle (Figure 2) starts in August with the evaluation of the previous academic year and the update of the Strategic Plan. The assessment process begins with the development of measurable SLO, as part of the curricular design of new programs and the periodic revision of ongoing programs (at least every five years).

1. MC Initiatives to sustain institutional assessment

MC has implemented modifications to sustain institutional assessment, as follows:

- a. The institutional assessment structure has been strengthened by centralizing and coordinating operational components into a clear, integrated design, ensuring the implementation of the comprehensive Assessment Plan 2014-2015. The results are used to improve institutional effectiveness and student learning.
- b. Assignment of new roles of monitoring and compliance to the IAC.

- c. Relocation of the assessment monitor's office. This new location facilitates the current monitor's functions: monitor institutional effectiveness plan aligned with MC mission and Strategic Plan; assure compliance with the assessment model and utilization of results; oversee the implementation of the Tk20 platform.
- d. Clarification of levels of responsibilities on assessment (Table 1: Level of Responsibility on Assessment).

Table 1: Level of Responsibility on Assessment

Position	Responsibilities
Chancellor	1. Provide leadership in assuring that assessment is implemented and results are used for institutional renewal 2. Give final approval to plans and budgets 3. Appoint IAC members 4. Allocate resources 5. Assure decisions are data-driven
Dean of Academic Affairs	1. Provide leadership in academic affairs 2. Report results to the Chancellor 3. Supervise the Assessment Monitor 4. Preside the IAC and provide guidance 5. Provide advice on assessment techniques and methods
Deans and IAC	1. Provide leadership to chairs, faculty, office directors, and assessment coordinators 2. Coordinate, collect, analyze, and organize data across units 3. Report results to the IAC and to the Dean of Academic Affairs
Chairs/Office Directors	1. Collect assessment and data reports 2. Provide leadership to faculty and assessment coordinators 3. Communicate findings to department and offices assessment committees 4. Close the loop: analyze data and implement improvements based on findings
Program assessment coordinators	1. Coordinate assessment and data reports 2. Collect data and communicate findings to program faculty 3. Coordinate with the assessment monitor data entry on TK20 platform
Faculty	1. Participate in departmental/committee assessment meetings and decision making, and conduct classroom assessments in order to focus in student learning 2. Incorporate instructional strategies for direct and indirect measurement methods that support improvement of student learning 3. Report at least annually the use of classroom assessment in order to share ideas and strategies with peers 4. Engage and support institutional and accreditation efforts 5. Participate in planning and conducting program assessment and work with peers to improve program outcomes
Assessment Monitor	1. Monitor, collect data concerning board certification and satisfaction survey results at the undergraduate and graduate levels, alumni, employers, and work environment 2. Provide support to academic deans, department chairs, program coordinators, office directors, and faculty on assessment processes, tools, and TK20 platform 3. Help design and coordinate assessment activities across programs 4. Prepare an annual report summarizing the outcomes assessment activities of academic programs, offices, and Continuing Education Program 5. Assure compliance

Through the above initiatives and resulting compliance, MC ensures the maximum utilization of assessment results by: regular data collection and analysis; identification of strengths and opportunities for improvement; establishment of priorities in strategic planning and budget processes for academic and non-academic services; improvement of the quality, efficiency, and adequacy of services; improvement of teaching/learning processes; achievement of higher student retention and graduation rates; provision of accountability to stakeholders; and sustained cross-campus communication to inform the university community about assessment processes and outcomes.

2. Institutional Assessment Efforts

When assessment results do not meet the expected outcomes, results are analyzed and action plans are implemented, closing the loop. Resource allocation requests, planning, decision-making, and program administration are based on assessment results. MC is committed to providing the administrative support to sustain effective assessment processes and to building a strong culture of assessment.

The basis of the strategic planning process is a needs assessment performed at the department level and administrative offices. This primary evaluation involves the outcomes assessment of all programs and services, conducted by department chairs and directors. From this assessment process, the Chancellor's staff establishes annual objectives and priorities. The MC Planning and Budget Committee participates in the final decision making for funds allocation to meet the needs of academic departments and administrative offices. The strategic plan is implemented and evaluated using the performance indicators.

Key issues in the planning and budget process have been: enrollment, student retention and graduation rates (IAUPR system productivity indicators), student and faculty profiles. The incorporation of assessment as a documented, organized, and sustained process is used to evaluate and improve the total range of programs and services, as well as the achievement of MC mission and goals.

Institutional outcomes assessment regarding student support services is done through the administration and data analysis of the following instruments: Institutional Student Satisfaction Surveys (ISSS), the MC Competencies Assessment Instrument (MCCAI), and the CORE survey, among others. These institutional studies are conducted periodically according to schedule (Appendix 19: Institutional Studies Calendar). Survey results are presented and discussed at the

Chancellor's Staff meetings (deans, director of Enrollment Management, Information and Telecommunications, Planning, and Promotion and Marketing), and at the Strategic Council meetings (Chancellor's staff plus directors of academic departments, the Information Management Center [library], the Distance Learning Education and Technology Development Center, the Chaplain, and the Registrar). Results are then presented to faculty and administrative staff by each director. Areas for improvement are identified and action plans are developed and implemented. In addition, and consistent with the suggestions from the Visiting Team, MC administers the National Survey of Student Engagement (NSSE) annually and the Faculty Survey of Student Engagement (FSSE) biannually. The reports of such surveys are analyzed by programs and student services offices for curriculum, pedagogy, instructional emphasis, and campus climate. These studies allow the comparison of MC to similar institution.

Institutional Student Satisfaction Survey (ISSS)

Since 2013, the ISSS has been administered once to undergraduate students. Items that reflect increased satisfaction from the previous survey were: (1) the services provided by the Registrar's and Bursar's offices, both in campus and online; (2) the prevention and Chaplain Office activities; (3) the first aid services provided on campus; (4) the campus bookstore services; and, (5) the availability of opportunities to complete community service. Although improved, levels of satisfaction still fall short of the expected satisfaction level: (1) services provided by the Registrar's and Bursar's offices went up to 63%; (2) the prevention and Chaplain Office activities went up to 68%; (3) the first aid services provided on campus and (4) the campus bookstore services went up to 70%; and (5) the availability of opportunities to complete community service went up to 63%. Specific actions taken to increase student satisfaction include: changes in Registrar's and Bursar's office procedures that resulted in reduced waiting time; increased personnel at extended hour; new methods of payment options online; the continued training of student services personnel; increased opportunities to do community work through student organizations; and relocation of the First Aid Center, among others.

ISSS results also remained below the 70% expected satisfaction level in items such as: (1) the availability of parking spots and of spaces; (2) areas to spend leisure time on campus; (3) the availability of tutors; and (4) the help students get from counseling personnel. Actions taken to improve student satisfaction include: (1) improvement of trolley transportation services through

outsourcing; (2) renovation of "Plaza de la Paz" as a gathering place outside the Student Center; (3) structured recreational activities programs with movies, concerts, flea markets, arts and crafts fairs, farmers market; (4) religious activities have been established as seasonal events; (5) recruitment of chaplains for additional locations; and (6) restructuring the administration of sport facilities and extension of service hours.

Survey results show that security is among the items of high importance for MC students and satisfaction has consistently been above 70% on this item. In order to sustain this effort, MC recently established a late-night transportation service to housing subdivisions close to campus. Survey results also show satisfaction with the following items: quality of academic programs (79%); professors' mastery of subject matter (83%); teaching strategies (74%); services provided for students with disability (77%); professors' demeanor toward students (79%); professors' timely response to students' academic work (78%); classroom physical environment (73%); access to resources at the library (72%); use of technology in the classroom (74%), university promotion of Christian ecumenical values (70%); and recommendation of university to others (79%). There is also high satisfaction with the university's recognition in the community (80%).

MC Competencies Assessment Instrument (MCCAI)

The MCCAI was designed to learn, from the students' perspective, how they master the general competencies posed by the new MC mission statement (Appendix 20: MCCAI). As part of the action agenda since MSCHE 2013 visit, the instrument was revised, and has been administered twice to juniors and seniors. Results have been analyzed and presented to faculty members. They suggest that students' perspectives are aligned with the MC mission competencies. The vast majority of students consider as important or very important the following: (1) helping others (98%); (2) volunteering (94%); (3) participating in democratic processes (78%); (4) promotion of peace (92%); (4) protection of life (95%); (5) empathy (98%); and, (6) honesty (98%). When asked about their own actions and behaviors, 98% reported having a positive and creative attitude on facing challenges; 91% assumed responsibility for their actions, 98% made adequate decisions to solve problems; and 98% utilized available resources in order to achieve their goals. Finally, regarding internationalization competencies, over 95% of students reported having respect for cultural differences, and tolerance for differing opinions. In order to sustain these competencies,

MC maintains a program of co-curricular and extra-curricular activities (Appendix 21: Evidence of Co-curricular and Extracurricular Activities for the Development of MC Competencies).

National Alcohol, Drug, and Violence Survey (CORE Survey)

MC students also participate in this biennial survey. Results indicate that alcohol use and risky behaviors among MC students are lower than among student population in the U.S. The average number of drinks per week decreased from 3.37 to 3.23 in April 2013 when the survey was last administered. The Puerto Rico average is 3.45 drinks and the U.S. national average is 6.83. MC continues engaging students in its AOD prevention efforts by the implementation of an annual plan of students' activities and the institutionalization of the AOD Prevention and Intervention Committee.

National Survey on Student Engagement (NSSE)

The NSSE has been administered twice since 2013. Results indicate that when compared with similar institutions, MC first year students rated equal or higher in the following variables: (1) Quality interaction with students (+ 11); (2) assigned more than 50 pages of writing (+ 6); (3) applying facts, theories or methods to practical problems or new situations (+6); (4) forming a new idea from various pieces of information (+3); (5) examine the strength and weakness of your own view on a topic or issue (+3); and Seniors rated equal or higher in: (1) prepare for exams by discussing or working with other students (+16); (2) assigned more than 50 pages of writing (+ 16), (3) explained course material to one or more students (+13); (4) reached conclusions based on your own analysis of numerical information (+12); and (5) spent more than 10 hour per week on assigned reading (+8).

MC first year students performed lower than the comparison group in the following areas: (1) frequency of discussions with ...people of a race or ethnicity other than your own (-17); (2) discussed your academic performance with a faculty member (-17); (3) institution emphasis of attending campus activities and events (-18); (4) quality of interactions with academic advisors (-21); (5) institution emphasis on providing support for your overall wellbeing (-21), and seniors performed lower in: (1) instructors provided prompt and detailed feedback on tests and assignments (-16); (2) extent to which courses challenged you to do your best work (-18); (3) frequency of discussions with ...people of a race or ethnicity other than your own (-19);

(4) quality of interactions with faculty (-23); and (5) quality of interactions with academic advisors (-27).

Results of NSSE and FSSE show a gap between student experiences and faculty perceptions. In response to the above findings MC recognizes the particular challenges of a university located in an island with very homogeneous population. Internationalization efforts have been given an ever increasing priority role within Campus fiscal and academic resources. Students' internships abroad are supported and participation in cultural and educational trips abroad is encouraged. Activities within that scope include the revision of syllabi to include an international dimension, accreditation of intercultural student organizations, social activities emphasizing multicultural student competencies, and increased recruitment of international students and visiting professors. Academic advising has been emphasized as an integral faculty responsibility. Quality teaching and positive interactions in the classroom with students has been the focus of professional development activities for faculty in the last two years.

Since MSCHE 2013 visit, MC decided to administer alumni and employers surveys by program in order to address particularities among them. So far, four programs have been surveyed: Social Work, Managerial and Entrepreneurial Development, and Nursing Associate and Bachelor levels. Results show alignment with the program competencies and high employability of graduates. Of the four programs evaluated, only Managerial and Entrepreneurial Development has to develop an action plan to address the gap between (1) alumni actual job and their area of study and (2) professional life and students activities (Appendix 22: Sample Alumni and Employer Questionnaire Results).

3. Closing the Loop

Strategic planning is organized by performance indicators and decision making is based on data collection and analysis of such performance indicators as follows: enrollment, retention rate, graduation rate, and satisfaction surveys.

a. Enrollment

As shown in Figure 4, MC enrollment 2009-2014 was stable until academic year 2011-2012, when a significant enrollment increase was observed. However, since that year there has been an enrollment decline, both at undergraduate and graduate levels. The 2011-12 increase may be related to a decrease of enrollment at the University of Puerto Rico. Several factors explain the decrease in the number of students since 2013: (1) changes in demographics. (According to the

U.S. Census 2010, there has been a decrease in the population, ages 16 to 18.); (2) an increase in emigration to the continental United States. (It is estimated that 50,000 individuals relocate annually.); (3) the economic recession of Puerto Rico has limited family financial capability to invest in education; and (4) the application of the new student academic progress norm in compliance with federal regulations, which was applied for first time during the summer of 2012 and impacts approximately 600 students annually.

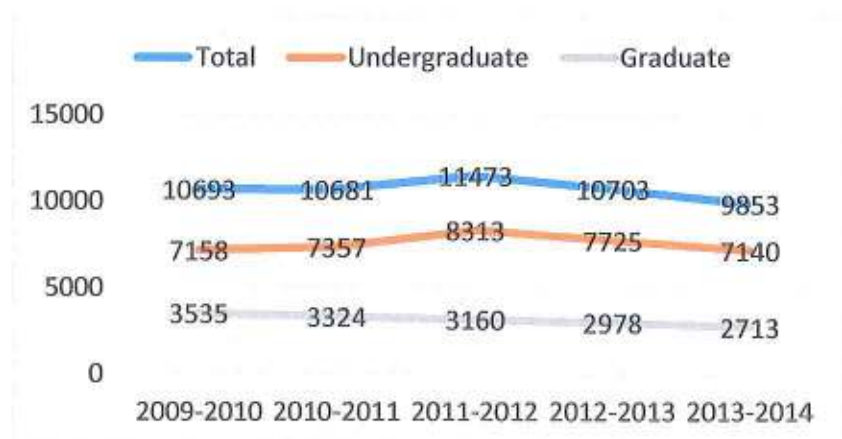


Figure 4: MC Fall Enrollment 2009-10 to 2013-2014

In order to compensate for decreased enrollment, MC has strengthened promotion and recruitment of international students (Appendix 23: Strategies for the Recruitment of International Students), created new academic programs, increased academic offerings taught in English, increased online academic program offerings taught in English and in Spanish, and increased academic offerings in additional locations in Caguas, Bayamón and Hato Rey. Based on data collected, some academic offerings were eliminated due to low enrollment in order to maintain cost effectiveness.

b. Retention

Retention is of utmost importance to MC. The institutional retention performance standard is 75%. Assessment of retention efforts have been reinforced since the MSCHE 2013 visit. First-year retention rates during the academic years 2010-2014 are presented in Table 2: MC Undergraduate Retention Rates.

Table 2: MC Undergraduate Percentage Retention Rates 2010-2014

Cohort	Retention
2010-11	73
2011-12	68
2012-13	71
2013-14	74

MC has been able to increase retention rates. Three main strategies have been implemented since 2010: 1) Student engagement, 2) faculty development, and 3) improvement of student services. Actions taken under these strategies include: 1) Title V funded program *Prevail, Achieve, Reflect, Engage and Share* provides co-curricular and extracurricular activities to promote student engagement. Peer and faculty mentoring is provided to first year students and social networks are used to keep student informed and to seek students' opinions. 2) Faculty development has been focused on the use of technology, active learning, collaborative learning and classroom environment. 3) Improvement of student services was achieved through a Call Center, personnel training, recruitment of bilingual personnel, streamlining of processes, and revision of forms. Retention strategies are driven by collection and analysis of data gathered by satisfaction surveys, early warning systems, Retention Management System/College Student Inventory, student withdrawals reports and exit interview, gateway courses data, and Student Tracking System (ERDU) reports (Appendix 24: Faculty Development Activities for Student Engagement).

c. Graduation Rate

Efforts in retention contribute to increased graduation rate. MC goal, as stated in the Self-Study Report, was to increase graduation rate from 26 o to 30% in five years. As shown in Table 3: Student Graduation Rates for cohorts 2005 to 2008, MC has already reached this goal. This evidences that actions taken to increase graduation and to improve student teaching-learning processes have been effective.

Table 3: Student Graduation Rates for cohorts 2005 to 2008

Cohort	Graduation Rate
2005-2006	23
2006-2007	24
2007-2008	24
2008-2009	30

MC demonstrates compliance with Standard 7 by documenting, organizing, and sustaining assessment processes to evaluate and improve the total range of programs and services, as well as the achievement of institutional mission and goals.

B. Standard 14 – Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Related to Standard 14, the Visiting Team recognized that the elements of the framework for assessment were falling into place. However, they cited two areas that MC needed to address: 1) most programs at MC were still very much in the early stages of the assessment cycle; and 2) the need for substantial implementation of the Tk20 platform. Therefore, the team recommended a follow up report to ensure continuing development of the assessment effort at MC, including further dissemination of student learning objectives and the systematic documentation of student assessment instruments and rubrics for all programs.

Since the receipt of the Commission Report, MC has made an intensive effort to strengthen assessment processes across curricula, including the general education component, and co-curricular aspects to ensure program effectiveness. Actions taken to address both areas include periodic meetings and training sessions held by the Dean of Academic Affairs, deans of divisions, chairpersons, faculty members, and assessment coordinators. Also, several additional faculty development activities regarding assessment have been offered, including the use of Tk20 platform. (Appendix 25: Faculty Development Regarding Assessment).

MC has gained a much deeper understanding about the importance of good assessment for student learning. The main purpose for assessing student learning is to determine what and how educational programs contribute to the learning, growth, and development of students. Assessment provides feedback to different levels in order to: (1) determine how a program can be improved, (2) inform faculty about the contributions and impact of the program, (3) support the decision-making process for program review and strategic planning, and (4) inform the campus community about how it is achieving the institutional mission and goals.

To maintain and sustain a culture of assessment, MC efforts have focused on communicating and implementing the four-step cycle of assessment for the continuous improvement of student learning. Each organizational level is responsible for identifying student learning outcomes,

devising a plan for attaining the goals, developing direct and indirect assessment measures, and executing improvements based on the results of those assessments. The cycle starts at the course level where data are collected and analyzed in relation to course objectives and program outcomes. Departments have developed and revised curriculum mapping for each of their respective programs to align the courses with program goals. Data collected from courses are used to make decisions for improvements in programs. Plans for improvement are communicated from the program level (faculty, assessment coordinators, and chairs), to the respective dean, to the Dean of Academic Affairs, to the Assessment Monitor, to the IAC, and to the Chancellor.

1. Program Assessment Efforts

Table 4: Improvement in Assessment by Academic Division, provides a comparison between the assessment level by program as was presented in the self-study and the actual status. It can be observed that there has been significant improvement in the program assessment level, from 53 % of programs classified as beginning, 13% as developing, 11% at standard, and 23% above standard in the self-study, to 14%, 25%, 31%, and 30%, respectively.

Table 4: Improvement in Assessment by Academic Division

Division	Beginning		Developing		At Standard		Above Standard	
Period	2013	2015	2013	2015	2013	2015	2013	2015
Economic and Administrative Sciences	69%	16%	24%	42%	7%	42%	0%	0%
Sciences and Technology	67%	19%	11%	37%	0%	19%	22%	25%
Education and Behavioral Professions	39%	5%	5%	10%	10%	17%	46%	68%
Humanistic Studies	49%	25%	20%	20%	31%	55%	0%	0%
Total	53%	14%	13%	25%	11%	31%	23%	30%

Of the 50 programs that were at the beginning level, at present there are only 15. It should be noted that 12 of those 15 programs are new and expected to be at that level. Therefore, only three out of 108 programs did not demonstrate advancement to the developing level. The faculty of Education and Behavioral Professions advanced five doctoral programs from beginning to above standard level by engaging doctoral faculty and using their expertise in curriculum and assessment (Appendix 26: Assessment Level by Program). Among the most improved undergraduate

programs in their assessment levels are: Psychology, Studies in Religion, Corporate Communications and Special Education. At the master level, most progress was observed in Teaching at the Elementary Level and Open Information Systems.

Tk20 platform implementation is progressing steadily. Implementation is coordinated by the Vice-Presidency of Academic Affairs and executed in phases (Appendix 27: Vice-Presidency Calendar for Assessment Activities and Assessment Development Plan Template). The first phase consisted of the revision of SLO by programs according to the Tk20 template and the subsequent mapping of SLO to focus courses. All SLO must have an adequate measure. Some of the programs had to revise the SLO and submit them to the Academic Senate for approval before incorporating them into the platform. During the second phase, programs must enter assessment instruments and rubrics. In the third phase, results from the administration of the assessment instruments are analyzed and actions taken are entered into the platform. Tk20 will be fully operational by December 2016 (Appendix 28: MC Plan for Integration of Program Assessment with Tk20 Platform). A sample of a program in phase 1 of Tk20 implementation is included in Appendix 29.

2. Actions Taken by Programs, Closing the Loop

Faculty have primary responsibility for determining the goals and outcomes of their programs, selecting appropriate assessment measures and methods, collecting, analyzing, and reflecting on the data, and implementing plans for improvement based on the assessment findings. Program coordinators are responsible for annually reviewing and updating the program assessment plans based on the assessments results of the prior year.

Faculty have selected a variety of methods to assess SLO. They selected and developed both, direct and indirect assessment tools. Program-level assessments are typically conducted through focus courses to ensure that students have adequate opportunities to learn and demonstrate required knowledge, attitudes and skills. The most common assessment methods include course projects, papers, and exams. Student learning is assessed by the course instructor. Clinical experiences are an important component of the professional preparation programs. Therefore, clinical supervisors evaluate student performance on a variety of learning outcomes and report results using program specific rubrics. Samples of assessment reports, rubrics and other type of documents that evidence the use of direct and indirect measurements in assessment are included in Appendix 30: Sample of Assessment Documents. Appendix 31: School of Psychology Assessment Progress Report, illustrates a systematized assessment process.

