

Table of Assessment Findings and Transforming Actions by Colleges and Academic Programs in the Academic Year **2012-2013**

I. Effective Communication

- a. College of Business Administration
 - i. 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. Hispanic Studies
 - vii. History
 - viii. Modern Languages
 - ix. Performing Arts

- d. College of Natural Sciences
 - i. Biology
 - ii. Environmental Science
 - iii. Interdisciplinary Program in Natural Science
 - iv. Mathematics

- e. College of Social Sciences
 - i. Geography
 - ii. Labor Relations

- f. [School of Communication](#)
 - i. [Audiovisual Communication](#)
 - ii. [Information and Journalism](#)
 - iii. [Public Relations and Advertising](#)

II. [Critical Thinking](#)

- a. [College of Business Administration](#)
 - i. [Office System Management](#)
- b. [College of Education](#)
 - i. [Teacher Preparation Programs](#)
- c. [College of General Studies](#)
 - i. [General Studies](#)
- d. [College of Humanities](#)
 - i. [Art History](#)
 - ii. [English Linguistics and Communication](#)
 - iii. [English Literature](#)
 - iv. [Fine Arts](#)
 - v. [History](#)
 - vi. [Modern Languages](#)
 - vii. [Music](#)
 - viii. [Performing Arts](#)
- e. [College of Natural Sciences](#)
 - i. [Biology](#)
 - ii. [Computer Science](#)
 - iii. [Interdisciplinary Program in Natural Sciences](#)
 - iv. [Mathematics](#)
 - v. [Physics](#)

- f. [College of Social Sciences](#)
 - i. [Anthropology](#)
 - ii. [Geography](#)
 - iii. [Labor Relations](#)
 - iv. [Political Science](#)
 - v. [Sociology](#)

- g. [School of Communication](#)
 - i [Audiovisual communication](#)
 - ii [Information and Journalism](#)
 - iii [Public Relations and Advertising](#)

III. [Research and Creation](#)

- a. [College of Humanities](#)
 - i. [Art History](#)
 - ii. [Comparative Literature](#)
 - iii. [English: Linguistics and Communication](#)
 - iv. [English Literature](#)
 - v. [Fine Arts](#)
 - vi. [Music](#)
 - vii. [Performing Arts](#)

- b. [College of Natural Sciences](#)
 - i. [Biology](#)
 - ii. [Computer Science](#)
 - iii. [Environmental Science](#)
 - iv. [Interdisciplinary Program in Natural Sciences](#)
 - v. [Mathematics](#)
 - vi. [Physics](#)

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

- iii. [Sociology](#)

- d. [School of Communication](#)
 - i. [Audiovisual Communication](#)
 - ii. [Information and Journalism](#)
 - iii. [Public Relations and Advertising](#)

IV. [Social Responsibility](#)

- a. [College of Business Administration](#)
 - i. [Office System Management](#)

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

- c. [College of General Studies](#)
 - i. [General Studies](#)

- d. [College of Humanities](#)
 - i. [Performing Arts](#)

- e. [College of Natural Sciences](#)
 - i. [Computer Science](#)
 - ii. [Nutrition and Dietetics](#)
 - iii. [Physics](#)

- f. [College of Social Sciences](#)
 - i. [Labor Relations](#)
 - ii. [Psychology](#)

- g. [School of Communication](#)
 - i. [Information and Journalism](#)

ii. [Public Relations and Advertising](#)

V. [Information Literacy](#)

- a. [College of Business Administration](#)
 - i. [Office System Management](#)
- b. [College of Education](#)
 - i. [Teacher Preparation Programs](#)
- c. [College of General Studies](#)
 - i. [General Studies](#)
- d. [College of Humanities](#)
 - i. [Art History](#)
 - ii. [Comparative Literature](#)
 - iii. [English: Linguistics and Communication](#)
 - iv. [English Literature](#)
 - v. [History](#)
 - vi. [Modern Languages](#)
- e. [College of Natural Sciences](#)
 - i. [Biology](#)
 - ii. [Mathematics](#)
- f. [College of Social Sciences](#)
 - i. [Anthropology](#)
 - ii. [Sociology](#)
- g. [School of Communication](#)
 - i. [Information and Journalism](#)

VI. Logical-mathematical reasoning

- a. College of Humanities
 - i. Philosophy

- b. College of Natural Sciences
 - i. Biology
 - ii. Computer Science
 - iii. Environmental Science
 - iv. Interdisciplinary Program in Natural Sciences
 - v. Mathematics

- c. School of Communication
 - i. Public Relations and Advertising

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

- a. College of Business Administration
 - i. Office System Management

- b. College of Education
 - i. Teacher Preparation Programs

- c. College of Humanities
 - i. Art History
 - ii. English: Linguistics and Communication
 - iii. English Literature
 - iv. Fine Arts
 - v. Modern Language
 - vi. Music
 - vii. Performing Arts
 - viii. Philosophy

- d. [College of Natural Sciences](#)
 - i. [Computer Science](#)
 - ii. [Environmental Sciences](#)
 - iii. [Interdisciplinary Program in Natural Science](#)
 - iv. [Mathematics](#)
 - v. [Nutrition and Dietetics](#)
 - vi. [Physics](#)

- e. [College of Social Sciences](#)
 - i. [Anthropology](#)
 - ii. [Geography](#)
 - iii. [Labor Relations](#)
 - iv. [Sociology](#)

- f. [School of Communication](#)
 - i. [Audiovisual Communication](#)
 - ii. [Information and Journalism](#)
 - iii. [Public Relations and Advertising](#)

VIII. [Capacity for Independent Studies](#)

- a. [College of Humanities](#)
 - i. [Performing Arts](#)

- b. [College of Natural Sciences](#)
 - i. [Computer Science](#)
 - ii. [Nutrition and Dietetics](#)

- c. [College of Social Sciences](#)
 - i. [Labor Relations](#)

IX. [Intellectual curiosity](#)

- a. [College of Natural Sciences](#)

[Table of Content](#)

[List of Definitions](#)

- i. [Computer Science](#)
- ii. [Nutrition and Dietetics](#)
- iii. [Physics](#)

X. [Ongoing Learning](#)

XI. [Knowledge Integration](#)

- a. [College of Business Administration](#)
 - i. [Office System Management](#)
- b. [College of Humanities](#)
 - i. [Art history](#)
 - ii. [History](#)
- c. [College of Natural Sciences](#)
 - i. [Biology](#)
 - ii. [Computer Science](#)
 - iii. [Nutrition and Dietetics](#)
- d. [College of Social Sciences](#)
 - i. [Labor Relations](#)

XII. [Ethical and Aesthetic Sensibility](#)

- a. [College of General Studies](#)
 - i. [General Studies](#)

- b. [College of Humanities](#)
 - i. [Performing Arts](#)

- c. [College of Natural Sciences](#)
 - i. [Computer Science](#)

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

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

- b. [College of General Studies](#)
 - i. [General Studies](#)

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 Aesthetic 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			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
Office System Management	<p>First instance</p> <p>A rubric was used to assess students' written communication skills in English and Spanish in a written document during a professional internship.</p> <p>It was expected that 90% of the students would obtain a score of 80% or more in the criterion.</p> <p>Results showed that 89% of the students obtained a score of 80% or more in the criterion.</p> <p>Therefore, although very close, the goal was not met.</p>	<p>The findings will be analyzed and discussed at the next curriculum meeting with the program's faculty.</p> <p>In the next academic year 2013 – 2014 the effective written communication student learning outcome will be measured as follows:</p> <ul style="list-style-type: none"> • ADSO 4049 – Spanish Oral and Written Communication • ADSO 4050 – English Oral and Written Communication <p>We will continue to use the same rubric to assess both competencies.</p> <p>Developed a multidisciplinary test on a systemic level for use in all Office Systems Management Programs in the UPR System.</p> <p>This test meets the requirements of the accrediting agency (Accreditation Council for Business Schools and Programs, ACBSP) and of the assessment guidelines of the OEAE Río Piedras Campus. This test was administered as a pilot in February 2013 and the results still have not been analyzed. Depending on the results of the pilot, this test will be reviewed and/or restructured so that it may be administered in all Office Systems Management Programs in the UPR System in April 2013.</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 accrediting agency, Accreditation Council for Business Schools and Programs (ACBSP), reports.</p>	<p>The Office Systems Management program established one measure in one instance, which was met.</p> <p>Three transforming actions were established.</p>

College of Education			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Teacher Preparation Program	<p>First Instance</p> <p>A rubric was used in the Professional Reflective Seminar courses to assess students' written communication skills in a reflection-type essay as part of their teacher electronic portfolios.</p> <p>It was expected that students would perform at the excellent level using a 21 point rubric. The rating scale was established as:</p> <p>1 - 7 points = initial stage 8 - 14 points = in progress stage 15 - 21 points = achieved stage</p> <p>Findings revealed that the average performance score for this learning outcome was 18.32 points (achieved stage), therefore, the goal was met.</p> <p>From a total of 144 students, 131 (91%) students met this goal.</p> <p>Second Instance</p> <p>A rubric was used in the EDPE course in <i>Zona de Talleres de Escritura</i> [Writing Zone Workshops] to assess the students' competencies of communication skills in Spanish. The rubric is a tool used for formative assessment in three instances in which the practice supervisor, the cooperating teacher, and the student are involved.</p> <p>The objective is that the written material produced by the teaching candidate during their teaching practice is clear, correct, and coherent.</p> <p>The results indicate that in the communication competency, and on a scale of 0 to 12, where 9 is achieved and 12 is outstanding, the average score of the students was 10.72, corresponding to the achieved level. Therefore, the goal was met</p> <p>Third Instance</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 analyzed to</p>	<p>Each professor is providing individual feedback to students that need help developing their portfolios, as well as improving their reflection writing abilities as future teachers.</p>	<p>The Teacher Preparation Program established five measures in three instances, which were met.</p> <p>Two transforming actions were established.</p>

College of Education

Academic Program	Findings	Transforming Actions	Annual Summary of Results																		
	<p>assess teaching candidates' effective writing communication skills. The level of correctness, proper use of the language, and coherence were the criteria assessed. This test is offered at the end of the baccalaureate degree in order for students to obtain the Teacher Certification from the Puerto Rico Department of Education. So, this test is considered an Exit Assessment Instrument of students' general education, basic knowledge, and communication competencies.</p> <p>It was expected that students would achieve an average score of 50 points or higher in a 20-80 scale rubric in the essay part of the test.</p> <p>Findings revealed that in the 2013 administration of this test, the average scores obtained by UPR-RP students was 56 points in Spanish language, while on a Puerto Rico-wide level, the average score obtained by the students was 50 points. Therefore, the goal was met.</p> <p>Furthermore, in the English language area of the PCMAS test, the UPR-RP students' average score was 52 points, while on a Puerto Rico-wide level, the average score was 47 points.</p> <table border="1" data-bbox="486 824 997 906"> <thead> <tr> <th></th> <th>UPRRP</th> <th>Puerto Rico-wide (total)</th> </tr> </thead> <tbody> <tr> <td>Spanish</td> <td>56</td> <td>50</td> </tr> <tr> <td>English</td> <td>52</td> <td>47</td> </tr> </tbody> </table> <p>A comparison of the averages obtained in the sub-area of writing of the assessed students of the Teacher Preparation Program of the College of Education, 2013, showed an average score of 60 points, while on a Puerto Rico-wide level, the students scored 56 points.</p> <p>In the writing sub-area, the UPR-RP students obtained 61 points, while on a Puerto Rico-wide level, the average score was 56 points. Also, in the sub-area of spelling, the UPR-RP students' average score was 62 points, while on a Puerto Rico-wide level; the average score was 57 points.</p> <table border="1" data-bbox="486 1235 1056 1317"> <thead> <tr> <th></th> <th>UPRRP</th> <th>Puerto Rico-wide (total)</th> </tr> </thead> <tbody> <tr> <td>Writing subarea</td> <td>61</td> <td>56</td> </tr> <tr> <td>Spelling</td> <td>62</td> <td>57</td> </tr> </tbody> </table> <p>In all instances the UPRRP students' scores were higher than the Puerto Rico-wide (total) ones. Therefore, the goal was met.</p>		UPRRP	Puerto Rico-wide (total)	Spanish	56	50	English	52	47		UPRRP	Puerto Rico-wide (total)	Writing subarea	61	56	Spelling	62	57	<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 2013 compared to the results of 2012 showed that the statistical change was significant. In the writing component, students examined from the UPR-RP Teacher Preparation Program had four points above the average of the total population examined. In the composition and spelling components, the difference was 5 points.</p>	
	UPRRP	Puerto Rico-wide (total)																			
Spanish	56	50																			
English	52	47																			
	UPRRP	Puerto Rico-wide (total)																			
Writing subarea	61	56																			
Spelling	62	57																			

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results																																			
<p>Art History</p>	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in the ARTE-3716 (History of Photography) course (December 2012) to assess students’ effective communication skills in an oral presentation. <i>N</i> = 29.</p> <p>The expected performance level was that 70% of the oral presentations would score 5 points or more (between “excellent” and “good”) in the 1-8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Organization: 97% 2. Topic knowledge: 86% 3. Visual Resources: 86% 4. Visual Contact: 97% 5. Elocution: 90% 6. Originality: 90% <p>The expected goal was reached in all criteria assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the ARTE-3219 (History of Ancient and Near East Art) course (December 2012) to assess students’ effective communication skills in an oral presentation. <i>N</i> = 30.</p> <p>The expected performance level was that 70% of the oral presentations would score 5 points or more (between “excellent” and “good”) in the 1-8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Organization: 93% 2. Knowledge of the topic: 87% 3. Visual Resources: 83% 4. Visual Contact: 87% 5. Elocution: 83% 6. Originality: 70% 		<p><i>Annual Summary</i></p> <p>The Art History Department established 4 measures in 17 instances, of which, ten were met (59%). One transforming action.</p> <table border="1" data-bbox="1838 508 2494 816"> <thead> <tr> <th colspan="4">TABLE I. SUMMARY OF ASSESSMENT RESULTS</th> </tr> <tr> <th>Course</th> <th>1st Assessment</th> <th>2nd Assessment</th> <th>3rd Assessment</th> </tr> </thead> <tbody> <tr> <td>ARTE – 3245</td> <td>78%</td> <td>91%</td> <td>78%</td> </tr> <tr> <td>ARTE – 3237</td> <td>71%</td> <td>64%</td> <td>68%</td> </tr> <tr> <td>ARTE – 3256 Section X</td> <td>22%</td> <td>63%</td> <td>67%</td> </tr> <tr> <td>ARTE – 3256 Section Y</td> <td>25%</td> <td>48%</td> <td>75%</td> </tr> </tbody> </table> <table border="1" data-bbox="1838 873 2494 1227"> <thead> <tr> <th colspan="2">TABLE II. OEAE RECOMMENDATIONS TO THE PROGRAM</th> </tr> <tr> <th>Course</th> <th>OEAE Comments</th> </tr> </thead> <tbody> <tr> <td>ARTE – 3245</td> <td>Investigate the reason of the student performance decrease from the second to the third assessment point.</td> </tr> <tr> <td>ARTE – 3237</td> <td>This course needs to improve the teaching on effective communication criterion.</td> </tr> <tr> <td>ARTE – 3256 Section X</td> <td rowspan="2">Emphasize in the writing activity in order to improve students’ performance.</td> </tr> <tr> <td>ARTE – 3256 Section Y</td> </tr> </tbody> </table>	TABLE I. SUMMARY OF ASSESSMENT RESULTS				Course	1 st Assessment	2 nd Assessment	3 rd Assessment	ARTE – 3245	78%	91%	78%	ARTE – 3237	71%	64%	68%	ARTE – 3256 Section X	22%	63%	67%	ARTE – 3256 Section Y	25%	48%	75%	TABLE II. OEAE RECOMMENDATIONS TO THE PROGRAM		Course	OEAE Comments	ARTE – 3245	Investigate the reason of the student performance decrease from the second to the third assessment point.	ARTE – 3237	This course needs to improve the teaching on effective communication criterion.	ARTE – 3256 Section X	Emphasize in the writing activity in order to improve students’ performance.	ARTE – 3256 Section Y
TABLE I. SUMMARY OF ASSESSMENT RESULTS																																						
Course	1 st Assessment	2 nd Assessment	3 rd Assessment																																			
ARTE – 3245	78%	91%	78%																																			
ARTE – 3237	71%	64%	68%																																			
ARTE – 3256 Section X	22%	63%	67%																																			
ARTE – 3256 Section Y	25%	48%	75%																																			
TABLE II. OEAE RECOMMENDATIONS TO THE PROGRAM																																						
Course	OEAE Comments																																					
ARTE – 3245	Investigate the reason of the student performance decrease from the second to the third assessment point.																																					
ARTE – 3237	This course needs to improve the teaching on effective communication criterion.																																					
ARTE – 3256 Section X	Emphasize in the writing activity in order to improve students’ performance.																																					
ARTE – 3256 Section Y																																						

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>The expected goal was reached in all criteria assessed. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the ARTE-4242 (History of Art Seminar) course (December, 2012) to assess students' effective communication in writing skills in a minor thesis. <i>N</i> = 14.</p> <p>The expected performance level was that 70% of the minor thesis would score 5 points or more (between "excellent" and "good") in the 1-8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Writing: 100% 2. Content: 100% 3. Style Guide: 79% 4. Organization: 100% <p>The expected goal was reached in all criteria assessed. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the ARTE-4242 (History of Art Seminar) course (May, 2013) to assess students' effective communication in writing skills in a minor thesis. <i>N</i> = 6.</p> <p>The expected performance level was that 70% of the minor thesis would score 6 points or more in the 1-8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Writing: 83% 2. Content: 83% 3. Style Guide: 83% 4. Organization: 83% <p>The expected goal was reached in all criteria assessed. Therefore, the goal was met.</p>		

College of Humanities			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>Fifth Instance</p> <p>A rubric was used in the ARTE-3237 (History of Contemporary Art) course (<i>first exam</i>, March, 2013) to assess students' effective communication in writing skills in a discussion question or essay. $N = 28$.</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 1-8 point scale used.</p> <p>The result for the writing criterion was 71%. Therefore, the goal was met.</p> <p>Sixth Instance</p> <p>A rubric was used in the ARTE-3237 (History of Contemporary Art) course (<i>second exam</i>, April, 2013) to assess students' effective communication in writing skills in a discussion question or essay. $N = 28$.</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 1-8 point scale used.</p> <p>The result for the writing criterion was 64%. Therefore, the goal was not met.</p> <p>Seventh Instance</p> <p>A rubric was used in the ARTE-3237 (History of Contemporary Art) course (<i>third exam</i>, May, 2013) to assess students' effective communication in writing skills in a discussion question or essay. $N = 31$.</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 1-8 point scale used.</p> <p>The result for the writing criterion was 68%. Therefore, the goal was not met.</p>	<p>The best written works were read aloud.</p> <p>The best written works were read aloud.</p>	

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Eighth Instance Section X</p> <p>A rubric was used in the ARTE-3256 (Art Theory) course (<i>first exam</i>, March, 2013) to assess students' effective communication in writing skills in a discussion question or essay. <i>N</i> = 23.</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 1-8 point scale used.</p> <p>The result for the writing criterion was 22%. Therefore, the goal was not met.</p> <p>Ninth Instance Section Y</p> <p>A rubric was used in the ARTE-3256 (Art Theory) course (<i>first exam</i>, March, 2013) to assess students' effective communication in writing skills in a discussion question or essay. <i>N</i> = 25.</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 1-8 point scale used.</p> <p>The result for the writing criterion was 25%. Therefore, the goal was not met.</p> <p>Tenth Instance Section X</p> <p>A rubric was used in the ARTE-3256 (Art Theory) course (<i>second exam</i>, April, 2013) to assess students' effective communication in writing skills in a discussion question or essay. <i>N</i> = 19.</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 1-8 point scale used.</p> <p>The result for the writing criterion was 63%. Therefore, the goal was not met.</p>	<p>The best written works were read aloud.</p> <p>The best written works were read aloud.</p> <p>The best written works were read aloud.</p>	

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>Eleventh Instance Section Y</p> <p>A rubric was used in the ARTE-3256 (Art Theory) course (<i>second exam</i>, April, 2013) to assess students' effective communication in writing skills in a discussion question or essay. <i>N</i> = 25.</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 1-8 point scale used.</p> <p>The result for the writing criterion was 48%. Therefore, the goal was not met.</p> <p>Twelfth Instance Section X</p> <p>A rubric was used in the ARTE-3256 (Art Theory) course (<i>third exam</i>, May, 2013) to assess students' effective communication in writing skills in a discussion question or essay. <i>N</i> = 21.</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 1-8 point scale used.</p> <p>The result for the writing criterion was 67%. Therefore, the goal was not met.</p> <p>Thirteenth Instance Section Y</p> <p>A rubric was used in the ARTE-3256 (Art Theory) course (<i>third exam</i>, May, 2013) to assess students' effective communication in writing skills in a discussion question or essay. <i>N</i> = 24.</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 1-8 point scale used.</p> <p>The result for the writing criterion was 75%. Therefore, the goal was met.</p>	<p>The best written works were read aloud.</p>	

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Fourteenth Instance</p> <p>A rubric was used in the ARTE-xxxx (Art Criticisms) course to assess students' effective communication in writing skills in an independent research paper. $N = 13$.</p> <p>The expected performance level was that 70% of the independent research papers would score 6 points or more in the 1-8 point scale used.</p> <p>The result for the writing criterion was 92%. Therefore, the goal was met.</p>		
<p>Comparative Literature</p>	<p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the LITE 3051 (Classical Greek Literature) course, to assess the students' effective communications skills in a final paper.</p> <p>It was expected that 70% of the students would receive a score of 4 or higher (in a 6 point rubric) in all the criteria assessed.</p> <p>Results showed that of the 15 students, 12 (80%) demonstrated scores of 4 or higher in all the criteria tested.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Clarity: 80% 2. Organization: 80% 3. Communication of ideas: 80% 4. Grammar: 87% <p>The expected goal was reached in all the criteria assessed (100%). Therefore, the goal was met.</p>	<p>Because all expectations and goals were met, no transforming activities are suggested.</p> <p><u>Suggestion for future assessment:</u></p> <p>We should collect results from one of the instructors of a basic 3000 level course who is not a specialist in the field to compare with the results from this specialist's course. This will enable us to determine if there is consistency among student learning regardless of instructor, or if some instructors do not comply with the standards of research, communication, and information literacy required of the basic 3000 level courses.</p>	<p><i>Summary Results</i></p> <p>1 course, 1 measure and 1 instance which was met (100%). 1 transforming action.</p>

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>															
<p>English: Linguistics and Communication</p>	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in the INGL 3275 course to assess students’ effective communication skills in writing samples, informal and formal writing assignments, oral presentations, and web-based written projects.</p> <p>It was expected that 80% or more of the students would score 3 points or more using a 6 point rubric for the assessment of students’ effective communication skills.</p> <p>The scale of the rubric was established as: 1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings by criterion were:</p> <table border="1"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> <th>Students with 3 points or more</th> </tr> </thead> <tbody> <tr> <td>1. Clarity</td> <td>5</td> <td>100%</td> </tr> <tr> <td>2. Organization</td> <td>5</td> <td>100%</td> </tr> <tr> <td>3. Communication of ideas</td> <td>5</td> <td>100%</td> </tr> <tr> <td>4. Grammar and Orthography</td> <td>5</td> <td>100%</td> </tr> </tbody> </table> <p>100% of the students scored 5 points or more. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the INGL 4230 course to assess students’ effective communication skills in writing samples, informal and formal writing assignments, oral presentations, and web-based</p>	Criteria	Average by criteria	Students with 3 points or more	1. Clarity	5	100%	2. Organization	5	100%	3. Communication of ideas	5	100%	4. Grammar and Orthography	5	100%	<p>The English Department must expand the number of courses to be evaluated and devise other innovative writing or research assignments consonant with the course objectives, class sizes, and course loads.</p> <p>New assignments were created by individual professors, including the preparation of a handout by students (informative brochure); the use of a wiki site for uploading academic essays and bibliographies by the students; the writing of a self-reflection paper by the students about their research processes.</p> <p>The English Department will create new courses to develop a new area of emphasis within the English concentration: Interdisciplinary Studies in English.</p>	<p>The Program of Linguistics and Communication in English established four measures, in two instances, all of which were met.</p> <p>Three transforming actions were established.</p>
Criteria	Average by criteria	Students with 3 points or more																
1. Clarity	5	100%																
2. Organization	5	100%																
3. Communication of ideas	5	100%																
4. Grammar and Orthography	5	100%																

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>															
	<p>written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for the assessment of students' effective communication skills.</p> <p>The scale of the rubric was established as: 1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings by criterion were:</p> <table border="1" data-bbox="559 634 1110 930"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> <th>Students with 3 points or more</th> </tr> </thead> <tbody> <tr> <td>1. Clarity</td> <td>5</td> <td>100%</td> </tr> <tr> <td>2. Organization</td> <td>4</td> <td>100%</td> </tr> <tr> <td>3. Communication of ideas</td> <td>5</td> <td>100%</td> </tr> <tr> <td>4. Grammar and Orthography</td> <td>5</td> <td>100%</td> </tr> </tbody> </table> <p>100% of the students scored 4 points or more. Therefore, the goal was met.</p>	Criteria	Average by criteria	Students with 3 points or more	1. Clarity	5	100%	2. Organization	4	100%	3. Communication of ideas	5	100%	4. Grammar and Orthography	5	100%		
Criteria	Average by criteria	Students with 3 points or more																
1. Clarity	5	100%																
2. Organization	4	100%																
3. Communication of ideas	5	100%																
4. Grammar and Orthography	5	100%																
<p>English Literature</p>	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in the INGL 3285 course to assess students' effective communication skills in writing samples, informal and formal writing assignments, oral presentations, and web-based written projects.</p>	<p>The Department of English must expand the number of courses to be evaluated and devise other innovative writing or research assignments consonant with the course objectives, class sizes, and course loads.</p>	<p>The English Literature program established four measures, in eight instances, all 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>Annual Summary of Results</i>
	<p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for the assessment of writing and/or speaking skills.</p> <p>The scale of the rubric was established as: 1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings by criterion were:</p> <ul style="list-style-type: none"> • Clarity - 100% of the students scored 3 points or more, with an average score of 5 points. • Organization - 100% of the students scored 3 points or more, with an average score of 5.08 points. • Communication of ideas - 100% of the students scored 3 points or more, with an average score of 5 points. • Grammar and Orthography - 100% of the students scored 3 points or more, with an average score of 5.08 points. <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the INGL 3252 (American Literature) course, to assess students' effective communication skills in writing samples, informal and formal writing assignments, oral presentations, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for the assessment of writing and/or speaking skills.</p> <p>The scale of the rubric was established as: 1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings by criterion were:</p> <ul style="list-style-type: none"> • Clarity - 100% of the students scored 3 points or more, with an 	<p>New assignments will be created by individual professors, including the preparation of a handout by students (informative brochure); the use of a wiki site for uploading academic essays and bibliographies by the students; the writing of a self-reflection paper by the students about their research processes.</p>	

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>average score of 5 points.</p> <ul style="list-style-type: none"> • Organization - 100% of the students scored 3 points or more, with an average score of 5 points. • Communication of ideas - 100% of the students scored 3 points or more, with an average score of 5 points. • Grammar and Orthography - 100% of the students scored 3 points or more, with an average score of 4.5 points. <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the INGL 3002 course to assess students' effective communication skills in writing samples, informal and formal writing assignments, oral presentations, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for the assessment of writing and/or speaking skills.</p> <p>The scale of the rubric was established as:</p> <ul style="list-style-type: none"> 1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level <p>The findings by criterion were:</p> <ul style="list-style-type: none"> • Clarity - 100% of the students scored 3 points or more, with an average score of 5.5 points. • Organization - 100% of the students scored 3 points or more, with an average score of 5.5 points. • Communication of ideas - 100% of the students scored 3 points or more, with an average score of 5.5 points. • Grammar and Orthography - 100% of the students scored 3 points or more, with an average score of 5points. <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p>		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Fourth Instance</p> <p>A rubric was used in the INGL 3229 course to assess students' effective communication skills in writing samples, informal and formal writing assignments, oral presentations, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for the assessment of writing and/or speaking skills.</p> <p>The scale of the rubric was established as: 1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings by criterion were:</p> <ul style="list-style-type: none"> • Clarity - 100% of the students scored 3 points or more, with an average score of 5 points. • Organization - 100% of the students scored 3 points or more, with an average score of 5 points. • Communication of ideas - 100% of the students scored 3 points or more, with an average score of 4 points. • Grammar and Orthography - 100% of the students scored 3 points or more, with an average score of 5 points. <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the INGL 3226 course to assess students' effective communication skills in writing samples, informal and formal writing assignments, oral presentations, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for the assessment of writing and/or speaking skills.</p> <p>The scale of the rubric was established as: 1 - 2 points = basic level 3 - 4 points = intermediate level</p>		

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>5 - 6 points = advanced level</p> <p>The findings by criterion were:</p> <ul style="list-style-type: none"> • Clarity - 100% of the students scored 3 points or more, with an average score of 5.5 points. • Organization - 100% of the students scored 3 points or more, with an average score of 5 points. • Communication of ideas - 100% of the students scored 3 points or more, with an average score of 5 points. • Grammar and Orthography - 100% of the students scored 3 points or more, with an average score of 4.6 points. <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Sixth Instance</p> <p>A rubric was used in the INGL 3036 course to assess students' effective communication skills in writing samples, informal and formal writing assignments, oral presentations, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for the assessment of writing and/or speaking skills.</p> <p>The scale of the rubric was established as:</p> <p>1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings by criterion were:</p> <ul style="list-style-type: none"> • Clarity - 100% of the students scored 3 points or more, with an average score of 5.8 points. • Organization - 100% of the students scored 3 points or more, with an average score of 5.12 points. • Communication of ideas - 100% of the students scored 3 points or more, with an average score of 5.06 points. • Grammar and Orthography - 100% of the students scored 3 points or more, with an average score of 5 points. 		

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Seventh Instance</p> <p>A rubric was used in the INGL 4029 course to assess students' effective communication skills in writing samples, informal and formal writing assignments, oral presentations, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for the assessment of writing and/or speaking skills.</p> <p>The scale of the rubric was established as: 1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings by criterion were:</p> <ul style="list-style-type: none"> • Clarity - 100% of the students scored 3 points or more, with an average score of 5.5 points. • Organization - 100% of the students scored 3 points or more, with an average score of 5 points. • Communication of ideas - 100% of the students scored 3 points or more, with an average score of 5.5 points. • Grammar and Orthography - 100% of the students scored 3 points or more, with an average score of 5 points. <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p><i>Summer Session</i></p> <p>First Instance</p> <p>A rubric was used in the INGL 3229 course (summer session) to assess students' effective communication skills in writing samples, informal and formal writing assignments, oral presentations, and web-based written projects.</p>		

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for the assessment of writing and/or speaking skills.</p> <p>The scale of the rubric was established as: 1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings by criterion were:</p> <ul style="list-style-type: none"> • Clarity - 100% of the students scored 3 points or more, with an average score of 5 points. • Organization - 100% of the students scored 3 points or more, with an average score of 5 • Communication of ideas - 100% of the students scored 3 points or more, with an average score of 6 points. • Grammar and Orthography - 100% of the students scored 3 points or more, with an average score of 6 points. <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p>		
Fine Arts	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in a group critique in the Creative Research Workshop I course to assess peer effective communication skills in an end-of-studies project (October 2012). N=15</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results for each criteria were as follows:</p> <ul style="list-style-type: none"> • Visual Interpretation of the art piece: 41% scored 3 or 4 points, therefore the goal was not met. • Effective Communication and Articulation of Ideas: 52% scored 3 or 4 points, therefore the goal was not met. <p>The expected results were not reached. Therefore, the goal for this learning outcome was not met.</p>	<p>Incorporation of more oral and written communication skills in the curriculum of the course.</p> <p>Assign readings that will be supplemented with essays.</p> <p>Create a Fine Arts course, for the next academic year, that has assigned objectives to develop oral communication skills, to enhance the skills of oral expression.</p> <p>Check and adjust the rubrics to the particular needs of the courses and the subjective nature of the discipline of Fine Arts.</p>	<p>Eighteen instances and three measures. Only nine were met. Four transforming actions.</p>

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Second Instance</p> <p>A rubric was used in a group critique in the Creative Research Workshop I course to assess students' effective communication skills in a written artist proposal (December 2012). N= 15</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results for each criteria were as follows:</p> <ul style="list-style-type: none"> • Visual Interpretation of the art piece: 72% scored 3 or 4 points. • Effective Communication and Articulation of Ideas: 77% scored 3 or 4 points. <p>The expected results were reached in both criteria. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the Encaustic Painting course to assess peer effective communication skills in group critiques in an end-of-semester art project (October 2012). N=8</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results for each criteria were as follows:</p> <ul style="list-style-type: none"> • Visual Interpretation of the art piece: 14% of the students assessed scored 3 or 4 points. • Effective Communication and Articulation of Ideas: 37% of the students assessed scored 3 or 4 points. <p>The expected results were not reached in either of the two criteria assessed. Therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in a group critique in the Encaustic Painting course to assess students' effective communication in a written artist proposal (December 2012). N= 8</p> <p>It was expected that 60% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p>		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>The results for each criteria assessed were as follows:</p> <ul style="list-style-type: none"> • Visual Interpretation of the art piece: 62% scored 3 or 4 points. • Effective Communication and Articulation of Ideas: 62% scored 3 or 4 points. <p>The expected results were reached in both of the criteria assessed. Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts I course to assess peer effective communication in group critiques in an end-of-semester art project (October 2012). N= 19</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results for each criteria were as follows:</p> <ul style="list-style-type: none"> • Visual Interpretation of the art piece: 15% scored 3 or 4 points. • Effective Communication and Articulation of Ideas: 15% scored 3 or 4 points. <p>The expected results were not reached. Therefore, the goal was not met.</p> <p>Sixth Instance</p> <p>A rubric was used in Basic Visual Arts I to assess effective communication in a written artist proposal (December 2012). N= 17</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results for each criteria were as follows:</p> <ul style="list-style-type: none"> • Visual Interpretation of the art piece: 68% scored 3 or 4 points. • Effective Communication and Articulation of Ideas: 47% scored 3 or 4 points. <p>The expected results were not reached. Therefore, the goal was not met.</p>		

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in a group critique in the Creative Research Workshop II course to assess peer effective communication skills in a final group review of the semester projects (March 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results were as follows:</p> <ul style="list-style-type: none"> • 20% of the students scored 3 or 4 points. <p>The expected results were not reached, therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in a group critique in the Creative Research Workshop II course to assess peer effective communication skills in a final group review of the semester projects (May 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results were as follows:</p> <ul style="list-style-type: none"> • 73% of the students scored 3 or 4 points. <p>The expected results were reached, therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in a group critique in the Creative Research Workshop II course to assess peer effective communication skills in the defense of projects and research strategies used in the projects (March 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results were as follows:</p> <ul style="list-style-type: none"> • 33% of the students scored 3 or 4 points. 		

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>The expected results were not reached, therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in a group critique in the Creative Research Workshop II course to assess peer effective communication skills in the defense of projects and research strategies used in the projects (May 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results were as follows:</p> <ul style="list-style-type: none"> • 73.33% of the students scored 3 or 4 points. <p>The expected results were reached, therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts II course to assess peer effective communication skills in the defense of projects and research strategies used in the projects (March 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results were as follows:</p> <ul style="list-style-type: none"> • 63% of the students scored 3 or 4 points. <p>The expected results were not reached, therefore, the goal was not met.</p> <p>Sixth instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts II course to assess peer effective communication skills in the defense of projects and research strategies used in the projects (May 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p>		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>The results were as follows: • 95% of the students scored 3 or 4 points.</p> <p>The expected results were reached, therefore, the goal was met.</p> <p>Seventh Instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts II course to assess peer effective communication skills in the defense of projects and research strategies used in the project, with an emphasis on describing the visual project. (March 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results were as follows: • 53% of the students scored 3 or 4 points.</p> <p>The expected results were not reached, therefore, the goal was not met.</p> <p>Eighth Instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts II course to assess peer effective communication skills in the defense of projects and research strategies used in the project, with an emphasis on describing the visual project. (May 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results were as follows: • 95% of the students scored 3 or 4 points.</p> <p>The expected results were reached, therefore, the goal was met.</p> <p>Ninth Instance</p> <p>A rubric was used in the Basic Visual Arts I course to assess effective communication in in the defense of projects and research strategies used in the project, with an emphasis on the articulation of ideas (March 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4</p>		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>points in the 4 point rubric used.</p> <p>The results were as follows: • 73% of the students scored 3 or 4 points.</p> <p>The expected results were reached, therefore, the goal was met.</p> <p>Tenth Instance</p> <p>A rubric was used in the Basic Visual Arts I course to assess effective communication in in the defense of projects and research strategies used in the project, with an emphasis on the articulation of ideas (May 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results were as follows: • 93% of the students scored 3 or 4 points.</p> <p>The expected results were reached, therefore, the goal was met.</p> <p>Eleventh Instance</p> <p>A rubric was used in the Basic Visual Arts I course to assess effective communication in in the defense of projects and research strategies used in the project, with an emphasis on describing the visual project. (March 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results were as follows: • 66.66% of the students scored 3 or 4 points.</p> <p>The expected results were not reached, therefore, the goal was not met.</p> <p>Twelfth Instance</p> <p>A rubric was used in the Basic Visual Arts I course to assess effective communication in in the defense of projects and research strategies used in the project, with an emphasis on describing the visual project. (May 2013).</p>		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>														
	<p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results were as follows:</p> <ul style="list-style-type: none"> • 93% of the students scored 3 or 4 points. <p>The expected results were reached, therefore, the goal was met.</p>																
<p>Hispanic Studies (Written)</p>	<p><i>First semester (Written)</i></p> <p>First Instance</p> <p>A rubric was used in the ESPA 4201 (Puerto Rican Literature I) course to assess students' effective communication skills in a written assignment at the beginning and at the end of the semester. <i>N</i> = 19.</p> <p>It was expected that students would obtain 16 points or more in the 24 point rubric used.</p> <p><u>Findings:</u></p> <table border="1" data-bbox="486 971 1188 1055"> <thead> <tr> <th></th> <th>1st Assessment</th> <th>2nd Assessment</th> </tr> </thead> <tbody> <tr> <td>Met expected Outcome</td> <td>47% of students</td> <td>95% of students</td> </tr> </tbody> </table> <p>74% of the students improved their results in the second assignment, 4 maintained their original score and 1 did not meet the expected outcome in the second assignment. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the ESPA 3201 (Literary Genres I) course to assess students' effective communication skills in a written assignment. <i>N</i> = 9.</p> <p>The expected outcome was that 70% of the students assessed would obtain 54 points or more in the 84 point rubric used.</p> <p><u>Findings:</u></p>		1 st Assessment	2 nd Assessment	Met expected Outcome	47% of students	95% of students	<p>Increase the amount of writing exercises (grammar and punctuation marks) through the semester in order to improve their writing skills.</p> <p>Intensify the use of writing exercises giving special attention to grammar and syntax.</p> <p>Explain in the classroom the proper use of the MLA format and the inclusion of others authors ideas in students' work.</p>	<p><i>Annual Summary</i></p> <p>Nine measures, fourteen instances, ten of which were met (71%). Sixteen transforming actions.</p> <table border="1" data-bbox="1835 1263 2475 1481"> <thead> <tr> <th colspan="2">TABLE I. OEAE COMMENTS AND RECOMMENDATIONS TO THE PROGRAM</th> </tr> <tr> <th></th> <th>OEAE Comments</th> </tr> </thead> <tbody> <tr> <td>Effective Communication Oral</td> <td>1 instance, which was met (100%).</td> </tr> <tr> <td>Effective</td> <td>13 instances, 9 of which were met</td> </tr> </tbody> </table>	TABLE I. OEAE COMMENTS AND RECOMMENDATIONS TO THE PROGRAM			OEAE Comments	Effective Communication Oral	1 instance, which was met (100%).	Effective	13 instances, 9 of which were met
	1 st Assessment	2 nd Assessment															
Met expected Outcome	47% of students	95% of students															
TABLE I. OEAE COMMENTS AND RECOMMENDATIONS TO THE PROGRAM																	
	OEAE Comments																
Effective Communication Oral	1 instance, which was met (100%).																
Effective	13 instances, 9 of which were met																

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results																																					
	<p>Six (67%) students obtained 54 points or more in the written assignment. Therefore, the goal was not met.</p> <p>Third Instance</p> <p>A rubric was used in the ESPA 4222 (Latin American Literature II) course to assess students' effective communication skills in two written assignments in the same semester. $N = 10$.</p> <p>An 84 point rubric was used. It was expected that the students would obtain 54 points or more.</p> <p><u>Findings:</u></p> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Student</th> <th style="text-align: center;">1st Assessment</th> <th style="text-align: center;">2nd Assessment</th> </tr> </thead> <tbody> <tr><td>1</td><td style="text-align: center;">65</td><td style="text-align: center;">67</td></tr> <tr><td>2</td><td style="text-align: center;">54</td><td style="text-align: center;">60</td></tr> <tr><td>3</td><td style="text-align: center;">65</td><td style="text-align: center;">69</td></tr> <tr><td>4</td><td style="text-align: center;">65</td><td style="text-align: center;">69</td></tr> <tr><td>5</td><td style="text-align: center;">66</td><td style="text-align: center;">75</td></tr> <tr><td>6</td><td style="text-align: center;">58</td><td style="text-align: center;">69</td></tr> <tr><td>7</td><td style="text-align: center;">63</td><td style="text-align: center;">65</td></tr> <tr><td>8</td><td style="text-align: center;">61</td><td style="text-align: center;">70</td></tr> <tr><td>9</td><td style="text-align: center;">63</td><td style="text-align: center;">73</td></tr> <tr><td>10</td><td style="text-align: center;">79</td><td style="text-align: center;">80</td></tr> </tbody> </table> <p>All students met the expected outcome in both instances. Also, all students improved their grades in the second instance.</p> <p>Fourth Instance</p> <p>A rubric was used in the ESPA 3212 (Spanish Literature II) course to assess students' effective communication skills in two different written assignments. $N = 9$.</p> <p>Section X</p> <p>It was expected that 67% of the students would obtain 16 points (67%) or more in each written assignment. A 24 point rubric was</p>	Student	1 st Assessment	2 nd Assessment	1	65	67	2	54	60	3	65	69	4	65	69	5	66	75	6	58	69	7	63	65	8	61	70	9	63	73	10	79	80	<p>The following transforming actions will be highly recommended to the faculty members:</p> <p><u>To improve grammar:</u> Administer short written assignments like short tests (5-10 minutes long) for a total value of 10 points each.</p> <p><u>Selection of sources:</u> Require the use of diverse sources. These sources may be written or electronic (online) as long as they are published by peer-reviewed academic sources. Include their assessment in the rubric used.</p> <p><u>Information needs definition:</u> Motivate and promote the continued use of intellectual sources such as the language dictionary and of the literary and historical focused histories that contextualized the literary works, in order for them to make a responsible reading of each assigned text.</p> <p><u>Development of a conclusion:</u> Emphasize that all compositions that imply a minimum research exercise must conclude with an author evaluation of the problem researched, and must be one of the criteria assessed in the rubric used.</p> <p>Students will write the same assignment at least two times in the semester in order to learn from their mistakes. And they may develop a better conception of the content, and a better use of style.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Communication <i>Written</i></td> <td style="text-align: center;">(69%).</td> </tr> <tr> <td style="text-align: center;">Recommendation</td> <td style="text-align: center;">Assess by criterion instead of obtaining an average score per student.</td> </tr> </table>	Communication <i>Written</i>	(69%).	Recommendation	Assess by criterion instead of obtaining an average score per student.
Student	1 st Assessment	2 nd Assessment																																						
1	65	67																																						
2	54	60																																						
3	65	69																																						
4	65	69																																						
5	66	75																																						
6	58	69																																						
7	63	65																																						
8	61	70																																						
9	63	73																																						
10	79	80																																						
Communication <i>Written</i>	(69%).																																							
Recommendation	Assess by criterion instead of obtaining an average score per student.																																							

