



FIVE YEAR EVALUATION REPORT

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Celis 116

AGENDA

- Certification 43 2006-2007
- Programs included in 2014-2015 calendar
- Detailed discussion of the document: “*Guide to Evaluate Academic Programs at the UPR*”
 - Intent and recommendations included
 - Aspects/elements to be evaluated
 - Suggestions to address each element
 - Data that would be provided directly by OIIP
 - Special requests or suggestions from the audience in terms of data



CERTIFICATION 43-2006-2007

- *Certification 43 2006-2007 stipulates that every academic program of the UPR system is to be evaluated every five years. As of 2014, UPRM follows a calendar that specifies when each program should be evaluated (handout).*

Decano
Asuntos
Academicos

- Creación Calendario
- Presentación al Senado

Decano de
Facultad

- Creación Comité Evaluador

Comité:
Evaluacion
basada en datos

- Validación de datos por parte de la OIIP

Preparación de
Informe

- A entregarse en abril del año que corresponde la evaluacion



Decano Asuntos Academicos

- The initial responsibility of the Dean of Academic Affairs is to create a 10 year calendar and present it to the academic senate.



Decano de Facultad

- His/her initial responsibility is to designate an evaluation committee for each program under the evaluation calendar

- Committee members should include:
 - Program Director or Coordinator
 - Faculty member
 - Active student(s)
 - Counselors
 - Lab Technicians
 - Administrative personnel
 - Program assessment coordinators
 - Alumni
 - Librarian



Committee

- Prepare a report, based on data
- Data should be validated by OIIP
- Report should include institutional effectiveness elements as defined by Certification 136 (2003-2004) - JS
- Report must be delivered to the Faculty Dean by April

- Regulation stipulates that the data should be validated by OIIP – At UPRM, we are already working to identify, organize and summarize all available data to offer it upfront



EXAMPLE: CALENDAR BY YEAR/PROGRAM

Calendario de Evaluación de Programas Académicos
Recinto Universitario de Mayagüez
2014 - 2024

Año Académico 2014-2015

Colegio de Ciencias Agrícolas

1. MS Economía Agrícola
2. MS Educación Agrícola
3. BS Economía Agrícola
4. BS Educación Agrícola
5. BS Agro Negocios
6. Secuencia Curricular para el Programa de Preparación de Maestros en Educación Agrícola

Colegio de Ingeniería

1. MS, ME Ingeniería Química
2. PhD Ingeniería Química
3. BS Ingeniería Química
4. Secuencia Curricular en Ciencias e Ingeniería de Materiales

Colegio de Artes y Ciencias

1. MS Biología
2. MS Química
3. PhD Química Aplicada
4. BS Biología
5. BS Química
6. BS Biotecnología Industrial
7. BS Microbiología Industrial
8. BS Pre-médica
9. BA Teoría del Arte
10. BA Artes Plásticas
11. Secuencia Curricular en Arte

Colegio de Administración de Empresas

1. Bachillerato en Administración de Oficinas
2. BSBA Contabilidad
3. BSBA Estudios Organizacionales
4. Secuencia Curricular en Asistente de Oficina
5. Secuencia Curricular para Reválida de Contador Público Autorizado

División de Educación Continua y Estudios Profesionales

1. Secuencia Curricular para Certificación de Maestros de Escuela Secundaria



“GUIDE TO EVALUATE ACADEMIC PROGRAMS AT THE UPR”

- The document was provided by the UPR Office of the Vice President for Academic Affairs.
- The document defines 15 areas to be evaluated and provides clear criteria for each.
- It stressed the desirability of making this a collaborative and comprehensive process, to include all stakeholders and to promote dialogue and reflection.