Closing the loop is a key aspect to program improvement using assessment results. Some of the actions taken by programs showed significant improvement in learning outcomes. Psychology programs periodically analyze results from board examinations to determine curricular changes and faculty signature courses.

In addition to the Psychology Program, MC has three programs that use board exam results as indicators of effectiveness: Nursing, Medical Technology, and Teacher Education. The standard performance indicator is that students obtain better results than National average scores. Students from both, Teacher Education and Nursing exceed the expected outcomes. Up to 2012, Medical Technology board exam results also exceeded this indicator. However, for the past two years students' performance has been lower than the National average. Although the passing rate increased from 69% to 76% in 2014, it is still lower than the 84% National average. Actions taken include the revision of admission and advising procedures. In addition, there has been an alignment of course content with board exam areas, as well as evaluation of faculty based on student performance.

Social work assessment plan follows competencies determined by their professional accreditation agency (CSWE). Data collected from focus courses and program surveys are analyzed by faculty and discussed with field instruction personnel. Actions taken include: (1) discontinued use of certain field placement agencies; (2) changes in field instructors, and (3) revision of syllabi. The Studies in Religion program progressed from beginning to standard with the implementation of pre- and post-testing in every course to identify areas of improvement. Actions taken include syllabi revision, replacement of educational materials, and changes in assignments given to students (Appendix 32: Studies in Religion Assessment Progress Report).

III. Conclusion

Steps to Sustain Compliance

Reinforcement of the assessment structure to ensure the continuing implementation of the Assessment Plan 2014-2015 for both, institutional effectiveness and improved learning is a determinant factor to sustain compliance. Specifically, the clarification of assessment roles and responsibilities and the relocation of the Assessment Monitor created a clear pathway toward the systematization of assessment. Enhancement of assessment culture has been achieved through two key elements, faculty assessment forums and the dissemination of assessment efforts and results in campus-wide publications. The continued training of faculty and administrators in the use of Tk20

platform, the revision of competencies by program and services, the mapping of SLO with focus courses, and the identification of direct and indirect measures, are the results of a well-executed comprehensive Assessment Plan for institutional effectiveness (Standard 7) and student learning (Standard 14). The implementation of a campus-wide, organized and sustainable assessment effort that includes direct evidence of student learning confirms the commitment of MC to comply with Standards 7 and 14.

MC has developed and sustained a culture of assessment and is improving student learning through evidence-based decision-making that runs from resource allocation to course content. MC continues to improve both, program and institutional assessment processes. As demonstrated in this report, MC has implemented a structure that ensures reporting and feedback mechanisms, aided by the use of Tk20 platform. This structure incorporates all levels of the university campus and guarantees that the assessment results continue to inform institutional, department, program, and course level decision making.

MC Mission

MC serves students from diverse cultural and national backgrounds. It offers an academic education geared toward the development of leaders and entrepreneurs who are committed to making significant contributions to society. These contributions are based on the values of service, democracy, and the reaffirmation of Inter American University of Puerto Rico's character as an institution with Christian roots and an ecumenical focus.

Through...

Comprehensive academic programs, diverse study modalities in the sciences, in applied sciences, in humanities and in professional studies in both English and Spanish languages. The academic offering includes technical certificates, associate degrees, bachelor degrees, professional certificates, master's degrees and doctoral degrees pertinent to the needs of the student population.

Characterized by ...

A humanistic, liberal education sensitive to the demands of a constantly changing world and marketplace; oriented to the development of holistic, self-employed individuals, who take care of themselves and their environment; an education that enables citizens to contribute to cultural, political, social, spiritual, and economic growth.

Committed to ...

Puerto Rico and the world, research, innovation, the development of knowledge and its diffusion, and services to communities.

Guided by principles of ...

- Ecumenical Christian vision
- Respect for human dignity
- Integrity
- Appreciation for knowledge
- Commitment to cultural and national diversity
- Efficiency and effectiveness in organizational efforts
- Democratic coexistence

APPENDIX 6 – LEARNING OUTCOMES ASSESSMENT ACTION PLAN

Plan of Action						
Development and Implementation of Institutional and Student Learning Outcomes Plan						
	2004-05	2005 - 06	2006-07	2007 - 08	2008- 09	
Assesment initiatives	- A campus Assessment Committee was appointed to: ❖ Do research on assessment models ❖ Training of committee members on assessment topics and processes. ❖ Initiate a campus wide discussion and training on assessment ❖ Disseminate the Draft of the Institutional Assessment Plan suggested for the self study	❖ Offer workshops and conferences about assessment processes focused on student learning for faculty and administrators organized by the Deanship of Studies ❖ Continue with the assessment plans of programs that have assessment plans in place (Nursing, Medical Technology, and Social Work)	❖ Appoint assessment committees at department and school level ❖ Provide training to committee members. ❖ Continue with faculty development on assessment strategies ❖ Continue with the assessment plans of programs that have assessment plans in place	❖ Continue with assessment workshops for faculty ❖ Initiate the definition of learning outcomes results ❖ Identify methods that will be used for assessment aimed to the increase of student achievement ❖ Initiate the Development of assessment plans for all programs and Deanships	❖ Continue with assessment workshops for faculty ❖ All faculties will have a systematic assessment plan congruent with the institutional mission completed ❖ All faculties must submit annual assessment reports including actions taken. Assessment will be a standard operation procedure for all academic programs	

Appendix 2



Inter American University of Puerto Rico Metropolitan Campus Assessment Plan 2009-2010

MC Mission: Offer an excellent education in the three levels that comprise higher education: undergraduate, graduate, and professional. This education will be offered in an environment that ensures the physical and emotional of the University community								
Input	Goal MC	Assessment Goal	Assessment Criteria	Indicator	Instrument	Responsible Level	Use of Assessment	
Students	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	• Student periodical satisfaction survey (2 yrs)	SCO & Campus	Program evaluation and curricular revision.	
			1.0.2 Number/percentage of graduates that pass departmental, licensure or certification exams	1.0.2.1 Increase in the number of success by at least 5% annually	• 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	• Program performance reports and Annual Statistical Report, IAUPR			SCO and Program directors
			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	• Fall Statistical Report IAUPR	SCO & Campus		
Graduates	1&2	1.1 Graduates demonstrate continuous personal and professional educational growth	1.1.1 Number/percentage of students that continue studies at the bachelors, master, doctoral or professional certificate level	1.1.1.1 70% or more of the associate degree graduates continue studies at the bachelor's level	• Institutional graduates study report	SCO & Campus		

MC Mission: Offer an excellent education in the three levels that comprise higher education: undergraduate, graduate, and professional. This education will be offered in an environment that ensures the physical and emotional of the University community							
Input	Goal MC	Assessment Goal	Assessment Criteria	Indicator	Instrument	Responsible Level	Use of Assessment
Faculty				1.1.1.2 25% or more of the bachelor's degree students continue studies at the graduate level	" "		
				1.1.1.3 5% or more of the master's degree level continue studies at the doctoral level	" "		
				1.1.1.4 25% or more of the graduates take professional development course	" "		
				2.0.1.1 50% of faculty members use two or more innovative teaching techniques	• Campus Annual Report	Academic Deans and Dean of Studies	Program evaluation & improvement of the teaching and learning process
				2.1.1.1 85% of the syllabi have technological bibliographic references in course syllabus	• Course syllabus	Department/ School Directors & Academic Deans	
				2.2.1.1 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	• Academic Faculty Annual Report	Department / Schools directors & Academic Faculty Deans	
				2.2.1.2 At least 10% of the faculty members participate in the institutional curricular revisions committees.	• VPAASP Report	Vice President & Dean of Studies	
				2.3.1.1 At least 10% of faculty members do research in the specific discipline	• Academic Faculty Report	Academic program directors & Faculty Deans	Planning, faculty development and teaching/ learning process improvement

MC Mission: Offer an excellent education in the three levels that comprise higher education: undergraduate, graduate, and professional. This education will be offered in an environment that ensures the physical and emotional of the University community							
Input	Goal MC	Assessment Goal	Assessment Criteria	Indicator	Instrument	Responsible Level	Use of Assessment
				2.3.1.2 At least 5% of faculty members present research findings at local, national, and or at international forums	• Academic Faculty Annual report	Academic program directors & Faculty Deans	“ “
		2.4 Faculty members participate in professional development activities	2.4.1 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	2.4.1.1 At least 95% of the faculty members participates in at least two professional development activities per year	• Annual Academic Faculty Report	Academic program directors & Faculty Deans	“ “
			2.4.2 Retention rates	2.4.2 At least a 5% increase in student retention by 2008	• Institutional Statistical Report	Academic program directors & Faculty Deans	“ “
		2.5 Faculty members engage in assessment initiatives	2.5.1 Number/percentage of faculty members that participate in assessment initiatives	2.5.1.1 By 2007, over 90% Full Time faculty members are trained in assessment practices	• Annual Academic Faculty report		
5&6	3.0 Faculty members engage in special research projects with the students		3.0.1 Number/percentage of faculty members engaged in special projects with the students	3.0.1.1 At least 70% of faculty members require students to do a literature search using the services of the Access Information Center	• Course syllabus and Faculty Annual Reports	Academic directors and deans	Strengthening of literacy and research skills
			3.0.2 Number/percentage of faculty members that include journal articles readings as a primary source of learning	3.0.1.2 At least 70% of faculty members require students to locate and evaluate journal articles as a primary source of learning	• Faculty member annual report and course syllabus	Academic directors and deans	Strengthening of research and critical thinking skills
			3.0.3 Number /Percentage of faculty members teaching graduate courses that include a research project or paper as part of the course requirements	3.0.1.3 At least 90% of faculty members have as a requirement for the course the development and submission of a research project or paper	• Faculty member annual report and course syllabus	Academic directors and deans	Strengthening of research and critical thinking skills

MC Mission: Offer an excellent education in the three levels that comprise higher education: undergraduate, graduate, and professional. This education will be offered in an environment that ensures the physical and emotional of the University community							
Input	Goal MC	Assessment Goal	Assessment Criteria	Indicator	Instrument	Responsible Level	Use of Assessment
Programs	2, 3 & 4	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	• 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	• 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	• 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.	• Assessment plans submitted to the Dean of Studies	Academic Faculty Deans	Academic Program evaluation, review and strengthening.
		4.4 Academic program curricular revisions are performed following the 5 year cycle	4.4.1 Percent of programs that are in compliance with the revision cycle	4.4.1.1 100% of the programs revised or are going through a revision process	• Proposal submitted to academic senate	Program directors, Deans and Dean of Studies	Program improvement
Technology		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 projectors	• Dean of Studies Annual Report	CAI, Dean of Studies, Dean of Academic Faculties	Strengthening learning process
Bibliographical resources		6.0 CAI has available excellent material in both physical and electronic sources	6.01. Percent score in satisfaction surveys	6.0.1.1 Undergraduate, Graduate students and alumni rate the services provided by the CAI with 80% or more in satisfaction surveys i	• Periodic Satisfaction Surveys	Dean of Studies	Strengthening student academic support services

Appendix 2

MC Mission: Offer an excellent education in the three levels that comprise higher education: undergraduate, graduate, and professional. This education will be offered in an environment that ensures the physical and emotional of the University community							
Input	Goal MC	Assessment Goal	Assessment Criteria	Indicator	Instrument	Responsible Level	Use of Assessment
Classrooms		7.0 Classrooms are equipped with computer access multimedia	7.01 Percent score in satisfaction surveys	7.01.1 An increase of 5% of classrooms with multimedia annually	Classroom record report	Dean of Studies	Strengthening learning process
				Undergraduate, graduate students, and alumni rate the classroom facilities as satisfactory	Satisfaction surveys	Dean of Studies and program directors	

Action Agenda

Action Item	Persons Responsible	Time Frame
Complete mapping of the eleven MC Mission competencies with academic programs and curricula.	Dean of Studies	2012-2013
Strengthen research, innovation, and inquiry in undergraduate and graduate academic programs.	Dean of Studies	Annually
Increase the recruitment of international students and strengthen exchange programs for an enhanced multicultural education.	Director of International Relations	Annually
Comply with Strategic Plan Performance Indicators related to student admission, retention, graduation rates, and student satisfaction.	Dean of CIIFE	Annually
Appointment of a planning and budget advisory committee to the Chancellor to continue systematic assessment of planning and resource allocation.	Chancellor	2012-2013
Identify alternatives to face challenges of higher education such as new regulations related to financial aid and changes in student demographics.	Chancellor	Annually
Implement a plan for faculty and administrative personnel renewal.	Chancellor	Annually
Increase external funds from research grants.	Dean of CIIFE	Annually
Develop a comprehensive plan for the recruitment and development of new Campus leadership for the decades ahead.	Chancellor	2013-2014
Design a comprehensive plan for the recruitment and development of new campus leadership for the decades ahead.	Director of Human Resources	2012-2015
Train personnel to deal with a culturally diverse student body.	Director of Human Resources	Annually
Evaluate administrative processes that affect a growing population of distance learning students.	Director of CADDT	Annually
Improve administrative personnel satisfaction through the implementation of activities such as annual performance recognition, family days, and wellness fairs.	Dean of Administration	Annually
Train faculty in the areas of compliance with new regulation and student affairs.	Dean of Studies	Annually
Strengthen authentication procedures for distance learning	Director of CADDT	Annually
Ensure that MC promotional materials are available in Spanish and English.	Director of Promotional Marketing	Annually
Revise the assessment instrument for the MC Mission	Dean of CIIFE	Annually

Appendix 2

competencies and implement a systematic assessment process.		
Incorporate institutional assessment outcomes results in TK20 platform.	Dean of CIIFE	Annually
Continue monitoring changes in federal financial aid and their impact on MC enrollment.	Director of Financial Aid	Annually
Increase diversification of student financial aid resources.	Director of Financial Aid	Annually
Evaluate the impact of the new Satisfactory Academic Progress Norm on retention and enrollment.	Dean of CIIFE	2012-2013
Contribute to the higher education dialogue on retention and assessment by participating and organizing forums and other academic activities open to all institutions.	Dean of Studies	Annually
Provide housing facilities for international students.	Chancellor	2015-2016
Implement the assessment of the Internationalization Strategic Plan and disseminate outcomes to the university community.	Director of International Relations	Annually
Enhance online student services by providing relevant information on the web related to proctoring procedures, complaint filing, and contact information for key administrators and student services personnel.	Director of CADDT	Annually
Increase by 2% annually membership in student organizations.	Dean of Students	Annually
Increase by 1% annually student participation in internships and exchange programs.	Director of International Relations	Annually
Evaluate regulations and procedures that may impact faculty research in order to promote faculty productivity.	Dean of Studies	2012-2013
Establish a Faculty Development Institute to strengthen the structure of the Faculty Development Plan.	Dean of Studies	2012-2013
Promote faculty participation in research programs, consortia, and exchange programs with other institutions.	Dean of Studies	Annually
Assume a leading role in the institutional revision of faculty evaluation guidelines based on changes in the Faculty Handbook and other policy documents.	President of the Academic Senate	2012-2013
Articulate the Internationalization Strategic Plan with Academic Offerings.	Director of International Relations	2012-2014
Study the cost and feasibility of low enrollment academic programs.	Dean of Administration	Annually
Evaluate the progress of faculty transition to the trimester format and provide necessary support.	Dean of Studies	2012-2013
Appoint a faculty member as coordinator for PEG assessment.	Chancellor	2012-2013

Integrate PEG assessment results into TK20 platform.	Dean of CIIFE	Annually
Increase student and faculty participation in international. Experiences	Director of International Relations	Annually
Diversify post-secondary technical certificate program offerings.	Director of Certificate Program	2012-2013
Develop the Caguas University Center by the transferring of selected MC academic programs.	Dean of Studies	2012-2013
Monitor and support the implementation of Assessment Work Plans for programs at beginning and developing levels.	Dean of Studies	Annually
Establish an assessment implementation calendar to be followed by the four Academic Divisions, including periodical assessment meetings and progress reports on actions taken in order to share best practices.	Dean of Studies	2012-2013
Disseminate student learning objectives or competencies of each program and include corresponding competencies in syllabi, as well as student assessment instruments and rubrics.	Academic Deans	2012-2013
Further train faculty on assessment and TK20 implementation process.	Academic Deans	2012-2013
Revise and adopt the assessment rubric used by the subcommittee to support academic divisions' assessment efforts.	Academic Deans	2012-2013



Inter American University of Puerto Rico
Metropolitan Campus
Assessment Plan 2014-15

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Input	Goal MC	Assessment Goal	Assessment Criteria	Indicator	Instrument	Responsible Level	Use of Assessment
Students	1 & 6	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 students reporting satisfaction with their preparation and services provided 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	- Undergraduate student periodical satisfaction survey (2 yrs) - Graduate level student periodical satisfaction survey (2yrs)	SCO & Campus	Program evaluation and curricular revision.
			1.0.2 Number/percentage of graduates that pass departmental, licensure or certification exams	1.0.2.1 Increase in the number of success by at least 5% annually	Annual Program performance reports	Program directors and Academic Deans	
			1.0.3 Number/percentage of students that pass the, capstone experience or the comprehensive exams	1.0.3.1 Increase in the number of success by at least 5% annually	Program performance reports and Annual Statistical Report, IAU	SCO and Program directors	

Appendix 2

MC serves students from diverse cultural and national backgrounds. It offers an academic education geared toward the development of leaders and entrepreneurs who are committed to making significant contributions to society. These contributions are based on the values of service, democracy, and the reaffirmation of Inter American University of Puerto Rico's character as an institution with Christian roots and an ecumenical focus.

Input	Goal MC	Assessment Goal	Assessment Criteria	Indicator	Instrument	Responsible Level	Use of Assessment
			1.0.4 Student perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution	Student perception scores equal to or better than comparison groups	NSSE	CIFE, Dean of Academic Affairs, Dean of Students, and Program directors	Improvement of services, faculty development needs, and changes
			1.0.5 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	Fall Statistical Report IAUPR	SCO & Campus	
Alumni	1&6	1.1 Alumni demonstrate continuous personal and professional educational growth	1.1.1 Number/percentage of students that continue studies at the bachelors, master, doctoral or professional certificate level	1.1.1.1 70% or more of the associate degree graduates continue studies at the bachelor's level 1.1.1.2 25% or more of the bachelor's degree students continue studies at the graduate level 1.1.1.3 5% or more of the master's degree level	- Institutional graduates study report " " " "	SCO & Campus	

Appendix 2

MC serves students from diverse cultural and national backgrounds. It offers an academic education geared toward the development of leaders and entrepreneurs who are committed to making significant contributions to society. These contributions are based on the values of service, democracy, and the reaffirmation of Inter American University of Puerto Rico's character as an institution with Christian roots and an ecumenical focus.							
Input	Goal MC	Assessment Goal	Assessment Criteria	Indicator	Instrument	Responsible Level	Use of Assessment
				continue studies at the doctoral level 1.1.1.4 25% or more of the graduates take professional development course	" "		
Faculty	3	2.3 Faculty members participate in discipline specific research	2.3.1 Number/percentage of faculty members that participate in discipline specific research	2.3.1.1 At least 10% of faculty members do research in the specific discipline	Academic Faculty Report	Academic program directors & Faculty Deans	Planning, faculty development and teaching/ learning process improvement
				2.3.1.2 At least 5% of faculty members present research findings at local, national, and or at international forums	Academic Faculty Annual report	Academic program directors & Faculty Deans	" "
		2.4 Faculty members participate in professional development activities	2.4.1 Number/percentage of faculty members that participate in professional development activities about assessment processes, teaching	2.4.1.1 At least 95% of the faculty members participates in at least two	Annual Academic Faculty Report	Academic program directors & Faculty Deans	" "

Appendix 2

MC serves students from diverse cultural and national backgrounds. It offers an academic education geared toward the development of leaders and entrepreneurs who are committed to making significant contributions to society. These contributions are based on the values of service, democracy, and the reaffirmation of Inter American University of Puerto Rico's character as an institution with Christian roots and an ecumenical focus.

