

# **Appendix XII**

Table of Assessment Findings and Transforming Actions  
by Colleges and Academic Programs in the Academic  
Year 2011-2012

## Table of Assessment Findings and Transforming Actions by Colleges and Academic Programs in the Academic Year 2011-2012

### I. Effective Communication

- a. College of Business Administration
  - i. Business Administration
  - ii. Office System Management
  
- b. College of Education
  - i. Teacher Preparation Programs
  
- c. College of Humanities
  - i. Art History
  - ii. Comparative Literature
  - iii. English
  - iv. Fine Arts
  - v. Hispanic Studies
  - vi. History
  - vii. Modern Languages
  - viii. Performing Arts
  
- d. College of Natural Sciences
  - i. Biology
  - ii. Chemistry
  - iii. Computer Science
  - iv. Environmental Science
  - v. Interdisciplinary Program in Natural Science
  - vi. Mathematics
  - vii. Nutrition and Dietetics

- e. [College of Social Sciences](#)
  - i. [Anthropology](#)
  - ii. [Geography](#)
  - iii. [Political Science](#)
  - iv. [Sociology](#)
  
- f. [School of Communication](#)
  - i. [Audiovisual Communication](#)
  - ii. [Information and Journalism](#)
  - iii. [Public Relations and Advertisement](#)

## **II. [Critical Thinking](#)**

- a. [College of Business Administration](#)
  - i. [Business Administration](#)
  - ii. [Office System Management](#)
  
- b. [College of Education](#)
  - i. [Teacher Preparation Programs](#)
  
- c. [College of Humanities](#)
  - i. [Art History](#)
  - ii. [Comparative Literature](#)
  - iii. [English Linguistics and Communication](#)
  - iv. [English Literature](#)
  - v. [Fine Arts](#)
  - vi. [Modern Languages](#)
  - vii. [Hispanic Studies](#)
  - viii. [History](#)
  - ix. [Performing Arts](#)
  - x. [Philosophy](#)

- d. [College of Natural Sciences](#)
  - i. [Biology](#)
  - ii. [Chemistry](#)
  - iii. [Computer Science](#)
  - iv. [Interdisciplinary Program in Natural Sciences](#)
  - v. [Mathematics](#)
  - vi. [Nutrition and Dietetics](#)
  
- e. [College of Social Sciences](#)
  - i. [Anthropology](#)
  - ii. [Geography](#)
  - iii. [Labor Relations](#)
  - iv. [Political Science](#)
  - v. [Social Work](#)
  - vi. [Sociology](#)
  
- f. [School of Communication](#)
  - i. [Information and Journalism](#)
  - ii. [Public Relations and Advertisement](#)

### **III. Research and Creation**

- a. [College of Business Administration](#)
  - i. [Business Administration](#)
  
- b. [College of Education](#)
  - ii. [Teacher Preparation Programs](#)
  
- c. [College of Humanities](#)
  - i. [Art History](#)
  - ii. [Comparative Literature](#)
  - iii. [Hispanic Studies](#)
  - iv. [Performing Arts](#)

- d. [College of Natural Sciences](#)
  - i. [Biology](#)
  - ii. [Chemistry](#)
  - iii. [Computer Science](#)
  - iv. [Environmental Science](#)
  - v. [Interdisciplinary Program in Natural Sciences](#)
  - vi. [Mathematics](#)
  - vii. [Nutrition and Dietetics](#)
  
- e. [College of Social Sciences](#)
  - i. [Anthropology](#)
  - ii. [Economics](#)
  - iii. [Geography](#)
  - iv. [Labor Relations](#)
  - v. [Sociology](#)
  
- f. [School of Communication](#)
  - i. [Audiovisual Communication](#)
  - ii. [Information and Journalism](#)
  - iii. [Public Relations and Advertisement](#)

#### **IV. Social Responsibility**

- a. [College of Business Administration](#)
  - i. [Business Administration](#)
  - ii. [Office System Management](#)
  
- b. [College of Education](#)
  - i. [Teacher Preparation Programs](#)
  
- c. [College of Humanities](#)
  - i. [Performing Arts](#)

- d. [College of Natural Sciences](#)
  - i. [Biology](#)
  - ii. [Computer Science](#)
  - iii. [Interdisciplinary Program in Natural Sciences](#)
  
- e. [College of Social Sciences](#)
  - i. [Anthropology](#)
  - ii. [Geography](#)
  - iii. [Labor Relations](#)
  - iv. [Political Science](#)
  - v. [Social Work](#)
  - vi. [Sociology](#)
  
- f. [School of Communication](#)
  - i. [Audiovisual Communication](#)
  - ii. [Information and Journalism](#)

## V. [Information Literacy](#)

- a. [College of Business Administration](#)
  - i. [Business Administration](#)
  
- b. [College of Education](#)
  - i. [Teacher Preparation Programs](#)
  
- c. [College of Humanities](#)
  - i. [Art History](#)
  - ii. [Comparative Literature](#)
  - iii. [Hispanic Studies](#)
  - iv. [History](#)
  - v. [Modern Languages](#)

- d. [College of Natural Sciences](#)
  - i. [Biology](#)
  - ii. [Chemistry](#)
  - iii. [Interdisciplinary Program in Natural Sciences](#)
  - iv. [Mathematics](#)
  - v. [Nutrition and Dietetics](#)
  - vi. [Physics](#)
  
- e. [College of Social Sciences](#)
  - i. [Anthropology](#)
  - ii. [Economics](#)
  - iii. [Geography](#)
  - iv. [Labor Relations](#)
  - v. [Sociology](#)
  
- f. [School of Architecture](#)
  - i. [Environmental Design](#)
  
- g. [School of Communication](#)
  - i. [Information and Journalism](#)
  - ii. [Public Relations and Advertisement](#)

## **VI. Logical-mathematical reasoning**

- a. [College of Business Administration](#)
  - i. [Business Administration](#)
  
- b. [College of Humanities](#)
  - i. [Philosophy](#)

- c. [College of Natural Sciences](#)
  - i. [Biology](#)
  - ii. [Interdisciplinary Program in Natural Sciences](#)
  - iii. [Mathematics](#)
  - iv. [Physics](#)
  
- d. [College of Social Sciences](#)
  - i. [Labor Relations](#)
  
- e. [School of Communication](#)
  - i. [Public Relations and Advertisement](#)

## **VII. Content Knowledge, Skills or Dispositions Competencies in the Academic Programs**

- a. [College of Business Administration](#)
  - i. [Business Administration](#)
  - ii. [Office System Management](#)
  
- b. [College of Education](#)
  - i. [Teacher Preparation Programs](#)
  
- c. [College of Humanities](#)
  - i. [Art History](#)
  - ii. [Comparative Literature](#)
  - iii. [Fine Arts](#)
  - iv. [Hispanic Studies](#)
  - v. [Music](#)
  - vi. [Performing Arts](#)
  - vii. [Philosophy](#)



- d. [College of Natural Sciences](#)
  - i. [Biology](#)
  - ii. [Chemistry](#)
  - iii. [Computer Science](#)
  - iv. [Interdisciplinary Program in Natural Science](#)
  - v. [Mathematics](#)
  - vi. [Nutrition and Dietetics](#)
  - vii. [Physics](#)
  
- e. [College of Social Sciences](#)
  - i. [Anthropology](#)
  - ii. [Economics](#)
  - iii. [Geography](#)
  - iv. [Labor Relations](#)
  - v. [Political Science](#)
  - vi. [Sociology](#)
  
- f. School of Architecture
  - i. Environmental Design
  
- g. [School of Communication](#)
  - i. [Information and Journalism](#)

## **VIII. Capacity for Independent Studies**

- a. [College of Natural Sciences](#)
  - i. [Computer Science](#)
  - ii. [Chemistry](#)
  - iii. [Interdisciplinary Program in Natural Sciences](#)
  - iv. [Physics](#)
  
- b. [College of Social Sciences](#)
  - i. [Anthropology](#)
  - ii. [Sociology](#)

## **IX. Intellectual curiosity**

- a. College of Natural Sciences
  - i. Computer Science
  - ii. Chemistry
  - iii. Physics
  
- b. College of Social Sciences
  - i. Anthropology
  - ii. Economics
  - iii. Political Science
  - iv. Sociology

## **X. Ongoing Learning**

## **XI. Knowledge Integration**

- a. College of Business Administration
  - i. Business Administration
  
- b. College of Education
  - i. Teacher Preparation Programs
  
- c. College of Humanities
  - i. Hispanic Studies
  
- d. College of Natural Sciences
  - i. Biology
  - ii. Chemistry
  - iii. Physics

- e. [College of Social Sciences](#)
  - i. [Anthropology](#)
  - ii. [Sociology](#)

## **XII. Ethical and Aesthetical Sensibility**

- a. [College of Business Administration](#)
  - i. [Business Administration](#)
  - ii. [Office System Management](#)
- b. [College of Humanities](#)
  - i. [Performing Arts](#)
- c. [College of Natural Sciences](#)
  - i. [Biology](#)
  - ii. [Computer Science](#)
- d. [College of Social Sciences](#)
  - i. [Geography](#)
  - ii. [Social Work](#)
- e. [School of Communication](#)
  - i. [Information and Journalism](#)

## **XIII. Appreciation, culture and commitment to the ideals of the Puerto Rican society, Caribbean and International context**

- a. [College of Education](#)
  - i. [Teacher Preparation Programs](#)

## List of Learning Outcomes Definitions

- 1. Effective Communication Skills** - Ability to express oneself effectively in oral and written language that demonstrates a clear, coherent and accurate communication.
- 2. Critical Thinking** - A thinking skill that enables the student to analyze and interpret the object of study, by judging, criticizing and analyzing the diverse perspectives in a thorough and constructive way, aiming towards the development of their own criteria.
- 3. Research and Creation** - Mastery of skills needed to design and conduct a systematic, objective, and critical investigation, qualitative or quantitative, of a scientific or social problem or issue; the ability to create, develop, and present a work of art or literature.
- 4. Social responsibility** - The ability to apply knowledge and skills gained through the undergraduate experience toward the development of abilities and attitudes that promote ethics and civic responsibility for the advancement of society.
- 5. Logical-mathematical reasoning** – The ability to identify, understand, generate, and evaluate logical arguments and quantitative information in order to use them in everyday situations and related to their field of study.
- 6. Ethical and Aesthetical Sensibility** – Being aware of one’s own values when immerse in a context, problem or situation. Recognize and examine individual or collective issues and dilemmas in a variety of scenarios. Consider positions or the consequences of actions, decisions, or present alternate solutions to problems. Being conscious of the stylistic and thematic elements that characterize artistic movements, as well as works of intellectual, academic, or creative nature with the purpose of appreciating their value.
- 7. Knowledge Integration** - The ability to use the knowledge acquired through curricular and extracurricular experiences to make connections between ideas, themes, and experiences with the purpose of applying them in new contexts or for expanding ones knowledge.

- 8. Capacity for Independent Studies** – The ability to carry out an assignment or a research activity without the continuous supervision of a mentor, while the student shows self-motivation to perform each task, auto regulates his/hers own learning process, makes own decisions on issues or problems, and demonstrates positive attitudes in order to complete the required duties in the allotted period.
- 9. Intellectual Curiosity** – Individual motivation for thoroughly exploring a topic of interest with the purpose of acquiring a greater degree of in-depth knowledge.
- 10. Information Literacy** - A set of abilities requiring individuals to recognize when information is needed and be able to locate, evaluate and effectively use the needed information (adopted from the Association of Colleges Research Libraries - ACRL).
- 11. Ongoing (Lifelong) Learning** - Conscious learning process through which the individual, in a continuous or periodic manner, acquires or improves knowledge, skills, or attitudes throughout their life in formal or informal educational experiences towards personal development or progress in their professional career.
- 12. Content Knowledge, Skills or Dispositions in the academic program learning outcomes** - Graduating students will demonstrate an in-depth knowledge of the content they learn as part of their academic experience. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the discipline. Students demonstrate behaviors that show that they have acquired the dispositions that responsible citizens show. They also demonstrate the necessary skills that support the content knowledge acquired in their disciplines.
- 13. Appreciation, Culture and Commitment to the ideals of the Puerto Rican society, Caribbean and International context:** The ability to understand and evaluate the Puerto Rican reality, as well as perform constructively within it in order to contribute to raise the quality of life of its citizens. Also, to show an appreciation for cultural diversity and the Caribbean, hemispheric and global processes, along with demonstrating interest, concern and responsibility about what is happening in each of these environments.

## I. Effective Communication

College of Business Administration			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Business Administration (Oral)</b>	<p><b>First instance</b></p> <p>A 3 point scale rubric (where 1 is “developing”, two is “satisfactory”, and 3 is “proficient”) was used in MERC 3115 to assess students’ ability to utilize appropriate strategies to communicate with different audiences in different contexts in an oral presentation.</p> <p>It was expected that at least 70% of students would reach the proficient level (3 points) as stated on the rubric.</p> <p>The general results showed that during the 2<sup>nd</sup> semester of the 2011-2012 academic year, of the 126 student assessed, 94% reached a proficient level. This finding similar to the one observed on the 1st semester of the 2011-2012 academic year, where 96% of the 83 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <p>1) Organization.            a) 2011-2012 1<sup>st</sup> semester: 99.0%            b) 2011-2012 2<sup>nd</sup> semester: 99.55%</p> <p>2) Grasp of material.            a) 2011-2012 1<sup>st</sup> semester: 51.0%            b) 2011-2012 2<sup>nd</sup> semester: 54.2%</p>	<p>Two primary actions have been taken regarding communication:</p> <ul style="list-style-type: none"> <li>• The creation of a project for the integration of communication across the curriculum that addresses both oral and written communication as part of the BBA curricular revision.</li> <li>• The creation of a practice community integrated by professors from MERC 3115 (Marketing), COEM 3001 (Business Communication in Spanish), and INCO 4006 (Business Communication in English).</li> </ul> <p>These two efforts have resulted in the creation on-line instructional modules for written and oral communication.</p> <p>Also, each semester a Communications professor gives oral communication workshops to MERC 3115 students.</p>	<p>The Business Administration department established one measure in two instances, which were not met.</p> <p>Four transforming actions were established.</p>

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>3) Technological and Audiovisual Resources. a) 2011-2012 1<sup>st</sup> semester: 81.0% b) 2011-2012 2<sup>nd</sup> semester: 88.7%</p> <p>4) Pronunciation. a) 2011-2012 1<sup>st</sup> semester: 90.0% b) 2011-2012 2<sup>nd</sup> semester: 92.0%</p> <p>5) Pet words. a) 2011-2012 1<sup>st</sup> semester: 75% b) 2011-2012 2<sup>nd</sup> semester: 71.0%</p> <p>6) Voice modulation. a) 2011-2012 1<sup>st</sup> semester: 81.0% b) 2011-2012 2<sup>nd</sup> semester: 78.8%</p> <p>7) Visual contact. a) 2011-2012 1<sup>st</sup> semester: 56% b) 2011-2012 2<sup>nd</sup> semester: 46.6%</p> <p>8) Posture and gestures. a) 2011-2012 1<sup>st</sup> semester: 27% b) 2011-2012 2<sup>nd</sup> semester: 28.9%</p> <p><b>In the first semester, the expected outcome was achieved in 5 out of 8 criteria assessed. Therefore, the goal was not met.</b></p> <p><b>In the second semester, the expected outcome was achieved in 5 out of 8 criteria assessed. Therefore, the goal was not met.</b></p>		

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p><b>Business Administration (Written)</b></p>	<p><b>First instance</b></p> <p>A 3 point scale rubric (where 1 is “developing”, 2 is “satisfactory”, and 3 is “proficient”) was used in ADMI 4005 (Introduction to Management and Business) to assess students’ ability utilize appropriate strategies to communicate with different audiences in different contexts in an essay and annotated bibliography.</p> <p>It was expected that at least 70% of students would reach the proficient level (3 points) as stated on the rubric.</p> <p>The general results showed that during the 1<sup>st</sup> semester of the 2011-2012 academic year, of the 61 student assessed, 86% reached a proficient level. This finding compares favorably with the one observed on the 1st semester of the 2009-2012 academic year, where 75% of the 88 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <p>1) Organization  a) 2009-2010 1<sup>st</sup> semester: 54.50%  b) 2011-2012 1<sup>st</sup> semester: 53.5%</p> <p>2) Linking of ideas  a) 2009-2010 1<sup>st</sup> semester: 43.20%  b) 2011-2012 1<sup>st</sup> semester: 67.6%</p>	<p>Two primary actions have been taken regarding communication:</p> <ul style="list-style-type: none"> <li>• The creation of a project for the integration of communication across the curriculum that addresses both oral and written communication as part of the BBA curricular revision.</li> <li>• The creation of a practice community integrated by professors from MERC 3115 (Marketing), COEM 3001 (Business Communication in Spanish), and INCO 4006 (Business Communication in English).</li> </ul> <p>These two efforts have resulted in the creation on-line instructional modules for written and oral communication.</p>	<p>The Business Administration department established objectives three instances, which were not met.</p> <p>Six transforming actions were established.</p>



<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>3) Grasp of the material a) 2009-2010 1<sup>st</sup> semester: 42.0% b) 2011-2012 1<sup>st</sup> semester: 70.4%</p> <p>4) Statements a) 2009-2010 1<sup>st</sup> semester: 43.20% b) 2011-2012 1<sup>st</sup> semester: 81.7%</p> <p>5) Spelling a) 2009-2010 1<sup>st</sup> semester: 29.50% b) 2011-2012 1<sup>st</sup> semester: 16.9%</p> <p>6) Typography a) 2009-2010 1<sup>st</sup> semester: 67.0% b) 2011-2012 1<sup>st</sup> semester: 78.9%</p> <p>7) Neatness a) 2009-2010 1<sup>st</sup> semester: 55.70% b) 2011-2012 1<sup>st</sup> semester: Not measured.</p> <p>8) Margins/justification a) 2009-2010 1<sup>st</sup> semester: 81.80% b) 2011-2012 1<sup>st</sup> semester: Not measured.</p> <p><b>Since the expected outcome was achieved in 3 out of 6 criteria assessed in the 2011-2012 academic year, the goal was not met. Results improved in 4 out of 6 criteria assessed.</b></p> <p><b>Second instance</b></p> <p>A 3 point scale rubric (where 1 is “developing”, 2 is “satisfactory”, and 3 is “proficient”) was used in</p>	<p>Two primary actions have been taken regarding communication:</p> <ul style="list-style-type: none"> <li>• The creation of a project for the integration of</li> </ul>	

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>COEM 3001 (Business Communication) course to assess students' demonstrate knowledge of interpersonal and intercultural communication in a Case Study.</p> <p>It was expected that at least 70% of students would reach the proficient level (3 points) as stated on the rubric.</p> <p>The general results showed that during the 2<sup>nd</sup> semester of the 2011-2012 academic year, of the 60 student assessed, 85% reached a proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <ol style="list-style-type: none"> <li>1) Organization               <ol style="list-style-type: none"> <li>a) 2011-2012 2<sup>nd</sup> semester: 56.3%</li> <li>b) 2010-2011 2<sup>nd</sup> semester: 66.1%</li> </ol> </li> <li>2) Lacing Ideas               <ol style="list-style-type: none"> <li>a) 2011-2012 2<sup>nd</sup> semester: 70.4%</li> <li>b) 2010-2011 2<sup>nd</sup> semester: 72.6%</li> </ol> </li> <li>3) Knowledge of topic               <ol style="list-style-type: none"> <li>a) 2011-2012 2<sup>nd</sup> semester: 67.6%</li> <li>b) 2010-2011 2<sup>nd</sup> semester: 62.9%</li> </ol> </li> <li>4) Sentences               <ol style="list-style-type: none"> <li>a) 2011-2012 2<sup>nd</sup> semester: 80.3%</li> <li>b) 2010-2011 2<sup>nd</sup> semester: 77.4%</li> </ol> </li> <li>5) Orthography</li> </ol>	<p>communication across the curriculum that addresses both oral and written communication as part of the BBA curricular revision.</p> <ul style="list-style-type: none"> <li>• The creation of a practice community integrated by professors from MERC 3115 (Marketing), COEM 3001 (Business Communication in Spanish), and INCO 4006 (Business Communication in English).</li> </ul> <p>These two efforts have resulted in the creation on-line instructional modules for written and oral communication. Also, each semester a Communications professor gives oral communication workshops to MERC 3115 students.</p>	

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>a) 2011-2012 2<sup>nd</sup> semester: 16.9%</p> <p>b) 2010-2011 2<sup>nd</sup> semester: 27.4%</p> <p>6) Typography</p> <p>a) 2011-2012 2<sup>nd</sup> semester: 78.9%</p> <p>b) 2010-2011 2<sup>nd</sup> semester: 91.9%</p> <p>7) Neatness</p> <p>a) 2011-2012 2<sup>nd</sup> semester: Not measured.</p> <p>b) 2010-2011 2<sup>nd</sup> semester: 100%</p> <p>8) Margins, blank spaces, paragraphs justified</p> <p>a) 2011-2012 2<sup>nd</sup> semester: Not measured.</p> <p>b) 2010-2011 2<sup>nd</sup> semester: 35.5%</p> <p><b>Since the expected outcome was achieved in 3 out of 6 criteria assessed in the 2011-2012 academic year, the goal was not met. Results improved in 2 out of 6 criteria assessed.</b></p> <p><b>Third instance</b></p> <p>A 3 point scale rubric (where 1 is “developing”, 2 is “satisfactory”, and 3 is “proficient”) was used in INCO 4006 (Writing Techniques) to assess how students utilize appropriate strategies to communicate with different audiences in different contexts, and demonstrate knowledge of interpersonal and intercultural communication in a written report based on research project.</p> <p>It was expected that at least 70% of students would reach the proficient level (3 points) as stated on the</p>	<p>Two primary actions have been taken regarding communication:</p> <ul style="list-style-type: none"> <li>• The creation of a project for the integration of communication across the curriculum that addresses both oral and written communication as part of the BBA curricular revision.</li> <li>• The creation of a practice community integrated by professors from MERC 3115 (Marketing), COEM 3001 (Business Communication in Spanish), and INCO 4006</li> </ul>	

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>rubric.</p> <p>The general results showed that during the 2<sup>nd</sup> semester of the 2011-2012 academic year, of the 50 student assessed, 100% reached a proficient level. This finding compares favorably with the one observed on the 2<sup>nd</sup> semester of the 2010-2011 academic year, where 90% of the 84 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <ol style="list-style-type: none"> <li>1) Organization           <ol style="list-style-type: none"> <li>a) 2010-2011 2<sup>nd</sup> semester: 65.5%</li> <li>b) 2011-2012 2<sup>nd</sup> semester: 92.0%</li> </ol> </li> <li>2) Lacing Ideas           <ol style="list-style-type: none"> <li>a) 2010-2011 2<sup>nd</sup> semester: 63.1%</li> <li>b) 2011-2012 1<sup>st</sup> semester: 86.0%</li> </ol> </li> <li>3) Knowledge of topic           <ol style="list-style-type: none"> <li>a) 2010-2011 2<sup>nd</sup> semester: 60.7%</li> <li>b) 2011-2012 2<sup>nd</sup> semester: 50.0%</li> </ol> </li> <li>4) Sentences           <ol style="list-style-type: none"> <li>a) 2010-2011 2<sup>nd</sup> semester: 46.4%</li> <li>b) 2011-2012 2<sup>nd</sup> semester: 62.0%</li> </ol> </li> <li>5) Orthography           <ol style="list-style-type: none"> <li>a) 2010-2011 2<sup>nd</sup> semester: 72.6%</li> <li>b) 2011-2012 2<sup>nd</sup> semester: 58.0%</li> </ol> </li> </ol>	<p>(Business Communication in English).</p> <p>These two efforts have resulted in the creation on-line instructional modules for written and oral communication. Also, each semester a Communications professor gives oral communication workshops to MERC 3115 students.</p>	

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>6) Typography a) 2010-2011 2<sup>nd</sup> semester: 77.4% b) 2011-2012 2<sup>nd</sup> semester: 72.0%</p> <p>7) Neatness a) 2010-2011 2<sup>nd</sup> semester: 85.7% b) 2011-2012 2<sup>nd</sup> semester: 74.0%</p> <p>8) Margins, blank spaces, paragraphs justified a) 2010-2011 2<sup>nd</sup> semester: 71.4% b) 2011-2012 2<sup>nd</sup> semester: 84.0%</p> <p><b>Since the expected outcome was achieved in 5 out of 8 criteria assessed in the 2011-2012 academic year, the goal was not met. Results improved in 5 out of 8 criteria assessed as compared with the same semester from previous academic year.</b></p>		
<b>Office System Management</b>	<p><b>First instance</b></p> <p>A rubric was used to assess students written communication skills in Spanish in a professional internship.</p> <p>It was expected that 90% of the students would obtain 80% or more in the criterion.</p> <p>Results showed that 92% of the students obtained 80% or more in the criterion. <b>Thus the goal was met.</b></p> <p><b>Second instance</b></p> <p>A rubric designed by the Curricular Committee was</p>	<p>The rubric, which was revised a year ago, will continue to be used to assess this learning outcome.</p> <p>The standardized exam was used as an assessment</p>	<p>The Office System Management department established two measures in a total of two instances, which were met.</p> <p>Three transforming actions were established.</p>

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>used to evaluate a Comprehensive Standardized Exam in order to assess students' writing skills in both Spanish and English.</p> <p>It was expected that the students would obtain 70% or more in each evaluated area.</p> <p>Results showed that in Spanish section students obtained an average score of 56%. In the English section the average score was 76%. <b>Thus the goal was met in the English section</b> but not in Spanish section of the exam.</p>	<p>instrument to measure this learning outcome, after making the necessary adjustments through an analysis of its questions and answers. Student assessment results improved, but the program is not satisfied with these results.</p> <p>A complete revision of the evaluation instrument will be carried out, and the new test being developed will be used on a systemic level in all Office System Management Programs of the UPR System.</p> <p>A pilot exam towards the end of the August-December 2012 semester will be administered.</p> <p>We hope that with the new assessment exam we will establish external comparisons that determine the achievement of the competencies that the program develops. This exam will also be used for the Crediting Agency (Accreditation Council for Business Schools and Programs, ACBSP) reports.</p>	

<b>College of Education</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p><b>Teacher Preparation Program</b></p>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the FAED 4001, FAED 4002, and FAED 4003 (Professional Reflective Seminars I, II, and III, respectively) courses to assess students' written communication skills in a reflection-type essay as part of their teacher electronic portfolios (N= 190).</p> <p>It was expected that students would perform at the excellent level using a 0-21 points rubric. The rating scale was established as:</p> <p>0 points = no evidence of the criteria assessed 1 - 7 points = initial stage 8 - 14 points = in progress stage 15 - 21 points = achieved or excellent stage</p> <p>Findings revealed that the average performance score was 18.95 points (achieved stage), <b>thus the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in <i>Zona de Talleres de Escritura</i> (Spanish for Writing Zone Workshops) to assess the students' writing skills in an essay. A total of 190 students, mentored by 19 professors, participated. This is a requisite course of the EDPE 4121 (Teacher Pre-Practicum) course aim to strengthen future teachers' effective written communication skills.</p>	<p>Each professor is providing individual feedback to students that need help developing their portfolios, as well as perfecting their reflection type abilities as future teachers. The College of Education will develop departmental measures during the 2011-2012 academic year. After a decade since its implementation as a pilot project, and a yearly ongoing assessment process, the electronic portfolio became an important part of the curricular revision, being adopted as a requisite of the three Formative Seminars (FAED 4001, FAED 4002 and FAED 4003) courses. This has been the strongest transforming action implemented by the Teacher Preparation Program, impacting its Curriculum, how technology is being integrated, as well as the assessment of student learning and program evaluation' processes.</p> <p>In 2009-2010, the “Writing Workshop Zone” was established as a requisite for all students enrolled in the Teacher Pre-Practicum course (EDPE 4121). This assures that all future teachers pass through this unique series of writing workshop. We expect an improvement in the essay assessment results of the Teacher Certification</p>	<p>The Teacher Preparation Programs established 6 measures in a total of 10 instances, all were met.</p> <p>Eleven transforming actions were established.</p>

<b>College of Education</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>The central objective of these workshops is for students to understand the basic elements in writing through continuous practice exercises. Students are expected to develop a brief argumentative essay based upon a general knowledge topic as well as to respond effectively to a pedagogical situation using an essay type format, similar to what is expected of them in the Teacher Certification Test (PCMAS, its Spanish acronym), developed and administered by the College Board of Puerto Rico and Latin America.</p> <p>Findings revealed that the central objective to develop the basic elements in writing through practice exercises was achieved. <b>Thus, the goal was met</b></p> <p><b>Third Instance</b></p> <p>A rubric was used to assess students' effective communication skills in their Teacher Practicum course, EDPE 4121.</p> <p>It was expected that on average students would achieved a performance level of at least 12 points in a 0 to 18 points scale rubric.</p> <p>Results showed that on a scale of 0 to 18 points, where 12 points is <i>successful</i> and 16 is <i>outstanding</i>, students performed at the average score of 14 points. <b>Thus, the goal was met.</b></p>	<p>Exam (PCMAS). The “Writing Workshop Zone” was a transforming action established by the College of Education in order to improve the performance of its alumni in the PCMAS essay question.</p> <p>Because the PCMAS is a qualitative measure, each professor is giving feedback to those students that need it. Departmental measures will be developed during the 2012-2013 academic year.</p> <p>The College of Education has applied the revised version of the rubric in the assessment of student learning in the Teacher Practicum course since 2009-2010. The revision sharpened the description of the rating scale levels of successful and outstanding in order to strengthen the assessment process by means of establishing more descriptive performance indicators. Also, the criteria of the rubric were also revised.</p> <p>On the other hand, the College of Education is placing much more emphasis than before in its curriculum revision on the writing of future teachers throughout their entire curriculum. One of the main priority areas is in the Teacher Practicum. We are planning to offer a development program for the professors on educational activities as well as pedagogical strategies geared to strengthening the quality of the writing of the future teacher.</p>	



<b>College of Education</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>Fourth Instance</b></p> <p>Students' scores on the Teacher Certification Test (PCMAS, its Spanish acronym), developed and administered once a year by the College Board of Puerto Rico and Latin America, were gathered to assess their level of pedagogical, discipline of specialization and general education knowledge. Specifically, scores on the essay type questions were analyzed to assess their effective writing communication skills, in terms of high level of correctness, proper use of the language and coherence.</p> <p>It was expected that students achieved an average score of 50 points (its theoretical mid-point) or higher in a 20-80 scale rubric in the essay part of the test.</p> <p>Findings revealed that in 2011 administration of this test, the average scores obtained by UPR-RP students was 54 points, while on a Puerto Rico-wide level, the average score obtained by students was 49 points.</p> <p>In the PCMAS' sub-area of assessment of effective writing communication, an essay-type question, the UPR-RP students' average score was 57 points, while on a Puerto Rico-wide level, the average score was 52 points. <b>Thus the goal was met.</b></p> <p>A comparison of the averages obtained in the sub-area of writing of the examined students of the Teacher Preparation Program of the College of Education, 2010, showed an average score of 56</p>	<p>Last year's transforming actions were set out to compare the results of the coming years in order to confirm if the activities carried out throughout the baccalaureate experience had some impact on students' results on the PCMAS test. The results of the writing component in the test in 2010 are similar to the results of 2009, and showed that the statistical change was not substantial, given that the average score increased 2 points, thus causing that the relation between the UPR and PR 2009 and 2010 stay the same. The College of Education will have to wait for the test results of the students that will graduate under the revised curriculum, and that have gone through the different development activities geared to strengthen students' written communication skills in learning experiences throughout the baccalaureate degree such as in the writing of a reflective essay in the e-Portfolio, <i>Zonas de Escritura Workshops</i>, field experiences, Pre Teacher Practicum as well as the Teacher Practicum.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>															
	<p>points.</p> <p>When comparing students from the UPR-RP College of Education Teacher Program with students at the Puerto Rico-wide level, the percentage of students that had a score equal to or higher than the passing rate in their Spanish or English discipline of specialization in the PCMAS test, scores from UPR-RP's students were higher in all the areas assessed.</p> <p>Results for the 2011 PCMAS test results in terms of the percentage of students that score equal to or higher than the passing rate:</p> <table data-bbox="486 792 1180 898"> <thead> <tr> <th></th> <th>UPRRP</th> <th>Puerto Rico-wide (total)</th> </tr> </thead> <tbody> <tr> <td>Spanish</td> <td>82%</td> <td>73%</td> </tr> <tr> <td>English</td> <td>88%</td> <td>65%</td> </tr> </tbody> </table> <p>When comparing students from the UPR-RP College of Education Teacher Program with students at the Puerto Rico-wide level, the percentage of students that had a score equal to or higher than the passing rate in the fundamental knowledge and communication skills section of the test, scores from UPR-RP's students were higher in all the areas assessed.</p> <p>Results for the 2011 PCMAS test results in terms of the average score in a 20-80 point scale in the fundamental knowledge test were:</p> <table data-bbox="486 1414 1180 1477"> <thead> <tr> <th></th> <th>UPRRP</th> <th>Puerto Rico-wide (total)</th> </tr> </thead> <tbody> <tr> <td>Spanish</td> <td>57</td> <td>52</td> </tr> </tbody> </table>		UPRRP	Puerto Rico-wide (total)	Spanish	82%	73%	English	88%	65%		UPRRP	Puerto Rico-wide (total)	Spanish	57	52		
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Academic Program	Findings		Transforming Actions	Summary of Results	
	English	57	51		
	Composition	54	49		
	<p>Results for the 2011 PCMAS test results in terms of the average score in a 20-80 point scale in an essay-type question by criteria assessed were:</p>				
	<p style="text-align: center;">UPRRP Puerto Rico-wide (total)</p>				
	Structure of topic	58	54		
	Mastery of morphosyntactics	54	49		
	Lexical mastery	56	52		
	Grammar	56	51		
	<p>In all instances the UPRRP students' scores were higher than the Puerto Rico-wide (total) ones. <b>Thus the goal was met.</b></p>				
	<p><i>Second semester</i></p>				
	<p><b>First Instance</b></p>				
	<p>A rubric was used in a Professional Reflective Seminar to assess students' correction and coherence in an essay.</p>				
	<p>Results show that the average for the "language" criterion was 17.71 points. On a scale of 1-21, in the beginning students' scores fluctuated between 8 and 14, and in the process the score fluctuated between 15 and 21. <b>Thus, the goal was met at the end of the process.</b></p>				

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>Second Instance</b></p> <p>A rubric was used in EDPE 4121 course to assess the pre-practice students' written material.</p> <p>A total of 171 students were supervised by 17 professors and a mentor.</p> <p>Results show that on a scale of 0 to 18 points scale rubric, where 12 is considered to be achieved and 16 is outstanding; the average obtained score was 14 points. <b>Thus the goal was met.</b></p>	<p>Given that it is a qualitative and formative measure through all three seminars, each professor is giving feedback to all students who need help.</p> <p>Projections Writing Workshops:</p> <ol style="list-style-type: none"> <li>1. It would be prudent to increase the number of instructors to 2 people in order to encompass a larger sample in the development of the written communications learning outcomes as required by the accreditation agencies</li> <li>2. It is convenient for students to take the workshops before the pre-practice. Not only because it will help them in their writing skills, but also because in that way the Teacher Preparation Program controls the number of students that wants to take the workshops at the same time.</li> <li>3. For all those students that for reasons beyond their control can't take part in the workshops and they reach an agreement with the pre-practice professor to take the workshops via internet, we will continue—to the extent possible—with the new Virtual Zone method.</li> </ol> <p>In order to improve the Writing Workshop's Virtual Zone without losing the benefit of group discussions of the in-person workshops, we will explore—to the extent possible given that we don't have the sufficient personnel—the creation</p>	



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		of a blog where students will be able to discuss and publish their ideas, in accordance with the topics and questions given in the essay.	

<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Art History</b>	<p><b><u>Written Communication</u></b></p> <p><b>First Instance</b></p> <p>A rubric was used in ARTE 3237 to evaluate an essay (first examination, course section 1) to see if the student is capable of elaborating an essay based on the topics discussed in class.</p> <p>It was expected that 70 % of the projects made by the students would reach the expected performance levels of excellent or good in the assessment made in March 2012.</p> <p>Out of a group of 30 student projects assessed, performance levels of excellent or good results by criteria were as follows:</p> <ul style="list-style-type: none"> <li>• 66% in “writing”</li> <li>• 73% in “content”</li> <li>• 72% in “conclusion”</li> </ul> <p>The general average was 53%. <b>Thus, the goal was met in only two of the criteria of the rubric.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in ARTE 3199 to assess students’ effective written communication skills in a discussion question (second examination, course section 1) to see if the student has grasped the topics discussed in class.</p> <p>It was expected that 70% of the projects submitted by the students would reach the expected performance</p>	<p>We will focus on the “writing” and “content” criterion.</p>	<p>The Art History department established objectives in ten instances, which were not met.</p> <p>One transforming action was established.</p>

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	<p>levels of excellent or good in the assessment made in April 11, 2012.</p> <p>Out of a group of 28 student projects assessed, performance levels of excellent or good results by criteria were as follows:</p> <ul style="list-style-type: none"> <li>• 84% in “writing”</li> <li>• 86% in “content”</li> <li>• 85% in “organization of ideas”</li> </ul> <p>The general average score was 85%. Thus. <b>The expected goal was met in all criteria of the rubric.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in ARTE 3199 to assess students’ effective written communication skills in a discussion question (third examination, course section 1) to see if the student has grasped the topics discussed in class.</p> <p>It was expected that 70% of the projects submitted by the students would reach the expected performance levels of excellent or good in the assessment made in April 25, 2012.</p> <p>Out of a group of 32 student projects assessed, performance levels of excellent or good results by criteria were as follows:</p> <ul style="list-style-type: none"> <li>• 82% in “writing”</li> <li>• 78% in “content”</li> <li>• 86% in “organization of ideas”</li> </ul>		

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	<p>The general average score was 81%. Thus. <b>The expected goal was met in all criteria of the rubric.</b></p> <p><b>Fourth Instance</b></p> <p>A rubric was used in ARTE 3199 to assess students’ effective written communication skills in a discussion question (second examination, course section 2) to see if the student has grasped the topics discussed in class</p> <p>It was expected that 70% of the projects submitted by the students would reach the expected performance levels of excellent or good in the assessment made in April 11, 2012.</p> <p>Out of a group of 32 student projects assessed, performance levels of excellent or good results by criteria were as follows:</p> <ul style="list-style-type: none"> <li>• 86% in “writing”</li> <li>• 86% in “content”</li> <li>• 91% in “organization of ideas”</li> </ul> <p>The general average was 88%. Thus. <b>The expected goal was met in all criteria of the rubric.</b></p> <p><b>Fifth Instance</b></p> <p>A rubric was used in ARTE 3199 to assess students’ effective written communication skills in a discussion question (second examination, course section 2) to see if the student has grasped the topics discussed in</p>		



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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>class</p> <p>It was expected that 70% of the projects submitted by the students would reach the expected performance levels of excellent or good in the assessment made in April 25, 2012.</p> <p>Out of a group of 32 student projects assessed, performance levels of excellent or good results by criteria were as follows:</p> <ul style="list-style-type: none"> <li>• 82% in “writing”</li> <li>• 85% in “content”</li> <li>• 86% in “organization of ideas”</li> </ul> <p>The general average was 85%. Thus. <b>The expected goal was met in all criteria of the rubric.</b></p> <p><b>Sixth Instance</b></p> <p>A rubric was used in the second examination of the Introduction to Visual Arts course (section 1) to assess students’ effective written communication skills in a discussion-type question.</p> <p>It was expected that 70% of the essays submitted by the students would reach the expected performance levels of excellent or good in the assessment made in November, 2011.</p> <p>Out of a group of 30 student essays assessed, performance levels of excellent or good results by criteria were as follows:</p>		

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	<ul style="list-style-type: none"> <li>• 60% in “writing”</li> <li>• 93% in “content”</li> <li>• 90% in “organization of ideas”</li> </ul> <p><b>Thus, the expected goal was met in two of the 3 criteria assessed in this section of the course.</b></p> <p><b>Seven Instance</b></p> <p>A rubric was used in the second examination of the Introduction to Visual Arts course (section 2) to assess students’ effective written communication skills in a discussion-type question.</p> <p>It was expected that 70% of the essays submitted by the students would reach the expected performance levels of excellent or good in the assessment made in November, 2011.</p> <p>Out of a group of 26 student essays assessed, performance levels of excellent or good results by criteria were as follows:</p> <ul style="list-style-type: none"> <li>• 93% in “writing”</li> <li>• 84% in “content”</li> <li>• 85% in “organization of ideas”</li> </ul> <p><b>Thus, the expected goal was met in all three criteria assessed in this section of the course.</b></p> <p><b>Eighth Instance</b></p> <p>A rubric was used in an exam of the Introduction to</p>		

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	<p>Visual Arts course (section 1) to assess students' effective written communication skills in a discussion-type question.</p> <p>It was expected that 70% of the essays submitted by the students would reach the expected performance levels of excellent or good in the assessment made in December, 2011.</p> <p>Out of a group of 30 students' essays assessed, performance levels of excellent or good results by criteria were as follows:</p> <ul style="list-style-type: none"> <li>• 87% in "writing"</li> <li>• 87% in "content"</li> <li>• 84% in "organization of ideas"</li> </ul> <p><b>Thus, the expected goal was met in all three criteria assessed in this section of the course.</b></p> <p><b>Ninth Instance</b></p> <p>A rubric was used in an exam of the Introduction to Visual Arts course (section 2) to assess students' effective written communication skills in a discussion-type question.</p> <p>It was expected that 70% of the essays submitted by the students would reach the expected performance levels of excellent or good in the assessment made in December, 2011.</p> <p>Out of a group of 26 students' essays assessed, performance levels of excellent or good results by</p>		

<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>criteria were as follows:</p> <ul style="list-style-type: none"> <li>• 93% in “writing”</li> <li>• 100% in “content”</li> <li>• 100% in “organization of ideas”</li> </ul> <p><b>Thus, the expected goal was met in all three criteria assessed in this section of the course.</b></p> <p><b><u>Oral Communication</u></b></p> <p><b>Second Semester</b></p> <p><i>First instance</i></p> <p>A rubric was used in ARTE 4242 course to evaluate oral presentations of short essay projects in order to assess students’ oral communication skills.</p> <p>It was expected that 70% of the students’ presentation in May 2012 would achieve the performance levels of “excellent” or “good” in the criteria assessed in the rubric used.</p> <p>Out of a group of 10 student oral presentations assessed, performance levels of excellent or good results by criteria were as follows:</p> <ul style="list-style-type: none"> <li>• 93% in “organization”</li> <li>• 88% in “content”</li> <li>• 89% in “visual resources”</li> <li>• 89% in “visual contact”</li> <li>• 89% in “originality”</li> </ul> <p>The general average score was 90%. <b>Thus, the</b></p>		

<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<b>expected goal was met in all criteria of the rubric used and as an average score.</b>		
<b>Comparative Literature</b>	<p>A rubric was used to assess students' oral communication skills in an Oral Presentation of a Critical Essay (N=10).</p> <p>It was expected that 75% or more of the students assessed will score 4 points or higher in a 6 points scale rubric in all criteria assessed:</p> <ol style="list-style-type: none"> <li>1. Communicate the presentation's main argument effectively;</li> <li>2. Communicate content effectively on a more general level, throughout the presentation;</li> <li>3. Organize idea arguments effectively in the presentation;</li> <li>4. Utilize various type of materials (audio, visuals, etc.) to enhance performance;</li> <li>5. Capture and hold the audience's attention through quality of voice, eye contact, questions, interaction, and/or by other means;</li> <li>6. Demonstrate effective and appropriate use of language.</li> </ol> <p>Findings revealed that seven students (70 %) scored 4 points or higher in all criteria assessed. Three students (30%) scored 3 points or lower in one or more criteria assessed.</p> <p>When viewed as overall performance, with a total of 30 possible points (5 criteria, with 6 points maximum in each criterion), five students (50 %) performed at 75 % or higher, and five students (50 %) performed</p>	<p><u>Transforming Activity #1</u> As results were slightly lower than expected, we plan to place more emphasis on oral communication in future semesters in the LITE 3045 course and, more generally, in the undergraduate courses of the Comparative Literature Program.</p> <p><u>Transforming Activity #2</u> Rather than assessing student learning in only one mid-term oral presentation, we should also assess student oral communication skills at the end of the semester, to be able to assess how the students have improved during the course.</p> <p><u>Transforming Activity #3</u> We are working to incorporate technology in student learning in our classes. Along with improving student informational literacy (a transforming activity proposed in last year's assessment report), we are working on integrating audio and visual elements into our classrooms, and in the future, we will assess student use of technological aids in their oral presentations.</p> <p>Monitoring these transforming activities will be part of our Plan of Assessment in 2013-2014 (i.e. we will assess oral communication again in 2013-2014).</p>	<p>The Comparative Literature department established objectives in one instance, which was met.</p> <p>Three transforming actions were established.</p>

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	<p>lower than 75 %. Of these five, four performed at 73 %, not far from the goal of 75 %. Only one student performed at 43 %, well below the expected outcome.</p> <p>Analyzing students' scores in each of the five criteria, the mean was higher than 4 in all of these criteria, and the percentage of mean/maximum points was 75 % or higher in all but one criteria (effective communication of content through presentation: 72 %). <b>Thus, the goal was met.</b></p>		
<b>English</b>	<p><b><u>Literature</u></b></p> <p><i>Second semester</i></p> <p>A rubric was used in INGL 3232 (section 1 &amp; 2) to evaluate pre and post-assessment essays.</p> <p>It was expected that in the post-assessment 70 % of the students would achieve a score of 70% or higher in the area of Critical Thinking.</p> <p><i>Results:</i>  <b>INGL 3232, sec. 001</b>  <u>Pre-Assessment:</u> (13 students assessed)            Students performed at expected levels (no students scored in the 90% range; 2 in the 80% range; 7 in the 70% range; 2 in the 60% range; and 2 in the 50% range)  <u>Post-Assessment:</u> (13 students assessed)            Students performed at expected levels, with demonstrated improvement (5 students scored in the 90% range; 5 in the 80% range; none in the 70%</p>	<p><i>Second semester</i></p> <p>1) Adapt the rubric used to evaluate academic writing, information and competencies and research in the literature component of the general education courses so that the department has a uniform rubric that may be applied to the courses that include academic writing.</p>	<p>The English department established objectives six instances, which were met.</p> <p>Four transforming actions were established.</p>

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	<p>range; and 3 students in the 60% range)</p> <p><b>INGL 3232, sec. 002</b>  <u>Pre-Assessment:</u> (11 students assessed)            Students performed at expected level (1 student scored in the 90% range; 3 in the 80% range; 6 in the 70% range and 1 in the 60% range).  <u>Post-Assessment:</u> (12 students assessed)            Students performed at expected level (8 students in the 90% range; 4 students in the 80 % range)</p> <p>A rubric was used in INGL 3285 to evaluate prose answers to written discussion questions related to assigned readings.</p> <p><u>Results:</u>            (2 students assessed- post assessment only). Both students scored in the range of “Avanzados” in all categories of the rubric, in the 90%+ range</p> <p>A rubric was used in INGL 3286 to evaluate creative writing assignments; a pre-assessment sample and a post-assessment sample were examined.</p> <p><u>Results:</u>  <u>Pre-Assessment:</u> (6 students assessed)            Students performed at expected level (1 student scored in the 90% range; 3 in the 80% range; 2 in the 70% range and none in the 60% range or lower).  <u>Post-Assessment:</u> (6 students assessed)            Students performed at expected level, demonstrating significant improvement and skill development (5</p>	<p>When the assessment dominions of Information Competencies and Research are added to the departmental assessment process, the course will need to integrate research assignments and research –based writing into the required assignments.</p> <p>Course provides ample opportunities for student writing; assignments are sequenced to teach specific creative writing skills; attention is also given to revision, correctness and stylistic finesse.</p> <p>This course was included in the <i>avalúo</i> project at the end of the semester. Because grading is based on a portfolio of student work, professor had writing samples for pre-assessment and post-assessment. In the future, the course should initiate the <i>avalúo</i> process at the beginning of the semester so that professor can take any</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>students in the 90% range; 1 student in the 80 % range).</p> <p><b><u>Linguistics and Communication</u></b></p> <p><i>Second semester</i></p> <p>A rubric was used in INGL 3232 (section 1 &amp; 2) to evaluate pre and post-assessment essays.</p> <p>It was expected that in the post-assessment 70 % of the students would achieve a score of 70% or higher in the area of Critical Thinking.</p> <p><i>Results:</i>  <b>INGL 3232, sec. 001</b>  <u>Pre-Assessment:</u> (13 students assessed)            Students performed at expected levels (no students scored in the 90% range; 2 in the 80% range; 7 in the 70% range; 2 in the 60% range; and 2 in the 50% range)  <u>Post-Assessment:</u> (13 students assessed)            Students performed at expected levels, with demonstrated improvement (5 students scored in the 90% range; 5 in the 80% range; none in the 70% range; and 3 students in the 60% range)</p> <p><b>INGL 3232, sec. 002</b>  <u>Pre-Assessment:</u> (11 students assessed)            Students performed at expected level (1 student scored in the 90% range; 3 in the 80% range; 6 in the 70% range and 1 in the 60% range).  <u>Post-Assessment:</u> (12 students assessed)</p>	<p>transformative action indicated by the results of the pre-assessment sample.</p> <p><b><u>Linguistics and Communication</u></b></p> <p><i>Second semester</i></p> <p>1) Adapt the rubric used to evaluate academic writing, information and competencies and research in the literature component of the general education courses so that the department has a uniform rubric that may be applied to the courses that include academic writing.</p>	



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	Students performed at expected level (8 students in the 90% range; 4 students in the 80 % range).		
<b>Fine Arts</b>	<p><b>First Instance</b></p> <p>A rubric was used in the Creative Research Workshop I in order to assess students’ effective written communication skills in terms of if they were able to articulate ideas correctly and effectively in a final group critique project (N=20).</p> <p>It was expected that more than 50% of the students assessed will score 3 or 4 points in a 4 point scale rubric.</p> <p>Findings revealed that:            Two out of six students assessed (33%) achieved the best score, 4 points            0 (0%) of the 6 students scored 3 points            4 (66%) of the 6 students scored 2 points            0 (0%) of the 6 students scored 1 point</p> <p>More than 50% of the students scored less than the expected performance. <b>Thus, the goal was not met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the Basic Fine Arts II course in order to assess students’ effective written communication skills in terms of if they articulate ideas correctly and effectively in written assignments in a final group critique project (N=11).</p> <p>It was expected that more than 50 % of the students</p>	<p>More oral and written skills exercises will be incorporated into the program curriculum. Also, readings that will be supplemented with the assignment of critical essays will be assigned.</p> <p>It was observed that results from students’ performance in this learning outcome were very good, taking into consideration that these are first year students and that this is their first experience with contemporary Fine Arts.</p> <p>It is a concern that students from a latter course</p>	<p>The Fine Arts department established objectives in six instances, one of which was not met.</p> <p>Three transforming actions were established.</p>

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	<p>assessed will score 3 or 4 points in a 4 point scale rubric.</p> <p>Findings revealed that :            Three (27%) out of 11 students assessed obtained the best score, 4 points            6 (54%) of the 11 students scored 3 points            2 (18%) of the 11 students scored 2 points            0 (0%) of the 11 students scored 1 point</p> <p>More than 50% of the students (72%) scored 3 or 4 points. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in the Basic Fine Arts I course in order to assess students' effective written communication skills in a final group critique project by the end of the semester.            (N=8)</p> <p>It was expected that more than 50 % of the students assessed will score 3 or 4 points in a 4 point scale rubric.</p> <p>Findings revealed that:            One (12%) out of 8 students obtained the best score, 4 points            6 (75%) of the 8 students scored 3 points            0 (0%) of the 8 students scored 2 points            1 (12%) of the 8 students scored 1 point.</p> <p>Since more than 50% of the students assessed (87 %)</p>	<p>(Creative Research Workshop), obtained lower assessment results and did not meet this learning outcome.</p> <p>It was observed that results from students' performance in this learning outcome were very good, taking into consideration that these are first year students and that this is their first experience with contemporary Fine Arts.</p> <p>It is a concern that students from a latter course (Creative Research Workshop), obtained lower assessment results and did not meet this learning outcome.</p>	

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	<p>scored 3 or 4 points in the rubric used, <b>thus, the goal was met.</b></p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the Creative Research Workshop I in order to assess students' effective written communication skills in terms of their ability to articulate ideas correctly and effectively in a final group critique project.</p> <p>It was expected that more than 50% of the students assessed will score 3 or 4 points in a 4 point scale rubric.</p> <p><u>First evaluation March 2012</u>            4 out of 17 students scored 4: 23%            7 out of 17 scored a 3: 41%            6 out of 17 scored a 2: 33%            0 out of 17 scored a 1: 0%            Our anticipation could be to reduce the percentage of students that scored 2.            Since 65 % of the students score 3 and 4 points in the rubric used, <b>the goal was met.</b></p> <p><u>Second evaluation May 2012</u>            5 out of 15 students scored 4: 33%            7 out of 15 scored 3: 46%            2 out of 15 scored 2: 13%            1 out of 15 scored 1: 6%            In this group we noticed an improvement in regards</p>	<p>We will incorporate more written and oral effective communication skills to the curriculum of this course. We will assign readings to supplement the critical essays assignments.</p> <p>This learning outcome obtained good scores</p>	

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	<p>to the previous evaluation. There was a reduction in the students who scored 2.</p> <p>Since 80 % of the students scored 3 and 4 points in the rubric used in this second evaluation, <b>thus the goal was met.</b></p> <p><b>Second instance</b></p> <p>A rubric was used in Fundamentals of Visual Arts II course in order to assess students’ effective written communication skills in a final group critique project during the semester.</p> <p><u>First evaluation March 2012</u>          6 out of 20 students scored 4: 30%          13 out of 20 scored 3: 65%          0 out of 20 scored 1: 0%          1 out of 20 score 1: 5%</p> <p>It was expected that more than 50% of the students assessed will score 3 or 4 points in a 4 point scale rubric.</p> <p>Since 95 % of the students scored between 4 and 3 points in the rubric used, <b>the goal was met.</b></p> <p><u>Second evaluation May 2012</u>          5 out of 20 students score 4: 25%          7 out of 20 scored 3: 35%          2 out of 20 scored 2: 1%          1 out of 20 scored 1: 0.5%          It was expected that more than 50% of the students</p>	<p>considering that these are first year students and this is one of their first contemporary fine arts experience.</p> <p>This learning outcome obtained a good score, considering that these are first year students and this is one of their first contemporary fine arts experience.</p>	

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	<p>assessed will score 3 or 4 points in a 4 point scale rubric.</p> <p>Since 80 % of the students scored between 4 and 3 points in the rubric used, <b>the goal was met.</b></p> <p>In this evaluation the percentage of students who scored 3 and 4 points in the rubric used was lower. Form 95% to 80%. We will have to focus on these changes. If this continues we will have to study the reason behind these changes.</p> <p><b>Third instance</b></p> <p>A rubric was used in Fundamentals of Visual Arts I course in order to assess students' effective communication skills in a final group critique project during the semester.</p> <p><u>First evaluation March 2012</u> 1 out of 14 students scored 4: 7% 11 out of 14 scored 3: 78% 2 out of 14 scored 1: 14% 0 out of 14 score 1: 0%</p> <p>It was expected that more than 50% of the students assessed will score 3 or 4 points in a 4 point scale rubric.</p> <p>Since 86 % of the students scored between 4 and 3 points in the rubric used, <b>the goal was met.</b></p>	<p>This learning outcome obtained a good score, considering that these are first year students and this is one of their first contemporary fine arts experience.</p>	

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	<p><u>Second evaluation May 2012</u>            5 out of 15 students score 4: 33%            6 out of 15 scored 3: 40%            4 out of 15 scored 2: 26%            0 out of 15 scored 1: 0%</p> <p>It was expected that more than 50% of the students assessed will score 3 or 4 points in a 4 point scale rubric.</p> <p>Since 73 % of the students scored between 4 and 3 points in the rubric used, <b>the goal was met.</b></p> <p>In this group the percentage of students who scored 3 and 4 points in the rubric used was lower, from 86% to 73%. We will have to focus on these changes. If this continues we will have to study the reason behind these changes.</p>		
<p><b>Hispanic Studies</b></p>	<p><b>First Instance</b></p> <p>A rubric was used in the ESPA 3208 course (Writing and Style) to assess students' written communication skills in an essay, "El Velorio". (N=14).</p> <p>It was expected that 70% of the students would obtain 2 points or more in a three point scale (Excellent or Satisfactory) in each criterion of the rubric used.</p> <p>Assessment results by criterion in terms of Excellent</p>	<p>Since only one of the students assessed was from the Hispanic Studies Program, additional assessments measures will be carried out to gather more information about the attainment of the effective communication learning outcome by our students.</p>	<p>The Hispanic Studies department established objectives in ten instances, of which three were not met.</p> <p>One transforming action was established.</p>

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	<p>(E), Satisfactory (S), Not Satisfactory (NS) were (parenthesis indicates the percentage of students that achieve either an Satisfactory or Excellent performance level):</p> <ul style="list-style-type: none"> <li>• Organization: 6 E; 4 S; 4 NS – (10/14: 71%)</li> <li>• Structural Characteristics -Balance between simple and complex sentences: 10 E; 2 S ; 2 NS – (12/14: 86%)</li> <li>• Logical order: 4 E; 4 S; 6 NS – (8/14: 57%)</li> <li>• Concordance between subject and verb: 8 E; 4 S; 2 NS – (12/14: 86%)</li> <li>• Development of secondary ideas: 8 E; 4S; 2 NS – (12/14: 86%)</li> <li>• Transition particles: 10 E; 4 S; 0 NS – (14/14: 100%)</li> <li>• Use of verb tenses and forms: 10E; 2 S; 2 NS – (12/14: 86%)</li> <li>• Correct use of grammatical person: 8 E; 4 S; 2 NS – (12/14: 86%)</li> <li>• Use of prepositions: 4 E; 4 S; 6 NS – (8/14: 57%)</li> <li>• Use of gerund: 10 E; 4 S; 0 NS – (14/14: 100%)</li> <li>• Orthography-punctuation characters: 4E; 10 S; 0 NS – (14/14: 100%)</li> <li>• Accentuation: 4 E; 0S; 10 NS – (4/14: 29%)</li> <li>• Right Reference: 10 E; 4 S; 0 NS – (14/14: 100%)</li> <li>• Use of Anglicism: 4 E; 10 S; 0 NS – (14/14: 100%)</li> <li>• Clear and coherent statements: 4E; 6 S; 4 NS – (10/14: 71%)</li> </ul>		

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	<ul style="list-style-type: none"> <li>• Creativity: 10 E; 4 S; 0 NS – (14/14: 100%)</li> </ul> <p>Findings revealed that 10 of the 14 students assessed (71%) obtained a score between 8 and 10 points (80% - 100%), which complies with the expectations. <b>Thus, the goal was met.</b> However, it must be observed that in the Logical order and accentuation criteria the expected outcome was not met.</p> <p><b>Second Instance</b></p> <p>A rubric was used in the ESPA 3212 (Spanish Literature) and in the ESPA 4009 (Spanish Literature Debates) courses to assess students' written skills in an essay (N=4).</p> <p>It was expected that 70% of the students would obtain an overall score of 26 points or more (72%) out of a possible total of 36 points (6 per criteria) in the rubric used:</p> <p>Average results by criteria:</p> <ul style="list-style-type: none"> <li>• Accentuation: 5.50 points (92%)</li> <li>• Orthography: 5.50 points (92%)</li> <li>• Lexicon variety: 5.00 points (83 %)</li> <li>• Syntactic structures: 4.75 (79 %)</li> <li>• Clarity and precision: 5.00 points (83 %)</li> <li>• General structure of the paragraph: 5.25 points (88 %)</li> </ul> <p>In terms of overall scores per student, findings were:</p> <ul style="list-style-type: none"> <li>• Two students obtain a perfect score (36/36)</li> </ul>		



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	<p>points – 100%)</p> <ul style="list-style-type: none"> <li>Two students obtain 26/36 points (72%)</li> </ul> <p><b>Thus, the goal was met in all criteria assessed.</b></p> <p><b>Third instance</b></p> <p>A rubric was used in the ESPA 4027 course to assess written communication, research skills, and information literacy skills in a research project, to see if students comprehend literary texts and are able to integrate the acquired knowledge.</p> <p>It was expected that 70% of the students will achieve a performance level of 4 points (80%) or higher in the criteria pertaining to effective communication. Ten students participated in this assessment.</p> <p>Results were:</p> <ul style="list-style-type: none"> <li>Organization – 60% of them obtained 4 out of 5 points</li> <li>Grammar/Style – 70% of them obtained 4 out of 5 points</li> </ul> <p><b>Since only one of the two effective communication criteria in the rubric were met (Grammar/Style), the goal was not met.</b></p> <p><i>Second semester</i></p> <p><b>First instance</b></p>		

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	<p>A rubric was used in the ESPA 3213 course to assess students' ability to write clearly, with proper grammar, and lexical variety in an essay.</p> <p>It was expected that 70% of the students would be able to achieve a 4 or higher in each criteria of the rubric.</p> <p>Findings by criteria in the two measures made (at the middle of the semester [first measure] and at the end of the semester [second measure]) were:</p> <ul style="list-style-type: none"> <li>• Analysis of the selected test <ul style="list-style-type: none"> <li>○ 89% (First measure)</li> <li>○ 89% (Second measure)</li> </ul> </li> <li>• Performance in classroom discussions <ul style="list-style-type: none"> <li>○ 91% (First measure)</li> <li>○ 93% (Second measure)</li> </ul> </li> <li>• Basis and documentation of statements <ul style="list-style-type: none"> <li>○ 88% (First measure)</li> <li>○ 90% (Second measure)</li> </ul> </li> <li>• Articulations of observations <ul style="list-style-type: none"> <li>○ 84% (First measure)</li> <li>○ 86% (Second measure)</li> </ul> </li> </ul> <p>Results of the mid-semester evaluation showed that the expected outcome was achieved in all criteria of the rubric. <b>Thus the goal was met.</b></p>		

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	<p>Results of the end of semester evaluation showed that the expected outcome was achieved in all criteria of the rubric. <b>Thus the goal was met.</b></p> <p><b>Second instance</b></p> <p>A rubric was used in the ESPA 4222 course to assess two educational activities: an oral presentation of a poem by mid semester and a monograph by the end of the semester (N = 28).</p> <p>It was expected that 70% of the students would be able to achieve 4 points or higher in each criteria of the rubric used.</p> <p>Findings by criteria, in terms of the percentage of students that achieve a score of 4 points or higher, were:</p> <ol style="list-style-type: none"> <li>1) Oral presentation – Poem (middle of the semester)           <ul style="list-style-type: none"> <li>• Oral communication, logical and coherent articulation of expressed ideas: 97%</li> </ul> </li> <li>2) Written communication – Monograph (end of the semester)           <ul style="list-style-type: none"> <li>• Organization of ideas and arguments – 90%</li> <li>• Writing (grammar, syntax, vocabulary, and word order) – 83%</li> </ul> </li> </ol> <p><b>Thus the goal was met on both instances.</b></p>		

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	<p><b>Third instance</b></p> <p>A rubric was used in the ESPA 4115 course to evaluate the students’ ability to write clearly, with proper grammar, and lexical variety in the final course essay.</p> <p>It was expected that 70% of the students would be able to achieve 4 points or higher in each criteria of the rubric.</p> <p>Findings by criteria, in terms of the percentage of students that achieve a score of 4 points or higher, were:</p> <ul style="list-style-type: none"> <li>• Thesis introduction – 63%</li> <li>• Conclusion – 70%</li> <li>• Analysis – 65%</li> <li>• Organization – 66%</li> <li>• Information – 66%</li> <li>• Style/Grammar – 71%</li> <li>• Format – 94</li> <li>• Originality – 74%</li> </ul> <p>Results of the end of semester evaluation showed that the expected outcome was achieved in three out of eight criteria assessed. <b>Thus the goal was not met.</b></p> <p><b>Fourth instance</b></p> <p>A rubric was used in the ESPA 3208 course to assess students’ ability to write clearly, with proper</p>		

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	<p>grammar, and lexical variety in two essays (at the beginning and end of the semester):</p> <p>It was expected that 70% of the students would obtain 2 points or more in a three point scale (Excellent or Satisfactory) in each criterion of the rubric used.</p> <p>Assessment results by criterion in terms of Excellent (E), Satisfactory (S), Not Satisfactory (NS) were (parenthesis indicates the percentage of students that achieve either a Satisfactory or Excellent performance level):</p> <p><i>First evaluation – at the beginning of the semester (N = 14)</i></p> <ul style="list-style-type: none"> <li>• Organization of ideas: 5 E; 4 S; 5 NS – (9/14: 64%)</li> <li>• Structural Characteristics - Balance between simple and complex sentences: 8 E; 4 S ; 2 NS – (12/14: 86%)</li> <li>• Logical order: 11 E; 1 S; 2 NS – (12/14: 86%)</li> <li>• Concordance between subject and verb: 10 E; 2 S; 2 NS – (12/14: 86%)</li> <li>• Development of secondary ideas: 7 E; 1 S; 6 NS – (8/14: 54%)</li> <li>• Transition particles: 6 E; 2 S; 6 NS – (8/14: 54%)</li> <li>• Use of verb tenses and forms: 10 E; 2 S; 2 NS – (12/14: 86%)</li> </ul>		

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	<ul style="list-style-type: none"> <li>• Correct use of grammatical person: 12 E; 1 S; 1 NS – (13/14: 93%)</li> <li>• Use of prepositions: 10 E; 1 S; 3 NS – (11/14: 79%)</li> <li>• Use of gerund: 12 E; 0 S; 2 NS – (12/14: 86%)</li> <li>• Orthography-punctuation characters: 2 E; 4 S; 8 NS – (6/14: 43%)</li> <li>• Accentuation: 2 E; 4 S; 8 NS – (6/14: 43%)</li> <li>• Right Reference: 14 E; 0 S; 0 NS – (14/14: 100%)</li> <li>• Use of Anglicism: 9 E; 2 S; 3 NS – (11/14: 79%)</li> <li>• Clear and coherent statements: 7 E; 2 S; 5 NS – (9/14: 64%)</li> <li>• Creativity: 6 E; 3 S; 5 NS – (9/14: 64%)</li> </ul> <p><b>Since the expected outcome was met in 9 out of 16 criteria (56%), the goal was not met.</b></p> <p><i>Second evaluation – at the beginning of the semester (N = 13)</i></p> <ul style="list-style-type: none"> <li>• Organization: 8 E; 0 S; 5 NS – (8/13: 62%)</li> <li>• Structural Characteristics - Balance between simple and complex sentences: 10 E; 2 S ; 1 NS – (12/13: 92%)</li> <li>• Logical order: 6 E; 5 S; 2 NS – (11/13: 85%)</li> <li>• Concordance between subject and verb: 11 E; 1 S; 1 NS – (12/13: 92%)</li> <li>• Development of secondary ideas: 8 E; 3 S; 2 NS – (11/13: 85%)</li> </ul>		

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	<ul style="list-style-type: none"> <li>• Transition particles: 9 E; 4 S; 0 NS – (13/13: 100%)</li> <li>• Use of verb tenses and forms: 8 E; 3 S; 2 NS – (11/13: 85%)</li> <li>• Correct use of grammatical person: 13 E; 0 S; 0 NS – (13/13: 100%)</li> <li>• Use of prepositions: 7 E; 2 S; 4 NS – (9/13: 69%)</li> <li>• Use of gerund: 10 E; 1 S; 2 NS – (11/13: 85%)</li> <li>• Orthography -punctuation characters: 6 E; 4 S; 3 NS – (10/13: 77%)</li> <li>• Accentuation: 6 E; 4 S; 3 NS – (10/13: 77%)</li> <li>• Right Reference: 13 E; 0 S; 0 NS – (13/13: 100%)</li> <li>• Use of Anglicism: 9 E; 3 S; 1 NS – (12/13: 92%)</li> <li>• Clear and coherent statements: 9 E; 3 S; 1 NS – (12/13: 92%)</li> <li>• Creativity: 11 E; 2 S; 0 NS – (13/13: 100%)</li> </ul> <p><b>Since the expected outcome was met in 14 out of 16 criteria (88%), the goal was met.</b></p>		
<b>History</b>	<p><b>First Instance (Oral Communication)</b>  <i>First semester</i></p> <p>A rubric was used in the HIST 4025 course (Seminar Readings in the area of History of Europe and the Americas) to assess students' oral communication skills in oral reports (N = 14)</p>	<p>Organize a meeting between the Assessment Coordinator and the professors that teach this course with the goal of informing them of the assessment process and its results.</p>	<p>The History department established objectives in five instances, all were met.</p> <p>Five transforming actions were established.</p>







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	<p>Findings revealed the following:</p> <ul style="list-style-type: none"> <li>• Criteria A: 10 out 14 students (71%) achieved a performance level of at least 3 points.</li> <li>• Criteria B: 11 out 14 students (79%) achieved a performance level of at least 3 points.</li> <li>• Criteria C: 11 out 14 students (79%) achieved a performance level of at least 3 points.</li> <li>• Criteria D: 10 out 14 students (71%) achieved a performance level of at least 3 points.</li> <li>• Criteria E: 14 out 14 students (100%) achieved a performance level of at least 3 points.</li> </ul> <p><b>The goal was met in each criteria assessed.</b></p> <p>Criteria were not identified on the summary of assessment results sent to the OEAE.</p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in HIST 4025 (European Literature) seminar to assess students' effective communication in oral reports.</p> <p>It was expected that 70% of the students will achieve a performance level of at least 3 points in a four points scale.</p> <p>Results showed that 100% of the students assessed</p>	<p>Plan effective communication writing workshops for those students whose professors identify as having deficiencies in written communication. These workshops will be coordinated with the Center for Academic Excellence. If possible, these workshops will be given in the Center for Historic Research.</p> <p>Furthermore, we will encourage the students to take the Writing course offered by the Hispanic Studies Department to strengthen their skills.</p> <p>We will meet with the coordinator of the professors who offered these courses.</p> <p>It's important to point out that the students of both courses participated in the process of evaluating their peers. For this, the professors provided the same rubrics that they themselves used. It was an enriching and formative experience for the groups of both courses, although results were not reported.</p>	

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	<p>achieved a performance level equal or higher to the expected outcome. Findings compare favorably with the ones obtained in the previous semester, when only 75% of students achieved the expected outcome. <b>The goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in HIST 4225 (History of America) research seminar to assess students' effective communication in oral reports.</p> <p>It was expected that 70% of the students will achieve a performance level of at least 3 points in a four points scale.</p> <p>Results showed that 100% of the students assessed achieved a performance level equal or higher to the expected outcome. Findings compare favorably with the ones obtained in the previous semester, when only 75% of students achieved the expected outcome. <b>The goal was met.</b></p>	<p>We will meet with the coordinator of the professors who offered these courses.</p> <p>It's important to point out that the students of both courses participated in the process of evaluating their peers. For this, the professors provided the same rubrics that they themselves used. It was an enriching and formative experience for the groups of both courses, although results were not reported.</p>	
<b>Modern Languages</b>	<p>A rubric was used in FRAN 4008 to evaluate an academic essay (direct measure).</p> <p>The evaluation of the activity is being analyzed.</p>	Pending.	
<b>Performing Arts</b>	<p><b>First Instance</b></p> <p>A rubric was used in the TEAT 3025 course to assess students' written communication skills regarding the expression of ideas and fundamental principles related to Theater concepts in a theatrical review.</p>	Raise the expected outcome performance to 85% at the levels of IV and III (Excellent or Good) by means of workshops focused on improving students' writing skills (syntax and orthography).	<p>The Performing Arts department established objectives in nine instances, one of which was not met.</p> <p>Nine transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 75% of the students assessed would reach the performance levels of IV and III (Excellent or Good) in all the criteria established in the rubric used to assess this learning outcome.</p> <p>Findings revealed that 78% of the students assessed reach the expected performance levels. <b>Thus, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used to assess students' writing skills in a reflective essay.</p> <p>It was expected that 75% of the students assessed would perform at a level III (Good) in all criteria established by the rubric for this learning outcome.</p> <p>Findings revealed that, in average, 56% of the students assessed showed deficiencies in the use of language, syntactic structure, and orthography. <b>Thus, the expected outcome was not reached.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used to assess students' written communication skills in a written reflection.</p> <p>It was expected that 75 % to 80 % of the students assessed would master the criteria established by the rubric.</p> <p>Findings showed that, after the analysis of the results</p>	<p>Given that the students enrolled in this course are from different majors, the results will be shared with all Faculty Departments, in order to assess pedagogical strategies to strengthen the deficiencies encountered in the assessment of the effective communication learning outcome.</p> <p>Given that all students enrolled are from the Performing Arts Program, the deficiencies encountered in the written communication learning outcome will be strengthened throughout the implementation of specially designed workshops to be programed.</p>	

<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>from the rubric that was used to evaluate reflective writing, the majority of student reached the levels of “excellent” and “good”. The evaluation showed that there are differences with the use of syntax, spelling, and vocabulary. <b>Thus, the goal was met.</b></p> <p><b>Fourth Instance</b></p> <p>A rubric was used to assess students' ability to apply the vocabulary learned in class in a written project, in this case a comic Strip in the TEAT 3161 course.</p> <p>It was expected that 75% of the students assessed would master the proper vocabulary in the Pantomime course and that they can apply it in the creation of a comic strip.</p> <p>Findings revealed that out of the 37 enrolled students, 35 (94 %) of them reached the performance levels of IV and III (Excellent &amp; Good) according to the criteria established by the rubric. This shows that 95% of the students performed at the expected levels, <b>thus, the goal was met.</b></p> <p><b>Fifth Instance</b></p> <p>A rubric was used in the TEAT 3131 course to assess students' ability to interpret a text and express its content, in their own words and in written form.</p> <p>It was expected that 80% of the students assessed would have the capacity to rewrite in a coherent and logical form, showing good use of vocabulary, as</p>	<p>Since the expected outcome was reached with such a high percentage, The Performing Arts Program will continue implementing the designed methodology for this course.</p> <p>Having surpassed the goal, The Performing Arts Program will continue integrating this strategy in the teaching-learning process.</p>	

<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>evident in the assessment of the criteria established in the rubric.</p> <p>From a sample of 10 students assessed, 100% of them reached the performance levels of IV and III (Excellent &amp; Good) of the rubric in 7 of the 8 criteria established in the rubric. <b>Thus, the goal was met.</b></p> <p><b>Sixth Instance</b></p> <p>A rubric was used to assess oral communication skills in the TEAT 3132 course, to see if students were able to apply the knowledge acquired in class in a Diction exercise.</p> <p>It was expected that 80% of the students assessed, will master oral communication skills (diction) and will be able to apply the acquired knowledge to an exercise given in class.</p> <p>Findings revealed that of the 19 students assessed, 100% reached the performance levels IV and III (Excellent &amp; Good) in 5 of the 6 criteria established in the rubric. The criteria that require strengthening is ‘enunciation’ since only 16% of the students assessed performed at the Level II in this criterion. <b>The goal was met.</b></p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in TEAT 3031 to assess the</p>	<p>Continue with the use of the scoring instrument as a learning resource.</p> <p><i>Second semester</i></p> <p>Offer writing workshops in order to increase the</p>	

