

Progress Report to the
Middle State Commission on Higher Education
From
University of Puerto Rico at Carolina
Carolina, P.R. 00987

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October 1, 2013

Progress Report on:

- Issue #1 Further alignment of planning and resource allocation processes that link planning to decision-making and budgeting processes
- Issue #2 Development of a comprehensive facilities plan
- Issue #3 Further development and implementation of a comprehensive, organized and sustained process for the assessment of institutional effectiveness
- Issue #4 Further implementation of an organized and sustained process to assess the attainment of learning goals at the program level, including evidence that student learning assessment information is used to improve teaching and learning

Date of the Evaluation Team's Visit
September 2011

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September 27, 2013

Dr. Michael F. Middaugh
Chair
Middle State Commission on Higher Education

Dear Dr. Middaugh:

The University of Puerto Rico at Carolina is submitting as requested the progress report due October 1, 2013. Attached is the corresponding documentation providing evidence of further alignment of planning and resource allocation processes; development of a comprehensive facilities plan; further development and implementation of a comprehensive, organized and sustained process for the assessment of institutional effectiveness; and further implementation of an organized and sustained process to assess the attainment of learning goals at the program level.

The process of developing the report was highly enriching for our institution. If you need further information, please contact us.

Sincerely,

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Acting Chancellor

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INTRODUCTION

The University of Puerto Rico at Carolina (UPRCA) was founded in 1974 as part of the University of Puerto Rico (UPR) System. Currently made up of 11 units, it is the only public system of higher education in Puerto Rico. In 1978 the Middle States Commission on Higher Education first accredited the Institution known at the time as Carolina Regional College. By the time of the 2011 Self-Study, UPRCA had become an autonomous campus within the UPR System and was in the process of a technological and academic transformation.

- As affirmed in its **Mission Statement**, UPRCA is committed to providing a student-centered education that fosters high values such as integrity, ethics, and academic excellence with a curriculum that integrates general and specialized education. In September 2008, the Academic Senate ratified modifications to the mission ensuring that goals and objectives appropriately reflect current institutional standards.
- The Institution has been at work obtaining **professional accreditation** for its programs and service offices from the appropriate agencies. In 2007 the Student Resource Center, in 2008 the School of Hotel and Restaurant Management, in 2011 Business Administration and Office Systems, and in 2012 the Counseling and Guidance Office were accredited by their respective professional accreditation agencies. Currently, the Social Sciences, Design, and Industrial Maintenance departments are revising their programs as a step towards achieving accreditation.
- UPRCA is the only campus in the UPR system that works under a **quarter-term calendar** system. Typically, students obtain their baccalaureate or associate degree in a shorter period of time as compared to a semester. The academic term consists of three quarter-term sessions that cover the entire academic year.
- The **student body** at UPRCA is served by 225 faculty and 245 non-teaching staff members. Total student enrollment for the first academic quarter term 2012-13 was 3,837. Of the student population, 2,999 (78%) studied full-time, approximately 2,502 (65.2%) received financial aid, and 2,317 (60.3%) was female. In addition, 2,552 (66.5%) of the student body is enrolled in baccalaureate degree programs, 491(12.8%) in technical programs, and 638 (16.6%) in transfer programs.
- Aware of the many challenges ahead, the Institution has implemented measures to secure **financial stability** while ensuring academic excellence. In compliance with the mandate to secure financial stability, UPRCA has identified external funding alternatives. Some of these are already in operation, and others are in their initial phases.
- The Self-Study Report of 2011 describes institutional strengths and weaknesses in accordance with the MSCHE Characteristics of Excellence standards and provides insight into the University's progress towards meeting goals and developing strategies to address present and future challenges. Based on a review of Self-Study 2011 as well as of the monitoring reports and appendices, campus interviews, and a number of institutional

documents, the evaluation team affirms that the **institution continues to meet the Requirements of Affiliation.**

The present report addresses four issues: (1) further alignment of planning and resource allocation processes that link planning to decision-making and budgeting processes (Standard 2); (2) development of a comprehensive facilities plan (Standard 3); (3) further development and implementation of a comprehensive, organized, and sustained process for the assessment of institutional effectiveness (Standard 7); and (4) further implementation of an organized and sustained process to assess the attainment of learning goals at the program level, including evidence that student learning assessment information is used to improve teaching and learning (Standard 14).