Input	Goal MC	Assessment Goal	Assessment Criteria	Indicator	Instrument	Responsible Level	Use of Assessment
			and learning concepts and styles, use of technology in education	professional development activities per year			
		2.4.2 Retention rates	2.4.2 Retention rates	2.4.2 At least to 75% student retention by 2016	Institutional Statistical Report	Academic program directors & Faculty Deans	
		2.5 Faculty members engage in assessment initiatives	2.5.1 Number/percentage of faculty members that participate in assessment initiatives	2.5.1.1 by 2016, over 95% Full Time faculty members are trained in assessment practices	Annual Academic Faculty report		
		2.6 Faculty expectations for student engagement in educational practices linked with high levels of student learning and development	2.6.1 Percentage of faculty teaching first year students and senior level students who report that it is important or very important that students at their institutions on campus-facilitated activities and student participation	2.6.1 80% of faculty agree that it is important or very important that MC students participate in campus-facilitated activities	FSSE	Dean of Academic Affairs, Division Deans and chairs	Validate students perceptions and Faculty development

Appendix 2

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Input	Goal MC	Assessment Goal	Assessment Criteria	Indicator	Instrument	Responsible Level	Use of Assessment
Technology	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 projectors	Dean of Academic Affairs Annual Report	CAI, Dean of Academic Affairs, Dean of Academic Faculties	Strengthening learning process
Bibliographical resources	4	6.0 CAI has available excellent material in both physical and electronic sources	6.01. Percent score in satisfaction surveys	6.0.1.1 Undergraduate, Graduate students and alumni rate the services provided by the CAI with 80% or more in satisfaction surveys i	Periodic Satisfaction Surveys	Dean of Academic Affairs	Strengthening student academic support services
Classrooms	6	7.0 Classrooms are equipped with computer access multimedia	7.01 Percent score in satisfaction surveys	7.01.1 An increase of 5% of classrooms with multimedia annually 70% of Undergraduate, graduate students, and alumni express that they are Very satisfied or satisfied with the classroom facilities	- Classroom record report annually - Satisfaction surveys	Dean of Academic Affairs Dean of Academic Affairs and program directors	Strengthening learning process

Experiencia del Recinto Metro en el proceso de Auto Estudio

Marilina Lucca Wayland
Rectora

ASUNTOS CLAVES

- Identificar el Líder del Proceso
- Capacitar al líder sobre su tarea
- Seleccionar los miembros del Comité de Autoestudio
- Capacitar a los miembros

Sobre el Diseño

- Seleccionar el formato
 - Comprensivo, Selectivo, Alternativo o Combinado
- Identificar las preguntas de investigación
 - Énfasis en fortalezas y oportunidades de mejoramiento
 - Sujeto a la investigación y al análisis
 - Reflejan el consenso de la comunidad
- Disponibilidad de la información
- Utilización de la tecnología para apoyar el proceso

Criterios utilizados para evaluar las preguntas:

- Se relaciona con la misión y metas del Recinto
- Se enfoca en el periodo a ser evaluado
- Ayuda a identificar fortalezas y oportunidades
- Se puede investigar en seis meses
- Responde al estandar de cada comité

Características del Proceso

- Promueve el diálogo y la participación activa
- Evidencia el cumplimiento con los estándares
- Ayuda a desarrollar una agenda de trabajo

Ejemplos de Preguntas

- Estándar 1 – Misión y Metas
 - ¿Cómo la implantación de la misión ha promovido la renovación institucional y la calidad de la educación superior?
- Estándar 2 – Planificación y Distribución de Recursos
 - ¿Cómo la distribución de recursos está alineada con los cambios y las necesidades de la implantación de la misión y metas?

Ejemplos de Preguntas

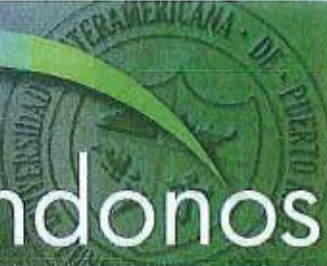
- Estándar 3 – Recursos Institucionales
 - ¿Cómo los acuerdos de colaboración apoyan las actividades de investigación?
- Estándar 4 – Liderato y Gobierno
 - ¿En que forma y manera participan los estudiantes en los procesos de toma de decisiones?
- Estándar 5 – Administración
 - ¿Hasta que grado la administración y la estructura organizacional están alineadas con la misión?

Ejemplos de Preguntas

- Estándar 6 – Integridad
 - ¿Cómo se garantiza la libertad académica?
- Estándar 7 – Avalúo Institucional
 - ¿Cómo se han utilizado los resultados del assessment para mejorar la efectividad institucional?
- Estándar 8 – Admisiones
 - ¿Cuan efectivo es el plan de Gerencia de Matrícula?

Ejemplos de Preguntas

- Estándar 9 – Servicios estudiantiles
 - ¿Cómo se evalúan la disponibilidad y calidad de los servicios estudiantiles?
- Estándar 10 – Facultad
 - ¿Cómo se recluta y evalúa la facultad a tarea parcial?
- Estándar 11 – Oferta Académica
 - ¿Hasta que grado se utiliza el assessment en la revisión curricular?



acercándonos

una publicación de la Oficina de la Rectoría del Recinto Metropolitano de la Universidad Interamericana de Puerto Rico

Año 9 Vol. 15 septiembre - diciembre 2013



Prof. Martina E. Wrayland
Rectora

LA REACREDITACIÓN DE METRO y los nuevos retos

NOTE OLVIDES...

1 DE NOVIEMBRE DE 2013
Inicio de clases de Invierno
Término 2014 - 23

12 DE NOVIEMBRE DE 2013
10:00 A.M.
Presentación de libro Fernando
Charón - Salón de Usos Múltiples

27 DE NOVIEMBRE DE 2013
Desayuno y actividad de Acción
de Gracias - Salón de Usos
Múltiples y Teatro del Recinto

4 DE DICIEMBRE DE 2013
7:00 P.M.
Concierto de Navidad Recinto
Metro - Teatro

5 DE DICIEMBRE DE 2013
6:00 P.M.
Noche Casacaónica - Centro de
Estudiantes y Plaza de la Paz

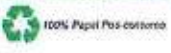
En el Recinto Metro celebramos la reacreditación por la *Middle States Commission on Higher Education* (MSCHE) otorgada por los próximos diez años. Reconocemos que el proceso de acreditación es uno que conduce al mejoramiento del Recinto y a la excelencia de sus programas y servicios.

La Universidad Interamericana de Puerto Rico tiene una tradición y un compromiso con estos procesos por ser la primera institución de educación superior en recibir esta acreditación (1944) en la Isla y fuera de los Estados Unidos continentales. Desde entonces, y durante casi siete décadas, ha obtenido las reacreditaciones sin condiciones ni probatorios, validando los postulados de compromiso, excelencia y cumplimiento que caracterizan a la Universidad. En esta ocasión, la visita de la comisión evaluadora de la MSCHE a Metro tuvo un especial significado por ser la primera después del cambio de misión del Recinto.

De acuerdo con el Informe, el estándar de la Misión fue uno de los más elogiados por la Junta Evaluadora. Asimismo, la excelencia académica de la facultad y la participación de esta, de los estudiantes y de los administradores en todos los procesos académicos del Recinto Metro también fueron motivo de reconocimiento. Por otro lado, la recopilación y organización de datos sobre los procesos centrados en el estudiante fue una aportación importante del Autoestudio realizado para la visita de reacreditación de la MSCHE.

COLABORADORES

José Luis Colón Mildred García
Carlos Delgado Retnaldo Robles

Appendix 5

ASSESSMENT

Programa Doctoral y Maestría

Escuela de Teología

Viernes, 10 de octubre de 2014

Dr. Michael Domenech

- ▶ Como parte de los esfuerzos de avalúo en este año académico se le solicitó a la facultad a jornada completa y jornada parcial que informaran respecto a las técnicas de avalúo que utilizan en los cursos que enseñan y los resultados de los mismos. La respuesta fue mínima y nos alerta acerca de la necesidad de continuar orientando y capacitando respecto al avalúo del aprendizaje. Por esta razón se celebró una primera reunión y ya se ha pautado una segunda en los próximos días. En estas reuniones hemos contado con la colaboración de la Profa. Dyalma González.
- ▶ A continuación comparto la información recopilada (Véase los anejos.)

Appendix 5

REUNIONES CON LA FACULTAD –TÉRMINO 2015-13

▶ Jueves, 2 de octubre de 2014

- ▶ Sala Juan Ramón Jiménez
- ▶ 1:00 p.m.
- ▶ Recurso: Profa. Dyalma González
- [Citacion a reunion 2 octubre 2014.pdf](#)
- [Asistencia reunion 2 de octubre.pdf](#)

▶ Jueves, 16 de octubre de 2014

- ▶ Sala Juan Ramón Jiménez
- ▶ 12:00 m
- ▶ Recurso: Profa. Dyalma González
- [Citacion a reunion octubre 16 2014.pdf](#)

AVALÚO DEL PROGRAMA DOCTORAL

Cuestionario de entrevista de salida

Se administró un cuestionario de entrevista de salida a los estudiantes que completaron sus estudios doctorales. El cuestionario incluyó 29 ítemes en adición a la breve información demográfica de género y especialidad. Los estudiantes contestaron de forma anónima.

[CUESTIONARIO PARA EL AVALUO.pdf](#)

Appendix 5

RESULTADOS

El cuestionario se administró a 12 estudiantes entre las fechas del 23 de mayo de 2013 al 9 de abril del 2014. Nueve de los estudiantes pertenecían al antiguo currículo en la especialidad de Teología Pastoral y tres de la especialidad en Educación Cristiana.

Los resultados fueron sometidos a la dirección de la Escuela de Teología para las acciones a tomar:

TABULACION Avalúo del Programa de Ph EXIT INTERVIEW 30-04-2014.pdf

RESULTADOS

Un 65% de los estudiantes le otorgaron la más alta puntuación (5 puntos) a la experiencia total en la Escuela de Teología. Recursos disponibles y programación de cursos fueron las puntuaciones más bajas.

Un 86% de los estudiantes le otorgaron la más alta puntuación (5 puntos) al componente de Facultad. La imparcialidad por parte de la facultad resulto con la más baja puntuación.

Un 56% de los estudiantes le otorgaron la más alta puntuación (5 puntos) al componente del Valor de los cursos. Los cursos de concentración obtuvieron el más alto valor seguido por los de investigación y luego por los tomados fuera de la Escuela de Teología.

Appendix 5

CONTINUACIÓN... RESULTADOS

Un 78% de los estudiantes le otorgaron la más alta puntuación (5 puntos) al componente del Examen Comprensivo. La orientación respecto al examen y su solicitud resultaron con la más baja puntuación.

Un 96% de los estudiantes le otorgaron la más alta puntuación (5 puntos) al componente de Propuesta y Disertación. La organización del comité de disertación y el proceso de escribirla resultaron las puntuaciones más bajas.

Un 91% de los estudiantes le otorgaron la puntuación más alta (5 puntos) a la pregunta "¿Aumentaron sus estudios su conocimiento de los estudios teológicos?"

AVALÚO CURSO RELI 5010 HISTORIA Y FILOSOFÍA DE LA
EDUCACIÓN RELIGIOSA

DR. MICHAEL DOMENECH

[Autoreflexion RELI 5010.pdf](#)

[Rúbrica para Autoevaluación reflexiva RELI 5010.pdf](#)

SWOT Gap Analysis

Situation being analysed: Assessment processes after the MSCHE Visit April 2013

Criteria examples	Strengths	Weaknesses	Criteria examples
Advantages of proposition? Capabilities? Competitive advantages? USP's (unique selling points)? Resources, Assets, People? Experience, knowledge, data? Financial reserves, likely returns? Marketing - reach, distribution, awareness? Innovative aspects? Location and geographical? Price, value, quality? Accreditations, qualifications, certifications? Processes, systems, IT, communications? Cultural, attitudinal, behavioural? Management cover, succession? Philosophy and values?	• Competent faculty aware of the importance of assessment • Evidenced compliance with MSCHE Standards 7 & 14 • Accreditation reaffirmed • Programs have assessment plans • Student learning outcomes have been revised • Administrative support • Assessment culture • Faculty commitment with assessment • TK 20 platform	• Communication gaps • Use of results in instruments such as NSSE and FSSE to validate assessment efforts with student engagement and educationally effective practices already present at MC. • Need for development of additional skills and knowledge to implement a sustainable, periodic assessment processes • - Need for more involvement from department chairs in the follow up of the assessment plans • Need further train faculty in Tk20 implementation • Many programs classified as beginning in assessment efforts	Disadvantages of proposition? Gaps in capabilities? Lack of competitive strength? Reputation, presence and reach? Financials? Own known vulnerabilities? Timescales, deadlines and pressures? Cashflow, start-up cash-drain? Continuity, supply chain robustness? Effects on core activities, distraction? Reliability of data, plan predictability? Morale, commitment, leadership? Accreditations, etc? Processes and systems, etc? Management cover, succession?
criteria examples	Opportunities	Threats	criteria examples
Market developments? Competitors' vulnerabilities? Industry or lifestyle trends? Technology development and innovation? Global influences? New markets, vertical, horizontal? Niche target markets? Geographical, export, import? New USP's? Tactics: eg, surprise, major contracts? Business and product development? Information and research? Partnerships, agencies, distribution? Volumes, production, economies? Seasonal, weather, fashion influences?	• Program assessment coordinators are more engaged in the processes • Strengthen assessment processes • Evidence to MSCHE that MC has developed a continuous, systematic, ongoing assessment processes.	• Noncompliance with MSCHE Standards -Warning • Institutional image negative image	Political effects? Legislative effects? Environmental effects? IT developments? Competitor intentions - various? Market demand? New technologies, services, ideas? Vital contracts and partners? Sustaining internal capabilities? Obstacles faced? Insurmountable weaknesses? Loss of key staff? Sustainable financial backing? Economy - home, abroad? Seasonality, weather effects?

RESUMEN EJECUTIVO

Dr. Carmen Collazo, Dean of Education and Behavioral Professions

The primary purpose of assessment is to identify the important objectives and learning outcomes for your program with the purpose of improving student learning. Anything that enhances and improves the learning, knowledge and growth of your students cannot be considered a waste of time.

Introducción

El presente resumen ejecutivo obedece a la solicitud del “Monitoring report” de la MSA de abril de 2015. La Facultad de Educación y Profesiones de la Conducta presenta las iniciativas, estudios y proyectos de la cuatro Escuelas profesionales relacionados a la dimensión programática y del avalúo del aprendizaje de sus estudiantes a partir de marzo de 2012 hasta octubre 2014. Se incorpora el número de programas que comprende la Facultad y la clasificación por categoría según tabla provista por la Decana de Asuntos Académicos de nuestro Recinto. La tabla permite comparar el desarrollo del assessment para los diferentes programas a partir de la visita de MSA ocurrida en febrero de 2012. Se incluye el plan de assessment revisado hasta el año 2017 y los mapas curriculares correspondientes a los programas de las cuatro Escuelas.

Resultados del Assessment

Se examinaron los cuarenta y un (41) programas correspondientes a la totalidad de la oferta académica de la Facultad. En estos dos años se excluyen cuatro programas que se encuentran en moratoria. Finalmente, la muestra analizada queda constituida por treinta y siete (37) programas. Se resume en formato de tabla los Programas de las Escuelas y si tienen o no los Assessment Plan y los Mapas curriculares (Véase documentos adjuntos 1.0). Se incluye los assessment en cada escuela y la clasificación alcanzada a partir de la vista de MSA (Véase documento adjunto 2.0 MSA Status Classification).

Es importante destacar que se seleccionó al menos un curso o se realizó la revisión curricular de algún programa que tenía que cumplir con el requerimiento de revisión de los cinco años. El análisis asegura la inclusión de todos los niveles, desde bachillerato hasta doctorado. De esta manera nos aseguramos de tener assessment del aprendizaje estudiantil o assessment de carácter programático. En este último, se destacan revisiones de programas para algunos de los niveles dentro de cada una de las escuelas, se examinan los resultados de

exámenes comprensivos y en algunas instancias estudios de egresados o de satisfacción. El informe refleja los resultados del assessment para cada una de las cuatro Escuelas.

Es importante resaltar que las Escuelas de Trabajo Social y de Educación –PEM mantienen un assessment continuo y sistemático en respuesta a las agencias acreditadoras CSWE y CAEP. Se resalta que las escuelas que tienen acreditaciones profesionales son las más propensas a evaluar sus cursos. Anualmente someten un informe que recopila resultados conforme a los estándares de dichos programas. Además, Educación mantiene una serie histórica de PCMAS que permite compararse externamente con otras instituciones que ofrecen programas de preparación de maestros (Véase documentos adjuntos).

En el caso particular de Trabajo Social se examinó la totalidad de los cursos en ambos niveles: subgraduado y graduado. Esto representa cursos entre los niveles de bachillerato y maestría. En el caso de Educación y Psicología se examinaron los cursos y revisiones curriculares ocurridas dentro de los tres niveles. Finalmente en Justicia Criminal se revisó en ambos niveles la totalidad de los cursos.

Appendix 8



CHE MIDDLE STATES COMMISSION ON HIGHER EDUCATION

June 27, 2013: To reaffirm accreditation and to commend the institution for the quality of the self-study process. To request a monitoring report, due April 1, 2015, documenting (1) continued development and implementation of a comprehensive plan for the assessment of institutional effectiveness (Standard 7) and (2) further progress in the implementation of an organized and sustainable student learning assessment process that includes direct evidence of student learning, with evidence that results are used to improve teaching and learning (Standard 14). The Periodic Review Report is due November 1, 2018.

Most Recent Commission Action:

EL ESTÁNDAR 7 REQUIERE QUE LA INSTITUCIÓN POSEA O DEMUESTRE:

- Que cuenta con un proceso de assesment documentado, organizado y sostenido para evaluar y mejorar al alcance total de los programas y servicios; el logro de la misión institucional, metas y planes; cumplimiento con los estándares de acreditación y cumplen con criterios:

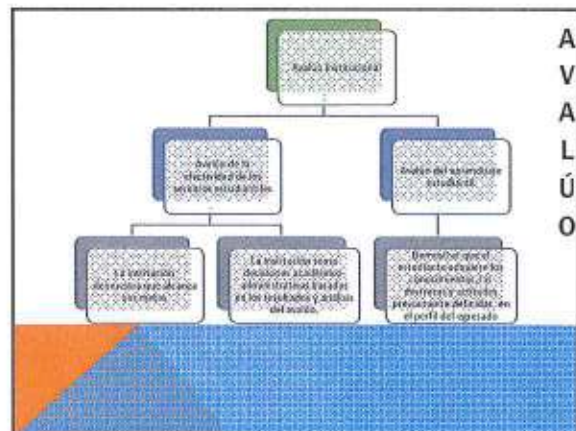
EL ESTÁNDAR 7: CRITERIOS

- Fundamentados en la misión claramente articulados con
 - las metas institucionales, de unidad y de los programas,
 - servicios e iniciativas integradas unas con otras (STDs)

- 1 – Misión y meta, STD
- 2 – Planificar, asignación de recursos, renovación institucional

El estándar 7 requiere que la institución posea o demuestre que cuenta con

- Apoyo y colaboración de la facultad y administración
- Guías claras y un itinerario apoyado por la inversión de recursos institucionales apropiados
- Proceso suficientemente sencillo, práctico, detallado con pertenencia sostenible
- Evaluación periódica de la efectividad y lo comprensivo del proceso de assesment institucional



Appendix 8

AVALÚO INSTITUCIONAL

- La efectividad de una institución depende de la contribución que cada programa y servicio realiza para el logro de las metas institucionales.
- Demostrar la eficiencia con la cual utiliza los recursos.
- Demostrar la efectividad con la que sus estudiantes y egresados logran alcanzar las metas educativas (competencias, expectativas del aprendizaje).

ASSESSMENT INSTITUCIONAL



Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

¿EN QUÉ CONSISTE EL ASSESSMENT DEL APRENDIZAJE ESTUDIANTIL? ESTÁNDAR 14

4 pasos del Ciclo de planificación de :

1. Desarrollar metas de aprendizaje claramente articuladas:

- Conocimientos
- Destrezas
- Competencias

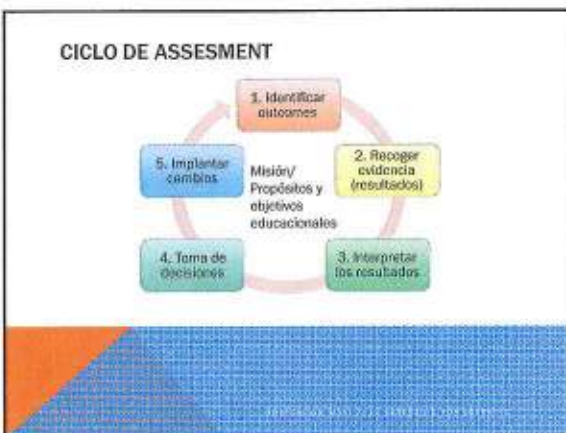
que se espera demuestren los estudiantes al completar un curso, un programa académico, experiencias cocurricular, requisitos de cursos de educación general u otras conjunto de experiencias específicas.

¿EN QUÉ CONSISTE EL ASSESSMENT DEL APRENDIZAJE ESTUDIANTIL? ESTÁNDAR 14

2. Ofrecer cursos, programas y experiencias intencionadas que proveen oportunidades para el logro de los resultados del aprendizaje deseado (learning outcomes).
3. Determinar el desempeño del aprendizaje de los estudiantes y,
4. Utilizar los resultados del assessment para el mejoramiento del proceso de aprendizaje-enseñanza e informar las decisiones de planificación y recursos asignados.

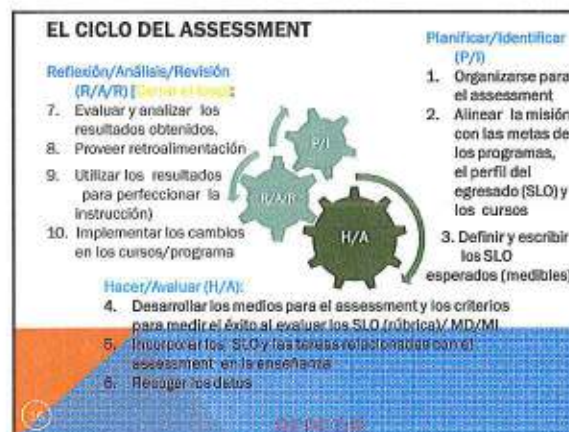
¿QUÉ HEMOS APRENDIDO?
ASSESSMENT

Appendix 8



EL ASSESMENT BUSCA CONTESTAR

- ¿Qué estamos tratando de lograr y por qué?
- ¿Qué se supone que mi programa logre?
- ¿Cuán bien lo estamos haciendo?
- ¿Cómo lo sabemos?
- ¿Cómo utilizamos la información para mejorar o celebrar el éxito?
- ¿Las mejoras que hacemos, fueron efectivas?



ÉNFASIS DEL ASSESMENT DE PROGRAMAS ACADÉMICOS

- ¿Qué (y cómo) su programa contribuye al aprendizaje, crecimiento y desarrollo de los estudiantes (como grupo)?

