Institutional Effectiveness and Student Learning Assessment Plan

Junio 2014
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Part 1 - Introduction

The Universidad del Turabo (UT) recognizes that institutions of excellence are self-reflective and continually seek improvement. To that end, UT Institutional assessment is guided by five (5) main components: Ana G. Méndez University System (SUAGM) Strategic Mission and Vision 2020, UT Mission and Vision, the Model for Institutional Assessment (part 1 of this document), the Assessment of Student Learning Plan (part 2 of this document), and the Assessment of Institutional Effectiveness Plan (part 3 of this document).

SUAGM corporate structure is detailed in the Corporate Bylaws. The organization of Universidad del Turabo and the other three institutions is established in the corporation’s Institutional Bylaws. The President is the Chief Executive Officer of the corporation and reports to the SUAGM Board of Directors. SUAGM is structured and functions under a university system paradigm. All members of the system benefit from the support services and resources of SUAGM’s Central Administration in administrative and financial management aspects. This includes support in the areas of financial affairs, planning and institutional research, marketing, administrative affairs, human resources, and information technologies (IT), among others. The Chancellor is the chief executive officer at the university level and is supported by his Vice Chancellors and staff. Together, they are responsible for both campus and off-campus centers operations. Additionally, UT has full academic autonomy in establishing and revising its individual mission and academic programs, under the direction of SUAGM’s Board of Directors.

1. Mission, Vision, Values, and Institutional Goals

The Ana G. Mendez University System (SUAGM) Strategic Mission and Vision 2020 outlines the planning and improvement process in eight strategic vectors (figure 1) as follows: academia, academic and scientific research, student services and development, public engagement, human resources and organizational development, physical and technology infrastructure, fiscal strengthening, and quality and institutional effectiveness. The Strategic Mission and Vision 2020 are designed to guide SUAGM’s four academic institutions and a private PBS-sponsored television station.

![Figure 1. Vision 2020 Strategic Vectors](image-url)
The core vectors are the areas of greatest strategic significance, since they correspond to the main features of the university mission. These are academia, academic and scientific research, student services and development, and public engagement. The support vectors are those areas that are vital to strengthen, develop, and provide support to achieve the goals of the core vectors. These include human resources and organizational development, physical and technological infrastructure, and fiscal strengthening. The planning process is supported by feedback provided by the institutional quality and effectiveness vector, as shown by the circle surrounding the main and supporting vectors of institutional performance (Figure 1).

The SUAGM Vision and Mission Statement were approved during the year 2012. However, the mission and vision of UT were revised during 2003 and a new revision process has recently been initiated. During the past ten (10) years, the university has experienced many significant changes, including the diversification and growth of doctoral programs. Consequently, these changes motivate the current revision process of UT’s mission and vision.

SUAGM Strategic Mission

SUAGM is a nonprofit higher-education organization whose primary mission is to promote the cultural, social, and economic development of Puerto Rican society and sectors of the Hispanic community outside Puerto Rico, by expanding educational opportunities to benefit the communities it serves.

SUAGM Strategic Vision

By 2020, the SUAGM will be recognized as an institution of excellence in learning, research, and public service, with an emphasis on social responsibility and expanding global projection.

SUAGM will stand out for its decisive contribution to the economic and social development of Puerto Rico, providing innovative solutions to the developmental needs of the Island, and will be recognized as the leading institution serving the educational needs of Hispanic communities outside Puerto Rico in the United States and other communities it serves.

SUAGM will be characterized as a transformative entity of constant innovation and sound financial strength, focused on the human being, and making effective use of its technological, physical, and managerial resources in support of its mission.

The SUAGM strategic mission and vision along with UT vision, mission, values, and goals are aligned. UT mission and vision were approved in 2003 as a result of a period of introspection and self-evaluation.

UT Mission

The mission of Universidad del Turabo is to enhance knowledge through excellence in teaching, and to foster research, innovation, and the internationalization of its programs. The University is committed to graduate well-educated, professionally competent students, who can think critically and are technologically literate. The Institution also promotes the development of ethical principles and values that will allow graduates to contribute to the wellbeing of the community through their knowledge of social systems and their role as responsible citizens in society.
UT Vision

The vision of Universidad del Turabo is to be a high-quality learning community with an international focus dedicated to enhancing education among its student population and promoting advanced technology.

UT Values

Universidad del Turabo is committed to:

1. freedom of thought and expression
2. recognize and respect diversity
3. respect the dignity of the individual
4. excellence in teaching and the generation, dissemination, and application of knowledge
5. promote ethical, social, and cultural values
6. excellence in planning, operations, and service
7. respect for nature and the environment
8. promote human and esthetic sensibility

UT Institutional Goals

To accomplish its mission, the institution recruits and develops quality human resources to excel in academic affairs, community involvement, cultural development, international collaboration, and sports (see Table 1).

Academic community members become aware of the UT mission and vision from the moment they enter the UT buildings. There are informational posters on bulletin boards as well as in different locations throughout the Institution. The UT Catalog is available at http://ut.pr. This website also lists the vision, mission, objectives and outcomes of each school, program, and institutional research initiative. The catalog is updated annually.

To support the SUAGM Vision and Missions statements, an assessment plan was designed to ensure that continuous evaluation and improvement in all activities and processes occur. Within this assessment plan, specific attention is given to institutional quality and effectiveness.

2. Assessment Model

The purpose of the Institutional Effectiveness and Student Learning Assessment Plan is to delineate the process of assessment for overall institutional effectiveness. Additionally, it aims to promote the integration of planning and assessment at the institutional level and each activity or academic area. The plan outlines efforts at the institutional level and provides guidelines for operational units of the institution to develop assessment plans as part of their respective work plans.

The Institutional Effectiveness and Student Learning Assessment Plan also drives a continuous improvement process that focuses on the critical areas of the university performance (Figure 2). This is a comprehensive process focusing on seven activity areas: UT Schools/Programs, Student Services, Additional Locations/Branches Campuses, Research and External Sponsors, Information Resources, Internationalization, and Support Services. These areas are tied to all the standards of accreditation identified by the Middle States Commission on Higher Education.
Figure 2. Continuous Improvement Process

This Plan is a working tool for the UT schools and administrative offices. The document indicates how to conduct assessment in a practical, cost efficient and effective way. For practical reasons, this document is divided in two parts: Assessment of Student Learning and the Assessment of Institutional Effectiveness. UT also recognizes that assessment, planning, and fiscal matters are interrelated. Thus, assessment results yield recommendations and the implementation of improvement efforts and is a starting point for institutional, school and unit planning and budgeting.

3. Plan Fundamentals
A continuous improvement process and a commitment to the assessment of institutional effectiveness require an equal commitment to ensure its use in the improvement of programs and services. The following principles serve to merge assessment practices at UT, while allowing for flexibility in the approach for each unit of the institution.

1. The mission, goals, and objectives of the Institution serve as the foundation for the assessment plan.
2. The plan acknowledges the existence of assessment throughout the Institution and the plan is grounded in the institutional culture.
3. The plan was created in a participatory process including the participation and support of faculty and administration.
4. Assessment plans and processes utilize multiple measures, taking existing practices into consideration. In addition, assessment use differentiates measures to evidence student and program accomplishments.

5. Assessment is not an event, but a continuous improvement process where results and findings are used to inform planning and resource allocation.

6. Assessment plans identify realistic goals, timetables, and resources.

7. Assessment plans are aligned with Institutional and Schools' Strategic Plans.

8. Assessment plans and processes take into consideration the requirements of all external accreditation agencies.

9. The assessment process should assess those competencies needed in the student's future work place.

10. The assessment process focuses directly on the fact that the assessment task should reflect the presence of higher cognitive skills.

11. The assessment process should have a significant value for both professors and learners, where the importance of future employers input could be added.

12. The assessment process should not be bias to certain groups of learners and reflect the knowledge, skills, and attitudes of the educational level of the learner's task.

4. Measuring Institutional Goals

The following table summarizes the evidence of how we are performing in achieving the Institutional goals. It includes outcome indicators, the type of measure, and who is responsible to communicate and analyze the results as well as make decisions.

<table>
<thead>
<tr>
<th>Strategic Development Guides 2011-2015</th>
<th>Outcome Indicators</th>
<th>Direct or Indirect measure</th>
<th>Responsible to communicate, analyze and make decisions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vectors and Institutional Goals</td>
<td>Goal 1.1 Focus the development of academic programs in light of emerging elements of economic development and their effect on the labor market.</td>
<td>Labor market study Revised undergraduate programs Revised graduate programs New academic offerings Learning experiences outside of the classroom Academic offering via technology New courses in Continuing Education</td>
<td>I I I I I</td>
</tr>
<tr>
<td>Goal 1.2 Develop and implement first-year experiences in departments and university academic programs.</td>
<td>Implement Assessment Plan of enrollment processes and services. Divulge report on Services Assessment First Year Experience Study Number of students in “Summer Bridge” and pre-collegiate</td>
<td>I I I I</td>
<td>Associate Vice Chancellor or Retention Dean of General Education University Centers Vice Chancellor of Assessment</td>
</tr>
<tr>
<td>Goal 1.3 Provide newly enrolled students with new pedagogical models.</td>
<td>Develop profile of new students Revision of learning methodologies Faculty Training Program</td>
<td>I I I I</td>
<td>Associate Vice Chancellor of Retention Dean of General Education University Centers Vice Chancellor of Information Resources</td>
</tr>
<tr>
<td>Goal 1.4 Maintain a quality and highly trained faculty.</td>
<td>Approved institutional policy requiring Continuing Education for professors Revised Faculty Handbook Revised Recruitment Plan Number of new professors with doctorate Number of new fulltime professors Trainings Program</td>
<td>I I I I I</td>
<td>Office of Vice Chancellor Schools University Centers Vice Chancellor of Information Resources Auxiliary Vice Chancellor of Information Resources</td>
</tr>
<tr>
<td>Goal 1.5 Developing a Culture of Assessment of Student Learning.</td>
<td>Learning Assessment Plan for First Year students Learning Assessment Plan for undergraduates Learning Assessment Plan for graduate students Publication and dissemination of results</td>
<td>I I I I</td>
<td>Office of Vice Chancellor Schools University Centers Vice Chancellor of Assessment</td>
</tr>
</tbody>
</table>
Goal 1.6 Increase student retention rates from first to second years; and increase graduation rates by 2015.

<table>
<thead>
<tr>
<th>Updated Retention Plan</th>
<th>Office of Vice Chancellor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention protocol of academic counseling implemented</td>
<td>Associate Vice Chancellor of Retention</td>
</tr>
<tr>
<td>System indicating courses with a high incidence of failure</td>
<td>Schools</td>
</tr>
<tr>
<td>Growth in retention rate</td>
<td>University Centers</td>
</tr>
<tr>
<td>Growth in graduation rate</td>
<td>Vice Chancellor of Student Affairs</td>
</tr>
</tbody>
</table>

Goal 1.7 Strengthen the development of the School of Continuing Education (CEE).

<table>
<thead>
<tr>
<th>Diversified academic offer and services</th>
<th>Office of Vice Chancellor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short courses, certifications, academies and special projects in alliance with Schools and University Centers.</td>
<td>School of Continuing Education</td>
</tr>
</tbody>
</table>

Goal 1.8 Establish an administrative and service infrastructure to develop and promote institutional internationalization.

<table>
<thead>
<tr>
<th>Policies and procedure handbooks approved</th>
<th>Office of Vice Chancellor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate internationalization of curriculum</td>
<td>Schools</td>
</tr>
<tr>
<td>Comprehensive Internationalization Plan developed</td>
<td>University Centers</td>
</tr>
<tr>
<td>Number of alliances and agreements established</td>
<td>Vice Chancellor of External Resources</td>
</tr>
<tr>
<td>Number of students in Study Abroad Program</td>
<td>Vice Chancellor International Affairs</td>
</tr>
<tr>
<td>Number of alliances and agreements established</td>
<td>Vice Chancellor of Information Resources</td>
</tr>
<tr>
<td>Number of students in Traineeships</td>
<td>Office of the Budget</td>
</tr>
<tr>
<td>Schools with new research programs</td>
<td></td>
</tr>
<tr>
<td>Handbook of institutional procedures</td>
<td></td>
</tr>
</tbody>
</table>

Vector 2 - Academic and Scientific Research

Goal 2.1 Position UT as a leading institution in interdisciplinary research.

<table>
<thead>
<tr>
<th>Researcher Development and Retention Plan implemented</th>
<th>Office of Vice Chancellor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Research Plan implemented</td>
<td>Schools</td>
</tr>
<tr>
<td>Development of National and International lectures.</td>
<td>University Centers</td>
</tr>
<tr>
<td>Increase participation of student researchers</td>
<td>Academic Centers</td>
</tr>
<tr>
<td>Maintain funding for Stimulus Program of Scientific Authors</td>
<td></td>
</tr>
<tr>
<td>Research Scholarship Program for Graduates</td>
<td></td>
</tr>
<tr>
<td>Number of new student TAs and RAs</td>
<td></td>
</tr>
<tr>
<td>Number of publications in academic journals</td>
<td></td>
</tr>
<tr>
<td>Number of alliances and agreements established</td>
<td></td>
</tr>
<tr>
<td>Number of students in Traineeships</td>
<td></td>
</tr>
<tr>
<td>Schools with new research programs</td>
<td></td>
</tr>
<tr>
<td>Handbook of institutional procedures</td>
<td></td>
</tr>
</tbody>
</table>

Goal 2.2 Improve the physical and administrative infrastructure to support research.

<table>
<thead>
<tr>
<th>Support Unit for Research developed</th>
<th>Office of Vice Chancellor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory and Equipment Maintenance Plan established</td>
<td>Schools</td>
</tr>
</tbody>
</table>

Vector 3 - Student Services and Development

Goal 3.1 Provide a strategic process of enrollment for the Universidad del Turabo focused on the needs of the student and with technological support.