Progress to Date and Current Status

Issue #1: Further alignment of planning and resources allocation processes that link planning to decision-making and budgeting processes.

Related Standard: Standard 2

Planning Resources Allocation and Institutional Renewal

SUBSTANTIVE SUMMARY

UPRCA's planning processes include periodic assessment of goal attainment, such as quantitative and qualitative information that explicitly leads to conclusions about goal attainment and use of resources to achieve its purposes. The institution needs to collect ongoing evidence that its goals and objectives reflect conclusions drawn from assessment results and are used for planning and resource allocation at the institutional and unit levels.

DISCUSSION

The planning, resource allocation and institutional renewal processes were examined by the Accreditation, Assessment, Planning and Budget Committee (Spanish Acronym: CIAAPP) to determine the quality and sustainability of the institutional planning process. A series of critical factors were identified to improve institutional effectiveness and assessment procedures, link planning to decision-making and budgeting processes. Based on the institutional mission, SWOT analysis and the institutional objectives developed, strategic directions were created to address these issues in Strategic Plan 2013-2017.

ACTIONS AND RESULTS

1.1 Action and Result: Establish a Strategic Plan Development Committee

The Committee was established in 2011 to set the foundations and guide the development of Strategic Plan 2013-2017. Priorities were determined according to mission and SWOT analysis, presented campus-wide to obtain feedback, and institutional objectives and strategies developed. (*Appendix 1.1: Appointment of Committee; Appendix 1.2: Priorities Analysis; Appendix 1.3: SWOT Analysis*).

1.2 Action and Results: Scan of internal and external factors

An exhaustive scan of current internal and external factors was conducted by the Planning and Research Office (Spanish Acronym: OPEI), to determine the institutional profile (*Appendix 1.4:*

Complete Internal and External Scan). Demographic, labor market trends, prospective students' career choices, and the present economic situation in Puerto Rico became driving forces in the development of the strategic plan (*Appendix 1.5: List of Significant Statistical Data*).

1.3 Action and Result: Examine the development processes of Strategic Plan 2013-2017

CIAAPP worked with the Committee to secure the continuity and enhancement of the quality and sustainability of institutional planning processes. It made sure that Strategic Plan 2013-2017 generated from assessment results and budget allocations from prioritizing needs. It also served as a sounding board, questioning proposed components of the strategic plan in view of assessment/budget/planning links.

1.4 Action and Results: Assess Strategic Plan 2006-2011

The analysis of the previous plan informed the Committee on the internal and external factors that impacted achievement of objectives, issues addressed in the new plan. To be able to attest to some degree the effectiveness of Strategic Plan 2006-2011, the indicators of success for 2011-2012 and 2012-2013 were modified. Using the new indicators the Committee found that in those years the success rate was close to 75%, with 16% of strategies still ongoing. Strategic Plan 2013-2017 persists with critical objectives/strategies from the previous plan albeit from a different perspective and clear metrics to measure success. (*Appendix 1.6: 2011-2013 Success Rate*)

1.5 Action and Results: Design a new table for the operational strategic plan

Taking into consideration MSCHE recommendations of the improvements needed in the Institution's planning procedures led to incorporating items to the operational strategic plan that addressed these concerns: metrics, base level, and target expectation. (*Appendix 1.7: Meeting the Challenge: UPRCA's Operational Strategic Plan*)

1.6 Action and Results: UPRC Strategic Plan 2013-2017

The Committee completed *Meeting the Challenge: UPRCA's Strategic Plan 2013-2017*, after carrying out the previews actions. (*Appendix 1.8: Meeting the Challenge: UPRCA's Strategic Plan 2013-2017*).