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>students writing skills in written a reflection of the material learned in class.</p> <p>It was expected that 75% of the students would demonstrate basic writing skills and are able to apply these skills to the written reflection on their performance during the semester.</p> <p>Eleven students were assessed. Findings by criteria in terms of the percentage of students who obtained a good or excellent performance level were:</p> <ul style="list-style-type: none"> <li>• Tackled the assigned theme: 100%</li> <li>• Organized ideas coherently: 100%</li> <li>• Adequate used of syntax: 91%</li> <li>• Adequate spelling: 100%</li> <li>• Adequate used of lexicon: 91%</li> </ul> <p><b>The goal was met in all criteria assessed.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in TEAT 4081 to assess the students writing skills in a reflective essay on the material learned in class.</p> <p>It was expected that 75% of the students would demonstrate basic writing skills and are able to apply these skills to the written reflection on their performance during the semester.</p> <p>Twenty students were assessed. Findings by criteria in terms of the percentage of students who obtained a</p>	<p>number of students that demonstrate basic writing skills.</p> <p>Offer writing workshops to increase the number of students that dominate the basic writing skills.</p> <p>Strengthen the articulation, projection and volume skills of the students.</p>	

<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>good or excellent performance level were:</p> <ul style="list-style-type: none"> <li>• Articulation: 100%</li> <li>• Projection: 100%</li> <li>• Effective voice volume: 100%</li> <li>• Interpretation: 100%</li> <li>• Definitive Action: 100%</li> <li>• Dramatic intensity: 95%</li> </ul> <p><b>Thus, the goal was met in all criteria assessed.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in TEAT 3032 to assess the students' ability with the proper diction techniques in the final exercise of the course, a monologue.</p> <p>It was expected that 70% of the evaluated students would dominate the articulation, projection, and physical and emotional actions skills.</p> <p>Findings revealed that out of the 20 evaluated students, an average of 15 were able to apply the techniques learned to the final exercise. This shows that 75% effectively dominated the oral communication skills, <b>thus the goal was met.</b></p>		



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Academic Program	Findings	Transforming Actions	Summary of Results
<b>Biology</b>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the BIOL 3101 course (General Biology) in order to assess if students were able to effectively communicate their ideas and findings in Spanish in a laboratory report. (N=220)</p> <p>It was expected that 65% of the students would reach the performance level of ‘good’ or higher in the rubric used.</p> <p>Findings showed that 59% of the students assessed performed at the ‘excellent’ level, 30% performed at the ‘good’ level, 9.5% at the regular level’, and 1.4% ‘did not comply’. <b>Thus, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the BIOL 3365 course (Biotechnology) in order to assess see if students were able to effectively communicate their ideas and findings in Spanish when developing a laboratory notebook. (N=46)</p> <p>It was expected that at the end of the baccalaureate experience, 10% of the students assessed will achieve the ‘excellent’ performance level, 80% the ‘good’ performance level, and 10% of the ‘regular’ performance level, as expressed in the rubrics</p>	<p>A transforming action was not established in this cycle for the first instance. The same rubric will be used and training will be given to professors and instructors of the laboratory in the use and interpretation of the rubric.</p> <p>Give orientations to Biotechnology laboratory instructors about the adequate use of the rubric so that they assess every criteria of the rubric. This way they will be able to separate the research and creation skills from the effective communication skills learning outcome.</p>	<p>The Biology department established objectives in five instances, all were met.</p> <p>Three transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>criteria.</p> <p>Findings showed that 76% of the students assessed performed at the ‘excellent’ level, 19.5% at the ‘good’ level, and 4.3% at the ‘regular’ level. The majority of the students developed an excellent laboratory notebook showing that they recognize the importance of organization and compilation of adequate data, a necessary skill for scientific research in a Biology laboratory. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in the BIOL 3350 course (Genetics) in order to assess if students were able to effectively communicate their ideas and findings in Spanish in laboratory reports. (N=90)</p> <p>It was expected that at the end of the baccalaureate experience, 10% of the students assessed would have achieved the ‘excellent’ level, 80% the ‘good’, and 10% the ‘regular’.</p> <p>Findings showed that 66% of the students assessed performed at ‘excellent’ level, 28% at the good’ level, 3% at the ‘regular’ level, and 3% ‘did not comply’. <b>Thus, the goal was met.</b></p> <p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the BIOL 3101 (General</p>	<p>In the BIOL 3350 course we will discuss with the coordinator the possibility of creating a laboratory activity dedicated to the discussion of the rubric.</p> <p><i>Second semester</i></p>	

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Academic Program	Findings	Transforming Actions	Summary of Results
	<p>Biology I) course in order to assess students' ability to communicate their findings and ideas in a laboratory report. (N = 161)</p> <p>It was expected that 65% or more of the students would reach the level 'good' or higher performance level in the rubric.</p> <p>Findings showed that 52.2% of the students assessed obtained an 'excellent' performance level; 38.5% 'good' performance level; 9.3% 'regular' performance level; and 0% 'does not comply'. <b>Thus, the goal was met.</b></p> <p><b>Second instance</b></p> <p>A rubric was used in the BIOL 3350 (Genetics) course in order to assess students' ability to communicate their findings and ideas in a laboratory report. (N = 38)</p> <p>It was expected that at the end of the baccalaureate experience, 10% of the students assessed would achieved the "excellent" performance level, 80% "good" performance level, and 10% "regular" performance level, as stated in the rubric.</p> <p>Findings showed that 92.1% of the students assessed performed at the "excellent" performance level, 7.9% at the "good" performance level, 0% at the "regular" performance level, and 0% "did not comply". <b>Thus, the goal was met.</b></p>	<p>No transforming actions in this cycle for the first instance. We will continue using the same rubric and educating the lab professors and instructors on the use of these rubrics.</p> <p>Guide laboratory instructors on the adequate use of the rubric in order for them to assess each criterion. This way, they can separate the research and creation learning outcome form the effective communication learning outcome.</p> <p>In the BIOL 3350 course we will discuss with the coordinator the possibility of doing a laboratory activity dedicated to the discussion of the rubric.</p>	
Chemistry			

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in QUIM 3002L to assess students' writing skills in a laboratory report, a research proposal or project that complies with 85% or more of the criteria in a rubric designed to assess composition in Spanish and presentation of scientific data.</p> <p>The expected outcome (performance indicator) was that 70.0% or more of the students would achieve 85% or more of the criteria in a rubric that assesses composition and data presentation in the laboratory report, research proposal or research project.</p> <p>Findings revealed that for:</p> <p>Proj QUIM 3002L: Pending xx.x% of the students (N = xx) achieved 85% or more of the criteria established for the assessment of effective communication in the QUIM 3002L project report.</p> <p>The performance indicator was achieved? Note: The average student achievement was xx.x ± x.x% (N = xx) in the assessment of effective communication in the QUIM 3002L project report.</p> <p><b>Second Instance</b></p> <p>A rubric was used in the QUIM 3002L course to</p>	<p><i>First Semester</i></p> <p>The QUIM 3002L students were informed of the various criteria in the rubric used to assess effective communication in their written report.</p> <p>The QUIM 3002L course students were informed</p>	<p>The Chemistry department established objectives in six instances, four of which are pending and one was not met.</p> <p>Three transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>assess students' oral communication skills in an oral presentation of a research proposal or project that complies with 85% or more of the criteria in a rubric, designed to assess the proposal or project.</p> <p>The expected outcome (performance indicator) was that 70.0% or more of the students would achieve 85% or more of the criteria in a rubric that assesses students' oral communication skills in an oral presentation.</p> <p>Findings revealed that for:</p> <p>OPr QUIM 3002L: Pending            xx.x% of the students (N = xx) achieved 85% or more of the criteria established for assessment of the oral presentation in QUIM 3200L.</p> <p>The performance indicator was achieved.            Note: The average student achievement was xx.x ± x.x% (N = xx) in the assessment of the oral presentation in Q3002L.</p> <p><b>Third Instance</b></p> <p>A rubric was used in the QUIM 3255L course (second instance) to assess students' oral communication skills in an oral presentation of a research proposal or project that complies with 85% or more of the criteria in a rubric, designed to assess the proposal or project.</p> <p>The expected outcome (performance indicator) was</p>	<p>of the various aspects in the rubric used to assess students' oral communication skills in an oral presentation of their project.</p> <p>The QUIM 3255L course students were informed of the various criteria to be assessed in the rubric used to assess students' oral communication skills in an oral presentation of their project.</p>	

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>that 70.0% or more of the students would achieve 85% or more of the criteria in a rubric that assess an oral presentation.</p> <p>Findings revealed that for: <u>OPr QUIM 3255L</u>: First Semester 2011-2012 79.5% of the students (N = 44) achieved 85% or more of the criteria established for the assessment of the oral presentation in the QUIM 3255L course. <b>The performance indicator was achieved.</b></p> <p><u>Note</u>: The average student achievement was <math>90.3 \pm 12.6\%</math> (N = 44) in the assessment of the oral presentation in the QUIM 3255L course.</p> <p><b>Fourth Instance</b></p> <p>A rubric was used in the QUIM 4015L (third instance) course to assess students' oral communication skills in an oral presentation of a research proposal or project that complies with 85% or more of the criteria in a rubric, designed to assess the proposal or project.</p> <p>The expected outcome (performance indicator) was that 70.0% or more of the students would achieve 85% or more of the criteria in a rubric used to assess students' oral communication skills in an oral presentation.</p> <p>Findings revealed that for:</p> <p><u>OPr QUIM 4015L</u>: First Semester 2011-2012</p>	<p>The Q4015L course students were reviewed of the various criteria in the rubric to be used to assess students' oral communication skills in an oral presentation of their project.</p>	

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>50.0% of the students (N = 10) achieved 85% or more of the criteria established for assessment of the oral presentation in the QUIM 4015L course. <b>The performance indicator was not achieved.</b></p> <p>Note: The average student achievement was 84.0 ± 9.7% (N = 10) in the assessment of the oral presentation in Q4015L Sem I.</p> <p>If the limit is lowered to 80% or more of the criteria in the rubric, then 70.0% of the students would achieved the performance indicator.</p> <p><b>Fifth Instance</b></p> <p>A rubric was used in the QUIM4044 course to assess students' written communication skills in the composition and data presentation in a laboratory report, a research proposal or project that complies with 85% or more of the criteria in a rubric.</p> <p>The expected outcome (performance indicator) was that 70.0% or more of the students would achieve 85% or more of the criteria in a rubric that assesses students' written communication skills in composition and data presentation in the laboratory report, research proposal or research project.</p> <p>Findings revealed that for:            LRab QUIM 4044: Pending</p> <p><i>Second semester</i></p>	<p>The QUIM 4044 course professor was contacted regarding the assessment in his course. The data is expected sometime in the near future.</p> <p><i>Second semester</i></p>	

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>First Instance</b></p> <p>A rubric was used in QUIM 3255L (second instance) to assess students' oral communication skills in an oral presentation of a research proposal or project that complies with 85% or more of the criteria in a rubric, designed to assess the proposal or project.</p> <p>The expected outcome (performance indicator) was that 70.0% or more of the students achieve 85% or more of the criteria in a rubric used to assess an oral presentation.</p> <p>Findings revealed that for:</p> <p>OPr Q3255L: Sem II 2011-2012 Pending xx.x% of the students (N = xx) achieved 85% or more of the criteria established for assessment of the oral presentation in Q3255L Sem II. The performance indicator was achieved. Note: The average student achievement was xx.x ± x.x% (N = xx) in the assessment of the oral presentation in Q3255L Sem II.</p>	<p>The students enrolled in the QUIM 3255L course were informed of the various aspects in the rubric used to evaluate their oral communication skills in an oral presentation of their project.</p>	
<b>Computer Science</b>	<p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in CCOM 3982 course to assess students' effective communication skills in an oral presentation of an assigned topic.</p> <p><i>Expected outcome:</i> At least 70% of the students are competent as defined in the rubric (4 four points or</p>	<p><i>Second semester</i></p> <p>The Program will continue doing what it has done so far; there is no need to take actions at this time.</p>	<p>The Computer Science department established objectives in one instance, which was met.</p> <p>One transforming action was established.</p>



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Academic Program	Findings	Transforming Actions	Summary of Results
	<p>more, in a five-point rubric).</p> <p>Findings revealed that 84% (27/32) of the students are competent as defined in the rubric. <b>The goal was met.</b></p>		
<b>Environmental Science</b>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the CINA 4072 course to assess students' effective communication skills on summary reports (direct measures).</p> <p><u>Expected outcome:</u></p> <p>65% of students demonstrate a performance level of good or more in the rubric used.</p> <p><u>Findings revealed the following students' outcomes:</u></p> <ul style="list-style-type: none"> <li>• Excellent 40%</li> <li>• Good 40%</li> <li>• Fair 20%</li> <li>• Poor 0%</li> </ul> <p><b>Thus, the expected goal was reached as 80% of the students performed between good and excellent</b> as stated on the rubric. In addition, it was found that under the criteria for vocabulary and concepts, 97% of the students performed at an excellent level as stated on the rubric. However, findings also revealed that 70% of the students assessed performed at a fair level.</p>	<p>Add a module to the seminar that includes scientific writing.</p> <p>Eventually we will add a new course in the design and analysis of experiments that will incorporate scientific writing.</p>	<p>The Environmental Science department established objectives in one instance, which was met.</p> <p>Two transforming actions were established.</p>

College of Natural Sciences			
Academic Program	Findings	Transforming Actions	Summary of Results
<b>Interdisciplinary Program in Natural Science</b>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the BIOL 3101 course (General Biology) to assess students' written communication skills in laboratory reports (direct measure). (N = 41)</p> <p><i>Expected outcome:</i></p> <p>1- 70% or more of the students will obtain a score of 9 points or more on a 1 to 12 point scale rubric.</p> <p><i>Results:</i></p> <p>1- Findings revealed that 83.3% of the students assessed achieved a score equal or higher than 9 points. <b>Thus, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the FISI 3013 and FISI 3014 courses to assess students' written communication skills in laboratory reports (direct measure). The rubric assesses three general criteria related to the effective communication learning outcome. (N=8)</p> <p><i>Expected outcomes:</i></p> <p>1- 70% or more of the students assessed will obtain a score of 6 points or more on a 1 to 8 points scale rubric (in each of the laboratory reports).</p>	<p>Meetings with the Biology course Coordinator will be scheduled in order to verify the transforming actions and suggest that the use of a general rubric in all this course sections, given that the data was obtained from only 8 sections.</p> <p>The Physics Program will continue with the validation process of the scoring instrument, and the implementation of this instrument as a strategy for the assessment of the laboratory reports. The Natural Sciences Interdisciplinary Program expects that the rubrics be applied to more sections of these laboratory courses in order to have a bigger sample, since this first semester sample was too small.</p>	<p>The Interdisciplinary Program in natural Science department established 25 objectives in 10 instances, only two were not met.</p> <p>Thirteen transforming actions were established.</p>

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>2- 70% of the students will maintain or increase their score in the last report.</p> <p><u>Results:</u></p> <p>1- Findings revealed that in both laboratory reports of the FISI 3013 course, 100% of the students assessed scored 6 points or more. <b>Thus, the goal was met.</b></p> <p>In the FISI 3014 course, 100% of the students assessed scored 6 points or more in both reports. <b>Thus, the goal was met.</b></p> <p>2- In the FISI 3013 course, 100% of the students assessed maintained their grade for the second report. <b>Thus, the goal was met.</b></p> <p>In the FISI 3014 course, of the 8 students assessed, 87.5% maintained or improved their grade in the second report. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in the CINA 4996 course (Capstone Course I) to assess students' effective communication skills in a written proposal. (N=63)</p> <p><u>Expected outcomes:</u></p> <p>1- 70% or more of the students assessed will obtain a score of 80 points or more (0-100) in the proposal draft and in the final proposal.</p>	<p>In the second part of the course (Capstone 2) the students will work on the proposed projects and they will also be required to hand in a written report and present a poster. This way the student's progress will be monitored. Also, strengthening of students' effective communication skills will be expected in the second stage of this course.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>2- 70% of the students will maintain or increase their score in the final proposal.</p> <p><u>Results:</u></p> <p>1- Findings revealed that in the draft of the proposal, 45.5% of the students assessed scored 80 points or more (<math>81.6 \pm 9.7</math>). <b>Thus, the goal was not met</b></p> <p>In the final proposal 88.7% of the students assessed, scored 80 points or more (<math>94.6 \pm 6.4</math>). <b>Thus, the goal was met.</b></p> <p>2- 93.6% of the students improved their score in the final proposal. <b>Thus, the goal was met.</b></p> <p>The improvement in the scores obtained by the students in the final proposal in relation to the drafts shows the effectiveness of the mentorship in the writing process of the proposal, and in the research skills.</p> <p><b>Fourth Instance</b></p> <p>A rubric was used in the CINA 4996 course to assess students' effective communication skills in an oral presentation. (N=63)</p> <p><u>Expected outcomes:</u></p> <p>1- In the preliminary presentation, 70% or more of the students assessed will obtain 80% or more in their initial and final presentation.</p>	<p>Students' guidance will continue through this process to maintain the level that was found in the first stage of the Capstone 2.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>2- 70% of the students assessed will maintain or improve their score (percentage) in the final presentation.</p> <p><u>Results:</u></p> <p>1- Findings revealed that in the first presentation of the proposal, 95.3% of the students assessed scored 80% or higher, and in the second presentation of the proposal, 96.6% of the students assessed, scored 80% or higher. <b>Thus, the goal was met</b></p> <p>2- In the final presentation, 78% of the students maintained or improved their score. <b>Thus, the goal was met.</b></p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the BIOL 3101 course to assess students' effective communication skills in a laboratory report (direct measure).</p> <p><u>Expected outcome:</u></p> <p>1. 70% or more of the students will obtain score of 9 points or more on a scale of 1 to 12 points.</p> <p><u>Results:</u></p> <p>1. Findings revealed that 84.2% of the students were able to score 9 points or higher. <b>Thus the goal was met.</b></p>	<p>We will have meetings with the course coordinator in order to verify the transforming actions and suggest that the rubric be used in all the sections, due to the fact that we only have assessment results from 6 sections.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>Second Instance</b></p> <p>A rubric was used in the FISI 3013 &amp; 3014 courses to assess students' effective communication skills in laboratory reports (direct measure).</p> <p><u>Expected outcome:</u></p> <ol style="list-style-type: none"> <li>70% or more of the students will obtain a score of 6 points or more on a scale of 1 to 8 points (in the reports for both labs).</li> <li>70% of the students will maintain or improve the score in the final report.</li> </ol> <p><u>Results:</u></p> <ol style="list-style-type: none"> <li>FISI 3013: In all three reports 100% of the students had a score of 6 points or more. <b>Thus the goal was met.</b></li> </ol> <p>FISI 3014: In both reports (92.8% in the first and 85.7% in the second) the students obtained a score of 6 points. <b>Thus the goal was met.</b></p> <ol style="list-style-type: none"> <li>FISI 3013: 100% of the students maintained the grade in the second report, <b>thus the goal was met.</b></li> </ol> <p>FISI 3014: 92.8% of the students maintained or improved their score in the second report, <b>thus the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in the CNEI 4011 (Capstone 1) course to assess students' effective communication skills in a research proposal.</p>	<p>The Physics Program will continue with the process of validating the tools and implementing these tools as a strategy for the assessment of laboratory reports. We expect the rubrics to be applied to more laboratory sections.</p> <p>In the second part of the course (Capstone 2) the students will prepare proposals and they must hand in a written report and present a poster. This way we will follow up on the students work. We</p>	

College of Natural Sciences			
Academic Program	Findings	Transforming Actions	Summary of Results
	<p><u>Expected outcome:</u></p> <ol style="list-style-type: none"> <li>70% or more of the students will obtain a score of 56 points or more (0-80) in the draft of the research proposal and in the final research proposal.</li> <li>70% of the students will maintain or improve their score in the final proposal.</li> </ol> <p><u>Results:</u></p> <ol style="list-style-type: none"> <li>In the draft of the proposal 52.9% of the students had a score of 56 points or more (55.1±6.5). <b>Thus the goal was not met.</b> In the final proposal 100% of the students had a score of 56 points or more (65.7±62.5). <b>Thus the goal was met.</b></li> <li>100% of the students improved their score in the final proposal.</li> </ol> <p><b>Fourth Instance</b></p> <p>A rubric was used in Capstone 1 (CNEI 4011) course to assess students' effective communication skills in an oral presentation of a research proposal.</p> <p><u>Expected outcome:</u></p> <ol style="list-style-type: none"> <li>In the preliminary and final presentation 70% or more of the students will obtain 80% or more.</li> <li>70% of the students will maintain or improve their score (in terms of percentage) in the final presentation.</li> </ol> <p><u>Results:</u></p> <ol style="list-style-type: none"> <li>In the preliminary presentation of the research proposal, 82.3% of the students assessed obtained a score of 80% or more. In the final presentation of the</li> </ol>	<p>expect that the written communication competencies will be strengthened during the second stage.</p> <p>We will continue advising students throughout the process of maintaining the level found in the first experience of the Capstone 2.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>research proposal, 100% of the students had a score of 80% or more. <b>Thus, the goal was met on both instances.</b></p> <p>2. In the final presentation 82.3% of the students maintained or improved their score. <b>Thus the goal was met.</b></p> <p><b>Fifth Instance</b></p> <p>A rubric was used in the CNEI 4012 (Capstone 2) to assess students' effective communication skills in laboratory reports.</p> <p><u>Expected outcome:</u></p> <p>1. 70% of the students will obtain a score of 72 points or more on a scale of 0-90 points in the report draft and in the final report.</p> <p>2. 70% of the students will maintain or improve their score in the final report.</p> <p><u>Results:</u></p> <p>1. Findings revealed that 67.6% of the students obtained 72 points or more in the report draft (74/2±9.2). <b>Thus the goal was not met.</b> In the final report 94.4% of the students obtained 80 points or more (82.4±6.1). <b>Thus the goal was met.</b></p> <p>2. In the final report, 97.2% of the students improved their final score. <b>Thus the goal was met.</b></p> <p><b>Sixth Instance</b></p> <p>A rubric was used in the CNEI 4012 (Capstone 2) to assess students' effective communication skills in a</p>	<p>We will continue guiding students throughout the process in order to achieve an improvement in the final report.</p> <p>We will continue presenting posters at the end of the semester.</p>	



<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>poster presentation.</p> <p><u>Expected outcome:</u></p> <ol style="list-style-type: none"> <li>70% of the students will obtain a score of 56 points or more on a scale of 1 to 70 points.</li> <li>70% of the students will obtain a score of 16 points or more on a scale of 1 to 20 points.</li> </ol> <p><u>Results:</u></p> <ol style="list-style-type: none"> <li>Findings revealed that 94.7% of the students obtained a score of 56 points or more on a scale of 1 to 70 points (64.4±6.2). <b>Thus the goal was met.</b></li> <li>In the oral presentation, 100% of the students obtained a score higher than 16 points. <b>Thus the goal was met.</b></li> </ol>	<p>We will emphasize the way in which the results are shown and the appropriate use of statistical analysis.</p> <p>We will continue exhibiting the posters at the end of the semester in the lobby of the College of Natural Sciences to create an awareness of what our students are capable of doing, and share this experience with other students and professors.</p> <p>We will continue inviting professors of different Programs to participate in the evaluation of the posters.</p>	
<b>Mathematics</b>	<p><i>First semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in MATE 4995 course (Undergraduate Seminar I) to assess students' effective communication skills in an oral presentation.</p> <p>It was expected that 70% students assessed would achieve a performance level of 3 points or more in each criteria assessed, as stated in the rubric used.</p> <p>Findings by criteria, in terms of the percentage of students that achieve the expected outcome, were:</p> <ul style="list-style-type: none"> <li>Presentation – 100%</li> <li>Knowledge mastery – 100%</li> </ul>		<p>The Mathematics department established objectives in five instances, which were all met.</p> <p>No transforming actions were established.</p>

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>• Clarity of presented ideas – 100%</li> <li>• Oral expression – 100%</li> </ul> <p><b>Since the expected outcome was achieved in all criteria assessed, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in MATE 4995 course (Undergraduate Seminar II) to assess students' effective communication skills in an oral presentation.</p> <p>It was expected that 70% students assessed would achieve a performance level of 3 points or more in each criteria assessed, as stated in the rubric used.</p> <p>Findings by criteria, in terms of the percentage of students that achieve the expected outcome, were:</p> <ul style="list-style-type: none"> <li>• Presentation – 100%</li> <li>• Knowledge mastery – 100%</li> <li>• Clarity of presented ideas – 100%</li> <li>• Oral expression – 100%</li> </ul> <p><b>Since the expected outcome was achieved in all criteria assessed, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in MATE 4995 course (Undergraduate Seminar I) to assess students written communication skills in laboratory reports.</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 70% students assessed would achieve a performance level of 3 points or more in each criteria assessed, as stated in the rubric used.</p> <p>Findings by criteria, in terms of the percentage of students that achieve the expected outcome, were:</p> <ul style="list-style-type: none"> <li>• Development – 100%</li> <li>• Organization – 100%</li> <li>• Content – 100%</li> <li>• Writing – 100%</li> <li>• Presentation – 100%</li> </ul> <p><b>Since the expected outcome was achieved in all criteria assessed, the goal was met.</b></p> <p><b>Fourth Instance</b></p> <p>A rubric was used in MATE 4995 course (Undergraduate Seminar II) to assess students written communication skills in laboratory reports.</p> <p>It was expected that 70% students assessed would achieve a performance level of 3 points or more in each criteria assessed, as stated in the rubric used.</p> <p>Findings by criteria, in terms of the percentage of students that achieve the expected outcome, were:</p> <ul style="list-style-type: none"> <li>• Development – 100%</li> <li>• Organization – 100%</li> <li>• Content – 100%</li> <li>• Writing – 100%</li> </ul>		

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>• Presentation – 100%</li> </ul> <p><b>Since the expected outcome was achieved in all criteria assessed, the goal was met.</b></p> <p><b>Fifth Instance</b></p> <p>A rubric was used in MATE 5002 course to assess students written communication skills in a Statistics reports develop in the MATE 5001 course.</p> <p>It was expected that 70% or more of the students would obtain a score of 3 points or more in a four-point scale.</p> <p>Findings showed that 4 out of 4 students (100%) obtained score of 3 points or higher. <b>Thus, the goal was met.</b></p>		
<b>Nutrition and Dietetics</b>	<p><i>First semester</i></p> <p>A rubric was used in NUTR 4175 course to assess students’ oral communication skills in an oral presentation. Students were required to participate in a health fair and in order to present their chosen or assigned topic in a professional and adequate manner to the public.</p> <p>Since the rubric was administered to each of five groups of students, data could not be gathered individually to be able to provide reliable assessment information. However, findings revealed that student achievement (64%) was below of expectation (80%) in the criteria assessed. <b>Thus the goal was not met.</b></p>	Rubrics will be administered individually to each student participating in a health fair to gather adequate assessment data.	<p>The Nutrition and Dietetics department established objectives in two instances, which was met.</p> <p>Two transforming actions were established.</p>

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><i>Second Semester</i></p> <p>A rubric was used in NUTR 4158 course to assess students' oral communication skills in an oral presentation. Students were required to present their chosen or assigned topic in a professional and adequate manner. Also, students' written communication was assessed in a laboratory report. Two criteria were assessed: organization of information provided, and construction of sentences and presence of grammatical errors.</p> <p>It was expected that students' average scores will be 80% or more, when assessing both activities as a whole.</p> <p>Findings revealed that students average score was 88%. <b>Thus, the expected outcome was met.</b></p>	<p>Revise the instrument used and develop strategies to improve written communication in courses or supplemental workshops with the English Program.</p>	

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Anthropology</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the ANTR 3006 (Sociocultural Anthropology) and ANTR 4098 (Anthropology Research Seminar) and Department Research Seminar courses to assess if students have a firm grasp of the Spanish language so as to communicate their ideas effectively in essays, oral presentations, class participation and assignments.</p> <p>It was expected that students would achieve an average score of 70% in the five-points rubrics used, where 1-2 is emerging, 3-4 is intermediate and 5 is advanced.</p> <p>Results showed that the average score was 3.2 points (64%). <b>Thus the goal was not met.</b></p>	<p>In all Anthropology courses we will offer exercises where students will prepare oral and written reports, in order to develop a written and oral culture in answering questions and using Spanish clearly, coherently and organized.</p>	<p>The Anthropology department established an objective in one instance, which was not met.</p> <p>One transforming action was established.</p>
<b>Geography</b>	<p><i>First semester</i></p> <p>A rubric was used in the GEOG 4500 course (History and Philosophy of Geography) to assess students' effective written communication skills in a discussion type exam.</p> <p>It was expected that students would obtain 75% (3 out of 4 points) or higher as an average score in all criteria assessed in the rubric used.</p> <p>Findings revealed that the average score for the assessment of effective communication skills was 3 points (75%). <b>Thus, the goal was met.</b></p>	<p><i>First semester</i></p> <p>Both written and oral communications are skills that the Geography professors need to strengthen in all Geography courses through the implementation of transforming actions.</p> <p>In this geography course we will offer exercises in which the students will prepare monographs, essays, summaries and travel logs. The purpose of these learning activities is to develop a culture of written communication in the students, both in Spanish and English.</p>	<p>The Geography department established objectives in two instances, which were both met.</p> <p>One transforming action was established.</p>

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It must be noted that this results are higher than the ones observed in a previous assessment cycle, particularly when using the test during the February/June 2010-2011 semester. Therefore, the expected outcome for effective communication will remain at 75%.</p> <p><i>Second semester</i></p> <p>A rubric was used in the GEOG 4500 course (History and Philosophy of Geography) to assess students' effective written communication skills in a discussion type exam.</p> <p>It was expected that students would obtain 75% (3 out of 4 points) or higher as an average score in all criteria assessed in the rubric used.</p> <p>Findings revealed that the average score for the assessment of effective communication skills was 3.2 (80%, good). <b>Thus, the goal was met.</b></p>	<p>The Program recognizes that the students arrive at the Geography courses with deficiencies in written and oral communication skills. Nonetheless, activities will be prepared and scheduled to strengthen these skills.</p>	
<b>Political Science</b>	<p><i>First semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the CIPO 4635 course to assess students' effective oral and written communication skills through a discussion exam or an oral presentation; and their ability to distinguish diverse theories and approaches, understanding the similarities and differences.</p>		<p>The Political Science department established objectives in one instance, which was met.</p> <p>No transforming actions were established.</p>

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that at least 75% of the students would perform at an ‘excellent’ or ‘good’ level according to rating scale on the criterion in the rubric used.</p> <p>Findings revealed that 13 students (57%) performed at an ‘excellent’ level in oral and written communication, and demonstrated their ability to distinguish between the diverse theories; 8 students (35%) performed at the ‘good’ level in written and oral communication, and demonstrated their ability to distinguish between the diverse theories and approaches; two students (8%) showed confusion with the theories and approaches, or had difficulty distinguishing the similarities and differences, and performed poorly in their written and oral communication skills. <b>Since 92% of the students achieved the expected outcome, goal was met.</b></p>		
<b>Sociology</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the SOCI 3245 (Principles of Sociology), SOCI 3267 (Sociological Research Technics), and Research Seminar courses to assess if the students have a firm grasp of the Spanish language so as to communicate their ideas effectively in essays, oral presentations, reading comprehension, class participation and assignments.</p> <p>It was expected that students would achieve an average score of 70% in the five-points rubrics used, where 1-2 is emerging, 3-4 is intermediate and 5 is</p>	<p>In all the Sociology courses exercises will be offered in which students will prepare oral and written reports, in order to develop a written and oral culture in answering questions and using Spanish clearly, coherently and organized manner.</p>	<p>The Sociology department established objectives in one instance, which was met.</p> <p>One transforming action was established.</p>



<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>advanced.</p> <p>Results showed that the average score obtained was 4.6 points (92%), <b>thus the goal was met.</b></p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p><b>Audiovisual Communication</b></p>	<p><b>First Semester</b></p> <p><b>First instance</b></p> <p>A 1-10 points scale rubric was used in COMA 4315 course (Scripts) to assess a student’s effective communication skills in a radio script. The objective of the course was for students to comprehend the importance of the written word as an essential factor in professional communications and decide on the adequate balance of the artistic and technical elements of the script.</p> <p>The expected performance level was an average score of 8.0 points or more in the 1-10 point scale used.</p> <p>In the orthography criterion results showed an average performance score of 7.6 points, which does not satisfy the standard requisite for this type of project.</p> <p>The criteria and results are the following:</p> <ul style="list-style-type: none"> <li>• organization, extension and format of the script – 9 points</li> <li>• Technical/Artistic Indications well written– 8.8 points</li> <li>• Orthography and punctuation – 7.6 points</li> </ul> <p>Since the expected outcome was achieved in 2 out of 3 criteria, <b>the goal was met.</b></p> <p><b>Second Semester</b></p>	<ul style="list-style-type: none"> <li>• Integrate into the thematic content in the first weeks of the course, a review on grammar and orthography, in order to answer any doubts and remedy any general achievement gaps on this subject.</li> <li>• Students with higher difficulties in grammar and orthography will be referred to the Skills Development Program of the campus.</li> </ul> <p>We will recommend that students enroll in courses that develop writing skills, as part of their elective courses.</p>	<p>The Audiovisual Communication program established 2 measures in 2 instances, all of which were met.</p> <p>Three transforming action were established.</p>

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>First instance</b></p> <p>A rubric was used in the COMA 4352 course (TV Production II) to assess the students' communication skills in a two 24 minutes comedy episodes filmed in a TV studio.</p> <p>It was expected that students achieve an average score of 3 points or more in each criteria assessed.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Research on the topic – 4.3 points</li> <li>• Viability – 4.5 points</li> <li>• Screenplay - 3.7 points</li> <li>• Coordination of technical aspects – 4.0 points</li> <li>• Coordination of artistic aspects – 4.35 points</li> <li>• Essay – 4.15 points</li> <li>• Camera management – 3.95 points</li> <li>• Sound management – 3.8 points</li> <li>• Lighting management – 3.8 points</li> <li>• Management of technical and artistic talent – 4.35 points</li> <li>• Coordination of production – 4.15 points</li> <li>• Editing – 4.0 points</li> <li>• Creativity when editing – 3.95 points</li> <li>• Creativity with the camera – 4.0 points</li> <li>• Creativity with sound – 3.9 points</li> <li>• Titles, graphics – 3.65 points</li> <li>• Final Product – 4.5 points</li> </ul> <p>Since the expected outcome was achieved in 17 out of 17 criteria, <b>the goal was met.</b></p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p><b>Information and Journalism</b></p>	<p><b>First Instance</b></p> <p>A rubric was used in COPU 4148 (Writing for the Media) course (Section X) to assess students' effective writing communication skills in a news article the students were assigned to write.</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent &lt; 3.5 - &gt;2.5= good 2.5 = regular &lt; 2.5- 1.5 = poor &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria in Section 1 were as follows:</p> <ul style="list-style-type: none"> <li>• Comply with article length – 2.9 points</li> <li>• Orthography – 3.03 points Syntax – 3.08 points</li> <li>• Adequate lead – 3.1 points</li> <li>• Style rules – 3.11 points</li> <li>• Adequate content – 3.15 points</li> <li>• Thematic coherence – 3.11 points</li> <li>• Provocative and adequate title – 3.13 points</li> <li>• Apply ethical principles– 3.3 points</li> </ul> <p>The expected outcome was achieved in 8 out of 9</p>	<p>We recommend the following actions be taken:</p> <p>Improve basic writing skills. For this action in particular it was suggested:</p> <ul style="list-style-type: none"> <li>• That a rigorous method should be adopted in the admission of new students to the School of Communications.</li> <li>• Establish summer and/or semester laboratories to encourage students to study grammar and spelling.</li> <li>• Establish ESPA 3101-3102 as a requisite for taking the COPU 4148 course.</li> <li>• Search for funds in order to offer tutoring for the students.</li> </ul> <p>Give the student the space to mature emotionally and academically. For example, advise them to enroll in the COPU 4148 course in their second year or during the second semester of the first year of studies, if they have approved the ESPA 3001 course.</p>	<p>The Information and Journalism program established five measures in 13 instances, 8 of which were met.</p> <p>Nine transforming actions were established.</p>

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>criteria assessed. <b>Thus the goal was met.</b></p> <p>Results showed an overall average score of 3.09 points ('good') in the scale.</p> <p><b>Second Instance</b></p> <p>A rubric was used in the INFP 4205 course (Ethics in Communication Seminar) to assess students' effective writing skills in an essay.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>Findings revealed that the average score obtained by the students by criteria were:</p> <ul style="list-style-type: none"> <li>• mastery of writing and grammatical skills - 3.1 points (good)</li> <li>• clear, concise and relevant - 3.2 points (good)</li> </ul> <p>The expected outcome was achieved in 2 out of 2 criteria assessed. <b>Thus the goal was met.</b></p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Results showed that the overall average score for this learning outcome was <b>3.15 points (good)</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in COPU 4148 (Writing for the Media) course (Section Y) to assess students' effective writing skills in a news article.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>Findings revealed that the average score in the specific Assessment Criteria of the rubric used were:</p> <ul style="list-style-type: none"> <li>• Comply with article Length – 4.05 points</li> <li>• Orthography – 2.83 points</li> <li>• Syntax – 3.17 points</li> <li>• Adequate article entry (lead) – 2.78 points</li> <li>• Adequate and compliance with journalistic style rules – 3.28 points</li> <li>• Adequate content – 4.33 points</li> </ul>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>Provocative and adequate title – 3.33 points</li> </ul> <p>The expected outcome was achieved in 5 out of 6 criteria assessed. <b>Thus the goal was met.</b></p> <p>Results showed that the overall average was <b>3.49 points (good). Thus the goal was met.</b></p> <p><b>Fourth Instance</b></p> <p>A rubric was used in INFP 4001 (Introduction to Journalism) to assess students' effective communication skills in a news article the students were assigned to write related to a preliminary trial or trial in the Hato Rey Judicial Center.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>Findings revealed that the average score in the specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>Adequate article entry (lead) – 2.96 points</li> </ul>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>• Content (adequate topic selection) – 2.88 points</li> <li>• Content (correct information) – 2.69 points</li> <li>• Journalistic Style – 3.65 points</li> <li>• Orthography – 2.57 points</li> <li>• Syntax – 3.38 points</li> <li>• Compliance with article length – 3.88 points</li> <li>• Thematic unity: coherence, main idea, development, transitions logic sequences, relationship between ideas – 3.5 points</li> </ul> <p>Results showed that the overall performance average was <b>3.15 (70%) points</b>.</p> <p>The expected outcome was achieved in 4 out of 6 criteria assessed. <b>Thus the goal was not met.</b></p> <p>Results showed that the overall average was <b>3.15 points (good)</b>.</p> <p><b>Fifth Instance</b></p> <p>A rubric was used in INFP 4059 (Journalism for Radio and TV) course to assess students' writing and production of a radio report.</p> <p>The scale of the rubric used was:  4.5 - 3.5 = very good or Excellent  &lt; 3.5 - &gt;2.5= good  2.5 = regular  &lt; 2.5- 1.5 = poor  &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly</p>		



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	<p>established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Grammar (Appropriate syntax, correct use of pronouns and prepositions, etc.) – 3.45 points</li> <li>• Orthography – 3.47 points</li> <li>• Writing style – 3.45 points</li> <li>• Data presentation, and relationships and sequence of ideas – 3.5 points</li> </ul> <p>Results showed that the overall average score was <b>3.47 points (good)</b>.</p> <p>The expected outcome was achieved in 4 out of 4 criteria assessed. <b>Thus the goal was met.</b></p> <p><b>Sixth Instance</b></p> <p>A rubric was used INFP 4002 course (Journalistic Writing) to assess students' writing skills in a news article.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p>		

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	<p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>Findings revealed that the average score in the specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Theme unity: coherence, main idea development, transitions, logic sequences, relationship between ideas.- 3.10 points</li> <li>• Adequate article entry - 2.77 points</li> <li>• Content (adequate selection) – 2.96 points</li> <li>• Content (correct information) – 2.85 points</li> <li>• Journalistic Style – 2.75 points</li> <li>• Orthography – 2.42 points</li> <li>• Syntax – 2.71 points</li> <li>• Comply with article length – 3.28 points</li> </ul> <p>Results showed that the overall average was <b>2.83</b> points. <b>Thus the goal was not met.</b></p> <p>The expected outcome was achieved in 1 out of 6 criteria assessed. <b>Thus the goal was not met.</b></p> <p><b>Second semester</b></p> <p><b>First instance</b></p> <p>A rubric was used in COPU 4148 (Writing for the Media, <i>Section X</i>) to assess a news article the</p>		

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	<p>students were assigned to write a news article.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = Excellent or very good            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5 - 1.5 = poor            &lt;1.5 - 0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Comply with article length – 3.0 points</li> <li>• Grammar – 2.67 points</li> <li>• Syntax and word order – 2.8 points</li> <li>• Content (adequate information) – 2.9 points</li> <li>• Journalistic Style – 2.8 points</li> <li>• Content (adequate selection) – 2.62 points</li> <li>• Thematic coherence – 2.7 points</li> <li>• Content (adequate title) – 3.1</li> <li>• Ethics – 3.0 points</li> <li>• Understands diversity – N/A</li> </ul> <p>Results showed an overall average of 2.84 ('good') in the scale.</p> <p>The expected outcome was achieved in 3 out of 9</p>		

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	<p>criteria assessed. <b>Thus the goal was not met.</b></p> <p><b>Second instance</b></p> <p>A rubric was used in INFP 4016 (Introduction to Journalism) to evaluate the students' communication skills in research assignments (essays).</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Comply with article length – 3.7 points</li> <li>• Grammar – 3.6 points</li> <li>• Content (adequate analysis) – 3.1 points</li> <li>• Content (adequate research) – 3.21 points</li> <li>• Content (adequate information) – 3.17 points</li> <li>• Journalistic Style – 2.9 points</li> <li>• Content – 2.92 points</li> <li>• Adequate title – 2.76 points</li> <li>• Ethics – 3.6 points</li> </ul>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>Understands diversity – 3.76 points</li> </ul> <p>Results showed an overall average of 3.27 points in the scale. <b>Thus the goal was met.</b></p> <p>The expected outcome was achieved in 7 out of 10 criteria assessed. <b>Thus the goal was met.</b></p> <p><b>Third instance</b></p> <p>A rubric was used in COPU 4148 (Writing for the Media, <i>Section Y</i>) to evaluate a news “lead” the students were assigned to write as part of an examination.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>Grammar – 3.28 points</li> <li>Syntax and word order – 2.40 points</li> </ul>	<p>Students should have approved COPU 4016 before enrolling in COPU 4148 in order to have the necessary knowledge to approve the course satisfactory.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>• Emphasizes the news element– 3.62 points</li> <li>• Journalistic style – 2.91 points</li> <li>• Content (adequate information) – 1.88 points</li> <li>• Adequate title) – 1.97 points</li> <li>• Thematic coherence – n/a</li> </ul> <p>Results showed an overall average of 2.68 points in the scale. <b>Thus the goal was not met.</b></p> <p>The expected outcome was achieved in 2 out of 6 criteria assessed. <b>Thus the goal was not met.</b></p> <p><b>Fourth Instance</b></p> <p>A rubric was used in INFP 4001 (Journalistic Writing I) to evaluate a news “lead” the students were assigned to write as part of an examination.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = Excellent or very good.            &lt; 3.5 - &gt; 2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria</p>		

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	<p>were as follows:</p> <ul style="list-style-type: none"> <li>• Thematic coherence) – 1.75 points</li> <li>• Type of entry (lead) – 1.94 points</li> <li>• Content (adequate selection) – 3.56 points</li> <li>• Contend (correct information) – 3.56 points</li> <li>• Journalistic style – 4.06 points</li> <li>• Grammar – 3.03 points</li> <li>• Syntax – 3.31 points</li> <li>• Comply with article length – 4.47 points</li> <li>• Research – n/a</li> <li>• Ethics – n/a</li> </ul> <p>Results showed an overall average of 3.21 points ('good') in the scale.</p> <p>The expected outcome was achieved in 6 out of 8 criteria assessed. <b>Thus the goal was met.</b></p> <p><b>Fifth instance</b></p> <p>A rubric was used in INFP 4059 (Journalism for Radio and TV) course to assess students' writing skills in the writing and production of a radio report.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = Excellent or very good            &lt; 3.5 - &gt; 2.5 = good            2.5 = regular            &lt; 2.5 - 1.5 = poor            &lt;1.5 - 0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program</p>		

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	<p>analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Grammar – 3.95 points</li> <li>• Orthography – 3.81 points</li> <li>• Writing Style – 3.77 points</li> <li>• Focus and news values selection – 4.0 points</li> <li>• Data presentation, and ideas sequence – 3.63 points</li> <li>• Precision – 4.05 points</li> <li>• Sound selection – 3.86 points</li> <li>• Adequate link between the sounds presented – 3.72 points</li> <li>• News length – 4.04 points</li> <li>• Adequate lead – 3.72 points</li> <li>• News development – 3.68 points</li> <li>• Relevant conclusion – 3.45 points</li> <li>• Environmental sounds – Not measured</li> <li>• Editing sound quality – Not measured</li> <li>• Special effects – Not measured</li> <li>• Ethics in sound selection – 3.81 points</li> <li>• Information source balance – 4.0 points</li> <li>• Data search to expand the general context – 2.95points</li> </ul> <p>Results showed an overall average of 3.76 points ('good') in the scale.</p> <p>The expected outcome was achieved in 14 out of 15</p>		



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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>criteria assessed. <b>Thus the goal was met.</b></p> <p><b>Sixth instance</b></p> <p>A rubric was used in INFP 4002 (Journalistic Writing II) to assess students' writing skills in journalistically styled assignments.</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent &lt; 3.5 - &gt;2.5= good 2.5 = regular &lt; 2.5- 1.5 = poor &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Thematic unity: coherence, main idea development, transitions, logic sequences, relationship between ideas. – 3.17 points</li> <li>• Content – 2.81 points</li> <li>• Content (adequate selection) – 3.03 points</li> <li>• Content (correct information) – 2.90 points</li> <li>• Journalistic style – 2.82 points</li> <li>• Grammar – 2.5 points</li> <li>• Syntax and word order – 2.80 points</li> </ul>	<p>We recommend the following actions be taken:</p> <p>Improve basic writing skills. For this action in particular it was suggested:</p> <ul style="list-style-type: none"> <li>• That a rigorous method should be adopted in the admission of new students to the School of Communications.</li> <li>• Establish summer and/or semester laboratories to encourage students to study grammar and spelling.</li> <li>• Create writing pre-requisite courses with 0 credits to students.</li> <li>• Establish ESPA 3101-3102 as a requisite for taking the COPU 4148 course.</li> <li>• Search for funds in order to offer tutoring for the students.</li> </ul> <p>Give the student the space to mature emotionally and academically. For example, advise them to enroll in the COPU 4148 course in their second year or during the second semester of the first year of studies, if they have approved the ESPA 3001 course.</p>	

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	<ul style="list-style-type: none"> <li>• Comply with article length – 3.30 points</li> <li>• Research – 3.03 points</li> <li>• Ethics – 3.10 points</li> </ul> <p>Results showed an overall average of 2.95 points in the scale.</p> <p>The expected outcome was achieved in 5 out of 10 criteria assessed. <b>Thus the goal was not met.</b></p> <p><b>Seventh Instance</b></p> <p>A rubric was used in the INFP 4809 course (History of Journalism in Puerto Rico) to assess students' ethical and Inforsibility skills in journalistic news article.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score by specific assessment criteria were as follows:</p>		

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	<ul style="list-style-type: none"> <li>• Mastery of the basic grammar and orthography rules – 4.15 points</li> <li>• Adequate text order: statement of the problem, development and conclusion – 4.07 points</li> <li>• Adequate length – 4.61 points</li> <li>• Class discussion knowledge integration 4.0 points</li> </ul> <p>Results showed that the overall average was <b>4.21</b> points.</p> <p>The expected outcome was achieved in 4 out of 4 criteria assessed. <b>Thus the goal was met.</b></p>	<p>Reinforce the research learning objective including exercises in which students identify available data sources to be consulted.</p> <p>More exposure to resources of UPR-RP’s Radio and Television unit.</p> <p>Reinforce students writing skills by means of a summer workshop, tutorials or complementary grammar and orthography course to strengthen skills in which a low performance was observed.</p>	
<b>Public Relations and Advertisement</b>	<p><b>First Semester</b></p> <p><b>First Instance</b></p> <p>A rubric was used in REPU 4018 course (Introduction to Advertisement and Public Relations) to assess students' written communication skills in a research project/monograph. (N=39)</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The deficiencies in the preparation of this project are various, principally in the use of references and the</p>	<p>The first and second year students require more preparation and orientation in the use of language and the elaboration and writing of research papers.</p> <p>Add one or two additional class sessions to this course to teach students in the use of information sources, structure and analysis.</p> <p>Advise students to take more writing and Literature courses to reinforce language used.</p>	<p>The Public Relations and Advertisement program established 4 measures in 6 instances, all met.</p> <p>Eleven transforming action was established.</p>

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	<p>way to include them in the text. The score obtained in the content development and analysis, organization, and grammatical skills show a poor grasp of the concepts.</p> <p>There are available results only for 4 criteria. The criteria and results are the following:</p> <ul style="list-style-type: none"> <li>• Organization and logic theme transitions - 3.28 points</li> <li>• Grammar and Orthography - 3.01 points</li> </ul> <p>Results showed that the overall average was <b>3.15 points</b>.</p> <p>Since the expected outcome was achieved in 2 out of 2 criteria, <b>the goal was met</b>.</p> <p><b>Second Instance</b></p> <p>A rubric was used in REPU 4165 course (Public Relations Campaign) to assess an oral group presentation of a public relations campaign. (N= 9)</p> <p>The majority of the evaluation criteria obtained a .98 to 100.</p> <p>The criterion that obtained the lowest score was oral communication with .87, of the nine criteria established in the rubric. Even though it is on a 'good' level of the rubric scale designed to assess the course.</p> <p>When we compare the performance of the students by means of the general average that each of them</p>	<p>1. Emphasize grammatical and orthographic correction.</p> <p>2. Focus the course more towards oral expression.</p> <p>In terms of the rubric used, the course professor suggested the following:</p> <p>1. To consider grammar and orthography as an additional criteria, because on the basis of what I evaluate in the written report of the, it is necessary to separate these two learning outcomes.</p> <p>2. To revise the criteria of the rubric, because</p>	

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	<p>obtained, they would all fall under the category of “very good” or “good” in the scale. This with the exception of the work of two students who fall under the “good” category.</p> <p>The results by assessment criteria in terms of combine percentage of students rated as excellent or very good were:</p> <ul style="list-style-type: none"> <li>• Introduction of the theme of the campaign presented – 100%</li> <li>• Organization and topics structure – 92%</li> <li>• Conclusion – 98%</li> <li>• Oral communication: Clear diction, adequate voice tone, modulation – 87%</li> <li>• Personal projection/poise – 90%</li> <li>• Adequate time management – 100%</li> </ul> <p>Since the expected outcome was achieved in 6 out of 6 criteria, <b>the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in REPU 4155 course (Media Plan) to assess the students' oral communication skills in an oral presentation of a Media Plan in a marketing campaign.</p> <p>Students have designed very good commercial marketing campaigns and campaigns for Non-profit institutions. The Students worked with their orthographic and grammatical deficiencies. The written campaigns prove this.</p>	<p>some cover group aspects, while other cover individual aspects. These group aspects tend to favor those students that didn't do very well in the individual criteria.</p> <p>Consider requiring other pre-requisites that improve the mathematical knowledge of students.</p> <p>The Curriculum Committee should revise the pre-requisites of this course and verify if the pre-requisites are the same in the enrollment system.</p>	

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	<p>It was expected that the students obtained <b>good, very good or excellent</b> in the criteria assessed in the rubric used.</p> <p>The assessment results by criteria assessed are the following: Results by criteria assessed to assess this oral presentation were:</p> <ul style="list-style-type: none"> <li>• <u>Media objectives</u> <ul style="list-style-type: none"> <li>- Relationship of objectives with the marketing strategies : <b>good</b></li> <li>- The objectives are clear and complete: <b>good</b></li> </ul> </li> <li>• <u>Strategies and media techniques</u> <ul style="list-style-type: none"> <li>- Strategies explain how objective will be attained: <b>good</b></li> <li>- Are well reflect upon and logical: <b>good</b></li> <li>- Considered all possible alternatives : <b>poor</b></li> <li>- Are complete: <b>good</b></li> </ul> </li> <li>• <u>Structure and communicability of the Marketing Plan</u> <ul style="list-style-type: none"> <li>- Organization: <b>excellent</b></li> <li>- Contains all details (Flowchart, Budget summary table): <b>excellent</b></li> <li>- Statistic data is organized and easy to comprehend and read: <b>good</b></li> <li>- The Plan as a whole is easy to read and understand: <b>good</b></li> </ul> </li> <li>• <u>Oral Presentation</u> <ul style="list-style-type: none"> <li>- Mastery of the topic or theme: <b>good</b></li> <li>- Information relevance: <b>excellent</b></li> <li>- Sequence and flow: <b>excellent</b></li> </ul> </li> </ul>		

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	<p>- Support material: <b>excellent</b> - Punctuality: <b>good</b></p> <p>Since the expected outcome was achieved in 14 out of 15 criteria, <b>the goal was met.</b></p> <p>Students understood the information and prepared media plans that in some cases will surpass the work that some marketing agencies do in the media. We observed deficiencies in Mathematics concepts, which required professors to schedule reviews of those concepts. Students were able to develop skills to work with objective data, but have difficulty in applying subjective information. They can design a Media Plan using quantitative information (number and percentage of audience, media rates), but they show deficiencies in working with qualitative data (psychographic data).</p> <p><b>Fourth Instance</b></p> <p>A rubric was used in REPU 4166 course (Advertisement Campaign) to assess the students' oral and written communication skills in a Media Plan of a marketing campaign.</p> <p>It was expected that students obtained an average score of <b>good, very good or excellence</b> in the criteria assessed.</p> <p>Results by criteria assessed to assess this oral presentation were:</p> <ul style="list-style-type: none"> <li>• <u>Marketing objectives</u></li> </ul>		

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	<ul style="list-style-type: none"> <li>- Relationship of objectives with the analysis of the situation: <b>good</b></li> <li>- The objectives are clear and complete: <b>good</b></li> <li>- Appropriate description of the product: (sales, marketing strategies): <b>excellent</b></li> <li>• <u>Strategies and media techniques</u> <ul style="list-style-type: none"> <li>- Define important attributes /benefits of the product as well as the packing of the product: <b>excellent</b></li> <li>- Prices are well reflect upon and considering packages sizes: <b>good</b></li> <li>- Describe and reason the type of distributors that will manage the product: <b>good</b></li> <li>- Indicate the appropriate marketing mix: <b>good</b></li> <li>- Communicate the importance of advertising, sales promotion, personal sales and public relations in stimulating the demand: <b>good</b></li> <li>- Comply with the marketing objectives: <b>excellent</b></li> </ul> </li> <li>• <u>Advertising Objectives</u> <ul style="list-style-type: none"> <li>- Establish percentages or specific quantities: <b>good</b></li> <li>- Point out specific time : <b>excellent</b></li> <li>- Percentages or logical quantities established considering the size of the objective group: <b>good</b></li> <li>- Advertisement objectives are establish considering the advertising pyramid or the primary or selective demand: <b>good</b></li> </ul> </li> <li>• <u>Advertising Strategies</u> <ul style="list-style-type: none"> <li>- Define product concept and status: <b>excellent</b></li> </ul> </li> </ul>		



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	<ul style="list-style-type: none"> <li>- Define or redefine the objective group: <b>excellent</b></li> <li>- Indicates communication media: <b>excellent</b></li> <li>- Explain advertising message( meaning, and delivery): <b>good</b></li> <li>• <u>Marketing Plan :</u> <ul style="list-style-type: none"> <li>- Define prospectus in relation to its personality and attribute that make it suitable to the product - <b>good</b></li> <li>- Explained the needs or desires of the consumer that the product must satisfy: <b>excellent</b></li> <li>- Establish the strengths or weakness which the creativity must deal: <b>poor</b></li> <li>- Indicate the means by which the messages must be conveyed.: <b>good</b></li> <li>- Indicate the campaign style, approach and tone: <b>good</b></li> </ul> </li> <li>• <u>Creative Performance : Printing Press</u> <ul style="list-style-type: none"> <li>- Headline grabs attention : <b>good</b></li> <li>- The initial paragraph is tied to the headline and the sales ideas in the text: <b>good</b></li> <li>-The paragraphs in the text provide credibility since they contribute proof of the promises claimed through research , testimonies and guarantees: <b>poor</b></li> <li>- The closing sentence suggest actions to be followed: <b>good</b></li> <li>- The theme resume the marketing campaign - <b>good</b></li> <li>- Illustration complements the text: <b>good</b></li> <li>- The typography is adequate for the message and the product: <b>good</b></li> </ul> </li> </ul>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>• <u>Marketing Plan : Radio</u> <ul style="list-style-type: none"> <li>- Concentrate in the most important sales point to grab audience attention: <b>poor</b></li> <li>- Mention the product or advertiser at the beginning of the communication: <b>good</b></li> <li>- Uses words and shorts sentences: <b>poor</b></li> <li>- Use more verbs than adjectives: <b>good</b></li> <li>- The closing sentence invite toward action: <b>good</b></li> </ul> </li> <li>• <u>Marketing Plan :TV and Cinema</u> <ul style="list-style-type: none"> <li>- Ideas sequence is simple and easy to understand: <b>poor</b></li> <li>- The audio text is concise since the weight of the communication rest on the video: <b>good</b></li> <li>- Storyboard clearly communicates the idea: <b>good</b></li> </ul> </li> <li>• <u>Media Marketing Plan - Media Objectives</u> <ul style="list-style-type: none"> <li>- Media objectives are intimately related to the marketing objectives and strategies: <b>good</b></li> <li>-</li> <li>- The objectives are clearly identified and proof is given that they are the best objectives: <b>excellent</b></li> <li>- The objectives are complete: <b>good</b></li> </ul> </li> <li>• <u>Media Marketing Plan - Media strategies and tactics</u> <ul style="list-style-type: none"> <li>- Strategies indicate how objectives are accomplished: - <b>good</b></li> <li>- Are well reflect upon and logical: <b>poor</b></li> <li>- Consider all possible alternatives: <b>poor</b></li> <li>- Are complete: <b>good</b></li> </ul> </li> <li>• <u>Range and frequency</u></li> </ul>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>- Provides proof that the range and frequency levels are correct : <b>poor</b></li> <li>- Provides proof of an appropriate relation between range and frequency: <b>poor</b></li> <li>• <u>Timetable and Plan</u> <ul style="list-style-type: none"> <li>- The GRP, range, frequency and budget are well distributed through the year: <b>good</b></li> <li>- Timing logic is valid and reasonable: <b>good</b></li> </ul> </li> <li>• <u>Mechanic structure and Plan Communication</u> <ul style="list-style-type: none"> <li>- Plan is well organized: <b>good</b></li> <li>- Statistics are well presented, easy to read and understandable: <b>excellent</b></li> <li>- The plan is complete, easy to read and understand: <b>good</b></li> <li>- Include all the details (flowchart, budget summary tables): <b>excellent</b></li> </ul> </li> </ul> <p>Since the expected outcome was achieved in 47 out of 54 criteria (87%), <b>the goal was met.</b></p> <p>Students designed very good commercial marketing campaigns and campaigns for Non-profit institutions. The Students worked with their grammar and writing skills deficiencies. This was proven in the students' written campaigns.</p> <p><b>Second semester</b></p> <p><b>First Instance</b></p> <p>A rubric was used in REPU 4155 course (Media Plan) to assess the students' oral communication skills in an oral presentation of a Media Plan in a</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>marketing campaign.</p> <p>Students have designed very good commercial marketing campaigns and campaigns for Non-profit institutions. The Students worked with their orthographic and grammatical deficiencies. The written campaigns prove this. In the second semester of this course the students have shown improvement in the campaign areas where previous groups showed deficiencies, such as grammar. Also, in the area of creativity that encompasses a broad spectrum of knowledge where they must work</p> <p>It was expected that the students obtained good, <b>very good or excellent</b> in the criteria assessed in the rubric used.</p> <p>The assessment results by criteria assessed are the following: Results by criteria assessed to assess this oral presentation were:</p> <ul style="list-style-type: none"> <li>• <u>Media objectives</u> <ul style="list-style-type: none"> <li>- Relationship of objectives with the marketing strategies : <b>very good</b></li> <li>- The objectives are clear and complete: <b>good</b></li> </ul> </li> <li>• <u>Strategies and media techniques</u> <ul style="list-style-type: none"> <li>- Strategies explain how objective will be attained: <b>good</b></li> <li>- Are well reflect upon and logical: <b>good</b></li> <li>- Considered all possible alternatives : <b>poor</b></li> <li>- Are complete: <b>good</b></li> </ul> </li> <li>• <u>Structure and communicability of the Marketing Plan</u></li> </ul>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>- Organization: This semester's campaign students have shown improvement in the areas where previous groups showed deficiencies, such as grammar. Also, in the area of creativity that encompasses a broad spectrum of knowledge where they must work- <b>very good</b></li> <li>- Contains all details (Flowchart, Budget summary table): <b>very good</b></li> <li>- Statistic data is organized and easy to comprehend and read: <b>very good</b></li> <li>- The Plan as a whole is easy to read and understand: <b>very good</b></li> <li>• <u>Oral Presentation</u> <ul style="list-style-type: none"> <li>- Mastery of the topic or theme: <b>good</b></li> <li>- Information relevance: <b>good</b></li> <li>- Sequence and flow: <b>poor</b></li> <li>- Support material: <b>good</b></li> <li>- Punctuality: <b>good</b></li> </ul> </li> </ul> <p>Since the expected outcome was achieved in 14 out of 16 criteria, <b>the goal was met.</b></p> <p>The students understood the information and prepared media plans that in some cases will surpass the work that some marketing agencies do in the media. We observed deficiencies in Mathematics concepts, which required professors to schedule reviews of those concepts. Students were able to develop skills to work with objective data, but have difficulty in applying subjective information. They can design a Media Plan using quantitative information (number and percentage of audience,</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>media rates), but they show deficiencies in working with qualitative data (psychographic data).</p> <p><b>Second Instance</b></p> <p>A rubric was used in the REPU 4166 (Advertisement Campaign) course to assess students' effective communication skills in a group oral presentation of a Public Relations Campaign.</p> <p>It was expected that the students obtained good or very good in the criteria assessed in the rubric used.</p> <p>Results by criteria assessed to assess this oral presentation were:</p> <ul style="list-style-type: none"> <li>• <u>Marketing objectives</u> <ul style="list-style-type: none"> <li>- Relationship of objectives with the analysis of the situation: <b>very good</b></li> <li>- The objectives are clear and complete: <b>good</b></li> <li>- Appropriate description of the product: (sales, marketing strategies): <b>very good</b></li> </ul> </li> <li>• <u>Strategies and media techniques</u> <ul style="list-style-type: none"> <li>- Define important attributes /benefits of the product as well as the packing of the product: <b>good</b></li> <li>- Prices are well reflect upon and considering packages sizes: <b>good</b></li> <li>- Describe and reason the type of distributors that will manage the product: <b>good</b></li> <li>- Indicate the appropriate marketing mix: <b>good</b></li> <li>- Communicate the importance of advertising, sales promotion, personal sales and public</li> </ul> </li> </ul>	<p>Consider establishing other prerequisites that</p>	

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>relations in stimulating the demand: <b>poor</b></p> <p>- Comply with the marketing objectives: <b>good</b></p> <ul style="list-style-type: none"> <li>• <u>Advertising Objectives</u> <ul style="list-style-type: none"> <li>- Establish percentages or specific quantities: <b>good</b></li> <li>- Point out specific time : <b>very good</b></li> <li>- Percentages or logical quantities established considering the size of the objective group: <b>good</b></li> <li>- Advertisement objectives are establish considering the advertising pyramid or the primary or selective demand: <b>good</b></li> </ul> </li> <li>• <u>Advertising Strategies</u> <ul style="list-style-type: none"> <li>- Define product concept and status: <b>very good</b></li> <li>- Define or redefine the objective group: <b>very good</b></li> <li>- Indicates communication media: <b>very good</b></li> <li>- Explain advertising message( meaning, and delivery): <b>good</b></li> </ul> </li> <li>• <u>Marketing Plan :</u> <ul style="list-style-type: none"> <li>- Define prospectus in relation to its personality and attribute that make it suitable to the product - <b>good</b></li> <li>- Explained the needs or desires of the consumer that the product must satisfy: <b>good</b></li> <li>- Establish the strengths or weakness which the creativity must deal: <b>poor</b></li> <li>- Indicate the means by which the messages must be conveyed.: <b>very good</b></li> <li>- Indicate the campaign style, approach and tone: <b>good</b></li> </ul> </li> </ul>	<p>improve the mathematical knowledge of the students.</p> <p>It is imperative to help the student with the information research tools and with research. Furthermore, we have to emphasize correct writing in all courses.</p>	

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>• <u>Creative Performance : Printing Press</u> <ul style="list-style-type: none"> <li>- Headline grabs attention : <b>good</b></li> <li>- The initial paragraph is tied to the headline and the sales ideas in the text: <b>poor</b></li> <li>- The paragraphs in the text provide credibility since they contribute proof of the promises claimed through research , testimonies and guarantees: <b>good</b></li> <li>- The closing sentence suggest actions to be followed: <b>good</b></li> <li>- The theme resume the marketing campaign - <b>good</b></li> <li>- Illustration complements the text: <b>very good</b></li> <li>- The typography is adequate for the message and the product: <b>good</b></li> </ul> </li> <li>• <u>Marketing Plan : Radio</u> <ul style="list-style-type: none"> <li>- Concentrate in the most important sales point to grab audience attention: <b>good</b></li> <li>- Mention the product or advertiser at the beginning of the communication: <b>good</b></li> <li>- Uses words and shorts sentences: <b>poor</b></li> <li>- Use more verbs than adjectives: <b>poor</b></li> <li>- The closing sentence invite toward action: <b>good</b></li> </ul> </li> <li>• <u>Marketing Plan :TV and Cinema-</u> <ul style="list-style-type: none"> <li>- Ideas sequence is simple and easy to understand: <b>good</b></li> <li>- The audio text is concise since the weight of the communication rest on the video: <b>good</b></li> <li>- Storyboard clearly communicates the idea: <b>poor</b></li> </ul> </li> <li>• <u>Media Marketing Plan - Media Objectives</u></li> </ul>		



<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>- Media objectives are intimately related to the marketing objectives and strategies: <b>good</b></li> <li>- The objectives are clearly identified and proof is given that they are the best objectives: <b>poor</b></li> <li>- The objectives are complete: <b>good</b></li> <li>• <u>Media Marketing Plan - Media strategies and tactics</u> <ul style="list-style-type: none"> <li>- Strategies indicate how objectives are accomplished: - <b>good</b></li> <li>- Are well reflect upon and logical: <b>good</b></li> <li>- Consider all possible alternatives: <b>poor</b></li> <li>- Are complete: <b>good</b></li> </ul> </li> <li>• <u>Range and frequency</u> <ul style="list-style-type: none"> <li>- Provides proof that the range and frequency levels are correct : <b>poor</b></li> <li>- Provides proof of an appropriate relation between range and frequency: <b>poor</b></li> </ul> </li> <li>• <u>Timetable and Plan</u> <ul style="list-style-type: none"> <li>- The GRP, range, frequency and budget are well distributed through the year: <b>good</b></li> <li>- Timing logic is valid and reasonable: <b>good</b></li> </ul> </li> <li>• <u>Mechanic structure and Plan Communication</u> <ul style="list-style-type: none"> <li>- Plan is well organized: <b>very good</b></li> <li>- Statistics are well presented, easy to read and understandable: <b>very good</b></li> <li>- The plan is complete, easy to read and understand: <b>very good</b></li> <li>- Include all the details (flowchart, budget summary tables): <b>very good</b></li> </ul> </li> <li>• <u>Oral Presentation</u> <ul style="list-style-type: none"> <li>- Mastery of the material presented - <b>very</b></li> </ul> </li> </ul>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>good</b></p> <ul style="list-style-type: none"> <li>- Relevance of the information - <b>very good</b></li> <li>- Sequence and flow of the information - <b>good</b></li> <li>- Support material: <b>good</b></li> <li>- Punctuality: <b>good</b></li> </ul> <p>Since the expected outcome was achieved in 47 out of 57 criteria, <b>the goal was met.</b></p>		

## II. Critical Thinking

College of Business Administration			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Business Administration</b>	<p>A 3 point scale rubric (where 1 is “developing”, two is “satisfactory”, and 3 is “proficient”) was used in FINA 3106 to assess students’ ability to critically evaluate business problems and arrive at appropriate decisions in a business valuation-type problem using net present value.</p> <p>It was expected that at least 70% of students would reach the proficient level (3 points) as stated on the rubric.</p> <p>The general results showed that during the second semester of the 2011-2012 academic year, of the 124 student assessed, 76% reached a proficient level. This finding compares favorably with the one observed on the 1<sup>st</sup> semester of the 2010-2011 academic year, where only 61% of the 126 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <p>1) Understands the problem or decision to be made:            a) 2011-2012: 70.2%            b) 2010-2011: 23.0%</p> <p>2) Identifies the facts involved in the problem or decision:            a) 2011-2012: 75.8%            b) 2010-2011: 58.7%</p>	<p>A mandatory laboratory was created in the first semester of 2011-12 that addresses each mathematical skill needed along the semester in the Finance course.</p> <p>Student tutors were also made available for the Finance course.</p> <p>A survey was administered among students in the second semester of 2011-12 regarding the new laboratory points to a need to improve the coordination between the course material and the lab.</p> <p>Adjustments to the laboratory will be implemented in the first semester of 2012-13.</p>	<p>The Business Administration department established one instance with 6 criteria, which was met.</p> <p>Three transforming actions were established.</p>

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>3) Identifies the model(s) needed to solve the problem of to make the decision: a) 2011-2012: 62.1% b) 2010-2011: 70.6%</p> <p>4) Applies the selected model(s): a) 2011-2012: 47.6% b) 2010-2011: 35.7%</p> <p>5) Selects the best option needed to solve the problem or to make decisions based on the results: a) 2011-2012: 72.6% b) 2010-2011: 61.9%</p> <p>6) Justifies his selection based on results: a) 2011-2012: 72.6% b) 2010-2011: 52.4%</p> <p><b>Thus, the goal was met</b> in four of the six criterion assessed. An assessment measure in the first semester of 2010-11 did not show improvements.</p>		
<b>Office System Management</b>	<p><b>First instance</b></p> <p>A rubric was used to assess students' implementation of critical thinking strategies geared toward the solution of different situations in a Professional Internship.</p> <p>It was expected that 90% of the students would obtain 80% or more in this learning outcome.</p>	<p>Revise and analyze where this competency is learned, developed, and applied. Verify the status of the process and develop new teaching/learning strategies that allow the student to acquire this competency. Use the new standardized test that was designed.</p>	<p>The Office System Management department established objectives in two instances, only one of which was met.</p> <p>Three transforming actions were established.</p>

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Results showed that 100% of the students obtained 80% or more. <b>Thus, the goal was met.</b></p> <p><b>Second instance</b></p> <p>A rubric designed by the Curricular Committee was used to evaluate a Comprehensive Standardized Exam in order to assess students' implementation of critical thinking strategies geared toward the solution of selected problems in the test.</p> <p>It was expected that the students would obtain an average score of 70% or more points.</p> <p>Results showed that students obtained an average score of 45% in this criterion. <b>Thus the goal was not met.</b></p>		

<b>College of Education</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Teacher Preparation Program</b>	<p><i>First Semester</i></p> <p>A rubric was used in FAED 4001, FAED 4002, FAED 4003, Field Experiences, and in the Teaching Practicum courses, to assess students' critical thinking and decision making skills in an essay as part of their Electronic Portfolio.</p> <p>It was also expected that students obtained an average score of 2.0 points or more (67%) in the critical thinking criterion of the 3 point scale rubric used.</p> <p><u><i>Findings were the following:</i></u></p> <p>EDFU 3002: The average scores of 120 students assessed was 2.59 points (86%) on a 3.00 point scale rubric. <b>Thus the goal was met.</b></p> <p>TEED course: The average scores of the students assessed was 1.85 points (62%) on a 3.0 point scale rubric in the reflection item. <b>Thus the goal was not met.</b></p> <p>Method I course: The average scores of 19 students assessed was 3.00 points (100%) on a 3.0 point scale. <b>Thus the goal was met.</b></p> <p>The Method II course, The average scores of 51 students assessed was 2.49 points (83%) on a 3.00 point scale rubric. <b>Thus the goal was met.</b></p> <p>It was expected that students would perform at the</p>	<p>Professors are providing individual help to the students that had scores lower than expected.</p> <p>The proposed transforming actions are:</p> <p>Faculty members will be strengthening students' writing skills throughout the curriculum with special emphasis in the Teaching Practice course.</p> <p>A professional faculty development program with topics geared to strengthen teacher candidates quality in their writing skills is been planned.</p>	<p>The Teacher Preparation Programs established 2 measures in a total of 10 instances, 6 of them were met.</p> <p>Two transforming actions were established.</p>

<b>College of Education</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>excellent level (15-21 points) using a 0-21 points rubric in this area assessed in the Electronic Portfolio.</p> <p>E-Portfolio (In an unspecified FAED course): The average scores of 10 students assessed was 12.57 points (in progress stage). <b>Thus the goal was not met.</b></p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in FAED 4001 (Professional Reflective Seminar) to assess an E-Portfolio where the students will show the reflection process of their formation as an educator, their educative philosophy and their projections as professionals.</p> <p>It was expected that students would perform at the excellent level (15-21 points) using a 0-21 points rubric in this area assessed in the Electronic Portfolio.</p> <p>Results showed that the students obtained an average of 18.49 points in the critical thinking, research and creativity component. <b>Thus the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in FAED 4002, EDES, and TEED courses, and a Practicum course to assess students' reflection and critical thinking skills.</p> <p>It was also expected that students obtained an</p>	<p>The professors are providing individual help to those students that had scores lower than the expected. Because <b>porta-e</b> is a formative tool, the skills and dispositions improve throughout the degree until reaching a satisfactory level of execution.</p> <p>Results were discussed in a meeting with the Dean of the College and the College Dean of Academic Affairs and department faculty members.</p>	

<b>College of Education</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>average score of 2.0 points or more (67%) in the critical thinking criterion of the 3 point scale rubric used.</p> <p>Results by courses were:</p> <ul style="list-style-type: none"> <li>• TEED, taken by 15 students, were an average of 2.47 (82%) points on a 3 point scale rubric used. Thus the goal was met.</li> <li>• FAED 4002, taken by 32 students, were an average of 2.84 (95%) on a 3.00 scale.</li> </ul> <p>Two different expected outcomes were used in EDES and a Teacher Practicum course.</p> <ul style="list-style-type: none"> <li>• EDES, taken by 22 students, were 4.55 for on a scale of 7.00 (65%). Since it was expected that students achieved a performance level of 5 points, <b>the goal was not met.</b></li> </ul> <p>Teacher Practicum course: Results showed that the average score for this competency was “outstanding” (15 – 21 points). Since it was expected that students achieved a performance level of at least acceptable (12 points), <b>the goal was not met.</b></p>		



<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Art History</b>	<p><i>First Semester</i></p> <p><b>First Instance (Course Section 1)</b></p> <p>A rubric was used in the Theory of Art course in order to assess students' critical thinking skills in a discussion-type essay where the student had to demonstrate having a clear understanding on the subject/problem in question.</p> <p>It was expected that 70% of the projects submitted by the students would reach the expected performance levels of excellent or good in the assessment made in September 2011.</p> <p>A total of 26 students were assessed in four criteria of the critical thinking learning outcome. In terms of the percentage of students that performed at the levels of excellent or good by criteria, findings were:</p> <ul style="list-style-type: none"> <li>• "Writing" - 50 %</li> <li>• "Content" - 54 %</li> <li>• "Analysis" - 65 %</li> <li>• "Interpretation" - 65 %.</li> </ul> <p><b>Thus, the goal was not met</b> in any of the criteria assessed in the discussion-type essay.</p> <p><b>First Instance (Course Section 2)</b></p> <p>A rubric was used in the Theory of Art course in order to assess students' critical thinking skills in a discussion-type essay where the student had to demonstrate having a clear understanding on the</p>	<p><i>First Semester</i></p> <p>Emphasis will be given to writing and critical thinking skills such as problem identification, interpretation and conclusion inferences, discussions of the problems stated, in the essay and discussions implications and possible solutions to the problem stated as assessment criteria in all examinations and projects that will be assigned in all courses of this Program. The rubric will be provided to the students before assigning any project or activity.</p>	<p>The Art History department established objectives in sixteen instances, half of which were met.</p> <p>Two transforming actions were established.</p>