<table>
<thead>
<tr>
<th>Strategic Enrollment Plan established</th>
<th>Vice Chancellor of Student Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate Annual Enrollment process</td>
<td>Vice Chancellor of Information Resources</td>
</tr>
<tr>
<td>Number of online enrollment services</td>
<td>Schools</td>
</tr>
<tr>
<td>Increase in FAFSA case filing</td>
<td>University Centers</td>
</tr>
<tr>
<td>Banner module</td>
<td></td>
</tr>
<tr>
<td>Implementation of federal changes</td>
<td></td>
</tr>
</tbody>
</table>

Goal 3.2 Strengthen support and assistance services for the diverse student populations (undergraduate, graduate, evening).

<table>
<thead>
<tr>
<th>Student-peer Support and Orientation Program</th>
<th>Vice Chancellor of Student Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement programming of individual courses</td>
<td>Schools</td>
</tr>
<tr>
<td>Increase of psychological orientation and counseling services</td>
<td>Vice Chancellor of Outreach</td>
</tr>
</tbody>
</table>

Goal 3.3 Continue developing recruitment activities to increase the student population, in its different modalities (undergraduate, graduate, night).

<table>
<thead>
<tr>
<th>Recruitment Plan for graduate programs</th>
<th>Office of Vice Chancellor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systematization of the Web</td>
<td>Schools</td>
</tr>
<tr>
<td>Increase of new applications</td>
<td>University Centers</td>
</tr>
<tr>
<td>Increase of student transfers from other universities</td>
<td>Public Relations Office</td>
</tr>
</tbody>
</table>

Goal 3.4 Establish programming of courses according to the needs of the students.

<table>
<thead>
<tr>
<th>Courses online and traditional courses</th>
<th>Office of Vice Chancellor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Study on classroom use and disclosure</td>
<td>Schools</td>
</tr>
<tr>
<td></td>
<td>University Centers</td>
</tr>
<tr>
<td></td>
<td>Vice Chancellor of Student Affairs</td>
</tr>
<tr>
<td></td>
<td>Vice Chancellor of Outreach</td>
</tr>
</tbody>
</table>

Office of Vice Chancellor |
Vice Chancellor of Student Affairs |
Vice Chancellor of Information Resources |
Schools |
University Centers |
Vice Chancellor of Outreach
### Vector 4 - Public Engagement

| Goal 4.1 Increase the commitment of Universidad del Turabo to the communities, contributing to the social, political, economic, environmental and cultural development of society. | Increase of promoted activities  
Increase of students in activities of social responsibility  
Increase in research on social, political, economic and cultural topics  
Increase in community health and public health projects  
Increase in community use of university installations  
Increase in services of Applied Ethics Institute  
Growth in academic practice centers | D | D | D | D | D | D | Schools  
University Centers  
Public Relations Office  
Institute of Applied Ethics |
|---|---|---|---|---|---|---|---|
| Goal 4.2 Become a university leader in promoting innovative projects and the creation of businesses that contribute to the socioeconomic development of the island. | Market study  
Increase in trainings to external community | I | D | Schools  
University Centers  
Public Relations Office |

### Vector 5 - Human Resources and Organizational Development

| Goal 5.1 Maintain an adequate and effective organizational structure in terms of growth and institutional development. | Implement Plan for Recruitment of Human Resources and Institutional Compensation  
Implement Plan for Training and Development of Human Resources  
Contracts Unit created  
Description of positions revised  
Assessment criteria established  
Criteria to assign resources developed | D | D | D | D | D | Vice Presidency of Human Resources |

### Vector 6 - Physical and Technology Infrastructure

| Goal 6.1 Evaluate, plan and maintain the development of physical facilities aligned with the demands of the educational market. | Revision of Physical Development Plan  
Status of physical development projects | D | D | Physical Plant and Operations Office  
Vice Chancellor of Information Resources |
| Goal 6.2 Maintain best practices and innovative use of information technology. | Technological Plan continuously updated  
Wireless Campus  
Laboratory of updated computers  
Study of system to take student attendance and register access to classrooms by professors | I | D | D | Physical Plant and Operations Office  
Vice Chancellor of Information Resources  
Budget Office |
| Goal 6.3 Maintain and expand resources of information. | Constant update of databases  
Open Sources Study (Virtual Library)  
Acquisition of bibliographic resources  
New bibliographic resources online  
Procedure to use laboratory equipment for course administrators  
Training of students, faculty and administrators | D | D | D | I | I | Vice Chancellor of Information Resources |

### Vector 7 - Fiscal Strengthening

| Goal 7.1 Generate the value of $35 million in external resources to contribute to achieving the mission, Institutional Strategic Plan and the Research Plan of Universidad del Turabo and the Schools, the Office of Vice Chancellor, University Centers and Specialized Centers. | External funds identified and proposals developed  
Income from external funding proposals | D | D | Vice Chancellor of External Resources |
Goal 7.2 Strengthen institutional capacity to present competitive proposals and manage projects funded by external resources with excellence, maximizing the use of assigned resources in compliance with the laws, policies and relevant procedures through training of faculty and associates during 2011-2015.

Develop information guidelines for writing proposals
Constant publication of active standards
Technical assistance in establishing projects
Increase number of professors writing proposals

Vector 8 - Quality and Institutional Effectiveness

Goal 8.1 Achieve the largest number of programs with specialized accreditations from professional organizations.
Self-studies developed
Compliance with standards and required processes
Specialized accreditations approved
I
Office of Vice Chancellor of Schools
Office of Vice President of Planning

Goal 8.2 Make operational Institutional Assessment Plan in all areas of the University of Turabo.
Comprehensive Plan of Institutional Assessment
Assessment of student services
Assessment of special projects
D
D
Office of Vice Chancellor of Administration
Office of Vice Chancellor of Schools
Office of Vice Chancellor of Assessment
Office of Vice President of Planning

Goal 8.3 Strengthen image of the University in internal and external communities.
Public Relations campaign
Use of communication networks
Publication of activities and projects
Publications
Studies on perceptions of employers
Reports on results of research
D
D
Office of Vice Chancellor of Administration
Office of Vice Chancellor of Schools
Office of Vice Chancellor of Public Relations
Office of Vice President of Planning

Goal 8.4 Promote institutional effectiveness to improve the quality of services at all levels at Universidad del Turabo, including University Centers.
Model of Effectiveness developed
Integrate planning assessment, budget and human resources
Systematize the process of obtaining data
Report of Achievements Committee on Institutional Effectiveness.
D
D
Office of Vice Chancellor of Administration
Office of Vice Chancellor of Schools
Office of Vice Chancellor of Assessment
Office of Vice President of Planning

5. Assessment, Planning and Budget

Assessment of institutional effectiveness at UT is conducted in collaboration between the Office of the Vice Chancellor (OVC), the Office of the Vice President of Planning and Academic Affairs (OVPPAA) and the Office of Vice President of Budget. The collaboration between offices is an asset for the assessment process. The Office of the Assistant Vice Chancellor of Assessment (OAVCA), which is part of the OVC, serves to develop and monitor efforts of all the units. Campus and off-campus units collect data on key institutional indicators of effectiveness under the leadership of the OAVCA.

The Organization Assessment Chart (Figure 3) illustrates how assessment is structured in UT. The Office of the Assistant Vice Chancellor of Assessment is an active member of the Council of Deans, Additional Location Director’s Committee and Assessment Committee of the Academic Board. This Office works in close collaboration with members of the Assessment Committee of Programs, Assessment Committee of Student Services and Assessment Committee US Branches.
Planning Model UT

The 2011-2015 Strategic Development Guide (GED) was created in a participatory process of identifying and analyzing strengths and weaknesses (internal and external factors), and considering the licensing and accreditation processes. It also considered the Mission and Vision of UT. This process involved faculty, students and administration. It was also approved by Academic Board and Administrative Council. Here, strategic goals are implanted annually through the implementation of units work plan which contain measurable goals and objectives (See Figure 2).

For the preparation of the annual plan, the following is taken into consideration: Institutional needs identified by the assessment processes (Institutional assessment and student learning assessment), accreditation requirements, unattained objectives and requirements of the work plan of the previous year, priorities identified by the Chancellor and Administrative Council, report of Student Assembly and faculty involvement.

The Institutional Work Plan is based on the work plans made by each unit of UT. Units that compose this Plan are all Schools, the Vice Presidencies, Dean of General Education and Physical Plant area.

5. Discuss and Communicate the Results

The institution disseminates assessment activities and results at administrative and academic meetings. The Chancellor, Vice Chancellor, Assistant Vice Chancellors, School Deans, and Faculty communicate and discuss assessment to evaluate institutional needs and improve the quality of services and academic offerings. Continuous improvement is the main reason for communication and the discussion of results is always for the pursuit of academic excellence.

The website of the institution at [http://ut.pr](http://ut.pr) and the institutional email serve as excellent communication mechanisms between all stakeholders. They communicate workshops
for students, teachers and associates, as well as talks, lectures, debates, artistic, cultural, and academic activities. Similarly, valuable information is given from the areas of human resources, finance, marketing, and budgeting. Results of teaching and learning are also reported. All the information that is communicated can be used for any of the seven areas described in the Continuous Improvement Process or for the decision-making and strategic planning processes of the stakeholders.

The assessment results are communicated and discussed with various stakeholders always pursuing continuous improvement.

Students: Students expect to receive a high quality education. They aspire to be competitive at the national level as professionally competent students, and to become responsible members of their communities.

Alumni: Alumni expect that UT maintain excellence in their educational programs.

Faculty: Our faculty is responsible for designing and implementing a high quality study program to satisfy the educational program objectives.

Employers: Employers expect our graduates to have the ability to communicate effectively. They also expect our graduates to be competent in their area of expertise and become real team players who can lead when required.

Advisory Board (AB): The UT Advisory Board is composed of representatives from many industrial sectors in Puerto Rico including government, pharmaceutical industries, and consulting firms. In addition, the SUAGM President has two advisory boards that discuss assessment results to provide feasible solutions that contribute to improve the institutions’ academic programs and services. The Presidential Advisory Board serves as a liaison among SUAGM institutions, private industry, government, and the community at large. Distinguished professionals representing various sectors of the Puerto Rican community serve voluntarily for three-years and provide recommendations to the president on matters related to the university system. The US Presidential Advisory Board which is comprised of distinguished professionals in science and technology from the United States government and private agencies in the mainland identifies approaches that strengthen the learning environment through more efficient uses of technology and multicultural talent.

6. Development and Implementation of Assessment at UT

It is important to recognize that UT has been in constant change as a result of the assessment process. The Institutional enrollment growth is linked to the demands of quality that the institution seeks to maintain and improve. Each year the institution becomes more demanding in their processes and especially places emphasis on its overall eminence.
Part 2. Assessment of Student Learning

UT continually reviews the institution's quality and effectiveness. UT recognizes that excellent institutions continually seek to improve and are self-reflective. The improvement of overall educational quality and the enhancement of effective teaching and learning will occur when faculty and administrators work together to implement an institution-wide program for outcome assessment. Outcomes assessment is defined at UT as a process of evaluation that helps determine the importance of a result and whether changes or improvement are needed. The assessment of student learning is one component of the institution's overall assessment and is considered the most important one. The assessment of student learning has the student as its primary focus of examination; therefore UT recognizes that the assessment of student learning first occurs on an individual student basis within a particular course, is processed mainly at the program level, and is supported by the institution.

The purpose of Student Learning Assessment is to continually review the learning experiences of our students at UT, and its focus is to guide academic programs in the development of student learning outcomes and evaluate what students should learn. Therefore, assessment of student learning shall be primarily course-embedded and school/program-based. A secondary purpose of assessment is accountability, which is demonstrating to our accrediting agencies, governing bodies, constituents, and other interested parties that we are effective in achieving our vision, mission, and particular institutional goals.

Academic assessment ensures that schools reviews contribute in a fundamentally important way to the achievement of the Institution's Mission. The assessment of student learning must demonstrate that the institution's students have knowledge, skills, and competencies consistent with institutional goals and that students at graduation have achieved appropriate higher education goals [MSCHE].

The focus in the plan is to set the structure for the development and implementation of assessment processes at the school/program level. It is intended to be a source of guidance without constraining experimentation or alternate approaches that may be developed by programs/schools within the Institution.

Student learning is the fundamental goal of every institution of higher education. Overall strategic planning efforts at UT are directed ultimately to the enhancement of student learning. The strategic plan takes into account the assessment plan, and results from student learning assessment are used to update the strategic plan.

1. General Education Component

By the time of graduation, UT undergraduate students will be able to demonstrate the following learning outcomes:

Knowledge
- Identify global issues from the social, economic and political perspectives
- Comprehend the biological, behavioral and social aspects of human beings
- Recognize the importance of historical and current world events
- Understand the multi-disciplinary nature of learning and problem solving
Attitudes
- Explain the relationship and contribution of the arts and the humanities in society’s development
- Apply ethical values and principles as a responsible citizen
- Recognize the importance of the conservation of nature and the environment
- Respect human rights, and individual and cultural differences

Skills
- Develop critical thinking skills to solve problems
- Communicate effectively in Spanish and functionally as English Language Learners
- Develop mathematical reasoning skills and scientific inquiry methods
- Achieve literacy in technology

The General Education Component (GEC) consists of 11 core courses for all undergraduate students and up to an additional 5 courses required by each school. Therefore, students will take between 33-48 credits in the GEC. The GEC aims to provide students with the knowledge, skills, and attitudes to attain the desired learning outcomes of general education. Additionally, each school offers additional courses throughout the curricula which complement students’ preparation in general education.

The mission of the General Education Component (GEC) of the UT is to provide students with fundamental intellectual and critical thinking skills to ensure that students are equipped to be responsible members of a global and technological society. Additionally, the GEC aims to prepare students with the necessary skills and knowledge in oral and written communication, knowledge of global and historical issues, mathematic and scientific reasoning, technological competencies, and an understanding of biological and social aspects of human-beings.

The vision of GEC is to provide students with a breadth and depth of knowledge and experiences to think and reason across disciplines so that they are successful both inside and outside the academic world.