Es el medio para contestarnos las preguntas sobre como ha sido el resultado de nuestro trabajo como educadores

EL ASSESMENT

Appendix 8

EL ASSESMENT

Proceso sistémico y sistemático de examinar el desempeño de los estudiantes contra los estándares que hemos establecido (learning outcomes) en el programa

ASSESMENT

Nos permite determinar la congruencia entre

- lo que esperamos que nuestros estudiantes sean capaces de demostrar y
- lo que realmente están logrando o representan en determinados puntos a lo largo de su carrera académica

EL ASSESMENT

Explora múltiples fuentes de evidencia que nos permite hacer inferencias sobre como los estudiantes ejecutan basándonos en las prácticas educacionales y el salón de clase, experiencias y contextos o ambientes en los que aprenden, virtuales o combinación de éstos

AVALÚO DEL APRENDIZAJE ESTUDIANTIL

- Requiere:
 - Identificar las competencias del perfil del egresado, es decir, los resultados esperados del aprendizaje (learning outcomes),
 - *recopilar, analizar e interpretar* la evidencia (de forma sistemática y organizada) que nos permite determinar en qué medida el aprendizaje obtenido por los estudiantes es el que se había trazado en el programa de estudios.

AVALÚO INSTITUCIONAL: ALINEACIÓN DE LAS METAS Y OBJETIVOS

Metas/Intenciones	Objetivos del Programa de Estudios/Intenciones	Objetivos del Programa de Estudios/Intenciones	Objetivos del Programa de Estudios/Intenciones	Objetivos del Programa de Estudios/Intenciones
Meta 1.	X			
Meta 2.	X	X		
Meta 3.		X	X	
Meta 4.			X	
Meta 5.				X
Meta 6.				X

"Culture of Assessment"





Universidad Interamericana de Puerto Rico
Recinto Metropolitano
Oficina de la Rectora

20 de enero de 2015

COMUNIDAD UNIVERSITARIA

NOMBRAMIENTO OFICIAL DE EVALUACIÓN Y MONITORÍA

Me place informarle el nombramiento de la Sra. Rose Vincenty Colón como Oficial de Evaluación y Monitoría del Recinto. La señora Vincenty posee un Maestría en Educación en Investigación y Evaluación Educativa de la Universidad de Puerto Rico.

Entre sus funciones está la del cumplimiento con respecto a los estándares 7 y 14 de la *Middle States Commission on Higher Education (MSCHE)*: Assessment Institucional y el Aprendizaje Estudiantil. La señora Vincenty ocupará la nueva Oficina de Assessment localizada en el salón 327 del edificio John Will Harris, cercana al Decanato de Asuntos Académicos.

Estamos seguros que con la ayuda de la señora Vincenty continuaremos con la implantación exitosa de los planes de assessment de nuestro Recinto.

Marilina L. Wayland
Rectora



UNIVERSIDAD INTERAMERICANA DE PUERTO RICO
Recinto Metropolitano
Oficina de la Rectora

24 de octubre de 2014

Lcda. Migdalia Texidor
Dra. Arline Milán
Dra. Gisela Álvarez
Dr. Miguel Cubano
Dr. Luis Arías

COMITÉS DE TRABAJO 2014-2015

Me place informarles su designación como miembro del Comité de Assessment para el año académico 2014-2015.

Este comité tiene la encomienda de articular las actividades de assessment, de acuerdo al plan del Recinto.

La Lcda. Migdalia Texidor, Presidenta del Comité, los estará convocando a reunión próximamente para coordinar las labores y elaborar el plan de trabajo.

Les deseo éxito en los trabajos de este año.

Marilina L. Wayland
Rectora

Tercer Taller para Campus Administrators

Uso de las herramientas de Tk20 para el acopio de datos

Dra. Karen Woolcock
Vicepresidenta Asociada de Asuntos Estudiantiles
25 de noviembre de 2014
Sala A
9:30 am



Appendix 12

UNIVERSIDAD INTERAMERICANA DE PUERTO RICO RECINTO METROPOLITANO GERENCIA DE MATRÍCULA

PLAN DE ACCIÓN - 2013

ITEM	RESULTADO	OFICINA	ACCIÓN TOMADA
19: Procesos de Matrícula	60% de satisfacción	Gerencia de Matrícula	Estudiantes de Estudio y Trabajo Bilingües y personal temporero para apoyar los procesos. Plan de mejoramiento de servicios de la Gerencia de Matrícula. Plan de mejoramiento de servicios de la Gerencia de Matrícula a través de la red telefónica. Taller para el personal de la Gerencia: Perfil del Nuevo Estudiante Post-Secundario y su impacto en los procesos de retención. El recinto Metro es el encargado principal de enviar las comunicaciones a los estudiantes referentes al proceso de matrícula: carta de seguimiento, informativa de cobro, realizar procesos a través del web. Contratación de personal temporero bilingüe en el Centro de llamadas y reemplazo del equipo. Adiestramiento al personal temporero de los cambios en los procesos de matrícula y poder apoyar las oficinas de servicio. Las solicitudes de servicio se canalizan a través de un personal asignado que tiene acceso directo al sistema. Una nueva solicitud de admisión a nivel sub-graduado y graduado. Normativa de admisión que establece de tener un promedio mayor de 3.00 no tiene que presentar resultados de College Board. Informes de restricciones de documentos RWDVINH. Documento Requerimiento Internal Renewal Services W-95 (seguro social) Adiestramiento personal de Certificados Técnico Centro Extensión Recinto Metro Bayamón CERMEB, Centro Universitario de Caguas (CUC) y Centro de Desarrollo Integral (CEDIN) En los procesos de admitir estudiantes y entrada de data en el Sistema Banner. Proceso de verificación de prerequisites a nivel graduado (Admisión provisional) Eliminación de cartas de recomendación, entrevista y examen de ingreso de la mayoría de programas de estudio, como requisito de admisión. Printinfo - recopilación de transcripciones de High School por una compañía para entregar a nuestro recinto. SWDRADM Informe de proyecciones de nuevas solicitudes admisiones y matriculados. Nueva solicitud de readmisión. Se exime el costo de la cuota de readmisión. Adiestramiento a personal de Certificados Técnicos, Centro de Extensión Recinto Metro Educación Bayamón (CERMEB), Centro Universitario de Caguas (CUC), Centro de Desarrollo Integral (CEDIN) En los procesos de registrar matrícula de los estudiantes en el Sistema Banner. Orientación a Directores y coordinadores de programa graduado referente a las normas de Progreso Académico.
		Admisiones	
		Registraduría	

Appendix 12

		Solicitar de servicio de transcripciones a través del WEB para estudiantes activos. Contratación de <i>National Student Clearinghouse</i> para los servicios de "enrollment" y "degree verify". Personal asignado para los estudiantes veteranos verificaciones de GI Bill exclusivamente. Arreglos del counter para apoyar los servicios de estudiantes con impedimentos. Contratación personal bilingüe. Cambio de formato, carta de seguimiento de las evaluaciones de graduación. Evaluaciones académicas a través de sistema (estudiantes y oficina). Contratación de personal bilingüe. Proceso de "Unusual Enrollment History" (UEH) requerido por el gobierno federal. Personal de apoyo en período de alto volumen de trabajo (Oficina Central). Personal de Apoyo asignado (semanalmente) a ofrecer servicios en Caguas y Bernardini. Completar los requisitos de aceptar de préstamos a través del WEB. Informe RWDESAE-Evaluaciones de cartas de ofertas. Se bajó el porcentaje requerido para asignar matrícula de 50% a 25%. Capacitar a recurso del CEDIN para efectuar cobro de matrícula. El pagare único es electrónico. Realizar el pago de solicitud de transcripción a través del WEB. Integrar cuota de petición de graduación a los cursos de práctica o internado en el programa de Certificados Técnicos. La aceptación de cargos fue separada del proceso de pago, lo que significa que un estudiante puede aceptar cargos y no necesariamente pagar parcial y/o total su matrícula. Alerta en el sistema BANNER de los estudiantes que están en el proceso de verificación de Asistencia Económica. Plan de mejoramiento de servicios de la Gerencia de Matrícula a través de la red telefónica. Taller para el personal de la Gerencia: Perfil del Nuevo Estudiante Post-Secundario y su impacto en los procesos de retención. Se bajó el porcentaje requerido para asignar matrícula de 50% a 25%. Capacitar a recurso del CEDIN para efectuar cobro de matrícula. El pagare único es electrónico. Realizar el pago de solicitud de transcripción a través del WEB. Integrar cuota de petición de graduación a los cursos de práctica o internado en el programa de Certificados Técnicos. La aceptación de cargos fue separada del proceso de pago, lo que significa que un estudiante puede aceptar cargos y no necesariamente pagar parcial y/o total su matrícula. Alerta en el sistema Banner de los estudiantes que están en el proceso de verificación de Asistencia Económica.
	Asistencia Económica	
	Recaudaciones	
16: Las opciones de pago que se le ofrecen en el proceso de matrícula	60% de satisfacción	

15: Los servicios que ofrece la oficina de Registraduría	54% de satisfacción	Registraduría	Plan de mejoramiento de servicios de la Gerencia de Matricula a través de la red telefónica. Taller para el personal de la Gerencia: Perfil del Nuevo Estudiante Post-Secundario y su impacto en los procesos de retención. Nueva solicitud de readmisión Se exime el costo de la cuota de readmisión. Adiestramiento a personal de Certificados Técnicos, Centro de Extensión Recinto Metro Educación Bayamón (CERMEB), Centro Universitario de Caguas (CUC), Centro de Desarrollo Integral (CEDIN) En los procesos de registrar matrícula de los estudiantes en el Sistema Banner. Orientación a Directores y coordinadores de programa graduado referente a las normas de Progreso Académico (fecha). Solicitar de servicio de transcripciones a través del WEB para estudiantes activos. Contratación de <i>National Student Clearinghouse</i> para los servicios de "enrollment" y "degree verify". Personal asignado para los estudiantes veteranos verificaciones de <i>GI Bill</i> exclusivamente. Arreglos del <i>counter</i> para apoyar los servicios de estudiantes con impedimentos. Contratación personal bilingüe Cambio de formato, carta de seguimiento de las evaluaciones de graduación. Evaluaciones académicas a través de sistema (estudiantes y oficina) Se bajó el porcentaje requerido para asignar matrícula de 50% a 25%. Capacitar a recurso del CEDIN para efectuar cobro de matrícula. El pagare único es electrónico Realizar el pago de solicitud de transcripción a través del WEB. Integrar cuota de petición de graduación a los cursos de práctica o internado en el programa de Certificados Técnicos. La aceptación de cargos fue separada del proceso de pago, lo que significa que un estudiante puede aceptar cargos y no necesariamente pagar parcial y/o total su matrícula. Una nueva solicitud de admisión a nivel sub-graduado y graduado. Printfo-recopilación de transcripciones de escuela superior por una compañía para entregar a nuestro Recinto. Solicitud de servicio de transcripciones a través del WEB para estudiantes activos. Evaluaciones académicas a través del sistema (estudiantes y oficina) Completar los requisitos de aceptar de préstamos a través del WEB. El pagare único es electrónico. Realizar el pago de solicitud de transcripción a través del WEB.
22: El servicio de la oficina de Recaudaciones	67% de satisfacción	Recaudaciones	
23 - Disponibilidad de servicios estudiantiles en línea (admisiones, matrícula...)	69% de satisfacción	Admisiones	
		Registraduría	
		Recaudaciones	

Planning 006 Simple Report on Curriculum Maps

Appendix 13

Parameter Title

Parameter Value

Select a Curriculum Map

Metro Campus BA Popular Music-Revised Curricular Map

Close

export

Course Number	SLO 1. Play his/her main instrument at an advanced level in different musical contexts and styles.	SLO 2. Apply intermediate techniques of improvisation.	SLO 3. Discuss the role of music in the puertorrican, as well as the globalized society.	SLO 4. Know the fundamental concepts of music theory by means of a formal and comprehensive yet practical training	SLO 5. Compose, arrange and write music using the digital domain.
MUSI 1124		✓			
MUSI 1532				✓	
MUSI 2000					✓
MUSI 2624				✓	
MUSI 3901					✓
MUSI 4724					✓
MUSI 4734					✓
MUSI 4803	✓	✓		✓	✓

Close

export

Appendix 14

Inter American University of Puerto Rico Budget Report for 2013-14 to 2014-15 Metropolitan Campus

Organization	Compensation		Operational		Equipment		Other activities		Evidence based decision making
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	
60101-405 Chancellor	354,501	354,888	37,320	20,500	-	-	-	-	
60102-310 Religious Life Office	92,829	92,812	1,000	400	-	-	-	-	
60104-405 Planning & Evaluation	304,649	216,174	2,000	1,300	-	-	-	-	Assessment Monitor relocated to Dean of Studies
60106-225 Academic Senate	32,639	32,457	4,500	3,250	-	-	-	-	
60108-325 Promotion & Recruitment	263,744	227,442	255,494	217,500	-	-	-	-	International Students recruitment
60111- 425 Public Relations	31,639	-	-	-	-	-	-	-	Eliminated
60201-225 Dean of Académicos Affairs	357,739	340,607	55,500	27,700	-	-	-	-	
60203-330 Registrar Office	385,264	365,652	10,800	7,500	-	-	-	-	
602041-205 Library	726,739	636,130	64,400	51,000	15,600	-	-	-	
602042-215 Audiovisual Center	226,064	224,874	16,000	11,000	15,000	-	-	-	Technology integration complement with Title V Funds
602044-205 C.P.T.	-	-	499,000	420,000	-	-	-	-	Centralized purchase of library licenses
60205-111 Avance Program	71,011	70,669	1,000	300	-	-	-	-	Adult student support services
60206- 120 Certificate Program	209,152	264,716	38,150	353,489	60,000	-	-	213,565	Compensation for Chaplain in additional locations and laboratory equipment
60207-130 Cont Educ. Prog.	171,299	296,959	77,600	85,100	-	-	-	-	
60208-220- Acad. Computer Center	471,293	423,339	344,377	357,358	235,377	105,000	159,435	159,806	Funds for technology integration
60209-220 C.D.I.	273,651	273,010	18,600	15,500	-	-	-	-	Complemented with Title IV Funds
60219-230 Faculty Development	-	2,000	35,200	15,000	-	-	-	-	
60221-111 Theater Workshop	5,000	2,500	-	-	-	-	-	-	
60228- 225 Accreditations	-	-	52,535	75,000	25,000	-	-	-	Nursing and Business Administration according to accreditation plan
60232-111 Psychology	1,763,200	1,499,664	4,095	3,000	-	-	-	-	
60234-111 Criminal Justice	535,798	535,774	2,000	500	-	-	-	-	
60236-111 Social Work	1,110,173	925,100	9,729	10,200	-	-	-	-	
60238-175 Clinica Interamericana	32,175	31,966	9,500	9,200	-	-	-	-	Psychology students practice center
60261-225 Econ. & Adm. Dean's Office	222,221	185,541	6,100	18,500	-	-	-	-	Funds for Entrepreneurship development
60262-111 Management School	1,880,466	1,942,979	3,300	1,700	-	-	-	-	

Appendix 14

Organization	Compensation		Operational		Equipment		Other activities		Evidence based decision making
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	
60263-111 Economics School	2,190,675	2,045,023	2,700	2,200	-	-	-	-	
60291-225 Sc. & Tech. Dean's Office	176,763	176,456	4,600	1,600	-	-	-	-	
60292-111 Biology & Environmental Science	1,334,554	1,241,393	56,950	56,150	-	3,400	-	-	Laboratory equipment
60293-111 Chemistry	667,328	549,149	61,225	58,025	-	6,300	-	-	Laboratory equipment
60294-111 Physics	145,111	144,796	-	-	-	-	70,000	-	Laboratory renovation
60296-111 Med. Tec-Certificate	262,354	264,201	21,780	17,544	-	-	-	-	
60297-112 Med. Tec-Graduate	162,750	78,324	2,000	2,000	-	-	-	-	
60300-111 Mathematics	820,463	818,009	161,280	150,000	-	-	-	-	Teaching in Educo platform
60301-111 Nursing	1,634,364	1,621,843	77,450	71,600	-	10,000	-	-	Laboratory equipment
60302-111 Computer Science	765,595	716,026	700	500	-	-	-	-	
60321-225 Humanities Dean's	180,619	176,240	20,000	2,500	-	-	-	-	
60322-111 History	551,549	609,966	300	1,200	-	-	-	-	
60323-111 Art	412,004	451,387	4,000	1,000	5,000	-	-	-	Laboratory equipment
60324-111 Spanish	2,749,983	2,641,965	20,300	2,500	-	-	-	-	
60326-111 Sociology y Antropology	422,395	426,584	600	-	-	-	-	-	
60328-111 Religion & Philosophy	580,673	505,329	500	200	-	-	-	-	
60329-111 Political Sciences	327,275	332,382	-	-	-	-	-	-	
60330-111 Popular Music	1,058,428	1,066,480	43,000	35,000	20,000	15,000	-	-	Laboratory equipment
60351-225 Education Dean's Office	209,058	244,164	2,800	9,500	-	-	-	-	Funds for the administration of sport facilities
60354-113 Educ. Doctoral Prog.	2,581,182	2,462,039	22,600	21,500	-	-	-	-	
60401-405 Dean of Administration	276,668	249,605	9,000	5,600	-	-	-	-	
60402-410 Finance Office	75,938	75,603	500	450	-	-	-	-	
60403-415 Human Resources	233,189	209,218	-	-	-	-	-	-	
60404-415 Purchasing	36,930	36,760	-	-	-	-	-	-	
60405-410 Bursar's Office	238,709	214,260	8,500	9,000	-	-	-	-	
60406-415 Property Management	40,236	40,270	-	-	-	-	-	-	
60407-320 Finance Aid Office	409,311	348,708	10,500	8,200	-	-	-	-	
60408-605 Scholarships	-	1,000	2,787,403	3,275,000	-	-	-	-	For retention and graduation rates
60410-415 General Adm.	616,360	503,058	801,000	544,000	23,427	-	8,167,309	8,295,313	Travel funds for faculty and administration

Appendix 14

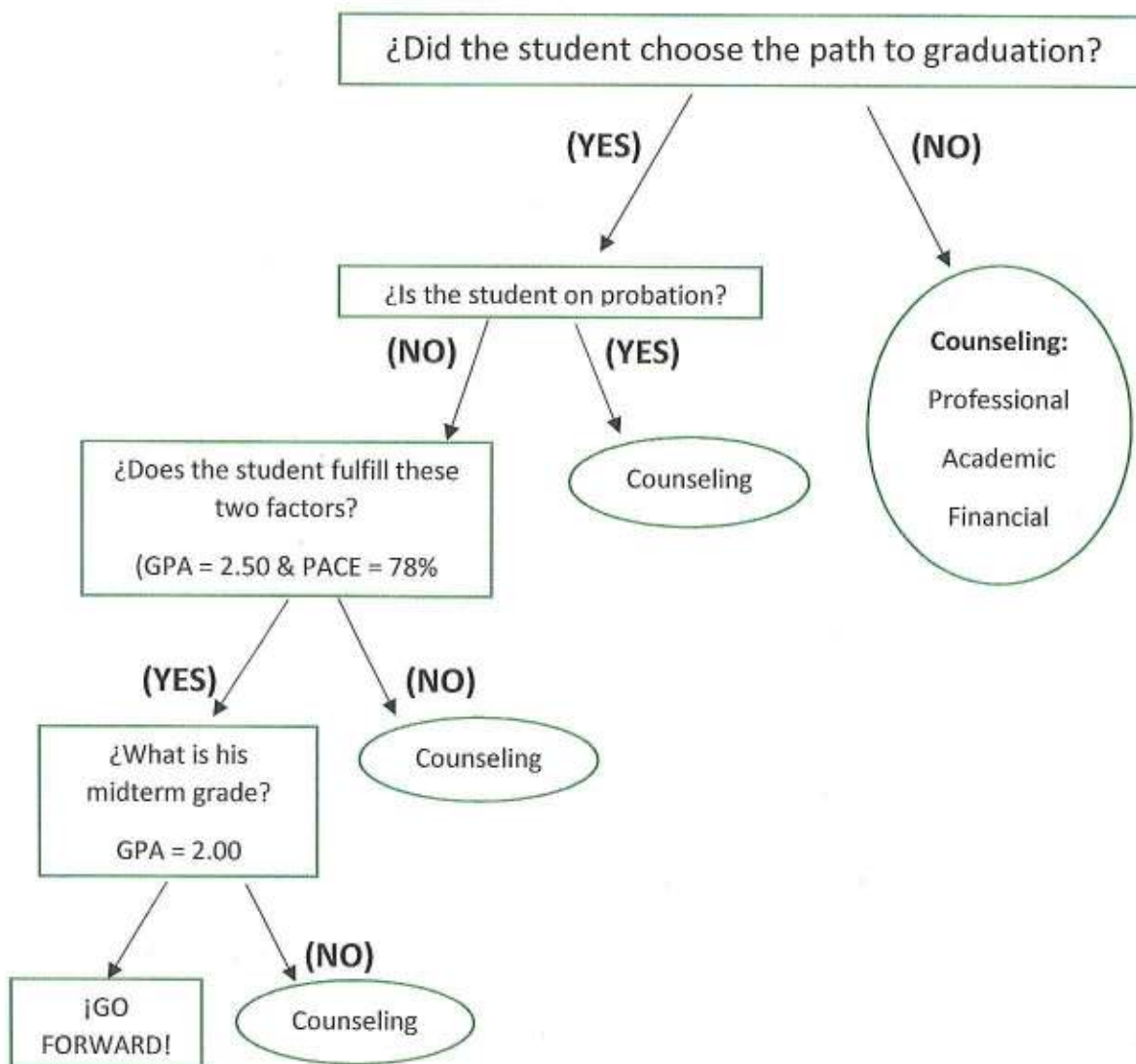
Organization	Compensation		Operational		Equipment		Other activities		Evidence based decision making
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	
60413-510 Building Maintenance	940,318	764,108	1,767,507	1,611,657	147,085	10,000	1,049,500	681,114	New locations
60418-415 Transportation	122,425	97,994	51,700	61,700	-	-	-	-	Funds for the Trolley
60419-415 University Guard	278,987	254,196	478,900	378,000	-	-	-	-	
60420- 415 Adm. Personnel	0	0	77,000	55,000	-	-	-	-	
60421-415 Duplication Center	62,681	62,537	100,500	90,000	-	-	-	-	
60422-520 Utilities	-	-	2,788,000	3,056,000	-	-	-	-	
60433-905 Theatre	68,298	78,893	19,000	3,000	-	-	-	-	
60436- CEDIN	1,833,283	2,306,427	411,200	776,196	-	33,443	-	300,000	Laboratory School for teacher education practice
60451- Parking Auxiliary Enterprise	-	-	192,262	198,139	-	-	299,545	299,275	
60453-Bookstore	91,934	90,958	205,340	191,540	-	-	-	-	
60454-Casa Carmona	-	-	814	814	-	-	-	-	
60455- International Relations	183,740	78,659	29,800	5,100	-	-	-	-	Study abroad activities
60501-305 Dean of Students Office	339,059	338,063	353,600	352,600	-	-	-	-	Curricular and extracurricular activities
60502-325 Admissions	218,770	212,944	3,250	1,000	-	-	-	-	
60503-315 Counseling Center	490,397	488,557	19,100	11,800	-	-	-	-	Student support
60504-335 Medical Services	37,357	37,290	8,800	6,200	-	-	-	-	
60505-310 Students Center	42,416	35,957	750	750	-	-	-	-	Recreational activities changed to Deans supervision
60506-310 Athletics Activities	89,763	37,903	22,500	15,000	-	-	-	-	
60509-310 Tuna Universitaria	36,072	35,902	1,500	-	-	-	-	-	
60551-305 Student Enrollment Manager	158,602	168,744	4,000	13,200	-	-	-	-	Extended service hours/call center

ERDU

ERDU is a student tracking system comprised of two areas: analysis and advising. ERDU **ANALYSIS** describes, predicts and infers statistics using students' databases like Banner Institutional database.