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>subject/problem in question.</p> <p>It was expected that 70% of the projects submitted by the students would reach the expected performance levels of excellent or good in the assessment made in September 2011.</p> <p>A total of 24 students were assessed in four criteria of the critical thinking learning outcome. In terms of the percentage of students that performed at the levels of excellent or good by criteria, findings were:</p> <ul style="list-style-type: none"> <li>• “Writing” - 38%</li> <li>• “Content” - 67 %</li> <li>• “Analysis” - 63 %</li> <li>• “Interpretation” - 59 %</li> </ul> <p><b>Thus, the goal was not met</b> in this other section of the course in the first discussion work assessed at the beginning of the course.</p> <p><b>Second Instance (Section 1)</b></p> <p>A rubric was used in the Theory of Art course in order to assess students' critical thinking skills in a discussion-type essay where the student had to demonstrate having a clear understanding of the subject/problem in question.</p> <p>It was expected that 70% of the projects submitted the students would reach the expected performance levels of excellent or good in the assessment made in November 2011.</p>		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A total of 24 students were assessed in four criteria of the critical thinking learning outcome. In terms of the percentage of students that performed at the levels of excellent or good by criteria, findings were:</p> <ul style="list-style-type: none"> <li>• “Writing” - 98 %</li> <li>• “Content” - 98 %</li> <li>• “Analysis” - 89 %</li> <li>• “Interpretation” - 89 %</li> </ul> <p><b>Thus, the goal was met</b> in this section of the course by the end of the semester indicative that students' critical thinking skills strengthen through the course in this section.</p> <p><b>Second Instance (Section 2)</b></p> <p>A rubric was used in the Theory of Art course in order to assess students' critical thinking skills in a discussion-type essay were the student had to demonstrate having clear understanding on the subject/problem in question.</p> <p>It was expected that 70 % of the projects submitted by the students would reach the expected performance levels of excellent or good in the assessment made in November 2011.</p> <p>A total of 25 students were assessed in four criteria of the critical thinking learning outcome. In terms of the percentage of students that performed at the levels of excellent or good by criteria, findings were:</p> <ul style="list-style-type: none"> <li>• “Writing” - 62 %</li> <li>• “Content” - 58 %</li> </ul>		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>• “Analysis” - 59 %</li> <li>• “Interpretation” - 58 %.</li> </ul> <p><b>Thus, the goal was not met</b> in this section of the course</p> <p><b>First Instance (Course Section 1)</b></p> <p>A rubric was used in the Art Theory course in order to assess students' critical thinking skills in an Analytical Essay.</p> <p>It was expected that 70% of the projects submitted by the students will reach the expected performance levels of excellent or good in the assessment made in September 2011.</p> <p>Findings revealed that in a group of 26 students assessed in September 2011, 65 % of them achieved the performance levels of excellent or good in the analysis criterion. And in the interpretation criterion, 65 % of them achieved the performance levels of excellent or good. <b>Thus, the goal was not met.</b></p> <p><b>First Instance (Course Section 2)</b></p> <p>A rubric was used in the Art Theory course in order to assess students' critical thinking skills in an Analytical Essay.</p> <p>It was expected that 70% of the projects submitted by the students would reach the expected performance levels of excellent or good in the assessment made in</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>September 2011.</p> <p>Findings revealed that in a group of 24 students assessed in September 2011, 63 % of them achieved the performance levels of excellent or good in the analysis criterion. And in the interpretation criterion, 59 % of them achieved the performance levels of excellent or good. <b>Thus, the goal was not met.</b></p> <p><b>Second Instance (Course Section 1)</b></p> <p>A rubric was used in the Art Theory course in order to assess students' critical thinking skills in an Analytical Essay.</p> <p>It was expected that 70 % of the projects submitted by the students would reach the expected performance levels of excellent or good in the assessment made in November 2011.</p> <p>Findings revealed that in a group of 24 students assessed in November 2011, 89 % of them achieved the performance levels of excellent or good in the analysis criterion. And in the interpretation criterion, 89 % of them achieved the levels of excellent or good.  <b>Thus, the goal was met.</b></p> <p><b>Second Instance (Course Section 2)</b></p> <p>A rubric was used in the Art Theory course in order to assess students' critical thinking skills in an Analytical Essay.</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 70% of the projects submitted by the students would reach the expected performance levels of excellent or good in the assessment made in November 2011.</p> <p>Findings revealed that in a group of 25 students assessed in November 2011, 59 % of them achieved the performance levels of excellent or good in the analysis criterion. And in the interpretation criterion, 58 % of them achieved the levels of excellent or good.</p> <p><b>Thus, the goal was not met.</b></p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in ARTE 3237 course to assess students' critical thinking skills in an essay (second examination) to see if the student is capable of elaborating an essay based on the topics discussed in class.</p> <p>It was expected that 70 % of the students' projects would reach the expected performance levels of excellent or good in the assessment made in April 2012.</p> <p>Out of a group of 23 student projects assessed, performance levels of excellent or group results by criteria were as follows:</p> <ul style="list-style-type: none"> <li>• 61% in "writing"</li> </ul>	<p>We will focus on the "writing" criterion.</p>	

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Academic Program	Findings	Transforming Actions	Summary of Results
	<ul style="list-style-type: none"> <li>• 72% in “content”</li> <li>• 68% in “synthesis”</li> </ul> <p>The general average was 50%. <b>Thus the goal was only met in one criteria of the rubric used.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in ARTE 3237 course to assess students’ critical thinking and effective written communication skills in an essay (third examination) to see if the student is capable of elaborating an essay based on the topics discussed in class.</p> <p>It was expected that 70 % of the students’ projects would reach the expected performance levels of excellent or good in the assessment made in May 2012.</p> <p>Out of a group of 24 student projects assessed, performance levels of excellent or group results by criteria were as follows:</p> <ul style="list-style-type: none"> <li>• 82% in “writing”</li> <li>• 80% in “content”</li> <li>• 82% in “analysis”</li> <li>• 80% in “style manual”</li> </ul> <p>The general average was 81%. <b>Thus, the expected goal was achieved in all criteria assessed.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in ARTE 3256 (section 1) to assess</p>	<p>We will focus on the “analysis” criterion.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>critical thinking and effective written communication skills in an essay (first examination) to see if the student is capable of elaborating an essay based on the topics discussed in class.</p> <p>It was expected that 70% of the students' projects submitted by the students would reach the expected performance levels of excellent or good in the assessment made in March 2012.</p> <p>Out of a group of 26 student projects assessed, performance levels of excellent or group results by criteria were as follows:</p> <ul style="list-style-type: none"> <li>• 70% in "writing"</li> <li>• 69% in "content"</li> <li>• 68% in "analysis"</li> <li>• 68% in "interpretation"</li> </ul> <p>The general average was 69%. <b>The goal was met in only one criterion of the rubric.</b></p> <p><b>Fourth Instance</b></p> <p>A rubric was used in ARTE 3256 (section 1) to assess critical thinking and effective written communication skills in an essay (second examination) to see if the student is capable of elaborating an essay based on the topics discussed in class.</p> <p>It was expected that 70% of the students' projects submitted by the students would reach the expected performance levels of excellent or good in the</p>	<p>We will focus on all the criteria in the rubric.</p>	



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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>assessment made in April 2012.</p> <p>Out of a group of 22 student projects assessed, performance levels of excellent or group results by criteria were as follows:</p> <ul style="list-style-type: none"> <li>• 61% in “writing”</li> <li>• 62% in “content”</li> <li>• 62% in “analysis”</li> <li>• 61% in “interpretation”</li> </ul> <p>The general average was 62%. <b>The expected goal was met in only one criterion of the rubric.</b></p> <p><b>Fifth Instance</b></p> <p>A rubric was used in ARTE 3256 (section 1) to assess critical thinking and effective written communication skills in an essay (third examination) to see if the student is capable of elaborating an essay based on the topics discussed in class.</p> <p>It was expected that 70% of the students’ projects submitted by the students would reach the expected performance levels of excellent or good in the assessment made in May.</p> <p>Out of a group of 17 student projects assessed, performance levels of excellent or group results by criteria were as follows:</p> <ul style="list-style-type: none"> <li>• 78% in “writing”</li> <li>• 80% in “content”</li> <li>• 80% in “analysis”</li> </ul>	<p>We will focus on all the criteria in the rubric.</p>	

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Academic Program	Findings	Transforming Actions	Summary of Results
	<ul style="list-style-type: none"> <li>• 87% in “style manual”</li> </ul> <p>The general average was 81%. <b>The expected goal was met in only one criterion of the rubric.</b></p> <p><b>Sixth Instance</b></p> <p>A rubric was used in ARTE 3256 (section 2) to assess critical thinking and effective written communication skills in an essay (first examination) to see if the student is capable of elaborating an essay based on the topics discussed in class.</p> <p>It was expected that 70% of the students’ projects submitted by the students would reach the expected performance levels of excellent or good in the assessment made in March.</p> <p>Out of a group of 30 student projects assessed, performance levels of excellent or group results by criteria were as follows:</p> <ul style="list-style-type: none"> <li>• 60% in “writing”</li> <li>• 56% in “content”</li> <li>• 56% in “analysis”</li> <li>• 56% in “style manual”</li> </ul> <p>The general average score was 57%. Thus. <b>The expected goal was not met in any criteria assessed.</b></p> <p><b>Seven Instance</b></p> <p>A rubric was used in ARTE 3256 (section 2) to assess</p>	<p>We will focus on all the criteria in the rubric.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>critical thinking and effective written communication skills in an essay (second examination) to see if the student is capable of elaborating an essay based on the topics discussed in class.</p> <p>It was expected that 70% of the students' projects submitted by the students would reach the expected performance levels of excellent or good in the assessment made in April.</p> <p>Out of a group of 20 student projects assessed, performance levels of excellent or group results by criteria were as follows:</p> <ul style="list-style-type: none"> <li>• 64% in "writing"</li> <li>• 61% in "content"</li> <li>• 59% in "analysis"</li> <li>• 58% in "style manual"</li> </ul> <p>The general average score was 60%. Thus. <b>The expected goal was not met in any criteria assessed.</b></p> <p><b>Eight Instance</b></p> <p>A rubric was used in ARTE 3256 (section 2) to assess critical thinking and effective written communication skills in an essay (third examination) to see if the student is capable of elaborating an essay based on the topics discussed in class.</p> <p>It was expected that 70% of the students' projects submitted by the students would reach the expected performance levels of excellent or good in the</p>	<p>We will focus on all the criteria in the rubric.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>assessment made in April.</p> <p>Out of a group of 24 student projects assessed, performance levels of excellent or group results by criteria were as follows:</p> <ul style="list-style-type: none"> <li>• 70% in “writing”</li> <li>• 73% in “content”</li> <li>• 72% in “analysis”</li> <li>• 80% in “style manual”</li> </ul> <p>The general average score was 74%. Thus. <b>The expected goal was met in all criteria assessed by the end of the semester.</b></p>		
<b>Comparative Literature</b>	<p>A rubric was used in LITE 3101 to assess students' critical thinking in a Final Exam/Paper.</p> <p>It was expected that 75 % or more of the students assessed will receive a score of 4 points or higher in a 6 point scale rubric in all criteria assessed.</p> <p>It was expected that 75 % or more of the students will score 4 points or higher in a 6 point scale rubric in all criteria assessed:</p> <ol style="list-style-type: none"> <li>1. Formulate an appropriate hypothesis (the problem, question or main argument to be developed or demonstrated;</li> <li>2. Contextualize the hypothesis;</li> <li>3. Make explicit the premises relevant for the analysis;</li> <li>4. Present, develop, and communicate a hypothesis that reflects a perspective or positioning in dialogue</li> </ol>	<p>Because results were much better than seen in the previous assessment in 2009-2010, our plan of academic advising seems to be working, overseeing that students take the course on literary theory at the proper time in their academic trajectory. Additionally, the new course in the major, LITE 3045, Introduction to Comparative Literature, has introduced students to key concepts in the field at an earlier point in their studies. Thus, students demonstrate better critical thinking skills in the course LITE 3101, Literary Theory, when compared with previous years. Additionally, professors in the department have been transforming the course on literary theory so that it connects more clearly with the study of literature. This transforming action emphasizes active student participation in identifying and evaluating different literary theories, thereby</p>	<p>The Comparative Literature department established objectives in one instance, which was met.</p> <p>Two transforming actions were established.</p>

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	<p>or debate with other relevant perspectives, 5. Present, analyze and use effectively the information/evidence (textual or other); 6. Elaborate conclusions corresponding to the arguments developed and evidence presented in the paper; 7. Communicate effectively, coherently and correctly; 8. Critique texts according to the alteration and application of relevant theoretical frameworks.</p> <p>Findings revealed that eight students (67%) obtained scores of 4 points or higher in all criteria tested. Four (33%) obtained scores of 3 points or lower in one or more criteria assessed.</p> <p>When viewed as overall performance, with a total of 42 possible points (7 criteria, with 6 points maximum in each criterion), five students (42%) scored an overall percentage of 75% or higher, and seven students (58%) scored lower than 75%. Of these seven, four demonstrated percentages of either 71 or 74%, not far from the goal of 75%. Only three students (25%) demonstrated a percentage below 70%, but none showed results below 50%.</p> <p><b>Conclusion: the actual results were somewhat lower than the expected results, thus the goal was not met.</b></p> <p>Even though these results were lower than expected, nonetheless, they are much better than the outcome seen the previous time this learning outcome was assessed in 2009-2010. At that time, only four of 13 students (31%) demonstrated an 80% competency</p>	<p>improving students' critical thinking skills.</p> <p><u>Transforming Activity #1</u> Because results were still somewhat lower than expected, we need to continue emphasizing critical thinking skills in classes before they enroll in the course on literary theory, so that students are prepared for this challenging course.</p> <p><u>Transforming Activity #2</u> We should continue emphasizing active student participation in the course on literary theory, developing student higher thinking skills of evaluating, criticizing, and comparing, among others.</p> <p>We will assess Critical Thinking again in 2013-2014.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	level in all criteria assessed, whereas two students ranged between 50% and 66%, and 7 of the 13 students assessed (54%) achieved 36.1% or lower in the critical thinking learning outcome assessed.		
<b>English</b>	<p><b><u>Literature</u></b></p> <p><i>Second semester</i></p> <p>A rubric was used in INGL 3232 (section 1 &amp; 2) to evaluate pre and post-assessment essays.</p> <p>It was expected that in the post-assessment 70 % of the students would achieve a score of 70% or higher in the area of Critical Thinking.</p> <p><i>Results:</i>  <b>INGL 3232, sec. 001</b>  <u>Pre-Assessment:</u> (13 students assessed)            Students performed at expected levels (2 students scored in the 90% range; 3 in the 80% range; 3 in the 70% range; 3 in the 60% range; 2 in the 50% range or lower)  <u>Post-Assessment:</u> (13 students assessed)            Students performed at expected levels, with demonstrated improvement (6 students scored in the 90% range; 2 in the 80% range; 2 in the 70% range; and 3 students in the 60% range or lower)</p> <p><b>INGL 3232, sec. 002</b>  <u>Pre-Assessment:</u> (11 students assessed)            Students performed at expected level (2 students scored in the 90% range; 4 in the 80% range; 5 in the 70% range and none in the 60% or lower range).</p>	<p><b><u>Literature</u></b></p> <p><i>Second semester</i></p> <p>1) Develop a more detailed rubric to measure critical thinking since the rubric only includes the following criteria for critical thinking: “Writer demonstrates high level of critical thinking with a clear point of view supported by appropriate examples and evidence” (20 pt. scale).</p> <p>2) Implement assessment of critical thinking skills in more courses.</p> <p>3) Add to this dominion the evaluation of creative thinking</p>	<p>The English department established objectives in two instances, which were met.</p> <p>Six transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><u>Post-Assessment:</u> (12 students assessed) Students performed at expected level, demonstrating improvement (10 students scored in the high 80-90% range; 2 in the 70% range and none in the 60% or lower range).</p> <p><b><u>Linguistics and Communication</u></b></p> <p><i>Second semester</i></p> <p>A rubric was used in INGL 3232 (section 1 &amp; 2) to evaluate pre and post-assessment essays.</p> <p>It was expected that in the post-assessment 70 % of the students would achieve a score of 70% or higher in the area of Critical Thinking.</p> <p><i>Results:</i> <b>INGL 3232, sec. 001</b> <u>Pre-Assessment:</u> (13 students assessed) Students performed at expected levels (2 students scored in the 90% range; 3 in the 80% range; 3 in the 70% range; 3 in the 60% range; 2 in the 50% range or lower) <u>Post-Assessment:</u> (13 students assessed) Students performed at expected levels, with demonstrated improvement (6 students scored in the 90% range; 2 in the 80% range; 2 in the 70% range; and 3 students in the 60% range or lower)</p> <p><b>INGL 3232, sec. 002</b> <u>Pre-Assessment:</u> (11 students assessed) Students performed at expected level (2 students</p>	<p><b><u>Linguistics and Communication</u></b></p> <p><i>Second semester</i></p> <p>1) Develop a more detailed rubric to measure critical thinking since the rubric only includes the following criteria for critical thinking: “Writer demonstrates high level of critical thinking with a clear point of view supported by appropriate examples and evidence” (20 pt. scale).</p> <p>2) Implement assessment of critical thinking skills in more courses.</p> <p>3) Add to this dominion the evaluation of creative thinking</p>	

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	<p>scored in the 90% range; 4 in the 80% range; 5 in the 70% range and none in the 60% or lower range).  <u>Post-Assessment:</u> (12 students assessed)            Students performed at expected level, demonstrating improvement (10 students scored in the high 80-90% range; 2 in the 70% range and none in the 60% or lower range).</p>		
<b>Fine Arts</b>	<p><b>First Instance</b></p> <p>A rubric was used in the Creative Research Workshop I in order to assess the students' capacity to make an auto critique and analyze the works of others in their group and individual assignments.</p> <p>It was expected that more than 75% of the students assessed will score 3 to 4 points in the 4 point scale rubric used.</p> <p>Findings revealed that:            2 (33%) of the 6 students obtained the best score, 4 points            0 (0%) of the 6 students assessed scored 3 points            4 (66%) of the 6 students assessed scored 2 points            0 (0%) of the 6 students scored 1 point</p> <p>Since 33% of the students assessed performed a 3 or 4 level in the rubric used, <b>the goal was not met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the Basic Visual Arts II course in order to assess students' capacity to make an auto critique and analyze the works of others in their</p>	<p>More oral and written communication skills will be incorporated into the curriculum of this course. Readings that will be accompanied by the assignment of preparing critical essays will be assigned.</p> <p>Results from students' performance in this learning outcome were very good, taking into consideration that these are first year students and</p>	<p>The Fine Arts department established objectives in six instances, all but one was met.</p> <p>Seven transforming actions were established.</p>



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	<p>group and individual assignments.</p> <p>It was expected that at least 50 % of the students assessed will score 3 or 4 points in the 4 point scale rubric used.</p> <p>Findings revealed that: 3 (27%) of the 11 students obtained the best score, 4 points 6 (55 %) of the 11 students scored 3 points, 2 (18%) of the 11 students scored 2 points. 0 (0%) of the 11 students scored 1 point.</p> <p>Since 82% of the students assessed performed a 3 or 4 level in the rubric used, <b>the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in the Basic Visual Arts I course in order to assess students' capacity to make an auto critique and analyze the works of others in their group and individual assignments as their final group project.</p> <p>It was expected that more than 50% of the students assessed will score 3 to 4 points in the 4 point scale rubric used.</p> <p>Findings revealed that: 1 (12%) of the 8 students assessed obtained the best score, 4 points 6 (76%) of the 8 students assessed scored 3 points. 0 (0%) of the 8 students assessed scored 2 points</p>	<p>that this is their first experience with contemporary Fine Arts.</p> <p>Results from students' performance in this learning outcome were very good, taking into consideration that these are first year students and this is their first experience with contemporary Fine Arts.</p> <p>It is a concern that students from a latter course (Creative Research Workshop), obtained lower assessment results and did not meet the expected outcome.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>1 (12%) of the 8 students assessed scored 1 point.</p> <p>Since 88% of the students assessed performed a 3 or 4 level in the rubric used, <b>the goal was met.</b></p> <p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the Creative Research Workshop I in order to assess students' mastery of different formal and conceptual skills in the creation of a work of art in a final group critique project.</p> <p>It was expected that more than 75% of the students assessed will score 3 to 4 points in the 4 point scale rubric used.</p> <p><u><i>First evaluation March 2012</i></u>            3 out of 17 students scored 4: 18%            13 out of 17 scored 3: 76%            1 out of 17 scored 2: 6%            0 out of 17 scored 1: 0%            The results were good because 94% scored 3 or 4.</p> <p>Since 94% of the students assessed performed a 3 or 4 level in the rubric used, <b>the goal was met.</b></p> <p><u><i>Second evaluation May 2012</i></u>            13 out of 18 students scored 4: 72%            4 out of 18 scored 3: 22%            1 out of 18 scored 2: 6%            0 out of 18 scored 1: 0%</p>	<p>The incorporation of more written and oral effective communication skills in the curriculum of this course. Lectures will be given to supplement the assignment of critical essays.</p> <p>Results from students' performance in this learning outcome were very good, taking into consideration that these are first year students and that this is their first experience with contemporary Fine Arts.</p>	

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	<p>Since 94% of the students assessed performed a 3 or 4 level in the rubric used, <b>the goal was met.</b></p> <p><b>Second instance</b></p> <p>A rubric was used in Fundamentals of Visual Arts II course in order to assess students' critical thinking skills in a final group critique project during the semester.</p> <p>It was expected that more than 50% of the students assessed will score 3 to 4 points in the 4 point scale rubric used.</p> <p><u>First evaluation March 2012</u> 9 out of 21 students scored 4: 43% 9 out of 21 scored 3: 43% 2 out of 21 scored 2: 10% 1 out of 21 scored 1: 6%</p> <p>Since 86% of the students assessed performed a 3 or 4 level in the rubric used, <b>the goal was met.</b></p> <p><u>Second evaluation May 2012</u> 18 out of 20 students scored 4: 90% 2 out of 20 scored 3: 10% 0 out of 20 scored 2: 0% 0 out of 20 scored 1: 0%</p> <p>Since 100% of the students assessed performed a 3 or 4 level in the rubric used, <b>the goal was met.</b></p>	<p>Results from students' performance in this learning outcome were very good, taking into consideration that these are first year students and that this is their first experience with contemporary Fine Arts.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>Third instance</b></p> <p>A rubric was used in Fundamentals of Visual Arts I course in order to assess students' critical thinking skills in a final group critique project during the semester.</p> <p>It was expected that more than 50% of the students assessed will score 3 to 4 points in the 4 point scale rubric used.</p> <p><u>First evaluation March 2012</u> 4 out of 11 students scored 4: 36% 5 out of 11 scored 3: 45% 2 out of 11 scored 2: 19% 0 out of 11 scored 1: 0%</p> <p>Since 81% of the students assessed performed a 3 or 4 level in the rubric used, <b>the goal was met.</b></p> <p><u>Second evaluation May 2012</u> 4 out of 15 students scored 4: 26% 7 out of 15 scored 3: 47% 4 out of 15 scored 2: 26% 0 out of 15 scored 1: 0%</p> <p>Since 73% of the students assessed performed a 3 or 4 level in the rubric used, <b>the goal was met.</b></p>		
<b>Modern Languages</b>	<p>A rubric was used in FRAN 4008 to evaluate an academic essay (direct measure).</p> <p>The evaluation of the activity is being analyzed.</p>	<p>In a department meeting in which assessment results were analyzed, the following transforming actions were proposed:</p> <ul style="list-style-type: none"> <li>We spoke about increasing the expected outcome to 80%</li> </ul>	<p>The Modern Languages department established objectives in one instance, which was met.</p> <p>No transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
		<ul style="list-style-type: none"> <li>• First, Second and Third semester course’s objectives will be revised and a definition of the writing learning outcome should be included.</li> <li>• A departmental exam was proposed to be administered at the end of the first year in order to measure content knowledge of the foreign language.</li> </ul> <p>The results from the first and second instances were compared and analyzed in a departmental meeting. It was approved that:</p> <ul style="list-style-type: none"> <li>• <b>German</b> – Revise the course syllabus for the first three semesters in order to strengthen the writing component. Reflect on the exercises at the 4000 level courses in order to measure advanced effective written communication and critical thinking skills taking into consideration the specifics of the language.</li> <li>• <b>Italian</b> – Revise the course syllabus with two purposes: 1) address the writing component and identify if the grammatical topics taught in the third semester can be moved to the fourth course semester. Also, it should also be reflected upon current strategies when working with writing and critical analysis. This language is considering the need to change the text book or create a new one.</li> <li>• <b>French</b> – First, Second and Third semester course objectives will be revise to address the writing and critical analyzing components. It was approved the need to use of the</li> </ul>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
		<p>subjunctive form in the first year. It was proposed to start the third semester with a grammar review of the language.</p> <ul style="list-style-type: none"> <li> <b>Portuguese</b> – Revise the syllabus of the first three semesters, established connections between the first and second course semester assignments by means of a coordinator. Identify the basic grammatical structures necessary for clear, coherent, and proper use of writing in order to incorporate them in the discussion and practice of the first and second semester course syllabi. Address the complexity and the demands of the effective communication learning outcome at an intermediate level programming in at least two workshops during the third semester. Include a research component in the third semester syllabus.           </li> </ul> <p>The syllabi revisions will be address through the Norms and Program Committee (Curriculum Committee) and in collaboration with the Assessment Committee of the Department. Once the objectives related to the learning outcomes to be measured are defined, learning activities will be created: test, assignments, and written exercises in order to develop the corresponding transforming actions.</p> <p>Through the Norms and Program Committee (Curriculum Committee), the development of a Departmental Test should be addressed.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Hispanic Studies</b>	<p><i>First Semester</i></p> <p>A rubric was used in the ESPA 4406 course to assess students' critical thinking skills as well as knowledge integration in a written assignment, to assess student's analysis of the texts assigned, performance in class discussions, basic principles and/or documentation of statements or arguments, and articulation of ideas supported with strong arguments.</p> <p>It was expected that 70% of the students will achieve a performance level of 4 points or more in each criteria of the rubric.</p> <p>Results were:</p> <ul style="list-style-type: none"> <li>• Analysis of the texts assigned: 8 out of 8 students (100%) achieve a performance level of 4 points or higher.</li> <li>• Performance in class discussions: 7 out of 8 students (87.5%) achieve a performance level of 4 points or higher.</li> <li>• Basic principles and/or documentation of statements or arguments: 7 out of 8 students (87.5%) achieve a performance level of 4 points or higher.</li> <li>• Articulation of ideas supported with strong arguments: 8 out of 8 students (100%) achieve a performance level of 4 points or higher.</li> </ul> <p>Overall scores were:</p>	<p>Innovative courses like ESPA 4406 which integrates interdisciplinary criteria and faculty involved creativity should be supported and encouraged.</p>	<p>The Hispanic Studies department established objectives in one instance, which was met.</p> <p>One transforming action was established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>• Three students scored 20/20 points</li> <li>• Two students scored 19.5/20 points</li> <li>• Two students scored 18.5/20 points</li> <li>• One student scored 15.5/20 points</li> </ul> <p><b>Since more than 70% of the students achieve a performance level of 4 points or higher in each criterion assessed, the goal was met.</b></p>		
<b>History</b>	<p><i>First Semester</i></p> <p>A rubric was used in the HIST 4025 course (Reading Seminar in Europe History) to assess students' critical thinking skills in a reflection-type essay (N=10).</p> <p>It was expected that 70% of the students will achieve a performance level of at least 3 points in a four points scale.</p> <p>Findings revealed the following:</p> <ul style="list-style-type: none"> <li>• Criteria A: 9 out 10 students (90%) achieved a performance level of at least 3 points.</li> <li>• Criteria B: 9 out 10 students (90%) achieved a performance level of at least 3 points.</li> <li>• Criteria C: 9 out 10 students (90%) achieved a performance level of at least 3 points.</li> <li>• Criteria D: 9 out 10 students (90%) achieved a performance level of at least 3 points.</li> <li>• Criteria E: 9 out 10 students (90%) achieved a performance level of at least 3 points.</li> </ul> <p><b>The goal was met in each criteria assessed.</b></p>	<p>Organize a meeting between the Assessment Coordinator and the professors that teach this course with the goal of informing them of the assessment process and its results.</p> <p>Departmental meeting to disseminate assessment results will be scheduled.</p>	<p>The History department established objectives in one instance, which was met.</p> <p>Two transforming actions were established.</p>



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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	Criteria were not identified on the summary of assessment results sent to the OEAE.		
<b>Performing Arts</b>	<p><b>First Instance</b></p> <p>A rubric was used in TEAT 3025 course to evaluate an essay in order to assess students' critical thinking skills in the following criteria: analysis, inquires, synthesis, and proposes solutions to problems presented in theatrical representations.</p> <p>It was expected that 80% of the students assessed would be able to correctly identify theatre elements and their importance in the assigned staging. They should also apply knowledge acquired in the analysis, evaluation and reviews when developing their essays.</p> <p>Findings revealed that out of 32 students assessed, 91% achieved the levels of IV (Excellent) and III (Good) in the criteria established by the rubric. This implies that the majority of students were able to establish critical judgment on the staging and discuss their ideas in writing in a logical and coherent form.  <b>Thus, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the TEAT 3011 course to assess students' critical thinking skills in terms of their capacity to reflect on the process of a given exercise.</p> <p>It was expected that 80% of the students assessed would be able to establish their own judgment on</p>	<p>Strengthen the critical thinking skills in our students in order to achieve mastery of critical thinking skills in all students enrolled.</p> <p>Strengthen the writing and critical thinking skills in our students in order to fully develop these learning outcomes among the students from the Performing Arts program.</p>	<p>The Performing Arts department established objectives in three instances, which were met.</p> <p>Three transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>their performance in assigned exercises in the classes.</p> <p>Findings revealed that, even though the assessment of the results showed some deficiencies in students' writing skills; in terms of critical thinking, 95% of the students assessed achieved the learning outcome regarding the capacity to reflect on the process of a given exercise in a coherent, logic, and organized manner. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in the TEAT 3131 course in order to assess students' critical thinking skills through a demonstration of their interpretation capacity of a text, and express, in their words, its content in written form.</p> <p>It was expected that three fourths of the assessed students would demonstrate coherence, logic, organization, and mastery when rewriting a given text using their own ideas.</p> <p>Findings revealed that all the students assessed were able to establish their ideas in an adequate form, categorized in the IV and III (Excellent or Good) levels based on the rubric. <b>Thus, the goal was met.</b></p>	<p>We will continue using this and similar learning activities in order to develop critical thinking skills in the students enrolled in this course.</p>	
<b>Philosophy</b>	<p><i>First Semester</i></p> <p>A rubric was used in the FILO 4025 course to assess conceptual knowledge and critical reflections concerning philosophical doctrines in a written test.</p>	<p>We will offer more exercises to explain philosophical texts more thoroughly.</p>	<p>The philosophy department established objectives in three instances, two of which were not met.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>The assessment was carried out in two different instances: September 2011 and December 2011.</p> <p>It was expected that students achieve a performance level of 70% (7 points or higher) as stated in the rubric.</p> <p><b>First instance findings: September</b></p> <p>Out of 11 students:</p> <ul style="list-style-type: none"> <li>• Three students' (27%) performance was rated in the category of 5-6 pts.</li> <li>• Four students' (36%) performance was rated in the category of 7-8 pts.</li> <li>• Four students' (36%) performance was rated in the category of 9-10 pts.</li> </ul> <p>Findings revealed that 8 out of 11 students assessed (73%) obtained a score of 70% or higher, <b>thus the goal was met.</b></p> <p><b>First instance findings: December</b></p> <p>Out of a total of 16 students,</p> <ul style="list-style-type: none"> <li>• One student's (6%) performance was rated in the category of 0-2 pts.</li> <li>• Five students' (31%) performance was rated in the category of 5-6 pts.</li> <li>• Four students' (25%) performance was rated in the category of 7-8 pts.</li> <li>• Six students' (38%) performance was rated in</li> </ul>		<p>Three transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>the category of 9-10 pts.</p> <p>Findings revealed that 10 out of 16 students assessed (63%) obtained a score of 70% or higher, <b>thus the goal was not met.</b></p> <p><i>Second semester</i></p> <p>A rubric was used in the FILO 4025 to assess the students' ability to find the main thesis of a philosophical text and the arguments that support the thesis in a written exam.</p> <p>It was expected that 50% of the students would score the average score at the end of the semester, and the increase in reaching the average score between the first and second semester would be more than 50%.</p> <p>Findings revealed 25% of the students assessed reached the highest scored in the rubric. Thus the expected outcome was not met. This result represented an increase of 25% of the percentage obtained between the first and second exam. An increase of 27% was observed in the students that scored the average score. <b>Therefore, both goals were not met.</b></p>	<p>Multiply the detailed explanation of philosophical text exercise.</p> <p>Prepare philosophical reading and analysis workshops between graduate and undergraduate students.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Biology</b>	<p><i>First semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the BIOL 3349 course (Genetics) in order to assess specially designed critical thinking questions where the student had to show their capacity for analysis and inference in a subject related to genetics.</p> <p>It was expected that 70% or more of the students will demonstrate good critical thinking skills in their responses. Four different questions were assessed in the final exam.</p> <p>Findings revealed that according to the percentages of correct answers in each question (82.1%, 54.2%, 86.3%, and 72%), more than 70% of the students showed critical thinking skills when answering three out four questions assessed. <b>Thus, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the BIOL 4350 (Cell Biology) course to assess critical thinking skills in specially designed exam questions where the student had to show their capacity for analysis and inference in a subject related to cellular biology.</p> <p>It was expected that 70% or more of the students will show critical thinking skills in their responses. Six different questions were assessed in the final exam.</p>	<p>Since students achieve the expected outcome, no transforming actions are required at this moment. The Program will continue carrying out these kinds of activities to promote the development of critical thinking skills on our students.</p>	<p>The Biology department established objectives in three instances, two of which were met.</p> <p>Three transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Findings revealed that according to the percentages of correct answers in each question (81.7%, 92.8%, 85.1%, 90.9%, 66.8%, and 88%); more than 70% of the students showed critical thinking skills when answering five out of six questions assessed. <b>Thus, the goal was met.</b></p> <p><i>Second semester</i></p> <p>A rubric was used in the BIOL 3349 (Genetics) course to assess questions used specifically to measure the students' capacity for analysis and inferring on themes related to genetics.</p> <p>It was expected that 70% or more of the students would show a grasp of critical thinking skills. Three questions based on the same data were assessed in the second Partial Exam</p> <p>Findings showed that 76.4% of the students answered one question correctly, and only 21.3% and 27.6% of the students answered the other two questions correctly. <b>Thus the goal was not met.</b> These questions have a high level of difficulty and also required quantitative analysis which apparently affected the results.</p>	<p><i>Second semester</i></p> <p>We will design new questions to measure critical thinking that include analysis, inference, and evaluation.</p> <p>We will design a class activity and an evaluation instrument where we can measure critical thinking through a discussion question. With this assessment instrument we will be able to measure, for example, student inferences that aren't based on specific content knowledge.</p>	
<b>Chemistry</b>	<p><i>First semester</i></p> <p><b>First Instance</b></p> <p>Students' answers to higher order cognitive questions that involve analysis of a situation, tabulated data, or</p>	<p><i>First Semester</i></p> <p>The QUIM 3001-2 courses higher order cognitive exam questions that were answered below the</p>	<p>The Chemistry department established objectives in four instances, three of which are</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>a graph were used in the QUIM 3001/3002 (General Chemistry I-II) courses to assess students' critical thinking skills in Partial and Final exams.</p> <p>The expected outcome (performance indicator) was that students would score 60% or better in higher order cognitive Partial exam questions and 50% or better in higher order cognitive Final Exam questions.</p> <p>Findings revealed that for:</p> <p><u>Partial II ExQ QUIM 3001:</u> The average student performance was <math>65.2 \pm 13.5\%</math> (N = 94) in 5 higher order cognitive questions (30 pts) from Ex II QUIM 3001.</p> <p><b>The performance indicator was achieved.</b></p> <p><u>Partial I ExQ QUIM 3002:</u> The average student performance was <math>79.3 \pm 14.1\%</math> (N = 30) in 8 higher order cognitive questions (39 pts) from Ex I QUIM 3002.</p> <p><b>The performance indicator was achieved.</b></p> <p>Partial III ExQ QUIM 3002 Pending Sem II 2011-2012</p> <p><b>Second Instance</b></p> <p>Students' answers to higher order cognitive questions that involve analysis of a situation, tabulated data, or</p>	<p>performance indicator were discussed in class. Some students were assigned tutors to help them achieve the performance indicator. Other students participated in out-of-class practice sessions with their class professor.</p> <p>Type-2 higher order cognitive questions involve application of analytical chemistry concepts to</p>	<p>pending.</p> <p>Six transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>a graph were used in the QUIM 3255 (Analytical Chemistry) course to assess students' critical thinking skills in Partial and Final exams.</p> <p>The expected outcome (performance indicator) was that students would score 60% or better in higher order cognitive Partial exam questions and 50% or better in higher order cognitive in Final Exam questions.</p> <p>Findings revealed that for:</p> <p><u>Partial I ExQ QUIM 3255</u>: First Semester 2011-2012          The average student performance was 48.4% and 37.3% (N = 67) in 5 type-2 and 1 type-3 question, respectively.</p> <p><u>Partial II ExQ QUIM 3255</u>: First Semester 2011-2012          The average student performance was 47.4% and 41.8% (N = 67) in 16 type-2 and 3 type-3 questions, respectively.</p> <p><u>Partial III ExQ QUIM 3255</u>: First Semester 2011-2012          The average student performance was 49.1% and 51.2% (N = 67) in 10 type-2 and 6 type-3 questions, respectively.</p> <p><u>Partial IV ExQ QUIM 3255</u>: First Semester 2011-2012          The average student performance was 65.0% and</p>	<p>new situations.</p> <p>Type-3 higher order cognitive questions involve analysis and interpretation of new problems or situations that require mathematical-logical or conceptual-logical reasoning.</p> <p>An item analysis of the exam questions was performed by the QUIM 3255 course professor. The study indicated that the exam questions were adequate in measuring analytical chemistry concepts (C. Alpha &gt; 0.7). The course provides a study guide that includes the student operational objectives aligned with the exam questions, as well as, a group of tutors that help students study the course material.</p> <p>The course professor indicated that students typically do not study with enough time prior to the exam. New ways of motivating students to study for exams earlier are needed to improve student performance in the higher order cognitive exam questions.</p>	



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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>41.0% (N = 67) in 7 type-2 and 2 type-3 questions, respectively.</p> <p>The total average student performance was <math>52.5 \pm 8.4\%</math> and <math>42.8 \pm 5.9\%</math> (N = 67) in 38 type-2 and 12 type-3 questions, respectively. <b>The performance indicator was not achieved.</b></p> <p><b>Third Instance</b></p> <p>Quiz ExQ QUIM 4043-4044 : Pending</p> <p><i>Second semester 2011-2012</i></p> <p><b>First Instance</b></p> <p>Students' answers to higher order cognitive questions that involve analysis of a situation, tabulated data, or a graph were used in the QUIM 3002 course to assess students' critical thinking skills in Partial and Final exams.</p> <p>The expected outcome (performance indicator) was that students would score 60% or higher in the Partial exam, and 50% or higher in the Final Exam.</p> <p>Partial III ExQ QUIM 3002: Pending Sem II 2011-2012</p>	<p>The QUIM 4043-44 professor was contacted regarding the assessment in his course. The data is expected in the near future.</p> <p><i>Second semester 2011-2012</i></p>	
<b>Computer Science</b>	<p><i>Second semester</i></p> <p><b>First Instance</b></p>	<i>Second semester</i>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in CCOM 3033 to assess students' critical thinking skills to develop, correct, and prove complex computer programs that use common algorithms to process numeric and alphabetic information.</p> <p><i>Expected outcome:</i> At least 70% of the students are competent as defined in the rubric (3 four points or more, in a five-point rubric).</p> <p>Findings revealed that: 80% (8/10) of the students that completed that turned in the project are competent as defined in the rubric. <b>The goal was met.</b></p>	<p>The Program will continue doing what it has done so far; there is no need to take actions at this time.</p>	<p>The Computer Science department established objectives in one instance, which was met.</p> <p>One transforming action was established.</p>
<p><b>Interdisciplinary Program in Natural Sciences</b></p>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the BIOL 3102 course to assess students' critical thinking skills in specially designed test questions. (N=24)</p> <p><i>Expected outcomes:</i></p> <p>1- It was expected that 70% of the students assessed will answer correctly 3 to 5 questions in each test.</p> <p>2- 70% of the students will maintain or improve the number of correct answers.</p> <p><i>Findings revealed that:</i></p> <p>1a- In Partial Exam 1, 76.5% of the students assessed</p>	<p><i>First Semester</i></p> <p>After obtaining the results for the second test, professors were instructed to include analysis type questions in their classes and short examinations, to emphasize the importance of promoting the students' critical thinking skills for analysis.</p> <p>Questions that measure this learning outcome will continue to be included during the second semester in class discussions, short examinations and partial examinations, when the majority of students taking the course will be new students. The Program expects to include this type of test item in all tests to determine if there has been an</p>	<p>The Interdisciplinary Program in Natural Sciences department established objectives in eight instances.</p> <p>Ten transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>in the first instance answered correctly 3 to 5 questions in the test.</p> <p>1b- In Partial Exam 2, 40% of the students answered correctly 3 to 5 questions in the test.</p> <p>1c- In Partial Exam 3, 33.3% of the students answered correctly.</p> <p>1d- In Partial Exam 4, 75 % of the students assessed in the first instance, answered correctly.</p> <p><b>Since the expected outcome was met in two out of four partial exams, the goal was not met.</b></p> <p>2- 75% of the students in the first test and 80% in the second maintained or improved the number of correct answers. <b>Thus, the goal was met.</b></p> <p><b>Second instance</b></p> <p>A rubric was used in BIOL 3101 to assess students' critical thinking skills in laboratory reports (direct measure).</p> <p><u>Expected outcomes:</u> 70% or more of the students assessed will obtain a score of 2 points or more on a 1 to 3 points scale rubric.</p> <p><u>Findings revealed that:</u> 100% of the students scored 2 points or more. <b>Thus, the goal was met.</b></p>	<p>improvement during this semester.</p> <p>Meetings will be scheduled with the Biology Program course Coordinator in order to verify the transforming actions and suggest that the use of the rubric be generalized to all laboratory section of this course, given that the data was obtained from only 8 sections.</p>	

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Academic Program	Findings	Transforming Actions	Summary of Results
	<p><b>Third Instance</b></p> <p>A rubric was used in the FISI 3013 and FISI 3014 courses to assess students' critical thinking skills in laboratory reports (direct measure).</p> <p><i>Expected outcomes:</i></p> <p>1- 70% or more of the students will obtain a score of 6 points or more on a 1 to 8 points rubric in the reports.</p> <p>2- 70% of the students will maintain or improve their score in the final report.</p> <p><i>Findings revealed that:</i></p> <p>1a- In the FISI 3013 course, when assessing the critical thinking learning outcome, 100% of the students scored 6 points or more. <b>Thus, the goal was met.</b></p> <p>1b- In the FISI 3014 course, when assessing the critical thinking learning outcome, 93.3% of the students scored 6 points or more. <b>Thus, the goal was met.</b></p> <p>2a- In the FISI 3013 course, 100% of the students assessed maintained their score. <b>Thus, the goal was met.</b></p> <p>2b- In the FISI 3014 course, 100% of the 8 students</p>	<p>The Physics Program will continue with the validation process of the scoring instrument and the implementation of the instrument as a strategy for the assessment of laboratory reports. The program expects the rubrics to be administered in more sections of both laboratory courses to increase the sample of students assessed.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>assessed, maintained or improved their score in the second report. <b>Thus, the goal was met.</b></p> <p><b>Fourth Instance</b></p> <p>A rubric was used in the CINA 4996 course (Capstone 1) course to assess students' critical thinking skills in a research proposal (direct measure).</p> <p><u>Expected outcomes:</u></p> <p>1- 70% or more of the students will obtain a score of 32 points or more (0-40) in a draft of the proposal and in the final proposal.</p> <p>2- 70% of the students will maintain or improve their score in the final proposal.</p> <p><u>Findings revealed that:</u></p> <p>1a- In the draft of the research proposal, 69% of the students assessed scored 32 points or more (<math>35.8 \pm 2.3</math>). <b>Thus, the goal was not met</b> (by one percentage point).</p> <p>1b- In the final research proposal, 90.3% of the students assessed scored 32 points or more (<math>37.15 \pm 3.1</math>). <b>Thus, the goal was met.</b></p> <p>2- 91.6% of the students assessed improved their score in the final proposal. <b>Thus, the goal was met.</b></p>	<p>In the second part of the course (Capstone 2) the students will work on the proposed projects and they will also be required to hand in a written report and to present a poster. This way the Program is able to monitor the student's progress. Also, strengthening of students' critical thinking skills will be expected in the second stage of this course.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the BIOL 3101 course to assess students' critical thinking skills in laboratory reports.</p> <p><u>Expected outcome:</u> 70% of the students would obtain a score of 4 points or more on a scale of 1 to 6 points.</p> <p><u>Results:</u> 100% of the students had a score of 4 points or more. <b>Thus, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in FISI 3013 &amp; 3014 courses to assess students' critical thinking skills in laboratory reports.</p> <p><u>Expected outcome:</u> 1. 70% or more of the students will obtain a score of 6 points or more on a scale of 1 to 8 points in the reports. 2. 70% of the students will maintain or improve their score in the final report.</p> <p><u>Results:</u> 1a- FISI 3013: findings revealed that in both reports 100% of the students had a score of 6 points or more. <b>Thus, the goal was met.</b></p>	<p>The Program will have meetings with the coordinator, in order to verify the transforming actions and suggest that the rubric be used in all sections, due to the fact that we counted data from only 8 sections.</p> <p>The Physics Program will continue with the process of validating the instrument and with the implementation of this instrument as a strategy for the assessment of laboratory reports. It is expected that the rubric will be applied to more sections of the laboratory.</p>	

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Academic Program	Findings	Transforming Actions	Summary of Results
	<p>1b- FISI 3014: findings revealed that in the first report 71.4% of the students scored 6 or more points. In the second report, 78.6% of the students scored 6 or more points. <b>Thus, the goal was met.</b></p> <p>2. 93.3% of the students maintained or improved their score in the final report. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in CNEI 4011 course (Capstone 1) to assess students' critical thinking skills in a research proposal.</p> <p><u>Expected outcome:</u></p> <ol style="list-style-type: none"> <li>1. 70% or more of the students will obtain a score of 32 or more (0-40) in the draft of the proposal and in the final proposal.</li> <li>2. 70% of the students will maintain or improve their score in the final report.</li> </ol> <p><u>Results:</u></p> <p>1a- In the draft of the research proposal, 52.9% of the students had a score of 32 or higher (30.8±4.5). <b>Thus, the goal was met.</b></p> <p>1b- In the final research proposal 100% of the students had a score of 32 or more (37.9±1.8). <b>Thus, the goal was met.</b></p> <p>2. 100% of the students improved their score in the final proposal.</p>	<p>In the second part of the course (Capstone 2) the students prepared the proposed projects as well as hand in a written report and present a poster. This way we can follow up on the students' projects. The Program expects the continued strengthening of the critical thinking skills.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>Fourth Instance</b></p> <p>A rubric was used in CNEI 4012 course (Capstone 2) to assess students' critical thinking skills in a final report.</p> <p><u>Expected outcome:</u></p> <ol style="list-style-type: none"> <li>70% or more of the students will obtain a score of 24 points or more on a scale of 0 to 30 points in the draft and in the final report.</li> <li>70% of the students will maintain or improve their score in the final report.</li> </ol> <p><u>Findings revealed that:</u></p> <p>1a- 25.63% of the students, obtained 24 points or more in the report draft (22.4±5.4). <b>Thus the goal was not met.</b></p> <p>1b- In the final report, 91.7% of the students obtained 24 points or more (27.6±2.6). <b>Thus the goal was met.</b></p> <p>2. In the final report 88.8% of the students maintained or improved their final score, <b>thus the goal was met.</b></p>	<p>Professors will continue working with the students so as to help them improve their critical thinking capacity, in order to obtain the expected score in the report draft. The library modules, the library presentation, and the strengthening of the Capstone 1 &amp; 2 courses will be needed in order to develop this learning outcome.</p> <p>The difference between presenting conclusions of a project and discussing the results using the scientific articles will be emphasized. Research articles will be assigned to be analyzed by students.</p>	
<b>Mathematics</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the MATE 4995 course to assess students' critical thinking skills in an oral</p>		<p>The Mathematics department established objectives in one instance, which was met.</p>



<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>presentation in undergraduate seminars (Seminar I at the beginning of the baccalaureate and Seminar II at the end).</p> <p>It was expected that 70% or more of the students would obtain a score of 2 points or more in a three-point scale.</p> <p>Seminar I:</p> <p>Findings by criteria, in terms of the percentage of students that achieve the expected outcome, were:</p> <ul style="list-style-type: none"> <li>• Statement of the question – 100%</li> <li>• Data gathering – 100%</li> <li>• Handling and organization of information – 100%</li> <li>• Information Analysis – 100%</li> <li>• Integration and synthesis – 100%</li> <li>• Conclusion – 100%</li> </ul> <p>Seminar II:</p> <p>Findings by criteria, in terms of the percentage of students that achieve the expected outcome, were:</p> <ul style="list-style-type: none"> <li>• Statement of the question – 100%</li> <li>• Data gathering – 100%</li> <li>• Handling and organization of information – 100%</li> <li>• Information Analysis – 100%</li> <li>• Integration and synthesis – 100%</li> <li>• Conclusion – 100%</li> </ul>		No transforming actions were established.

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<b>Since the expected outcome was achieved in all criteria assessed, the goal was met.</b>		
<b>Nutrition and Dietetics</b>	<p><i>First and Second semester</i></p> <p>A rubric was used in various courses (NUTR 4042, NUTR 4158 and NUTR 4198) to assess students' critical thinking skills. The following criteria were assessed: identification of the problem, analysis of the problem, creativity in students' commitment with the topic, suggested solutions (also known as creativity) - recommendations based on the information at hand.</p> <p>It was expected that students would achieve a performance level of 3 points or higher in a four point scale.</p> <p>Results in terms of means scores by criteria and course assessed were:</p> <ul style="list-style-type: none"> <li>• Identification of the problem <ul style="list-style-type: none"> <li>○ NUTR 4198 – 4 (100%)</li> <li>○ NUTR 4158 – 3.3 (83%)</li> <li>○ NUTR 4042 – 3.3 (83%)</li> </ul> </li> <li>• Analysis <ul style="list-style-type: none"> <li>○ NUTR 4198 – 2.3 (58%)</li> <li>○ NUTR 4158 – 2.7 (68%)</li> <li>○ NUTR 4042 – 2.6 (65%)</li> </ul> </li> <li>• Credibility of sources - <ul style="list-style-type: none"> <li>○ NUTR 4198 – 3.1 (80%)</li> </ul> </li> </ul>	<p>Revise the rubric.</p> <p>Critical thinking exercises must be integrated within courses.</p> <p>Results will be disseminated in an upcoming faculty meeting to generate discussions about ways to improve students' critical thinking skills regarding the following criteria: analysis of the problems and suggested solutions (creativity)</p>	<p>The Nutrition and Dietetics department established objectives in one instance, which was met.</p> <p>One transforming action was established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>○ NUTR 4158 – 3.7 (93%)</li> <li>○ NUTR 4042 – 3.8 (95%)</li> </ul> <ul style="list-style-type: none"> <li>● Creativity in students’ commitment with the topic -               <ul style="list-style-type: none"> <li>○ NUTR 4198 – 2.9 (73%)</li> <li>○ NUTR 4158 – 3.1 (80%)</li> <li>○ NUTR 4042 – 2.8 (70%)</li> </ul> </li> </ul> <p>The expected outcome was met in three criteria assessed in the NUTR 4158. In the other two courses (NUTR 4198 and NUTR 4042) the expected outcome was met in only two criteria assessed.  <b>Therefore, the goal was met only in the NUTR 4158 course.</b></p> <p>A comparison between last year (2010-2011) and this year (2011-2012) shows there were improvement in the course NUTR 4198 specifically the criteria of identifying the problem. This may be due to more specific instructions to students and a more thorough discussion of the rubric. There also was improvement in credibility of sources which may respond to the use of information technology modules being used in some courses within the curriculum. These modules were developed by librarians at the College within CITEC.</p>		

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Anthropology</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the ANTR 3006 (Sociocultural Anthropology) and ANTR 4098 (Anthropology Research Seminar) and Department Research Seminar courses to assess if the students have a firm grasp on reading, synthesizing and analyzing literature on basic anthropology in essays, oral presentations, reading comprehension, class participation and assignments..</p> <p>It was expected that students would achieve an average score of 70% in the five-points rubrics used, where 1-2 is emerging, 3-4 is intermediate and 5 is advanced.</p> <p>Results showed that the average score was 3.4 points (68%). <b>Thus the goal was not met.</b></p>	<p>In all Anthropology courses open discussion and critique of the diverse' theories and methodologies of the discipline will be encourage.</p>	<p>The Anthropology department established objectives in one instance, which was met.</p> <p>One transforming action was established.</p>
<b>Geography</b>	<p><i>First semester</i></p> <p>A rubric was used in the GEOG 4500 course (History and Philosophy of Geography) to assess student's critical thinking skills in a research project.</p> <p>It was expected that students would obtain 75% (3 out of 4 points) or higher as an average score of all criteria assessed in the rubric used.</p> <p>Findings revealed that the average score for the assessment of these skills was 3.5 points (87.5%). <b>Thus, the goal was met.</b></p>	<p><i>First semester</i></p> <p>The Program will establish, as a parameter, that the students will reach an average mastery of 80 % of these skills.</p>	<p>The Geography department established objectives in two instances, which was met.</p> <p>One transforming action was established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>When comparing assessment results in the last two semesters scores obtained are above the established parameters.</p> <p>The substantial improvement in these skills could be related to making available to students on the first day of class the rubric to be used to assess their answers in discussion-type questions in exams, together with the distribution of the course syllabus and the material to be assessed in the course. This is an implemented transforming action from a previous year assessment cycle.</p> <p><i>Second semester</i></p> <p>A rubric was used in the GEOG 4500 course (History and Philosophy of Geography) to assess student's critical thinking skills in a research project.</p> <p>It was expected that students would obtain 75% (3 out of 4 points) or higher as an average score of all criteria assessed in the rubric used.</p> <p>Findings revealed that the average score for the assessment of these skills was 3.6 points (90%).  <b>Thus, the goal was met.</b></p> <p>The substantial improvement in theses skills is due to the distribution of the rubric used to evaluate the discussion questions of the test along with the syllabus and the material to be evaluated the first day of class. It is also due to the implementation of the</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	transforming actions stated in the next column.		
<b>Labor Relations</b>	<p><i>First semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the RELA 3085 course to assess students' critical thinking skills in a research proposal (formative evaluation).</p> <p>It was expected that students would comply with 80% or more of the established criteria in the 4 point scale rubric used.</p> <p>Findings by criteria revealed that:</p> <ul style="list-style-type: none"> <li>• In <i>Identification and interpretation of the author's arguments of the discipline and other fields</i>, 3 groups obtained a score of 4.00 points (100%), while the other 3 groups obtained a score of 3 points (75%).</li> <li>• In <i>Distinction and analysis of theoretical tendencies and concepts of the discipline and other fields</i>, three groups obtained a score of 4.00 points (100%), while the other 3 groups of students obtained a score of 3 points (75%).</li> </ul> <p>In <i>Distinction and analysis of the use of research methodologies</i>, three groups obtained a score of 4.00 points (100%), while the other 3 groups of students obtained a score of 3 points (75%).</p>	<p><i>First semester</i></p> <p>Continue strengthening these skills through homework and formative evaluation.</p> <p>Revise the rubric because it doesn't offer scores in between 100% and 75%; this lead to scores being either 100% or 75%, so it's not possible to get an individual expected outcome of 80%.</p>	<p>The Labor Relations department established objectives in six instances, all but one were met.</p> <p>Four transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>• In <i>Application of theoretical tendencies and concepts of the discipline and other fields of social problems</i>, three groups of students obtained a score of 4.00 points (100%), while the other 3 groups obtained a score of 3 points (75%).</li> <li>• In <i>Mastery of the concepts stated in the text</i>, three groups obtained a score of 4.00 points (100%) while the other 3 groups obtained a score of 3 points (75%).</li> <li>• In <i>Adopts an informed position when faced with the texts</i>, three groups obtained a score of 4.00 points (100%), while the other 3 groups obtained a score of 3 points (75%).</li> </ul> <p>As an overall score, 3 groups obtained a score of 4.00 points (100%), 1 group obtained a score of 3.33 points (83.25%), and 2 groups obtained a score of 3.00 points (75%). The total average score was 3.56 points (89%) <b>Thus, the goal was met in all criteria assessed and as an average score.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the RELA 3015 course to assess students' critical thinking skills in a group research project: Organization Profile</p> <p>It was expected that students would comply with</p>	<p>Continue strengthening these skills through activities and homework.</p>	

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Academic Program	Findings	Transforming Actions	Summary of Results
	<p>80% or more of the established criteria in the 4 point scale rubric used.</p> <p>Findings by criteria revealed that:</p> <ul style="list-style-type: none"> <li>• In <i>Diagnosis of the situation, (identify and analyze the precise and correct form of the principal problems and the needs of the organization being studied, as well as establish the tendencies of these situations)</i>, 5 groups obtained 4 out of 4 points (100%), one group of students obtained 3 out of 4 points (75%), and two groups obtained 1 out of 4 points (25%). The entire group of students averaged 78%. <b>Thus the goal was not met.</b></li> <li>• In <i>Basis Diagnostics</i> results showed that 6 groups obtained 4 out of 4 points (100%), one group obtained 3 out of 4 points (75%), and one group obtained 2 out of 4 points (50%). Although the average of the entire group was 91%, two groups did not surpass the minimum expected, <b>thus the goal was not met in all groups assessed but was met as an average score of 94%.</b></li> <li>• In the <i>Basis of the proposed solutions (the solutions are consistent with the diagnostic and the basis in theories, focus, paradigms, and concepts of the studied discipline)</i> results showed that 6 groups obtained 4 out of 4 points (100%), two groups obtained 3 out of 4 points (75%). Although the average of the</li> </ul>		



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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>entire group was 94%, two groups did not achieved the expected outcome, <b>thus the goal was not met in all groups assessed but was met as an average score of 94%.</b></p> <p><i>Second Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the RELA 4045 course to assess student's critical analysis in sections D and E of the Assessment Guide to assess RELA 4045 course students by the Practice Supervisor.</p> <p>It was expected that the groups of students would obtain 80% or more in the established criteria.</p> <p>The D and E section criteria are: (Section D) prepares synthetizes and compiles information relevant to the situations assessed. (Section E) skills in identification and consideration of situations that require their attention. This criteria also includes:</p> <ul style="list-style-type: none"> <li>• Can weigh the information attained using conceptual and theoretical frames that apply to the specific situation</li> <li>• writes clear and precise diagnostics observations</li> <li>• can outline realistic plans in terms to goals and objectives</li> </ul> <p>These criteria were assessed in two instances: Findings reveled that:</p>	<p>Continue strengthening these skills through activities and homework where they can link practice experiences with the reflection and theories in the major.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>In these criteria students obtained an average score of 3.82 points (96%) in the first evaluation made by the Practice Officials. In this first instance evaluation, the item that obtained the lower score was “student can outline realistic and clear intervention plans regarding goals and objectives”. The score for this item was 3.8 points (95%), while the average scores for the other criteria were 3.83 points (96%).</p> <p>In the second instance evaluation, students obtained a better score, 4 points out of 4 (100%).</p> <p><b>Thus, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A questionnaire for Graduating Students that assesses students’ level of satisfaction regarding a number of learning outcomes in the Graduating Student Profile regarding knowledge and skills the Baccalaureate Graduate should master was used in the RELA 4045 course to assess students' critical thinking skills (indirect measure).</p> <p>In terms of the level of satisfaction, it was expected that at least 80% of the students perceived to be very satisfactory or satisfactory regarding their analytical ability learning outcome. An acceptable performance outcome is defined as when the sum of the scores of the ‘very satisfactory’ and ‘satisfactory’ levels is higher or equal to 80%.</p> <p>Findings revealed that from a total six students</p>	<p>Continue strengthening these skills through activities and homework where students can link practice experiences with the reflection and theories in the major.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>assessed, 3 of them (50%) assessed this learning outcome in the highest category (very satisfactory) and the other 3 students (50%) assessed it as 'satisfactory'. After adding the scores of both levels the outcome obtained was acceptable (100%), <b>thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in the RELA 4045 course to assess students' critical thinking skills in a Practice Experience Journal (ethnographic research).</p> <p>The criteria assessed were compared to the content of the Journal document prepared by each student, to see if he or she complied with the required criteria. The rubric criteria were given to the students' prior to the assignment.</p> <p>Students' critical analysis skills were measured in Section III through the following criteria: 1) Reflections on the learning process; 2) How the acquired knowledge in Labor Relations and other courses had been beneficial to them; 3) Indicate which are their strengths; 4) Indicate which are their weaknesses in the completed tasks; 5) links theory and practice (ex. Communication, leadership) based on assumptions and facts; 6) Express their concern over the Practice center and its staff; 7) Express their concern over situations encountered, assessment and learning experiences.</p> <p>It was expected that students would obtain 80% or</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>higher in the criteria assessed in the Journal.</p> <p>Findings by criteria were (from 6 students assessed):</p> <ul style="list-style-type: none"> <li>• Exposed themselves to new learning experiences during the practice in different personal, labor, and professional situations – 100 %</li> <li>• Identified different courses of the baccalaureate that had been useful in the practice experience – 100%</li> <li>• Identified their strengths and weaknesses in the performance of the concrete tasks that they carried out in their practice center – 100%</li> <li>• Linked theoretical aspects to their practice experience based on facts – 100%</li> <li>• Expressed their concern over their experiences in, and of the personnel of their Practice Center – 100%</li> <li>• Expressed their concerns about the situations, assessment and learning experiences.</li> </ul> <p><b>Thus, the goal was met in each criteria assessed.</b></p> <p><b>Fourth Instance</b></p> <p>A rubric was used in RELA 4045 course to assess students' ability to identify and analyze situations that require their intervention.</p> <p>It was expected that the students would obtain 80% or more in each of the criteria of the rubric.</p>		

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Academic Program	Findings	Transforming Actions	Summary of Results
	<p>Results showed that the average score was 4.00 (100%), which shows an increase from 3.82 (96%) from last semester assessment findings. It should be mentioned that in the second evaluation, the criteria where the lower scores were obtained was the third criteria (can analyze the realistic intervention plans, clear terms of goals and objectives).</p>		
<p><b>Political Science</b></p>	<p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the CIPO 3006 (Introduction to Comparative Politics) course to assess if students have the capacity to use the method of comparison effectively in their assignments on political science or in the comparison of institutions or diverse political systems.</p> <p>It was expected that at least 80% of the 27 students assessed would perform at an ‘excellent’ or ‘good’ level according to the criteria of the rubric used.</p> <p>Findings in terms of the percentage of students that achieved the expected outcome by criteria were::</p> <p>1.The student understood and approached the topic of the question - Of the 27 students assessed, 22 (81.48%) achieved the expected goal. <b>Thus, the goal was met.</b></p> <p>2.The student relates, in his answer, the concepts</p>	<p>Practice more frequently in the classrooms the skills to be assessed by each criteria in the rubric in all courses of this program.</p> <p>Explain to students the most important skills criteria needed to master essay type questions.</p>	<p>The Political Science department established objectives in one instance, which was met.</p> <p>Two transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>applicable to the course - Of the 27 students assessed, 21 (77.78%) achieved the expected goal. <b>Thus, the goal was not met.</b></p> <p>3.The student arrived at correct inferences and conclusions - Of the 27 students assessed, 20 (74.08%) achieved the expected goal. <b>Thus, the goal was not met.</b></p> <p>4.The student provides correct bases for his explanations and arguments - Of the 27 students assessed 15 (55.56%) achieved the expected goal. <b>Thus, the goal was not met.</b></p> <p>5.The student showed evaluative capacity and critical judgment in his opinions or cited arguments - Of the 27 students assessed 24 (88.88%) achieved the expected goal. <b>Thus, the goal was met.</b></p> <p>6.The student provides original ideas in his/her answers - Of the 27 students assessed, 17 (62.96%) achieved the expected goal. <b>Thus, the goal was not met.</b></p> <p><b>Since the expected outcome was met in 2 out of 5 criteria (40%), the overall goal for this learning outcome was not met. Although the goal was not met this year, assessment results for this student learning outcome (SLO) are much better than the ones obtained in academic year 2008-2009 when this SLO was previously assessed.</b></p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>Second Instance</b></p> <p>A rubric was used in the CIPO 3035 (Puerto Rican Political System) course to assess if students' critical thinking skills to evaluate if students have the capacity to use the method of comparison effectively in their assignments on political science or in the comparison of institutions or diverse political systems.</p> <p>It was expected that at least 80% of the 32 students assessed would perform at an 'excellent' or 'good' level in the rubric.</p> <p>Results showed that of the 32 students assessed, 24 (77%) achieved the expected levels, <b>thus the goal was not met.</b></p>		
<b>Social Work</b>	<p><i>First semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the TSOC 4025 (Professional Practice II) course to assess students' critical thinking skills in areas related to theory and practice of social work.</p> <p>Assessment in progress... Results are pending to be submitted.</p> <p><i>Second semester</i></p> <p><b>First Instance</b></p>	<p><i>First semester</i></p> <p>Last semester, data was compiled in the assigned courses and the Assessment Coordinator will organize the data so as to include it to the existent database. This semester we will be adding data in an existent SPSS database to analyze it.</p>	<p>The Social Work department established objectives in two instances, which are still pending.</p> <p>One transforming action was established.</p>

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in the TSOC 3005 (Social Welfare) course to assess students' critical thinking skills in areas related to theory and practice of social work.</p> <p>Data entry phase.</p>		
<b>Sociology</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the SOCI 3245 (Principles of Sociology), SOCI 3267 (Sociological Research Technics), and Research Seminar courses to assess students critical thinking skills to find out if they have a firm grasp on reading, synthetizing and analyzing literature on basic sociology, and by means of critical reflection evaluate social problems and phenomena, and explain them considering sociological studies.</p> <p>It was expected that students would achieve an average score of 70% in the five-points rubrics used, where 1-2 is emerging, 3-4 is intermediate and 5 is advanced.</p> <p>Results showed that the average obtained was 4.2 (84%), <b>thus the goal was met.</b></p>	<p>In all Sociology courses the open discussion and critique of the diverse' theories and methodologies of the discipline and the debate on the formulation and the sociological knowledge will be encourage. The goal is to encourage building a Sociology that is effective in the social and historical transformation and to the corresponding changes of the discipline itself. Furthermore, exercises will be design where the students will prepare monographs, presentations and essays where the students can implement critical thinking skills.</p>	<p>The Sociology department established objectives in one instance, which was met.</p> <p>One transforming action was established.</p>



<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Information and Journalism</b>	<p><b>First Semester</b></p> <p><b>First Instance</b></p> <p>A rubric was used in the INFP 4205 (Communication Seminar: Ethics in Communication) course to assess students' critical thinking in an essay.</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Use critical thinking in the analysis, balance and quantity of the sources used– 2.9 points</li> <li>• Use critical thinking, in the analysis, balance and quantity of the appropriate contextual data used.– 3.1 points</li> <li>• Master argumentation and counter argumentation coherently – 3.1 points</li> </ul> <p>Results showed that the overall average score was <b>3.03</b> points. <b>Thus the goal was met.</b></p> <p>Since the expected outcome was met in 2 out of 3 criteria, <b>the goal was met.</b></p> <p><b>Second Instance</b></p>		<p>The Information and Journalism program established 3 measures in 5 instances, 4 of which were met.</p> <p>No transforming actions were established.</p>

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in the COPU 4148 (Writing for the Media) course to assess students' critical thinking skills in a news article the students were assigned to write.</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Selection , complete and appropriate information – 4.33 points</li> </ul> <p>Results showed that the overall average score was <b>4.33</b> points.</p> <p>Since the expected outcome was met in 1 out of 1 criterion, <b>the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in INFP 4001 (Journalism I) to assess students' critical thinking skills in a “lead” the students were assigned to write as part of an examination.</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Appropriate selection of the most outstanding element - <b>2.88</b> points</li> </ul> <p>Results showed that the overall average was <b>2.88 points.</b></p> <p>Since the expected outcome was met in 1 out of 1 criterion, <b>the goal was met.</b></p> <p><b>Second Semester</b></p> <p><b>First Instance</b></p> <p>A rubric was used in the INFP 4016 course (Introduction to Journalism) to assess students' critical thinking skills in research assignments (essays).</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score by specific assessment criteria were as follows:</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>• Master the needed research process for the preparation of the report including genre and media style – 3.21 points</li> <li>• Apply needed techniques for the analysis( identify the text focus, motives and arguments – 3.1 points</li> <li>• Selection of the appropriate information, and selection and balance of the quantity of information sources – 2.9 points</li> </ul> <p>Results showed that the overall average was <b>3.07</b> points.</p> <p>Since the expected outcome was met in 2 out of 3 criteria, <b>the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the INFP 4809 course (History of Journalism in Puerto Rico) to assess students' critical thinking skills in a journalistic news article.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Master argumentation and counter-argumentation coherently – 4.0 points</li> <li>• Use critical thinking, in the analysis in the appropriate use of the assigned readings for the work background - 3.8 points</li> </ul> <p>Results showed that the overall average was <b>3.9</b> points. <b>Thus the goal was met.</b></p> <p>Since the expected outcome was met in 2 out of 2 criteria, <b>the goal was met.</b></p>		
<p><b>Public Relations and Advertisement</b></p>	<p><b>First Semester</b></p> <p><b>First Instance</b></p> <p>A rubric was used in REPU 4155 course (Media Plan) to assess the students' critical thinking skills in an oral presentation of a Media Plan in a marketing campaign.</p> <p>Students have designed very good commercial marketing campaigns and campaigns for Non-profit institutions. The Students worked with their orthographic and grammatical deficiencies. The written campaigns prove this.</p> <p>It was expected that the students obtained <b>good or</b></p>	<p>No transforming actions were proposed.</p>	<p>The Public Relations and Advertisement program established 1 measure in 4 instances, 1 of which was met.</p> <p>No transforming actions were established.</p>

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>very good or excellent</b> in the criteria assessed in the rubric used.</p> <p>The assessment results by criteria assessed are the following:</p> <ul style="list-style-type: none"> <li>• Considered all appropriate alternatives – <b>Poor</b></li> <li>• Presented subjective evaluations for relevant media – <b>Poor</b></li> </ul> <p><b>Since the expected outcome was not achieved in 2 out of 2 criteria, the goal was not met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the REPU 4166 (Advertisement Campaign) course to assess students' critical thinking skills in a group oral presentation of a Public Relations Campaign.</p> <p>It was expected that the students obtained good or very good in the criteria assessed in the rubric used.</p> <p>Results by criteria assessed to assess this oral presentation were:</p> <ul style="list-style-type: none"> <li>• The objectives originate from the analysis of the situation – <b>good</b></li> <li>• Rationalized price fixation for different product sizes – <b>good</b></li> <li>• Define the prospectus in terms of personality and attributes that is ideal for the product to be market – <b>good</b></li> <li>• The strategies for the media are well sought</li> </ul>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>and rationalized – <b>Poor</b></p> <ul style="list-style-type: none"> <li>• Subjective evaluations for some media means were presented – <b>Poor</b></li> </ul> <p><b>Since the expected outcome was achieved in 3 out of 5 criteria, the goal was not met.</b></p> <p><b>Second Semester</b></p> <p><b>First Instance</b></p> <p>A rubric was used in REPU 4155 course (Media Plan) to assess the students' critical thinking skills in an oral presentation of a Media Plan in a marketing campaign.</p> <p>Students have designed very good commercial marketing campaigns and campaigns for Non-profit institutions. The Students worked with their orthographic and grammatical deficiencies. The written campaigns prove this.</p> <p>It was expected that the students obtained <b>good or very good or excellent</b> in the criteria assessed in the rubric used.</p> <p>The assessment results by criteria assessed are the following:</p> <ul style="list-style-type: none"> <li>• Considered all appropriate alternatives – <b>Poor</b></li> <li>• Presented subjective evaluations for relevant media – <b>Poor</b></li> </ul> <p><b>Since the expected outcome was not achieved in 2</b></p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>out of 2 criteria, the goal was not met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the REPU 4166 (Advertisement Campaign) course to assess students' critical thinking skills in a group oral presentation of a Public Relations Campaign.</p> <p>It was expected that the students obtained good or very good in the criteria assessed in the rubric used.</p> <p>Results by criteria assessed to assess this oral presentation were:</p> <ul style="list-style-type: none"> <li>• Rationalized price fixation for different product sizes – <b>Good</b></li> <li>• Describes and rationalizes the type of distributors that will manage the product – <b>Good</b></li> <li>• Define the prospectus in terms of personality and attributes that is ideal for the product to be market – <b>Good</b></li> <li>• Subjective evaluations for some media means were presented – <b>Good</b></li> <li>• The strategies for the media are well sought and rationalized – <b>Good</b></li> </ul> <p><b>Since the expected outcome was achieved in 5 out of 5 criteria, the goal was met.</b></p>		



### III. Research and creation

College of Business Administration			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Business Administration</b>	<p><b>First instance</b></p> <p>A 3 point scale rubric (where 1 is “developing”, 2 is “satisfactory”, and 3 is “proficient”) was used in INCO 4006 to assess if students applies information to research and continuous education in and assignment problem using Excel.</p> <p>It was expected that at least 70% of students would reach the proficient level as stated on the rubric.</p> <p>The general results showed that during the 2<sup>nd</sup> semester of the 2011-2012 academic year, of the 50 student assessed, 100% reached a proficient level. This finding compares favorably with the one observed on the 2<sup>nd</sup> semester of the 2010-2011 academic year, where only 71% of the 91 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <ol style="list-style-type: none"> <li>1) Objective           <ol style="list-style-type: none"> <li>a) 2010-2011 2<sup>nd</sup> semester: 71.4%</li> <li>b) 2011-2012 2<sup>nd</sup> semester: 90.0%</li> </ol> </li> <li>2) Plan           <ol style="list-style-type: none"> <li>a) 2010-2011 2<sup>nd</sup> semester: 59.3%</li> <li>b) 2011-2012 2<sup>nd</sup> semester: 58.0%</li> </ol> </li> </ol>	<p>Data shows students meet this learning goal. FAE will assess these competencies in a new set of courses starting in January 2014.</p>	<p>The Business Administration department established objectives in one instance, which was met.</p> <p>One transforming action was established.</p>