The following table shows how GEC courses contribute to each general education learning outcome.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify global issues from the social, economic and political perspectives</td>
<td>SOSC 111-112</td>
</tr>
<tr>
<td>• Comprehend the biological, behavioral and social aspects of human beings</td>
<td>SOSC 112</td>
</tr>
<tr>
<td>• Analyze the importance of historical and current world events</td>
<td>HUMA 111-112</td>
</tr>
<tr>
<td>• Understand the multi-disciplinary nature of learning and problem solving</td>
<td>MATH 120</td>
</tr>
<tr>
<td>•</td>
<td>HUMA 111-112</td>
</tr>
<tr>
<td>•</td>
<td>HIST 253-273</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain the relationship and contribution of the arts and the humanities in society’s development</td>
<td>SOSC 111-112</td>
</tr>
<tr>
<td>•</td>
<td>HUMA 111-112</td>
</tr>
<tr>
<td>•</td>
<td>Freshmen Seminar</td>
</tr>
<tr>
<td>•</td>
<td>HIST 253-273</td>
</tr>
</tbody>
</table>
### Skills

- Develop ethical values and principles as a responsible citizen
  - **MUSI 101 & 101**
  - **ART 101 & 102**
- Recognize the importance of the conservation of nature and the environment
  - **SOSC 111-112**
  - **HUMA 111-112**
  - **Freshmen Seminar**
  - **HIST 253-273**
- Respect human rights, and individual and cultural differences
  - **INSC 101-102 o BIOL 101-102**

### Skills

- Utilize critical thinking skills to solve problems
  - **SPAN 152-250-255-331**
  - **ENGL 152-153-231-331**
- Communicate effectively in Spanish and functionally as English Language Learners
  - **MATH 120**
  - **Biol 101-102 o INSC 101-102**
- Develop mathematical reasoning skills and scientific inquiry methods
  - **SPAN 152-250-255-331**
  - **ENGL 152-153-231-331**
  - **MATH 120**
  - **Freshmen Seminar**

The General Education Component (GEC) will engage in a continual process of assessment of the student learning outcomes. Additionally, the assessment results will be utilized to make any necessary changes in the curriculum, teaching strategies, learning experiences, and course content. This plan applies to all courses offered by the General Education Component in all undergraduate programs of the Institution.

Assessment of student learning in the GEC is conducted through:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Type of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-tests / Post-tests</td>
<td>Direct</td>
</tr>
<tr>
<td>Rubrics</td>
<td>Direct</td>
</tr>
<tr>
<td>Essays</td>
<td>Direct</td>
</tr>
<tr>
<td>Research Papers</td>
<td>Direct</td>
</tr>
<tr>
<td>Departmental Exams</td>
<td>Direct</td>
</tr>
<tr>
<td>Portfolios</td>
<td>Direct</td>
</tr>
<tr>
<td>Comprehensive GE Exam (&quot;Checkpoint&quot;)</td>
<td>Direct</td>
</tr>
<tr>
<td>Course Evaluations</td>
<td>Indirect</td>
</tr>
<tr>
<td>Student Satisfaction Surveys</td>
<td>Indirect</td>
</tr>
<tr>
<td>Student Focus Groups</td>
<td>Indirect</td>
</tr>
<tr>
<td>Faculty Focus Groups</td>
<td>Indirect</td>
</tr>
<tr>
<td>Faculty Questionnaire</td>
<td>Indirect</td>
</tr>
<tr>
<td>Statistical Data Virtual Platforms (Educo/TMM)</td>
<td>Indirect</td>
</tr>
<tr>
<td>Passing Rates</td>
<td>Indirect</td>
</tr>
<tr>
<td>Tutoring Attendance</td>
<td>Indirect</td>
</tr>
<tr>
<td>Extra-Curricular Activities Attendance</td>
<td>Indirect</td>
</tr>
</tbody>
</table>
The table in appendix G shows how the different courses in each academic program complement each general education learning outcome by reinforcing, further developing or applying the GE learning outcomes in specific fields of study.

A comprehensive general education exam ("Checkpoint Exam") and questionnaire were created in August 2013 by the GE faculty committee. This Checkpoint Exam and questionnaire are instruments that measure students’ satisfaction and perception of their attainment of the GE learning outcomes, as well as comprehensive content knowledge in English, Spanish, Humanities, Social Sciences, and Mathematics. Each semester, the “Checkpoint Exam” and questionnaire are administered in designated upper-level “checkpoint” courses (300-400) in each school. The results are analyzed and recommendations are made accordingly.

2. Assessment of Academic Programs

Importance of Learning Outcomes. It is necessary to concentrate on those that are most important, widely accepted by the various constituents, meaningful, sufficiently explicit, and interconnected among the various academic levels and curricula. The outcomes must be consistent with UT’s mission and with the standards of higher education within the individual disciplines. Selected outcomes must be measurable and regularly assessed.

- Identify the key learning outcomes: Concentrate only on the most important student learning outcomes of the course and program. Attempts to assess every possible outcome can be very difficult for the program/school, too much information gathered and “closing the loop” actions are difficult to achieve.

- Use widely agreed-upon concepts (reach consensus): Statements of expected learning outcomes will only be effective if they are developed with the collaboration and consensus of faculty members, students, staff, and by others affected by or concerned with the program (employers, alumni, etc.).

- Communicate/publish learning outcomes: Clearly expressed expectations for the learning outcomes of courses and programs will help students to focus their studies and, as a result, learn more effectively. Prospective students can make a better-informed decision about the program that meets their needs, especially when evidence is available that outcomes are actually achieved. Schools/departments must share/publish their student learning outcomes by all possible means; catalog, brochures, posters, handouts, newsletters, student orientations, and web pages.

Choose outcomes/goals that can lead to improvement. Learning is viewed as a multidimensional and integrated process, occurring over time. Do not focus on trivial learning outcomes. Meaningful learning outcomes stress higher-order thinking skills rather than memorization of facts or very simple conceptual understanding. They must be measurable, so benchmarks can be established and improvement can be pursued.

Conceptual Relationship of Learning Outcomes at Different Levels. Goals or outcomes for student learning are the foundation of meaningful assessment. Students learn specific content and skills in each course. In conclusion, those courses, together with other program experiences such as academic advising, internships, and research
should result in the desired student learning outcomes at the school/program level. Similarly, outcomes at the program level combine with general education goals and other goals to create institutional outcomes. In other words, learning outcomes at the institution or program and course (or activity) levels are interconnected, complimentary, and reciprocal.

Assessment Process and Methods. The assessment processes at UT are cyclical and continuous (Figure 2. Continuous Improvement Process). These assessments cycles are repeated after changes have been implemented. The time for completion of a cycle up to implementation, or the "closing of the loop" as it is commonly referred to, may be different for the different assessment levels. An assessment cycle or loop at the course level will likely take the least time to complete as professors, within their authority, can use assessment results to make positive changes in their courses almost immediately. On the other hand, at the program level, the implementation of a course or curriculum change may take months, or more.

The assessment of student learning at UT is a decentralized process by which faculty in each academic department or program, at both the undergraduate and graduate levels, identify key learning outcomes, determine how outcomes will be measured, carry out assessment activities, analyze results, and use those results in program planning to improve student learning.

Institution-Wide Assessment. In addition to the assessment programs focused on assessment in the schools/programs, UT is concerned with overall student success and the extent to which the institution is meeting its broader goals relating to educational performance and student development. The office of the Assistant Vice Chancellor of Assessment (OAVCA) is responsible for setting a priority agenda and providing guidance on assessing student success at UT.

UT suggests steps in establishing and reviewing School/Program educational objectives and Student Learning Outcomes:

- a review of the institution's, college's, and department's mission statements
- a review of outcomes assessments criteria, along with definitions and examples of key terms
- the writing of program educational objectives that could be linked to the department's mission statement
- the identification of course and program learning outcomes
- the identification of assessment strategies, methods/tools, metrics to assess the achievement of Institutional objectives, and learning outcomes

3. Academic Units Focusing on Assessment

Assessment of Student Learning at UT is conducted in collaboration between the Office of the Vice Chancellor (OVC) and the Office of the Vice President of Planning and Academic Affairs (OVPPAA). The collaboration between both offices is an asset for the whole assessment process. The Office of the Assistant Vice Chancellor of Assessment (OAVCA, which is part of the OVC, serves to develop and monitor efforts at all institutional units. Campus and off-campus units collect data on key institutional indicators of effectiveness under the leadership of the OAVCA.
The OAVCA major functions with academic units are the following:

- To promote the training of faculty in the field of assessment of student learning.
- To develop and continually improve assessment of student learning plan.
- To administer surveys and questionnaires to obtain evidence of student learning.
- To promote assessment of student learning.
- To collect, analyze reports and discuss assessment data to constituents.
- To foster a culture of evidence, assessment, and continuous improvement.

UT has nine schools and one Office of the Dean of General Education. The Schools are Education, Engineering, Science and Technology, Social Sciences, Business and Entrepreneurship, Health Sciences, International Design and Architecture, Technical Studies and Professional Studies. Each School or off-campus has its academic leaders: Dean, Associate Dean, Academic Director, Program Director or Academic Coordinator.

Each School has a designated leader who is responsible for overseeing assessment at the School, additional locations, branch campuses, online courses and programs that respond to the School. Additionally, the designee coordinates assessment efforts with the School of Professional Studies when the academic program belongs to the School.

The Academic Board created a Sub-Commission of Assessment and the Assistant Vice-Chancellor of Assessment is a permanent member. The Sub-Commission of Assessment serves as an advisory board to the Assistant Vice-Chancellor of Assessment and is responsible for making institutional assessment recommendations. Its roles include collecting data on faculty and staff professional development on assessment, standardizing institutional assessment forms, and collecting and reporting exam passing rates of programs that require certification or licensing to work, such as teachers, psychologists, engineers, social workers, among others. Data collection results and recommendations are reported to the Academic Board for approval.

UT has approximately 124 academic programs offered by the nine schools in ten off-campus locations; six additional locations in Puerto Rico (Barceloneta, Cayey, Isabela, Naguabo, Ponce, and Yabucoa) and four branch campuses in the United States (South Florida, Metro Orlando, Tampa Bay, and Maryland). The degrees offered include technical certifications, associates, bachelors, masters, and doctorates. The experiences of teaching and learning are offered in different modalities; Traditional, hybrid (traditional and online), online, and accelerated.

UT created the Office of the Dean of General Education (ODGE) to meet the particular needs of students who are beginning university life for the first time. The main purpose of this Office became providing an array of support services to students in their first and second year of enrollment. The Office is responsible for first and second year courses in the General Education Component (GEC) of all schools of the University, and the advanced undergraduate courses in English, Spanish, and History. These advanced undergraduate courses are offered as areas of specializations to Education majors, or those interested in pursuing further study in the disciplines. Although it is not a degree granting component of the institution, the ODGE works closely with all of the schools and offices of the University to promote the retention and academic success of all students.
4. Responsibility for Enacting and Reviewing the Plan

The School Deans and Program Directors are responsible for enacting and reviewing the Plan:

- Each department/program must develop and execute a student learning assessment process with documented results.
- This must be done through a participatory process of faculty, students, staff, and other stakeholders of the department.
- Evidence must be maintained that the results are applied to the further development and improvement of the program.
- The assessment process must demonstrate that those learning outcomes important to the mission of the institution and of the department/program are being measured.
- Demonstrate how the department is ensuring that students achieve the outcomes by the time of their graduation, how the department is assessing these outcomes, evidence of what students have learned as a result of the assessment over the past year, and how the department has used assessment results in the past year to improve student learning.

This course of action will help the academic department with the objectives, outcomes and assessment process.

The program has documented measurable objectives and expected outcomes for graduating students, based on the needs of the program’s constituencies. The program uses a documented process to regularly assess the extent to which its objectives and expected outcomes are being met. The results of the assessments are used to develop and implement plans to achieve continuous improvement of the program. Adapted from Lawson (2003), UT upholds that:

- The program must have documented measurable objectives.
- The program must have documented measurable expected outcomes for graduating students.
- Documented processes must be in place to periodically review the program relative to its objectives and expected outcomes.
- The assessment process must involve the collection, documentation, and evaluation of relevant data.
- The assessment process must take into account the needs of the program’s various constituencies.
- The results of the program’s assessments must be used to develop and implement plans for program improvement.
- The assessment process must include planned periodic review of the program’s objectives and expected outcomes.
- The results of the program’s assessments and the actions taken based on the results must be documented.
5. Report Completion

A report for each selected course section will be produced following the format established (AR-1 - Course Level Assessment Report. See appendix A).

This report must be completed and submitted by the professor to the leader of the academic program of the school. The information provided in this report is as follows:

- Academic term
- Part of term
- Course reference number
- Campus, Additional Location or Branch Campus
- School
- Academic program
- Course Abbreviation
- Course Name
- Professor name
- Level: Undergraduate or Graduate
- Number of students participating in the assessment process
- Course objectives

Part I. Evidence Summary of the Assessment Process
- Assessment Tool
- Type of Measurement: Direct or Indirect
- Administration Date

Part II. Summary of Results by Assessment Tool
- Expected Results
- Summary of Results
- Level of Achievement: Lower, Equal or Higher

Part III. Level of Compliance
- Corrective actions and recommendations to improve

Part IV. Corrective actions suggested in previous cycle
- Results of corrective actions resulting from the evaluation of the previous cycle (At least the 3 most important)

This course level report (AR-1) will serve to prepare the assessment report of academic program (AR-2 - Program Level Assessment Report. See appendix B). The Program Level Assessment Report (AR-2) will be generated by the program leader and submitted to the dean of the school annually. Its purpose is to continue with the process of closing the loop (Figure 2. Continuous Improvement Process).

