

Inter American University of Puerto Rico  
Metropolitan Campus

2009-2010

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# Appendix 1

# Assessment Model

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Metropolitan Campus  
Assessment Model**

**Introduction**

During the last two decades, assessment of formal student learning has been institutionalized at higher education institutions as a critical variable in evaluating institutional effectiveness. As a result, institutions of higher education have improved their planning processes, evaluation instruments and have implemented new strategies, trained and empowered their faculty and administrators. The assessment of student learning outcomes as a process and product is an essential element in organizational culture, centered in the student quality of learning. This assessment requires all constituent commitment to achieve the institution mission and goals.

The literature has defined the assessment concept in various ways. Palomba and Banta (1999) define assessment as the “systematic collection, revision, and use of information concerning its programs for the purpose of improving student learning and development.” Rosa (2004), on the other hand, makes reference to the process of collecting information that integrates a variety of instruments and measures to obtain a multiple of opinions with reference to a program. This process can be carried out at the institutional and program level and may include courses and profiles of students and professors. The assessment process is geared towards strengthening student learning within the cognitive and affective domains during their academic experience.

Assessment centered on student learning is a paradigmatic change that has had a positive effect on student evaluation and academic program effectiveness. This new paradigm redefines the academic endeavors in a systemic way at the Campus. This view on learning compels us to look at the empirical bases that support decision-making and at the strategies for the qualitative improvement of student learning. For faculty members, this implies a new frame for the discussion of objectives, curriculum organization, teaching methodologies and student profiles definitions.

**Campus Assessment Model**

The assessment framework of the Inter American University of Puerto Rico System is based on the premise that all that takes place within an educational institution has an effect on learning. It recognizes that the cornerstone of the assessment process is the vision and mission of the organization, and provides the framework for the Campus Assessment Model. The model has a systemic approach to define its elements and their interrelationship. The following key elements and their corresponding interrelationships summarize the Campus Assessment Model.

APPENDIX 1: IAUPR-METROPOLITAN CAMPUS ASSESSMENT MODEL



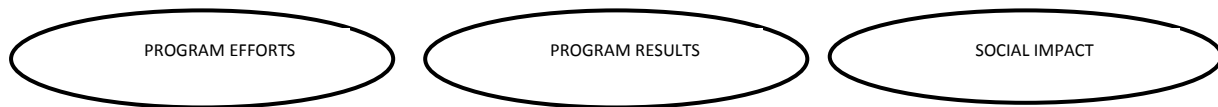
The elements in the model are input, process, product and final results. Each element provides for both formative and summative assessment. The first two elements are generated through the internal efforts of the programs. The third element is the programmatic result translated into products for learning. Lastly, the results correspond to the social (external) impact of the graduates relative to the mastery of professional competencies within the context of employment or graduate education. The analysis can be conducted with one element or with the general profile of all the elements that contribute to the expected results. The following figure includes examples of the different elements.

ASSESSMENT MODEL OF THE METROPOLITAN CAMPUS <sup>1</sup>			
INPUT	PROCESS	PRODUCT	RESULTS
<b>Students</b>	Instruction: Strategies, Educational Materials, Evaluation	Academic Achievement - Level of skills, acquired knowledge and attitudes	Graduate employees in their major or related areas
<b>Faculty</b>	Course Level	Retention and Graduation	Employer’s Opinion
<b>Accreditation and Licensing Standards</b>	Curriculum Sequence	Satisfaction with the degree and the educational experience	Graduate’s Opinion
<b>Curriculum – Mission, Objectives, Curriculum Model</b>	Section Size	Performance on Comprehensive Examinations- Knowledge and skills level	Contribution to the Community
<b>Educational Resources</b>	Modality	Intellectual Development	Graduate Leadership
<b>Equipment</b>	Faculty and Student Development	Professional Growth	Congruence between social necessity and services rendered

<sup>1</sup> Rosalie Rosa Soberal (2006).

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INPUT	PROCESS	PRODUCT	RESULTS
<b>Physical Installations:</b> classrooms, laboratories, technology	Satisfaction Level of Faculty and Students	Contribution to the Discipline – Dominance by skill and educational level	Community Service
<b>Budget</b>	Course Evaluation by Students and Faculty		
<b>Administrative Structure</b>	Use of Technology		
<b>Supporting Personnel</b>			
INTERNAL		EXTERNAL	



**Principles**

The following principles support the assessment model:

- Assessment is composed of four fundamental processes: (1) it clearly identifies the product or expected outcomes of student learning, (2) it gathers evidence that documents the results, (3) it interprets the data collectively and (4) it is utilized to improve student teaching and learning.
- Mastery of the competencies in the disciplines is associated with an educational process that is systematic, deliberate, to the learning process that takes place during the systematic and deliberate awareness of the educational process.
- The learning assessment product requires an examination of the demands of the external environment, the accreditation and licensing institutions, as well as student profiles.
- A systemic vision allows the integration of program efforts and results (internal); and the social impact (external) on the society to make academic and administrative decisions.
- The results form a profile of the relationship of the mission, goals and objectives to determine institutional effectiveness.