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	3) Method a) 2010-2011 2 <sup>nd</sup> semester: 64.8% b) 2011-2012 2 <sup>nd</sup> semester: 68.0%  4) Concepts a) 2010-2011 2 <sup>nd</sup> semester: 47.3% b) 2011-2012 2 <sup>nd</sup> semester: 60.0%  5) Findings a) 2010-2011 2 <sup>nd</sup> semester: 63.7% b) 2011-2012 2 <sup>nd</sup> semester: 68.0%  6) Findings (2) a) 2010-2011 2 <sup>nd</sup> semester: Not measured b) 2011-2012 2 <sup>nd</sup> semester: Not measured  7) Communication of conclusions a) 2010-2011 2 <sup>nd</sup> semester: 52.7% b) 2011-2012 2 <sup>nd</sup> semester: 66.0%  8) Ethics a) 2010-2011 2 <sup>nd</sup> semester: 68.1% b) 2011-2012 2 <sup>nd</sup> semester: 50.0%  <b>Since the expected outcome was achieved only in one criterion, the goal was not met. Results were higher in five out of seven the criteria assessed in the 2011-2012, when comparing to the results of previous year.</b>		

<b>College of Education</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Teacher Preparation Program</b>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in FAED 4001, FAED 4002, and FAED 4003 courses to assess student’s research, analysis and creation skills, in an E-Portfolio.</p> <p>Results showed that that the average students' performance scores were 18.39 points (achieved). Since it was expected that students would perform at the excellent level (15-21 points) using a 0-21 points rubric, <b>the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in a Teaching Methodology course to assess students' research and creation skills using a portfolio.</p> <p>Results showed that 90% of the teacher candidates obtained a performance level of 4 points (outstanding) according to the assessment instrument of the Teaching Methodology course. Although no expected outcome was previously established in the report, it can be inferred that the results are more than acceptable. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>Students’ grades were used as an indirect measure in the Education Research Course to assess student’s performance in the course.</p>		<p>The Teacher Preparation Programs established 3 objectives in a total of 10 instances, 8 of them were met.</p> <p>No transforming actions were established.</p>

**College of Education**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 90% of the students would obtain an academic index of 3.00 points (B grade) in the course.</p> <p>Even though the average index score was 3.24, only 73% of the students obtained a GPA higher than 3.00. <b>Thus the goal was not met.</b></p> <p><b>Second Semester</b></p> <p><b>First Instance</b></p> <p>A rubric was used in FAED 4001, 4002, and 4003 to assess students' implementation and research in teaching skills in their Porta-e (an electronic portfolio).</p> <p>Results showed that the average score of the Porta-e evaluation was 18.49 points, in a 1-21 point scale. Since the expected outcome was that students' average score were 15 points or more, <b>the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used to assess students' implementation and research in teaching skills in a Teaching Practice experience.</p> <p>Results showed that 90% of the Teacher Candidates obtained a performance level of 4 points (outstanding) according to the assessment instrument</p>		

College of Education			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>used. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in a research course in order to assess the students' abilities to do research using adequate practices, strategies, methods and materials.</p> <p>It was expected that 90% of the students would obtain a grade point average of 3.00 or higher.</p> <p>Results showed that, although the average was 3.24, only 73% of the students obtained a grade point average higher than 3.00. <b>Thus, the goal was not met.</b></p>		

<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Art History</b>	<p><b>First Instance</b></p> <p>A rubric was used to assess students' research skills in a research essay in the History of Art Seminar.</p> <p>It was expected that 70 % of the students would achieve the performance levels of excellent or good in the criteria established by the rubric.</p> <p>Findings revealed that out of 11 students assessed, the percentage of students that performed at the levels of excellent or good by criteria were:</p> <ul style="list-style-type: none"> <li>• “Theme or topic selection” - 45%</li> <li>• “Interpretation of the problem” - 45 %.</li> <li>• “Research and statement of the issue” - 36%</li> <li>• “Methodology” - 36 %</li> <li>• “Content development” - 30%</li> <li>• “Writing” criteria. - 63%</li> <li>• “Research sources” - 72%</li> </ul> <p>The expected performance levels were only reached in one criterion, research sources. <b>Thus, the goal was not met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used to assess students' research skills</p>	<p>We implemented the use of a rubric in all the exercises of the Seminar (Part I). A presentation of the criteria for assessing research skills was made at the beginning of the semester. The discussion was centered on which transforming actions will be carried out in order to increase the achievement of the students in the criteria where the goal was not met.</p> <p>The rubrics were uploaded to the course website. Writing was highlighted as a criterion to be assessed in all the examinations and assigned project. After discussing the results of the research project the group of students carried out a group exercise.</p> <p>The students went to the Museum of History, Anthropology and Art of the Rio Piedras Campus and studied the piece of art of their choosing. They wrote an essay based on the observations and research. The essay was digitalized, projected in class and corrected by the entire group. The style and content was edited, and the quotes and notes were revised.</p> <p>In the next meeting concerning the rubric, the “Style Manual” criteria will be highlighted.</p>	<p>The Art History department established objectives in nine instances, of which seven were met.</p> <p>Six transforming actions were established.</p>

College of Humanities

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>in a model (<i>dummy</i>) and an essay in the Art History Seminar.</p> <p>It was expected that 70 % of the projects made by the students would reach the performance levels of excellent or good in the rubric used.</p> <p>Findings revealed the following results in terms of the percentage of students that performed at the levels of excellent or good by criteria:</p> <ul style="list-style-type: none"> <li>• “Drew the attention of the reader” - 89 %.</li> <li>• “Subject, objective and central thesis” - 89%</li> <li>• “Style manual” criterion - 66 %</li> <li>• “Organization” - 88%</li> <li>• “Parts of the <i>dummy</i>” - 89%</li> <li>• “Writing” criteria - 99%</li> </ul> <p>The expected outcome was reached in all criteria assessed except the “style manual” criterion. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in November 2011 in the Contemporary Art History course to assess students' research skills in an essay.</p> <p>It was expected that 70% of the projects made by the students would reach the expected performance levels of excellent or good, as defined in the rubric.</p>		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A total of 28 students were assessed in five criteria of a rubric. Findings revealed the following results in terms of the percentage of students that performed at the levels of excellent or good by criteria:</p> <ul style="list-style-type: none"> <li>• “Writing” - 74 % levels.</li> <li>• “Content” - 99 %</li> <li>• “Synthesis” - 89 %</li> <li>• “Interpretation” - 97 %</li> <li>• “Style manual” - 71%</li> </ul> <p><b>Thus, the goal was met in all criteria assessed.</b></p> <p><b>Fourth Instance</b></p> <p>A rubric was used in December 2011 in the Contemporary Art History course (session X) to assess students' research skills in an essay.</p> <p>It was expected that 70% of the projects made by the students would reach the expected performance levels of excellent or good.</p> <p>A total of 25 students were assessed in five research criteria. Findings revealed the following results in terms of the percentage of students that performed at the levels of excellent or good by criteria:</p> <ul style="list-style-type: none"> <li>• “Writing” - 96 %</li> <li>• “Content” - 96 %</li> <li>• “Analysis” - 96 %</li> <li>• “Style manual” - 71 %</li> </ul> <p><b>Thus, the goal was reached in all criteria assessed.</b></p>	<p>A rubric was used in all the assignments in the Contemporary Art History course. The rubric was discussed before the student had to hand in the essay. We informed students that the final assignment was going to be assessed with the same rubric. We will continue with these practices during this semester.</p>	



**College of Humanities**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>Fifth Instance</b></p> <p>A rubric was used in December 2011 in the Contemporary Art History course (session Y) to assess students' research skills through an essay.</p> <p>It was expected that 70% of the projects made by the students would reach the expected performance levels of excellent or good.</p> <p>A total of 24 students were assessed in five research criteria. Findings revealed the following results in terms of the percentage of students that performed at the levels of excellent or good by criteria:</p> <ul style="list-style-type: none"> <li>• “Writing” criterion - 100%</li> <li>• “Content” criterion - 100%</li> <li>• “Analysis” criterion - 100 %</li> <li>• “Style manual” criterion - 92 %</li> </ul> <p><b>Thus, the goal was met in all criteria assessed</b></p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in ARTE 4242 (History of Art Seminar) to assess student research skills in the first draft of their undergraduate thesis (n = 10).</p> <p>It was expected that 70% of the students assess in March 2012 performed at the levels of “excellent” or “good” of the rubric used.</p>		

College of Humanities			
Academic Program	Findings	Transforming Actions	Summary of Results
	<p>Results by criteria show that in a group of 10 students assessed, the combined percentage for “excellent” &amp; “good” were:</p> <ul style="list-style-type: none"> <li>• 64% - Writing</li> <li>• 67% - Content</li> <li>• 65% - Style manual</li> <li>• 64% - Organization</li> <li>• 65% - “Parts of the undergraduate thesis”</li> <li>• 65% - “Body of the undergraduate thesis”</li> <li>• 85% - Research sources</li> <li>• 60% - Methodology</li> </ul> <p>The general average was 67%. <b>Thus the goal was not met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in ARTE 4242 (History of Art Seminar) to assess student research skills in the second draft of their undergraduate thesis (n = 6).</p> <p>It was expected that 70% of the students assess in March 2012 performed at the levels of “excellent” or “good” of the rubric used.</p> <p>Results by criteria show that in a group of 6 students assessed, the combined percentage for “excellent” &amp; “good” were:</p> <ul style="list-style-type: none"> <li>• 88% - Writing</li> <li>• 86% - Content</li> <li>• 99% - Style manual</li> <li>• 90% - Organization</li> </ul>	<p>We will focus on the “parts of the thesis” criterion, especially in the conclusions and the methodology.</p>	

**College of Humanities**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>• 100% - “Parts of the undergraduate thesis”</li> <li>• 84% - “Parts of the undergraduate thesis”</li> <li>• 100% - Research sources</li> <li>• 75% - Methodology</li> </ul> <p>The average score was 90%. <b>Thus the goal was met</b> as an average score and all the criteria assessed.</p> <p><b>Third Instance</b></p> <p>A rubric was used in ARTE 4242 (History of Art Seminar) to assess the final version of students’ undergraduate thesis.</p> <p>It was expected that 70% of the students assess in May 2012 performed at the levels of “excellent” or “good” of the rubric used.</p> <p>Results by criteria show that in a group of 6 students assessed, the combined percentage for “excellent” &amp; “good” were:</p> <ul style="list-style-type: none"> <li>• 88% - Writing</li> <li>• 86% - Content</li> <li>• 99% - Style manual</li> <li>• 90% - Organization</li> <li>• 100% - “Parts of the undergraduate thesis”</li> <li>• 84% - “Parts of the undergraduate thesis”</li> <li>• 100% - Research sources</li> <li>• 75% - Methodology</li> </ul> <p>The average score was 90%. <b>Thus the goal was met</b> as an average score and all the criteria assessed.</p>		

**College of Humanities**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>Fourth Instance</b></p> <p>A rubric was used in the History of Art Seminar (ARTE 4242) to assess students’ research skills in a first draft of an undergraduate thesis where they needed to demonstrate their knowledge of the discipline integrating concepts learned in previous courses as a capstone experience.</p> <p>It was expected that 70% of the students’ projects would reach the expected performance levels of “excellent” or “good” in the assessment made in December 2011.</p> <p>A total of 9 students were assessed in six criteria of the research skills which also included critical thinking learning skills related to content knowledge of the discipline.</p> <p>Findings by criteria revealed the following results in terms of the percentage of students that performed at the levels of excellent or good by criteria:</p> <ul style="list-style-type: none"> <li>• “Introduction/calling the attention of the reader” - 89%</li> <li>• “Introduction/subject, objective and central thesis” - 89 %</li> <li>• “Style manual” - 66 %</li> <li>• “Organization” - 88 %</li> <li>• “Parts of the first draft of a thesis” - 89%</li> <li>• “Writing” - 99 %</li> </ul> <p><b>The goal was reached in all the criteria except in</b></p>	<p>We will use the rubric for the rehearsals of the thesis presentation.</p>	

<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Comparative Literature</b>	<p><b>the Style Manual criterion.</b></p> <p><i>Second semester</i></p> <p>A rubric was used in a 4000 level LITE course to evaluate a Final Research Paper given in order to assess if the student will be able to:</p> <ol style="list-style-type: none"> <li>1) Utilize, appropriately and effectively, sources of information, both in print form and on-line (i.e. Library Catalogues, Electronic Databases, etc.)</li> <li>2) Select relevant information, in terms of both quantity and quality, to develop effectively the topic of research.</li> <li>3) Formulate and demonstrate hypotheses through textual analysis and effective use of relevant sources in the field, such as professional journals, specialized books, archives, systems and technologies of information.</li> <li>4) Analyze texts, taking into account technical, formal, historical and thematic aspects.</li> <li>5) Present and develop a relevant positioning or perspective, in dialogue with other relevant perspectives in the field.</li> <li>6) Elaborate conclusions corresponding to the arguments developed and evidence presented in the paper.</li> <li>7) Communicate effectively, coherently and correctly in Spanish and in English in oral and written contexts.</li> <li>8) Utilize correctly the conventional format relevant to the discipline for the documentation of bibliographical sources (i.e. MLA format).</li> </ol> <p>It is expected that 75% or more of the students would</p>	<p><u>Transforming Activity #1</u></p> <p>As results were slightly lower than expected for the criteria tested, we need to develop more thoroughly students' ability to formulate hypotheses, specify premises, develop conclusions, etc., throughout the students' trajectory in our department's courses. Because this course was the capstone course of the major, in which students are expected to write their undergraduate thesis, it is important that the students be able to demonstrate their critical thinking and research abilities through this final paper/thesis.</p> <p><u>Transforming Activity #2</u></p> <p>We must develop and implement a departmental policy of requiring effective use of technology and the relevant databases as part of our courses. This is especially true in the core courses, such as LITE 3045, Introduction to Comparative Literature; the monographic courses at the 4000 level; and most especially in our capstone course at the 4000 level, in which students are expected to write their undergraduate thesis.</p> <p><u>Transforming Activity #3</u></p> <p>We must train and monitor all professors who teach these courses to ensure that they are including information literacy as an essential skill to be developed in research activities in our</p>	<p>The Comparative Literature department established objectives in one instance, which was met.</p> <p>Three transforming actions were established.</p>

<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>receive a score of 4 or higher in the rubric.</p> <p>In the seven of the eleven criteria evaluated, six students (60%) demonstrated scores of 4 or higher in all seven criteria tested.</p> <p>When viewed as overall performance, with a total of 42 points possible (7 criteria, with 6 points maximum in each criterion), seven students (70%) received an overall percentage of 75% or higher, and three students (30%) received lower than 75%.</p> <p><b>Conclusion: the actual results were slightly lower than the expected results.</b></p> <p>Analyzing the mean student scores in each of the seven criteria, the mean was higher than 4 in all cases, and the percentage of mean/maximum points was 75% or higher in all cases. <b>Conclusion: when viewed in this way, our goal was met.</b></p>	<p>classes.</p> <p>Monitoring these transforming activities will be part of our Plan of Assessment in 2012-2013 (i.e. we will assess Research and Creation again in 2012-2013).</p>	
<b>Hispanic Studies</b>	<p><i>First semester</i></p> <p>A rubric was used in the ESPA 4027 course to assess written communication, research skills, and information literacy skills in a research project, to see if students comprehend literary texts and are able to integrate the acquired knowledge.</p> <p>It was expected that 70% of the students will achieve a performance level of 4 points (80%) or higher in the criteria pertaining to research skills. Ten students participated in this assessment.</p> <p>Results were:</p>	<p>Since only one of the students assessed was from the Hispanic Studies Program, additional assessments measures will be carried out to gather more information about the attainment of the research skills learning outcome by our students. Nevertheless, The research and information literacy components must be addressed in order to improve them.</p>	<p>The Hispanic Studies department established objectives in five instances, three of which were met.</p> <p>One transforming action was established.</p>

College of Humanities

Academic Program	Findings	Transforming Actions	Summary of Results
	<ul style="list-style-type: none"> <li>• Thesis/introduction – 60% of the students assessed obtained 4/5 points</li> <li>• Analysis - 60% of them obtained 4/5 points</li> <li>• Information - 60% of them obtained 4/5 points</li> </ul> <p><b>Thus, the goal was not met.</b></p> <p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the ESPA 4222 course to assess students’ ability to present their research effectively by demonstrating research skills, intellectual honesty, and the application of the linguistic and literary theories. Two educational activities were assessed: an oral presentation of a poem (mid-term evaluation) and a monograph (end of semester evaluation)</p> <p>It was expected that 70% of the students will achieve 4 points or more in every criteria of the rubric used.</p> <p>Findings by criteria revealed that:</p> <ul style="list-style-type: none"> <li>1) Oral presentation of poem           <ul style="list-style-type: none"> <li>• Author and time period – 94%</li> <li>• Author prose and style, literary movements and characteristics – 89%</li> </ul> </li> </ul> <p>Results of the mid-semester evaluation showed that the expected outcome was achieved in the 1<sup>st</sup> and 2<sup>nd</sup> criteria of the rubric. <b>Thus the goal was met.</b></p>		

<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>2) Monograph</p> <ul style="list-style-type: none"> <li>• Introduction – 82%</li> <li>• Originality – 79%</li> </ul> <p>Results of the end of semester evaluation showed that the expected outcome was achieved in the 1<sup>st</sup> and 2<sup>nd</sup> criteria of the rubric. <b>Thus the goal was met.</b></p> <p><b>Second instance</b></p> <p>A rubric was used in the ESPA 4998 course to evaluate the students' ability to present their research effectively by demonstrating research skills, intellectual honesty, and the application of the linguistic and literary theories. (N=4)</p> <p>It was expected that 70% of the students will achieve 4 points or more in every criteria of the rubric used.</p> <p>Findings by criteria revealed that:</p> <ul style="list-style-type: none"> <li>• Identification of the problem: 100%</li> <li>• Information of sources used: 75%</li> <li>• Use of style manual (MLA or APA) – 79%</li> <li>• Conclusion: 96%</li> </ul> <p><b>Since the expected outcome was met in all criteria assessed, the goal was achieved.</b></p> <p><b>Third instance</b></p>		



<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in the ESPA 4115 course assess students' ability to present their research effectively by demonstrating research skills, intellectual honesty, and the application of the linguistic and literary theories in an essay.</p> <p>It was expected that 70% of the students will achieve 4 points or more in every criteria of the rubric.</p> <p>It was expected that 70% of the students would be able to achieve 4 points or higher in each criteria of the rubric.</p> <p>Findings by criteria, in terms of the percentage of students that achieve a score of 4 points or higher, were:</p> <ul style="list-style-type: none"> <li>• Thesis introduction – 63%</li> <li>• Conclusion – 70%</li> <li>• Analysis – 65%</li> <li>• Organization – 66%</li> <li>• Information – 66%</li> <li>• Style/Grammar – 71%</li> <li>• Format – 94</li> <li>• Originality – 74%</li> </ul> <p><b>Since the expected outcome was met in 4 out of 8 criteria (50%), the goal was not reach.</b></p>		
<b>Performing Arts</b>	<p><b>First Instance</b></p> <p>A survey was administered to the spectators who attended the plays of the TEAT 4082 course in order</p>	Maintain the rigorous standards that allow for a high quality product, supported through surveys	The Performing Arts department established objectives in five instances, which were all

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Academic Program	Findings	Transforming Actions	Summary of Results
	<p>to assess students' staging and acting skills.</p> <p>It was expected that 80% of the spectators would express that the plays complied with the criteria of good theatre and that the average assessment score would be 3.5 points (70%) or more on a 1 to 5 point scale.</p> <p>Findings revealed that 96% of those surveyed (n=86) in the play <i>Farsa del Maese Pathelin</i>, presented as part of the Amateur International Festival, expressed that they enjoyed the Puerto Rican's participation and 90% of those surveyed categorized the production in the 3<sup>rd</sup> and 4<sup>th</sup> level on a scale in which 1 is the lower value and 4 is the higher value. <b>Thus, the goal was met.</b></p> <p>In the Ramón del Valle Inclán play, <i>Retablo de la avaricia, la lujuria y la muerte</i>, 100% of the spectators surveyed (N=30) recognized good staging and excellent acting, and 93% of the spectators (N=28) assessed the play with a 4 or 5 score in a 1-5 point scale rubric. <b>Thus, the expected outcome was met.</b></p> <p>In the Jean Genet play, <i>El Balcón</i>, 95% of the surveyed spectators (N=60) recognized good staging and excellent acting, and assessed the play with a 4 or 5 score in a 1-5 point scale rubric. <b>Thus, the expected outcome was met.</b></p> <p><b>Second Instance</b></p>	<p>and visual documentation while our students' exchange of our theatrical product is promoted internationally.</p>	<p>met.</p> <p>One transforming action was established.</p>





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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	In the play by poet Juan Ramón Jiménez <i>Platero y yo</i> 93% (n=29) of the surveyed spectators acknowledged that the play had good staging and excellent acting, giving these areas a 4 or 5 on a scale where 1 is a lower value and 5 is the highest. <b>Thus, the goal was met.</b>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Biology</b>	<p><i>First semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used to assess students' research skills based on the scientific method in laboratory reports in the BIOL 3101 course. (N = 220)</p> <p>It was expected that 65% or more of the students assessed will reach the performance level of excellent and good in the rubric used.</p> <p>Findings revealed that 61% of the students assessed reached the performance level of 'excellent', 34.2% reached the performance level of 'good', 8.6% reached the performance level of 'regular', and 1.4% 'did not comply'. <b>Thus, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used to assess students' research skills in laboratory reports based on the scientific method in the BIOL 3350 and BIOL 3112 courses. (N=90)</p> <p>It was expected that by the end of the baccalaureate experience 10% of the students assessed will achieve the 'excellent' performance level, 80% the 'good' performance level, and 10% the 'regular' performance level.</p> <p>Findings revealed that 37% of the students assessed reached the performance level of 'excellent', 58% the performance of 'good', 4% the performance of</p>	<p>The same rubric will be used and training will be given to professors and laboratory instructors in the use and interpretation of the rubric to be used.</p> <p>The possibility of creating a laboratory activity in the BIOL 3350 course dedicated to the discussion of the rubric (with students, instructors and TAs) will be discussed with the course coordinator.</p>	<p>The Biology department established objectives in five instances, which were all met.</p> <p>Four transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>‘regular’, and 1% ‘did not comply’. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in the BIOL 3365 (Biotechnology) course in order to assess students' research skills based on the scientific method when developing laboratory notebooks. (N=46)</p> <p>It was expected that by the end of the baccalaureate experience 10% of the students' assessed will achieve the ‘excellent’ performance level, 80% the ‘good’ performance level, and 10% the ‘regular’ performance level.</p> <p>Findings revealed that 76% of the students' assessed performed at the level of ‘excellent’, 19.5% at the performance level of ‘good’, and 4.3% at the ‘regular’ level. The majority of the students developed an excellent laboratory notebook showing that they recognize the importance of organization and compilation of adequate data, a necessary skill for scientific research in a Biology laboratory. <b>Thus, the goal was met.</b></p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the BIOL 3101 course (General Biology) to assess students’ research skills when developing a laboratory report. (N=161)</p>	<p>Give orientations to Biotechnology laboratory instructors about the adequate use of the rubric in order that they assess every criterion in the rubric used. This way they will be able to separate the research and creation skills learning criterion from the effective communication skills learning criterion and will be able to assess them individually.</p> <p><i>Second semester</i></p> <p>The following transforming actions are the same from the past semester. We will work with these during the summer and put them in action in</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 65% or more of the students would reach the ‘good’ performance level.</p> <p>Findings showed that 57.8% of the students assessed reached the ‘excellent’ performance level, 39.2% the ‘good’ performance level, 8.7% the ‘regular’ performance level, and 0.6% ‘did not comply’. <b>Thus, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the BIOL 3350 (Genetics) course to assess students’ research skills when developing a laboratory report. (N=38)</p> <p>It was expected that by the end of the baccalaureate degree 10% of the students assessed would obtain ‘excellent’ performance level, 80% ‘good’ performance level, 10% ‘regular’ performance level.</p> <p>Findings showed that 47.4% of the students assessed performed at the excellent level; 52.6% at the good level; 0% at the regular level; and 0% does not comply. <b>Thus, the goal was met.</b></p>	<p>August 2012.</p> <ol style="list-style-type: none"> <li>1. We will continue using the same rubrics, educating the professors and laboratory instructors on the use of these rubrics.</li> <li>2. In BIOL 3350 we will discuss with the coordinator the possibility of developing a laboratory activity dedicated to discussing the rubric.</li> </ol> <p>Advise biotechnology laboratory instructors on the adequate use of the rubric in order to present assessment results for each criterion individually. Therefore, the research and creation learning outcome can be separated from the effective communication learning outcome.</p>	
<b>Chemistry</b>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in QUIM 3002 laboratory course to assess students’ research skills in a research project.</p>	<p><i>First Semester</i></p> <p>The students enrolled in the QUIM 3255L course were informed of the various aspects in the rubric used to evaluate their research project.</p>	<p>The Chemistry department established objectives in five instances, two were met and three are pending.</p>



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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 70% or more of the students achieved 75% or more of the criteria in a rubric for a research project.</p> <p>Results are pending to be submitted.</p> <p><b>Second Instance</b></p> <p>A rubric was used in the QUIM 3255L course to assess students' research skills in a research proposal or project that complies with 75% or more of the criteria in a rubric designed to assess a creative scientific work.</p> <p>The expected outcome (performance indicator) was that 70.0% or more of the students would achieve 75% or more of the criteria in a rubric that assesses a research proposal or a research project.</p> <p>Findings revealed that for:</p> <p><u>Proy QUIM 3255L</u>: First Semester 2011-2012            70.5% of the students (N = 44) achieved 75% or more of the criteria in a rubric for a research project in Q3255L course. <b>Thus, the performance indicator was achieved.</b></p> <p><u>Note</u>: The average student achievement was 79.3 ± 11.5% (N = 44).</p> <p><b>Third Instance</b></p>	<p>The students enrolled in the QUIM 4015L course were informed of the various criteria in the rubric used to assess their research project.</p>	<p>Three transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in the QUIM 4015L course to assess students' research skills in creative scientific work in a research proposal or project that complies with 75% or more of the criteria in a rubric.</p> <p>The expected outcome (performance indicator) was that 70.0% or more of the students would achieve 75% or more of the criteria in a rubric that assesses a research proposal or a research project.</p> <p>Findings revealed that for:</p> <p><u>Proy QUIM 4015L</u>: First Semester 2011-2012 80.0% of the students (N = 10) achieved 75% or more of the criteria established for the assessment of a research project in QUIM 4015L.</p> <p><b>The performance indicator was achieved.</b></p> <p><u>Note</u>: The average student achievement was <math>82.5 \pm 10.1\%</math> (N = 10).</p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the QUIM 3002L course to assess students' research skills in a research proposal or project that complies with 75% or more of the criteria in a rubric designed to assess a creative scientific work.</p> <p>The expected outcome (performance indicator) was</p>	<p><i>Second semester</i></p> <p>The QUIM 3002L students were informed of the various aspects in the rubric used to evaluate their research project.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>that 70.0% or more of the students would achieve 75% or more of the criteria in a rubric that assesses a research proposal or a research project.</p> <p>Findings revealed that for:</p> <p>Proy Q3002L: Pending Second Semester xx.x% of the students (N = xx) achieved 75% or more of the criteria in a rubric for a research project in Q3002L. The performance indicator was achieved. Note: The average student achievement was xx.x ± x.x% (N = xx).</p> <p><b>Second Instance</b></p> <p>A rubric was used in the QUIM 3255L course to assess students' research skills in a research proposal or project that complies with 75% or more of the criteria in a rubric designed to assess a creative scientific work.</p> <p>The expected outcome (performance indicator) was that 70.0% or more of the students would achieve 75% or more of the criteria in a rubric that assesses a research proposal or a research project.</p> <p>Findings revealed that for:</p> <p>Proy QUIM 3255L: Second Semester 2011-2012 Pending Sem II 36.7% of the students (N = 49) achieved 75% or more of the criteria in a rubric for a research project</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>in Q3255L.            The performance indicator was not achieved.            Note: The average student achievement was 70.8% ± 15.5% (N = 49).</p>		
<b>Computer Science</b>	<p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>Answers to a yearly student questionnaire were used to assess student research skills in the understanding and curiosity towards research.</p> <p><u>Expected outcome:</u> At least 70% of the students assessed will indicate that they have participated or are interested in participating in a research project.</p> <p>Findings revealed that 87% (47/54) of the students assessed answered that they have participated or are interested in participating in a research project. <b>The goal was met.</b></p> <p><b>Second Instance</b></p> <p>Answers to a yearly student questionnaire were used to assess the number of students that have participated in a research experience.</p> <p><u>Expected outcome:</u> At least 30% of the third and fourth year students have a research experience.</p> <p>Findings revealed that: 67% (18/27) of the third and fourth year students assessed have a research experience. <b>The goal was met.</b></p>	<p><i>Second Semester</i></p> <p>The Program will continue doing what it has done so far; there is no need to take actions at this time.</p> <p>The Program will continue doing what it has done so far; there is no need to take actions at this time.</p>	<p>The Computer Science department established objectives in three instances, two were met and one is gathering data.</p> <p>Two transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>Third Instance</b></p> <p>Answers to a yearly student questionnaire were used to assess the number of students that have given research presentations.</p> <p><i>Expected outcome:</i> Each of the students that have worked on research for at least a year have given a research presentation.</p> <p>The program is still collecting the information.</p>		
<b>Environmental Science</b>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the CINA 4997 course to assess students' research skills in a presentation of a written research proposal.</p> <p><i>Expected outcome:</i></p> <p>60% or more of the students assessed will participate in and successfully complete a research proposal.</p> <p>Findings revealed that 100% of the students assessed completed a research proposal with a very good or excellent performance as stated in the rubric used. <b>Thus the goal was met.</b></p>	<p>Highlight research opportunities and experiences in the new student Orientation Day and during student academic counseling.</p> <p>Develop a new interactive webpage with research and internship opportunities.</p> <p>Increase the number of special seminars on research opportunities and research experiences.</p>	<p>The Environmental Science department established objectives in one instance, which was met.</p> <p>Three transforming actions were established.</p>
<b>Interdisciplinary Program in Natural Sciences</b>	<p><i>First Semester</i></p> <p><b>First Instance</b></p>	<i>First Semester</i>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in the BIOL 3101 course (General Biology) in order to assess students' research skills using the scientific method in laboratory reports. (N=41)</p> <p>It was expected that 70% or more of the students assessed will obtain a score of 14 points or more on a 1 to 21 point scale rubric in the laboratory reports.</p> <p>Findings revealed that for the research criterion, 89% of the students assessed obtained a score of 14 points or more. <b>Thus, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the FISI 3013/3014 courses to assess students' research skills using the scientific method in two laboratory reports.</p> <p><u>Expected outcomes:</u></p> <p>1- 70% or more of the students assessed will obtain a score of 24 points or more on a 1 to 32 points scale rubric in the reports.</p> <p>2- 70% of the students will maintain or increase the score of the last report.</p> <p><u>Results:</u></p> <p>1- Findings revealed that in both reports assigned in the FISI 3013 course, 100% of the students scored 24 points or more. In the FISI 3014 course results</p>	<p>Meetings with the coordinator of this course will be scheduled in order to verify the transforming actions and suggest the use of a standard rubric to be used in all the sections, given that the data obtained was from 8 sections.</p> <p>The Physics Program will continue with the validation process of the scoring instrument, and the implementation of this instrument as a strategy for the assessment of the laboratory reports.</p> <p>The Interdisciplinary Program will ask the Physics Program Coordinator to assess more Physics laboratory sections in order to increase the number of students that are assessed in this learning outcome, since this year first semester assessment sample was too small. Rubrics will be applied to more sections of the laboratory course.</p>	<p>The Interdisciplinary Program in Natural Sciences department established objectives in seven instances, which were met.</p> <p>Seven transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>showed that 100% of the students obtained a score of 24 points or more. <b>Thus, the goal was met in both courses.</b></p> <p>2- Findings showed that in the FISI 3013 course, 100% of the students improved their score in the second report. In the FISI 3014 course, 7 out of the 8 students assessed (87.5%) improved their score in the second report. <b>Thus, the goal was met in both courses.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in the CINA 4996 course in order to assess students' research skills in a research proposal.</p> <p><u>Expected outcomes:</u></p> <p>1- 70% or more of the students will obtain a score of 80 points or more (0-100) in the proposal draft and in the final proposal.</p> <p>2- 70% of the students will maintain or increase their score in the final report.</p> <p><u>Results:</u></p> <p>1- Findings revealed that in the draft of the proposal 45.5% of the students assessed had a score of 80 points or more (81.6 ± 9.7). <b>Thus, the goal was not met.</b></p>	<p>Course professors will continue instructing students in the way that proposals should be written. They will also emphasize the importance of including a correct way of citing sources, as well as strengthen the use of appropriate statistical analysis.</p> <p>In the second part of the course (Capstone 2) the students will carry out the proposed projects. Students work will be monitoring throughout the course. They will also participate in a poster presentation of their research and the end of the semester. It is expected that students' research skills will be strengthen in this second stage.</p> <p>An introductory research course will be designed for second year students which will include topics such as scientific writing, research of information, ethics in scientific research, and design of presentations and posters. This way it</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>In the final proposal, 88.7% of the students had a score of 80 points or more (94.6 ± 6.4). <b>Thus, the goal was met.</b></p> <p>2- 93.6% of the students assessed improved their score in the final proposal.</p> <p>The improvement in the score obtained by the students in the final proposal, in relation to the drafts, shows the effectiveness of teaching and mentoring the students in the process of writing proposals. And for this learning outcome in particular, the strengthening of their research skills.</p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the BIOL 3101 course to assess the use of the scientific method research skills in laboratory reports of students from the Program. (N = 18)</p> <p>It was expected that 70% or more of the students would obtain a score of 14 points or more on a scale of 1 to 21 points in the laboratory report.</p> <p>Findings revealed that 94.7% of the students assessed obtained a score of 14 points or more. <b>Thus, the goal was met.</b></p> <p><b>Second Instance</b></p>	<p>is expected that students acquire the necessary skills and knowledge for a better Capstone research experience.</p> <p><i>Second semester</i></p> <p>We will meet with the Assessment Coordinator in order to verify the transforming actions and suggest that we should generalize the use of the rubric for all sections, due to the fact that data from only 6 sections were counted.</p>	



<b>College of Natural Sciences</b>			
<b>Academic Program</b>	<b>Findings</b>	<b>Transforming Actions</b>	<b>Summary of Results</b>
	<p>A rubric was used in the FISI 3013 &amp; 3014 courses to assess the use of the scientific method research skills in laboratory reports of students from the Program.</p> <p><u>Expected outcome:</u></p> <ol style="list-style-type: none"> <li>1. 70% or more of the students will obtain a score of 24 points or more on a scale of 1 to 32 points in the laboratory reports.</li> <li>2. 70% of the students will maintain or improve their score in the final report.</li> </ol> <p><u>Results:</u></p> <ol style="list-style-type: none"> <li>1. In the three reports assessed in FISI 3013 course, 100% of the students had a score of 24 or more (<math>29.4 \pm 1.7</math>; <math>30.3 \pm 1.1</math>; <math>31.7 \pm 1</math>). <b>Thus, the goal was met.</b> In the two reports assessed in FISI 3014 course 100% of the students obtained a score of 24 or more (<math>28.9 \pm 2.5</math>; <math>29.2 \pm 3.4</math>). <b>Thus the goal was met.</b></li> <li>2. In FISI 3013 course, 100% of the students improved their score in the second report. <b>Thus, the goal was met.</b> In the FISI 3014 course, 71.4% of the students improved their score in the second report. <b>Thus, the goal was met.</b></li> </ol> <p><b>Third Instance</b></p> <p>A rubric was used in the CNEI 4011 course (Capstone 1) to assess a capstone course research proposal.</p>	<p>The Physics Program will continue the instrument validation process and the implementation of this as a strategy for the assessments of laboratory reports. We expect the rubrics to be applied to more laboratory sections. We will need to ask the assessment coordinator to acquire results from more laboratory sections and students, given that during the first semester the sample was not large enough.</p> <p>We will continue guiding the students in the correct way to prepare proposals. We will emphasize the importance of citing correctly as well as strengthening the area of determining the</p>	

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><u>Expected outcome:</u></p> <ol style="list-style-type: none"> <li>1. 70% or more of the students assessed would obtain a score of 56 points or more (0-80) in the draft of the proposal and in the final proposal.</li> <li>2. 70% of the students will maintain or improve their score in the final proposal.</li> </ol> <p><u>Results:</u></p> <ol style="list-style-type: none"> <li>1. In the draft of the proposal 52.9% of the students assessed had a score of 56 points or more (<math>55.1 \pm 6.5</math>). <b>Thus, the goal was not met.</b> In the final proposal 100% of the students had a score of 56 points or more (<math>65.7 \pm 62.5</math>). <b>Thus, the goal was met.</b></li> <li>2. 100% of the students improved their score in the final proposal. <b>Thus, the goal was met.</b></li> </ol> <p><b>Fourth Instance</b></p> <p>A rubric was used in the CNEI 4012 course (Capstone 2) to assess a capstone course research reports.</p> <p><u>Expected outcome:</u></p> <ol style="list-style-type: none"> <li>1. 70% or more of the students assessed would obtain a score of 56 points or more (0-80) in the draft of the report and in the final report</li> <li>2. 70% of the students will maintain or improve their score in the final report.</li> </ol> <p><u>Expected outcome:</u></p> <ol style="list-style-type: none"> <li>1. 70% or more of the students will obtain a score of</li> </ol>	<p>appropriate statistical analysis.</p> <p>In the second part of the course (Capstone 2) the students will carry out the proposed projects, where they will hand in a written report and present a project poster. This way we can follow up on the students' work. We expect that research skills will continue to improve by the second instance.</p> <p>The Introduction to Research course will be offered for the first time in January 2013. It will be given to second year students, and will include subjects like scientific writing, information research, statistics, scientific research ethics, and the design of presentations and posters. This way we expect students to acquire the necessary tools in order to improve their performance in the Capstone course.</p> <p>Regardless of the good results obtained, we noted that the students didn't have enough skills in statistical analysis (beyond descriptive analysis) and in the way they cited references, for which we emphasized the importance of mastering the knowledge of this to students who took Capstone 1. We offered a Statistics and Citing References Workshop for the Capstone 1 students, hoping that this experience will improve their performance in the Capstone 2 course.</p>	

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>80 or more on a scale of 0 to 100 in the draft of the final report and in the final report.</p> <p>2. 70% of the students will maintain or improve their score in the final report.</p> <p><i>Results:</i></p> <p>1. In the final report draft, 84.2% of the students obtained 80 points or more (<math>81 \pm 10.9</math>). <b>Thus the goal was met.</b></p> <p>In the final report, 94.4% of the students obtained 80 points or more (<math>89.6 \pm 7.4</math>). <b>Thus the goal was met.</b></p> <p>2. In the final report, 97.4% of the students improved their final score, <b>thus the goal was met.</b></p>		
<b>Mathematics</b>	<p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in MATE 4995 course (Undergraduate Seminar I) to assess students' research skills in an oral presentation of research posters. N=5</p> <p>It was expected that students assessed would achieve a performance level of 3 points or more in each criteria assessed, as stated in the rubric used.</p> <p>Findings revealed that all students assessed achieve a performance level of 3 points or more in each of the criteria assessed (summary, introduction, statement of the problem, conclusion, and bibliography). <b>Thus, the goal was met.</b></p>	No transforming actions were proposed.	<p>The Mathematics department established objectives in three instances, which were met.</p> <p>No transforming actions were established.</p>

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>Second Instance</b></p> <p>A rubric was used in MATE 4995 course (Undergraduate Seminar II) to assess students' research skills in an oral presentation of research posters. N=3</p> <p>It was expected that students assessed would achieve a performance level of 3 points or more in each criteria assessed, as stated in the rubric used.</p> <p>Findings by criteria were:</p> <ul style="list-style-type: none"> <li>• Summary – 67%</li> <li>• Introduction – 67%</li> <li>• Statement of the problem – 67%</li> <li>• Conclusion – 67%</li> <li>• Bibliography – 67%</li> </ul> <p><b>Thus, the goal was not met.</b></p> <p><b>Third Instance</b></p> <p>A questionnaire was administered in various courses to assess students' participation in an undergraduate research project.</p> <p>It was expected that 30% or more of the 3<sup>rd</sup> and 4<sup>th</sup> year students had participated in an undergraduate research experience.</p> <p>Results showed that at least 30% of the 3<sup>rd</sup> and 4<sup>th</sup> year students that had passed Calculus 3 and Algebra</p>		

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	I had a research experience. <b>Thus, the goal was met.</b>		
<b>Nutrition and Dietetics</b>	<p><i>Second Semester</i></p> <p>A rubric was used in NUTR 4198 course to assess students' research skills. Students were required to develop a research proposal by the end of the semester in which they needed to select the appropriate instrument to measure specific variables.</p> <p>It was expected that students' average scores will be 75% or more, when assessing this activity as a whole.</p> <p>Findings revealed that students average score was 85%. <b>Thus, the expected outcome was met.</b></p>	Continue with this type of activity.	<p>The Nutrition and Dietetics department established objectives in one instance, which was met.</p> <p>One transforming action was established.</p>

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Anthropology</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the ANTR 3006 (Sociocultural Anthropology) and ANTR 4098 (Anthropology Research Seminar) and Department Research Seminar courses to assess students' research skills in the use of basic quantitative and qualitative data and manage computer/processing language in their research project in a ethnographic and archeological scope.</p> <p>It was expected that students would achieve an average score of 70% in the five-points rubrics used, where 1-2 is emerging, 3-4 is intermediate and 5 is advanced.</p> <p>Results showed that the average score was 3.4 points (68%). <b>Thus the goal was not met.</b></p>	<p>In all Anthropology courses the research component will be strengthened in order for students to be prepared in the research techniques in an ethnography and archeological scope, and provide the theoretical tools that will help them in the comprehension of human research process.</p>	<p>The Anthropology department two measures in a total of two instances, which were not met.</p> <p>One transforming action was established.</p>
<b>Economics</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the ECON 4416 (Research Methods In Economics) course to assess students' research skills in a research project.</p> <p>It was expected that a majority of students will score between 2.5 and 3.5 points (63% to 88%) in a four point scale rubric, which means that they would perform at a 'satisfactory' or 'good' performance level.</p>	<p><i>Second semester</i></p> <p>Professors should require this type of learning activity in their courses.</p>	<p>The Economics department established one measure in only one instance, which was met.</p> <p>One transforming action was established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Professors' assessment results of each item in the rubric were the following:</p> <ul style="list-style-type: none"> <li>• Identifying the problem 3.34 points (84.5%)</li> <li>• Revision of the literature 3.07 points (76.8%)</li> <li>• Methodology 2.94 points (73.5%)</li> <li>• Results of data analysis 2.85 points (71.3%)</li> <li>• Conclusions 2.83 points (70%)</li> <li>• Recommendations 2.77 points (69.3%)</li> <li>• References 3.16 points (79%)</li> <li>• Correct use of the style manual 3.07 points (76.8%)</li> </ul> <p><b>The expected outcome was achieved in all criteria assessed.</b></p> <p>The average of all 8 criteria was 3.01 points (75.3%), <b>thus the goal was met.</b></p> <p>Students worked in pairs in this learning activity. Assessment by the partner was gathered as:</p> <p>a) Partner contribution</p> <ul style="list-style-type: none"> <li>• Definition of the Research Problem – 3.04 points (76%)</li> <li>• Definition of the Hypothesis – 3.09 points (77%)</li> <li>• Data and Information Search – 3.04 points (76%)</li> <li>• Methodology Development – 2.65 points (69%)</li> <li>• Discussion of results - 2.93 points (73%)</li> </ul>		

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>• Discussion of recommendations – 2.88 points (72%)</li> <li>• Writing – 2.93 points (73%)</li> </ul> <p>b) Students' capacity</p> <ul style="list-style-type: none"> <li>• Argumentation and contribution to the discussion of ideas – 3.09 points (77%)</li> <li>• Creative process – 2.93 points (73%)</li> <li>• Showed Intellectual Curiosity through the search of possible answers to research questions – 3.15 points (79%)</li> <li>• Showed respect towards others' ideas – 3.36 points (84%)</li> </ul> <p><b>Thus the goal was met in all criteria assessed and as an average score of 79%.</b></p>		
<b>Geography</b>	<p><i>First semester</i></p> <p><b>First instance</b></p> <p>Students' research skills were assessed indirectly through their participation in professional conferences, internships, and oral presentations.</p> <p>Between the 30<sup>th</sup> of October and the 6<sup>th</sup> of November 2011, 14 students of the Geography and Law course participated in an international trip called “The week at sea”. They visited the islands of St. Thomas, U.S.V.I, Barbados, St. Lucia, St, Kitts &amp; Nevis and Saint Maarten. As a requisite of the trip the students had to prepare a research project and present it during</p>	<p>We propose to do this activity again in October 2012 for the Caribbean Geography course.</p>	<p>The Geography department established objectives in four instances, which were met.</p> <p>One transforming action was established.</p>



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Academic Program	Findings	Transforming Actions	Summary of Results
	<p>Geography Week, held at the Jose M. Lázaro Library (for a total of two activities). All professors that went on the trip acted as mentors in the students' research. All 14 students had the opportunity to explain their research to the visitors participating in the Geography Week exhibit. Professors from the Program, and state and federal officials gave their opinions of the research projects. These opinions were favorable to the students' work.</p> <p>Some students received proposals to do research with professors from the Program, and others were recommended to publish their research results.</p> <p><i>Second semester</i></p> <p><b>First instance</b></p> <p>In February 2012 a group of 10 students participated in the American Geographers Association, where they presented posters and gave oral presentations of their research projects.</p> <p><b>Second instance</b></p> <p>An internship was started in January 2012 with twenty advanced students from the Geography Program in order to work with the <i>Plan de Uso de Terrenos</i> (PUT) during the semester. Students received academic credits for this participation.</p> <p>Said internship is completely voluntary and the weekly working hours fluctuated between 10 and 15</p>		

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>hours per week. Said experience will enhance students' opportunities to apply and be accepted in graduate schools, especially in the U.S. The Geography Program considers this to be an innovative teaching technique that encompasses many objectives that were proposed when the Curricular Revision and the Program Development Plan were design. The Program has observed those students that participate in this type of activity develops enthusiasm and academic security, and is more likely to continue graduate studies outside of Puerto Rico.</p> <p><b>Third instance</b></p> <p>During the January to May 2012 semester seven geography students participated in the geo-internships in different government agencies and gave oral presentations of the results of their research during the internship. These presentations were offered in the lobby of the new Natural Sciences building on Friday March 30<sup>th</sup>, 2012.</p>		
<b>Labor Relations</b>	<p><i>First semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the RELA 3085 course to assess students' research skills in a research proposal.</p> <p>It was expected that each group would comply 80% or more of the established criteria in the rubric used.</p> <p>Findings revealed that, even though 4 groups</p>	<p>Continue strengthening these skills through activities, homework, and formative evaluation.</p>	<p>The Labor Relations department established objectives in five instances, four of which were met.</p> <p>Five transforming action were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>complied with the expected goal (one group obtained 97%, the second 96%, the third 90%, and the fourth 85%), two groups did not reach the expected goal (one obtained 75% and the other 74%). <b>Although, the goal was not met in the last two groups, the average score for all groups assessed was 86%. Thus the average score was met when all groups are considered.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the RELA 3015 course to assess students' research skills in an Organization Profile. (Exploratory/descriptive research)</p> <p>It was expected that students would comply with 80% of the established criteria in the rubric used.</p> <p>The criteria to be assessed in the Section IV: 1) research on the following aspects of organization: internal and external environment, philosophical framework, structure and functions, 2) organizational models, 3) types of leadership, 4) participation, external and internal communication, 5) demographic characteristics of the employees, 6) motivation, sketch, skit, 7) systems or subsystems (external), 8) economic aspects (in the organization, formal and informal), 9) political aspects, 10) existent religious institutions, 11) community or organizational groups, 12) psychological sense of organization, 13) aspects to improve in the organization;</p> <p>Additional criteria were assessed in the Section V</p>	<p>Continue strengthening these skills through activities, homework, and formative evaluation.</p>	

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Academic Program	Findings	Transforming Actions	Summary of Results
	<p>(Conclusions) and in the Section VI: Assessment and recommendations of at least 10 hours of observation in the organization.</p> <p>Findings revealed that all 8 groups of 8 students researched the criteria related to the different characteristics of the organizations that were requested. <b>Thus, the goal was met</b> in all sections assessed (IV, V, and VI).</p> <p><i>Second Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the RELA 4045 course to assess students' ethnographic research skills as stated in a journal based on their experiences of their practice.</p> <p>It was expected that students would comply with 80% or more of the established criteria in the rubric used.</p> <p>Findings by for the following sections and criteria revealed:</p> <p><i>Section I: Chronological Sequence</i> criteria</p> <p>Results were:</p> <ul style="list-style-type: none"> <li>Describe the activities that were generated to carry out the research task assigned - 100% (6 out of 6)</li> <li>Placed the time dedicated to each task in</li> </ul>	<p>Continue strengthening this learning outcome through diverse research activities that promotes understanding and curiosity towards research in the area of social sciences.</p>	

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>terms of percentages - 100% (6 out of 6)</p> <ul style="list-style-type: none"> <li>Observed and described the human dynamics and of the organizations, using theories of behavioral essentials - 100% (6 out of 6)</li> </ul> <p><b>Thus, these goals were met in all groups assessed and as an average score.</b></p> <p><i>Section II: Narrative Sequence</i> criteria were compared with the content of the Journal prepared by each student to see if he or she complied with the required criteria. Facts or events, relationships, laws and observed behavior are identified and described.</p> <p>Results were:</p> <ul style="list-style-type: none"> <li>Identified and described the facts and phenomena – 100%</li> <li>Described the behavior methods used – 100%</li> <li>Identified and defined the problems - 100%</li> <li>Systematically compiled data – 83%</li> <li>Formulated general propositions – 83%</li> <li>Establish hypothesis to explain identified problems – 83%</li> <li>Analyzed the results – 100%</li> <li>Wrote clearly – 100%</li> </ul> <p><b>Thus, these goals were met in all groups assessed and as an average score.</b></p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Section III: It was expected that the students would comply with 80% or more of the <i>Links theory and practice</i> criterion in the rubric used.</p> <p>When assessing the last three journals, findings revealed that 6 (100%) out of 6 students linked the theoretical aspects to the practice experience and proposed alternatives. <b>Thus, the goal was met.</b></p> <p><b>Thus, goal was met in all three instances assessed.</b></p> <p><b>Second Instance</b></p> <p>Sections C, D and E of the Guide for the Assessment of the RELA Program were used in the RELA 4045 course to assess students' research skills.</p> <p>It was expected that the students would obtain 80% or more in the assessment criteria linked to this learning outcome, and in charge of the Practice Supervisor.</p> <p>Findings by section were:</p> <p><i>Section C:</i></p> <p>Students obtained an average score of 3.94 points (99%) in the first instance and 4.00 points (100%) in the second instance. It must be pointed out that the lowest score obtained was in the ability to harmonize their role as an observer participant and their observation as a controlled participation.</p>	<p>Continue strengthening this learning outcome through diverse research activities that promotes understanding and curiosity towards research in the area of social sciences.</p>	

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><i>Section D</i></p> <p>Students obtained an average score of 3.69 points (92.3%) during the first assessment instance and 3.96 points (99%) in the second instance.</p> <p><i>Section E</i></p> <p>Students obtained an average score of 3.8 points (96%) in the first assessment instance and 4.00 points (100%) in the second instance. Thus the goal was met in all Sections assessed (C, D and E)</p> <p><b>Thus, the goal was met in all sections assessed (Sections C, D and E).</b></p> <p><b>Third Instance</b></p> <p>A questionnaire was administered to students at the end of their baccalaureate degree experience in the RELA 4045 course to assess their level of satisfaction in terms of how the Labor Relations program help them develop research skills.</p> <p>It was expected that the students would show a combined a level of satisfaction of 80% or more when adding the ‘very satisfied’ and ‘satisfied’ levels.</p> <p>The indicator being measured was: Understanding and curiosity towards research in the area of social sciences.</p>	<p>Continue strengthening this competency through a formative evaluation.</p>	

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Findings revealed that out of 6 students assessed, two (33.33%) indicated to be ‘very satisfying’ with the research skills acquired, three students (50%) indicated to be ‘satisfied’ and one student (17%) indicated to ‘dissatisfied’. When including both the levels ‘very satisfied’ and ‘satisfied’ the average percentage score of students that comply with the criteria assessed was 83.33%, <b>Thus, the goal was met.</b></p> <p>Note: The student, who indicated to being ‘dissatisfied’ with the knowledge acquired in this learning outcome, marked 1998 as the date when he/she began studying. It is possible that he/she did not benefit from the changes in the curriculum that was the product of the 2008 Curricular Revision, directed to strengthening this learning outcome.</p>		
<b>Sociology</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the SOCI 3245 (Principles of Sociology), SOCI 3267 (Sociological Research Technics), and Research Seminar courses to assess student research skills in research projects from and interdisciplinary perspective geared to the comprehension of social problems.</p> <p>It was expected that students would achieve an average score of 70% in the five-points rubrics used, where 1-2 is emerging, 3-4 is intermediate and 5 is advanced.</p>	<p>In all Sociology courses the research component will be strengthened in order for students to be prepared in the research techniques in an ethnography and archeological scope, and provide the theoretical tools that will help them in the comprehension of human research process.</p> <p>Both traditional and innovative research techniques will be emphasized.</p>	<p>The Sociology department established two measures in a total of two instances, which were met.</p> <p>Two transforming action were established.</p>



<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	Results showed that the average obtained was 4.2 (84%), <b>thus the goal was met.</b>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Audiovisual Communication</b>	<p><b>First Semester</b></p> <p><b>First Instance</b></p> <p>A 1-10 points scale rubric was used in COMA 4315 course (Scripts) to assess students’ research and creation skills in a radio script. The objective of the course was for students to comprehend the importance of creativity as an essential factor in professional communications and decide on the adequate balance of the artistic and technical elements of the script.</p> <p>The expected performance level was an average score of 8.0 points or more in the 1-10 point scale used. Assessment results by criteria were:</p> <ul style="list-style-type: none"> <li>• The script has creative details and descriptions – <b>8.9 points</b></li> </ul> <p>Since the expected outcome was achieved in 1 out of 1 criterion, the goal was met.</p> <p><b>Second Semester</b></p> <p><b>First Instance</b></p> <p>A 1-10 points scale rubric was used in COMA 4352 course (TV Production II) to assess students’ research and creation skills in a TV script. The objective of the course was for students to comprehend the importance of the written word as an essential factor in professional communications and decide on the</p>	<p>No transforming actions were proposed.</p>	<p>The Audiovisual Communication program established 2 measures in 2 instances, both were met.</p> <p>No transforming actions were established.</p>

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>adequate balance of the artistic and technical elements of the script.</p> <p>It was expected that students achieved an average performance level of 3 points or more in each criteria assessed.</p> <p>Assessment results by criteria were:</p> <ul style="list-style-type: none"> <li>• Topic selection research – 4.3 points</li> <li>• Creativity in the editing process – 3.95 points</li> <li>• Creativity and originality in the visual image when using the camera – 4.0 points</li> <li>• Creativity with the selection of diverse sources and mixing them – 3.9 points</li> </ul> <p>Since the expected outcome was achieved in 4 out of 4 criteria, <b>the goal was met.</b></p>		
<b>Information and Journalism</b>	<p><b>First Semester</b></p> <p><b>First Instance</b></p> <p>A rubric was used in the INFP 4205 (Communication Seminar: Ethics in Communication) course to assess students' research skills in an essay.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p>	No transforming actions were proposed.	<p>The Information and Journalism program established 3 measures in 12 instances, 7 of which were met.</p> <p>No transforming actions were established.</p>

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Apply research techniques in the quantity and balance of the sources – 2.9 points</li> <li>• Apply research techniques in the balance and quantity of the data provided – 3.1 points</li> </ul> <p>Results showed that the overall average was <b>3.00</b> points, thus the goal was met.</p> <p>Since the expected outcome was met in 1 out of 2 criteria, <b>the goal was not met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the INFP 4001 (Journalistic Writing I) course to assess students' research skills in a news article.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in the specific Assessment Criteria in the INFP 4001 (Journalistic Writing I) course were as follows:</p> <ul style="list-style-type: none"> <li>• Creativity in the title of the news. – 3.33 points</li> <li>• Adequate entry creativity – 2.96 points</li> </ul> <p>Results showed that the overall average was <b>3.15 points.</b></p> <p>Since the expected outcome was met in 1 out of 2 criteria, <b>the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used the INFP 4002 (Journalistic Writing II) course to assess students' research skills in the journalistic students writing of essays and assignments.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in the specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Shown creativity in the "lead" – 2.77 points</li> <li>• Use adequate selection of the research techniques used and management of sources interviewed and data gathered. – 3.03 points</li> <li>• Language creativity – 2.75 points</li> </ul> <p>Results showed that the overall average was <b>2.9 points.</b></p> <p>Since the expected outcome was met in 1 out of 3 criteria, <b>the goal was not met.</b></p> <p><b>Second Semester</b></p> <p><b>First Instance</b></p> <p>A rubric was used the INFP 4002 (Journalistic Writing II) course to assess students' research skills in the journalistic students writing essays and assignments.</p> <p>The scale of the rubric used was:          4.5 - 3.5 = very good or Excellent          &lt; 3.5 - &gt;2.5= good</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>2.5 = regular &lt; 2.5- 1.5 = poor &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in the specific Assessment Criteria 1 were as follows:</p> <ul style="list-style-type: none"> <li>• Shown creativity in the "lead" – 2.81 points</li> <li>• Use adequate selection of the research techniques used and management of sources interviewed and data gathered – 3.03 points</li> </ul> <p>Results showed that the overall average was <b>2.92 points</b>.</p> <p>Since the expected outcome was met in 1 out of 2 criteria, <b>the goal was not met</b>.</p> <p><b>Second Instance</b></p> <p>A rubric was used the INFP 4016 (Introduction to Journalism) course to assess students' research skills in a proposal of a journalistic report.</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent &lt; 3.5 - &gt;2.5= good</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>2.5 = regular &lt; 2.5- 1.5 = poor &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in the specific Assessment Criteria 1 were as follows:</p> <ul style="list-style-type: none"> <li>• Master the necessary research process for the preparation of this report – 3.21 points</li> <li>• Apply Analysis techniques - 3.1 points</li> <li>• Adequate selection and information provided; selection , balance and quantity of information sources – 2.9 points</li> </ul> <p>Results showed that the overall average was <b>3.0 points.</b></p> <p>Since the expected outcome was met in 2 out of 3 criteria, <b>the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in the INFP 4001 course to assess students' research and creativity skills in a journalistic news article.</p> <p>The scale of the rubric used was:</p>		



<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>The average score by specific assessment criteria were as follows:            • Adequate entry creativity – 2.96 points "(66 %)            • Creativity in the language used – 3.65 points "(81%)</p> <p>Results showed that the overall average was <b>3.30</b> points.</p> <p>Since the expected outcome was met in 1 out of 2 criteria, <b>the goal was not met.</b></p> <p><b>Fourth Instance</b></p> <p>A rubric was used in the INFP 4809 course (History of Journalism in Puerto Rico) to assess students' critical thinking skills in a journalistic news article.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Document research and use of information sources: pertinence, diversity and appropriate quantity of sources – <b>3.65</b> points</li> </ul> <p>Results showed that the overall average was <b>3.65</b> points.</p> <p>Since the expected outcome was met in 1 out of 1 criterion, <b>the goal was met.</b></p>		
<b>Public Relations and Advertisement</b>	<p><b>First Semester</b></p> <p><b>First Instance</b></p> <p>A rubric was used in REPU 4155 course (Media Plan) to assess the students' research skills in an oral presentation of a Media Plan in a marketing campaign.</p> <p>Students have designed very good commercial marketing campaigns and campaigns for Non-profit institutions. The Students worked with their orthographic and grammatical deficiencies. The written campaigns prove this.</p> <p>It was expected that the students obtained <b>good or</b></p>	No transforming actions were proposed.	<p>The Public Relations and Advertisement program established 2 measures in 4 instances, 3 of which were met.</p> <p>No transforming actions were established.</p>

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>very good or excellent</b> in the criteria assessed in the rubric used.</p> <p>The assessment results by criteria assessed are the following: Results by criteria assessed were:</p> <ul style="list-style-type: none"> <li>• <u>Use of creative strategies:</u> <ul style="list-style-type: none"> <li>- The Plan consider creative strategies_ <b>poor</b></li> </ul> </li> <li>• <u>Plan Innovation:</u> <ul style="list-style-type: none"> <li>- The Plan is innovative <b>poor</b></li> <li>- Present a different solution to the problem while maintaining all other criteria – <b>poor</b></li> </ul> </li> </ul> <p>Since the expected outcome was not achieved in 3 out of 3 criteria, <b>the goal was not met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the REPU 4166 (Advertisement Campaign) course to assess students' research and creation skills in a group oral presentation of a Public Relations Campaign.</p> <p>It was expected that the students obtained good or very good in the criteria assessed in the rubric used.</p> <p>Results by criteria assessed to assess this oral presentation were</p> <p><u>Analysis of the situation:</u></p> <ul style="list-style-type: none"> <li>• Analysis of FODA and the market – <b>very good</b></li> <li>• Analysis related to the genre of the product –</li> </ul>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>very good</b></p> <p><u>Use of a creative strategy:</u></p> <ul style="list-style-type: none"> <li>- The plan consider the use of a creative strategy - <b>good</b></li> </ul> <p><u>Plan Innovation:</u></p> <ul style="list-style-type: none"> <li>• The Plan is innovative – <b>good</b></li> <li>• Present a different solution to the problem while maintaining all other criteria – <b>poor</b></li> </ul> <p><u>Creative Performances: Printing Press</u></p> <ul style="list-style-type: none"> <li>- Headline grabs attention : <b>good</b></li> <li>- The initial paragraph is tied to the headline and the sales ideas in the text: <b>good</b></li> <li>- The paragraphs in the text provide credibility since they contribute proof of the promises claimed through research , testimonies and guarantees: <b>poor</b></li> <li>- The closing sentence suggest actions to be followed: <b>good</b></li> <li>- The theme resume the marketing campaign - <b>good</b></li> <li>- Illustration complements the text: <b>good</b></li> <li>- The typography is adequate for the message and the product: <b>good</b></li> </ul> <ul style="list-style-type: none"> <li>• <u>Marketing Plan : Radio</u> <ul style="list-style-type: none"> <li>- Concentrate in the most important sales point to grab audience attention: <b>poor</b></li> <li>- Mention the product or advertiser at the beginning of the communication: <b>good</b></li> <li>- Uses words and shorts sentences: <b>poor</b></li> <li>- Use more verbs than adjectives: <b>poor</b></li> <li>- The closing sentence invite toward action: <b>good</b></li> </ul> </li> </ul>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>• <u>Marketing Plan :TV and Cinema-</u> <ul style="list-style-type: none"> <li>- The initial scene entices the viewer and it is full of drama, action, humor or human interest – <b>good</b></li> <li>- Use a situation that emerges naturally from the sale history – <b>good</b></li> <li>- The demonstrations are dramatic although believable - <b>good</b></li> <li>- Ideas sequence is simple and easy to understand: <b>good</b></li> <li>- The audio text is concise since the weight of the communication rest on the video: <b>good</b></li> <li>- Storyboard clearly communicates the idea: <b>poor</b></li> </ul> </li> </ul> <p>Since the expected outcome was achieved in 17 out of 23 criteria, <b>the goal was met.</b></p> <p><b>Second Semester</b></p> <p><b>First instance</b></p> <p>A rubric was used in REPU 4155 course (Media Plan) to assess the students' oral communication skills in an oral presentation of a Media Plan in a marketing campaign.</p> <p>Students have designed very good commercial marketing campaigns and campaigns for Non-profit institutions. The Students worked with their orthographic and grammatical deficiencies. The written campaigns prove this.</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that the students obtained <b>good or very good or excellent</b> in the criteria assessed in the rubric used.</p> <p>The assessment results by criteria assessed are the following: Results by criteria assessed were:</p> <ul style="list-style-type: none"> <li>• <u>Use of creative strategies:</u> <ul style="list-style-type: none"> <li>- The Plan consider creative strategies - <b>good</b></li> </ul> </li> <li>• Plan Innovation:           <ul style="list-style-type: none"> <li>- The Plan is innovative <b>good</b></li> <li>- Present a different solution to the problem while maintaining all other criteria – <b>good</b></li> </ul> </li> </ul> <p>Since the expected outcome was achieved in 3 out of 3 criteria, <b>the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in REPU 4166 course (Advertisement Campaign) to assess the students' research and creation skills in a Media Plan of a marketing campaign.</p> <p>It was expected that students obtained and average score of <b>good or very good or excellence</b> in the criteria assessed.</p> <p>Results by criteria assessed were: <u>Use of a creative strategy:</u> <ul style="list-style-type: none"> <li>- The plan consider the use of a creative strategy - <b>good</b></li> </ul> <u>Plan Innovation:</u></p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>- The Plan is innovative – <b>good</b></li> <li>- Present a different solution to the problem while maintaining all other criteria – <b>good</b></li> <li><u>Creative Performances: Printing Press</u> <ul style="list-style-type: none"> <li>- Headline grabs attention : <b>good</b></li> <li>- The initial paragraph is tied to the headline and the sales ideas in the text: <b>poor</b></li> <li>-The paragraphs in the text provide credibility since they contribute proof of the promises claimed through research , testimonies and guarantees: <b>good</b></li> <li>- The closing sentence suggest actions to be followed: <b>good</b></li> <li>- The theme resume the marketing campaign - <b>good</b></li> <li>- Illustration complements the text: <b>very good</b></li> <li>- The typography is adequate for the message and the product: <b>good</b></li> </ul> </li> <li>• <u>Marketing Plan : Radio</u> <ul style="list-style-type: none"> <li>- Concentrate in the most important sales point to grab audience attention: <b>good</b></li> <li>- Mention the product or advertiser at the beginning of the communication: <b>good</b></li> <li>• - Uses words and shorts sentences: <b>poor</b></li> <li>• - Use more verbs than adjectives: <b>poor</b></li> <li>• - The closing sentence invite toward action: <b>good</b></li> </ul> </li> <li>• <u>Marketing Plan :TV and Cinema-</u></li> <li>• The initial scene entices the viewer and it is full of drama, action, humor or human interest – <b>good</b></li> <li>• Use a situation that emerges naturally from the sale history – <b>good</b></li> </ul>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>• The demonstrations are dramatic although believable - <b>good</b></li> <li>• - Ideas sequence is simple and easy to understand: <b>good</b></li> <li>• - The audio text is concise since the weight of the communication rest on the video: <b>good</b></li> <li>• - Storyboard clearly communicates the idea: <b>poor</b></li> </ul> <p>Since the expected outcome was achieved in 17 out of 21 criteria, <b>the goal was met.</b></p>		



## IV. Social Responsibility

College of Business Administration			
Academic Program	Findings	Transforming Actions	Summary of Results
<b>Business Administration</b>	<p><b>First instance</b></p> <p>A 3 point scale rubric (where 1 is “developing”, 2 is “satisfactory”, and 3 is “proficient”) was used in FINA 3107 (Finance) to assess students’ ability to apply ethical principles in a First cycle: conflict of interest short essay and 2<sup>nd</sup> cycle: conflict of interest movie.</p> <p>It was expected that at least 70% of students would reach the proficient level (3 points) as stated on the rubric.</p> <p>The general results showed that during the second semester of the 2011-2012 academic year, of the 30 student assessed, 92% reached a proficient level. This finding compares favorably with the one observed on the 1st semester of the 2011-2012 academic year, where only 58% of the 89 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <ol style="list-style-type: none"> <li>1) Explains what conflict of interest is and why it is an ethical issue.               <ol style="list-style-type: none"> <li>a) 2011-2012 2<sup>nd</sup> semester: 70.0%</li> <li>b) 2011-2012 1<sup>st</sup> semester: 37.1%</li> </ol> </li> <li>2) Explains the selected conflict of interest.               <ol style="list-style-type: none"> <li>a) 2011-2012 2<sup>nd</sup> semester: 63.3%</li> </ol> </li> </ol>	<p>A <i>practice community</i> composed of professors that teach the CONT 3105 and ADMI 4005 courses was created. This approach promoted a dialog among separate disciplines and promoted coordination between both courses regarding ethics.</p>	<p>The Business Administration department established objectives in three instances, which were not met.</p> <p>Three transforming actions were established.</p>

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>b) 2011-2012 1<sup>st</sup> semester: 55.1%</p> <p>3) Can apply the right approach to the selected conflict of interest chosen and can propose a solution to the conflict based on the approach.            a) 2011-2012 2<sup>nd</sup> semester: Not measured            b) 2011-2012 1<sup>st</sup> semester: Not measured</p> <p>4) Can apply the right approach to the selected conflict of interest chosen and can propose a solution to the conflict based on the approach.            a) 2011-2012 2<sup>nd</sup> semester: 50.0%            b) 2011-2012 1<sup>st</sup> semester: 46.1%</p> <p>5) Can apply the Fairness or Justice approach to the selected conflict of interest chosen and can propose a solution to the conflict based on the approach.            a) 2011-2012 2<sup>nd</sup> semester: 36.7%            b) 2011-2012 1<sup>st</sup> semester: 21.3%</p> <p>6) Can apply the Common good Approach to the selected conflict of interest chosen and can propose a solution to the conflict based on the approach.            a) 2011-2012 2<sup>nd</sup> semester: 53.3%            b) 2011-2012 1<sup>st</sup> semester: 32.6%</p> <p>7) Can apply the Virtue Approach to the selected conflict of interest chosen and can propose a solution to the conflict based on the approach.            a) 2011-2012 2<sup>nd</sup> semester: Not measured            b) 2011-2012 1<sup>st</sup> semester: Not measured</p>		

College of Business Administration			
Academic Program	Findings	Transforming Actions	Summary of Results
	<p>8) Explains why he/she thinks it is important to use ethical framework to base business decisions.</p> <p>a) 2011-2012 2<sup>nd</sup> semester: 66.7%</p> <p>b) 2011-2012 1<sup>st</sup> semester: 33.7%</p> <p><b>Since the expected outcome was achieved in one of the six criteria measured, the goal was not met. However, second semester results improved in all six criteria assessed.</b></p> <p><b>Second instance</b></p> <p>A 3 point scale rubric (where 1 is “developing”, two is “satisfactory”, and 3 is “proficient”) was used in CONT 3105 (Accounting) to assess students’ ability to apply ethical models in the decision making process, and to see if student is able to defend and justify moral judgments based on ethical principles through logical reasoning.</p> <p>It was expected that at least 70% of students would reach the proficient level (3 points) as stated on the rubric.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <p>1) Describes situation</p> <p>a) 2011-2012 1<sup>st</sup> semester: 65.9%</p> <p>b) 2010-2011 1<sup>st</sup> semester: 82.3%</p> <p>2) Identifies ethic question.</p>	<p><i>A practice community</i> composed of professors that teach the CONT 3105 and ADMI 4005 courses was created. This approach promoted a dialog among separate disciplines and promoted coordination between both courses regarding ethics.</p>	

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>a) 2011-2012 1<sup>st</sup> semester: 68.7%</p> <p>b) 2010-2011 1<sup>st</sup> semester: 66.0%</p> <p>3) Identifies affected parties</p> <p>a) 2011-2012 1<sup>st</sup> semester: 50.0%</p> <p>b) 2010-2011 1<sup>st</sup> semester: 47.0%</p> <p>4) Describes the impact.</p> <p>a) 2011-2012 1<sup>st</sup> semester: 55.3%</p> <p>b) 2010-2011 1<sup>st</sup> semester: 45.6%</p> <p>5) Formulates alternatives.</p> <p>a) 2011-2012 1<sup>st</sup> semester: 65.5%</p> <p>b) 2010-2011 1<sup>st</sup> semester: 66.0 %</p> <p>6) Evaluates alternatives.</p> <p>a) 2011-2012 1<sup>st</sup> semester: 58.3%</p> <p>b) 2010-2011 1<sup>st</sup> semester: 36.3%</p> <p>7) Selects and justifies alternative.</p> <p>a) 2011-2012 1<sup>st</sup> semester: 64.3%</p> <p>b) 2010-2011 1<sup>st</sup> semester: 53.3%</p> <p><b>Although the expected goal was not met in any criteria assessed, 5 out of 7 criteria assessed the results improved in the 2011-2012.</b></p> <p><b>Third instance</b></p> <p>A 2 point scale rubric (where 0 is “developing”, and 1 is “proficient”) was used in LEGA 4005 (Legal Aspects in Business) course to assess students’ knowledge of the difference between ethics and other</p>	<p>For LEGA 4005 data shows students meet this learning goal. FAE will assess these competencies in a new set of courses starting in January 2014.</p>	

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>fields in an Ethics theory question in an exam.</p> <p>It was expected that at least 70% of students would reach the proficient level (1 point) as stated on the 0 - 1 rubric scale.</p> <p>The general results showed that during the 2nd semester of the 2011-2012 academic year, of the 203 student assessed, 92% reached a proficient level. This finding compares favorably with the one observed on the 1st semester of the 2011-2012 academic year, where only 83% of the 101 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <ol style="list-style-type: none"> <li>1) Law and justice are the same.               <ol style="list-style-type: none"> <li>a) 2011-2012 1<sup>st</sup> semester: 98.0%</li> <li>b) 2011-2012 2<sup>nd</sup> semester: 100%</li> </ol> </li> <li>2) In the light of the purposes of the law when a law is not just it should not be respected or obeyed.               <ol style="list-style-type: none"> <li>a) 2011-2012 1<sup>st</sup> semester: 98.0%</li> <li>b) 2011-2012 2<sup>nd</sup> semester: 96.0%</li> </ol> </li> <li>3) Only in the business world more regulation results in more corruption.               <ol style="list-style-type: none"> <li>a) 2011-2012 1<sup>st</sup> semester: 93.1%</li> <li>b) 2011-2012 2<sup>nd</sup> semester: 95.0%</li> </ol> </li> <li>4) As a matter of fact, the law is a tool at the service of the system to protect itself.</li> </ol>		

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	a) 2011-2012 1 <sup>st</sup> semester: 69.3% b) 2011-2012 2 <sup>nd</sup> semester: 85.0%  5) As a universal premise one of the purposes of the law is the protection of free enterprise. a) 2011-2012 1 <sup>st</sup> semester: 38.6% b) 2011-2012 2 <sup>nd</sup> semester: 41.0%  6) Every salesperson should strive for the development of a capability that allows you to sell a refrigerator to an Eskimo. a) 2011-2012 1 <sup>st</sup> semester: 69.3% b) 2011-2012 2 <sup>nd</sup> semester: 82.0%  7) If you can, you should sell a refrigerator to an Eskimo. a) 2011-2012 1 <sup>st</sup> semester: 44.6% b) 2011-2012 2 <sup>nd</sup> semester: 43.0%  8) Empirically in our rule of law natural law always prevails over positive law. a) 2011-2012 1 <sup>st</sup> semester: 54.5% b) 2011-2012 2 <sup>nd</sup> semester: 54.0%  9) Natural law is a paradigmatic utopian concept that is worthless. a) 2011-2012 1 <sup>st</sup> semester: 95.0% b) 2011-2012 2 <sup>nd</sup> semester: 90.0%  10) Freedom of religion means that provided you are Christian you can profess any religion. a) 2011-2012 1 <sup>st</sup> semester: 95.0% b) 2011-2012 2 <sup>nd</sup> semester: 97.0%		

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>In the first semester, the expected outcome was achieved in 5 out of 10 criteria assessed. Therefore, the goal was not met.</b></p> <p><b>In the second semester, the expected outcome was achieved in 7 out of 10 criteria assessed. Therefore, the goal was met. Results improved in six criteria assessed in the second semester.</b></p>		
<b>Office System Management</b>	<p><b>First instance</b></p> <p>A rubric designed by the Curricular Committee was used to evaluate a Comprehensive Standardized Exam in order to assess students' social responsibility skills and professional ethics.</p> <p>It was expected that the students would obtain 70% or more in each assessed area.</p> <p>Results showed that students obtained an average score of 65% versus the average score of 60% that they obtained in November 2011. Even though an improvement was seen, <b>the goal was not met.</b></p> <p><b>Second instance</b></p> <p>A rubric was used in the CONT 3005 course to assess students' implementation of their ethical knowledge in the analysis of a case study by means of a standardized exam.</p> <p>It was expected that the student will obtain an average score of 70% or more in the analysis of the</p>	<p>Revise and analyze where this competency is learned, developed, and applied. Verify the status of the process and develop new teaching/learning strategies that allow the student to acquire this competency. Use the new standardized test that was designed.</p>	<p>The Office System Management department established objectives in two instances, which was met.</p> <p>One transforming action was established.</p>

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	case study.  The results are pending to be submitted.		