- Mission, Goals and Objectives
- Needs and Justification
- Program Relevance
- Curriculum
- Assessment
- Students
- Faculty
- Administrative Support
- Learning and Information Resources
- Outreach
- Program Operation and Effectiveness
- Fiscal Aspects
- Facilities
- Strengths and Limitations
- Development Plan

I. INTRODUCTION

Please include the following in this area:

- Program's title
- Degree(s) conferred
- Date and duration of created program
- Accreditation(s), if applicable
- Authorizations and licenses (CEPR)
- Program Administration –
 - describe all personnel; include organizational chart (organigram) of the institution (<http://oiip.uprm.edu/docs/Organigramas/Organigrama%20RU-M-Ingles%20agosto-ver-2-2013.pdf>) and the Department/program organizational chart.
- Any extra pertinent information



II. MISSION, GOALS, AND OBJECTIVES

- State the most recent mission, goals, and objectives approved by the department/program.

- Were the program's goals and objectives aligned with the UPR and the UPRM's goals?
 - *Suggestions:*
 - *Provide a table showing how these are aligned to the “Diez para la Decada”:*
http://www.upr.edu/?type=page&id=la_upr_diez_para_la_decada&ancla=diez_para_la_decada.
 - *For the UPRM Strategic Plan (English version) visit:*
http://oiip.uprm.edu/docs/Plan%20Estrat%e9gico/plan%20estrategico-mercedes/Plan_Estrategico_2012-2022_versi%fn%20ingl%e9s.pdf
 - *OIIP will provide the previous UPRM Strategic Plan*



II. MISSION, GOALS, AND OBJECTIVES

- Demonstrate that the goals and objectives focus on student learning and program improvement. Provide evidence of these achievements within the goals and objectives of the program.
 - *Suggestion:*
 - *Use syllabi of all courses. Your program should also have an Assessment Plan which includes this information. Include letters or results of exit surveys by alumni.*
 - *Graduation and placement rates (OIIP).*
 - *keep in mind, you are evaluating five (5) years of the program*



II. MISSION, GOALS, AND OBJECTIVES

- To what extent has the program reached its expected scope and purposes?
 - *Suggestion:*
 - *Compare goals over time and assessment report(s)*
 - *Identify gaps*

What changes transpired and in what year were the program's mission, goals, and objectives updated?

Use cycles from the Assessment Report.



III. NEEDS AND JUSTIFICATION OF THE PROGRAM

Please describe the scope of the program in relation to the needs of the population.

- Provide data that demonstrates that the program adequately satisfied the identified needs and opportunities (as per the last evaluation or when the program was created).
 - *Suggestions:*
 - *Use admission information, degrees conferred, placement rates, retention and graduation rates (OIIP).*



III. NEEDS AND JUSTIFICATION OF THE PROGRAM

- What are the needs and expectations that justify the continuation of the program?
 - *Suggestions:*
 - *Number of applicants, transfers, and the number of students served every year. (OIIP, except for transfers).*
 - *Any information on jobs, skills and/or market tendencies and needs*



IV. PROGRAM RELEVANCE

This section highlights the program's unique characteristics, the existence of other similar programs, its relationship with other programs, program demand, and other relevant features.

- What characteristics make your program a distinguishable and valuable study alternative within the UPRM system, education system in general, and compared to other institutions?
 - *To answer, use accreditations, if applicable; associations within the program, faculty-degree distribution, and any significant experiences and opportunities offered to the students (undergraduate research, COOP initiatives, internships, etc). Compare and contrast with similar programs in other campuses and universities.*



IV. PROGRAM RELEVANCE

- What is the program's impact among other programs and departments within UPRM and the UPR system?
 - *Include information about shared teaching among campuses, research, program articulations, interdisciplinary activities, and others.*
- If programs at a different level are offered within the same discipline or professional area, what is its relationship with the program under evaluation?
 - *This applies to different tracks within your program as well as different degrees (e.g. Master's, Ph.D.). How does it compare to the program being assessed? Highlight the differences*



IV. PROGRAM RELEVANCE

- What information is available to show that different groups, the industry, research centers, and other educational institutions or agencies have a vested interest in this program?
 - *Information from the last five years is needed as well as five year projections. Also, include any agreements, collaborations, project funds, alliances, job fair recruiting information, graduates pursuing graduate studies and, if available, letters from companies and industries.*
- What tendencies are observed in terms of number of students accepted in the program per year, applicants, and percentages of students in the program?
 - *Use registration information from the last five years (OIIP).*

V. CURRICULUM

This section guides in the analysis of the different components of the program curriculum in regards to its effectiveness in achieving the goals, objectives, and profile of the graduating student.

