



## Administrative Assessment Plan<sup>1</sup>

### February 2007

#### I. MISSION

##### *Institutional Mission*

- To form educated, cultivated citizens capable of critical thinking and professionally prepared in the fields of agricultural sciences, engineering, natural sciences, humanities, arts, and business administration capable of contributing to the educational, cultural, social, technological and economic development of Puerto Rico and of the international community within a democratic and collaborative framework.
- To promote research and creative endeavors to meet the needs of our local and international society while preserving, transmitting, and advancing knowledge.
- To provide excellent service that will contribute to the sustainable and balanced development of our society.
- To share knowledge so that it becomes accessible to all.

##### *Mission of OMCA*

Institutionalize a culture of continuous improvement at UPRM by means of the development of an assessment process which will permit the identification, measurement, and documentation of all university activities, be these academic, administrative or service related.

Frequency of mission review: Every three years

Date of last mission review: November 2005

Our mission is published by the following means: Web page (<http://www.uprm.edu/omca>), annual report, office reception area, meeting room  
E.g., web page, pamphlets, posters

---

<sup>1</sup> Template revised on November 15, 2006. Due date to submit revised plan to OMCA is March 1, 2007.

## II. RESPONSIBILITIES AND KEY SERVICES

Responsibilities Directly Aligned with Unit's Mission	Services and Administrative Processes	Key Clientele
Design and implement an institutional administrative assessment plan (IAP)	Review IAP annually to ensure alignment with RUM and UPR strategic and assessment plans	Chancellor's Office UPR Central Administration OMCA steering teams
	Monitor the completion and review of unit-level assessment plans and annual reports for all academic and administrative units	Deans and directors Assessment coordinators OMCA steering team members
	Maintain current, accessible documentation of institutional-level assessment and continuous improvement processes both in hard copy and on the OMCA web page	Chancellor's Office Deans and directors Faculty Staff Assessment coordinators OMCA steering team members  External agencies (e.g., MSCHE)
Design, administer, and coordinate institutional-level assessment methods and processes	Maintain current, accessible documentation of OMCA activities and institutional-level assessment and continuous improvement processes both in hard copy and on the OMCA web page	Chancellor's Office Deans and directors Faculty Staff Assessment coordinators OMCA steering team members  External agencies (e.g., MSCHE)
	Provide feedback to units to identify opportunities for improvement (OFI) in assessment planning and use of results	Deans and directors Assessment coordinators
	Coordinate institutional steering teams for academic and administrative assessment and continuous improvement, as well as ad-hoc task forces	OMCA steering team members OMCA task force members Assessment coordinators
Guarantee the implementation of the strategies and objectives related to institutional assessment and continuous improvement which form part of the strategic plans of the campus and of the university	Provide training and individual consultation to support the development and implementation of academic and administrative assessment plans, including assessment design, administration and data analysis	Deans and directors Faculty Staff Assessment coordinators
	Collaborate with the Office of Institutional Research & Planning (OIIP) to align institutional strategic planning, assessment, and reporting processes	OIIP personnel

<b>Responsibilities Directly Aligned with Unit's Mission</b>	<b>Services and Administrative Processes</b>	<b>Key Clientele</b>
Coordinate institutional accreditation and licensing procedures.	Maintain current, accessible documentation of institutional-level assessment and continuous improvement processes both in hard copy and on the <a href="#">OMCA web page</a> Coordinate institutional steering team and related task forces for MSCHE accreditation	Chancellor's Office Deans and directors Faculty Staff Assessment coordinators OMCA-UPRM accreditation steering team and/or task force members
Lead the preparation and submission of documentation and reports related to institutional accreditation and licensures	Maintain current, accessible documentation of institutional-level assessment and continuous improvement processes both in hard copy and on the <a href="#">OMCA web page</a> Coordinate institutional steering team and related task forces for MSCHE accreditation	External agencies (e.g., MSCHE, CESPR)
Advise any academic unit in any process of professional accreditation which may be related to an area of specialty.	Provide information and orientation related to program accreditation to academic, administrative, and service units	Deans and directors Assessment coordinators Accreditation committees and/or coordinators

Our responsibilities and services are publicized by the following means: Web page (<http://www.uprm.edu/omca>)