<b>College of Education</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p><b>Teacher Preparation Program</b></p>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in EDFU 3002, EDES, TEED, Method I, and Method II courses to assess students' social responsibilities skills in their field experiences.</p> <p>It was expected that students as a group in each course obtained an average score of 2.0 points or more (67%) in the disposition criterion of the 3 point scale rubric used.</p> <p><i>Findings were the following:</i></p> <p>EDFU 3002 course: Results showed an average score of 2.00 (67 %) points on a 3.00 point scale rubric, performing a level of acceptable/intermediate performance, according to the rubric. <b>Thus the goal was met.</b> A total of 120 students enrolled in this course were assessed.</p> <p>EDES course: Results showed an average student performance score of 2.80 points, (93%), on a 3.00 point scale rubric. <b>thus the goal was met.</b> A total of 38 students enrolled in this course were assessed.</p> <p>TEED course: Results showed an average student performance score of 1.83 points (61%), on a 3.00 point scale rubric. <b>Thus the goal was not met.</b> A total of 72 students enrolled in this course were assessed.</p>	<p>Professors will provide individual help to those students that scored below the expected outcome in each of the courses where these skills were assessed.</p> <p>The first results using the revised rubric were discussed among professors of the College of Education in a Faculty Assessment Retreat for the 2011-2012 academic year. Also, during this retreat previous year assessment results were discussed and transforming actions were proposed in order to assist those students who require more practice.</p> <p>The development and incorporation of the disposition criterion and its corresponding rating scale in the revised rubric to be used as part of the assessment instruments in courses that have field experiences is an example of and implemented transforming action. It is the results of previous assessments gathered by the Office of Evaluation of the College of Education and findings in the pedagogical situation of the Teacher Certification Test (PCMAS), which combined suggested a more in depth development and assessment of the future teachers' disposition towards the teaching profession.</p>	<p>The Teacher Preparation Programs established 4 measures in a total of 16 instances, 14 of them were met.</p> <p>Six transforming actions were established.</p>

<b>College of Education</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Method I course: Results showed an average student performance score of 3.00 points (100%) on a 3.00 point scale rubric. <b>Thus the goal was met.</b> A total of 19 students enrolled in this course were assessed.</p> <p>Method II course: Results showed an average student performance score of 2.75 points (92%), on a 3.00 point scale rubric. <b>Thus, the goal was met.</b> A total of 51 students enrolled in this course were assessed.</p> <p>The goal was met in four out of the five courses were this learning outcome was assessed.</p> <p><b>Second Instance</b></p> <p>An Electronic Portfolio (e-Portfolio) was used in the Professional Seminar courses (FAED 4001, FAED 4002, and FAED 4003) to assess students' social responsibility and community relationship skills.</p> <p>It was expected that on average students would achieved a performance level of at least 12 points in a 0 to 18 points scale rubric.</p> <p>Findings revealed that students obtained an average score of 17 points (achieved or excellent) in the assessment of the above skills. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in the Teaching Methodology course to assess students' social responsibility and</p>	<p>Assessment results showed that most students obtained an average performance score of 2 points in the 3 point scale rubric used. This was expected at the initial stage courses, since student formation related to social responsibilities skills and dispositions improve through their baccalaureate experience.</p>	

College of Education			
Academic Program	Findings	Transforming Actions	Summary of Results
	<p>community relationship skills.</p> <p>It was expected that students performed at 3 points or higher level in the disposition criterion, as define in the four point rating scale of the rubric used.</p> <p>Findings revealed that 90% of the teacher candidates obtained a performance level of 4 points (excellent) in the rating scale. <b>Thus the goal was met.</b></p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in EDFU 3002, EDES &amp; TEED, Method I, and Method II courses to assess students' social responsibilities skills in their field experiences.</p> <p>It was expected that students achieve a score of 2 points or higher level in the disposition criterion, as define in the three point rating scale of the rubric used.</p> <p><u>Findings were the following:</u></p> <p>The Method II course was taken by 32 students who had an average score of 2.93 points (98%) on a 3 point scale rubric. <b>Thus the goal was met.</b></p> <p>The EDES course was taken by 22 students who had an average score of 1.85 points (62%) on a 3 point scale rubric. <b>Thus the goal was not met.</b></p>	<p>The first results obtained by the administration of the revised rubric will be discussed with the professors according who teaches these courses.</p> <p>The Teaching Practicum Office will follow-up on the results obtained in the field experiences courses.</p>	

College of Education			
Academic Program	Findings	Transforming Actions	Summary of Results
	<p>The TEED course was taken by 15 students who had an average of 2.40 points (80%) on a 3 point scale rubric. <b>Thus the goal was</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in FAED 4001, 4002, and 4003 to assess students' social responsibility skills in terms of their relation with the community in their Porta-e (an electronic portfolio).</p> <p>Results showed that the students obtained an average 18.42 (achieved) in the 9<sup>th</sup> principle, Community and Social Contexts. <b>The goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used to assess students' students' social responsibility skills in terms of their relation with the community in a Teaching Practice experience.</p> <p>Results showed that 90% of the teacher candidates obtained a performance level of 4 (outstanding) according to the teaching practice instrument. <b>The goal was met.</b></p>	<p>The Teacher Preparation Programs will follow-up on professors in order to obtain the assessment data for the EDFU 3002 and Method I courses.</p>	



College of Humanities			
Academic Program	Findings	Transforming Actions	Summary of Results
	<p>education of Puerto Rican society.</p> <p>It was expected that 80% of the spectators assessed will express that the play complied with the criteria of a good play, and that the average assessment would be 3.5 points or more on a 1 to 5 point scale.</p> <p>In the play <i>La Farsa del Maese Pathelin</i> presented as part of the International Amateur Theatre Festival in Girona, Spain, 96% of those surveyed (N=86) expressed that they enjoyed the Puerto Rican's participation. Also, 90% of the spectators ranked the production in the 3rd and 4th level on a point scale where 1 is the lower value and 4 is the higher value. <b>Thus the goal was met.</b></p> <p>In the play <i>Retablo de la avaricia, la lujuria y la muerte</i> de Ramón del Valle Inclán, 100% of the spectators (N=30) surveyed acknowledged good staging and excellent acting in the play, and 93% of the spectators (N=28) assessed the play with 4 or 5 points on a point scale where 1 is the lower value and 5 the higher value. <b>Thus, the goal was met.</b></p> <p>In the play <i>El balcón</i> by Jean Genet, 95% of the spectators (n=60) surveyed acknowledge good staging and excellent acting in the play, assessing with 4 or 5 points on a point scale where 1 is the lower value and 5 the higher value. <b>Thus, the goal was met.</b></p> <p><b>The expected goal was met in all three plays performed by the students.</b></p>		

<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A questionnaire was administered to spectators of campus presentations of the TEAT 4082 course plays. This course aims to make known the theatrical task while keeping theatrical activities as part of the Performing Arts Program’s commitment, as well as students’ social responsibility with the culture and education of the Puerto Rican society.</p> <p>It was expected that 80% of the spectators assessed will express that the plays complied with the criteria of a good play and that the average assessment would be 3.5 points or more on a 1 to 5 point scale.</p> <p>In the play <i>Platero y yo</i> by Jean Genet, 95% of the surveyed spectators (n=60) acknowledge good staging and excellent acting, assessing with 4 or 5 points on a scale where 1 is the lower value and 5 is the higher value. <b>Thus, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>As an additional activity aimed at strengthening the ties with the external community, a series of proposals were written to private companies in order to acquire funds destined for the development of our stage projects with the goal of offering educational and artistic experiences locally and internationally.</p>	<p><i>Second semester</i></p> <p>Maintain the rigorous standards that allow the Performance Arts Program, and therefore their students, to comply with social responsibility.</p> <p>Continue the self-management process in order to maintain the ties created with the goal of gaining greater participation and development of our international projection.</p>	

<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>After submitting diverse proposals to different civic and gubernatorial organizations in order to obtain funds for the <i>Platero y yo</i> project, we discovered that:</p> <ol style="list-style-type: none"> <li>1. It is essential to maintain a direct and solid relation with the private company and government in order to achieve sustainability by means of self-management.</li> <li>2. The support of entities outside of the University facilitates and allows for the development of projects that represent the Campus and Puerto Rico on a national and international level.</li> <li>3. Self-management is the most effective mean to strengthen the extracurricular offer of our institution.</li> <li>4. The Performing Arts Department was able to gain the support of diverse sectors for the <i>Platero y yo</i> project. This support has allowed the production to represent Puerto Rico at the Edinburg Fringe Festival in Scotland.</li> </ol> <p><b>Thus the goal was met.</b></p>		





College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>enrolled in the BIOL 3349 would be able to identify one topic of genetics applied to everyday life and communicate their findings by means of a video published in <i>YouTube</i>. This activity also promoted information literacy skills and written and oral communication skills.</p> <p>Findings revealed that 100% of the students in the course identified a genetics topic applied to everyday life and communicated it through a video in <i>You Tube</i>. These videos can be access at <a href="http://www.youtube.com/user/BIOL4980MCB">http://www.youtube.com/user/BIOL4980MCB</a>. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A questionnaire and a focal group (N=14) were used to assess if students were able to identify and contribute solutions to problems in the areas of sustainable development, health and biotechnology.</p> <p>Findings revealed that all students were able to identify 3 courses that promote social responsibility. All concurred that the research courses and tutorials are the ones that emphasize social responsibility, specially the Microbiology course. <b>Thus the goal was met.</b></p> <p>Most of the students participating expressed that they prefer to not participate in this kind of activity because they lack the time to do so, due to their need to study for their other courses.</p>	<p>Prepare an orientation for professors on the activities that promote social responsibility in their courses and promote that this learning outcome be assessed in other courses of the Biology Program.</p>	

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>Fourth Instance</b></p> <p>A rubric was used in the BIOL 3349 (Genetics) course to assess an exam question focused on a social responsibility topic <u>that is not related</u> to Biology (N = 180).</p> <p>It was expected that 50% or more of the students assessed will demonstrate knowledge on a subject <u>not related to</u> Biology.</p> <p>Findings revealed that 44.6% of students assessed showed knowledge of a social responsibility topic <u>not</u> related to Biology. <b>Thus the goal was not met.</b></p> <p><b>Fifth Instance</b></p> <p>A rubric was used in the BIOL 3349 (Genetics) course to assess an exam question focused on a social responsibility topic <u>that is related</u> to Biology.</p> <p>It was expected that 50% or more of the students would demonstrate knowledge on a subject related to biology.</p> <p>Findings showed that 92.3% of students showed knowledge on a social responsibility subject <u>related to</u> Biology. <b>Thus the goal was met.</b></p>		
<b>Computer Science</b>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>Students' social responsibility and ethics skills were</p>	<p><i>First Semester</i></p> <p>The Program will continue doing what it has</p>	<p>The Computer Science department established</p>

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>assessed at the beginning of the semester in CCOM 3981 using a questionnaire.</p> <p><i>Expected outcome:</i> At least 50% of the students assessed will have a positive attitude towards social responsibility and ethics.</p> <p><i>Findings revealed that:</i> 55% (11/20) of the students that answered the questionnaire showed a positive attitude towards social responsibility and ethics. <b>Thus, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the CCOM 3981 course to assess students' social responsibility skills on a group discussion with open ended questions related to ethics.</p> <p><i>Expected outcome:</i> At least 50% of the students assessed will have a positive attitude towards social responsibility and ethics.</p> <p><i>Findings revealed that:</i> Most of the students assessed (more than 50%) showed a good attitude towards social responsibility and academic honesty. <b>Thus the goal was met.</b> However, it was not clear for them what constitutes plagiarism.</p> <p><b>Third Instance</b></p> <p>A multiple choice case study instrument develop by the College of General Studies was used in the CCOM 3981 course to assess students' social responsibility</p>	<p>done so far; there is no need to take actions at this time.</p> <p>The Program will continue doing what it has done so far; there is no need to take actions at this time.</p> <p>A new instrument will be designed and this learning outcome will be measured again in Fall</p>	<p>objectives in five instances, three of which were met.</p> <p>Four transforming action were established.</p>

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>skills.</p> <p><i>Expected outcome:</i> At least 70% of the students will select responses that show a positive attitude towards ethics.</p> <p><i>Findings:</i> We considered that the questionnaire prepared by the College of General Studies was not appropriate to compare the results obtained as baseline data and it was not given to the students.</p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A yearly student questionnaire was administered in order to assess students' social responsibility and ethics skills.</p> <p><i>Expected outcome:</i> At least 70% of the students will have a positive attitude towards ethics.</p> <p><i>Findings:</i> 93% (50/54) of the students showed a positive attitude towards ethics. <b>Thus, the goal was met.</b></p>	<p>2012.</p> <p><i>Second semester</i></p> <p>The Program will continue doing what it has been done so far; there is no need to take actions at this time.</p>	
<b>Interdisciplinary Program in Natural Sciences</b>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A questionnaire was administered in CINA 4996 course to assess students' participation in student organizations (as an indirect measure of social responsibility)</p>	<p><i>First Semester</i></p> <p>The Interdisciplinary Program will suggest professors of introductory courses to ask from the academic advisors to give orientations to students about the different student organizations of which</p>	<p>The Interdisciplinary Program in Natural Sciences department established objectives in one instance, which was met.</p>

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><i>Expected outcome:</i></p> <p>Given that it is the first time that we use this measure, in an exploratory way, we will not use a determined percentage to asses it.</p> <p><i>Findings revealed that:</i></p> <p>30% of the students assessed were a member of a student organization.</p>	<p>they can be members.</p> <p>Another alternative would be to contact some of the students' organizations to determine how they promote enrollment in their organizations.</p>	<p>Two transforming action were established.</p>

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Anthropology</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the ANTR 3006 (Sociocultural Anthropology) and ANTR 4098 (Anthropology Research Seminar) and Department Research Seminar courses to assess if students contribute their knowledge of anthropology to the university community and the external community as a reflection of tolerance, values, respect and appreciation of cultural diversity and sensibility towards problems that affect collective social welfare.</p> <p>It was expected that students would achieve an average score of 70% in the five-points rubrics used, where 1-2 is emerging, 3-4 is intermediate and 5 is advanced.</p> <p>Results showed that the average score obtained was 3.0 points (60%), <b>thus the goal was not met.</b></p>	<p>In all Anthropology courses critical thinking that will promote social, cultural, environmental, and civic responsibility, among the students, will be encouraged.</p> <p>A program of activities that go beyond the university in order to spread anthropological knowledge to the outside community will be developed.</p>	<p>The Anthropology department established objectives in one instance, which was not met.</p> <p>Two transforming action were established.</p>
<b>Geography</b>	<p><i>First semester</i></p> <p>Student's social responsibility skills were assessed indirectly through their participation in community activities (in or out Campus). Evidence of the quality of their participation was gathered through community leaders, Deans, Program Chairs, and Organizations and through persons impacted by students' work and collaboration.</p> <p><b>First Instance</b></p>		<p>The Geography department established objectives in six instances, all were met.</p> <p>No transforming actions were established.</p>

**College of Social Sciences**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>During the August to December 2011 semester the Project <i>Ciencia Informal del Fideicomiso de Conservación de Puerto Rico</i> under the mentorship of Dr. Maritza Barreto was undertaken. In this project students developed into leaders that were responsible of organizing the activities held. This participation evidences students' social responsibility commitment with this type of activities.</p> <p><b>Second Instance</b></p> <p>In November 2011, with the celebration of Geography Week, students of the Geography Program, Geography Students Association, and students of the Geography and Law, and Geography of <i>the Karst courses</i>, presented their research projects in a poster presentation through the months of November and December in the lobby of the José M. Lázaro Library. This participation evidences students' social responsibility commitment with this type of activities.</p> <p>The purpose of this exhibition is to show the quality of the research students have been doing to the university community as well as the visitors of the campus. The day of the opening of the exhibition the students were in the area at the disposition available to visitors, to explain their projects. This participation evidences students' social responsibility commitment with this type of activities.</p> <p><i>Second semester</i></p>		



**College of Social Sciences**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>First Instance</b></p> <p>In February 2012 in the Geography of Population course, professor José Longo carried out the “Universidad sin Paredes” activity in which he offered the class in the <i>Tren Urbano</i> [metro], not only for the benefit of the students but also all those who wished to listen to the class. This participation evidences students’ social responsibility commitment with this type of activities.</p> <p><b>Second Instance</b></p> <p>Professor Sandra Soto Bayó took a trip to Piñones with her Physical Geography of Puerto Rico class (GEOG 4110) March 16 in which we met with the Program of Natural and Environmental Resources personnel, who offered conferences on the history of Piñones and on the ecology of the swamp in the area. This trip is part of a project for the preparation of educational material in order to train tourist guides for the Piñones area in conjunction with the Program of Natural and Environmental Resources. This participation evidences students’ social responsibility commitment with this type of activities.</p> <p><b>Third Instance</b></p> <p>Geography students participated in NOCTILIO Project: A collaborative project between the Natural History Society of Puerto Rico, the Bat Conservation Program of Puerto Rico, the Study of the San Juan</p>		

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Bay Program, Inter-American University and the geography students of the UPR. This project started in February 18<sup>th</sup> and will continue until December, 2012.</p> <p>The First phase of this project consisted of capturing, marking and monitoring the Fisherman Bat in the ecosystems of the Santa Ana Forest, and the estuary of the San Juan Bay, and spatial monitoring of the specie's movement.</p> <p>The Second phase of the project was responsible for the training of university students in the offering conferences in nearby schools to the places of capturing and monitoring this kind of bat. This participation evidences students' social responsibility commitment with this type of activities.</p> <p><b>Fourth Instance</b></p> <p>Students from the Geography program participated in the American Geographers Association Convention celebrated in New York City in February 2012. The following students participated in this conference and volunteered at the table for the promotion of the next annual convention on Race, Ethnicity and Place that will be held in San Juan in October 24-26 2012: Nadja Rivera Márquez, Eliud de Jesús Santana, Kamil Gerónimo, Valeria Torres López, Mairim Martínez Baez and Isis M. Colón Marrero. This participation evidences students' social responsibility commitment with this type of activities.</p>		
<b>Labor</b>	<i>First semester</i>		

**College of Social Sciences**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p><b>Relations</b></p>	<p><b>First Instance</b></p> <p>A rubric was used in the RELA 3085 course to assess students' teamwork skills and social responsibility skills in the application of ethical, moral and professional principles in work related activities, scenarios, and roles in which they participate in community and organizational activities.</p> <p>It was expected that the students would obtain 80% or more in the average score of all the criteria assessed in the rubric. The criteria were:</p> <ul style="list-style-type: none"> <li>• Went to scheduled meetings activities.</li> <li>• Participated, and, through collaboration, clarified doubts and concepts related to the assignment.</li> <li>• Wrote diverse areas of the assignments such as: <ul style="list-style-type: none"> <li>- statement of the problem</li> <li>- writing the summary, work plans, informed consent</li> <li>- wrote the interviews</li> <li>- arrange the working hours scheduled and comply with them</li> <li>-his/her work was excellent and showed ample knowledge of the task assigned</li> </ul> </li> <li>• Contribute to work division and/or to provide a good work environment</li> <li>• Was responsible and handed in the assignments on time so that the rest of the group could work on it.</li> </ul>	<p>Continue assessing and strengthening work in groups. Carry out formative evaluations. Administer the test on fewer than 3 occasions and make recommendations of how to improve group/team work.</p>	<p>The Labor Relations department established objectives in one instance, four of which were met.</p> <p>One transforming action was established.</p>

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>An average score was calculated by group. Findings revealed that :</p> <ul style="list-style-type: none"> <li>• In Group 1 the students obtained an average score of 3.66, 2.66, and 3.00 points. As a whole, the group averaged 3.10 points (78%).</li> <li>• In Group 2 the students scored an average of 3.66, 4.00, and 3.66 points. As a whole, the group averaged 3.77 (94.25%).</li> <li>• In Group 3 the average was 3.33, 3.33, and 3.33 points; As a whole, the group averaged 3.33 points (83.25%).</li> <li>• Group 4 scored 4.00, 4.00, and 4.00 points, As a whole, the group averaged 4.00 points (100%).</li> <li>• Group 5 obtained an average of 3.00, 3.00, and 3.33 points. As a whole, the group averaged 3.10 points (78%).</li> <li>• Group 6 obtained an average of 3.00, 3.00, and 2.66 points. As a whole, the group averaged 2.9 points (72.5%).</li> </ul> <p><b>Thus, the goal was not met as a whole, it was only met in three out of the 6 groups assessed (50%).</b></p>		
<b>Political Science</b>	<p><i>First semester</i></p> <p>A rubric was used in the CIPO 3135 course (State of Law, Government, Management and Public Policy) to assess students' social responsibility in terms of their understanding of gender equality in a political context in a special written home assignment (an essay) in two sections: a daytime section (N = 36), and an evening section (N=22).</p>	<p>To increase the number of Political Science courses that discuss and assign the subject of gender equality to students and have students do research in newspapers, Internet and other reliable sources in order to gain more knowledge of gender equality in government, public policies, and laws.</p>	<p>The Political Science department established one measure in a total of six instances, four of which were met.</p> <p>Two transforming action were established.</p>

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 80% of the students would perform at the ‘excellent’ or ‘good’ levels according to rating scale on the criterion in the rubric used.</p> <p>Findings are divided into two assessment objectives: A) Selected Values and Attitudes objectives, and B) Selected Cognitive objectives.</p> <p>A) Selected Values and Attitudes objectives</p> <p>Findings by criteria and course sections were:</p> <p><i>Level of interest and degree of importance awarded to the genre topic in the political studies and government related</i></p> <ul style="list-style-type: none"> <li>• Daytime section: Out of a total of 36 students, 23 (64%) performed at the excellent level and 10 (28%) at the good level (a combine 92 % total score between both levels).</li> <li>• Evening section: Out of a total of 22 students, 11 (50%) performed at the excellent level, and 9 (41%) at the good level (a combine 91% total score between both levels).</li> </ul> <p><b>Thus, the goal was met in this criterion in both course sections.</b></p> <p><i>Knowledge about the genre equality in Puerto Rico in selected areas</i></p> <ul style="list-style-type: none"> <li>• Daytime section: 50% at the excellent level, 36 % at the good level (a combine 86 % total score between both levels)</li> <li>• Evening section: 36% at the excellent level,</li> </ul>	<p>A pre and post tests should be scheduled in order to assess how topics discussed in classes increase their knowledge of political science topics at the end of the semester.</p>	

College of Social Sciences			
Academic Program	Findings	Transforming Actions	Summary of Results
	<p>41% at the good level (a combine 77% total score between both levels)</p> <p><b>Thus, the goal was met in this criterion in the daytime course sections.</b></p> <p><i>Ability to identify and demonstrate deficiencies in government politics related to genre equality in the selected areas</i></p> <ul style="list-style-type: none"> <li>Daytime section: 36% at the excellent level, 31% at the good level (a combine 67% total score between both levels)</li> <li>Evening section: 18% at the excellent level, 41% at the good level (a combine 59% total score between both levels)</li> </ul> <p><b>Thus, the goal was not met in this criterion in both course sections.</b></p> <p><i>Internalization of the genre equality value as a fundamental human right that should be respected in the government actions and decisions, and that the government should protect and promote among Puerto Rican society</i></p> <ul style="list-style-type: none"> <li>Daytime section: 61% at the excellent level, 28% at the good level (a combine 89% total score between both levels)</li> <li>Evening section: 45% at the excellent level, 55% at the good level (a combine 100% total score between both levels)</li> </ul> <p><b>Thus, the goal was met in this criterion in both</b></p>		

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>course sections.</b></p> <p>Average score in both sections for the criteria assessed was 82.5 %. <b>Thus, the goal was met.</b></p> <p>B) Selected cognitive objectives</p> <p>Findings by criteria and course sections were:</p> <p><i>Interest in the gender equality subject</i></p> <ul style="list-style-type: none"> <li>• Daytime section: 86% showed high levels of interest in the subject. Only 14% of the section showed a ‘poor’ level of interest. In</li> <li>• Evening section: 77% scored between ‘excellent’ and ‘good’ in their level of interest.</li> </ul> <p><b>Thus, the goal was met only in the day time section.</b></p> <p><i>Understanding differences in how the government manages the diverse situations related to of gender equality value as a basic human right</i></p> <ul style="list-style-type: none"> <li>• Daytime section: 67% showed ‘excellent’ or ‘good’ understanding.</li> <li>• Evening section 59% showed an ‘excellent’ or ‘good’ understanding. <b>Thus, the goal was not met in either section.</b></li> </ul> <p><b>Since the expected outcome regarding selected values and attitudes objectives was achieved in 3 out of 4 (75%) criteria in the daytime section and</b></p>		

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<b>2 out of 4 (50%) criteria of the evening section, the overall goal regarding this learning outcome was met in the daytime section. However,</b>		
<b>Social Work</b>	<p><i>First semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the TSOC 4027 (Community Organization and Social Policies) course to assess student’s familiarity with the communities that demonstrated social needs.</p> <p>Two expected outcomes were proposed:</p> <ul style="list-style-type: none"> <li>• 95% of students should familiarize themselves with communities with needs and at-risk population.</li> <li>• A minimum of 50% of the practice scenarios (4065 &amp; 4027) should have participation.</li> </ul> <p>Assessment in progress... Results are pending to be submitted.</p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the TSOC 4027 (Community Organization and Social Policies) course to assess student’s familiarity with the communities that demonstrated social needs.</p>	<p>This is the second time where this instrument was used; the data will be compiled and handed to the Assessment Coordinator in order to be added to the existent database.</p> <p>The courses’ syllabus was modified when social responsibility content was added and new readings were created in relation to the subject.</p> <p>Professors are collaborating in writing a book on the assessment of student learning in Social Work. This semester we will be adding data in an existent SPSS database to analyze it.</p>	<p>The Social Work department established objectives in three instances.</p> <p>Two transforming action were established.</p>



<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Two expected outcomes were proposed:</p> <ul style="list-style-type: none"> <li>• 95% of students should familiarize themselves with communities with needs and at-risk population.</li> <li>• A minimum of 50% of the practice scenarios (4065 &amp; 4027) should have participation.</li> </ul> <p>Assessment in progress... Results are pending to be submitted.</p> <p><b>Second Instance</b></p> <p>A rubric was used in the TSOC 4065 (Supervised Practice) course to assess student's familiarity with the communities that demonstrated social needs.</p> <p>Two expected outcomes were proposed:</p> <ul style="list-style-type: none"> <li>• 95% of students should familiarize themselves with communities with needs and at-risk population.</li> <li>• A minimum of 50% of the practice scenarios (4065 &amp; 4027) should have participation.</li> </ul> <p>Assessment in progress... Results are pending to be submitted.</p>		
<b>Sociology</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p>		

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in the SOCI 3245 (Principles of Sociology), SOCI 3267 (Sociological Research Technics), and Research Seminar courses to assess if students contribute their knowledge of Sociology to the university community and the outside Campus community.</p> <p>It was expected that students would achieve an average score of 70% in the five-points rubrics used, where 1-2 is emerging, 3-4 is intermediate and 5 is advanced.</p> <p>Results showed that the average score obtained was 4.2 points (84%), <b>thus the goal was met.</b></p>	<p>In all Sociology courses critical thinking that will promote social, cultural, environmental, and civic responsibility will be encouraged.</p> <p>Media communication practices, artifacts, and expressions that are part of the complex processes of human formation and their identities of ethnicity, race, class, gender and sexuality among others will be emphasized.</p> <p>A program of activities that go beyond the university in order to spread sociological knowledge to the outside Campus community will be developed.</p>	<p>The Sociology department established objectives in one instance, which was met.</p> <p>Three transforming action were established.</p>

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Audiovisual Communication</b>	<p><b>First Semester</b></p> <p><b>First Instance</b></p> <p>A rubric was used in COMA 4315 to assess a radio script. The objective of the course is for the student to ponder ethical responsibility in the process of writing scripts for media and communication.</p> <p>It was expected that the average score will be 80% or more in all criteria assessed.</p> <p>There are available results for five criteria. The criteria and results are the following:</p> <ul style="list-style-type: none"> <li>• Structure – 90%</li> <li>• Content – 89%</li> <li>• Technical/Artistic Indications – 88%</li> <li>• Creativity – 89%</li> <li>• Orthography and punctuation – 76%</li> </ul> <p>Results obtained show an average score of 86 %, thus the goal was met.</p> <p>Since the expected outcome was achieved in 4 out of 5 criteria, <b>the goal was met.</b></p>	<ul style="list-style-type: none"> <li>• The thematic content of the course will continue to emphasize the responsibility of the scriptwriter towards his public, in both ethical and social concepts.</li> <li>• The themes to be developed in the script have to cover affairs directly and indirectly linked to the social problems of the country.</li> </ul> <p>The treatment of themes and the development of characters must pay attention towards diversity and their potential public, as well as contribute to the understanding of the social transformations that are progressing.</p>	<p>The Audiovisual Communication program established 1 measure in 1 instance, which were met.</p> <p>Three transforming actions were established.</p>
<b>Information and Journalism</b>	<p>A rubric was used in the INFP 4809 course (History of Journalism in Puerto Rico) to assess students' ethical and social responsibility skills in journalistic news article.</p> <p>The scale of the rubric used was:</p>		<p>The Information and Journalism program established 1 measure in 1 instance, which was met.</p> <p>No transforming actions were established.</p>

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> <li>Comprehend and consider aspects related with diversity: genre, race, ethnic identity, sexual orientation or any other form of cultural diversity- 4.46</li> </ul> <p>Results showed that the overall average was <b>4.46</b> points.  <b>Thus the goal was met.</b></p>		

## V. Information Literacy

College of Business Administration			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Business Administration</b>	<p><b>First instance</b></p> <p>A 3 point scale rubric (where 1 is “developing”, 2 is “satisfactory”, and 3 is “proficient”) was used in various courses (ADMI 4005, CONT 3106, COEM 3001; Introduction to Management and Business, Accounting II, and Business Communication, respectively) to assess if students utilize and communicate the information needs for analysis and decision making.</p> <p>It was expected that at least 70% of students would reach the proficient level (3 points) as stated on the rubric.</p> <p><b><u>ADMI 4005 – Freshmen level</u></b></p> <p>The general results showed that during the 2<sup>nd</sup> semester of the 2011-2012 academic year, of the 12 student assessed, 92% reached a proficient level. This finding compares favorably with the one observed on the 1<sup>st</sup> semester of the 2011-2012 academic year, where only 71% of the 137 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <p>1) Determines the nature and extent of information needed</p>	<p>Data shows students aren’t achieving this learning goal. FAE will assess these competencies in a new set of courses starting in January 2014.</p>	<p>The Business Administration department established objectives in three instances, which were not met.</p> <p>One transforming action was established.</p>

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>a) 2011-2012 1<sup>st</sup> semester: 53%</p> <p>b) 2011-2012 2<sup>nd</sup> semester: 66.67%</p> <p>2) Accesses needed information effectively and efficiently to define key terms.</p> <p>a) 2011-2012 1<sup>st</sup> semester: 27%</p> <p>b) 2011-2012 2<sup>nd</sup> semester: 33.33%</p> <p>3) Accesses needed information effectively and efficiently to find information.</p> <p>a) 2011-2012 1<sup>st</sup> semester: 36%</p> <p>b) 2011-2012 2<sup>nd</sup> semester: 41.67%</p> <p>4) Evaluate information critically.</p> <p>a) 2011-2012 1<sup>st</sup> semester: 77%</p> <p>b) 2011-2012 2<sup>nd</sup> semester: 58.33%</p> <p>5) Uses information effectively to accomplish a specific purpose.</p> <p>a) 2011-2012 1<sup>st</sup> semester: 77%</p> <p>b) 2011-2012 2<sup>nd</sup> semester: 58.33%</p> <p>6) Ethically and legally access and use information.</p> <p>a) 2011-2012 1<sup>st</sup> semester: 6%</p> <p>b) 2011-2012 2<sup>nd</sup> semester: 66.67%</p> <p>In the first semester, the expected outcome was achieved in 2 out of 6 criteria assessed. <b>Therefore, the goal was not met.</b></p> <p>In the second semester, the expected outcome was achieved in 0 out of 6 criteria assessed. Therefore, the goal was not met. Results were higher in four out of</p>		

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>six criteria assessed in the second semester, when comparing to the results of the first semester.</p> <p><b><u>Second instance - CONT 3106</u></b></p> <p>The general results showed that during the 2<sup>nd</sup> semester of the 2011-2012 academic year, of the 207 student assessed, 84% reached a proficient level. This finding compares favorably with the one observed on the 1<sup>st</sup> semester of the 2011-2012 academic year, where only 45% of the 133 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <ol style="list-style-type: none"> <li>1) Demonstrates a clear understanding of the activity.           <ol style="list-style-type: none"> <li>a) 2011-2012 1<sup>st</sup> semester: 42.9%</li> <li>b) 2011-2012 2<sup>nd</sup> semester: 72.0%</li> </ol> </li> <li>2) Identifies the different information types and formats necessary.           <ol style="list-style-type: none"> <li>a) 2011-2012 1<sup>st</sup> semester: 39.1%</li> <li>b) 2011-2012 2<sup>nd</sup> semester: 72.9%</li> </ol> </li> <li>3) Selects appropriate terms or concepts to obtain the information.           <ol style="list-style-type: none"> <li>a) 2011-2012 1<sup>st</sup> semester: 27.1%</li> <li>b) 2011-2012 2<sup>nd</sup> semester: 69.6%</li> </ol> </li> <li>4) Utilizes different types of information according to the need and subject</li> </ol>		

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>a) 2011-2012 1<sup>st</sup> semester: 41.4%</p> <p>b) 2011-2012 2<sup>nd</sup> semester: 67.1%</p> <p>5) Selects pertinent information.</p> <p>a) 2011-2012 1<sup>st</sup> semester: 19.5%</p> <p>b) 2011-2012 2<sup>nd</sup> semester: 54.1%</p> <p>6) Concludes based on information obtained</p> <p>a) 2011-2012 1<sup>st</sup> semester: 29.3%</p> <p>b) 2011-2012 2<sup>nd</sup> semester: 44.0%</p> <p>7) Presents information in a form that supports the requirements.</p> <p>a) 2011-2012 1<sup>st</sup> semester: 32.3%</p> <p>b) 2011-2012 2<sup>nd</sup> semester: 49.8%</p> <p>8) Documents the sources used with the appropriate style.</p> <p>a) 2011-2012 1<sup>st</sup> semester: 13.5%</p> <p>b) 2011-2012 2<sup>nd</sup> semester: 38.2%</p> <p>In the first semester, the expected outcome was achieved in 0 out of 8 criteria assessed. Therefore, the goal was not met.</p> <p>In the second semester, the expected outcome was achieved in 3 out of 8 criteria assessed. <b>Therefore, the goal was not met.</b> Results were higher in all the criteria assessed in the second semester, when comparing to the results of the first semester.</p> <p><u><i>Third instance - COEM 3001 – Sophomore level</i></u></p>		



<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>The general results showed that during the 1<sup>st</sup> semester of the 2011-2012 academic year, of the 94 student assessed, 85% reached a proficient level. This finding is similar to the one observed on the 2<sup>nd</sup> semester of the 2010-2011 academic year, where 88% of the 67 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <ol style="list-style-type: none"> <li>1) Determines the nature and extent of information needed.               <ol style="list-style-type: none"> <li>a) 2010-2011 2<sup>nd</sup> semester: 47%</li> <li>b) 2011-2012 1<sup>st</sup> semester: 55%</li> </ol> </li> <li>2) Accesses needed information effectively and efficiently.               <ol style="list-style-type: none"> <li>a) 2010-2011 2<sup>nd</sup> semester: 86%</li> <li>b) 2011-2012 1<sup>st</sup> semester: 63%</li> </ol> </li> <li>3) Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.               <ol style="list-style-type: none"> <li>a) 2010-2011 2<sup>nd</sup> semester: 53%</li> <li>b) 2011-2012 1<sup>st</sup> semester: 48%</li> </ol> </li> <li>4) Uses information effectively to accomplish a specific purpose.               <ol style="list-style-type: none"> <li>a) 2010-2011 2<sup>nd</sup> semester: 82%</li> <li>b) 2011-2012 1<sup>st</sup> semester: 48%</li> </ol> </li> <li>5) Understands many of the economic, legal, and</li> </ol>		

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>social issues surrounding the use of information and accesses and uses information ethically and legally.</p> <p>a) 2010-2011 2<sup>nd</sup> semester: 33%</p> <p>b) 2011-2012 1<sup>st</sup> semester: 56%</p> <p>The expected outcome was achieved in 0 out of 6 criteria assessed. <b>Therefore, the goal was not met.</b> Results were higher in one out of five criteria assessed, when comparing both years.</p>		

<b>College of Education</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p><b>Teacher Preparation Program</b></p>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in EDFU 3001, EDES 4006, EDPE 4121 courses, Teaching Methodology course, and FAED seminars to assess students' information literacy skills through the PICIC Project (Project for the Integration of Information Literacy Skills in the Curriculum, for its Spanish acronym)</p> <p>The total number of students enrolled in the courses that participated in the second semester of 2009-2010 academic year was 698 students, of which 379 (54.3%) participated in the assessment of information literacy skills. From a total of 32 sections, 21 (66%) were assessed.</p> <p>It was expected that students performed at an average score of 2.00 points (67%) in in the information literacy criterion of the 3 point scale rubric used.</p> <p>Students average scores in 13 out of 21 sections (62%) were 2.00 points (67%) on a scale of 3.00 points were 1 = Needs improvement, 2 = in progress, and 3.00 = achieved.</p> <p>Findings revealed that students are in "the progress stage", and <b>therefore the expected outcome was met</b>. Results from 8 sections are pending to be submitted.</p> <p><i>Second semester</i></p>	<p>Even though for 2010 a plan was in place to show the first results of the revised examination according to the administration of the pilot and experimental form, the project is currently in a reorganization stage, which has made difficult the gathering of the data.</p> <p>The Dean, in meetings with the Academic Departments, has emphasized that professors have to hand in the assessment data to the Department Directors, who will then hand it in to the College of Education Office of Evaluation for further analysis.</p> <p>The College of Education developed a protocol for handing in and using the assessment data that systemizes the process.</p> <p>The PICI results were discussed in the College of Education Assessment Retreat Day, on November 2011.</p>	<p>The Teacher Preparation Programs established one measure in a total of 13 instances, 13 of them were met (8 are pending to be submitted).</p> <p>Eight transforming actions were established.</p>

<b>College of Education</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>First Instance</b></p> <p>A rubric was used in EDFU 3001, EDES 4006, EDPE 4121 courses, Teaching Methodology course, and FAED seminars to assess students' information literacy skills through the PICIC Project (Project for the Integration of Information Literacy Skills in the Curriculum, for its Spanish acronym)</p> <p>It was expected that students performed at an average score of 2.00 points (67%) in in the information literacy criterion of the 3 point scale rubric used, where 1 = needs improvement, 2 = In progress. And 3 = achieved.</p> <p>Results showed that the average score of the students was 1.65 points on a 3 points scale rubric. <b>Thus the goal was not met.</b></p>	<p>The director of the Education Faculty Library, on the assessment retreat held on the 13 of April 2012, gave the following suggestions:</p> <p>Transforming actions:</p> <ul style="list-style-type: none"> <li>• Evaluate and prepare the rubric for the assessment of learning and the process of data collection</li> <li>• Initiate the development of a virtual component and distance learning that allows us to systemize the experience that the student receives: a) virtual component, b) Learning measurements, c) Require this of all students (both levels – graduate and undergraduate)</li> <li>• Add additional courses to the PICIC EDFU 4007- Introduction to Educational Research.</li> <li>• Promote the inclusion of evidence on the development of information literacy in the portfolio (if it's possible)</li> <li>• Reflection:             <ul style="list-style-type: none"> <li>-The professors of the group with which PICIC was initiated have continued with the integration activities.</li> <li>-We need to strengthen the assessment component</li> <li>-We are all ready working in order to reevaluate the libraries</li> </ul> </li> </ul> <p>-The appointment of a faculty coordinator.</p>	

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Art History</b>	<p><b>First Instance</b></p> <p>A rubric was used to assess students' information literacy skills in the History of Art Seminar course (ARTE 4242). Students had to show that they were able to differentiate between primary and secondary sources of information. They should also demonstrate that they can write an essay following the recommendations of the style manual and correctly cite references from the bibliographical sources consulted.</p> <p>It was expected that 70% of the assignments made by the students would reach the expected performance levels of excellent or good in the assessment made in December 2011.</p> <p>Findings revealed that in a group of 9 students assessed in November 2011, 6 of them (66%) achieved the performance levels of excellent or good in the Style Manual criterion. <b>Thus, the goal was not met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used to assess students' information literacy skills in the History of Contemporary Art course. Students had to show that they were able to differentiate between primary and secondary sources of information. They should also demonstrate that they can write an essay following the recommendations of the style manual and correctly cite references from the bibliographical sources</p>		<p>The Art History department established objectives in four instances, three of which were met.</p> <p>No transforming actions were established.</p>

**College of Humanities**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>consulted.</p> <p>It was expected that 70% of the assignments made by the students would reach the expected levels of excellent or good in the assessment made in November 2011.</p> <p>Findings revealed that in a group of 28 students assessed in November 2011, 20 of them (71%) achieved the performance levels of excellent or good in the Style Manual criterion. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used to assess students' information literacy skills in the History of Contemporary Art course (section 1). Students had to show that they were able to differentiate between primary and secondary sources of information. They should also demonstrate that they can write an essay following the recommendations of the style manual and correctly cite references from the bibliographical sources consulted.</p> <p>It was expected that 70% of the assignments made by the students would reach the expected performance levels of excellent or good in the assessment made in December 2011.</p> <p>Findings revealed that in a group of 25 students assessed in December 2011, 22 of them (88%) achieved the performance levels of excellent or good</p>		

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>in the Style Manual criterion. <b>Thus, the goal was met.</b></p> <p><b>Fourth Instance</b></p> <p>A rubric was used to assess students' information literacy skills in the History of Contemporary Art course (section 2). Students had to show that they were able to differentiate between primary and secondary sources of information. They should also demonstrate that they can write an essay following the recommendations of the style manual and correctly cite references from the bibliographical sources consulted.</p> <p>It was expected that 70 % of the assignments made by the students would reach the expected levels of excellent or good in the evaluation made in December 2011.</p> <p>Findings showed that in a group of 24 students assessed in December 2011, 23 of them (98%) achieved the performance levels of excellent or good in the Style Manual criterion and cite references from the bibliographical sources consulted. <b>Thus, the goal was met.</b></p>		
<b>Comparative Literature</b>	<p><i>Second semester</i></p> <p>A rubric was used in a 4000 level LITE course to evaluate a Final Research Paper given in order to assess if the student will be able to:</p> <p>1) Utilize, appropriately and effectively, sources of information, both in print form and on-line (i.e.</p>	<p>1) We must develop and implement a departmental policy of requiring effective use of technology and the relevant databases as part of our courses. This is especially true in the core courses, such as LITE 3045, Introduction to</p>	<p>The Comparative Literature department established objectives in one instance.</p> <p>Two transforming action were established.</p>

<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Library Catalogues, Electronic Databases, etc.)            2) Select relevant information, in terms of both quantity and quality, to develop effectively the topic of research.            3) Formulate and demonstrate hypotheses through textual analysis and effective use of relevant sources in the field, such as professional journals, specialized books, archives, systems and technologies of information.            4) Utilize correctly the conventional format relevant to the discipline for the documentation of bibliographical sources (i.e. MLA format).</p> <p>It is expected that 75% or more of the students would receive a score of 4 or higher in the rubric.</p> <p>We were not able to assess this learning outcome because the professor in the course did not require independent use of the relevant databases and resources aside from those provided by the professor as part of the course. The professor did not require or evaluate adherence to the MLA format.</p>	<p>Comparative Literature; the monographic courses at the 4000 level; and most especially in our capstone course at the 4000 level, in which students are expected to write their undergraduate thesis.</p> <p>2) We must train and monitor all professors who teach these courses to ensure that they are including information literacy as an essential skill to be developed in research activities in our classes.</p>	
<b>Hispanic Studies</b>	<p><i>First semester</i></p> <p>A rubric was used in the ESPA 4027 course to assess written communication, research skills, and information literacy skills in a research project, to see if students comprehend literary texts and are able to integrate the acquired knowledge.</p> <p>It was expected that 70% of the students will achieve a performance level of 4 points (80%) or higher in the criteria pertaining to research skills. Ten students</p>	<p>Since only one of the students assessed was from the Hispanic Studies Program, additional assessments measures will be carried out to gather more information about the attainment of the research skills learning outcome by our students. Nevertheless, The research and information literacy components must be addressed in order to improve them.</p>	<p>The Hispanic Studies department established objectives in three instances, but only one was met.</p> <p>One transforming action was established.</p>



**College of Humanities**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>participated in this assessment.</p> <p>Results were:</p> <ul style="list-style-type: none"> <li>• Use of sources – less than 50% of the students obtained 4/5 points</li> </ul> <p><b>Thus, the goal was not met.</b></p> <p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the ESPA 4222 course to assess students' ability to effectively use the MLA or APA style manuals and the library resources. Two educational activities were assessed: an oral presentation of a poem and a monograph.</p> <p>1) Oral presentation of poem</p> <p>It was expected that 70% of the students will achieve a performance level of very good or excellent in every criteria of the rubric used.</p> <ul style="list-style-type: none"> <li>• Author and time period – 94%</li> <li>• Author prose and style, literary movements and characteristics – 89%</li> </ul> <p>Results of the mid-semester evaluation showed that the expected outcome was achieved in the 1<sup>st</sup> and 2<sup>nd</sup> criteria of the rubric. <b>Thus the goal was met.</b></p> <p>2) Monograph</p>		

<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 70% of the students will achieve a performance level of very good or excellent in every criteria of the rubric used.</p> <p>Findings in terms of the percentage of students that achieve a performance level of very good or excellent were:</p> <ul style="list-style-type: none"> <li>• Appropriate use of style manual: 65%</li> <li>• Appropriate use of sources: 74%</li> </ul> <p><b>Since only one of two criteria assessed achieved the expected outcome, the goal was not met.</b></p>		
<b>History</b>	<p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used to evaluate an annotated bibliography in order to assess the use of available bibliographical resources, technology applied to historical research, and know the new focuses of historical methodology.</p> <p>It was expected that 70% of the students will achieve a performance level of at least 3 points in a four points scale.</p> <p>Findings revealed that 75% of students met the expected outcome, of which 50% exceeded expectations, and 25% obtained deficient scores. <b>Thus the goal was met.</b></p> <p>These results must improve because it is one of the</p>	<p>The students received various orientations in the general library and the Center for Historical Research on the bibliographical resources at their disposal as well as the use of the Internet databases.</p> <p>We also offered methodology talks which were under the direction of experienced professors in the specific fields, and visited external archives.</p> <p>We recommend the continuance of this type of activity for the next academic year with the goal of strengthening this skill and achieving more effective results.</p> <p>It is necessary for the professors of the other</p>	<p>The History department established objectives in one instance, which was met.</p> <p>Two transforming action were established.</p>

<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	basic skills of the discipline, to which we gave special attention during the semester. It is the first time that this skill is assessed and we must continue to observe its development and strengthening.	courses to assign exercises in relation to this skill, like annotated bibliography, use of databases, and short research projects, etc.	
<b>Modern Languages</b>	<p>A rubric was used in (the course will be determined in the future. The possibility of starting with the third and fourth semester courses was discussed).</p> <p>Two workshops were prepared by the director of the José M. Lázaro Library, Dr. Snejanka Penkova, directed to defining the components of information literacy in order to include them in the course syllabus.</p>		<p>The Modern Languages department established objectives in one instances.</p> <p>No transforming actions were established.</p>

College of Natural Sciences			
Academic Program	Findings	Transforming Actions	Summary of Results
<b>Biology</b>	<p><i>First Semester</i></p> <p>A rubric was used in the BIOL 3349 course (Genetics) to assess a presentation of a topic related to genetics that could be applied to everyday life, and present their findings in a video.</p> <p>It was expected that the majority of the enrolled students will be able to identify a topic related to genetics that could be applied to everyday life, and be able to communicate their findings in a <i>YouTube</i> video. This activity also promoted social responsibility skills and written and oral communication skills.</p> <p>Findings revealed that 100% of the students were able to identify a topic and to communicate their findings through a video published in <i>You Tube</i>. These videos can be accessed through <a href="http://www.youtube.com/user/BIOL4980MCB">http://www.youtube.com/user/BIOL4980MCB</a> . <b>Thus the goal was met.</b></p>	<p><i>First Semester</i></p> <p>No transforming actions were established.</p>	<p>The Biology department established objectives in three instances, which were met.</p> <p>Two transforming actions were established.</p>
	<p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the BIOL 3349 course (Genetics) to assess students' information literacy skills in a special group project.</p> <p>It was expected that most of the students enrolled in BIOL 3349 would be able to find adequate scientific information on the assigned theme through the</p>	<p><i>Second semester</i></p> <p>None for the moment.</p>	

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Chemistry</b>	<p>National Library of Medicine, specifically on databases from PubMed and Online Medelian Inheritance of Men (OMI).</p> <p>Students worked in groups, searched for scientific articles related to a genetic feature assigned by the professor. Also, they obtained information related to chromosomes location of this characteristic or feature and of the gen associated to the feature. Some students also presented the tridimensional structure of the protein.</p> <p>Findings showed that 100% of the students were able to find information regarding the field of genetics. <b>Thus, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the BIOL 5398 course (Molecular Genetics) in order to assess students' research skills when evaluating alignment projects of proteins and nucleotides sequences using comparison models through PubMed, Blast, and GenScan.</p> <p>It was expected that most of the enrolled students would be able to align and identify proteins and nucleotides sequences using Internet resources.</p> <p>Findings showed that 100% of the enrolled students (21) were able to line up the sequences by making "BLAST searches". Most identified the sequences correctly. <b>Thus, the goal was met.</b></p>	<p>Design an instructions page in order to provide more details of the databases with which the students should make the sequence comparison. Surprisingly, we found that many students, even in an advanced level, had not used these resources to analyze sequences. An activity will be designed in BIOL 3349 and BIOL 3350 so that the students have a 'base' before arriving at an advanced level course. In these three courses the following online resource will be used: <a href="http://nihlibrary.ors.nih.gov/bioinfo/">http://nihlibrary.ors.nih.gov/bioinfo/</a> where bioinformatics modules are available.</p>	

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the QUIM 3002L course to assess students' information literacy skills by demonstrating knowledge of selected information literacy competencies standards developed by the American College and Research Libraries (AC RL) in an Information Literacy Exercise.</p> <p>The expected outcome (performance indicator) was that 70.0% or more of the students would obtain 75% or more in an exercise that assesses information literacy skills standards.</p> <p>Findings revealed that for:</p> <p>ILE QUIM 3001L: First Semester 2011-2012            xx.x% of the students (N = xx) achieved 75% or more in an exercise that assessed information literacy skills standards.            The performance indicator was achieved.            Note: The average student achievement was xx.x ± xx.x% (N = xx).</p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the QUIM 4865L course to assess students' information literacy skills by demonstrating knowledge of selected information</p>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>The QUIM 3001L Teaching Assistants and Professors graded the exercise and answered any questions that students had regarding how to complete the exercise successfully.</p> <p><i>Second semester</i></p> <p>The QUIM 4865L course professor reviewed those criteria of the exercise that students found difficult to understand, and made the necessary changes to improve the exercise for future</p>	<p>The Chemistry department established objectives in two instances, one was met and the other is pending results.</p> <p>Two transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>literacy competency standards developed by the American College and Research Libraries (ACRL) in an Information Literacy Exercise.</p> <p>The expected outcome (performance indicator) was that 70.0% or more of the students would obtain 75% or more in an exercise that assesses information literacy skills standards.</p> <p>Findings revealed that for:</p> <p><u>ILE QUIM 4865L</u>: Second Semester 2011-2012 80.0% of the students (N = 10) achieved 75% or more in an exercise that assessed information literacy competency standards.</p> <p><b>The performance indicator was achieved.</b></p> <p><u>Note</u>: The average student achievement was 84.9 ± 11.2% (N = 10).</p>	<p>students.</p>	
<p><b>Interdisciplinary Program in Natural Sciences</b></p>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>Students' information literacy skills regarding the ethical use of information were assessed in the BIOL 3102 course. Specifically, the learning outcome was assessed using a test in an online course (<a href="https://www.indiana.edu/~istd/">https://www.indiana.edu/~istd/</a>) where the students receive a certificate upon its completion (N=29)</p> <p><u>Expected outcomes</u>:</p> <p>1- It was expected that 95% of the students hand in</p>	<p>The Interdisciplinary Program will continue assigning students this test. The test is given at the beginning of the semester. After completing the test, students are asked to visit the online page of the University of Indiana where, after studying the module related to plagiarism, they have to take a test and obtain a certificate showing that they completed the module and showed knowledge of the concepts and situations</p>	<p>The Interdisciplinary Program in Natural Sciences department established objectives in 15 instances, 10 were met.</p> <p>Six transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>the certificate of completion.</p> <p>2- It was expected that 70% of the students will obtain the certificate in a maximum of 2 tries.</p> <p><i>Results:</i>            1- Findings revealed that 94% of the students assessed, handed in the certificate reaching the expected level.</p> <p><b>Thus, the goal was not met.</b></p> <p>2- Findings revealed that 78% of the students obtained the certificate after taking the text a maximum of 2 tries.</p> <p><b>Thus the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the CINA 4996 course to assess students' answers to five test questions that would determine the students' knowledge regarding plagiarism (N=64)</p> <p><i>Expected outcome:</i>            It was expected that 70% or more of the students assessed will obtain a score of 4 or 5 points in the test.</p> <p><i>Results:</i>            Findings revealed that 72.2% of the students assessed obtained a score of 4 points or more in the test. <b>Thus,</b></p>	<p>presented in the module.</p>	



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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>the goal was met</b></p> <p><b>Third Instance</b></p> <p>Students’ information literacy skills regarding the ethical use of information were assessed in the CINA 4996 course. Specifically, the learning outcome was assessed using a test in an online course (<a href="https://www.indiana.edu/~istd/">https://www.indiana.edu/~istd/</a>) where the students receive a certificate upon its completion.</p> <p>Students were required to visit an Indiana University webpage, and after studying a module related to plagiarism, they had take a test and obtain a certificate as evidence of approval of the test.</p> <p><i>Expected outcomes:</i></p> <p>1- It was expected that 95% of the students assessed will hand in the test’s certificate of completion.</p> <p>2- It was expected that 70% of the students assessed will obtain the certificate after a maximum of 2 tries.</p> <p><i>Results:</i></p> <p>1- Findings revealed that 43 students (95.5%) handed in the certificate. <b>Thus, the goal was met</b></p> <p>2- 75% of the students were able to obtain the certificate in a maximum of 2 tries. <b>Thus, the goal was met</b></p> <p><b>Fourth instance</b></p>	<p>The Interdisciplinary Program spoke to the Director of the Natural Sciences Library to know the status of the modules that are being develop to strengthen students’ information literacy skills. They should be ready for the second semester. Said modules must be completed by the students as a requirement of the Capstone Course 2.</p>	

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Academic Program	Findings	Transforming Actions	Summary of Results
	<p>A rubric was used in the CINA 4996 in order to assess students' information literacy skills in a proposal draft and in a final proposal (direct measure).</p> <p><i>Expected outcomes:</i></p> <p>1- 70% or more of the students will obtain a score of 32 points or more (0-40) in the draft of the proposal and in the final proposal.</p> <p>2- 70% or more of the students will maintain or improve their score in the final proposal.</p> <p><i>Results:</i></p> <p>1- In the draft of the proposal, 41.3% of the students assessed scored 32 points or more (35.23 ± 5.7). <b>Thus, the goal was not met.</b></p> <p>In the final proposal, 90.5% of the student assessed scored 32 points or more (37.1 ± 2.8). <b>Thus, the goal was met.</b></p> <p>2- Findings revealed that 93.3% of the students assessed improved their score in the final proposal. <b>Thus, the goal was met.</b></p> <p><i>Second semester</i></p> <p><b>First Instance</b></p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in the BIOL 3101 course to assess students' knowledge of search and use of information needed for laboratory reports.</p> <p><u>Expected outcome:</u> 70% or more of the students will obtain a score of 2 points or more on a scale of 0 to 3 points.</p> <p><u>Results:</u> Findings revealed that 68.4% of the students achieved the score of 2 or higher. <b>Thus the goal was not met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in CNEI 4011 course (Capstone 1) to assess students' information literacy skills in a proposal.</p> <p><u>Expected outcome:</u></p> <ol style="list-style-type: none"> <li>1. 70% or more of the students will obtain a score of 28 points or more (0-35) in the proposal draft and in the final proposal.</li> <li>2. 70% of the students will maintain or improve their score in the final report.</li> </ol> <p><u>Results:</u></p> <ol style="list-style-type: none"> <li>1. Findings revealed that in the draft proposal, 94.2% of the students achieved a score of 28 points or more (27.5±2.9). <b>Thus the goal was met.</b> In the final proposal 100% of the students achieved a score of 28 points or more (32.6±1.4). <b>Thus the goal was met.</b></li> <li>2. Findings revealed that 100% of the students</li> </ol>	<p>We will meet with the coordinator to verify the transforming actions and suggest that the rubric be used in all sections, because we only counted data from 6 sections.</p> <p>In the second part of the course (Capstone 2) the students prepared the proposed projects as well as hand in a written report and present a poster. This way we can follow up on the students' projects. We expect for their information literacy skills to continue strengthening during the second stage.</p> <p>We asked the director of the Natural Sciences Library to elaborate modules related to this topic. They were not available for this semester, but we hope for them to have them ready for next semester. Said modules should be completed by the students (compulsory assignment).</p>	

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Academic Program	Findings	Transforming Actions	Summary of Results
	<p>improved their score in the final proposal. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in the CNEI 4011 (Capstone 1) to assess a five item test used to determine students' knowledge regarding plagiarism.</p> <p><u>Expected outcome:</u> It was expected that 70% or more of the students would obtain a score of 4 points or more in the test.</p> <p><u>Results:</u> 61.5% of the students obtained a score of 4 points or higher. <b>Thus the goal was not met.</b></p> <p><b>Forth Instance</b></p> <p>A rubric was used in the CNEI 4011 (Capstone 1) to assess students' participation and performance in an online workshop.</p> <p><u>Expected outcome:</u> 1. 95% of the students will hand in the certificate. 2. 70% of the students will obtain the certificate in a maximum of 2 tries.</p> <p><u>Results:</u> 1. Findings revealed that 82.3% of the students handed in the certificate. <b>Thus, the goal was not met.</b> 2. Findings revealed that 70% of the students were</p>	<p>The test is administered at the star of the semester. After administering it, we ask students to visit the University of Indiana webpage (<a href="https://www.indiana.edu/~istd/">https://www.indiana.edu/~istd/</a>) where, after studying a module related to plagiarism, they had to take a test and obtain a certificate proving passing said test. In order to obtain the certificate students had to answer all the questions correctly.</p>	

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	able to obtain the certificate in a maximum of 2 tries. <b>Thus, the goal was met.</b>		
<b>Mathematics</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the MATE 4995 course (Undergraduate Seminar I) to assess students' information literacy skills in laboratory reports. (N = 4).</p> <p>It was expected that 70% or more of the students would obtain a score of 2 points or more in a three-point scale.</p> <p>Findings revealed that 100% of the students assessed achieve a performance level of at least 2 points in a three point rubric. <b>Thus, the goal was met.</b></p> <p><b>Second instance</b></p> <p>A rubric was used in the MATE 4995 course (Undergraduate Seminar II) to assess students' information literacy skills in laboratory reports. (N = 3)</p> <p>It was expected that 70% or more of the students would obtain a score of 2 points or more in a three-point scale.</p> <p>Findings revealed that 67% of the students assessed achieve a performance level of at least 2 points in a</p>		<p>The Mathematics department established objectives in three instances, only one was met.</p> <p>No transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>three point rubric. <b>Thus, the goal was not met.</b></p> <p><b>Third instance</b></p> <p>A rubric was used in the MATE 5002 course (Statistics I) to assess students' information literacy in a written report of analysis of statistical data. (N = 4)</p> <p>It was expected that 70% or more of the students would obtain a score of 3 points or more in a four-point scale.</p> <p>Findings revealed that 50% of the students assessed achieve a performance level of at least 3 points in a three point rubric. <b>Thus, the goal was not met.</b></p>		
<b>Nutrition and Dietetics</b>	<p><i>Second Semester</i></p> <p>A rubric was used in NUTR 4198 course to assess students' information literacy skills. Students were required to develop a research proposal by the end of the semester in which they needed to be able to use current information technologies to locate and apply evidence based guidelines and protocols in order to use adequately relevant, valid and authoritative references.</p> <p>It was expected that students' average scores will be 75% or more, when assessing this activity as a whole.</p> <p>Findings revealed that students average score was 90%. <b>Thus, the expected outcome was met.</b></p>	Continue with this type of activity.	<p>The Nutrition and Dietetics department established objectives in one instance, which were met.</p> <p>One transforming action was established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Physics</b>	<p><i>First Semester</i></p> <p>In the FISI 4076 course, the Style format and module for publishing in the American Journal of Physics rubric was used to assess students Information Literacy skills.</p> <p>It was expected that at least 70% of students will obtain 70% or more in each criteria assessed in the rubric.</p> <p>The corresponding data obtained for this learning outcome will be analyzed in the second part of the course, since it was not possible to gather it in the first part of this course.</p> <p>The Natural Science Library submitted the module to be used to assess this learning outcome at middle of the semester, and without the corresponding rubric.  <b>Therefore, the assessment could not be completed.</b></p> <p><i>Second Semester</i></p> <p>A rubric was used to assess students' information literacy skills in the FISI 4077 course.</p> <p>It was expected that at least 70% of students will obtain 70% or more in each criteria assessed in the rubric.</p> <p>Findings by criteria were:</p> <ul style="list-style-type: none"> <li>• Students will be able to recognize and define their information needs – 50% of the students</li> </ul>	<p><i>First Semester</i></p> <p>Complete the assessment of this learning outcome on the second part of the course, offered in the second semester.</p> <p><i>Second Semester</i></p> <p>Ask the Director of the Natural Sciences Library to revise the rubric submitted to assess this learning outcome in order to provide a description of the expected performance in each category of each criterion to adequately administer it.</p>	<p>The Physics department established one measure in one instance, not met.</p> <p>Two transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>obtained 100% in this criterion. The other 50% obtained less than 70%</p> <ul style="list-style-type: none"> <li>• Students will be able to design and initiate a search of information strategy – 50% of the students obtained 100% in this criterion. The other 50% obtained less than 70%</li> <li>• Students will be able to find information from multiple sources – 33% of the students obtained 100% in this criterion. The other 67% obtained less than 70%</li> <li>• Students will be able to comprehend the ethical, legal and social issues related to the use of information – 50% of the students obtained 100% in this criterion. The 50% obtained less than 70%</li> </ul> <p><b>Thus, the goal was not met in any criteria assessed.</b></p>		



<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Anthropology</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the ANTR 3006 (Sociocultural Anthropology) and ANTR 4098 (Anthropology Research Seminar) and Department Research Seminar courses to assess students' information skills to find out if they are able to effectively use the information sources they find.</p> <p>It was expected that students would achieve an average score of 70% in the five-points rubrics used, where 1-2 is emerging, 3-4 is intermediate and 5 is advanced.</p> <p>Results showed that the average score was 3.6 points (72%). <b>Thus the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the ANTR 3006 (Sociocultural Anthropology) and ANTR 4098 (Anthropology Research Seminar) and Department Research Seminar courses to assess students' information skills to find out if they are able to apply the necessary competencies to the research, effective use and ethical use of information.</p> <p>It was expected that students would achieve an average score of 70% in the five-points rubrics used, where 1-2 is emerging, 3-4 is intermediate and 5 is advanced.</p>	<p>In all Anthropology courses research, evaluation and the use the information in a critical way will be encouraged.</p> <p>Also, the comprehension and interpretation of the information by means of the exchange of opinions with other students will be validated by experts in the area and field professionals.</p> <p>In all Anthropology courses the development of independent study as a means to continue the learning process by incorporating practical knowledge in a professional experience will be encourage.</p>	<p>The Anthropology department established objectives in six instances, three were met.</p> <p>Three transforming actions were established.</p>

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	Results showed that the average score was 3.2 points (64%). <b>Thus the goal was not met.</b>		
<b>Economics</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the ECON 4416 (Research Methods In Economics) course to assess students' information literacy skills in a research project.</p> <p>It was expected that a majority of students assessed will score between 2.5 and 3.5 points (63% to 88%) in each criteria assessed in a four point scale rubric, which means that they would perform at a 'satisfactory' or 'good' performance level.</p> <p>Results by criteria were:</p> <ul style="list-style-type: none"> <li>• Literature Review – 3.07 points (77%)</li> <li>• References used – 3.16 points (79%)</li> <li>• Correct used of a style manual – 3.07 points (77%)</li> </ul> <p><b>Thus the goal was met in all criteria assessed, and as an average scores 3.11 points (78%).</b></p>		<p>The Economics department established objectives in one instance, which was met.</p> <p>No transforming actions were established.</p>
<b>Geography</b>	<p><i>First semester</i></p> <p>Students' participation in workshops on the use of Information Literacy Modules designed and available at the Campus Library System was used in the Geography and Law, Aerial Photography, Geography</p>	<p><i>First semester</i></p> <p>Include in the Geography courses' syllabus that all students must complete 4.5 hours of workshops every semester in order to acquire the knowledge in the use of the databases of the University of</p>	<p>The Geography department established objectives in one instance, which was met.</p> <p>One transforming action was established.</p>

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Risks and Research Methods courses to assess indirectly students' information literacy skills.</p> <p>It was expected that (90%) of the students participate in these workshops and complete its 4.5 hours.</p> <p>Findings revealed that 100% of the students enrolled in these courses completed 4.5 hours of the workshops corresponding to knowledge and use of the database and information resources offered by the Library System of the Rio Piedras Campus.</p> <p><b>Thus, the goal was met.</b></p> <p>Three professors gave workshops in topics related to Physical Geography, Caribbean Human and Political Geography, Databases of Population and Census, and preparation of research project posters.</p>	<p>Puerto Rico Rio Piedras Campus' Library System.</p>	
<p><b>Labor Relations</b></p>	<p><i>First semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the RELA 3085 course to assess students' information literacy skills in an assignment on the use of a thesaurus to identify keywords when searching databases.</p> <p>It was expected that 80% of the groups would obtain 80% or more in the assessment of the assignment.</p> <p>Findings revealed that 4 out of 6 groups scored 10 out of 10 points (100%) in the assignment. Two groups score 9 out of 10 points (90%). <b>Thus, the</b></p>	<p>Continue strengthening these skills through workshops of the Campus Library System and the Law School Library, also, through assignments that promote the development of these skills.</p>	<p>The Labor Relations department established objectives in seven instances, which were met.</p> <p>Seven transforming actions were established.</p>



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Academic Program	Findings	Transforming Actions	Summary of Results
	<p>Findings revealed that in the first test (pre test), none of the students (n=16) obtained 9 correct answers, 2 students (12.5%) obtained 8 correct answers out of 9, 1 student (6.25%) obtained 7 correct answers, 1 student (6.25%) obtained 6 correct answers, 6 students (37.5%) obtained 5 correct answers, 5 students (31.25%) obtained 4 correct answers, and 1 student (6.25%) obtained 3 correct answers.</p> <p>Post-test results revealed that 8 students (50%) obtained 9 correct answers, 6 students (38%) obtained 8 correct answers, 1 student (6.25%) obtained 7 correct answers, and 1 student (6.25%) obtained 6 correct answers. Therefore 88% of the students assessed (15 out of 16) obtained 8 questions or more correctly in the second test. <b>Thus, the goal was met.</b></p> <p><b>Fourth Instance</b></p> <p>A pre and post test (true or false) was used in the RELA 3085 course to assess students' information literacy skills regarding the content of the film <i>Avoiding Plagiarism</i> of the Research Skills DVD Series.</p> <p>It was expected that 80% or more of the students would obtain 80% or more in the evaluation of the post-test.</p> <p>Findings showed that in the first test (pre-test) only 3 students (18.75%) scored 80% or more (one student obtained a score of 9 points and two scored 8 points).</p>	<p>Continue doing this activity as well as discussing each test items and results of the second test.</p>	

College of Social Sciences			
Academic Program	Findings	Transforming Actions	Summary of Results
	<p>The rest of the students achieved scores less than 80%. That is, 13 students (81.25 %) did not score 80% in the first examination (five students (31.25%) obtained 7 correct answers, 1 student (6.25%) obtained six correct answers, 3 students (18.75%) obtained five correct answers, 3 students (18.75%) obtained 4 correct answers, and 1 student (6.25%) obtained only 3 correct answers).</p> <p>Post-test findings showed that 14 students (100%) achieved 80% or more. Therefore, 11 students (68.75%) answered all the questions correctly out of 9 (100%); 3 students (18.75%) obtained 8 correct answers out of 9 (88%); 1 student (6.25%) had 7 correct answers (78%) and 1 student (6.25%) obtained 7 correct answers (67%). <b>Thus, the goal was met.</b></p> <p><b>Fifth Instance</b></p> <p>The online module on research with human beings and ethics of the <i>National Institute of Health (NIH)</i> was used in the RELA 3085 course to assess students' information literacy skills.</p> <p>It was expected that at least 80% of the students would hand in to the professor the certificate issued by the NIH after approving the questions in the module.</p> <p>Findings showed that from a total of 19 students, three students (15.8%) did not hand in the certificate, the other 16 students (84%) handed it, complying</p>	<p>Continue assigning this activity.</p> <p>Continue strengthening this competency by means of workshops by the Library System and the Law School, as well as assignments that promote the development of these competencies.</p> <p>Continue giving this assignment and strengthening it through formative evaluation.</p>	

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>with the assignment. <b>Thus, the goal was met.</b></p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in RELA 3085 to evaluate if students use technological systems in data management, and virtual and written communication in two separate evaluations.</p> <p>It was expected that 80% of the student groups would obtain 80% or more in the evaluation of the assignment.</p> <p>In the first evaluation, results showed that 4 out of 6 groups obtained scores of 10 out of 10 (100%). Two groups scored 9 out of 10 (90%). <b>Thus, the goal was met.</b> In the second evaluation, results showed that 4 out of 6 groups had scores of 10 out of 10 (100%) in the assignment. And two groups scored 8 out of 10 (80%). <b>Thus, the goal was met.</b></p>		
<b>Sociology</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the SOCI 3245 (Principles of Sociology), SOCI 3267 (Sociological Research Technics), and Research Seminar courses to assess if students information literacy skills to find if they are able to effectively use the sources they find. Also, if they incorporate them to their own knowledge base and their value system.</p>	<p>In all the Sociology courses the research, evaluation and the use of the information in a critical way will be encourage.</p> <p>The comprehension and interpretation of the information by means of the exchange of opinions with other students, experts and field</p>	<p>The Sociology department established objectives in six instances, all of which were met.</p> <p>Three transforming actions were established.</p>





<b>School of Architecture</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p><b>Environmental Design</b></p> <p>Time management and workshop culture</p>	<p>A rubric was used in ARQU 3121 to assess students' ability to define their necessity for information, research, and understanding of ethical, legal and social matters.</p> <p>The first results of these modules will be available in February 2012. Assessment information is pending to be submitted.</p>	<p>The content of the offered activities are open to evaluation.</p> <p>The professors in charge of the course will assign bonus points to the students who complete the modules.</p> <p>The process of systematization will facilitate the work between the professor and the librarian.</p>	

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Information and Journalism</b>	<p><b>First Semester</b></p> <p><b>First Instance</b></p> <p>A rubric was used in COPU 4148 (Writing for the Media) course (Section X) to assess students' information literacy skills in a news article the students were assigned to write.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria in Section 1 were as follows:</p> <ul style="list-style-type: none"> <li>Master the use of appropriate use of resources and correct citation- <b>3.11 points.</b></li> </ul> <p>Since the expected outcome was achieved in 1 out of 1 criterion, <b>the goal was met.</b></p> <p><b>Second Instance</b></p>	<p>No transforming actions were proposed.</p>	<p>The Information and Journalism program established 3 measures in 12 instances, 9 of which were met.</p> <p>No transforming actions were established.</p>

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in the INFP 4205 course (Ethics in Communication Seminar) to assess students' information literacy skills in an essay.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>Findings revealed that the average score obtained by the students by criteria were:</p> <ul style="list-style-type: none"> <li>• use of direct and indirect references citations- <b>2.75 points,</b></li> <li>• selection of references sources - <b>3.03 points, thus the goal was not met.</b></li> </ul> <p>Results showed that the overall average score for this learning outcome was <b>2.9 points.</b></p> <p>Since the expected outcome was achieved in 1 out of 2 criteria, <b>the goal was not met.</b></p> <p><b>Third Instance</b></p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in COPU 4148 (Writing for the Media) course (Section X) to assess students' information literacy skills.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>Findings revealed that the average score in the specific Assessment Criteria of the rubric used were:</p> <ul style="list-style-type: none"> <li>• master the use of direct and indirect references citations - <b>3.72 points</b></li> </ul> <p>Since the expected outcome was achieved in 1 out of 1 criterion, <b>the goal was met.</b></p> <p><b>Fourth Instance</b></p> <p>A rubric was used in the INFP 4001 (Journalistic Writing I) course to assess students 'information literacy skills in news article.</p> <p>The scale of the rubric used was:</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in the specific Assessment Criteria in the INFP 4001 (Journalistic Writing I) course were as follows:</p> <ul style="list-style-type: none"> <li>• Master the use of direct and indirect references citations – 3.65 points</li> </ul> <p>Since the expected outcome was achieved in 1 out of 1 criterion, <b>the goal was met.</b></p> <p><b>Fifth Instance</b></p> <p>A rubric was used in the INFP 4059 (Journalism for Radio and TV) course to assess students' information literacy skills in the writing and production of a radio report.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>&lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Use of pertinent and relevant sources - 3.65 points</li> <li>• Adequacy, plurality, and representative of the bibliographical sources used - 3.7 points</li> </ul> <p>Results showed that the overall average was <b>3.68 points.</b></p> <p>Since the expected outcome was achieved in 2 out of 2 criteria, <b>the goal was met.</b></p> <p><b>Sixth Instance</b></p> <p>A rubric was used the INFP 4002 (Journalistic Writing II) course to assess students' information literacy skills in the journalistic students writing essays and assignments.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>&lt; 2.5- 1.5 = poor &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in the specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• use of direct and indirect references - 2.75 points</li> <li>• selection of bibliographical sources - 3.03 points</li> </ul> <p>Results showed that the overall average was <b>2.89 points.</b></p> <p>Since the expected outcome was achieved in 1 out of 2 criteria, <b>the goal was met.</b></p> <p><b>Second Semester</b></p> <p><b>First Instance</b></p> <p>A rubric was used in COPU 4148 (Writing for the Media) course (Section X) to assess students' information literacy skills in a news article the students were assigned to write.</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent &lt; 3.5 - &gt;2.5= good</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria in Section X were as follows:</p> <ul style="list-style-type: none"> <li>Master the construction appropriate resources and use of direct and indirect references - <b>2.7 points.</b></li> </ul> <p>Since the expected outcome was achieved in 0 out of 1 criterion, <b>the goal was not met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the INFP 4016 course (Introduction to Journalism) to assess students' information literacy skills in research assignments (essays).</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p>		