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results																																					
	<p>used.</p> <p><u>Findings:</u></p> <table border="1"> <thead> <tr> <th>Student</th> <th>1st Assessment</th> <th>2nd Assessment</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>16/24 = 66.6%</td> <td>14/24 = 56.6%</td> </tr> <tr> <td>2</td> <td>7/24 = 29.9%</td> <td>6/24 = 25.0%</td> </tr> <tr> <td>3</td> <td>16/24 = 66.6%</td> <td>16/24 = 66.6%</td> </tr> <tr> <td>4</td> <td>20/24 = 83.3%</td> <td>20/24 = 83.3%</td> </tr> <tr> <td>5</td> <td>14/24 = 56.0%</td> <td>14/24 = 56.0%</td> </tr> <tr> <td>6</td> <td>24/24 = 100%</td> <td>24/24 = 100%</td> </tr> <tr> <td>7</td> <td>24/24 = 100%</td> <td>24/24 = 100%</td> </tr> <tr> <td>8</td> <td>24/24 = 100%</td> <td>24/24 = 100%</td> </tr> <tr> <td>9</td> <td>15/24 = 62.6%</td> <td>14/24 = 56.6%</td> </tr> <tr> <td>Average</td> <td>160/216 = 74.0%</td> <td>156/216 = 72.2%</td> </tr> </tbody> </table> <p>In the first instance 67% (6/9) of the students met the expected outcome. Therefore, the goal was met. In the second instance 56% (5/9) of the students assessed met the expected outcome. Therefore, the goal was not met. As a group, the average score in both instances was higher than 67 %, therefore the goal was met as an average.</p> <p>Section Y</p> <p>A rubric was used in the ESPA 3212 (Spanish Literature II) course to assess students' effective communication skills in two different written assignments. N = 20.</p> <p>Some students may be enrolled in this course to comply with the General Education component in Literature. Students from the Hispanic Studies Program are identified by an asterisk.</p> <p>It was expected that students would obtain 4 points or more in the 6 point rubric used.</p> <p><u>Findings:</u></p> <table border="1"> <thead> <tr> <th>Student</th> <th>Average Points (6)</th> <th>Student</th> <th>Average Points (6)</th> </tr> </thead> <tbody> </tbody> </table>	Student	1 st Assessment	2 nd Assessment	1	16/24 = 66.6%	14/24 = 56.6%	2	7/24 = 29.9%	6/24 = 25.0%	3	16/24 = 66.6%	16/24 = 66.6%	4	20/24 = 83.3%	20/24 = 83.3%	5	14/24 = 56.0%	14/24 = 56.0%	6	24/24 = 100%	24/24 = 100%	7	24/24 = 100%	24/24 = 100%	8	24/24 = 100%	24/24 = 100%	9	15/24 = 62.6%	14/24 = 56.6%	Average	160/216 = 74.0%	156/216 = 72.2%	Student	Average Points (6)	Student	Average Points (6)	<p>The professors proposed to divide course time differently in order to assign more hours to research.</p> <p>Teach specific literature topics in order for students to work out a research project as a course requirement.</p> <p>Teach students how to do research using the course topics as a starting point.</p>	
Student	1 st Assessment	2 nd Assessment																																						
1	16/24 = 66.6%	14/24 = 56.6%																																						
2	7/24 = 29.9%	6/24 = 25.0%																																						
3	16/24 = 66.6%	16/24 = 66.6%																																						
4	20/24 = 83.3%	20/24 = 83.3%																																						
5	14/24 = 56.0%	14/24 = 56.0%																																						
6	24/24 = 100%	24/24 = 100%																																						
7	24/24 = 100%	24/24 = 100%																																						
8	24/24 = 100%	24/24 = 100%																																						
9	15/24 = 62.6%	14/24 = 56.6%																																						
Average	160/216 = 74.0%	156/216 = 72.2%																																						
Student	Average Points (6)	Student	Average Points (6)																																					

College of Humanities

Academic Program	Findings				Transforming Actions	Annual Summary of Results																											
	ABA 2.55 RCB* 6.00 SCM 2.33 KCG* 6.00 YDB 2.00 MDR 3.00 SGP 4.00 LGM 3.83 GGW 2.95 GLB 2.00	2.55 6.00 2.33 6.00 2.00 3.00 4.00 3.83 2.95 2.00	AMG MDT JOR SPR ZRR BRD LGS ASF PSP DVR	3.20 3.20 4.07 3.00 4.00 4.33 5.00 2.13 3.00 2.00																													
	<p>Since only 7 out of 20 students (35 %) obtained 4 or more points, the goal was not met.</p>																																
	<p>Therefore, the fourth instance was not met (50%).</p>																																
	<p>Fifth Instance</p>																																
	<p>A rubric was used in the ESPA 4115 (Debates in Spanish Literature II) course to assess students' effective communication skills in a written assignment by the end of the semester. $N = 13$.</p>																																
	<p>Fourteen criteria were assessed using a rubric. It was expected that the students would obtain 4 points or more in each of the criteria assessed. A 6 point rubric was used.</p>																																
	<p><u>Findings:</u></p>																																
	<table border="1"> <thead> <tr> <th>Student</th> <th>Total Points (84) and Percentage</th> <th>Average Points (6)</th> </tr> </thead> <tbody> <tr><td>1</td><td>63/84 = 75%</td><td>4.5</td></tr> <tr><td>2</td><td>63/84 = 75%</td><td>4.5</td></tr> <tr><td>3</td><td>52/84 = 62%</td><td>3.7</td></tr> <tr><td>4</td><td>65/84 = 77%</td><td>4.6</td></tr> <tr><td>5</td><td>60/84 = 70%</td><td>4.2</td></tr> <tr><td>6</td><td>56/84 = 67%</td><td>4.0</td></tr> <tr><td>7</td><td>29/84 = 35%</td><td>2.0</td></tr> <tr><td>8</td><td>29/84 = 35%</td><td>2.0</td></tr> </tbody> </table>	Student	Total Points (84) and Percentage	Average Points (6)	1	63/84 = 75%	4.5	2	63/84 = 75%	4.5	3	52/84 = 62%	3.7	4	65/84 = 77%	4.6	5	60/84 = 70%	4.2	6	56/84 = 67%	4.0	7	29/84 = 35%	2.0	8	29/84 = 35%	2.0					
Student	Total Points (84) and Percentage	Average Points (6)																															
1	63/84 = 75%	4.5																															
2	63/84 = 75%	4.5																															
3	52/84 = 62%	3.7																															
4	65/84 = 77%	4.6																															
5	60/84 = 70%	4.2																															
6	56/84 = 67%	4.0																															
7	29/84 = 35%	2.0																															
8	29/84 = 35%	2.0																															

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results																																				
	<p>9 38/84 = 45% 2.7</p> <p>10 49/84 = 58% 3.5</p> <p>11 65/84 = 77% 4.6</p> <p>12 43/84 = 51% 3.0</p> <p>13 70/84 = 83% 5.0</p> <p>Since only 7 out of thirteen students (54%) met the expected outcome in the criteria assessed, the goal was not met.</p> <p>Sixth Instance</p> <p>A rubric was used in the ESPA 3008 (Travels and Visions: Spanish Travel Literature) course to assess students' effective communication skills in a written assignment by the end of the semester. <i>N</i> = 11.</p> <p>Fourteen criteria were assessed using a rubric. It was expected that the students would obtain 4 points or more in each of the criteria assessed. A 6 point rubric was used for a total of 84 points.</p> <p><u>Findings:</u></p> <table border="1" data-bbox="505 873 994 1344"> <thead> <tr> <th>Student</th> <th>Total Points (84) and Percentage</th> <th>Average Points (6)</th> </tr> </thead> <tbody> <tr><td>1</td><td>65/84 = 77%</td><td>4.6</td></tr> <tr><td>2</td><td>23/84 = 27%</td><td>1.6</td></tr> <tr><td>3</td><td>58/84 = 69%</td><td>4.1</td></tr> <tr><td>4</td><td>68/84 = 81%</td><td>4.9</td></tr> <tr><td>5</td><td>64/84 = 76%</td><td>4.6</td></tr> <tr><td>6</td><td>47/84 = 56%</td><td>3.4</td></tr> <tr><td>7</td><td>40/84 = 48%</td><td>2.9</td></tr> <tr><td>8</td><td>33/84 = 39%</td><td>2.4</td></tr> <tr><td>9</td><td>66/84 = 79%</td><td>4.7</td></tr> <tr><td>10</td><td>41/84 = 49%</td><td>2.9</td></tr> <tr><td>11</td><td>66/84 = 79%</td><td>4.7</td></tr> </tbody> </table> <p>Since 6 out of eleven students (55%) met the expected outcome in the criteria assessed, the goal was not met.</p>	Student	Total Points (84) and Percentage	Average Points (6)	1	65/84 = 77%	4.6	2	23/84 = 27%	1.6	3	58/84 = 69%	4.1	4	68/84 = 81%	4.9	5	64/84 = 76%	4.6	6	47/84 = 56%	3.4	7	40/84 = 48%	2.9	8	33/84 = 39%	2.4	9	66/84 = 79%	4.7	10	41/84 = 49%	2.9	11	66/84 = 79%	4.7	<p>Improve academic counseling to help students improve their writing skills (terminology).</p> <p>Increase the number of written exercises given in class.</p>	
Student	Total Points (84) and Percentage	Average Points (6)																																					
1	65/84 = 77%	4.6																																					
2	23/84 = 27%	1.6																																					
3	58/84 = 69%	4.1																																					
4	68/84 = 81%	4.9																																					
5	64/84 = 76%	4.6																																					
6	47/84 = 56%	3.4																																					
7	40/84 = 48%	2.9																																					
8	33/84 = 39%	2.4																																					
9	66/84 = 79%	4.7																																					
10	41/84 = 49%	2.9																																					
11	66/84 = 79%	4.7																																					

College of Humanities																									
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>																						
	<p>Seventh Instance</p> <p>A rubric was used in the ESPA 4107 (Contemporary Cuban Literature) course to assess students' effective communication skills in a monograph. $N = 21$.</p> <p>The rubric used had a total of 100 points. It was expected that the students would obtain 70 or more in the total score.</p> <p><u>Findings:</u></p> <table border="0"> <tr><td>81/100</td><td>92/100</td></tr> <tr><td>100/100</td><td>87/100</td></tr> <tr><td>85/100</td><td>100/100</td></tr> <tr><td>93/100</td><td>81/100</td></tr> <tr><td>95/100</td><td>100/100</td></tr> <tr><td>67/100</td><td>98/100</td></tr> <tr><td>96/100</td><td>92/100</td></tr> <tr><td>100/100</td><td>98/100</td></tr> <tr><td>76/100</td><td>99/100</td></tr> <tr><td>82/100</td><td>98/100</td></tr> <tr><td>73/100</td><td></td></tr> </table> <p>All but one student met the expected outcome. Therefore, the goal was met.</p> <p>Eight Instance</p> <p>A rubric was used in the ESPA 4011 (Diachrony in Spanish) course to assess students' effective communication skills in a written assignment.</p> <p>The rubric used had a total score of 21 points. $N = 9$.</p> <p>It was expected that the students assessed would obtain 14 points (67%) or more in the assigned work. Two assignments were assessed: one at the beginning and one at the end of the semester.</p> <p>Findings revealed that at the beginning of the semester 6/9 (67%) of the students obtained 14 points (67%) or more.</p> <p>At the end of the semester, all 9 (100%) students obtained a score higher than 14 points in the assignment</p>	81/100	92/100	100/100	87/100	85/100	100/100	93/100	81/100	95/100	100/100	67/100	98/100	96/100	92/100	100/100	98/100	76/100	99/100	82/100	98/100	73/100		<p>Encourage peer mentoring.</p> <p>Increase the number of written exercises given in class.</p>	
81/100	92/100																								
100/100	87/100																								
85/100	100/100																								
93/100	81/100																								
95/100	100/100																								
67/100	98/100																								
96/100	92/100																								
100/100	98/100																								
76/100	99/100																								
82/100	98/100																								
73/100																									

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>Six students improved their score in the second instance two maintained their original score and one obtained a lower score. Therefore, the goal was met in both instances.</p> <p><i>Second Semester (Written)</i></p> <p>First Instance</p> <p>A rubric was used in the ESPA 4231 (Puerto Rican Literature I) course (May, 2013) to assess students' effective communication in writing skills in a monograph. <i>N</i> = 15.</p> <p>The expected performance level was that 70% of the monographs would score 4 points or more in the 6 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 5. Clarity: 100% 6. Organization: 93% 7. Communication of ideas: 100% 8. Correction: 100% 9. Definition of information needs: 73% 10. Identification and localization of information sources: 80% 11. Selection of information sources: 80% 12. Source interpretation: 100% 13. Ethical use of information: 100% 14. Formulation of the problem, question or central idea: 100% 15. Development and organization of the problem, question or central idea through research: 100% 16. Presentation of evidence to support the arguments: 100% 17. Presentation of sources or evidence according to the recommendations of a style guide: 73% 18. Elaboration of a conclusion: 100% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the ESPA 3201 (Literary Genres I) course (May, 2013) to assess students' effective communication in writing skills in a brief research project. <i>N</i> = 19.</p> <p>The expected performance level was that 70% of the brief research projects would score 4 points or more in the 6 point scale used.</p>	<p>Devote more class time to the explanation of MLA formats.</p> <p>To acquaint the student with the campus databases.</p>	

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Clarity: 100% 2. Organization: 93% 3. Communication of ideas: 100% 4. Correction: 93% 5. Definition of information needs: 87% 6. Identification and localization of information sources: 80% 7. Selection of information sources: 100% 8. Source interpretation: 73% 9. Ethical use of information: 87% 10. Formulation of the problem, question or central idea: 100% 11. Development and organization of the problem, question or central idea through research: 93% 12. Presentation of evidence to support the arguments: 87% 13. Presentation of sources or evidence according to the recommendations of a style guide: 80% 14. Elaboration of a conclusion: 53% <p>The expected goal was reached in all criteria except in the last one assessed. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the ESPA 3213 course (May, 2013) to assess students' effective communication in writing skills in a final essay. $N = 14$.</p> <p>The expected performance level was that 70% of the final essays would score 4 points or more in the 6 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Clarity: 93% 2. Organization: 93% 3. Communication of ideas: 93% 4. Correction: 93% 5. Definition of information needs: 93% 6. Identification and localization of information sources: 93% 7. Selection of information sources: 93% 8. Source interpretation: 93% 9. Ethical use of information: 93% 10. Formulation of the problem, question or central idea: 93% 11. Development and organization of the problem, question or central idea through research: 93% 		

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>12. Presentation of evidence to support the arguments: 93%</p> <p>13. Elaboration of a conclusion: 93%</p> <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Fourth Instance A rubric was used in the ESPA 4115 (Debates in Spanish Literature II) course (May, 2013) to assess students' effective communication in writing skills in a brief research project. <i>N</i> = 15.</p> <p>The expected performance level was that 70% of the brief research projects would score 4 points or more in the 6 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Clarity: 100% 2. Organization: 93% 3. Communication of ideas: 100% 4. Correction: 100% 5. Definition of information needs: 73% 6. Identification and localization of information sources: 80% 7. Selection of information sources: 80% 8. Source interpretation: 100% 9. Ethical use of information: 100% 10. Formulation of the problem, question or central idea: 100% 11. Development and organization of the problem, question or central idea through research: 100% 12. Presentation of evidence to support the arguments: 100% 13. Presentation of sources or evidence according to the recommendations of a style guide: 73% 14. Elaboration of a conclusion: 100% <p>The expected goal was reached in all criteria assessed. Therefore, the goal was met.</p> <p>Fifth Instance A rubric was used in ESPA 4222 course (Latin American Literature II) (May, 2013) to assess students' effective communication in writing skills in a monograph. <i>N</i> = 15.</p> <p>The expected performance level was that 70% of the monographs would score 4 points or more in the 6 point scale used.</p>		

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results																		
(Oral)	<p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Clarity: 100% 2. Organization: 93% 3. Communication of ideas: 100% 4. Correction: 87% 5. Definition of information needs: 100% 6. Identification and localization of information sources: 93% 7. Selection of information sources: 93% 8. Source interpretation: 87% 9. Ethical use of information: 100% 10. Formulation of the problem, question or central idea: 87% 11. Development and organization of the problem, question or central idea through research: 80% 12. Presentation of evidence to support the arguments: 93% 13. Presentation of sources or evidence according to the recommendations of a style guide: 73% 14. Elaboration of a conclusion: 100% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p><i>First semester (Oral)</i></p> <p>First Instance</p> <p>A rubric was used in the ESPA 4107 (Contemporary Cuban Literature) course to assess students' effective communication skills in an oral report. N=23</p> <p>The rubric used had a total of 15 criteria with a value of 5 points each for a total score of 75 points. It was expected that the students obtained 70% (53 points) or more in the total score.</p> <p><u>Findings:</u></p> <table border="0"> <tr> <td>65/75 =87%</td> <td>75/75 = 100 %</td> </tr> <tr> <td>75/75 = 100%</td> <td>75/75 = 100%</td> </tr> <tr> <td>75/75 = 100%</td> <td>75/75 = 100%</td> </tr> <tr> <td>75/75 = 100%</td> <td>75/75 = 100%</td> </tr> <tr> <td>75/75 = 100%</td> <td>75/75 = 100%</td> </tr> <tr> <td>75/75 = 100%</td> <td>75/75 = 100%</td> </tr> <tr> <td>75/75 = 100%</td> <td>75/75 = 100%</td> </tr> <tr> <td>75/75 = 100%</td> <td>75/75 = 100%</td> </tr> <tr> <td>75/75 =100%</td> <td>75/75 = 100%</td> </tr> </table>	65/75 =87%	75/75 = 100 %	75/75 = 100%	75/75 = 100%	75/75 = 100%	75/75 = 100%	75/75 = 100%	75/75 = 100%	75/75 = 100%	75/75 = 100%	75/75 = 100%	75/75 = 100%	75/75 = 100%	75/75 = 100%	75/75 = 100%	75/75 = 100%	75/75 =100%	75/75 = 100%		
65/75 =87%	75/75 = 100 %																				
75/75 = 100%	75/75 = 100%																				
75/75 = 100%	75/75 = 100%																				
75/75 = 100%	75/75 = 100%																				
75/75 = 100%	75/75 = 100%																				
75/75 = 100%	75/75 = 100%																				
75/75 = 100%	75/75 = 100%																				
75/75 = 100%	75/75 = 100%																				
75/75 =100%	75/75 = 100%																				

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results								
	<p>65/75 = 87% 75/75 = 100%</p> <p>65/75 = 87% 75/75 = 100%</p> <p>65/75 = 87%</p> <p>The goal was met by all students assessed.</p>										
<p>History</p> <p>Oral</p>	<p><i>First semester (Oral)</i></p> <p>First Instance</p> <p>A rubric was used in the HIST 4026 (Reading Seminar of the Americas) course (December 2012) to assess students' effective communication skills in an oral presentation. <i>N</i> = 22.</p> <p>The expected performance level was that 70% of the oral presentations would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 7. Eye contact with the audience: 79% 8. Correct use of the language: 74% 9. Organized presentation: 63% 10. Proper resource management: 53% 11. Mastery of the topic and efficient use of available time: 11% <p>The expected goal was reached in two out of the five criteria assessed. Therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in the HIST 4009 (History and Anthropology) course (December 2012) to assess students' effective communication skills in a class discussion. <i>N</i> = 25.</p> <p>The expected performance level was that 70% of the class discussions would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Eye contact with the audience: 80% 2. Correct use of the language: 88% 3. Organized presentation: 80% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p>	<p>Evaluation of more courses where this domain develops.</p>	<p><i>Annual Summary</i></p> <p>15 courses, 9 measures, 24 instances, 16 of which were met (67%). 4 transforming actions.</p> <table border="1" data-bbox="1835 605 2475 829"> <thead> <tr> <th colspan="2">TABLE I. OEAE RECOMMENDATIONS TO THE PROGRAM</th> </tr> <tr> <th>Effective Communication</th> <th>OEAE Comments</th> </tr> </thead> <tbody> <tr> <td>Oral</td> <td>11 instances, 6 of which were met (55%).</td> </tr> <tr> <td>Written</td> <td>13 instances, 10 of which were met (77%).</td> </tr> </tbody> </table>	TABLE I. OEAE RECOMMENDATIONS TO THE PROGRAM		Effective Communication	OEAE Comments	Oral	11 instances, 6 of which were met (55%).	Written	13 instances, 10 of which were met (77%).
TABLE I. OEAE RECOMMENDATIONS TO THE PROGRAM											
Effective Communication	OEAE Comments										
Oral	11 instances, 6 of which were met (55%).										
Written	13 instances, 10 of which were met (77%).										

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Third Instance</p> <p>A rubric was used in the HIST 4177 (History of Eastern Europe) course (December 2012) to assess students’ effective communication skills in an oral presentation. <i>N</i> = 26.</p> <p>The expected performance level was that 70% of the oral presentations would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Eye contact with the audience: 73% 2. Correct use of the language: 73% 3. Organized presentation: 69% 4. Proper resource management: 73% 5. Mastery of the topic and efficient use of available time: 73% <p>The expected goal was reached in four out of the five criteria assessed. Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the HIST 4226 (Methodology) course (December 2012) to assess students’ effective communication skills in an oral presentation. <i>N</i> = 15.</p> <p>The expected performance level was that 70% of the oral presentations would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Eye contact with the audience: 90% 2. Correct use of the language: 90% 3. Organized presentation: 80% 4. Proper resource management: 90% 5. Mastery of the topic and efficient use of available time: 80% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p>		

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>Fifth Instance</p> <p>A rubric was used in the HIST 3211 (Hispano-America I) course (December 2012) to assess students' effective communication skills in an oral presentation. <i>N</i> = 27.</p> <p>The expected performance level was that 70% of the oral presentations would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Eye contact with the audience: 70% 2. Correct use of the language: 67% 3. Organized presentation: 56% 4. Proper resource management: 52% 5. Mastery of the topic and efficient use of available time: 56% <p>The expected goal was reached in one out of the five criteria assessed. Therefore, the goal was not met.</p> <p><i>Second Semester (Oral)</i></p> <p>First Instance Section X</p> <p>A rubric was used in the HIST 3241 (History of Puerto Rico) course (May 2013) to assess students' effective communication skills in an oral presentation. <i>N</i> = 26.</p> <p>The expected performance level was that 70% of the oral presentations would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Eye contact with the audience: 65% 2. Correct use of the language: 58% 3. Organized presentation: 50% 4. Proper resource management: 12% 5. Mastery of the topic and efficient use of available time: 50% <p>The expected goal was not reached in any of the five criteria assessed. Therefore, the goal was not met.</p>	<ul style="list-style-type: none"> - Meeting/workshop with participating teachers. - Participation of more teachers. - Student evaluations in additional courses. 	

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Section Y</p> <p>A rubric was used in the HIST 3241 (History of Puerto Rico) course (May 2013) to assess students' effective communication skills in a class discussion. $N = 25$.</p> <p>The expected performance level was that 70% of the class discussions would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Correct use of the language: 100% 2. Mastery of the topic and efficient use of available time: 100% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Since only one of the two instances was met, therefore, the goal was not met (50%).</p> <p>Second Instance</p> <p>A rubric was used in the HIST 4008 (History and Space) course (May 2013) to assess students' effective communication skills in a class discussion. $N = 22$.</p> <p>The expected performance level was that 70% of the class discussions would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Eye contact with the audience: 100% 2. Correct use of the language: 100% 3. Organized presentation: 100% <p>The expected goal was reached all the criteria assessed. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the HIST 4026 (Reading Seminar in the Americas) course (May 2013) to assess students' effective</p>		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>communication skills in an oral presentation. $N = 19$.</p> <p>The expected performance level was that 70% of the oral presentations would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Eye contact with the audience: 100% 2. Correct use of the language: 88% 3. Organized presentation: 94% 4. Proper resource management: 6% 5. Mastery of the topic and efficient use of available time: 94% <p>The expected goal was reached in four out of the five criteria assessed. Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the HIST 4176 (Cultural History of Russia) course (May 2013) to assess students’ effective communication skills in an oral presentation. $N = 28$.</p> <p>The expected performance level was that 70% of the oral presentations would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Eye contact with the audience: 60% 2. Correct use of the language: 60% 3. Organized presentation: 60% 4. Proper resource management: 60% 5. Mastery of the topic and efficient use of available time: 60% <p>The expected goal was not reached in any of the five criteria assessed. Therefore, the goal was not met.</p> <p>Fifth Instance</p> <p>A rubric was used in the HIST 4236 (Research Seminar of Europe) course (May 2013) to assess students’ effective communication skills in an oral presentation. $N = 16$.</p>		

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
<p>Written</p>	<p>The expected performance level was that 70% of the oral presentations would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Eye contact with the audience: 81% 2. Correct use of the language: 88% 3. Organized presentation: 88% 4. Proper resource management: 69% 5. Mastery of the topic and efficient use of available time: 88% <p>The expected goal was reached in four out of the five criteria assessed. Therefore, the goal was met.</p> <p>Sixth Instance</p> <p>A rubric was used in the HIST 3212 (Hispano–America II) course (May 2013) to assess students’ effective communication skills in an oral presentation. <i>N</i> = 29.</p> <p>The expected performance level was that 70% of the oral presentations would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Eye contact with the audience: 45% 2. Correct use of the language: 45% 3. Organized presentation: 45% 4. Proper resource management: 45% 5. Mastery of the topic and efficient use of available time: 45% <p>The expected goal was not reached in any of the five criteria assessed. Therefore, the goal was not met.</p> <p><i>First Semester (Written)</i></p> <p>First Instance</p> <p>A rubric was used in the HIST 4177 (History of Eastern Europe) course (December 2012) to assess students’ effective communication skills in a report and an exam. <i>N</i> = 26.</p>	<p>Evaluation of more courses where this domain develops.</p>	

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>The expected performance level was that 70% of the reports and exams would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Clarity (well developed arguments): 54% 2. Correction (grammar): 54% <p>The expected goal was not reached in any of the two criteria assessed. Therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in the HIST 3006 (Mexico I) course (December 2012) to assess students’ effective communication skills in a final essay. <i>N</i> = 27.</p> <p>The expected performance level was that 70% of the final essays would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Clarity (well developed arguments): 89% 2. Correction (grammar): 93% 3. Presentation (formatting) : 89% 4. Identification and use of sources: 81% 5. Development and approach of the topic: 85% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the HIST 4025 (Reading Seminar of Europe) course (December 2012) to assess students’ effective communication skills in a monographic essay. <i>N</i> = 17.</p> <p>The expected performance level was that 70% of the monographic essays would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Clarity (well developed arguments): 76% 		

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>2. Correction (grammar): 65%</p> <p>3. Presentation (formatting) : 71%</p> <p>4. Identification and use of sources: 71%</p> <p>5. Development and approach of the topic: 76%</p> <p>The expected goal was reached in four out of the five criteria assessed. Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the HIST 3135 (Military History of USA) course (December 2012) to assess students' effective communication skills in a critical review of a book. <i>N</i> = 26.</p> <p>The expected performance level was that 70% of the critical reviews would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Clarity (well developed arguments): 88% 2. Correction (grammar): 88% 3. Presentation (formatting) : 88% 4. Identification and use of sources: 88% 5. Development and approach of the topic: 88% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the HIST 4226 (Methodology) course (December 2012) to assess students' effective communication skills in a short minor thesis. <i>N</i> = 15.</p> <p>The expected performance level was that 70% of the short minor thesis would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Clarity (well developed arguments): 80% 2. Correction (grammar): 80% 3. Presentation (formatting) : 90% 4. Identification and use of sources: 90% 5. Development and approach of the topic: 90% 		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Sixth Instance</p> <p>A rubric was used in the HIST 3211 (Hispano–America I) course (December 2012) to assess students’ effective communication skills in a monograph. <i>N</i> = 27.</p> <p>The expected performance level was that 70% of the monographs would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Clarity (well developed arguments): 85% 2. Correction (grammar): 74% 3. Presentation (formatting) : 81% 4. Identification and use of sources: 70% 5. Development and approach of the topic: 74% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p><i>Second Semester (Written)</i></p> <p>First Instance Section X</p> <p>A rubric was used in the HIST 3241 (History of Puerto Rico) course (May 2013) to assess students’ effective communication skills in an exam or written assignment. <i>N</i> = 26.</p> <p>The expected performance level was that 70% of the exams or written assignments would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Clarity (well developed arguments): 58% 2. Correction (grammar): 42% 3. Presentation (formatting) : 42% 4. Identification and use of sources: 35% 5. Development and approach of the topic: 42% 	<ul style="list-style-type: none"> - Meeting/workshop with participating teachers. - Participation of more teachers. - Student evaluations in additional courses. 	

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>The expected goal was not reached in any of the criteria assessed. Therefore, the goal was not met.</p> <p>Section Y</p> <p>A rubric was used in the HIST 3241 (History of Puerto Rico) course (May 2013) to assess students' effective communication skills in an exam or written assignment. <i>N</i> = 25.</p> <p>The expected performance level was that 70% of the exams or written assignments would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Clarity (well developed arguments): 100% 2. Correction (grammar): 100% 3. Identification and use of sources: 100% 4. Development and approach of the topic: 100% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Since only one of the two instances was met, therefore, the goal was not met (50%).</p> <p>Second Instance</p> <p>A rubric was used in the HIST 3145 (General History of Spain) course (May 2013) to assess students' effective communication skills in an exam or written assignment. <i>N</i> = 24.</p> <p>The expected performance level was that 70% of the exams or written assignments would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Clarity (well developed arguments): 38% 2. Correction (grammar): 63% 3. Presentation (formatting) : 38% 4. Identification and use of sources: 17% 5. Development and approach of the topic: 50% <p>The expected goal was not reached in any of the criteria assessed. Therefore, the goal was not met.</p>		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Third Instance</p> <p>A rubric was used in the HIST 4008 (History and Space) course (May 2013) to assess students’ effective communication skills in an exam or written assignment. <i>N</i> = 22.</p> <p>The expected performance level was that 70% of the exams or written assignments would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Clarity (well developed arguments): 95% 2. Correction (grammar): 95% 3. Presentation (formatting) : 95% 4. Identification and use of sources: 100% 5. Development and approach of the topic: 100% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the HIST 4026 (Reading Seminar of the Americas) course (May 2013) to assess students’ effective communication skills in an exam or written assignment. <i>N</i> = 19.</p> <p>The expected performance level was that 70% of the exams or written assignments would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Clarity (well developed arguments): 100% 2. Correction (grammar): 94% 3. Presentation (formatting) : 100% 4. Identification and use of sources: 100% 5. Development and approach of the topic: 100% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the HIST 4025 (Reading Seminar of Europe)</p>		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>course (May 2013) to assess students' effective communication skills in an exam or written assignment. <i>N</i> = 10.</p> <p>The expected performance level was that 70% of the exams or written assignments would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Clarity (well developed arguments): 90% 2. Correction (grammar): 70% 3. Presentation (formatting) : 80% 4. Identification and use of sources: 60% 5. Development and approach of the topic: 70% <p>The expected goal was reached in four out of the five criteria assessed. Therefore, the goal was met.</p> <p>Sixth Instance</p> <p>A rubric was used in the HIST 3097 (Military History of Puerto Rico) course (May 2013) to assess students' effective communication skills in an exam or written assignment. <i>N</i> = 30.</p> <p>The expected performance level was that 70% of the exams or written assignments would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Clarity (well developed arguments): 86% 2. Correction (grammar): 93% 3. Presentation (formatting) : 93% 4. Identification and use of sources: 96% 5. Development and approach of the topic: 93% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Seventh Instance</p> <p>A rubric was used in the HIST 3212 (Hispano–America II) course (May 2013) to assess students' effective communication skills in an exam/written assignment. <i>N</i> = 29.</p> <p>The expected performance level was that 70% of the exams or written</p>		

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results																																																																	
	<p>assignments would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> Clarity (well developed arguments): 76% Correction (grammar): 76% Presentation (formatting) : 76% Identification and use of sources: 76% Development and approach of the topic: 76% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p>																																																																			
<p>Modern Languages</p> <p>Oral</p>	<p><i>First semester (Written)</i></p> <p>First Instance</p> <p>A rubric was used in the FRAN 4001 (Introduction to French Literature I) course to assess students’ written effective communication skills in an essay assignment at the end of the semester.</p> <p>It was expected that 70% of the students assessed would achieve a score of 70% or more in their essays.</p> <p>Results showed that out of 22 students that handed in the examinations, 17 (77%) obtained 70% or more in the levels of excellency and competency for each criteria in the rubric. Therefore, the goal was met.</p> <p><u>Findings by criteria were:</u> Structure: 71% Clarity: 71% Coherence:71% Grammar: 71 % Presentation: 86%</p> <p>Since the expected outcome was met in all the criteria assessed, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the PORT 4055 (Portuguese Grammar and Composition) course to assess students’ written effective</p>	<ul style="list-style-type: none"> Even though the progress in the correction was notable, if we were to compare the results with the results of the previous stage, we must emphasize grammatical correctness. Include online exercises and textbooks previously used in order to improve students’ outcomes in this criterion. Group correcting session to clarify recurrent students’ difficulties. Course syllabi for the first, second and third semesters will be revised to tend to writing and analysis criteria in order to improve student learning in those two criteria. A decision to begin the third semester with a grammar review will be proposed. <p>These transforming actions are short term, thus they don’t impact the budget.</p> <ul style="list-style-type: none"> Emphasize writing in basic courses so as to avoid the repetition of certain orthographic errors in advanced courses. <p>This transforming action is short term, thus it doesn’t impact</p>	<p><i>Annual Summary</i></p> <p>9 courses, 5 measures, 9 instances, 5 of which were met (56%). 16 transforming actions.</p> <table border="1" data-bbox="1835 824 2497 1255"> <thead> <tr> <th colspan="6">TABLE I. SUMMARY OF RESULTS</th> </tr> <tr> <th rowspan="2">Courses</th> <th colspan="5">Criteria</th> </tr> <tr> <th>Structure</th> <th>Clarity</th> <th>Coherence</th> <th>Grammar</th> <th>Presentation</th> </tr> </thead> <tbody> <tr> <td>FRAN 4001</td> <td>71%</td> <td>71%</td> <td>71%</td> <td>71%</td> <td>86%</td> </tr> <tr> <td>FRAN 4008</td> <td>76%</td> <td>76%</td> <td>75%</td> <td>76%</td> <td>78%</td> </tr> <tr> <td>FRAN 4027</td> <td>82%</td> <td>86%</td> <td>86%</td> <td>87%</td> <td>85%</td> </tr> <tr> <td>PORT 4055</td> <td>81%</td> <td>81%</td> <td>81%</td> <td>69%</td> <td>69%</td> </tr> <tr> <td>PORT 4216</td> <td>86%</td> <td>84%</td> <td>88%</td> <td>80%</td> <td>80%</td> </tr> <tr> <td>ITAL 4017</td> <td>82%</td> <td>74%</td> <td>73%</td> <td>70%</td> <td>69%</td> </tr> <tr> <td>ITAL 4011</td> <td>88%</td> <td>81%</td> <td>79%</td> <td>80%</td> <td>79%</td> </tr> </tbody> </table> <table border="1" data-bbox="1835 1312 2497 1482"> <thead> <tr> <th colspan="2">TABLE II. OEAE COMMENTS AND RECOMMENDATIONS TO THE PROGRAM</th> </tr> <tr> <th colspan="2">OEAE Comments</th> </tr> </thead> <tbody> <tr> <td>Effective Communication <i>Oral</i></td> <td>2 instances, 1 of which was met (50%). 7 transforming actions.</td> </tr> </tbody> </table>	TABLE I. SUMMARY OF RESULTS						Courses	Criteria					Structure	Clarity	Coherence	Grammar	Presentation	FRAN 4001	71%	71%	71%	71%	86%	FRAN 4008	76%	76%	75%	76%	78%	FRAN 4027	82%	86%	86%	87%	85%	PORT 4055	81%	81%	81%	69%	69%	PORT 4216	86%	84%	88%	80%	80%	ITAL 4017	82%	74%	73%	70%	69%	ITAL 4011	88%	81%	79%	80%	79%	TABLE II. OEAE COMMENTS AND RECOMMENDATIONS TO THE PROGRAM		OEAE Comments		Effective Communication <i>Oral</i>	2 instances, 1 of which was met (50%). 7 transforming actions.
TABLE I. SUMMARY OF RESULTS																																																																				
Courses	Criteria																																																																			
	Structure	Clarity	Coherence	Grammar	Presentation																																																															
FRAN 4001	71%	71%	71%	71%	86%																																																															
FRAN 4008	76%	76%	75%	76%	78%																																																															
FRAN 4027	82%	86%	86%	87%	85%																																																															
PORT 4055	81%	81%	81%	69%	69%																																																															
PORT 4216	86%	84%	88%	80%	80%																																																															
ITAL 4017	82%	74%	73%	70%	69%																																																															
ITAL 4011	88%	81%	79%	80%	79%																																																															
TABLE II. OEAE COMMENTS AND RECOMMENDATIONS TO THE PROGRAM																																																																				
OEAE Comments																																																																				
Effective Communication <i>Oral</i>	2 instances, 1 of which was met (50%). 7 transforming actions.																																																																			

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results																														
	<p>The expected goal was reached in two out of the five (40%) criteria assessed. Therefore, the goal was not met. However, as an average the goal was met (80%).</p> <p>Second Instance</p> <p>A rubric was used in the ITAL 4011 (Introduction to Italian Literature I) course (May 2013) to assess students' written effective communication skills in a short essay. <i>N</i> = 14.</p> <p>The expected performance level was that 70% of the short essays would score 5 points or more in the 1-7 point scale used.</p> <p>The results for each criterion were as follows:</p> <table border="1" data-bbox="559 662 1112 911"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> <th>Students with 5 points or more</th> </tr> </thead> <tbody> <tr> <td>5. Structure</td> <td>88%</td> <td>79%</td> </tr> <tr> <td>6. Clarity</td> <td>81%</td> <td>79%</td> </tr> <tr> <td>7. Coherence</td> <td>79%</td> <td>79%</td> </tr> <tr> <td>8. Grammar</td> <td>80%</td> <td>79%</td> </tr> <tr> <td>9. Presentation</td> <td>79%</td> <td>71%</td> </tr> </tbody> </table> <p>The expected goal was reached in all the criteria assessed (100%). Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the FRAN 4008 (French Grammar and Composition) course (May 2013) to assess students' written effective communication skills in a short essay. <i>N</i> = 16.</p> <p>The expected performance level was that 70% of the short essays would score 5 points or more in the 1-7 point scale used.</p> <p>The results for each criterion were as follows:</p> <table border="1" data-bbox="559 1300 1112 1468"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> <th>Students with 5 points or more</th> </tr> </thead> <tbody> <tr> <td>1. Structure</td> <td>76%</td> <td>63%</td> </tr> <tr> <td>2. Clarity</td> <td>76%</td> <td>63%</td> </tr> <tr> <td>3. Coherence</td> <td>75%</td> <td>63%</td> </tr> </tbody> </table>	Criteria	Average by criteria	Students with 5 points or more	5. Structure	88%	79%	6. Clarity	81%	79%	7. Coherence	79%	79%	8. Grammar	80%	79%	9. Presentation	79%	71%	Criteria	Average by criteria	Students with 5 points or more	1. Structure	76%	63%	2. Clarity	76%	63%	3. Coherence	75%	63%	<ul style="list-style-type: none"> - Reinforce the course Manual exercises in order to emphasize the structure analysis of the texts discussed in class. Create more exercises about internal coherence between sentences and paragraphs. 	
Criteria	Average by criteria	Students with 5 points or more																															
5. Structure	88%	79%																															
6. Clarity	81%	79%																															
7. Coherence	79%	79%																															
8. Grammar	80%	79%																															
9. Presentation	79%	71%																															
Criteria	Average by criteria	Students with 5 points or more																															
1. Structure	76%	63%																															
2. Clarity	76%	63%																															
3. Coherence	75%	63%																															

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results																					
	<p>4. Grammar 76% 63%</p> <p>5. Presentation 78% 69%</p> <p>The expected goal was not reached in any of the criteria assessed. Therefore, the goal was not met. However, as an average the goal was met (100%).</p> <p>Fourth Instance</p> <p>A rubric was used in the FRAN 4027 (French Realist Novels of the 19th Century) course (May 2013) to assess students' written effective communication skills in a final research paper. <i>N</i> = 16.</p> <p>The expected performance level was that 70% of the research papers would score 5 points or more in the 1-7 point scale used.</p> <p>The results for each criterion were as follows:</p> <table border="1" data-bbox="559 769 1104 1019"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> <th>Students with 5 points or more</th> </tr> </thead> <tbody> <tr> <td>1. Structure</td> <td>82%</td> <td>81%</td> </tr> <tr> <td>2. Clarity</td> <td>86%</td> <td>88%</td> </tr> <tr> <td>3. Coherence</td> <td>86%</td> <td>88%</td> </tr> <tr> <td>4. Grammar</td> <td>87%</td> <td>94%</td> </tr> <tr> <td>5. Presentation</td> <td>85%</td> <td>88%</td> </tr> </tbody> </table> <p>The expected goal was reached in all the criteria assessed (100%). Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the PORT 4216 (African Literature of Portuguese Expression) course (May 2013) to assess students' written effective communication skills in a monograph. <i>N</i> = 10.</p> <p>The expected performance level was that 70% of the monograph would score 5 points or more in the 1-7 point scale used.</p> <p>The results for each criterion were as follows:</p> <table border="1" data-bbox="559 1409 1104 1463"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> <th>Students with 5 points or more</th> </tr> </thead> <tbody> </tbody> </table>	Criteria	Average by criteria	Students with 5 points or more	1. Structure	82%	81%	2. Clarity	86%	88%	3. Coherence	86%	88%	4. Grammar	87%	94%	5. Presentation	85%	88%	Criteria	Average by criteria	Students with 5 points or more		
Criteria	Average by criteria	Students with 5 points or more																						
1. Structure	82%	81%																						
2. Clarity	86%	88%																						
3. Coherence	86%	88%																						
4. Grammar	87%	94%																						
5. Presentation	85%	88%																						
Criteria	Average by criteria	Students with 5 points or more																						

College of Humanities			
Academic Program	Findings		Transforming Actions
	<ol style="list-style-type: none"> 1. Structure 86% 100% 2. Clarity 84% 100% 3. Coherence 88% 100% 4. Correction 80% 100% 5. Presentation 80% 100% <p>The expected goal was reached in all the criteria assessed (100%). Therefore, the goal was met.</p> <p><i>Second Semester (Oral)</i></p> <p>First Instance</p> <p>A rubric was used in the PORT 4016 (Portuguese Oral Expression Techniques) course (March – April 2013) to assess students’ oral effective communication skills in an oral presentation. <i>N</i> = 23.</p> <p>The expected performance level was that 70% of the oral presentations would score 6 points or more in the 1-8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 5. Coherence and structure: 96% 6. Diction: 96% 7. Grammar: 83% 8. Expression: 91% 9. Nonverbal aspects: 91% 10. Respect for the agreements: 91% <p>The expected goal was reached in all criteria assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the ALEM 4016 (German Oral Expression Techniques) course (May 2013) to assess students’ oral effective communication skills in an oral presentation. <i>N</i> = 9.</p> <p>The expected performance level was that 70% of the oral presentations would score 6 points or more in the 1-8 point scale used.</p>	<p>The results were highly positive, but the following actions will be taken:</p> <ul style="list-style-type: none"> - Oral grammatical correctness at will be emphasized during the laboratory starting in the first semester. - A meeting will take place with the laboratory assistants to stress the importance of this criterion and phonetics. - In class, the existing grammar exercises will be expanded and verb conjugation exercises will be increased. - The grammatical aspects of the language will be emphasize even more during the third semester of Portuguese. <ul style="list-style-type: none"> - Creation of a course in German diction. - Recruitment of a fulltime second German teacher (in accordance with what was established in the curricular review). - Limit the quota of students per class for this type of course to 12 students. 	