The information provided in this report is as follows:

- Academic Year
- School
- Academic program
- Level: Undergraduate or Graduate
- Number of students participating in the assessment process

Part I: Expected Learning Outcomes
- Objectives or competencies (depending on the program was proposed or amended)
- Program Requirements for development

Part II. Summary of instruments
• Objectives or competencies
• Assessment Tools
• Type of Measurement: Direct or Indirect
• Administration Date
• Document location
• Accountable person

Part III. Summary of Results by Assessment Tool
• Objectives or competencies
• Assessment Tools
• Expected Results
• Summary of Results
• Level of Achievement: Lower, Equal, Higher

Part IV. Corrective actions
• Objectives or competencies
• Corrective actions and recommendations to improve

Part V: Corrective actions suggested in previous cycle
• Corrective actions resulting from the evaluation of the previous cycle (At least the 3 most important
• Results

Utilization of assessment results shall be in accordance with guidelines and suggestions presented throughout this plan.

6. Utilization of Assessment Results

Schools ought to review assessment plans during and, as part of, the cyclic reviews of assessment results. Therefore, the evaluation of assessment plans shall be incorporated into the assessment process itself and conducted on a regular basis. This review need not be complicated. It should lead to the refinement or improvement of the plans and eliminate ineffective assessment practices that are likely to promote frustration and a negative response to the assessment process.

Evidence collected about student's development and learning outcomes are used to make decisions about resource allocation in planning for overall institutional effectiveness. Furthermore, it is used to improve academic programs, enhance the environment provided for teaching and learning, and measuring overall student success.
Part 3. Institutional Effectiveness

1. Administrative Units Focusing on Assessment

UT has a wide variety of student services to strengthen the teaching and learning process. These services include student services center, honors program, scholarships and internships, quality of life, advice and counseling, retention, tutorials, healthcare, student associations, social and cultural activities, employment center, sports, security and traffic, maintenance and landscaping, coffee and bookstore, and a Head Start Program. Information Resources have a library, virtual library, Pedro Rosselló library, computing and telecommunication department, information technology, and the Help Desk.

UT also has additional support services such as the Development Institute of Faculty, Evening and Saturday’s Division (Outreach), administrative services, and the Museum and Center for Humanistic Studies.

The research and external sponsors are important elements in the institution. As such, the university has a Center for Graduate Studies and Research, an Office of External Sponsors, Compliance Office, Puerto Rico Energy Center, Institute for Research and Surveys, Institute of Applied Ethics, and the Center for Public and Corporate Governance.

All student services offered on UT Campus are available to the additional locations and branches campuses.

The OAVCA major functions with administrative units are the following:

- To promote the training of administrators in the field of institutional assessment.
- To develop and continually improve the institutional assessment plan.
- To administer surveys and questionnaires to obtain evidence of the overall institutional performance.
- To promote assessment of institutional effectiveness.
- To collect, analyze report and discuss assessment data to constituents.
- To foster a culture of evidence, assessment, and continuous improvement.

2. Responsibility for Enacting and Reviewing the Plan

The responsibility for enacting and reviewing the assessment of institutional effectiveness is closely tied to the responsibility for strategic planning. Thus, there is mutual responsibility on SUAGM and UT leadership. The OAVCA will monitor the enactment of the plan through the institutional level assessment activities outlined, and through reviews of unit level strategic plans and by annual reports. Academic and administrative units will execute and revise their assessment plans and use findings, corrective measures, and recommendations for strategic planning and annual reporting procedures.

The Chancellor, the OVPPAA, and the OAVCA will periodically review the Institutional Effectiveness and Student Learning Assessment Plan. The initiatives will be evaluated in the context of the fundamental principles of the plan (see part 1-3 Plan Fundamentals) and the guiding principles of the plan’s development and implementation.
3. Annual Report Completion

A report for each unit will be produced following the format established for each activity area mentioned in the Continuous Improvement Process (Figure 2).

AR-3 - Assessment Report of school and additional locations. To be reported by the dean of each academic school and by the director of the additional locations (see appendix C). The information provided in this report is as follows:

- Academic Year
- Campus or Additional Location
- School

Part I. Goals or objectives of the annual work plan
- Goals or objectives for the year
- Institutional goals of the 2011-2015 Strategic Development Guide

Part II. Academic programs
- New programs, modified and programs that have been discontinued
- Effective Date

Part III. Important activities
- Activities
- Date of completion
- Number corresponding objective or goal
- Findings

Part IV. Assessment tools
- Assessment Tools
- Date of application
- Corresponding objective or goal
- Strengths and opportunities for improvement identified

Part V. Corrective actions
- Corresponding objective or goal
- Corrective actions and recommendations to improvement

Part VI. Corrective actions resulting from the evaluation of the previous cycle
- Corrective actions resulting from the evaluation of the previous cycle (At least the 3 most important)
- Results

AR-4 - Assessment Report of student services and support. To be reported by each of the areas of student services and support (see appendix D).

AR-5 - Assessment Report of information resources. To be reported by each of the areas of information resources (see appendix E).

AR-6 - Assessment Report of investigation and external sponsors. To be reported by each of the directors of the areas (see appendix F).

The information provided in this report is as follows:

- Academic Year
- Office or department

Part I. Goals or objectives of the annual work plan
- Goals or objectives for the year
- Institutional goals of the 2011-2015 Strategic Development Guide
Part II. Important activities
- Activity
- Date of completion
- Number corresponding objective or goal
- Findings

Part III. Assessment tools
- Assessment Tools
- Date of application
- Corresponding objective or goal
- Strengths and opportunities for improvement identified

Part V. Corrective actions
- Corresponding objective or goal
- Corrective actions and recommendations to improvement

Part V. Corrective actions resulting from the assessment of the previous cycle
- Corrective actions resulting from the assessment of the previous cycle (At least the 3 most important)
- Results

4. Utilization of Assessment Results

This plan applies to all UT units (offices, deanships, schools, and vice chancellorships) that are required to develop an assessment plan by the Office of the Chancellor. The units must coordinate their assessment plan and its implementation with the OACVA.
Appendices

Appendix A. AR-1 - Course Level Assessment Report.

Universidad del Turabo
AR-1 - Informe de evaluación de curso (Course Assessment Report)

Término académico (Academic term): Part of term (PT): Course reference number (CRN):
Campus o Centro Universitario (Campus or Additional Location):
Escuela (School):
Programa Académico (Academic program):
Siglas del curso (Course Abbreviation):
Nombre del curso (Course Name):
Número de estudiantes participantes en el proceso de evaluación (Number of students participating in the assessment process):

Objetivos del curso: (Course objectives):

<table>
<thead>
<tr>
<th>Parte I. Resumen de la evidencia del proceso de evaluación (Evidence Summary of the Assessment Process)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nombre del instrumento de evaluación (Assessment Tool)</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

Puede añadir líneas adicionales para más instrumentos de evaluación. (You can add additional lines for more assessment tools)

Parte II. Resumen de resultados por instrumento (Summary of Results by Assessment Tool)

<table>
<thead>
<tr>
<th>Instrumento de evaluación (Assessment Tool)</th>
<th>Resultados Esperados (Expected Results)</th>
<th>Resumen de Resultados (Summary of Results)</th>
<th>Logro de la Expectativa: Menor, Igual, Mayor</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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**Parte III. Nivel de cumplimiento** *(Level of Compliance)*

<table>
<thead>
<tr>
<th>Acciones correctivas y recomendaciones para mejorar <em>(Corrective actions and recommendative to improve)</em></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Parte IV. Acciones correctivas sugeridas en ciclo anterior <em>(Corrective actions suggested in previous cycle)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Resultado de acciones correctivas resultantes del avalúo del año anterior <em>(al menos las 3 más importantes)</em></td>
</tr>
<tr>
<td>Results of corrective actions resulting from the evaluation of the previous cycle <em>(At least the 3 most important)</em></td>
</tr>
</tbody>
</table>
Appendix B. AR-2 - Program Level Assessment Report.

Universidad del Turabo
AR2 - Informe de análisis de programa (Program Level Assessment Report)

Año académico (Academic Year):
Escuela (School):
Programa académico (Academic program):
Nivel (Level) ___ Subgraduado (Undergraduate) ___ Graduado (Graduate):
Número de estudiantes participantes en el proceso de análisis (Number of students participating in the assessment process):

Parte I: Resultados Esperados del Aprendizaje (Part I: Expected Learning Outcomes)

<table>
<thead>
<tr>
<th>Objetivos o competencias (según el programa fue propuesto o modificado)</th>
<th>Requisitos del programa para su desarrollo (Program Requirements for development)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<td>8</td>
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</tbody>
</table>

Puede añadir líneas adicionales para más objetivos/competencias (You can add additional lines for more objectives/competencies)

Parte II. Resumen de instrumentos (Part II. Summary of instruments)

<table>
<thead>
<tr>
<th>Objetivos o competencias (Objectives or competencies)</th>
<th>Instrumentos de análisis (Assessment Tools)</th>
<th>Directa (D) o indirecta (I) (Direct or indirect)</th>
<th>Fecha de administración (Administrative Date)</th>
<th>Localización de Documentos (Document location)</th>
<th>Persona Responsable (Accountable person)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>Todos</td>
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</tbody>
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Puede añadir líneas adicionales para más instrumentos de análisis (You can add additional lines for more assessment tools)

Rev. 12-may 2014
### Parte III. Resumen de resultados (Part III. Summary of Results)

<table>
<thead>
<tr>
<th>Objetivos o competencias (Assessment Tool)</th>
<th>Resultados Esperados (Expected Results)</th>
<th>Resumen de Resultados (Summary of Results)</th>
<th>Logro de la Expectativa: Menor, igual, Mayor (Level of Achievement)</th>
</tr>
</thead>
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Rev. 12-may-2014

### Parte IV: Acciones correctivas (Part IV: Corrective actions)

<table>
<thead>
<tr>
<th>Objetivos / Competencias (Objectives / Competencies)</th>
<th>Acciones correctivas y recomendaciones para mejorar (Corrective actions and recommendations to improve)</th>
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Rev. 12-may-2014

### Parte V. Acciones correctivas sugeridas en ciclo anterior (Corrective actions suggested in previous cycle)

<table>
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<tr>
<th>Acciones correctivas resultantes del avalíz del año anterior (al menos las 3 más importantes)</th>
<th>Resultados (Results)</th>
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Rev. 12-may-2014
Appendix C. AR-3 - Assessment Report of School and Additional Locations

University del Turabo
AR 3 - Informe de Avalúo de escuela y centro universitario (Assessment report of school and additional location)
(Año académico / Academic Year: 2011-2012)
Campus o Centro Universitario (Campus or Additional Location): Escuela (School)

Parte I: Metas u objetivos del plan de trabajo anual (Goals or objectives of the annual work plan)

<table>
<thead>
<tr>
<th>Metas u objetivos para el año (Goals or objectives for the year)</th>
<th>Metas institucionales establecidas en la Guía de Desarrollo Estratégico 2011-2015 (Institutional goals of the 2011-2015 Strategic Development Guide)</th>
</tr>
</thead>
</table>
| 1.                                                            | * Metas Institucionales (Institutional Goals) \n1. Academia (Academia) \n   - Meta 1.1: Fortalecer la infraestructura física y administrativa para apoyar la investigación. \n   - Meta 1.2: Mejorar la infraestructura física y administrativa para apoyar la investigación. \n2. Investigación Académica y Científica (Academic and Scientific Research) \n   - Meta 2.1: Posicionar la UPR como una institución de vanguardia en la investigación interdisciplinaria. \n3. Servicios y Desarrollo Estudiantil (Student Services and Development) \n   - Meta 3.1: Incrementar el número de estudiantes en las diferentes especialidades. (Subgraduado, graduado, nocturno). \n   - Meta 3.2: Fortalecer la capacidad institucional para presentar proyectos competitivos y administrar proyectos de recursos externos con excelencia. \n4. Fundación Pública (Public Engagement) \n   - Meta 4.1: Aumentar la participación de la Universidad del Turabo en los objetivos nacionales de desarrollo social, económico, ambiental y cultural. \n   - Meta 4.2: Mejorar la calidad de la escuela y la eficiencia en el uso de los recursos. | *
| 2.                                                            | * Metas Institucionales (Institutional Goals) \n1. Academia (Academia) \n   - Meta 1.1: Fortalecer la infraestructura física y administrativa para apoyar la investigación. \n   - Meta 1.2: Mejorar la infraestructura física y administrativa para apoyar la investigación. \n2. Investigación Académica y Científica (Academic and Scientific Research) \n   - Meta 2.1: Posicionar la UPR como una institución de vanguardia en la investigación interdisciplinaria. \n3. Servicios y Desarrollo Estudiantil (Student Services and Development) \n   - Meta 3.1: Incrementar el número de estudiantes en las diferentes especialidades. (Subgraduado, graduado, nocturno). \n   - Meta 3.2: Fortalecer la capacidad institucional para presentar proyectos competitivos y administrar proyectos de recursos externos con excelencia. \n4. Fundación Pública (Public Engagement) \n   - Meta 4.1: Aumentar la participación de la Universidad del Turabo en los objetivos nacionales de desarrollo social, económico, ambiental y cultural. \n   - Meta 4.2: Mejorar la calidad de la escuela y la eficiencia en el uso de los recursos. | *
| 3.                                                            | * Metas Institucionales (Institutional Goals) \n1. Academia (Academia) \n   - Meta 1.1: Fortalecer la infraestructura física y administrativa para apoyar la investigación. \n   - Meta 1.2: Mejorar la infraestructura física y administrativa para apoyar la investigación. \n2. Investigación Académica y Científica (Academic and Scientific Research) \n   - Meta 2.1: Posicionar la UPR como una institución de vanguardia en la investigación interdisciplinaria. \n3. Servicios y Desarrollo Estudiantil (Student Services and Development) \n   - Meta 3.1: Incrementar el número de estudiantes en las diferentes especialidades. (Subgraduado, graduado, nocturno). \n   - Meta 3.2: Fortalecer la capacidad institucional para presentar proyectos competitivos y administrar proyectos de recursos externos con excelencia. \n4. Fundación Pública (Public Engagement) \n   - Meta 4.1: Aumentar la participación de la Universidad del Turabo en los objetivos nacionales de desarrollo social, económico, ambiental y cultural. \n   - Meta 4.2: Mejorar la calidad de la escuela y la eficiencia en el uso de los recursos. | *
| 4.                                                            | * Metas Institucionales (Institutional Goals) \n1. Academia (Academia) \n   - Meta 1.1: Fortalecer la infraestructura física y administrativa para apoyar la investigación. \n   - Meta 1.2: Mejorar la infraestructura física y administrativa para apoyar la investigación. \n2. Investigación Académica y Científica (Academic and Scientific Research) \n   - Meta 2.1: Posicionar la UPR como una institución de vanguardia en la investigación interdisciplinaria. \n3. Servicios y Desarrollo Estudiantil (Student Services and Development) \n   - Meta 3.1: Incrementar el número de estudiantes en las diferentes especialidades. (Subgraduado, graduado, nocturno). \n   - Meta 3.2: Fortalecer la capacidad institucional para presentar proyectos competitivos y administrar proyectos de recursos externos con excelencia. \n4. Fundación Pública (Public Engagement) \n   - Meta 4.1: Aumentar la participación de la Universidad del Turabo en los objetivos nacionales de desarrollo social, económico, ambiental y cultural. \n   - Meta 4.2: Mejorar la calidad de la escuela y la eficiencia en el uso de los recursos. | *

