UNIVERSITY OF PUERTO RICO AT HUMACAO

ISNTITUTIONAL ASSESSMENT PLAN

Academic Year 2020-2021

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Institutional Assessment Office (OAI, by its Spanish acronym)

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INTRODUCTION[1]

The Strategic Plan of the University of Puerto Rico (2017), presents the Student Success as one of the emblematic pillars. It was defined as the "Management of student-centered university endeavor, which articulates the academic and students' services from their transition from high school to their graduation from university, in order to support their academic progress and contribute to their personal and professional formation, while maximizing retention, persistence and graduation rates." The University of Puerto Rico at Humacao (UPRH) is committed with the process of assessment for the continuous improvement of the institution. The focus of the UPRH is the *Student Success* from the perspective of a comprehensive student development. Therefore, the learning is valued as a main element, and all other experiences provided by an institution in conjunction with the services that can contribute to this complete development.

Assessment is defined in the UPRH as: *Continuous process of reflection on the collected information that provides evidence of the success achieved on educational activities and programs, with the specific purpose of improving the quality of the learning process and its product: the student.* Assessment is conceptualized as a systematic process of collection, revision, and use of information from educational programs with the purpose of improving the student learning and development (Marchese cited in Palomba y Banta, 1999). The process uses time, knowledge, experience, and the available resources to make informed decisions on how to improve student learning (Walvoord, 2004). It is a systematic way of collecting, analyzing, and interpreting evidence to determine how well students learn and meet expectations (Suskie, 2009; Suskie, 2015). Is a systemic and systematic process of examining student endeavors against the standards and expectations of each institution. Is a reflective dialogue about student learning through their university experience (Maki, 2010). For the process to be successful, it must be collaborative and participatory (Maki, 2010; Kuh, Kinzie, Schuh & Whitt, 2005).

The Middle States Commission on Higher Education (2015) establishes that an institution of higher education is a community dedicated to students, to the pursuit and dissemination of knowledge, to the study and clarification of values, and to the advancement of the society it serves. The agency declares that accreditation is an expression of confidence in an institution's mission and goals, performance, and resources. An institution is accredited when the educational community has verified that its goals are achieved through self-regulation and peer review. The extent to which each institution accepts and fulfills its responsibilities inherent in the process of accreditation demonstrates its commitment to strive and achieve excellence in its endeavors.

For more than 50 years, the UPRH has been distinguished as the main institution of higher education in the eastern area of the island. Its commitment to the student body is demonstrated through an education model focused on Student Success, that is, on the achievement of learning objectives aimed at a complete formation of a sensitive citizen, capable of contributing to a diverse society, of constant changes and multiple challenges.

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[1] 2011 Institutional Assessment Plan (PAI, by its Spanish acronym), Drafted by Dr. Aida I. Rodríguez Roig (2014).

These learning experiences frame the development of a student who becomes a professional with excellent qualifications and the highest values. Thus, the UPRH collects the development of these experiences through the Institutional Assessment process.

Through the assessment, the institution reflects on the processes carried out in its programs and services to promote continuous improvement and, above all, the success of its students. In terms of students, academic activities should be aimed at the development of enriching activities, the assessment of results and the continuous improvement. With the assessment of learning, the institution's faculty and staff are in a better position to improve the conditions of the teaching-learning process and of the student success. The dialogue and reflection among its components stimulate innovation, variation of educational practices, changes and revisions in curriculums, and institutional processes. They also improve and strengthens the achievement of goals by the students and by the institution, and, above all, the assessment directs efforts towards institutional effectiveness and compliance with the quality standards and membership requirements of the Middle States Commission on Higher Education (MSCHE).

This document presents the assessment trajectory in the University of Puerto Rico at Humacao, as well as the 2020-2021 Assessment Plan, aligned with the UPRH Strategic Development Plan (Certification 2012-2013-36 JA), extended to 2022 (Cert. 2019-2020-047 JA).

JUSTIFICATION

The Administrative Board of the University of Puerto Rico at Humacao (UPRH), on its ordinary meeting held on April 3, 2014, approved by consensus to recognized the Institutional Assessment Plan (PAI, by its Spanish acronym) (2011) and all the processes and activities that have been carried out since its implementation (Certification No. 2013-2014-59). In addition, it was ordered to be reviewed and amended in light of the events of the Institutional Assessment Office and of the institutional goals established in the 2013-2014 to 2017-2018 Strategic Development Plan, which was approved on May 2013 by Certification No. 2012-2013-36 (as amended).

The UPRH has had an Institutional Assessment Plan for a decade. This plan must be aligned with the institution's Strategic Development Plan, which was extended by the Administrative Board (Certification No. 2019-2020-047) until the effective date of the 2017-2022 Strategic Plan of the University of Puerto Rico: A New Era of Innovation and Transformation for Student Success. The UPRH Strategic Development Plan is 100% aligned with the goals and objectives of the systemic plans of the University of Puerto Rico (UPR).
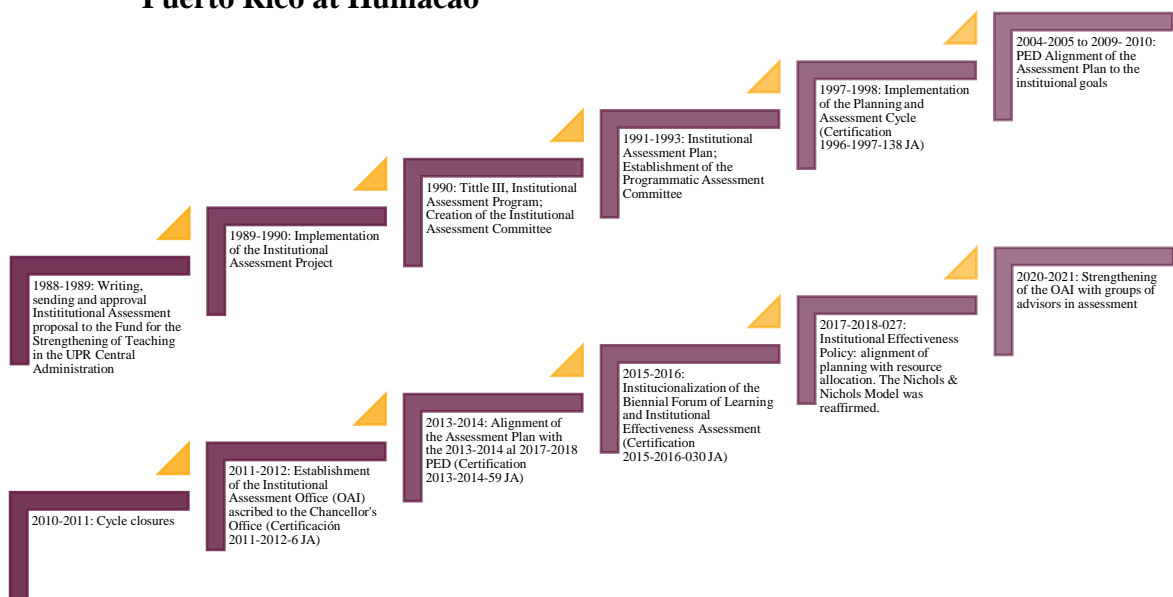
HISTORICAL BACKGROUND

The first initiatives of institutional "assessment", in the then Humacao University College, were exposed through a proposal submitted in 1988 and approved in 1989 by the Fund for the Strengthening of Teaching of the University of Puerto Rico, Office of the President.

The project was designed to determine the institution's effectiveness in meeting the goals and objectives of the system through its academic offerings, student progress and achievements, and teaching strategies in the classroom (Rodríguez Roig, 1988). The project was carried out under the Office of Planning and Development. In 1990, with Title III funds, the Institutional Assessment Program was created to coordinate assessment activities, institutionalizing the initiative.

Since 1993, the former Institutional Assessment Program coordinated the assessment activities in the institution. From then, there have been two main components: learning assessment, coordinated by the Institutional Assessment Committee (CAI, by its Spanish acronym), and the assessment of administrative and student services, which is also coordinated by a Service Assessment Committee (CAS, by its Spanish acronym). It should be noted that service assessment activities have been carried out over the years, although the CAS had not yet been established. It is in 2011-2012 that representatives of the administrative and student service offices are appointed to officially form the CAS. This committee, at the same time, appoints a subcommittee to compile the assessment efforts already developed in these areas. In February 2014, the subcommittee was reactivated, and the work assigned in 2011-2012 began with a study of needs on said efforts. Figure 1 presents the historical trajectory of assessment at UPRH.