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Coherence and structure: 78% 2. Diction: 33% 3. Grammar: 44% 4. Expression: 44% 5. Nonverbal aspects: 33% 6. Respect for the agreements: 44% <p>The expected goal was reached in one out of the six criteria assessed (17%). Therefore, the goal was not met.</p>		
Performing Arts	<p>First Instance</p> <p><u>Section X</u></p> <p>A rubric was used in the TEAT 3025 (Theater Appreciation) course to assess students' effective communication skills in a written theater review.</p> <p>It was expected that 75% of the students would reach the levels IV and III in all the criteria established by the rubric.</p> <p>The results showed that approximately 78% of the students reached the expected levels. Therefore, the goal was met.</p> <p><u>Section Y</u></p> <p>A rubric was used in the TEAT 3025 (Theater Appreciation) course to assess students' effective communication skills in a reflexive written essay.</p> <p>It was expected that 75% of the students would reach level III in all the criteria established by the rubric.</p> <p>The results showed that on average 56% of the students exhibited deficiency in the use of language, syntactic structure, and spelling. Therefore, the expected outcome was not met.</p> <p>Since only one of the two sections met the expected goal, the goal was not met as an instance.</p>	<p>To raise the number of students that reach the levels of IV and III to 85% workshops will be focused on writing (syntax and spelling).</p> <p>Given that the students are from different majors, the results will be shared with the Faculty to examine strategies to minimize the deficiencies shown in the written communication domain</p>	<p><i>Annual Summary</i></p> <p>Six measures in five instances, three of which were met (60%). Four transforming actions.</p>

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>Second Instance</p> <p>A rubric was used in TEAT 3161(Pantomime I) course to assess students' written communication skills in a comical skit. <i>N</i> = 37</p> <p>It was expected that 75% of the students would master the vocabulary of the Pantomime course and be able to use it in an adequate, logical, original, and entertaining way in the creation of a comical skit.</p> <p>Results showed that out of the 37 students enrolled in the course, 35 (95%) reached the level of IV and III (excellent and good) according to the criteria established by the rubric. Therefore, the goal was met and surpassed.</p> <p>Third Instance</p> <p><u>Section X</u></p> <p>A rubric was used in the TEAT 3131 (Diction I) course to assess written communication skills in a paraphrasis.</p> <p>It was expected that 80% of the students would have the ability to rewrite in a coherent and logical way with a good use of the lexicon.</p> <p>100%, of a 10 student sample, achieved levels IV and III (excellent and good) of the rubric in 7 of the 8 criteria. Therefore, the goal was met.</p> <p><u>Section Y</u></p> <p>A rubric was used in the TEAT 3131 (Diction I) course to assess students' written communication skills in a written reflection. <i>N</i> = 11.</p> <p>It was expected that 75% of the students would master basic writing skills and be able to apply these skills in a written reflection about their performance throughout the semester.</p> <p>An average of 7 students managed to appropriately use syntax, spelling, and lexicon in a written reflection. Since 64% reached the expected goal, the goal was not met.</p> <p>Since only one of the two sections met the expected goal, the goal was not met as an instance.</p>	<p>Offer writing workshops to increase the number of students that master basic writing skills.</p>	

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Fourth Instance</p> <p><u>Section X</u></p> <p>A rubric was used in the TEAT 3132 (Diction I) course to assess students' oral communication skills in a diction exercise. $N = 19$.</p> <p>It was expected that 80% of the students would master the skills and apply them to an exercise given in class.</p> <p>100% of the students achieved levels IV and III (excellent and good) of the rubric in 5 of the 6 criteria assessed. The articulation criterion needs to be reinforced since only 16% reached level II. Therefore, the goal was met.</p> <p><u>Section Y</u></p> <p>A rubric was used in the TEAT 3132 (Diction I) course to assess students' oral communication skills in a monologue. $N = 20$.</p> <p>It was expected that 70% of evaluated students would dominate techniques of articulation, projection, and physical and emotional action.</p> <p>An average of 15 students managed to apply the learned technics in an individual exercise. Since 75% reached the expected goal, the goal was met.</p> <p>Since the two sections met the expected goal, therefore the goal was met as an instance.</p> <p>Fifth Instance</p> <p>A rubric was used in the TEAT 4081 (Traveling Theater) course to assess written communication skills in a written reflection.</p> <p>It was expected that 75% of the students would master the basic writing skills and be able to apply these skills in a written reflection about their performance throughout the semester.</p> <p>An average of 14 students managed to appropriately use syntax, spelling, and lexicon in a written reflection. Since 78% reached the expected goal, the goal was met.</p>	<p>Reinforce the articulation, projection, and volume skills.</p> <p>Offer writing workshops to increase the number of students that master basic writing skills.</p>	

College of Natural Sciences			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
Biology	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in BIOL 3101 (General Biology) course to assess students' correct use of communication skills in a laboratory report. N= 86</p> <p>It was expected that 65% or more of the students would reach the level of "good" or better in the rubric.</p> <p>Results showed that 51% reached the "excellent" level, 48% "good," 1% "regular," and 0% "did not comply."</p> <p>Since 99 % of the students assessed obtained a performance level of good or better in the rubric used, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in BIOL 3350 course (Genetics Laboratory) to assess students' correct use of communication skills in a laboratory report. N= 61</p> <p>It was expected that at the end of the baccalaureate degree 10% of students would reach the "excellent" level, 80% "good," and 10% "regular."</p> <p>Results showed that 67% reached the "excellent" level, 28% "good," 1% "regular," and 0% "did not comply." Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in BIOL 3101 course (General Biology) to assess students' correct use of communication skills in a laboratory report. N= 167</p> <p>It was expected that 65% or more of the students would reach the level of "good" or better in the rubric.</p>		<p>One measure, four instances, all met.</p> <p>No transforming actions proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Results showed that 40.7% reached the “excellent” level, 48% “good,” 1% “regular,” and 0% “did not comply.”</p> <p>Since 88.7 % of the students assessed obtained a performance level of good or better in the rubric used, the goal was met</p> <p>Second Instance</p> <p>A rubric was used in BIOL 4036 course (Genetics Laboratory) to assess students’ correct use of communication skills in a laboratory report. N= 94</p> <p>It was expected that at the end of the baccalaureate degree 10% of students would reach the “excellent” level, 80% “good,” and 10% “regular.”</p> <p>Results showed that 48.9% reached the “excellent” level, 40.4% “good,” and 10.6% “regular”. Therefore, the goal was met.</p>		
<p>Environmental Sciences</p> <p>Effective Written Communication</p>	<p>First Instance</p> <p>A rubric was used in the CINA 3005 (Introduction to Environmental Sciences) course to assess the students’ effective communication skills in two research exercises. One of them was given before the topic was discussed in the classroom. (pretest) and the other after the topic was discussed in the classroom (posttest). N=54</p> <p>A sample of 10 students, 18.5% of all the students assessed, was analyzed for assessment purposes due to time limitations.</p> <p>It was expected that 70% of the students assessed would obtain 6 or more points in each exercise.</p> <p>Results by criteria assessed were:</p> <ul style="list-style-type: none"> • Orthography – 5.3 (pre); 4.9 (post) • Grammar – 7.1 (pre); 7.3 (post) • Vocabulary – 5.7 (pre); 6.2 (post) • Coherence – 6.6 (pre); 6.9 (post) <p>The goal was met in 3 of the 4 criteria assessed. Therefore, the goal was met</p>		<p>One measure in two assessments, both of which were met.</p> <p>No transforming actions proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
<p>Interdisciplinary Program in Natural Sciences</p> <p>Effective Written Communication</p>	<p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in FISI 3013 and FISI 3014 (Physics Laboratory) to assess students' effective written communication skills in laboratory reports. FISI 3013 N= 8, FISI 3014 N=6.</p> <p>It was expected that 70% of the students assessed obtained 6 (75%) or more points in the 8 point rubric used.</p> <p>Results showed that 100% of students in both courses obtained 6 or more points. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in CNEI 4011 (Capstone I) to assess students' correct use of communication skills in the investigation proposal draft N= 29, and in the final proposal N= 42</p> <p>It was expected that 70% or more of the students would obtain a score of 70% or more in both the draft and the final proposal.</p> <p>Results showed that only 66% of the students (19/29) obtained a score of 70% or more in the <u>proposal draft</u>. Therefore, the goal was not met.</p> <p>Results showed that 74% of students (31/42) obtained a score of 70% or more in the <u>final proposal</u>. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in CNEI 4012 (Capstone II) to assess students' correct use of communication skills in the research report draft N= 22, and in the final report N= 44</p> <p>It was expected that 70% or more of the students would obtain a score of 70% or more in both the draft and the final research reports.</p> <p>Results showed that only 27% of the students (6/22) obtained a score of 70% or more in the <u>proposal draft</u>. Therefore, the goal was not met.</p>	<p>Increase the number of students assessed.</p> <p>Since not all the drafts were evaluated, they will be analyzed to increase the reliability of the results.</p> <p>Since not all the drafts were evaluated, they will be analyzed to increase the reliability of the results.</p>	<p>Three measures, three instances, three met.</p> <p>Three transforming actions proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	Results showed that 93% of the students (38/44) obtained a score of 70% or more in the <u>final proposal</u> . Therefore, the goal was met.		
Mathematics Effective Written Communication	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in MATE 4995 (Undergraduate Research Seminar I) course to assess students' effective <u>written communication skills</u> in poster presentations.</p> <p>It was expected that 66% of the students would obtain 3 or 4 points in each criterion assessed.</p> <p>Findings by criteria assessed were:</p> <ul style="list-style-type: none"> • Organization – 4 points, 84% - 3 points, 16 % • Development – 4 points, 74% - 3 points 26% • Content – 4 points, 59 %- 3 points, 41% • Writing – 4 points, 74% - 3 points, 26% • Presentation - 4 points, 95% - 3 points, 5 % <p>Results showed that all 19 students that presented their posters obtained 3 points or more in each criterion. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in MATE 5001 to assess students' effective communication skills in laboratory reports.</p> <p>It was expected that 66% of the students would obtain 3 or 4 points in each criterion.</p> <p>Results showed that 100% of the students obtained 3 or more points in each criterion. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in MATE 4995 course (Undergraduate Research</p>		<p>Two measures, five instances, met,</p> <p>No transforming action proposed. (written and oral)</p>

College of Natural Sciences

Academic Program	Findings	Transforming Actions	Annual Summary of Results
<p>Effective Oral Communication</p>	<p>Seminar II) to assess students' <u>effective written communication skills</u> in poster presentations.</p> <p>It was expected that 66% of the students would obtain 3 or 4 points in each criterion assessed.</p> <p>Findings by criteria assessed were:</p> <ul style="list-style-type: none"> • Organization – 4 points, 60% - 3 points, 40 % • Development – 4 points, 0 % - 3 points 100 % • Content – 4 points, 40 %- 3 points, 60% • Writing – 4 points, 0% - 3 points, 100 % • Presentation - 4 points, 100 % - 3 points, 0 % <p>Results showed that 100% of the students that presented their posters obtained 3 points or more in each criterion assessed. Therefore, the goal was met.</p> <p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in MATE 4995 course (Undergraduate Research Seminar) to assess students' effective <u>oral communication skills</u> in poster presentations.</p> <p>It was expected that 66% of the students would obtain 3 or 4 points in each criterion assessed.</p> <p>Findings by criteria assessed were:</p> <ul style="list-style-type: none"> • Presentation – 4 points, 47% - 3 points, 53 % • Mastery – 4 points, 100 % • Clarity – 4 points, 100 % • Oral Expression – 4 points, 95% - 2 points, 5% <p>Results showed that 100% of the students obtained 3 or more points in each criterion. Therefore, the goal was met.</p> <p><i>Second semester</i></p> <p>First Instance</p> <p>A rubric was used in MATE 4995 course (Undergraduate Research Seminar II) to assess students' <u>effective oral communication skills</u> in</p>		

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>poster presentations.</p> <p>It was expected that 66% of the students would obtain 3 or 4 points in each criterion assessed.</p> <p>Findings by criteria assessed were:</p> <ul style="list-style-type: none"> • Presentation – 4 points, 80 % - 3 points, 20 % • Mastery – 4 points, 100 % • Clarity – 4 points, 100 % • Oral Expression – 4 points, 100 % <p>Results showed that 100% of the students enrolled obtained 3 or more points in each criterion assessed. Therefore, the goal was met.</p>		

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
<p>Geography</p>	<p><i>First Semester</i></p> <p>First Instance A rubric was used in the GEOG 3325 (Geography of Central America and the Caribbean) course, to assess students’ effective written communication skills in a written test.</p> <p>It was expected that 100% of the students would reach the value of at least 80% or more in the criteria assessed.</p> <p>Results showed that, on a 4 point scale, the average score obtained was 3.24 points (81%). Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance A rubric was used in the GEOG 3600 (Population Geography) course, to assess students’ effective written communication skills in a written test.</p> <p>It was expected that 100% of the students would reach the value of at least 80% or more in the criteria assessed.</p> <p>Results showed that, on a 4 point scale, the average score obtained was 3.32 points (83%). Therefore, the goal was met.</p>	<p>Exercises in which students can prepare monographs, abstracts, essays and blogs of field trips will be offered.</p> <p>A copy of the material under examination will be made available prior to the beginning of the semester for students to improve their written communication skills.</p> <p>The rubric with the criteria, which will be assessed on the exam, will be given to students with the syllabus at the beginning of the semester.</p>	<p>The Geography program established one measure in two instances, both of which were met.</p> <p>Three transforming actions were established</p>
<p>Labor Relations</p>	<p><i>First Semester</i></p> <p>First Instance A rubric was used in the RELA 3085 course to assess students’ effective communication skills in a research proposal.</p> <p>It was expected that students would obtain 80% or more in each of the measured criteria.</p> <p>Findings by criterion were: <u>Order in the presentation of ideas:</u></p> <ul style="list-style-type: none"> • Group 1 – 4 out of 4 points (100%) • Group 2 – 4 out of 4 points (100%) <p><u>Proposal Statement:</u></p>	<p>Continue strengthening competence in these criteria through assignments and formative assessments.</p>	<p>Two measures and two instances, both met. One transforming action.</p>

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<ul style="list-style-type: none"> • Group 1 – 4 out of 4 points (100%) • Group 2 – 4 out of 4 points (100%) <p><u>Study assumptions:</u></p> <ul style="list-style-type: none"> • Group 1 – 4 out of 4 points (100%) • Group 2 – 4 out of 4 points (100%) <p><u>Work organization:</u></p> <ul style="list-style-type: none"> • Group 1 – 4 out of 4 points (100%) • Group 2 – 4 out of 4 points (100%) <p><u>Work Development:</u></p> <ul style="list-style-type: none"> • Group 1 – 4 out of 4 points (100%) • Group 2 – 4 out of 4 points (100%) <p><u>Work content:</u></p> <ul style="list-style-type: none"> • Group 1 – 4 out of 4 points (100%) • Group 2 – 4 out of 4 points (100%) <p><u>Writing of the proposal:</u></p> <ul style="list-style-type: none"> • Group 1 – 4 out of 4 points (100%) • Group 2 – 3.5 out of 4 points (88%) <p><u>Critical thinking :</u></p> <ul style="list-style-type: none"> • Group 1 – 4 out of 4 points (100%) • Group 2 – 4 out of 4 points (100%) <p><u>Management of information sources :</u></p> <ul style="list-style-type: none"> • Group 1 – 4 out of 4 points (100%) • Group 2 – 3 out of 4 points (75%) <p><u>Presentation rigor:</u></p> <ul style="list-style-type: none"> • Group 1 – 4 out of 4 points (100%) • Group 2 – 4 out of 4 points (100%) <p><u>Conclusion:</u></p> <ul style="list-style-type: none"> • Group 1 – 4 out of 4 points (100%) • Group 2 – 4 out of 4 points (100%) <p><u>References used:</u></p> <ul style="list-style-type: none"> • Group 1 – 2 out of 4 points (50%) • Group 2 – 2 out of 4 points (50%) <p>Results showed that Group 1 obtained a total of 46 out of 48 points (96%) and Group 2 obtained a total of 45 out of 48 points (94%). Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>An end-of-baccalaureate questionnaire was used in the RELA 4045</p>		

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>course to assess students' perception of their written and oral communication skills.</p> <p>It was expected that 80% or more of the students would obtain scores of "very satisfied" and "satisfied" in each of the measured criteria.</p> <p><u>Oral communication skills in Spanish</u> - 100% of students said they were very satisfied. Therefore, the goal was met.</p> <p><u>Oral communication skills in English</u> - 83% (5) of the students said they were very satisfied, while 17% (1) assessed it as satisfied. By adding both scores 100% was obtained. Thus the goal was met.</p> <p><u>Written communication skills in Spanish</u> - 83% (5) of the students said they were very satisfied, while 17% (1) assessed it as satisfied. By adding both scores 100% was obtained. Thus the goal was met.</p> <p><u>Written communication skill in English</u> - 50% (3) of the students said they were very satisfied, while 33.33% (2) assessed it as satisfied. By adding both scores 83.33% was obtained. Therefore, the goal was met.</p> <p>80% or more of the students obtained scores of "very satisfied" and "satisfied" in each of the measured criteria. Therefore, the goal was met.</p>		

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
<p>Audiovisual Communication</p>	<p><i>First Semester</i></p> <p>First Instance</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>The criteria and results are the following:</p> <ul style="list-style-type: none"> • Organization, length and format of the script– 9.9 points • Technical/Artistic Indications– 8.7 points • Orthography and punctuation – 7.0 points <p>Since the expected outcome was achieved in 2 out of 3 criteria, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A 0.5-5 point’s scale rubric was used in COMA 4315 course (Scripts) to assess a student’s effective communication skills in a radio script (n=20). 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 artistic and technical elements of the script.</p> <p>The expected performance level was an average score of 3.5 points or more in the 0.5-4.5 point scale used.</p> <p>The criteria and results are the following:</p> <ul style="list-style-type: none"> • Organization, length and format of the script– 3.78 points (75.5%) • Technical/Artistic Indications – 4.13 points (82.5%) • Orthography and punctuation – 4.5 points (90%) 	<ul style="list-style-type: none"> • Integrate a review on grammar and orthography into the thematic content in the first weeks of the course, in order to answer any doubts and remedy any general achievement gaps on this subject. • We will recommend that students enroll in courses that develop writing skills, as part of their elective courses. <p>Campus Academic Affairs Office should explore the possibility of creating a course sequence specifically designed to reinforce students’ oral and written communication skills. These courses should be required for all students in the curricular sequences of the first two years.</p> <p>-Develop writing workshop that encourage creative and careful uses of orthography and syntax. -Create writing and style courses. -Develop a Script II class. -Make students read each other’s script in the classroom followed by a group critique.</p>	<p>Ten transforming actions were proposed. <u>Four</u> measures, in <u>ten</u> instances, <u>all</u> met.</p>

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Since the expected outcome was achieved in all of the criteria assessed, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in COMA 4351 (Audiovisual) course to assess students' effective writing communication skills in a documentary the students were assigned to write. (Project 1, Group 1)</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's 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 was 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"> • Editing – 4.0 points (89%) • Coherence narrative structure – 4.0 points (89%) • Title and graphs – 4.0 points (89%) • Final product: successful final product – 4.0 points (89%) <p>The expected outcome was achieved in all criteria assessed. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in COMA 4351 (Audiovisual) course to assess students' effective writing communication skills in a documentary the students were assigned to write. (Project 1, Group 2)</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p>	<p>-Establish exercises in which students write short essays through the semester in order to instill in them the habit of revising one's own work.</p> <p>-Develop writing workshop that encourage creative and careful uses of orthography and syntax.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Although an expected outcome was not clearly established, it can be inferred from the Program’s 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 was the expected outcome.</p> <p>The average score in specific Assessment Criteria in Section 2 were as follows:</p> <ul style="list-style-type: none"> • Editing – 4.0 points (89%) • Coherence narrative structure – 4.0 points (89%) • Title and graphs – 4.0 points (89%) • Final product: successful final product – 3.7 points (82%) <p>The expected outcome was achieved in all criteria assessed. Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in COMA 4351 (Audiovisual) course to assess students' effective writing communication skills in a video clip the students were assigned to write. (Project 2, Group 1)</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <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 was 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"> • Editing – 4.0 points (89%) • Coherence narrative structure – 4.0 points (89%) • Title and graphs – 4.0 points (89%) • Final product: successful final product – 4.0 points (89%) <p>The expected outcome was achieved in all criteria assessed. Therefore, the goal was met.</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Fifth Instance</p> <p>A rubric was used in COMA 4351 (Audiovisual) course (Section 2) to assess students' effective writing communication skills in a video clip the students were assigned to write. (Project 2, Group 2)</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <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 was the expected outcome.</p> <p>The average score in specific Assessment Criteria in Section 2 were as follows:</p> <ul style="list-style-type: none"> • Editing– 3.4 points (76%) • Coherence narrative structure – 3.4 points (76%) • Title and graphs – 4.5 points (100%) • Final product: successful final product – 3.8 points (84%) <p>The expected outcome was achieved in all criteria assessed. Therefore, the goal was met.</p> <p>Sixth Instance</p> <p>A rubric was used in COMA 4011 (Basic Photography) course (Section 1) to assess students' effective writing communication skills in a photo essay project the students were assigned to write (n=7).</p> <p>The scale of the rubric used was: 4.0 = Excellent 3.0 = good 2.5 = regular 2.0 = poor 1.0 = 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 2.8 points (good) or higher</p>		

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>in the rubric used was 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"> • Adequate photo order – 3.42 points (86%) • Appropriate use of the images to present point of view, composition, etc. – 3.71 points (93%) • Appropriate use of the presentation format’s requirements – 1.86 points (47%) <p>The expected outcome was achieved in 2 of the 3 criteria assessed. Therefore, the goal was met.</p> <p>Seventh Instance</p> <p>A rubric was used in COMA 4011 (Basic Photography) course (Section 2) to assess students' effective writing communication skills in a photo essay project the students were assigned to write (n=8).</p> <p>The scale of the rubric used was: 4.0 = Excellent 3.0 = good 2.5 = regular 2.0 = poor 1.0 = 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 2.8 points (good) or higher in the rubric used was the expected outcome.</p> <p>The average score in specific Assessment Criteria in Section 2 were as follows:</p> <ul style="list-style-type: none"> • Adequate photo order – 2.5 points (63%) • Appropriate use of the images to present point of view, composition, etc. – 3.25 points (81%) • Appropriate use of the presentation formats’ requirements – 3.25 points (81%) <p>The expected outcome was achieved in 2 of the 3 criteria assessed. Therefore, the goal was met.</p>	<p>-Photoshop short workshops and in the use of RAW compression for edition purposes.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Eighth Instance</p> <p>A rubric was used in COMA 4011 (Basic Photography) course (Section 3) to assess students' effective writing communication skills in a photo essay project the students were assigned to write (n=10).</p> <p>The scale of the rubric used was: 4.0 = Excellent 3.0 = good 2.5 = regular 2.0 = poor 1.0 = 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 2.8 points (good) or higher in the rubric used was the expected outcome.</p> <p>The average score in specific Assessment Criteria in Section 3 were as follows:</p> <ul style="list-style-type: none"> • Adequate photo order – 3.5 points (88%) • Appropriate use of the images to present point of view, composition, among others – 3.4 points (85%) • Appropriate use of the presentation format's requirements – 3.6 points (90%) <p>The expected outcome was achieved in all criteria assessed. Therefore, the goal was met.</p> <p>Ninth Instance</p> <p>A rubric was used in COMA 4011 (Basic Photography) course (Section 4) to assess students' effective writing communication skills in a photo essay project the students were assigned to write.</p> <p>The scale of the rubric used was: 4.0 = Excellent 3.0 = good 2.5 = regular 2.0 = poor 1.0 = 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</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Assessment Report, that an average score of 2.8 points (good) or higher in the rubric used was the expected outcome.</p> <p>The average score in specific Assessment Criteria in Section 4 were as follows:</p> <ul style="list-style-type: none"> • Adequate photo order – 2.5 points (63%) • Appropriate use of the images to present point of view, composition, etc. – 3.25 points (81%) • Appropriate use of the presentation format’s requirements – 3.0 points (75%) <p>The expected outcome was achieved in 2 of the 3 criteria assessed. Therefore, the goal was met.</p>		
Information and Journalism	<p>First Instance</p> <p>First Semester</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 < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <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 was 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"> • Orthography – 2.93 points (73%) • Syntax – 2.21 points (55%) • Emphasis in the news addressed – 2.0 points (50%) • Style rules – 2.0 points (50%) • Adequate content – 2.31 points (58%) • Provocative and adequate title – 2.09 points (52%) • <p>The expected outcome was achieved in 1 out of 6 criteria assessed.</p>	<p>The Program recommends 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"> - Adopt a rigorous system in the admission of new students to the School of Communications. -Establish no credit prerequisites courses. -Search for funds in order to offer tutoring for the students. -Include a writing laboratory as a requirement for this course. 	<p>Twelve transforming actions were proposed.</p> <p><u>Eight</u> measures, <u>fifteen</u> instances, seven of which were not met.</p>

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Therefore, the goal was not met.</p> <p>Results showed an overall average score of 2.33 points ('poor') in the scale.</p> <p>Second Instance</p> <p>A rubric was used in INFP 4001 (Introduction to Journalism) course (Section X) 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 < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <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 was 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"> •Adequate article entry (lead) – 1.73 points (43%) •Content (adequate topic selection) – 1.47 points (36%) •Content (correct information) – 3.67 points (92%) •Journalistic Style – 3.13 points (78%) •Orthography – 2.7 points (68%) •Syntax – 2.73 points (68%) •Compliance with article length – 4.5 points (100%) •Thematic unity: coherence, main idea, development, transitions, logic sequences, relationship between ideas – 1.13 points (28%) <p>Results showed that the overall performance average was 2.63 points (good).</p> <p>The expected outcome was achieved in 3 out of 8 criteria assessed. Therefore, the goal was not met.</p>	<p>The program recommends that the following actions should be taken:</p> <p>Improve basic writing skills. For this action in particular it was suggested:</p> <ul style="list-style-type: none"> - A rigorous method should be adopted in the admission of new students to the School of Communications. - Students should show appropriate writing competencies as a requirement for admission to the School of Communication. <p>Establish summer tutorials or a grammar and orthography course.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>4.0 = very good 3.0 = good 2.0 = poor 1.0 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's analysis of the results informed in the Partial Assessment Report, that an average score of 3.5 points or higher in the rubric used was the expected outcome.</p> <p>The average score by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> •Define the issue clearly and creatively– 4.2 points (84%) •Presents arguments that clearly correlate to the analysis of the themes and presents data that supports the arguments in a clear and organized way – 4.13 points (83%) •Adequate use and comprehension of the terminology of the themes being analyzed – 3.97 points (79%) •Shows good handling of discursive stances in the arguments presented – 3.9 points (78%) •Coherence in the ideas presented and in the order of the paragraph in the text – 4.3 (86%) •Orthography – 3.76 points (75%) •Syntax - 4.13 (83%) <p>The expected outcome was met in all of the criteria assessed. Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the ESIN 4008 (Significance and Culture Theories) course (Section Y) to assess students' effective communication skills in an essay (n=15).</p> <p>The scale of the rubric used was:</p> <p>5.0 = outstanding 4.0 = very good 3.0 = good 2.0 = poor 1.0 = 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 3.5 points or higher in the rubric used was the expected outcome.</p>	<p>-The student should take this course as a requisite or take it concurrently 4th the COPU 4148 course. -Organize writing workshops with an emphasis on grammar and syntax</p>	

School of Communication

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>The average score by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> •Define the issue clearly and creatively– 4.9 points (98%) •Presents arguments that clearly correlate to the analysis of the themes and presents data that supports the arguments in a clear and organized way – 4.3 points (85%) •Adequate use and comprehension of the terminology of the themes being analyzed – 3.9 points (77%) •Shows good handling of discursive stances in the arguments presented – 3.97 points (79%) •Coherence in the ideas presented and in the order of the paragraphs in the text – 4.1 (82%) •Orthography – 3.8 points (77%) •Syntax – 3.8 (77%) <p>The expected outcome was met in all of the criteria assessed; therefore, the goal was met.</p> <p>Sixth Instance</p> <p>A rubric was used in INFP 4059 (Journalism for Radio and Television) course to assess students' effective communication 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 < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's 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"> • Grammar (Appropriate syntax, correct use of pronouns and prepositions, etc.) – 3.70 points • Orthography – 3.70 points • Writing style – 3.80 points • Data presentation, and relationships and sequence of ideas – 	<p>Two professors should be hired: one capable of generating learning processes and follow up on the student's technical skills and specific projects; the other in charge of enhancing the learning of the potential and artistic possibilities of the hypermedia.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>3.70 points</p> <p>Results showed that the overall average score was 3.73 points (Excellent).</p> <p>The expected outcome was achieved in 4 out of 4 criteria assessed. Therefore the goal was met.</p> <p>Seventh Instance</p> <p>A rubric was used INFP 4002 course (Journalistic Writing II) 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 < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <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 was 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"> • Theme unity: coherence, main idea development, transitions, logic, sequences, relationship between ideas. - 2.85 points (71%) • Adequate article entry - 2.90 points (73%) • Content (adequate selection) – 3.05 points (76%) • Content (correct information) – 2.90 points (73%) • Journalistic Style – 2.75 points (69%) • Orthography – 2.45 points (61%) • Syntax – 2.75 points (69%) • Complies with article length – 3.05 points (76%) <p>Results showed that the overall average was 2.84 points (good). Therefore, the goal was met.</p> <p>The expected outcome was achieved in 6 out of 8 criteria assessed. Therefore, the goal was met.</p>	<p>-Establish a summer tutorials or a grammar, orthography course. - Strengthen student’s capacity to structure journalistic news and critical thinking skills.</p> <p>- The student should take this course as a requisite or taken concurrently with the COPU 4148 course.</p> <p>-Organize writing workshops with emphasis in grammar and syntax.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Eighth Instance</p> <p>A rubric was used in INFP 4016 (Introduction to Journalism) course to assess students' communication skills in research assignments (essays).</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <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 was the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> • Complies with article length – 3.6 points (80%) • Grammar – 3.0 points (67%) • Content (adequate analysis) – 3.5 points (78%) • Content (adequate research) – 3.3 points (73%) • Content (adequate information) – 3.4 points (76%) • Journalistic Style – 3.5 points (78%) • Adequate entry – 3.14 points (70%) • Adequate title – 3.2 points (71%) • Ethics – 3.8 points (84%) • Understands diversity – 3.85 points (86%) <p>Results showed an overall average of 3.43 points in the scale (Excellent). Therefore, the goal was met.</p> <p>The expected outcome was achieved in 9 out of 10 criteria assessed. Therefore, the goal was met.</p> <p>Ninth instance</p> <p>A rubric was used in INFP 4036 (Journalistic Multimedia Design) course to assess students' communication skills in research assignments (essays).</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>2.5 = regular < 2.5- 1.5 = poor <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 was the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> • Complies with format – 4.19 points (93%) • Theme unity: coherence, main idea development, transitions, logic sequences, relationship between ideas. – 3.81 points (84%) • Grammar and orthography – 3.77 points (83%) • Journalistic Style – 3.62 points (80%) <p>Results showed an overall average of 3.85 points in the scale (Excellent). Therefore, the goal was met.</p> <p>The expected outcome was achieved in 4 out of 4 criteria assessed. Thus the goal was met.</p> <p>Second Semester</p> <p><i>First Instance</i></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. N= 20</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>It was expected that 70 % of the students obtain 3.0 points (good) or higher in each criteria assessed or higher in the rubric used.</p> <p>The score in specific Assessment Criteria in Section X were as follows:</p> <ul style="list-style-type: none"> • Orthography – 60 % of the student • Syntax – 55 % of the students • Emphasis on the news addressed – 75 % of the students 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<ul style="list-style-type: none"> • Master journalistic style rules – 50 % of the students • Provocative and adequate title – 75 % of the students <p>The expected outcome was achieved in 2 out of 5 criteria assessed. Therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in COPU 4148 (Writing for the Media) course (Section Y) to assess students' effective writing communication skills in a news article the students were assigned to write. N= 20</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>It was expected that 70 % of the students obtain 5.0 points (good) or higher in each criteria assessed or higher in the rubric used.</p> <p>The score in specific Assessment Criteria in Section X were as follows:</p> <ul style="list-style-type: none"> • Orthography – 60 % of the students • Syntax – 55 % of the students • Emphasis in the news addressed – 75 % of the students • Master journalistic style rules – 50 % of the students • Provocative and adequate title – 75 % of the students <p>The expected outcome was achieved in 2 out of 5 criteria assessed. Therefore, the goal was not met</p> <p>Third Instance</p> <p>A rubric was used INFP 4002 (Journalistic Writing II) course to assess students' writing skills in a news article.(n=14)</p> <p>A 4 points scale was used to assess the criteria in the rubric. It was expected that an average score of 2.8 points (good), (70%), or higher in the rubric used will be the expected outcome.</p> <p>Findings revealed that the average score in the specific Assessment</p>		

School of Communication

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>Criteria were as follows:</p> <ul style="list-style-type: none"> • Theme unity: coherence, main idea development, transitions, logic sequences, relationship between ideas. - 2.64 points (66%) • Journalistic Style – 2.75 points (69%) • Orthography – 2. 5 points (63%) • Syntax – 2.75 points (69%) <p>Results showed that the overall average was 2.66 points (good). Therefore, the goal was not met.</p> <p>The expected outcome was not achieved in any of the 4 criteria assessed. Therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in INFP 4059 (Journalism for Radio and Television) course to assess students' writing skills in a “voice over’ (for television). (n=18)</p> <p>It was expected that 70 % of the students assessed obtain 3 points or more in each criteria assessed.</p> <p>Findings revealed that the average % of students who obtained the perfect score in the specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> • Theme unity: coherence, main idea development, transitions, logic sequences, relationship between ideas and syntaxes – 47.83 % • Orthography – 52.17 % <p>Results showed that the overall average was 50 %. Therefore, the goal was not met.</p> <p>The expected outcome was not achieved in any of the 2 criteria assessed. Therefore, the goal was not met.</p> <p>Fifth Instance</p> <p>A rubric was used in COPU 4365 (Legislation for the media and Informational Deontology) course to assess students' writing skills in an exam.(n=23)</p> <p>It was expected that 70 % of the students assessed obtain 3.5 points or more in each criteria assessed.</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Findings revealed that the average score in the specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> • Theme unity: coherence, main idea development, transitions, logic sequences, relationship between ideas. – 78 % • Orthography – 72 % • Writing style: clarity; concision - 72% <p>Results showed that the overall average was 74%. Therefore, the goal was met.</p> <p>The expected outcome was achieved in all of the 3 criteria assessed. Therefore, the goal was met</p> <p>Sixth instance</p> <p>A rubric was used in INFP 4016 (Introduction to Journalism) course to assess students' writing skills in an exam. (n=18)</p> <p>It was expected that 70 % of the students assessed obtain 3.0 points or more in each criteria assessed.</p> <p>Findings revealed that the average score in the specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> • Syntaxes, theme unity (coherence, main idea development, transitions, logic sequences, relationship between ideas) – 75.0% • Orthography – 68.75 % • Provide adequate information, coherence and clarity of ideas discussed – 75.0% <p>Results showed that the overall average was 72.9% Therefore, the goal was met.</p> <p>The expected outcome was achieved in all of the 3 criteria assessed. Therefore, the goal was met.</p>		
Public Relations and Advertising	<p>First Semester</p> <p>First Instance</p> <p>A rubric was used in REPU 4025 course (Public Relations Campaign) to assess students' written communication skills in a paper and in oral presentations. (N=19)</p>	The importance of delivering a clear oral presentation. will be emphasized in the classroom.	<p>Thirteen transforming actions were proposed.</p> <p>Four measures, ten instances, 7 met.</p>

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>The scale of the rubric used was: 4 = very good 3 = good 2 = poor 1 = 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>Student learning was assessed through a written a proposal of a campaign which included a radio announcement, a TV announcement and a third announcement in a media chosen by the student.</p> <p>There are assessment results available for 4 criteria in the rubric used. The criteria and results are the following:</p> <ul style="list-style-type: none"> • Student understand an apply the different writing skills for announcement in traditional and nontraditional media - 3.79 points (95%) • Student understand the concepts and basic terminology of the theory relevant to the process of creation and writing for traditional and nontraditional media - 4.0 points (100%) • Student develop a clearly define logical structure according to theory – 3.79 points (95%) • Student recognize skills developed in writing announcement – 3.79 points (95%) • Student can communicate clearly and correctly in the oral presentation and written report – 3.79 (95%) <p>Results showed that the overall average was 3.83 points.</p> <p>Since the expected outcome was achieved in all the 5 criteria assessed, the goal was met.</p> <p>Second Instance</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 in a group oral presentation.</p> <p>The scale of the rubric used was: 4 = very good 3 = good</p>	<p>Design a short seminar around topics not included in the Program curriculum.</p> <p>- Schedule and offer tutorials in order to attend deficiencies in the media to be used. - Change the text for one essential advertisement topics.</p>	

School of Communication

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>2 = poor 1 = very poor</p> <p>It was expected that students would obtain an average score of good, very good or excellence in the criteria assessed (3.5 or more out of a total of 5 points by criteria).</p> <p>Results by criteria assessed to assess this oral presentation were:</p> <ul style="list-style-type: none"> • <u>Marketing objectives and strategies</u>– 5.0 points (100%) • <u>Strategies and media techniques</u>– 5.0 points (100%) • <u>Context analysis</u> – 5.0 points (100%) • <u>Marketing Plan media means selection (Printing Press, Radio and TV and Cinema)</u> – 4.7 points (94%) • <u>Marketing Plan Innovation</u>– 4.4 points (88%) • <u>Media Marketing Plan - Media Objectives</u> – 4.4 points (88%) • <u>Quality and accuracy of the calculations from data gathered</u> – 4.7 points (94%) • <u>Mechanic structure and Plan Communication</u> – 4.1 points (82%) <p>Since the expected outcome was achieved in all criteria assessed, the goal was met.</p> <p>Third Instance</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= 19)</p> <p>The scale of the rubric used was:</p> <p>4 = very good 3 = good 2 = poor 1 = very poor</p> <p>When we compare the performance of the students by means of the general average that each of them 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"> • Introduction of the theme of the campaign presented – 100% 	<p>-Assign students additional readings and writing critical essays for improving grammar and orthography skills.</p> <p>-The professor should film the Champaign presentation for students to auto evaluate their work.</p> <p>-The professor should discuss the case study report with the student.</p>	

School of Communication

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<ul style="list-style-type: none"> • Organization and topics structure – 92% • Conclusion – 98% • Oral communication: Clear diction, adequate voice tone, modulation – 87% • Personal projection/poise – 90% • Adequate time management – 100% <p>Since the expected outcome was achieved in 6 out of 6 criteria, the goal was met.</p> <p>Fourth Instance</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>The scale of the rubric used was: 4 = very good 3 = good 2 = poor 1 = very poor</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 would obtain good, very good or excellent in the criteria assessed in the rubric used.</p> <ul style="list-style-type: none"> • <u>Media objectives</u> <ul style="list-style-type: none"> - Relationship of objectives with the marketing strategies : good - The objectives are clear and complete: good • <u>Strategies and media techniques</u> <ul style="list-style-type: none"> - Strategies explain how objective will be attained: good - Are well thought out and logical: good - Consider all possible alternatives : poor - Are complete: good • <u>Structure and communicability of the Marketing Plan</u> <ul style="list-style-type: none"> - Organization: excellent - Contains all details (Flowchart, Budget summary table): excellent - Statistic data is organized and easy to comprehend and 	<p>Create and offer seminars related to qualitative and quantitative evaluation, so students can learn all related elements and make informed decisions.</p>	

School of Communication

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>read: good - The Plan as a whole is easy to read and comprehend: good</p> <ul style="list-style-type: none"> • <u>Oral Presentation</u> <ul style="list-style-type: none"> - Mastery of the topic or theme: good - Information relevance: excellent - Sequence and flow: excellent - Support material: excellent - Punctuality: good <p>Since the expected outcome was achieved in 14 out of 15 criteria, the goal was met.</p> <p>Students understood the information and prepared media plans that in some cases would surpass the work that some marketing agencies do in the media. We observed deficiencies in mathematical concepts, which required professors to schedule reviews of those concepts. Students were able to develop skills relating 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>Fifth Instance</p> <p>A rubric was used in REPU 4147 course (Writing for Public Relations) to assess students' writing skills in a media kit. (N= 19)</p> <p>It was expected that 70 % Of the students assessed would obtain 4 points or more.</p> <p>The results by assessment criteria were:</p> <ul style="list-style-type: none"> • Introduction of the theme of the campaign presented – 100% • Organization and topic structure – 92% • Conclusion – 98% • Oral communication: Clear diction, adequate voice tone, modulation – 87% • Personal projection/poise – 90% • Adequate time management – 100% <p>Since the expected outcome was achieved in 6 out of 6 criteria, the goal was met.</p>	<p>-Consider the possibility of adding another semester to this course. -Access to Nielsen and Arbitron Audience studies should be required.</p>	

School of Communication

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p><i>Second Semester</i></p> <p>First Instance</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. 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 75% of the students would obtain 3 or more points (good or very good) in each of the criteria the rubric used.</p> <p>The assessment results by criteria assessed were the following:</p> <p><u>Media objectives - 85 %</u></p> <ul style="list-style-type: none"> - Relationship of objectives with the marketing strategies: good - The objectives are clear and complete: good • <u>Strategies and media techniques – 75 %</u> <ul style="list-style-type: none"> - Strategies explain how objectives will be attained: good - Are well thought out and logical: good - Consider all possible alternatives : poor - Are complete: good • <u>Structure and communicability of the Marketing Plan</u> <ul style="list-style-type: none"> - 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- very good - Contains all details (Flowchart, Budget summary table): very good - Statistic data is organized and easy to comprehend and read: very good - The Plan as a whole is easy to read and understand: very good • <u>Oral Presentation</u> 	<p>Design a seminar around topics not included in the curriculum.</p>	

School of Communication

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<ul style="list-style-type: none"> - Mastery of the topic or theme: good - Information relevance: good - Sequence and flow: poor - Support material: good - Punctuality: good <p>Since the expected outcome was achieved in 14 out of 16 criteria assessed, the goal was met.</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 mathematical 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>Second Instance</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>The scale of the rubric used was: 4 = very good 3 = good 2 = poor 1 = very poor</p> <p>It was expected that the students would obtain 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"> • <u>Marketing objectives</u> <ul style="list-style-type: none"> - Relationship of objectives with the analysis of the situation: very good - The objectives are clear and complete: good - Appropriate description of the product: (sales, marketing strategies): very good • <u>Strategies and media techniques</u> <ul style="list-style-type: none"> - Define important attributes /benefits of the product as well as the packing of the product: good 		

