

Pontifical Catholic
University of
Puerto Rico



Manual for Evaluation of Academic Programs at the PUCPR

INSTITUTIONAL ASSESSMENT OFFICE

OFICINA DE AVALUO INSTITUCIONAL March, 2011



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EVALUATION OF ACADEMIC PROGRAMS

1.0 INTRODUCTION

The Pontifical Catholic University of Puerto Rico (PCUPR) establishes in its Strategic Plan a commitment to offer and develop academic programs that respond to student needs and to the disciplines and demands of a highly technological and globalized society. Among its priority areas for development: 1) the integration of faith and life, 2) attention to student needs, 3) updating the curriculum, 4) human resources, 5) technological infrastructure, 6) physical infrastructure, 7) administration and finance and, as an additional priority that validates the former, assessment. All these areas have repercussions in the quality of the academic programs. The quality and excellence of academic offerings directly contributes to the formation and professional success of graduates. As an institution of higher learning of Catholic formation, it is fundamental that our students develop the knowledge, skills, attitudes and values that characterize integral professionals and which will permit them to respond and contribute to the historical, political, social, economic, and scientific reality of Puerto Rico and the international community. To guarantee the excellence of the academic offerings of the colleges, a cyclical and dynamic evaluation of the academic programs is necessary.

1.1 PURPOSE OF THE EVALUATION OF PROGRAMS

The evaluation of academic programs constitutes one of the most important practices in an institution of higher learning, since it provides information relating to the strengths and weaknesses they contain. It presents the opportunity to evidence and guarantee offerings of the highest quality and may be carried out in cycles of three to five years depending on the needs of the institutions. The results of these evaluations are important for program accreditation, sustaining administrative and academic decisions, revision and improvement of the programs and academic support services, student retention, and the stimulation of learning, among others. Its principal purpose is to document and improve the quality of teaching, research, and the service offered by the academic units.

The process includes quantitative and qualitative analysis of data in different areas through the periodic review of the results achieved by the program. It permits attending different areas by means of the establishment of action priorities in the short and medium terms and making necessary changes that contribute to the achievement of the Institutional Mission and Vision and the goals and objectives of the programs.

The processes of evaluation, assessment, and planning are inter-related and should occur in parallel. They should establish the bases so that the programs can make the necessary adjustments to begin to assess student outcomes. They may occur at any stage of programming, since this is a cyclical process

of feedback and continual improvement that contributes to adjusting the programs to the demands of a highly technological and globalized society.

1.3 EVALUATION OF PROGRAMS AT THE PCUPR

The Evaluation of Academic Programs (EAP) at the PCUPR began during academic year 1987-88 as an initiative of the Vice Presidency for Academic Affairs (VPAA). The process was institutionalized beginning in academic year 2003-2004 through the recently established Institutional Assessment Office (IAO) with the support of the VPAA. Evaluation cycles of three years were established for programs, starting with EAP Cycle 2003-2006, and, subsequently, EAP Cycle 2006-2009. By December of 2003, the validation process for the new forms for Evaluation of Academic Programs was completed. A working committee of the Institutional Assessment Office planned and completed the validity and reliability processes for the new instruments to be used. The evaluation consisted of three forms to measure satisfaction which were distributed to students, faculty, and the program director.

During EAP Cycle 2006-2009, the Institutional Assessment Office coordinated the evaluation of 187 academic programs in staggered form at the Ponce, Mayagüez and Arecibo campuses. Of these, 166 programs (88.8%) were finally evaluated, corresponding to different levels: associate degrees, bachelors' degrees, combined degrees, masters' degrees, and doctoral degrees. The Ponce Campus evaluated 92.1% of its programs, Mayagüez 100%, and the Arecibo Campus 55.6%. The evaluation cycle was carried out in three (3) phases due to the quantity of programs being evaluated, and for this reason criteria and priorities were established, starting with programs having 20 or fewer students in their third or fourth year and graduate programs with 20 or fewer students.

During this process, eight areas or dimensions were evaluated, namely: a) goals and objectives; b) administrative organization; c) faculty; d) curriculum and teaching; e) evaluation; f) student services; g) physical resources; and h) student learning. The evaluation process consisted of using three instruments to measure satisfaction in which student, faculty, and directors of the respective programs participated. A stratified sample was taken of students and faculty pertaining to the programs. The results of the evaluation were sent to the Colleges for their reaction and subsequent development of action plans for the findings requiring attention.

Among the challenges confronted by the Institutional Assessment Office in the cycle that finished were: a) scant faculty participation in the evaluation; b) extremely long instruments of evaluation containing more than 70 premises; c) lack of divulgation of the results of the evaluations in the Departments; and d) that the majority of units did not establish plans of action to attend to the findings requiring attention. One of the greatest difficulties of the evaluation processed used during previous cycles was that it was limited to evaluating programs through satisfaction surveys and did not contemplate other criteria or quantitative and qualitative indicators to guide self-analysis and reflection on the achievement of the programs' goals and objectives.

In this new cycle of Program Evaluations, significant changes have been integrated into the process. Among these are:

- The general instruments of evaluation used by students and faculty were revised, and the number of reactions on the questionnaires was significantly reduced.
- The instruments were revalidated by means of validation by judges.
- The instrument of evaluation by the director was eliminated.
- Quantitative and qualitative indicators corresponding to assessment of results in curriculum, student learning, physical, fiscal and human resources, in learning resources and integration of technology were integrated, among others.
- The reaction to the evaluation sheet was eliminated and an action plan to attend to weaknesses or needs of the program was designed.
- Various indirect measurement instruments were incorporated to assess syllabi, satisfaction among candidates for graduation and alumni, among others.
- A rubric to evaluate the permanence of the program was integrated.

This new evaluation process has been planned taking into consideration the criteria and different standards used by the various accreditation agencies of programs in order to guarantee high-quality offerings. The new process will facilitate and sustain administrative and academic decisions.

GUIDE FOR EVALUATION OF ACADEMIC PROGRAMS

2.0 PURPOSE OF THE GUIDE

The Guide for the Evaluation of Academic Programs at the Pontifical Catholic University of Puerto Rico presents the diverse aspects to consider in the evaluation of its programs. With regard to the Institutional Strategic Plan (ISP) 2008-2013, and its priority areas relating to attention to student needs, actualization of the curriculum, human resources, infrastructure, and administration and finances, it is necessary to evaluate the academic programs and all aspects contributing to their development. The development of strategies to attend those aspects affecting student development, the programs, and the faculty will permit the formation of a graduate capable of competing on favorable terms in the workforce and who will contribute to civil life with a Christian faith perspective.