ERDU **ADVISING** uses the student databases in Banner to describe and analyze individual student performance and predict high risk based on academic and economic variables.

Counseling Model based on graduation and high risk factors



SAMPLE ERDU REPORT OF A HIGH RISK STUDENT

Tabla 3.1: Desempeño académico, proyecciones de riesgo en los dos componentes de la Norma de Progreso Académico al finalizar el trimestre de agosto 2014 y situación económica del estudiante en el Recinto Metro.

(Estudiante Regular - Activo)

Nota: Actualización de la Base de datos martes 27 enero, 2015

Datos del Estudiante		Valor	Programa Académico
ID		XXXXXXXXXXXX	BBA-ACCOUNTING
Nombre		XXXXXXXXXXXX	
Cohorte de Admisión		noviembre de 2012	
Total de Créditos Programa Académico		131	
Máximo de Créditos del Program Académico (150%)		196.5	
Créditos Intentados		85	Identificación de Riesgo
Créditos Aprobados		85	
Créditos No Aprobados		0	¿Presenta Riesgo?
Créditos Matriculados este Semestre		14	
¿Tomó el Camino a la Graduación?		No	Si
Ritmo de Aprobación de Créditos(Mínimo 66.67%)		100.0%	No
Índice Académico General (GPA) en el último término que estudió: 201423		3.54	No
Índice Académico General (GPA)		3.32	No
Período Máximo de Elegibilidad (PME = 150%):		64.9%	No
Estatus en la Norma de Progreso Académico		Acad Norm: Good Standing	No
Índice Académico General de medio término (Midterm GPA)		3.50	No
Componente Cualitativo: Proyección GPA del estudiante al finalizar el semestre y su comparación con el GPA mínimo del programa			
Posibles Calificaciones en los Cursos Matriculados	Posibles Ritmo de Aprobación en los Créditos Matriculados		
	Si aprueba el 50%	Si aprueba el 75%	Si aprueba el 100%
	2.92	2.96	2.99
	Si logra una calificación de D		
	Si logra una calificación de C	3.06	3.13
	Si logra una calificación de B	3.17	3.27
	Si logra una calificación de A	3.27	3.42
Observación: No presenta riesgo proyectado en los doce escenarios del GPA al finalizar el semestre.			
Componente Cuantitativo: Proyección del Ritmo de Aprobación del estudiante al finalizar el semestre			
Posibles Ritmo de Aprobación en los Créditos Matriculados	Ritmo de aprobación proyectado		
	Si logra aprobar el 50% de los créditos	92.93%	
	Si logra aprobar el 75% de los créditos	96.46%	
	Si logra aprobar el 100% de los créditos	100.00%	
Observación: No presenta riesgo proyectado en los tres escenarios del ritmo de aprobación.			
Aspecto Financiero			
Situación en las Variables No Académicas			¿Presenta Riesgo?
Pell LEU (por ciento de uso)			164.700% No
Deuda Préstamos Acumulada al Semestre Vigente			Si
Razón Deuda a Ingreso Familiar Acumulada			1.84% No
Pago Mensual Estimado por 10 años Deuda Acumulada			\$83.53 No
Por Ciento del Pago Mensual a Ingreso Mensual Estimado			4.74% No
Razón Deuda a Margen Prestatario Máximo			25.81% (\$8,000.00) No

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PENDIENTE A REUNIÓN DE FACULTAD - SEPTIEMBRE



COMITÉS DE TRABAJO
2013-2014

Programas Revisados

<i>VIGÉSIMO SEGUNDO CONSEJO UNIVERSITARIO</i> <i>2012-2013</i>	
Aguadilla	Bachillerato en Administración de Empresas en Gerencia de Hoteles
	BBA en Desarrollo Empresarial y Gerencial
Arecibo	Enfermería (A.A.S y B.S.N)
Bayamón	Bachillerato en Ciencias de Aviación
Metropolitano	Maestría en Educación Musical
Ponce	Bachillerato en Artes en Comunicaciones
San Germán	Grado de Asociado en Artes en Diseño Gráfico
	Bachillerato en Artes en Ciencias Políticas
	Bachillerato en Artes en Artes Visuales
	Bachillerato en Ciencias en Tecnología Ambiental
	Bachillerato en Administración de Empresas en Gerencia de Recursos Humanos
	MA en Educación Musical
	MA en Educación con Especialidad en Educación Física
	Maestría en Ciencias Bibliotecarias y de la Información

<i>VIGÉSIMO TERCERA CONSEJO UNIVERSITARIO</i> <i>2013-2014</i>	
Aguadilla	BS en Microbiología
	MS en Consejería Psicológica con Especialidad en Familia (Pendiente de aprobar en la Tercera Reunión Ordinaria del CU)
Arecibo	MA en Educación con Especialidad en Gerencia y Liderazgo Educativos
Fajardo	AAS en Turismo en Guía Turístico
Ponce	MA en Justicia Criminal
San Germán	Concentración menor en Destrezas Básicas de la Computación del Programa de Ciencias en Computadoras (Pendiente de aprobar en la Tercera Reunión Ordinaria del CU)
	Concentración menor en Redes de Computadoras del Programa de Ciencias en Computadoras (Pendiente de aprobar en la Tercera Reunión Ordinaria del CU)
	AAS en Ciencias en Computadoras
	BS en Ciencias Aplicadas en Ciencias en Computadoras (Pendiente de aprobar en la Tercera Reunión Ordinaria del CU)

Modificaciones a Programas Académicos

VIGÉSIMO SEGUNDO CONSEJO UNIVERSITARIO	
2012-2013	
Aguadilla	Modificación del curso PSYC 697F Seminario Integración
	Modificación de los cursos MKTG 4244 Mercadeo Global y MKTG 4245 Mercadeo Electrónico
	Modificación al BA en Servicios Humanos Psicosociales
Arecibo	Modificación de los Requisitos para Admisión al curso Experiencias Clínicas II(EDUC 4013) o Práctica Docente del PEM
	Modificación al Programa de Maestría en Ciencias en Enfermería
	Modificación de los Requisitos de Admisión al Programa de Maestría en Enfermería
Bayamón	AAS en Fotografía-modificación de cursos
	Modificación a la Concentración menor en Control de Tráfico Aéreo
	Modificación de la Concentración Menor en Piloto Comercial
	Creación de los cursos BIOL 6109 Biología del Desarrollo y BIOL 697 Temas Especiales en Biología
Fajardo	Modificación de los Requisitos de Admisión del Programa de Maestría en Ciencias en Ciencias de Computadoras
Guayama	AAS y BS en Cuidado Cardiorespiratorio – Requisitos de Admisión
Metropolitano	Modificaciones al Programa de Música Popular
	Modificación de los cursos SRIM 2300 y SRIM 3030
	los Requisitos de la Maestría en Artes en Educación Comercial
Ponce	Bachillerato en Ciencias en Ciencias Ambientales
	Maestría en Educación en Enseñanza en el Nivel Elemental
San Germán	la descripción del Programa de Bachillerato en Artes en Inglés
VAAEPS	Modificación de los cursos EDUC 2060 y MUED 4436
	BA en Educación con concentración en Educación Física en el Nivel elemental y con concentración en Educación Física en el Nivel Secundario
	Requisitos del BA en Educación Secundaria en Matemáticas
	Requisitos del BA en Educación en Ciencias de Escuela Intermedia

Programas Académicos Modificados

Concentración menor en Control de Tráfico Aéreo
Concentración Menor en Piloto Comercial
AAS en Fotografía
AAS y BS en Cuidado Cardiorespiratorio
BA en Servicios Humanos Psicosociales
BS en Ciencias Ambientales
BA en Música Popular
BA en Inglés
Programa de Educación de Maestros
Maestría en Educación en Enseñanza en el Nivel Elemental
Maestría en Ciencias en Ciencias de Computadoras
Maestría en Ciencias en Enfermería
Maestría en Artes en Educación Comercial

Modificaciones a Programas Académicos

<i>VIGÉSIMO TERCER CONSEJO UNIVERSITARIO</i>	
2013-2014	
Aguadilla	Concentración menor en Microbiología- Requisitos Académicos
Arecibo	BA en Estudios Multidisciplinarios – Requisitos de Admisión a estudiantes de traslado
	PEM Cursos EDUC 4551 y 4552-Modificación a estos cursos
	MS en Enfermería con Especialidad en Enfermería de Cuidado Crítico y Enfermería Médico- Quirúrgico
	MS en Enfermería- Requisitos de Admisión
Barranquitas	BBA en contabilidad – descripción del Programa
Bayamón	Concentración menor en Tecnología de la Comunicación Visual –Requisitos académicos
	AA en Tecnología de la Comunicación Visual
	BS en Aviación- modificación de cursos
Guayama	BS en Cuidado Cardiorrespiratorio- Curso CARD 2190 se modificación
Metropolitano	BA en Historia –Requisitos relacionados y distributivos prescritos
Ponce	BS en Ciencias Ambientales
	BA en Educación Especial con concentración en Autismo
VAAEPS	Cursos de Tecnología Radiológica -Título de cursos RATE 1101 y 1102 Biología y anatomía radiográfica 1 y 2

	PEM- modificación de la descripción del Programa
	PEM –Requisitos de Admisión

Programas Académicos Modificados

Concentración menor en Microbiología
AA en Tecnología de la Comunicación Visual
AAS en Fotografía
AAS y BS en Cuidado Cardiorrespiratorio
BA en Estudios Multidisciplinarios
BA en Historia
BA en Educación Especial con concentración en Autismo
BS en Ciencias Ambientales
BS en Aviación
BS en Tecnología Radiológica
BBA en Contabilidad
Programa de Educación de Maestros
MS en Enfermería con especialidad en Enfermería de Cuidado Crítico y Enfermería Médico-Quirúrgico
MS en Enfermería

APPENDIX 1: IAUPR-METROPOLITAN CAMPUS 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.

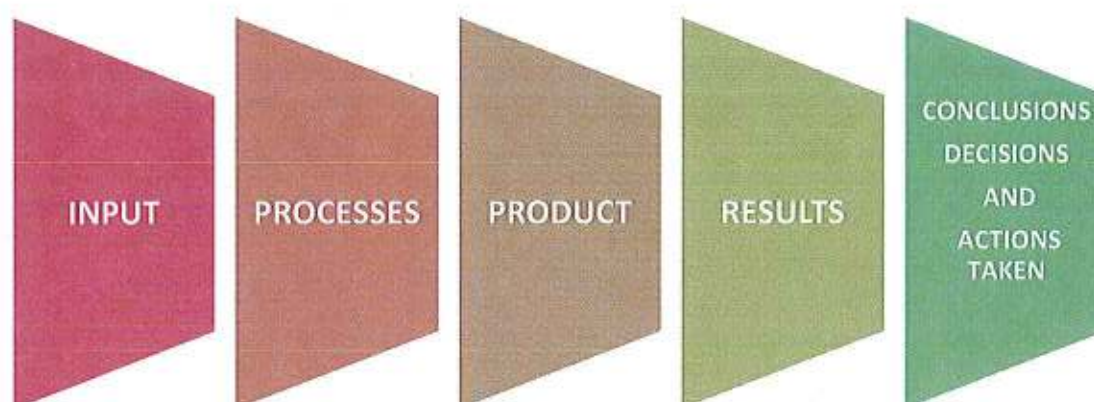
The literature has defined the assessment concept in various ways. Palomba and Banta (1999) define assessment as the “systematic collection, revision, and use of information concerning its programs for the purpose of improving student learning and development.” Rosa (2004), on the other hand, makes reference 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.

CALENDARIO DE ESTUDIOS INSTITUCIONALES

FECHA	SATISFACCIÓN ESTUDIANTES SUBGRADUADOS PRESENCIALES	SATISFACCIÓN ESTUDIANTES GRADUADOS PRESENCIALES Y ESCUELAS PROFESIONALES	SATISFACCIÓN ESTUDIANTES TOTALMENTE A DISTANCIA	SATISFACCIÓN ESTUDIANTES NIVEL SUBGRADUADO EGRESADOS POR PROGRAMAS	SATISFACCIÓN ESTUDIANTES EGRESADOS NIVEL GRADUADO Y ESCUELAS PROFESIONALES (DERECHO Y OPTOMETRÍA)	SATISFACCIÓN DE PATRONOS ESTUDIANTES DE NIVEL GRADUADO Y ESCUELAS PROFESIONALES (DERECHO Y OPTOMETRÍA)	SATISFACCIÓN PATRONOS DE COLABORADORES NO DOCENTES (AMBIENTE DE TRABAJO)
ABRIL 2012-2013	Se administró						
NOVIEMBRE 2013-2014			✓	✓		✓	
ABRIL 2013-2014		✓					✓
FEBRERO 2014-2015							
ABRIL 2014-2015					✓	✓	
FEBRERO 2015-2016			✓	✓		✓	
ABRIL 2015-2016	✓						
FEBRERO 2016-2017							
ABRIL 2016-2017		✓			✓	✓	✓
FEBRERO 2017-2018							
ABRIL 2017-2018							

Revisado septiembre 2013



Universidad Interamericana de Puerto Rico
Recinto Metropolitano

Cuestionario sobre las Competencias de la Misión del Recinto Metropolitano

El propósito de este cuestionario es conocer si los estudiantes del Recinto Metropolitano han alcanzado las competencias de la Nueva Misión. Su participación es voluntaria y anónima.

1. Puedo comunicarme en los siguientes idiomas (marque todos los que apliquen.)

	Entender	Hablar	Leer	Escribir
Español				
Inglés				
Italiano				
Francés				
Portugués				
Árabe				
Mandarín				
Alemán				
Ruso				
Otro				

2. Durante los años de estudios universitarios he participado en las siguientes actividades de desarrollo de líderes y emprendedores (marque las que apliquen.)

- ☐ a. Consejo de Estudiantes
- ☐ b. Organizaciones estudiantiles
- ☐ c. Senado Académico
- ☐ d. Programa de Honor
- ☐ e. Equipo de debate
- ☐ f. Debate en la sala de clases
- ☐ g. Equipo deportivo
- ☐ h. Proyectos de emprendedorismo
- ☐ i. Internado
- ☐ j. Viaje de estudio
- ☐ i. Otro

3. Indique cuán importante considera cada una de las siguientes aseveraciones.

	Nada Importante	Poco Importante	Importante	Muy Importante
Ayudar a otros				
Hacer trabajo voluntario				
Participar en los procesos democráticos				
Promover la paz				
Proteger la vida				
Reconocer la necesidad del prójimo				
Ser honesto				

4. Indique la frecuencia en la que demuestra las siguientes cualidades.

	Nunca	Casi nunca	A menudo	Siempre
Asumo una actitud creativa e innovadora ante los retos.				
Asumo responsabilidad de mis acciones.				
Tomo decisiones adecuadas para resolver problemas				
Utilizo los recursos disponibles para alcanzar mis metas.				

5. Conteste Si o No

	Sí	No
Respeto las diferencias culturales.		
Soy tolerante ante opiniones diferentes a las mías.		
Aprecio las culturas de otros países.		
Las personas diferentes enriquecen mi comprensión del mundo.		

Competency 1: MC graduates are expected to be actively involved in their community.



MC reforestation effort in *Huerto de Todos*
Future teachers right before community service



MC students in anti-tax rally

Competency 2: MC graduates are expected to be proactive in the protection of life.



MC and Colombian music students in the rainforest



Students researches in mangrove forest

Competency 3: MC graduates are expected to be honest and truthful.



MC Debate team at the Capitol



IAUPR Debate Team (MC students) in Colombia at the Hispanic American Debate Tournament

Competency 4: MC graduates are expected to be participants in a culture of peace and justice.



Christian Student Association in prayer service
at MC Plaza de la Paz



MC students commemorate International Peace Day

Competency 5: MC graduates are expected to be able to use personal, physical, and financial resources appropriately.



Freshman students and their mentor at 1,000 Corazones event to benefit neglected persons in the community



Students entrepreneurs at business fair

Competency 6: MC graduates are expected to have a creative, innovative, and daring attitude toward challenges.



Design students in commemoration of International Park (ing) Day



Music students and disabled schoolchildren in The Mikado musical

Competency 7: MC graduates are expected to be responsible and able to collaborate effectively with others.



Future teachers student organization at Info Fest



Student Council at National Conference on Student Leadership

Competency 8: MC graduates are expected to show effective problem solving and decision-making skills.



MC students winners at Puerto Rico Accounting Bowl



Finance Students as winners of Mapfre Bugamap

Competency 9: MC graduates are expected to master, at least, two languages.



Business students in China



Political Science student at International Youth Leadership Conference in Pague

Competency 10: MC graduates are expected to appreciate cultural diversity.



MC Haitian students at a meeting with the Chancellor



Studies on Religion student at Maydala.

Competency 11: MC graduates are expected to display interpersonal sensitivity and empathy to individual needs.



Student leaders at suicide prevention rally



Music students team to sing to the elderly



Universidad Interamericana de Puerto Rico
Vicepresidencia de Asuntos Académicos, Estudiantiles y
Planificación Sistemática

Estudio de Egresados 2013-2014
Presentación de resultados

Consejo Gerencial Sistémico
martes, 22 de octubre de 2014

Objetivos

- ▶ Determinar cuán relacionados están los programas académicos de la Universidad Interamericana de Puerto Rico con el trabajo (empleo) actual de sus egresados.
- ▶ Determinar cómo califican los egresados la experiencia académica en la Universidad Interamericana de Puerto Rico.
- ▶ Utilizar los resultados como una de las métricas para determinar el nivel de logro de las metas institucionales.

▶ 2

Metas institucionales reflejadas en el estudio

1. Ofrecer **educación religiosa** desde el punto de vista cultural, **ecuménico y ético** no proselitista, para formar en el estudiante conciencia del lugar que ocupa la religión en toda la civilización y su comprensión de las relaciones de ésta con otras disciplinas.
2. Ofrecer **diversidad de programas y servicios** al nivel subgraduado y graduado, ocupacional y profesional, conforme a las necesidades cambiantes de la población estudiantil, y la sociedad en su ámbito global.
3. Lograr que los programas de apoyo a la docencia, de **servicios y de actividades estudiantiles** obren en armonía con el programa académico, de forma que propicien la educación integral del estudiante

▶ 3

Diseño del cuestionario

- ▶ Perfil socio-demográfico de los participantes (8 preguntas)
- ▶ Relación entre programa académico y empleo actual (3 preguntas)
- ▶ Aspectos de la Misión Institucional (7 preguntas)
- ▶ Competencias del egresado del programa académico (17 preguntas)

▶ 4

Selección de la muestra

- ▶ Participantes de la encuesta:
 - ▶ Todos los estudiantes que se graduaron de los siguientes programas académicos:
 - ▶ Bachillerato en Desarrollo Empresarial
 - ▶ Bachillerato en Ciencias en Enfermería
 - ▶ Grado de Asociado en Enfermería
 - ▶ Bachillerato en Artes en Trabajo Social
 - Estudiantes que se graduaron entre los años académicos 2008-09 al 2010-11.
 - Estudiantes con correo electrónico disponibles en la base de datos de la Universidad.

▶ 5

Selección de la muestra

- ▶ Total de egresados de los programas seleccionados: 2,626
- ▶ Total de cuestionarios enviados: 2,017
- ▶ Total de cuestionarios contestados: 214
- ▶ Tasa de participación: 11%
- ▶ Porcentaje de representación del total de egresados: 8%

▶ 6

Procedimiento de administración

- Los participantes recibieron mediante correo electrónico la dirección con el enlace para acceder el cuestionario durante los meses de mayo y junio de 2014 a los egresados de los años académicos 2008-09 al 2010-11.
- Las respuestas fueron anónimas.