* Enumere las metas que corresponde de acuerdo a la siguiente lista:

12-May-2014- Página 1 of 6

12-May-2014- Página 2 of 6
### Parte II: Programas académicos (Academic programs)

<table>
<thead>
<tr>
<th>Programas nuevos, modificados o descontinuados</th>
<th>Fecha de efectividad (Effective Date)</th>
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### Parte III: Actividades importantes (Important activities)

<table>
<thead>
<tr>
<th>Actividades</th>
<th>Fecha de realización (Date of completion)</th>
<th>Metas u objetivos para el año (Goals or objectives for the year)</th>
<th>Resultados (Findings)</th>
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Puede añadir líneas adicionales (You can add additional lines)
### Parte IV: Instrumentos de evaluación (Assessment tools)

<table>
<thead>
<tr>
<th>Instrumentos de Evaluación</th>
<th>Fecha de aplicación (Date of application)</th>
<th>Metas u objetivos para el año (Goals or objectives for the year)</th>
<th>Fortalezas y oportunidades de mejoramiento identificadas (Strengths and opportunities for improvement identified)</th>
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### Parte V: Acciones correctivas (Corrective actions)

<table>
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<tr>
<th>Metas u objetivos para el año (Goals or objectives for the year)</th>
<th>Acciones correctivas y recomendaciones para mejorar (Corrective actions and recommendations to improvement)</th>
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### Parte VI: Acciones correctivas sugeridas en ciclo anterior (Corrective actions resulting from the evaluation of the previous cycle)

<table>
<thead>
<tr>
<th>Acciones correctivas resultantes del año anterior (al menos las 3 más importantes)</th>
<th>Resultados (Results)</th>
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<tbody>
<tr>
<td>Corrective actions resulting from the evaluation of the previous cycle (at least the 3 most important)</td>
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- Este informe se complementará con el informe de programas académicos (This report will be complemented by the report of academic programs)
- Información sobre propuestas, investigación y publicaciones, se obtendrá en informes separados de la Vicerrectoría de Recursos Externos, Evaluación de Profesores y Estudios Graduados e Investigación. (Information regarding proposals, research and publications, will be collected in separate reports from the Vice Chancellor of External Resources, Teacher Evaluation and Research and Graduate Studies.)
Appendix D. AR-4 - Assessment Report of Student Services and support

Universidad del Turabo

AR 4 - Informe de evaluación de servicios estudiantiles y de apoyo (Assessment report of student services and support)

(Año académico: Academic Year)

Parte I: Metas u objetivos del plan de trabajo anual (Goals or objectives of the annual work plan)

<table>
<thead>
<tr>
<th>Metas u objetivos para el año (Goals or objectives for the year)</th>
<th>Metas institucionales establecidas en la Guía de Desarrollo Estratégico 2011-2015 * (Institutional goals of the 2011-2015 Strategic Development Guide) *</th>
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* Enumere las metas que corresponde de acuerdo a la siguiente lista:

1. Academia (Academics)
   - Meta 1.1. Enfocar el desarrollo de programas académicos a la luz de los elementos emergentes de desarrollo económico y su efecto en el mercado laboral.
   - Meta 1.2. Desarrollar e implementar experiencias de primer año dentro de los departamentos y programas académicos universitarios.
   - Meta 1.3. Proveer a los estudiantes de nuevo ingreso de nuevos modelos pedagógicos.
   - Meta 1.4. Mantener un profesorado de calidad y altamente capacitado.
   - Meta 1.5. Desarrollar una cultura de evaluación de la calidad.
   - Meta 1.6. Aumentar las tasas de retención estudiantil de un primer a un segundo año y aumentar las tasas de graduación de un 25.
   - Meta 1.7. Fortalecer el desarrollo de la Escuela de Educación Continua.
   - Meta 1.8. Establecer una infraestructura administrativa y de servicios para desarrollar y promover la internacionalización institucional.

2. Investigación Académica y Científica (Academic and Scientific Research)
   - Meta 2.1. Posicionar la UT como una institución de vanguardia en la investigación interdisciplinaria.
   - Meta 2.2. Mejorar la infraestructura física y administrativa para apoyar la investigación.

3. Servicios y Desarrollo Estudiantil (Student Services and Development)
   - Meta 3.1. Proveer un proceso estratégico de Matrícula de la Universidad del Turabo enfocado en las necesidades del estudiante y con apoyo tecnológico.
   - Meta 3.2. Fortalecer los servicios de apoyo y asistencia para las diversas poblaciones estudiantiles (graduado, graduado, nocturno).
   - Meta 3.3. Continuar el desarrollo de actividades de reclutamiento para aumentar la población estudiantil, en sus diferentes modalidades (graduado, graduado, nocturno).
   - Meta 3.4. Establecer una programación de cursos conforme a las necesidades de los estudiantes.
   - Meta 3.5. Mantener una tasa de estudiantes por sección costo efectiva.

4. Función Pública (Public Engagement)
   - Meta 4.1. Aumentar el compromiso de la Universidad del Turabo con las comunidades y aportar en el desarrollo social, político, económico, ambiental y cultural de la sociedad.
   - Meta 4.2. Ser una universidad líder en la promoción de proyectos de innovación y creación de empresas que aporten al desarrollo socioeconómico del país.

5. Recursos Humanos y Desarrollo Organizacional (Human Resources and Organizational Development)
   - Meta 5.1. Mantener una estructura organizacional adecuada y efectiva en función del crecimiento y desarrollo institucional.
   - Meta 5.2. Desarrollar y mantener el desempeño de los empleados de acuerdo con las exigencias del mercado educativo.
   - Meta 5.3. Mantener y ampliar los recursos de información.

6. Infraestructura Física y Tecnológica (Physical and Technology Infrastructure)
   - Meta 6.1. Evaluación, planificación y mantener el desempeño de la infraestructura física alineada a las exigencias del mercado educativo.
   - Meta 6.2. Mantener el uso de mejores prácticas y el uso innovador de tecnología para mejorar los servicios.

7. Fortalecimiento Fiscal (Fiscal Strengthening)
   - Meta 7.1. Generar el valor de $35 millones en recursos externos para apoyar el logro de la misión, Plan Estratégico Institucional y el Plan de Investigación de la Universidad del Turabo y las Escuelas, Sitec, Centros Universitarios y Centros Especializados.
   - Meta 7.2. Fortalecer la capacidad para generar nuevos proyectos de recursos externos con éxito y maximizando el uso de los recursos asignados en cumplimiento con las leyes, políticas y procedimientos aplicables mediante la capacitación de sus profesores y asociados al período de 2011-2015.

8. Calidad y Efectividad Institucional (Quality and Institutional Effectiveness)
   - Meta 8.1. Lograr el mayor número de cursos acreditados por el Ministerio de Educación.
   - Meta 8.2. Desarrollar el Plan de Mejoramiento del nivel de la calidad de la Universidad del Turabo.
   - Meta 8.3. Fortalecer la imagen de la Universidad en la comunidad interna y externa.
   - Meta 8.4. Promover la efectividad institucional en todos los niveles de la Universidad del Turabo, incluyendo sus Centros Universitarios, para mejorar la calidad de los servicios.
### Parte II: Actividades importantes (Important activities)

<table>
<thead>
<tr>
<th>Actividad Ej. Adiestramientos, proyectos, servicios, etc. (Activity. Ex. trainings, projects, services, etc.)</th>
<th>Fecha de realización (Date of completion)</th>
<th>Metas u objetivos para el año (Goals or objectives for the year)</th>
<th>Resultados (Findings)</th>
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### Parte III: Instrumentos de evaluación (Assessment tools)

<table>
<thead>
<tr>
<th>Instrumentos de Evaluación Ej. Encuestas, entrevistas, grupos focales, evaluación de actividades, etc. (Assessment Tools Ex. surveys, interviews, focus groups, evaluation of activities, etc.)</th>
<th>Fecha de aplicación (Date of application)</th>
<th>Metas u objetivos para el año (Goals or objectives for the year)</th>
<th>Fortalezas y oportunidades de mejoramiento identificadas (Strengths and opportunities for improvement identified)</th>
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### Parte IV: Acciones correctivas  
(Corrective actions)

| Metas u objetivos para el año (Goals or objectives for the year) | Acciones correctivas y recomendaciones para mejorar  
(Corrective actions and recommendations to improvement) |
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### Parte V: Acciones correctivas sugeridas en ciclo anterior  
(Corrective actions resulting from the assessment of the previous cycle)

| Acciones correctivas resultantes del avalúo del año anterior  
(Corrective actions resulting from the assessment of the previous year)  
(Al menos las 3 más importantes) | Resultados  
(Results) |
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- Información sobre propuestas, investigación y publicaciones, se obtendrá en informes separados de la Vicerrectoría de Recursos Externos, 
  Evaluación de Profesores y Estudios Graduados e Investigación. (Information regarding proposals, research and publications, will be collected in separate reports from the Vice Chancellor of External Resources, Teacher Evaluation and Research and Graduate Studies.)
Appendix E. AR-5 - Assessment Report of Information Resources

Universidad del Turabo

AR 5 - Informe de avalúo de recursos de información (Assessment report of information resources)  
(Deberá entregarse cada septiembre) (Due date will be every September)

Año académico (Academic Year):  
Oficina o departamento (Office or department):

Parte I: Metas u objetivos del plan de trabajo anual (Goals or objectives of the annual work plan)

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Puede añadir líneas adicionales (You can add additional lines)

* Enumere las metas que corresponde de acuerdo a la siguiente lista:

1. Academia (Academia)  
   - Meta 1.1: Estimular el desarrollo de programas académicos y de la luz de los elementos emergentes de desarrollo económico y su efecto en el mercado laboral.  
   - Meta 1.2: Desarrollar e implementar experiencias de primer año dentro de los departamentos y programas académicos universitarios.  
   - Meta 1.3: Proveer a los estudiantes de nuevos modelos pedagógicos.  
   - Meta 1.4: Mantener un profesorado de calidad y alta competencia.  
   - Meta 1.5: Desarrollar una cultura de apoyo al aprendizaje del estudiante.  
   - Meta 1.6: Aumentar las tasas de retención estudiantil de un primer a un segundo año, y aumentar las tasas de graduación de un a para el 2015.  
   - Meta 1.7: Fortalecer el desarrollo de la Escuela de Educación Continua.  
   - Meta 1.8: Establecer una infraestructura administrativa y de servicios para desarrollar y promover la internacionalización institucional.

2. Investigación Académica y Científica (Academic and Scientific Research)  
   - Meta 2.1: Aumentar la Forja de científicos del CTC.  
   - Meta 2.2: Promover la investigación en áreas de investigación priorizadas.  
   - Meta 2.3: Fortalecer la infraestructura física y administrativa para apoyar la investigación.

3. Servicio y Desarrollo Estudiantil (Student Services and Development)  
   - Meta 3.1: Fortalecer los servicios de apoyo y asistencia para las diversas comunidades estudiantiles (subgrado, graduado, nocturno).  
   - Meta 3.2: Destinar el desarrollo de actividades recreativas para aumentar la participación estudiantil en sus diferentes modalidades (subgrado, graduado, nocturno).  
   - Meta 3.3: Establecer una programación de cursos conforme a las necesidades de los estudiantes.  
   - Meta 3.4: Mantener una casa de estudiantes por sesión y efectiva.

4. Función Pública (Public Engagement)  
   - Meta 4.1: Aumentar el compromiso de la comunidad con la comunidad.  
   - Meta 4.2: Fortalecer la promoción de proyectos de innovación y creatividad de empresas que apoyen el desarrollo socioeconómico del país.

5. Recursos Humanos y Desarrollo Organizacional (Human Resources and Organizational Development)  
   - Meta 5.1: Mantener una estructura organizacional adecuada y efectiva en función del crecimiento y desarrollo institucional.

6. Infraestructura Física y Tecnológica (Physical and Technology Infrastructure)  
   - Meta 6.1: Mantener y actualizar los programas de investigación y el uso efectivo de la tecnología.  
   - Meta 6.2: Fortalecer el uso de la tecnología en el desarrollo de la investigación.

7. Fortalecimiento Fiscal (Fiscal Strengthening)  
   - Meta 7.1: Generar el valor de las finanzas externas y externas para apoyar el logro de la misión.  
   - Meta 7.2: Fortalecer la capacidad institucional para generar propuestas competitivas y administrar proyectos de recursos externos con excelencia maximizando el uso de los recursos asignados y cumpliendo con las leyes, políticas y procedimientos aplicables mediante la capacitación de sus profesores y asociados al periodo de 2011 a 2015.