Figure 1. Timeline of the historical trajectory of assessment in the University of Puerto Rico at Humacao

1988-1989: Writing, sending and approval Instititutional Assessment proposal to the Fund for the Strengthening of Teaching in the UPR Central Administration

1989-1990: Implementation of the Institutional Assessment Project

1990: Tittle III, Institutional Assessment Program; Creation of the Institutional Assessment Committee

1991-1993: Institutional Assessment Plan; Establishment of the Programmatic Assessment Committee

1997-1998: Implementation of the Planning and Assessment Cycle (Certification 1996-1997-138 JA)

2004-2005 to 2009- 2010: PED Alignment of the Assessment Plan to the instituional goals

2010-2011: Cycle closures

2011-2012: Establishment of the Institutional Assessment Office (OAI) ascribed to the Chancellor's Office (Certificación 2011-2012-6 JA)

2013-2014: Alignment of the Assessment Plan with the 2013-2014 al 2017-2018 PED (Certification 2013-2014-59 JA)

2015-2016: Institucionalization of the Biennial Forum of Learning and Institutional Effectiveness Assessment (Certification 2015-2016-030 JA)

2017-2018-027: Institutional Effectiveness Policy: alignment of planning with resource allocation. The Nichols & Nichols Model was reaffirmed.

2020-2021: Strengthening of the OAI with groups of advisors in assessment

The assessment of the institutional effectiveness was based on the Institutional Planning and Assessment Cycle (Figure 2) approved by the Administrative Board and implemented in 1997-98 in support of the strategic planning process (Certification No. 1996-1997-138 of the Administrative Board). This cycle used the Nichols and Nichols (1991) Model, which facilitated the analysis and evaluation of results based on the development of operational plans and the writing of annual reports that respond to the planning process and

its product. It also includes assessment plans and reports from academic departments and administrative offices (PAI, 2011b).

Figure 2. Planning and Assessment Cycle of the University of Puerto Rico at Humacao

Mission and Goals

Strategic Development Plan
Institutional Assessment Plan

Institutional Annual Report
Achievements Evaluation

Operational Plan - Units
Assessment Plan - Units

Annual Report - Units
Assessment Report - Units

Since then, the objectives of the academic departments and administrative offices are aligned with the institutional goals, and the objectives of the courses, with the objectives of the academic programs. In this way, the traspolation of activities at all levels that contribute to the satisfaction of the institution's mission through the achievement of the goals and objectives established in the approved Strategic Development Plan is guaranteed. The planning and evaluation processes are perceived as working together within a broad framework that offers the institution's programs and services the opportunity to guide the course of their initiatives towards the achievement of the institutional mission.

In the period from 2000-2001 to 2010-2011, the most transcendental initiatives of the Institutional Assessment Program were the following:

- 2000-2001: Proposal for the establishment of general education competencies (Approved: Certification No. 2005-2006-46 of the Academic Senate).
- 2002-2003: Strengthening of comprehensive and diverse assessments to measure the effectiveness of courses, academic programs, and office services consistently and continuously.
- 2004: Review of the Institutional Assessment Committee (CAI) structure to include: directors of the academic departments, program coordinators, coordinators of the departmental assessment committees and a representative of the Deanship of Academic Affairs.
- 2003-2005: Offer of workshops to the faculty on topics of programmatic assessment, in the classroom, writing, design, and assessment of competencies and courses.
- 2005: CAI's decision- All academic programs will develop, at least, two direct measures of learning at the programmatic level, in addition to indirect measures

of learning, including questionnaires to graduating students and graduated students.

- 2006-2007: Alignment of professional and general education competencies with graduates' profiles from programs and curricular sequences.
- 2007: Creation of *Inventory of needs for faculty professional development.*
- 2007: Reconfiguration of the Student Services Integration Committee (CISE, by its Spanish acronym) by a work team for the *Student Success* project. This group worked on the integration of assessment efforts in the administrative and student services areas.
- 2008-2009: CAI's decision- Assessment of four general education competencies, as established in the PAI: oral and written communication in Spanish, oral and written communication in English, quantitative and analytical reasoning, and the ability to access various sources of information and its critical management.
- 2009-2010: Celebration of the Academic Assessment Forum-Cycle Closure.
- 2010-2011: Documentation of cycle closures and assessment of the results obtained. 90% of the academic programs aligned the four general education competencies by identifying the courses that addressed those competencies.

On September 1st, 2011, the Administrative Board issued Certification No. 2011-2012-6, which repealed Certification No. 1994-1995-35, about the relocation of the Assessment Program under the Office of Planning and Institutional Development, and Certification No. 1994-1995-38 about the change of name from the Office of Planning and Institutional Development to the Office of University Development. The new approved certification created the Institutional Assessment Office ascribed to the Chancellor's Office; this accepting the recommendation of the MSCHE that the assessment process should have greater visibility and independence to manage at the institutional level.

At the end of 2013-2014, the situation of a new Strategic Development Plan (PED, by its Spanish acronym) helped retake concerns that still existed with the assessment process, review the Assessment Plan (2011) recognized by the Administrative Board at its meeting held on April 3rd, 2014, and set a new direction towards the events that were approaching: the endorsement by the MSCHE to the review of standards of excellence for the accreditation of higher education institutions, the *Periodic Review Report* that was submitted in 2016 to MSCHE, and a greater autonomy of the evaluation process in each academic program and service office. These involved an intensive organization of workshops and trainings to prepare the corresponding personnel in the design and preparation of activities, techniques and assessment instruments, writing of objectives, evaluation of their assessments, implementation of actions resulting from the findings of their assessment processes, and the proactive participation of management in the latter.

The institutional activity continued using the 2013-2014 to 2021-2022 Strategic Development Plan as a guideline. According to the Planning and Assessment Cycle, each department and office prepare an operational plan and an assessment plan. The assessment plan establishes the objectives, the expected results, the responsible individuals, and the use of the information. Projects and work of assessment are carried out based on staff

initiatives to conduct particular activities and accreditation processes. In support of this process, the Administrative Board, through Certification No. 2015-2016-050 and its corresponding amendment, Certification No. 2017-2018-027, approved the *Institutional Effectiveness Policy: Alignment of Planning with Resource Allocation* with the purpose of ratifying the institutional effectiveness through the analysis of the plans' evaluation, which is achieved with the results of the assessment process and the use of resources and fundings from the institutional budget. The entire process is inclusive and participatory based on the planning process. With the approval of the policy, the adoption of the Institutional Effectiveness model of Nichols and Nichols (2000) was recertified at the same time. The approach of the model is based on measures of expected results in compliance with the institutional mission and integrates, at all institutional levels, operational plans, assessment processes, and resource allocation. This paradigm has been recognized by regional external evaluation agencies and was recommended in the *Institutional Effectiveness Handbook: A Practical Guide for Planning and Assessing Effectiveness* (2017) as successful in integrating these processes (Figure 3).

Figure 3. Relationship of strategic planning and institutional effectiveness planning
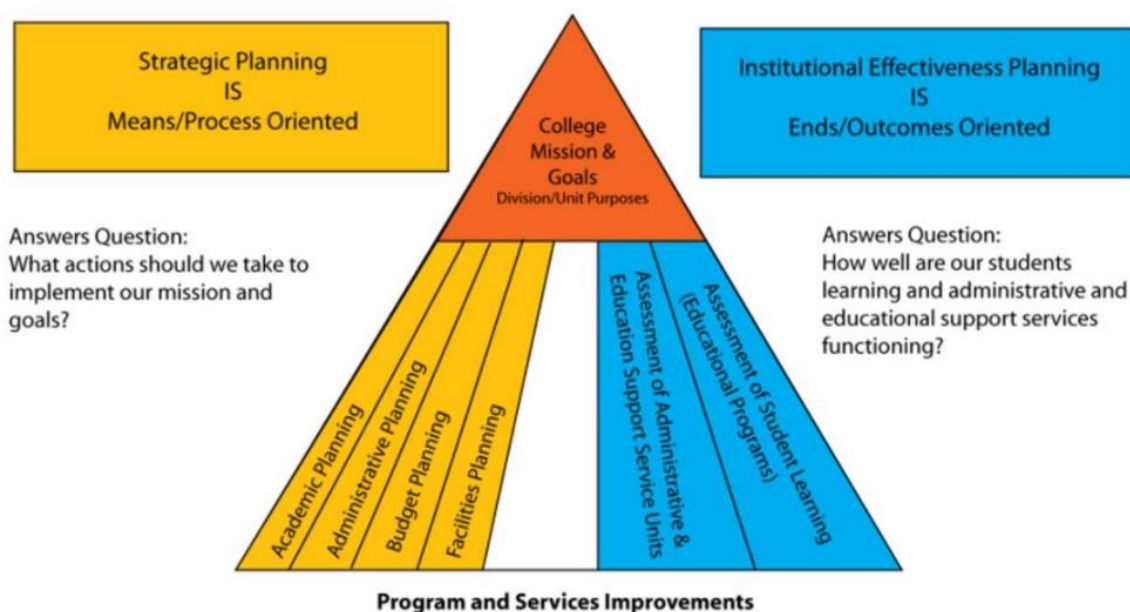
Adapted from *The Department Head's Guide to Assessment Implementation in Administrative and Educational Support Units*, by James O. Nichols and Karen W. Nichols, Agathon Press, New York, 2000.