7

Distribución de participantes por recinto de procedencia

Recinto	f	%
Agusdilla	21	9.8%
Arecibo	28	13.1%
Barranquitas	3	1.4%
Bayamon	21	9.8%
Fajardo	20	9.3%
Guayama	11	5.1%
Metro	51	23.8%
Ponce	42	19.6%
San German	17	7.9%
Total	214	100%

8

Distribución por programa académico

Programa	f	%
BSN Enfermería	137	64.0%
BA Trabajo Social	36	16.8%
BBA Desarrollo Empresarial	24	11.2%
AS Enfermería	17	7.9%
Total	214	100.0%

9

Distribución de participantes por año de graduación

Año de graduación	f	%
2008-2009	24	11.2%
2009-2010	53	24.8%
2010-2011	137	64.0%
Total	214	100%

10

Distribución de participantes por edad y género

Edad	f	%
19 a 24 años	21	9.8%
25 a 34 años	116	54.2%
35 a 44 años	53	24.8%
45 años o más	24	11.2%
Total	214	100%

Género	f	%
Femenino	161	75.2%
Masculino	53	24.8%
Total	214	100%

11

Distribución de los participantes de acuerdo con la experiencia de trabajo

Se encontraba empleado	f	%
Si	156	72.9%
No	58	27.1%
Total	214	100%

Lugar de empleo	f	%
Empresa privada	118	78.1%
Gobierno	24	15.9%
Entidad sin fines de lucro	7	4.6%
Negocio propio	2	1.3%
Total	151	100%

Total de horas	f	%
menos de 37.5 horas	25	16.3%
37.5 horas o más	128	83.7%
Total	153	100%

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Appendix 22

Distribución de participantes de acuerdo al nivel de ingreso

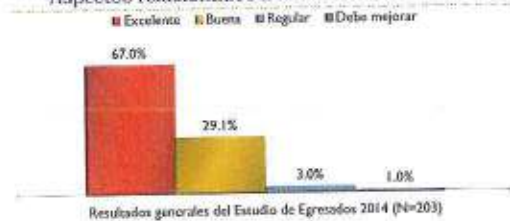
Ingreso	f	%
\$8,000 o menos	7	4.7%
\$8,001 - \$16,000	13	8.7%
\$16,001 - \$24,000	35	23.5%
\$24,001 - \$32,000	36	24.2%
\$32,001 - \$40,000	29	19.5%
\$40,001 - \$48,000	16	10.7%
\$48,001 - \$56,000	6	4.0%
\$56,001 o más	7	4.7%
Total	149	100%

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Aspectos relacionados a la misión institucional: Su experiencia general en la Universidad Interamericana de Puerto Rico

14

Resultados del Estudio de Egresados 2013-2014: Aspectos relacionados a la misión institucional



Su experiencia general en la Universidad Interamericana de Puerto Rico

15

Resultados del Estudio de Egresados 2013-2014: Aspectos relacionados a la misión institucional



Su experiencia general en la Universidad Interamericana de Puerto Rico

16

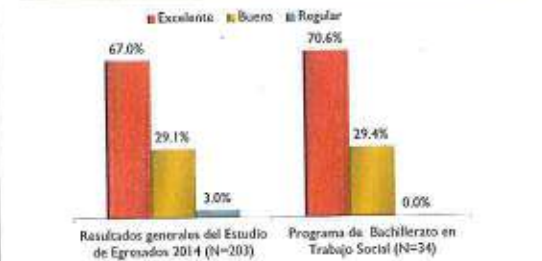
Resultados del Estudio de Egresados 2013-2014: Aspectos relacionados a la misión institucional



Su experiencia general en la Universidad Interamericana de Puerto Rico

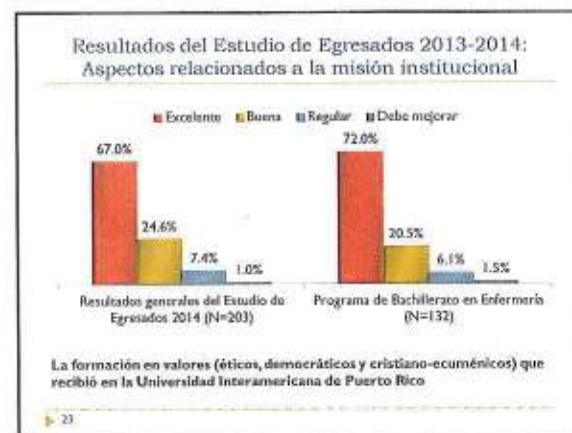
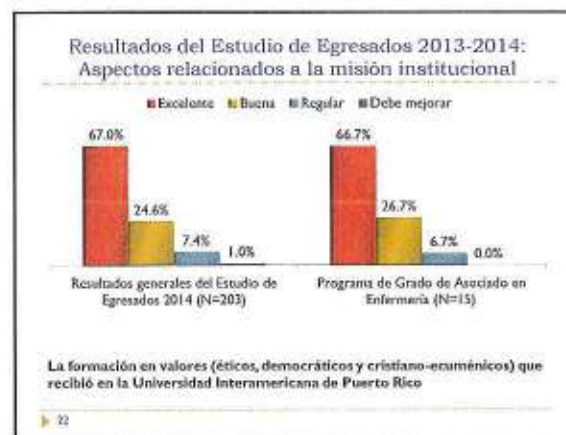
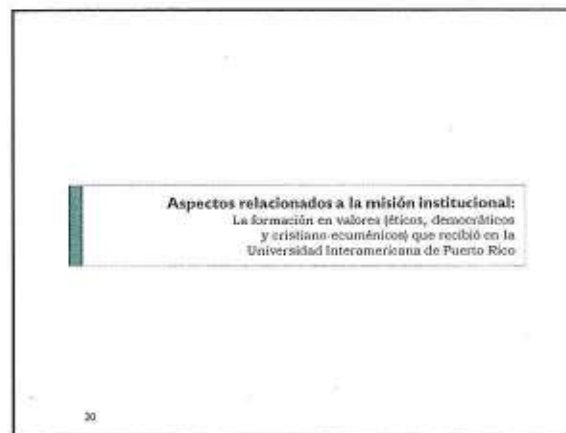
17

Resultados del Estudio de Egresados 2013-2014: Aspectos relacionados a la misión institucional



Su experiencia general en la Universidad Interamericana de Puerto Rico

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Appendix 22



Appendix 22

Resultados del Estudio de Egresados 2013-2014: Aspectos relacionados a la misión institucional



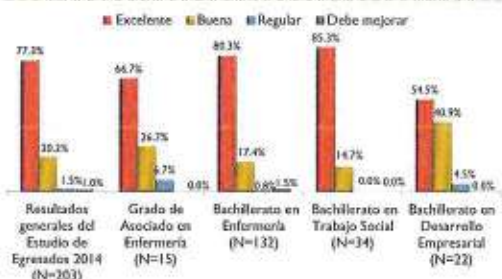
La manera en que las actividades estudiantiles contribuyen a su vida profesional

31

Aspectos relacionados a la misión institucional: Experiencia académica en la Universidad Interamericana de Puerto Rico

32

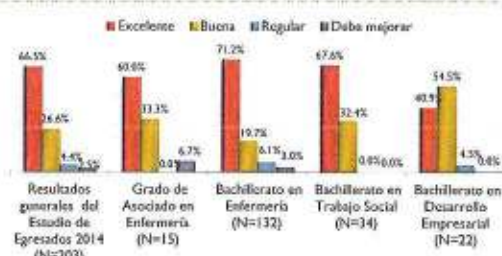
Resultados del Estudio de Egresados 2013-2014: Aspectos relacionados a la misión institucional



La preparación académica que recibió en la Universidad Interamericana de Puerto Rico

33

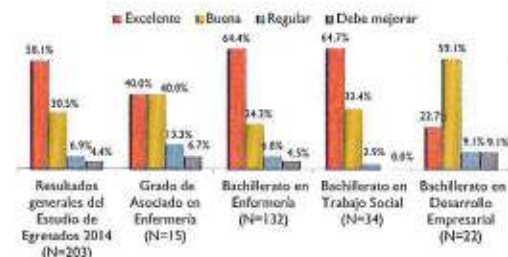
Resultados del Estudio de Egresados 2013-2014: Aspectos relacionados a la misión institucional



La calidad de las experiencias de aprendizaje dentro y fuera del salón de clases

34

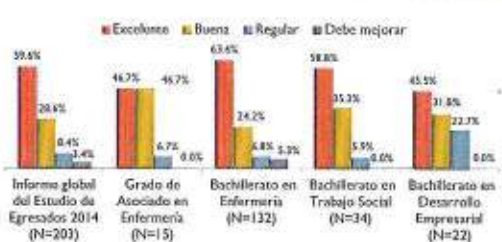
Resultados del Estudio de Egresados 2013-2014: Aspectos relacionados a la misión institucional



La capacitación que recibió en la práctica

35

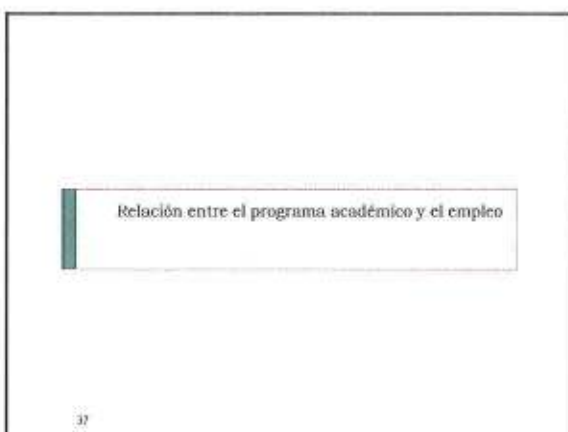
Resultados del Estudio de Egresados 2013-2014: Aspectos relacionados a la misión institucional



La manera en que su programa académico reflejó las nuevas tendencias y avances de su profesión

36

Appendix 22



- ### Créditos
- El Estudio de Egresados 2013-2014 fue analizado por el Comité de Asuntos Académicos del Consejo Gerencial Sistémico.
 - La selección de la muestra fue realizada por la Oficina de Investigación y Evaluación Sistémica en coordinación con la Oficina Institucional de Retención.
 - El montaje del cuestionario en la plataforma Lime Survey fue realizado por el Dr. Isaac Santiago.
 - La administración del cuestionario fue coordinada por la Oficina Institucional de Retención en colaboración con la Oficina de Relaciones Públicas.
 - La tabulación de resultados fue realizado por el Dr. Isaac Santiago.
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Proyectos de Internacionalización

Reclutamiento de Estudiantes Internacionales

- ▶ Actualizar la página web en inglés
- ▶ Participar en ferias de estudio fuera de Puerto Rico: \$30,000
- ▶ Pautar anuncios en T.V. fuera de Puerto Rico y en las redes sociales: \$50,000
- ▶ Reunión de Orientadores de Escuela Superior fuera de Puerto Rico: \$3,000
- ▶ Reclutar estudiantes en Florida para los programas de Religión: \$5,000
- ▶ Asegurar personal bilingüe en todas las oficinas de Servicio al Estudiante
- ▶ Aumentar programas en inglés presencial y en línea
- ▶ Asegurar que documentos oficiales estén en inglés
- ▶ Mejorar el proceso de solicitud de admisión
- ▶ Conectar a los estudiantes de internacionales con la Ofic. de Relaciones Internacionales lo antes posible
- ▶ Conseguir que el Depto. de Salud se afilie a la Agencia de Reválida Americana de Enfermería
- ▶ Continuar el Plan de Acreditaciones

Faculty Development Activities for Student Engagement*		
Una mirada estratégica a los servicios de apoyo al estudiantes y a la retención	Ortiz, Lord, Hope & Associates, Inc.	October 25, 2013
Perfil del Nuevo estudiante universitario y sus retos y alineamiento y vinculación con el Nuevo estudiante y estrategias de intervención	Peak Performance Research, Training & Co.	November 15, 2013 December 5, December 6, 2013
Pedagogy then Technology: Linking Technology to Course Aims	Dr. John A. McArthur	24 enero 2013 25 enero 2013
Pedagogy & Innovation	Dr. John McArthur	January 31, 2014
Marinating Minds: Getting Started before we get Started	Dr. Ellen Smyth	February 28, 2014
Student Engagement Techniques	Dr. Elizabeth Barkley	March 7, 2014
The Flipped Classroom Model	Dr. María José Vázquez	April 4, 2014
Promoting Student Success and Retention within you University Course: Understanding the Achievement Model and the Keys to Instructional Effectiveness	Dr. John Shindler	January 16, 2015
Engaging & Retaining Students through skillful Teaching	Mr. Stephen Brookfield	January 23, 2015

*Sponsored by Title V

Faculty Development Regarding Assessment

Assessment; What have we learned?		April 2013
Assessment; where are we?		May 2013
Assessment; where are we and where are we going to		August 2013 April 2014
Assessment where are we going to		May 2014 September 2014

Sponsored by the Dean of Academic Affairs

Assessment Level by Program
 From 2013 MSCHE Self-Study (X) to 2015 (X)

Program	Beginning	Developing	At Standard	Above Standard
Associate Degrees				
Accounting			X X	
Business Administration	XX			
Insurance	X	X		
Medical Emergency**				
Music Business Management	X		X	
Nursing				XX
Office Management Systems*	X	X		
Popular Music		X	X	
Police Science NEW	X			
Studies in Religion*	X	X		
Bachelor of Arts				
Corporate Communication	X		X	
Criminal Justice: Criminal Investigation		X	X	
Design	X		X	
Early Childhood: Elementary Primary Level (K-3)				X X
Early Childhood: Elementary Level (4-6)				XX
English as a Second Language at the Elementary Level				XX
English as a Second Language at the Secondary Level				XX
History	X	X		
Humanistic Studies NEW	X			
Mathematics	X		X	
Office Management Systems*	X		X	
Political Sciences			XX	
Popular Music		X	X	
Preschool Level Education*				XX
Psychology*	X		X	
School Health		Moratorium		
Secondary Education: Biology				XX
Secondary Education: History				XX
Secondary Education: Mathematics				XX
Secondary Education: Science in the Junior High School				XX
Secondary Education: Social Studies				XX
Social Sciences NEW	X			
Social Work				XX
Sociology: Criminal Justice			XX	
Sociology: General Anthropology			XX	
Sociology: General Sociology			XX	
Spanish**				
Special Education*				XX

Program	Beginning	Developing	At Standard	Above Standard
Sports Technology	X		X	
Studies in Religion*	X		X	
Training and Sports Management	X		X	
Bachelor of Business Administration				
Bachelor of Business Administration General NEW	X			
Accounting			XX	
Entrepreneurial and Managerial Development		X	X	
Finance	X		X	
Human Resources Management		X	X	
Information Technology		X	X	
International Business* NEW	X			
Managerial Economy	X	X		
Marketing		X	X	
Operations Management	X	X		
Real Estate	X	X		
Bachelor of Sciences				
Biology	X	X		
Biomedical Sciences	X	X		
Chemistry	X	X		
Computer Sciences		X	X	
Medical Technology				XX
Microbiology		XX		
Natural Sciences NEW	X			
Bachelor of Science in Nursing				
Nursing				XX
Professional Certificates				
Bilingual Education NEW	X			
Clinical Social Work (Post Master)				XX
Data Base Technology and Administration (Post Baccalaureate)	XX			
Medical Technology (Post Baccalaureate)				XX
Risk Management in Health Care **				
Master of Arts				
Business Education	X		X	
Criminal Justice		X	X	
Education: Counseling			X	X
Education: Education Management and Leadership	X			X
Education: Special Education	X		X	
Education: Teaching of Mathematics	X	X		
Education: Teaching of Science		Moratorium		
Educational Computing*	X	X		
Educational Neuroscience	X	X		
History	X		X	
Labor Relations	X		X	

Program	Beginning	Developing	At Standard	Above Standard
Music Education		XX		
Occupational Education		Moratorium		
Psychology: Industrial and Organizational Psychology			X	X
Psychology: Psychological Counseling			X	X
Psychology: School Psychology			X	X
Religious Education NEW	X			
Teaching English as a Second Language				X
Teaching of Reading and Writing (NEW)	X			
University Teaching*	X	X		
Master of Business Administration				
Accounting	X	X		
Executive MBA	X	X		
Finance		X	X	
Human Resources	X		X	
Industrial Management	X	X		
Management Information Systems NEW	X			
Marketing		XX		
MBA General*	X	X		
Master of Education				
Teaching at the Elementary Level	X		X	
Master of International Business				
International Business	X	X		
Master of Science				
Environmental Evaluation and Protection		Moratorium		
Information Security New	X			
Medical Technology: Laboratory Administration	X	X		
Medical Technology: Molecular Microbiology	X	X		
Speech Language Pathology New	X			
Open Information Computer Systems	X		X	
Master of Social Work				
Administration in Social Work				XX
Direct Services				XX
Doctor in Education				
Counseling	X			X
Curriculum and Teaching	X			X
Education Management and Leadership	X			X
Higher Education	X			X
Special Education and Transition Services	X			X
Doctor in Philosophy				
Entrepreneurial and Managerial Development: Human Resources		XX		
Entrepreneurial and Managerial Development: Interregional and International Business	X	X		
History of the Americas	X		X	

Program	Beginning	Developing	At Standard	Above Standard
Psychology: Industrial Organizational Psychology		Moratorium		
Psychology: Psychological Counseling				XX
Psychology: School Psychology				XX
Theology	X	X		
Doctor in Business Administration				
Finance	XX			
Total	15	27	34	32
*also offered online; ** not being offered				

Yearly Calendar for Student Learning Outcomes Assessment Activities

Assessment related activities	Responsibility	Monthly activities						
		August	October September	November December	January February	March	April May	June- July
Planning of Assessment and Tk20 Workshops	VAA, DAA, UA							
Participation in Assessment/Tk20 Workshops	F, DC							
Verify assessment plan of the academic program	DC, AL							
Identify and digitalize assessment tools in Tk20	UA, CA, F							
Identify class sections for assessment activities	DC, AL							
Associate assessment tools to class sections	AC							
Train students for login to Tk20	CA							
Apply assessment tools to evaluate student learning	F							
Produce report of aggregated results	CA, DC, AL, F							
Department meeting for analyzing results and propose recommendations	DC, F							
Request and analyze reports for academic programs learning outcomes	AL, CA, DA, Chancellor							
Configure and administer student survey/questionnaires using Tk20	UA, CA, AL, DC							
Presentation of assessment results per department or program	F, AL							

Vice Presidency for Academic Affairs (VAA), Tk20-Unit Administrator (UA) Dean for Academic Affairs (DAA), Tk20-Campus administrator (CA), Department Chair (DC), Assessment Leader (AL), Faculty (F)

UNIVERSIDAD INTERAMERICANA DE PUERTO RICO

ARTICULACIÓN DE UN PROGRAMA ACADÉMICO Y EL DESARROLLO DEL PLAN DE ASSESSMENT

Recinto

Programa académico:

1. Identificar las competencias del programa (consulte el Catálogo General, Catálogo Graduado o la sala de documentos en Tk20)
2. Ingresar las metas y el perfil de competencias del egresado en Tk20.
3. Alinear las metas del programa y las competencias del programa.
4. Crear el mapa curricular (alineación curricular) en Tk20.