<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Adequate selection and balance of information sources – 2.9 points</li> </ul> <p>Since the expected outcome was achieved in 0 out of 1 criterion, <b>the goal was not met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in the INFP 4001 (Journalistic Writing I) course to assess students' information literacy skills in a news article.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>expected outcome.</p> <p>The average score in the specific Assessment Criteria in the INFP 4001 (Journalistic Writing I) course were as follows:</p> <ul style="list-style-type: none"> <li>• master the use of direct and indirect references citations – <b>4.06 points</b></li> </ul> <p>Since the expected outcome was achieved in 1 out of 1 criterion, <b>the goal was met.</b></p> <p><b>Fourth Instance</b></p> <p>A rubric was used in the INFP 4059 (Journalism for Radio and TV) course to assess information literacy skills in the writing and production of a radio report.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>• Use of pertinent and relevant sources - 4.1 points</li> <li>• Adequacy, plurality, and representative of the bibliographical sources used - 4.0 points</li> </ul> <p>Results showed that the overall average was <b>4.05 points.</b></p> <p>Since the expected outcome was achieved in 2 out of 2 criteria, <b>the goal was met.</b></p> <p><b>Fifth Instance</b></p> <p>A rubric was used the INFP 4002 (Journalistic Writing II) course to assess students' information literacy skills in the journalistic students writing essays and assignments.</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in the specific Assessment Criteria 1 were as follows:</p> <ul style="list-style-type: none"> <li>• use of direct and indirect references -2.82 points</li> <li>• selection of bibliographical sources - 3.03 points</li> </ul> <p>Results showed that the overall average was <b>2.93 points.</b></p> <p>Since the expected outcome was achieved in 1 out of 2 criteria, <b>the goal was met.</b></p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>Sixth Instance</b></p> <p>A rubric was used in the INFP 4809 course (History of Journalism in Puerto Rico) to assess students' information literacy skills in a journalistic news article.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Document research and use of information sources: pertinence, diversity and appropriate quantity of sources – <b>3.65 points</b></li> </ul> <p>Since the expected outcome was achieved in 1 out of 1 criterion, <b>the goal was met.</b></p>		
<b>Public Relations and</b>	<p><b>First Semester</b></p> <p><b>First Instance</b></p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Advertisement</b>	<p>A rubric was used in REPU 4018 course (Introduction to Advertisement and Public Relations) to assess a written research report.</p> <p>Results by criteria assessed were:</p> <ul style="list-style-type: none"> <li>The opinions are adequately based on facts and documented and references are adequately identified – <b>3.26</b> points</li> </ul> <p><b>Since the expected outcome was achieved in 1 out of 1 criterion, the goal was met.</b></p>	No transforming actions were proposed.	<p>The Public Relations and Advertisement program established 1 measure in 1 instance, which was met.</p> <p>No transforming actions were established.</p>

## VI. Logical-mathematical reasoning

College of Business Administration			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Business Administration</b>	<p><b>First Instance</b></p> <p>A 3 point scale rubric (where 1 is “developing”, two is “satisfactory”, and 3 is “proficient”) was used in MECU 3032 to assess students’ ability to apply qualitative and quantitative skills in the analysis of business problems in an optimization-type problem exam.</p> <p>It was expected that at least 70% of students would reach the proficient level as stated on the rubric.</p> <p>The general results showed that during the second semester of the 2010-2011 academic year, of the 111 student assessed, 34% reached a proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <ol style="list-style-type: none"> <li>1) Identifies the variables involved in the analysis of the given situation (objective):           <ol style="list-style-type: none"> <li>a) 2010-2011: 35.14%</li> </ol> </li> <li>2) Recognizes the appropriate model for the analysis of the given situation and incorporates it in the solution (logical reasoning):           <ol style="list-style-type: none"> <li>a) 2010-2011: 33.33%</li> </ol> </li> <li>3) States the correct formulas for the solution of the problem (method):</li> </ol>	<p>The College has determined the course should be revised. A professor was asked to make a pilot revision. The pilot revision was implemented in a course section and assessed on the second semester of 2011-12.</p>	<p>The Business Administration department established objectives in two instances, which were not met.</p> <p>One transforming action was established.</p>

**College of Business Administration**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>a) 2010-2011: 30.63%</p> <p>4) Performs the procedure to solve the problem (mathematical reasoning) and interprets the result (logical reasoning):            a) 2010-2011: 27.03%</p> <p><b>Thus the goal was not met in any criteria assessed.</b></p> <p><b>Second instance</b></p> <p>A rubric was used in MECU 3031 to assess students' ability to demonstrate logical and mathematical skills analysis in a test.</p> <p>It was expected that at least 70% of students would obtain an average score of 70% or more in the criteria of the rubric.</p> <p>The general results showed that during the second semester of the 2011-2012 academic year, of the 138 student assessed, 51% obtained 70% or more. This finding compares favorably with the one observed during the 1<sup>st</sup> semester of the 2011-2012 academic year, where 72% of the 146 students assessed obtained 70% or more in the rubric.</p> <p>The specific results in the 3 criteria of competence assessed were as follows:</p> <p>2<sup>nd</sup> Semester 2011-2012:            1) Representation: in 3 out of the 7 items assessed students met the expected goal.</p>		

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	2) Evaluation: in 3 out of 7 criteria items students met the expected goal. 3) Computing: in 4 out of 8 criteria items students met the expected goal.  1 <sup>st</sup> Semester 2011-2012 1) Representation: in 5 out of 7 items assessed students met the expected goal. 2) Evaluation: in 5 out of 7 criteria items students met the expected goal. 3) Computing: in 5 out of 8 criteria items students met the expected goal.  <b>The goal was met only in the first semester of the 2011-2012 academic year.</b>		



<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Philosophy</b>	<p><i>First semester</i></p> <p>A rubric was used in the FILO 4031 course to assess students' logical-mathematical reasoning in a proof-type exam question.</p> <p>It was expected that 70% of the students would be able to test the conclusion of a statement through examining its premise by means of developing a veracity table.</p> <p>Findings revealed that 14 out of 20 students assessed (70%) were able to test correctly the conclusion of a statement through examining its premise by means of developing a veracity table. <b>Thus, the goal was met.</b></p> <p><i>Second semester</i></p> <p>A rubric was used in the FILO 4031 course to assess students' logical-mathematical reasoning in a proof-type exam question.</p> <p>It was expected that 70% of the students would be able to test the conclusion of a statement through examining its premise by means of developing a veracity table.</p> <p>Findings revealed that 20 out of 20 students assessed (70%) were able to test correctly the conclusion of a statement through examining its premise by means of developing a veracity table. <b>Thus, the goal was met.</b></p>	<p>Additional practice exercise will be assigned (similar to the exam question) in order to strengthen logical-mathematical reasoning skills in the students of this Program.</p> <p>A graduate student whose thesis and preparation is in 'logic' has been available to tutor the students of the course by means of individual as well as group study sessions to prepare them to answers these type of questions in tests.</p> <p>We assigned additional practice exercises (similar to those in the exam).</p>	<p>The Philosophy department established objectives in two instances, which were met.</p> <p>Three transforming actions were established.</p>



**College of Natural Sciences**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Results showed that of the 17 assessed items, 10 of them were answered correctly by 70% or more of the students. <b>Thus the goal was not met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in the BIOL 3365 (Biotechnology laboratory) course in order to assess students' logical-mathematical reasoning skills in the analysis of data presented in tables and graph. (N=46)</p> <p>It was expected that 70% of the students assessed will show an adequate level of knowledge of most of the quantitative concepts assessed in the post-test.</p> <p>Findings revealed that in most of the assessed concepts, 70% or more of the students showed an adequate level of knowledge in the quantitative aspects assessed in the post-test. <b>Thus, the goal was met.</b></p> <p><b>Fourth Instance</b></p> <p>A rubric was used in the BIOL 4350 (Cell Biology) course in order to assess students' logical-mathematical reasoning skills in the analysis of data presented in tables and graphs by means of an exam question. (N=208)</p> <p>It was expected that 70% of the students assessed will show an adequate level of knowledge of most of the quantitative concepts assessed in a post-test exam question.</p>		

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>In the majority of the assessed concepts, 80.8% of the students assessed showed an adequate level of knowledge in the quantitative aspects assessed in the exam question related to the analysis of data presented in tables and graphs. <b>Thus, the goal was met.</b></p> <p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in BIOL 3349 (Genetics) to assess a midterm exam (N=174)</p> <p>It was expected that 70% of the students would demonstrate knowledge of most quantitative concepts assessed in the post exam.</p> <p>Findings revealed that in most of the assessed concepts 70% or more of the students showed knowledge of them. <b>Thus the goal was met.</b></p>	<p><i>Second semester</i></p> <p>These transforming actions were proposed for the first semester and are worked on during the summer, in order to implement them in august 2012. Generally, in genetics the most problematic quantitative aspect is the interpretation of the <i>p value</i> in different context. The goal of these transforming actions is to improve this skill.</p> <ol style="list-style-type: none"> <li>1. The design of curricular material focused on statistics examinations that include the interpretation of the <i>p value</i>.</li> <li>2. The design of curricular material focused on achieving that the students analyze and present the data in Excel format or other programs that allow for the manipulation of a large quantity of data.</li> </ol>	
<b>Interdisciplinary Program in Natural Sciences</b>	<p><i>Second semester</i></p> <p><b>First Instance</b></p>	<p><i>Second semester</i></p>	

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in CNEI 4012 course (in Capstone 2) to assess students' logical mathematical reasoning skills in a research report draft and in a final research report. (N = 37)</p> <p><u>Expected outcome:</u></p> <ol style="list-style-type: none"> <li>70% or more of the students will obtain a score of 16 points or more on a scale of 0 to 20 points in the draft of the final report.</li> <li>70% of the students will maintain or increase their score in the final report.</li> </ol> <p><u>Results:</u></p> <p>1a – In the draft of the research report, 71% of the students obtained 16 points or more (16.4±3.1). <b>Thus the goal was met.</b></p> <p>1b- In the final research report, 94.5% of the students obtained 16 points or more (18.6±1.7). <b>Thus the goal was met.</b></p> <p>2. In the final report, 78.8% of the students improved their final score. <b>Thus the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in CNEI 4012 course (in Capstone 2) to assess students' logical mathematical reasoning skills in a research report draft and in a final research report.</p> <p><u>Expected outcome:</u></p>	<p>Even though we obtained expected results, the rubric included various criteria to achieve this score. Nevertheless when the reports were corrected we observed that in certain criteria students didn't achieve a high score. Thus, we analyzed the areas related to statistics and presentation of results. For the next semester, we will modify the rubric in order to measure this in a more efficient way. We will continue giving statistics workshops for the students enrolled in the Capstone 1 course. Said workshops will be longer and will include application exercises.</p> <p>The initial definitions in the analysis of information and use of statistics were achieved in the final report. We emphasized the importance of this knowledge to the students who took the Capstone 1 course and who will be carrying out their research projects next semester. In the IPNS curriculum it is required of student to take a statistics course, but it appears that said course is not being efficient in teaching data analysis skills. Next year we will give a statistics workshop for the students enrolled in the Capstone 1 &amp; 2 courses.</p>	<p>The Interdisciplinary Program in Natural Sciences department established objectives in two instances, only one was met.</p> <p>Two transforming actions were established.</p>

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>1. 70% or more of the students will obtain a score of 2 points in the draft and final report.</p> <p>2. 70% of the students will maintain or improve their score in the final report.</p> <p><i>Results:</i></p> <p>1a - 13.2% of the students assessed obtained a score of 2 in the draft of the report (0.94±0.6). <b>Thus the goal was not met.</b></p> <p>1b - For the final report 54% of the students obtained a score of 2 (1.5±0.6). <b>Thus the goal was not met.</b></p> <p>2. In the final report, 92.1% of the students improved their final score. <b>Thus the goal was met.</b></p>		
<b>Mathematics</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A SkyMath rubric for open-ended items was used in MATE 3325 course (Introduction to Discrete Mathematics) to assess students logical mathematical reasoning in high-cognitive exam questions.</p> <p>During the second semester there were only two students taking the course, therefore we decided to postpone the analysis until next semester (August-December, 2013).</p> <p><b>Second instance</b></p>	<i>Second semester</i>	<p>The Mathematics department established objectives in seven instances, four were not met and two are pending.</p> <p>Two transforming actions were established.</p>

**College of Natural Sciences**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A SkyMath rubric for open-ended items was used in MATE 5002 course (Statistics) to assess students' logical mathematical reasoning in high-cognitive exam questions in the final test.</p> <p>It was expected that 66% or more of the students would obtain score of 3 points or more in the four-point scale rubric used.</p> <p>Findings showed that 3 out of 4 (75%) of the students assessed obtained a score of 3 and 4 in the rubric. <b>Thus, the goal was met.</b></p> <p><b>Third instance</b></p> <p>A questionnaire was administered to graduating students in order to assess students' level of satisfaction with the preparation received in their baccalaureate experience regarding this learning outcome.</p> <p>Results of this assessment are pending to be submitted.</p> <p><b>Fourth instance</b></p> <p>A SkyMath rubric was used in the MATE 3151 course (Calculus I) to assess students' logical mathematical reasoning skills in first the partial-exam.</p> <p>It was expected that 66% or more of the students would reach 5 points or more in the modified</p>	<p>Modifications to Pre-Calculus I and II courses (MATE 3023 and MATE 3024) are being studied in order to better prepare students for topics covered in Calculus I (MATE 3151). Present assessment results, along with proposed modifications to Pre-Calculus I and II courses, could imply a course revision as well as teaching</p>	

**College of Natural Sciences**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>SkyMath rubric for open-ended items (0 to 8 points).</p> <p>Results showed that 52% of the students were able to state the theorem correctly. However, only 30% of the students were able to use the theorem correctly and apply it to the problem at hand. <b>Thus the goal was not met.</b></p> <p><b>Fifth instance</b></p> <p>A SkyMath rubric was used in the MATE 3151 course (Calculus I) to assess students' logical mathematical reasoning skills in the second partial-exam.</p> <p>It was expected that 66% or more of the students would reach 5 points or more in the modified SkyMath rubric for open-ended items (0 to 8 points).</p> <p>Results showed that 52% of students were able to Interpret the definition correctly. However, only 24% of the students were able to apply said definition in a problem. <b>Thus the goal was not met.</b></p> <p><b>Sixth instance</b></p> <p>A SkyMath rubric was used in the MATE 3151 course (Calculus I) to assess students' logical mathematical reasoning skills in the third partial-exam.</p> <p>It was expected that 66% or more of the students would reach 5 points or more in the modified</p>	<p>methods employ.</p> <p>As a transforming action of the general education component of mathematical reasoning skills assessment carried out in the second semester of the 2010-2011 academic year in a series of courses (MATE 3105, MATE 3036, MATE 3041, MATE 3042, and MATE 3001), the Mathematics Program extended its peer tutoring service to this and other undergraduate courses. Additional measures would be identified when further assessment data is gathered and analyzed, including course modification and complementary training to teaching assistances.</p>	



<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>SkyMath rubric for open-ended items (0 to 8 points).</p> <p>Results showed that 52% of students were able to state the conclusion for the theorem of a given situation correctly. However, only 25% of the students were able to apply said conclusion in a problem. <b>Thus the goal was not met.</b></p> <p><b>Seven instance</b></p> <p>A SkyMath rubric was used in the MATE 3151 course (Calculus I) to assess students' logical mathematical reasoning skills in the fourth partial-exam.</p> <p>It was expected that 66% or more of the students would reach 5 points or more in the modified SkyMath rubric for open-ended items (0 to 8 points).</p> <p>Results showed that in Problem 1 38% of students obtained the expected level and 66% in Problem 2. <b>Thus, the goal was only met in the 2<sup>nd</sup> Problem.</b></p>		
<b>Physics</b>	<p><i>First Semester</i></p> <p>In the FISI 4031 course, a series of course tests were used to assess students' logical-mathematical reasoning skills.</p> <p>It was expected that at least 70% of students answered correctly 70% or more of selected questions in the tests.</p> <p>In this test, with four students enrolled, two</p>	<p><i>First Semester</i></p> <p>The Professor who offers this course will be asked to continue emphasizing this learning outcome in the course.</p>	<p>The Physics department established objectives in two instances, which were met.</p> <p>Two transforming actions were established.</p>

**College of Natural Sciences**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>questions were selected from the test to assess this learning outcome.</p> <p>Findings revealed that the percentage of students that answered correctly the specially identified questions were:</p> <p>Question 1: 75% of students correctly answered both of them; therefore obtained 100%, the remaining 25% students assessed obtained 83% of the correct answers.</p> <p>Question 2: 100% of the student's obtained 100% correct answers</p> <p><b>Therefore the goal was met.</b></p> <p><i>Second semester</i></p> <p>A rubric was used in the FISI 4032 course to evaluate course tests to assess if the student showed logical-mathematical reasoning skills.</p> <p>It is expected that 70% of the students will obtain 70% correct answers in the selected questions. In this course, with 7 enrolled students (all from the physics Program) a question was chosen from each of the first two exams and the scores were the following:</p> <ul style="list-style-type: none"> <li>-Question 1: 86% of the students obtained 100% in this question.</li> <li>-Question 2: 86% of the students obtained 100% in this question.</li> </ul> <p><b>Thus, the goal was met.</b></p>	<p><i>Second semester</i></p> <p>We will ask the professor who offers this course to continue focusing on this learning outcome.</p>	





<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>assignment.</p> <p>Findings revealed that out of the three groups that handed in the assignment, one group obtained 8 points (80%) out of 10 points, while the others obtained a 9 (90%) out of 10. <b>Thus, the goal was met.</b></p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p><b>Public Relations and Advertisement</b></p>	<p><b>First Semester</b></p> <p><b>First Instance</b></p> <p>A rubric was used in REPU 4155 course (Media Plan) to assess students' logical mathematical reasoning skills in an oral presentation of a Media Plan in a marketing campaign.</p> <p>Students have designed very good commercial marketing campaigns and campaigns for Non-profit institutions. The Students worked with their orthographic and grammatical deficiencies. The written campaigns prove this.</p> <p>It was expected that the students obtained <b>good or very good</b> or <b>excellent</b> in the criteria assessed in the rubric used.</p> <p>The assessment results by criteria assessed are the following:</p> <ul style="list-style-type: none"> <li>• Provided statistical data evidence – <b>very good</b></li> <li>• Calculations submitted are complete and correct – <b>very good</b></li> </ul> <p><b>Since the expected outcome was achieved in 2 out of 2 criteria, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the REPU 4166 (Advertisement Campaign) course to assess students' logical</p>	<p>No transforming actions were proposed.</p>	<p>The Public Relations and Advertisement program established 1 measure in 4 instances, all which were met.</p> <p>No transforming actions were established.</p>

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>mathematical reasoning skills in a group oral presentation of a Public Relations Campaign.</p> <p>It was expected that the students obtained good or very good in the criteria assessed in the rubric used.</p> <p>Results by criteria assessed to assess this oral presentation were:</p> <ul style="list-style-type: none"> <li>• Provided statistical data evidence – <b>very good</b></li> <li>• Calculations submitted are complete and correct – <b>very good</b></li> <li>• The statistics submitted are easy to read and understand – <b>very good</b></li> </ul> <p><b>Since the expected outcome was achieved in 3 out of 3 criteria, the goal was met.</b></p> <p><b>Second Semester</b></p> <p><b>First Instance</b></p> <p>A rubric was used in REPU 4155 course (Media Plan) to students' logical mathematical reasoning skills in an oral presentation of a Media Plan in a marketing campaign.</p> <p>Students have designed very good commercial marketing campaigns and campaigns for Non-profit institutions. The Students worked with their orthographic and grammatical deficiencies. The written campaigns prove this.</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that the students obtained <b>good or very good</b> or <b>excellent</b> in the criteria assessed in the rubric used.</p> <p>The assessment results by criteria assessed are the following:</p> <ul style="list-style-type: none"> <li>• Provided statistical data evidence – <b>very good</b></li> <li>• Calculations submitted are complete and correct – <b>very good</b></li> </ul> <p><b>Since the expected outcome was achieved in 2 out of 2 criteria, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the REPU 4166 (Advertisement Campaign) course to assess students' logical mathematical reasoning skills in a group oral presentation of a Public Relations Campaign.</p> <p>It was expected that the students obtained good or very good in the criteria assessed in the rubric used.</p> <p>Results by criteria assessed to assess this oral presentation were:</p> <ul style="list-style-type: none"> <li>• Provided statistical data evidence – <b>very good</b></li> <li>• Calculations submitted are complete and correct – <b>very good</b></li> <li>• The statistics submitted are easy to read and understand – <b>very good</b></li> </ul>		



<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>Since the expected outcome was achieved in 3 out of 3 criteria, the goal was met.</b></p>		

## VII. Content Knowledge, Skills or Dispositions Competencies in the Academic Programs

College of Business Administration			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Business Administration</b>	<p>A 3 point scale rubric (where 1 is “developing”, two is “satisfactory”, and 3 is “proficient”) was used in ADMI 4007 to assess students’ ability to demonstrate knowledge of business and the context in which they operate in a Case Study.</p> <p>It was expected that at least 70% of students would reach the proficient level (3 points) as stated on the rubric.</p> <p>The general results showed that during the second semester of the 2011-2012 academic year, of the 32 student assessed, 91% reached a proficient level. This finding compares favorably with the one observed on the 2nd semester of the 2010-2011 academic year, where only 53% of the 86 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <ol style="list-style-type: none"> <li>1) Describes the problem or organizational current strategic situation.               <ol style="list-style-type: none"> <li>a) 2011-2012: 90.6%</li> <li>b) 2010-2011: 25.6%</li> </ol> </li> <li>2) Identifies the firm’s current mission and strategic positioning.               <ol style="list-style-type: none"> <li>a) 2011-2012: 46.9%</li> <li>b) 2010-2011: 47.7%</li> </ol> </li> </ol>	<p>The College has determined the course should be revised. A professor was asked to make a pilot revision. The pilot revision was implemented in a course section and assessed on the second semester of 2011-12.</p>	<p>The Business Administration department established objectives in one instance, but it was not met.</p> <p>One transforming action was established.</p>

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	3) Identifies objectives, policies and/or procedures pertaining the actual positioning of the firm. a) 2011-2012: 59.4% b) 2010-2011: 25.6%		
	4) Identifies the functional areas related to the problem. a) 2011-2012: 68.8% b) 2010-2011: 36.0%		
	5) Identifies the firm's strength and weakness. a) 2011-2012: 43.8% b) 2010-2011: 48.8%		
	6) Explains the role of the different functional areas affecting the firm's current position a) 2011-2012: 71.9% b) 2010-2011: 15.1%		
	7) Identifies the major local and/or global components of the firm's external environment. a) 2011-2012: 87.5% b) 2010-2011: 43.0%		
	8) Explains how the major components of the external environment are impacting the problem or current situation. a) 2011-2012: 50.0% b) 2010-2011: 54.7%		
	9) Performs pertinent basic quantitative and/or qualitative analysis necessary to assess the		

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>problem of situation.            a) 2011-2012: 56.3%            b) 2010-2011: 45.3%</p> <p>10) Performs quantitative and/or qualitative analysis using appropriate theories and tools associated to the different functional areas.            a) 2011-2012: 100.0%            b) 2010-2011: 12.8%</p> <p>11) Proposes viable strategies based on the analysis.            a) 2011-2012: 78.1%            b) 2010-2011: 40.7%</p> <p>12) Justifies the proposed strategies with basic quantitative and/or qualitative analysis.            a) 2011-2012: 84.4%            b) 2010-2011: 38.4%</p> <p>13) Recommends and justifies a course of action from the proposed strategies.            a) 2011-2012: 56.3%            b) 2010-2011: 25.6%</p> <p><b>Seven out of thirteen of the criteria assessed in the 2011-2012 were not met, although results show improvement in 10 out of 13 criteria assessed.</b></p>		
<p><b>Business Administration</b></p> <p>Knowledge</p>	<p><b>First instance</b></p> <p>A 3 point scale rubric (where 1 is “developing”, 2 is “satisfactory”, and 3 is “proficient”) was used in COEM 3001 (Business Communication) course to assess students’ ability to demonstrate interpersonal</p>	<p>Data shows students meet this learning goal. FAE will assess these competencies in a new set of courses starting in January 2014.</p>	<p>The Business Administration Core Programs established three measures in a total of ten instances, four met.</p>

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
integration: Interpersonal/ intercultural skills	<p>skills and promote diversity in an Interpersonal/Intercultural case study.</p> <p>The information regarding this learning outcome was gathered in the 2010-2011 academic year, and it's presented retrospectively. The results were analyzed in the 2011-2012 academic year.</p> <p>It was expected that at least 70% of students would reach the proficient level (3 points) as stated on the rubric.</p> <p>The general results showed that during the 2<sup>nd</sup> semester of the 2010-2011 academic year, of the 46 student assessed, 85% reached a proficient level. This finding compares favorably with the one observed on the 1<sup>st</sup> semester of the 2010-2011 academic year, where only 66% of the 59 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <ol style="list-style-type: none"> <li>1) Demonstrates knowledge of the country's business protocol.               <ol style="list-style-type: none"> <li>a) 2010-2011 1<sup>st</sup> semester: 17.0%</li> <li>b) 2010-2011 2<sup>nd</sup> semester: 58.7%</li> </ol> </li> <li>2) Applies positive tones when interacting with other cultures.               <ol style="list-style-type: none"> <li>a) 2010-2011 1<sup>st</sup> semester: 46.0%</li> <li>b) 2010-2011 2<sup>nd</sup> semester: 65.2%</li> </ol> </li> </ol>		Two transforming actions were established.

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
Knowledge integration: Teamwork	<p>3) Avoids prejudice when interacting with diverse cultural environment.            a) 2010-2011 1<sup>st</sup> semester: 61.0%            b) 2010-2011 2<sup>nd</sup> semester: 80.4%</p> <p>4) Demonstrates a tolerant attitude towards values different from his/her culture.            a) 2010-2011 1<sup>st</sup> semester: 53.0%            b) 2010-2011 2<sup>nd</sup> semester: 69.6%</p> <p>5) Applies emotional intelligence in cultural contexts different from his/hers.            a) 2010-2011 1<sup>st</sup> semester: 32.0%            b) 2010-2011 2<sup>nd</sup> semester: 69.6%</p> <p><b>In the first semester, the expected outcome was achieved in 0 out of 5 criteria assessed. Therefore, the goal was not met.</b></p> <p><b>In the second semester, the expected outcome was achieved in 1 out of 5 criteria assessed. Therefore, the goal was not met. Results improved in all five criteria from the first to the second semester.</b></p> <p><b>Second instance</b></p> <p>A 3 point scale rubric (where 1 is “developing”, 2 is “satisfactory”, and 3 is “proficient”) was used in COEM 3001 (Business Communication) course to assess students’ ability to effectively apply teamwork principles and theories to the team work in a case study.</p>	<p>Data shows students meet this learning goal. FAE will assess these competencies in a new set of courses starting in January 2014.</p>	

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>The information regarding this learning outcome was gathered in the 2010-2011 academic year, and it's presented retrospectively. The results were analyzed in the 2011-2012 academic year.</p> <p>It was expected that at least 70% of students would reach the proficient level (3 points) as stated on the rubric.</p> <p>The general results showed that during the 2<sup>nd</sup> semester of the 2010-2011 academic year, of the 37 student assessed, 95% reached a proficient level. This finding compares favorably with the one observed on the 1<sup>st</sup> semester of the 2010-2011 academic year, in which 93% of the 29 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <ol style="list-style-type: none"> <li>1) Contribution to teamwork.           <ol style="list-style-type: none"> <li>a) 2010-2011 1<sup>st</sup> semester: 72.4%</li> <li>b) 2010-2011 2<sup>nd</sup> semester: 78.4%</li> </ol> </li> <li>2) Task completion           <ol style="list-style-type: none"> <li>a) 2010-2011 1<sup>st</sup> semester: 82.8%</li> <li>b) 2010-2011 2<sup>nd</sup> semester: 78.4%</li> </ol> </li> <li>3) Attitude           <ol style="list-style-type: none"> <li>a) 2010-2011 1<sup>st</sup> semester: 89.7%</li> <li>b) 2010-2011 2<sup>nd</sup> semester: 89.2%</li> </ol> </li> <li>4) Focuses on task</li> </ol>		

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p>Knowledge integration: Teamwork</p>	<p>a) 2010-2011 1<sup>st</sup> semester: 72.4% b) 2010-2011 2<sup>nd</sup> semester: 70.3%</p> <p>5) Supports Teamwork a) 2010-2011 1<sup>st</sup> semester: 89.7% b) 2010-2011 2<sup>nd</sup> semester: 91.9%</p> <p><b>In the first semester, the expected outcome was achieved in 5 out of 5 criteria assessed. Therefore, the goal was met.</b></p> <p><b>In the second semester, the expected outcome was achieved in 5 out of 5 criteria assessed. Therefore, the goal was met. Results improved in two out of five criteria from the first to the second semester.</b></p> <p><b>Third instance</b></p> <p>A 3 point scale rubric (where 1 is “developing”, 2 is “satisfactory”, and 3 is “proficient”) was used in ADMI 4005 to assess students’ ability to effectively apply teamwork principles and theories to the team work in a case study.</p> <p>The information regarding this learning outcome was gathered in the 2008-2010 academic years, and it’s presented retrospectively. The results were analyzed in the 2011-2012 academic year.</p> <p>It was expected that at least 70% of students would reach the proficient level as stated on the rubric.</p> <p>The general results showed that during the 1<sup>st</sup></p>	<p>Data shows students meet this learning goal. FAE will assess these competencies in a new set of courses starting in January 2014.</p>	



<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>semester of the 2009-2010 academic year, of the 114 student assessed, 86% reached a proficient level. This finding compares favorably with the one observed on the 2<sup>nd</sup> semester of the 2008-2009 academic year, where only 83% of the 219 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <ol style="list-style-type: none"> <li>1) Clarity in exposition               <ol style="list-style-type: none"> <li>a) 2008-2009 2<sup>nd</sup> semester: 53.0%</li> <li>b) 2009-2010 1<sup>st</sup> semester: 53.5%</li> </ol> </li> <li>2) Demonstrates command over the material               <ol style="list-style-type: none"> <li>a) 2008-2009 2<sup>nd</sup> semester: 50.2%</li> <li>b) 2009-2010 1<sup>st</sup> semester: 55.3%</li> </ol> </li> <li>3) Organization and development               <ol style="list-style-type: none"> <li>a) 2008-2009 2<sup>nd</sup> semester: 64.8%</li> <li>b) 2009-2010 1<sup>st</sup> semester: 64.9%</li> </ol> </li> <li>4) Time distribution               <ol style="list-style-type: none"> <li>a) 2008-2009 2<sup>nd</sup> semester: 73.1%</li> <li>b) 2009-2010 1<sup>st</sup> semester: 72.8%</li> </ol> </li> <li>5) Promotes participation               <ol style="list-style-type: none"> <li>a) 2008-2009 2<sup>nd</sup> semester: 51.6%</li> <li>b) 2009-2010 1<sup>st</sup> semester: 60.5%</li> </ol> </li> </ol> <p><b>In the 2008-2009 academic year, the expected outcome was achieved in 1 out of 5 criteria assessed. Therefore, the goal was not met.</b></p>		

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p>Knowledge integration: Leadership</p>	<p><b>In the 2009-2010 academic year, the expected outcome was achieved in 1 out of 5 criteria assessed. Therefore, the goal was not met. Results improved in four out of five criteria from the first to the second semester.</b></p> <p><b>Fourth instance</b></p> <p>A 3 point scale rubric (where 1 is “developing”, 2 is “satisfactory”, and 3 is “proficient”) was used in COEM 3001 (Business Communication) course to assess if students demonstrate negotiation skills and reach consensus, demonstrate the ability to create and articulate vision, and show attitudes that promote a harmonious working atmosphere.</p> <p>It was expected that at least 70% of students would reach the proficient level (3 points) as stated on the rubric.</p> <p>The information regarding this learning outcome was gathered in the 2010-2011 academic year, and it’s presented retrospectively. The results were analyzed in the 2011-2012 academic year.</p> <p>The general results showed that during the 2<sup>nd</sup> semester of the 2010-2011 academic year, of the 43 student assessed, 84% reached a proficient level. This finding compares favorably with the one observed on the 1<sup>st</sup> semester of the 2010-2011 academic year, where only 95% of the 42 students assessed reached</p>		

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <ol style="list-style-type: none"> <li>1) Confidence to exercise leadership               <ol style="list-style-type: none"> <li>a) 2010-2011 1<sup>st</sup> semester: 95.2%</li> <li>b) 2010-2011 2<sup>nd</sup> semester: 81.3%</li> </ol> </li> <li>2) Negotiates the assignment of tasks with the team               <ol style="list-style-type: none"> <li>a) 2010-2011 1<sup>st</sup> semester: 88.1%</li> <li>b) 2010-2011 2<sup>nd</sup> semester: 79.1%</li> </ol> </li> <li>3) Attitude               <ol style="list-style-type: none"> <li>a) 2010-2011 1<sup>st</sup> semester: 85.7%</li> <li>b) 2010-2011 2<sup>nd</sup> semester: 69.8%</li> </ol> </li> <li>4) Focuses on task               <ol style="list-style-type: none"> <li>a) 2010-2011 1<sup>st</sup> semester: 81.0%</li> <li>b) 2010-2011 2<sup>nd</sup> semester: 74.4%</li> </ol> </li> <li>5) Supports teamwork               <ol style="list-style-type: none"> <li>a) 2010-2011 1<sup>st</sup> semester: 90.5%</li> <li>b) 2010-2011 2<sup>nd</sup> semester: 83.7%</li> </ol> </li> </ol> <p><b>In the first semester, the expected outcome was achieved in 5 out of 5 criteria assessed. Therefore, the goal was met.</b></p> <p><b>In the second semester, the expected outcome was achieved in 5 out of 5 criteria assessed. Therefore, the goal was met. Results were higher in all criteria assessed in the first semester, when</b></p>		

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p>Knowledge integration: Use of Technology</p>	<p><b>comparing to the results of the second semester.</b></p> <p><b>Fifth instance</b></p> <p>A 3 point scale rubric (where 1 is “developing”, 2 is “satisfactory”, and 3 is “proficient”) was used in ESTA 3041 (Business Statistics I) to assess if students integrate technological resources to the business operations and competitiveness in an assignment problem using Excel.</p> <p>It was expected that at least 70% of students would reach the proficient level (3 points) as stated on the rubric.</p> <p>The general results showed that during the 2<sup>nd</sup> semester of the 2011-2012 academic year, of the 82 student assessed, 91% reached a proficient level. This finding compares favorably with the one observed on the 2<sup>st</sup> semester of the 2009-2010 academic year, where only 70% of the 88 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <ol style="list-style-type: none"> <li>1) Gathered data for calculations.               <ol style="list-style-type: none"> <li>a) 2009-2010 2<sup>nd</sup> semester: 86.4%</li> <li>b) 2011-2012 2<sup>nd</sup> semester: 95%</li> </ol> </li> <li>2) Appropriate use of tables.               <ol style="list-style-type: none"> <li>a) 2009-2010 2<sup>nd</sup> semester: 65.9%</li> <li>b) 2011-2012 2<sup>nd</sup> semester: 85.0%</li> </ol> </li> </ol>	<p>Starting in 2010, an assignment of at least 2 accounting related problems using Excel is assigned to all students in all sections of the <i>Management Information Systems</i> course. The assignment practices formulas including functions and relative vs. absolute cell references, as well as the creation of charts.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>3) Appropriate use of formulas and functions.            a) 2009-2010 2<sup>nd</sup> semester: 31.8%            b) 2011-2012 2<sup>nd</sup> semester: 68.0%</p> <p>4) Generates charts from data on tables that are appropriately labeled and formatted.            a) 2009-2010 2<sup>nd</sup> semester: 51.1%            b) 2011-2012 2<sup>nd</sup> semester: 74.0%</p> <p>5) Demonstrates knowledge of Excel features.            a) 2009-2010 2<sup>nd</sup> semester: 10.2%            b) 2011-2012 2<sup>nd</sup> semester: 66.0%</p> <p><b>Since the expected outcome was achieved in 3 out of 5 criteria assessed, the goal was not met. Results improved in all criteria assessed from previous academic year.</b></p>		
<p><b>Office System Management</b></p> <p>Content Knowledge: Use of Technology</p>	<p><b>First instance</b></p> <p>A rubric was used to assess students' correct use of technology in writing documents, and in the use of databases and the internet in a professional internship.</p> <p>It was expected that 90% of the students would obtain an average score of 80% or more.</p> <p>Results showed that all of the students obtained 100% in this learning outcome. <b>Thus the goal was met.</b></p> <p><b>Second instance</b></p>		<p>The Office System Management department established objectives in two instances, which were met.</p> <p>No transforming actions were established.</p>

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used to assess students' integration of information processing programs in a Comprehensive Course Exam.</p> <p>It was expected that the students would obtain an average score of 70% or more in each evaluated area.</p> <p>Results showed that the students obtained an average score of 73% versus an average score of 46% obtained in the November 2011 examination. An improvement was seen, and <b>the goal was met.</b></p>		
<p><b>Office System Management</b></p> <p>Content Knowledge: Globalization</p>	<p><b>First instance</b></p> <p>A rubric was used to assess students' basic knowledge on the impact of globalization on companies in a Comprehensive Exam.</p> <p>It was expected that 90% of the students would obtain an average score of 70% or more.</p> <p>Results showed that students obtained an average score of 59% in this learning outcome. <b>Thus, the goal was not met.</b></p>	<p>A new assessment instrument will be used. Also, analysis of where this learning outcome is learned, developed, and applied will be made.</p>	<p>The Office System Management department established objectives in one instance, which was not met.</p> <p>One transforming action was established.</p>
<p><b>Office System Management</b></p> <p>Content Knowledge: Office Systems Concepts: Management</p>	<p><b>First instance</b></p> <p>A rubric was use to assess students shown knowledge of basic management and operational processes in companies in a comprehensive standardized exam.</p> <p>It was expected that 90% of the students would obtain an average score of 70% or more.</p>	<p>The standardized exam was used as an assessment instrument to measure this learning outcome, after making the necessary adjustments through an analysis of its questions and answers. Student assessment results improved, but the program is not satisfied with these results.</p>	<p>The Office System Management department established objectives in five instances, three of which were met and one is pending.</p> <p>Four transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
Time Management	<p>Results showed that students obtained an average score of 64% in this criterion. <b>Thus, the goal was not met.</b></p> <p><b>First instance</b></p> <p>A rubric was used to assess students' adequate time management in their company duties in a professional internship.</p>	<p>A complete revision of the evaluation instrument will be carried out, and the new test being developed will be used on a systemic level in all Office System Management Programs of the UPR System.</p> <p>A pilot exam towards the end of the August-December 2012 semester will be administered.</p> <p>We hope that with the new assessment exam we will establish external comparisons that determine the achievement of the competencies that the program develops. This exam will also be used for the Crediting Agency (Accreditation Council for Business Schools and Programs, ACBSP) reports.</p> <p>The result obtained in this area in 2008-2009 did not meet the goal; however the situation stabilized in the following two years. Results obtained in a comparative way and demonstrating a tendency is provided, it was presented in this way to the Accreditation agency ACBSP and it allows us to do a more exhaustive analysis.</p>	

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Academic Program	Findings	Transforming Actions	Summary of Results
Office Procedures	<p>It was expected that 90% of the students would obtain an average score of 70% or more.</p> <p>Results showed that 92% of the students obtained an average score of 70% or more. <b>Thus the goal was met.</b></p> <p><b>First instance</b></p> <p>A rubric was used to assess students' basic knowledge of office procedures in a Professional Internship.</p> <p>It was expected that 90% of the students would obtain an average score of 70% or more.</p> <p>Results showed that 100% of the students achieved this goal. <b>Thus the goal was met</b></p> <p><b>First instance</b></p>	<p>The results are not available at this moment. The assessment instrument changed and each seminar component will be assessed individually</p> <p>The new standardized exam to be offered during the semester covers the statistics and finance disciplines.</p>	
Records Management	<p>A rubric was used to assess students' basic knowledge that will allow them to manage company records effectively in a Professional Internship.</p> <p>It was expected that 90% of the students would obtain an average score of 70% or more.</p> <p>Results showed that 100% of the students achieved this goal. <b>Thus the goal was met</b></p>		
Statistical,	<p>A rubric was used to assess students' knowledge</p>		



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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
Financial, and Business Concepts	<p>regarding statistics, financial and entrepreneurship concepts in a seminar project.</p> <p>It was expected that 90% of the students would obtain an average score of 70% or more.</p> <p>Results are pending to be submitted.</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p><b>Teacher Preparation Program</b></p> <p>Integration of emerging education technologies</p>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in FAED 4001, 4002, and 4003 courses to assess knowledge integration of emergent technologies in their teaching practicum classrooms to support and enrich teaching, a significant learning process, and authentic evaluation, and to promote communication, research and creation, in an e-Portfolio.</p> <p>The preliminary results showed an average score of 15 points (achieved) in the above mentioned skills, in education technologies. Since the expected outcome was that students average score were in 15-21 points range (excellent level), <b>the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used to assess knowledge integration of emergent technologies in their teaching practicum classrooms to support and enrich teaching, a significant learning process, and authentic evaluation, and to promote communication, research and creation, in students' portfolio in Teaching Methodologies courses.</p> <p>Findings revealed that 90% of the teaching candidates obtained a performance level of 4 points (outstanding), in a four point rubric. Although no expected outcome was previously established in the report, it can be inferred that the results are more than</p>	<p>See at the end of the section of this program a list of transforming actions by area.</p>	<p>The Teacher Preparation Programs established 3 measures in a total of 10 instances, all of them were met.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>acceptable. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>Students grade distribution was used as an indirect measure in the TEED course to assess knowledge integration of emergent technologies in their teaching practicum classrooms to support and enrich teaching, a significant learning process, and authentic evaluation, and to promote communication, research and creation.</p> <p>Findings revealed that 90% of the students obtained a GPA average higher than 3.00 points, thus higher than the satisfactory level required by the campus in this TEED course. Although no expected outcome was previously established in the report, it can be inferred that the results are more than acceptable. <b>Thus, the goal was met.</b></p> <p><i>Second Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in FAED 4001, 4002, and 4003 courses to assess students' integration of emerging education technologies in their Porta-e (an electronic portfolio).</p> <p>Results showed that the students scored an average of 17.71 points (excellent) in the 7<sup>th</sup> principle, education technologies. Since the expected outcome was that students average score were in 15-21 points range</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>(excellent level), <b>the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used to assess students’ integration of emerging education technologies in a Teaching Practice experience.</p> <p>Results showed that 90% of the teacher candidates obtained a performance level of 4 points (outstanding) according to the teaching practice instrument. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>Students’ knowledge of technology in the area of education was assessed indirectly in the TEED by means of compiling data regarding their grade point average.</p> <p>Results showed that 90% of the students obtained a grade point average higher than 3.00, higher than the one required level of the campus (a satisfactory in the TEED course). <b>Thus, the goal was met.</b></p>		
<p><b>Teacher Preparation Program</b></p> <p><u>Competency 1</u> - Students’ abilities to establish connections</p>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in EDFU 3002 course to assess students' abilities to establish connections between their specialization disciplines with other knowledge in field experiences courses.</p>	<p>The Social Studies specialization would establish corresponding actions for their students to achieve NCATE’s 80% of students that have a score higher or equal to the cut score on the PCMAS test regarding this discipline and the level of</p>	<p>The Teacher Preparation Programs established 7 measures in a total of 15 instances, all of them were met.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p>between their specialization disciplines with other knowledge areas such as in the natural sciences, social sciences and the humanities.</p>	<p>It was expected that students would obtain 80% or more (acceptable or higher) in the rubric used.</p> <p>Findings revealed that 85% of the students (teacher candidates) obtained an outstanding score (60.83%), and (24.17%) of them obtained an acceptable score when assessing these skills. <b>Thus, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in FAED 4003 to assess students' abilities to establish connections between their specialization disciplines with other knowledge areas such as in the natural sciences, social sciences and the humanities in an electronic portfolio (a qualitative, formative, and reflective educational activity).</p> <p>It was expected that students would perform at the excellent level (15-21 points) in the e-Portfolio.</p> <p>Results of the e-Portfolio (2011) showed that students performed at an average of 18.29 points (achieved) in the assessment of these criteria, on a scale where 0 = no evidence showed, 1-7 = beginning, 8-14 = in progress, 15-21 = achieved. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in a Teaching Methodology course to assess the students abilities to establish connections between their specialization disciplines with other knowledge areas such as in the natural</p>	<p>knowledge of the specialization content.</p> <p>Some specializations have created new courses like Special Education and the Art of Language course (EDPE 4255) as a requisite for the middle school level.</p> <p>Porta-e data will be segregated by programs in order to facilitate the assessment process.</p> <p>See at the end of the section of this program an additional list of transforming actions by area.</p>	<p>Three transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>sciences, social sciences and the humanities using a portfolio (in three instances of assessment of student learning).</p> <p>Results showed that 90% of the Teaching Candidates obtained a performance level of 4 points (outstanding) in the teaching Practice portfolio when assessed using a rubric. Although no expected outcome was presented in the assessment report, it can be inferred that it was achieved due to a high percentage of students achieving the highest category on the rubric. <b>Thus, the goal was met.</b></p> <p><b>Fourth instance</b></p> <p>Data from College of Education related to students GPA, PCMAS results, and alumni and employers surveys (every five years) was obtained from the Academic Planning Office (OPA, for its Spanish acronym). -</p> <ul style="list-style-type: none"> <li>• Graduation index</li> <li>• PCMAS</li> <li>• Indirect Measures <ul style="list-style-type: none"> <li>• Questionnaire given to alumni and employers</li> <li>• Percentage of approval SPA's (Specialized Program Accreditation).</li> </ul> </li> </ul> <p>Findings revealed that:</p> <p>90% of the students obtained a GPA of 3.00, higher than the minimum required by the campus. Although no expected outcome was previously established in</p>		

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Academic Program	Findings	Transforming Actions	Summary of Results
	<p>the report, a 3.00 GPA equals a B grade. <b>Thus, it can be inferred that the goal was met.</b></p> <p><b>Fifth instance</b></p> <p>It was expected that 80% of the students would achieve a score higher or equal to the cut score on the Teacher Certification Test (PCMAS, its Spanish acronym). According to the College Board report, in 2011 96% of the teaching candidates in the Elemental and 83% in the Secondary School Level had scores higher or equal to the cut scores on the Teaching Certification Test. <b>Thus the goal was met.</b></p> <p><b>Sixth instance</b></p> <p>Results of percentage of approval (students that achieved a score higher or equal to the cut score) in the Specialization Test administered by the College Board in 2010-11 for UPRRP teacher candidates was:</p> <ol style="list-style-type: none"> <li>1. Spanish - 82%</li> <li>2. English - 88 %</li> <li>3. Mathematics - 91%</li> <li>4. Social Sciences - 78 %</li> <li>5. Natural Sciences - 89 %</li> </ol> <p>Since the expected outcome was 80%, (an NCATE expected percentage), <b>the goal was met in all specialization areas with exception of Social Studies (78%).</b></p> <p><b>Seventh instance</b></p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 80% of the students would achieve a score higher or equal to the cut score in all subtest of the Teacher Certification Test (PCMAS, its Spanish acronym).</p> <p>In the Fundamental Knowledge and Communication Competencies sub test of the PCMAS test, 91% of the students achieved a score higher or equal to the cut score. In the content knowledge of the sub-areas the average students' performance score was 54 points or higher, in a 20 to 80 scale, over the performance average score of 49 points to 52 points in the total sample examined in a Puerto Rico wide level. <b>Thus, the goal was met.</b></p> <p><b>Eight instance</b></p> <p>Results from an exit interview (Senior Exit) survey revealed that 93.2% of the students indicated a high level of satisfaction (60.3%) or good level of satisfaction (32.9 %) with the education received in the development of the knowledge acquired in the specialization discipline. Since the expected knowledge was that 90% of graduates indicate that they have a good level of satisfaction or above, <b>the goal was met.</b></p> <p><b>Ninth instance</b></p> <p>In the latest available employers' questionnaire provide by the Academic Planning Office (OPA) (2007-208), 93% of current employers assessed as excellent (39%) or good (54%) the knowledge of the</p>		



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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>UPRRP College of Education alumni in the subject they teach. Since 93% of alumni's level of knowledge of alumni was rated between excellent and good, <b>the goal was met.</b></p> <p><i>Second Semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in FAED 4003 to assess students' abilities to establish connections between their specialization disciplines with other knowledge areas such as in the natural sciences, social sciences and the humanities in an electronic portfolio (a qualitative, formative, and reflective educational activity).</p> <p>It was expected that students would perform at the excellent level (15-21 points) in the e-Portfolio.</p> <p>Results of the e-Portfolio (2011) showed that students performed at an average of 17.91 points (achieved) in the assessment of these criteria, on a scale where 0 = no evidence showed, 1-7 = beginning, 8-14 = in progress, 15-21 = achieved. <b>Thus, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>It was expected that 80% of the students would achieve a score higher or equal to the cut score in all subtest of the Teacher Certification Test (PCMAS, its Spanish acronym).</p>		

<b>College of Education</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Results of the march 2012 College Board report showed that 94% of the Teacher Candidates in the elemental level and 84% in the intermediate level passed the Teacher Certification (PCMAS). In terms of specialties only Social Studies had a score (76%) below the expected outcome and which the NCATE accreditation agency requires.</p> <p><b>Third Instance</b></p> <p>Students' scores in the Fundamental Knowledge and Communication Competencies Test, as a subtest of the Teacher Certification Test (PCMAS, its Spanish acronym) were used to assess this learning outcome.</p> <p>Results showed that in the sub-area of content students obtained an average of 54 points or over 54 points, over the average of 49 to 52 points in the total population examined throughout the island. Said averages resulted from a standardized scale that fluctuates between a minimum of 20 and a maximum of 80 points with a theoretical average of 50 points.</p> <p><b>The goal was met.</b></p>		
<p><b>Teacher Preparation Program</b></p> <p><u>Competency #2</u> - Teacher candidates abilities to show their knowledge of</p>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in FAED 4001, FAED 4002, and FAED 4003 courses to assess students' abilities to show their knowledge of how students learn and to organize the teaching and learning activities in order to take into account students emotional, intellectual, interests and talents in an e-Portfolio.</p>	<p>In 2012 we will revise the use of the rubric for field experience because the faculty has used diverse methodologies and we have not been able to calculate and average based on the data.</p> <p>See at the end of the section of this program an</p>	<p>The Teacher Preparation Programs established 4 measures in a total of 12 instances, 9 of them were met.</p> <p>One transforming actions was established.</p>

<b>College of Education</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p>how students learn and to organize the teaching and learning activities in order to take into account students emotional, intellectual, interests and talents.</p>	<p>The average score obtained by the students in the assessment of the Competency #2 in the e-portfolio was 14.18 points (<b>in progress</b>). Since it was expected that students would perform at the excellent level (15-21 points) in the e-Portfolio, <b>thus the goal was not met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the area of field experiences of the EDU 3002, EDES 4006, TEED, Method I, and Method II courses to assess students' abilities to learn developing teaching and learning environments sensible to diversity.</p> <p>Although the following data was gathered in the previous academic year, it is presented here retrospectively since the analysis was carried out in this academic year.</p> <p>In the 2010-2011 academic year, the field experience evaluations showed, using a 3 point rubric, students average was 2.44 points (in progress) in the disposition that all students can learn and develop learning environments sensible to diversity. The expected outcome was that students average score is 2 points or higher. The results of the first two years of data gathering in the field experiences using the rubrics designed by professors of the different courses, indicate that most students average scores is 2.0 points (in progress). Results in the criterions of reflection and dispositions show that, students</p>	<p>additional list of transforming actions by area.</p>	

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Academic Program	Findings	Transforming Actions	Summary of Results
	<p>achieved an average score of 2.0 points (<i>in progress</i>) is understandable, given that teacher candidates are in a development process, and is expected that with these field experiences courses they will be able to refine these skills. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in the Teaching Methodologies course to assess students' performance when teaching.</p> <p>Results showed that 90% of teacher candidates obtained a level of performance of 4 points (outstanding) according to the teaching methodology assessment instrument used. Although no expected outcome was previously established in the report, it can be inferred that the results are more than acceptable. <b>Thus, the goal was met.</b></p> <p><b>Fourth Instance</b></p> <p>A rubric was used in the PCMA's test to assess student's performance in an essay type question related to a pedagogical situation in the Teacher Certification Exam.</p> <p>Results showed that over 80% of the graduates approved the test (PCMA's) and obtained an average of 50 or more in the sub-area of content of the pedagogical situation in the Professional Competencies Test, Elementary (81%) and Secondary (85%) levels. Since the expected outcome</p>		

<b>College of Education</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>was that at least 80% of teacher candidates obtain a score that is equal to or higher than the pass score, <b>the goal was met.</b></p> <p><i>Second Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in FAED 4001, FAED 4002, and FAED 4003 courses to assess students' abilities to show their knowledge of how students learn and to organize the teaching and learning activities in order to take into account students emotional, intellectual, interests and talents in an e-Portfolio.</p> <p>The average score obtained by the students in the assessment of the Competency #2 in the e-portfolio was 15.19 points (<b>excellent</b>). Since it was expected that students would perform at the excellent level (15-21 points) in the e-Portfolio, <b>thus the goal was met.</b></p>		
<p><b>Teacher Preparation Program</b></p> <p><u>Competency #3:</u> Future teachers' abilities to plan teaching activities according with their knowledge of</p>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in FAED 4001, FAED 4002, and FAED 4003 courses to assess students Teaching Planning skills in an e-Portfolio.</p> <p>Results showed that when assessing teaching planning in an e-Portfolio, the average student's performance was 16.19 points (excellent). Since it was expected that students would perform at the</p>	<p>See at the end of the section of this program a list of transforming actions by area.</p>	<p>The Teacher Preparation Programs established 3 measures in a total of 9 instances, all of them were met.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p>the discipline, students' characteristics, and the curricula.</p>	<p>excellent level (15-21 points) in the e-Portfolio, <b>thus the goal was met.</b></p> <p><b>Second Instance</b></p> <p>These skills were also measured in the Teaching Practice course. Results showed that 90% of the teacher candidates obtained a level of performance of 4 points (outstanding) according to the teaching methodology assessment instrument. Although no expected outcome was previously established in the report, it can be inferred that the results are more than acceptable. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in the PCMA's test to assess student's performance in an essay type question related to a pedagogical situation in the Teacher Certification Exam.</p> <p>Results showed that 83% of the graduates of the program in Secondary Education and 96% in Elementary Education passed the Teacher Certification Exam (PCMA's) and obtained an average score higher than 50 points in the sub-area of methodological/evaluation content: 56 points in Elementary Education and 53 points in Secondary Education. <b>Thus the goal was met.</b></p> <p><i>Second Semester</i></p> <p><b>First Instance</b></p>		

<b>College of Education</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in FAED 4001, FAED 4002, and FAED 4003 courses to assess students Teaching Planning skills in an e-Portfolio.</p> <p>Results showed that when assessing teaching planning in an e-Portfolio, the average student's performance was 18.28 points (excellent). Since it was expected that students would perform at the excellent level (15-21 points) in the e-Portfolio, <b>thus the goal was met.</b></p>		
<p><b>Teacher Preparation Program</b></p> <p><u>Competency #5:</u> Creation of a learning environment</p>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in FAED 4001, FAED 4002, and FAED 4003 courses to assess teacher candidates' skills related to using their knowledge to create classroom environments that promote a positive and active interaction toward learning in their students. The above skills were measured in the e-Portfolio.</p> <p>Preliminary results showed that teacher candidates performance average score was 18.39 points (achieved) in the e-Portfolio assessment of these skills. Since the expected outcome was that students average score were in 15-21 points range (excellent level), <b>the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in EDFU, EDES, TEED, Method I, and Method II courses to assess teacher candidates'</p>	<p>See at the end of the section of this program a list of transforming actions by area.</p>	<p>The Teacher Preparation Programs established 3 measures in a total of 12 instances, all of them were met..</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>skills related to using their knowledge to create classroom environments that promote a positive and active interaction toward learning in their students. in the student's field experience courses.</p> <p>Results showed that in the dispositions areas, but specifically in the respect and just relations criterion, students' performance average was 2.65 points (achieved) in a 3 point scale rubric. Since it was expected that students achieve a performance level of 2 points, <b>the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in Teaching Methodology course to assess teacher candidates' skills related to using their knowledge to create classroom environments that promote a positive and active interaction toward learning in their students in a portfolio.</p> <p>Results showed that 90% of the teacher candidates obtained a performance level of 4 points (outstanding), in a four-point scale rubric, according to the assessment instrument of the Teaching Methodology course. Although no expected outcome was previously established in the report, it can be inferred that the results are more than acceptable. <b>Thus, the goal was met.</b></p> <p><i>Second Semester</i></p> <p><b>First Instance</b></p>		



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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in FAED 4001, FAED 4002, and FAED 4003 courses to assess teacher candidates' skills related to using their knowledge to create classroom environments that promote a positive and active interaction toward learning in their students. The above skills were measured in the e-Portfolio.</p> <p>Preliminary results showed that teacher candidates performance average score was 18.12 points (achieved) in the e-Portfolio assessment of these skills. Since the expected outcome was that students average score were in 15-21 points range (excellent level), <b>the goal was met.</b></p>		
<p><b>Teacher Preparation Program</b></p> <p><u>Competency #8:</u> Students' abilities to use assessment strategies to gather student learning data design and adapt assessment instruments to guarantee continuous student development.</p>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in FAED 4001, FAED 4002, and FAED 4003 courses to assess students' capabilities to use assessment strategies to gather student learning data, design and adapt assessment instruments to guarantee continuous student development, in an e-Portfolio.</p> <p>Results showed that in the assessment of the above skills, the students' performance average score was 18.31 points (achieved). Since the expected outcome was that students average score were in 15-21 points range (excellent level), <b>the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the Teaching Methodology</p>	<p>See at the end of the section of this program a list of transforming actions by area.</p>	<p>The Teacher Preparation Programs established 3 measures in a total of 9 instances, all of them were met.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>course to assess students' capabilities to use assessment strategies to gather student learning data, design and adapt assessment instruments to guarantee continuous student development in the teaching practicum.</p> <p>Results showed that 90% of the teaching candidates obtained a performance level of 4 points (outstanding), in a 4 points rating scale. Although no expected outcome was previously established in the report, it can be inferred that the results are more than acceptable. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>Results of the PCMAS test were gathered to assess the percentage of students that achieve a score higher than or equal to its cut score.</p> <p>It was expected that a minimum of 80% of the graduates would achieve a score higher than or equal to cut score on the Teaching Certification Test (PCMAS) and that students will obtain a score higher than 50.0 points in the sub-area, content of Methodology/Evaluation of the Professional Competencies Test.</p> <p>Results showed that in 2011, the percentage of teacher candidates in the Elementary School level that achieve score higher than or equal to cut score was 96%, and those in the Secondary School level obtained was 83%. In the sub areas of Methodology/Evaluation Content, the Elementary</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Level average score was 56 points and in the Secondary Level an average score of 53 points. <b>Thus, the goal was met on both instances.</b></p> <p><i>Second Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in FAED 4001, FAED 4002, and FAED 4003 courses to assess students' capabilities to use assessment strategies to gather student learning data, design and adapt assessment instruments to guarantee continuous student development, in an e-Portfolio.</p> <p>Results showed that in the assessment of the above skills, the students' performance average score was 18.38 points (achieved). Since the expected outcome was that students average score were in 15-21 points range (excellent level), <b>the goal was met.</b></p>		
<p><b>Teacher Preparation Program</b></p> <p><u>Competency #10:</u> Professional and personal development and performance</p>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in FAED 4001, 4002, and 4003 courses to assess students' abilities to reflect over their professional responsibilities, as well as the effect of their actions and decisions related to other community members and actively search for its professional development, in the e-portfolio.</p> <p>Results showed that teacher candidates obtained an average score of 12.57 points (in progress). Since it</p>	<p>See at the end of the section of this program a list of transforming actions by area.</p>	<p>The Teacher Preparation Programs established 2 measures in a total of 12 instances, 9 all of them were met.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>was expected that students obtained 15-21 points (achieved) in the assessment of these skills when using the e-Portfolio, <b>the goal was not met</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the EDFU, EDES, TEED, Method I, and Method II courses to assess students' abilities to reflect over their professional responsibilities, as well as the effect of their actions and decisions related to other community members and actively search for its professional development, in field experiences courses using a portfolio.</p> <p>The general average of this principle, of valuing democracy and a culture of peace in field experiences, was 2.55 points in a 3 point scale rubric. Since it was expected that students achieve a performance level of 2 points, <b>the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in the Teaching Methodology Course to assess students' abilities to reflect over their professional responsibilities, as well as the effect of their actions and decisions related to other community members and actively search for its professional development in a portfolio.</p> <p>Results showed that 90% of the teaching candidates obtained a performance level of 4 points (outstanding), in a 4 points rating scale. Although no expected outcome was previously established in the</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>report, it can be inferred that the results are more than acceptable. <b>Thus, the goal was met.</b></p> <p><i>Second Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in FAED 4001, 4002, and 4003 courses to assess students' abilities to reflect over their professional responsibilities, as well as the effect of their actions and decisions related to other community members and actively search for its professional development, in the e-portfolio.</p> <p>Results showed that teacher candidates obtained an average score of 15.43 points (in progress). Since it was expected that students obtained 15-21 points (achieved) in the assessment of these skills when using the e-Portfolio, <b>the goal was not met.</b></p>		
<b>Additional transforming actions by Academic Programs or Area</b>			
<p>Transforming Actions: Porta-E Committee</p> <ul style="list-style-type: none"> <li>• An integration exercise regarding The College of Education's 10 Principles and their corresponding evidences should be included in introductory education courses and in upper level Teaching Preparation Program courses.</li> <li>• Revise Professional Reflective Seminar courses regarding the relation and relevance with The College of Education's 10 Principles.</li> <li>• Additional educational activities and projects should be considered to increase diversity and evidences</li> <li>• Discuss among the professors the College of Education's 10 Principles in order to create consensus regarding what constitutes a relevant evidence for each principle.</li> </ul>			

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
Additional transforming actions by Academic Programs or Areas			
	<ol style="list-style-type: none"> <li>1. Secondary Education and Family Ecology /Pre School               <ol style="list-style-type: none"> <li>a. Consider merging programs as a response to the evaluation CFC accreditation agency and that is aligned with the new standards of Professional Accreditation Association.</li> <li>b. Create program minors (areas emphasis) to keep up with current tendencies in the professional field and to promote interdisciplinary.</li> <li>c. Identify the new professional standards of the American Association of Family and Consumer Sciences (AAFCS) that apply to the College of Educations' Academic Programs.</li> <li>d. Select courses that have or could have relevant assignments that evidence the attainment of these standards.</li> <li>e. Create rubrics or other assessment instruments to measure the attainment of standards.</li> <li>f. Design the assessment plan for this academic program.</li> </ol> </li> <li>2. English Area               <ol style="list-style-type: none"> <li>a. The need to revise current program assessments that have been pointed out by the in NCATE recommendations</li> </ol> </li> <li>3. Spanish Area               <ol style="list-style-type: none"> <li>a. Strengthen and incorporate history components in courses that prepared teacher candidates with specializations in Spanish to contextualize both the study of language as well as the literature.</li> <li>b. In order for students to be more successful when they start their teaching working experience, more authentic demonstrations should be included in field experiences and Pre-Practicum courses.</li> <li>c. Create and validate a sociocultural information gathering sheet of teacher candidates to facilitate the transition process towards their teacher working experience.</li> <li>d. The <i>Zonas de Escrituras</i> Workshops should be extended to include special cases in the Teacher Practicum. Also another initiative should to refine students' oral communication skills.</li> <li>e. Strengthen and promote the use of intellectual quality education sources for research purposes.</li> <li>f. Evaluation and assessment of student learning should be strengthened from field experiences and Pre-Practicum course.</li> </ol> </li> <li>4. Social Studies/History               <ol style="list-style-type: none"> <li>a. Develop and assessment instrument that is appropriate to gather information assessment five.</li> <li>b. Students should prepare the following units in the Pre-Practicum course and assessment results should be gathered in the Practicum courses:</li> </ol> </li> </ol>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>i. Human Geography</li> <li>ii. Citizenship participation</li> <li>iii. Human rights</li> <li>iv. Diversity</li> </ul>		
	<p>5. Information Literacy Integration Project in the Curriculum (PICIC, its Spanish Acronym)</p> <ul style="list-style-type: none"> <li>a. Evaluate and validate the rubric for the assessment of student learning and the process of data gathering.</li> <li>b. Initiate the development of a virtual component that allow us to systematize the experience that students received:               <ul style="list-style-type: none"> <li>i. Virtual component</li> <li>ii. Learning measures</li> <li>iii. Require to all students, both undergraduate and graduate.</li> </ul> </li> <li>c. Add additional courses to PICIC such as the Educational Research course.</li> <li>d. Promote the inclusion of evidence related to development of information competencies in the Porta-e, if possible.</li> </ul>		
	<p>6. Arts Area - Music, Fine Arts, and Performing Arts</p> <ul style="list-style-type: none"> <li>a. Proposals for the Music and Performing Arts Program were handed in for the development of an integrated Master program (BYM).</li> <li>b. Revision of baccalaureate degree courses in order to include them in the new integrated Master program (BYM).</li> <li>c. The Curriculum and Methodology course was extended to include the Elementary level increasing it to a yearlong course in both levels. Students have laboratory experiences in both Elementary and Secondary levels in order to comply with the Department of Education Certification.</li> <li>d. Different forms of dance, music, visual arts, and performing arts related activities will be included in some courses such as the Curriculum and Methodology, and Teacher Practice courses.</li> <li>e. As part of the application process, an interview to each student interested in being in the program will be carried out.</li> </ul>		
	<p>7. Elementary Education, K-3 Area</p> <ul style="list-style-type: none"> <li>a. Design a plan to analyzed assessment results in order to identify which areas are our strengths and in which areas we need to improve. This action will provide candidates with specific knowledge regarding which areas they need to improve their performance, which will ultimately strengthen the program.</li> <li>b. Carry out a series of meeting with the K-3 faculty members in order to revise existing rubrics and modify them accordingly to comply with the recommendations of the National Association for the Education of Young Children (NAEYC).</li> </ul>		

<b>College of Education</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>c. Create new assessment measures to gathered specific information regarding areas to be strengthened.</li> <li>d. Maintain a continuous reflection process between students and faculty members.</li> </ul>		
	<p>8. Mathematics Area</p> <ul style="list-style-type: none"> <li>a. Content Knowledge Area               <ul style="list-style-type: none"> <li>i. As an implemented transforming action, the program curriculum was revised: Modern Mathematics for Teachers and Physics I-II courses were substituted with Discreet Mathematics, Number Theory and Statistics courses. Also, a new course was added (History of Mathematics – MATE 4120). These curricular changes were approved as part of the Baccalaureate Revision.</li> </ul> </li> <li>b. Professional Knowledge Area               <ul style="list-style-type: none"> <li>i. As an implemented transforming action, the following three courses were included in the all revised Teacher Preparation Programs:                   <ul style="list-style-type: none"> <li>1. EDES 4006 – Nature and Needs of Exceptional Students</li> <li>2. EDFU 3017 – Evaluation of Student Learning</li> <li>3. EDFU 4007 – Principles of Educational Research</li> </ul> </li> <li>ii. As an implemented transforming action, the Mathematics Teaching Curriculum and Methodology course was revised. Also, the professional Reflective Seminars were included in all revised Teacher Preparation Programs (FAED 4001, 4002, 4003).</li> <li>iii. Program assessment measures 3 and 4 were revised to be more specific in order to address information needed to provide evidence for standards 7 and 8.</li> </ul> </li> <li>c. Teacher Candidates Impact in their Students’ Learning Process Area               <ul style="list-style-type: none"> <li>i. Revise current assessment in order to better provide evidence of the change of student learning in the analysis of the information gathered based on a pre and post test assessment.</li> </ul> </li> </ul>		
	<p>The current assessment was change to consider evidence of the assessment analysis, a pre and post test assessment. The assessment considered was a Teacher Work Sample (TWS).</p>		



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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Art History</b>	<p><b>Second semester</b></p> <p><b>First Instance</b></p> <p>A rubric was used in ARTE 4242 course to assess students' first draft of a research essay to see if they are able to structure and order their ideas and apply knowledge on the study of art.</p> <p>It was expected that 70% of the projects assessed in March 2012 would reach the performance levels of "excellent" and "good".</p> <p>Findings showed that out of a group of 10 students assessed, the average performance levels of "excellent" and "good" were 60%. <b>Thus, the goal was not met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in ARTE 4242 course to assess students' first draft of a research essay to see if they are able to structure and order their ideas and apply knowledge on the study of art.</p> <p>It was expected that 70% of the projects assessed in April would reach the performance levels of "excellent" and "good".</p> <p>Findings showed that out of a group of 6 students assessed, the average performance levels of "excellent" and "good" were 67%. Although</p>	<p>Students achieved a low performance level in the assessment of methodology as a criterion on the rubric. The History of Art Program in general must focus on this criterion in all the courses. We will develop and propose a methodology course for the students of the program.</p>	<p>The Art History department established objectives in three instances, two of which were not met.</p> <p>One transforming action was established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>students' performed improved by the middle of the semester, <b>it did not meet the expected outcome.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in ARTE 4242 course to assess students' first draft of a research essay to see if they are able to structure and order their ideas and apply knowledge on the study of art.</p> <p>It was expected that 70% of the projects assessed in May 2012 would reach the performance levels of "excellent" and "good".</p> <p>Findings showed that out of a group of 10 students assessed, the average performance levels of "excellent" and "good" were 75%. <b>Thus, the goal was met by the end of the semester.</b></p>		
<b>Comparative Literature</b>	<p><i>Second semester</i></p> <p><b>First and second instance</b></p> <p>A rubric was used to evaluate an exam with discussion question in order to assess if the student will be able to:</p> <ol style="list-style-type: none"> <li>1) Distinguish literary movements, ranging from Antiquity to Post-modernity, as well as their relationships to other cultural discourses.</li> <li>2) Recognize theoretical schools that have shaped and defined the field of literary studies and its relationships to other discourses and cultural manifestations.</li> </ol>	<p>As evidenced by the fact that our actual data correspond to or exceed the expected outcomes, our students appear to be acquiring the knowledge of literary periods, genres, movements and theories, which is the knowledge specific to the field of Comparative Literature.</p> <p>We will assess this skill again in 2012-2013.</p>	<p>The Comparative Literature department established objectives in two instances, which were met.</p> <p>One transforming action was established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>3) Critique texts according to the adaptation and application of relevant theoretical frameworks, above all those that have shaped and defined the field of literary studies and its relationships to other discourses and cultural manifestations.</p> <p>4) Analyze texts, taking into account technical, formal, historical and thematic aspects.</p> <p>It is expected that 75% or more of the students would receive a score of 4 or higher in the rubric.</p> <p><b>First instance results:</b></p> <p>Findings showed that at mid-term, 18 students (78%) demonstrated scores of 4 or higher in all criteria assessed. <b>Thus the goal was met.</b></p> <p><b>Second instance results:</b></p> <p>Findings showed that at the end of the semester, 20 students (87%) demonstrated scores of 4 or higher in all criteria assessed. <b>Thus, our goal was met.</b></p> <p>When viewed as overall performance, with a total of 66 points possible (11 criteria, with 6 points maximum in each criterion), only six students (26%) received an overall percentage of 75% or higher at mid-term, and seventeen students (74%) received lower than 75%. Of these seventeen, ten demonstrated percentages over 70%, not far from the goal of 75%.</p> <p>At the end of the semester, the results had improved,</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	with thirteen students (57%) receiving an overall percentage of 75% or higher, and twenty students (87%) scoring over 70%. <b>Conclusion: the actual results were close to the expected results.</b>		
<b>Fine Arts</b>  Discipline Related Skill: Technical Mastery of the Medium Used	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the Creative Research Workshop I in order to assess students' mastery of the different tools and concepts that facilitate the creation of an art piece in a final group critique project by the end of the semester.</p> <p>It was expected that at least 75% of the students assessed will score 3 or 4 points in the 4 point scale rubric used.</p> <p>Findings revealed that :</p> <p>None (0%) of the 6 students achieved the best score, 4 points            3 (50%) of the 6 students scored 3 points            1 (16%) of the 6 students scored 2 points            2 (33%) of the 6 students scored 1 point</p> <p>The mastery of the technical medium used is very low for the kind of upper-level students that were assessed. These students should have obtained better scores in the assessment of these skills. Since 50% of the students obtained 3 or 4 points in the rubric used, <b>the goal was not met.</b></p> <p><b>Second Instance</b></p>	<p>The development of this learning outcome is linked to the development of skills through the major's courses in each of the areas of specialization in the Fine Arts Department. The development of these technical skills in our students' needs to be addressed intently during their second and third years of studies.</p>	<p>The Fine Arts program established one objective, nine instances, 6 of which were met.</p> <p>Three transforming action was established</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in the Basic Visual Arts I course in order to assess students’ mastery of the different tools and concepts that facilitate the creation of an art piece in a final group critique project by the end of the semester (N=8).</p> <p>It was expected that at least 50 % of the students assessed will score 3 or 4 points in the 4 point scale rubric used.</p> <p>Findings revealed that:            1 (12%) of the 8 students assessed obtained the best score, 4 points            6 (75%) of the 8 students assessed scored 3 points            0 (0 %) of the 8 students scored 2 points            1 (12%) of the 8 students scored 1 point</p> <p>Since 88% of the students assessed scored 3 or 4 points, <b>the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in the Basic Fine Arts II course in order to assess students’ mastery of the different tools and concepts that facilitate the creation of an art piece in a final group critique project at the end of the semester.</p> <p>It was expected that at least 50 % of the students assessed will score 3 or 4 points in the 4 point scale rubric used.</p>	<p>We would have to measure how these students progress in this learning outcome in future assessment measures in advanced courses.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Findings revealed that: 2 (18%) of the 11 students obtained the best score, 4 points 3 (27%) of the 11 students scored 3 points 6 (54%) of the 11 students scored 2 points 0 (0%) of the 11 students scored 1 point</p> <p>Since 5 of 11 students assessed (45%) scored 3 or 4 points, <b>the goal was not met.</b></p> <p>The technical mastery of the medium used of first year students can be expected to lower than average. Many of them have their first experience with these tools in this course.</p> <p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the Creative Research Workshop I in order to assess students' mastery of different formal and conceptual skills in the creation of a work of art in a final group critique project.</p> <p>It was expected that at least 75 % of the students assessed will score 3 or 4 points in the 4 point scale rubric used.</p> <p>Findings revealed that:</p> <p><u>First evaluation March 2012</u> 5 out of 18 students scored 4: 27% 8 out of 18 scored 3: 44%</p>	<p>The development of this learning outcome is strongly tied to the development of skills throughout the core courses of each of the specialization areas of our department. We would have to focus more intently on the development of these technical skills in our students during their second and third years. Nevertheless, the results in this course show an improvement when compared to the results of the previous semester. The students have shown greater development of the technical skills, considering that they are advanced students and that they are developing their end-of-studies project.</p>	