School of Communication

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<ul style="list-style-type: none"> - Prices are well thought out and consider package size: good - Describe and explain the type of distributors that will manage the product: good - Indicate the appropriate marketing mix: good - Communicate the importance of advertising, sales promotion, personal sales and public relations in stimulating the demand: poor - Comply with the marketing objectives: good • <u>Advertising Objectives</u> <ul style="list-style-type: none"> - Establish percentages or specific quantities: good - Point out a specific time : very good - Percentages or logical quantities established considering the size of the objective group: good - Advertisement objectives are established considering the advertising pyramid or the primary or selective demand: good • <u>Advertising Strategies</u> <ul style="list-style-type: none"> - Define product concept and status: very good - Define or redefine the objective group: very good - Indicates communication media: very good - Explain advertising message(meaning, and delivery): good • <u>Marketing Plan :</u> <ul style="list-style-type: none"> - Define prospectus in relation to its personality and attribute that make it suitable to the product - good - Explained the needs or desires of the consumer that the product must satisfy: good - Establishes the possible creativity obstacles: poor - Indicate the means by which the messages must be conveyed.: very good - Indicate the campaign style, approach and tone: good • <u>Creative Performance : Printing Press</u> <ul style="list-style-type: none"> - Headline grabs attention : good - The initial paragraph is tied to the headline and the sales ideas in the text: poor - The paragraphs in the text provide credibility since they contribute proof of the promises claimed through research , testimonies and guarantees: good - The closing sentence suggest actions to be followed: good - The theme summarizes the marketing campaign - good - Illustrations complements the text: very good - The typography is adequate for the message and the product: good • <u>Marketing Plan : Radio</u> <ul style="list-style-type: none"> - Concentrates in the most important sales point to grab 	<ul style="list-style-type: none"> -Consider establishing other prerequisites that improve the mathematical knowledge of the students. -Helping the student with the information research tools and with research in general is imperative. Furthermore, we have to emphasize correct writing in all courses. -Emphasize grammar and orthography in previous courses. -More emphasis should be put in the classroom into practicing the development of innovative audiovisual resources and media convergence to illustrate and complement the texts content. 	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>audience attention: good</p> <ul style="list-style-type: none"> - Mention the product or advertiser at the beginning of the communication: good - Uses words and shorts sentences: poor - Uses more verbs than adjectives: poor - The closing sentence invite toward action: good <ul style="list-style-type: none"> • <u>Marketing Plan :TV and Cinema-</u> <ul style="list-style-type: none"> - Sequence of ideas is simple and easy to understand: good - The audio text is concise since the weight of the communication rest on the video: good - Storyboard clearly communicates the idea: poor • <u>Media Marketing Plan - Media Objectives</u> <ul style="list-style-type: none"> - Media objectives are intimately related to the marketing objectives and strategies: good - The objectives are clearly identified and proof is given that they are the best objectives: poor - The objectives are complete: good • <u>Media Marketing Plan - Media strategies and tactics</u> <ul style="list-style-type: none"> - Strategies indicate how objectives are accomplished: - good - Are well reflect upon and logical: good - Consider all possible alternatives: poor - Are complete: good • <u>Range and frequency</u> <ul style="list-style-type: none"> - Provides proothat the range and frequency levels are correct : poor - Provides proof of an appropriate relation between range and frequency: poor • <u>Timetable and Plan</u> <ul style="list-style-type: none"> - The GRP, range, frequency and budget are well distributed throughout the year: good - Timing logic is valid and reasonable: good • <u>Mechanic structure and Plan Communication</u> <ul style="list-style-type: none"> - Plan is well organized: very good - Statistics are well presented, easy to read and understandable: very good - The plan is complete, easy to read and understandable: very good - Include all the details (flowchart, budget summary tables): very good • <u>Oral Presentation</u> <ul style="list-style-type: none"> - Mastery of the material presented - very good - Relevance of the information - very good - Sequence and flow of the information - good 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>- Support material: good - Punctuality: good</p> <p>Since the expected outcome was achieved in 47 out of 57 criteria, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the REPU 4018 (introduction to Advertisement and Public Relations) course to assess students' effective communication skills in a monograph. N= 30</p> <p>It was expected that the students would obtain “good” or “very good”, meaning 2.8 (70%) points or more in the rubric used, in each criteria assessed .</p> <p>Results by criteria assessed to assess this oral presentation were:</p> <ul style="list-style-type: none"> • Grammar and orthography – 2.7 points • Organization(introduction, body, conclusion logical transitions between topics) - 3.03 points <p>Since only one criteria met the expected outcome, the goal was not met</p> <p>Fourth Instance</p> <p>A 6 point scale rubric was used in the REPU 4147 (Writing for Public Relations) course to assess students' communication skills in a Media Kit ..</p> <p>It was expected that 70 % of the students enrolled in the course obtain 4 points or more in each criteria assessed. (N= 19)</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> • Understand and applies writing skills and formats for the diverse situations and media. – 74 % • Understands basic concepts and terms applied to the development and process of writing Public Relations pieces.- 63 % <p>Since the goal was accomplished in one of the two criteria assessed, the goal was not met.</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Fifth Instance</p> <p>A 6 point rubric was used in the REPU 4165 (Public Relations Campaign) course to assess students' effective communication skills in an oral presentation .</p> <p>It was expected that 70 % of the students enrolled in the course obtain 6 points or more in each criteria assessed.</p> <p>Section X (N= 3)</p> <p>Findings by Criteria assessed:</p> <ul style="list-style-type: none"> • Organization - 0.0% • Language used – 0.0% <p>Not one student obtained 6 points or more in the criteria assessed, thus the goal was not met.</p> <p>Section Y (N= 3)</p> <p>Findings by Criteria assessed:</p> <ul style="list-style-type: none"> • Organization - .0.0 % • Language used – 0.0% <p>Not one student obtained 6 points or more in the criteria assessed, thus the goal was not met.</p>		

II. Critical Thinking

College of Business Administration			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Office Systems Management	<p>First instance</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 assessed would obtain a score of 80% or more in this learning outcome.</p> <p>Results showed that 67% of the students obtained a score of 80% or more. Therefore, the goal was not met.</p> <p>Second Instance</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. The test was administered in ADSO 4045 course.</p> <p>It was expected that 80% of the students assessed would obtain an average score of 70% or more.</p> <p>Results showed that 100% of the students obtained an average score of 70% or more. Therefore, the goal was met.</p>	<p>It will be expected that 100% of students assessed obtain a score of 80% or more in the next assessment.</p>	<p>The Office Systems Management program established two measures in two instances, only one of which was met.</p> <p>One transforming action was established.</p>

College of Education

Academic Program	Findings	Transforming Actions	Annual Summary of Results
<p>Teacher Preparation Program</p>	<p><i>First Instance</i></p> <p>A holistic rubric was used in the FAED 4001 (Professional Reflective Seminar) course to assess students' critical thinking in an E-Portfolio where the students evidence the reflection process of their formation as an educator, their education philosophy, and their projections as professionals.</p> <p>Findings revealed that, when assessing critical thinking, students obtained an average score of 18.49 (achieved). Therefore, the goal was met.</p> <p>A rubric was used to assess students' critical thinking skills in the student's field experience component, in the TEED course. These experiences contain several criteria related to reflection and critical thinking. N= 15</p> <p>Findings revealed that the average assessment result for this criterion was 2.47 in a 3.00 point scale. Therefore, the goal was met.</p> <p><i>Second Instance</i></p> <p>A rubric was used in the FAED 4002 and EDES course, to assess students' reflection and critical thinking skills, as part of their electronic portfolio.</p> <p><u>Findings revealed that in:</u></p> <p>The Method II course (FAED 4002): The average score of the 32 students assessed was 2.84 points (83%) on a 3.00 point scale rubric in the reflection item. Therefore, the goal was met.</p> <p>EDES course: The average score of the 22 students assessed was 4.55 (65%) points on a 7.0 point scale rubric. Therefore, the goal was not met.</p> <p><i>Third Instance</i></p> <p>A rubric was used in the FAED 4003 course, and the Teacher Practicum course to assess students' reflection and critical thinking skills. An instrument for formative assessment of the Teacher Practicum course was used.</p>	<p>Professors are providing individual help to the students that had scores lower than expected. Because porta-e is a formative tool, the skills and dispositions improved throughout the degree until reaching a satisfactory level of performance.</p> <p>Results were discussed in a meeting with the Dean of the College, the College Dean of Academic Affairs, and department faculty members.</p> <p>All the field experience sections of the student's rubrics were checked and aligned under the direction of the Office of Teaching Practice, so that the information is up to date and reflects the evaluation of field experiences up to December 2013.</p>	<p>The Teacher Preparation Program assessed this Student Learning Outcome in three instances, one of them in two assessment periods; three out of four were met. Two assessment activities were used.</p> <p>Three transforming actions were established.</p>

College of Education			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Teacher Practicum course: Results showed that the average score for teaching research and implementation competency was outstanding. Therefore, the goal was met.</p>		

College of General Studies			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
General Studies Program	<p><i>First Semester</i></p> <p>First Instance</p> <p>A 4 point scale rubric was used in the ESGE 3161 course to assess students' knowledge and critical thinking skills.</p> <p>It was expected that a minimum of 70% of the students would achieve a satisfactory level of performance. The students expressed the traits of critical thinking to analyze a controversial issue with ethical nuances.</p> <p>The scale of the rubric was established as:</p> <ul style="list-style-type: none"> 4 = Excellent 3 = Good 2 = Satisfactory 1 = Deficient 0 = Absent <p>The results of each criterion were as follows: Evidence: selection and use of information to investigate a point of view or a conclusion (73.7%). Student position: perspective, thesis/hypothesis (73.7%). Explanation of the issues (63.2%). Conclusion and related results: implications and consequences (42.1%).</p> <p>The expected goal was reached in two of the five criteria assessed; therefore, the goal was not met.</p>	<p>The professor will deliver and explain the rubric utilized to students before the semester starts.</p>	<p>The College of General Studies established one measure in two instances, and two assessments in one of the courses, one of which was met (50%).</p> <p>Two transforming action were established.</p>
	<p><i>Second Semester</i></p> <p>First Instance <i>1st assessment</i></p> <p>A rubric was used in the ESGE 4141(Puerto Rican thought and national reality I) course to assess the students' knowledge and critical thinking skills using two critical reviews. The students express the traits of critical thinking in order to analyze a controversial issue with ethical and aesthetic nuances. The rubric rating scale was established as:</p> <ul style="list-style-type: none"> • Excellent – 4 points • Good – 3 points • In development – 2 points 		

College of General Studies			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<ul style="list-style-type: none"> Deficient – 1 point <p>It was expected that a minimum of 70% of the students assessed would achieve a satisfactory level of performance.</p> <p>Results showed that in the first assessment, it was possible to exceed the expected percentage in all five criteria.</p> <p>The results for each of the criterion were as follows:</p> <ul style="list-style-type: none"> Conclusions and related outcomes (implications and consequences): 100% Understanding the issues: 100% Influence of context and assumptions: 90.9% Evidence; Selection and use of information to research a point of view or conclusion: 81.8% Student’s points of view (perspective, thesis/ hypothesis): 72.7% <p>The expected goal was reached in all the criteria assessed; therefore, the goal was met.</p> <p><i>2nd assessment</i></p> <p>Results showed that in the second assessment, it was possible to exceed the expected percentage in all five criteria:</p> <ul style="list-style-type: none"> Influence of context and assumptions: 88.9% Student’s points of view (perspective, thesis/ hypothesis): 88.9% Conclusions and related outcomes (implications and consequences): 88.9% Evidence; Selection and use of information to research a point of view or conclusion: 88.9% Understanding the issues: 88.9% <p>The expected goal was reached in all the criteria assessed; therefore, the goal was met.</p>		

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results																																																																																																																					
Art History	<p><i>First semester</i></p> <p>First Instance Section X</p> <p>A rubric was used in the ARTE 3237 (History of Contemporary Art) course (October 2012) to assess students' critical thinking skills in a discussion project where the student had to demonstrate having a benchmark and a goal in critical thinking. <i>N</i> = 24.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results of Section X for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Writing: 88% 2. Content: 88% 3. Analysis: 88% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>First Instance Section Y</p> <p>A rubric was used in the ARTE 3237 (History of Contemporary Art) course (October 2012) to assess students' critical thinking skills in a discussion project where the student had to demonstrate having a benchmark and a goal in critical thinking. <i>N</i> = 25.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results of Section Y for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Writing: 44% 2. Content: 44% 3. Analysis: 40% <p>The expected outcome was not reached in any of the three criteria assessed. Therefore, the goal was not met.</p>	<p>The writing criterion was highlighted in the assessment of all the examinations and assignments given in all courses. The rubric was provided to students before they carried out the assignment or activity.</p>	<p><i>Annual Summary</i></p> <p>2 measures, 3 courses (some of them with two sections) and 15 instances, 9 of which were met (58%). 5 transforming actions.</p> <table border="1"> <thead> <tr> <th colspan="5">TABLE I. SUMMARY OF ASSESSMENT RESULTS</th> </tr> <tr> <th>Course</th> <th>Criteria</th> <th>1st Assessment</th> <th>2nd Assessment</th> <th>3rd Assessment</th> </tr> </thead> <tbody> <tr> <td colspan="5" style="text-align: center;"><i>First Semester</i></td> </tr> <tr> <td rowspan="5">ARTE 3237 Section X</td> <td>1. Writing</td> <td>88%</td> <td>83%</td> <td>95%</td> </tr> <tr> <td>2. Content</td> <td>88%</td> <td>83%</td> <td>90%</td> </tr> <tr> <td>3. Analysis</td> <td>88%</td> <td>89%</td> <td>90%</td> </tr> <tr> <td>4. Style Manual</td> <td>--</td> <td>50%</td> <td>--</td> </tr> <tr> <td>5. Organization</td> <td>--</td> <td>--</td> <td>95%</td> </tr> <tr> <td rowspan="5">ARTE 3237 Section Y</td> <td>1. Writing</td> <td>44%</td> <td>79%</td> <td>100%</td> </tr> <tr> <td>2. Content</td> <td>44%</td> <td>93%</td> <td>100%</td> </tr> <tr> <td>3. Analysis</td> <td>40%</td> <td>93%</td> <td>100%</td> </tr> <tr> <td>4. Style Manual</td> <td>--</td> <td>62%</td> <td>--</td> </tr> <tr> <td>5. Organization</td> <td>--</td> <td>--</td> <td>100%</td> </tr> <tr> <td rowspan="6">ARTE 3256 Section X</td> <td>1. Writing</td> <td>55%</td> <td>81%</td> <td>83%</td> </tr> <tr> <td>2. Content</td> <td>50%</td> <td>100%</td> <td>89%</td> </tr> <tr> <td>3. Analysis</td> <td>55%</td> <td>88%</td> <td>89%</td> </tr> <tr> <td>4. Interpretation</td> <td>55%</td> <td>--</td> <td>--</td> </tr> <tr> <td>5. Style Manual</td> <td>--</td> <td>63%</td> <td>--</td> </tr> <tr> <td>6. Organization</td> <td>--</td> <td>--</td> <td>89%</td> </tr> <tr> <td rowspan="6">ARTE 3256 Section Y</td> <td>1. Writing</td> <td>47%</td> <td>69%</td> <td>100%</td> </tr> <tr> <td>2. Content</td> <td>56%</td> <td>73%</td> <td>100%</td> </tr> <tr> <td>3. Analysis</td> <td>56%</td> <td>77%</td> <td>100%</td> </tr> <tr> <td>4. Interpretation</td> <td>56%</td> <td>--</td> <td>--</td> </tr> <tr> <td>5. Style Manual</td> <td>--</td> <td>77%</td> <td>--</td> </tr> <tr> <td>6. Organization</td> <td>--</td> <td>--</td> <td>100%</td> </tr> <tr> <td colspan="5" style="text-align: center;"><i>Second Semester</i></td> </tr> <tr> <td>ARTE</td> <td>1. Writing</td> <td>22%</td> <td>63%</td> <td>67%</td> </tr> </tbody> </table>	TABLE I. SUMMARY OF ASSESSMENT RESULTS					Course	Criteria	1 st Assessment	2 nd Assessment	3 rd Assessment	<i>First Semester</i>					ARTE 3237 Section X	1. Writing	88%	83%	95%	2. Content	88%	83%	90%	3. Analysis	88%	89%	90%	4. Style Manual	--	50%	--	5. Organization	--	--	95%	ARTE 3237 Section Y	1. Writing	44%	79%	100%	2. Content	44%	93%	100%	3. Analysis	40%	93%	100%	4. Style Manual	--	62%	--	5. Organization	--	--	100%	ARTE 3256 Section X	1. Writing	55%	81%	83%	2. Content	50%	100%	89%	3. Analysis	55%	88%	89%	4. Interpretation	55%	--	--	5. Style Manual	--	63%	--	6. Organization	--	--	89%	ARTE 3256 Section Y	1. Writing	47%	69%	100%	2. Content	56%	73%	100%	3. Analysis	56%	77%	100%	4. Interpretation	56%	--	--	5. Style Manual	--	77%	--	6. Organization	--	--	100%	<i>Second Semester</i>					ARTE	1. Writing	22%	63%	67%
TABLE I. SUMMARY OF ASSESSMENT RESULTS																																																																																																																								
Course	Criteria	1 st Assessment	2 nd Assessment	3 rd Assessment																																																																																																																				
<i>First Semester</i>																																																																																																																								
ARTE 3237 Section X	1. Writing	88%	83%	95%																																																																																																																				
	2. Content	88%	83%	90%																																																																																																																				
	3. Analysis	88%	89%	90%																																																																																																																				
	4. Style Manual	--	50%	--																																																																																																																				
	5. Organization	--	--	95%																																																																																																																				
ARTE 3237 Section Y	1. Writing	44%	79%	100%																																																																																																																				
	2. Content	44%	93%	100%																																																																																																																				
	3. Analysis	40%	93%	100%																																																																																																																				
	4. Style Manual	--	62%	--																																																																																																																				
	5. Organization	--	--	100%																																																																																																																				
ARTE 3256 Section X	1. Writing	55%	81%	83%																																																																																																																				
	2. Content	50%	100%	89%																																																																																																																				
	3. Analysis	55%	88%	89%																																																																																																																				
	4. Interpretation	55%	--	--																																																																																																																				
	5. Style Manual	--	63%	--																																																																																																																				
	6. Organization	--	--	89%																																																																																																																				
ARTE 3256 Section Y	1. Writing	47%	69%	100%																																																																																																																				
	2. Content	56%	73%	100%																																																																																																																				
	3. Analysis	56%	77%	100%																																																																																																																				
	4. Interpretation	56%	--	--																																																																																																																				
	5. Style Manual	--	77%	--																																																																																																																				
	6. Organization	--	--	100%																																																																																																																				
<i>Second Semester</i>																																																																																																																								
ARTE	1. Writing	22%	63%	67%																																																																																																																				

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results																																																																																								
	<p>Second Instance Section X</p> <p>A rubric was used in the ARTE 3237 (History of Contemporary Art) course (November 2012) to assess students' critical thinking skills in a discussion project where the student had to demonstrate having a benchmark and a goal in critical thinking. <i>N</i> = 18</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results of Section X for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Writing: 83% 2. Content: 83% 3. Analysis: 89% 4. Style Manual : 50% <p>The expected goal was reached in all the criteria assessed, except in the Style Manual criterion. Therefore, the goal was met.</p> <p>Second Instance Section Y</p> <p>A rubric was used in Section Y of the ARTE 3237 (History of Contemporary Art) course (November 2012) to assess the students' critical thinking skills in a discussion project where the student had to demonstrate having a benchmark and a goal in critical thinking. <i>N</i> = 29.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Writing: 79% 2. Content: 93% 3. Analysis: 93% 4. Style Manual: 62% <p>The expected goal was reached in all the criteria assessed, except in the Style Manual criterion. Therefore, the goal was met.</p>		<table border="1"> <tr><td rowspan="5">3256 Section X</td><td>2. Content</td><td>30%</td><td>63%</td><td>48%</td></tr> <tr><td>3. Synthesis</td><td>39%</td><td>63%</td><td>71%</td></tr> <tr><td>4. Interpretation</td><td>26%</td><td>--</td><td>43%</td></tr> <tr><td>5. Analysis</td><td>--</td><td>63%</td><td>43%</td></tr> <tr><td>6. Style Manual</td><td>--</td><td>58%</td><td>--</td></tr> <tr><td rowspan="5">ARTE 3256 Section Y</td><td>1. Writing</td><td>25%</td><td>48%</td><td>75%</td></tr> <tr><td>2. Content</td><td>46%</td><td>48%</td><td>58%</td></tr> <tr><td>3. Synthesis</td><td>42%</td><td>48%</td><td>75%</td></tr> <tr><td>4. Interpretation</td><td>42%</td><td>--</td><td>75%</td></tr> <tr><td>5. Analysis</td><td>--</td><td>48%</td><td>63%</td></tr> <tr><td>6. Style Manual</td><td>--</td><td>38%</td><td>--</td></tr> <tr><td rowspan="5">ARTE 3237</td><td>1. Writing</td><td>70%</td><td>64%</td><td>68%</td></tr> <tr><td>2. Content</td><td>69%</td><td>68%</td><td>87%</td></tr> <tr><td>3. Analysis</td><td>70%</td><td>64%</td><td>77%</td></tr> <tr><td>4. Synthesis</td><td>--</td><td>61%</td><td>82%</td></tr> <tr><td>5. Interpretation</td><td>--</td><td>--</td><td>81%</td></tr> <tr><td>6. Style Manual</td><td>--</td><td>69%</td><td>71%</td></tr> <tr><td rowspan="3">ARTE 3245</td><td>1. Writing</td><td>78%</td><td>91%</td><td>78%</td></tr> <tr><td>2. Content</td><td>83%</td><td>100%</td><td>83%</td></tr> <tr><td>3. Analysis</td><td>83%</td><td>100%</td><td>83%</td></tr> </table>	3256 Section X	2. Content	30%	63%	48%	3. Synthesis	39%	63%	71%	4. Interpretation	26%	--	43%	5. Analysis	--	63%	43%	6. Style Manual	--	58%	--	ARTE 3256 Section Y	1. Writing	25%	48%	75%	2. Content	46%	48%	58%	3. Synthesis	42%	48%	75%	4. Interpretation	42%	--	75%	5. Analysis	--	48%	63%	6. Style Manual	--	38%	--	ARTE 3237	1. Writing	70%	64%	68%	2. Content	69%	68%	87%	3. Analysis	70%	64%	77%	4. Synthesis	--	61%	82%	5. Interpretation	--	--	81%	6. Style Manual	--	69%	71%	ARTE 3245	1. Writing	78%	91%	78%	2. Content	83%	100%	83%	3. Analysis	83%	100%	83%				
3256 Section X	2. Content	30%	63%		48%																																																																																						
	3. Synthesis	39%	63%		71%																																																																																						
	4. Interpretation	26%	--		43%																																																																																						
	5. Analysis	--	63%		43%																																																																																						
	6. Style Manual	--	58%	--																																																																																							
ARTE 3256 Section Y	1. Writing	25%	48%	75%																																																																																							
	2. Content	46%	48%	58%																																																																																							
	3. Synthesis	42%	48%	75%																																																																																							
	4. Interpretation	42%	--	75%																																																																																							
	5. Analysis	--	48%	63%																																																																																							
6. Style Manual	--	38%	--																																																																																								
ARTE 3237	1. Writing	70%	64%	68%																																																																																							
	2. Content	69%	68%	87%																																																																																							
	3. Analysis	70%	64%	77%																																																																																							
	4. Synthesis	--	61%	82%																																																																																							
	5. Interpretation	--	--	81%																																																																																							
6. Style Manual	--	69%	71%																																																																																								
ARTE 3245	1. Writing	78%	91%	78%																																																																																							
	2. Content	83%	100%	83%																																																																																							
	3. Analysis	83%	100%	83%																																																																																							
TABLE II. OEAE RECOMMENDATIONS TO THE PROGRAM																																																																																											
Course	OEAE Comments																																																																																										
<i>First Semester</i>																																																																																											
ARTE 3237 Sections X & Y	Mastery of critical thinking criterion: improvement can be seen over the semester experiences. Measure same criteria throughout the different assessing points.																																																																																										
ARTE 3256 Sections X & Y																																																																																											
<i>Second Semester</i>																																																																																											

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results	
	<p>Third Instance Section X</p> <p>A rubric was used in Section X of the ARTE 3237 (History of Contemporary Art) course (December 2012) to assess students' critical thinking skills in a discussion project where the student had to demonstrate having a benchmark and a goal in critical thinking. $N = 20$.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Connection to the discipline: 90% 2. Writing: 95% 3. Analysis: 90% 4. Organization: 95% <p>The expected results were reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Third Instance Section Y</p> <p>A rubric was used in Section Y of the ARTE 3237 (History of Contemporary Art) course (December 2012) to assess the students' critical thinking skills in a discussion project where the student had to demonstrate having a benchmark and a goal in critical thinking. $N = 24$.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Connection to the discipline: 100% 2. Writing: 100% 3. Analysis: 100% 4. Organization: 100% 		ARTE 3256 Sections X & Y	Teaching efforts to improve students' outcomes in this criterion were not enough. Try to include more classroom activities or assignments (homework).
			ARTE 3237	An improvement can be seen at the third assessing point.
			ARTE 3245	An improvement can be seen at the second assessing point.

College of Humanities			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>Section X A rubric was used in Section X of the ARTE 3256 (Art Theory) course to assess (November 2012) students' critical thinking skills in a discussion project. $N = 16$.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Writing: 81% 2. Analysis: 88% 3. Content: 100% 4. Style Manual: 63% <p>The expected goal was reached in all the criteria assessed, except in the Style Manual criterion. Therefore, the goal was met.</p> <p>Fifth Instance Section Y</p> <p>A rubric was used in Section Y of the ARTE 3256 (Art Theory) course to assess (November 2012) students' critical thinking skills in a discussion project. $N = 26$.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion assessed were as follows:</p> <ol style="list-style-type: none"> 1. Writing: 69% 2. Analysis: 77% 3. Content: 73% 4. Style Manual: 77% <p>The expected goal was reached in all the criteria assessed, except in the writing criterion. Therefore, the goal was met.</p> <p>Sixth Instance Section X</p> <p>A rubric was used in Section X of the ARTE 3256 (Art Theory) course to assess (December 2012) students' critical thinking skills in a discussion project. $N = 18$.</p>	<p>Instructions were explained once again on the use of the style manual, highlighting examples.</p>	

College of Humanities			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Connection to the discipline: 89% 2. Writing: 83% 3. Analysis: 89% 4. Organization: 89% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Sixth Instance Section Y</p> <p>A rubric was used in Section Y of the ARTE 3256 (Art Theory) course to assess (December 2012) students’ critical thinking skills in a discussion project. $N = 21$.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion assessed were as follows:</p> <ol style="list-style-type: none"> 1. Connection to the discipline: 100% 2. Writing: 100% 3. Analysis: 100% 4. Organization: 100% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance Section X</p> <p>A rubric was used in Section X of the ARTE 3256 (Art Theory) course to assess (<i>first exam</i>, March, 2013) students’ critical thinking skills in a discussion question or essay. $N = 23$.</p> <p>The expected performance level was that 70% of the discussion</p>	<p>The criteria of the rubrics were emphasized, focusing on the criterion of composition. The rubrics were used on all the assignments during the semester. The Art Theory course had the lowest results among the evaluated courses</p>	

College of Humanities			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>questions or essays would score 6 points or more in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Writing: 22% 2. Content: 30% 3. Synthesis: 39% 4. Interpretation: 26% <p>The expected goal was not reached in any of the criteria assessed. Therefore, the goal was not met.</p> <p>First Instance Section Y</p> <p>A rubric was used in Section Y in the ARTE 3256 (Art Theory) course to assess (<i>first exam</i>, March, 2013) students' critical thinking skills in a discussion question or essay. $N = 21$.</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Writing: 25% 2. Content: 46% 3. Synthesis: 42% 4. Interpretation: 42% <p>The expected goal was not reached in any of the criteria assessed. Therefore, the goal was not met.</p> <p>Second Instance Section X</p> <p>A rubric was used in Section X of the ARTE 3256 (Art Theory) course to assess (<i>second exam</i>, April, 2013) students' critical thinking skills in a discussion question or essay. $N = 19$.</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p>	<p>in almost all the tests given. One possible explanation for this is the fact that this is the most difficult course in the Art History curriculum in terms of content and requirements.</p> <p>All the criteria of the rubrics were explained once more. Examples were given. The best written works were read out loud.</p> <p>All the criteria of the rubrics were explained once more. Examples were given. The best written works were read out loud.</p>	

College of Humanities			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>1. Writing: 63%</p> <p>2. Analysis: 63%</p> <p>3. Content: 63%</p> <p>4. Style Guide: 58%</p> <p>5. Synthesis: 63%</p> <p>The expected goal was not reached in any of the criteria assessed. Therefore, the goal was not met.</p> <p>Second Instance Section Y</p> <p>A rubric was used in Section Y of the ARTE 3256 (Art Theory) course to assess (<i>second exam</i>, April, 2013) students' critical thinking skills in a discussion question or essay. $N = 25$.</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 8 point scale used.</p> <p>The results for each criteria were as follows:</p> <p>1. Writing: 48%</p> <p>2. Analysis: 48%</p> <p>3. Content: 48%</p> <p>4. Style Guide: 38%</p> <p>5. Synthesis: 48%</p> <p>The expected goal was not reached in any of the criteria assessed. Therefore, the goal was not met.</p> <p>Third Instance Section X</p> <p>A rubric was used in Section X of the ARTE 3256 (Art Theory) course to assess (<i>third exam</i>, May, 2013) students' critical thinking skills in a discussion question or essay. $N = 21$.</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <p>1. Writing: 67%</p> <p>2. Analysis: 43%</p>	<p>All the criteria of the rubrics were explained once more. Examples were given. The best written works were read out loud.</p>	

College of Humanities			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>3. Content: 48%</p> <p>4. Synthesis: 71%</p> <p>5. Interpretation: 43%</p> <p>The expected goal was not reached in any of the criteria assessed, except in the Synthesis criterion. Therefore, the goal was not met.</p> <p>Third Instance Section Y</p> <p>A rubric was used in Section Y in the ARTE 3256 (Art Theory) course to assess (<i>third exam</i>, May, 2013) students' critical thinking skills in a discussion question or essay. $N = 24$.</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Writing: 75% 2. Analysis: 63% 3. Content: 58% 4. Synthesis: 75% 5. Interpretation: 75% <p>The expected goal was reached in three out of the five criteria assessed. Therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in the ARTE 3237 (History of Contemporary Art) course (<i>first exam</i>, March, 2013) to assess students' critical thinking skills in a discussion question or essay where the student had to demonstrate having a benchmark and a goal in critical thinking. $N = 28$</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Writing: 70% 2. Content: 69% 3. Analysis: 70% 	<p>All the criteria of the rubrics were explained once more. Examples were given. The best written works were read out loud.</p>	

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>The expected goal was reached in two out of the three criteria assessed. Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the ARTE 3237 (History of Contemporary Art) course (<i>second exam</i>, April, 2013) to assess students' critical thinking skills in a discussion question or essay where the student had to demonstrate having a benchmark and a goal in critical thinking. <i>N</i> = 28</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Writing: 64% 2. Content: 68% 3. Analysis: 64% 4. Synthesis: 61% 5. Style Guide: 69% <p>The expected goal was not reached in any of the criteria assessed. Therefore, the goal was not met.</p> <p>Sixth Instance</p> <p>A rubric was used in the ARTE 3237 (History of Contemporary Art) course (<i>third exam</i>, May, 2013) to assess students' critical thinking skills in a discussion question or essay where the student had to demonstrate having a benchmark and a goal in critical thinking. <i>N</i> = 31</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Writing: 68% 2. Content: 87% 3. Analysis: 77% 4. Synthesis: 82% 5. Style Guide: 71% 	<p>All the criteria of the rubrics were explained once more. Examples were given. The best written works were read out loud.</p>	

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>6. Interpretation: 81%</p> <p>The expected goal was reached in five out of the six criteria assessed. Therefore, the goal was met.</p> <p>Seventh Instance</p> <p>A rubric was used in the ARTE 3245 (History of Art in United States) course (<i>first exam</i>, March, 2013) to assess students' critical thinking skills in a discussion question or essay where the student had to demonstrate having a benchmark and a goal in critical thinking. $N = 23$</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Writing: 78% 2. Content: 83% 3. Analysis: 83% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Eighth Instance</p> <p>A rubric was used in the ARTE 3245 (History of Art in United States) course (<i>second exam</i>, April, 2013) to assess students' critical thinking skills in a discussion question or essay where the student had to demonstrate having a benchmark and a goal in critical thinking. $N = 23$</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Writing: 91% 2. Content: 100% 3. Analysis: 100% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p>	<p>All the criteria of the rubrics were explained once more. Examples were given. The best written works were read out loud. Students were praised for the obtained results.</p> <p>All the criteria of the rubrics were explained once more. Examples were given. The best written works were read out loud. Students were praised for the obtained results.</p>	

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Ninth Instance</p> <p>A rubric was used in the ARTE 3245 (History of Art in United States) course (<i>third exam</i>, May, 2013) to assess students' critical thinking skills in a discussion question or essay where the student had to demonstrate having a benchmark and a goal in critical thinking. <i>N</i> = 23</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Writing: 78% 2. Content: 83% 3. Analysis: 83% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p>		
English Linguistics and Communication	<p>First Instance</p> <p>A rubric was used in the INGL 3275 course to assess students' critical thinking skills in writing samples, informal and formal writing assignments, annotated bibliography, oral presentations, web-based written projects, and student surveys.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for the assessment of students' critical thinking skills. The scale of the rubric was established as:</p> <p>1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p><i>The findings by criterion were:</i></p>		<p>The English Linguistics and Communication Program established six measures, in two 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>Annual Summary of Results</i>
	<p>Criteria</p> <p>10. Clarity</p> <p>11. Organization</p> <p>12. Communication of ideas</p> <p>13. Grammar and Orthography</p>	<p>Average by criteria (6)</p> <p>5</p> <p>4</p> <p>5</p> <p>5</p>	<p>Students with 3 points or more</p> <p>100%</p> <p>100%</p> <p>100%</p> <p>100%</p>		
<p>The expected goal was reached; therefore, the goal was met.</p>					
<p>Second Instance</p>					
<p>A rubric was used in the INGL 4230 course to assess students' critical thinking skills in writing samples, informal and formal writing assignments, annotated bibliography, oral presentations, web-based written projects, and student surveys.</p>					
<p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for the assessment of students' critical thinking skills. The scale of the rubric was established as:</p>					
<p>1 - 2 points = basic level</p>					
<p>3 - 4 points = intermediate level</p>					
<p>5 - 6 points = advanced level</p>					
<p><i>The findings by criterion were:</i></p>					
<p>Criteria</p> <p>5. Clarity</p> <p>6. Organization</p> <p>7. Communication of ideas</p> <p>8. Grammar and Orthography</p>	<p>Average by criteria (6)</p> <p>5</p> <p>4.3</p> <p>4.6</p> <p>4.6</p>	<p>Students with 3 points or more</p> <p>100%</p> <p>100%</p> <p>100%</p> <p>100%</p>			

College of Humanities																								
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>																					
	The expected goal was reached, therefore, the goal was met.																							
English Literature	<p><i>First semester</i></p> <p>First Instance Section X</p> <p>A rubric was used in the INGL 3285 course (Section X) to assess students' critical thinking skills in writing samples, informal and formal writing assignments, annotated bibliographies, oral presentations, student surveys, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for the assessment of critical and creative skills. The scale of the rubric was established as:</p> <p>1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p><i>The findings by criterion were:</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;"><i>Section X</i></th> <th></th> </tr> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Average by criteria (6)</th> <th style="text-align: center;">Students with 3 points or more</th> </tr> </thead> <tbody> <tr> <td>14. Clarity in the explanation of issues</td> <td style="text-align: center;">5.08</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>15. Use of adequate evidence</td> <td style="text-align: center;">5.06</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>16. Awareness of context and assumptions</td> <td style="text-align: center;">5.08</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>17. Expression of student's position</td> <td style="text-align: center;">5.00</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>18. Conclusions</td> <td style="text-align: center;">5.6</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>		<i>Section X</i>		Criteria	Average by criteria (6)	Students with 3 points or more	14. Clarity in the explanation of issues	5.08	100%	15. Use of adequate evidence	5.06	100%	16. Awareness of context and assumptions	5.08	100%	17. Expression of student's position	5.00	100%	18. Conclusions	5.6	100%	<p>The English Literature curriculum committee revised the course syllabus of INGL 3252 (American Literature survey course) to include new objectives that require, professors to begin adjusting course assignments in order to work more with integrating activities that teach critical thinking.</p>	<p>The English Literature program established six measures, in seven instances, all of which were met.</p> <p>One transforming action was established.</p>
	<i>Section X</i>																							
Criteria	Average by criteria (6)	Students with 3 points or more																						
14. Clarity in the explanation of issues	5.08	100%																						
15. Use of adequate evidence	5.06	100%																						
16. Awareness of context and assumptions	5.08	100%																						
17. Expression of student's position	5.00	100%																						
18. Conclusions	5.6	100%																						

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results																					
	<p>19. Synthesizing and transforming 5.00 100%</p> <p>20. Creativity in mode of expression 5.6 100%</p> <p>The expected goal was reached in all the criteria assessed, therefore, the goal was met.</p> <p>Section Y</p> <p>A rubric was used in INGL 3285 course (Section Y), to assess students' critical thinking skills in writing samples, informal and formal writing assignments, annotated bibliographies, oral presentations, student surveys, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for the assessment of critical and creative skills. The scale of the rubric was established as:</p> <p>1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p><i>The findings by criterion were:</i></p> <table border="1" data-bbox="486 971 1147 1481"> <thead> <tr> <th></th> <th style="text-align: center;"><i>Section Y</i></th> <th></th> </tr> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Average by criteria (6)</th> <th style="text-align: center;">Students with 3 points or more</th> </tr> </thead> <tbody> <tr> <td>1. Clarity in the explanation of issues</td> <td style="text-align: center;">6.0</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>2. Use of adequate evidence</td> <td style="text-align: center;">5.3</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>3. Awareness of context and assumptions</td> <td style="text-align: center;">5.3</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>4. Expression of student's position</td> <td style="text-align: center;">5.0</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>5. Conclusions</td> <td style="text-align: center;">5.3</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>		<i>Section Y</i>		Criteria	Average by criteria (6)	Students with 3 points or more	1. Clarity in the explanation of issues	6.0	100%	2. Use of adequate evidence	5.3	100%	3. Awareness of context and assumptions	5.3	100%	4. Expression of student's position	5.0	100%	5. Conclusions	5.3	100%		
	<i>Section Y</i>																							
Criteria	Average by criteria (6)	Students with 3 points or more																						
1. Clarity in the explanation of issues	6.0	100%																						
2. Use of adequate evidence	5.3	100%																						
3. Awareness of context and assumptions	5.3	100%																						
4. Expression of student's position	5.0	100%																						
5. Conclusions	5.3	100%																						

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results																		
	<p>6. Synthesizing and transforming 4.0 100%</p> <p>7. Creativity in mode of expression 4.0 100%</p> <p>The expected goal was reached in all the criteria assessed, therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the INGL 3252 course to assess students' critical thinking skills in writing samples, informal and formal writing assignments, annotated bibliographies, oral presentations, student surveys, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for the assessment of critical and creative skills. The scale of the rubric was established as:</p> <p>1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p><i>The findings by criterion were:</i></p> <table border="1" data-bbox="486 1003 1147 1485"> <thead> <tr> <th>Criteria</th> <th>Average by criteria (6)</th> <th>Students with 3 points or more</th> </tr> </thead> <tbody> <tr> <td>1. Clarity in the explanation of issues</td> <td>4.0</td> <td>100%</td> </tr> <tr> <td>2. Use of adequate evidence</td> <td>3.0</td> <td>100%</td> </tr> <tr> <td>3. Awareness of context and assumptions</td> <td>2.0</td> <td>0%</td> </tr> <tr> <td>4. Expression of student's position</td> <td>3.5</td> <td>100%</td> </tr> <tr> <td>5. Conclusions</td> <td>3.5</td> <td>100%</td> </tr> </tbody> </table>	Criteria	Average by criteria (6)	Students with 3 points or more	1. Clarity in the explanation of issues	4.0	100%	2. Use of adequate evidence	3.0	100%	3. Awareness of context and assumptions	2.0	0%	4. Expression of student's position	3.5	100%	5. Conclusions	3.5	100%		
Criteria	Average by criteria (6)	Students with 3 points or more																			
1. Clarity in the explanation of issues	4.0	100%																			
2. Use of adequate evidence	3.0	100%																			
3. Awareness of context and assumptions	2.0	0%																			
4. Expression of student's position	3.5	100%																			
5. Conclusions	3.5	100%																			

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results																		
	<p>6. Synthesizing and transforming 3.0 100%</p> <p>7. Creativity in mode of expression 3.0 100%</p> <p>The expected goal was reached in six out of the seven criteria assessed, therefore, the goal was met.</p> <p>Third Instance A rubric was used in the INGL 3175 course to assess students' critical thinking skills in writing samples, informal and formal writing assignments, annotated bibliographies, oral presentations, student surveys, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for assessment of critical and creative skills. The scale of the rubric was established as:</p> <p>1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p><i>The findings by criterion were:</i></p> <table border="1" data-bbox="486 979 1145 1469"> <thead> <tr> <th>Criteria</th> <th>Average by criteria (6)</th> <th>Students with 3 points or more</th> </tr> </thead> <tbody> <tr> <td>1. Clarity in the explanation of issues</td> <td>5.0</td> <td>100%</td> </tr> <tr> <td>2. Use of adequate evidence</td> <td>5.3</td> <td>100%</td> </tr> <tr> <td>3. Awareness of context and assumptions</td> <td>5.0</td> <td>0%</td> </tr> <tr> <td>4. Expression of student's position</td> <td>4.4</td> <td>100%</td> </tr> <tr> <td>5. Conclusions</td> <td>5.3</td> <td>100%</td> </tr> </tbody> </table>	Criteria	Average by criteria (6)	Students with 3 points or more	1. Clarity in the explanation of issues	5.0	100%	2. Use of adequate evidence	5.3	100%	3. Awareness of context and assumptions	5.0	0%	4. Expression of student's position	4.4	100%	5. Conclusions	5.3	100%		
Criteria	Average by criteria (6)	Students with 3 points or more																			
1. Clarity in the explanation of issues	5.0	100%																			
2. Use of adequate evidence	5.3	100%																			
3. Awareness of context and assumptions	5.0	0%																			
4. Expression of student's position	4.4	100%																			
5. Conclusions	5.3	100%																			