Certainly, the 2017 to 2022 Institutional Assessment Plan will set an era of transformation in institutional assessment initiatives, in the academic area as well as in the administrative and student services areas. The institutional assessment will be outlined in its three main components: assessment of learning, assessment of general education competencies, and assessment of services.

ASSESSMEN OF LEARNING

From 2003, a systematic learning assessment process was developed based on the student's professional and general education competencies, aligned with the goals of the department, and, in turn, with the institutional mission and goals. Since its institutionalization in 1993, the Institutional Assessment Committee (CAI) has guided efforts of systematize learning assessment plans and reports using uniform instruments for aligning departmental plans with institutional goals.

The programmatic assessment is based on the assessment of the graduate's competencies, including general education competencies and professional competencies. To align institutional goals with learning assessment, three instruments were developed (Appendices A, B, and C). Table I, based on the graduate's profile, identifies the general education competencies, the professional competencies, and the courses on which these competencies will be assessed. In Table II, the information on the success indicators, the assessment instruments, the direct and indirect measures, the assessment instances, the responsible persons, and the approximate date are added. Table III focuses on collecting the learning effectiveness data. This table specifies the assessment results, the analysis and the actions taken to improve student learning. These instruments facilitate the cycle closures (Appendix D).

As part of the work strategies to amend the Institutional Assessment Plan (March 2011), as established by Certification No. 2013-2014-59 of the Administrative Board in May 2015, the Institutional Assessment Committee was divided into four subcommittees of work to evaluate compliance of the institutional assessment. One of these subcommittees evaluated compliance with the *Programmatic Assessment Plan* contained in the Institutional Assessment Plan (2011).

The institutionalization of the Biennial Forum for Learning Assessment and Institutional Effectiveness was achieved (Certification No. 2015-2016-030 of the Administrative Board). The purpose of this forum, beyond reporting findings and actions, is to share the lived experience (process, achievements, challenges, and learning). This implies that the activity promotes a process of contextualized reflection of all the participants, and thus promotes learning and its transfer to all those who participate in the event.

ASSESSMENT OF THE GENERAL EDUCATION COMPETENCIES

Since August 1987, the University of Puerto Rico at Humacao, then Humacao University College, began to develop a curricular revision project to integrate a general education component into the institution's study programs. The findings showed that the basic courses were not based on a general education philosophy. Furthermore, the interdisciplinary factor was not considered in the design of the courses, and previous experiences from other courses were not integrated (Serrano & Bruckman, 1989). The committee that worked on the project defined general education as *"that component of the learning experience that, in conformity with a process of human growth, is guided to the*

formation of autonomous, supportive, intelligent beings, responsible for themselves and for the society where they live." (Molinary, 1989).

In 2003, the Deanship of Academic Affairs established the Institutional Committee for the Assessment of General Education Competencies. The committee analyzed the results obtained by the Institutional Assessment Component and delimited the list of competencies for the UPRH General Education Component. In December 2006, the Deanship of Academic Affairs mandated the writing of the Conceptual Framework for the General Education Component. After multiple efforts to define the general education concept and establish the philosophical foundations and epistemological principles of general education, the *Proposal for the implementation of a general education component* was submitted to the Academic Senate. The Academic Senate approved through Certification No. 2012-2013-32 the *General Education Component* that includes thirteen competencies:

1. Ability for oral and written communication in Spanish as a vernacular language
2. Ability for oral and written communication in English as a second language
3. Quantitative and analytical reasoning
4. Critical analysis in problem solving and decision making
5. Ability to access various sources of information and critical management of it
6. Management and use of technology
7. Application of different research methods
8. Capacity for teamwork
9. Ethical conduct
10. Respect for the diversity of human cultural experience
11. Social responsibility and commitment
12. Knowledge and defense of Puerto Rican culture
13. Sensitivity, appreciation, and respect for the creative skills expressed in artistic and scientific works and manifestations

The implementation and operations of the *General Education Component* are responsibility of all UPRH dependencies and officials. The greatest weight of responsibility in the component's operation falls on the Deanship of Academic Affairs and the Advisory Committee of the General Education Component (Caceg, by its Spanish acronym). The main duties are to supervise the operation and management of the component at a higher level and provide the physical and fiscal resources to carry out the pertinent administrative procedures. On the other hand, the Deanship of Students will have the responsibility to guide the newly admitted student body, contribute to the preparation of professors and assist the evaluation committees, in case their assistance is requested (UPRH, 2013a).

ASSESSMENT OF SERVICES

The measure of the services quality is of the utmost importance, since, like any other service provider, the university must concentrate on satisfying the needs of its clients: the students (Blanco & Blanco, 2007). Through different committees, the UPRH has coordinated the work related to the assessment of student services. The Service

Assessment Committee (CAS) is responsible to coordinate the assessment work, identify training needs, provide support in the processes, clarify doubts, and share the findings of the assessment work of the service offices.

Several researchers point out that the level of academic success that university students from disadvantaged populations can achieve correlates with the experiences they have outside the classroom (Tinto, 1993; Kuh et al., 2005). The authors indicate that the integral formation of the student body requires that attention be paid to the diverse interests, talents, needs and difficulties of a material, emotional, social, psychological, and spiritual nature they have. These dimensions of individual well-being affect performance and academic success.

The CAS passes judgment on the findings of the different institutional, departmental and office studies related on the services provided at the UPRH and establishes work priorities based on information of students' needs, users' profile, and their degree of satisfaction with the services offered in the institution. The committee also establishes mechanisms to systematize service assessment processes.

The expected result is to increase the effectiveness in the service offices, provide an environment that stimulates the teaching and learning process, and promote physical, emotional, mental, and spiritual well-being in the university community.

INSTITUTIONAL ASSESSMENT OFFICE

The Institutional Assessment Office (OAI, by its Spanish acronym) was created and has been ascribed to the Chancellor's Office since 2011 (Certification No. 2011-2012-6 of the Administrative Board). Currently, the administrative and academic support staff attached to the office, which includes the academic advisers and liaisons for administrative units, the Institutional Assessment Committee (CAI), and the Service Assessment Committee (CAS), are the operational components for the coordination of assessment activities. The committees collaborate with the planning and implementation of the Institutional Assessment Plan.

Among the roles of the OAI is the collection of data and information and the disclosure of results, as well as to promote discussion, analysis, and implementation of recommendations in the bodies that make decisions in the UPRH (Appendix E). In addition to the Biennial Forum for the Assessment of Institutional Learning and Effectiveness, the OAI publishes the Assessment Bulletin, as an official mechanism for disseminating the results of the assessment processes at UPRH. This publication provides the opportunity to share articles, contributing also to the collective construction of knowledge on assessment.

Values

Excellence	*Optimally use human capacities to comply with the responsibilities of the office and contribute to institutional effectiveness.*
Responsibility	*Comply with the tasks assigned with care and attention to what is done or decided.*
Respect	*Promote a healthy coexistence among office employees and in relations with the university and external community.*
Honesty	*Act with integrity and rectitude in all tasks.*
Resilience	*Overcome adverse circumstances for the office successful development.*

Mission

Advise, offer technical assistance, collect evidence, and disclose to the university community the development of assessment initiatives in all aspects of university management.