### III. Assessment Methods

Service or Administrative Process	Measures of Effectiveness and/or Efficiency	Measures of Client Satisfaction	Relationship to Strategic Plan
Provide training to support the development and implementation of academic and administrative assessment plans, including assessment design, administration and data analysis	<ul style="list-style-type: none"> <li>• Number of workshops</li> <li>• Number of participants</li> <li>• Number of training hours by unit</li> <li>• Academic units (Feedback Form*)               <ul style="list-style-type: none"> <li>• At least 75% of units complete at least one assessment project per year</li> <li>• % meeting standards in 4 elements:                   <ul style="list-style-type: none"> <li>• Mission – 90%</li> <li>• Learning Outcomes – 90%</li> <li>• Assessment Methods – 75%</li> <li>• Reporting &amp; Use of Results – 60%</li> </ul> </li> </ul> </li> <li>• Administrative units (Feedback Form*)               <ul style="list-style-type: none"> <li>• At least 60% of units complete at least one assessment project per year</li> <li>• % meeting standards in 4 elements:                   <ul style="list-style-type: none"> <li>• Mission – 90%</li> <li>• Responsibilities &amp; Services – 90%</li> <li>• Assessment Methods – 60%</li> <li>• Reporting and Use of Results – 60% or higher (beginning 2007)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation Form*: At least 75% of participants agree that the activity meets its intended purpose</li> <li>• Unsolicited positive feedback from individuals and units receiving training</li> </ul>	Strategy 1.2 Strategy 2.3
Provide individual consultation to support the development and implementation of academic and administrative assessment plans, including assessment design, administration and data analysis	<ul style="list-style-type: none"> <li>• Number of consultations by unit, by type of assessment</li> <li>• Academic units (see above indicators for training)</li> <li>• Administrative units (see above indicators for training)</li> </ul>	<ul style="list-style-type: none"> <li>• Electronic Feedback (in development): 100% of recipients indicate the consultation was helpful related to the purpose for which it was solicited</li> <li>• Unsolicited positive feedback from individuals and units receiving consultations</li> </ul>	Strategy 1.2 Strategy 2.3
Provide feedback to units to identify opportunities for improvement (OFI) in assessment planning and use of results	<ul style="list-style-type: none"> <li>• Feedback provided to academic units by August each year</li> <li>• Feedback provided to administrative units by May each year</li> <li>• Formal reporting of best practice recipient units to Chancellor's office and campus public relations by August of each year</li> <li>• Distribution of best practice certificates and letters by September of each year</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation Form (in development): At least 75% of units agree that the feedback provided is useful for the purposes of revision of assessment planning and processes</li> <li>• Unsolicited positive feedback from units indicating the utility of feedback received</li> </ul>	Strategy 1.2
Maintain current, accessible documentation of institutional-level assessment and continuous improvement processes both in hard copy and on the OMCA web page	<ul style="list-style-type: none"> <li>• Monthly number of web page hits</li> <li>• Distribution of origin of web page hits (UPRM, Puerto Rico, US, Latin America, other)</li> <li>• Number of subscribers to electronic bulletin</li> </ul>	<ul style="list-style-type: none"> <li>• Electronic Feedback (in development): Number of positive comments on accessibility and utility of OMCA web page</li> <li>• Unsolicited positive feedback</li> </ul>	Strategy 1.3

\* Assessment tools available at <http://www.uprm.edu/omca> under "Assessment Resources"

## Prioritized Assessment Schedule

Name and Purpose of Project (in priority order)	Justification (Data-based)	Anticipated Date of Implementation
Workshop series on methods of assessment for administrative units to improve assessment planning processes	In August 2006 review of administrative assessment plans: <ul style="list-style-type: none"> <li>• 85% of administrative units received a rating of “Opportunity for Improvement” in the element of assessment methods</li> </ul>	October 2006
Implementation of revised administrative assessment template to increase clarity of requested elements	In August 2006 review of administrative assessment plans: <ul style="list-style-type: none"> <li>• 25% of units confused responsibilities and services</li> <li>• 17% of units listed services not directly linked to mission</li> <li>• 25% of units did not identify primary clientele based on services listed</li> <li>• 81% of units did not identify assessment methods for each key service</li> <li>• 50% of units did not identify measures of satisfaction for key services</li> <li>• 50% of units did not identify measures of efficiency/effectiveness for key services</li> <li>• 58% of units did not include copies of assessment instruments</li> </ul>	November 2006
Implementation of revised template for Student Learning Assessment Reports	In August 2006 review of student learning assessment plans and reports: <ul style="list-style-type: none"> <li>• 38% of departments did not provide copies of assessment tools</li> <li>• 45% of departments did not include a timeline for assessment implementation</li> <li>• 41% of departments did not indicate the extent to which priority learning outcomes had been achieved</li> <li>• 41% of departments did not use assessment results to improve student learning</li> <li>• 48% of departments did not use assessment results for strategic planning or identification of next assessment priorities</li> </ul>	January 2007
Implementation of revised Feedback Form for Academic Assessment “ – Reporting and Use of Assessment Results”	In August 2006 review of student learning assessment plans and reports: <ul style="list-style-type: none"> <li>• 48% of academic units received a rating of “Opportunity for Improvement”</li> </ul> On 2006 feedback form: <ul style="list-style-type: none"> <li>• 4 of 8 criteria for reporting and use of results were not directly referenced on SLA report template</li> </ul>	August 2007