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results																		
	<p>6. Synthesizing and transforming 4.0 100%</p> <p>7. Creativity in mode of expression 5.3 100%</p> <p>The expected goal was reached in all the criteria assessed, therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the INGL 3036 course to assess students' critical thinking skills in writing samples, informal and formal writing assignments, annotated bibliographies, oral presentations, student surveys, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for assessment of critical and creative skills. The scale of the rubric was established as:</p> <p>1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p><i>The findings by criterion were:</i></p> <table border="1" data-bbox="486 1003 1147 1485"> <thead> <tr> <th>Criteria</th> <th>Average by criteria (6)</th> <th>Students with 3 points or more</th> </tr> </thead> <tbody> <tr> <td>1. Clarity in the explanation of issues</td> <td>5.5</td> <td>100%</td> </tr> <tr> <td>2. Use of adequate evidence</td> <td>4.5</td> <td>100%</td> </tr> <tr> <td>3. Awareness of context and assumptions</td> <td>4.5</td> <td>100%</td> </tr> <tr> <td>4. Expression of student's position</td> <td>5.5</td> <td>100%</td> </tr> <tr> <td>5. Conclusions</td> <td>5.0</td> <td>100%</td> </tr> </tbody> </table>	Criteria	Average by criteria (6)	Students with 3 points or more	1. Clarity in the explanation of issues	5.5	100%	2. Use of adequate evidence	4.5	100%	3. Awareness of context and assumptions	4.5	100%	4. Expression of student's position	5.5	100%	5. Conclusions	5.0	100%		
Criteria	Average by criteria (6)	Students with 3 points or more																			
1. Clarity in the explanation of issues	5.5	100%																			
2. Use of adequate evidence	4.5	100%																			
3. Awareness of context and assumptions	4.5	100%																			
4. Expression of student's position	5.5	100%																			
5. Conclusions	5.0	100%																			

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results																		
	<p>6. Synthesizing and transforming 4.5 100%</p> <p>7. Creativity in mode of expression 4.0 100%</p> <p>The expected goal was reached in all the criteria assessed, therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the INGL 3236 course to assess students' critical thinking skills in writing samples, informal and formal writing assignments, annotated bibliographies, oral presentations, student surveys, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for assessment of critical and creative skills. The scale of the rubric was established as:</p> <p>1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p><i>The findings by criterion were:</i></p> <table border="1" data-bbox="486 1003 1147 1485"> <thead> <tr> <th>Criteria</th> <th>Average by criteria (6)</th> <th>Students with 3 points or more</th> </tr> </thead> <tbody> <tr> <td>1. Clarity in the explanation of issues</td> <td>4.8</td> <td>100%</td> </tr> <tr> <td>2. Use of adequate evidence</td> <td>5.3</td> <td>100%</td> </tr> <tr> <td>3. Awareness of context and assumptions</td> <td>5.0</td> <td>100%</td> </tr> <tr> <td>4. Expression of student's position</td> <td>5.0</td> <td>100%</td> </tr> <tr> <td>5. Conclusions</td> <td>5.5</td> <td>100%</td> </tr> </tbody> </table>	Criteria	Average by criteria (6)	Students with 3 points or more	1. Clarity in the explanation of issues	4.8	100%	2. Use of adequate evidence	5.3	100%	3. Awareness of context and assumptions	5.0	100%	4. Expression of student's position	5.0	100%	5. Conclusions	5.5	100%		
Criteria	Average by criteria (6)	Students with 3 points or more																			
1. Clarity in the explanation of issues	4.8	100%																			
2. Use of adequate evidence	5.3	100%																			
3. Awareness of context and assumptions	5.0	100%																			
4. Expression of student's position	5.0	100%																			
5. Conclusions	5.5	100%																			

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results															
	<p>6. Synthesizing and transforming 5.8 100%</p> <p>7. Creativity in mode of expression 5.3 100%</p> <p>The expected goal was reached in all the criteria assessed, therefore, the goal was met.</p> <p><i>Second semester</i></p> <p>First Instance A rubric was used in the INGL 3175 course to assess students' critical thinking skills in writing samples, informal and formal writing assignments, annotated bibliographies, oral presentations, student surveys, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for assessment of critical and creative skills. The scale of the rubric was established as:</p> <p>1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p><i>The findings by criterion were:</i></p> <table border="1" data-bbox="486 1024 1147 1463"> <thead> <tr> <th>Criteria</th> <th>Average by criteria (6)</th> <th>Students with 3 points or more</th> </tr> </thead> <tbody> <tr> <td>1. Clarity in the explanation of issues</td> <td>5.3</td> <td>100%</td> </tr> <tr> <td>2. Use of adequate evidence</td> <td>4.4</td> <td>100%</td> </tr> <tr> <td>3. Awareness of context and assumptions</td> <td>4.4</td> <td>100%</td> </tr> <tr> <td>4. Expression of student's position</td> <td>5.0</td> <td>100%</td> </tr> </tbody> </table>	Criteria	Average by criteria (6)	Students with 3 points or more	1. Clarity in the explanation of issues	5.3	100%	2. Use of adequate evidence	4.4	100%	3. Awareness of context and assumptions	4.4	100%	4. Expression of student's position	5.0	100%		
Criteria	Average by criteria (6)	Students with 3 points or more																
1. Clarity in the explanation of issues	5.3	100%																
2. Use of adequate evidence	4.4	100%																
3. Awareness of context and assumptions	4.4	100%																
4. Expression of student's position	5.0	100%																

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>															
	<p>5. Conclusions 4.0 100%</p> <p>6. Synthesizing and transforming 5.5 100%</p> <p>7. Creativity in mode of expression 5.5 100%</p> <p>The expected goal was reached in all the criteria assessed, therefore, the goal was met.</p> <p><i>Summer Session</i> First Instance</p> <p>A rubric was used in the INGL 3229 course to assess students' critical thinking skills in writing samples, informal and formal writing assignments, annotated bibliographies, oral presentations, student surveys, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for assessment of critical and creative skills. The scale of the rubric was established as:</p> <p>1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p><i>The findings by criterion were:</i></p> <table border="1" data-bbox="532 1071 1102 1481"> <thead> <tr> <th>Criteria</th> <th>Average by criteria (6)</th> <th>Students with 3 points or more</th> </tr> </thead> <tbody> <tr> <td>1. Clarity in the explanation of issues</td> <td>5.0</td> <td>100%</td> </tr> <tr> <td>2. Use of adequate evidence</td> <td>5.0</td> <td>100%</td> </tr> <tr> <td>3. Awareness of context and assumptions</td> <td>4.0</td> <td>100%</td> </tr> <tr> <td>4. Expression of student's</td> <td>5.0</td> <td>100%</td> </tr> </tbody> </table>	Criteria	Average by criteria (6)	Students with 3 points or more	1. Clarity in the explanation of issues	5.0	100%	2. Use of adequate evidence	5.0	100%	3. Awareness of context and assumptions	4.0	100%	4. Expression of student's	5.0	100%		
Criteria	Average by criteria (6)	Students with 3 points or more																
1. Clarity in the explanation of issues	5.0	100%																
2. Use of adequate evidence	5.0	100%																
3. Awareness of context and assumptions	4.0	100%																
4. Expression of student's	5.0	100%																

College of Humanities			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>position</p> <p>5. Conclusions 5.0 100%</p> <p>6. Synthesizing and transforming 4.0 100%</p> <p>7. Creativity in mode of expression 5.0 100%</p> <p>The expected goal was reached in all the criteria assessed, therefore, the goal was met.</p>		
Fine Arts	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in a group critique in the Creative Research Workshop I course to assess students' critical thinking in a peer reviewed project at the end of the semester (October 2012). N=18</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results for each criteria were as follows:</p> <ul style="list-style-type: none"> • Description of the visual project: 47% scored 3 or 4 points. • Analysis of the creative process: 64% scored 3 or 4 points. <p>The expected results were not reached, therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in a group critique in the Creative Research Workshop I course to assess students' critical thinking skills in a peer reviewed project at the end of the semester (December 2012). N=18</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results for each criteria were as follows:</p> <ul style="list-style-type: none"> • Description of the visual project: 83% scored 3 or 4 points. 	<p>Incorporate more creative research skills. Develop research methodology workshops.</p> <p>Assign readings that will be supplemented with essay assignments.</p> <p>The Curriculum Committee will create exercises to incorporate research skills, in addition to the incorporation of workshops in the syllabus and course calendar.</p> <p>The Curriculum Committee will review the rubrics to temper the diversity of professors and their artistic practice visions.</p>	<p>The Fine Arts program established objectives with three measures in eighteen instances, eight of which were met.</p> <p>Four transforming actions were established.</p>

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<ul style="list-style-type: none"> Analysis of the creative process: 88% scored 3 or 4 points. <p>The expected results were reached, therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the Encaustic Painting course to assess students' critical thinking skills in a peer reviewed project in an end-of-semester art project (October 2012). N=8</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results for each criteria was as follows:</p> <ul style="list-style-type: none"> Description of the visual project: 12% scored 3 or 4 points. Analysis of the creative process: 12% scored 3 or 4 points. <p>The expected results were not reached in either of the two criteria assessed, therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in the Encaustic Painting course to assess students' critical thinking skills in a peer reviewed project in an end-of-semester art project (December 2012). N=8</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results for each criteria was as follows:</p> <ul style="list-style-type: none"> Description of the visual project: 75% scored 3 or 4 points. Analysis of the creative process: 75% scored 3 or 4 points. <p>The expected results were reached, therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts I course to assess students' critical thinking skills in a peer reviewed project at an end-of-semester art project (October 2012). N= 19</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p>		

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>The results for each criteria were as follows:</p> <ul style="list-style-type: none"> Description of the visual project: 0% scored 3 or 4 points. Analysis of the creative process: 0% scored 3 or 4 points. <p>The expected results were not reached in either of the two criteria assessed, therefore, the goal was not met.</p> <p>Sixth Instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts I course to assess students' critical thinking skills in a peer reviewed project at an end-of-semester art project (December 2012). N= 17</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results for each criteria were as follows:</p> <ul style="list-style-type: none"> Description of the visual project: 31% scored 3 or 4 points. Analysis of the creative process: 52% scored 3 or 4 points. <p>The expected results were not reached in either of the two criteria assessed, therefore, the goal was not met.</p> <p>Second semester</p> <p>First Instance</p> <p>A rubric was used in a group critique in the Creative Research Workshop II course to assess students' critical thinking in a peer reviewed project at the end of the semester (March 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results were as follows:</p> <ul style="list-style-type: none"> 13.34% of the students scored 3 or 4 points. <p>The expected results were not reached, therefore, the goal was not met.</p> <p>Second Instance</p>		

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>A rubric was used in a group critique in the <i>Creative Research Workshop II</i> course to assess students' critical thinking in a <i>peer reviewed project</i> at the end of the semester (May 2013).</p> <p>It was expected that 70 % of the students assessed obtained 3 or 4 points in the 4 point rubric used.</p> <p>The results were as follows:</p> <ul style="list-style-type: none"> • 60% of the students scored 3 or 4 points. <p>The expected results were not reached, therefore, the goal was not met.</p> <p>Third Instance</p> <p>A rubric was used in a group critique in the Creative Research Workshop II course, mid-semester (March 2013), to assess students' critical thinking in a peer reviewed project and the development of the conceptual and theoretical significance of their work, where their analysis with the use of theoretical references, reviews, and practices becomes apparent.</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results were as follows:</p> <ul style="list-style-type: none"> • 40% of the students scored 3 or 4 points. <p>The expected results were not reached, therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in a group critique in the Creative Research Workshop II course, at the end of the semester (May 2013), to assess students' critical thinking in a peer reviewed project and the development of the conceptual and theoretical significance of their work, where their analysis with the use of theoretical references, reviews, and practices becomes apparent.</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results were as follows:</p>		

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>• 67% of the students scored 3 or 4 points.</p> <p>The expected results were not reached, therefore, the goal was not met.</p> <p>Fifth Instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts II course to assess students' critical thinking skills in a research project related to digital media and performance, mid-semester (March 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results were as follows:</p> <ul style="list-style-type: none"> • 53% of the students scored 3 or 4 points. <p>The expected results were not reached in either of the two criteria assessed, therefore, the goal was not met.</p> <p>Sixth Instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts II course to assess students' critical thinking skills in a research project related to digital media and performance at the end of the semester (May 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results were as follows:</p> <ul style="list-style-type: none"> • 95% of the students scored 3 or 4 points. <p>The expected results were reached, therefore, the goal was met.</p> <p>Seventh instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts II course to assess students' critical thinking skills in conducting a written artist proposal, mid-semester (March 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p>		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>The results were as follows: • 63% of the students scored 3 or 4 points.</p> <p>The expected results were not reached in either of the two criteria assessed, therefore, the goal was not met.</p> <p>Eighth Instance</p> <p>A rubric was used in a group critique in the <i>Basic Visual Arts II</i> course to assess students' critical thinking skills in <i>conducting a written artist proposal</i> at the end of the semester (May 2013).</p> <p>It was expected that 70 % of the students assessed obtained 3 or 4 points in the 4 point rubric used.</p> <p>The results were as follows: • 95% of the students scored 3 or 4 points.</p> <p>The expected results were reached, therefore, the goal was met.</p> <p>Ninth Instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts I course to assess students' critical thinking skills in conducting a written artist proposal, mid-semester (March 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results were as follows: • 80% of the students scored 3 or 4 points.</p> <p>The expected results were reached, therefore, the goal was met.</p> <p>Tenth Instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts I course to assess students' critical thinking skills in a written artist proposal at the end of the semester (May 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p>		

College of Humanities			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>The results were as follows:</p> <ul style="list-style-type: none"> 93% of the students scored 3 or 4 points. <p>The expected results were reached, therefore, the goal was met.</p> <p>Eleventh instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts I course to assess students' critical thinking skills in a written artist proposal with an emphasis on visual analysis where research is evidenced in the use of theoretical reviews and practical references, mid-semester (March 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results were as follows:</p> <ul style="list-style-type: none"> 73% of the students scored 3 or 4 points. <p>The expected results were reached, therefore, the goal was met.</p> <p>Twelfth Instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts I course to assess students' critical thinking skills in a written artist proposal with an emphasis on visual analysis where research is evidenced in the use of theoretical reviews and practical references at the end of the semester (May 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 or 4 points in the 4 point rubric used.</p> <p>The results were as follows:</p> <ul style="list-style-type: none"> 93% of the students scored 3 or 4 points. <p>The expected results were reached, therefore, the goal was met.</p>		
History	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in the HIST 4026 (Reading Seminar of the Americas) course (December 2012) to assess students' critical thinking skills in a short minor thesis. <i>N</i> = 22.</p>	Evaluation of more courses where this domain develops.	<p><i>Annual Summary</i></p> <p>6 courses, 6 measures, 7 instances, 5 of which were met (71%). 4 transforming actions.</p>

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>The expected performance level was that 70% of the short minor thesis would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ul style="list-style-type: none"> 12. Use of sources to explore the topic: 77% 13. Understanding of the sources used: 73% 14. Comparison of the studied ideas: 73% 15. Evaluation and reflection on the studied ideas: 77% 16. Own opinion or critical analysis of the topics or ideas: 77% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the HIST 3006 (Mexico I) course (December 2012) to assess students’ critical thinking skills in a final essay. <i>N</i> = 27.</p> <p>The expected performance level was that 70% of the final essays would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ul style="list-style-type: none"> 1. Use of sources to explore the topic: 81% 2. Understanding of the sources used: 89% 3. Comparison of the studied ideas: 78% 4. Evaluation and reflection on the studied ideas: 81% 5. Own opinion or critical analysis of the topics or ideas: 85% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the HIST 4025 (Reading Seminar of Europe) course (December 2012) to assess students’ critical thinking skills in a monographic essay. <i>N</i> = 17.</p> <p>The expected performance level was that 70% of the monographic</p>		

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>essays would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Use of sources to explore the topic: 71% 2. Understanding of the sources used: 71% 3. Comparison of the studied ideas: 76% 4. Evaluation and reflection on the studied ideas: 76% 5. Own opinion or critical analysis of the topics or ideas: 82% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the HIST 3211 (Hispano–America I) course (December 2012) to assess students’ critical thinking skills in a monograph. $N = 27$.</p> <p>The expected performance level was that 70% of the monographs would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Use of sources to explore the topic: 67% 2. Understanding of the sources used: 67% 3. Comparison of the studied ideas: 63% 4. Evaluation and reflection on the studied ideas: 63% 5. Own opinion or critical analysis of the topics or ideas: 56% <p>The expected goal was not reached in any of the criteria assessed. Therefore, the goal was not met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the HIST 3241 (History of Puerto Rico) course (May 2013) to assess students’ critical thinking skills in an exam or written assignment. $N = 25$.</p>	<ul style="list-style-type: none"> - Meeting/workshop with participating teachers. - Participation of more teachers. - Student evaluations in additional courses. 	

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>The expected performance level was that 70% of the exams or written assignments would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Evaluation and reflection on the studied ideas: 100% 2. Own opinion or critical analysis of the topics or ideas: 100% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the HIST 3245 (General History of Spain) course (May 2013) to assess students’ critical thinking skills in an exam or written assignment. <i>N</i> = 24.</p> <p>The expected performance level was that 70% of the exams or written assignments would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Use of sources to explore the topic: 17% 2. Understanding of the sources used: 50% 3. Comparison of the studied ideas: 38% 4. Evaluation and reflection on the studied ideas: 46% 5. Own opinion or critical analysis of the topics or ideas: 29% <p>The expected goal was not reached in any of the criteria assessed. Therefore, the goal was not met.</p> <p>Third Instance</p> <p>A rubric was used in the HIST 4025 (Reading Seminar of Europe) course (May 2013) to assess students’ critical thinking skills in the conclusion of a written assignment. <i>N</i> = 10.</p> <p>The expected performance level was that 70% of the conclusions would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p>		

College of Humanities			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<ol style="list-style-type: none"> Use of sources to explore the topic: 80% Understanding of the sources used: 80% Comparison of the studied ideas: 80% Evaluation and reflection on the studied ideas: 80% Own opinion or critical analysis of the topics or ideas: 80% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p>		
Music	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in the MUSI 4025 course to assess students' critical thinking singing skills in a written assignment.</p> <p>It was expected that XX% of the class would pass the course.</p> <p>Results showed that the expected outcome was met. Thus, the goal was met.???????</p> <p>Second Instance</p> <p>A rubric was used in MUSI 3105 to assess students' critical thinking singing skills in a written assignment.</p> <p>It was expected that XX% of the class would pass the course.</p> <p>Results showed that the expected outcome was met. Thus, the goal was met.???????</p>	<p>The student must master the research skills; moreover, he must hand in the complete and detailed monograph.</p>	<p>Two instances, one measure, all met. One transforming action.</p>
Modern Languages	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in the FRAN 4001 (Introduction to French Literature I) course to assess students' critical thinking skills in an essay test at the end of the course.</p> <p>It was expected that 70% of the students assessed would achieve a score of 70% or more in their essays.</p> <p>Results showed that out of 22 students that handed in the examinations, 18 (71%) obtained 70% or more in the levels of excellency and competency for each criteria in the rubric.</p>	<ul style="list-style-type: none"> When it comes time to hand in and discuss the exams, thoroughly explain the ways in which the topic could have been analyzed and supported according to the chosen position. When analyzing texts, emphasize the structure and argumentation on which the author makes his analysis according to his perspective. These transforming actions are short term, and therefore they don't impact the budget. 	<p><i>Annual Summary</i></p> <p>5 measures, 7 instances, 5 met (71%). 10 transforming actions.</p>

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Therefore, the goal was met.</p> <p><u>Findings by criteria were:</u> Objective or Hypothesis: 79% Organization: 79% Perspective or stance: 71% Analysis: 64 % Conclusion: 79% Expression: 71%</p> <p>Since the expected outcome was met in 5 out of the 6 criteria assessed, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the PORT 4055 (Portuguese Grammar and Composition) course to assess students' critical thinking skills in an end of semester essay assignment.</p> <p>It was expected that 70% of the students assessed would achieve a score of 70% or more in their essays.</p> <p>Results showed that the majority of students obtained a score between 81% and 100% in four of the six categories. 75% obtained more than five points in the analysis criterion and 69% obtained more than five points in grammar and orthography.</p> <p><u>Findings by criteria were:</u> Objective or Hypothesis: 88% Organization: 81% Perspective or stance: 100% Analysis: 75 % Conclusion: 81% Grammar and Orthography: 69%</p> <p>Since the expected outcome was met in 5 out of the 6 criteria assessed, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the ITAL 4017 (Italian Grammar and Composition) course (May 2013) to assess students' critical</p>	<ul style="list-style-type: none"> - Course syllabi will be revised for the first, second and third semester. - At least two workshops will be scheduled in the third semester to attend to the complexity and demands of the critical thinking learning outcome at an intermediate level. - Also, a research component will be incorporated into the third semester course syllabus. - All syllabi revisions will be approved by the Modern Language Program Curriculum Committee. <p>The practice of writing will be reinforced by means of writing exercises from the first semester of the Italian</p>	

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>																																				
	<p>thinking skills in a composition or short essay. $N = 15$.</p> <p>The expected performance level was that 70% of the compositions or short essays would score 5 points or more in the 1-7 point scale used.</p> <p>The results for each criterion were as follows:</p> <table border="1" data-bbox="497 495 1137 820"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> <th>Students with 5 points or more</th> </tr> </thead> <tbody> <tr> <td>1. Objective and Hypothesis</td> <td>90%</td> <td>93%</td> </tr> <tr> <td>2. Structure</td> <td>81%</td> <td>87%</td> </tr> <tr> <td>3. Perspective or Stance</td> <td>85%</td> <td>100%</td> </tr> <tr> <td>4. Analysis</td> <td>84%</td> <td>93%</td> </tr> <tr> <td>5. Conclusion</td> <td>82%</td> <td>93%</td> </tr> <tr> <td>6. Grammar and Orthography</td> <td>67%</td> <td>33%</td> </tr> </tbody> </table> <p>The expected goal was reached in 5 out of the 6 criteria assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the ITAL 4011 (Introduction to Italian Literature I) course (May 2013) to assess students' critical thinking skills in a short essay. $N = 14$.</p> <p>The expected performance level was that 70% of the short essays would score 5 points or more in the 1-7 point scale used.</p> <p>The results for each criterion were as follows:</p> <table border="1" data-bbox="497 1226 1137 1453"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> <th>Students with 5 points or more</th> </tr> </thead> <tbody> <tr> <td>1. Objective and Hypothesis</td> <td>84%</td> <td>79%</td> </tr> <tr> <td>2. Structure</td> <td>85%</td> <td>71%</td> </tr> <tr> <td>3. Perspective or Stance</td> <td>76%</td> <td>57%</td> </tr> <tr> <td>4. Analysis</td> <td>74%</td> <td>50%</td> </tr> </tbody> </table>	Criteria	Average by criteria	Students with 5 points or more	1. Objective and Hypothesis	90%	93%	2. Structure	81%	87%	3. Perspective or Stance	85%	100%	4. Analysis	84%	93%	5. Conclusion	82%	93%	6. Grammar and Orthography	67%	33%	Criteria	Average by criteria	Students with 5 points or more	1. Objective and Hypothesis	84%	79%	2. Structure	85%	71%	3. Perspective or Stance	76%	57%	4. Analysis	74%	50%	<p>course.</p> <p>Incorporate more practice for the creation of texts, by the students, in order to be reviewed in class and to analyze the weakness of the way the analysis of the ideas and topics was developed.</p>	
Criteria	Average by criteria	Students with 5 points or more																																					
1. Objective and Hypothesis	90%	93%																																					
2. Structure	81%	87%																																					
3. Perspective or Stance	85%	100%																																					
4. Analysis	84%	93%																																					
5. Conclusion	82%	93%																																					
6. Grammar and Orthography	67%	33%																																					
Criteria	Average by criteria	Students with 5 points or more																																					
1. Objective and Hypothesis	84%	79%																																					
2. Structure	85%	71%																																					
3. Perspective or Stance	76%	57%																																					
4. Analysis	74%	50%																																					

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results																					
	<p>5. Conclusion 77% 57%</p> <p>6. Grammar and Orthography 78% 71%</p> <p>The expected goal was reached in 3 (50%) out of the 6 criteria assessed. Therefore, the goal was not met. But in Average by criteria all the criteria were met.</p> <p>Third Instance</p> <p>A rubric was used in the FRAN 4008 (French Grammar and Composition) course (May 2013) to assess students' critical thinking skills in a short essay. <i>N</i> = 16.</p> <p>The expected performance level was that 70% of the short essays would score 5 points or more in the 1-7 point scale used.</p> <p>The results for each criterion were as follows:</p> <table border="1" data-bbox="486 808 1131 1105"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> <th>Students with 5 points or more</th> </tr> </thead> <tbody> <tr> <td>1. Objective or Hypothesis</td> <td>82%</td> <td>81%</td> </tr> <tr> <td>2. Organization</td> <td>79%</td> <td>69%</td> </tr> <tr> <td>3. Perspective or Stance</td> <td>76%</td> <td>63%</td> </tr> <tr> <td>4. Analysis</td> <td>71%</td> <td>63%</td> </tr> <tr> <td>5. Conclusion</td> <td>76%</td> <td>75%</td> </tr> <tr> <td>6. Expression</td> <td>77%</td> <td>63%</td> </tr> </tbody> </table> <p>The expected goal was reached in 2 (33%) out of the 6 criteria assessed. Therefore, the goal was not met. But in average all the criteria were met.</p> <p>Fourth Instance</p> <p>A rubric was used in the FRAN 4027 (French Realist Novels of the 19th Century) course (May 2013) to assess students' critical thinking skills in a final research project. <i>N</i> = 16.</p> <p>The expected performance level was that 70% of the research projects would score 5 points or more in the 1-7 point scale used.</p>	Criteria	Average by criteria	Students with 5 points or more	1. Objective or Hypothesis	82%	81%	2. Organization	79%	69%	3. Perspective or Stance	76%	63%	4. Analysis	71%	63%	5. Conclusion	76%	75%	6. Expression	77%	63%	<ul style="list-style-type: none"> - To reinforce the exercises of the course Manual to emphasize on the structure of texts worked on in class and how the conclusions are presented (correspondence with the introduction, synthesis of ideas). - The biggest problem, regarding the analysis, was the difficulty of defining what the topic was asking and of being able to structure the work around this. On many occasions what was analyzed was tangential to the topic or the topic was reinterpreted. In this regard, it would be necessary to insist on the importance of sticking to what the topic proposes. 	
Criteria	Average by criteria	Students with 5 points or more																						
1. Objective or Hypothesis	82%	81%																						
2. Organization	79%	69%																						
3. Perspective or Stance	76%	63%																						
4. Analysis	71%	63%																						
5. Conclusion	76%	75%																						
6. Expression	77%	63%																						

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>																																							
	<p>The results for each criterion were as follows:</p> <table border="1"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> <th>Students with 5 points or more</th> </tr> </thead> <tbody> <tr> <td>6. Structure</td> <td>82%</td> <td>81%</td> </tr> <tr> <td>7. Clarity</td> <td>86%</td> <td>88%</td> </tr> <tr> <td>8. Coherence</td> <td>86%</td> <td>88%</td> </tr> <tr> <td>9. Grammar</td> <td>87%</td> <td>94%</td> </tr> <tr> <td>10. Presentation</td> <td>85%</td> <td>88%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) the criteria assessed. Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the PORT 4216 (African Literature of Portuguese Expression) course (May 2013) to assess students' critical thinking skills in a monograph. <i>N</i> = 10.</p> <p>The expected performance level was that 70% of the monographs would score 5 points or more in the 1-7 point scale used.</p> <p>The results for each criterion were as follows:</p> <table border="1"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> <th>Students with 5 points or more</th> </tr> </thead> <tbody> <tr> <td>1. Objective or Hypothesis</td> <td>84%</td> <td>100%</td> </tr> <tr> <td>2. Organization</td> <td>84%</td> <td>100%</td> </tr> <tr> <td>3. Perspective or Stance</td> <td>87%</td> <td>100%</td> </tr> <tr> <td>4. Analysis</td> <td>85%</td> <td>100%</td> </tr> <tr> <td>5. Conclusion</td> <td>86%</td> <td>100%</td> </tr> <tr> <td>6. Expression</td> <td>86%</td> <td>100%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) the criteria assessed. Therefore, the goal was met.</p>	Criteria	Average by criteria	Students with 5 points or more	6. Structure	82%	81%	7. Clarity	86%	88%	8. Coherence	86%	88%	9. Grammar	87%	94%	10. Presentation	85%	88%	Criteria	Average by criteria	Students with 5 points or more	1. Objective or Hypothesis	84%	100%	2. Organization	84%	100%	3. Perspective or Stance	87%	100%	4. Analysis	85%	100%	5. Conclusion	86%	100%	6. Expression	86%	100%		
Criteria	Average by criteria	Students with 5 points or more																																								
6. Structure	82%	81%																																								
7. Clarity	86%	88%																																								
8. Coherence	86%	88%																																								
9. Grammar	87%	94%																																								
10. Presentation	85%	88%																																								
Criteria	Average by criteria	Students with 5 points or more																																								
1. Objective or Hypothesis	84%	100%																																								
2. Organization	84%	100%																																								
3. Perspective or Stance	87%	100%																																								
4. Analysis	85%	100%																																								
5. Conclusion	86%	100%																																								
6. Expression	86%	100%																																								

College of Humanities			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
Performing Arts	<p>First Instance</p> <p>A rubric was used in the TEAT 3025 (Theater Appreciation) course to assess critical thinking skills in a review. $N = 32$.</p> <p>It was expected that 80% of the students would identify the elements of theatre and their importance within an assigned staging. Students must apply the acquired knowledge when they analyze, evaluate and review.</p> <p>91% of the evaluated students were able to achieve levels IV and III within the criteria established in the rubric. This implies that most of the students were able to establish a critical judgment in regards to what was put on stage and discuss their ideas in a logical and coherent way in a written review. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the TEAT 3011 (Acting I) course to assess critical thinking skills in a written reflection.</p> <p>It was expected that 80% of students would be able to develop their own judgment about their performance in the course.</p> <p>Although the evaluation of the results reflected a deficiency in writing skills, in terms of critical thinking, it was proved that 95% of the evaluated students achieved the goal consistently, logically, and in an organized way. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the TEAT 3131 (Diction I) course to assess critical thinking skills in a paraphrases.</p> <p>It was expected that three quarters of the evaluated students would demonstrate the coherence, logic, organization and knowledge necessary to rewrite a given text using their own ideas.</p> <p>The evaluation showed that all the students were able to establish their ideas in an appropriate manner and were categorized in levels IV and III according to the rubric used. Therefore, the goal was met.</p>	<p>To reinforce critical thinking skills in our students so that they can reach the expected goals.</p> <p>To reinforce writing and critical thinking skills to achieve a thorough training of our students.</p> <p>Continue the use of this tool to develop critical thinking among students impacted by the course.</p>	<p><i>Annual Summary</i></p> <p>Three measures, three courses, and three instances, all of which were met (100%). Three transforming actions were established.</p>



UNIVERSITY OF PUERTO RICO
RÍO PIEDRAS CAMPUS
OFFICE OF THE DEAN OF ACADEMIC AFFAIRS
OFFICE OF EVALUATION OF STUDENT LEARNING

[Table of Content](#)

[List of Definitions](#)

College of Natural Sciences

Academic Program	Findings	Transforming Actions	Annual Summary of Results
<p>Biology</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in BIOL 3349 (Genetics) course to assess students' capacity to identify the problem or purpose of an applied situation in a final exam. N= 67</p> <p>It was expected that students assessed would answer correctly 50% or more of the analysis question correctly.</p> <p>Results of the three questions (88%, 42%, and 50.7%) evaluated in the final exam showed that in 2 of them the goal of 50% or more was achieved. The last two questions required a high level of analysis. Nevertheless, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in BIOL 4350 (Cell Biology) course to assess students' capacity to formulate a hypothesis, synthesize a discussion, and formulate conclusion in four questions in the third partial exam of this course. N= 190</p> <p>It was expected that students' would answer correctly 50% or more of the analysis questions correctly.</p> <p>Results of the four questions assessed in the last partial examination (80%, 53%; 92%, 57%) showed that in all of them the goal of 50% or more was achieved. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in BIOL 3350 (Genetics Laboratory) course (to assess students' critical thinking skills in laboratory reports. N= 61</p> <p>It was expected that at the end of the baccalaureate degree 10% of students would reach the "excellent" level (100%), good level (80%), and "regular." level (10%).</p> <p>Results showed that 49% reached the "excellent" level, 46% "good," 5% "regular," and 0% "did not comply." Therefore, the goal was met.</p>		<p>Two measures. Seven instances, all met. No transforming actions proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in BIOL 3349 (Genetics) course to assess students' capacity to identify the problem or purpose of an applied situation in a final exam. N= 86</p> <p>It was expected that the students assessed would answer 50% or more of the analysis questions correctly.</p> <p>Results of the two questions (73.4 %, and 67.2%) evaluated in the final exam showed that the goal of 50% or more was achieved. The last two questions required a high level of analysis. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in BIOL 4545 course (Biochemistry) course to assess students' capacity to identify the problem or purpose of an applied situation in a final exam. N= 256</p> <p>It was expected that the students assessed would answer 50% or more of the analysis questions correctly.</p> <p>Results of the four questions (98%, 83.6%, 69.9%, 82.8%) evaluated in the final exam showed that the goal of 50% or more was achieved. The last two questions required a high level of analysis. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in BIOL 3350 (Genetics Laboratory) course to assess students' critical thinking skills in laboratory reports. N= 65</p> <p>It was expected that at the end of the baccalaureate degree 10% of students would reach the "excellent" level, (100%), "good," level (80%) and "regular" level (10%)</p> <p>Results showed that 43.1% reached the "excellent" level, 52.3% "good," 4.6% "regular," and 0% "did not comply." Therefore, the goal was met since 95.4 % of the students assessed obtained a</p>		

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>performance level of good or better in the rubric used.</p> <p>Fourth Instance</p> <p>A rubric was used in BIOL 4036 course (Molecular Cellular Laboratory) to assess students' critical thinking skills in laboratory reports. N= 29</p> <p>It was expected that at the end of the baccalaureate degree 10% of students would reach the "excellent" level, (100%), "good," level (80%) and "regular" level (10%)</p> <p>Results showed that 27.6% reached the "excellent" level, 55.2% "good," 17.2% "regular," and 0% "did not comply." Therefore, the goal was met.</p>		
Computer Science	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the CCOM 4017 course to assess students' critical thinking skills in a project related to a real world problem. N=16</p> <p>It was expected that at least 70% of the students were competent as defined in the rubric used.</p> <p>Eleven of sixteen students (69 %) assessed were competent as defined by the rubric. Although the results were very close to the expected outcome (70%), the goal was not met.</p>		<p>One measure, one instance, not met. The members of the Department felt that there is no need to change their teaching approach.</p> <p>No transforming action was proposed.</p>
Interdisciplinary Program in Natural Sciences	<p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in FISI 3013 (Physics Laboratory I) and FISI 3014 (Physics Laboratory II) courses to assess students' critical thinking skills in laboratory reports. FISI 3013 N= 8, FISI 3014 N=6.</p> <p>It was expected that 70% of the students assessed obtained 6 or more points in the 8 point rubric used.</p> <p>Results showed that 100% of students in both courses obtained 6 or more Therefore, the goal was met.</p>	<p>Increase the number of students assessed.</p>	<p>One measure, one instance, met. One transforming action proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Mathematics	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in MATE 4995 (Undergraduate Research Seminar) course to assess students' critical thinking skills in presentations.</p> <p>It was expected that students would meet or exceed expectations in each criterion assessed.</p> <p>Findings by criteria were:</p> <ul style="list-style-type: none"> • State the question – Surpassed the expectations: 0%; met the expectations- 100% • Creativity in gathering information - surpassed expectations :21%; met the expectations:79% • Management of Information – surpassed expectations :0 %; met expectations: 100% • Logic reasoning - – surpassed expectations :0 %; met expectations: 100% • Integration and synthesis of information - – surpassed expectations: 0 %; met expectations: 100% <p>Results showed that students met the expectations. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in MATE 4995 (Undergraduate Research Seminar II) course to assess students' critical thinking skills in presentations.</p> <p>It was expected that students would meet or exceed expectations in each criterion assessed.</p> <p>Findings by criteria were:</p> <ul style="list-style-type: none"> • State the question – Surpassed the expectations: 0%, met the expectations- 100% • Creativity in gathering information - surpassed expectations: 100 %; • Management of Information – surpassed expectations 0 %; met expectations: 100% • Logic reasoning - – surpassed expectations 80 %; met expectations: 		<p>One measure, two instances, met, no transforming action proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>20 %</p> <ul style="list-style-type: none"> Integration and synthesis of information -- surpassed expectations 100 %. <p>Results showed that all 5 students enrolled surpassed (2 criterions) or met (3 criterions) the expectations. Therefore, the goal was met.</p>		
Physics	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in FISI 4031 course to assess students' critical thinking skills in an information gathering and evaluation activity (test) where the students analyzed and interpreted the information.</p> <p>It was expected that 70% of the students would answer 70% of the questions correctly in each criterion assessed in the test.</p> <p>Results by questions:</p> <ul style="list-style-type: none"> Basic concepts and ideas: 100 % of the students answered all questions assessed in the first instance correctly and 89 % in the second instance. First order differential equations: 89 % of the students answered all questions assessed in the first instance correctly and 77.8 % in the second instance. Minimizing differential equations: 11.1% of the students answered all questions assessed in the first instance correctly, 89 % in the second instance, and 100% in a third instance. Determining the "laplaciano": 55.6 % of the students answered correctly all questions assessed in the first instance and 100 % in the second instance. Line Integral: 44.8% of the students answered all questions assessed in the first instance correctly and 77.8 % in the second instance. <p>Since 72.7 % of the criteria (8 out of 11 test questions) assessed met the expected goal, therefore, the goal for this learning outcome (critical thinking) was met.</p>	<p>Professors will emphasize the topics of minimizing differential equations, determining the "laplaciano," and line integral in their classrooms. As well, in topics where students showed they needed enforced knowledge of identified concepts.</p>	<p>One measure, in 1 instance, met. One transforming action proposed.</p>

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
<p>Anthropology</p>	<p>First Instance</p> <p>A rubric was used in the ANTR 3006, 3025, 4046, 4135, and 4225 courses to assess students' critical thinking skills in oral presentations, mid-term essays, final essays, critical reviews and research proposals.</p> <p>It was expected that 70% of the students would obtain a score of 75% or more in the criteria.</p> <p>Results showed that on a 5 point scale, the average score obtained was 3.8 points (76%). Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the ANTR 3025 course to assess students' critical thinking skills in oral presentations, mid-term essays, final essays, critical reviews and research proposals.</p> <p>It was expected that 70% of the students would obtain a score of 75% or more in the criteria.</p> <p>Results showed that on a 5 point scale, the average score obtained was 3.8 points (76%). Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the ANTR 4046 course to assess students' critical thinking skills in oral presentations, mid-term essays, final essays, critical reviews and research proposals.</p> <p>It was expected that 70% of the students would obtain a score of 75% or more in the criteria.</p> <p>Results showed that on a 5 point scale, the average score obtained was 3.8 points (76%). Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the ANTR 4135 course to assess students' critical thinking skills in oral presentations, mid-term essays, final essays, critical reviews and research proposals.</p> <p>It was expected that 70% of the students would obtain a score of 75%</p>	<p>The critical discussion of the different texts used in relation to the anthropology discipline, will be encouraged in all courses. It will also be encouraged to apply these texts to the management of information in the various theoretical and methodological traditions which characterize the discipline.</p> <p>Starting next semester, students will complete various assignments, such as essays, oral presentations, and methodological proposals, which reflect critical thinking in the discipline.</p>	<p>Five measures and five instances, which were met.</p> <p>Two transforming actions were proposed.</p> <p><u>OEAE recommendations:</u></p> <p>Each course should have different assessment efforts in the six educational activities (oral presentations, mid-term essays, final essays, text summaries, critical reviews, and written tests).</p> <p>Additional assessments, using the same rubric, should be made for each course. An average score doesn't tell us which knowledge the student needs to strengthen, nor in which course these efforts should be emphasized. All of these courses used the same educational activities to assess this student learning outcome?</p>

College of Social Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>or more in the criteria.</p> <p>Results showed that on a 5 point scale, the average score obtained was 3.8 points (76%). Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the ANTR 4225 course to assess students' critical thinking skills in oral presentations, mid-term essays, final essays, critical reviews and research proposals.</p> <p>It was expected that 70% of the students would obtain a score of 75% or more in the criteria.</p> <p>Results showed that on a 5 point scale, the average score obtained was 3.8 points (76%). Therefore, the goal was met.</p>		
Geography	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the GEOG 3325 (Geography of Central America and the Caribbean) course to assess students' critical thinking skills in a written test which uses the levels of application, analysis, synthesis, and evaluation.</p> <p>It was expected that 100% of the students would reach the value of at least 80% or more in the criteria.</p> <p>Results showed that, on a 4 point scale, the average score obtained was 3.8 points (95%). Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the GEOG 3600 (Population Geography) course to assess students' critical thinking skills in a written test which uses the levels of application, analysis, synthesis, and evaluation.</p> <p>It was expected that 100% of the students would reach the value of at least 80% or more in the criteria.</p>	<p>Copies of the material under examination will be made available to the students prior to the semester beginning, in order to improve their content knowledge skills.</p> <p>The rubric with the criteria that will be evaluated on the test will be given to students along with the syllabus.</p>	<p>The Geography program established one measure in two instances, which were met.</p> <p>Four transforming actions were established.</p>

College of Social Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Results showed that, on a 4 point scale, the average score obtained was 3.55 points (88.75%). Therefore, the goal was met.</p>	<p>A new rubric, with more criteria that evidences critical thinking skills, will be implemented.</p> <p>For the next semester, it will be expected that 100% of the students assessed will obtain a score of 85% or more in the criteria.</p>	
Labor Relations	<p><i>First Instance</i></p> <p>A 4 point scale rubric was used in the RELA 3085 course to assess students' critical thinking skills in a research proposal.</p> <p>It was expected that the students would obtain a score of 80% or more in each of the measured criteria. Two groups participated in this activity.</p> <p>Findings by criterion were: <u>Author's argumentation/interpretation :</u></p> <ul style="list-style-type: none"> • Group 1 (qualitative research) – 4 out of 4 points (100%) • Group 2 (quantitative research) – 4 out of 4 points (100%) <p><u>Distinction and analysis of theoretical trends, paradigms, and discipline related concepts:</u></p> <ul style="list-style-type: none"> • Group 1 – 4 out of 4 points (100%) • Group 2 – 4 out of 4 points (100%) <p><u>Distinction and analysis of the use of research methodologies:</u></p> <ul style="list-style-type: none"> • Group 1 – 4 out of 4 points (100%) • Group 2 – 3.5 out of 4 points (88%) <p><u>Application of theoretical trends, paradigms and concepts from the discipline and from other fields to the study of social problems:</u></p> <ul style="list-style-type: none"> • Group 1 – 4 out of 4 points (100%) • Group 2 – 4 out of 4 points (100%) <p><u>Approaches the texts from an informed and qualified position:</u></p> <ul style="list-style-type: none"> • Group 1 – 4 out of 4 points (100%) • Group 2 – 4 out of 4 points (100%) <p>Results showed that Group 1 obtained a total of 24 points out of 24 (100%) and Group 2 obtained 23.5 out of 24 (98%). Therefore, the goal was met.</p>	<p>Continue strengthening this competency by means of homework and formative evaluations.</p> <p>For some years, legal research workshops have been added to the course.</p>	<p>One measure and one instance, which was met. Two transforming actions.</p>