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Academic Program	Findings	Transforming Actions	Summary of Results
	<p>4 out of 18 scored 2: 22% 1 out of 18 scored 1: 5%</p> <p>Since 72% of the students assessed performed a 3 or 4 level in the rubric used, <b>the goal was not met.</b></p> <p><u>Second evaluation May 2012</u> 8 out of 14 students scored 4: 57% 4 out of 14 scored 3: 28% 1 out of 14 scored 2: 7% 1 out of 14 scored 1: 7%</p> <p>Since 86% of the students assessed performed a 3 or 4 level in the rubric used, <b>the goal was met.</b></p> <p><b>Second instance</b></p> <p>A rubric was used in Fundamentals of Visual Arts I course in order to assess students' effective communication skills in a final group critique project during the semester.</p> <p>It was expected that at least 50 % of the students assessed will score 3 or 4 points in the 4 point scale rubric used.</p> <p>Findings revealed that:</p> <p><u>First evaluation March 2012</u> 2 out of 15 students scored 4: 13% 10 out of 15 scored 3: 67% 3 out of 15 scored 2: 20% 0 out of 15 scored 1: 0%</p>	<p>We considered that student's performance in this learning outcome (based on assessment results) is good, considering that these are first year students and this is one of their first contemporary fine arts experiences.</p> <p>We considered that student's performance in this learning outcome (based on assessment results) is good, considering that these are first year students and this is one of their first contemporary fine arts experiences.</p>	

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Academic Program	Findings	Transforming Actions	Summary of Results
	<p>Since 80% of the students assessed performed a 3 or 4 level in the rubric used, <b>the goal was met.</b></p> <p><u>Second evaluation May 2012</u> 3 out of 15 students scored 4: 20% 8 out of 15 scored 3: 53% 4 out 15 scored 2: 27% 0 out of 15 scored 1: 0%</p> <p>Since 73% of the students assessed performed a 3 or 4 level in the rubric used, <b>the goal was met.</b></p> <p><b>Third instance</b></p> <p>A rubric was used in Fundamentals of Visual Arts II course in order to assess students' effective communication skills in a final group critique project during the semester.</p> <p>It was expected that at least 50 % of the students assessed will score 3 or 4 points in the 4 point scale rubric used.</p> <p><u>First evaluation March 2012</u> 1 out of 14 students scored 4: 7% 11 out of 14 scored 3: 78% 2 out of 14 scored 2: 14% 0 out of 14 scored 1: 0%</p> <p>Since 85% of the students assessed performed a 3 or 4 level in the rubric used, <b>the goal was met.</b></p>	<p>We considered that student's performance in this learning outcome (based on assessment results) is good, considering that these are first year students and this is one of their first contemporary fine arts experiences.</p>	



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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><i>Second evaluation May 2012</i></p> <p>5 out of 15 students scored 4: 33%            6 out of 15 scored 3: 40%            4 out of 15 scored 2: 27%            0 out of 15 scored 1: 0%</p> <p>Since 80% of the students assessed performed a 3 or 4 level in the rubric used, <b>the goal was met.</b></p> <p>The technical mastery of the medium used of first year students can be expected to be lower than average. Many of them have their first experience with these tools in this course.</p>		
<b>Hispanic Studies</b>	<p><i>First Semester</i></p> <p>A rubric was used in the ESPA 4406 course to assess students' knowledge integration in a written assignment.</p> <p>It was expected that 70% of the students will achieve a performance level of 4 points or more in each criteria of the rubric.</p> <p>Results were:</p> <ul style="list-style-type: none"> <li>• Analysis of the texts assigned: 8 out of 8 students (100%) achieved a performance level of 4 points or higher.</li> <li>• Performance in classroom discussions: 7 out of 8 students (87.5%) achieved a performance level of 4 points or higher.</li> <li>• Basic principles and/or documentation of</li> </ul>	<p>Innovative courses like ESPA 4406 which integrates interdisciplinary criteria and faculty involved creativity should be supported and encouraged.</p>	<p>The Hispanic Studies department established seven measures in a total of ten instances, all which were met.</p> <p>Two transforming actions were established.</p>

<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>statements or arguments: 7 out of 8 students (87.5%) achieved a performance level of 4 points or higher.</p> <ul style="list-style-type: none"> <li>• Articulation of ideas supported with strong arguments: 8 out of 8 students (100%) achieved a performance level of 4 points or higher.</li> </ul> <p>Overall scores were:</p> <ul style="list-style-type: none"> <li>• Three students scored 20/20 points</li> <li>• Two students scored 19.5/20 points</li> <li>• Two students scored 18.5/20 points</li> <li>• One student scored 15.5/20 points</li> </ul> <p><b>Since more than 70% of the students achieve a performance level of 4 points or higher in each criterion assessed, the goal was met.</b></p> <p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the ESPA 4222 course to assess students' ability to express their ideas in a coherent and logical manner in an oral presentation of a poem, and logical organization of ideas and statements and conclusion in a monograph.</p> <p>1) Oral presentation of a poem</p> <p>It was expected that 70% of the students would be able to achieve 2 points or higher in a three point</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>rubric. Findings revealed that students achieve an average score of 97% in this criterion. <b>Thus the goal was met.</b></p> <p>2) Monograph</p> <p>It was expected that 70% of the students would be able to achieve a performance level of very good or excellent in the rubric.</p> <p>Findings revealed that students achieved an average score of 90% in the logical organization of ideas and statements criterion. In the conclusion criterion, findings revealed that 80% achieved the expected outcome. <b>Thus the goal was met in both criteria assessed.</b></p> <p><b>Second instance</b></p> <p>A rubric was used in the ESPA 3213 course to assess students' ability to integrate previous knowledge in an essay. Two instances were assessed: at the beginning and end of the semesters.</p> <p>It was expected that 70% of the students would be able to achieve a 4 or higher in each criteria of the rubric.</p> <p>Findings by criteria and instances were:</p> <p>Analysis of the selected text</p> <ul style="list-style-type: none"> <li>• 89% (at the beginning)</li> <li>• 89% (at the end of the semester)</li> </ul>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Performance in classroom discussion:</p> <ul style="list-style-type: none"> <li>• 91% (at the beginning)</li> <li>• 93% (at the end of the semester)</li> </ul> <p>Basis and documentation of statements</p> <ul style="list-style-type: none"> <li>• 88% (at the beginning)</li> <li>• 90% (at the end of the semester)</li> </ul> <p>Articulation of observations</p> <ul style="list-style-type: none"> <li>• 84% (at the beginning)</li> <li>• 86% (at the end of the semester)</li> </ul> <p>All but one student obtained equal or better scores in the second measure.</p> <p><b>Since all the criteria were met in both instances, the goal was achieved.</b></p> <p><b><u>Comprehension of literary texts</u></b></p> <p><i>First semester</i></p> <p>A rubric was used in the ESPA 4406 course to assess students' comprehension of literary texts in a written assignment.</p> <p>It was expected that 70% of the students will achieve a performance level of 4 points or more in each criteria of the rubric used.</p> <p>Results by criteria were:</p>	<p><b><u>Comprehension of literary texts</u></b></p> <p>Innovative courses like ESPA 4406 which integrates interdisciplinary criteria and faculty involved creativity should be supported and encouraged.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>• Analysis of the texts assigned: 8 out of 8 students (100%) achieved a performance level of 4 points or higher.</li> <li>• Performance in classroom discussions: 7 out of 8 students (87.5%) achieved a performance level of 4 points or higher.</li> <li>• Basic principles and/or documentation of statements or arguments: 7 out of 8 students (87.5%) achieved a performance level of 4 points or higher.</li> <li>• Articulation of ideas supported with strong arguments: 8 out of 8 students (100%) achieved a performance level of 4 points or higher.</li> </ul> <p>Overall scores were:</p> <ul style="list-style-type: none"> <li>• Three students scored 20/20 points</li> <li>• Two students scored 19.5/20 points</li> <li>• Two students scored 18.5/20 points</li> <li>• One student scored 15.5/20 points</li> </ul> <p><b>Since more than 70% of the students achieve a performance level of 4 points or higher in each criterion assessed, the goal was met.</b></p> <p><i>Second semester</i></p> <p>A rubric was used in the ESPA 4222 course to assess students' ability to analyze literary texts, showing that they can discern the relevant information in an exercise. Two educational activities were evaluated:</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>an oral presentation of a poem and a monograph.</p> <p><b>First Instance</b></p> <p>1) Oral presentation of a poem</p> <p>It was expected that 70% of the students would be able to achieve 2 points or higher in a three point rubric.</p> <p>Findings revealed that students achieved an average score of 93% in the third criterion (Analysis of the poem: theme and paraphrases) and 84% in the fourth (Format structure of the poem and analysis of the poetic language [image, symbols, metaphors...]). <b>Since the expected outcome was achieved in all criteria assessed, the goal was met.</b></p> <p>2) Monograph</p> <p>It was expected that 70% of the students would be able achieve a performance level of very good or excellent in the rubric.</p> <p>Findings revealed that students achieved an average score of 90% in the logical organization of ideas and statements criterion. <b>Thus the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the ESPA 3213 course to assess students' ability to integrate previous knowledge in an essay. Two instances were assessed: at the</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>beginning and end of the semesters.</p> <p>It was expected that 70% of the students would be able to achieve a 4 or higher in each criteria of the rubric.</p> <p>Findings by criteria and instances were:</p> <p>Analysis of the selected text</p> <ul style="list-style-type: none"> <li>• 89% (at the beginning)</li> <li>• 89% (at the end of the semester)</li> </ul> <p>Performance in classroom discussion:</p> <ul style="list-style-type: none"> <li>• 91% (at the beginning)</li> <li>• 93% (at the end of the semester)</li> </ul> <p>Basis and documentation of statements</p> <ul style="list-style-type: none"> <li>• 88% (at the beginning)</li> <li>• 90% (at the end of the semester)</li> </ul> <p>Articulation of observations</p> <ul style="list-style-type: none"> <li>• 84% (at the beginning)</li> <li>• 86% (at the end of the semester)</li> </ul> <p>All but one student obtained equal or better scores in the second measure.</p> <p><b>Since all the criteria were met in both instances, the goal was achieved.</b></p>		
<p><b>Music</b></p> <p>Content of the</p>	<p><i>Second semester</i></p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
discipline: Sight Singing	<p>A rubric was used in MUSI 4061 to assess students' ability to <i>sight-read</i> the C-clef placed on the third line.</p> <p>It was expected that at least 75% of the students would be able to complete the examination satisfactorily.</p> <p>Results showed that only 11% completed the examination satisfactorily. <b>Thus the goal was not met.</b></p>	<p>We will assign a greater quantity of exercised of the C-clef placed on the third line.</p> <p>We will assign an exercise of “transporting musical notes” from notes that were originally in G-clef and F-clef to the C-clef.</p> <p>We will assign the sight-reading of exercises 16 to 30 of the Dandelot Manual.</p>	<p>The Music program established one measure in one instance, but it was not met.</p> <p>Three transforming action was established.</p>
<b>Performing Arts</b>	<p><b>First Instance</b></p> <p>A rubric was used to assess students' knowledge of the discipline in a comic strip on the TEAT 3161 course. Students were required to demonstrate knowledge of Theatre concepts through written documents, projects, and performances.</p> <p>It was expected that 75% of the students would master the vocabulary of the Pantomime course and would be able to apply it in the creation of a comic strip.</p> <p>Findings revealed that out of the 37 students enrolled, 35 of them performed at the levels IV and III (excellent &amp; good) according to the criteria established by the rubric. This result shows that 95% of the students assessed surpassed the expected outcome. <b>Thus, the goal was met.</b></p> <p><b>Second Instance</b></p>	<p>Continue with the scoring instrument and activity as a learning resource.</p>	<p>The Performing Arts program established 20 measures in a total of twenty-two instances (including discipline related outcomes), all of which were met.</p> <p>Eleven transforming actions were established.</p>







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Academic Program	Findings	Transforming Actions	Summary of Results
	<p>The analysis of the assessment made by the professor showed that 13 students out of 17 (76%) were able to perform at the level of Excellent. <b>Thus, the goal was met.</b></p> <p><b>Sixth Instance</b></p> <p>Direct observation was used to assess how a student applied acquired knowledge to professional work, as an Independent Study project. The student performance was assessed by the Producer and Director of play.</p> <p>It was expected that the student Gabriel Leyva would achieve an Excellent assessment of his performance from the Producer and Director of the play <i>Eurídice</i> by Sarah Ruhl.</p> <p>The student performance in the play was assessed as Excellent by the Director and Producer. Those surveyed expressed that the student would be hired again. <b>Thus, the goal was met.</b></p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A questionnaire was used in TEAT 3025 to assess the integration of experts of the discipline into the classroom in order to strengthen specific knowledge of the course.</p> <p>It was expected that after integrating the external</p>	<p>Continue promoting professional participation experiences of our students as a method to confirm their capacity of applying the acquired knowledge in a working environment performance.</p> <p><i>Second semester</i></p> <p>Continue with the panels of experts in different theatrical disciplines in order to support the Theater appreciation courses.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>resource, the expert on the theatrical discipline, 80% of the students would understand that the experience helps clarify concepts and it is a necessary pedagogical option.</p> <p>Findings showed that out of 35 students, 100% agreed that the external human resources were beneficial to their academic and professional development. <b>Thus, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A questionnaire was used to assess a peer evaluation method to examine the integral knowledge of the discipline that the students have when evaluating a student theater production.</p> <p>It was expected that the students of the Scene Direction II course will know the theatrical elements that are appropriate in the staging of a dramatic piece.</p> <p>Findings showed that students demonstrated knowledge of appropriate theatrical elements incorporated in a theater production. Out of the four productions evaluated by the students, two (2) reached the level of “excellent” and “good”; one (1) reached the level between “regular” and “deficient”. Ninety percent of the students agreed with the evaluation of the professor in a majority of the areas.</p> <p><i>Learning Workshops</i></p> <p><b>First Instance</b></p>	<p>Continue with the peer evaluations. Discuss the results with the students.</p> <p><i>Learning Workshops</i></p>	





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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>Fifth Instance</b></p> <p>A survey was administered to the participants of a workshop whose objective was to strengthen students' critical thinking and writing skills.</p> <p>It was expected that 80% of the students assessed would agree that the skills acquired in the workshop are very useful and relevant when they have to write a theatre review. They also expressed the desire to take similar workshops in future semesters.</p> <p>The analysis of the results showed that all participants found the acquired skills to be very useful. <b>The goal was met.</b></p> <p><b>Sixth Instance</b></p> <p>A questionnaire was used to survey the participants of a workshop whose objective was to strengthen strategies needed to prepare for an audition.</p> <p>It was expected that 75% of the participants would consider the workshop to be very useful to preparing for an audition, whether it be in the Performing Arts Department, for post-graduate studies, or for future work opportunities.</p> <p>Findings revealed that of all 22 participants assessed, 100% considered the workshop to be very useful. <b>Thus, the goal was met.</b> Nevertheless, of the 22 participants assessed in the workshop only 12 of them (54%) considered that they were prepared for</p>	<p>Continue with this extracurricular didactic resource in order to strengthen the skills developed in the course since 100% of the participants expressed the desire to take similar workshops in future semesters.</p> <p>Continue offering this workshop and assess other pedagogical strategies to see if their implementation will increase the quantity of students that feel prepared for an audition at the end of the workshop. Furthermore, use these kinds of workshops to be able to impact a larger number of students.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>an audition after the end of the workshop. Also, 100% of the students assessed considered that a follow-up workshop should be offered.</p> <p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A questionnaire was administered to the spectators of a play, in order to identify how many of these learned the significance and importance of the Commedia dell'Arte after the representation of a play.</p> <p>It was expected that 60% of the spectators would value and understood the importance of Commedia dell'Arte in the formation of a performing arts student.</p> <p>Findings revealed that 10 out of 21 spectators surveyed (48%) did not know what is Commedia dell'Arte. From the total sample, 12 (58%) changed their perception of this theatrical genre. <b>Thus, the goal was not met.</b></p> <p><b>Second instance</b></p> <p>A questionnaire was administered to the spectators <i>Platero y yo</i> play in order to identify how the play bridged the gap between the community and the author Juan Ramón Jiménez.</p> <p>It was expected that 60% of the spectators would value and understand the role and importance of Juan</p>	<p><i>Second semester</i></p> <p>Continue presenting plays of the Commedia dell'Arte in order to educate the general community on its importance and value for the development of actors.</p> <p>Encourage the preparation of plays based on important literary texts in order to bridge the gap between the authors of these literary texts and the general community.</p>	





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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 80% of the students would grasp the techniques learned in the course.</p> <p>Findings revealed that 13 out of 20 students assess (65%) applied the acquired knowledge excellently, and 5 of the (25%) applied the techniques satisfactorily. In general terms, 85% mastered the skills learned. <b>Thus, the goal was met.</b></p> <p><b>Fifth instance</b></p> <p>A rubric was used in TEAT 4031 to assess the theoretical and practical knowledge of the art of acting in an advanced course (Acting III).</p> <p>It was expected that 80% of the students would dominate a theoretical and practical level of acting skills.</p> <p>Out of 14 assessed students, 50% dominated the theoretical and practical skills of acting (diction and movement). <b>Thus, the goal was not met.</b></p>	<p>Strengthen the skills with comprehensive workshops on the basic skills to compliment the knowledge of those students who did not have a solid base in their acting education. Revise the teaching activities and content taught in this course to better align content knowledge, course objectives as well as the teaching-learning process and prepared a syllabus accordingly.</p>	
<p><b>Performing Arts</b></p> <p>Discipline Related Skill: Effective Corporal Language</p>	<p>A rubric was used in the TEAT 3161 in order to assess the students' ability to apply corporal language skills learned in class in an effective way.</p> <p>It was expected that 80% of the students of Pantomime course would be able to carry out the skills of manipulation, walking in place, running in place, to climb and descend stairs.</p>	<p>Continue with this pedagogical resource as a mechanism for assessing proper and effective corporal language skills.</p>	<p>The Performing Arts department established one objective, which was met.</p> <p>One transforming action was established. One instance and one measure, met.</p>



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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used to assess teamwork in the TEAT 4281/4284 courses. Students must show the relevance that teamwork has in the achievement of an excellent product.</p> <p>It was expected that 70% to 75% of the students assessed will perform at the Levels of Excellent (IV) and Good (III) in the rubric. This learning outcome was assessed by the students' supervisor.</p> <p>Findings revealed that out of the 24 students enrolled in the <i>Teatro Rodante 22</i> reached the levels of “excellent” and “good.” This assessment results shows that 92% of the students assessed achieved the expected outcome. Thus, <b>the goal was met.</b></p>		
<b>Philosophy</b>	<p><i>First Semester</i></p> <p>A rubric was used in the FILO 4025 course to assess conceptual knowledge and critical reflections concerning philosophical doctrines in a written test.</p> <p>The assessment was carried out in two different instances: September 2011 and December 2011.</p> <p>It was expected that students achieve a performance level of 70% (7 points or higher) as stated in the rubric.</p> <p><b>First instance findings: September</b></p> <p>Out of 11 students:</p>	<p>We will offer more exercises to explain philosophical texts more thoroughly.</p>	<p>The philosophy department established objectives in three instances, two of which were not met.</p> <p>Three transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>• Three students' (27%) performance was rated in the category of 5-6 pts.</li> <li>• Four students' (36%) performance was rated in the category of 7-8 pts.</li> <li>• Four students' (36%) performance was rated in the category of 9-10 pts.</li> </ul> <p>Findings revealed that 8 out of 11 students assessed (73%) obtained a score of 70% or higher, <b>thus the goal was met.</b></p> <p><b>First instance findings: December</b></p> <p>Out of a total of 16 students,</p> <ul style="list-style-type: none"> <li>• One student's (6%) performance was rated in the category of 0-2 pts.</li> <li>• Five students' (31%) performance was rated in the category of 5-6 pts.</li> <li>• Four students' (25%) performance was rated in the category of 7-8 pts.</li> <li>• Six students' (38%) performance was rated in the category of 9-10 pts.</li> </ul> <p>Findings revealed that 10 out of 16 students assessed (63%) obtained a score of 70% or higher, <b>thus the goal was not met.</b></p> <p><i>Second semester</i></p> <p>A rubric was used in the FILO 4025 to assess the students' ability to find the main thesis of a philosophical text and the arguments that support the</p>	<p>Multiply the detailed explanation of philosophical text exercise.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>thesis in a written exam.</p> <p>It was expected that 50% of the students would score the average score at the end of the semester, and the increase in reaching the average score between the first and second semester would be more than 50%. Findings revealed 25% of the students assessed reached the highest scored in the rubric. Thus the expected outcome was not met. This result represented an increase of 25% of the percentage obtained between the first and second exam. An increase of 27% was observed in the students that scored the average score. <b>Therefore, both goals were not met.</b></p>	<p>Prepare philosophical reading and analysis workshops between graduate and undergraduate students.</p>	



### College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>of students that answered correctly the test items in the final exam that assessed the seven general objectives described in the class syllabus:</p> <ul style="list-style-type: none"> <li>• Mitosis and meiosis: 75%, 79.2%</li> <li>• Hereditary traits: 95.2%, 92.3%</li> <li>• Genetic recombination: 74.4%, 47%</li> <li>• Genetic material: 67.9%, 71.4%</li> <li>• Flow of genetic information: 83.9%, 91%</li> <li>• Mutations: 47%, 86.9%</li> <li>• Molecular techniques: 93.5%, 44.6%</li> </ul> <p><b>Thus, the goal was met in 10 out of 14 test items assessed (71%)</b></p> <p><b>Third Instance</b></p> <p>Specially designed multiple choice exam questions were used in the BIOL 4350 course in order to assess if students are able to integrate biological concepts with concepts from other disciplines, and use them to solve biological problems.</p> <p>It was expected that 70% or more of the students will demonstrate knowledge of the assessed areas by answering correctly selected questions.</p> <p>Findings revealed the following results of percentages of students that answered correctly the test items in the final exam that assessed the seven general objectives described in the class syllabus:</p> <ul style="list-style-type: none"> <li>• Cell cycle: 90.9%, 45.2%</li> <li>• Cancer: 69.7% [approximately 70%], 71.2%</li> </ul>	<p>that promotes learning in these areas.</p>	



<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>Scientific vocabulary in these areas: 89.9%, 73.1%</li> </ul> <p><b>Since the expected outcome was achieved in 5 out of 6 questions assessed, the goal was met.</b></p> <p><i>Second semester</i></p> <p>Specially designed multiple choice test items were used in two partial exams (tests 3 and 4) in the BIOL 3349 course to assess if students were able to integrate biology concepts with those of other disciplines and use them as tools for problem solving.</p> <p>It was expected that 70% or more of the students will demonstrate knowledge of the assessed areas by answering correctly selected questions.</p> <p>Findings revealed the following results of percentages of students that answered correctly the test items</p> <ul style="list-style-type: none"> <li>Exam 3: 67.8%, 62.4%, 65.8%, 93.3%, 47%</li> <li>Exam 4: 73%, 70.6%, 66.9%, 71.3%, 91.3%, 83.8%</li> </ul> <p><b>Since the expected outcome was achieved in 6 out of 11 (55%) questions assessed by 70% or more of the students, the goal not was met.</b></p>	<p><i>Second semester</i></p> <p>Align the concepts to be evaluated according to the following five learning objectives proposed by AAAS:</p> <ol style="list-style-type: none"> <li>Evolution</li> <li>Structure and function</li> <li>Flow of information, exchange, and storage</li> <li>Routes, transformations of energy and materials</li> <li>Systems</li> </ol> <p>We don't expect the alignment of the concepts with the above learning objectives to have an effect on first year student, but as they progress throughout their baccalaureate experience it should promote a deeper understanding them.</p> <p>Coordinate with the biochemistry professors and the Program Director the use of exam questions in order to gather data on knowledge integration. We will evaluate the possibility of administering quizzes throughout the "BB" in order to gather assessment data.</p>	
<b>Chemistry</b>	<i>Second semester</i>	<i>Second semester</i>	
	<b>First Instance</b>	<b>First Instance</b>	

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p>Knowledge of the Discipline</p>	<p>Student's answers to selected higher order cognitive-type test items were used in the QUIM 3255 to assess if students demonstrate integration of fundamental chemistry concepts in a diagnostic exam or in exam questions where integration of chemistry knowledge is required.</p> <p>The expected outcome (performance indicator) was that 70.0% or more of the students obtain 67% or more in the diagnostic exam or that at least 70% of the students answered selected exam questions correctly to measure integration of chemistry concepts.</p> <p>Findings revealed that for:</p> <p>DEx QUIM 3255: 67% of the students (N = 63) achieved 67% or more in the diagnostic exam. The performance indicator was not achieved. Note: The average student achievement was <math>69.4 \pm 12.9\%</math> (N = 63).</p> <p><b>The performance indicator was not achieved.</b></p> <p>Partial I ExQ QUIM 3255: 64% of the students (N = 63) answered correctly selected exam questions to measure integration of chemistry concepts.</p> <p><b>The performance indicator was not achieved.</b></p> <p>Partial II ExQ QUIM 3255: 61.9% of the students (N = 63) answered correctly selected exam questions to</p>	<p>The QUIM 3255 course professor analyzed the student diagnostic exam results and identified the major topics in which analytical students needed more help. These topics include: 1) Redox reactions, 2) Electrochemistry, and 3) Acid-Base equilibria. He scheduled the design of modules that focus on these topics to help students improve their understanding. He will mention his assessment results to the QUIM 3002 course professors so that they can give greater emphasis to these topics when teaching them in the General Chemistry (QUIM 3002) course.</p>	<p>The Chemistry department established objectives in five instances, one met, and one is pending.</p> <p>Two transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>measure integration of chemistry concepts.</p> <p><b>The performance indicator was not achieved.</b></p> <p>Partial III ExQ QUIM 3255: 71.1% of the students (N = 63) answered correctly selected exam questions to measure integration of chemistry concepts.</p> <p><b>The performance indicator was achieved.</b></p> <p><b>Second Instance</b></p> <p>Student's answers to selected higher order cognitive-type test items were used in the QUIM 4042 course to assess if students demonstrate integration of fundamental chemistry concepts in a diagnostic exam or in exam questions where integration of chemistry knowledge is required.</p> <p>The expected outcome (performance indicator) was that 70.0% or more of the students obtain 67% or more in the diagnostic exam or in the exam questions selected to measure integration of chemistry concepts.</p> <p><u>Findings revealed that for:</u></p> <p>DEx QUIM 4042: Pending Sem II xx.x% of the students (N = xx) achieved 67% or more in the diagnostic exam. The performance indicator was achieved. Note: The average student achievement was xx.x ± x.x% (N = xx).</p>	<p>The QUIM 4042 course professor will be contacted, to request any diagnostic exam results obtained in the physical chemistry course.</p>	
	<i>First Semester</i>	<i>First Semester</i>	



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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>course exams (CEx), or in select partial exam questions (ExQ).</p> <p>The expected outcome (performance indicator) was That 60.0% or more of the students obtain 50% or more in the final course exam (CEx).</p> <p>Findings revealed that for:</p> <p><u>Final CEx QUIM 3001:</u> Results showed that 87.5% of the students (N = 88) achieved 50% or more in the QUIM 3001 course final exam.</p> <p><b>The performance indicator was achieved.</b></p> <p><u>Note:</u> The average student performance was 66.3 ± 15.4% (N = 88) in the QUIM 3001 course final exam.</p> <p><b>Third Instance</b></p> <p>Student's answers to selected higher order cognitive-type test items were used in QUIM 3255 to assess if students demonstrate knowledge of fundamental chemistry concepts in partial and final course exams (CEx), or in select partial exam questions (ExQ).</p> <p>The expected outcome (performance indicator) was that 70.0% or more of the students would obtain an average score of 67% or more in the course partial exams (CEx).</p> <p>Results showed that 34.3% of the students (N = 67)</p>	<p>The QUIM 3255 course professor implemented various transforming actions, which included:</p> <ol style="list-style-type: none"> <li>1) administration of a diagnostic exam to identify the topics in which Analytical Chemistry students need more help,</li> <li>2) scheduled the design of modules that cover topics where students need help,</li> <li>3) continue to provide and train course tutors,</li> <li>4) implement an exam item analysis of the four course exams, to assess adequacy of the exams, in terms of Cronbach Alpha,</li> <li>5) develop exam questions that are classified</li> </ol>	

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	<p>achieved 67% or more as the average score in the QUIM 3255 partial exams.</p> <p><b>The performance indicator was not achieved.</b></p> <p><u>Note:</u> The average student performance was <math>59.2 \pm 16.6\%</math> (N = 67) in the QUIM 3255 partial exams.</p> <p><b>Fourth Instance</b></p> <p>Student's answers to selected higher order cognitive-type test items were used in the QUIM 4042 course to assess if students demonstrate knowledge of fundamental chemistry concepts in partial and final course exams (CEx), or in selected partial exam questions (ExQ).</p> <p>The expected outcome (performance indicator) was that 70.0% or more of the students would obtain an average of 67% or more in the course partial exams (ExQ).</p> <p>Findings revealed that for: <u>Partial I ExQ QUIM 4042:</u> The average percentage of students that answered the exam questions correctly was <math>38 \pm 19\%</math> (N = 48). <u>Note:</u> The average student performance was <math>45 \pm 21\%</math> (N = 48) in the partial exam. 17% of the students (N = 48) achieved 67% or more in the QUIM 4042 partial exam.</p> <p><b>Thus, the goal was not met.</b></p>	<p>according to the following four categories:</p> <p>a) Comprehension of fundamental concepts b) Application of formulas and algorithms to routine problems c) Application of concepts to novel situations d) Analysis and interpretation of problems or novel situations, which require logical-mathematical or logical-conceptual reasoning.</p> <p>The QUIM 4042 course professor returned the graded exams to students and used a complete class period to discuss the exam questions. He also e-mailed students the key to the exam so that students could identify their errors. The key also included the percentage of students that answered each exam question correctly so that they were informed of the assessment findings. Students also received a detailed course syllabus of the topics covered, the text sections that were going to be discussed, the previous year partial exam, and problem sets with their answers.</p> <p>The course professor was contacted to inform him that the expected outcome and the assessment data gathered was out of alignment.</p> <p>The evaluation criteria used by the QUIM 4042 professor, was the following:</p> <p>1) In 10, 9, &amp; 8 point problems, a correct answer was attributed when the student answered perfectly, or lost 1 or 2 points. 2) In 6 or 5 point problems, a correct answer was</p>	

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Academic Program	Findings	Transforming Actions	Summary of Results
	<p><u>Partial II ExQ QUIM 4042:</u>            The average percentage of students that answered the exam questions correctly was <math>47 \pm 27\%</math> (N = 47).  <u>Note:</u> The average student performance was <math>52 \pm 18\%</math> (N = 47) in the partial exam.            23% of the students (N = 47) achieved 67% or more in the QUIM 4042 partial exam.</p> <p><b>Thus, the goal was not met.</b></p> <p>The evaluation criteria used by the QUIM 4042 course professor was different from what was stated in Performance Indicator Partial ExQ.            At this moment, it is not possible to compare the expected outcome with the assessment findings, although the assessment effort was, indeed, substantial.</p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>Student's answers to selected higher order cognitive-type test items were used in the QUIM 3002 course to assess if students demonstrate knowledge of fundamental chemistry concepts in partial and final course exams (CEx), or in partial exam questions (ExQ).</p> <p>The expected outcome (performance indicator) was that 70.0% or more of the students would obtain an average score of 67% or more in the course partial exams (CEx).</p>	<p>attributed when the student answered perfectly or lost 1 point.</p> <p><i>Second semester</i></p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Findings revealed that for:</p> <p>Partial CEx QUIM 3002: Pending Sem II xx.x% of the students (N = xx) achieved 67% or more as the average in the QUIM 3002 partial exams. The performance indicator was achieved. Note: The average student performance was xx.x ± xx.x% (N = xx) in the QUIM 3002 partial exams.</p> <p><b>Second Instance</b></p> <p>A rubric was used in QUIM 3002 to assess if students demonstrate knowledge of fundamental chemistry concepts in partial and final course exams (CEx), or in selected partial exam questions (ExQ).</p> <p>The expected outcome (performance indicator) was that 60.0% or more of the students would obtain 50% or more in the final course exam (CEx).</p> <p>Findings revealed that for:</p> <p>Final CEx QUIM 3002: Pending Sem II xx.x% of the students (N = xx) achieved 50% or more in the QUIM 3002 final exam. The performance indicator was achieved. Note: The average student performance was xx.x ± xx.x% (N = xx) in the Q3002 final exam.</p>		
<b>Computer Science</b>	<p><i>Second semester</i></p> <p><b>First Instance</b></p>	<i>Second semester</i>	



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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
Content Knowledge	<p>A rubric was used in the CCOM 5050 course to evaluate an exam to assess if the students are able to determine asymptotic expressions for the worst-case running time and space requirements of algorithms and data structures.</p> <p><i>Expected outcome:</i> At least 70% of the students are competent as defined in the rubric (3 four points or more, in a four-point rubric).</p> <p>Findings revealed that 63% (12/19) of the students are competent as defined in the rubric. <b>The goal was not met.</b></p> <p><i>Second semester</i></p> <p><b>First Instance</b></p>	<p>The Program has to meet to discuss the results and decide the actions to be taken.</p> <p><i>Second semester</i></p>	<p>The Computer Science department established 2 measures in a total of one instance, one of which was met.</p> <p>No transforming actions were established.</p>
Programming skills	<p>A rubric was used in the CCOM 3029 course to evaluate an exam to assess the students' ability to translate algorithms and data structures to software.</p> <p><i>Expected outcome:</i> At least 70% of the students are competent as defined in the rubric (3 four points or more, in a four-point rubric).</p> <p>Findings revealed that 70% (14/20) of the students assessed are competent as defined in the rubric. <b>The goal was met.</b></p>	<p>The Program will continue doing what it has done so far; there is no need to take actions at this time.</p>	
<b>Interdisciplinary Program in Natural</b>	<p><i>First Semester</i></p> <p><b>First Instance</b></p>	<p><i>First Semester</i></p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Sciences</b>	<p>Students' content knowledge in Biology was assessed indirectly in the BIOL 3102 course by means of determining the average score of the four test grades of the second semester students from 2010-2011 academic year.</p> <p><u>Expected outcome:</u> 70% or more of the students will obtain a C grade or higher when the average of their four test grades in BIOL 3102 is calculated.</p> <p><u>Findings revealed that:</u></p> <p>75% of the students assessed in the first test, 92% students assessed in the second test, and 100% of the students assessed in the third test obtained a C grade or higher. <b>Thus, the goal was met.</b></p>	<p>Final grades of the BIOL 3102 course for the second semester 2010-2011 and the first semester of 2011-2012 will be included in the Assessment of Student Learning Final Report.</p> <p>The Program is considering the possibility of asking for said information from the Physics Program to obtain data of a second course taken by students from the Interdisciplinary Program.</p>	<p>The Interdisciplinary Program In Natural Sciences department established objectives in one instance, which was met.</p> <p>One transforming action was established.</p>
<b>Mathematics</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A SkyMath rubric for open-ended items was used in MATE 3325 course (Introduction to Discrete Mathematics) to assess students logical mathematical reasoning in high-cognitive exam questions.</p> <p>During the second semester there were only two students taking the course, therefore we decided to postpone the analysis until next semester (August-December, 2013).</p> <p><b>Second instance</b></p>	<i>Second semester</i>	<p>The Mathematics department three measures in a total of seven instances, only one was met, two are pending to be submitted.</p> <p>Two transforming actions were established.</p>

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A SkyMath rubric for open-ended items was used in MATE 5002 course (Statistics) to assess students' logical mathematical reasoning in high-cognitive exam questions in the final test.</p> <p>It was expected that 66% or more of the students would obtain score of 3 points or more in the four-point scale rubric used.</p> <p>Findings showed that 3 out of 4 (75%) of the students assessed obtained a score of 3 and 4 in the rubric. <b>Thus, the goal was met.</b></p> <p><b>Third instance</b></p> <p>A questionnaire was administered to graduating students in order to assess students' level of satisfaction with the preparation received in their baccalaureate experience regarding this learning outcome.</p> <p>Results of this assessment are pending to be submitted.</p> <p><b>Fourth instance</b></p> <p>A SkyMath rubric was used in the MATE 3151 course (Calculus I) to assess students' logical mathematical reasoning skills in first the partial-exam.</p>	<p>Modifications to Pre-Calculus I and II courses (MATE 3023 and MATE 3024) are being studied in order to better prepare students for topics covered in Calculus I (MATE 3151). Present assessment results, along with proposed</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 66% or more of the students would reach 5 points or more in the modified SkyMath rubric for open-ended items (0 to 8 points).</p> <p>Results showed that 52% of the students were able to state the theorem correctly. However, only 30% of the students were able to use the theorem correctly and apply it to the problem at hand. <b>Thus the goal was not met.</b></p> <p><b>Fifth instance</b></p> <p>A SkyMath rubric was used in the MATE 3151 course (Calculus I) to assess students' logical mathematical reasoning skills in the second partial-exam.</p> <p>It was expected that 66% or more of the students would reach 5 points or more in the modified SkyMath rubric for open-ended items (0 to 8 points).</p> <p>Results showed that 52% of students were able to Interpret the definition correctly. However, only 24% of the students were able to apply said definition in a problem. <b>Thus the goal was not met.</b></p> <p><b>Sixth instance</b></p> <p>A SkyMath rubric was used in the MATE 3151 course (Calculus I) to assess students' logical mathematical reasoning skills in the third partial-exam.</p>	<p>modifications to Pre-Calculus I and II courses, could imply a course revision as well as teaching methods employ.</p> <p>As a transforming action of the general education component of mathematical reasoning skills assessment carried out in the second semester of the 2010-2011 academic year in a series of courses (MATE 3105, MATE 3036, MATE 3041, MATE 3042, and MATE 3001), the Mathematics Program extended its peer tutoring service to this and other undergraduate courses. Additional measures would be identified when further assessment data is gathered and analyzed, including course modification and complementary training to teaching assistances.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 66% or more of the students would reach 5 points or more in the modified SkyMath rubric for open-ended items (0 to 8 points).</p> <p>Results showed that 52% of students were able to state the conclusion for the theorem of a given situation correctly. However, only 25% of the students were able to apply said conclusion in a problem. <b>Thus the goal was not met.</b></p> <p><b>Seven instance</b></p> <p>A SkyMath rubric was used in the MATE 3151 course (Calculus I) to assess students' logical mathematical reasoning skills in the fourth partial-exam.</p> <p>It was expected that 66% or more of the students would reach 5 points or more in the modified SkyMath rubric for open-ended items (0 to 8 points).</p> <p>Results showed that in Problem 1 38% of students obtained the expected level and 66% in Problem 2. <b>Thus, the goal was only met in the 2<sup>nd</sup> Problem.</b></p>		
<b>Nutrition and Dietetics</b>	<p><i>Second Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used to assess students' ability to develop an educational session or program/educational strategy for a target population. Two assessment criteria were evaluated:</p>	Continue with this type of activity.	<p>The Nutrition and Dietetics department established two measures in a total of two instances, which were met.</p> <p>One transforming action was established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>1. Educational Program is adequately designed for a specific population.</p> <p>2. External evaluation will rate the intervention as adequate for the target population.</p> <p>It was expected that students' average scores will be 90% or more in the first activity criteria, and 85% in the second.</p> <p>Findings revealed that students average score was 87.5% and 88.8%, respectively. <b>Thus, the expected outcome was met in the second criterion. However, the program considers that the overall goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used to assess students' ability to explain the impact of health care policy and administration, different health care delivery systems and current reimbursement issues, policies and regulations on food and nutrition services.</p> <p>Assessment criteria:</p> <p>Accurate description of health care systems and food and nutrition services, policies, and regulations.</p> <p>Aggregate assessment data reveals that 95% of students were rated as excellent in their educational intervention by external reviewers (main contact in programs such as Head Start Programs, Nursing Homes, Preschools, Elementary schools, Wellness</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	Programs among others.). <b>The expected outcome was surpassed.</b>		
<b>Physics</b>	<p><i>First semester</i></p> <p>In the FISI 4051 course a series of course tests were used to assess students' integration of previous knowledge.</p> <p>It was expected that at least 70% of students answered correctly 70% or more of selected test items in the course tests.</p> <p>The corresponding data obtained for this learning outcome will be analyzed in the second part of the course, since it was not possible to gather it in the first part of this course.</p> <p><i>Second semester</i></p> <p>A rubric was used in the FISI 4052 to evaluate course exams to assess if the students have the adequate integration knowledge required for more advanced courses of the same discipline. One test item was assessed using this method.</p> <p>It is expected that 70% of the students will obtain 70% correct answers on the test.</p> <p>Findings revealed that out of 7 students enrolled in the course, 5 of them are from the Physics Program and all of them answered the question correctly. <b>Thus the goal was met.</b></p>	<p><i>First semester</i></p> <p>Complete the assessment of this learning outcome during the second part of the course, offered in the second semester.</p> <p><i>Second semester</i></p> <p>We asked the professor that offers the course to continue focusing on this learning outcome.</p>	<p>The Physics department established objectives in two instances, one was met and one is pending.</p> <p>Two transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Anthropology</b>	<i>Second semester</i>		
Content Knowledge	<p><b>First instance</b></p> <p>A rubric was used in the ANTR 3006 (Sociocultural Anthropology) and ANTR 4098 (Anthropology Research Seminar) and Department Research Seminar courses to assess students comprehension of the creation of knowledge processes, in the different knowledge fields and the connections between them in essays, oral presentations and assignments.</p> <p>It was expected that students would achieve an average score of 70% in the five-points rubrics used, where 1-2 is emerging, 3-4 is intermediate and 5 is advanced.</p> <p>Results showed that the average score obtained was 3.6 points (72%). <b>Thus the goal was not met.</b></p>	<p>In all the anthropology courses the knowledge of the relation between anthropology and similar differences will be encouraged.</p> <p>Application of the knowledge gathered from data, concepts and theories of other disciplines towards the comprehension of social formations will be used to explain the processes and social events.</p>	<p>The Anthropology department established 7 measures in a total of twenty one instances, 9 of them met were met.</p> <p>Six transforming actions were met.</p>
Discipline related skills: Research and critical thinking with access to the necessary existent knowledge to contribute to the human being comprehension in	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the ANTR 3006 (Sociocultural Anthropology) and ANTR 4098 (Anthropology Research Seminar) and Department Research Seminar courses to assess if students will be able to manage basic quantitative and qualitative data, could develop an independent research study using anthropology bibliographical resources, could do field techniques related to basic research methods in Anthropology, such as the Ethnography method, and</p>	<p><i>Research:</i> In all Anthropology courses research skills by training students to use ethnographic and archeological techniques will be encourage.</p> <p>Student will be provided with theoretical tools that will help them understand the human processes that they will study.</p> <p><i>Critical Thinking:</i> In all Anthropology courses</p>	



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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
its biological and cultural diversity, considering social and historical aspects.	<p>analyzed in a critical manner the diverse theoretic and methodological traditions that characterize this discipline.</p> <p>It was expected that students would achieve an average score of 70% in the five-points rubrics used, where 1-2 is emerging, 3-4 is intermediate and 5 is advanced.</p> <p>Assessment results of research skills showed that the average score was 3.4 points (68%), <b>thus the goal was not met.</b></p> <p>Assessment results of critical thinking skills showed that the average score was 3.4 points (68%), <b>thus the goal was not met.</b></p>	<p>open and critical discussion contemplating the diverse theoretical and methodological tradition that characterizes the discipline will be encourage.</p> <p>Exercises where students will prepare monographs, presentations, and essays where students have to employ critical thinking skills will be prepared.</p>	
<b>Economics</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>Students' answers to test items were used in the ECON 4416 (Research Methods In Economics) course to assess students' knowledge in the discipline.</p> <p>It was expected that 60% of the students will obtain a score of 70% or more in the test.</p> <p>Results showed that only 5 out of 22 students (23%) students achieved a score of 70% or more. <b>Thus, the goal was not met.</b></p> <p><b>Second Instance</b></p>	<p>Course modifications to increase students' performance should be made.</p>	<p>The Economics department established objectives in two instances, which were not met.</p> <p>One transforming action was established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A questionnaire was administered in in the ECON 4416 (Research Methods In Economics) course to assess students' perception regarding their mastery of selected knowledge in the discipline evaluated in a test</p> <p>It was expected that 70% of the students will show that they have an adequate level of mastery of selected knowledge in the discipline.</p> <p>Results show that in 7 out of 17 items (41%) students indicated that they do not have an adequate mastery level of selected knowledge in the discipline evaluated in a test. <b>Thus, the goal was not met.</b></p>		
<b>Geography</b>	<p><i>First semester</i></p> <p>A rubric was used in the GEOG 4500 course (History and Philosophy of Geography) to assess student's content knowledge of the discipline in a research project.</p> <p>It was expected that students would obtain 75% (3 out of 4 points) or higher as an average score of all criteria assessed in the rubric used.</p> <p>Findings revealed that the average score for the assessment was 3.77 points (94%). <b>Thus, the goal was met.</b></p> <p>Similar results were obtained during the semester of September 2010 to January 2011, when students obtained an average score of 3.6 points (90%), on a one to four points rubric.</p>	<p><i>First semester</i></p> <p>The Program will establish, as a parameter, that the students will reach an average mastery of 80% of these skills.</p>	<p>The Geography department established objectives in two instances, which were met.</p> <p>One transforming action was established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><i>Second semester</i></p> <p>A rubric was used in the GEOG 4500 course (History and Philosophy of Geography) to assess student's content knowledge of the discipline in a research project.</p> <p>It was expected that students would obtain 75% (3 out of 4 points) or higher as an average score of all criteria assessed in the rubric used.</p> <p>Findings revealed that the average score for the assessment was 3.79 points (94.7%). <b>Thus, the goal was met.</b></p> <p>The substantial improvement in these skills is due to the distribution of the rubric used to evaluate the discussion questions of the test along with the syllabus and the material to be evaluated the first day of class.</p>		
<b>Labor Relations</b>	<p><i>First semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the RELA 3085 course to assess students' teamwork skills and social responsibility skills in the application of ethical, moral and professional principles in work related activities, scenarios, and roles in which they participate in community and organizational activities.</p> <p>It was expected that the students would obtain 80% or more in the average score of all the criteria</p>	<p>Continue assessing and strengthening work in groups. Carry out formative evaluations. Administer the test on fewer than 3 occasions and make recommendations of how to improve group/team work.</p>	<p>The Labor Relations department established two measures in a total of two instances, but only was met.</p> <p>Three transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>assessed in the rubric. The criteria were:</p> <ul style="list-style-type: none"> <li>• Went to scheduled meetings activities.</li> <li>• Participated, and, through collaboration, clarified doubts and concepts related to the assignment.</li> <li>• Wrote diverse areas of the assignments such as:               <ul style="list-style-type: none"> <li>- statement of the problem</li> <li>- writing the summary, work plans, informed consent</li> <li>- wrote the interviews</li> <li>- arrange the working hours scheduled and comply with them</li> <li>-his/her work was excellent and showed ample knowledge of the task assigned</li> </ul> </li> <li>• Contribute to work division and/or to provide a good work environment</li> <li>• Was responsible and handed in the assignments on time so that the rest of the group could work on it.</li> </ul> <p>An average score was calculated by group. Findings revealed that :</p> <ul style="list-style-type: none"> <li>• In Group 1 the students obtained an average score of 3.66, 2.66, and 3.00 points. As a whole, the group averaged 3.10 points (78%).</li> <li>• In Group 2 the students scored an average of 3.66, 4.00, and 3.66 points. As a whole, the group averaged 3.77 (94.25%).</li> <li>• In Group 3 the average was 3.33, 3.33, and 3.33 points; As a whole, the group averaged 3.33 points (83.25%).</li> <li>• Group 4 scored 4.00, 4.00, and 4.00 points,</li> </ul>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>As a whole, the group averaged 4.00 points (100%).</p> <ul style="list-style-type: none"> <li>Group 5 obtained an average of 3.00, 3.00, and 3.33 points. As a whole, the group averaged 3.10 points (78%).</li> <li>Group 6 obtained an average of 3.00, 3.00, and 2.66 points. As a whole, the group averaged 2.9 points (72.5%).</li> </ul> <p><b>Thus, the goal was not met as a whole, it was only met in three out of the 6 groups assessed (50%).</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the RELA 3085 course to assess students' group work skills through writing an Action Plan Work Contract developed between students.</p> <p>A group work contract was to be written and signed by all members of the group. All members had to write an Action Plan and a Contingency Plan (in case someone fails in their tasks).</p> <p>Results showed that all the members of the groups wrote an Action Plan and a Contingency Plan. <b>Thus, the goal was met.</b></p>	<p>Continue assigning this activity and insisting that students consider preparing a Contingency Plan. Carry out formative evaluations.</p>	
<p><b>Political Science</b></p> <p>(Gender and Political Power (one of the</p>	<p>First semester</p> <p><b>First Instance</b></p> <p>A rubric was used in the CIPO 4635 course (Justice Theories) to assess the student's intellectual curiosity skills towards diverse applied theories in various</p>		<p>The Political Science department established objectives in three instances, which were met.</p>

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Academic Program	Findings	Transforming Actions	Summary of Results
<p>program's three areas of emphasis)</p>	<p>educational activities. (N=23)</p> <p>It was expected that at least 75% of the students would perform at an 'excellent' or 'good' level according to each criterion in the rubric used in each educational activity.</p> <p>Findings by educational activity and criterion were:</p> <ul style="list-style-type: none"> <li>• Educational Activity: a class discussion based on concrete examples presented by the professor or by the students;</li> </ul> <p>Criterion: <i>Shown capacity to comprehend the political-historical context in the development of the diverse theories and concepts of political thinking</i> - Out of the 23 students assessed, 20 (87%) performed between 'excellent' or 'good' level, while only 3 (13%) performed at the 'poor' level. <b>Thus, the goal was met.</b></p> <ul style="list-style-type: none"> <li>• Educational Activity: an open-ended exam in which two concrete situations were presented; (1) bombardment of a missile in a populated area in a preventive context, and (2) taxes for financing public health, to be analyzed according to three theories of utilitarianism, libertinism, and liberalism. Students presented an analysis of the similarities and differences of political theories.</li> </ul>		<p>No transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Criterion: <i>Shown capacity to correctly apply the diverse theories or theoretical concepts or perspectives to problems, questions or class discussions</i> - Out of the 23 students assessed, 19 (83%) performed between ‘excellent’ or ‘good’ level, while only 4 (17%) performed at the ‘poor’ level. <b>Thus, the goal was met.</b></p> <ul style="list-style-type: none"> <li>Educational Activity: Through a written paper, students presented demonstrated their attitudes towards the theories of justice considered and discussed in the course.</li> </ul> <p>Criterion: <i>Evaluates the theoretical and conceptual diversity as an instrument to generate knowledge on political issues</i> - Out of the 23 students assessed, 19 (83%) performed between ‘excellent’ or ‘good’ level, while only 4 (8%) performed at the ‘poor’ level. <b>Thus, the goal was met.</b></p> <p><b>Thus the goal was met in each of the three educational activities assessed.</b></p>		
<p><b>Political Science</b></p> <p>(Capacity for comparative analysis in Political Science)</p>	<p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the CIPO 3006 (Introduction to Comparative Politics) course to assess students’ skills for significant comparison in Political Science by evaluating if students have the capacity to use the method of comparison effectively in their</p>	<p>More emphasis should be given in class to examples of effective comparison during the discussions in order for students to have a better understanding of the application of significant comparison of topics inherent to this course</p>	<p>The Political Science department established objectives in two instances, one was met.</p> <p>One transforming action was established.</p>

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>assignments on political science or in the comparison of institutions or diverse political systems in an exam. N = 27</p> <p>It was expected that at least 75% of the 27 students assessed would perform at an ‘excellent’ or ‘good’ level according to the rubric used. Findings in terms of the percentage of students that achieved the expected outcome by criteria were:</p> <ol style="list-style-type: none"> <li>1.The student can identify and exemplify the correct similitudes between the political systems and phenomenon. Of the 27 students assessed, 23 (85%) achieved the expected outcome.</li> <li>2.The student can identify and exemplify the correct differences between the political systems and phenomenon. Of the 27 students assessed, 24 (89%) achieved the expected outcome.</li> <li>3.The student can identify and explain the importance or consequences of the similitudes. Of the 27 students assessed, 25 (93%) achieved the expected outcome.</li> <li>4.The student can identify and explain the importance or consequences of the differences. Of the 27 students assessed, 24 (89%) achieved the expected outcome.</li> <li>5.The students show having understood the use of the comparative method in political sciences. Of the 27</li> </ol>	<p>before a summative assessment can be made in a final exam.</p>	



**College of Social Sciences**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>students assessed, 23 (85%) achieved the expected outcome.</p> <p>The general average was 85.2%. <b>Thus, the goal was met in all criteria assessed.</b> The assessment also revealed that students' performance was superior when they make correct and well explain comparisons, than when they inferred or derived the consequences of the similarities and differences analyzed.</p> <p><b>Second Instance</b></p> <p>A rubric was used in the CIPO 3035 (Puerto Rican Political System) course to assess if students have the capacity to use the method of comparison effectively in their assignments on political science or in the comparison of institutions or diverse political systems.</p> <p>It was expected that at least 80% of the 32 students would perform at an 'excellent' or 'good' level in the rubric.</p> <p>Results showed that of the 32 students assessed, only 23 (72%) achieved the expected levels, <b>thus the goal was not met.</b></p> <p>If the results were presented as the average score that each student earned, and the average considering the distribution of the points for the group was 16.7 points out of 20 (83.5%), which is considered good, the goal was achieved.</p>		

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Assessment also revealed that students' performance was superior when they made correct and well explained comparisons, than when they inferred or derived the comparison of the similarities and differences analyzed.</p>		
<p><b>Sociology</b></p> <p>Content Knowledge</p>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the SOCI 3245 (Principles of Sociology), SOCI 3267 (Sociological Research Technics), and Research Seminar courses to assess if students apply the competencies learning from previous courses to the comprehension of social processes and events.</p> <p>It was expected that students would achieve an average score of 70% in the five-points rubrics used, where 1-2 is emerging, 3-4 is intermediate and 5 is advanced.</p> <p>Results showed that the average score obtained was 4 points (80%), <b>thus the goal was met.</b></p> <p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the SOCI 3245 (Principles of Sociology), SOCI 3267 (Sociological Research Technics), and Research Seminar courses to assess if students will be able to manage basic quantitative and</p>	<p>In all the Sociology courses the knowledge of the relationship between sociology and related disciplines will be encouraged.</p> <p>Knowledge gathered from data, concepts and theories of other disciplines will be applied towards the comprehension of social formations and also explanations of social processes and events.</p> <p>Research: In all Sociology courses students will be trained to use ethnographic and archeological techniques and will be provided with theoretical tools that will help them understand the human</p>	<p>The Sociology department established seven measures in a total of fifteen instances, all of which were met.</p>
<p>Discipline related skills: Research and critical thinking with access to the</p>			

**College of Social Sciences**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p>existent knowledge needed to contribute to the analysis, critical evaluation and comprehension of social problems and phenomena and explain them in light of the sociological studies.</p>	<p>qualitative data, could developed a research independent study using sociology related bibliographical resources, could do field techniques associated with the basic methods of sociology research, such as the ethnographic method. Also if they could analyze in a critical manner the diverse theoretical and methodological traditions that characterized the sociology discipline.</p> <p>It was expected that students would achieve an average score of 80% in the five-points rubrics used, where 1-2 is emerging, 3-4 is intermediate and 5 is advanced, in both the research and critical thinking assessments.</p> <p>Assessment results of research skills showed that the average score obtained was 4.2 points (84%), <b>thus the goal was met.</b></p> <p>Assessment results of critical thinking skills showed that the average score obtained was 4.2 (84%), <b>thus the goal was met.</b></p>	<p>processes that they will study in their baccalaureate experience as part of their research training.</p> <p>Critical Thinking: In all Sociology courses open and critical discussions contemplating the diverse theoretical and methodological tradition that characterizes the discipline will be encouraged.</p> <p>Furthermore, exercises where students will prepare monographs, presentations, and essays where students will employ critical thinking will be designed.</p>	

<b>School of Architecture</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Environmental Design</b>	<p>A rubric was used in ARQU 3121 to assess students' ability to define their necessity for information, research, and understanding of ethical, legal and social matters.</p> <p>The first results of these modules will be available in February 2012. Assessment information is pending to be submitted.</p>	<p>The content of the offered activities are open to evaluation.</p> <p>The professors in charge of the course will assign bonus points to the students who complete the modules.</p> <p>The process of systematization will facilitate the work between the professor and the librarian.</p>	Pending until findings are reporting.

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Information and Journalism</b>	<p><b>First Semester</b></p> <p><i>First Instance</i></p> <p>A rubric was used in the COPU 4148 (Writing for the Media) course to assess students' knowledge of the discipline in a news article the students were assigned to write.</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The score in specific Assessment Criteria for <u>Section X</u> were as follows:</p> <ul style="list-style-type: none"> <li>• Comply with article length – 2.9 points</li> <li>• Adequate article entry (lead) – 3.1 points</li> <li>• Mastery of journalistic style rules – 3.11 points</li> <li>• Correct use of relevant direct and indirect references – 3.11 points</li> <li>• Adequate content – 3.15 points</li> <li>• Thematic coherence – 3.11 points</li> <li>• Provocative and adequately written title – 3.13 points</li> </ul> <p>Results showed that the overall average score was <b>3.09</b> points.</p> <p>Since the expected outcome was met in 5 out of 6 criteria, <b>the goal was met.</b></p>	<p>No transforming actions were established.</p>	<p>The Information and Journalism program established 5 measures in 13 instances, 7 of which were met.</p> <p>No transforming actions were established.</p>

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>Second Instance</b></p> <p>A rubric was used in the INFP 4205 (Communication Seminar: Ethics in Communication) course to assess students' understanding of ethics, as a discipline related knowledge, in a writing for the press assignment.</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Mastery of adequate content knowledge – 3.1 points</li> <li>• Comply with article length – 3.4 points</li> <li>• Knows the pertinent Ethics – 3.6 points</li> <li>• Knows the pertinent Laws – 3.2 points</li> </ul> <p>Results showed that the overall average score was <b>3.3</b> points.</p> <p>Since the expected outcome was met in 4 out of 4 criteria, <b>the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in COPU 4148 (Writing for the Media) and in the INFP 4001 (Journalistic Writing I)</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>courses to assess students' application of the acquired knowledge of the discipline in a news article the students were assigned to write.</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The score in the specific Assessment Criteria for Section Y in COPU 4148 (Writing for the Media) were as follows:</p> <ul style="list-style-type: none"> <li>• assigned work comply with the extension required- 4.05 points</li> <li>• Adequate article entry – 2.78 points</li> <li>• Adequate content – 4.33 points</li> <li>• Provocative and adequately written title - 3.33 points</li> <li>• Master the writing styles for this type of media- 3.28 points</li> <li>• Thematic coherence – 3.72 points</li> </ul> <p>Results showed that the overall average score was <b>3.58</b> points.</p> <p>Since the expected outcome was met in 4 out of 5 criteria, <b>the goal was met.</b></p> <p><b>Fourth Instance</b></p> <p>A rubric was used in INFP 4001 (Journalistic Writing</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>I) to evaluate a news “lead”, as a discipline related knowledge. the students were assigned to write as part of an examination.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = Excellent or very good.            &lt; 3.5 - &gt; 2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The score in the specific Assessment Criteria in INFP 4001 (Journalistic Writing I) were as follows:</p> <ul style="list-style-type: none"> <li>• Thematic coherence – 3.5 points</li> <li>• Assigned work comply with the extension required- 3.88 points</li> <li>• Type of entry, effectiveness, creativity - 2.96 points</li> <li>• Content (adequate selection of the news outstanding element ) – 2.88 points</li> <li>• Content (correct, complete and adequate information) – 2.69 points</li> <li>• Journalistic Style – 3.65 points</li> </ul> <p>Results showed that the overall average was <b>3.26</b> points.</p>		



<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Since the expected outcome was met in 3 out of 6 criteria, <b>the goal was not met.</b></p> <p><b>Fifth Instance</b></p> <p>A rubric was used in the INFP 4059 (Journalism for Radio and TV) course to assess students' content knowledge in the writing and production of a radio report. (N=10)</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Theme selection – 3.31 points</li> <li>• Presentation of data (connections and sequences of ideas) – 3.5 points</li> <li>• Adequate sources – 3.65 points</li> <li>• Sound Selection according to the news focus– 3.63 points</li> <li>• Writing adequate link with the sounds used – 3.53 points</li> <li>• Length of the news – 3.65 points</li> <li>• The lead is attractive and concise– 2.94 points</li> <li>• History of the news is presented in a coherent way– 3.45 points</li> <li>• Relevant conclusion (closing) – 2.98 points</li> </ul>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> <li>• Quality of the sounds edition– 3.22 points</li> <li>• Special effects–not measured</li> </ul> <p>Results showed that the overall average was <b>3.39 points</b>. The expected goal was met in 8 out of 10 criteria assessed, <b>thus the goal was met.</b></p> <p><b>Sixth Instance</b></p> <p>A rubric was used the INFP 4002 (Journalistic Writing II) course to assess students' knowledge of writing in journalistic style news article.</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The score in the specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Theme cohesion (coherence, development of main ideas, transitions, connections, etc.) - 3.10 points               <ul style="list-style-type: none"> <li>• Adequate and creative lead - 2.77 points</li> </ul> </li> <li>• Adequate selection of the outstanding news element – 2.96 points</li> <li>• Appropriate, complete and correct information) – 2.85 points</li> <li>• Journalistic Style – 2.75 points</li> <li>• Compliance with the required news length - 3.28 points</li> </ul>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Results showed that the overall average score was <b>2.95 points</b>.</p> <p>Since the expected outcome was met in 2 out of 6 criteria, <b>the goal was not met</b>.</p> <p><b>Second semester</b></p> <p><b>First Instance</b></p> <p>A rubric was used in COPU 4148 course (Writing for the Media) to assess knowledge in writing a news article the students were assigned to write.</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria for <u>Section X</u> were as follows:</p> <ul style="list-style-type: none"> <li>• Compliance with article length – 3.0 points</li> <li>• Adequate lead -2.9 points</li> <li>• Selection of adequate information – 2.62 points</li> <li>• Master journalistic style rules – 2.8 points</li> <li>• Thematic coherence – 2.7 points</li> <li>• Provocative and adequate title – 3.1 points</li> </ul> <p>Results showed an overall average of <b>2.52 points</b> in the scale.</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Since the expected outcome was met in 2 out of 6 criteria, <b>the goal was not met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the INFP 4016 course (Introduction to Journalism) to assess students' knowledge of communication skills, as a discipline related knowledge, in research assignments (essays).</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Compliance with article length – 3.7 points</li> <li>• Adequate application of analysis techniques – 3.1 points</li> <li>• Adequate selection of information– 2.9 points</li> <li>• Content (adequate information) – 3.17 points</li> <li>• Journalistic Style – 2.92 points</li> <li>• Adequate lead – 2.76 points</li> <li>• Provocative and adequate title – 3.6 points</li> </ul> <p>Results showed an overall average of <b>3.16</b> points in the rubric scale used.</p> <p>Since the expected outcome was met in 3 out of 7 criteria, <b>the goal was not met.</b></p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>Third Instance</b></p> <p>A rubric was used in the COPU 4148 course (Writing for the Media) to assess knowledge in writing a news “lead” the students were assigned to write as part of an examination.</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria for <u>Section Y</u> were as follows:</p> <ul style="list-style-type: none"> <li>• Emphasizes the news element– 3.62 points</li> <li>• Journalistic style – 2.91 points</li> <li>• Adequate information) – 1.88 points</li> <li>• Adequate title – 1.97 points</li> </ul> <p>Results showed an overall average of 2.60 points in the rubric scale used.</p> <p>Since the expected outcome was met in 1 out of 4 criteria, <b>the goal was not met.</b></p> <p><b>Fourth Instance</b></p> <p>A rubric was used in the INFP 4001 course to assess knowledge in writing a news “lead” the students were assigned to write as part of an examination.</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Type of entry (lead)– 1.94 points</li> <li>• Adequate selection of news element – 3.56 points</li> <li>• Complete, adequate and correct information – 3.56 points</li> <li>• Journalistic style – 4.06 points</li> <li>• Compliance with article length – 4.47 points</li> </ul> <p>Results showed an overall average of <b>3.52 points</b> in the rubric scale used.</p> <p>Since the expected outcome was met in 4 out of 5 criteria, <b>the goal was met.</b></p> <p><b>Fifth Instance</b></p> <p>A rubric was used in the INFP 4059 (Journalism for Radio and TV) course to assess content knowledge in the writing and production of a radio report.</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Theme selection – 4.00 points</li> <li>• Presentation of data – 3.63 points</li> <li>• Adequate sources – 4.05 points</li> <li>• Sound Selection according to the news focus– 3.72 points</li> <li>• Adequate link with the sounds used – 3.53 points</li> <li>• Length of the news – 4.04 points</li> <li>• The lead is attractive and concise– 3.72 points</li> <li>• History of the news is presented in a coherent way– 3.68 points</li> <li>• Relevant conclusion – 3.45 points</li> </ul> <p>Results showed that the overall average was <b>3.76 points.</b></p> <p>Since the expected outcome was met in 9 out of 9 criteria, <b>the goal was met.</b></p> <p><b>Sixth Instance</b></p> <p>A rubric was used the INFP 4002 (Journalistic Writing II) course to assess students' knowledge of writing in journalistic style news article.</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>points (good) or higher in the rubric used will be the expected outcome.</p> <p>The score in the specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Adequate and creative lead - 2.81 points</li> <li>• Adequate selection of the outstanding news element – 3.03 points</li> <li>• Appropriate, complete and correct information – 2.90 points</li> <li>• Journalistic Style – 2.82 points</li> <li>• Compliance with the required news length - 3.30 points</li> </ul> <p>Results showed that the overall average score was <b>2.97 points</b>.</p> <p>Since the expected outcome was met in 2 out of 5 criteria, <b>the goal was not met</b>.</p> <p><b>Seventh Instance</b></p> <p>A rubric was used in the INFP 4809 course (History of Journalism in Puerto Rico) to assess students' content knowledge in a journalistic news article.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p>		



<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Adequate text order:: statement of the problem, development and conclusion – 4.07 points</li> <li>• The article is based on the pertinent historic perspectives, with concrete references to the past and future – 4.0 points</li> <li>• Adequate use of the assigned readings- 3.8 points</li> <li>• Adequate article length – 4.6 points</li> </ul> <p>Results showed that the overall average was <b>4.12</b> points.</p> <p>Since the expected outcome was met in 4 out of 4 criteria, <b>the goal was met.</b></p>		

## VIII. Capacity for Independent Studies

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Computer Science</b>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the CCOM 3030 course in order to assess students' intellectual curiosity skills in a written report of a topic assigned for independent study.</p> <p><i>Expected outcome:</i> At least 70% of the students are competent as defined in the rubric (3 points or more in a five point scale rubric). Scale used: 0, 2, 3, 5 points.</p> <p>Findings revealed that: 90% (19/21) of the students that completed the report were competent as defined in the rubric. <b>The goal was met.</b></p> <p><i>Second Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the CCOM 3030 course in order to assess students' intellectual curiosity skills in a written report of a topic assigned for independent study.</p> <p><i>Expected outcome:</i> At least 70% of the students are competent as defined in the rubric (3 points or more in a five point scale rubric). Scale used: 0, 2, 3, 5 points.</p>	<p><i>First Semester</i></p> <p>The Program will continue doing what it has done so far; there is no need to take actions at this time.</p> <p><i>Second Semester</i></p>	<p>The Computer Science department established objectives in five instances, three were met and the others are pending.</p> <p>No transforming actions were established.</p>

**College of Natural Sciences**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Findings revealed that: 90% (19/21) of the students that completed the report were competent as defined in the rubric. <b>The goal was met.</b></p> <p><b>Second Instance</b></p> <p>A yearly questionnaire was administered to assess how students experience in independent studies improved the capacity of continuous learning.</p> <p><i>Expected outcome:</i> At least 70% will answer that the independent studies improved the capacity of continuous learning.</p> <p>The questionnaire has not been sent yet.</p> <p><b>Third Instance</b></p> <p>A yearly questionnaire was administered to assess how the independent studies improved the capacity of continuous learning.</p> <p><i>Expected outcome:</i> At least 30% of the third and fourth year students have a research experience.</p> <p><i>Findings revealed that:</i> 67% (18/27) of the third and fourth year students have research experience. <b>Thus, the goal was met.</b></p> <p><b>Forth Instance</b></p> <p>A questionnaire was administered in order to assess</p>		

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>students' research presentation given by students.</p> <p><i>Expected outcome:</i> Each of the students that have worked on the research for at least a year has given a research presentation.</p> <p>The program is still collecting the information.</p>		
<b>Chemistry</b>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the QUIM 3255L course to assess students' capacity for independent study in a creative scientific work in a research proposal or project that complies with 75% or more of the criteria in a rubric.</p> <p>The expected outcome (performance indicator) was that 70.0% or more of the students would achieve 75% or more of the criteria in a rubric used to assess students' capacity for independent study in a research proposal or a research project.</p> <p>Findings revealed that for:</p> <p><u>Proy QUIM 3255L</u>: First Semester 2011-2012 70.5% of the students (N = 44) achieved 75% or more of the criteria in a rubric for a research project in Q3255L.</p> <p><b>The performance indicator was achieved.</b></p>	<p><i>First Semester</i></p> <p>The QUIM 3255L students were informed of the various criteria in the rubric used to evaluate their research project.</p>	<p>The Chemistry department established objectives in four instances, two were met and two are pending.</p> <p>Three transforming actions were established.</p>

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><u>Note:</u> The average student achievement was <math>79.3 \pm 11.5\%</math> (N = 44).</p> <p><b>Second Instance</b></p> <p>A rubric was used in QUIM 4015 L to assess students' capacity for independent study in a creative scientific work in a research proposal or project that complies with 75% or more of the criteria in a rubric.</p> <p>The expected outcome (performance indicator) was that 70.0% or more of the students achieve 75% or more of the criteria in a rubric that assesses students' capacity for independent study in a research proposal or a research project.</p> <p>Findings revealed that for:</p> <p><u>Proy QUIM 4015L:</u> First Semester 2011-2012 80.0% of the students (N = 10) achieved 75% or more of the criteria established for the assessment of students' capacity for independent study in a research project in QUIM 4015L.</p> <p><b>The performance indicator was achieved.</b></p> <p><u>Note:</u> The average student achievement was <math>82.5 \pm 10.1\%</math> (N = 10).</p> <p><i>Second semester</i></p> <p><b>First Instance</b></p>	<p>The QUIM 4015L students were informed of the various criteria in the rubric used to assess students' capacity for independent study in their research project.</p> <p><i>Second semester</i></p>	

**College of Natural Sciences**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in the QUIM 3002L course to assess students' capacity for independent studies in a creative scientific work in a research proposal or project that complies with 75% or more of the criteria in a rubric.</p> <p>The expected outcome (performance indicator) was that 70.0% or more of the students would achieve 75% or more of the criteria in a rubric used to assess students' capacity for independent study in a research proposal or a research project.</p> <p>Findings revealed that for:</p> <p>Proy Q3002L: Pending Sem II            xx.x% of the students (N = xx) achieved 75% or more of the criteria in a rubric for a research project in Q3002L.            The performance indicator was achieved.            Note: The average student achievement was xx.x ± x.x% (N = xx).</p> <p><b>Second Instance</b></p> <p>A rubric was used in the QUIM 3255L to assess students' capacity for independent study in a creative scientific work in a research proposal or project that complies with 75% or more of the criteria in a rubric.</p> <p>The expected outcome (performance indicator) was that 70.0% or more of the students would achieve 75% or more of the criteria in a rubric used to assess a research proposal or a research project.</p>	<p>The QUIM 3002L students were informed of the various criteria in the rubric used to assess students' capacity for independent study in their research project.</p>	

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Findings revealed that for:</p> <p>Proy QUIM 3255L: Second Semester 2011-2012            Pending Sem II            36.7% of the students (N = 49) achieved 75% or more of the criteria in a rubric for a research project in Q3255L.            The performance indicator was not achieved.            Note: The average student achievement was 70.8% ± 15.5% (N = 49).</p>		
<b>Interdisciplinary Program in Natural Sciences</b>	<p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in CNEI 4012 course (Capstone 2) to assess the use of scientific research methodology in reports (direct measure).</p> <p><u>Expected outcome:</u></p> <ol style="list-style-type: none"> <li>70% or more of the students will obtain a score of 72 points or more on a scale of 0-90 points in the draft of the final report, and in the final report.</li> <li>70% of the students will maintain or improve their score in the final report.</li> </ol> <p><u>Findings revealed that</u></p> <ol style="list-style-type: none"> <li>67.6% of the students obtained 72 or more in the draft of the report (74.2±9.2). <b>Thus the goal was not met.</b></li> <li>In the final report, 94.4% of the students obtained a score of 80 or more in the final report (82,4±6.1).</li> </ol>	<p><i>Second semester</i></p> <p>Even though we obtained expected results, we observed that the students don't have sufficient statistical analysis skills (further than descriptive statistics) and in the way to cite references. Professors emphasized the importance of these areas to those students who were taking Capstone 1 during this semester and who would be developing their research during the next semester.</p> <p>Workshops on statistics and citing references for the students of the Capstone 1 course were offered hoping that by doing so the students would perform better in the Capstone 2 course.</p>	<p>The Interdisciplinary Program in Natural Sciences department established objectives in one instance, of which 2 objectives were met.</p> <p>Two transforming actions were established.</p>

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>Thus the goal was met.</b></p> <p>2. In the final report 97.2% of the students improved their final score. <b>Thus the goal was met.</b></p>		
<b>Physics</b>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>In the FISI 4051 course students' capacity for independent studies was assessed indirectly by identifying the number of students participating in research projects and summer internships.</p> <p>It was expected that 70% of the students would participated in research, independent studies or summer internships.</p> <p>Findings revealed that of the three students enrolled in the course, two were physics majors and only one of them continued with a research project, therefore in this course only 50% of students participated. <b>The goal was not met.</b></p> <p><b>Second Instance</b></p> <p>In the FISI 4076 course students' capacity for independent studies was assessed indirectly by identifying the number of students participating in research projects and summer internships.</p> <p>It was expected that 70% of the students would participated in research, independent studies or summer internships.</p>	<p><i>First Semester</i></p> <p>The Program will continue providing undergraduate students research opportunities and summer internships.</p>	<p>The Physics department established objectives in four instances, three were met.</p> <p>Two transforming actions were established.</p>



<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Findings revealed that of the eight students enrolled in the course, five were physics majors and all of them continued with a research project, therefore, in this course 100% of students participated. <b>The goal was met.</b></p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>In the FISI 4052 course students' capacity for independent studies was assessed indirectly by identifying the number of students participating in research projects and summer internships.</p> <p>It was expected that 70% of the students would participated in research, independent studies or summer internships.</p> <p>Findings showed that out of the 7 enrolled students, 5 are from the Physics Program and four of them (80%) participated on research projects. <b>Thus, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>In the FISI 4077 course students' capacity for independent studies was assessed indirectly by identifying the number of students participating in research projects and summer internships.</p>	<p><i>Second semester</i></p> <p>We will continue offering and promoting undergraduate research and summer internships opportunities to our students.</p>	

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 70% of the students would participated in research, independent studies or summer internships.</p> <p>Findings showed that of the 9 students enrolled in the course, 6 are from the Physics Program and 5 of them (83%) participated on research projects. <b>The goal was met.</b></p>		