This Guide has a marked emphasis on evidencing the quality and effectiveness of programs on the basis of results. In addition, it integrates the dispositions in force in the ISP and the requirements of the entities of professional accreditation, license granting, and general accreditation, such as the Education Council of Puerto Rico (CESPR, for its initials in Spanish) and the Middle States Commission on Higher Education (MSCHE). In developing the Guide, some criteria recommended by Dickeson¹ y Middaug² were used. In their model for evaluating academic programs and services, Dickeson proposed including criteria or quantitative and qualitative indicators to guide self-analysis and reflection. This Guide includes the following:

- History, development and expectations of the program
- External and internal demand for the program (justification and pertinence)
- Quality of contributors to the program and processes (curriculum, faculty and personnel, students, learning resources, technology)
- Facilities and other resources
- Quality of program results
- Costs and other expenses associated with the program

For his part, Middaug states that assessment and evaluation should be carried out in multiple forms in order to comprehend and evidence the achievement of goals and objectives at the institutional and program levels. He comments that systematic assessment and evaluation provide the basic evidence for planning curricular design, optimization of the teaching-learning process and the maximization of

¹ Dickeson, R.C. (2010) *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*. San Francisco: Jossey-Bass

² Middaug, M.F. (2010) *Planning and Assessment in Higher Education: Demonstrating Institutional Assessment*. San Francisco: Jossey-Bass

the physical and human resources that support the teaching-learning process and contribute to evidencing institutional effectiveness. Among the indicators of effectiveness and efficiency proposed by Middaug are included admission, retention, and graduation rates; student satisfaction surveys; and results of the assessment of learning, among others.

To document the evaluation process, the integration of the curriculum and assessment committees of the department is fundamental, along with the participation and collaboration of faculty and students in the process. When developing and writing the evaluation report, it is well to take into consideration the following aspects:

- Work with an introspective and analytical focus in evaluation in order to be able to objectively analyze the current state of the program and identify and analyze opportunities to improve it.
- Respond precisely and with sufficient evidence to all evaluation criteria requested, using as the basis the institutional and departmental data previously analyzed and evaluated.
- Use the outline proposed in this Guide to write the report in an organized fashion.

2.1 PLAN OF ACTIVITIES FOR IMPLEMENTATION OF THE EVALUATION

To establish a structured, organized process in the new cycle of programs evaluation, the Institutional Assessment Office has developed the *Plan of Activities for the Implementation of Evaluation of Academic Programs 2011-2016* (See Appendix A). This describes the phases and activities established for the process.

PHASE	ACTION
I	Orientation about the New Process
II	Selection of Programs to be Evaluated
III	Self-Evaluation of the Programs
IV	Self-Evaluation Report and External Evaluation
V	Divulgence of Findings and Plan of Action

This document will be available to directors, coordinators, and academic Deans for planning their Evaluation Cycles.

2.2 SELECTION OF PROGRAMS TO BE EVALUATED

The evaluation of academic programs will be carried out in five year cycles. The order in which programs will begin evaluation will be determined by taking into consideration the following criteria:

- Program registration: Programs with low registration, that is, those with twenty (20) or fewer students majoring in the program who are classified as third- or fourth-year students and with twenty (20) or fewer graduate students will be evaluated first.
- Professional accreditations: Academic programs in urgent need of evaluation due to being evaluated by accreditation agencies.
- Remaining programs

The Institutional Assessment Office will establish the evaluation calendar which will be sent to the corresponding Deans and Departments at the three campuses. Deans, Directors, and Departmental Committees will be offered orientation concerning the new evaluation process. The Colleges and Departments, along with the Institutional Assessment Office, will establish a work plan for the evaluation of their corresponding programs, attending all evaluation areas included in this Guide. Each Department may name a Committee to work on the collection of evidence for the evaluation. The work plan of the unit shall include the administration of a form to evaluate student and faculty satisfaction with the program evaluated. These forms will be available as interactive online forms on the webpage of the Institutional Assessment Office.

2.2.1 Selection of the students and faculty to participate in the satisfaction survey

To select the students to participate in the evaluation of the program using Form EAP-01 (General Evaluation of Academic Programs by Students), a stratified random sample by classification as second-, third-, and fourth-year student of the program shall be taken. To select the faculty who will use Form EAP-02 (General Evaluation of Academic Programs by the Faculty), a simple random sample shall be used. These Forms are available online, through the webpage of the Institutional Assessment Office (IAO)³. IAO will work on analysis of the data from both instruments and the Findings Report of the Survey, which it will send to the corresponding units.

2.3 INSTRUCTIONS FOR WRITING THE REPORT

In order to facilitate planning of the process, handling of the information, and the uniformity of the evaluation reports to be presented, the following guide for writing the final report has been

³ To access the Forms EAP-01: Evaluation of Academic Programs by Students and EAP-02: Evaluation of Academic Programs by Faculty, visit <http://www.pucpr.edu/avaluo/formularios%20interactivos.htm>. The password to access the Forms will be provided by the Institutional Assessment Office.

established. This guide conforms to the requirements of the Higher Education Council of Puerto Rico (CES-PR, for its initials in Spanish) and the Standards of Excellence of the Middle States Commission on Higher Education (MSCHE). The inclusion in the report of the sections indicated as follows will be appreciated.

COVER

Include the following information:

- Name of the Program (as registered in the Accreditations Office and the CES-PR)
- Department to which the Program belongs
- College and Campus
- Date of completion of the Report

SECOND PAGE

Include the following information:

- Program Director at the date the Report was completed
- Divisions or Committees in the Department or College that worked on the Report, whether by areas or completely, and the dates on which the areas were completed.

EXECUTIVE SUMMARY

Provide a concise summary of the process and findings of the evaluation of the Program taking into account the following aspects:

- Brief description of the Academic Program
- Summary of the Program goals or objectives
- Outstanding findings of the evaluation process:
 - Progress demonstrated by the Program in achieving its goals and objectives
 - Most significant strengths of the Program
 - Areas in need of improvement
- Principal recommendations for improvement of the Program
- Conclusions about the actual state of the Program and the challenges it confronts

STATUS OF PROFESSIONAL ACCREDITATION

In the case of Programs evaluated by accreditation agencies, a brief summary of the accreditation status or the most recent report conveyed to the accreditation agency and its response.

OUTLINE FOR THE SELF-EVALUATION REPORT OF THE PROGRAM

It is suggested that the order proposed in the following outline be used to present data, findings, and results of the evaluation. Be sure to include the required evidence.

I. Introduction

When developing the introduction, the following information should be included:

- Title of the Program
- Degree(s) awarded (in the case of associate degrees leading to bachelor's degrees, both may be included, indicating whether both are being evaluated together.)
- Authorizations, accreditations, and licenses (include the date on which the Program(s) was first authorized by CES-PR and the most recent revision by CES-PR.)
- Professional accreditations (if any). Indicate the date on which accreditation was granted for the first time and the most recent date on which it was renewed.
- Other pertinent information

II. Goals and Objectives

CES Frame of Reference: Sufficiency and level of Programs of Study for development of the skills, attitudes, and knowledge they desire to impart to their students.

- *The goals and objectives of the Program correspond to the institution's philosophy, mission, goals, and objectives.*

MSCHE Frame of Reference: Standard of Excellence #1: Mission and Goals

Standard of Excellence #7: Institutional Assessment

Standard of Excellence #11: Educational Offerings

Standard of Excellence #12 General Education

Include the most recent version of the goals, objectives, or learning results of the Program.

- Provide evidence of the alignment of the goals and objectives (learning results of the Program) with the institutional competencies. Refer to Document DT-01 (Relation of Institutional Competencies and Professional or Program Competencies) that demonstrates alignment of institutional and program competencies.
- Modifications made to the goals and objectives of the Program, if these were made subsequent to the most recent institutional revision completed in December, 2010.

III. Justification and Relevance of the Program

Include the characteristics of the program that justify its permanence.

- Characteristics that make the Program under evaluation a unique, distinguishable, and valuable alternative of study.
- Impact of the Program on other Programs or Departments of the Institution. Include aspects such as courses of service to the general education program, shared courses, courses transitioning to other levels and coordination between programs, among others.
- Agreements with the private sector, collaborative or interdisciplinary agreements.