Vision

To be center of initiatives for the assessment of institutional management that promotes the quality of its services in the integral development of the student through a healthy and transparent culture of assessment and administration.

Goals

Goal 1   Prepare anyone who requests support for the development of assessment activities

Goal 2   Promote assessment processes and disclose their results

Objectives

1. Continuously evaluate the assessment process in the University of Puerto Rico at Humacao (UPRH) to guide efforts for the constant improvement of the institution and of student success.
2. Offer training activities for all institutional personnel, at all levels, on assessment techniques, methods, and strategies.
3. Support assessment activities at classroom, program, department, student service, and administrative office levels of the UPRH.
4. Standardize, simplify, and speed up assessment documentation.
5. Provide the university community information on assessment trough activities, studies, and publications, such as assessment bulletins and the celebration of

the Biennial Forum for the Evaluation of Learning and Institutional Effectiveness.

6. Maintain a bank of diverse and updated assessment resources accessible and available to the university community.
7. Promote collaborative work and the exchange of strategies and information on key matters of assessment between UPRH university community, units of the University of Puerto Rico System, and local and international higher education institutions.

Logotype

The logo was created in 2014 to identify the Institutional Assessment Office since the assessment processes began at UPRH. This distinguishes the essential bases of the office operation:


Burgundy color	**Institutional Assessment Office**
Commitment: represents the collaborative principles	*Name of office*
Golden color	**UPRH**
Knowledge: represents constant reflection that promotes continuous improvement and student success	*Acronym of the institution's name*
	1988
Turquoise color	*Year in which the first institutional assessment effort began*
Integrity: represents our loyalty to the institution	**Circle**
Silver color	*Means the cycle and systematic process of the institutional assessment*
Success: represents the union of efforts of the work team	**Inverted triangle with circle on top**
	Means student success
Orange color	**Diamonds**
Determination: represents the assessment activities that contribute to the achievement of the institutional mission and goals	*Constitute the integration of assessment processes for the achievement of institutional effectiveness*

Graphic Design: Ms. Paula Figueroa/Dr. Mildred Cuadrado   Collaboration: Mrs. Ingrid N. Vázquez

Organizational Chart
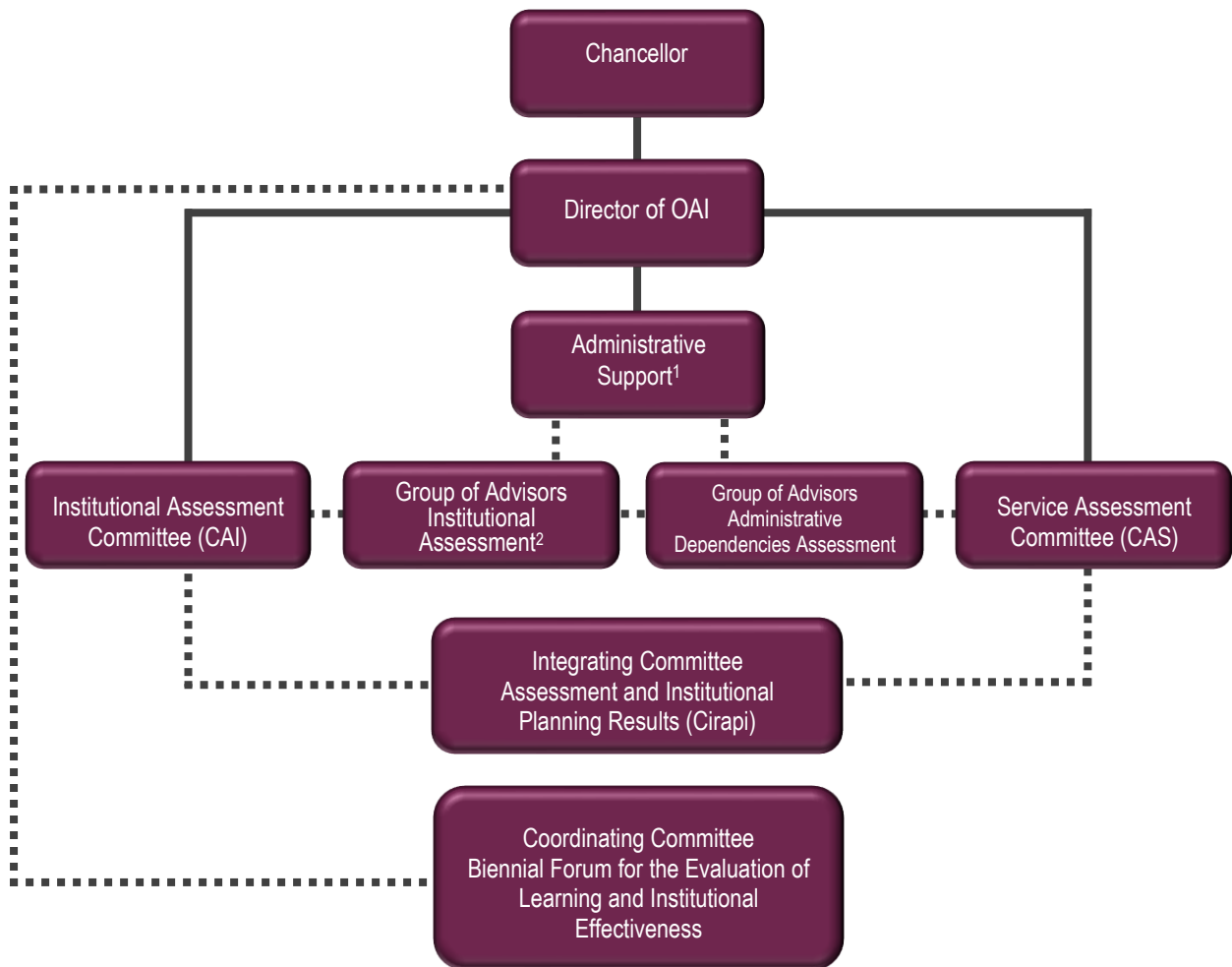
----Gives support

[1] Vacancy; support is received with differential of salary from a secretarial resource.

[2] Sponsored by the Deanship of Academic Affairs, these advisors receive additional compensation for providing support according to their academic areas.

INSTITUTIONAL ASSESSMENT COMMITTEE

The Institutional Assessment Committee (CAI) coordinates the assessment of student learning. The assessment structure of the UPRH is focused on the student. The main objective is to collect useful information to improve the teaching and learning process and provide a favorable environment for it. The structure is based on collaborative principles of broad participation from all components of the university community. Once constituted, the CAI will meet a minimum of twice a semester.

Composition. Since it is an institutional committee, the members of the CAI will be selected by the appointing authority. It will be made up of the assessment coordinators of the academic departments, a representative of the Deanship of Academic Affairs, a representative of the Office of Planning, Accreditation, and Institutional Research (OPAI,

by its Spanish acronym), a representative of the Águedo Mojica Marrero Library, and a representative of the Students General Council. The director of the Institutional Assessment Office will preside the CAI. The responsibilities of the CAI are described in Appendix F.

SERVICE ASSESSMENT COMMITTEE

The Service Assessment Committee (CAS) coordinates the assessment of services in support of the teaching and learning process. The main objective is to collect useful information to increase institutional effectiveness. Like the CAI, the structure of the CAS is based on collaborative principles of broad participation from all components of the university community. Once constituted, the CAS will meet a minimum of twice a semester.

Composition. Since it is an institutional committee, the members of the CAS will be selected by the appointing authority. It will be made up of representatives from all the administrative and student service offices. Among these, a liaison from the Chancellor's Office, Deanship of Academic Affairs, Deanship of Administration, and Deanship of Students will be appointed and give support to the offices attached to their administrative dependency. CAS duties are described in Appendix G.

GROUP OF ADVISORS

Group of Advisors on Institutional Assessment

The Group of Advisors on Institutional Assessment (Gaavi, by its Spanish acronym) is responsible of advising and serving as support to the academic departments in the assessment processes. Also, they will advise the members of the institutional assessment committees, as required.

Composition. The Gaavi will be selected by the appointing authority. It will be composed by a representative of each academic area: Arts, Administrative Sciences, and Natural Sciences. These representatives will receive an additional compensation for their task equivalent to three credits. The responsibilities of the Gaavi are described in Appendix H.