- How adequate is the curriculum in achieving the developmental competencies included in the graduating student profile?

Include assessment report(s), exit surveys, data from surveys of graduated students who are in the workforce.



V. CURRICULUM

- What data demonstrates that the curriculum is relevant in terms of amplitude, depth, and level in the discipline?
 - *Compare curricula of other countries and within Puerto Rico.*
- Provide evidence that the syllabi of the courses are up to date and fully meet the requirements of Certification 130 (1999-2000) of the Board of Trustees, Manual para el registro y codificación uniforme de cursos.
 - *Print copies of master syllabi as well as individual professor's syllabi.*



V. CURRICULUM

- What courses have been added, modified, or deleted in the past five years?
 - *Show table with this information. Academic Affairs can provide the information for the five years.*
- Is the content of the program courses aligned with the graduating student profile?
 - *Similar to question 1.*
 - *Assessment report(s).*
 - *Exit surveys*
 - *Reach for alumni and employers to gather data through surveys or questionnaires.*



V. CURRICULUM

- How do course offerings meet student's needs?
 - *A general report will be generated by OIIP including:*
 - *The number of sections offered per semester*
 - *The number of spaces available*
 - *Occupation rate*
 - *The yearly distribution of number of credits taken by the students in the program*
 - *Suggestions accepted*
- Provide evidence that students completed the program in the established time.
 - *“On time graduation rate” for the program exit cohort will be provided by OIIP*

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V. CURRICULUM

- What sequence courses have not been offered in the past five years and why?
 - *Each program responds if applicable*
- How accurate is the course description information among the diverse sources of dissemination?
 - *Verify syllabi, catalogue, and Internet information. Provide copies as evidence.*



V. CURRICULUM

- What percentage of students complete the sequence of courses in the time allotted by the program?
 - *100% and 150% Graduation rates –*
 - *Graduating from the program*
 - *Graduating from any other program*
- How effective is the teaching methodology used in delivering the program curriculum?
 - *Distribution of grades per course (OIIP)*
 - *Portfolios per course.*



V. CURRICULUM

- What additional activities were carried out during the past five years to strengthen the program's curriculum?
 - *Major and minor curriculum changes (Academic Affairs will have this information)*
- What curriculum changes, if any, would you include into the program?
 - *Based on all the data about the program, what changes would be effective?*



VI. ASSESSMENT RESULTS

- In this section, the assessment plan and assessment techniques used by the program are examined to determine the success in achieving the mission, goals and objectives (institutional effectiveness) and student learning outcomes (assessment of learning).
 - *All three questions rely on the program's assessment plan. The use of portfolios can also serve as evidence.*



VI. ASSESSMENT RESULTS

- What structures, processes and strategies were used to assess the effectiveness of the program and of the student learning process. How do these relate to the program's assessment plan and the UPRM's assessment plan?
- What do the results on student learning and the effectiveness of the program demonstrate?
- Considering the results from program effectiveness and student learning, what curricular and instructional changes were made?



VII. STUDENTS

This section examines the scope of the policies and practices of recruitment, admission and retention, trends and projections of enrollment, amongst other accomplishment indicators of the program in achieving its mission, goals, and objectives.

- How effective was the program in recruiting, attracting, and retaining a diverse and qualified student population?
 - *Admissions data, retention and graduation rates, average IGS- (all will be provided by OIIP)*



VII. STUDENTS

- What is the socio-demographic and academic profile of students enrolled in the program and how do these relate to academic success?
 - *It is the intent of OIIP to provide some pre-evaluated and analyzed data for this element, but we should be clear on the issue that the available data related to the student's socio-demographic reality, is not totally reliable.*



VII. STUDENTS

- How does the number of students enrolled annually in the program compare to the projected amount of students?
 - *Number of students in the program at the beginning of each semester - OIIP*
- How does the demand for the program (new admissions, internal and external transfers) compare with the established student quota established for the program?
 - *Admissions report, internal/external transfers data- OIIP*