IV. Curriculum

CES Frame of Reference: Sufficiency and level of the programs of study for development of the skills, attitudes, and knowledge they desire to impart to their students.

- *The goals and objectives of the Program respond to the philosophy, mission, goals, and objectives of the Institution.*

- *The graduate's profile, in an adequate and up to date manner, establishes the knowledge, skills, and attitude the Program expects to develop in them upon completion of their studies.*
- *The Program reflects a balance between the total number of credits required, the content of the courses in the different curricular components, and is in harmony with the level proposed in the area of specialization or concentration.*
- *The curricular sequence of the Program presents an ordered structure that permits development of the knowledge, attitudes, and skills established in the graduate's profile.*
- *The Program's curriculum tends toward the development of the knowledge, skills, and attitudes established by the Institution in the graduate's profile and in the Program's objectives.*
- *The course syllabi incorporate essential parts, such as: codification, description, strategies, objectives, methods of evaluation, and bibliographies.*

MSCHE Frame of Reference: Standard of Excellence #11: Educational Offerings

Standard of Excellence #12 General Education

Standard of Excellence #13 Related Educational Activities

Analyze the effectiveness of the different curricular components in achieving the goals and objectives and the development of the Program's graduate profile. Evidence should be provided of:

- Alignment between the goals or objectives (learning results of the Program) and the graduate's profile. Refer to Document DT-01, which evidences alignment of institutional and Program competencies.
- Alignment between the goals or objectives (learning results of the Program) and the curriculum. Include Document DT-02 (Map of Alignment of Competencies and Courses) which evidences alignment of learning results (skills and competencies) with the curriculum.
- Updating of the concentration or specialty course syllabi, their alignment with the institutional competencies and complete compliance with institutional requirements. Use as a reference the checklist for syllabi provided by the Curricular Revision Office and the results of Form CAI-01C (Form for Assessment of Competencies in Courses).
- Time needed for students to complete the Program during the past five years.
- Courses of the curricular sequence that have not been offered during the previous five years, indicating the reason they were not offered.
- Consistency of the Program's course descriptions in the various places in which they are divulged.
- Co-curricular and extra-curricular activities carried out during the previous five years, indicating how these contributed to the strengthening of the Program.
- New courses, modifications, or courses eliminated during the previous five years and the reason for the changes.

- Courses offered in different modalities (virtual, hybrid, by contract, and others) and their justification.

V. Students

CES Frame of Reference: Sufficiency and level of the Programs of Study for the development of the skills, attitudes, and knowledge they desire to impart to their students.

MSCHE Frame of Reference: Standard of Excellence 8: Student Admission and Retention.

Analyze the tendencies and projections of enrollment and the effectiveness of the Program in student recruiting, admissions, and retention as indicators of success in achieving goals or objectives during the past three or four years. Evidence should be provided of:

- Comparative analysis of registration projected for the Program and the annual registration tendencies
- Admission vs. registration rates of the Program
- Credits generated/credits projected
- Retention rate by cohort
- Graduation rate
- Pass rate of concentration or specialty courses
- Student abandonment rate (withdrawals from the Program)
- Strategies implemented to improve the rates where these were not as expected
- Success of the graduates and how this information was used to strengthen the program

VI. Faculty

CES Frame of Reference: Experience and academic credentials of the faculty, and the adequacy of these to the institutional offerings.

- *The Institution has professors for the Program who possess the preparation and experience to teach in their respective areas of specialization and has a faculty development policy directed to strengthening the offering.*
- *The assignment of academic work is ruled by institutional norms that establish the reasonable workload of professors that permits every professor to keep up to date in his/her field and comply completely and efficiently with teaching responsibilities.*

MSCHE Frame of Reference: Standard of Excellence #10 Faculty

Evaluate the quality, diversity, and sufficiency of the faculty and their contribution to the achievement of the Program's goals and objectives. Evidence should be provided of:

- Sufficiency of the Program's professors, who should have adequate academic preparation and experience to respond to the Program's needs.
- If the Department to which the Program belongs evaluates the course at the end of the academic term using Form CAI-01 (Course Assessment at Completion of the Academic Term), indicate how the results of the evaluations have been used to strengthen the courses and improve faculty performance.
- How the faculty evaluation results have been used to strengthen the teaching-learning process of the Program. Refer to Form 9 (Form for Reaction to the Evaluation) of the institutional faculty evaluation process.
- Effectiveness of the professional improvement plan of the faculty and its contribution to achievement of the goals or objectives of the Program.
- The Program's faculty is up to date in knowledge and teaching methodology, assessment, and integration of technology in learning, among others.
- Strategies used by the Department to retain and attend to the faculty of the Program's need for professional development

VII. Results of Student Learning Assessment

CES Frame of Reference: Sufficiency and level of the programs of study for development of the skills, attitudes, and knowledge they desire to impart to their students.

*MSCHE Frame of Reference: Standard of Excellence #12 General Education
Standard of Excellence #14 Assessment of Student Learning*

Examine the assessment mechanisms used by the Program to determine its success in student learning and the achievement of the mission, goals, and objectives (institutional effectiveness). Evidence should be provided of:

- Assessment strategies used at the Program level to assess student learning during the previous five (5) years and the results of assessment. Refer to Form LOA-02 (Matrix for Student Learning Assessment in Academic Programs).
- Frequent practices of assessment in the courses that have contributed to improving the teaching-learning process.
- Effectiveness of the Program in the achievement of its goals or objectives. Use the results of the assessment of:
 - Evaluation of Programs by candidates for graduation
 - Satisfaction of the Program's alumni
 - Satisfaction of the employers of alumni
- Strategies or changes made to the Program in light of the results of the satisfaction surveys of candidates for graduation, alumni, and employers (Form CAI-05C).

- Curricular changes and changes in teaching-learning processes during the previous five (5) years made in light of the results of learning assessment (Form CAI-05C.)

VIII. Support Services

CES Frame of Reference: Student Services

- *Services offered by the Institution to the students serve to support the achievement of the Program's objectives.*

MSCHE Frame of Reference: Standard of Excellence #9: Student Support Services

Standard of Excellence #11: Related Educational Activities

Examine the Program's efforts to provide services of the necessary quality for integral development. Evidence should be provided of:

- Student access to service programs of adequate academic and professional counseling
- Student associations and exchange programs of the Program
- Whether the administrative services provided by the Program meet student needs
- Activities and strategies developed by the program during the past three (3) years to promote the professional development of administrative personnel and how this has contributed to improving the Program's support services
- Changes or revisions made by the Program to the support services offered to ensure their efficiency and effectiveness

IX. Physical and Technological Learning Resources

CES Frame of Reference: Installations, laboratories and auxiliary equipment of teaching

- *The physical installations are in the condition necessary to adequately guarantee the institution's operation in terms of teaching, research, and student services.*
- *The laboratories used by the Program have the physical condition to guarantee effective teaching and the safety of students and professors.*
- *The Institution possesses practice centers or clinical workshops so that students may develop the skills required in the Program.*
- *The Program has the necessary technological resources to facilitate the teaching process and comply with the Program objectives.*

MSCHE Frame of Reference: Standard of Excellence #3: Institutional Resources

Standard of Excellence #11: Educational Offerings

Examine the physical and technological resources available and accessible to faculty and students. Evidence should be provided of:

- Student satisfaction with the physical and technological resources available for the Program's development and which attend to learning needs

- Satisfaction of the faculty with the physical and technological resources for teaching and learning
- Progress and achievements of the Program in the use and integration of technology
- Changes and updates to installations, laboratories, technological resources and auxiliary equipment, among others, to attend new tendencies in the Program and in the discipline
- Sufficiency of the physical installations (classrooms, laboratories, offices, etc.) for the appropriate development of the Program
- Study of the frequency of use of the Program's installations
- Changes or revisions made to ensure the effectiveness of the physical and technological resources in the academic and administrative components

X. Fiscal and Human Resources in Support of the Program

CES Frame of Reference: Financial Capacity

MSCHE Frame of Reference: Standard of Excellence #3: Institutional Resources

Explain the relationship between fiscal and human resources, and the achievement of the goals and objectives of the Program. Evidence should be provided of:

- Sufficiency of the human resources available for the Program's functioning
 - Proportion of full-time and part-time faculty in the Program
 - Average salary of the faculty of the Program according to degree
 - Credit hours of teaching by level of instruction by full-time and part-time faculty of the Program
 - Credit hours of research by level of instruction
 - Ratio of students/faculty, both full-time and part-time
- Sufficiency of the budget assigned for the Program's functioning
 - Program needs that have not been met due to insufficient budgetary assignment
 - Investments needed to bring the Program to a high quality level
- External resources associated with the Program for its operation and continuity of services, and their impact on the Program
- Changes or collaborative agreements over the past years that contribute to strengthening the human and fiscal resources of the Program.

XI. Community Service

MSCHE Frame of Reference: Standard of Excellence #1: Mission and goals

Examine the Program's achievements in linking itself effectively with surrounding communities. Evidence should be provided of:

- Integration of themes, research, services, and outreach to communities in the Program's curriculum
- Incorporation of students and faculty of the Program in professional public service opportunities, community service projects and internships, etc.
- Changes or revisions made to the Program during the previous five (5) years to harmonize the curriculum and educational experience with the institutional goals and the needs and expectations of the community.

XII. General Evaluation of the Program

Examine and analyze general student and faculty satisfaction with the Program.

- Student satisfaction with the Program (Form EPA-01 Evaluation of Academic Programs by Students)
- Faculty satisfaction with the Program (Form EPA-02 Evaluation of Academic Programs by Faculty)
- Changes or improvements made to the Program in light of the results of faculty and student satisfaction surveys

XIII. Strengths and Limitations of the Program

Identify the strengths and limitations of the Program based on the analysis of the findings of the evaluative process developed throughout the preceding sections.

- Strengths of the Program during the previous five (5) years
- Areas needing improvement
- Challenges of the Program

XIV. Preliminary Plan of Action

Elaborate a preliminary plan of action for the findings requiring attention. Use Form EPA-04 *Plan of Action for the Findings in the Evaluation of Programs* attached to this document.

2.4 EXTERNAL EVALUATION OF THE PROGRAM

For the purpose of carrying out an objective evaluation of the Program, the Vice President for Academic Affairs shall designate an External Evaluation Committee to evaluate the *Self-Evaluation Report of the Program*. The external committee shall use the rubric provided to these ends (refer to Form EPA-05 *Rubric for Academic Programs Evaluation at the PCUPR*) which is included in the

appendices. Once the committee has made its evaluation, it shall propose recommendations or suggest action to be taken with regard to the Program to the unit.

2.5 DIVULGATION OF FINDINGS AND PLAN OF ACTION

To close the cycle of assessment and evaluation, it is important to divulge the findings and recommendations in the corresponding unit. This provides the opportunity for the faculty of the Program to know its status, react to the findings, and participate in the development of the Plan of Action (Form EPA-04 *Plan of Action for the Findings in Program Evaluation*). The plan should consider the findings of the self-evaluation (Preliminary Plan of Action) and the recommendations of the External Evaluation Committee. Copy of the Plan of Action, along with the results of the rubric, should be sent to the Vice President for Academic Affairs and the Associate Vice President for Academic Affairs. A digital copy of the Self-Evaluation Report should also be sent to the Institutional Assessment Office, along with the results of the External Evaluation and the Plan of Action as evidence of the process.

TABLE OF APPENDICES

APPENDIX A: PLAN OF ACTIVITIES

- Plan of Activities for the Implementation of Academic Programs Evaluation 2011-2016

APPENDIX B: NEW FORMS

- EPA-05 Rubric for Academic Programs Evaluation at the PCUPR

APPENDIX C: REVISED FORMS

- EPA-01 General Evaluation of Academic Programs by Students
- EPA-02 General Evaluation of Academic Programs by Faculty
- EPA-04 Plan of Action for Programs Evaluation

APPENDIX D: REFERENCE FORMS

These forms are available on the webpage of the Institutional Assessment Office⁴

- DT-01 Relation of Institutional and Professional Competencies of Programs
- DT-02 Map of Alignment between Competencies and Courses
- LOA-02 Matrix for Student Learning Assessment in Academic Programs
- CAI-01A Course Assessment at the End of the Academic Term
- CAI-01C Form for the Assessment of Competencies in the Courses
- CAI-02C Inventory of Assessment Techniques or Instruments Used in Courses
- CAI-05C Achievements Report on Learning Assessment (March 2011 version)

⁴ These forms are available at the following address: <http://www.pucpr.edu/avaluo/formularios.htm>

APPENDIX A: PLAN OF ACTIVITIES

PHASES	ACTIVITIES	RESOURCES AND RESPONSIBLE UNITS	SOURCES OF INFORMATION	ITINERARY 2011-2016
Pre-evaluation and selection of Programs	1. Prepare statistics on the Programs	<ul style="list-style-type: none"> • Vice President for University Development, Institutional Research and Planning • Statistics Office 		May 2011
	2. Identify the Programs which will have priority in the evaluation process. 3. Notify the Directors and Program Coordinators of the schedule of evaluation for the years 2011-2014.		<ul style="list-style-type: none"> • Institutional Assessment Office 	<ul style="list-style-type: none"> • Registration statistics for the second, third, and fourth years of the Programs
Design the Working Plan of the unit.	1. Organize teams or self-evaluation committees in the Departments whose evaluations will begin in August of each year. 2. Prepare a plan and calendar of work for the self-evaluation year.	<ul style="list-style-type: none"> • Deans and Department Directors of the academic units • Self-Evaluation team or committee 	<ul style="list-style-type: none"> • General Calendar • <i>Plan of Activities</i> for the Implementation of the Academic Programs Evaluation 	August
PHASE III: SELF-EVALUATION OF PROGRAMS				
Self-Evaluation of Programs	1. Analyze statistical information of the Program having to do with registration, retention, graduation, etc. 2. Analyze documents relating to goals or	<ul style="list-style-type: none"> • Vice President for University Development, Institutional Research and Planning • Associate Vice President for Academic Affairs 	<ul style="list-style-type: none"> • Registration, admission, retention, and graduation statistics, etc. • Faculty statistics • Institutional Forms LOA-02, DT-01, DT-02, CAI- 	September to December