Group of Advisors on Administrative Dependencies Assessment

The Group of Advisors on Administrative Dependencies Assessment (Gaada, by its Spanish acronym) has the task of advising and serving as support to the administrative offices in the assessment processes. In addition, they provide advice on projects and assessment activities of the administrative offices.

Composition. The Gaada will be selected by the appointing authority. It will be composed by a representative of the administrative offices of each administration unit: Chancellor's

Office, Deanship of Academic Affairs, Deanship of Administration, and Deanship of Students. The responsibilities of the Gaada are described in Appendix H.

INTEGRATING COMMITEE OF RESULTS ON ASSESSMENT AND INSTITUTIONAL PLANNING

The Integrating Committee of Assessment Results and Institutional Planning (Cirapi, by its Spanish acronym) is the committee in charge of working with the summaries of the assessment results, identify the actions to be taken, and integrate them into the institutional planning and resource allocation. The recommendation to set up this committee was included in the 2011 UPRH Self-Study, and the MSCHE accepted it as good. For this reason, it was included as one of the strategies of the UPRH Strategic Development Plan. In 2020-2021, the Vice Presidency for Academic Affairs and Research, through the Systemic Institutional Assessment Committee, recommended the establishment in each unit of the UPR System of an integrating committee for planning and assessment results.

Composition. Since it is an institutional committee, members of Cirapi will be selected by the appointing authority. It will be composed by representatives from all university areas. Among these, a representative will be appointed from: Chancellors Office, Deanship of Academic Affairs, Deanship of Administration, Deanship of Students, Academic Senate, Administrative Board, Student Body, Institutional Assessment Committee, and Service Assessment Committee. The director of the Office of Institutional Assessment and the director of the Office of Planning, Accreditation and Institutional Research will be ex officio members. Representatives to the committee will be appointed by the body they represent. To give continuity to the work, once the committee is constituted, the incumbency of the members will be for a term of three years. The responsibilities of the Cirapi are described in Appendix I.

INSTITUTIONAL ASSESSMENT FORUM

Each department and administrative office choose how to disclose the findings and the actions taken based on the assessment results. In the 2011 UPRH Self-study, it was distinguished that the institution coordinates activities that promote reflection and disclosure of assessment data, in which the university community participates. Bulletins, forums, and retreats, among others, are examples of these activities (UPRH, 2011a).

In 2015, the Administrative Board through Certification No. 2015-2016-030 approved the proposal for the establishment of a *Policy for the institutionalization and development of the Assessment Forum at UPRH*. The official name of the forum is: **Biennial Forum for the Assessment of Learning and Institutional Effectiveness**. Its purpose is to disclose the closures of the assessment cycle and inform the findings and actions of the process. This results in the contextualized reflection of the participants. The forum will take place every two years during the month of March, of even-numbered years, and will last one

day[2]. It will be held Wednesday or Friday to minimize conflict with other activities in the institution. It will be established in the academic calendar and a partial academic recess will be granted (9:30 a.m. to 3:30 p.m.) to promote the participation from the different sectors of the university community.

The forum will be planned by a *Coordinating Committee* composed of representatives from the Institutional Assessment Office (OAI), the Institutional Assessment Committee, the Service Assessment Committee, the Advisory Committee of the General Education Component, the Integrating Committee of Results on Assessment and Institutional Planning, and any other member deemed necessary. The candidates will be identified and recommended by the director of the OAI for the appointment of the chancellor. Once appointed, the committee will have the active and direct support of the three deanships.

The committee will be activated during the same academic year of the forum development, in the semester from August to December, after the academic semester begins and the CAI, CAS, Caceg and Cirapi are reactivated. Among the duties of its members is the conceptualization, coordination, and monitoring of logistics aspects of the activity. This includes the creation of all work instruments, including, but not limited to: calls, invitations, registration sheets, attendance sheets, evaluations, and question guides, if applicable. Also, it will be in charge of writing, assembling, editing, publishing, and disseminating the final document of the event, certificates of participation for presenters and audience, among others.

The development of the forum will result in a community strengthened in its knowledge and practice of assessment. The committee will document and evidence the activity through a document that will include: justification, purpose, description of the activity, summary of the projects presented, list of presenters, list of members of the coordinating committee, list of collaborating people and offices, and a summary of the evaluation of the activities, presenters, and coordinating committee.

The certification that institutionalized the forum establishes a minimum of $750 for expenses related to the printing and reproduction of materials and snacks, among other expenses. This budget will be administered by the director of the OAI.

DEVELOPMENT OF THE INSTITUTIONAL ASSESSMENT PLAN

Services and programs that have a positive effect on student success are those that support the integration of students into university life (from their initial exposure to the university and throughout their university career), promote their well-being in a comprehensive way, and recognize their individuality (UPRH, 2011b).

When institutions are internally interested in student learning, assessment moves from a periodic activity to an organic and systematic cycle of inquiry that involves a shared

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[2] Although Certification No. 2015-2016-030 establishes that the minimum default assignment for the biennial forum is $750, the corresponding analyzes will be carried out given the fiscal situation of the UPRH that prevails at the time of its organization.

commitment among faculty, staff, and administrators. The assessment guide is designed to assist institutions as they develop and implement a plan to assess student learning and ongoing institutional development. Assessment becomes a collective means by which all constituents identify themselves with institutional and programmatic expectations for student success (Maki, 2002).

In May 2013, the 2013-2014 to 2017-2018 Strategic Development Plan of the University of Puerto Rico at Humacao was approved (Certification No. 2012-2013-36), extended to 2022 (Certification No. 2019-2020-047). This PED reviewed the strategic goals, which forced the academic programs and service offices to review, in turn, their operational plans so that they can comply with the Strategic Development Plan. Thus, in February 2014, the 2013-2014 to 2014-2015 Operational Plan of the Office of Institutional Assessment was drafted, considering this new PED. This plan focused its work on updating assessment processes based on the findings of individual meetings with the academic programs and service offices that responded to the call made to explore the progress of their work.

With a new guidance and gathering the concerns shared in the meetings with staff from academic departments and administrative and student offices, the main responsibilities of the OAI in these times were reflected upon. The result was the revision of the mission, vision and logo of the office. This review was based on the values of excellence, responsibility, respect, and honesty that must prevail in all assessment initiatives.

The development of this plan had the support of the directors of the Institutional Assessment Office and members of the institutional assessment committees. The discussions focused on the analysis of institutional documents that included plans and reports containing issues related to the assessment process. This included adapting the Institutional Assessment Plan to the Strategic Development Plan, as amended.

Alignment

One of the essential activities in the strategic planning process is the development of the mission to include the fundamental purpose of the organization. A well-developed mission is in harmony with the goals and objectives to be formulated, it allows observing the success of the organization, earning respect and trust, giving direction, and becoming visible in the internal and external environment (UPRH, 2013b). The statement of direction and purpose of the UPRH is as follows:

Mission

The University of Puerto Rico at Humacao, as the main institution of higher education of the Puerto Rico eastern area:

> *Establishes the student body as the center of the university activity, and therefore aims its efforts of teaching, research, and services towards the ethical, cultural, esthetic, humanistic, technologic, and intellectual development of the student; contributing also to the formation of citizens with integrated knowledge and values*

that strengthen participatory democracy, ecological sustainability, justice, and equity in the eastern region, Puerto Rico, and the Caribbean.

Vision

The University of Puerto Rico in Humacao aims to be the model of excellence recognized for its contribution to the intellectual, social, economic, democratic, and cultural development of the eastern region, Puerto Rico, and the Caribbean, by expanding its academic offer, including evening and graduated programs tempered to the emerging technology and the need for an integral education.

The Institutional Assessment Plan is aligned with the 2013-2022 Strategic Development Plan, which, at the same time, is 100% aligned with the Strategic Plan of the University of Puerto Rico. The hierarchical alignment of the university action seeks to guarantee that the activities, services, and projects of the university reflect and respond to the institutional mission and goals. Therefore, the institutional goals serve as a guide for the academic departments and the administrative and service offices in the development of the objectives and activities of their work plans.