8. Calidad y Efectividad Institucional (Quality and Institutional Effectiveness)  
   - Meta 8.1: Lograr el mejor número de programas con calificaciones excepcionales de organizaciones profesionales.  
   - Meta 8.2: Fortalecer las causas de la imagen de la Universidad en la comunidad interna y externa.  
   - Meta 8.3: Fortalecer la imagen de la Universidad en la comunidad interna y externa.  
   - Meta 8.4: Promover la efectividad institucional en todos los niveles de la Universidad del Turabo, incluyendo sus Centros Universitarios, para mejorar la calidad de servicios.
### Parte II: Actividades importantes (Important activities)

<table>
<thead>
<tr>
<th>Actividad Ej., Adquisiciones, proyectos, servicios, etc. (Activity- Ex., Acquisitions, projects, services, etc.)</th>
<th>Período de realización (Period of completion)</th>
<th>Metas u objetivos para el año (Goals or objectives for the year)</th>
<th>Resultados (Findings)</th>
</tr>
</thead>
<tbody>
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</table>

Puede añadir líneas adicionales (You can add additional lines)

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### Parte III: Instrumentos de evaluación (Assessment tools)

<table>
<thead>
<tr>
<th>Instrumentos de Evaluación Ej. Encuestas, entrevistas, grupos focales, evaluación de actividades, etc. (Assessment Tools Ex. surveys, interviews, focus groups, evaluation of activities, etc.)</th>
<th>Fecha de aplicación (Date of application)</th>
<th>Metas u objetivos para el año (Goals or objectives for the year)</th>
<th>Fortalezas y oportunidades de mejoramiento identificadas (Strengths and opportunities for improvement identified)</th>
</tr>
</thead>
<tbody>
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</table>

Puede añadir líneas adicionales (You can add additional lines)
**Parte IV: Acciones correctivas** *(Corrective actions)*

<table>
<thead>
<tr>
<th>Metas u objetivos para el año <em>(Goals or objectives for the year)</em></th>
<th>Acciones correctivas y recomendaciones para mejorar <em>(Corrective actions and recommendations to improvement)</em></th>
</tr>
</thead>
<tbody>
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</table>

**Parte V: Acciones correctivas sugeridas en ciclo anterior** *(Corrective actions resulting from the assessment of the previous cycle)*

<table>
<thead>
<tr>
<th>Acciones correctivas resultantes del avalú del año anterior <em>(at least the 3 most important)</em></th>
<th>Resultados <em>(Results)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>(al menos las 3 más importantes)</td>
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<tr>
<td>Corrective actions resulting from the assessment of the previous cycle</td>
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<tr>
<td>(At least the 3 most important)</td>
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- Información sobre propuestas, investigación y publicaciones, se obtendrá en informes separados de la Vicerrectoría de Recursos Externos, Evaluación de Profesores y Estudios Graduados e investigación. *(Information regarding proposals, research and publications, will be collected in separate reports from the Vice Chancellor of External Resources, Teacher Evaluation and Research and Graduate Studies.)*

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Appendix F. AR-6 - Assessment Report of Research and External Sponsors

Unidad de la Turabo
Informe de evaluación de investigación y recursos externos (Assessment Report of research and external sponsors)
(Año académico (Academic Year):
(Oficina o departamento (Office or department):

Parte I. Metas u objetivos del plan de trabajo anual (Goals or objectives of the annual work plan)

<table>
<thead>
<tr>
<th>Metas u objetivos para el año (Goals or objectives for the year)</th>
<th>Metas institucionales establecidas en la Guía de Desarrollo Estratégico 2011-2015* (Institutional goals of the 2011-2015 Strategic Development Guide)*</th>
</tr>
</thead>
<tbody>
<tr>
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* Puede añadir líneas adicionales (You can add additional lines)

* Enumere las metas que corresponde de acuerdo a la siguiente lista:

1. Academia (Academia)
   - Meta 1.1 Enfocar el desarrollo de programas académicos a la luz de los elementos emergentes de desarrollo económico y su efecto en el mercado laboral.
   - Meta 1.2 Desarrollar e implementar experiencias de primer año dentro de los departamentos y programas académicos universitarios.
   - Meta 1.3 Proveer a los estudiantes de nuevos ingreso de nuevos modelos pedagógicos.
   - Meta 1.4 Mantener un profesorado de calidad y altamente capacitado.
   - Meta 1.5 Desarrollar una cultura de evaluación del aprendizaje del estudiante.
   - Meta 1.6 Aumentar las tasas de retención de estudiantes de primer a segundo año y aumentar las tasas de graduación de un 2015.
   - Meta 1.7 Fortalecer el desarrollo de la Escuela de Educación Continua.
   - Meta 1.8 Establecer una infraestructura administrativa y de servicios para desarrollar y promover la internacionalización institucional.

2. Investigación Académica y Científica (Academic and Scientific Research)
   - Meta 2.1. Posicionar la UT como una institución de vanguardia en la investigación interdisciplinaria.
   - Meta 2.2. Mejorar la infraestructura física y administrativa para apoyar la investigación.

3. Servicios y Desarrollo Estudiantil (Student Services and Development)
   - Meta 3.1. Aprovechar el potencial de la Universidad del Turabo, como en el desarrollo de las necesidades de los estudiantes y con apoyo tecnológico.
   - Meta 3.2. Fortalecer la cooperación con diversas instituciones educativas a nivel (alumnos, graduados, nocturno, nocturno).
   - Meta 3.3. Continuar el desarrollo de actividades de reclutamiento para aumentar la población estudiantil en sus diferentes modalidades (alumnos, graduado, nocturno).
   - Meta 3.4. Implementar una programación de cursos conforme a las necesidades de los estudiantes.
   - Meta 3.5. Mantener una tasa de estudiantes por sección costo-effective.

4. Función Pública (Public Engagement)
   - Meta 4.1. Aumentar el compromiso de la Universidad del Turabo con las comunidades y apoyar el desarrollo social, político, económico, ambiental y cultural de la sociedad.
   - Meta 4.2. Ser una universidad líder en la promoción de proyectos de innovación y creación de empresas que aporten al desarrollo socioeconómico del país.

5. Vector 5 Recursos Humanos y Desarrollo Organizacional (Human Resources and Organizational Development)
   - Meta 5.1. Mantener una estructura administrativa adecuada, y efectiva y en función del crecimiento y desarrollo institucional.

6. Vector 6 Infraestructura Física y Técnológica (Physical and Technology Infrastructures)
   - Meta 6.1. Evaluando y mantener el desarrollo de facilidades físicas a las exigencias del mercado educativo.
   - Meta 6.2. Mantener el uso de buenas prácticas y el uso innovador de tecnología de la información.
   - Meta 6.3. Mantener y ampliar los recursos de información.

7. Fortalecimiento Fiscal (Fiscal Strengthening)
   - Meta 7.2. Fortalecer la capacidad institucional y proyectar proyectos y administrar proyectos de recursos externos con credibilidad maximizando el uso de los recursos asignados y cumpliendo con las leyes, políticas y procedimientos aplicables mediante la capacitación de sus profesores y asociados el periodo de 2013 a 2015.

8. Calidad y Efectividad Institucional (Quality and Institutional Effectiveness)
   - Meta 8.1. Lograr mayor número de programas con acreditaciones especializadas de organizaciones profesionales.
   - Meta 8.2. Operar el Plan de Evaluación Institucional para todas las áreas de la Universidad del Turabo.
   - Meta 8.3. Fortalecer la imagen de la Universidad en la comunidad interna y externa.
   - Meta 8.4. Promover la efectividad institucional en todos los niveles de la Universidad del Turabo, incluyendo sus Centros Universitarios, para mejorar la calidad de servicios.

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Mayo 2014 – Página 2 of 5

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### Parte II: Actividades importantes (Important activities)

<table>
<thead>
<tr>
<th>Actividad</th>
<th>Período de realización</th>
<th>Metas u objetivos para el año (Goals or objectives for the year)</th>
<th>Resultados (findings)</th>
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Puede añadir líneas adicionales (You can add additional lines)

### Parte III: Instrumentos de avalúo (Assessment tools)

<table>
<thead>
<tr>
<th>Instrumentos de Avalúo Ej.</th>
<th>Fecha de aplicación</th>
<th>Metas u objetivos para el año (Goals or objectives for the year)</th>
<th>Fortalezas y oportunidades de mejoramiento identificadas (Strengths and opportunities for improvement identified)</th>
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</table>

Puede añadir líneas adicionales (You can add additional lines)
### Parte IV: Acciones correctivas (Corrective actions)

<table>
<thead>
<tr>
<th>Metas u objetivos para el año (Goals or objectives for the year)</th>
<th>Acciones correctivas y recomendaciones para mejorar (Corrective actions and recommendations to improvement)</th>
</tr>
</thead>
</table>

### Parte V: Acciones correctivas sugeridas en ciclo anterior (Corrective actions resulting from the assessment of the previous cycle)

<table>
<thead>
<tr>
<th>Acciones correctivas resultantes del avalúo del año anterior (al menos las 3 más importantes) (Corrective actions resulting from the assessment of the previous cycle (At least the 3 most important))</th>
<th>Resultados (Outcomes)</th>
</tr>
</thead>
</table>

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Appendix G: Alignment of courses with UT General Education Learning Outcomes

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>GENERAL EDUCATION</th>
<th>SOCIAL SCIENCES</th>
<th>EDUCATION</th>
<th>SCIENCE AND TECHNOLOGY</th>
<th>BUSINESS AND ENTREPRENEURSHIP</th>
<th>ENGINEERING</th>
<th>HEALTH SCIENCES</th>
<th>DESIGN AND ARCHITECTURE</th>
<th>FLORIDA / MARYLAND</th>
<th>PROFESSIONAL STUDIES (AHORA PROGRAMA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand global issues from the social, economic and political perspectives</td>
<td>SOSC 111, 112</td>
<td>SOSC 111, 112</td>
<td>HUMA 111, 112</td>
<td>ECON 121, 122</td>
<td>SOC 201, 202, 203, 225, Ck Point 358, 325, 358</td>
<td>SOCS 103, 104</td>
<td>HUMA 115, 116</td>
<td>EDUC 205, Ck Point EDUC 435</td>
<td>SOSC 111, 112</td>
<td>SOSC 111, 112, Ck GESC 264</td>
</tr>
<tr>
<td>1. Comprehend the biological, behavioral and social aspects of human beings</td>
<td>SOSC 112, BIOL 101, 102 or INSC 101, 102</td>
<td>INSC 101, 102</td>
<td>EDUC 171, 172, 205 PHED 210, Ck Point EDUC 435</td>
<td>SOSC 112, BIOL 203-204</td>
<td>Ck Point GESC 264</td>
<td>INSC 101, 102</td>
<td>Ck Point ACCO 453, MARA 455, MANA 450, COIS 450</td>
<td>SOSC 112, Ck Point MEEN 475, ELEN 494, IMEN 409, CPEN 494, CIEN 490</td>
<td>INSC 101</td>
<td>All Design courses</td>
</tr>
</tbody>
</table>

**Notes:**
- Ck Point courses are recommended to cover the respective outcomes.
- **BOLD** courses are directly aligned with the outcomes.
- * Florida courses are marked with an asterisk.
- **Florida courses:** SOSC 111, 112, HUMA 111, 112, PUHE 101, ECON 123, HESM 310
- **Maryland courses:** SOSC 111, 112, HUMA 111, 112, PUHE 201, 201
### GENERAL EDUCATION

3. Analyze the importance of historical and current world events  
- **HUMA 111, 112**  
- **HIST 253, 273**  
  
4. Understand the multi-disciplinary nature of learning and problem solving  
- **MATH 120, 126**  
- **SOSC 111, 112**  
- **HUMA 111, 112**  
- **ENGI 100**

### SOCIAL SCIENCES

3. HUMA 111, 112  
4. SOSC 111, 112

### EDUCATION

3. HUMA 115, 116  
4. HUMA 115, 116  

### SCIENCE AND TECHNOLOGY

3. HUMA 111, 112  
4. HUMA 111, 112  

### BUSINESS AND ENTREPRENEURSHIP

3. HUMA 111  
4. HUMA 111

### ENGINEERING

3. HUMA 111  
4. HUMA 111

### HEALTH SCIENCES

3. HUMA 111  
4. HUMA 111

### DESIGN AND ARCHITECTURE

3. HUMA 111  
4. HUMA 111

### FLORIDA / MARYLAND *

3. HUMA 111, 112  
4. HUMA 111

### ATTITUDES

5. Value the relationship and contribution of the arts and the humanities in  
- **SOSC 111, 112**  
- **ART 101**  

### PROFESSIONAL STUDIES (AHORA PROGRAMA) *

5. HUMA 111  
6. HUMA 111

**ATTITUDES**

3. SOSC 103, 111  
4. SOSC 103, 111  

**3.** An analyze the importance of historical and current world events  
- **HUMA 111, 112**  
- **HIST 253, 273**  
  
**4.** Understand the multi-disciplinary nature of learning and problem solving  
- **MATH 120, 126**  
- **SOSC 111, 112**  
- **HUMA 111, 112**  
- **ENGI 100**