NEXT STEPS

- Disseminate the Plan to all university stakeholders: students, staff, faculty, and community through the Internet, the library, the Academic Senate and Administrative Board, the University Government Board, *cartero.carolina* email information system, among others.
- Development of operational plans by the academic and administrative offices
- Gather data from the ongoing assessment of the plan to further improvements

APPENDICES Issue 1

- 1.1 Appointment of Committee
- 1.2 Priorities Analysis
- 1.3 SWOT Analysis
- 1.4 Complete Internal and External Scan
- 1.5 List of Significant Statistical Data

- 1.6 2011-2013 Success Rate
- 1.7 Meeting the Challenge: UPRCA's Operational Strategic Plan
- 1.8 Meeting the Challenge: UPRCA's Strategic Plan 2013-2017

Issue #2: Development of a Comprehensive Facilities Plan

Related Standard: Standard 3

Institutional Resources

SUBSTANTIVE SUMMARY

Although the UPR System has a Facilities Master Plan, the campus needs to develop its own Facilities Master Plan. Such a plan would tie facilities planning to UPRCA's Strategic Plan, academic program plans and other pressing needs, including athletic facilities, and it would identify deferred maintenance. In times of restricted resources such comprehensive planning is especially important to ensure that available funding is applied to the institution's highest priorities.

DISCUSSION

The Institution has developed a Facilities Master Plan that paves the way for the maintenance and planned growth of UPRCA. The working plan developed to maintain its physical facilities in optimal conditions foresees continuous efforts for improvement of structures, plumbing and power systems, computer controlled air-conditioning systems, pumping systems, and restroom and classroom illumination. Each of these can generate significant savings in power consumption that will enhance UPRCA fiscal situation. The results from a self-evaluation instrument, *Index of Maintenance Needs for Structures and Spaces*, were used as indicators to reflect the current status of UPRCA's facilities. Each structure is classified using a 0-5 scale where 0 is considered very bad and 5 excellent (*Appendix 2.1: Index of Maintenance Needs for Structures and Spaces*). Indexing is calculated using the National Academies System to set specific maintenance needs like roofs, plumbing, electrical system, air-conditioning, exterior maintenance (paint and gardening), cleanliness/hygiene, and elevators. In this strategic cycle, the Institution is focusing on maintaining facilities conducive to a positive learning atmosphere until the economic situation permits the continuation of planned growth.

ACTIONS AND RESULTS

2.1 Action and Results: Establish a Facilities Master Plan Committee

The first item on the committee's agenda was determining the funds the Institution could expect for maintenance and facilities development. The economic situation dictated, the Committee decided, that efforts during this strategic timeline had to be directed towards maintenance, while the plan as a whole would contain a vision for future growth. After carrying out the following actions, the *Facilities Master Plan* is completed by the Committee and maintenance projects are initiated according to timeframe. (*Appendix 2.2: Facilities Master Plan*)

2.2 Action and Results: Ascertain priority projects

The Committee established priorities according to institutional needs marking particular facilities for specific actions. Spearheaded by the Dean of Administration together with the Institution's architect and the Director of the Institutional Office of Physical Resources, among others, the Committee set out to evaluate campus facilities building by building using the *Index of*

Maintenance Needs for Structures and Spaces, analyze institutional needs, and create a table to graphically represent this analysis.

2.3 Action and Results: Identify budget allocations for maintenance projects
Institutional, federal, and private fund allocations assigned according to priorities.

2.4 Action and Results: Prepare timeframe for maintenance projects
Specific dates for maintenance projects were established according to strategic plan timeline.
(*Facilities Master Plan Schedule of Maintenance/Improvements p.22*)

2.5 Action and Results: Create a plan for growth
The Institution's architect created a graphic representation of a vision for the development of the Institution in the years to come. This representation takes into consideration the visualizations of stakeholders and ties facilities planning to UPRCA's strategic planning, academic program plans and other pressing needs, including athletic facilities.