Goals

Goal A   Enhance the successful performance of the students with a general and professional education of excellence

Goal B   Improve the quality of life in the UPRH service area through educational programs, services, and community projects that encourage socioeconomic development

Goal C   Promote, preserve, and disseminate the values and traits characteristic of the Puerto Rican culture and enrich it through regional, national, and international exchange

Goal D   Promote an institutional climate in which the university community can share and discuss ideas and mutual interests in a safe and respectful environment to bring about the necessary changes consistent with the internal and external reality

Goal E   Revitalize research through a participatory role of the constituents in terms of increasing parameters of competitiveness in the natural, managerial, and human sciences in order to contribute to the advancement of knowledge and the solution of problems in the eastern region, Puerto Rico, the Caribbean, and abroad

Fundamentals of institutional assessment[3]

1. The development of talent in students at the university level occurs due to the interaction between the qualities of the students and the environment, therefore, the qualities of the students can be modified through educational and external experiences.

2. Institutional excellence and teaching quality depend largely on student learning. The predominant and more likely way of improving learning is to improve teaching.

3. To improve the quality of teaching, the institution needs to explicitly state its goals and objectives. The learning process becomes more effective when there is consensus about what students should learn.

4. The institution is responsible for knowing how well the learning process is being carried out. For this, it is necessary to receive understandable and immediate feedback on the extent to which the institution, programs and courses achieve the goals and objectives.

5. The most significant research is the one that facilitates or improves learning processes. This occurs when the institution develops studies to answer their own questions and obtain answers to problems or controversies about their practice.

6. The assessment has, as its main purpose, to provide information for the evaluation and planning of activities. Its primary objective is to improve the quality of the learning process.

7. The educational climate in the institution has a determining role in learning. Both, the teaching components and the teaching support components are part of the educational environment. The assessment and evaluation of the learning process and services must consider the relationship and effects of environmental variables on the qualities of the students.

8. Research can be done in the classroom, and programmatic and institutional research, to improve the learning process and to demonstrate effectiveness at different levels. The effectiveness of any institution is evidenced in the achievement of goals and objectives. The assessment of effectiveness is linked to the assessment of the results (Outcome Assessment).

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[3] Certification No. 1992-93-53 of the Academic Senate

Description of the assessment process

The main objective of the assessment process is the use of assessment results to:

- Document the achievement of student learning
- Document the effectiveness of services
- Promote changes and modifications to improve some aspects of teaching, experience, or service
- Make decisions based on informed judgment
- Integrate results in the planning process
- Allocate the budget

In the UPRH, the process of assessment responds to the following cycle in Figure 4.

Figure 4. Assessment Cycle

Operationalization of the plan

The operationalization of the Institutional Assessment Plan (PAI) is based on the description of the operationalization of the UPRH Strategic Development Plan (PED). Therefore, the implementation of the plan will be carried out through the Institutional Planning and Assessment Cycle. The cycle is oriented to the drafting of reports and short-term plans of all UPRH dependencies (Appendix E) to be linked with medium-term institutional plans (UPRH, 2013b). This paradigm brings together both efforts in a single cycle that includes:

- Development of the objectives aligned to the institutional mission and goals
- Budget proposal to support the objectives
- Evaluation of the expected results measures

The departments and offices contribute to the fulfillment of the institutional mission and goals through:

- Identification of priorities
- Alignment of goals with common objectives
- Contribution to the institution's continuous improvement in a sustained manner
- Continuous improvement of student learning and services offered to students, teaching and non-teaching personnel

The purpose of preparing annual plans and reports is to identify needs, request the allocation of resources, and demonstrate achievements and progress. The forms that make up the cycle are: *Operational Plan, Assessment Plan, Annual Report on the work carried out with respect to the Operational Plan, and Annual Assessment Report*.

The evaluation process is an essential part of the cycle; during the duration of this plan, formative and summative evaluations will be carried out. This will determine whether efforts are heading in the right direction and the gap between proposed expectations and achievements. Formative evaluation will examine progress toward meeting the objectives and provide feedback; the achieved results are compared with the established indicator. The summative evaluation will determine the degree of achievement of the objectives at the end of the plan's validity period; the extent to which the objectives were achieved is indicated. The success indicator to comply with PAI will be equal to, or more than, 75 % at the end of the period. Accountability to internal and external constituents of the institution will be documented, and changes will be recommended for the start of a new assessment cycle.

Evaluation of the plan

The Institutional Assessment Plan (PAI) must be evaluated in conformity with the assessment plans and reports submitted by the different institutional dependencies and the achievements published in the UPRH annual reports. Therefore, it is recommended that the PAI be formatively evaluated once the preparation of each annual assessment report is completed and to include the results in the document; this will facilitate summative evaluation of the plan.

UNIVERSITY OF PUERTO RICO AT HUMACADO
INSTITUTIONAL ASSESSMENT OFFFICE

INSTITUTIONAL ASSESSMENT PLAN (PAI)
Academic Year 2020-2021

Goal A: Enhance the successful performance of the students with a general and professional education of excellence				
Objective[1]	**Activity/Assessment method**	**Expected result (Success indicators)**	**Responsible**	**Assessment instances (Time)**
A1. Constitute the Institutional Assessment Committee (CAI).	1. CAI constituted	A1.1 Annual reports of committee	Chancellor	Annual
	2. Uniform assessment instruments	A1.2 Curricular, programmatic, and departmental renovation	Dean of Academic Affairs; CAI	Annual
A2. Institutionalize the use of Tables I, II and III as work instruments to demonstrate effectivity of learning.	1. Use of Tables I, II and III[2] institutionalized	A2.1 Institutionalization Tables I, II and III certification A2.2 Number of cycle closures	Academic Senate; CAI; OAI Director	According to the cycles established by the academic programs
A3. Constitute the Advisors Committee of the General Education Component (Caceg).	1. Caceg constituted	A3.1 Annual reports of the committee	Dean of Academic Affairs	Annual
	2. Uniform assessment instruments	A3.2 Evaluation of the General Education Component	Caceg	Annual
A4. Consolidate the 13 competencies of General Education according to the *New paradigm for the assessment of the General Education Component.*	1. *Assessment of general education in the UPRH: innovative paradigm* proposal approval	A4.1 Implementation of the innovative paradigm	Academic Senate; Dean of Academic Affairs; Caceg	Annual

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[1] Linked to the Middle States Commission on Higher Education (MSCHE) requirements

[2] Table I: Alignment with program goals, competencies and courses; Table II: Alignment with learning goals, competencies and measures; Table III: Assessment of learning effectiveness

Goal A: Enhance the successful performance of the students with a general and professional education of excellence				
Objective	**Activity/ Assessment method**	**Expected result (Success indicators)**	**Responsible**	**Assessment instances (Time)**
	2. Training workshops on the new paradigm	A4.2 Tables I and II updated and Table III tempered to the new paradigm by 100 % of academic programs	CAI; Caceg	2021-2022
A5. Educate assessment directors and coordinators of the departments and academic programs, respectively, on topics related to assessment of student learning.	1. Assessment workshops	A5.1 Academic assessment techniques, methods, instruments, and strategies innovated and uniformed to evaluate student learning in general education courses and core courses	CAI; OAI Director; academic department directors	Annual
	2. Operationalization of Planning and Assessment Cycle established in the academic departments	A5.2.1 Electronic platform approved A5.2.2 80 % or more of the academic departments submit their plans and annual reports to the Institutional Assessment Office A5.2.3 Number of cycle closures A5.2.4 Annual disclosures of assessment results	OAI Director	Assessment plans (According to the cycle established) Assessment report (Annual)
	3. Implementation and evaluation of Institutional Assessment Plan	A5.3 75 % or more of compliance at the end of the period's validity (summative evaluation)	OAI Director	Formative evaluation (Annual: September through February)
A6. Develop assessment of programs and of online learning to assure a sustained improvement .	1. Evaluation of 2020-2021 to 2022-2023 Academic Transformation Plan	A6.1 75 % or more of compliance at the end of the period's validity (summative evaluation)	Dean of Academic Affairs; OAI Director	Formative evaluation (Annual: September through February)
A7. Evaluate findings from the analysis of the student learning assessment process.	1. Table III: Assessment of learning effectiveness	A7.1.1 Number of cycle closures A7.1.2 Number of transformative actions A7.1.3 Number of activities/methods disclosure of results	OAI Director; Academic areas advisors	Annual