VII. STUDENTS

- What was the passing rate of the core and concentration courses within the program?
 - *Grades distributions per course - OIIP*
- How does the number of degrees conferred compare to those projected?
 - *Degrees conferred / projected when program was created- OIIP*



VII. STUDENTS

- What was the graduation rate of high school students admitted to the program and, if it was not satisfactory, what strategies were established to improve it?
 - *Graduation rates – To be provided by OIIP*
 - *Evidence of actions taken*

- What was the rate of persistence (continued enrollment) of the students in the program and, if it was not satisfactory, what strategies were established to improve it?
 - *Persistence rates to be provided by OIIP.*
 - *Evidence of actions taken*




VII. STUDENTS

- What data was collected to demonstrate the success of graduates and how is the information used to strengthen the program?
 - *Assessment plan*
 - *Exit surveys*
 - *Provide evidence of actions taken as a result of the assessment*




VIII. FACULTY

In this section the quality, diversity, and competence of faculty is assessed as well as the faculty's contribution to the mission, goals and objectives of the program.

- Does the program have sufficient qualified faculty with the academic preparation and experience necessary to contribute to the base of knowledge and to the critical issues of the discipline or profession?
 - *Curriculum vitae, contract letters, part time/temporary positions.*
 - *Table relating each one of the core courses with the professors who have the academic credentials to teach those courses.*
 - *Relate program skills with professor expertise.*
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VIII. FACULTY


- Show evidence to demonstrate that the faculty contributes to the achievement of the program goals.
 - *External funds, projects, associations, symposiums (attended and created), thesis committee participation, publications, undergraduate and graduate research.*
 - How do the expectations of the institution and the program compare to the productivity achieved by the faculty in the areas of research, scholarly and creative work, as well as community service?
 - *Professor contract letters which include expectations vs. “plan docente” and semi-annual reports on special activities. Appendix A.*
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VIII. FACULTY

- What trends exist between creative work and research as evidenced in referred publications?
 - *Number of publications per professor per year.*
- What impact do the faculty-assessment processes had in the quality of teaching and learning?
 - *Changes and tendencias as a result of the COE (Cambios y tendencias en resultados del COE)– Personnel Committees*
- How have the faculty assessment results been used to strengthen the program?
 - *Appendix A and COE (similar to question number 4).*



VIII. FACULTY

- Based on the conditions and market trends of the discipline, how capable was the program in attracting and retaining diverse personnel adequate in number and qualification for the program's success?
 - *Curriculum vitae, recruitment reports (personnel committees)*
 - What changes or revisions were made to the program's recruitment and retention plan to respond to the conditions and tendencies of the market and the discipline?
 - *Show evidence of changes in the recruitment plan in response to the assessment, market conditions or economic realities.*
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VIII. FACULTY

- How does the program encourage and support faculty and researchers to obtain terminal degrees in their respective disciplines, and if worthy, for post-doctoral experiences?
 - *Any plan or program in place during the last 5 years*
 - *Number of professors who have been sponsored to study or work on research projects.*
- What does the data show in terms of the effectiveness of the faculty improvement plan and its contribution to the mission, goals, and objectives of the program?
 - *The question assumes that your program has a faculty improvement plan. How is the faculty assessed within the program? – Response should be based on Personnel Committee criteria, tools and protocols*



VIII. FACULTY

- How does the program guarantee that the faculty is up-to-date in terms of knowledge, emerging teaching practices, assessment, diversity, integration of teaching technology, and any other areas within its mission?
 - *Show evidence of workshops, symposiums, conferences, etc., attended by your faculty members*



IX. ADMINISTRATIVE AND SUPPORT PERSONNEL AND ACADEMIC ADVISING

This section examines the program's efforts, from student recruitment to graduation, in providing quality services that are relevant and necessary for their integral development and constancy in the program.