NEXT STEPS

- Continue maintenance projects according to time frame
- Gather data from the ongoing assessment of the plan to further campus maintenance and growth
- Evaluate the Facilities Master Plan for further changes and improvements
- Continue the search for funding of other phases of the Facilities Master Plan

APPENDICES Issue 2

- 2.1 Index of Maintenance Needs for Structures and Spaces
- 2.2 Facilities Master Plan

Issue #3: Further development and implementation of a comprehensive, organized, and sustained process for the assessment of institutional effectiveness.

Related Standard: Standard 7

Assessment of Institutional Effectiveness

SUBSTANTIVE SUMMARY

During the MSCHE evaluation team visit to the campus in September 2011, the Institution presented evidence to the team regarding the development of a comprehensive institutional assessment system. In the Report to the Faculty, Administration, Trustees, and Students of UPRCA the evaluation team recommended to "adopt and fully implement the Institutional Assessment Plan 2011-2016" (p. 20). The evaluation team also recommended that UPRCA needed to continue working toward developing a culture of assessment.

DISCUSSION

UPRCA has taken steps towards the development of a sustained assessment culture and the professional accreditation of its programs. To assess institutional effectiveness, the Institution receives input from OPEI and the Assessment and Accreditation Office. Since 2006 the Assessment Office has guided the institutional assessment processes through its coordinators in academic departments and learning support units. UPRCA has also developed, with the

participation of the academic community, an *Institutional Assessment Plan* based on its mission and objectives, and is currently working diligently to implement the plan and gather data for improvement. The Institutional Assessment System Implementation Rubric is providing a clearer picture as to where the Institution stands in terms of assessment (*Appendix 3.1: Institutional Assessment System Implementation Rubric 2013*). With the development of an Institutional Scorecard by OPEI, MONKEY SURVEY, OpScan Insight 4, and the WEAVE online assessment and planning management system, UPRCA has paved the way for linking assessment results to planning and resource allocation (*Appendix 3.2: Institutional Scorecard*). All 2013 assessment activity can be found at: [Virtual Exhibit Room 2013](#).

ACTION AND RESULTS

3.1 Action and Results: Approve the Institutional Assessment System

The Institutional Assessment System 2011-2016 (IAS) approved by the Academic Senate on November 29, 2012, Certification #12 (2012-2013), has been an important step toward the development of an institutional culture of assessment (*Appendix 3.3: Institutional Assessment System, Revised with Addendums*); It has proved to be a useful tool to guide assessment processes at departmental and institutional levels. Its alignment with the Institutional Strategic Plan has been crucial in the design of formative and summative evaluations and the use of key performance indicators.

3.2 Action and Results: Require academic departments and administrative units to incorporate in their reports assessment results and actions

The Deanship for Academic Affairs established a policy requiring academic departments to submit an annual and a biennial report monitoring the status of assessment plans and level of use of the assessment results of each academic program (*Appendix 3.4: Biennial Assessment Report Form*). They also must evidence how results were used to improve student learning and the program's operations. The biennial provides information regarding the outcomes assessed, assessment technique (both direct and indirect), results of the assessment, recommendations for improvement, and the status of the recommendation. In academic year 2013-2014, the Deanship for Administrative Affairs is requiring administrative units to submit an assessment report specifying the assessment conducted, results, decisions made based on assessment results, and how the actions taken contribute to improve unit's performance. The first Program Level Assessment Reports completed in 2013 are being reviewed and used by academic departments to improve teaching-learning processes. ([Virtual Exhibit Room 2013](#))

3.3 Action and Results: Disseminate and analyze assessment information

During academic year 2012-2013, UPRCA adopted a campus-wide system to analyze and communicate the results from periodical assessments in order to support planning and resources allocation, facilitating the communication of assessment results (*Appendix 3.5: Protocol for the Analysis and Communication of Assessment Results for Planning and Budget Allocation*). Once WEAVE online has received the information it needs to be fully operational, each academic and administrative unit will be responsible for submitting the form electronically, contributing to the increase of efficiency and the continuity of the process.