**5.** Value the relationship and contribution of the arts and the humanities in  
- **SOSC 111, 112**  
- **ART 101**
<table>
<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>SOCIAL SCIENCES</th>
<th>EDUCATION</th>
<th>SCIENCE AND TECHNOLOGY</th>
<th>BUSINESS AND ENTREPRENEURSHIP</th>
<th>ENGINEERING</th>
<th>HEALTH SCIENCES</th>
<th>DESIGN AND ARCHITECTURE</th>
<th>FLORIDA / MARYLAND</th>
<th>PROFESSIONAL STUDIES (AHORA PROGRAMA)</th>
</tr>
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<tbody>
<tr>
<td>society's development</td>
<td>ENGL 100</td>
<td>PSYC 123, 305</td>
<td>EDUC 332</td>
<td>MANA 450, COIS 450</td>
<td>CIEN 490</td>
<td>SPTH 402</td>
<td>270 WEDE 270 FADE 270 INDI 401 GRAD 420 INTE 401</td>
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<tr>
<td>6. Apply ethical values and principles as a responsible citizen</td>
<td>SOC 111, 112</td>
<td>HUMA 111, 112</td>
<td>HIST 253, 273</td>
<td>FS 105 or ENGL 101</td>
<td>SOC 111, 112</td>
<td>HUMA 111, 112</td>
<td>ENGI 100</td>
<td>CPEN 491, 492 IMEN 205, 409 ELEN 491, 492 MEEN 475, 481 CK Point MEEN 475, ELEN 494, IMEN 409, CPEN 494, CIEN 490</td>
<td>SOC 111, 112</td>
</tr>
<tr>
<td>7. Recognize the importance of the conservation of nature and the environment</td>
<td>INSC 101, 102</td>
<td>BIOL 101, 102</td>
<td>SOC 111, 112</td>
<td>HUMA 111, 112</td>
<td>INSC 101, 102</td>
<td>BiOL 203, 204 CHEM 203, 204 ENCH 358, 359</td>
<td>CIEN 490</td>
<td>BOL 103 NUTR 204, 305 CK Point NUTR 204, NURS 403</td>
<td>INSC 101</td>
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Notes:
- **soc 111, 112** (**soc 111, 112, huma 111, 112, hist 253, 273, hesc 105, hesm 330)**
<table>
<thead>
<tr>
<th>8. Respect human rights and individual and cultural differences</th>
<th>GENERAL EDUCATION</th>
<th>SOCIAL SCIENCES</th>
<th>EDUCATION</th>
<th>SCIENCE AND TECHNOLOGY</th>
<th>BUSINESS AND ENTREP.</th>
<th>ENGINEERING</th>
<th>HEALTH SCIENCES</th>
<th>DESIGN AND ARCHITECTURE</th>
<th>FLORIDA / MARYLAND *</th>
<th>PROFESSIONAL STUDIES (AHORA PROGRAMA) *</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOSC 111, 112 HUMA 111, 112 HIST 253, 273 FS 105 or ENGL 101</td>
<td>SOSC 111, 112 HUMA 111, 112 HIST 253, 273 FS 105 or ENGL 101</td>
<td>POSC 380, SSCI 203 SOWO 325</td>
<td>SOSC 111, 112 HUMA 111, 112 HIST 253, 273 FS 105</td>
<td>Ck Point GESC 264</td>
<td>SOSC 111, 112 HUMA 111, 112 HIST 253, 273 FS 105 Ck Point GESC 264</td>
<td>SOSC 111, 112 HUMA 111, 112 HIST 253, 273 FS 105</td>
<td>Ck Point GESC 264</td>
<td>SOSC 111, 112 HUMA 111, 112 HIST 253, 273 FS 105</td>
<td>SOSC 111, 112 HUMA 111, 112 HIST 253, 273 FS 105</td>
<td>HUMA 111 SOSC 111 FS 105 DESI 315 HIDE 200 Ck Point ADID 270 WEDE 270 FADE 270 INDI 401 GRAD 420 INTE 401</td>
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9. Utilize critical thinking skills to solve problems

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<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>SOCIAL SCIENCES</th>
<th>EDUCATION</th>
<th>SCIENCE AND TECHNOLOGY</th>
<th>BUSINESS AND ENTREP.</th>
<th>ENGINEERING</th>
<th>HEALTH SCIENCES</th>
<th>DESIGN AND ARCHITECTURE</th>
<th>FLORIDA / MARYLAND *</th>
<th>PROFESSIONAL STUDIES (AHORA PROGRAMA) *</th>
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<tbody>
<tr>
<td>All general education courses Ck. Point SOSC 320 PHIL 201 STAT 300, 301 SOWO 211, 212, 320</td>
<td>All professional and major courses Ck Point EDUC 435</td>
<td>All professional and major courses Ck Point EDUC 435</td>
<td>All professional and major courses Ck Point EDUC 435</td>
<td>All professional and major courses Ck Point EDUC 435</td>
<td>All professional and major courses Ck Point EDUC 435</td>
<td>DESI 315 INNO 300 All Design Studio courses Ck Point ADID 270 WEDE 270 FADE 270 INDI 401 GRAD 420 INTE 401</td>
<td>All professional and major courses</td>
<td>* (**SOSC 111, 112, HUMA 111, 112, HIST 253, 273, HESC 105, HESM 330)</td>
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</table>

10. Communicate effectively in Spanish and functionally

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<thead>
<tr>
<th>GENERAL EDUCATION</th>
<th>SOCIAL SCIENCES</th>
<th>EDUCATION</th>
<th>SCIENCE AND TECHNOLOGY</th>
<th>BUSINESS AND ENTREP.</th>
<th>ENGINEERING</th>
<th>HEALTH SCIENCES</th>
<th>DESIGN AND ARCHITECTURE</th>
<th>FLORIDA / MARYLAND *</th>
<th>PROFESSIONAL STUDIES (AHORA PROGRAMA) *</th>
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<tr>
<td>SPAN 152, 250, 255, 331 or SPAN 155 (ED)</td>
<td>SPAN 152, 250, 255, 331 SPAN 155 (ED) ENGL 152, 153</td>
<td>SPAN 152, 250, 255 ENGL 154, 155, 223</td>
<td>SPAN 152, 250, 255 ENGL 152, 153, 231</td>
<td>SPAN 152, 250, 255 ENGL 152, 153, 231</td>
<td>SPAN 152, 250, 255 ENGL 152, 153, 231</td>
<td>SPAN 152-250 ENGL 152-153 All Senior Design Project</td>
<td>ENGL 115, 116, ENGL 231</td>
<td>* (**SPAN 152, SPAN 250, SPAN 255, SPAN 155, SPAN 250, SPAN 155)</td>
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<tr>
<td>GENERAL EDUCATION</td>
<td>SOCIAL SCIENCES</td>
<td>EDUCATION</td>
<td>SCIENCE AND TECHNOLOGY</td>
<td>BUSINESS AND ENTREP.</td>
<td>ENGINEERING</td>
<td>HEALTH SCIENCES</td>
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<td>FLORIDA / MARYLAND</td>
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<tr>
<td>ENGL 152, 153, 231, 331 or ENGL 154, 155, 223 (ED)</td>
<td>231, 331 ENGL 154, 155, 223 (ED)</td>
<td>231, 331 (231, 331) All general education, professional and major courses</td>
<td>Ck Point GESC 264</td>
<td>MARK 133 COIS 201 MANA 230 Ck Point ACCO 453, MARK 455, MANA 450, COIS 450</td>
<td>ELEN 302, 421, 422, 480, 491, 492 MEEN 418, 427, 475, 481, 492 ENGI 406 IMEN 205, 402, 403, 408, 409 Ck Point MEEN 475, ELEN 494, IMEN 409, CPEN 494, CIEN 490</td>
<td>304, 305, 306, 307, 403, 404, 405, 406, 407, 408 SIGN 103 SPTH 353, 355, 255, 402, 450, 451 All NUTR courses</td>
<td>courses</td>
<td>Ck Point ADID 270 WEDE 270 FADE 270 INDI 401 GRAD 420 INTE 401</td>
<td>331 SAPN 111, 112 SPAN 250, 255</td>
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</table>

<p>| 11. Apply mathematical reasoning skills and scientific inquiry methods | MATH 120, 121 BIOL 101, 102 or INSC 101, 102 | MATH 120, 126 STAT 300, Ck Point 301 BIOL 101, 102 or INSC 101, 102 | MATH 120E INSC 101, 102 EDUC 211, 213 355 EDUC 333, 334 Ck Point ACCO 453, MARK 455, MANA 450, COIS 450 | MATH 199 INSC 101, 102 MATH 200 QUME 202 STAT 201 MANA 340 Ck Point ACCO 453, MARK 455, MANA 450, COIS 450 | All MATH, BIOL, PHSC and CHEM courses Ck Point GESC 264 | All MATH, PSHC and CHEM courses Ck Point MEEN 475, ELEN 494, IMEN 409, CPEN 494, CIEN 490 | MATH 120 BIOL 103 All nursing courses SPTH 310, 450, 451, 440 All NUTR courses NURS 203 | MATH 120 INSC 101 All Design Studio courses Ck Point ADID 270 WEDE 270 FADE 270 INDI 401 GRAD 420 INTE 401 | MATH 111, 112 | (**MATH 199, BIOL 103, COIS 201, PUHE 201, ACCO 111, HESM 310) |</p>
<table>
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<tr>
<th>GENERAL EDUCATION</th>
<th>SOCIAL SCIENCES</th>
<th>EDUCATION</th>
<th>SCIENCE AND TECHNOLOGY</th>
<th>BUSINESS AND ENTREPRE.</th>
<th>ENGINEERING</th>
<th>HEALTH SCIENCES</th>
<th>DESIGN AND ARCHITECTURE</th>
<th>FLORIDA / MARYLAND *</th>
<th>PROFESSIONAL STUDIES (AHORA PROGRAMA) *</th>
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<tr>
<td>12. Achieve literacy in technology</td>
<td>SPAN 152, 250, 255, 331 ENGL 152, 153, 231, 331 MATH 120, 121 FS 105</td>
<td>SPAN 152, 250, 255, 331 ENGL 152, 153, 231, 331 MATH 120, 126 FS 105</td>
<td>All courses require technology use and integration. EDUC 214 and SPED 214 are technology-oriented courses (professional component)</td>
<td>Ck Point SOSC 320 STAT 300, 301 COMM 311, 325, 380, 385, 400, 430 Ck Point COMU 201</td>
<td>SPAN 152, 250, 255 ENGL 152, 153, 231 MATH 120 FS 105</td>
<td>Ck Point GESC 107, 264 Ck Point GESC 264</td>
<td>SPAN 152, 250, 255 ENGL 152, 153, 231</td>
<td>Ck Point MEEN 475, ELEN 494, IMEN 409, CPEN 494, CIEN 490</td>
<td>SPAN 152, 250, 255 ENGL 152, 153, 231 MATH 120 FS 105</td>
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</table>

*Does not include courses of the professional component. These courses are listed under the corresponding School.

**(Courses offered in the Bachelor’s degree in Public Health in the School of Professional Studies (Programa AHORA).)**

**FS-Freshman Seminar**

Bold-courses offered by the Office of General Education

Bold+Italic-General Education Component Courses offered by other Schools

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Appendix H: Assessment Glossary of Terms

**Accountability.** Accountability is the assignment of responsibility for conducting activities in a certain way or producing specific results. A primary motivation for increased accountability is to improve the system or aspects of it. To have a workable accountability system, there must be a desired goal (e.g., compliance with legal requirements, improved performance), ways to measure progress toward the goal (e.g., indicators of meeting legal requirements; indicators of performance), criteria for determining when the measures show that the goal has or has not been met, and consequences for meeting or not meeting the goal. Each of these aspects of an accountability system can vary in a number of ways.

**Accreditation.** A status awarded by a certification/accreditation agency to a candidate that has demonstrated compliance with the standards set forth in the certification program.

**Achievement levels / proficiency levels.** Descriptions of student or adult competency in a particular subject area, usually defined as ordered categories on a continuum, often labeled from "basic" to "advanced," that constitute broad ranges for classifying performance.

**Advisory board.** A group of individuals appointed or elected to recommend and implement policy related to certification program operation.

**Alternative assessment.** Many educators prefer the description "assessment alternatives" to describe alternatives to traditional, standardized, norm- or criterion-referenced traditional paper and pencil testing. An alternative assessment might require students to answer an open-ended question, work out a solution to a problem, perform a demonstration of a skill, or in some way produce work rather than select an answer from choices on a sheet of paper. Portfolios and instructor observation of students are also alternative forms of assessment.

**Analytic scoring.** A type of rubric scoring that separates the whole into categories of criteria that are examined one at a time. Student writing, for example, might be scored on the basis of grammar, organization, and clarity of ideas. Useful as a diagnostic tool. An analytic scale is useful when there are several dimensions on which the piece of work will be evaluated. (See Rubric.)

**Aptitude test.** A test intended to measure the test-taker's innate ability to learn, given before receiving instruction.

**Assessment.** Any systematic method of obtaining evidence from tests, examinations, questionnaires, surveys and collateral sources used to draw inferences about characteristics of people, objects, or programs for a specific purpose.

**Assessment for accountability.** Assessment of some unit (could be a department, program or entire institution) to satisfy stakeholders external to the unit itself. Results are often compared across units. Always summative. Example: to retain state approval, the achievement of a 90 percent pass rate or better on teacher certification tests by graduates of a school of education.

**Assessment for improvement.** Assessment that feeds directly, and often immediately, back into revising the course, program or institution to improve student learning results. Can be formative or summative (see "formative assessment" for an example).

**Assessment instrument.** An assessment tool is a method of collecting information about a learner's performance and understanding about a certain topic. With assessment tools, a teacher or authoritative figure can gauge how well or poorly a learner is comprehending a
topic. Using different types of tests, questions and routine observations, assessment tools will
determine the learner's aptitude in a particular subject.

**Assessment literacy.** The possession of knowledge about the basic principals of sound
assessment practice, including terminology, the development and use of assessment
methodologies and techniques, familiarity with standards of quality in assessment. Increasingly,
familiarity with alternatives to traditional measurements of learning.

**Assessment of individuals.** Uses the individual student, and his/her learning, as the level of
analysis. Can be quantitative or qualitative, formative or summative, standards-based or value
added, and used for improvement. Would need to be aggregated if used for accountability
purposes. Examples: improvement in student knowledge of a subject during a single course;
improved ability of a student to build cogent arguments over the course of an undergraduate
career.

**Assessment of institutions.** Uses the institution as the level of analysis. Can be quantitative or
qualitative, formative or summative, standards-based or value added, and used for
improvement or for accountability. Ideally institution-wide goals and objectives would serve as a
basis for the assessment. Example: how well students across the institution can work in multi-
cultural teams as sophomores and seniors.