- What evidence exists to show that the support services meet the needs of the students?
 - *Counseling workshops and/or orientation meetings.*
 - *An exit survey that includes services.*
 - *Collect students' opinions on services received at the department*



IX. ADMINISTRATIVE AND SUPPORT PERSONNEL AND ACADEMIC ADVISING

- For the last five years, what does the data demonstrate regarding the levels of efficiency, effectiveness, and satisfaction with student support services?
 - *Student surveys*
 - *Collect opinions of the served students*
- What changes or revisions were made in terms of the services offered by the program?
 - *Per program- explain the services offered in general and include the academic guidance system within your programs and the changes implemented in: procedures, politics, protocol, personnel ... any change made to improve such services*

IX. ADMINISTRATIVE AND SUPPORT PERSONNEL AND ACADEMIC ADVISING

- How does the program guarantee that the students had access to academic and professional counseling, and that these were adequate and of value?
 - *Explain the academic, professional guidance system within the program.*
 - *Include details on service availability (service hours) and the process to access the services.*
- How do the skills and amount of supporting staff compare to the type and demand of services?
 - *Provide a table that lists all services and the typical student's needs and the personnel who offer the services.*



IX. ADMINISTRATIVE AND SUPPORT PERSONNEL AND ACADEMIC ADVISING

- What information was used to establish an improvement plan for the supporting staff, and how did this impact the quality of service?
 - *A satisfaction survey is appropriate to determine the quality of service and measure improvement – now or in the future.*
 - *If personnel attended any related workshops, this information should also be included.*



X. LEARNING AND INFORMATION RESOURCES

This section examines the instructional and information resources (bibliographic and electronic) available and accessible to faculty and students.

- What evidence is there to show that the instructional resources and information were effective in achieving the mission and goals of the program?
 - *Exit surveys.*
 - *Use of Library databases, evidenced in projects, thesis and papers references*



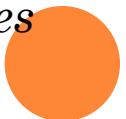
X. LEARNING AND INFORMATION RESOURCES

- What evidence is there to show that the faculty and students had access to and utilized information in various formats, including electronic sources of information?
 - *Library workshops. Open access to the portal. Ask CTI to provide the number of “hits” into the system.*



X. LEARNING AND INFORMATION RESOURCES

- How does the program evidence its progress and accomplishment in the use and integration of technology?
 - Capability of faculty in utilizing technology
 - Integration of information skills in the curriculum, including computer skills and computer literacy
 - Assessment of the effectiveness of the learning experience and the program
 - Institutional technological support
 - Strengthening of research
 - Strengthening of services
 - *CEP hours. Classrooms with technology (explain why these spaces were created), courses taught in these classrooms.*



X. LEARNING AND INFORMATION RESOURCES

- What changes or revisions were made to ensure that the incorporation of learning resources in the academic and administrative components of the program were effective?
 - *Hybrid courses, workshops, courses using Moodle.*



XI. OUTREACH AND SERVICE

This section describes the achievements of the program to connect with the community.

- What evidence is there to show that the program has integrated topics, research, service, and cultural matters of the communities in their curriculum?
 - *Professors' syllabi, INTD community course agreements, capstone course/projects.*



XI. OUTREACH AND SERVICE

- How correct and current are the academic course catalog, syllabi, publications, and other electronic media for program outreach with the community? How was the scope and impact of these determined?
 - *Verify revision dates of the syllabi. Who updates the program's webpage and how frequently is it updated. Explain that the catalogue is revised during the summer, every year*
- What evidence is there to show that the academic community and the external community use the abovementioned media and strategies?
 - ***Be creative! Suggestions welcome!***



XI. OUTREACH AND SERVICE

- Show how the program included students and administrative personnel in offering public service opportunities, pro-social alternatives, community projects, and internships?
 - *Same as Number 1- Professors' syllabi, INTD community course agreements, capstone course/projects*
- Show evidence of program linkage and contribution to the needs and expectations of the community.
 - *Internal community- mention all activities/services to community per program.*
 - *External community- projects, community initiatives.*



XI. OUTREACH AND SERVICE

- What changes and revisions were made to the program to blend the curriculum and educational experiences with the institutional goals and the needs and expectations of the community?
 - *Added INTD courses, new courses, and any changes to the syllabi.*



XII. PROGRAM OPERATION AND EFFECTIVENESS


This section examines the structure as well as the impact of the policies, procedures, and administrative and management practices in the successful operation of the program.