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- The results are useful as a managerial tool during the planning, development and assignment of resources to improve the institution, its programs and services.
- The active participation of all members of the university community is essential in achieving the institutional mission and its goals.
- Quantitative and qualitative methodologies allow the combining of a variety of direct and indirect measures that contribute valuable information needed to document decision-making.

The learning assessment model offers information on the processes that affect the expected outcomes. An evaluation of the results of the learning model leads to an evaluation of the institution: its mission, goals and objectives. The purpose of assessment at the institutional level serves to determine the feasibility of its academic offerings; its strategic planning and an analysis of the tendencies at the higher education level, the emerging technologies, and the social, historical and cultural context of the institution.


### *MC Academic Assessment Plan*

The assessment model has been used to formulate and revise the MC Academic Assessment Plan, that is, the activities, strategies and the procedures geared towards achieving the results. The MC Academic Assessment Plan is an instrument that gives direction, organization, and guidance to the particulars of the academic programs.

Based on the MC Academic Assessment Plan, a work plan was developed. It includes the time needed to ponder the program assessment plans against the action taken and a timetable to examine the expected outcomes against the results and improvement activities incorporated. MC considers the discrepancies between the expected outcomes and those achieved to incorporate corrective action as soon as possible.

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Responsibility for assessment is an institution-wide process that is shared by faculty, administration, and staff. At MC the assessment process is organized at different levels. The responsibilities for each level are delineated in the following table. The assessment process initiates with the definition of the expected student learning outcomes at the different levels starting with curricular design for new programs and periodic academic program review (at least every five years).

MC ASSESSMENT RESPONSABILITIES BY LEVELS		
ORGANIZATION	LEVEL	ROLE
MC INSTITUTIONAL ASSESSMENT COMMITTEE	 CAMPUS	<ol style="list-style-type: none"> <li>1. Fulfills a coordinating and advising role for outcomes assessment campus-wide</li> <li>2. Supports communication and coordination of assessment efforts and the flow of information about assessment finding.</li> <li>3. Provide training to staff and faculty members in assessment of student learning outcomes.</li> <li>4. Distribute assessment instruments to Assess Learning.</li> <li>5. Monitor the ongoing assessment of student academic achievement in undergraduate and graduate programs.</li> <li>6. Determine congruency of assessment results with the Institution’s mission and goals.</li> <li>7. Provides expertise in designing assessment activities, advising faculty and programs; and in coordinating the General Education Program assessment activities.</li> <li>8. Determine database needs to support the MSCHE accreditation process.</li> </ol>
FACULTY DEANS, DEPARTMENT CHAIRS/SCHOOL DIRECTORS AND ASSESSMENT (FACULTY) COMMITTEE	ACADEMIC FACULTY OR PROGRAM	<ol style="list-style-type: none"> <li>1. Encourage and support outcome assessment at all levels in the academic faculty.</li> <li>2. Develop, implement, operate and manage the assessment plan within their academic programs to achieve continuous improvement of student learning</li> <li>3. Facilitate program changes as designed by faculty in response to classroom and program assessment findings</li> <li>4. Collect program and classroom assessment data</li> <li>5. Analyze data results</li> <li>6. Discuss assessment results within the program stakeholders</li> <li>7. Proceed with the corresponding actions to improve student learning outcomes, including curricular revision</li> </ol>

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MC ASSESSMENT RESPONSABILITIES BY LEVELS		
ORGANIZATION	LEVEL	ROLE
FACULTY MEMBERS	PROGRAM AND COURSES	<ol style="list-style-type: none"> <li>1. Conduct classroom assessments in order to focus in student learning</li> <li>2. Incorporate instructional strategies and direct and indirect measurement methods that support improvement of student learning</li> <li>3. Report at least annually the use of classroom assessment in order to share ideas and strategies with peers</li> <li>4. Engage and support institutional and accreditation efforts</li> <li>5. Participate in planning in conducting program assessment and then work with peers to improve program outcomes</li> </ol>

When assessment results reveal a need for curricular revision or policy changes, a proposal to the Academic Senate, the legislative body for program and curriculum development, is submitted for approval.

The assessment model also supports decision making in the planning and budget processes. Assessment results are essential for the determining budget allocation priorities. As stated by Middaugh (2010) “...the primary objective of assessment is to produce *information* (note again the emphasis on information as opposed to data) that can be used for decision-making and institutional improvement”.

*Assessment Work Plan Time Table for 2010-11*

The Assessment Work Plan Time Table for 2010-2011 follows.

ID	Tasks	Begins	Ends	Duration	2010					2011								
					Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
1.	Profile of Incoming Students																	
2.	Students by Major or Concentration																	
3.	Training Activities by Assessment Faculty																	
4.	Updating of Syllabi and Course Outlines																	
5.	Profile of Professors																	
6.	Analysis of Strategies and Educational Materials																	
7.	Training Activities for Assessment Faculty																	
8.	Introduction of Assessment Instruments in Courses																	
9.	Analysis of Educational and Technological Resources																	
10.	Analysis of Classrooms, Laboratories and Equipment																	
11.	Evaluation of the Work Plan and the Budgeting Process																	
12.	Analysis of the Retention and Graduation Rate																	
13.	Analysis of the Satisfaction Level of Students, Graduates and Employers																	
14.	Analysis of the Final Examinations																	