3.4 Action and Results: Implement Program Assessment Status Rubric

The rubric was completed in 2013 by all programs, leading to a portrait of a program's weaknesses and strengths in assessment procedures ([Virtual Exhibit Room 2013](#)). At present, results are being reviewed and strategies developed to address issues.

3.5 Action and Results: Implement measurement tools

UPR systemic and institutional metrics have been selected in order to assess the level of accomplishment of each institutional objective in UPRCA's Strategic Plan 2013-2017, using academic year 2012-2013 as a baseline. National survey services are also used to provide external comparisons and validity to institutional findings.

3.6 Action and Results: Improvement of assessment planning and tools

Based on implementation assessments conducted by the Assessment Office, an improved version of the Institutional Assessment System has been disseminated. The revised version includes rubrics to help academic departments and administrative units assess the level of plan implementation, including meta-assessment. This version of the IAS also includes a template to help academic programs develop advanced curricular maps aligning course-level objectives with program-level learning outcomes and integrating assessment techniques and the expected level of performance. The improved version of the IAS has been distributed among unit directors and assessment coordinators. All academic programs have completed curricular maps ([Virtual Exhibit Room 2013](#)); some of the accredited programs are reviewing their assessment plans for their professional accrediting agencies; and non-accredited programs are designing their plans using the accredited programs' plans as models.

3.7 Action and Results: Implement a standard procedure for the comprehensive evaluation of academic programs

During academic year 2012-2013, the Assessment Office developed a standard procedure for formative and summative evaluation of academic programs (*Appendix 3.6: Five-Year Program Evaluation Plan Template*). The procedure includes 12 key components aligned with the Central Administration's requirements regarding periodic evaluation of academic programs, an evaluation process that intends to demonstrate a program's efficiency and relevancy. The Advertising Technology and Graphic Arts programs will conduct comprehensive evaluations using the tool in academic year 2013-2014.

NEXT STEPS

- Provide training in assessment to administrators and faculty
- Use technology to facilitate assessment processes and the dissemination of results (WEAVE online, Assessment Office's webpage)
- Use the rubric developed to evaluate implementation of the *Institutional Assessment System*
- Develop a system to plan yearlong academic offerings analyzing usage of campus facilities and freshman enrollment patterns

APPENDICES Issue 3

- 3.1 Institutional Assessment System Implementation Rubric 2013
- 3.2 Institutional Scorecard
- 3.3 Institutional Assessment System, Revised with Addendums
- 3.4 Biennial Assessment Report Form
- 3.5 Protocol for the Analysis and Communication of Assessment Results for Planning and Budget Allocation
- 3.6 Five-Year Program Evaluation Plan Template

Issue #4: Implementation of an organized and sustained process to assess the attainment of learning goals at the program level, including evidence that student learning assessment information is used to improve teaching and learning.

Related Standard: Standard 14
Assessment of Student Learning

SUBSTANTIVE SUMMARY

Prior to the MSCHE September 2011 campus visit to UPRCA, the Institution had been working toward the development of a culture of assessment of institutional effectiveness and of student learning. The MSCHE evaluation team offered a series of recommendations regarding the implementation of assessment of student learning and use of results following their visit.

DISCUSSION

Since MSCHE's visit, UPRCA has taken crucial actions in order to implement an organized and sustained process to assess student learning at the program level and to evidence the use of assessment results for improving the teaching-learning process. Implemented strategies strengthen course level learning outcomes which aligned to program outcomes are at the core of the learning process. Program directors and assessment coordinators met repeatedly during the summer months to discuss assessment issues at UPRCA and identified weaknesses in assessment implementation became priorities in Strategic Plan 2013-2017.

