

Plan de Avalúo Administrativo

Fecha

I. Misión

Misión del Recinto Universitario de Mayagüez

Brindar un servicio de excelencia a Puerto Rico y al mundo:

Misión de la unidad

The CIVIS Center for Resources in General Education pursues an integrated approach to strengthen General Education through interdisciplinary teaching and research, and outreach to the K-12 academic community. The center focuses on the development of interdisciplinary research in the areas of Communication, Sustainable Contexts in Energy and Agriculture, and the development of interdisciplinary research in all faculty and students in support of UPRM's general education goals.

Frecuencia revisión de la misión

every 3 years

Fecha última revisión

Medios para publicar la misión

Afiliación

Dirección página electrónica

civis.uprm.edu

Creado por Dr. Anand Sharma_2006/ Actualizado por Nancy Méndez_2017

II. Responsabilidades y servicios principales

Proveer información sobre los servicios y responsabilidades principales de la oficina, e indicar la clientela principal.

1. Indique las responsabilidades principales de la unidad que se alinean directamente con su misión.
2. Mencione los servicios y/o procesos administrativos asociados que se ejecutan para cumplir con la misión.
3. Especifique la clientela principal, refiriéndose a las unidades o recipientes de los servicios.

Responsabilidades directamente alineadas con la Misión	Servicios y procesos administrativos
To maintain services which are accessible and necessary to the UPRM and Western Puerto Rican communities	Provide outreach to the K-12 communities
	Support interdisciplinary teaching and research
	To provide language support for all students
	Facilitate interaction and collaboration among faculty
	To provide peer and group learning environments
	Prepare and provide instructional materials
	To provide laboratory experience for UPRM students

To maintain and support an atmosphere which fosters interdisciplinary initiatives, teaching, and learning.	Facilitate the development, sharing and d
	Facilitate the development, sharing and d interdisciplinary educational modules.
Maintain a current and updated strategic plan based on the assessment results of the various components in order to establish an environment of excellence in the Center for Resources in General Education	Every three years during the second seme
	Assessment of Center services and activiti
	Maintain and update the assessment tool

Especifique los medios a través de los cuales se publican o divulgan las responsabilidades y servicios reuniones; evaluaciones; discusiones entre los coordinadores y la directora o los est reuniones directas con los departamentos y profesores

III. Métodos de Avalúo

Proveer información sobre los métodos de avalúo con se se determina la eficiencia, efectividad y sat

1. Indique los servicios o procesos principales (5 a 7 más relevantes, de los mencionados en la tabla
2. Indicar las métricas con las que se determina la eficiencia y efectividad al cumplir con dichos servi
3. Mencione los instrumentos o mecanismos desarrollados para medir eficiencia y efectividad: gráfic
4. Mencione la sección del plan estratégico de la unidad que se impacta mediante el ofrecimiento de
5. Especifique la métrica del plan estratégico institucional a impactar (Ej.O2 _M1 para referirse a la n

Servicio o proceso administrativo1	Medidas de eficiencia y/o	Instrumento o mecanismo de
To provide language support for all	100%: The evaluation of	Evaluation form: level of
Facilitate interaction and collaboration	100%: The evaluation of	Evaluation form: level of
Support interdisciplinary teaching and	100%: The evaluation of	Evaluation form: level of
To provide peer and group learning	100% The evaluation of the	Evaluation form: level of
Provide outreach to the K-12	100%: The evaluation of	Evaluation form: level of
Prepare and provide instructional	100% The evaluation of the	Evaluation form: level of
To provide laboratory experience for	100% The evaluation of the	Evaluation form: level of
Every three years during the second	100% The evaluation of the	Assessment of use of Center
Assessment of Center services and	100% The evaluation of the	Assessment of use of Center
Maintain and update the assessment	100% The evaluation of the	Every three years based on

IV. Análisis de la unidad

Fortalezas: Mencione al menos un aspecto que añada valor a su unidad de trabajo. Indique las cara

We provide language help to the entire UPRM community; We provide help to the teachers of Wester

Oportunidades: Menciona al menos un área de oportunidad para mejorar en su unidad de trabajo, t

The services that we offer require facilities that respond to the needs of the personnel who offer work for these needs

V. Itinerario de prioridades de avalúo

Provea un itinerario de proyectos de avalúo de su unidad.