## IV. REPORTING AND USE OF ASSESSMENT RESULTS

### Assessment Project #1

Pre-intervention	
Service evaluated:	Feedback on assessment plans and reports to academic and administrative units
Strengths: (data on effectiveness/efficiency and/or satisfaction)	n/a
Opportunities for Improvement: (data on effectiveness/efficiency and/or satisfaction)	No formal mechanism available for provision of feedback; no formal criteria for providing evaluation and measuring progress over time
Clientele affected:	Academic departments/programs, administrative units (including academic departments)
Other offices involved:	None
Intervention	
Concrete action for improvement: Include date of implementation	June 2006 – 6-member OMCA team developed rubric to evaluate student learning assessment plans and reports during MSCHE Summer Student Learning Assessment Institute June 2006 – OMCA staff developed rubric to evaluate administrative assessment plans and reports based on major elements of rubric developed to evaluate student learning assessment
Expected results: Identify the improvement goal e.g., Increase satisfaction from 60% to 75%; decrease document processing from one week to two days	By September 2006, all units will receive feedback on opportunities for improvement in assessment planning and reporting (feedback forms and presentations)
Post-intervention	
Results obtained: Include date of evaluation/review	<ul style="list-style-type: none"> <li>• Administrative assessment reviews completed in August 2006 by OMCA Administrative Steering Team</li> <li>• Academic assessment reviews completed in August 2006 by OMCA Academic Assessment Review Committee</li> </ul>
Reporting/dissemination of results: Indicate reporting methods and corresponding dates	<ul style="list-style-type: none"> <li>• Presentations to each college and dean's office summarizing review results (September-October 2006)</li> <li>• Chancellor's letter to university community congratulating units receiving best practices (November 2006)</li> <li>• Publication of best practices results on OMCA web page under "Recent News" (November 2006)</li> <li>• Best practice certificate and congratulatory letter from OMCA Director to corresponding units (December 2006)</li> <li>• Feature article on UPRM main web page "Comprometidos con las mejoras prácticas" (January 2007)</li> <li>• News article in "La Gaceta Colegial" - "Comprometidos con las mejoras prácticas" (January-February 2007 edition)</li> </ul>
Concrete actions based on the results obtained: Examples: -permanent changes in service delivery -changes in administrative processes -changes in the assignment of human or fiscal resources	<ul style="list-style-type: none"> <li>• Rubrics will be revised for 2006-07 cycle to more closely match the templates for plans and reports</li> </ul>

## Assessment Project #2

Pre-intervention	
Service evaluated:	Design, administer, and coordinate institutional-level assessment of student learning
Strengths: (data on effectiveness/efficiency and/or satisfaction)	<ul style="list-style-type: none"> <li>• Institutional Plan for the Assessment of Student Learning approved by Administrative Board and Academic Senate in 2003</li> <li>• Approved set of nine institutional student learning outcomes (2003)</li> <li>• 29 of 34 eligible academic programs (85%) have formalized student learning assessment plans as of December 2006</li> <li>• 29 of 34 eligible academic programs (85%) submitted student learning assessment reports in May 2006</li> </ul>
Opportunities for Improvement: (data on effectiveness/efficiency and/or satisfaction)	<ul style="list-style-type: none"> <li>• 2005 Report from MSCHE Evaluation Team cited "UPRM needs to review the learning goals for general education and develop a formal assessment plan that specifies an ongoing approach to studying these important goals. Responsibility for this project needs to be assigned and a schedule developed." (pp. 18-19)</li> </ul>
Clientele affected:	All academic departments/programs
Other offices involved:	Office of Dean of Academic Affairs; Office of Institutional Research and Planning
Intervention	
Concrete action for improvement: Include date of implementation	October 2006 – Dean of Academic Affairs appointed OMCA to lead task force to develop a general education assessment plan
Expected results: Identify the improvement goal e.g., Increase satisfaction from 60% to 75%; decrease document processing from one week to two days	By February 15, 2007, OMCA General Education (GE) Assessment Task Force will develop a comprehensive assessment plan for general education at the institution based on existing institutional student learning outcomes
Post-intervention	
Results obtained: Include date of evaluation/review	OMCA GE Assessment Task Force delivered completed GE assessment plan to OMCA director on February 1, 2007
Reporting/dissemination of results: Indicate reporting methods and corresponding dates	<ul style="list-style-type: none"> <li>• Presentation to OMCA Academic Steering Team (February 2007)</li> <li>• Distribution of printed plan to UPRM Chancellor, Dean of Academic Affairs, and Deans of academic colleges (February 2007)</li> <li>• Publication of plan on OMCA web page under "Assessment Plans" (February 2007)</li> <li>• Presentation to UPRM faculty members at 2007 Encuentro (planned for March 2007)</li> </ul>
Concrete actions based on the results obtained:  Examples: -permanent changes in service delivery -changes in administrative processes -changes in the assignment of human or fiscal resources	<ul style="list-style-type: none"> <li>• Plan will be adopted as annex to existing "Institutional Plan for the Assessment of Student Learning"</li> <li>• Office of Dean of Academic Affairs will appoint General Education Coordinator and General Education Committee to lead GE efforts on campus</li> </ul>