College of Social Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Political Science	<p>First Instance</p> <p>A rubric was used in the CIPO 4025 course to assess students' critical thinking skills in a final exam question.</p> <p>It was expected that 85% or more of the students assessed would show "excellent" or "very good" critical thinking skills in the discussion exams.</p> <p>Results showed that 92.3% of the students assessed performed at the "excellent," "very good," or "good." levels. Therefore, the goal was met.</p>	<p>Continue and generalize among the other professors in the department the practice of including a section on critical and analytical thinking skills in the course syllabus.</p> <p>Talk to students about these skills at the beginning of the semester.</p> <p>Include more authentic activities that encourage the development of critical and analytical thinking skills in the course.</p>	<p>One measure and one instance, which was met. Three transforming actions were proposed.</p>
Sociology	<p>First Instance</p> <p>A rubric was used in the SOCI 3245 course to assess students' critical thinking skills in oral presentations, mid-term essays, final essays, research proposals and projects.</p> <p>It was expected that 70% of the students would obtain score of 75% or more in the criteria.</p> <p>Results showed that on a 5 point scale, the average score obtained was 4.1 points (82%). Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the SOCI 3267, course to assess students' critical thinking skills in oral presentations, mid-term essays, final essays, research proposals and projects.</p> <p>It was expected that 70% of the students would obtain score of 75% or more in the criteria.</p> <p>Results showed that on a 5 point scale, the average score obtained was 4.1 points (82%). Therefore, the goal was met.</p> <p>Third Instance</p>	<p>The critical discussion of the different texts used in relation to the sociology discipline, will be encouraged in all courses. It will also be encouraged to apply these texts to the management of information in the various theoretical and methodological traditions which characterize the discipline.</p> <p>Starting next semester, students will complete various assignments, such as essays, oral presentations, and methodological proposals, which reflect critical thinking in the discipline, as well as historical transformations.</p>	<p>Five measures and four instances, all of which were met. Two transforming actions.</p> <p><u>OEAE recommendations:</u></p> <p>Each course should have different assessment efforts in the six educational activities (oral presentations, mid-term essays, final essays, research proposals, and projects).</p> <p>Additional assessments, using the same rubric, should be made for each course. An average score doesn't tell us which knowledge the student needs to strengthen, nor in which course these efforts should be emphasized. All of these courses used the same educational activities to assess this student learning outcome?</p>

College of Social Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>A rubric was used in the SOCI 3045, course to assess students' critical thinking skills in oral presentations, mid-term essays, final essays, research proposals and projects.</p> <p>It was expected that 70% of the students would obtain score of 75% or more in the criteria.</p> <p>Results showed that on a 5 point scale, the average score obtained was 4.1 points (82%). Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the SOCI 4175, course to assess students' critical thinking skills in oral presentations, mid-term essays, final essays, research proposals and projects.</p> <p>It was expected that 70% of the students would obtain score of 75% or more in the criteria.</p> <p>Results showed that on a 5 point scale, the average score obtained was 4.1 points (82%). Therefore, the goal was met.</p>		

School of Communication

Academic Program	Findings	Transforming Actions	Annual Summary of Results
<p>Audiovisual Communication</p>	<p><i>Second Semester</i></p> <p>First Instance</p> <p>A 0.5-5 point's scale rubric was used in COMA 4315 (Scripts) course to assess a student's critical thinking skills in a radio script (n=20).</p> <p>The expected performance level was an average score of 3.5 points or more in the 0.5-5 point scale used.</p> <p>The criteria and results are the following:</p> <ul style="list-style-type: none"> • Creative and appropriate development of the script theme – 4.07 (82%) • Technical/Artistic Indications well written– 4.13 points (82.5%) • The script presents a creative description and details that contributes to the appreciation of the theme – 4.35 points (87%) <p>Since the expected outcome was achieved in all of the criteria assessed, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the ESIN 4008 (Significance and Culture Theories) course (Section 1) to assess students' critical thinking skills in and essay (n=15).</p> <p>The scale of the rubric used was: 5.0 = outstanding 4.0 = very good 3.0 = good 2.0 = poor 1.0 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's analysis of the results informed in the Partial Assessment Report, that an average score of 3.5 points or higher in the rubric used was the expected outcome.</p> <p>The average score by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> • Defines the issue clearly and creatively–4.2 points (84 %) • Presents arguments that clearly correlate with the analysis of the themes and presents data that supports the arguments in a clear 	<p>Plan an activity in which students interchange scripts and make a group critique.</p>	<p>Five transforming actions were proposed, Five measures, in eleven instances, all of which were met.</p>

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>and organized way – 4.13 points (83%)</p> <ul style="list-style-type: none"> • Adequate use and comprehension of the terminology of the themes being analyzed. - 3.97 points (79 %) • Shows good handling of discursive stands in the arguments presented – 3.9 points (78 %) • Shows sound selection of the theoretical framework and an argumentative use of this framework -4.13 points (83%) • Define points of analysis according with the positions of the theorists selected - 4.4 points (88%) <p>The expected outcome was achieved in all of the criteria assessed, therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the ESIN 4008 (Significance and Culture Theories) course (Section 2) to assess students' critical thinking skills in and essay (n=15).</p> <p>The scale of the rubric used was: 5.0 = outstanding 4.0 = very good 3.0 = good 2.0 = poor 1.0 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program’s analysis of the results informed in the Partial Assessment Report, that an average score of 3.5 points or higher in the rubric used was the expected outcome.</p> <p>The average score by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> • Define the issue clearly and creatively - 4.9 points (98 %) • Presents arguments that clearly correlate to the analysis of the themes and presents data that supports the arguments in a clear and organized way – 4.3 points (85%) • Adequate use and comprehension of the terminology of the themes being analyzed. - 3.9 points (77 %) • Shows good handling of discursive stands in the arguments presented – 3.97 points (79 %) • Shows sound selection of the theoretical framework and an argument use of this framework -4.1 points (82%) • Define points of analysis according with the positions of the 		

School of Communication			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>theorists selected – 3.9 points (78%)</p> <ul style="list-style-type: none"> • Success of the production process – 4.0 (89%) <p>The expected outcome was achieved in all criteria assessed. Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in COMA 4351 (Audiovisual) course (Project I, group 1) to assess students' critical thinking skills in a documentary.</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's 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 was 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"> • The student elaborated and adapted the project in order for it to be viable – 4.0 points (89%) • Students find a balance between the different production elements – 4.5 points (100%) • Competency in the selection and digitalization of the recorded material – 4.0 points (89%) • Creativity and originality in recording the visual images – 4.0 (89%) • Competency in the techniques and esthetic of the production resources – 4.0 (89%) • Success of the production process – 4.0 (89%) <p>The expected outcome was achieved in all criteria assessed. Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in COMA 4351 (Audiovisual) course (Project I, group 2) to assess students' critical thinking skills in a documentary.</p>	<p>Plan short essays exercises through the semester in order for students to revise their own work along the semester.</p> <p>Ask students more frequently to write short essays for them to get</p>	

School of Communication

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program’s 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 was the expected outcome.</p> <p>The average score in specific Assessment Criteria in Section 2 were as follows:</p> <ul style="list-style-type: none"> • The student elaborated and adapted the project in order for it to be viable – 4.5 points (100%) • Students find a balance between the different production elements – 4.5 points (100%) • Competency in the selection and digitalization of the recorded material – 4.0 points (89%) • Creativity and originality in recording the visual images – 3.5 (78%) • Competency in the techniques and esthetic of the production resources – 4.0 (89%) • Success of the production process – 3.7 (82%) <p>The expected outcome was achieved in all criteria assessed. Thus the goal was met.</p> <p>Sixth Instance</p> <p>A rubric was used in COMA 4351 (Audiovisual) course (Project II, group 1) to assess students' critical thinking skills in a video clip.</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program’s analysis of the results informed in the</p>	<p>use to revise their own work.</p> <p>Plan workshops that promote creativity ,orthography and syntax.</p>	

School of Communication

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>Partial Assessment Report, that an average score of 3.0 points (good) or higher in the rubric used was 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"> • The student elaborated and adapted the project in order for it to be viable – 4.5 points (100%) • Students find a balance between the differences production elements – 4.5 points (100%) • Competency in the selection and digitalization of the recorded material – 4.0 points (89%) • Creativity and originality in recording the visual images – 4.5 (100%) • Competency in the techniques and esthetic of the production resources – 4.0 (89%) <p>Since the expected outcome was achieved in all criteria assessed, therefore the goal was met.</p> <p>Seventh Instance</p> <p>A rubric was used in COMA 4351 (Audiovisual) course (Project II, group 2) to assess students' critical thinking skills in a video clip.</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's 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 was the expected outcome.</p> <p>The average score in specific Assessment Criteria in Section 2 were as follows:</p> <ul style="list-style-type: none"> • The students elaborate and adapt the project in order for it to be viable. – 4.5 points (100%) • Students find a balance between the different production elements – 4.5 points (100%) • Competency in the selection and digitalization of the recorded material – 3.4 points (76%) 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<ul style="list-style-type: none"> • Creativity and originality in recording the visual images – 3.8 (84%) • Competency in the techniques and esthetic of the production resources – 4.5 (100%) • Success of the production process – 3.8 (84%) <p>The expected outcome was achieved in all criteria assessed. Therefore, the goal was met.</p> <p>Eighth Instance</p> <p>A rubric was used in COMA 4011 (Basic Photography) course (Section 1) to assess students' critical thinking skills in a photo essay project the students were assigned to write (n=7).</p> <p>The scale of the rubric used was: 4.0 = Excellent 3.0 = good 2.5 = regular 2.0 = poor 1.0 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's analysis of the results informed in the Partial Assessment Report, that an average score of 2.8 points (good) or higher in the rubric used was 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"> • The project considers the interests of whom it could potentially be geared – 3.86 points (86%) • The project develops the element of surprise – 3.42 points (76%) • In each of the images, the project highlights an appropriate use according to the point of view and composition, among others– 3.71 points (82%) <p>The expected outcome was achieved in all criteria assessed. Therefore, the goal was met.</p> <p>Ninth Instance</p> <p>A rubric was used in COMA 4011 (Basic Photography) course (Section</p>	<p>Offer short workshops in Photoshop, Raw comprehension for enhance edition and how to improve photographic shots.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>2) to assess students' critical thinking skills in a photo essay project the students were assigned to write (n=8).</p> <p>The scale of the rubric used was: 4.0 = Excellent 3.0 = good 2.5 = regular 2.0 = poor 1.0 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's analysis of the results informed in the Partial Assessment Report, that an average score of 2.8 points (good) or higher in the rubric used will be the expected outcome.</p> <p>The average score in specific Assessment Criteria in Section 2 were as follows:</p> <ul style="list-style-type: none"> • Project considers the interests of whom it could potentially be geared – 3.63 points (81%) • The project develops the element of surprise – 3.25 points (72%) • In each of the images it highlights an appropriate use, according to the point of view, composition, among others– 3.25 points (72%) <p>The expected outcome was achieved in all criteria assessed. Therefore, the goal was met.</p> <p>Tenth Instance</p> <p>A rubric was used in COMA 4011 (Basic Photography) course (Section 3) to assess students' critical thinking skills in a photo essay project the students were assigned to write (n=10).</p> <p>The scale of the rubric used was: 4.0 = Excellent 3.0 = good 2.5 = regular 2.0 = poor 1.0 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's analysis of the results informed in the Partial Assessment Report, that an average score of 2.8 points (good) or</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>higher in the rubric used was the expected outcome.</p> <p>The average score in specific Assessment Criteria in Section 3 were as follows:</p> <ul style="list-style-type: none"> • Project considers the interests of whom it could potentially be geared – 3.7 points (82%) • The project develops the element of surprise – 3.4 points (76%) • In each of the images it highlights an appropriate use, according point of view, composition, among others– 3.4 points (76%) <p>The expected outcome was achieved in all criteria assessed. Therefore, the goal was met.</p> <p>Eleventh Instance</p> <p>A rubric was used in COMA 4011 (Basic Photography) course (Section 4) to assess students' critical thinking skills in a photo essay project the students were assigned to write.</p> <p>The scale of the rubric used was: 4.0 = Excellent 3.0 = good 2.5 = regular 2.0 = poor 1.0 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's analysis of the results informed in the Partial Assessment Report, that an average score of 2.8 points (good) or higher in the rubric used was the expected outcome.</p> <p>The average score in specific Assessment Criteria in Section 4 were as follows:</p> <ul style="list-style-type: none"> • Project considers the interests of whom it could potentially be geared – 3.63 points (81%) • The project develops the element of surprise – 3.25 points (72%) • In each of the images it highlights an appropriate use, according point of view, composition, among others– 3.25 points (72%) <p>The expected outcome was achieved in all criteria assessed. Therefore,</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Information and Journalism	<p>the goal was met.</p> <p>First Semester</p> <p>First Instance</p> <p>A rubric was used in the COPU 4148 (Writing for the Media) course 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 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"> • Selection, complete and appropriate information – 2.31 points (58%) • Appropriate selection of the most outstanding element – 2.09 points (52%) <p>Results showed that the overall average score was 2.31 points, thus the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in INFP 4001 (Journalism I) (Section 1) 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 average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> • Appropriate selection of the most outstanding element – 1.47 points (36%) <p>Since the expected outcome was not achieved in 1 out of 1 criterion, the goal was not met.</p> <p>Third Instance</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"> - That a rigorous method should be adopted in the admission of new students to the School of Communications. -Establish no credit prerequisites courses. -Search for funds in order to offer tutoring for the students. -Include a writing laboratory as a requirement for this course. <p>- The student should take this course as a requisite or taken concurrently with the COPU 4148 course.</p> <p>-Organize writing workshops with emphasis in grammar and syntax.</p> <p>- A rigorous method should be adopted in the admission of new students to the School of Communications.</p> <p>- Students should approved previous courses in order to enroll in this course.</p> <p>Create a new course to develop grammar and syntaxes</p>	<p>Fifteen transforming actions proposed, six learning opportunities (measures) Nine instances, 5 met</p>

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>A rubric was used in INFP 4001 (Journalism I) (Section 2) 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 average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> • Appropriate selection of the most outstanding element – 2.90 points (73%) <p>Since the expected outcome was achieved in 1 out of 1 criterion assessed, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in INFP 4002 (Journalism II) 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 average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> • Appropriate selection of the most outstanding element – 3.05 points (76%) • Syntaxes, coherence, verb agreement and logical order in the written material – 2.75 % <p>Since the expected outcome was achieved in 1 out of 2 criteria assessed, the goal was not met.</p> <p>Fifth Instance</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</p>	<p>-Two professors should be recruited: one capable of generating learning process and giving follow up to technical skills in specific student's projects; the other to enrich the learning of the artistic capabilities and possibilities of the hypermedia.</p> <p>- Reorganize syllabi in order to provide objectives related to research design structure at the beginning of the course.</p> <p>- Create workshops in writing research articles for presentations and publication.</p> <p>Assign short essays along the semester in order for students to develop stronger critical thinking skills.</p>	

School of Communication

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>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"> • Master the needed research process for the preparation of the report including genre and media style – 3.3 points (73%) • Apply needed techniques for the analysis (identify the text focus, motives and arguments – 3.5 points (88%) • Selection of the appropriate information, and selection and balance of the quantity of information sources – 3.4 points (75%) <p>Results showed that the overall average was 3.4 points.</p> <p>Since the expected outcome was achieved in all of the 3 criteria assessed, the goal was met.</p> <p>Sixth Instance</p> <p>A rubric was used in the INFP 4059 course (electronic journalism (for radio and TV)) to assess students' critical thinking skills (N=18).</p> <p>The scale of the rubric used was: 4.5 - 5 = Excellent < 4.5 > 3.5= good 3.5 = regular < 3.5- 2.5 = poor < 2.5= 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 3.5 points (regular) 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"> • Selection of the focus and values the news – 3.6 points (72%) • Pertinent sources and accurate and verifiable information - 3.7 points (74%) • Sound selection - 3.8 points (76%) • The lead is outstanding, attractive and concise- - 3.6 points (90%) <p>Results showed that the overall average was 3.7 points. Thus the goal was met.</p>	<p>Plan summer workshops to reinforce students' writing skills. Also, in developing skills in writing research articles.</p> <p>Strengthen practicum courses with specialized personnel in technology and in handling special programs.</p> <p>Assure that students had approved prerequisite courses in order to enroll in subsequent courses.</p>	

School of Communication

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>Since the expected outcome was achieved in 4 out of 4 criteria, the goal was met.</p> <p>Seventh Instance</p> <p>A rubric was used in the COPU 4036 course (Design and Production of Multimedia Journalism) to assess students' critical thinking skills in a web page (N=13).</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <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"> • Editorial proposal of the page – 3.81 points (85%) • Page navigation logistics – 4.19 points (93%) <p>Results showed that the overall average was 4.0 points. Thus the goal was met.</p> <p>Since the expected outcome was achieved in 2 out of 2 criteria, the goal was met.</p> <p>Eighth Instance</p> <p>A rubric was used in the ESIN 4077 course (Introduction to Strategic Research) to assess students' critical thinking skills in a research project (N=31).</p> <p>The scale of the rubric used was: 4.0 = very good 3.0 = good 2.0 = poor 1.0 = very poor</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual 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 2.8 points 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"> • Uses representatives academic text for the definition of analysis categories – 2.73 points (68%) • Methodology – 2.69 points (67%) <p>Results showed that the overall average was 2.71 points. Thus the goal was not met.</p> <p>Since the expected outcome was not achieved in any of the criteria assessed, the goal was not met.</p> <p>Ninth Instance</p> <p>A rubric was used in the ESIN 4008 course (Significance and Culture Theories) to assess students' critical thinking skills in and essay (n=?).</p> <p>The scale of the rubric used was: 5.0 = outstanding 4.0 = very good 3.0 = good 2.0 = poor 1.0 = 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 3.5 points 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"> • Define clearly and creatively the issue – 100% between 4.5 and 5.0 points • Presents arguments that clearly correlate to the analysis of the themes and presents data that supports the arguments in a clear and organized way – 100% between 4.5 -5.0 points • Adequate use and comprehension of the terminology of the themes being analyzed. -100% between 3.5 and 4.5 points • Shows good handling of discursive stands in the arguments presented – 100% between 4,5 and 5.0 points 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<ul style="list-style-type: none"> Shows sound selection of the theoretical framework and an argument use of this framework -60%- 4.0 points; 35 % - 4.5 points and 5.0 % - 5.0 points Define the theoretical framework accordingly to the theorists chosen.--- 60 % -4.0 points and 40 % -4.5 points <p>The expected outcome was achieved in all of the criteria assessed, thus, the goal was met.</p>		
Public Relations and Advertising	<p>First Semester</p> <p>First Instance</p> <p>A rubric was used in REPU 4155 (Media Plan)(Section 1) course to assess the students' critical thinking skills in an oral presentation of a Media Plan in a marketing campaign. The scale of the rubric used was: 4.0 = very good 3.0 = good 2.0 = poor 1.0 = very poor</p> <p>Also 0.5 units between whole numbers were used in the assessment of the activity.</p> <p>It was expected that 75% of the students assessed would obtain 3 or more points 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"> Considered all appropriate alternatives – 87.5% Marketing strategies – 75% Media Plan objectives – 75 % Media strategies and tactics - - 87.5% Selection of media means – 100% <p>Since the expected outcome was achieved in all criteria, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in REPU 4155 (Media Plan) course (Section 2) to assess the students' critical thinking skills in an oral presentation of a Media Plan in a marketing campaign. The scale of the rubric used was:</p>	<p>-Continued guidance was given to the students during the design of the advertisement campaign. -In order to enhance student's skills in advertisement theory and mathematics tutorials were given. -A new text was used in order to include the latest advertisement theories.</p> <p>Design a new seminar course that includes topics that are not included in the actual courses in the present curriculum and geared for students that lack basic knowledge for this course.</p>	<p>The Public Relations and Advertisement program established 4 measures in 9 instances, 7 of which were met.</p> <p>Eleven transforming actions were established.</p>

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>4.0 = very good 3.0 = good 2.0 = poor 1.0 = very poor</p> <p>Also 0.5 units between whole numbers were used in the assessment of the activity.</p> <p>It was expected that 75% of the students assessed would obtain 3 or more points 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"> • Considered all appropriate alternatives – 87.5% • Marketing strategies – 100% • Media Plan objectives – 83.3 % • Media strategies and tactics - - 100 % • Selection of media means – 100% <p>Since the expected outcome was achieved in all criteria, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the REPU 4166 (Advertisement Campaign), course (Section X), to assess students' critical thinking skills in a group oral presentation of a Public Relations Campaign.</p> <p>It was expected that 85 % of the students assessed would obtain 3.5 points or more in a 4 points rubric six criteria assessed in the rubric used (3.5 points or more in a 4.0 scale rubric).</p> <p>Results by criteria assessed to assess this oral presentation were:</p> <ul style="list-style-type: none"> • The objectives originate from the analysis of the situation – 5.0 points (100%) • Marketing objectives and strategies – 5.0 points (100%) • Media plan objectives – 3.57 points (100%) • Media strategies and techniques – 5.0 points (100%) • Selection of media resources – 4.29 points (100%) • Structure, mechanics and communicability of media plan – 3.57 points (100 %) <p>Since the expected outcome was achieved in all of the 6 criteria assessed, the goal was met.</p>	<p>A short seminar course should be design for student that lack basic knowledge required for this course.</p> <p>The importance of delivering a clear and concise oral presentation must be highlighted when designing learning opportunities for this course.</p> <p>The presentation should be filmed for students to assess their own presentation.</p> <p>The professor should discuss the case study analysis with the students.</p>	

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Fourth Instance</p> <p>A rubric was used in the REPU 4166 (Advertisement Campaign) course (Section Y) to assess students' critical thinking skills in a group oral presentation of a Public Relations Campaign.</p> <p>It was expected that 85 % of the students assessed would obtain 3.5 points or more in a 4 points rubric six criteria assessed in the rubric used (3.5 points or more in a 4.0 scale rubric).</p> <p>Results by criteria assessed to assess this oral presentation were:</p> <ul style="list-style-type: none"> • The objectives originate from the analysis of the situation – 4.0 points (100%) • Marketing objectives and strategies – 4.0 points (100%) • Media plan objectives – 4.0 points (100%) • Media strategies and techniques – 4.0 points (100%) • Selection of media resources – 4.00 points (100%) • Structure, mechanics and communicability of media plan – 4.0 points (100 %) <p>Since the expected outcome was achieved in all of the 6 criteria assessed, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in REPU 4025 Public Relations Campaign) course (to assess students' critical thinking skills in a paper. (N=19)</p> <p>The scale of the rubric used was: 4 = very good 3 = good 2 = poor 1 = very poor</p> <p>It was expected that 70 % of the students assessed would obtain 3.0 points or more in each criteria assessed.</p> <p>Student learning was assessed through a written a proposal of a campaign which included a radio announcement, a TV announcement and a third announcement in a media chosen by the student.</p> <p>There are available assessment results for 3 criteria in the rubric used.</p> <p>The criteria and results are the following:</p>	<p>- A tutorial program in mathematics skills for media was developed.</p> <p>-Mathematics texts were assigned to practice elemental mathematics skills. Also assignments from the Media Manual were programed in order to practice before the course examination in order to develop their analytics skills.</p>	

School of Communication

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<ul style="list-style-type: none"> Students understand the process of creation and development of the news for traditional or non- traditional means – 3.58 points (89.47%) Students define to whom the announcement is geared, to the goal audience or to the different interested groups - 3.37 points (84.21%) Students develop a clearly defined logical structure according to the theoretical criteria established – 3.37 points (84.21%) <p>Results showed that the overall average was 3.44 points.</p> <p>Since the expected outcome was achieved in all the 3 criteria assessed, the goal was met.</p> <p>Sixth Instance</p> <p>A rubric was used in REPU 4165 (Public Relations Campaign) course (Section 1) to assess students' critical thinking skills in a paper. (N=3)</p> <p>The scale of the rubric used was: 4 = very good 3 = good 2 = poor 1 = very poor</p> <p>It was expected that 70 % of the students assessed would obtain 6.0 points or more in each criteria assessed in an 8 points scale rubric.</p> <p>Student learning was assessed through an oral presentation of a proposal for a campaign.</p> <p>There is available assessment results for 3 criteria in the rubric used.</p> <p>The criteria and results are the following: •Adequate and concise theme and introduction - 3.7 points (46%) • A clearly defined logical structure according to the theoretical criteria established – 3.8 points (48 %) •Adequate media selection and use – 4.0 points (50 %) • Adequate media selection and use – 4.0 points (50 %) •Adequate closure and summary of the more relevant topics – 4.0 points (50%)</p> <p>Students developed an average score of 3.9 points (49%)</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Since the expected outcome was not achieved in any the criteria assessed, the goal was not met.</p> <p>Seventh Instance</p> <p>A rubric was used in REPU 4165 (Public Relations Campaign) course (Section 2) to assess students' critical thinking skills in a paper. (N=3)</p> <p>The scale of the rubric used was: 4 = very good 3 = good 2 = poor 1 = very poor</p> <p>It was expected that 70 % of the students assessed would obtain 6.0 points or more in each criteria assessed in an 8 points scale rubric.</p> <p>Student learning was assessed through an oral presentation of a proposal for a campaign.</p> <p>There is available assessment results for 3 criteria in the rubric used.</p> <p>The criteria and results are the following:</p> <ul style="list-style-type: none"> •Adequate and concise theme and introduction - 3.0 points (38%) • A clearly defined logical structure according to the theoretical criteria established –3.7 points (46.3%) •Adequate media selection and use – 4.0 points (50 %) • Adequate closure and summary of the more relevant topics – 2.7 points (34%) <p>Students developed an average score of 3.5 points (43 %)</p> <p>Since the expected outcome was not achieved in any the criteria assessed, the goal was not met.</p> <p>Eighth Instance</p> <p>A rubric was used in REPU 4108 Introduction to Public Relations and Advertisement) course (to assess students' critical thinking skills in a research essay. (N=30)</p> <p>The scale of the rubric used was: 4 = very good</p>	<p>More emphasis and practice is needed in the development of innovative audiovisual resources and media convergence.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>3 = good 2 = poor 1 = very poor</p> <p>It was expected that 70 % of the students assessed would obtain 4.0 points or more in each criteria assessed in a 4 points scale rubric.</p> <p>There is available assessment results for 3 criteria in the rubric used.</p> <p>The criteria and results are the following:</p> <ul style="list-style-type: none"> •Capacity to analyze and interpret the material presented in the content - 3.5 points (87.5%) • A clearly defined logical structure–3.03 points (76%) • The evidence presented is sound and documented – 2.83 points (71%) <p>Students developed an average score of 3.12 points (78 %) in this learning outcome.</p> <p>Since the expected outcome was achieved in all criteria assessed, the goal was met.</p> <p>Ninth Instance</p> <p>A rubric was used in REPU 4147 (Media Kit) course to assess students' critical thinking skills in a final research report. (N=19)</p> <p>The scale of the rubric used was:</p> <p>4 = very good 3 = good 2 = poor 1 = very poor</p> <p>It was expected that 70 % of the students assessed would obtain 2.8 points or more in each of the eight criteria assessed in a 4 point scale rubric.</p> <p>There is available assessment results for 4 criteria in the rubric used.</p> <p>The criteria and results are the following:</p> <ul style="list-style-type: none"> •Incorporate all necessary concepts showing a thorough understanding of basic topics presented in the content - 3.64 points (91%) • Define the public to whom the Public relation piece is addressed.– 3.64 points (91%) 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<ul style="list-style-type: none"> • Understand legal and ethical issues with the information used. – 4.0 points (100%) <p>Students developed an average score of 3.76 points (94 %)</p> <p>Since the expected outcome was achieved in all criteria assessed, the goal was met.</p>		

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	4. Originality: 100% 5. Reasoning: 100% The expected goal was reached in all the criteria assessed. Therefore, the goal was met.		
Comparative Literature	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the LITE 3045 (Introduction to Comparative Literature) course to assess the students’ research and creation skills in a final paper.</p> <p>It was expected that 75% of the students assessed would receive a score of 4 or higher (in a 6 point rubric) in all criteria.</p> <p>Results showed that of 14 students, 7 (50%) demonstrated scores of 4 or higher in all criteria tested. 7 (50%) received a score of 3 or lower in one or more criteria tested. This is significantly lower than the expected result. Therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in the LITE 4281 (Advanced Senior Thesis) course to assess the students’ research and creation skills in a final paper.</p> <p>It was expected that 75% of the students assessed would receive a score of 4 or higher (in a 6 point rubric) in all criteria.</p> <p>Results showed that of the 11 students, 9 (81%) demonstrated scores of 4 or higher in all criteria tested. When viewed as an overall performance, with a total of 66 points possible (11 criteria, with 6 points maximum in each criterion), all eleven students (100%) received an overall percentage of 75% or higher. The expected goal was met and surpassed.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the LITE 3051 (Classical Greek Literature) course to assess the students’ research and creation skills in a final paper.</p> <p>It was expected that 70% of the students assessed would receive a score</p>	<p><u>Transforming Activity #1</u></p> <p>The professor of the LITE 3045 course indicates that the range of students taking this course is too wide. It was designed for undergraduates of Comparative Literature in their second year of studies. However, during this semester the class was composed of students ranging from the second year up to the master’s level. The new major in Comparative Literature was designed to be flexible, and thus requires the guidance of an academic advisor. Unfortunately, the College of Humanities has eliminated its course requirement for an academic advisor in each department, centralizing the majority of advising in the Office of Student Affairs. Students are left without much guidance regarding their specific majors. It is absolutely necessary to emphasize and provide careful academic advising in the department. The College of Humanities should recognize the importance of academic advising and reinstate the previous course requirement of an academic advisor of each department.</p> <p><u>Transforming Activity #2</u></p> <p>Since the results in the LITE 3045 course were lower than expected and many students dropped the course and did not hand in the final paper, this signals that the course represents a hurdle in the trajectory of the bachelor’s degree. We need to place more effort into developing research skills in the basic 3000 level courses so that there is a better sequence of classes and students are not surprised at the leap in skill level expected of them in the LITE 3045 course. We need to prepare students better in the lower level classes before they take the LITE 3045 course.</p> <p><u>Transforming Activity #3</u></p>	<p><i>Annual Summary</i></p> <p>3 courses and 1 measure in 3 instances, 2 of which were met (67%). 5 transforming actions.</p>

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>of 4 or higher (in a 6 point rubric) in all criteria.</p> <p>Results showed that of the 15 students, 12 (80%) demonstrated scores of 4 or higher in all criteria tested.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Formulation of the problem, question, or central idea: 80% 2. Development and organization of the problem, question, or central idea of the research project: 87% 3. Presentation of evidence to support the arguments: 80% 4. Presentation of the sources and evidence following the guidelines of a style manual: 87% 5. Elaboration of the conclusion: 87% <p>The expected goal was reached in all the criteria assessed (100%). Therefore, the goal was met.</p>	<p>In the notes in the table of assessment results, the professor of this course indicates that the department needs to have better control over which professors teach our basic 3000 level courses, since many of them do not have the necessary training in the discipline or do not emphasize research skills sufficiently. The department needs to ensure that all basic 3000 level courses comply with the requirement of including components of research and information literacy in order to better prepare the students for the LITE 3045 course.</p> <p>After passing the LITE 3045 course, students seem to be prepared for the monographic research paper courses. This is evidenced by the excellent results from the LITE 4281 course.</p> <p><u>Transforming Activity #4</u></p> <p>We should rename the LITE 3045 course from “Introduction to Comparative Literature” to “Methods and Practices of Comparative Literature” (or something similar) to better reflect its nature as an intermediate rather than introductory course. Perhaps students are enrolling in the course expecting a class of lower level and then not meeting the standards required.</p> <p>Monitoring these transforming activities will be part of our Plan of Assessment in the future. I recommend assessing research and creation again in 2014-2015).</p> <p><i>Second Semester</i></p> <p>Because all expectations and goals were met, no transforming activities are suggested.</p> <p><u>Suggestion for future assessment:</u></p> <p>We should collect results from one of the instructors of a basic 3000 level course who is not a specialist in the field to compare with the results from this specialist's course. This will enable us to determine if there is consistency among student learning regardless of instructor, or if some instructors do not comply with the standards of research, communication, and information literacy</p>	

College of Humanities															
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>												
		required of the basic 3000 level courses.													
English: Linguistics and Communication	<p>First Instance</p> <p>A rubric was used in the INGL 3275 course to assess students' research and creation skills in writing samples, informal and formal writing assignments, annotated bibliographies, oral presentations, and web-based written projects.</p> <p>It was expected that 80% of the students assessed would score 3 points or more using a 6 point rubric for the assessment of students' research and creation skills. The scale of the rubric was established as:</p> <p>1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings by criterion were:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">Criteria</th> <th style="text-align: center;">Average by criteria (6)</th> <th style="text-align: center;">Students with 3 points or more</th> </tr> </thead> <tbody> <tr> <td>21. Formulation of the problem</td> <td style="text-align: center;">5</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>22. Development and organization of the research problem</td> <td style="text-align: center;">5</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>23. Evidence to support the arguments</td> <td style="text-align: center;">5</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached; therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the INGL 4230 course to assess students' research</p>	Criteria	Average by criteria (6)	Students with 3 points or more	21. Formulation of the problem	5	100%	22. Development and organization of the research problem	5	100%	23. Evidence to support the arguments	5	100%		<p>The English Linguistics and Communication Program established five measures, in two instances, all of which were met.</p> <p>No transforming action was established.</p>
Criteria	Average by criteria (6)	Students with 3 points or more													
21. Formulation of the problem	5	100%													
22. Development and organization of the research problem	5	100%													
23. Evidence to support the arguments	5	100%													

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results												
	<p>and creation skills in writing samples, informal and formal writing assignments, annotated bibliographies, oral presentations, and web-based written projects.</p> <p>It was expected that 80% of the students assessed would score 3 points or more using a 6 point rubric for the assessment of students' research and creation skills. The scale of the rubric was established as:</p> <p>1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings by criterion were:</p> <table border="1" data-bbox="537 682 1102 1055"> <thead> <tr> <th>Criteria</th> <th>Average by criteria (6)</th> <th>Students with 3 points or more</th> </tr> </thead> <tbody> <tr> <td>1. Formulation of the problem</td> <td>5</td> <td>100%</td> </tr> <tr> <td>2. Development and organization of the research problem</td> <td>5</td> <td>100%</td> </tr> <tr> <td>3. Evidence to support the arguments</td> <td>5</td> <td>100%</td> </tr> </tbody> </table> <p>The expected goal was reached, therefore, the goal was met.</p>	Criteria	Average by criteria (6)	Students with 3 points or more	1. Formulation of the problem	5	100%	2. Development and organization of the research problem	5	100%	3. Evidence to support the arguments	5	100%		
Criteria	Average by criteria (6)	Students with 3 points or more													
1. Formulation of the problem	5	100%													
2. Development and organization of the research problem	5	100%													
3. Evidence to support the arguments	5	100%													
<p>English Literature</p>	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in the INGL 3285 course to assess students' research and creation skills in writing samples, informal and formal writing assignments, annotated bibliographies, oral presentations, and web-</p>	<p>The English Literature curriculum committee revised the course syllabus of the INGL 3252 (American Literature) course to include new objectives that require professors to begin to adjust course</p>	<p>The English Literature program established five measures, in two instances, all of which were met.</p>												

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>																		
	<p>based written projects.</p> <p>It was expected that 80% of the students assessed would score 3 points or more using a 6 point rubric for the assessment of critical and creative skills. The scale of the rubric was established as:</p> <p>1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings by criterion were:</p> <table border="1" data-bbox="537 617 1102 1136"> <thead> <tr> <th>Criteria</th> <th>Average by criteria (6)</th> <th>Students with 3 points or more</th> </tr> </thead> <tbody> <tr> <td>24. Formulation of the problem</td> <td>6.0</td> <td>100%</td> </tr> <tr> <td>25. Development and organization of the research problem</td> <td>5.6</td> <td>100%</td> </tr> <tr> <td>26. Evidence to support the arguments</td> <td>5.08</td> <td>100%</td> </tr> <tr> <td>27. References and sources of information</td> <td>5.08</td> <td>100%</td> </tr> <tr> <td>28. Conclusions</td> <td>5.08</td> <td>100%</td> </tr> </tbody> </table> <p>The expected goal was reached in all the criteria assessed, therefore, the goal was met.</p> <p><i>Summer Session</i></p> <p>First Instance</p> <p>A rubric was used in the INGL 3229 course to assess students' use of information technologies in writing samples, informal and formal writing assignments, annotated bibliographies, oral presentations, and web-based written projects.</p>	Criteria	Average by criteria (6)	Students with 3 points or more	24. Formulation of the problem	6.0	100%	25. Development and organization of the research problem	5.6	100%	26. Evidence to support the arguments	5.08	100%	27. References and sources of information	5.08	100%	28. Conclusions	5.08	100%	<p>assignments in order to work on integrating more activities that teach research and creation competencies.</p>	<p>One transforming action was established.</p>
Criteria	Average by criteria (6)	Students with 3 points or more																			
24. Formulation of the problem	6.0	100%																			
25. Development and organization of the research problem	5.6	100%																			
26. Evidence to support the arguments	5.08	100%																			
27. References and sources of information	5.08	100%																			
28. Conclusions	5.08	100%																			

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>																		
	<p>It was expected that 80% of the students assessed would score 3 points or more using a 6 point rubric for the assessment of critical and creative skills. The scale of the rubric was established as:</p> <p>1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings by criterion were:</p> <table border="1" data-bbox="559 578 1104 1084"> <thead> <tr> <th>Criteria</th> <th>Average by criteria (6)</th> <th>Students with 3 points or more</th> </tr> </thead> <tbody> <tr> <td>1. Formulation of the problem</td> <td>5.0</td> <td>100%</td> </tr> <tr> <td>2. Development and organization of the research problem</td> <td>5.0</td> <td>100%</td> </tr> <tr> <td>3. Evidence to support the arguments</td> <td>5.08</td> <td>100%</td> </tr> <tr> <td>4. References and sources of information</td> <td>5.08</td> <td>100%</td> </tr> <tr> <td>5. Conclusions</td> <td>5.08</td> <td>100%</td> </tr> </tbody> </table> <p>The expected goal was reached in all the criteria assessed, therefore, the goal was met.</p>	Criteria	Average by criteria (6)	Students with 3 points or more	1. Formulation of the problem	5.0	100%	2. Development and organization of the research problem	5.0	100%	3. Evidence to support the arguments	5.08	100%	4. References and sources of information	5.08	100%	5. Conclusions	5.08	100%		
Criteria	Average by criteria (6)	Students with 3 points or more																			
1. Formulation of the problem	5.0	100%																			
2. Development and organization of the research problem	5.0	100%																			
3. Evidence to support the arguments	5.08	100%																			
4. References and sources of information	5.08	100%																			
5. Conclusions	5.08	100%																			
<p>Fine Arts</p>	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in a group critique in the Encaustic Painting course to assess students' research and creation skills in a peer reviewed project mid-semester (October 2012). N=8</p> <p>It was expected that 70% of the students assessed would obtain 3 points or more in the 4 point rubric used.</p>	<p>Incorporate more creative research skills, including the development of research methodology workshops.</p> <p>Assign readings that will be supplemented with essay assignments.</p>	<p>Four instances, two measures, only one was met. Two transforming actions were proposed.</p>																		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>The results for each criterion were as follows:</p> <ul style="list-style-type: none"> • Description of the visual project: 12% scored 3 or 4 points. • Analysis of the creative process: 12% scored 3 or 4 points. <p>The expected results were not reached; therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in a group critique in the Encaustic Painting course to assess students' research and creation skills in a peer reviewed project at the end of the semester (December 2012). N=8</p> <p>It was expected that 70% of the students assessed would obtain 3 points or more in the 4 point rubric used.</p> <p>The results for each criterion were as follows:</p> <ul style="list-style-type: none"> • Description of the visual project: 75% scored 3 or 4 points • Analysis of the creative process: 75% scored 3 or 4 points. <p>The expected results were reached; therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts I course to assess students' research and creation skills in a peer reviewed project mid-semester (October 2012). N=19</p> <p>It was expected that 70% of the students assessed would obtain 3 points or more in the 4 point rubric used.</p> <p>The results for each criterion were as follows:</p> <ul style="list-style-type: none"> • Description of the visual project: 0% scored 3 or 4 points. • Analysis of the creative process: 0% scored 3 or 4 points. <p>The expected results were not reached; therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts I course to assess students' research and creation skills in a peer reviewed project at the end of the semester (December 2012). N=17</p>		

College of Humanities							
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>				
	<p>It was expected that 70% of the students assessed would obtain 3 points or more in the 4 point rubric used.</p> <p>The results for each criterion were as follows:</p> <ul style="list-style-type: none"> • Description of the visual project: 31% scored 3 or 4 points. • Analysis of the creative process: 52% scored 3 or 4 points. <p>The expected results were not reached; therefore, the goal was not met.</p>						
Music	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in the MUSI 4025 course to assess students' research and creation skills in a written assignment.</p> <p>It was expected that 95% of the class would pass the course.</p> <p>Results showed that the expected outcome was met. Thus, the goal was met. (No learning outcomes)</p> <p>Second Instance</p> <p>A rubric was used in the MUSI 3105 course to assess students' research and creation skills in a written assignment.</p> <p>It was expected that 95% of the class would pass the course.</p> <p>Results showed that the expected outcome was met. Thus, the goal was met. ?????????</p>	<p>The student must master the research skills; moreover, he must hand in the complete and detailed monograph.</p>	<p>Two instances, two measures, all met. One transforming action.</p>				
Performing Arts	<p>First Instance</p> <p>A survey was administrated to the audience of five of the plays performed by the TEAT 4082 (Traveling Theater – <i>Teatro Rodante</i>) course in order to measure students' research and creation skills.</p> <p>It was expected that 80% of the audience's expressions about the theatrical performances would meet the criteria of "good theater". Also it was expected the evaluating average to be 3.5 (70%) on a scale of 1 to 5.</p> <table border="0"> <tr> <td style="text-align: center;">Plays</td> <td style="text-align: center;">Results</td> </tr> <tr> <td>1. <i>Hors d'oeuvres of Cervantes</i></td> <td>This play was presented in the Román Baldorioty Plaza in the Río Piedras</td> </tr> </table>	Plays	Results	1. <i>Hors d'oeuvres of Cervantes</i>	This play was presented in the Román Baldorioty Plaza in the Río Piedras	<p>Maintain the rigorous standards that allow a measurable high-quality product through surveys and visual documentation, while encouraging the international exchange of our theatrical product.</p>	<p>Three measures and three instances, all of which were met. Three transforming actions.</p>
Plays	Results						
1. <i>Hors d'oeuvres of Cervantes</i>	This play was presented in the Román Baldorioty Plaza in the Río Piedras						

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>Campus. (N = 86)</p> <ul style="list-style-type: none"> - 96% of the audience expressed their enjoyment of the Puerto Rican participation. - 90% of the audience categorized the production between 3 and 4 in a point scale where 1 is the minimum value and 4 is the maximum value. <p>2. <i>Days of Significance</i></p> <p>This play was presented in the Julia de Burgos Theater.</p> <ul style="list-style-type: none"> - 100% of the audience (N = 30) gave recognition to the good staging and excellent acting. - 93% of the audience (N = 28) evaluated the theatrical performance with a 4 or 5 on a scale where 1 is the lowest and 5 is the highest. <p>3. <i>Hamlet</i></p> <p>95% of the audience (N = 60) gave recognition to the good staging and excellent acting by evaluateing with a 4 or 5 on a scale where 1 is the lowest and 5 is the highest.</p> <p>4. <i>Romeo and Juliet</i></p> <p>96% of the audience (N = 21) gave recognition to the good staging and excellent acting by evaluating with a 4 or 5 on a scale where 1 is the lowest and 5 is the highest.</p> <p>5. <i>Macbeth</i></p> <p>93% of the audience (N = 29) gave recognition to the good staging and excellent acting by evaluating with a 4 or 5 on a scale where 1 is the lowest and 5 is the highest.</p> <p>Therefore, the expected outcome in the five performances was met and surpassed.</p> <p>Second Instance</p> <p>A rubric was used in the TEAT 3161(Pantomime I) course to assess research and creation skills in a comical skit. N = 37</p>	<p>Continue using this measuring instrument and reinforce the skills that ensure all students reach levels IV and III.</p>	