Goal B: Improve the quality of life in the UPRH service area through educational programs, services, and community projects that encourage socioeconomic development				
Objective	**Activity/ Assessment method**	**Expected result (Success indicator)**	**Responsible**	**Assessment instances (Time)**
B1. Determine the effectiveness of the services offered by the UPRH and the community perception about them.	1. Surveys of effectiveness and satisfaction of the services, programs and initiatives offered to the community	B1.1 75 % or more of the external community is satisfied with the services offered	CAS	Annual
B2. Lead efforts to continually improve the effectiveness of educational programs, services, and community projects that support the student experience.	1. Assessment workshops	B2.1 Uniform assessment techniques, methods, instruments, and strategies to evaluate services to the community	CAI; CAS; OAI Director; department and office directors	Annual
	2. Implementation and evaluation of the Institutional Assessment Plan	B2.2 75 % or more of compliance at the end of the period's validity (summative evaluation)	OAI Director	Formative evaluation (Annual: September through February)

Goal C: Promote, preserve, and disseminate the values and traits characteristic of the Puerto Rican culture and enrich it through regional, national, and international exchange				
Objective	**Activity/ Assessment method**	**Expected result (Success indicator)**	**Responsible**	**Assessment instances (Time)**
C1. Promote the analysis of the assessment process results and the dissemination of curricular actions related to language skills and academic and cultural experiences.	1. Disclosure of assessment processes, results, and actions related to general education skills	C1.1.1 Number of cycle closures C1.1.2 Assessment bulletins C1.1.3 Information on web pages	Academic department directors	According to the cycles established by the academic programs
	2. Implementation and evaluation of the Institutional Assessment Plan	C1.2 75 % or more of compliance at the end of the period's validity (summative evaluation)	OAI Director	Formative evaluation (Annual: September through February)

Goal D: Promote an institutional climate in which the university community can share and discuss ideas and mutual interests in a safe and respectful environment to bring about the necessary changes consistent with the internal and external reality				
Objective	**Activity/ Assessment Method**	**Expected result (Success indicator)**	**Responsible**	**Assessment instances (Time)**
D1. Offer services built in a culture based on measurement and assessment for a continuous improvement of processes.	1. Institutional Assessment Office strengthened with support resources	D1.1.1 Administrative support personnel and advisors by academic areas ascribed to OAI D1.1.2 Liaisons by administration dependencies	Chancellor; Deans	2020-2021
D2. Celebrate the Institutional Assessment Forum.	1. Coordinating Committee constituted	D2.1 Disclosure of institutional assessment results	Chancellor; Coordinating committee; OAI Director	Biennial
	2. Forum evaluation	D2.2 75 % or more of participants' satisfaction	Coordinating Committee; OAI Director	Activity ended
D3. Establish the Service Assessment Committee (CAS).	1. CAS constituted	D3.1 Committee annual reports	Chancellor	Annual
	2. Uniform assessment instruments	D3.2 Improvement of institutional effectiveness	CAS; OAI Director	Annual
D4. Educate assessment directors and coordinators of administrative and student service offices, respectively, on topics related with the assessment of services.	1. Assessment workshops	D4.1 Innovated and uniform assessment service technics, methods, and instruments	CAS; OAI Director; directors of administrative and student service offices	Annual

	Goal D: Promote an institutional climate in which the university community can share and discuss ideas and mutual interests in a safe and respectful environment to bring about the necessary changes consistent with the internal and external reality				
Objective	**Activity/ Assessment Method**	**Expected result (Success indicator)**		**Responsible**	**Assessment instances (Time)**
D5. Determine the effectiveness of the services offered by the UPRH.	1. Operationalization Planning and Assessment Cycle established in administrative and student service offices	D5.1.1	Electronic platform approved	CAS; OAI Director	Assessment plans (According to the established cycle) Assessment report (Annual)
		D5.1.2	90 % of the offices offering services that support student success use the results of the assessment process		
		D5.1.3	Students' level of satisfaction with services received		
		D5.1.4	Number of cycle closures		
		D5.1.5	50 % or more of the offices, by deanship, have an assessment plan		
		D5.1.6	50 % or more of the offices, by deanship, submit their assessment annual report to the Institutional Assessment Office		
		D5.1.7	Annual disclosure of assessment results		
	2. Implementation and evaluation of the Institutional Assessment Plan	D5.2	75 % or more of compliance at the end of the period's validity (summative evaluation)	OAI Director	Formative evaluation (Annual: September through February)
	3. Establishment of the Integrating Committee of Results on Assessment and Institutional Planning (Cirapi)	D5.3.1	Systematic evaluation of the services rendered	Chancellor	
		D5.3.2	Use of results for decision making		
	4. Implementation and evaluation of the *Institutional Effectiveness Policy: Alignment of Planning with Resource Allocation*	D5.4	Evaluation of assessment plans and reports of all the institutional dependencies	OAI Director; Cirapi	Annual (September through February)

Goal E: Revitalize research through a participatory role of the constituents in terms of increasing parameters of competitiveness in the natural, managerial, and human sciences in order to contribute to the advancement of knowledge and the solution of problems in the eastern region, Puerto Rico, the Caribbean, and abroad				
Objective	Activity/ Assessment method	Expected results (success indicator)	Responsible	Assessment instances (Time)
E1. Implement mechanisms to expand research and innovation that support researchers and students.	1. Evaluation of the Plan to foster 2020-2021 through 2022-2023 research	E1.1 75 % or more of compliance at the end of the period's validity (summative evaluation)	Dean of Academic Affairs; OAI Director	Formative evaluation (Annual: September through February)
	2. Implementation and evaluation of the Institutional Assessment Plan	E1.2 75 % or more of compliance at the end of the period's validity (summative evaluation)	OAI Director	Formative evaluation (Annual: September through February)

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CERTIFICATIONS

Administrative Board

Certification No. 1996-1997-138 (derogated)   Plan for the Establishment of a Planning and Assessment Cycle in Support of the Strategic Development Plan

Certification No. 2011-2012-6   Establishment of the Institutional Assessment Office ascribed to the Chancellor's Office

Certification No. 2012-2013-36 (amended)   2013-2014 to 2017-2018 Strategic Development Plan

Certification No. 2013-2014-59   Institutional Assessment Plan revision in light of the Strategic Development Plan

Certification No. 2015-2016-030   Policy of Institutionalization and Development of the Assessment Forum at the UPRH

Certification No. 2015-2016-050
Certification No. 2017-2018-027 (amendment)   Policy of Institutional Effectiveness: Alignment of Planning with Resource Allocation

Certification No. 2019-2020-047   2014-2018 UPRH Strategic Development Plan, extended to 2022

Academic Senate

Certification No. 1992-1993-53   Establishment of the UPRH Assessment Program

Certification No. 2005-2006-46   Proposal for the establishment of general education competencies

Certification No. 2012-2013-32   General education component

APPENDICES

Appendix A

Table I: Alignment of program goals, competencies, and courses

UNIVERSITY OF PUERTO RICO AT HUMACAO

DEPARTMENT: _____

Table I: Alignment of program goals, competencies, and courses[4]

Updated: _____   **Academic program:** _____

Institutional goals	Graduate profile (a)	General education competencies (b)	Professional competencies (c)	Course (d)	Course (d)	Course (d)	Course (d)	Course (d)	Course (d)	Course (d)

Legend:
- (a) Graduate profile: based on academic program certification
- (b) General education competencies: General Education competencies approved by the Academic Senate
- (c) Professional competencies: demonstration of the student's performance in the professional area
- (d) Course: course code and name, general objectives aligned with competencies, program profile. The level of the competency development is indicated by placing the following letters in parentheses: I (Beginning), P (Practice and development), D (Domain)

[4] To facilitate data entry, an electronic template will be created.

Table II: Alignment of learning goals, competencies, and measures

	UNIVERSITY OF PUERTO RICO AT HUMACAO	
UPR Universidad de Puerto Rico	**DEPARTMENT: _____** **Table II: Alignment of learning goals, competencies, and measures[5]**	

Year: _____   **Academic program: _____**

Institutional goals	Graduate profile (a)	General education competencies (b)	Professional competencies (c)	Success indicator (d)	Instruments (e)	Direct measure-ments (f)	Indirect measure-ments (g)	Assess-ment instance (h)	Respon-slble (i)	Date (j)

Legend:
- (a) Graduate profile: based of academic program certification
- (b) General education competencies: General Education competencies approved by the Academic Senate
- (c) Professional competencies: demonstration of the student's performance in the professional area
- (d) Success indicator: expected achievement in qualitative or quantitative form
- (e) Instrument: construct used to obtain learning measures
- (f) Direct measures: instrument used to measure the competency
- (g) Indirect measures: instrument used to measure the learning competency that aligns with programmatic and institutional competency and goals
- (h) Assessment instance: at what time is the instrument administered and to whom is the assessment administered (ends third semester, fourth year, after taking courses, etc.)
- (i) Responsible: indicate the person responsible to carry out activities related with direct or indirect measures
- (j) Date: indicate month and year on which the information is completed and collected for analysis and discussion

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[5] To facilitate data entry, an electronic template will be created.