ACTIONS AND RESULTS

4.1 Action and Results: Establish a Web site for assessment

A Web site using Moodle was established where academic programs post assessment documents to serve as models for other programs. This has resulted in an upsurge of assessment activity at the course and program levels. All programs have posted Program Level Assessment Reports, Program Assessment Status Rubric and Curricular maps. Several Program Assessment Plans and assessment results have also been posted. While the Moodle page continues to be a bank and forum for assessment, final assessment results are posted on UPRCA's Web page at [Virtual Exhibit Room 2013](#).

4.2 Action and Results: Development and use of a standard instrument to conduct indirect assessment of student learning

Since 2011, a questionnaire has been used by academic programs to gather indirect evidence of student learning at the course-level, and the number of faculty members using this tool has increased in the last two years. The tool has proved to be a useful tool of indirect assessment of student learning, as evidenced by the reports on the use of assessment results (*Appendix 4.1*:

Student Satisfaction Questionnaire; Appendix 4.2: Student Satisfaction Questionnaire Noel-Levitz).

4.3 Action and Results: Modification of procedures to conduct direct assessment

4.3.a Pre-test results of General Education courses are processed at the Assessment Office

An analysis of faculty challenges in conducting assessment revealed the main issues are the lack of analysis of collected data and reporting the data. The Assessment Office is collaborating in the analysis of assessment data from General Education courses. A summary of pretest results is given to each Department Chair, Assessment Coordinator and faculty member including information on group performance by skill or learning outcome measured in the test. Early reports provide faculty members with relevant information they can use to plan their courses and help them maximize lesson planning in order to emphasize areas of lowest performance. At quarter end, a report is submitted to Department chairs comparing pre-posttest results (*Appendix 4.3: Example of Pre-Posttest Report*).

4.3.b Training Faculty on test development, writing learning outcomes, and learning outcomes alignment

In May 2012, a workshop was offered to faculty members on writing clear learning outcomes. A total of fifteen faculty members from the Social Sciences and Criminal Justice Department participated in the workshop, and had the opportunity to write learning outcomes and suggest new or modified learning outcomes for their program's course syllabi. As a result of the workshop, the learning outcomes in the syllabus of various courses have been reviewed, and some faculty members have modified their tests and other course-level projects so they can be used as assessment tools. This revision was the first step in the development of the assessment plans for two academic programs: Forensic Psychology, and Law and Society.

4.4 Action and Results: Use of a standard form to follow-up and evidence the use of results of student learning assessment.

The Assessment Office developed a template for the report and use of assessment data (*Appendix 4.4: Follow-up and Use of Results Template*). Faculty members use this template to report assessment results and the changes they plan to carry out based on such results. The document evidences that assessment results are being used to improve student learning. The template has facilitated the creation of an inventory of conducted assessments at both course and program levels. The use of this form allows the Assessment Office to evidence the changes that have been planned or implemented as the result of assessment. Additionally, the form has been crucial in the development of biennial assessment reports, where information is presented on actions conducted to close the assessment loop.

4.5 Action and Results: Use of a Program Assessment Status Rubric and Program Level Assessment Report

A rubric to evaluate academic program assessment procedures was implemented. All academic programs completed and posted their evaluation of assessment procedures for academic year

2012-2013 and indicate actions to be taken to improve their assessment processes in view of the results ([Virtual Exhibit Room 2013](#)). All academic programs also completed the Program Level Assessment Report for 2013. ([Virtual Exhibit Room 2013](#))

4.6 Action and Results: Training in the analysis of assessment results using electronic spreadsheets.

In December 2012, a workshop on the use of electronic spreadsheets (i.e., Excel) was offered to UPRCA's faculty to provide faculty members and Assessment Coordinators basic tools to analyze and summarize their assessment data using institutionally available resources. Faculty members had the opportunity to analyze assessment data using pivot tables, and to create charts that summarized assessment results. The results of the workshop evaluations evidence that faculty members are interested in this type of training; therefore, the Assessment Office is developing a guide for the use of electronic spreadsheets to address one of the most salient challenges in the use of assessment results at the program-level: difficulty in analyzing assessment data.