- What is the profile of the administrative and support personnel? How has this contributed to the program's effectiveness?

Create a table- employees and their roles in the program / department.



XII. PROGRAM OPERATION AND EFFECTIVENESS

- How does the administrative and support personnel's profile respond to the policies, procedures and administrative practices?
 - *Same as Number 1- Employees and their role in the program / department. Also, add director, associate director, guidance counselor, etc.*
 - How adequate is the coordination of program operation between management and administrators?
 - *Answer what these are in paragraph form and state their importance in the continuity of the program which includes students, etc. Also, the frequency of staff meetings at the different levels can be included.*
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XII. PROGRAM OPERATION AND EFFECTIVENESS

- What activities and strategies did the program develop in the last five years to promote the professional development of the administrative personnel?
 - *Mention all professional developing activities offered to or attended by the administrative personnel*
- How involved were the faculty, supporting personnel, and students in the decision- making processes?
 - *Give some details on the decisions-making process, including who is involved at the different levels*
 - *Use minutes and attendance sheets from meetings.*



XII. PROGRAM OPERATION AND EFFECTIVENESS

- What changes and/or revisions were made to the administrative and management components to ensure the program's effectiveness?
 - *Include hiring/loss of personnel. Also include use of spaces and how these allowed for the program to be effective.*



XIII. FISCAL ASPECTS

This section focuses on the relationship between the budget and the mission, goals, and objectives of the program.

- Describe the program's operation in relation to the available fiscal resources.
 - *This is individual to each program. Explain the use of the budget.*

- How sufficient were the fiscal resources to support the developmental initiatives that needed to be institutionalized?
 - *Individual to each program. Explain how sufficient were the funds and if not, what would be needed.*



XIII. FISCAL ASPECTS

- What external resources did the program received to be used for its operation and continuity? What impact did these resources had?
 - *External funds and what these were used for in the program. What projects need resources in order to operate and/or continue.*



XIV. FACILITIES, LABORATORIES, AND ANCILLARY TEACHING EQUIPMENT

This section examines the suitability and adequacy of the facilities, laboratories, and additional teaching equipment necessary to the program.

- Did the program receive the facilities, laboratories, equipment, instruments, and any equipment projected five years ago?
 - *Table comparing five years and includes all facilities, laboratories, etc.*



XIV. FACILITIES, LABORATORIES, AND ANCILLARY TEACHING EQUIPMENT

- Have the facilities, laboratories, and ancillary equipment been modernized to attend to the progress of the program and its academic discipline?
 - *Describe the program's plan and show (use same table as question number 1) what the program has, received, will receive, etc.*
- What do the assessment findings show about the facilities in the last five years?
 - *Assessment plan. Also include the space conditions and resources to attend to students. If the program attends to the entire university, this should be included and the need should be explained.*



XV. STRENGTHS AND LIMITATIONS

- Based on the analysis of the assessment findings developed in the previous sections, identify the strengths and limitations of the program
- ***ALL THESE QUESTIONS ARE SPECIFIC TO EACH PROGRAM. WRITE A PARAGRAPH OR MORE FOR EACH. USE ASSESSMENT TOOLS WHEN AVAILABLE.***



XV. STRENGTHS AND LIMITATIONS

- What strengths are evidenced in the last five years? What is needed to maintain and expand these strengths?
- What areas need improvement?
- What is needed to overcome the limitations?
- What challenges or obstacles hinder addressing or overcoming these limitations?



XVI. DEVELOPMENT PLAN

- This section requires the development of a specific plan to work with the assessment findings.
- ***SPECIFIC TO EACH PROGRAM. THE PLAN SHOULD BE ALIGNED WITH THE STRATEGIC PLANS (INSTITUTIONAL, FACULTY, PROGRAM LEVELS)***



XVI. DEVELOPMENT PLAN

- The plan should include, at a minimum, the following sections:
 - Areas to be addressed
 - Program goals for identified areas
 - Strategies and activities to conduct
 - Resources
 - Date(s) when these actions are completed
 - Measurements of achievements



Comments

Questions?



Suggestions