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>It was expected that 75% of the students would master the vocabulary of the Pantomime course and be able to use it in an adequate, logical, original, and entertaining way in the creation of a comical skit.</p> <p>Results showed that out of 37 students enrolled in the course, 35 (95%) reached the level of IV and III (excellent and good) according to the criteria established by the rubric. Therefore, the goal was met and surpassed.</p> <p>Third Instance</p> <p>A rubric was used in the TEAT 3162 (Pantomime II) course to assess research and creation skills in a Mime-drama. <i>N</i> = 19.</p> <p>It was expected that 75% of the students would reach the levels of “Excellent” and “Good” in the criteria established by the rubric.</p> <p>Since 100% reached the expected outcome, the goal was met.</p>	<p>Continue developing this instrument and the particular skills of the evaluation exercise.</p>	

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Biology	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in BIOL 3101 to assess students’ research skills based on the scientific method in a laboratory report.</p> <p>It was expected that 65% or more of the students would reach the level of “Good” or better in the rubric used.</p> <p>Results showed that 20% reached the “excellent” level, 78% “good,” and 2% “regular”. Therefore, the goal was met.</p> <p>Second Instance</p>		<p>Two measures, four instances, all met.</p> <p>No transforming actions proposed.</p>

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>A rubric was used in BIOL 3350 to assess students' research skills based on the scientific method in a laboratory report.</p> <p>It was expected that at the end of the baccalaureate degree 10% of students would reach the "excellent" level, 80% "good," and 10% "regular."</p> <p>Results showed that 49% reached the "excellent" level, 46% "good," and 5% "regular." Therefore, the goal was met.</p> <p>Second Semester</p> <p>First Instance</p> <p>A rubric was used in BIOL 3101 to assess students' research skills based on the scientific method in a laboratory report. N= 167</p> <p>It was expected that 65% or more of the students would reach the level of "Good" or better in the rubric used.</p> <p>Results showed that 41.3% reached the "excellent" level, 44.3% "good," 13.8% "regular".</p> <p>Since 85.6 % of the students assessed obtained a performance level of good or better in the rubric used, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in BIOL 3350 (Genetics Laboratory) and BIOL 4036 (Cellular Molecular Laboratory) to assess students' research skills in laboratory reports. N= 94</p> <p>It was expected that at the end of the baccalaureate degree 10% of students would reach the "excellent" level, 80% "good," and 10% "regular."</p> <p>Results showed that 40.4% reached the "excellent" level, 48.9% "good," 10.6% "regular," and 0% "did not comply."</p> <p>Since 89.3 % of the students assessed obtained a performance level of good or better in the rubric used, the goal was met.</p>		

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Computer Science	<p><i>Second Semester</i></p> <p>First Instance A rubric was used in the CCOM 3982 course to assess students' research and creation skills (n=14).</p> <p>It was expected that at least 70% of the students are competent as defined in the rubric.</p> <p>Results show that 100% (14/14) of the students understand and are curious about research in computer science. Therefore, the goal was met.</p> <p>Second Instance</p> <p>In a yearly students' questionnaire distributed among a sample of 43 students, it was expected that at least 70 % will answer that they have participated or are interested in participating in a research project. (indirect measure)</p> <p>Findings revealed that: 93% (40/43) of the students that answered, have participated or are interested in participating in research. Therefore, the goal was met.</p> <p>Third Instance A questionnaire was designed to find out the number of students participating in research. (indirect measure) n==17</p> <p>It was expected that at least 30 % of third and fourth year students would have a research experience.</p> <p>Findings revealed that 82 % (14/17) of the third and fourth year students that answered the questionnaire said that they have had research experience. Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>In a questionnaire geared to professors from this Program, they were asked to inform the amount/number of students participating in research presentations.</p> <p>It was expected that each of the students that have worked on research for at least a year has given a research presentation.(n=22 students)</p>	<p>The Department members will meet to discuss this result.</p>	<p>Three measures, in four instances, 3 met. One transforming action proposed.</p>

College of Natural Sciences												
Academic Program	Findings	Transforming Actions	Annual Summary of Results									
	Findings revealed that; 86% (19/22) of the students that have worked on research for at least a year have given a research presentation, therefore, the goal (100%) was not met.											
Environmental Sciences	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in CINA course (Introduction to Environmental Sciences) 3005 to assess the students' use of the scientific method in two research exercises. One of them was given before the topic was discussed in the classroom, (pretest) and the other after the topic was discussed in the classroom.(posttest) . N=54</p> <p>A sample of 10 students, (18.5%) of all students assessed was analyzed for assessment purposes due to time limitations.</p> <p>It was expected that 70 % of the students assessed would obtain 6 or more points in each exercise. Results from the criteria assessed were:</p> <ul style="list-style-type: none"> Hypothesis development – 5.3 (pre) / 4.9(post) Experimental design - 2.2 (pre) / 3.3 (post) <p>Therefore the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in CINA 4177 (Air Resources) course to assess the students' knowledge related to environmental impact on the ozone layer in two research exercises. One of them was given before the topic was discussed in the classroom, (pretest) and the other after the topic was discussed in the classroom (posttest). N=9</p> <p>It was expected that 20 % of the students assessed would obtain a score of at least 90 % in the pretest, and that at least 85% of the students assessed would obtain a score of at least 90 % in the posttest.</p> <p>Findings in both test were:</p> <table border="1"> <thead> <tr> <th><u>Student</u></th> <th><u>Pretest</u> (%)</th> <th><u>Posttest</u> (%)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1/15= 6.7</td> <td>11/15 = 73.3</td> </tr> <tr> <td>2</td> <td>1/15= 6.7</td> <td>11/15 = 73.3</td> </tr> </tbody> </table>	<u>Student</u>	<u>Pretest</u> (%)	<u>Posttest</u> (%)	1	1/15= 6.7	11/15 = 73.3	2	1/15= 6.7	11/15 = 73.3		<p>Two instances, two measures, not met.</p> <p>No transforming actions were proposed.</p>
<u>Student</u>	<u>Pretest</u> (%)	<u>Posttest</u> (%)										
1	1/15= 6.7	11/15 = 73.3										
2	1/15= 6.7	11/15 = 73.3										

College of Natural Sciences				
Academic Program	Findings		Transforming Actions	Annual Summary of Results
	3	1/15 = 6.7	12/15 = 80.0	
	4	0/15 = 0.0	14/15 = 80.0	
	5	1/15 = 6.7	14/15 = 93.3	
	6	1/15 = 6.7	6/15 = 40.0	
	7	2/15 = 13.3	4/15 = 26.7	
	8	3/15 = 20.0	5/15 = 33.3	
	9	1/15 = 6.7	3/15 = 20.0	
	Although the grades improved significantly from the pretest to the posttest, the expected outcome was not met.			
Interdisciplinary Program in Natural Sciences	<i>Second Semester</i>			
	First Instance			
	<p>A rubric was used in FISI 3013 and FISI 3014 (Physics Laboratory) courses to assess students' research and creation skills in laboratory reports. FISI 3013 N= 8, FISI 3014 N=6.</p> <p>It was expected that 70% of the students assessed would obtain 6 or more points in the 8 point rubric used.</p> <p>Results showed that 100% of students in both courses obtained 6 or more points. Therefore, the goal was met.</p>			<p>Increase the number of students assessed.</p>
Second Instance				
<p>A rubric was used to assess students' research and creation skills in CINA 3005 course using a pre and a post test. N=21</p> <p>It was expected that students obtain 60 % or more in each test.</p> <p>Findings revealed that the average score obtained was more than 3/5 (60 %) points in each test. Therefore, the goal was met.</p>				
	Third Instance			

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>A rubric was used in BIOL 3349 course to assess students' research and creation skills in a pretest and a post test. N=16</p> <p>It was expected that the students assessed would obtain 80 % or more in each test.</p> <p>The average score from both tests was 60 %, therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in CNEI 4011 (Capstone I) to assess students' research and creation skills in a pretest and a post test.</p> <p>It was expected that the students assessed would obtain 80 % or more in each test.</p> <p>The average score from both tests was 80 %, therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in CNEI 4012 (Capstone II) to assess students' research and creation skills in a pretest and a post test.</p> <p>It was expected that the students assessed would obtain a score of 80 % or more in each test.</p> <p>The average score from both tests was 80 %. Therefore, the goal was met.</p> <p>Sixth Instance</p> <p>A rubric was used in CNEI 4011 (Capstone I) to assess students' research and creation skills in the research proposal draft N= 29, and in the final proposal N= 42</p> <p>It was expected that the students would reach 70% or more in <u>both the draft and final research proposal</u>.</p> <p>Results showed that (19/29) 66 % of the students obtained a score of 70% or more in the <u>proposal draft</u>. Therefore, the goal was not met.</p>	<p>Since not all the drafts were evaluated, they will be analyzed to increase the reliability of the results.</p>	

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Results showed that 31/44 (74 %) of the students obtained a score of 70% or more in the <u>final proposal</u>. Therefore, the goal was met.</p> <p>Therefore, the goal was met on the overall instance.</p> <p>Seventh Instance</p> <p>A rubric was used in CNEI 4012 (Capstone II) course to assess students' research and creation skills in the research report draft(N= 22), and in the final report (N= 44)</p> <p>It was expected that 70% or more of the students assessed would obtain a score of 70% or more in both draft and final research reports.</p> <p>Results showed that only 27% of the students obtained a score of 70% or more in the <u>proposal draft</u>. Therefore, the goal was not met.</p> <p>Results showed that 93% of the students obtained a score of 70% or more in the <u>final proposal</u>. Therefore, the goal was met.</p> <p>Therefore, the goal was met on the overall instance.</p>		
Mathematics	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in MATE 4995 (Undergraduate Research Seminar) course to assess students' research and creation skills in poster presentations. (n=19)</p> <p>It was expected that 66% of the students assessed would obtain 3 or 4 points in a 4 point scale in each criterion.</p> <p>Findings by criteria assessed were:</p> <ul style="list-style-type: none"> • Summary – 4 points, 68% - 3 points, 32 % • Introduction – 4 points, 84% - 3 points 16% • Statement of the Problem – 4 points, 63 %- 3 points, 37% 	<p>At the moment the Natural Sciences College Library Committee is working on amplifying the library resources in order to improve the knowledge of the students in the area of information, which includes references as one of its components.</p>	<p>Two measures, two instances, met, one transforming action proposed.</p>

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<ul style="list-style-type: none"> • Conclusion – 4 points, 79% - 3 points, 21% • References - 4 points, 74% - 3 points, 21 %, - 2 points, 5% <p>Results showed that all 19 students that presented their posters obtained 3 points or more in each criterion assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>Statistics in relation with the number of students from the Mathematics program working in research projects with professors of this Department. (indirect measure)</p> <p>Of all 4 graduating candidates, 3 were involved in research projects and one of them presented his research findings in a Mathematics Conference. (75 % participation)</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in MATE 4995 (Undergraduate Research Seminar II) course to assess students’ research and creation skills in poster presentations.</p> <p>It was expected that 66% of the students assessed would obtain 3 or 4 points in a 4 point scale used.</p> <p>Findings by criteria assessed were:</p> <ul style="list-style-type: none"> • Summary – 4 points, 100 % • Introduction – 4 points, 60 % - 3 points 40 % • Statement of the Problem – 4 points, 80 %- 3 points, 20% • Conclusion – 4 points, 80 % - 3 points, 20% • References - 4 points, 60 % - 3 points, 40 %, <p>Results showed that all 5 students enrolled in this Seminar that presented their posters obtained 3 points or more in each criterion assessed. Therefore, the goal was met.</p>		

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Physics	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the FISI 4076 course to assess students' research skills in laboratory reports.</p> <p>It was expected that the students assessed would obtain 70 % or higher in each criterion assessed.</p> <p>Findings : Theoretical basis -67 %</p> <p>Methodology – 73 %</p> <p>Results and Discussion – 73% Conclusions – 100 %</p> <p>Written communication, format and style - 100 %</p> <p>Results were higher than 70 % in 4 out of the 5 criterion assessed, therefore, the goal was met.</p> <p>Second Instance</p> <p>In a survey made by the Department's Academic Coordinator to measure graduating candidates' interest in pursuing graduate studies, only 50 % of the students expressed interest in continuing graduate studies.</p> <p>Since it was expected that 70% of the students will be interested in pursuing graduate studies, thus the goal was not met.</p>	<p>Design a questionnaire to find out the reason for students' poor interest in pursuing graduate studies.</p>	<p>Two measures, two instances, one met.</p> <p>One transforming action proposed.</p>

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
<p>Anthropology</p>	<p>First Instance</p> <p>A rubric was used in the ANTR 3006 course to assess students’ research and creation skills in oral presentations, mid-term essays, final essays, critical reviews, text summaries and research proposals.</p> <p>It was expected that 70% of the students would reach a score of 75% or more in the criteria.</p> <p>Results showed that, on a 5 point scale, the average score obtained was 3.5 points (70%). Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the ANTR 3025 course to assess students’ research and creation skills in oral presentations, mid-term essays, final essays, critical reviews, text summaries and research proposals.</p> <p>It was expected that 70% of the students would reach a score of 75% or more in the criteria.</p> <p>Results showed that, on a 5 point scale, the average score obtained was 3.5 points (70%). Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the ANTR 4046 course to assess students’ research and creation skills in oral presentations, mid-term essays, final essays, critical reviews, text summaries and research proposals.</p> <p>It was expected that 70% of the students would reach a score of 75% or more in the criteria.</p> <p>Results showed that, on a 5 point scale, the average score obtained was 3.5 points (70%). Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the ANTR 4225 course to assess students’ research and creation skills in oral presentations, mid-term essays, final essays, critical reviews, text summaries and research proposals.</p>	<p>In all courses, research will be promoted from the problem statement and design of a research proposal (depending on the level) to the completion of an independent anthropological research project, either ethnographic or archaeological.</p>	<p>Six measures and four instances, which were met.</p> <p>One transforming action was proposed.</p> <p><u>OEAE recommendations:</u></p> <p>Each course should have different assessment efforts in the six educational activities (oral presentations, mid-term essays, final essays, text summaries, critical reviews, and written tests).</p> <p>Additional assessments, using the same rubric, should be made for each course. An average score doesn’t tell us which knowledge the student needs to strengthen, nor in which course these efforts should be emphasized. All of these courses used the same educational activities to assess this student learning outcome?</p>

College of Social Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>It was expected that 70% of the students would reach a score of 75% or more in the criteria.</p> <p>Results showed that, on a 5 point scale, the average score obtained was 3.5 points (70%). Therefore, the goal was met.</p>		
Social Sciences	<p><i>First Semester</i></p> <p>First Instance Section X</p> <p>A rubric was used in the CISO 3155 course to assess students' research and creation skills in a pre- and post-test on the basic concepts of statistics.</p> <p>It was expected that 70% of students would score 75% or more.</p> <p>Findings revealed that:</p> <ul style="list-style-type: none"> In Section X, 11.3% of the 19 students assessed reached the expected score in the pre-test and 67.1% reached the expected score in the post-test. These results show a 55.8% change from one examination to the other. However, the expected outcome was not reached. Therefore, the goal was not met. <p>Second Instance Section Y</p> <p>A rubric was used in the CISO 3155 course to assess students' research and creation skills in a pre- and post-test on the basic concepts of statistics.</p> <p>It was expected that 70% of students would score 75% or more.</p> <p>Findings revealed that:</p> <ul style="list-style-type: none"> In Section Y, 16.4% of 14 students assessed reached the expected score in the pre-test and 70% reached the expected score in the post-test. This shows a 53.6% change from one examination to the other. However, the expected outcome was not reached. Therefore, the goal was not met. 	<p>More practice exercises will be given to the students.</p>	<p>Two measures and three instances, none of which were met. One transforming action.</p>

College of Social Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Third Instance Section Z</p> <p>A rubric was used in the CISO 3155 course to assess students' research and creation skills in a pre- and post-test on the basic concepts of statistics.</p> <p>It was expected that 70% of students would score 75% or more.</p> <p>Findings revealed that:</p> <ul style="list-style-type: none"> In Section Z, 21.2 % of the 25 students assessed reached the expected score in the pre-test and 65.0 % reached the expected score in the post-test. This shows a 43.8% change from one test to the other. However, the expected outcome was not reached. Therefore, the goal was not met. <p>Although there was a positive increase in meeting the expected goal from the pre-test results to the post-test results, the expected outcome that 70% or more of the students would obtain a score of 75% or more was not met.</p>		
Sociology	<p>First Instance</p> <p>A rubric was used in the SOCI 3245 course to assess students' research and creation skills in oral presentations, mid-term essays, final essays, and research proposals.</p> <p>It was expected that 70% of the students would reach the value of at least 75% or more in the criteria.</p> <p>Results showed that on a 5 point scale, the average score obtained was 3.6 points (72%). Therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in the SOCI 3267 course to assess students' research and creation skills in oral presentations, mid-term essays, final essays, and research proposals.</p> <p>It was expected that 70% of the students would reach the value of at least 75% or more in the criteria.</p>	<p>In all courses, research will be promoted from the statement of a problem and proposal design, depending on the level of the same, until the completion of an independent project of sociological research.</p>	<p>Four measures and four instances, which were not met. One transforming action was proposed.</p>

College of Social Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Results showed that on a 5 point scale, the average score obtained was 3.6 points (72%). Therefore, the goal was not met.</p> <p>Third Instance</p> <p>A rubric was used in the SOCI 3045 course to assess students' research and creation skills in oral presentations, mid-term essays, final essays, and research proposals.</p> <p>It was expected that 70% of the students would reach the value of at least 75% or more in the criteria.</p> <p>Results showed that on a 5 point scale, the average score obtained was 3.6 points (72%). Therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in the SOCI 4175 course to assess students' research and creation skills in oral presentations, mid-term essays, final essays, and research proposals.</p> <p>It was expected that 70% of the students would reach the value of at least 75% or more in the criteria.</p> <p>Results showed that on a 5 point scale, the average score obtained was 3.6 points (72%). Therefore, the goal was not met.</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Audiovisual Communication	<p><i>First Semester</i></p> <p>First Instance</p> <p>A 10 point 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. (N=22)</p> <p>The expected performance level was an average score of 8.0 points or more in the 10 point scale used. Assessment results by criteria were:</p> <ul style="list-style-type: none"> • The script has creative details and descriptions – 8.7 points (89%) • The organization and development of the research topic – 9.1 points (90 %) <p>Since the expected outcome was achieved in both criteria assessed, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A 0.5-5 point's scale rubric was used in COMA 4315 course (Scripts) to assess a student's research and creation skills in a radio script (n=20).</p> <p>The expected performance level was an average score of 3.5 points or more in the 0.5-5 point scale used.</p> <p>The criteria and results are the following:</p> <ul style="list-style-type: none"> • Research and elaboration of the theme – 4.07 points (81%) • Creativity of the details and descriptions of the script– 4.35 points (87%) <p>Since the expected outcome was achieved in all of the criteria assessed, the goal was met.</p> <p>Second Instance</p>	<p>The students should read other students' scripts in a group critique to enhance their own scripts.</p> <p>A meeting should be schedule with the Office of the Dean of Academic Affairs to plan a series of courses geared to reinforce student's oral and written communication skills.</p>	<p>The Audiovisual Communication program established 4 measures in 8 instances, all were met.</p> <p>Five transforming actions were established.</p>

School of Communication

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>A rubric was used in the ESIN 4008 (Significance and Culture Theories) course (Section X) to assess students' research and creation skills in an essay (n=15).</p> <p>The scale of the rubric used was: 5.0 = outstanding 4.0 = very good 3.0 = good 2.0 = poor 1.0 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's analysis of the results informed in the Partial Assessment Report, that an average score of 3.5 points or higher in the rubric used was the expected outcome.</p> <p>The average score by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> • Appropriate selection of the conceptual framework and argumentation – 4.13 points (83%) • Defines analysis positions according to the argumentation of theorist selected – 4.4 points (80%) • Demonstrates considerable knowledge and application of concepts and theoretical terms – 4.3 points (86%) <p>The expected outcome was met in all of the criteria assessed; therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the ESIN 4008 (Significance and Culture Theories) course (Section Y) to assess students' research and creation skills in an essay (n=15).</p> <p>The scale of the rubric used was: 5.0 = outstanding 4.0 = very good 3.0 = good 2.0 = poor 1.0 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's analysis of the results informed in the Partial Assessment Report, that an average score of 3.5 points or higher</p>	<p>Writing workshops should be offered that develop creativity skills in the students.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>in the rubric used was the expected outcome.</p> <p>The average score by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> • Appropriate selection of the conceptual framework and argumentation – 4.1 points (82%) • Defines analysis positions according to the argumentation of the theorist selected – 3.9 points (78%) • Demonstrates considerable knowledge and application of concepts and theoretical terms – 3.97 points (79%) <p>The expected outcome was met in all of the criteria assessed; therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the COMA 4819 (Audiovisual Seminar) course to assess students' research and creation skills in an essay (n=17).</p> <p>The scale of the rubric used was: 4.0 = very good 3.0 = good 2.0 = poor 1.0 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's analysis of the results informed in the Partial Assessment Report, that an average score of 2.8 points or higher in the rubric used was the expected outcome.</p> <p>The average score by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> • Appropriate selection of the conceptual framework and argumentation – 4.1 points (82%) • Defines analysis positions according to the argumentation of the theory selected – 3.9 points (78%) • Demonstrates considerable knowledge and application of concepts and theory terms – 3.97 points (79%) <p>The expected outcome was achieved in all of the criteria assessed; therefore, the goal was met.</p> <p>Fifth instance</p> <p>A 0.5-4.5 point's scale rubric was used in COMA 4351 (Scripts) course to assess a student's research and creation skills in a TV production.</p>	<p>Workshops and seminars to reinforce knowledge related to sound and illumination effects should be offered.</p> <p>Leadership aspects could be reinforced by rotating students between direction and production positions in their production supervision roles.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>The expected performance level was an average score of 2.5 points or more in the 0.5-4.5 point scale used.</p> <p>The criteria and results for the Project 1 (documentary, section 1) are the following:</p> <ul style="list-style-type: none"> • Research and elaboration of the theme – 3.8 points (84%) • Creativity of the details and descriptions of the script edition, in the use of the camera, and with the sound – 4.0 points (89%) <p>Since the expected outcome was achieved in all of the criteria assessed, the goal was met.</p> <p>The criteria and results for the Project 1 (documentary, section 2) are the following:</p> <ul style="list-style-type: none"> • Research and elaboration of the theme – 4.0 points (89%) • Creativity of the details and descriptions of the script edition, in the use of the camera, and with the sound – 3.7 points (82%) <p>Since the expected outcome was achieved in all of the criteria assessed, the goal was met.</p> <p>Sixth instance</p> <p>A 0.5-4.5 point’s scale rubric was used in COMA 4351 (Scripts) course to assess a student’s research and creation skills in a TV production.</p> <p>The expected performance level was an average score of 2.5 points or more in the 0.5-4.5 point scale used.</p> <p>The criteria and results for the Project II (TV Clip Section I) are the following:</p> <ul style="list-style-type: none"> • Research and elaboration of the theme – 4.2 points (93%) • Creativity of the details and descriptions of the script edition, in the use of the camera, and with the sound – 4.1 points (91%) <p>Since the expected outcome was achieved in all of the criteria assessed, the goal was met.</p> <p>The criteria and results for the Project II (TV Clip, Section 2) are the following:</p> <ul style="list-style-type: none"> • Research and elaboration of the theme – 4.2points (93%) • Creativity of the details and descriptions of the script edition, in the use of the camera, and with the sound – 3.8 points (84%) 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Since the expected outcome was achieved in all of the criteria assessed, the goal was met.</p> <p>Seventh Instance</p> <p>A 4.0 point's scale rubric was used in COMA 4011 (Basic Photography) course to assess a student's research and creation skills in a production.</p> <p>The expected performance level was an average score of 2.8. points or (70%) in each criteria assessed.</p> <p><u>The criteria and results for Section 001</u> are the following:</p> <ul style="list-style-type: none"> • The project develops an element of surprise related to the theme - 3.25 points (86%) • An appropriate use of composition, point of view and color in each of the images produced -3.25 points (93%) <p>Since the expected outcome was achieved in all of the criteria assessed, the goal was met.</p> <p><u>The criteria and results for Section 002</u> are the following:</p> <ul style="list-style-type: none"> • The project develops an element of surprise related to the theme - 3.42 points (81%) • An appropriate use of composition, point of view and color in each of the images produced - 3.71 points (81%) <p>Since the expected outcome was achieved in all of the criteria assessed, the goal was met.</p> <p><u>The criteria and results for Section 003</u> are the following:</p> <ul style="list-style-type: none"> • The project develops an element of surprise related to the theme - 3.4 points (76%) • An appropriate use of composition, point of view and color in each of the images produced - 3.4 points (76%) <p>Since the expected outcome was achieved in all of the criteria assessed, the goal was met.</p> <p><u>The criteria and results for Section 004</u> are the following:</p> <ul style="list-style-type: none"> • The project develops an element of surprise related to the theme - 3.25 points (81%) • An appropriate use of composition, point of view and color in 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>each of the images produced - 3.25 points (81%)</p> <p>Since the expected outcome was achieved in all of the criteria assessed, the goal was met.</p>		
Information and Journalism	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the ESIN 4077 course (Introduction to Strategic Research) to assess students' research skills in a research project (N=31).</p> <p>The scale of the rubric used was: 4.0 = very good 3.0 = good 2.0 = poor 1.0 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's analysis of the results informed in the Partial Assessment Report, that an average score of 2.8 points or higher in the rubric used was the expected outcome.</p> <p>The average score by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> • Statement of the problem – 2.82 points (71%) • Literature review – 2.77 points (69%) • Theoretical framework – 2.73 points (68%) • Methodology – 2.69 points (67%) <p>Results showed that the overall average was 2.75 points. Therefore, the goal was not met.</p> <p>Since the expected outcome was met in 1 out of 4 criteria, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in the INFP 4001 (Journalistic Writing I) course (Section X) 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 < 3.5 - >2.5= good</p>	<p>-Include information in the syllabus related to the development of a research design in the first part of the course.</p> <p>-Increase the students' access to research articles, thesis and dissertations, as well as practice exercises.</p> <p>-Design workshops geared to the writing, presentation, and publication of research articles.</p>	<p>The Information and Journalism program established 7 measures in 12 instances, 9 of which were met.</p> <p>Five transforming actions were established.</p>

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's 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 was 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"> • Use of creative language - 3.59 points (95%) • Project conceptualization – 3.53 points (89%) • Creativity in the sound used – 2.35 points (62%) • Technical coordination - 3.35 points (93%) <p>Results showed that the overall average was 3.2 points.</p> <p>Since the expected outcome was met in 3 out of 4 criteria, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the INFP 4001 (Journalistic Writing I) course (Section Y) 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 < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's 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 was 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"> • Use of creative language – 2.70 points (60%) • Adequate entry creativity – 2.73 points (61%) 		

School of Communication			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<ul style="list-style-type: none"> • Selection of research techniques – 3.02 points (67%) <p>Results showed that the overall average was 2.82 points.</p> <p>Since the expected outcome was not met in any of the criteria assessed, the goal was not met.</p> <p>Fourth Instance</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 = very good 3 = good 2 = poor 1 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's 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 was the expected outcome.</p> <p>The average score in the specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> • Shows creativity in the "lead" – 2.9 points (72.5%) • Adequate selection research techniques used and management of sources interviewed and data gathered. – 3.0 points (75%) • Language creativity – 2.75 points (69%) <p>Results showed that the overall average was 2.88 points.</p> <p>Since the expected outcome was met in 2 out of 3 criteria, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the INFP 4016 (Introduction to Journalism) course to assess students' research skills in research assignments (essays).</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's analysis of the results, informed in the Partial Assessment Report, that an average score of 3.0 points (good) or</p>		

School of Communication

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>higher in the rubric used was the expected outcome.</p> <p>The average score by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> • Masters the needed research process for the preparation of the report including genre and media style – 3.0 points (75%) • Adequate and creative entry – 3.14 points (79%) • Selection of the appropriate information, and selection and balance of the quantity of information sources – 3.4 points (85%) <p>Results showed that the overall average was 3.18 points.</p> <p>Since the expected outcome was met in all of the 3 criteria assessed, the goal was met.</p> <p>Sixth Instance</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>Although an expected outcome was not clearly established, it can be inferred from the Program's analysis of the results informed in the Partial Assessment Report, that an average score of 3.5 points or higher in the rubric used was the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> • Focus selection and news values – 3.6 points (72%) • Adequate information sources – 3.7 points (74%) • Concise and attractive introduction lead – 3.6 points (72%) • Relevant closing – 3.6 points (72%) <p>Results showed that the overall average score was 3.63 points (Excellent).</p> <p>The expected outcome was achieved in 4 out of 4 criteria assessed. Thus the goal was met.</p> <p>Seventh Instance</p> <p>A rubric was used in COPU 4148 (Writing for the Media) course to assess students' research and creation skills in a lead examination.</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good</p>	<p>We recommend the following actions be taken:</p> <ul style="list-style-type: none"> - A rigorous method should be adopted in the admission of new students to the School of Communications. -Establish no credit prerequisites courses. -Search for funds in order to offer tutoring for the students. 	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program’s 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 was the expected outcome.</p> <p>The average score in specific Assessment Criteria is as follows:</p> <ul style="list-style-type: none"> • Emphasis in the news addressed – 2.44 points (60%) • Provocative and adequate title – 2.09points (52%) <p>The expected outcome was achieved in neither of the 2 criteria assessed. Thus the goal was not met.</p> <p>Eighth Instance</p> <p>A rubric was used in the COPU 4036 (Design and Production of Multimedia Journalism) course to assess students' research and creation skills in a web page (N=13).</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program’s 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 was the expected outcome.</p> <p>The average score in specific Assessment Criteria is as follows:</p> <ul style="list-style-type: none"> • The web page presents original and uncommon angles – 3.70 points (82%) • Combination of multimedia resources – 3.73 (83%) • Selection of resources and research techniques – 3.58 (80%) <p>The expected outcome was achieved in all three criteria assessed. Thus the goal was met.</p> <p>Ninth Instance</p>		

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>A rubric was used in the ESIN 4008 course (Significance and Culture Theories) to assess students' research and creation skills in an essay.</p> <p>The scale of the rubric used was: 5.0 = outstanding 4.0 = very good 3.0 = good 2.0 = poor 1.0 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's analysis of the results informed in the Partial Assessment Report, that an average score of 3.5 points or higher in the rubric used was the expected outcome.</p> <p>The average score by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> • Shows sound selection of the theoretical framework and an argumentative use of this framework – 4.5 points (90%) • Defines the analysis themes according to the theorist's chosen argumentation – 4.25 points (85%) • Shows good handling and application of selected concepts and theoretical themes – 4.5 points (90%) • Includes relevant, reliable, and updated sources that contribute to the development of the problem – 4.5 points (90%) • Uses citation through the text and includes a list of references according to the APA manual – 4.5 points (90%) <p>The expected outcome was met in all of the criteria assessed, therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the COPU 4148 (Writing for the media) course to assess students' research skills in a news article.</p> <p>A 5 points scale rubric. It was expected that 70% or more obtain 4 points or more points in each criteria assessed.</p> <p>The average score in the specific assessment criteria in Section 003 were :</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<ul style="list-style-type: none"> • Selection of the appropriate information – 88.2 % • Appropriate use of references and use of direct and indirect references – 88.2 % <p>Thus the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the COPU 4148 (Writing for the media) course to assess students' research skills in a news article.</p> <p>A 4 points scale rubric. It was expected that 70% or more would obtain 3.0 points or more points in each criteria assessed.</p> <p>The average score in the specific assessment criteria in Section 001 was :</p> <ul style="list-style-type: none"> • Selection of sources interviewed, research techniques, and documentation used- 95 % <p>Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the INFP 4002 (Journalistic Writing) course to assess students' research skills in a news article.</p> <p>A 4 points scale rubric. It was expected that 70% or more would obtain 2.8 points or more points in each criteria assessed.</p> <p>The average score in the specific assessment criteria was :</p> <ul style="list-style-type: none"> • Selection of sources interviewed, research techniques, and documentation used- 2.92 points <p>Therefore, the goal was met.</p>		
Public Relations and Advertising	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in REPU 4155 (Media Plan) course to assess 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 on their orthographic and grammatical deficiencies. The written campaigns prove this.</p>	<p>- A tutorial program in mathematics skills for media was developed.</p> <p>-Mathematics texts were assigned to practice elemental mathematics skills. Also assignments from the Media Manual were programed in order to practice before the course examination in order to develop their analytics skills.</p>	<p>The Public Relations and Advertising program established 2 measures in 5 instances, 4 of which were met. Six transforming actions were proposed.</p>

School of Communication

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>It was expected that the students obtained good or very good or excellent 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"> • <u>Use of creative strategies:</u> <ul style="list-style-type: none"> - The Plan consider creative strategies -poor • <u>Plan Innovation:</u> <ul style="list-style-type: none"> - The Plan is innovative: poor - Presents a different solution to the problem while maintaining all other criteria – poor <p>Since the expected outcome was not achieved in 3all the criteria assessed, the goal was not met.</p> <p>Second Instance</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> <ul style="list-style-type: none"> • Results by criteria assessed to assess this oral presentation were • <u>Use of a creative marketing strategy:</u> - 5.0 points (100%) • <u>Media Plan objectives</u> – 4.4 points (88%) • <u>Media strategies and techniques</u> – 5.0 points (100%) • <u>Plan Innovation:</u> - 4.4 points (88%) • <u>Media means selection</u> - 4.7 points (94%) <p>Since the expected outcome was achieved in all of the five criteria assessed, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in REPU 4025 (Public Relations Campaign) course to assess students' research skills in an oral presentation. (N=19) The scale of the rubric used was: 4 = very good 3 = good 2 = poor</p>	<p>-Continued guidance was given to the students during the design of the advertisement campaign. -In order to enhance student's skills in advertisement theory, mathematics tutorials were given. -A new text was used in order to include the latest advertisement theories.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>1 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program’s 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 was the expected outcome.</p> <p>Results in the criterion assessed was:</p> <ul style="list-style-type: none"> • Student used the basic research elements – 3.47 points (86.8%) Therefore, the goal was met. <p>Second Semester</p> <p>First instance</p> <p>A rubric was used in REPU 4155 (Media Plan) course 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>It was expected that the students obtained good or very good or excellent 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"> • <u>Use of creative strategies:</u> <ul style="list-style-type: none"> - The Plan consider creative strategies - good • <u>Plan Innovation:</u> <ul style="list-style-type: none"> - The Plan is innovative good - Presents a different solution to the problem while maintaining all other criteria – good <p>Since the expected outcome was achieved in 3 out of 3 criteria, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in REPU 4166 (Advertisement Campaign course) to assess the students' research and creation skills in a Media Plan of a marketing campaign.</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>It was expected that students would obtain an average score of good or very good or excellence in the criteria assessed.</p> <p>Results by criteria assessed were: <u>Use of a creative strategy:</u> - The plan considers the use of a creative strategy - good</p> <p><u>Plan Innovation:</u> - The Plan is innovative – good - Presents a different solution to the problem while maintaining all other criteria – good</p> <p><u>Creative Performances: Printing Press</u> - Headline grabs attention : good - The initial paragraph is tied to the headline and the sales ideas in the text: poor -The paragraphs in the text provide credibility since they contribute proof of the promises claimed through research , testimonies and guarantees: good - The closing sentence suggest actions to be followed: good - The theme summarizes the marketing campaign - good - Illustration complements the text: very good - The typography is adequate for the message and the product: good</p> <ul style="list-style-type: none"> • <u>Marketing Plan : Radio</u> <ul style="list-style-type: none"> - Concentrates in the most important sales point to grab audience attention: good - Mention the product or advertiser at the beginning of the communication: good • - Uses words and shorts sentences: poor • - Use more verbs than adjectives: poor • - The closing sentence invites toward action: good • <u>Marketing Plan :TV and Cinema-</u> <ul style="list-style-type: none"> • The initial scene entices the viewer and it is full of drama, action, humor or human interest – good • Uses a situation that emerges naturally from the sale history – good • The demonstrations are dramatic, although believable - good • - Sequence of ideas is simple and easy to understand: good - The audio text in the video is concise: good • - Storyboard clearly communicates the idea: poor <p>Since the expected outcome was achieved in 17 out of 21 criteria assessed., the goal was met.</p>		

Social Responsibility

College of Business Administration			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Office System Management	<p>First instance</p> <p>A rubric designed by the Curricular Committee was used to assess students' social responsibility skills in supervised practicum, in which they propose special project geared toward fulfilling a need in the company.</p> <p>It was expected that the 100% of the students assessed would obtain a score of 70% or more in their supervised practice.</p> <p>Results showed that 100% of the students obtained a score of 70% or more. Therefore, the goal was met.</p>	<p>In the next semester this learning outcome will be measured based on the level of satisfaction of the company with the work done by each student practitioner.</p>	<p>The Office Systems Management department established one measure in one instance, which was met.</p> <p>One transforming action was established.</p>

College of Education

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
<p>Teacher Preparation Program</p>	<p>First Instance</p> <p>A rubric was used in the FAED 4001, FAED 4002 and FAED 4003 courses to assess students’ reflection on their social responsibilities, including social contexts that conditions teaching and school activities, and evaluation of the effect of their decisions and actions over the members of the community. A reflection in the Portfolio about this topic was assessed.</p> <p><u>Findings revealed:</u> There was an average score of 18.42 (achieved) in the Port-e evaluation.</p> <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>A formative instrument was used in the Teachers’ Practicum course to assess teaching candidates’ social responsibility skills including social contexts that condition teaching and school activities.</p> <p><u>Findings revealed:</u> The average score obtained was 10.9 (between achieved and outstanding)</p> <p>Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the FAED 4001, FAED 4002 and FAED 4003 courses to assess students’ reflection on their social responsibilities, including social contexts that conditions teaching and school activities, and evaluation of the effect of their decisions and actions over the members of the community. A reflection in the Portfolio about this topic was assessed.</p> <p><u>Findings revealed:</u> The teaching candidates obtained an average score of 15.43 (achieved) in this reflection.</p> <p>Therefore, the goal was met.</p> <p>Fourth Instance</p>		<p>Two measures, in four instances, which were met.</p> <p>No transforming actions were proposed.</p>

College of Education			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>A formative instrument was used in the Teachers' Practicum course to assess teaching candidates' social responsibility skills including social contexts that condition teaching and school activities.</p> <p><u>Findings revealed:</u> The average score obtained in the assessment of this learning outcome in the formative instrument used to evaluate the teaching practicum was 10.84 (between achieved and outstanding).</p> <p>Therefore, the goal was met.</p>		

College of General Studies			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
General Studies Program	<p>First Instance</p> <p>A rubric was used in the ESGE 4142 (Puerto Rican Thought and National Reality II) course to assess the students' knowledge and skills in the social responsibility competence using the results of a critical review.</p> <p>The rubric rating scale was established as:</p> <ul style="list-style-type: none"> • Superior achievement (Capstone): 4 points • Significant achievement (Milestone): 3-2 points • Lower achievement (Benchmark): 1 point <p>It was expected that a minimum of 70% of the students assessed would reach a significant achievement level of performance.</p> <p>Results showed that it was possible to exceed the expected percentage in all the six competencies of social responsibility identified in the Rubric on Intercultural Knowledge and Competence.</p> <p>The results for each competency were as follows:</p> <ul style="list-style-type: none"> • Cultural self-recognition: Students articulated perceptions of rules and prejudices of their own culture (100%). • Cultural worldview frameworks: Demonstrates a sophisticated understanding of the complexity of the elements that are important to members of another culture (85.7%). • Intercultural openness: Initiates and develops interactions with people from different cultures (85.7%). • Curiosity: Makes complex questions about other cultures (71.4%). • Empathy skills: Interprets the intercultural experience from their own perspective and from more than one point of view (71.4%). • Verbal/Nonverbal Communication Skills: Articulates a complex understanding of cultural differences in verbal and nonverbal communication skills (71.4%). <p>The expected goal was reached in all criteria assessed; therefore, the goal was met.</p>	<p>All course objectives will be reviewed, and will be written based on the UPRRP Campus competencies.</p> <p>Exercises on intercultural knowledge and skills will be integrated more explicitly throughout the course.</p>	<p>The College of General Studies established one measure, in one instance, which was met.</p> <p>Two transforming actions were established.</p>

College of Humanities									
Academic Program	Findings	Transforming Actions	Summary of Results						
Performing Arts	<p>First Instance</p> <p><u>1st Assessment</u></p> <p>To measure social responsibility, the TEAT 4082 (Traveling Theater II) course used observation as an indirect measure.</p> <p>It was expected that 80% of the spectators of The Farce of Master Pierre Patelin (theatrical play) in Vieques, Puerto Rico, would be satisfied.</p> <p>By direct observation, the theatrical play was well received by the people of Vieques. At the end of the theatrical play, students received a standing ovation and, subsequently, the entire University Traveling Theater team was congratulated. Therefore, the goal was met.</p> <p><u>2nd Assessment</u></p> <p>A survey was administrated to the spectators of three of the plays performed by the TEAT 4082 (Traveling Theater II) course in order to measure students' social responsibility.</p> <p>It was expected that 80% of the spectator's expressions about the theatrical performances would meet the criteria of "good theatre". Also it was expected that the evaluating average would be 3.5 (70%) on a scale of 1 to 5.</p> <table border="0"><thead><tr><th>Plays</th><th>Results</th></tr></thead><tbody><tr><td>1. <i>Los habladores</i> [The Speakers] by Miguel de Cervantes</td><td>- 100% of the people surveyed ($N = 30$) recognized a good staging and excellent acting. - 93% of the people surveyed ($N = 28$) evaluated the theatrical performance with a 4 or 5 on a scale where 1 is the lowest and 5 is the highest.</td></tr><tr><td>2. <i>Day of Significance</i> by Roy Williams</td><td>- 95% of the people surveyed ($N = 60$) recognized a good staging and excellent acting by having evaluated with a 4 or 5</td></tr></tbody></table>	Plays	Results	1. <i>Los habladores</i> [The Speakers] by Miguel de Cervantes	- 100% of the people surveyed ($N = 30$) recognized a good staging and excellent acting. - 93% of the people surveyed ($N = 28$) evaluated the theatrical performance with a 4 or 5 on a scale where 1 is the lowest and 5 is the highest.	2. <i>Day of Significance</i> by Roy Williams	- 95% of the people surveyed ($N = 60$) recognized a good staging and excellent acting by having evaluated with a 4 or 5	<p>Continue complying with the civic duty that the Department of Drama has with Puerto Rican society.</p> <p>To maintain the rigorous standards that allows us to comply with the social responsibility domain.</p>	<p>Three measures, one course, and one instance, which was met (100%). Three transforming actions were established.</p>
Plays	Results								
1. <i>Los habladores</i> [The Speakers] by Miguel de Cervantes	- 100% of the people surveyed ($N = 30$) recognized a good staging and excellent acting. - 93% of the people surveyed ($N = 28$) evaluated the theatrical performance with a 4 or 5 on a scale where 1 is the lowest and 5 is the highest.								
2. <i>Day of Significance</i> by Roy Williams	- 95% of the people surveyed ($N = 60$) recognized a good staging and excellent acting by having evaluated with a 4 or 5								

College of Humanities			
Academic Program	Findings	Transforming Actions	Summary of Results
	<p>on a scale where 1 is the lowest and 5 is the highest.</p> <p>3. <i>Platero and I</i> by Juan Ramón Jiménez poet - 93% of the people surveyed ($N = 29$) recognized a good staging and excellent acting by having evaluated with a 4 or 5 on a scale where 1 is the lowest and 5 is the highest.</p> <p>Therefore, the expected outcome in the three plays was met and surpassed.</p> <p><u>3rd Assessment</u></p> <p>To measure social responsibility, the TEAT 4082 (Traveling Theater II) course used observation and focus groups as an indirect measure, and surveys as direct measure.</p> <p>After submitting several proposals to various civic organizations and governmental entities to raise funds for Platero and Project I, it was discovered that:</p> <ul style="list-style-type: none"> - The Department of Drama, through self-management, ensured that Platero and Project I were supported by several sectors. For example, entities outside the University have facilitated and allowed the development of projects that have represented the Río Piedras Campus and also Puerto Rico both locally and internationally. This support has enabled this production to be the official representation of Puerto Rico in the Edinburgh FRINGE Festival in Scotland. <p>Therefore, the goal was met.</p>	<p>Continue the self-management process to maintain the links created in order to achieve more participation and development of our international projection.</p>	

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Computer Science	<p><i>First Semester</i></p> <p>First Instance</p> <p>A questionnaire was used at the beginning of the CCOM 3981 course to assess students' social responsibility skills. N=21</p> <p>It was expected that less than 50% of the students would reach a competent level of performance.</p> <p>Findings revealed that 76% of the students (16/21) that answered the questionnaire in the CCOM 3981 course (section 2) were competent as defined in the rubric. We expected less than 50% to be competent. Therefore, the goal was met (less than 50%).</p> <p>Second Instance</p> <p>Group discussion with open-ended questions on students' opinions on academic ethics following the questionnaire administered in the CCOM 3981 course (section 2) were used to assess students' social responsibility skills.</p> <p>It was expected that less than 50% of the students would have a positive attitude towards ethics.</p> <p>Findings revealed that most of the students assessed (more than 50%) showed a positive attitude towards social responsibility and academic honesty. However they were unclear as to what constitutes plagiarism. Therefore, the goal was met (less than 50%).</p> <p>Third Instance</p> <p>A module about plagiarism from Indiana University was assigned in the CCOM 3981 course. Students study the module and take a post test. Instrument used: questions in the module test from https://www.indiana.edu/~istd/, N=35</p> <p>It was expected that 70% of the students would have a positive attitude towards ethics. (approve the test)</p> <p>Findings revealed that 74% of the students (26/35) approved the test., therefore, the goal was met.</p>	<p>Continue to encourage students to participate in professional and community organizations</p>	<p>Two measures in four instances, which were met. One transforming action was proposed.</p> <p><u>OEAE Recommendations:</u></p> <p>This expected outcome should be rephrasing in order to avoid confusion.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Second Semester First Instance</p> <p>A yearly questionnaire was administered to the students with questions on ethics to assess students' social responsibility skills. (indirect measure) N=43</p> <p>It was expected that at least 70% or more of the students who answered the questionnaire would have a positive attitude towards ethics.</p> <p>Findings revealed that 93% (40/43) of the students assessed, had a positive attitude towards ethics. Therefore, the goal was met.</p>		
Nutrition and Dietetics	<p>First Instance</p> <p>A survey with two liker-type questions was used as an indirect measure to assess students' participation in extracurricular activities and in student's organizations.</p> <p>It was expected that 80% of the students would report interest in being involved with community and professional organizations.</p> <p>Results showed that:</p> <ul style="list-style-type: none"> • 89% of students reported they strongly agree to a statement that indicated they would participate in community and professional organizations. • Also, 94 % of the students indicated that they are interested in being part of professional and community organizations. Therefore, the goal was met. 	Continue to encourage students to participate in professional and community organizations.	Two measures, one instance, which was met. One transforming action.
Physics	<p>First Instance</p> <p>A questionnaire was used to assess students' effective management and ethical use of information.</p> <p>It was expected that 70% of the students would correctly answer 3 or more questions (out of 5) related to plagiarism.</p> <p>Findings revealed that, of the seven students enrolled in the Physics Program, three students answered three or more questions correctly. Therefore, the goal was not met.</p>		One measure, in one instance, which was not met. No transforming actions were proposed.