1. Provea lista de proyectos planificados en orden de prioridad (de mayor a menor importancia)
2. Indique la justificación para cada proyecto, basados en los resultados del avalúo inicial
3. Indique el servicio o proceso que pretende impactar a través del desarrollo e implantación del proyecto
4. Indique la métrica institucional a impactar a través del desarrollo e implantación del proyecto
5. Indique fecha estimada de implantación del proyecto

Nombre y propósito del proyecto1	Justificación2	Relación
Analysis of the new CIVIS Center facilities in the Library Building	Good working facilities for all CIVIS personnel are key to the good functioning of the Center. In order to strengthen the environment and	The Center is a key component from the

VI. Diseminación y utilización de resultados de avalúo

este mismo formato.

Preintervención: Se refiere al avalúo inicial. Indique la situación que motivó el proyecto. Sea específico en cuanto a la situación actual.
Intervención: Se refiere a las acciones concretas tomadas para contribuir al mejoramiento. Especifique su meta, el servicio, % de mejoramiento en satisfacción de la clientela, etc)

Proyecto de avalúo #1

Pre-intervención

Servicio evaluado	
	During the 2016/17 academic year, CIVIS personnel have been surveyed. 14 of 40 persons responded to the survey. The responses are as follows:
	Question 1: How would you evaluate the Center facilities? Very good, good, fair, poor, very poor.
	What would you improve in the facilities and why?
	a An additional chalkboard is needed.
	b We need sound blockers to block the sound from the library.
	c The waiting time for services needs to be reduced.

Nivel de desempeño original (basado en resultados de avalúo)	Question 2:	d	The center needs more emergency lights
		e	Place the computer table in the tutoring s
		f	Resolve the noise problem to reduce the
		g	Complete the remodeling. What was pr
		h	Fix the holes in the walls and the floor.
		i	Improve the central register to reduce the
		j	It is imperative that the Center have at lea
		k	The workshop room (salón de talleres) ne
		l	By being forced to move to incomplete fa
		Question 3:	What should be added, improved, or removed in
	a		We need more computers and laptops
	b		Sound blockers need to be added to impr
	c		A printer or copier for the students who c
	d		Adequate and appropriate space for work
	e		Improve the technologies for the tutor ev
f	A wall separating the English Spanish sect		
g	Sufficient materials for the tutoring sessio		
h	Adequate workspace for the Coordinators		
i	Appropriate space for evaluation meeting		
j	Sufficient materials for the tutoring sessio		
Question 4:	Please indicate below any additional comment c		
	a	We need a workspace for the Coordinator	
	b	Just payment for the tutors. The student	
	c	On time payments for the tutors.	
	d	Space to eat during the lunch hours in the	
	e	The Center is an excellent example of a c	
	f	The Center and the tutors provide an exc	
Ciente/a que se afecta (adversamente de no		All component parts and all clients and users	
Otras oficinas involucradas (intervienen o		2b,2f, 3b: January/February 2017: We are in communication	
colaboran para proveer el servicio)			
Intervención			
Acción concreta de mejoramiento. Indique fecha de implementación. (Especifique medidas correctivas o iniciativas para atender la situación)	We have responded to the questionnaires. The actions are		
	Many of the problems associated with the move to the spa		
	The general comments indicate that while the facilities are		
	attention. However, the most important (blocking of the n		
	contradiction to the traditional environment of a library bui		
	blockers and extensions to the walls would be helpful. How		
	ceiling) could negatively affect the air flow and the air-conc		
	this area since there are NO functioning air ducts in the tute		
	environment will be negatively impacted if the wall extensio		
	chiller should be installed by next academic year).		
Post-intervención			
	2.a,k,j-We have purchased the necessary materials within tl		
	2b,2f, 3b: January/February 2017: We are in communication		