4.7 Action and Results: Improved tools and resources for assessment planning at the program-level.

The Assessment Office has developed new tools to help academic programs in the development of program-level assessment plans. These tools have been included as addendums in the Institutional Assessment System. The template developed to guide advanced curriculum mapping, for example, is expected to facilitate the course coordination among instructors, and the use of assessment results in decision-making processes at the program level. All programs have completed and posted curriculum mapping and Course Alignment with Learning Outcomes. ([Virtual Exhibit Room 2013](#))

The acquisition of *Remark Software* will facilitate the process of gathering assessment data at program and course level. It increases efficiency of the assessment process allowing a larger number of faculty members to use forms that are processed by optical readers which are developed in-house, reducing costs. Two academic programs (Advertising Technology and Graphic Arts) have used the advanced curriculum mapping tool to develop program-level assessment plans, and will implement their assessment plans using this tool during the first quarter of academic year 2013-2014. The *Remark Office* software will be used starting September 2013. Summer meetings with academic directors and assessment coordinators indicated that the acquisition will help in getting more faculty members involved in assessment since it requires less time for data entry and processing. The use of this tool and the templates developed by the Assessment Office are expected to promote greater participation of faculty in assessment processes.

NEXT STEPS

- Greater usage of technology in the assessment of student learning:
 - a. *Moodle* and *Remark Office Software* will be used for assessment data gathering
 - b. *WEAVE online* will be used as an assessment and planning management tool

c. *NILOA Transparency Framework* will be used for sharing program-level assessment results with the UPRCA community.

- Feedback from advisory boards will be gathered in order to keep program curricula up-to-date and to assess the relevancy of the programs.
- Undergo periodical program evaluations
- Course coordination will be required at the program level in order to assure program-learning outcomes are being addressed and assessed according to the program's assessment plan.
- The implementation of the use of locally-developed tests for assessing student achievement of general education learning outcomes is being considered by the Institution.
- The implementation of capstone courses/professional experience in all baccalaureate programs
- The implementation of entrance and exit tests in all baccalaureate programs

Appendices Issue 4

- 4.1 Student Course Satisfaction Questionnaire
- 4.2 Student Satisfaction Questionnaire Noel-Levitz
- 4.3 Example of Pre-posttest Report
- 4.4 Follow-up and Use of Results Template

NEXT STEPS ISSUES 1, 2, 3 AND 4

- Implementation of the 2013-2017 Strategic Plan
- Evaluate the 2013-2017 Strategic Plan for further changes and improvements

CONCLUSION

As sustained in the result of actions presented in the current report, and the analysis of Issues 1 and 2 in Strategic Plan 2013-2017 and the Facilities Master Plan, UPRCA has maintained and implemented effective and participatory processes that guarantee the success of planning, resource allocation, leadership, governance and institutional renewal processes. Although the institution is facing a decline in state revenues affecting the availability of funding, it has taken a proactive posture in seeking operational efficiencies and external funding, and in establishing and adjusting priorities and strategic directions to improve and sustain educational effectiveness.

Concerning issues 3 and 4, the development of a culture of assessment is slowly but surely taking hold. Various strategies implemented during the summer of 2013 have triggered a spurt of activity in this direction. Assessment of academic programs, student support services administrative units, and student learning at course, program, and institutional levels are ongoing, though not one hundred percent realized. Strategic Plan 2013-2017 implements strategies to advance this institutional objective. The implementation of the Institution's assessment plan to evaluate its effectiveness in achieving its mission and objectives is being instituted campus-wide, and indications are it will fulfill expectations.