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Anthropology</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the ANTR 3006 (Sociocultural Anthropology) and ANTR 4098 (Anthropology Research Seminar) and Department Research Seminar courses to assess if the students are able to develop characteristics and abilities for independent study.</p> <p>It was expected that students would achieve an average score of 70% in the five-points rubrics used, where 1-2 is emerging, 3-4 is intermediate and 5 is advanced.</p> <p>Results showed that the average score was 3.4 points (68%). <b>Thus the goal was not met.</b></p>	<p>In all Anthropology courses the development of skills and abilities that allow for student to consciously develop learning methods towards the formation of abilities that allow for the uninterrupted construction of knowledge and learning will be encourage. Also, the consciousness of the elements and variables that intervene in the learning process will be encouraged.</p>	<p>The Anthropology department established objectives in one instance, which was not met.</p> <p>One transforming action was established.</p>
<b>Sociology</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the SOCI 3245 (Principles of Sociology), SOCI 3267 (Sociological Research Technics), and Research Seminar courses to assess if students are able to develop characteristics and abilities for independent study.</p> <p>It was expected that students would achieve an average score of 70% in the five-points rubrics used, where 1-2 is emerging, 3-4 is intermediate and 5 is advanced.</p>	<p>In all the Sociology courses the development of skills and abilities that allow for student to consciously develop learning methods towards the formation of abilities that allow for the uninterrupted construction of knowledge and learning will be encourage, by being conscious of the elements and variables that intervene in the learning process.</p>	<p>The Sociology department established objectives in one instance, which was met.</p> <p>One transforming action was established.</p>

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	Results showed that the average obtained was 4.2 points (80%), <b>thus the goal was met.</b>		

## IX. Intellectual curiosity

College of Natural Sciences			
Academic Program	Findings	Transforming Actions	Summary of Results
<b>Computer Science</b>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the CCOM 3030 course in order to assess students' intellectual curiosity skills in a written report of a topic assigned for independent study.</p> <p><i>Expected outcome:</i> At least 70% of the students are competent as defined in the rubric (3 points or more in a five point scale rubric). Scale used: 0, 2, 3, 5 points.</p> <p>Findings revealed that: 90% (19/21) of the students that completed the report were competent as defined in the rubric. <b>The goal was met.</b></p>	<p><i>First Semester</i></p> <p>The program will continue doing what it has done so far; there is no need to take actions at this time.</p>	<p>The Computer Science department established objectives in six instances, five were met and one is pending.</p> <p>No transforming actions were established.</p>
	<p><i>Second Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the CCOM 3030 course in order to assess students' intellectual curiosity skills in a written report of a topic assigned for independent study.</p> <p><i>Expected outcome:</i> At least 70% of the students are competent as defined in the rubric (4 points or more in a five point scale rubric). Scale used: 1 to 5 points.</p>	<p><i>Second Semester</i></p> <p>The Program will continue doing that it has done so far; there is no need to take action at this time.</p>	

College of Natural Sciences			
Academic Program	Findings	Transforming Actions	Summary of Results
	<p><u>Findings revealed that:</u></p> <p>In the written report, 90% (19/21) of the students that completed the report were competent as defined in the rubric. <b>The goal was met.</b></p> <p><b>Second Instance</b></p> <p>A yearly questionnaire was administered to assess students' interest in graduate studies.</p> <p><u>Expected outcome:</u> At least 50% of the graduates continued to graduate school.</p> <p>The questionnaire has not been sent yet.</p> <p><b>Third Instance</b></p> <p>A yearly questionnaire was administered to assess students' interest in research.</p> <p><u>Expected outcome:</u> At least 70% will answer that they have participated or are interested in participating in a research project.</p> <p>Findings revealed that: 87% (47/54) of the students indicated that they have participated or are interested in participating in a research project. <b>Thus, the goal was met.</b></p> <p><b>Forth Instance</b></p> <p>A yearly questionnaire was administered to assess</p>	<p>The questionnaire will be sent in August 2012.</p> <p>The Program will continue doing what it has done so far; there is no need to take actions at this time.</p> <p>The program will continue doing what it has been</p>	

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>students' interest in graduate studies.</p> <p><i>Expected outcome:</i> At least 50% will answer that they have participated or are interested in pursuing graduate studies.</p> <p><i>Findings revealed that:</i></p> <p>65% (35/54) of the students indicated that they have participated or are interested in pursuing graduate studies. <b>Thus, the goal was met.</b></p> <p><b>Fifth Instance</b></p> <p>A yearly questionnaire was administered to assess the number of students working on research.</p> <p><i>Expected outcome:</i> At least 30% of the third and fourth year students have research experience.</p> <p>Findings revealed that: 67% (18/27) of the third and fourth year students have research experience. <b>Thus, the goal was met.</b></p>	<p>done so far; there is no need to take actions at this time.</p> <p>The program will continue doing what it has been done so far; there is no need to take actions at this time.</p>	
<b>Chemistry</b>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the QUIM 4999 (Undergraduate Research) course to assess students' intellectual curiosity skills through the number of students participating in the chemistry undergraduate research course.</p>	<p><i>First Semester</i></p> <p>The Academic Assistant to the Director of the Program of Chemistry was informed of the assessment findings.</p>	<p>The Chemistry department established objectives in one instance, which was met.</p> <p>One transforming action was established.</p>

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>The expected outcome (performance indicator) was that a 20.0% increase or more of students registered in the undergraduate research course (QUIM 4999) is observed in fourth or fifth year chemistry students compared to first year students.</p> <p>Findings revealed that for:  <u>QUIM 4999 First Year Students:</u>            3.2% of the first year students (N = 93) participated in QUIM 4999.</p> <p><u>QUIM 4999 Second Year Students:</u>            17.0% of the second year students (N = 100) participated in QUIM 4999.</p> <p><u>QUIM 4999 Third Year Students:</u>            28.1% of the third year students (N = 89) participated in QUIM 4999.</p> <p><u>QUIM 4999 Fourth Year Students:</u>            25.4% of the fourth year students (N = 71) participated in QUIM 4999.</p> <p><u>QUIM 4999 Fifth Year Students:</u>            41.7% of the fifth year students (N = 60) participated in QUIM 4999.</p> <p>The percentage increase of students registered in the Undergraduate Research course (QUIM 4999) was 22.2% and 38.5% in the fourth and fifth year chemistry students, respectively, when compared to the first year chemistry students.</p>		



<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<b>Thus, the performance indicator was achieved.</b>		
<b>Physics</b>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>In the FISI 4051 course students' intellectual curiosity was assessed indirectly by identifying the number of students participating in research projects and summer internships.</p> <p>It was expected that 70% of the students would participated in research, independent studies or summer internships.</p> <p>Findings revealed that of the three students enrolled in the course, two were physics majors and only one of them continued with a research project, therefore in this course only 50% of students participated. <b>The goal was not met.</b></p> <p><b>Second Instance</b></p> <p>In the FISI 4076 course students' intellectual curiosity was assessed indirectly by identifying the number of students participating in research projects and summer internships.</p> <p>It was expected that 70% of the students would participated in research, independent studies or summer internships.</p> <p>Findings revealed that of the eight students enrolled</p>		<p>The Physics department established objectives in four instances, four were met.</p> <p>No transforming actions were established.</p>

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>in the course, five were physics majors and all of them continued with a research project, therefore, in this course 100% of students participated. <b>The goal was met.</b></p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>In the FISI 4052 course students' intellectual curiosity was assessed indirectly by identifying the number of students participating in research projects and summer internships.</p> <p>It was expected that 70% of the students would participate in research, independent studies or summer internships.</p> <p>Findings showed that out of the 7 enrolled students, 5 are from the Physics Program and four of them (80%) participated in research projects. <b>Thus, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>In the FISI 4077 course students' intellectual curiosity was assessed indirectly by identifying the number of students participating in research projects and summer internships.</p> <p>It was expected that 70% of the students would participated in research, independent studies or summer internships.</p>		

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	Findings showed that of the 9 students enrolled in the course, 6 are from the Physics Program and 5 of them (83%) participated on research projects. <b>The goal was met.</b>		

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Anthropology</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the ANTR 3006 (Sociocultural Anthropology) and ANTR 4098 (Anthropology Research Seminar) and Department Research Seminar courses to assess students' self-study skills and the capacity to identify the application type problems.</p> <p>It was expected that students would achieve an average score of 70% in the five-points rubrics used, where 1-2 is emerging, 3-4 is intermediate and 5 is advanced.</p> <p>Results showed that the average score was 3.2 points (64%). <b>Thus the goal was not met.</b></p>	<p>All Anthropology courses we will continue to offer undergraduate research opportunities, seminars and internships.</p>	<p>The Anthropology department established objectives in one instance, which was met.</p> <p>One transforming action was established.</p>
<b>Economics</b>	<p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the ECON 4416 (Research Methods In Economics) course to assess students' intellectual curiosity skills in a research project.</p> <p>It was expected that a majority of students will score between 2.5 and 3.5 points (63% to 88%) in a four point scale rubric, which means that they would perform at a 'satisfactory' or 'good' performance level.</p> <p>Students worked in pairs in this learning activity.</p>		<p>The Economics department established objectives in one instance, which was met.</p> <p>No transforming actions were established.</p>

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Assessment by the partner was gathered as:</p> <p>b) Partner contribution</p> <ul style="list-style-type: none"> <li>• Definition of the Research Problem – 3.04 points (76%)</li> <li>• Definition of the Hypothesis – 3.09 points (77%)</li> <li>• Data and Information Search – 3.04 points (76%)</li> <li>• Methodology Development – 2.65 points (69%)</li> <li>• Discussion of results - 2.93 points (73%)</li> <li>• Discussion of recommendations – 2.88 points (72%)</li> <li>• Writing – 2.93 points (73%)</li> </ul> <p>c) Students' capacity</p> <ul style="list-style-type: none"> <li>• Argumentation and contribution to the discussion of ideas – 3.09 points (77%)</li> <li>• Creative process – 2.93 points (73%)</li> <li>• Showed Intellectual Curiosity through the search of possible answers to research questions – 3.15 points (79%)</li> <li>• Showed respect towards others' ideas – 3.36 points (84%)</li> </ul> <p><b>Thus the goal was met in all criteria assessed and as an average score of 79%.</b></p>		
<b>Political Science</b>	<p><i>First semester</i></p> <p><b>First Instance</b></p>		

**College of Social Sciences**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in the CIPO 4215 course (Theory of International Relations) to assess students' intellectual curiosity skills towards diverse theories or focuses applied to the Political Science field when evaluating an essay. (N=17, 18)</p> <p>It was expected that at least 75% of the students would perform at an 'excellent' or 'good' level in each criteria on the rubric used. A total of five criteria were assessed.</p> <p>Findings in terms of the percentage of students that achieved the expected outcome by criteria were:</p> <ul style="list-style-type: none"> <li>• <i>Demonstrated intellectual curiosity towards diverse perspectives or applied theories to the same topic</i> - Out of the 17 students assessed, 14 (82%) performed between 'excellent' and 'good', while only 3 (18%) of the students assessed need particular attention.</li> <li>• <i>Shown capacity to distinguished the diverse theories and perspectives understanding its differences as well its similarities</i> - Out of the 17 students assessed, 15 (88%) performed between 'excellent' and 'good', while only 2 (12%) performed at the 'poor' level.</li> <li>• <i>Shown capacity to comprehend the political-historical context in the development of the diverse theories and concepts of political thinking</i> - Out of the 17 students assessed, 15</li> </ul>	<p>Professors will use short application exercises of each theory discussed in the courses when presenting a case study.</p> <p>Also, professors could give introductory discussions in the courses to compare how the diverse theories and points of views related to some topics of justice.</p>	<p>The Political Science department established objectives in two instances, which were met.</p> <p>Two transforming actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>(88%) performed between ‘excellent’ and ‘good’, while only 2 (12%) performed at the ‘poor’ level.</p> <ul style="list-style-type: none"> <li>• <i>Shown ability to correctly apply diverse theories or theoretical focuses to problems and discussions</i> Out of the 18 students assessed, 15 (83%) performed between ‘excellent’ and ‘good’, while only 3 (17%) performed at the ‘poor’ level.</li> <li>• <i>Evaluates the theoretical and conceptual diversity as an instrument to generate knowledge on political issues</i> - Out of the 17 students assessed, 13 (77%) performed at an ‘excellent’ level, while 4 (23%) performed at a ‘poor’ level.</li> </ul> <p><b>Since the expected outcome was achieved in all criteria assessed, the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in the CIPO 4635 course (Justice Theories) to assess the student’s intellectual curiosity skills towards diverse applied theories in various educational activities. (N=23)</p> <p>It was expected that at least 75% of the students would perform at an ‘excellent’ or ‘good’ level according to each criterion in the rubric used in each educational activity.</p>		

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>The professor of the CIPO 4635 course used the same rubric used by the professor of the CIPO 4215 course, but in different educational activities to assess each criterion in the rubric.</p> <p>Findings by educational activity and criteria were:</p> <ul style="list-style-type: none"> <li>Educational Activity: an oral presentation of one of the two theories of justice discussed in the course.</li> </ul> <p>Criterion: <i>Demonstrated intellectual curiosity towards divers perspectives or applied theories to the same topic</i> - Out of the 23 students assessed, 22 (96%) performed between ‘excellent’ or ‘good’ level, while only 1 (4%) performed at the ‘poor’ level. <b>Thus, the goal was met.</b></p> <ul style="list-style-type: none"> <li>Educational Activity: a discussion exam in which students had to compare two of the theories presented in the course in three aspects: liberty, democracy, merit.</li> </ul> <p>Criterion: <i>Shown capacity to distinguished the diverse theories and perspectives understanding its differences as well its similarities</i> - Out of the 23 students assessed, 21 (92%) performed between ‘excellent’ or ‘good’ level, while only 2 (8%) performed at the ‘poor’ level. <b>Thus, the goal was met.</b></p> <ul style="list-style-type: none"> <li>Educational Activity: a class discussion based on concrete examples presented by the</li> </ul>		



<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>professor or by the students;</p> <p>Criterion: <i>Shown capacity to comprehend the political-historical context in the development of the diverse theories and concepts of political thinking</i> - Out of the 23 students assessed, 20 (87%) performed between ‘excellent’ or ‘good’ level, while only 3 (13%) performed at the ‘poor’ level. <b>Thus, the goal was met.</b></p> <ul style="list-style-type: none"> <li>• Educational Activity: an open-ended exam in which two concrete situations were presented; (1) bombardment of a missile in a populated area in a preventive context, and (2) taxes for financing public health, to be analyzed according to three theories of utilitarianism, libertinism, and liberalism. Students presented an analysis of the similarities and differences of political theories.</li> </ul> <p>Criterion: <i>Shown capacity to correctly apply the diverse theories or theoretical concepts or perspectives to problems, questions or class discussions</i> - Out of the 23 students assessed, 19 (83%) performed between ‘excellent’ or ‘good’ level, while only 4 (17%) performed at the ‘poor’ level. <b>Thus, the goal was met.</b></p> <ul style="list-style-type: none"> <li>• Educational Activity: Through a written paper, students presented demonstrated their attitudes towards the theories of justice</li> </ul>		

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>considered and discussed in the course.</p> <p>Criterion: <i>Evaluates the theoretical and conceptual diversity as an instrument to generate knowledge on political issues</i> - Out of the 23 students assessed, 19 (83%) performed between ‘excellent’ or ‘good’ level, while only 4 (8%) performed at the ‘poor’ level. <b>Thus, the goal was met.</b></p> <p><b>Thus the goal was met in each of the five educational activities assessed.</b></p>		
<b>Sociology</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the SOCI 3245 (Principles of Sociology), SOCI 3267 (Sociological Research Technics), and Research Seminar courses to assess if students develop self-study skills and the capacity to identify application-type problems. Also their participation in research related activities.</p> <p>It was expected that students would achieve an average score of 70% in the five-points rubrics used, where 1-2 is emerging, 3-4 is intermediate and 5 is advanced.</p> <p>Results showed that the average score obtained was 4.4 points (88%), <b>thus the goal was met.</b></p>	<p>In all the Sociology courses undergraduate research opportunities, seminars and internships will continue to be offered.</p>	<p>The Sociology department established objectives in one instance, which was met.</p> <p>No transforming actions were established.</p>

## X. **Ongoing Learning**

None of the academic programs of the UPR-RP Campus evaluated this learning outcome in the 2011-2012 Academic Year.

## XI. Knowledge Integration

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Business Administration</b>	<p>A 3 point scale rubric (where 1 is “developing”, two is “satisfactory”, and 3 is “proficient”) was used in ADMI 4007 to assess students’ ability to demonstrate knowledge of business and the context in which they operate in a Case Study.</p> <p>It was expected that at least 70% of students would reach the proficient level (3 points) as stated on the rubric.</p> <p>The general results showed that during the second semester of the 2011-2012 academic year, of the 32 student assessed, 91% reached a proficient level. This finding compares favorably with the one observed on the 2nd semester of the 2010-2011 academic year, where only 53% of the 86 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <p>14) Describes the problem or organizational current strategic situation.            a) 2011-2012: 90.6%            b) 2010-2011: 25.6%</p> <p>15) Identifies the firm’s current mission and strategic positioning.            a) 2011-2012: 46.9%            b) 2010-2011: 47.7%</p>	<p>The College has determined the course should be revised. A professor was asked to make a pilot revision. The pilot revision was implemented in a course section and assessed on the second semester of 2011-12.</p>	<p>The Business Administration department established objectives in one instance, which was not met.</p> <p>One transforming action was established.</p>

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	16) Identifies objectives, policies and/or procedures pertaining the actual positioning of the firm. a) 2011-2012: 59.4% b) 2010-2011: 25.6%		
	17) Identifies the functional areas related to the problem. a) 2011-2012: 68.8% b) 2010-2011: 36.0%		
	18) Identifies the firm's strength and weakness. a) 2011-2012: 43.8% b) 2010-2011: 48.8%		
	19) Explains the role of the different functional areas affecting the firm's current position a) 2011-2012: 71.9% b) 2010-2011: 15.1%		
	20) Identifies the major local and/or global components of the firm's external environment. a) 2011-2012: 87.5% b) 2010-2011: 43.0%		
	21) Explains how the major components of the external environment are impacting the problem or current situation. a) 2011-2012: 50.0% b) 2010-2011: 54.7%		
	22) Performs pertinent basic quantitative and/or qualitative analysis necessary to assess the		

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>problem of situation. a) 2011-2012: 56.3% b) 2010-2011: 45.3%</p> <p>23) Performs quantitative and/or qualitative analysis using appropriate theories and tools associated to the different functional areas. a) 2011-2012: 100.0% b) 2010-2011: 12.8%</p> <p>24) Proposes viable strategies based on the analysis. a) 2011-2012: 78.1% b) 2010-2011: 40.7%</p> <p>25) Justifies the proposed strategies with basic quantitative and/or qualitative analysis. a) 2011-2012: 84.4% b) 2010-2011: 38.4%</p> <p>26) Recommends and justifies a course of action from the proposed strategies. a) 2011-2012: 56.3% b) 2010-2011: 25.6%</p> <p><b>Seven out of thirteen of the criteria assessed in the 2011-2012 were not met, although results show improvement in 10 out of 13 criteria assessed.</b></p>		
<p><b>Business Administration</b></p> <p>Knowledge</p>	<p><b>First instance</b></p> <p>A 3 point scale rubric (where 1 is “developing”, 2 is “satisfactory”, and 3 is “proficient”) was used in COEM 3001 (Business Communication) course to assess students’ ability to demonstrate interpersonal</p>	<p>Data shows students meet this learning goal. FAE will assess these competencies in a new set of courses starting in January 2014.</p>	<p>The Business Administration Core Programs established three measures in a total of nine instances, four met.</p>

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
integration: Interpersonal/ intercultural skills	<p>skills and promote diversity in an Interpersonal/Intercultural case study.</p> <p>The information regarding this learning outcome was gathered in the 2010-2011 academic year, and it's presented retrospectively. The results were analyzed in the 2011-2012 academic year.</p> <p>It was expected that at least 70% of students would reach the proficient level (3 points) as stated on the rubric.</p> <p>The general results showed that during the 2<sup>nd</sup> semester of the 2010-2011 academic year, of the 46 student assessed, 85% reached a proficient level. This finding compares favorably with the one observed on the 1<sup>st</sup> semester of the 2010-2011 academic year, where only 66% of the 59 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <p>6) Demonstrates knowledge of the country's business protocol.  a) 2010-2011 1<sup>st</sup> semester: 17.0%  b) 2010-2011 2<sup>nd</sup> semester: 58.7%</p> <p>7) Applies positive tones when interacting with other cultures.  a) 2010-2011 1<sup>st</sup> semester: 46.0%  b) 2010-2011 2<sup>nd</sup> semester: 65.2%</p>		Two transforming actions were established.

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
Knowledge integration: Teamwork	<p>8) Avoids prejudice when interacting with diverse cultural environment. a) 2010-2011 1<sup>st</sup> semester: 61.0% b) 2010-2011 2<sup>nd</sup> semester: 80.4%</p> <p>9) Demonstrates a tolerant attitude towards values different from his/her culture. a) 2010-2011 1<sup>st</sup> semester: 53.0% b) 2010-2011 2<sup>nd</sup> semester: 69.6%</p> <p>10) Applies emotional intelligence in cultural contexts different from his/hers. a) 2010-2011 1<sup>st</sup> semester: 32.0% b) 2010-2011 2<sup>nd</sup> semester: 69.6%</p> <p><b>In the first semester, the expected outcome was achieved in 0 out of 5 criteria assessed. Therefore, the goal was not met.</b></p> <p><b>In the second semester, the expected outcome was achieved in 1 out of 5 criteria assessed. Therefore, the goal was not met. Results improved in all five criteria from the first to the second semester.</b></p> <p><b>Second instance</b></p> <p>A 3 point scale rubric (where 1 is “developing”, 2 is “satisfactory”, and 3 is “proficient”) was used in COEM 3001 (Business Communication) course to assess students’ ability to effectively apply teamwork principles and theories to the team work in a case study.</p>	Data shows students meet this learning goal. FAE will assess these competencies in a new set of courses starting in January 2014.	



<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>The information regarding this learning outcome was gathered in the 2010-2011 academic year, and it's presented retrospectively. The results were analyzed in the 2011-2012 academic year.</p> <p>It was expected that at least 70% of students would reach the proficient level (3 points) as stated on the rubric.</p> <p>The general results showed that during the 2<sup>nd</sup> semester of the 2010-2011 academic year, of the 37 student assessed, 95% reached a proficient level. This finding compares favorably with the one observed on the 1<sup>st</sup> semester of the 2010-2011 academic year, in which 93% of the 29 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <p>6) Contribution to teamwork.            a) 2010-2011 1<sup>st</sup> semester: 72.4%            b) 2010-2011 2<sup>nd</sup> semester: 78.4%</p> <p>7) Task completion            a) 2010-2011 1<sup>st</sup> semester: 82.8%            b) 2010-2011 2<sup>nd</sup> semester: 78.4%</p> <p>8) Attitude            a) 2010-2011 1<sup>st</sup> semester: 89.7%            b) 2010-2011 2<sup>nd</sup> semester: 89.2%</p> <p>9) Focuses on task</p>		

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p>Knowledge integration: Teamwork</p>	<p>a) 2010-2011 1<sup>st</sup> semester: 72.4% b) 2010-2011 2<sup>nd</sup> semester: 70.3%</p> <p>10) Supports Teamwork a) 2010-2011 1<sup>st</sup> semester: 89.7% b) 2010-2011 2<sup>nd</sup> semester: 91.9%</p> <p><b>In the first semester, the expected outcome was achieved in 5 out of 5 criteria assessed. Therefore, the goal was met.</b></p> <p><b>In the second semester, the expected outcome was achieved in 5 out of 5 criteria assessed. Therefore, the goal was met. Results improved in two out of five criteria from the first to the second semester.</b></p> <p><b>Third instance</b></p> <p>A 3 point scale rubric (where 1 is “developing”, 2 is “satisfactory”, and 3 is “proficient”) was used in ADMI 4005 to assess students’ ability to effectively apply teamwork principles and theories to the team work in a case study.</p> <p>The information regarding this learning outcome was gathered in the 2008-2010 academic years, and it’s presented retrospectively. The results were analyzed in the 2011-2012 academic year.</p> <p>It was expected that at least 70% of students would reach the proficient level as stated on the rubric.</p> <p>The general results showed that during the 1<sup>st</sup></p>	<p>Data shows students meet this learning goal. FAE will assess these competencies in a new set of courses starting in January 2014.</p>	

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>semester of the 2009-2010 academic year, of the 114 student assessed, 86% reached a proficient level. This finding compares favorably with the one observed on the 2<sup>nd</sup> semester of the 2008-2009 academic year, where only 83% of the 219 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <p>6) Clarity in exposition a) 2008-2009 2<sup>nd</sup> semester: 53.0% b) 2009-2010 1<sup>st</sup> semester: 53.5%</p> <p>7) Demonstrates command over the material a) 2008-2009 2<sup>nd</sup> semester: 50.2% b) 2009-2010 1<sup>st</sup> semester: 55.3%</p> <p>8) Organization and development a) 2008-2009 2<sup>nd</sup> semester: 64.8% b) 2009-2010 1<sup>st</sup> semester: 64.9%</p> <p>9) Time distribution a) 2008-2009 2<sup>nd</sup> semester: 73.1% b) 2009-2010 1<sup>st</sup> semester: 72.8%</p> <p>10) Promotes participation a) 2008-2009 2<sup>nd</sup> semester: 51.6% b) 2009-2010 1<sup>st</sup> semester: 60.5%</p> <p><b>In the 2008-2009 academic year, the expected outcome was achieved in 1 out of 5 criteria assessed. Therefore, the goal was not met.</b></p>		

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p>Knowledge integration: Leadership</p>	<p><b>In the 2009-2010 academic year, the expected outcome was achieved in 1 out of 5 criteria assessed. Therefore, the goal was not met. Results improved in four out of five criteria from the first to the second semester.</b></p> <p><b>Fourth instance</b></p> <p>A 3 point scale rubric (where 1 is “developing”, 2 is “satisfactory”, and 3 is “proficient”) was used in COEM 3001 (Business Communication) course to assess if students demonstrate negotiation skills and reach consensus, demonstrate the ability to create and articulate vision, and show attitudes that promote a harmonious working atmosphere.</p> <p>It was expected that at least 70% of students would reach the proficient level (3 points) as stated on the rubric.</p> <p>The information regarding this learning outcome was gathered in the 2010-2011 academic year, and it’s presented retrospectively. The results were analyzed in the 2011-2012 academic year.</p> <p>The general results showed that during the 2<sup>nd</sup> semester of the 2010-2011 academic year, of the 43 student assessed, 84% reached a proficient level. This finding compares favorably with the one observed on the 1<sup>st</sup> semester of the 2010-2011 academic year, where only 95% of the 42 students assessed reached</p>		

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <p>6) Confidence to exercise leadership            a) 2010-2011 1<sup>st</sup> semester: 95.2%            b) 2010-2011 2<sup>nd</sup> semester: 81.3%</p> <p>7) Negotiates the assignment of tasks with the team            a) 2010-2011 1<sup>st</sup> semester: 88.1%            b) 2010-2011 2<sup>nd</sup> semester: 79.1%</p> <p>8) Attitude            a) 2010-2011 1<sup>st</sup> semester: 85.7%            b) 2010-2011 2<sup>nd</sup> semester: 69.8%</p> <p>9) Focuses on task            a) 2010-2011 1<sup>st</sup> semester: 81.0%            b) 2010-2011 2<sup>nd</sup> semester: 74.4%</p> <p>10) Supports teamwork            a) 2010-2011 1<sup>st</sup> semester: 90.5%            b) 2010-2011 2<sup>nd</sup> semester: 83.7%</p> <p><b>In the first semester, the expected outcome was achieved in 5 out of 5 criteria assessed. Therefore, the goal was met.</b></p> <p><b>In the second semester, the expected outcome was achieved in 5 out of 5 criteria assessed. Therefore, the goal was met. Results were higher in all criteria assessed in the first semester, when</b></p>		

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p>Knowledge integration: Use of Technology</p>	<p><b>comparing to the results of the second semester.</b></p> <p><b>Fifth instance</b></p> <p>A 3 point scale rubric (where 1 is “developing”, 2 is “satisfactory”, and 3 is “proficient”) was used in ESTA 3041 (Business Statistics I) to assess if students integrate technological resources to the business operations and competitiveness in an assignment problem using Excel.</p> <p>It was expected that at least 70% of students would reach the proficient level (3 points) as stated on the rubric.</p> <p>The general results showed that during the 2<sup>nd</sup> semester of the 2011-2012 academic year, of the 82 student assessed, 91% reached a proficient level. This finding compares favorably with the one observed on the 2<sup>st</sup> semester of the 2009-2010 academic year, where only 70% of the 88 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <p>6) Gathered data for calculations.            a) 2009-2010 2<sup>nd</sup> semester: 86.4%            b) 2011-2012 2<sup>nd</sup> semester: 95%</p> <p>7) Appropriate use of tables.            a) 2009-2010 2<sup>nd</sup> semester: 65.9%            b) 2011-2012 2<sup>nd</sup> semester: 85.0%</p>	<p>Starting in 2010, an assignment of at least 2 accounting related problems using Excel is assigned to all students in all sections of the <i>Management Information Systems</i> course. The assignment practices formulas including functions and relative vs. absolute cell references, as well as the creation of charts.</p>	

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>8) Appropriate use of formulas and functions.            a) 2009-2010 2<sup>nd</sup> semester: 31.8%            b) 2011-2012 2<sup>nd</sup> semester: 68.0%</p> <p>9) Generates charts from data on tables that are appropriately labeled and formatted.            a) 2009-2010 2<sup>nd</sup> semester: 51.1%            b) 2011-2012 2<sup>nd</sup> semester: 74.0%</p> <p>10) Demonstrates knowledge of Excel features.            a) 2009-2010 2<sup>nd</sup> semester: 10.2%            b) 2011-2012 2<sup>nd</sup> semester: 66.0%</p> <p><b>Since the expected outcome was achieved in 3 out of 5 criteria assessed, the goal was not met. Results improved in all criteria assessed from previous academic year.</b></p>		

<b>College of Education</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p><b>Teacher Preparation Program</b></p> <p>Integration of emerging education technologies</p>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in FAED 4001, 4002, and 4003 courses to assess knowledge integration of emergent technologies in their teaching practicum classrooms to support and enrich teaching, a significant learning process, and authentic evaluation, and to promote communication, research and creation, in an e-Portfolio.</p> <p>The preliminary results showed an average score of 15 points (achieved) in the above mentioned skills, in education technologies. Since the expected outcome was that students average score were in 15-21 points range (excellent level), <b>the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used to assess knowledge integration of emergent technologies in their teaching practicum classrooms to support and enrich teaching, a significant learning process, and authentic evaluation, and to promote communication, research and creation, in students' portfolio in Teaching Methodologies courses.</p> <p>Findings revealed that 90% of the teaching candidates obtained a performance level of 4 points (outstanding), in a four point rubric. Although no expected outcome was previously established in the report, it can be inferred that the results are more than</p>		<p>The Teacher Preparation Programs established 3 measures in a total of 11 instances, all of them were met.</p> <p>No transforming actions were established.</p>



College of Education			
Academic Program	Findings	Transforming Actions	Summary of Results
	<p>acceptable. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>Students grade distribution was used as an indirect measure in the TEED course to assess knowledge integration of emergent technologies in their teaching practicum classrooms to support and enrich teaching, a significant learning process, and authentic evaluation, and to promote communication, research and creation.</p> <p>Findings revealed that 90% of the students obtained a GPA average higher than 3.00 points, thus higher than the satisfactory level required by the campus in this TEED course. Although no expected outcome was previously established in the report, it can be inferred that the results are more than acceptable. <b>Thus, the goal was met.</b></p> <p><i>Second Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in FAED 4001, 4002, and 4003 courses to assess students' integration of emerging education technologies in their Porta-e (an electronic portfolio).</p> <p>Results showed that the students scored an average of 17.71 points (excellent) in the 7<sup>th</sup> principle, education technologies. Since the expected outcome was that students average score were in 15-21 points range</p>		

College of Education			
Academic Program	Findings	Transforming Actions	Summary of Results
	<p>(excellent level), <b>the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used to assess students’ integration of emerging education technologies in a Teaching Practice experience.</p> <p>Results showed that 90% of the teacher candidates obtained a performance level of 4 points (outstanding) according to the teaching practice instrument. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>Students’ knowledge of technology in the area of education was assessed indirectly in the TEED by means of compiling data regarding their grade point average.</p> <p>Results showed that 90% of the students obtained a grade point average higher than 3.00, higher than the one required level of the campus (a satisfactory in the TEED course). <b>Thus, the goal was met.</b></p>		

<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p><b>Hispanic Studies</b></p> <p>Content knowledge</p>	<p><i>First Semester</i></p> <p>A rubric was used in the ESPA 4406 course to assess students' knowledge integration in a written assignment.</p> <p>It was expected that 70% of the students will achieve a performance level of 4 points or more in each criteria of the rubric.</p> <p>Results were:</p> <ul style="list-style-type: none"> <li>• Analysis of the texts assigned: 8 out of 8 students (100%) achieved a performance level of 4 points or higher.</li> <li>• Performance in classroom discussions: 7 out of 8 students (87.5%) achieved a performance level of 4 points or higher.</li> <li>• Basic principles and/or documentation of statements or arguments: 7 out of 8 students (87.5%) achieved a performance level of 4 points or higher.</li> <li>• Articulation of ideas supported with strong arguments: 8 out of 8 students (100%) achieved a performance level of 4 points or higher.</li> </ul> <p>Overall scores were:</p> <ul style="list-style-type: none"> <li>• Three students scored 20/20 points</li> <li>• Two students scored 19.5/20 points</li> <li>• Two students scored 18.5/20 points</li> <li>• One student scored 15.5/20 points</li> </ul>		<p>The Hispanic Studies department established four measures in a total of five instances, all of which were met.</p> <p>No transforming actions were established.</p>

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>Since more than 70% of the students achieve a performance level of 4 points or higher in each criterion assessed, the goal was met.</b></p> <p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the ESPA 4222 course to assess students' ability to express their ideas in a coherent and logical manner in an oral presentation of a poem, and logical organization of ideas and statements and conclusion in a monograph.</p> <p>3) Oral presentation of a poem</p> <p>It was expected that 70% of the students would be able to achieve 2 points or higher in a three point rubric. Findings revealed that students achieve an average score of 97% in this criterion. <b>Thus the goal was met.</b></p> <p>4) Monograph</p> <p>It was expected that 70% of the students would be able to achieve a performance level of very good or excellent in the rubric.</p> <p>Findings revealed that students achieved an average score of 90% in the logical organization of ideas and statements criterion. In the conclusion criterion, findings revealed that 80% achieved the expected</p>		

<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>outcome. <b>Thus the goal was met in both criteria assessed.</b></p> <p><b>Second instance</b></p> <p>A rubric was used in the ESPA 3213 course to assess students' ability to integrate previous knowledge in an essay. Two instances were assessed: at the beginning and end of the semesters.</p> <p>It was expected that 70% of the students would be able to achieve a 4 or higher in each criteria of the rubric.</p> <p>Findings by criteria and instances were:</p> <p>Analysis of the selected text</p> <ul style="list-style-type: none"> <li>• 89% (at the beginning)</li> <li>• 89% (at the end of the semester)</li> </ul> <p>Performance in classroom discussion:</p> <ul style="list-style-type: none"> <li>• 91% (at the beginning)</li> <li>• 93% (at the end of the semester)</li> </ul> <p>Basis and documentation of statements</p> <ul style="list-style-type: none"> <li>• 88% (at the beginning)</li> <li>• 90% (at the end of the semester)</li> </ul> <p>Articulation of observations</p> <ul style="list-style-type: none"> <li>• 84% (at the beginning)</li> <li>• 86% (at the end of the semester)</li> </ul>		

<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>All but one student obtained equal or better scores in the second measure.</p> <p><b>Since all the criteria were met in both instances, the goal was achieved.</b></p>		

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Biology</b>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A questionnaire was administered to first year students in order to assess if they are able to integrate biological concepts with concepts of other disciplines, and use them to solve biological problems.</p> <p>It was expected that 40% of the students assessed will show knowledge in the areas to be assessed.</p> <p>Findings revealed the following percentage of students who answered correctly the following areas:</p> <ul style="list-style-type: none"> <li>• Segregation of the chromosomes in mitosis: 62.8%,</li> <li>• Biological taxonomy: 8%.</li> </ul> <p><b>Thus, the goal was not met, since the expected outcome was achieved in one of two criteria assessed.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used to assess final exam questions in the course BIOL 3349 (Genetics) course so as to assess if students are able to integrate biological concepts with concepts of other disciplines, and use them to solve biological problems.</p> <p>It was expected that 70% or more of the students would demonstrate knowledge of the assessed areas.</p>	<p><i>First Semester</i></p> <p>Align the concepts to be assessed in the following five learning objectives by “AAAS”:</p> <ul style="list-style-type: none"> <li>• Evolution</li> <li>• Structure and function</li> <li>• Flow of information, exchange, and storage</li> <li>• Routes, transformations of energy and matter</li> <li>• Systems</li> </ul> <p>We do not expect that at the entry level students mastered the above mentioned areas, but we do expect they show knowledge of these concepts through their baccalaureate experience.</p> <p>Separate the data of the two sections assessed, design curricular material to emphasize the concepts in which the expected outcome was not met.</p> <p>Revise the specific objectives of each topic.</p> <p>The specific objectives of each topic will be</p>	<p>The Biology department established objectives in four instances, three were met.</p> <p>Four transforming actions were established.</p>

**College of Natural Sciences**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Findings revealed the following results of percentages of students that answered correctly the test items in the final exam that assessed the seven general objectives described in the class syllabus:</p> <ul style="list-style-type: none"> <li>• Mitosis and meiosis: 75%, 79.2%</li> <li>• Hereditary traits: 95.2%, 92.3%</li> <li>• Genetic recombination: 74.4%, 47%</li> <li>• Genetic material: 67.9%, 71.4%</li> <li>• Flow of genetic information: 83.9%, 91%</li> <li>• Mutations: 47%, 86.9%</li> <li>• Molecular techniques: 93.5%, 44.6%</li> </ul> <p><b>Thus, the goal was met in 10 out of 14 test items assessed (71%)</b></p> <p><b>Third Instance</b></p> <p>Specially designed multiple choice exam questions were used in the BIOL 4350 course in order to assess if students are able to integrate biological concepts with concepts from other disciplines, and use them to solve biological problems.</p> <p>It was expected that 70% or more of the students will demonstrate knowledge of the assessed areas by answering correctly selected questions.</p> <p>Findings revealed the following results of percentages of students that answered correctly the test items in the final exam that assessed the seven general objectives described in the class syllabus:</p> <ul style="list-style-type: none"> <li>• Cell cycle: 90.9%, 45.2%</li> <li>• Cancer: 69.7% [approximately 70%],</li> </ul>	<p>revised and curricular material will be designed that promotes learning in these areas.</p>	



<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>71.2%</p> <ul style="list-style-type: none"> <li>Scientific vocabulary in these areas: 89.9%, 73.1%</li> </ul> <p><b>Since the expected outcome was achieved in 5 out of 6 questions assessed, the goal was met.</b></p> <p><i>Second semester</i></p> <p>Specially designed multiple choice test items were used in two partial exams (tests 3 and 4) in the BIOL 3349 course to assess if students were able to integrate biology concepts with those of other disciplines and use them as tools for problem solving.</p> <p>It was expected that 70% or more of the students will demonstrate knowledge of the assessed areas by answering correctly selected questions.</p> <p>Findings revealed the following results of percentages of students that answered correctly the test items</p> <ul style="list-style-type: none"> <li>Exam 3: 67.8%, 62.4%, 65.8%, 93.3%, 47%</li> <li>Exam 4: 73%, 70.6%, 66.9%, 71.3%, 91.3%, 83.8%</li> </ul> <p><b>Since the expected outcome was achieved in 6 out of 11 (55%) questions assessed by 70% or more of the students, the goal not was met.</b></p>	<p><i>Second semester</i></p> <p>Align the concepts to be evaluated according to the following five learning objectives proposed by AAAS:</p> <ol style="list-style-type: none"> <li>1. Evolution</li> <li>2. Structure and function</li> <li>3. Flow of information, exchange, and storage</li> <li>4. Routes, transformations of energy and materials</li> <li>5. Systems</li> </ol> <p>We don't expect the alignment of the concepts with the above learning objectives to have an effect on first year student, but as they progress throughout their baccalaureate experience it should promote a deeper understanding them.</p> <p>Coordinate with the biochemistry professors and the Program Director the use of exam questions in order to gather data on knowledge integration. We will evaluate the possibility of administering quizzes throughout the "BB" in order to gather assessment data.</p>	
<b>Chemistry</b>	<i>Second semester</i>	<i>Second semester</i>	

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>First Instance</b></p> <p>Student's answers to selected higher order cognitive-type test items were used in the QUIM 3255 to assess if students demonstrate integration of fundamental chemistry concepts in a diagnostic exam or in exam questions where integration of chemistry knowledge is required.</p> <p>The expected outcome (performance indicator) was that 70.0% or more of the students obtain 67% or more in the diagnostic exam or that at least 70% of the students answered selected exam questions correctly to measure integration of chemistry concepts.</p> <p>Findings revealed that for:</p> <p>DEx QUIM 3255: 67% of the students (N = 63) achieved 67% or more in the diagnostic exam. The performance indicator was not achieved. Note: The average student achievement was <math>69.4 \pm 12.9\%</math> (N = 63).</p> <p><b>The performance indicator was not achieved.</b></p> <p>Partial I ExQ QUIM 3255: 64% of the students (N = 63) answered correctly selected exam questions to measure integration of chemistry concepts.</p> <p><b>The performance indicator was not achieved.</b></p>	<p><b>First Instance</b></p> <p>The QUIM 3255 course professor analyzed the student diagnostic exam results and identified the major topics in which analytical students needed more help. These topics include: 1) Redox reactions, 2) Electrochemistry, and 3) Acid-Base equilibria. He scheduled the design of modules that focus on these topics to help students improve their understanding. He will mention his assessment results to the QUIM 3002 course professors so that they can give greater emphasis to these topics when teaching them in the General Chemistry (QUIM 3002) course.</p>	<p>The Chemistry department established objectives in six instances, four were not met, and two are pending.</p> <p>Two transforming actions were established.</p>

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Partial II ExQ QUIM 3255: 61.9% of the students (N = 63) answered correctly selected exam questions to measure integration of chemistry concepts.</p> <p><b>The performance indicator was not achieved.</b></p> <p>Partial III ExQ QUIM 3255: 71.1% of the students (N = 63) answered correctly selected exam questions to measure integration of chemistry concepts.</p> <p><b>The performance indicator was achieved.</b></p> <p><b>Second Instance</b></p> <p>Student's answers to selected higher order cognitive-type test items were used in the QUIM 4042 course to assess if students demonstrate integration of fundamental chemistry concepts in a diagnostic exam or in exam questions where integration of chemistry knowledge is required.</p> <p>The expected outcome (performance indicator) was that 70.0% or more of the students obtain 67% or more in the diagnostic exam or in the exam questions selected to measure integration of chemistry concepts.</p> <p><u>Findings revealed that for:</u></p> <p>DEx QUIM 4042: Pending Sem II xx.x% of the students (N = xx) achieved 67% or more in the diagnostic exam. The performance indicator was achieved.</p>	<p>The QUIM 4042 course professor will be contacted, to request any diagnostic exam results obtained in the physical chemistry course.</p>	

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	Note: The average student achievement was $xx.x \pm x.x\%$ ( $N = xx$ ).		
<b>Computer Science</b>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the CCOM 3030 course in order to assess students' intellectual curiosity skills in a written report of a topic assigned for independent study.</p> <p><i>Expected outcome:</i> At least 70% of the students are competent as defined in the rubric (3 points or more in a five point scale rubric). Scale used: 0, 2, 3, 5 points.</p> <p>Findings revealed that: 90% (19/21) of the students that completed the report were competent as defined in the rubric. <b>The goal was met.</b></p>	<p><i>First Semester</i></p> <p>The program will continue doing what it has done so far; there is no need to take actions at this time.</p>	<p>The Computer Science Program established one measure in a total of 5 instances, all of them met.</p> <p>Two transforming actions were established.</p>
	<p><i>Second Semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the CCOM 3030 course in order to assess students' intellectual curiosity skills in a written report of a topic assigned for independent study.</p> <p><i>Expected outcome:</i> At least 70% of the students are competent as defined in the rubric (4 points or more in a five point scale rubric). Scale used: 1 to 5 points.</p>	<p><i>Second Semester</i></p> <p>The Program will continue doing that it has done so far; there is no need to take action at this time.</p>	

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><u>Findings revealed that:</u></p> <p>In the written report, 90% (19/21) of the students that completed the report were competent as defined in the rubric. <b>The goal was met.</b></p> <p><b>Second Instance</b></p> <p>A yearly questionnaire was administered to assess students' interest in graduate studies.</p> <p><u>Expected outcome:</u> At least 50% of the graduates continued to graduate school.</p> <p>The questionnaire has not been sent yet.</p> <p><b>Third Instance</b></p> <p>A yearly questionnaire was administered to assess students' interest in research.</p> <p><u>Expected outcome:</u> At least 70% will answer that they have participated or are interested in participating in a research project.</p> <p>Findings revealed that: 87% (47/54) of the students indicated that they have participated or are interested in participating in a research project. <b>Thus, the goal was met.</b></p> <p><b>Forth Instance</b></p> <p>A yearly questionnaire was administered to assess</p>	<p>The questionnaire will be sent in August 2012.</p> <p>The Program will continue doing what it has done so far; there is no need to take actions at this time.</p> <p>The program will continue doing what it has been done so far; there is no need to take actions at this time.</p>	

**College of Natural Sciences**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>students' interest in graduate studies.</p> <p><i>Expected outcome:</i> At least 50% will answer that they have participated or are interested in pursuing graduate studies.</p> <p><i>Findings revealed that:</i></p> <p>65% (35/54) of the students indicated that they have participated or are interested in pursuing graduate studies. <b>Thus, the goal was met.</b></p> <p><b>Fifth Instance</b></p> <p>A yearly questionnaire was administered to assess the number of students working on research.</p> <p><i>Expected outcome:</i> At least 30% of the third and fourth year students have research experience.</p> <p>Findings revealed that: 67% (18/27) of the third and fourth year students have research experience. <b>Thus, the goal was met.</b></p>	<p>The program will continue doing what it has been done so far; there is no need to take actions at this time.</p>	
<p><b>Physics</b></p>	<p><i>First semester</i></p> <p>In the FISI 4051 course a series of course tests were used to assess students' integration of previous knowledge.</p> <p>It was expected that at least 70% of students answered correctly 70% or more of selected test items in the course tests.</p>	<p><i>First semester</i></p> <p>Complete the assessment of this learning outcome during the second part of the course, offered in the second semester.</p>	<p>The Physics department established objectives in two instances, one was met and one is pending.</p> <p>Two transforming actions were established.</p>

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>The corresponding data obtained for this learning outcome will be analyzed in the second part of the course, since it was not possible to gather it in the first part of this course.</p> <p><i>Second semester</i></p> <p>A rubric was used in the FISI 4052 to evaluate course exams to assess if the students have the adequate integration knowledge required for more advanced courses of the same discipline. One test item was assessed using this method.</p> <p>It is expected that 70% of the students will obtain 70% correct answers on the test.</p> <p>Findings revealed that out of 7 students enrolled in the course, 5 of them are from the Physics Program and all of them answered the question correctly. <b>Thus the goal was met.</b></p>	<p><i>Second semester</i></p> <p>We asked the professor that offers the course to continue focusing on this learning outcome.</p>	

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Anthropology</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the ANTR 3006 (Sociocultural Anthropology) and ANTR 4098 (Anthropology Research Seminar) and Department Research Seminar courses to assess students comprehension of the creation of knowledge processes, in the different knowledge fields and the connections between them in essays, oral presentations and assignments.</p> <p>It was expected that students would achieve an average score of 70% in the five-points rubrics used, where 1-2 is emerging, 3-4 is intermediate and 5 is advanced.</p> <p>Results showed that the average score obtained was 3.6 points (72%). <b>Thus the goal was met.</b></p>	<p>In all the anthropology courses the knowledge of the relation between anthropology and similar differences will be encouraged.</p> <p>Application of the knowledge gathered from data, concepts and theories of other disciplines towards the comprehension of social formations will be used to explain the processes and social events.</p>	<p>The Anthropology department established objectives in one instance, which was met.</p> <p>Seven transforming actions were established.</p>
<b>Sociology</b>	<p><i>Second semester</i></p> <p><b>First instance</b></p> <p>A rubric was used in the SOCI 3245 (Principles of Sociology), SOCI 3267 (Sociological Research Technics), and Research Seminar courses to assess if students apply the competencies learning from previous courses to the comprehension of social processes and events.</p> <p>It was expected that students would achieve an average score of 70% in the five-points rubrics used, where 1-2 is emerging, 3-4 is intermediate and 5 is</p>	<p>In all the Sociology courses the knowledge of the relationship between sociology and related disciplines will be encouraged.</p> <p>Knowledge gathered from data, concepts and theories of other disciplines will be applied towards the comprehension of social formations and also explanations of social processes and events.</p>	<p>The Sociology department established objectives in one instance, which was met.</p> <p>Two transforming actions were established.</p>





<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	advanced.  Results showed that the average score obtained was 4 points (80%), <b>thus the goal was met.</b>		

## XII. Ethical and Aesthetical Sensibility

College of Business Administration			
Academic Program	Findings	Transforming Actions	Summary of Results
<b>Business Administration</b>	<p><b>First instance</b></p> <p>A 3 point scale rubric (where 1 is “developing”, 2 is “satisfactory”, and 3 is “proficient”) was used in FINA 3107 (Finance) to assess students’ ability to apply ethical principles in a First cycle: conflict of interest short essay and 2<sup>nd</sup> cycle: conflict of interest movie.</p> <p>It was expected that at least 70% of students would reach the proficient level (3 points) as stated on the rubric.</p> <p>The general results showed that during the second semester of the 2011-2012 academic year, of the 30 student assessed, 92% reached a proficient level. This finding compares favorably with the one observed on the 1st semester of the 2011-2012 academic year, where only 58% of the 89 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <p>9) Explains what conflict of interest is and why it is an ethical issue.</p> <p>a) 2011-2012 2<sup>nd</sup> semester: 70.0%</p> <p>b) 2011-2012 1<sup>st</sup> semester: 37.1%</p> <p>10) Explains the selected conflict of interest.</p> <p>a) 2011-2012 2<sup>nd</sup> semester: 63.3%</p>	<p>A <i>practice community</i> composed of professors that teach the CONT 3105 and ADMI 4005 courses was created. This approach promoted a dialog among separate disciplines and promoted coordination between both courses regarding ethics.</p>	<p>The Business Administration department established objectives in three instances, which were not met.</p> <p>Three transforming actions were established.</p>

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>b) 2011-2012 1<sup>st</sup> semester: 55.1%</p> <p>11) Can apply the right approach to the selected conflict of interest chosen and can propose a solution to the conflict based on the approach. a) 2011-2012 2<sup>nd</sup> semester: Not measured b) 2011-2012 1<sup>st</sup> semester: Not measured</p> <p>12) Can apply the right approach to the selected conflict of interest chosen and can propose a solution to the conflict based on the approach. a) 2011-2012 2<sup>nd</sup> semester: 50.0% b) 2011-2012 1<sup>st</sup> semester: 46.1%</p> <p>13) Can apply the Fairness or Justice approach to the selected conflict of interest chosen and can propose a solution to the conflict based on the approach. a) 2011-2012 2<sup>nd</sup> semester: 36.7% b) 2011-2012 1<sup>st</sup> semester: 21.3%</p> <p>14) Can apply the Common good Approach to the selected conflict of interest chosen and can propose a solution to the conflict based on the approach. a) 2011-2012 2<sup>nd</sup> semester: 53.3% b) 2011-2012 1<sup>st</sup> semester: 32.6%</p> <p>15) Can apply the Virtue Approach to the selected conflict of interest chosen and can propose a solution to the conflict based on the approach. a) 2011-2012 2<sup>nd</sup> semester: Not measured b) 2011-2012 1<sup>st</sup> semester: Not measured</p>		

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>16) Explains why he/she thinks it is important to use ethical framework to base business decisions.</p> <p>a) 2011-2012 2<sup>nd</sup> semester: 66.7%</p> <p>b) 2011-2012 1<sup>st</sup> semester: 33.7%</p> <p><b>Since the expected outcome was achieved in one of the six criteria measured, the goal was not met. However, second semester results improved in all six criteria assessed.</b></p> <p><b>Second instance</b></p> <p>A 3 point scale rubric (where 1 is “developing”, two is “satisfactory”, and 3 is “proficient”) was used in CONT 3105 (Accounting) to assess students’ ability to apply ethical models in the decision making process, and to see if student is able to defend and justify moral judgments based on ethical principles through logical reasoning.</p> <p>It was expected that at least 70% of students would reach the proficient level (3 points) as stated on the rubric.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <p>8) Describes situation</p> <p>a) 2011-2012 1<sup>st</sup> semester: 65.9%</p> <p>b) 2010-2011 1<sup>st</sup> semester: 82.3%</p> <p>9) Identifies ethic question.</p>	<p><i>A practice community</i> composed of professors that teach the CONT 3105 and ADMI 4005 courses was created. This approach promoted a dialog among separate disciplines and promoted coordination between both courses regarding ethics.</p>	

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>a) 2011-2012 1<sup>st</sup> semester: 68.7%</p> <p>b) 2010-2011 1<sup>st</sup> semester: 66.0%</p> <p>10) Identifies affected parties</p> <p>a) 2011-2012 1<sup>st</sup> semester: 50.0%</p> <p>b) 2010-2011 1<sup>st</sup> semester: 47.0%</p> <p>11) Describes the impact.</p> <p>a) 2011-2012 1<sup>st</sup> semester: 55.3%</p> <p>b) 2010-2011 1<sup>st</sup> semester: 45.6%</p> <p>12) Formulates alternatives.</p> <p>a) 2011-2012 1<sup>st</sup> semester: 65.5%</p> <p>b) 2010-2011 1<sup>st</sup> semester: 66.0 %</p> <p>13) Evaluates alternatives.</p> <p>a) 2011-2012 1<sup>st</sup> semester: 58.3%</p> <p>b) 2010-2011 1<sup>st</sup> semester: 36.3%</p> <p>14) Selects and justifies alternative.</p> <p>a) 2011-2012 1<sup>st</sup> semester: 64.3%</p> <p>b) 2010-2011 1<sup>st</sup> semester: 53.3%</p> <p><b>Although the expected goal was not met in any criteria assessed, 5 out of 7 criteria assessed the results improved in the 2011-2012.</b></p> <p><b>Third instance</b></p> <p>A 2 point scale rubric (where 0 is “developing”, and 1 is “proficient”) was used in LEGA 4005 (Legal Aspects in Business) course to assess students’ knowledge of the difference between ethics and other</p>	<p>For LEGA 4005 data shows students meet this learning goal. FAE will assess these competencies in a new set of courses starting in January 2014.</p>	

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>fields in an Ethics theory question in an exam.</p> <p>It was expected that at least 70% of students would reach the proficient level (1 point) as stated on the 0 - 1 rubric scale.</p> <p>The general results showed that during the 2nd semester of the 2011-2012 academic year, of the 203 student assessed, 92% reached a proficient level. This finding compares favorably with the one observed on the 1st semester of the 2011-2012 academic year, where only 83% of the 101 students assessed reached the proficient level.</p> <p>The percentage of students that reach a proficient level on each criterion of the rubric were:</p> <p>11) Law and justice are the same.            a) 2011-2012 1<sup>st</sup> semester: 98.0%            b) 2011-2012 2<sup>nd</sup> semester: 100%</p> <p>12) In the light of the purposes of the law when a law is not just it should not be respected or obeyed.            a) 2011-2012 1<sup>st</sup> semester: 98.0%            b) 2011-2012 2<sup>nd</sup> semester: 96.0%</p> <p>13) Only in the business world more regulation results in more corruption.            a) 2011-2012 1<sup>st</sup> semester: 93.1%            b) 2011-2012 2<sup>nd</sup> semester: 95.0%</p> <p>14) As a matter of fact, the law is a tool at the service of the system to protect itself.</p>		

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	a) 2011-2012 1 <sup>st</sup> semester: 69.3% b) 2011-2012 2 <sup>nd</sup> semester: 85.0%  15) As a universal premise one of the purposes of the law is the protection of free enterprise. a) 2011-2012 1 <sup>st</sup> semester: 38.6% b) 2011-2012 2 <sup>nd</sup> semester: 41.0%  16) Every salesperson should strive for the development of a capability that allows you to sell a refrigerator to an Eskimo. a) 2011-2012 1 <sup>st</sup> semester: 69.3% b) 2011-2012 2 <sup>nd</sup> semester: 82.0%  17) If you can, you should sell a refrigerator to an Eskimo. a) 2011-2012 1 <sup>st</sup> semester: 44.6% b) 2011-2012 2 <sup>nd</sup> semester: 43.0%  18) Empirically in our rule of law natural law always prevails over positive law. a) 2011-2012 1 <sup>st</sup> semester: 54.5% b) 2011-2012 2 <sup>nd</sup> semester: 54.0%  19) Natural law is a paradigmatic utopian concept that is worthless. a) 2011-2012 1 <sup>st</sup> semester: 95.0% b) 2011-2012 2 <sup>nd</sup> semester: 90.0%  20) Freedom of religion means that provided you are Christian you can profess any religion. a) 2011-2012 1 <sup>st</sup> semester: 95.0% b) 2011-2012 2 <sup>nd</sup> semester: 97.0%		

<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><b>In the first semester, the expected outcome was achieved in 5 out of 10 criteria assessed. Therefore, the goal was not met.</b></p> <p><b>In the second semester, the expected outcome was achieved in 7 out of 10 criteria assessed. Therefore, the goal was met. Results improved in six criteria assessed in the second semester.</b></p>		
<b>Office System Management</b>	<p><b>First instance</b></p> <p>A rubric designed by the Curricular Committee was used to evaluate a Comprehensive Standardized Exam in order to assess students' social responsibility skills and professional ethics.</p> <p>It was expected that the students would obtain 70% or more in each assessed area.</p> <p>Results showed that students obtained an average score of 65% versus the average score of 60% that they obtained in November 2011. Even though an improvement was seen, <b>the goal was not met.</b></p> <p><b>Second instance</b></p> <p>A rubric was used in the CONT 3005 course to assess students' implementation of their ethical knowledge in the analysis of a case study by means of a standardized exam.</p> <p>It was expected that the student will obtain an average score of 70% or more in the analysis of the</p>	<p>Revise and analyze where this competency is learned, developed, and applied. Verify the status of the process and develop new teaching/learning strategies that allow the student to acquire this competency. Use the new standardized test that was designed.</p>	<p>The Office System Management department established objectives in two instances, one was met and the other is pending.</p> <p>One transforming actions were established.</p>



<b>College of Business Administration</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	case study.  The results are pending to be submitted.		

<b>College of Humanities</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Performing Arts</b>	<p><b>First Instance</b></p> <p>Direct observation was used to assess students' individual work in a professional experience. The goal was to achieve and maintain a sense of artistic beauty and harmony in the artistic expression. The student performance was assessed by the Producer and Director of the project.</p> <p>It was expected that the student will carry out an excellent job in the theatrical production.</p> <p>Findings revealed that the expected outcome was fully met given that the student performance had an excellent evaluation and the producer expressed his disposition to hire him again. <b>The goal was met.</b></p>	No transforming actions were proposed.	<p>The Labor Relations department established objectives in one instance, which was met.</p> <p>No transforming actions were established.</p>

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Biology</b>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>A questionnaire was given to first year students in an orientation activity of the Biology Program to assess students' appreciation of basic ethics concepts in biological issues.</p> <p>It was expected that more than 50% of the students will demonstrate adequate knowledge of plagiarism and ethics in scientific research.</p> <p>From one situation in the questionnaire, 75% of the students assessed were able to identify the conduct presented as one involving plagiarism.</p> <p>Also, 69% of the students assessed recognized that they had to seek advice from the professor to see if they could resubmit an article, of their own authorship, to another course. 14% of the students assessed recognized that a new article must be written. This data shows that the majority of the students showed an ethical conduct in the situation presented. <b>Thus the goal was met.</b></p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>Students enrolled in the undergraduate research course (BIOL 4990- Independent undergraduate research) were required to take an online mini course</p>	<p><i>First Semester</i></p> <p>None at the moment.</p> <p><i>Second semester</i></p> <p>None at the moment.</p>	<p>The Biology department established objectives in two instances, which were met.</p> <p>No transforming actions were established.</p>

<b>College of Natural Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>and answer a questionnaire to show ethical concepts appreciation of biological related problems. N=458</p> <p>At least 90 % of the students enrolled in this course were required to take this online course:  <a href="http://ori.dhhs.gov/education/products/montana_round1/research_ethics.html">http://ori.dhhs.gov/education/products/montana_round1/research_ethics.html</a></p> <p>Findings revealed that out of the 458 students enrolled, 431 of them (94%) took the ethics course.  <b>Thus the goal was met.</b></p>		
<b>Computer Science</b>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>An end of semester questionnaire was administered in CCOM 3981 course to assess students' knowledge of and appreciation for diversity.</p> <p><u>Expected outcome:</u> At least 70% of the students understand and appreciate the importance of diversity.</p> <p><u>Findings revealed that:</u> 60% (18/30) of the students that answered the questionnaire showed a positive attitude towards diversity. <b>Thus, the goal was not met</b></p> <p><b>Second Instance</b></p> <p>Students' ethic and esthetic sensibility were assessed at the beginning of the semester in CCOM 3981 using a questionnaire.</p> <p><u>Expected outcome:</u> At least 50% of the students</p>	<p><i>First Semester</i></p> <p>The Program will continue doing what it has done so far; there is no need to take actions at this time.</p> <p>The Program will continue doing what it has done so far; there is no need to take actions at this time.</p>	<p>The Computer Science Program established two measures in a total of 4 instances, 3 of them met.</p> <p>Two transforming actions were established.</p>

College of Natural Sciences			
Academic Program	Findings	Transforming Actions	Summary of Results
	<p>assessed will have a positive attitude towards social responsibility and ethics.</p> <p><i>Findings revealed that:</i> 55% (11/20) of the students that answered the questionnaire showed a positive attitude towards ethic and esthetic sensibility. <b>Thus, the goal was met.</b></p> <p><b>Third Instance</b></p> <p>A rubric was used in the CCOM 3981 course to assess students' ethic and esthetic sensibility skills on a group discussion with open ended questions related to ethics.</p> <p><i>Expected outcome:</i> At least 50% of the students assessed will have a positive attitude towards social responsibility and ethics.</p> <p><i>Findings revealed that:</i> Most of the students assessed (more than 50%) showed a good attitude towards ethic and esthetic sensibility. <b>Thus the goal was met.</b> However, it was not clear for them what constitutes plagiarism.</p> <p><b>Fourth Instance</b></p> <p>A multiple choice case study instrument develop by the College of General Studies was use in the CCOM 3981 course to assess students' ethic and esthetic sensibility.</p> <p><i>Expected outcome:</i> At least 70% of the students will select responses that show a positive attitude towards ethics.</p>	<p>A new instrument will be designed and this learning outcome will be measured again in Fall 2012.</p>	

College of Natural Sciences			
Academic Program	Findings	Transforming Actions	Summary of Results
	<p><i>Findings:</i> We considered that the questionnaire prepared by the College of General Studies was not appropriate to compare the results obtained as baseline data and it was not given to the students.</p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A yearly student questionnaire was administered in order to assess students' social responsibility and ethics skills.</p> <p><i>Expected outcome:</i> At least 70% of the students will have a positive attitude towards ethics.</p> <p><i>Findings:</i> 93% (50/54) of the students showed a positive attitude towards ethics. <b>Thus, the goal was met.</b></p>	<p><i>Second semester</i></p> <p>The Program will continue doing what it has been done so far; there is no need to take actions at this time.</p>	

<b>College of Social Sciences</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Geography</b>	<p><i>First semester</i></p> <p>The successful completion of the NIH certification of a module on human subjects, research, and ethics was used in GEOG 4550, 4500, and 4205 to assess students' ethical and esthetical sensibility.</p> <p>It was expected that 100% of the students completed the module and obtained the certification of approval. Findings revealed that 100% of the students completed the certification. <b>Thus, the goal was met.</b></p>	<p><i>First semester</i></p> <p>The certification of completion of NIH module on human subjects, research and ethics should be handed to the professor previous to the beginning of their research project.</p> <p>The compulsory assignment of this NIH module to the students will be emphasizing to the professors of Geography courses where the students' research and social responsibility skills and ethics are assessed.</p>	<p>The Geography department established objectives in one instance, which was met.</p> <p>Two transforming actions were established.</p>
<b>Social Work</b>	<p><i>First semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the TSOC 4011 (Generic Focus and Intervention with Individuals in a Family Context I) course to evaluate students' use of an Ethics Code of Social Work in individual interventions in family context.</p> <p>Assessment in progress... Results are pending to be submitted.</p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in the TSOC 4011 (Generic Focus and Intervention with Individuals in a Family Context I) course to evaluate students' use of an Ethics Code of Social Work in individual interventions in family</p>	<p>Las semester data was compiled in the assigned courses and the Assessment Coordinator will organize the data so as to add it to the database. This semester we will be adding data in an existent SPSS database to analyze it.</p>	<p>The Social Work department established objectives in five instances, which are all in progress.</p> <p>One transforming action was established.</p>

**College of Social Sciences**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>context.</p> <p>Three expected outcomes were proposed:</p> <ul style="list-style-type: none"> <li>• 90% of the students should be able to apply the knowledge related to the values and ethics of the social work profession.</li> <li>• 95% of the pre-practice and practice students must show ethical positions in interventions.</li> <li>• 85% of the students should evaluate the social impact of globalization in PR and the Caribbean.</li> </ul> <p>Assessment in progress... Results are pending to be submitted.</p> <p><b>Second Instance</b></p> <p>The submission of the NIH was used in the TSOC 3131 (Scientific Research in Social Work I) course to assess students' ethical positions related to scientific research in Social Work.</p> <p>Three expected outcomes were proposed:</p> <ul style="list-style-type: none"> <li>• 90% of the students should be able to apply the knowledge related to the values and ethics of the social work profession.</li> <li>• 95% of the pre-practice and practice students</li> </ul>		



**College of Social Sciences**

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>must show ethical positions in interventions.</p> <ul style="list-style-type: none"> <li>85% of the students should evaluate the social impact of globalization in PR and the Caribbean.</li> </ul> <p>Assessment in progress... Results are pending to be submitted.</p> <p><b>Third Instance</b></p> <p>A rubric was used in the TSOC 4065 (Supervised Practice) course to evaluate a final class project.</p> <p>Three expected outcomes were proposed:</p> <ul style="list-style-type: none"> <li>90% of the students should be able to apply the knowledge related to the values and ethics of the social work profession.</li> <li>95% of the pre-practice and practice students must show ethical positions in interventions.</li> <li>85% of the students should evaluate the social impact of globalization in PR and the Caribbean.</li> </ul> <p>Assessment in progress... Results are pending to be submitted.</p> <p><b>Fourth Instance</b></p>		

College of Social Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in the TSOC 3005 (Social Welfare) course to evaluate a final class project.</p> <p>Three expected outcomes were proposed:</p> <ul style="list-style-type: none"> <li>• 90% of the students should be able to apply the knowledge related to the values and ethics of the social work profession.</li> <li>• 95% of the pre-practice and practice students must show ethical positions in interventions.</li> <li>• 85% of the students should evaluate the social impact of globalization in PR and the Caribbean.</li> </ul> <p>Assessment in progress... Results are pending to be submitted.</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<b>Information and Journalism</b>	<p><b>First Semester</b></p> <p><i>First instance</i></p> <p>A rubric was used in the INFP 4148 (Writing for the Media) course to assess students’ understanding of ethics in a news article.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>Ethics – 3.3 points, <b>thus the goal was met.</b></li> </ul> <p><i>Second Instance</i></p> <p>A rubric was used in the INFP 4205 (Communication Seminar: Ethics in Communication) course to assess students’ understanding of ethics in writing for the press assignment.</p>	<p>No transforming actions were proposed for this learning outcome.</p>	<p>The Information and Journalism program established 5 measures in 9 instances, all of which were met.</p> <p>No transforming actions were established.</p>

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Know, interpret and analyze ethics values – 3.6 points</li> <li>• Know, interpret and analyze the laws – 3.2 points</li> </ul> <p>Results showed an overall average of <b>3.4</b> points, <b>thus the goal was met.</b></p> <p><i>Third instance</i></p> <p>A rubric was used in the INFP 4059 (Journalism for Radio and TV) course to assess students' understanding of ethics in the writing and production of a radio report.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>&lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Ethical context in the sounds selection and in the writing of transitions and instances where the sounds were obtained:- 3.7 points</li> <li>• Balances of the sources used (pertinence, plurality, and representativeness): 3.7 points</li> </ul> <p>Results showed that the overall performance average for this specific assessment criteria to assess application of ethics principles, balance in the sources used, genre balance, etc. was <b>3.10</b> points, <b>thus the goal was met.</b></p> <p>Results showed an overall average of <b>3.7</b> points, <b>thus, the goal was met.</b></p> <p><i>Fourth Instance</i></p> <p>A rubric was used in the INFP 4002 (Journalistic Writing II) course to assess students' understanding of ethics in the writing of a news article.</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Apply ethical principles - <b>3.10</b> points</li> </ul> <p>Results showed that the overall performance average for this specific assessment criteria to assess application of ethics principles, balance in the sources used, genre balance, etc. was <b>3.10</b> points, <b>thus the goal was met.</b></p> <p><b>Second semester</b></p> <p><i>First instance</i></p> <p>A rubric was used in COPU 4148 (Writing for the Media) to assess students' understanding of ethics in a news article the students were assigned to write.</p> <p>The scale of the rubric used was:</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Ethics – 3.0 points</li> <li>• Understands diversity – N/A</li> </ul> <p>Results showed an overall average of 3.0 points (‘good’) in the scale. <b>Thus the goal was met.</b></p> <p><b>Second Instance</b></p> <p>A rubric was used in INFP 4016 (Introduction to Journalism) to assess students’ understanding of ethics in a news article.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>• Ethics – 3.76 points</li> <li>• Understands diversity – N/A</li> </ul> <p>Results showed an overall average of <b>3.76</b> points in the scale of the rubric used. <b>Thus the goal was met.</b></p> <p><i>Third Instance</i></p> <p>A rubric was used in the INFP 4002 (Journalism II) course to assess students' understanding of ethics in journalistically styled assignments.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p>		



<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> <li>Ethics – 3.10 points</li> </ul> <p>Results showed that the overall performance average for this specific assessment criteria to assess application of ethics principles, balance in the sources used, genre balance, etc. was <b>3.10</b> points, <b>thus the goal was met.</b></p> <p><b><i>Fourth Instance</i></b></p> <p>A rubric was used in the INFP 4059 (Journalism for Radio and TV) course to assess students' understanding of ethics in the writing and production of a radio report.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>were as follows:</p> <ul style="list-style-type: none"> <li>• Ethical context in the sounds selection and in the writing - <b>3.81</b> points</li> <li>• of transitions and instances where the sounds were obtained: <b>3.7</b> points</li> <li>• Balances of the sources used (pertinence, plurality, and representativeness): <b>3.7</b> points</li> </ul> <p>Results showed an overall average of <b>3.74</b> points, thus, <b>the goal was met.</b></p> <p><b>Fifth Instance</b></p> <p>A rubric was used in the INFP 4809 course (History of Journalism in Puerto Rico) to assess students' ethical and social responsibility skills in journalistic news article.</p> <p>The scale of the rubric used was:            4.5 - 3.5 = very good or Excellent            &lt; 3.5 - &gt;2.5= good            2.5 = regular            &lt; 2.5- 1.5 = poor            &lt;1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score by specific assessment criteria</p>		

<b>School of Communication</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>were as follows:</p> <ul style="list-style-type: none"> <li>Comprehend and consider aspects related with diversity: genre, race, ethnic identity, sexual orientation or any other form of cultural diversity- 4.46</li> </ul> <p>Results showed that the overall average was <b>4.46</b> points.  <b>Thus the goal was met.</b></p>		

### XIII. Appreciation, culture and commitment to the ideals of the Puerto Rican society, Caribbean and International context

College of Education			
Academic Program	Findings	Transforming Actions	Summary of Results
<p><b>Teacher Preparation</b></p>	<p><i>First Semester</i></p> <p><b>First Instance</b></p> <p>Teacher candidates disposition to the appreciation, culture and commitment to the values and ideals of the Puerto Rican society, Caribbean and International context was assessed in the Human Growth and Development course (EDFU 3002); Pre-practicum courses (Method I; Method II); Special Education course (EDES) and Educational Technology course (TEED); courses where field experiences are also assessed.</p> <p>It was expected that students as a group in each course obtained an average score of 2.0 points or more (67%) in the disposition criterion of the 3 point scale rubric used.</p> <p><u>Findings were the following:</u></p> <p>EDFU 3002 course: Results showed an average score of 2.00 (67 %) points on a 3.00 point scale rubric, performing a level of acceptable/intermediate performance, according to the rubric. <b>Thus the goal was met.</b> A total of 120 students enrolled in this course were assessed.</p> <p>EDES course: Results showed an average student performance score of 2.80 points, (93%), on a 3.00 point scale rubric. <b>thus the goal was met.</b> A total of</p>	<p>Professors will provide individual help to those students that scored below the expected outcome in each of the courses where these skills were assessed.</p> <p>The first results using the revised rubric were discussed among professors of the College of Education in a Faculty Assessment Retreat for the 2011-2012 academic year. Also, during this retreat previous year assessment results were discussed and transforming actions were proposed in order to assist those students who require more practice.</p> <p>The development and incorporation of the disposition criterion and its corresponding rating scale in the revised rubric to be used as part of the assessment instruments in courses that have field experiences is an example of and implemented transforming action. It is the results of previous assessments gathered by the Office of Evaluation of the College of Education and findings in the pedagogical situation of the Teacher Certification Test (PCMAS), which combined suggested a more in depth development and assessment of the future teachers' disposition towards the teaching profession.</p>	<p>The Teacher Preparation Programs established one measure in a total of 8 instances, 6 of them were met.</p> <p>Six transforming actions were established.</p>

<b>College of Education</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>38 students enrolled in this course were assessed.</p> <p>TEED course: Results showed an average student performance score of 1.83 points (61%), on a 3.00 point scale rubric. <b>Thus the goal was not met.</b> A total of 72 students enrolled in this course were assessed.</p> <p>Method I course: Results showed an average student performance score of 3.00 points (100%) on a 3.00 point scale rubric. <b>Thus the goal was met.</b> A total of 19 students enrolled in this course were assessed.</p> <p>Method II course: Results showed an average student performance score of 2.75 points (92%), on a 3.00 point scale rubric. <b>Thus, the goal was met.</b> A total of 51 students enrolled in this course were assessed.</p> <p>The goal was met in four out of the five courses were this learning outcome was assessed.</p> <p><i>Second semester</i></p> <p><b>First Instance</b></p> <p>A rubric was used in EDES, TEED, and Method II courses to assess students' social responsibilities skills in their field experiences.</p> <p>It was expected that students achieve a score of 2 points or higher level in the disposition criterion, as define in the three point rating scale of the rubric used.</p>	<p>Assessment results showed that most students obtained an average performance score of 2 points in the 3 point scale rubric used. This was expected at the initial stage courses, since student formation related to social responsibilities skills and dispositions improve through their baccalaureate experience.</p>	

<b>College of Education</b>			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><u><i>Findings were the following:</i></u></p> <p>The Method II course was taken by 32 students who had an average score of 2.93 points (98%) on a 3 point scale rubric. <b>Thus the goal was met.</b></p> <p>The EDES course was taken by 22 students who had an average score of 1.85 points (62%) on a 3 point scale rubric. <b>Thus the goal was not met.</b></p> <p>The TEED course was taken by 15 students who had an average of 2.40 points (80%) on a 3 point scale rubric. <b>Thus the goal was</b></p>		