Resultados obtenidos. Incluya fecha de evaluación.	2b,2f, 3b: January 2017: We were informed by the Architect
	2b,2f, 3b: We are currently working on the purchase of the
	2c, 2i: We are in the process of working with Academic Affa
	2k, 3d: Workshop space: While the space is adequate for th
	2d,e,g,h,i; 3a: Many of the materials needed to complete t
	2i, e: January 2017: The central register was updated and th
	4b, c: We have established a procedure that attends to the
	2j, 3a: We have requested laptops via the technological qu
	4d: The students have permission to warm their food (it ca
	2L: The director has spoken with the personnel (28 Feb 201
de divulgación	The results will be published in the Center and will be availa
Acciones concretas basadas en resultados. (Ej.	None
Cambios normativos en el ofrecimiento del	

VII. Documentación de iniciativas de mejoramiento

Provea una lista de los documentos que mantiene la unidad como evidencia del proceso de mejoramie

Documento (Título)
Questionnaire: CIVIS Facilities
Strategic Plan (updated February 2017)

VIII. Proceso de revisión

Frecuencia de revisión del plan de avalúo Every 3 years

Fecha planificada para la próxima revisión (mes y año) 2020-second semes

Yo, Dana L. Collins, como Director (a) de esta unidad, certifico que esta información es verdadera y se ha compartido con el personal que se menciona a continuación, habiéndose completado este proceso

Firma

Dana L.a Coll
Nombre en letra de molde

Lista del personal de la unidad (Debe especificar el nombre de todos los integrantes de la oficina y su

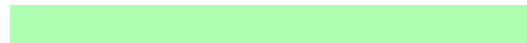
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General Education at UPRM by fostering communication and scientific skills, the component areas of CIVIS, the Bilingual Writing Center, K-12 Outreach in Science and many general education student learning modules, provide resources upon demand for

16 February 2017

...es, la página del web, panfletos



...ntela principal correspondiente, en la siguiente tabla.
...ada una de las responsabilidades previamente especificada.

...rativos ²	Clientela principal ³
s	Component Director; Section Coordinators; Teaching personnel
earch (in order to	Director de la unidad: Section Coordinators; Teaching personnel
nts at all levels of	Director de la unidad: Section Coordinators; Teaching personnel
ross the community	Director de la unidad: Section Coordinators; Teaching personnel
onments for	Component Director; Section Coordinators; Teaching personnel
ils, instruments, and	Component Director; Section Coordinators; Teaching personnel
M and pre-college	Component Director; Section Coordinators; Teaching personnel

dissemination of	Component Director; Section Coordinators; Teaching personnel
dissemination of	Component Director; Section Coordinators; Teaching personnel
ster, review and	Component Director; Section Coordinators; Teaching personnel
ies.	Component Director; Section Coordinators; Teaching personnel
s on a regular basis	Component Director; Section Coordinators; Teaching personnel

.
 udiantes tabjando en el proyecto.



isfacción de la clientela respecto a cada uno de los servicios principales (5 a 7 en anterior.
 cios o procesos. Ejemplo: Personal adiestrado por semestre, Proyectos de
 as, cuestionarios de evaluación de actividades, cuestionarios de satisfacción de
 el servicio. Ejemplo: Estrategia 3.2 (atiende la segunda estrategia del objetivo 3 de la
 métrica 1 del objetivo 2 del Plan Estratégico del Recinto.)