Curso		Competencia 1	Competencia 2	Competencia 3
Curso 1	Nivel	Básico		
	Enfasis	Alto		
	Instrumento	Prueba de criterios		
Curso 2	Nivel	Intermedio		Intermedio
	Enfasis	Intermedio		Intermedio
	Instrumento	Prueba de criterios		Prueba de criterios
Curso 3	Nivel		Avanzado	
	Enfasis		Alto	
	Instrumento		Rúbrica	
Curso 4	Nivel			Avanzado
	Enfasis			Alto
	Instrumento			Rúbrica

5. Desarrollar el plan de assessment e ingresar en Tk20

Periodo de assessment: 2014-2015

Competencia (s)	*Curso en el que se evaluará la competencia	Actividad que realizará en el curso	Método de assessment	Métrica	Método de recopilación de datos (Dentro/fuera de Tk20)

Periodo de assessment: 2015-2016

Competencia (s)	*Curso en el que se evaluará la competencia	Actividad que realizará en el curso	Método de assessment	Métrica	Método de recopilación de datos (Dentro/fuera de Tk20)

MC Plan for Integration of Program Assessment with Tk20
2014-2016

Academic Program	Alignment of Competencies and Goals	Curriculum Map	Assessment Plan	External Advance Measure	Course Based Assessment (Assignment)	Results	Analysis and Recommendations
Associate Degrees							
Accounting	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Business Administration	Jan, 2016	Jan, 2016	Feb, 2016	Mar, 2016	Mar, 2016	May, 2016	May, 2016
Insurance	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
Medical Emergency**							
Music Business Management	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Nursing	Aug, 2014	Aug, 2014	Sep, 2014	Oct, 2014	Oct, 2014	Dec, 2014	Dec, 2014
Office Management Systems*	Aug, 2014	Aug, 2014	Sep, 2014	Oct, 2014	Oct, 2014	Dec, 2014	Dec, 2014
Popular Music	Aug, 2014	Aug, 2014	Sep, 2014	Oct, 2014	Oct, 2014	Dec, 2014	Dec, 2014
Police Science NEW	Jan, 2016	Jan, 2016	Feb, 2016	Mar, 2016	Mar, 2016	May, 2016	May, 2016
Studies in Religion*	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
Bachelor of Arts							
Criminal Justice: Criminal Investigation	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Design	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Early Childhood: Elementary Primary Level (K-3)	Aug, 2014	Aug, 2014	Sep, 2014	Oct, 2014	Oct, 2014	Dec, 2014	Dec, 2014
Early Childhood: Elementary Level (4-6)	Aug, 2014	Aug, 2014	Sep, 2014	Oct, 2014	Oct, 2014	Dec, 2014	Dec, 2014
English as a Second Language at the Elementary Level	Aug, 2014	Aug, 2014	Sep, 2014	Oct, 2014	Oct, 2014	Dec, 2014	Dec, 2014
English as a Second Language at the Secondary Level	Aug, 2014	Aug, 2014	Sep, 2014	Oct, 2014	Oct, 2014	Dec, 2014	Dec, 2014
History	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
Humanistic Studies NEW	Jan, 2016	Jan, 2016	Feb, 2016	Mar, 2016	Mar, 2016	May, 2016	May, 2016
Mathematics	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Office Management Systems*	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015

Academic Program	Alignment of Competencies and Goals	Curriculum Map	Assessment Plan	External Advance Measure	Course Based Assessment (Assignment)	Results	Analysis and Recommendations
Political Sciences	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Popular Music	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Preschool Level Education*	Aug, 2014	Aug, 2014	Sep, 2014	Oct, 2014	Oct, 2014	Dec, 2014	Dec, 2014
Psychology*	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
School Health	Moratorium						
Secondary Education: Biology	Aug, 2014	Aug, 2014	Sep, 2014	Oct, 2014	Oct, 2014	Dec, 2014	Dec, 2014
Secondary Education: History	Aug, 2014	Aug, 2014	Sep, 2014	Oct, 2014	Oct, 2014	Dec, 2014	Dec, 2014
Secondary Education: Mathematics	Aug, 2014	Aug, 2014	Sep, 2014	Oct, 2014	Oct, 2014	Dec, 2014	Dec, 2014
Secondary Education: Science in the Junior High School	Aug, 2014	Aug, 2014	Sep, 2014	Oct, 2014	Oct, 2014	Dec, 2014	Dec, 2014
Secondary Education: Social Studies	Aug, 2014	Aug, 2014	Sep, 2014	Oct, 2014	Oct, 2014	Dec, 2014	Dec, 2014
Social Sciences NEW	Jan, 2016	Jan, 2016	Feb, 2016	Mar, 2016	Mar, 2016	May, 2016	May, 2016
Social Work	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Sociology: Criminal Justice	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Sociology: General Anthropology	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Sociology: General Sociology	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Spanish**							
Special Education*	Aug, 2014	Aug, 2014	Sep, 2014	Oct, 2014	Oct, 2014	Dec, 2014	Dec, 2014
Sports Technology	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Studies in Religion*	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Training and Sports Management	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Bachelor of Business Administration							
Bachelor of Business Administration General NEW	Jan, 2016	Jan, 2016	Feb, 2016	Mar, 2016	Mar, 2016	May, 2016	May, 2016
Accounting	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Corporate Communication	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015

Academic Program	Alignment of Competencies and Goals	Curriculum Map	Assessment Plan	External Advance Measure	Course Based Assessment (Assignment)	Results	Analysis and Recommendations
Entrepreneurial and Managerial Development	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Finance	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Human Resources Management	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Information Technology	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
International Business NEW	Jan, 2016	Jan, 2016	Feb, 2016	Mar, 2016	Mar, 2016	May, 2016	May, 2016
Managerial Economy	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
Marketing	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Operations Management	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
Real Estate	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
Bachelor of Sciences							
Biology	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
Biomedical Sciences	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
Chemistry	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
Computer Sciences	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Medical Technology	Aug, 2014	Aug, 2014	Sep, 2014	Oct, 2014	Oct, 2014	Dec, 2014	Dec, 2014
Microbiology	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
Natural Sciences NEW	Jan, 2016	Jan, 2016	Feb, 2016	Mar, 2016	Mar, 2016	May, 2016	May, 2016
Bachelor of Science in Nursing							
Nursing	Aug, 2014	Aug, 2014	Sep, 2014	Oct, 2014	Oct, 2014	Dec, 2014	Dec, 2014
Professional Certificates							
Bilingual Education NEW	Jan, 2016	Jan, 2016	Feb, 2016	Mar, 2016	Mar, 2016	May, 2016	May, 2016
Clinical Social Work (Post Master)	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Data Base Technology and Administration (Post Baccalaureate)	Jan, 2016	Jan, 2016	Feb, 2016	Mar, 2016	Mar, 2016	May, 2016	May, 2016

Academic Program	Alignment of Competencies and Goals	Curriculum Map	Assessment Plan	External Advance Measure	Course Based Assessment (Assignment)	Results	Analysis and Recommendations
Medical Technology (Post Baccalaureate)	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Risk Management in Health Care **							
Master of Arts							
Business Education	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Criminal Justice	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Education: Counseling	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Education: Education Management and Leadership	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Education: Special Education	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Education: Teaching of Mathematics	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
Education: Teaching of Science	Moratorium						
Educational Computing*	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
Educational Neuroscience	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
History	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Labor Relations	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Music Education	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
Occupational Education	Moratorium						
Psychology: Industrial and Organizational Psychology	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Psychology: Psychological Counseling	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Psychology: School Psychology	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Religious Education NEW	Jan, 2016	Jan, 2016	Feb, 2016	Mar, 2016	Mar, 2016	May, 2016	May, 2016
Teaching English as a Second Language	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Teaching of Reading and Writing (NEW)	Jan, 2016	Jan, 2016	Feb, 2016	Mar, 2016	Mar, 2016	May, 2016	May, 2016
University Teaching*	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015

Academic Program	Alignment of Competencies and Goals	Curriculum Map	Assessment Plan	External Advance Measure	Course Based Assessment (Assignment)	Results	Analysis and Recommendations
Master of Business Administration							
Accounting	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
Executive MBA	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
Finance	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Human Resources	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Industrial Management	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
Management Information Systems NEW	Jan, 2016	Jan, 2016	Feb, 2016	Mar, 2016	Mar, 2016	May, 2016	May, 2016
Marketing	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
MBA General*	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
Master of Education							
Teaching at the Elementary Level	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Master of International Business							
International Business	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Master of Science							
Environmental Evaluation and Protection	Moratorium						
Information Security New	Jan, 2016	Jan, 2016	Feb, 2016	Mar, 2016	Mar, 2016	May, 2016	May, 2016
Medical Technology: Laboratory Administration	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
Medical Technology: Molecular Microbiology	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
Speech Language Pathology New	Jan, 2016	Jan, 2016	Feb, 2016	Mar, 2016	Mar, 2016	May, 2016	May, 2016
Open Information Computer Systems	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Master of Social Work							
Administration in Social Work	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Direct Services	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Doctor in Education							
Counseling	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015

Academic Program	Alignment of Competencies and Goals	Curriculum Map	Assessment Plan	External Advance Measure	Course Based Assessment (Assignment)	Results	Analysis and Recommendations
Curriculum and Teaching	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Education Management and Leadership	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Higher Education	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Special Education and Transition Services	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Doctor in Philosophy							
Entrepreneurial and Managerial Development: Human Resources	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
Entrepreneurial and Managerial Development: Interregional and International Business	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
History of the Americas	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Psychology: Industrial Organizational Psychology	Moratorium						
Psychology: Psychological Counseling	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Psychology: School Psychology	Jan, 2015	Jan, 2015	Feb, 2015	Mar, 2015	Mar, 2015	May, 2015	May, 2015
Theology	Aug, 2015	Aug, 2015	Sep, 2015	Oct, 2015	Oct, 2015	Dec, 2015	Dec, 2015
Doctor in Business Administration							
Finance	Jan, 2016	Jan, 2016	Feb, 2016	Mar, 2016	Mar, 2016	May, 2016	May, 2016
Total	15	27	34	32			
*also offered online; ** not being offered							

Planning 005: Detailed Report on Curriculum Maps

Parameter Title	Parameter Value
Curriculum Map	Metro Campus BA Popular Music-Revised Curricular Map



Close

Check All

Uncheck All

☒ Course Number	☒ SLO 1. Play his/her main instrument at an advanced level in different musical contexts and styles.	☒ SLO 2. Apply intermediate techniques of improvisation.	☒ SLO 3. Discuss the role of music in the puertorrican, as well as the globalized society.	☒ SLO 4. Know the fundamental concepts of music theory by means of a formal and comprehensive yet practical training	☒ SLO 5. Compose, arrange and write music using the digital domain.
☐ MUSI 1124	Level: Not Applicable Emphasis: Not Applicable Instrument:	Level: Not Applicable Emphasis: Not Applicable Instrument:	Level: Basic Emphasis: High Instrument: 70% of the candidates requires a minimum of 70% passing rate in knowledge of the history of puertorican music evaluated by an exam	Level: Not Applicable Emphasis: Not Applicable Instrument:	Level: Not Applicable Emphasis: Not Applicable Instrument:
☐ MUSI 1532	Level: Not Applicable Emphasis: Not Applicable Instrument:	Level: Not Applicable Emphasis: Not Applicable Instrument:	Level: Not Applicable Emphasis: Not Applicable Instrument:	Level: Advanced Emphasis: High Instrument: 80% of the candidates requires a minimum of 80% passing rate in sight singing and rhythm skills evaluated by a jury exam	Level: Not Applicable Emphasis: Not Applicable Instrument:

☐	MUSI 2000	Level: Not Applicable	Level: Not Applicable	Level: Not Applicable	Level: Intermediate
☐		Emphasis: Not Applicable	Emphasis: Not Applicable	Emphasis: Not Applicable	Emphasis: High
☐		Instrument:	Instrument:	Instrument:	Instrument: 90 % of the candidates requires a minimum of 80% passing rate in the application of music writing skills evaluated by special projects and written exams
☐	MUSI 2624	Level: Not Applicable	Level: Not Applicable	Level: Intermediate	Level: Not Applicable
☐		Emphasis: Not Applicable	Emphasis: Not Applicable	Emphasis: High	Emphasis: Not Applicable
☐		Instrument:	Instrument:	Instrument:	Instrument: 90 % of the candidates requires a minimum of 80% passing rate in theory knowledge and harmonic skills evaluated by special projects
☐	MUSI 3901	Level: Not Applicable	Level: Not Applicable	Level: Not Applicable	Level: Intermediate
☐		Emphasis: Not Applicable	Emphasis: Not Applicable	Emphasis: Not Applicable	Emphasis: High
☐		Instrument:	Instrument:	Instrument:	Instrument: 80 % of the candidates requires a minimum of 80% passing rate in the application of compositional skills and knowledge
☐	MUSI 4724	Level: Not Applicable	Level: Not Applicable	Level: Not Applicable	Level: Intermediate
☐		Emphasis: Not Applicable	Emphasis: Not Applicable	Emphasis: Not Applicable	Emphasis: High
☐		Instrument:	Instrument:	Instrument:	Instrument: 80 % of the candidates requires a minimum of 80% passing rate in the application of the

Appendix 29

arranging skills and knowledge evaluated by special projects and exams
Level: Intermediate

☐ MUSI 4734

Level: Not Applicable **Level:** Not Applicable

☐

Emphasis: Not Applicable **Emphasis:** Not Applicable

Emphasis: High

☐

Instrument:

Instrument:

Instrument: 85 % of the candidates requires a minimum of 80% passing rate in the application of the recording skills evaluated by special recording projects and written exams

☐ MUSI 4803

Level: Advanced

Level: Advanced

☐

Emphasis: High

Emphasis: High

Emphasis: High

☐

Instrument: 95% of the candidates requires a minimum of 80% passing rate in the application of performing skills achieved by jury evaluation of a senior recital

Instrument: 80% of the candidates requires a minimum of 80% passing rate in the application of performing skills achieved by jury evaluation of a senior recital

Instrument: 85% of the candidates requires a minimum of 80% passing rate in the application of performing skills achieved by jury evaluation of a senior recital

Close

INTERAMERICAN UNIVERSITY OF PUERTO RICO
METROPOLITAN CAMPUS
MEDICAL TECHNOLOGY PROGRAM

STUDENT EVALUATION
MEDT 4531: CLINICAL IMMUNOLOGY
LABORATORY SECTION

NAME _____ DATE: _____

Objective: Demonstrate that the students possess the minimal technical competency to continue to the clinical practice.

Instructions: Using the following parameters, choose the number that describes the best performance of the student in the laboratory section.

Numerical Parameters:

5	Excellent	The student perform the task with excellent technical skills, minimal supervision and understand the principle and application of the tests in the 90% or more of the laboratory exercise.
4	Over Average	The student perform the task with good technical skills, minimal supervision and understand the principle and application of the tests in the 80% or more of the laboratory exercise
3	Average	The student perform the task with good technical skills, and know the principle and application of the tests in the 70% or more of the laboratory exercise
2	Below Average	The student perform the task with poor technical skills, cannot work without supervision and needs complete explanation of the procedure to perform the 60% of the laboratory exercise
1	Poor	The student perform the task with poor technical skills, cannot work without supervision and needs complete explanation of the procedure to perform the 50% of the laboratory exercise

Lenguajes Estratégicos

Rúbrica

Rúbrica examen final

Nombre: _____ Curso: _____

Tema: _____ Fecha: _____

Puntuación: _____

	CONOCIMIENTO Conocer y entender el vocabulario, estructuras y el contexto cultural del idioma estudiado.	COMPRENSIÓN Responder con entendimiento al idioma escrito y hablado estudiado.	COMUNICACIÓN Usar las habilidades interpersonales y estrategias para comunicar en el idioma estudiado.
4	La mayoría de los elementos requeridos (vocabulario, estructuras y contexto cultural son completos y correctos.	La respuesta en su mayoría muestra el entendimiento completo de las ideas principales y los detalles.	Las habilidades comunicativas y estrategias utilizadas son mayormente completas, apropiadas y correctas.
3	Algunos de los elementos requeridos (vocabulario, estructuras y contexto cultural son completos y correctos.	La respuesta algunas veces muestra el entendimiento completo de las ideas principales y los detalles.	Las habilidades comunicativas y estrategias utilizadas son algunas veces completas, apropiadas y correctas.
2	Pocos de los elementos requeridos (vocabulario, estructuras y contexto cultural son completos y correctos.	La respuesta pocas veces muestra el entendimiento completo de las ideas principales y los detalles.	Las habilidades comunicativas y estrategias utilizadas son pocas veces completas, apropiadas y correctas.
1	Los elementos requeridos (vocabulario, estructuras y contexto cultural son incompletos e incorrectos.	La respuesta no muestra el entendimiento completo de las ideas principales y los detalles.	Las habilidades comunicativas y estrategias utilizadas no son completas, apropiadas y correctas.
Puntuación	Escala de ejecución: Mayor 4 puntos- menos de 5 errores 3 puntos- entre 5 a 10 errores 2 puntos-entre 10 a 15 errores Menor 1 punto- más de 15 errores		

Recuerden que la pronunciación será evaluada bajo comprensión y comunicación.

UNIVERSIDAD INTERAMERICANA DE PUERTO RICO
RECINTO METROPOLITANO
ESCUELA DE PSICOLOGÍA

RÚBRICA PARA EVALUAR PROPUESTA DE INVESTIGACIÓN
PSYC 4600-PSICOLOGÍA EXPERIMENTAL

Nombre del profesor: _____

Nombre del estudiante: _____

Indicador	Categoría				Puntuación y Comentarios
	8-7	6-5	4-3	2-1	
Planteamiento del problema	Plantea claramente el problema y propósito de la investigación. Se sustenta la importancia del mismo para la psicología.	Se plantea el problema y el propósito de la investigación, pero la justificación o el significado teórico-práctico para la psicología no está claramente sustentado. No presenta en ocasiones evidencia teórica relevante.	Se plantea el problema y el propósito pero el mismo es poco relevante para la psicología. La importancia del problema muestra confusión en términos de su significado teórico-práctico. La evidencia para sustentar es pobre.	El problema planteado no está claro y la importancia del problema para la psicología no está sustentada.	
Preguntas de	Las preguntas o hipótesis de	Las preguntas o hipótesis de	Las preguntas o hipótesis de	Las preguntas o las hipótesis causan	

investigación	investigación están planteadas de forma clara y muestran relación con el problema de investigación.	investigación se relacionan con el problema.	investigación necesitan mejorarse para que guarden relación con el problema.	confusión y no se relacionan con el problema de investigación.
Revisión de literatura	Incluya un mínimo de 8 referencias profesionales y argumenta sobre su tema de investigación utilizando literatura relevante y de diversas fuentes de información.	Incluye entre 7 y 5 referencias y su argumentación utiliza de manera general la literatura consultada de algunas fuentes de información.	Incluye entre 4 y 3 fuentes de referencias y su argumentación teórica necesita fundamentarse en la literatura consultada.	Incluye menos de 3 fuentes de referencias y muestra una pobre argumentación teórica mediante el uso de literatura irrelevante.
Diseño de investigación	Se describe de manera detallada el diseño y el mismo es adecuado para dar contestación a las preguntas o hipótesis de investigación.	Se describe el diseño parcialmente y el mismo es adecuado para dar contestación a las preguntas o hipótesis de investigación.	Se describe el diseño de manera superficial y el mismo es adecuado.	El diseño presentado no cumple con el propósito del estudio.
Formato y Estilo	Redacta el trabajo siguiendo las recomendaciones del Manual de Estilo de APA y sin errores de puntuación y/o ortográficos.	Redacta con errores menores el trabajo siguiendo las recomendaciones del Manual de Estilo de APA. Los errores ortográficos y de puntuación son	Redacta con muchos errores el trabajo siguiendo parcialmente el Manual de Estilo de APA. El trabajo tiene muchos errores ortográficos y de	Utiliza el Manual de Estilo de APA de manera inconsistente y presenta muchos errores ortográficos y de puntuación.

Nombre: _____

Fecha: _____

Universidad Interamericana de Puerto Rico
Recinto Metropolitano
Escuela de Teología

Curso: RELI 5010 Historia y Filosofía de la Educación Religiosa
2015-13
Sección 28036
Dr. Michael Domenech Del Pilar

Preguntas de Avalúo del Aprendizaje.
Assessment (CIMER y CAMER)

Autoreflexión

Favor de contestar las siguientes preguntas. Tome su tiempo. Escriba con toda sinceridad.

1. ¿Qué importancia tiene la historia en la educación religiosa? ¿Y la teología?
 2. ¿Qué cosas específicas aprendiste de la historia, teología y filosofía de la educación religiosa?
 3. ¿Qué ha provocado estudiar todo esto en ti? ¿Cómo has cambiado desde que comenzaste el curso hasta el momento de concluir la experiencia educativa?
-

Universidad Interamericana de Puerto Rico
Recinto Metropolitano
Escuela de Teología

Curso: RELI 5010 Historia y Filosofía de la Educación Religiosa
2015-13

Sección 28036

Dr. Michael Domenech Del Pilar

*Rúbrica para evaluar la autoevaluación reflexiva.
Assessment (C1MER y C4MER)*

Nombre del estudiante _____ Fecha _____

Criterio	Nivel 3	Nivel 2	Nivel 1	Nivel 0	Valor	Puntuación
Conocer los fundamentos históricos, religiosos, educativos y teológicos cristianos.	Identificó adecuadamente tres o más fundamentos históricos y teológicos de la educación religiosa.	Identificó parcialmente dos fundamentos históricos y teológicos de la educación religiosa.	Identificó limitadamente un fundamento histórico y teológico de la educación religiosa.	No identificó fundamentos históricos y teológicos de la educación religiosa.	3	
C1MER						
Analizar los problemas contemporáneos que retan la reflexión en la educación religiosa.	Analizó adecuadamente tres o más problemas contemporáneos en la educación religiosa.	Analizó parcialmente dos problemas contemporáneos en la educación religiosa.	Analizó limitadamente un problema contemporáneo en la educación religiosa.	No analizó problemas contemporáneos en la educación religiosa.	3	
C4MER						
Total					6	

RÚBRICA DE EJECUCIÓN INSTRUMENTAL (SLO 1. Play his/her main instrument at an advanced level in different musical contexts and styles)