PHASES	ACTIVITIES	RESOURCES AND RESPONSIBLE UNITS	SOURCES OF INFORMATION	ITINERARY 2011-2016
	<p>objectives, Program curriculum, and graduate profile.</p> <p>3. Examine and analyze assessment evidence of student learning and achievement of the goals and objectives of the Program.</p> <p>4. Analyze the services offered by the Program.</p> <p>5. Examine and analyze the profile and performance of the Program's faculty.</p> <p>6. Evaluate and analyze the physical and technological infrastructure of the program.</p> <p>7. Analyze the impact of community service on the curriculum.</p>	<ul style="list-style-type: none"> • College Deans, Program Director or Coordinator • Self-Evaluation Committee • Statistics Office • Alumni Office 	<p>01C, CAI-02C</p> <ul style="list-style-type: none"> • Learning results in the courses and programs • Satisfaction surveys of students, alumni, and faculty • Course syllabi • Results of faculty evaluations and the corresponding plan of action 	
<p>Administration of the evaluation instruments</p>	<p>1. Select the sample of students and faculty to participate in Program evaluation.</p> <p>2. Administer the</p>	<ul style="list-style-type: none"> • Statistics Office • Institutional Assessment Office • Department Directors 	<ul style="list-style-type: none"> • Registration statistics for third- and fourth-year students in the Programs • List of the faculty associated with the 	<p>September</p>

PHASES	ACTIVITIES	RESOURCES AND RESPONSIBLE UNITS	SOURCES OF INFORMATION	ITINERARY 2011-2016
	Institutional Assessment Office.			
External Evaluation of the Program	1. Revise and evaluate the Program according to the Rubric. 2. Send the Evaluation Results to the Dean and Program Director or Coordinator for appropriate action.	External Evaluation Committee	<ul style="list-style-type: none"> • <i>Academic Program Self-Evaluation Report</i> 	May-June
PHASE V: DIVULGATION OF FINDINGS AND PLAN OF ACTION				
Plan of Action	1. Identify areas in need of attention in the light of the findings of the Self-Evaluation and the recommendations of the External Evaluators and prepare a Plan of Action. 2. Discuss the findings and Plan of Action with the Faculty associated with the Program. 3. Send a copy of the Plan of Action to the Vice President for Academic Affairs and the Institutional Assessment Office.	<ul style="list-style-type: none"> • Program Evaluation Team or Committee • Program Director or Coordinator • Program Director or Coordinator 	<ul style="list-style-type: none"> • Rubric for the Evaluation of Academic Programs at the PCUPR • Recommendations Report of the External Evaluation Committee 	Once the Report has been received. June-August

APPENDIX B: NEW FORMS



RUBRIC FOR THE ACADEMIC PROGRAMS EVALUATION AT THE PCUPR

Instructions: *Once the Department has prepared the Evaluation Report with the corresponding evidence, the External Evaluation Committee shall make its Evaluation using the following Rubric to confirm the Program's performance. The results of this evaluation shall be sent to the Program Director or Coordinator for discussion with the faculty and Dean to develop a Plan of Action.*

	Complies	Complies Partially	Does not Comply	Information not Provided	Comments
Introduction					
• Correct Title of the Program					
• The degree granted is clearly established					
• Includes dates of authorizations, accreditations, and licenses					
• Professional accreditations (if any) and status					
Goals and Objectives					
• Program objectives correspond to the Institutional Mission, Goals, and Objectives (institutional competencies).					
Justification and Pertinence of the Program					
• The Program's characteristics that justify its permanence are clearly defined.					
• The impact of the Program on other Programs or Departments of the Institution are clearly established.					
Curriculum					
• The Graduate's Profile corresponds to the Institutional Mission, Goals, and Objectives (institutional competencies).					
• The Graduate's Profile adequately establishes the knowledge, skills, and attitudes the Program hopes to develop.					
• There is consistency between the Goals or Objectives (learning results) of the Program and the Graduate's Profile.					
• There is consistency between the Program's Goals or Objectives (learning results) and the curriculum, and they tend toward achieving the Graduate's Profile.					
• The syllabi of the concentration courses, specialized courses and					

	Complies	Complies Partially	Does not Comply	Information not Provided	Comments
those of the College incorporate the essential components required institutionally.					
<ul style="list-style-type: none"> • The syllabi are up to date. 					
<ul style="list-style-type: none"> • The Program's course objectives and content, as they appear in the syllabi, correspond to the institutional competencies and tend toward the achievement of the Program's Graduate Profile. 					
<ul style="list-style-type: none"> • The time needed by students to complete the Program is consistent with the established curricular sequence and with other similar Programs. 					
<ul style="list-style-type: none"> • Courses in the curricular sequence that have not been offered during the past five years is adequately justified. 					
<ul style="list-style-type: none"> • The Program's course descriptions are consistent with the Catalogue and the various places in which they are divulged. 					
<ul style="list-style-type: none"> • The Department offers co-curricular and extra-curricular activities that contribute to strengthening the Program. 					
<ul style="list-style-type: none"> • The inclusion, modification, or elimination of Program courses during the previous five years is adequately justified. 					
Students					
<ul style="list-style-type: none"> • The annual registration tendency and projected registration during the previous 3 or 4 years corresponds to budgetary projections. 					
<ul style="list-style-type: none"> • Admission vs. registration rates of the Program during the previous 3 or 4 years corresponds to projections. 					
<ul style="list-style-type: none"> • The ratio of credits generated/credits projected during the previous 3 or 4 years corresponds to projections. 					
<ul style="list-style-type: none"> • The retention rate by cohort during the previous 3 or 4 years corresponds to the Institution's expectations. 					
<ul style="list-style-type: none"> • The graduation rate corresponds to the Institution's expectations. 					
<ul style="list-style-type: none"> • The pass rate in concentration or specialty courses during the previous 3 or 4 years satisfies the Institution's expectations. 					
<ul style="list-style-type: none"> • The student withdrawal rate during the previous 3 or 4 years 					

	Complies	Complies Partially	Does not Comply	Information not Provided	Comments
satisfies the Institution's expectations.					
<ul style="list-style-type: none"> The strategies implemented to improve the rates where these were not as expected are adequate. 					
<ul style="list-style-type: none"> Evidence of the Program's graduates' success fulfills the expectations of the Institution. 					
VI. Faculty					
<ul style="list-style-type: none"> The Program has a sufficient number of professors to satisfy demand for courses. 					
<ul style="list-style-type: none"> Teaching personnel associated with the Program have academic preparation superior to the level taught and in the discipline taught. 					
<ul style="list-style-type: none"> Teaching personnel associated with the Program possess adequate experience in teaching. 					
<ul style="list-style-type: none"> Teaching personnel associated with the Program teach courses that correspond to their areas of specialization. 					
<ul style="list-style-type: none"> The results of faculty evaluations at the end of the academic term using Form CAI-01 (Course Assessment at the End of the Academic Term) were used adequately to strengthen the courses and improve faculty performance. 					
<ul style="list-style-type: none"> The results of faculty evaluations were used to strengthen the teaching-learning process in the Program. 					
<ul style="list-style-type: none"> The Professional Improvement Plan of the Faculty tends toward strengthening the Program. 					
<ul style="list-style-type: none"> The Program's Faculty is up to date in knowledge and teaching methodology, assessment, and the integration of learning technology, etc. 					
<ul style="list-style-type: none"> Department strategies to retain and attend to the professional development needs of the Program's faculty are adequate and backed up by a budget. 					
VII. Results of Student Learning Assessment					
<ul style="list-style-type: none"> Adequate strategies to assess student learning at the Program level were implemented during the previous 3 to 4 years and 					