Table III: Assessment of learning effectiveness[6]

UPR *Universidad de Puerto Rico*	UNIVERSITY OF PUERTO RICO AT HUMACAO

DEPARTMENT: _____

Table III: Assessment of learning effectiveness

Year: _____   **Academic program:** _____

Institutional goals	Graduate profile (a)	General education competencies (b)	Professional competencies (c)	Success indicator (d)	Results (e)	Actions (f)	Responsible (g)	Date (h)

Legend:
   (a)   Graduate profile: based of academic program certification
   (b)   General education competencies: General Education competencies approved by the Academic Senate
   (c)   Professional competencies: demonstration of the student's performance in the professional area
   (d)   Success indicator: expected achievement in qualitative or quantitative form
   (e)   Results: data and information obtained – (results interpretation and implications)
   (f)   Actions: strategies or interventions in order to improve a result
   (g)   Responsible: indicate the person responsible to carry out activities related with direct or indirect measures
   (h)   Date: indicate the person responsible to carry out activities related with direct or indirect measures

Prepared by: Prof. Luis Negrón, Academic Assessment, January 2008
Presented in meeting of the Institutional Assessment Committee (CAI), January 2008
Revised by: Prof. Milagros Marrero, Academic Assessment Advisor, January 2008
Revised by: Dr. Lizette Candelaria (ODU) and Prof. Luis Negrón, Academic Assessment, November 2008
Revised by: Dr. Denise Rodríguez and Prof. Luis Negrón, Institutional Assessment, March 2013
Updated by: Dr. Mildred Cuadrado, May 2014

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[6] To facilitate data entry, an electronic template will be created.

Cycle Closure Form

UPR
Universidad de Puerto Rico

UNIVERSITY OF PUERTO RICO AT HUMACAO
DEPARTMENT/OFFICE: _____

Assessment of: _____

CYCLE CLOSURE

Goals

Actions/Disclosure

Objectives

Assessment results

Instruments

Prepared by: _____
Date: _____

Assessment Plan and Report

								Results				
UPR strategic area	2017-2022 PE UPR Goal/ Objective	UPRH strategic objective	UPRH strategic indicator	UPRH assessment objective	UPRH assessment indicator	Assessment objective department/ office	Activities/ Assessment methods	Expected (Success indicator)	Reached (Annual report)	Responsible	Assessment instances (Time)	Use of results (Transformative action)

UNIVERSITY OF PUERTO RICO AT HUMACAO

☐ ASSESSMENT PLAN / ☐ ASSESSMENT REPORT[7]
DEPARTMENT/OFFICE: _____

Fiscal years: _____

UPRH Goal

UPR Universidad de Puerto Rico

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[7] To facilitate data entry, an electronic template will be created.

<div style="text-align: right;">**Appendix F**</div>

INSTITUTIONAL ASSESSMENT COMMITTEE: RESPONSIBILITIES

1. Participate in meetings convened by the CAI president.

2. Serve as a liaison between CAI and the academic department that represents for matters related to student learning assessment, programmatic assessment, and institutional assessment activities.

3. Actively collaborate in CAI efforts to systematize learning assessment plans and reports using uniform instruments for the alignment of departmental plans with institutional goals.

4. Preside the assessment committee at departmental level.

5. Keep the department director, program coordinator, department assessment committee and faculty members informed on matters relevant to the assessment of student learning, programmatic assessment, and institutional assessment, including the steps taken as a member of the CAI.

6. With the direct and proactive support of the department director, program coordinator, department assessment committee and faculty members, collaborate directly with their department on aspects related to the subject of evaluation. Among these tasks are:

    a. Design the department's assessment plan
    b. Design and implementation of the process
    c. Development of documents and instruments of work
    d. Analysis of findings
    e. Determine concrete actions based on findings
    f. Implement concrete actions based on findings
    g. Development of corresponding documentation
    h. Collection of evidence
    i. Organization of the exhibit room (if it applies)
    j. Disclosure of the process
    k. Others

7. Coordinate an educational activity on assessment at departmental level, at least one per semester, which may consist of: meetings, presentations, workshops, forums, lectures, etc.

8. Submit an annual report on performed tasks.

SERVICE ASSESSMENT COMMITTEE: RESPONSIBILITIES

1. Participate in meetings convened by the CAS president.

2. Serve as a liaison between CAS and the office that represents for matters related with assessment activities.

3. Actively collaborate in CAS efforts to systematize assessment plans and reports for the alignment of office plans with institutional goals.

4. Coordinate assessment works of the office representing.

5. Keep the director or dean, and work peers, informed on matters relevant to assessment processes, including the steps taking as member of the CAS.

6. Collaborate in aspects related to assessment matters. Among these are:

   a. Design of the office assessment plan
   b. Design and implementation of the process
   c. Development of documents and instruments of work
   d. Analysis of findings
   e. Determine concrete actions based on findings
   f. Implement concrete actions based on findings
   g. Development of corresponding documentation
   h. Collection of evidence
   i. Organization of the exhibit room (if it applies)
   j. Disclosure of the process
   k. Others

7. Identify training needs.

8. Pass judgement on the findings of the different institutional studies related with the UPRH services

9. Establish work priorities based on the information about the students' needs, users' profile, and level of satisfaction with the services they receive.

10. Promote projects to assess the effectiveness of office processes.

11. Submit an annual report on performed tasks.

GROUP OF ADVISORS ON INSTITUTIONAL ASSESSMENT: RESPONSIBILITIES

1. Advise Institutional Assessment Committee members and workgroups that arise related to assessment processes.

2. Advise, on aspects that affect the academy, members of the Service Assessment Committee and workgroups that arise related to assessment processes.

3. Advise on assessment projects and activities coordinated by the office.

4. Collaborate with the director on the development of assessment plans and projects.

5. Collaborate on activities of orientation, training, and dissemination of assessment results.

6. Collaborate on the operationalization of the Institutional Assessment Plan.

7. Offer assessment workshops to directors of academic departments and any other university personnel.

GROUP OF ADVISORS ON ADMINISTRATIVE DEPENDENCIES ASSESSMENT: RESPONSIBILITIES

1. Advise on assessment projects and activities of the administrative offices, in coordination with the Institutional Assessment Office.

2. Collaborate with directors of the administrative offices in the development of assessment plans and projects.

3. Collaborate in activities of orientation, training, and dissemination of assessment results.

4. Collaborate in the operationalization of the Institutional Assessment Plan.

**INTEGRATING COMMITTEE OF RESULTS ON ASSESSMENT AND
INSTITUTIONAL PLANNING: RESPONSIBILITIES**

1. Collect results of the planning and institutional processes and promote them to be used in resource allocation.

2. Establish the instruments to carry out the corresponding analysis.

3. Analyze results to determine the achievement of goals and objectives.

4. Propose recommendations to facilitate continuous assessment practices that improve the institutional effectiveness.

5. Evaluate assessment processes to determine institutional effectiveness.

6. Submit a report to the appointing authority that includes, among others, an executive summary describing the affirmation of institutional effectiveness and the promotion of improvements to facilitate decision-making by the university administration.

CERTIFICATION NUMBER 2020-2021-077

I, Amelia Maldonado Ruiz, Executive Secretary of the Administrative Board of the

University of Puerto Rico at Humacao, CERTIFY THAT:

On ordinary meeting held online on Tuesday June 8, 2021, the Administrative Board approved unanimously the **2020-2021 Academic Year - Institutional Assessment Plan of the University of Puerto Rico at Humacao** submitted by the Institutional Assessment Office (OAI, for its Spanish acronym).

The Institutional Assessment Plan is part of this certification.

AND FOR THE RECORD, and to refer to the corresponding university authorities, this is

issued in Humacao, Puerto Rico, this 6th day of July of two thousand twentyone.

Dr. Héctor L. Ayala del Río
Dean of Academic Affairs and
President

HAR:AMR:sbm

Anejo

Prof. Amelia Maldonado Ruiz
Executive Secretary

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