## V. DOCUMENTATION METHODS

Document (Title)*	Office or Agency of Origin
<b>UPRM MSCHE ACCREDITATION</b>	
UPRM Comprehensive Self-Study Report (1995)	UPRM
UPRM-MSCHE Periodic Review Report (2001)	UPRM
MSCHE Response Letter to 2001 Periodic Review Report (2001)	MSCHE
UPRM-MSCHE Self-Study Report (2005)	UPRM-MSCHE Steering Team
UPRM-MSCHE Self-Study Task Force Reports (2005)	UPRM-MSCHE Steering Team/Task Forces
Report to the Faculty, Administration, Trustees, Students of University of Puerto Rico-Mayagüez Campus (2005)	Evaluation team of "Middle States Commission on Higher Education"
MSCHE Institutional Profile (2004-present)	OIIP
<b>INSTITUTIONAL ASSESSMENT PLANS and REPORTS</b>	
Plan for the Overall Assessment of Institutional Effectiveness (2003)	UPRM-MSCHE Steering Team
Institutional Plan for the Assessment of Student Learning (2003)	UPRM-MSCHE Steering Team
UPRM General Education Assessment Plan (2007)	OMCA General Education Assessment Task Force
Unit-Level Student Learning Assessment Plans and Reports (2004-present)	All academic departments and programs
Unit-Level Administrative Assessment Plans and Reports (2006-present)	All administrative units
<b>OMCA/UPRM DATABASES</b>	
MSCHE surveys and results for faculty, staff, and students (2004-2005)	UPRM-MSCHE Steering Team
"Are We Making Progress?" online survey and results (2006-2007)	OMCA and NIST
"Cuestionario de Opinión Estudiantil" survey and results (2007)	UPRM Academic Affairs
<b>OMCA PLANS AND REPORTS</b>	
OMCA Annual Report (2005-2006)	OMCA
OMCA Strategic Plan (2005-2008)	OMCA
<b>OMCA WORKSHOPS</b>	
Attendance records (2005-present)	OMCA
Evaluation results (2005-present)	OMCA
Presentations and handouts (2005-present)	OMCA
<b>OMCA CORRESPONDENCE</b>	
Correspondence received from UPR and UPRM Administrators (2005-present)	UPR Central Administration, UPRM Chancellor, and UPRM Dean of Academic Affairs
Correspondence received from MSCHE and CESPR (accrediting agencies)	MSCHE and CESPR
Correspondence sent to UPRM deans and directors	OMCA

\*All documents available at <http://www.uprm.edu/omca>

## VI. REVIEW PROCESS

Frequency of assessment plan review:            Annually

Planned date for next review                      March 2008  
(month and year):

As director of this unit, I certify that the information contained in this document has been shared and discussed among the personnel listed below, completed on **February 28, 2007**.

\_\_\_\_\_  
Signature  
Anand D. Sharma, Director

### Unit Personnel

Name	Position
Sandra Dika	Assessment Specialist
Omayra López	Administrative Secretary IV

### **Administrative Steering Team Members & Advisors**

<b>Name</b>	<b>Affiliation</b>
Noel Artilés	College of Engineering
Lucas Avilés	College of Agricultural Sciences
Teresita Cruz	Office of the Dean of Students
Gail Díaz	College of Business Administration
Víctor Díaz	Computer Center
Héctor Figueroa	Athletic Activities
José Frontera	Office of the Chancellor
Antonio González	Office of Institutional Research & Planning
Hiram González	College of Engineering
Madeleine López	Budget Office
Mario Núñez	College of Arts & Sciences
Omell Pagán	College of Engineering
Yuri Rojas	Research & Development Center
Halley Sánchez	College of Arts & Sciences
Uroyoán Walker	Office of the Chancellor
Rocío Zapata	Office of the Dean of Administration