	Complies	Complies Partially	Does not Comply	Information not Provided	Comments
provide evidence of assessment results.					
<ul style="list-style-type: none"> • Frequent assessment practices have been implemented in the courses which have contributed to improving the teaching-learning process. 					
<ul style="list-style-type: none"> • Effectiveness of the Program in achieving its goals or objectives is adequately demonstrated through the results of the assessment of: <ul style="list-style-type: none"> • Evaluation of Programs by candidates for graduation • Satisfaction of the Program's graduates • Satisfaction of the graduates' employers 					
<ul style="list-style-type: none"> • The results of assessment of satisfaction among candidates for graduation, graduates, and graduates' employers have been used to improve the program. 					
<ul style="list-style-type: none"> • The results of student learning assessment has been used to improve the teaching-learning processes and to carry out curricular modifications. 					
<ul style="list-style-type: none"> • VIII. Support Services 					
<ul style="list-style-type: none"> • Orientation and academic and professional counseling services respond to the needs of the Program's students. 					
<ul style="list-style-type: none"> • The Program has student associations and exchange programs (if applicable) that tend toward achievement of the Graduates' Profile. 					
<ul style="list-style-type: none"> • Administrative services provided by the Program satisfy students' needs. 					
<ul style="list-style-type: none"> • Activities and strategies developed by the Program during the previous 3 or 4 years to promote the professional development of administrative personnel contributed to improvement of the Program. 					
<ul style="list-style-type: none"> • Changes or revisions made by the Program to support services it offers contributed to improving their efficiency and effectiveness. 					
IX. Physical and Technological Learning Resources					

	Complies	Complies Partially	Does not Comply	Information not Provided	Comments
<ul style="list-style-type: none"> The physical and technological resources available for the Program's development attend to learning needs and satisfy the students. 					
<ul style="list-style-type: none"> Physical and technological teaching-learning resources satisfy teaching needs. 					
<ul style="list-style-type: none"> The Program has sufficient up to date technological resources to guarantee effectiveness of the teaching-learning process. 					
<ul style="list-style-type: none"> The Program has up to date physical facilities, laboratories, and auxiliary equipment to attend to new tendencies in the Program and the discipline. 					
<ul style="list-style-type: none"> The Program's physical installations are used to maximum capacity. 					
X. Fiscal and Human Resources in Support of the Program					
<i>Sufficiency of human resources available for the Program's functioning:</i>					
<ul style="list-style-type: none"> The Program maintains an adequate ration of full-time to part-time faculty. 					
<ul style="list-style-type: none"> An adequate ratio of credit hours taught by level of instruction is maintained for full- and part-time faculty associated with the Program. 					
<ul style="list-style-type: none"> An adequate proportion is maintained between average faculty salary by terminal degree and credit hours of service to the Program. 					
<ul style="list-style-type: none"> An adequate ratio of research credit hours per level of instruction is maintained. 					
<ul style="list-style-type: none"> An adequate ratio of students per full-time and part-time faculty members by level of instruction is maintained. 					
<i>Sufficiency of the budget assigned for the functioning of the Program:</i>					
<ul style="list-style-type: none"> The needs of the Program that have not been attended to because of insufficient budgetary assignments are presented with their corresponding justification and budgetary projections. 					

	Complies	Complies Partially	Does not Comply	Information not Provided	Comments
○ The Program has a financial investment plan sufficient to lead it to a level of high quality.					
○ The Program counts on external resources for its operation and continuity of services.					
○ The Program counts on collaborative agreements which contribute to strengthening its human and fiscal resources.					
XI. Community Service					
• The Program integrates topics, research, services and community outreach.					
• The Program's faculty and students are incorporated into professional public service opportunities, community projects, and internships, etc.					
XII. General Evaluation of the Program					
• The Program Evaluation by Students (Form EPA-01) shows their satisfaction with its various components.					
• The Program Evaluation by Faculty (Form EPA-02) shows their satisfaction with its various components.					
XIII. Program Strengths and Limitations					
• The Program's strengths have been identified over the previous years.					
• Areas in need of improvement have been identified.					
• The Program's challenges have been identified.					
XIV. Preliminary Plan of Action					
• A Preliminary Plan of Action has been established for findings requiring attention that includes the fiscal resources necessary. (Form EPA-04 Plan of Action for Evaluation Findings)					

RECOMMENDATIONS OR ACTION TO BE

TAKEN: _____

 Evaluation Committee:

 Date:

APPENDIX C: REVISED FORMS



GENERAL EVALUATION OF ACADEMIC PROGRAMS BY STUDENTS

Dear Student: The purpose of this form is to learn your opinion about your Program of Study. The results will help determine the effectiveness of the Program and identify areas requiring attention.

CAMPUS		COLLEGE/SCHOOL	DEGREE
<input type="checkbox"/> Arecibo	<input type="checkbox"/> Business Administration	<input type="checkbox"/> Associate	
<input type="checkbox"/> Mayagüez	<input type="checkbox"/> Arts and Humanities	<input type="checkbox"/> Bachelor	
<input type="checkbox"/> Ponce	<input type="checkbox"/> Architecture	<input type="checkbox"/> Master	
<input type="checkbox"/> Coamo Ext.	<input type="checkbox"/> Science	<input type="checkbox"/> Doctoral	
<input type="checkbox"/> Bayamón Ext.	<input type="checkbox"/> Education	<input type="checkbox"/> Juris Doctor	
	<input type="checkbox"/> Law School		
	<input type="checkbox"/> Graduate Studies in Behavioral Science		

PROGRAM TITLE _____

EVALUATION SCALE

Excellent 5	Good 4	Satisfactory 3	Poor 2	Deficient 1	Not Observed 9	Not Applicable 99
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A. GOALS AND OBJECTIVES

1. The student receives orientation about the Mission and Vision of the Pontifical Catholic University of Puerto Rico through the academic Program.
2. The student receives orientation about the goals and objectives through the academic Program.
3. There is a good relationship between the Program objectives and the course content.
4. The Program's teaching process helps achieve the objectives.
5. The use of physical resources such as classrooms, laboratories, libraries, etc., help achieve the Program objectives.
6. The use of human resources such as professors, counselors, librarians, and others, helps achieve the Program objectives.
7. The Program's goals and objectives provide for attending the demand and needs of the industry, companies, or agencies that employ its graduates.

B. CURRICULUM AND TEACHING

8. The Program's course descriptions in the syllabus or Catalogue are clearly written.
9. There is a clear sequence among the different courses of the Program.
10. The course syllabi are kept up to date (objectives, content, teaching and evaluation strategies, and bibliography).

11. The curriculum provides for the acquisition of general knowledge and knowledge of the concentration or specialization by the student.
12. The curriculum provides for the development of critical thinking skills.
13. The curriculum provides for the development of creative thinking (creativity).
14. The curriculum provides for the development of positive attitudes by the student.
15. The curriculum provides for the development of Christian values by the student.
16. The courses integrate, in various manners, the use of modern technology.
17. The teaching-learning process in the classroom is interactive and dynamic.
18. The number of students per section facilitates group as well as individual teaching.