Nombre _____

Fecha _____

	Excelente	Bien	Regular	Deficiente	Inaceptable
Ritmo: precisión, Complejidad (15 pts.)	Todos los ritmos, incluso los más complejos, son ejecutados con gran precisión. La ejecución es segura e impecable. 15 puntos	La mayoría de los ritmos es ejecutada con precisión. El nivel de la ejecución no se ve afectado. 14-9 puntos	Algunos ritmos son ejecutados con precisión; otros, inconsistentemente. La ejecución se afecta un poco. 8-6 puntos	Muchos de los ritmos son ejecutados de forma imprecisa o errática. Se afecta bastante la ejecución. 5-1 puntos	La mayoría de los ritmos es ejecutada de manera imprecisa. No se puede observar destrezas ni comprensión del ritmo. 0 puntos
Afinación: Individual y grupal (15 pts.)	Tanto la afinación individual como la grupal son excelentes. La referencia tonal está muy clara. 15 puntos	La afinación individual y la grupal son buenas. Ocurre alguna discrepancia muy leve en una u otra que no afecta la ejecución. 14-9 puntos	Se percibe alguna discrepancia entre la afinación individual y la grupal que afecta un poco la ejecución. 8-6 puntos	La ejecución se afecta bastante por el grado de inconsistencia en la afinación general. 5-1 puntos	La afinación es pésima. Es imposible distinguir el centro tonal. Se arruina la ejecución. 0 puntos
Técnica: calidad y control del sonido, destreza (15 pts.)	El sonido es claro y centrado, consistente en todo el registro. Exhibe madurez, control y calidad profesional. Las notas fluyen con gran soltura y facilidad. 15 puntos	El sonido es generalmente claro y consistente. Hay un descontrol mínimo en alguna parte del registro que no menoscaba la presentación. 14-9 puntos	El sonido a veces está enfocado. Hay poco control en los extremos. Las notas salen un poco atropelladas. La calidad del sonido afecta en algo la ejecución final. 8-6 puntos	El sonido no está enfocado. No hay control en los extremos. Se escuchan muchas notas falsas o desafinadas. La calidad del sonido afecta bastante la ejecución final. 5-1 puntos	La pobre calidad del sonido afecta significativamente la ejecución final. Carece de profesionalismo. No se puede evidenciar control técnico alguno. 0 puntos
Dinámica: articulaciones, matices, balance de los instrumentos o voces (15 pts.)	Excelente uso de la dinámica. Muy precisas articulaciones y matices. Balance profesional de todos los instrumentos o voces. 15 puntos	Buen uso de la dinámica, los matices y las articulaciones. Acertado balance de los instrumentos y/o las voces. 14-9 puntos	Dinámica, matices y articulaciones aceptables. Hay alguna incongruencia o desbalance que no afecta mucho la ejecución. 8-6 puntos	Deficiencias en el uso de la dinámica, los matices o las articulaciones afectan bastante la ejecución. Pobre balance. 5-1 puntos	No se puede apreciar el uso de la dinámica, las articulaciones ni los matices. No hay balance. La ejecución se afecta mucho. 0 puntos
Expresividad: fraseo, emotividad (10 pts.)	El fraseo es consistente e idiomático. Muestra gran emotividad y musicalidad. Se percibe madurez artística. 10 puntos	El fraseo es casi siempre consistente e idiomático. Denota sensibilidad y musicalidad. 9-6 puntos	El fraseo es a veces consistente y/o idiomático. Muestra alguna sensibilidad y musicalidad. 5-4 puntos	El fraseo casi nunca es consistente y/o idiomático. Muestra poca sensibilidad o musicalidad. 3-1 puntos	El fraseo nunca es consistente y/o idiomático. No se percibe sensibilidad ni musicalidad alguna. 0 puntos
Improvisación: creatividad, interacción, conocimiento del estilo (10 pts.)	La improvisación siempre demuestra un alto grado de conocimiento de estilos. Se establece una excelente interacción. La técnica se funde con la expresión creativa y espontánea. 10 puntos	La improvisación demuestra conocimiento de estilos. Buena interacción. La técnica promueve casi siempre la expresión creativa y espontánea. 9-6 puntos	La improvisación demuestra algún conocimiento de estilos y algo de interacción. La técnica permite en ocasiones la expresión creativa y espontánea. 5-4 puntos	La improvisación demuestra muy poco conocimiento de estilos. La interacción es escasa. Deficiencias técnicas dificultan la expresión creativa y espontánea. 3-1 puntos	La improvisación no evidencia conocimiento de estilos. Pobre o ninguna interacción. La insuficiencia técnica impide la expresión creativa y espontánea. 0 puntos

Tempo: variado, de acuerdo al estilo (5 pts.)	La selección de los tiempos es excelente, gran contraste. Se diferencian muy bien los estilos.	5 puntos	Los tiempos son buenos. Buena diferencia de estilos y buen contraste en general.	4 puntos	Alguna falla menor en tiempo y/o estilo. No se afecta mucho la presentación.	3 puntos	Los problemas con los tiempos y/o estilos afectan bastante la presentación.	2-1 puntos	No se percibe control de los tiempos. No hay conocimiento de los estilos. Pobre ejecución.	0 puntos
Repertorio: selección, nivel, arreglos (3 pts.)	El repertorio es variado y está bien estructurado. La calidad y el nivel de los arreglos son óptimos.	3 puntos	La selección, el nivel del repertorio y los arreglos son muy buenos. Alguna inconsistencia mínima en uno de los criterios.	3 puntos	El repertorio es bueno pero se percibe algo de inconsistencia en algunos de los criterios.	2 puntos	La selección y el nivel de los temas es deficiente. Los arreglos son muy esquemáticos.	1 punto	El repertorio es pobre en los tres criterios. La presentación se afecta. No se observa progreso académico.	0 puntos
Liderato: control de grupo, organización (6 pts.)	Demuestra gran control de todos los detalles técnicos de la presentación. Asume la dirección del grupo con autoridad y precisión. Resuelve rápidamente los problemas que surgen durante la ejecución.	6 puntos	Demuestra buen control de los detalles previos a la ejecución. Dirige el grupo con seguridad. Durante la ejecución, hace los ajustes necesarios para evitar percances.	5-4 puntos	Demuestra algún control de los aspectos técnicos de la ejecución. Dirige el grupo correctamente. De surgir algún problema durante la ejecución, no tarda mucho en hacer ajustes.	3-2 puntos	Demuestra poco control de los aspectos técnicos de la ejecución. Dirige el grupo de forma insegura. De surgir algún problema durante la ejecución, duda en tomar las decisiones necesarias.	1 punto	No tiene control de los aspectos técnicos de la ejecución. No dirige ni motiva el grupo. No sabe manejar los problemas que surgen durante la ejecución.	0 puntos
Proyección escénica: seguridad, naturalidad, memorización de los temas, concentración (6 pts.)	Muestra un alto grado de seguridad técnica y musical. Se proyecta con gran naturalidad y comodidad. No hubo lapsos de memoria. Concentración absoluta.	6 puntos	Muestra seguridad tanto técnica como musical. Se proyecta natural y cómodo. Casi no hubo lapsos de memoria. Muy buena concentración.	5-4 puntos	Bastante seguro y musical. Se proyecta a veces con naturalidad y comodidad. Algún lapso de memoria leve. Alguna falla menor de concentración.	3-2 puntos	Poco seguro o musical. Se proyecta incómodo y con poca naturalidad. Los lapsos de memoria afectan a veces la presentación. Muy poca concentración.	1 punto	Inseguro y con escasa musicalidad. Se siente muy incómodo y rígido. Los lapsos de memoria afectan mucho la presentación. Muy desconcentrado.	0 puntos

Comentarios:

(Escala: 100 puntos) Total _____

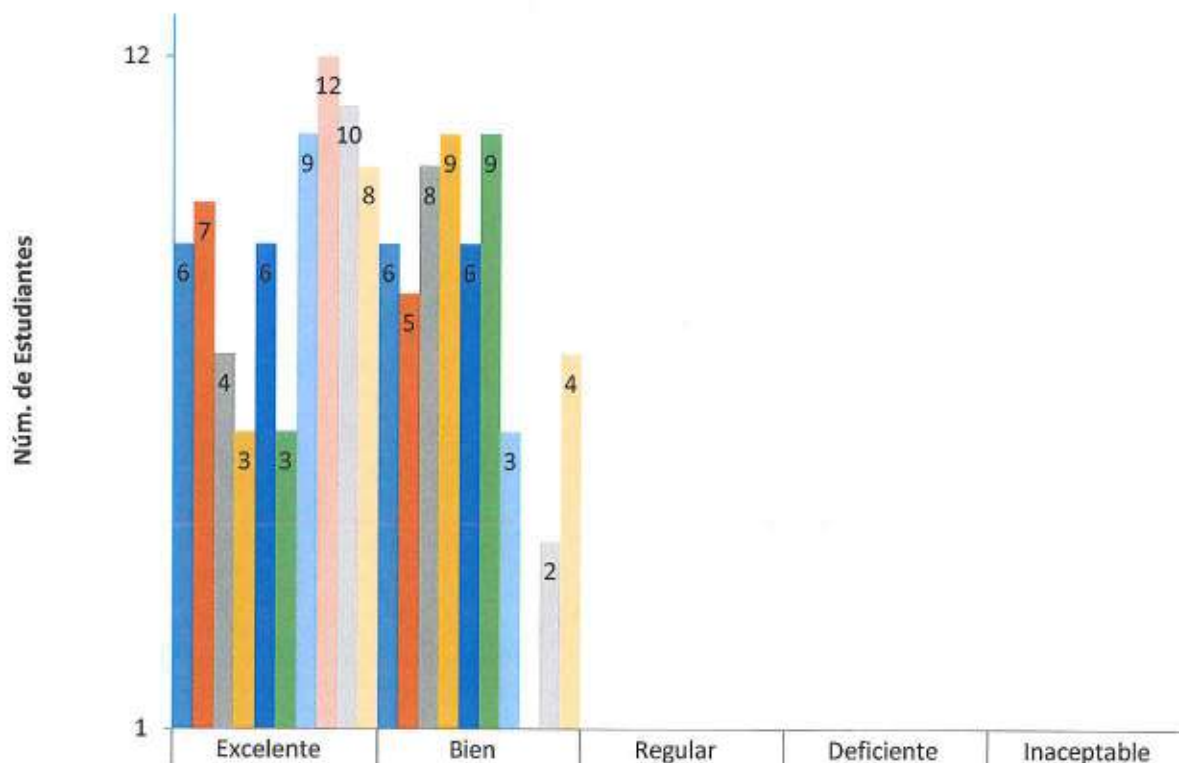
Firma del profesor _____

El recital será grabado en video y audio con el fin de mantener un archivo que se usará exclusivamente para documentar el proceso de assessment del programa. Se requiere una puntuación mínima de 80 puntos para pasar. Los criterios aplican al recital en su totalidad, no a las canciones individualmente. Presentarse ante el Jurado presupone conocimiento y conformidad con los criterios de evaluación y de las condiciones aquí expuestas.

Competencia (SLO 1.) Play his/her instrument at an advanced level in different musical contexts and styles Graduation Concert

Resultados Rúbrica Concierto de Graduación

Diciembre 2014



	Excelente	Bien	Regular	Deficiente	Inaceptable
Ritmo	6	6	0	0	0
Afinación	7	5	0	0	0
Técnica	4	8	0	0	0
Dinámica	3	9	0	0	0
Expresividad	6	6	0	0	0
Improvisación	3	9	0	0	0
Tempo	9	3	0	0	0
Repertorio	12	0	0	0	0
Liderato	10	2	0	0	0
Proyección	8	4	0	0	0

CONGRUENCIA ENTRE COMPETENCIA, CONDUCTAS PRÁCTICAS E INSTRUMENTOS UTILIZADOS "ASSESSMENT"

TÍTULO DEL CURSO SOWO 2514 2015 13 Agosto-Octubre 2014 PROFESOR Carmen R. Nazario

Competencia	Conducta Práctica Evaluada	Criterio de Evaluación e Instrumento que miden la conducta practica	Benchmark 80% con 80 o más Resultado (# de estudiantes por cada categoría) Estándar excedido en todas las competencias			
			100-90	89-80	79-70	69-0
2.1.2 Aplica los principios éticos del TS para guiar su práctica.	a. Reconoce y maneja sus valores de manera que los valores profesionales guían su práctica.	Reflexión-Se les asignó a los estudiantes una reflexión inicial en la que identificarían sus creencias, valores y prejuicios y como estos se diferencian o se asemejan de los valores profesionales. (RI)				
2.1.3 Aplica pensamiento crítico para documentar y comunicar sus juicios profesionales.	a. Evalúa diversas fuentes de conocimientos incluyendo conocimiento basado en la investigación para documentar su juicio profesional.	Participación en Debate investigando el tema, formulando argumentos y preguntas así como contra-argumentos y conclusiones (RII)				
	c. Demuestra una comunicación oral y escrita efectiva en el trabajo con los diversos sistemas humanos con los que interviene y con colegas	Participación en Debate investigando el tema, formulando argumentos y preguntas así como contra-argumentos y conclusiones (RII)				
2.1.4 Se ocupa de la diversidad y las diferencias en la práctica.	a. Reconoce como la cultura, valores pueden oprimir, marginar, alienar o fortalecer el privilegio y el poder.	Pregunta de examen-Enumerar 3 grupos que son más vulnerables a la opresión y ejemplos (RIII)				
	b. Tiene suficiente conciencia propia para eliminar la influencia del prejuicio	Reflexión-Se les asignó a los estudiantes una reflexión inicial en				

	personal y sus valores en el trabajo con diversos grupos.	la que identificarían sus prejuicios, creencias y valores y como estos se diferencian de los valores dela Práctica. (RI)			
2.1.5 Promueve la justicia social y económica	a. Comprende las formas y mecanismos de opresión y discriminación.	Se le asignó a los estudiantes que identificarán fuentes y modos de opresión y estrategias para lograr mayor justicia social (RIV)			
	b. Intercede por los derechos humanos y la justicia social y promover económica.	Pregunta de examen – Enumerar roles del TS en su relación con la política social y estrategias del TS como intercesor (RV)			
	c. Se involucra en prácticas para la justicia social y económica.	Pregunta de examen – Enumerar roles del TS en su relación con la política social y estrategias del TS como intercesor (RV)			
2.1.6 Usa experiencias de la investigación en su práctica.	Se involucra en la investigación para informar su práctica	Participación en Debate investigando el tema, formulando argumentos y preguntas así como contra-argumentos y conclusiones (RII)			
	a. Analiza, formula e intercede en la promoción del bienestar social.	Análisis de una ley sobre política social (RVI)			
2.1.8 Se involucra en la práctica de la política social para fomentar el bienestar social y económico y prestar servicios efectivos de TS					



UNIVERSIDAD INTERAMERICANA DE PUERTO RICO
Recinto Metropolitano
Departamento de Historia

NOMBRE DEL ENTREVISTADO/A:

FECHA:

RÚBRICA PARA EVALUAR LOS ENSAYOS HISTORIOGRÁFICOS

ÁREAS DE ENSAYO A EVALUAR	DESARROLLO SOBRESALIENTE DEL ENSAYO	DESARROLLO BUENO DEL ENSAYO	DESARROLLO DEFICIENTE DEL ENSAYO (NO APROBADO)
Estructura conceptual del ensayo	Se planteó una estructura conceptual completa: presentación, discusión y desarrollo, conclusión, adecuada del tema. (23-25 pts.)	Se planteó una estructura conceptual que carece de alguno de los siguientes aspectos: presentación, discusión y desarrollo, conclusión. (17.50-22 pts.)	Se planteó una estructura conceptual incompleta, en que sólo se presentan dos de los siguientes aspectos: presentación, discusión y desarrollo, conclusión. (0-17.25 pts.)
Argumento del ensayo	El argumento no sólo es pertinente al tema del ensayo y se desarrolla lógicamente, sino que sugiere varias líneas de discusión adicionales. (23-25 pts.)	El argumento es pertinente al tema del ensayo y se desarrolla lógicamente. (17.5-22 pts.)	El argumento no es lógico o no desarrolla lógicamente el tema del ensayo. (0-17.25 pts.)
Fundamentación y cuidado académico en la entrega del ensayo	El ensayo sigue todos los requisitos de un ensayo académico, según las instrucciones para la elaboración de los exámenes de grado. (ensayos historiográficos). No hay errores mayores de redacción u ortografía. (23-25 pts.)	El ensayo falla en alguno de los requisitos de un ensayo académico (formato de notas al calce o al final de páginas, citas, bibliografía). No hay errores de ortografía. (17.50-22 pts.)	El ensayo falla en varios de los requisitos de un ensayo (formato de notas al calce o al final de páginas, citas, bibliografía). La ortografía y redacción están descuidadas. (0-17.25 pts.)
Creatividad en el uso del tema	El ensayo atiende creativamente el tema, incluyendo fuentes suplementarias variadas y apropiadas, que enriquecen la comprensión del tema. (23-25 pts.)	El ensayo resuelve el tema con propiedad e incluye alguna fuente suplementaria y apropiada. (17.50-22 pts.)	El ensayo no incluye fuentes suplementarias al tema. (0-17.25 pts.)

Inter American University of Puerto Rico
Metropolitan Campus
Education and Behavioral Sciences Faculty

APPENDIX 32: School of Psychology Assessment Progress Report

The School of Psychology (SP) offers Bachelor, Masters and Doctoral programs. Assessment level improved from beginning to standard. During academic year, 2014-2015, SP is evaluating competency of research throughout the three levels in the following focus courses: PSYC 4600 Experimental Psychology, PSYC 6970 Integrative Seminar, and PSYC 7050, Design and Evaluation of Psychological Program and Services. A copy of the rubric use in PSYC 4600 is included.

At the Master's program level, in addition to the research competency evaluation, performance of students in the State Board of Examiners Psychology Exam is used as an indicator. An analysis of the correlation of the Integrative Seminar and the performance of students is conducted. The integrative seminar, PSYC 6970, is a capstone course. It incorporates an assessment by area corresponding to each content area measured in the State board exam. A pre and posttest is administered as part of the assessment. There is a significant increase in student performance in the post test (an average of 84% students passed the test in 2014, versus 66 % in the pretest). Based on the analysis of student performance, areas for improvement were identified; psychological physiology and measurement. As a result, courses syllabi were revised and changes in faculty offering the courses were done. Also, faculty decided to divide the course content into two separate parts; one in theory and the other a practice.

Since the site visit, two groups of students took the State Board Exam. The expected student outcome in the board exam is 70%. Students' performance in the board exam has been lower than expected (See below). However, an increase in the passing score was obtained. This shows that some of the actions taken have been effective.

Psychology Student Performance in Board Exam

Year	Total approved	Percentage
5/18/2012	13 out of 23	38%
5/13/2013	13 out of 23	57%

Last year the P. R. Board of Psychology determined to stop offering the State Board Exam and adopted the Examination for Professional Practice of Psychology (EPPP) of the Association of State and Provincial Psychology for state licensure eligibility. The School analyzed the content and structure of this test and

concluded that there are significant changes in content between the local board exam and the EPPP. As a consequence, the SP has revised the content of the integrative Seminar to align it to the content areas as defined by the Association of State and Provincial Psychology. Also course Syllabi have been revised. At present they are working on a revision of the Master's program curricula to incorporate the EPPP content areas as identified. The revision proposal will be submitted to the Academic Senate by the end of this academic year.

At the doctoral level, in addition of the measurement of research competency, SP uses the Internship, a capstone course, as an assessment measure. This has been in place since 2011. In the three subsequent years, the evaluation evidences that students master the clinical competencies by the end of the internship. The expected outcome is that at least 80% of students design a proposal of an innovative psychological services pertinent to the student's specialization. In 2013, 100 % of students approved the seminar, and 95% approved it in 2014.

Universidad Interamericana de Puerto Rico
Recinto Metropolitano

Informe Anual Resultados del Avalúo del Aprendizaje de los Estudiantes
Programa Académico

Facultad: Estudios Humanísticos

Escuela o Departamento: Teología

Nivel: Bachillerato

Programa Académico: Teología

Persona que prepara el informe: Jeanene Coleson, Ph.D.

Fecha en que se somete: 12 de mayo de 2014

PARTE I A: Hallazgos Principales

Meta Institucional	Meta del Recinto	Objetivos Generales del Programa	Perfil del Egresado (Competencias) (en 70% de logro)	Cursos ¿Dónde se realizó el avalúo de esta meta?	Métodos o Instrumentos utilizados* (¿Cómo se realizó?)	Resultados ¿Se lograron los resultados esperados? (en % de logro)	Acción Tomada (Va a continuar utilizando este instrumento? ¿Acciones a tomar para subir el % de los estudiantes que no pudieron cumplir con la meta.
Metas: 1-7; 10-12; 14	Metas 1-5; 7-11	Catálogo General 2013-2015, pp. 270-272	6, 7, 8, 11, 12 (Ver documento Perfil del Egresado de Teología)	TRIMESTRE: noviembre-febrero de 2013-2014 RELI 4353. 201423.8724	La comparación de los porcentajes del pre examen y de la nota final.	Pre examen - 42% Nota final - 81%	Meta: Continuar logrando un 70% o más en el pre examen y la nota final

Metas: 1-7; 10-12; 14	Metas 1-5; 7-11	Catálogo General 2013-2015, pp. 270-272	4, 5, 6, 8, 11, 12 (Ver documento Perfil del Egresado de Teología)	RELI 2020 201423.9080	La comparación de los porcentajes del examen <i>Midterm</i> y de la nota final.	<i>Midterm</i> – 79% Nota final – 100%	Meta: Continuar logrando un 70% o más en la nota <i>Midterm</i> y la nota final.
Metas: 1-7; 10-12; 14	Metas 1-5; 7-11	Catálogo General 2013-2015, pp. 270-272	4, 6, 7, 8, 11, 12 (Ver documento Perfil del Egresado de Teología)	RELI 2311. 201423.9050	La comparación de los porcentajes del examen <i>Midterm</i> y de la nota final.	<i>Midterm</i> – 68% Nota final – 96%	Meta: Continuar logrando un 70% o más en la nota <i>Midterm</i> y la nota final.

* Favor de incluir copia del Plan de *Assessment* y de las herramientas utilizadas (como asignaciones, criterio de evaluación, rúbricas, guías de corrección, o estudios realizados). También debe incluir la data resumida (como tablas, gráficas, o descripciones de la narrativa ampliada de los hallazgos).

Ver anejos

PARTE I B: Uso de los hallazgos principales del *assessment* realizados durante el año.

¿Cómo usted utilizó los resultados de *assessment* actuales o pasados durante este año académico para mejorar el aprendizaje de los estudiantes o para mejorar el proceso de *assessment*? (Se sugiere no más de 500 palabras).

Se seguirá estimulando al estudiante para que tomen las pre y pos pruebas. Para los cursos por contrato, hay que hacer unas pruebas de *assessment* para el año que viene.

PARTE II: PLANIFICACIÓN PARA EL PRÓXIMO AÑO ACADÉMICO

Metas de assessment para el próximo año	¿Dónde van a llevar a cabo el assessment? (¿Curso? ¿Otra actividad?)	Métodos o herramientas de assessment a utilizarse**
Pre y pos pruebas	En todos los cursos	Preguntas objetivas

** Favor de incluir copias de las herramientas de assessment utilizadas (como asignaciones, criterio de evaluación, rúbricas, guías de corrección, o estudios realizados). También debe incluir la data resumida (como tablas, gráficas, o descripciones de la narrativa ampliada de los hallazgos).

PARTE III: INFORMACIÓN (opcional)

Si usted ha realizado otras de los programas, puede incluir información sobre esas actividades en este espacio.

PARTE IV OUTCOMES:

Outcomes del proceso:

En comparación con el informe anterior, podemos apreciar los siguientes cambios:

1. Los cursos reflejan aprendizaje del estudiante.
2. En los dos grupos por contrato hay 2 estudiantes que están trabajando con el Incompleto, todavía.