**Assessment of programs.** Uses the department or program as the level of analysis. Can be
quantitative or qualitative, formative or summative, standards-based or value added, and used for
improvement or for accountability. Ideally program goals and objectives would serve as a
basis for the assessment. Example: how sophisticated a close reading of texts senior English
majors can accomplish (if used to determine value added, would be compared to the ability of
newly declared majors).

**Bubble sheets.** Paper forms that contain printed circles (i.e. bubbles), and other guide marks, to
prompt a participant to fill in the form for later scanning by an optical mark reader.

**Class mean.** The average score for all participants in a class for a particular test.

**Class standard deviation.** The standard deviation of the scores achieved by participants within a
class for a particular test.

**Cohort.** A group whose progress is followed by means of measurements at different points in
time.

**Constituents:** Individuals whom we serve and provide input to help us assess our academic
programs.

**Constituencies:** Classifications of individuals whom we serve, including students, faculty, industry,
government, and others.

**Continuous Quality Improvement (CQI):** The systematic pursuit of excellence and satisfaction of
the needs of constituencies, in a dynamic and competitive environment, by assessing current
practices and using the results of that assessment to continually improve those practices.

**Construct equivalent** The extent to which the construct measured by one test is essentially the
same as the construct measured by another test. Also, the degree to which a construct
measured by a test in one cultural or linguistic group is comparable to the construct measured by the same test in a different cultural or linguistic group.

**Construct irrelevance.** The extent to which test scores are influenced by factors that are irrelevant to the construct that the test is intended to measure. Such extraneous factors distort the meaning of test scores from what is implied in the proposed interpretation.

**Continuing education.** Activities, often-short courses that certified professionals engage in to receive credit for the purpose of maintaining continuing competence and renewing.

**Cronbach Alpha (Coefficient Alpha)** See reliability coefficient, reliability and internal consistency.

**Curriculum alignment.** The degree to which a curriculum's scope and sequence matches a testing program's evaluation measures, thus ensuring that teachers will use successful completion of the test as a goal of classroom instruction.

**Curriculum-embedded or learning-embedded assessment.** Assessment that occurs simultaneously with learning such as projects, portfolios and "exhibitions." Occurs in the classroom setting, and, if properly designed, students should not be able to tell whether they are being taught or assessed. Tasks or tests are developed from the curriculum or instructional materials.

**Database.** A collection of information/data, often organized within tables, within a computer's mass storage system. Databases are structured in a way to provide for rapid search and retrieval by computer software. The following databases are used by testing systems; item, test definition, scheduling and results.

**Diagnostic assessment.** Primarily used to identify needs and to determine prior knowledge of participants. Diagnostic assessments usually occur prior to a learning experience.

**Difficulty.** A statistical property, sometimes known as facility, indicating the level of a question, from 0.0 to 1.0. Calculated as the average score for the question divided by the maximum achievable score. A facility of 0.0 means that the question is very hard (no-one got it right) and 1.0 means that it is very easy (no-one got it wrong). 0.5 ideal.

**Direct assessment of learning.** A method or procedure of evaluating student learning that provides evidence in the form of student products or performances. In addition present evidence of whether or not a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in his or her work. Such evidence demonstrates that actual learning has occurred relating to a specific content or skill.

**Domain sampling.** The process of selecting test items to represent a specified universe of performance.

**Embedded assessment.** A means of gathering information about student learning that is built into and a natural part of the teaching-learning process. Often uses for assessment purposes classroom assignments that are evaluated to assign students a grade. Can assess individual student performance or aggregate the information to provide information about the course or program; can be formative or summative, quantitative or qualitative. Example: as part of a course, expecting each senior to complete a research paper that is graded for content and style, but is also assessed for advanced ability to locate and evaluate Web-based information (as part of a college-wide outcome to demonstrate information literacy).
Essay response. A response style where the participant enters an essay in response to the stimulus.

Evaluation. The process that assesses a person’s achievements (fulfillment of the requirements of the scheme) and/or the effectiveness of learning experiences.

Examination. A method or procedure to access an individual's knowledge, skills and abilities. Such procedures may involve written or oral responses, or by observation of the candidate performing tasks.

Examiner. A person deemed by the certifying agency to possess the relevant technical and personal qualifications to conduct an examination as part of the certification process.

External assessment. Use of criteria (scoring rubric) or an instrument developed by an individual or organization external to the one being assessed. Usually summative, quantitative, and often high-stakes.

Feedback. Feedback is term used when stimulus is provided to a participant according to their responses within an assessment. Feedback is normally provided at an item, topic, and/or assessment level.

Field test. A test administration used to check the adequacy of testing procedures, generally including test administration, test responding, test scoring, and test reporting. A field test is generally more extensive than a pilot test. See pilot test.

Focus group. An evaluation activity comprising of a semi-structure discussion with a group of people. Focus groups, comprising of stakeholders, are used to inform test-designers on the significance of each topic to be administered within a certification exam.

Formative assessment. An assessment that has a primary objective of providing prescriptive feedback (item, topic and/or assessment level) to a participant.

Frequency analysis. Frequency analysis measures the number of times a particular distracter, or combination of distracters, was selected by a groups of participants.

Gateway course. A course that block students' progress because they are unable to pass it.

Goal. General statements about knowledge, skills, attitudes, and values expected in graduates.

Grade equivalent score. The school grade level for which a given score is the real or estimated median or mean.

Indirect assessment of learning. Gathers reflections or perceptions about the learning or secondary evidence of its existence. Also involve data that are related to the act of learning, such as factors that predict or mediate learning or perceptions about learning but do not reflect learning itself. Example: a student survey about whether a course or program helped develop a greater sensitivity to issues of diversity.

Internal consistency. The degree of relationship among the items of a test. See also reliability.
**Item.** A general term referring to an individual problem, question, choices, correct answer, scoring scenarios and outcomes used within a test.

**Item analysis.** The process of studying the responses to questions delivered in the pilot study or prototype in order to select the best questions in terms of facility and discrimination.

**Item bank.** The system by which test items are maintained, stored and classified to facilitate item review, item development and examination assembly.

**Item characteristic curve.** A function relating the probability of a certain item response, usually a correct response, to the level of the attribute measured by the item. Also called item response curve.

**Item pool.** The aggregate of items from which a test or test scale's items are selected during test development, or the total set of items from which a particular test is selected for participant during adaptive testing.

**Learning outcomes.** The intended product from the process of learning. A clear, concise statement that describes how students can demonstrate their mastery of a program goal.

**Licensing.** The issuing, usually by a government agency, of a credential indicating competence in some profession or client-centered activity.

**Local assessment.** Means and methods that are developed by an institution's faculty based on their teaching approaches, students, and learning goals. Can fall into any of the definitions here except "external assessment," for which is it an antonym. Example: one college's use of nursing students' writing about the "universal precautions" at multiple points in their undergraduate program as an assessment of the development of writing competence.

**Local evidence.** Evidence (usually related to reliability or validity) collected for a specific set of participants in a single institution or at a specific location.

**Local norms.** Norms by which test scores are referred to a specific, limited reference population, (locale, organization, or institution); local norms are not intended as representative of populations beyond that setting.

**Local setting.** The organization or institution where a test is used.

**Lykert scale.** A method to prompt a respondent to express their opinion on a statement being presented. Likert scales are often 4-point scales (strongly agree, agree, disagree, strongly disagree), 5-point scales (strongly agree, agree, neutral, disagree, strongly disagree), but sometimes as many as 10 potential choices.

**Mandated tests.** Tests that are administered because of a mandate from an external authority.

**Mastery test.** A test designed to indicate that the participant has or has not mastered some domain or knowledge or skill. Mastery is generally indicated by a passing score or cut score. See cut score.

**Matrix sampling.** A measurement format in which a large set of test items is organized into a number of relatively short item sets, each of which is randomly assigned to a subsample of
participants, thereby avoiding the need to administer all items to all examinees in a program evaluation.

**Mean.** Arithmetic average of some scores, i.e. the sum of the scores divided by the number of scores.

**Measurement error variance.** That portion of the observed score variance attributable to one or more sources of measurement error; the square of the standard error of measurement.  

[Feldt]

**Metacognition.** The knowledge of one’s own thinking processes and strategies, and the ability to consciously reflect and act on the knowledge of cognition to modify those processes and strategies.

**Moderator variable.** In regression analysis, a variable that serves to explain, at least in part, the correlation of two other variables.

**Multimedia.** Graphics, animation, audio, and video presented by a computer.

**Multiple choice.** A response style where the participant selects one choice from several to indicate their opinion as to the correct answer.

**Multiple response.** A response style where the participant selects more than one choice from several to indicate their opinion as to the correct answers. Multiple response questions have answer keys that describe various combination of choices being right or wrong with different possible outcome for the different combination of selections.

**Objective testing.** Style of testing that measures the participants' knowledge of objective facts, the correct answers, to which, are known in advance

**Outcome.** The event that will occur after a question or questions have been answered (i.e. the item is scored, feedback is provided, etc.)

**Outcome evaluation.** The activity of a practitioner that evaluates the efficacy of an intervention.

**Participant.** A person that participates in a testing, assessment, or survey process by answering questions.

**Participant mean.** The mean of the percentage score achieved by candidates. Used to determine validity of choices, within an item, by examining the choices selected by the higher and/or lower scoring candidates.

**Percentile.** The score on a test below, which a given percentage of scores fall.

**Percentile rank.** The percentage of scores in a specified distribution that fall below the point at which a given score lies.

**Performance assessments.** Product- and behavior-based measurements based on settings designed to emulate real-life contexts or conditions in which specific knowledge or skills are actually applied.

**Performance domain.** The set of organized categories characterizing a role or job under which tasks and associated knowledge and/or skills may be represented in the job analysis.
**Performance standard.** An objective definition of a certain level of performance in some domain in terms of a cut score or a range of scores on the score scale of a test measuring proficiency in that domain. Also, sometimes, a statement or description of a set of operational tasks exemplifying a level of performance associated with a more general content standard; the statement may be used to guide judgments about the location of a cut score on a score scale.

**Pilot test.** A test administered to a representative sample of participants solely for the purpose of determining the properties of the test. See field test.

**Policy.** The principles, plan or procedures established by an agency, institution, or government, generally with the intent of reaching a long-term goal.

**Portfolio assessments.** Systematic collections of educational or work products that are typically collected over time.

**Pretest.** An administration of test items to a representative sample of participants solely for the purpose of determining the characteristics of the item.

**Program evaluation.** The collection of systematic evidence to determine the extent to which a planned set of procedures obtains particular effects.

**Qualitative assessment.** Collects data that does not lend itself to quantitative methods but rather to interpretive criteria (see the first example under "standards").

**Quantitative assessment.** Collects data that can be analyzed using quantitative methods (see "assessment for accountability" for an example).

**Questionnaire.** One or more questions presented and answered together.

**Reliability.** The degree to which the scores of every individual are consistent over repeated applications of a measurement procedure and hence are dependable, and repeatable; the degree to which scores are free of errors of measurement.

**Reliability coefficient.** A unit-free index that reflects the degree to which scores are free of measurement error. The index resembles (or is) a product-moment correlation. In classical test theory, the term represents the ratio of true score variance to observed score variance for a particular examinee population. The conditions under which the coefficient is estimated may involve variation in test forms, measurement occasions, raters, scorers, or clinicians, and may entail multiple examinee products or performance. These and other variations in conditions give rise to qualifying adjectives, such as alternate-forms reliability, internal-consistency reliability, test-retest reliability, etc.

**Respondent.** A person that participates in a survey process by answering questions

**Response bias.** A participant's tendency to respond in a particular way or style to items on a test (i.e., personality inventories) that yields systematic, construct-irrelevant error in test scores.

**Sample.** A selection of a specified number of entries called sampling unit (participants, items, etc.) from a larger specified set of possible entities, called the population. A random sample is a selection according to a random process, with the selection of each entity in no way dependent on the selection of other entities. A stratified random sample is a set of random
samples, each of a specified size, from several different sets, which are viewed as strata of the population.

**Scoring rubric.** The principles, rules, and standards used in scoring an examinee performance, product, or constructed response to a test item. Scoring rubrics vary in the degree of judgment entailed, in the number of distinct score levels defined, in the latitude given scorers for assigning intermediate or fractional score values, and in other ways.

**Self-assessment.** A process by which an assessment instrument is self-administered for the specific purpose of providing performance feedback, diagnosis and prescription recommendations rather than a pass/fail decision.

**Stakeholders.** The various groups with an interest in the quality, governance, and operation of a certification program, such as the public, employers, customers, clients, third party payers, etc.

**Standards.** Sets a level of accomplishment all students are expected to meet or exceed. Standards do not necessarily imply high quality learning; sometimes the level is a lowest common denominator. Nor do they imply complete standardization in a program; a common minimum level could be achieved by multiple pathways and demonstrated in various ways. Examples: carrying on a conversation about daily activities in a foreign language using correct grammar and comprehensible pronunciation; achieving a certain score on a standardized test.

**Standards-based assessment.** Assessments intended to represent systematically described content and performance standards.

**Summative assessment.** An assessment where the primary purpose is to give a quantitative grading and make a judgment about the participant’s achievement.

**Test center.** A facility that provides computers and proctoring services in which to conduct tests.

**Validation.** The process of investigation by which the validity of the proposed interpretation of test scores is evaluated.

**Validity.** The degree to which accumulated evidence and theory supports specific interpretations of test scores and/or all the other components of a certification program (e.g., education, experience and assessment instruments).

**Value added.** The increase in learning that occurs during a course, program, or undergraduate education. Can either focus on the individual student (how much better a student can write, for example, at the end than at the beginning) or on a cohort of students (whether senior papers demonstrate more sophisticated writing skills-in the aggregate-than freshmen papers). Requires a baseline measurement for comparison.

**Web based assessments.** Assessments delivered via the Internet, or an Intranet, in which the items reside on a server and are packaged with HTML to allow a participant to respond using a browser.