C. FACULTY

19. The Program has professors who are academically prepared and have experience to teach the course
20. The student has the option of taking concentration or specialty courses with various professors.
21. The Program's faculty utilizes different teaching forms in their courses, such as conferences, collaborative work, and presentations, etc.
22. The Program's faculty utilizes different manners of evaluating students' academic progress, such as short quizzes, assignments, etc.
23. The Program's faculty demonstrates good mastery of the material taught.
24. The Program's faculty offers periodic academic counseling to the students.
25. The Program's faculty maintains constant communication with their students by various means.
26. The Program's faculty demonstrates cordial relations and respect for students.

D. SUPPORT SERVICES

27. Communication among administrative, secretarial, and faculty personnel of the Program is direct and mutually respectful.
28. The tasks relating to academic counseling and registration are carried out promptly and with priority in the corresponding unit.
29. The student receives adequate orientation in academic services, such as internships, laboratories, research projects, etc.
30. Students with disabilities receive reasonable accommodation within the Program.
31. Alternatives for improving the student's academic performance are provided, such as tutoring and personalized orientation, etc.

E. PHYSICAL RESOURCES FOR LEARNING

32. The different physical installations used by the Program are free of architectural barriers.
33. The professors have appropriate office space to attend and counsel students, respecting their right to privacy.
34. The Program has sufficient classrooms and laboratories available for the appropriate development of the courses.
35. The classrooms and laboratories provide adequate space, illumination, and atmosphere to facilitate the teaching-learning process.
36. The Program has sufficient computer laboratories equipped and accessible for student use.
37. The University has up to date bibliographical resources for use by the Program's courses.

F. STUDENT LEARNING ASSESSMENT

38. The Program requires of its students a broad mastery of oral and written communication skills in the Spanish language.
39. The Program requires of its students a broad mastery of oral and written communication skills in the English language.
40. The Program helps the student to develop logical and critical reasoning processes.
41. The Program requires that students make use of library and cybernetic resources.
42. The Program requires that students make use of emerging technology.
43. The Program requires that students participate in research projects in their area of concentration or specialization.
44. The Program provides opportunities for the application of knowledge in work centers, such as practices, internships, laboratories, etc.
45. The Program prepares the student with a solid humanistic-Christian foundation.
46. The Program promotes student participation in student organizations and other types of groups in their field of study.

Comments, recommendations or observations



Many thanks! Your opinion is very important to us.

Form EPA-02

GENERAL EVALUATION OF ACADEMIC PROGRAMS BY FACULTY

Dear Professor: The purpose of this Form is to learn your opinion about the academic Program being evaluated. The results will help measure the effectiveness of the Program and identify the areas in need of attention.

CAMPUS	COLLEGE/SCHOOL TO WHICH IT BELONGS	PROGRAM DEGREE	EXPERIENCE TEACHING IN THE PROGRAM EVALUATED
<input type="checkbox"/> Arecibo	<input type="checkbox"/> Business Administration	<input type="checkbox"/> Associate	<input type="checkbox"/> 1 –4 years
<input type="checkbox"/> Mayagüez	<input type="checkbox"/> Arts and Humanities	<input type="checkbox"/> Bachelor	<input type="checkbox"/> 5 – 9 years
<input type="checkbox"/> Ponce	<input type="checkbox"/> Architecture	<input type="checkbox"/> Master	<input type="checkbox"/> 10-14 years
<input type="checkbox"/> Coamo Ext.	<input type="checkbox"/> Science	<input type="checkbox"/> Doctorate	<input type="checkbox"/> 15 or more years
<input type="checkbox"/> Bayamón Ext.	<input type="checkbox"/> Education	<input type="checkbox"/> Juris Doctor	
	<input type="checkbox"/> Law School		
	<input type="checkbox"/> Graduate Studies in Behavioral Sciences		

PROGRAM TITLE: _____

EVALUATION SCALE

Excellent 5	Good 4	Satisfactory 3	Poor 2	Deficient 1	Not Observed 9	Not Applicable 99
-----------------------	------------------	--------------------------	------------------	-----------------------	--------------------------	-----------------------------

GOALS AND OBJECTIVES

1. Through the academic Program, students are provided with orientation concerning the Vision and Mission of the Pontifical Catholic University of Puerto Rico.
2. Through the academic Program the student receives orientation concerning its goals and objectives.
3. Correspondence exists between the Program goals and objectives and the Institutional Mission and Vision.
4. Correspondence exists between the Program objectives and the course contents.
5. The Program objectives are used as a guide to determine teaching methods.
6. The physical resources (e.g. classrooms, laboratories, and library) available to the Program contribute to the achievement of its objectives.
7. The human resources (e.g. professors, librarians, visiting conference resources) available in the Program promote the achievement of its objectives.
8. The Program's goals and objectives respond to the requirements and needs of the industry, companies, and agencies that employ its graduates.

B. CURRICULUM AND TEACHING

9. The Program's course descriptions are clearly written and consistent in all official and institutional documents.
10. There is a logical and coherent sequence among the different courses of the Program.
11. The Program's syllabi follow the institutional format and are well constructed.
12. Revision of course syllabi and outlines is continuous to guarantee that they are up to date and pertinent.
13. The curriculum provides for the acquisition of general knowledge and knowledge of the concentration or specialty by the student.
14. The curriculum provides for the development of critical thinking by the student.
15. The curriculum provides for the development of creative thinking by the student.
16. The curriculum provides for the development of positive attitudes by the student.
17. The curriculum provides for the development of Christian values by the student.
18. The courses integrate various forms of emerging technology.
19. The teaching-learning process in the classroom is interactive and dynamic.
20. The number of students per section facilitates interactive teaching and individual and collaborative learning.

C. FACULTY

21. The Program has qualified, experienced professors to teach its courses.
22. The Program's faculty integrates different teaching, assessment and evaluation of student progress strategies.
23. The Program's faculty is up to date in knowledge relating to their discipline.
24. The basic academic load assigned to the Program's faculty permit them to discharge their teaching responsibilities effectively.
25. The Program's faculty offers periodic academic counseling to the students who request it.
26. The Program's faculty participates in administrative processes and decision making.
27. The faculty participates actively in recommending books, resources, and other materials to the library to enrich the bibliographical heritage of the Program.

D. SUPPORT SERVICES

28. The Program has sufficient administrative and secretarial personnel to attend the needs of students and faculty.
29. Communication between Program directors, faculty, and students is direct and respectful.
30. Tasks relating to academic counseling and registration are carried out promptly as a priority in the corresponding unit.
31. Students receive adequate orientation concerning academic services such as internships, laboratories, research projects, etc.

32. Students and faculty with disabilities receive services of reasonable accommodation.
33. Alternatives to improve students' academic performance are provided, such as tutoring and personalized orientation.

E. PHYSICAL LEARNING RESOURCES

34. The Program's administrative offices are located in a place accessible to students.
35. The Program's physical installations, such as offices, classrooms, restrooms, and laboratories, are free of architectonic barriers.
36. Professors have appropriate office to attend and orient students and carry out tasks relating to teaching.
37. The Program has sufficient classrooms and laboratories available for the appropriate development of the courses.
38. The classrooms and laboratories provide adequate space, illumination, and atmosphere to facilitate the teaching-learning process.
39. The Program has sufficient computer laboratories equipped and available for student use.
40. There is easy access to audiovisual equipment and technology necessary to facilitate the teaching-learning process.
41. The collection of books, documents, and other resources available at the Library facilitates achievement of the Program's objectives.