Relación con el plan estratégico de la				Métrica institucional a impactar5			
Strategy 2: 1, 3				Obj. 2 (be at the vanguard of education in Obj. 5-Stragies 1, 2 (Provide the support Obj. 6-Strategies 1, 2,4, 6: 6Form students Directly impact the pre-college schools of Strengthen and promote in the high schools Support the curricular revisions that provide space for students to participate in			
Strategy 1: 1,2				Obj 1-Strategies 1,2: Update the Strategic development of the resources in regards to Maintain updated and visible metrics, while			

cterísticas que le permiten sobresalir, distinguirse y operar de manera eficiente y
 n Puerto Rico in science, technology, and communication

omando en consideración las fortalezas e iniciativas para mejoramiento que sean

workshops, individual tutoring, or group tutoring. The current facilities are not adequate.

En servicio unidad3	Relación métricas institucionales4	Fecha de implantación anticipada5
er facilities impact all ent parts of CIVIS, e tutoring sector to		Began: October 2016. Questionnaire administered during January and February

a resultados o medidas de desempeño que justifican acciones de mejoramiento.
en términos del nivel de desempeño esperado.

CIVIS CENTER FACILITIES

en evaluating the new Center facilities located in the Library Building. During the
re summarized below:

Very poor: 0; Poor: 0; Average: 2; Satisfactory: 9; Excellent: 3

y.

nd from 1) the tutoring being heard in the Library and 2) the Library areas being heard
improved.

because there are no windows and no natural light, it is very dark when the electricity
ection to a different spot to avoid the problems with the cables.

problems with the Library staff. (Add sound blockers)

nised last year when were were removed from the Celis building needs to be

need for data collection during the tutoring sessions. This includes not using the
st two (2) functional computers for the tutoring area, that the supervisors be able to
eds more seats so that it can be used as intended.

ilities, there is the feeling of having been "stuffed in a closet" and not considered an

n the Center?

ove the sound. (4 responses)

ome without printed works.

shops for all components (Science on Wheels, MayaWest Writing Project, Sustainable
aluations so that we do not have to depend on the printed forms.

tions.

ns.

; for their visits to the Center.

s with the tutors.

ns.

or observation in relation to the Center functions.

rs.

tutors have to have a higher level of expertise to work in the Tutoring Center.

tutoring center. This is necessary given the tutoring schedules of the students.

collaborative learning environment, mentorship, and peer tutoring that is vital for

ellent support service to the University. This includes 1) support for the teaching

n with OIIP and Planta Física to continue the remodeling, within the scope of our

detailed below.

ce in the Library building require coordination with various other university

satisfactory, but they need to be improved and there are a number of areas that need
oise level) is still pending. The level of noise that a tutoring center generates is in
lding. This has caused some problems during the past year. This installation of sound
ever, we should take into account that this last (the extension of the walls to the
ditioning of the Center. It is of major importance that the air-conditioning be working in
oring section and there are NO windows in the Center (at all). The tutoring
ons cut off the air flow from the Library wings. (We have been informed that the new

ne limits of our budget. Any items not purchased will be included in the next year's

n with OIIP and Planta Física to continue the remodeling, within the scope of our

t that yet another letter had to be sent requesting the purchase and installation of the wall extensions. Student supervisors already have limited access to the copier. Given
irs to establish an Online appointment system. The pilot should be tested during the
e tutoring services, it is not adequate for the number of workshops that we offering
he remodeling have been purchased (with the exception of the sound blockers,
ie need to duplicate information between the tutoring session information and the
payment problem. All requisitions leave the CIVIS Office by the second day of classes
uota, but do not qualify for equipment purchased via the quota. Ten of the laptops
n have no strong odors) in the microwave. However, they have to eat their lunch
7) to keep the moral positive. She maintains an 'open door' policy so that the tutors
ble to all.

ento continuo. Especifique el título del documento en los casos que aplique. Incluya

	Oficina de Origen	Frecuencia de uso	Usuario o destinatario
	CIVIS	Every year	Tutors, Component
	CIVIS	Every 3 years	All CIVIS personnel

ter

co que la información contenida en este documento ha sido discutida y
el (día/mes/año).

ins
e

firma, como evidencia de su participación en el proceso)

[illegible]