F. ASSESSMENT OF STUDENT LEARNING

42. The Program requires of the students an ample mastery of written and oral communication skills in Spanish.
43. The Program requires of the students an ample mastery of written and oral communication skills in English.
44. The Program helps the student to develop logical and critical thinking skills.
45. The Program requires the student to make use of library and cybernetic resources.
46. The Program requires the students to make use of emerging technology.
47. The Program requires that students participate in research projects in their area of concentration or specialization.
48. The Program promotes opportunities for the application of knowledge in work centers such as practices, internships, laboratories, etc.
49. The Program contributes to the development of a human-Christian foundation by the student.
50. The Program capacitates students to pass board and certification examinations, etc.
51. The Program capacitates students to continue graduate education within and outside of Puerto Rico.
52. The Program promotes participation of students in student organizations and other types of groups in their field of study.

G. FISCAL AND ADMINISTRATIVE RESOURCES

- 53. The Program's budget provides for faculty participation in professional improvement activities within and outside of the Institution.
- 54. The Program's budget meets the fundamental needs for its optimum development and offering excellent services to the student and the community.
- 55. The lines of authority within the Program are clearly defined, facilitating maximum performance by its administrative and teaching personnel.
- 56. Department meetings are held to discuss and attend to academic and other affairs relating to the Program.
- 57. The Program facilitates student participation in the administrative processes that directly affect students.
- 58. El presupuesto del programa provee para que su facultad participe en actividades de mejoramiento

Comments, recommendations or observations

Many thanks! Your opinion is very important to us.



PLAN OF ACTION FOR EVALUATIONS OF ACADEMIC PROGRAMS

Academic Unit/Program: _____

College _____ Campus _____

Academic Year⁵ _____

FINDING (NEED IDENTIFIED)	STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	ITINERARY OF ACTION	FICAL AND HUMAN RESOURCES	RESULTS EXPECTED	COST
(Write a brief description of the problem, objective, situation, or process that should be strengthened or improved. Priority needs having a direct impact on student learning should be dealt with.)	(Identify strategies to satisfy the need: resolve the problem, achieve the objective, improve the situation, strengthen, or complete the process. Specify the activities (tasks) necessary to implement each strategy).	(Identify the person(s) responsible for development of the strategy(ies) and tasks for attainment of the Plan of Action according to the expected results).	(Specify the period of time in which the intervention is expected to commence and terminate for each strategy within the Plan of Action's period.	(Indicate other Institutional Departments or entities or fical and human resources with which coordination is necessary to carry out the tasks and satisfy the identified need).	(Explain in detail the expected result at the end of the interventions directed to satisfying the identified need).	(Identify the cost of: personnel, operating costs, and disbursements of capital required to satisfy each identified need).

Prepared by: _____

Position occupied: _____

Date: _____

⁵ This Plan of Action should be turned in to the Dean or Rector with a copy sent to the VPAA and IAO.

APPENDIX D: REFERENCE FORMS

These forms are found on the web page of the Institutional Assessment Office⁶

⁶ The forms are accessible at the following site: <http://www.pucpr.edu/avaluo/formularios.htm>



DT-01 WORKING DOCUMENT 1

**RELATION OF INSTITUTIONAL
COMPETENCIES AND PROFESSIONAL OR PROGRAM COMPETENCIES**

Campus:
College:
Department:
Program:

NOTE: There may be learning outcomes not contemplated in the design of certain Programs. In these cases, please leave the cells or columns blank.

INSTITUTIONAL LEARNING OUTCOME ⁷	PROFESSIONAL LEARNING OUTCOME ⁸	PROGRAM LEARNING OUTCOME ⁹	PROFILE OF PROGRAM'S GRADUATE

⁷ The same as the institutional or graduate competency.

⁸ The same as the professional competency.

⁹ The same as the Program competency.

Formulario EPA-01



DT-02 WORKING DOCUMENT 2A

ALIGNMENT MAP OF COMPETENCIES AND COURSES

Campus:

College:

Department:

Program:

Instructions: For each Student Learning Outcome established, mark with an **X** those courses in which the student has the opportunity to learn the skill or develop the competency. Mark with an **A** those courses in which the student's performance will be used for assessment of results at the Program level.¹⁰

LEARNING OUTCOMES	COURSE NUMBER											
Academic Program												

¹⁰ If more columns or rows are needed, they may be added.

LEARNING OUTCOMES	COURSE NUMBER										
Institutional											
1. Demonstrate religious knowledge and openness, offered by the Catholic Church, as persons seeking truth.											
2. Use critical thinking and creative techniques for problem solving.											
3. Apply communication skills effectively to express ideas, opinions, and emotions so as to maintain effective interpersonal and collaborative relations.											
4. Demonstrate respect for diversity of values, cultures, and points of view. Show tolerance towards ambiguity and openness to change.											
5. Apply ethical principles to cultural and human responsibilities when confronting challenges in personal, community, and professional life.											
6. Utilize diverse qualitative and quantitative methods to approach problems encountered in the search for truth.											
7. Manage information and technology appropriately.											
8. Employ conflict resolution skills.											

MATRIX FOR STUDENT OUTCOMES ASSESSMENT IN ACADEMIC PROGRAMS

CYCLE 2010-2013

COLLEGE: _____

CAMPUS: _____

PROGRAM: _____

NOTE: There may be institutional learning outcomes that have not been contemplated in the design of certain Programs. In these cases, please leave the cells blank. If more cells are needed, they may be added.

	INSTITUTIONAL LEARNING OUTCOMES¹¹ (ILO)	PROGRAM LEARNING OUTCOMES¹² (PLO)	COURSE(S) OR ACTIVITIES IN WHICH LEARNING OUTCOMES ARE DEMONSTRATED	ASSESSMENT INSTRUMENT(S)¹³	Timetable¹⁴
ILO #1	Demonstrate religious knowledge and openness, offered by the Catholic Church, as persons seeking truth.				
ILO #2	Use critical thinking and creative techniques for problem solving.				
ILO #3	Apply communication skills effectively to express ideas, opinions, and emotions so as to maintain effective interpersonal and collaborative relations.				

¹¹ The Institutional Learning Outcome is the same as the Institutional Competency for Graduates.

¹² Indicate what will be the learning outcome at the Program level of studies. What is it expected that the student shall have learned on completion of his/her Program of studies?

¹³ Identify the direct and indirect instruments that provide evidence of the learning outcome.

¹⁴ Date (semester/trimester) projected for assessment of this competency in the Program.

	INSTITUTIONAL LEARNING OUTCOMES¹¹ (ILO)	PROGRAM LEARNING OUTCOMES¹² (PLO)	COURSE(S) OR ACTIVITIES IN WHICH LEARNING OUTCOMES ARE DEMONSTRATED	ASSESSMENT INSTRUMENT(S)¹³	Timetable¹⁴
ILO #4A	Demonstrate respect for diverse values, cultures, and points of view.				
ILO #4B	Demonstrate tolerance towards ambiguity and openness to change.				
ILO #5	Apply ethical principles to cultural and human responsibilities when confronting challenges in personal, community, and professional life.				
ILO #6	Utilize diverse qualitative and quantitative methods to approach problems encountered in the search for truth.				
ILO #7	Manage information and technology appropriately.				
ILO #8	Employ conflict resolution skills.				

Program Director _____

Date _____