College of Social Sciences

Academic Program	Findings	Transforming Actions	Annual Summary of Results
<p>Labor Relations</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the RELA 3085 course, to assess students' social responsibility skills in the development of a research proposal. A series of assignments designed to develop the proposal were designed and formative evaluation was used; each assignment was evaluated and returned to the student to be edited.</p> <p>It was expected that the students would obtain a score of 80% or more in the criteria.</p> <p>Findings by criterion were: Author's argument interpretation :</p> <ul style="list-style-type: none"> • Group 1 (qualitative research) - 4 out of 4 points (100%) • Group 2 (quantitative research) – 4 out of points (100%) <p>Distinction and analysis of theoretical trends, paradigms and discipline related concepts:</p> <ul style="list-style-type: none"> • Group 1 – 4 out of 4 points (100%) • Group 2 – 4 out of points (100%) <p>Distinction and analysis of the use of research methodologies:</p> <ul style="list-style-type: none"> • Group 1 - 4 out of 4 points (100%) • Group 2 – 3.5 out of 4 points (88%) <p>Application of theoretical trends, paradigms and concepts from the discipline, and from other fields, to study social problems:</p> <ul style="list-style-type: none"> • Group 1 – 4 out of 4 points (100%) • Group 2 - 4 out of 4 points (100%) <p>Approaches the texts from an informed and qualified position:</p> <ul style="list-style-type: none"> • Group 1 – 4 out of 4 points (100%) • Group 2 – 4 out of 4 points (100%) <p>Results showed that Group 1 obtained a total of 24 points out of 24 (100%) and Group 2 obtained 23.5 out of 24 (98%). Therefore, the goal was met.</p>		<p>Two measures and two instances, which were met. No transforming actions.</p>

College of Social Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p><i>Second Semester</i></p> <p>First Instance</p> <p>An end-of-baccalaureate questionnaire was used in the RELA 4045 course to assess students' perception regarding their development of social responsibility skills and the sense of professional ethics needed in their future profession and working environment.</p> <p>Students were expected to obtain a score of 80% or more in the students' satisfaction level indicator.</p> <p>Results showed that 83% (5) of the students rated as very satisfied in the student satisfaction level indicator, and 17% (1) rated as satisfied. By adding both scores, a total of 100% was obtained. Therefore, the goal was met.</p>		
Psychology	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the PSIC 3067 (Introduction to Community Psychology) course and the PSIC 4087 (Practice in Service) course to assess students' social responsibility skills in a pre-examination.</p> <p>Four criteria were measured using a 5 point scale rubric where 0-1point = social responsibility is developing; 2-3 points = competent level of social responsibility; 4-5 points = high level of social responsibility.</p> <p>It was expected that 70% or more of students assessed would show a level of social responsibility that is developing or rising, i.e. between 0-2 points, per criteria or a total of 8 points or more in the total average.</p> <p>Pre-examination average score findings: (at the beginning of these courses):</p> <ul style="list-style-type: none"> • Self and community – 1.8 points (36%) • Diversity – 2.3 points (46%) • Integrity – 2.4 points (48%) • Negotiation and commitment - 3.0 points (60%) <p>Total = 9.5 points (47.5%)</p>	<p>Make measurements of different domains, at different points of the semester.</p> <p>Use different rubrics or instruments to measure domains that have already been measured until we have valid instruments that can be used throughout the assessment process.</p>	<p>Two measures in two instances, which only one was met. Two transforming actions.</p>

College of Social Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Results showed that 47.59 % of students showed the expected level of social responsibility in the pre-examination. Therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in the PSIC 3067 (Introduction to Community Psychology) and PSIC 4087 courses to assess students' social responsibility skills in a post-examination.</p> <p>It was expected that 70% or more of students would show a level of social responsibility that is at a competent or expert level (3 points or more in each criteria assessed) or a total of 12 points or more in the total average.</p> <p>Post-examination average score findings: (at the end of these courses):</p> <ul style="list-style-type: none"> • Self and community – 3.2 points (64%) • Diversity – 3.7 points (74%) • Integrity – 3.8 points (76%) • Negotiation and commitment - 3.9 points (78%) <p>Total = 14.6 points (73%)</p> <p>Results showed that students obtained more than 3.0 points in each criterion assessed and more than 12 total points in the total average.</p> <p>Results also showed that 73% of students showed the expected level of social responsibility (competent or expert) in the post-examination. Therefore, the goal was met.</p> <p>Findings revealed that students' experiences in the communities visited in both courses increased students' level of social responsibility throughout the semester.</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
<p>Information and Journalism</p>	<p><i>First Semester</i></p> <p>First Instance A rubric was used in INFP 4001 (Section Y) (Introduction to Journalism) to assess students' social responsibilities skills in a news article.</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <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>There are available assessment results for 1 criteria in the rubric used. The criteria and results are the following:</p> <ul style="list-style-type: none"> • Apply ethical principles – 3.08 points (84.4%) <p>The expected outcome was achieved. Thus the goal was met.</p> <p>Second Instance</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 < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <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>- A rigorous method should be adopted in the admission of new students to the School of Communications. - Students should approved previous courses in order to enroll in this course.</p>	<p>The Information and Journalism program established 5 measures in 9 instances, 8 of which were met.</p> <p>Five transforming actions were established.</p>

School of Communication

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>There are available assessment results for 1 criteria in the rubric used. The criteria and results are the following:</p> <ul style="list-style-type: none"> • Uses ethical context in the sound selection and in writing the transitions – 3.9 points (87%) <p>The expected outcome was achieved. Thus the goal was met.</p> <p>Third Instance</p> <p>A rubric was used INFP 4002 course (Journalistic Writing) to assess students' social responsibilities skills in a news article.</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <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>There are available assessment results for 1 criteria in the rubric used. The criteria and results are the following:</p> <ul style="list-style-type: none"> • Apply ethical principles – 3.1 points (69%) <p>The expected outcome was achieved. Thus the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in the COPU 4036 course (Design and Production of Multimedia Journalism) to assess students' social responsibilities skills in a web page (N=13).</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be</p>	<p>-Establish a summer tutorials or a grammar, orthography course. - Strengthen student's capacity to structure journalistic news and critical thinking skills.</p> <p>-Two professors should be recruited: one capable of generating learning process and giving follow up to technical skills in specific student's projects; the other to enrich the learning of the artistic capabilities and possibilities of the hypermedia.</p>	

School of Communication

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>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>There are available assessment results for 1 criterion in the rubric used. The criterion and results are the following:</p> <ul style="list-style-type: none"> Shows comprehension and consider diversity related issues: gender, race, ethical identity, sex orientation and any other diversity issues related to our culture – 3.81 points (85%) <p>The expected outcome was achieved. Thus the goal was met.</p> <p>Second Semester</p> <p>First Instance</p> <p>A rubric was used in the COPU 4148 course (Writing for the Media) to assess students' social responsibilities skills in information notes</p> <p>A 4 points scale rubric was used: It was expected that 70 % of the students assessed obtain 3 or more points in each criterion assessed.</p> <p>. The criteria and results for section X (n=20) are the following:</p> <ul style="list-style-type: none"> Apply ethical principles, balance of genres and sources considered.- 95% Shows comprehension and consider diversity related issues: gender, race, ethical identity, sex orientation and any other diversity issues related to our culture – 100% <p>The expected outcome was achieved. Thus the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the COPU 4148 course (Writing for the Media) to assess students' social responsibilities skills in information notes</p> <p>A 4 points scale rubric was used: It was expected that 70 % of the students assessed obtain 3 or more points in each criterion assessed. Only one criterion was used to assess this learning outcome in the rubric used.</p> <p>The criterion assessed and results for section Y (n=17) are the</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>following:</p> <ul style="list-style-type: none"> Apply ethical principles, balance of genres and sources considered.- 88.2% <p>The expected outcome was achieved. Thus the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the INFP 4016 course (Introduction to Journalism) to assess students' social responsibilities skills in an examination.</p> <p>A 4 points scale rubric was used. It was expected that 70 % of the students assessed obtain 3 or more points in each criterion assessed. Only one criterion was used to assess this learning outcome in the rubric used. (n=16)</p> <p>The criterion assessed and results are the following:</p> <ul style="list-style-type: none"> Apply ethical principles, balance of genres and sources considered.- 87.5 % <p>The expected outcome was achieved. Thus the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the COPU 4365 course (Legislation for the Media and Journalistic Deontology) to assess students' social responsibilities skills in an examination.</p> <p>A 4 points scale rubric was used. It was expected that 70 % of the students assessed obtain 3 or more points in each criterion assessed. Only one criterion was used to assess this learning outcome in the rubric used. (n=16)</p> <p>The criterion assessed and results are the following:</p> <ul style="list-style-type: none"> Apply ethical principles, balance of genres and sources considered.- 91.3 % <p>The expected outcome was achieved. Thus the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the INFP 4002 course (Journalistic Writing II) to assess students' social responsibilities skills in a journal news.</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>A 4 points scale rubric was used. It was expected that students obtain 3 or more points in each criterion assessed. Only one criterion was used to assess this learning outcome in the rubric used. (n=14)</p> <p>The criterion assessed and results are the following:</p> <ul style="list-style-type: none"> Apply ethical principles, balance of genres and sources considered.- 3.10 points <p>The expected outcome was achieved. Thus the goal was met.</p>		
<p>Public Relations and Advertising</p>	<p>First Instance</p> <p>A rubric was used in REPU 4025 course (Public Relations Campaign) to assess students' social responsibilities skills in written news. (N=19)</p> <p>The scale of the rubric used was: 4 = very good 3 = good 2 = poor 1 = 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>There are available assessment results for 1 criteria in the rubric used. The criteria and results are the following:</p> <ul style="list-style-type: none"> Understands legal and ethical considerations on the use of information in an advertisement – 84.21 % of the class assessed <p>Since the expected outcome was achieved in the criterion assessed, the goal was met.</p>		<p>The Public Relations and Advertising program established 1 measure in 1 instance, which was met.</p> <p>No transforming actions were established.</p>

IV. Information Literacy

College of Business Administration			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Office System Management	<p>First Instance</p> <p>A rubric was used to assess the proper use of technology, skills in writing documents, and mastery in the use of information networks as part of the <i>Students Professional Internship Course</i> through a summative internal measure.</p> <p>It was expected that 90% of the students assessed would obtain a score of 80% or more.</p> <p>Results showed that 89% of the students obtained 100% or more. Therefore, the goal was not met.</p> <p>Second Instance</p> <p>An application test revised by the Curriculum Committee was used to assess the student's skills in the proper use of the different Microsoft Office 2010 programs, as part of the Integration of Information Processing Programs Course.</p> <p>It was expected that 80% of the students assessed would obtain a score 70% or more.</p> <p>Results showed that 100% of the students obtained a score of 80% or more. Therefore, the goal was met.</p>	<p>In the first semester of the next academic year (2013-2014) this test will be used again.</p>	<p>The Office Systems Management program established three measures in two instances, only one of which was met.</p> <p>One transforming action was established.</p>

College of Education			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
<p>Teacher Preparation Program</p>	<p>First Instance</p> <p>A rubric was used in the EDFU 3001, EDES 4006, EDPE 4121 courses, Teacher Practicum course, and FAED seminars to assess students' information literacy skills through the PICIC Project (Spanish acronym) [Project for the Integration of Information Literacy Skills in the Curriculum]. (N=60)</p> <p>The rubric of Information Literacy Skills was developed using the Norms (Rules) of the American Library Association (ALA) as a basis. Each professor that integrates information skills in their course must submit an assessment of student learning report using the criteria of the rubric.</p> <p>It was expected that the students assessed would perform at an average score of 2.00 points in the information literacy criterion of the 3 point scale rubric used.</p> <p>The average score of the 60 students assessed was 1.65 points on a scale of 3.00 points, where 1 = Needs improvement, 2 = in progress, and 3.00 = achieved.</p> <p>Findings revealed that the students were in "the progress stage", and therefore, the expected outcome was not met.</p>	<p>The director of the Education Faculty Library, on the assessment retreat held on the 13 of April 2012, gave the following recommendations:</p> <p>Transforming actions:</p> <ul style="list-style-type: none"> • Evaluate and use the rubric for the assessment of learning and the process of data collection • 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) Required to all students (both levels – graduate and undergraduate) • Add additional courses to the PICIC EDFU 4007- (Introduction to Educational Research) to assess these information literacy skills. • Promote the inclusion of evidence on the development of information literacy skills in the portfolio (if possible) • Reflection: <ul style="list-style-type: none"> -The professors of the group that initiated the PICIC project have continued with the integration activities. -Need to strengthen the assessment component -Reevaluate the libraries - Appoint a faculty co-coordinator. 	<p>The Teacher Preparation Program established one measure in one instance, which was not met.</p> <p>Five transforming actions were established.</p>

College of General Studies			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
General Studies Program	<p>First Instance</p> <p>A rubric was used in the EDGE 3305 course to assess students' information literacy skills using take-home exercises.</p> <p>The students should know how to identify and access databases and sources of information relevant and pertinent to an investigation.</p> <p>The scale of the rubric was established as:</p> <p style="padding-left: 40px;">Excellent – 8-7 points Satisfactory – 6-5 points In development – 4-3 points Deficient – 2-1 points</p> <p>It was expected that a minimum of 70% of the students would achieve a satisfactory level of performance.</p> <p>Results showed that it was not possible to exceed the expected percentage in all the six competencies (N=19)</p> <p>The results for each criterion was as follows:</p> <ul style="list-style-type: none"> ▪ Ability to select the research methods or information retrieval systems suitable for access to the information that is needed (21.1%) ▪ Ability to summarize the main ideas and extract the information collected (21.1%) ▪ Articulates and applies a few initial criteria to evaluate the information and its sources (15.8%) ▪ Ability to define and articulate their information needs (15.8%) ▪ Comprises the ethical, legal, and social questions involved with the information and information technologies used (15.8%) ▪ Grammar and Orthography (10.5%) <p>The expected goal was not reached in any of the criteria assessed. Therefore, the goal was not met.</p>	<p>Recommend introducing in the course workshops programmed with the university library and the Project of Integration of Information Competences in the Curriculum (PICIC) of the Faculty of General Studies, for the integration of information literacy in the curriculum.</p>	<p>The College of General Studies established one measure, in one instance, which was not met.</p> <p>One transforming action was established.</p>

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
<p>Art History</p>	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in the ARTE 4242 (History of Art Seminar) course to assess (December 2012) students' information literacy skills in a minor thesis. <i>N</i> = 14.</p> <p>The expected performance level was that 70% of the minor thesis would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The result for the style manual criterion was 79%. Therefore, the goal was met.</p> <p>Second Instance Section X</p> <p>A rubric was used in Section X of the ARTE 3256 (Art Theory) course to assess (November 2012) students' information literacy skills in a discussion project. <i>N</i> = 16.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The result for the style manual criterion was 63%. Therefore, the goal was not met.</p> <p>Second Instance Section Y</p> <p>A rubric was used in the ARTE 3256 (Art Theory) course to assess (November 2012) students' information literacy skills in a discussion project. <i>N</i> = 26.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The result for the style manual criterion was 77%. Therefore, the goal was met.</p> <p>Third Instance Section X</p> <p>A rubric was used in Section X of the ARTE 3237 (History of</p>	<p>We explained the proper use of the style manual and we highlighted the citations, footnotes, and the bibliography. We showed examples on the blackboard and projector in the classroom.</p>	<p><i>Annual Summary</i></p> <p>Three measures, 10 instances, 4 of which were met (40%). Two transforming actions.</p> <p><u>OEAE Recommendations:</u></p> <p>To assign library modules to be worked upon by the students, especially in the use of the style manual for the discipline. (How to cite references.)</p>

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>Contemporary Art) course to assess (November 2012) students' information literacy skills in a discussion project. <i>N</i> = 18.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The result for the style manual criterion was 50%. Therefore, the goal was not met.</p> <p>Third Instance Section Y</p> <p>A rubric was used in the ARTE 3237 (History of Contemporary Art) course to assess (November 2012) students' information literacy skills in a discussion project. <i>N</i> = 29.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The result for the style manual criterion was 62%. Therefore, the goal was not met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the ARTE 3237 (History of Contemporary Art) course to assess (<i>second exam</i>, April, 2013) students' information literacy skills in a discussion question or essay. <i>N</i> = 28.</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 8 point scale used.</p> <p>The result for the style manual criterion was 69%. Therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in the ARTE 3237 (History of Contemporary Art) course to assess (<i>third exam</i>, May, 2013) students' information literacy skills in a discussion question or essay. <i>N</i> = 31.</p>	<p>It was explained again how to write footnotes (or endnotes) and the bibliography.</p>	

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 8 point scale used.</p> <p>The result for the style manual criterion was 71%. Therefore, the goal was met.</p> <p>Third Instance Section X A rubric was used in Section X of the ARTE 3256 (Art Theory) course to assess (<i>second exam</i>, April, 2013) students' information literacy skills in a discussion question or essay. <i>N</i> = 19.</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 8 point scale used.</p> <p>The result for the style manual criterion was 58%. Therefore, the goal was not met.</p> <p>Third Instance Section Y A rubric was used in Section Y of the ARTE 3256 (Art Theory) course to assess (<i>second exam</i>, April, 2013) students' information literacy skills in a discussion project. <i>N</i> = 25.</p> <p>The expected performance level was that 70% of the discussion questions or essays would score 6 points or more in the 8 point scale used.</p> <p>The result for the style manual criterion was 38%. Therefore, the goal was not met.</p> <p>Fourth Instance A rubric was used in the ARTE 4242 (History of Art Seminar) course to assess (May 2013) students' information literacy skills in a minor thesis. <i>N</i> = 6.</p> <p>The expected performance level was that 70% of the minor thesis would score 6 points or more in the 8 point scale used.</p> <p>The result for the style manual criterion was 83%. Therefore, the goal was met.</p>	<p>It was explained again how to write footnotes (or endnotes) and the bibliography.</p> <p>It was explained again how to write footnotes (or endnotes) and the bibliography.</p>	

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
<p>Comparative Literature</p>	<p><i>Second Semester</i></p> <p>First Instance A rubric was used in the LITE 3051 (Classic Greek Literature) course To assess the students' information literacy skills in a final paper.</p> <p>It was expected that 70% of the students assessed would receive a score of 4 or higher (in a 6 point rubric) in all criteria assessed.</p> <p>Results showed that of the 15 students, 12 (80%) demonstrated scores of 4 or higher in all criteria tested.</p> <p>The results for each criterion were as follows:</p> <ul style="list-style-type: none"> • Definition of information requirements – 80% • Identification and localization of sources of information – 87% • Selection of sources – 87% • Interpretation of the sources – 80% • Ethical use of the information – 80% <p>The expected goal was reached in all the criteria assessed (100%). Therefore, the goal was met.</p>	<p>Because all expectations and goals were met, no transforming activities were suggested by the program.</p> <p><u>Suggestion for future assessment:</u></p> <p>We will collect results from one of the instructors of a basic 3000 level course who is not a specialist in the field to compare with the results from this specialist's course. This will enable us to determine if there is consistency among students learning regardless of instructor, or if some instructors do not comply with the standards of research, communication, and information literacy required in the basic 3000level courses.</p>	<p>One measure, in one instance. Which was met(100%) One transforming action was proposed.</p>
<p>English: Linguistics and Communication</p>	<p>First Instance A rubric was used in the INGL 3275 course to assess students' use of information technologies in writing samples, informal and formal writing assignments, annotated bibliographies, oral presentations, and web-based written projects.</p> <p>It was expected that 80% of the students assessed would score 3 points or more using a 6 point rubric for the assessment of students' use of information technologies.</p> <p>The scale of the rubric was established as:</p>	<p>New academic courses will use an electronic portfolio system where students will share their academic and creative projects.</p>	<p>The English Linguistics and Communication program established five measures, in two instances, all of which were met.</p> <p>One transforming action was established.</p>

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results															
	<p>1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings by criterion were:</p> <table border="1"> <thead> <tr> <th data-bbox="628 505 715 532">Criteria</th> <th data-bbox="817 477 924 565">Average by criteria (6)</th> <th data-bbox="956 477 1104 565">Students with 3 points or more</th> </tr> </thead> <tbody> <tr> <td data-bbox="561 570 774 626">1- Definition of research needs</td> <td data-bbox="857 586 881 607">5</td> <td data-bbox="997 586 1064 607">100%</td> </tr> <tr> <td data-bbox="561 634 774 721">2- Identification of information sources</td> <td data-bbox="857 667 881 688">4</td> <td data-bbox="997 667 1064 688">100%</td> </tr> <tr> <td data-bbox="561 729 774 786">3- Selection of sources</td> <td data-bbox="857 745 881 766">4</td> <td data-bbox="997 745 1064 766">100%</td> </tr> <tr> <td data-bbox="561 794 774 850">4- Interpretation of sources</td> <td data-bbox="857 810 881 831">5</td> <td data-bbox="997 810 1064 831">100%</td> </tr> </tbody> </table> <p>The expected goal was reached. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the INGL 4230 course to assess students' use of information technologies in writing samples, informal and formal writing assignments, annotated bibliographies, oral presentations, and web-based written projects.</p> <p>It was expected that 80% of the students assessed would score 3 points or more using a 6 point rubric for the assessment of students' use of information technologies.</p> <p>The scale of the rubric was established as:</p> <p>1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings by criterion were:</p>	Criteria	Average by criteria (6)	Students with 3 points or more	1- Definition of research needs	5	100%	2- Identification of information sources	4	100%	3- Selection of sources	4	100%	4- Interpretation of sources	5	100%		
Criteria	Average by criteria (6)	Students with 3 points or more																
1- Definition of research needs	5	100%																
2- Identification of information sources	4	100%																
3- Selection of sources	4	100%																
4- Interpretation of sources	5	100%																

College of Humanities								
<i>Academic Program</i>	<i>Findings</i>			<i>Transforming Actions</i>	<i>Annual Summary of Results</i>			
	<p>Criteria</p> <p>1- Definition of research needs</p> <p>2- Identification of information sources</p> <p>3- Selection of sources</p> <p>4- Interpretation of sources</p>	<p>Average by criteria (6)</p> <p>5</p> <p>4</p> <p>4</p> <p>5</p>	<p>Students with 3 points or more</p> <p>100%</p> <p>100%</p> <p>100%</p> <p>100%</p>					
	The expected goal was reached; therefore, the goal was met.							
English Literature	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in the INGL 3285 course to assess students' use of information technologies in writing samples, informal and formal writing assignments, annotated bibliographies, oral presentations, and web-based written projects.</p> <p>It was expected that 80% of the students assessed would score 3 points or more using a 6 point rubric for assessment of students' use of information technologies.</p> <p>The scale of the rubric was established as:</p> <p style="padding-left: 40px;">1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings by criterion were:</p>			<p>Criteria</p>	<p>Average by criteria</p>	<p>Students with 3 points or</p>	<p>The English Literature curriculum committee revised the course syllabus of the INGL 3252 (the American Literature survey) course to include new objectives that require professors to begin to adjust course assignments, in order to work more with integrating activities that teach information technology competencies.</p> <p>Planning new academic courses using an electronic portfolio system, where students will share their academic and creative projects.</p>	<p>The English Literature program established five measures, in three instances, all 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>Annual Summary of Results</i>						
	<p>(6) more</p> <p>1- Definition of research needs</p> <p>2- Identification of information sources</p> <p>3- Selection of sources</p> <p>4- Interpretation of sources</p> <p>5- Conclusions</p> <p>6- Ethical use of sources</p> <p>The expected goal was reached in all the criteria assessed, therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the INGL 3226 course to assess students' use of information technologies in writing samples, informal and formal writing assignments, annotated bibliographies, oral presentations, and web-based written projects.</p> <p>It was expected that 80% of the students assessed would score 3 points or more using a 6 point rubric for the assessment of students' use of information technologies.</p> <p>The scale of the rubric was established as:</p> <p>1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings by criterion were:</p>	<p>5.7 100%</p> <p>5.0 100%</p> <p>5.2 100%</p> <p>6.0 100%</p> <p>5.6 100%</p> <p>6.0 100%</p>								
		<table border="1"> <thead> <tr> <th data-bbox="628 1370 715 1393">Criteria</th> <th data-bbox="817 1341 924 1425">Average by criteria (6)</th> <th data-bbox="956 1341 1102 1425">Students with 3 points or more</th> </tr> </thead> <tbody> <tr> <td data-bbox="564 1438 741 1461">1. Definition of</td> <td data-bbox="849 1438 892 1461">5.0</td> <td data-bbox="999 1438 1069 1461">100%</td> </tr> </tbody> </table>	Criteria	Average by criteria (6)	Students with 3 points or more	1. Definition of	5.0	100%		
Criteria	Average by criteria (6)	Students with 3 points or more								
1. Definition of	5.0	100%								

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>									
	<p>research needs</p> <p>2. Identification of information sources 4.6 100%</p> <p>3. Selection of sources 4.6 100%</p> <p>4. Ethical use of sources 4.6 100%</p> <p>The expected goal was reached in all the criteria assessed, therefore, the goal was met.</p> <p><i>Summer Session</i></p> <p>First Instance</p> <p>A rubric was used in the INGL 3229 course to assess students' use of information technologies in writing samples, informal and formal writing assignments, annotated bibliographies, oral presentations, and web-based written projects.</p> <p>It was expected that 80% of the students assessed would score 3 points or more using a 6 point rubric for the assessment of students' use of information technologies.</p> <p>The scale of the rubric was established as:</p> <p>1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings by criterion were:</p> <table border="1" data-bbox="559 1235 1104 1482"> <thead> <tr> <th>Criteria</th> <th>Average by criteria (6)</th> <th>Students with 3 points or more</th> </tr> </thead> <tbody> <tr> <td>1. Definition of research needs</td> <td>5.0</td> <td>100%</td> </tr> <tr> <td>2. Identification of information sources</td> <td>6.0</td> <td>100%</td> </tr> </tbody> </table>	Criteria	Average by criteria (6)	Students with 3 points or more	1. Definition of research needs	5.0	100%	2. Identification of information sources	6.0	100%		
Criteria	Average by criteria (6)	Students with 3 points or more										
1. Definition of research needs	5.0	100%										
2. Identification of information sources	6.0	100%										

College of Humanities				
<i>Academic Program</i>	<i>Findings</i>		<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	3. Selection of sources 4. Interpretation of sources 5. Ethical use of sources	5.0 6.0 6.0	100% 100% 100%	
	<p>The expected goal was reached in all the criteria assessed, therefore, the goal was met.</p>			
History	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in the HIST 4026 (Reading Seminar of the Americas) course (December 2012) to assess students' information literacy skills in a historiographical essay. <i>N</i> = 22.</p> <p>The expected performance level was that 70% of the historiographical essays would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ul style="list-style-type: none"> 1- Use of data bases in electronic media: 76% 2- Use of library collections: 71% 3- Incorporation of citations and use of notes: 71% 4- Preparation of the bibliography: 10% 5- Presentation of images and/or audio sources: 67% <p>The expected goal was reached in three out of the five criteria assessed. Therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in the HIST 3135 (Military History of USA) course (December 2012) to assess students' information literacy skills in a critical review of a book. <i>N</i> = 26.</p> <p>The expected performance level was that 70% of the critical reviews would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p>		<p>Evaluation of more courses where this domain develops.</p>	<p><i>Annual Summary</i></p> <p>7 courses, 4 measures, 7 instances, 5 of which were met (71%). 2 transforming actions.</p> <p><u>OEAE Recommendations:</u></p> <p>Recommends more student immersion in studying library or online modules related to: the preparation of a bibliography, citations, and notes of a written paper or similar assignments; as well as the proper presentation of images and/or audio sources.</p>

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Use of data bases in electronic media: 88% 2. Use of library collections: 88% 3. Incorporation of citations and use of notes: 88% 4. Preparation of the bibliography: 88% 5. Presentation of images and/or audio sources: 88% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the HIST 4226 (Methodology) course (December 2012) to assess students' information literacy skills in an annotated bibliography. <i>N</i> = 15.</p> <p>The expected performance level was that 70% of the annotated bibliographies would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Use of data bases in electronic media: 87% 2. Use of library collections: 87% 3. Incorporation of citations and use of notes: 87% 4. Preparation of the bibliography: 87% 5. Presentation of images and/or audio sources: 87% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the HIST 4025 (Reading Seminar of Europe) course (May 2013) to assess students' information literacy skills in a written assignment. <i>N</i> = 10.</p> <p>The expected performance level was that 70% of the written assignments would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Use of data bases in electronic media: 90% 	<p>Meeting/workshop with participating teachers, participation of more teachers, and student evaluations in additional courses.</p>	

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>2. Use of library collections: 90%</p> <p>3. Incorporation of citations and use of notes: 80%</p> <p>4. Preparation of the bibliography: 80%</p> <p>5. Presentation of images and/or audio sources: 90%</p> <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the HIST 4176 (Cultural History of Russia) course (May 2013) to assess students' information literacy skills in a written assignment. <i>N</i> = 28.</p> <p>The expected performance level was that 70% of the written assignments would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> Incorporation of citations and use of notes: 64% Preparation of the bibliography: 64% Presentation of images and/or audio sources: 64% <p>The expected goal was not reached in any of the criteria assessed. Therefore, the goal was not met.</p> <p>Third Instance</p> <p>A rubric was used in the HIST 4236 (Research Seminar of Europe) course (May 2013) to assess students' information literacy skills in a written assignment. <i>N</i> = 16.</p> <p>The expected performance level was that 70% of the written assignments would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> Use of data bases in electronic media: 88% Use of library collections: 88% Incorporation of citations and use of notes: 69% Preparation of the bibliography: 81% Presentation of images and/or audio sources: 88% <p>The expected goal was reached in four out of five criteria assessed.</p>		

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the HIST 3097 (Military History of Puerto Rico) course (May 2013) to assess students' information literacy skills in a written assignment. <i>N</i> = 30.</p> <p>The expected performance level was that 70% of the written assignments would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Use of data bases in electronic media: 97% 2. Use of library collections: 97% 3. Incorporation of citations and use of notes: 97% 4. Preparation of the bibliography: 97% 5. Presentation of images and/or audio sources: 97% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p>		
Modern Languages	<p>Second Semester</p> <p>First Instance</p> <p>A rubric was used in the FRAN 4008 (French Grammar and Composition) course (May 2013) to assess students' information literacy skills in an essay (dissertation) <i>N</i> = 16.</p> <p>The expected performance level was that 70% of the essays (dissertations) would score 4 points or more (between "excellent" and "good") in the 6 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1- Identification of information needs: 63% 2- Discovery and identification of informational sources: 56% 3- Selection of informational sources: 50% 4- Interpretation and use of the informational sources: 56% 5- Ethical use of information: 56% <p>The expected goal was not reached in any of the criteria assessed. Therefore, the goal was not met.</p>	<ul style="list-style-type: none"> - Re-evaluation of the amount of class time dedicated to the development of these skills, since the class puts special emphasis on writing and grammar. - Creation or identification of online documents (tutorials) that can be used for the presentation of sources according to the style manual. - Identification of examples that show the appropriate integration of citation in texts. - Reevaluate the definition and objectives of the course in order to define what will be the objectives to be achieved in this domain within this course. In order to do this, we must work in conjunction with all the French teachers who taught the course. 	<p><i>Annual Summary</i></p> <p>1 measure, 1 instance, which was not met (0%). 4 transforming actions.</p> <p><u>OEAE Recommendations:</u></p> <p>Assign library modules to the students to reinforce information literacy skills.</p>

College of Natural Sciences			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
Biology	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in BIOL 3350 course (Genetics laboratory) to assess students' competence in conducting research with effective and ethical use of information.</p> <p>It was expected that at the end of the baccalaureate degree 10% of students would reach the "excellent" level, 80% "good," and 10% "regular."</p> <p>Results in the following criteria were:</p> <ul style="list-style-type: none"> • Introduction : 84% excellent;16% good; 0% regular • Discussion: 69 % excellent 28 % good; 3% regular • Reference: 80% excellent; 18% good: 2% regular <p>Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>Second Instance</p> <p>A rubric was used in BIOL 4036 course (Molecular Cellular Laboratory) to assess student's information literacy skills in laboratory reports. N= 29</p> <p>It was expected that at the end of the baccalaureate degree 10% of students would reach the "excellent" level, 80% "good," and 10% "regular."</p> <p>Results showed that 37.9% reached the "excellent" level, 48.3% "good," 13.3% "regular," and 0% "did not comply."</p> <p>Therefore, the goal was met.</p>	<p>Areas identified to be addressed are:</p> <ul style="list-style-type: none"> • Students still have problems in the references format and in the adequate use of references. • Many students do not know how to make reference to past studies or observations without citing. • Students hardly use campus libraries resources, online or in person to search for needed information. • Courses should encourage the use of written modules to address information literacy competencies. • Students do not know the difference between primary sources or secondary sources, or where to find or use them. • Students do not know how to cite websites. 	<p>The Biology program established two measures, in two instances, which were met.</p> <p>Six transforming actions were established.</p>
Mathematics	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in MATE 4995 course to assess students'</p>		<p>One measure, in one instance, which was met.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>information literacy skills in the presentation of a poster and monograph.</p> <p>It was expected that 66% of the students assessed would obtain 3 points or more in each criterion assessed.</p> <p>Findings by criteria assessed were:</p> <ul style="list-style-type: none"> • Originality – 4 points, 0% - 3 points, 100 % • Design – 4 points, 68%; - 3 points, 21% - 2 points, 11 % • Orthography – 4 points, 68% - 3 points, 32% • Content – 4 points, 63%, - 3 points, 32 % - 2 points, 5 % • Diagrams - 4 points, 47%, - 3 points, 26% - 2 points, 26 % <p>Results showed that all 19 students obtained 3 or more points in each criterion. Therefore, the goal was met.</p>		No transforming actions were proposed.

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
<p>Anthropology</p>	<p>First Instance</p> <p>A rubric was used in the ANTR 3006 course to assess students' information literacy skills in oral presentations, mid-term essays, final essays, text summaries, critical reviews and research proposals.</p> <p>It was expected that 70% of the students would obtain a score of 75% or more in the criteria of the rubric used.</p> <p>Results showed that on a 5 point scale, the average score obtained was 3.2 points (64%). Therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in the ANTR 3025 course to assess students' information literacy skills in oral presentations, mid-term essays, final essays, text summaries, critical reviews and research proposals.</p> <p>It was expected that 70% of the students would obtain a score of 75% or more in the criteria of the rubric used.</p> <p>Results showed that on a 5 point scale, the average score obtained was 3.2 points (64%). Therefore, the goal was not met.</p> <p>Third Instance</p> <p>A rubric was used in the ANTR 4046 course to assess students' information literacy skills in oral presentations, mid-term essays, final essays, text summaries, critical reviews and research proposals.</p> <p>It was expected that 70% of the students would obtain a score of 75% or more in the criteria of the rubric used.</p> <p>Results showed that on a 5 point scale, the average score obtained was 3.2 points (64%). Therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in the ANTR 4225 course to assess students' information literacy skills in oral presentations, mid-term essays, final essays, text summaries, critical reviews and research proposals.</p> <p>It was expected that 70% of the students would obtain a score of 75%</p>	<p>In all courses, students will be evaluated on their ability to search for bibliographical sources in the various texts relating to the discipline of anthropology; as well as how they apply them to the requested assignment (e.g. essays, oral presentations, and research projects).</p>	<p>Six measures and four instances, which were not met.</p> <p>One transforming action was proposed.</p> <p><u>OEAE recommendations:</u></p> <p>Each course should have different assessment efforts in the six educational activities (oral presentations, mid-term essays, final essays, text summaries, critical reviews, and written tests).</p> <p>Additional assessments, using the same rubric, should be made for each course. An average score doesn't tell us which knowledge the student needs to strengthen, nor in which course these efforts should be emphasized. All of these courses used the same educational activities to assess this student learning outcome?</p>

College of Social Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>or more in the criteria of the rubric used.</p> <p>Results showed that on a 5 point scale, the average score obtained was 3.2 points (64%). Therefore, the goal was not met.</p>		
Sociology	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the SOCI 3245 course to assess students' information literacy skills in oral presentations, mid-term essays, final essays, research proposals and projects.</p> <p>It was expected that 70% of the students assessed would obtain a score of 75% or more in the criteria.</p> <p>Results showed that on a 5 point scale, the average score obtained was 3.7 points (74%). Therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in the SOCI 3267 course to assess students' information literacy skills in oral presentations, mid-term essays, final essays, research proposals and projects.</p> <p>It was expected that 70% of the students assessed would obtain a score of 75% or more in the criteria.</p> <p>Results showed that on a 5 point scale, the average score obtained was 3.7 points (74%). Therefore, the goal was not met.</p> <p>Third Instance</p> <p>A rubric was used in the SOCI 3045 course to assess students' information literacy skills in oral presentations, mid-term essays, final essays, research proposals and projects.</p> <p>It was expected that 70% of the students assessed would obtain a score of 75% or more in the criteria.</p> <p>Results showed that on a 5 point scale, the average score obtained was 3.7 points (74%). Therefore, the goal was not met.</p>	<p>In all courses, students will be evaluated on their ability to search for bibliographical sources in the various texts relating to the discipline of anthropology; as well as how they apply them to the requested assignment (e.g. essays, oral presentations, and research projects).</p> <p>The exchange of students, teachers, and experts in the professional field will be validated, and this knowledge will be reflected in the work of students.</p>	<p>Five measures, four instances, none of which were met. Two transforming actions.</p> <p><u>OEAE recommendations:</u></p> <p>Each course should have different assessment efforts in the six educational activities (oral presentations, mid-term essays, final essays, research proposals, and projects).</p> <p>Additional assessments, using the same rubric, should be made for each course. An average score doesn't tell us which knowledge the student needs to strengthen, nor in which course these efforts should be emphasized. All of these courses used the same educational activities to assess this student learning outcome?</p>

College of Social Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Fourth Instance</p> <p>A rubric was used in the SOCI 4175 course to assess students' information literacy skills in oral presentations, mid-term essays, final essays, research proposals and projects.</p> <p>It was expected that 70% of the students assessed would obtain a score of 75% or more in the criteria.</p> <p>Results showed that on a 5 point scale, the average score obtained was 3.7 points (74%). Therefore, the goal was not met.</p>		

School of Communication			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
<p>Information and Journalism</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the ESIN 4008 (Significance and Culture Theories) course to assess students' information literacy skills in an essay.</p> <p>The scale of the rubric used was: 5.0 = outstanding 4.0 = very good 3.0 = good 2.0 = poor 1.0 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's analysis of the results informed in the Partial Assessment Report, that an average score of 3.5 points or higher in the rubric used was the expected outcome.</p> <p>The average score by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> • Includes relevant, reliable and updated sources that contributes to the development of the problem – 4.5 points (90%) • Uses citation throughout the text and includes a list of references according to the APA manual – 3.99 points (80%) <p>The expected outcome was met in all of the criteria assessed; therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in COPU 4148 (Writing for the Media) course to assess students' information literacy skills in the lead exam.</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be</p>	<p>Develop writing workshops.</p> <p>Frequently assign students to write short essays in order for them to get use to revising their own work. .</p>	<p>The Information and Journalism program established 7 measures in 14 instances, 9 of which were met.</p> <p>Two transforming actions were proposed.</p>

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>inferred from the Program’s 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 was the expected outcome.</p> <p>The average score in specific Assessment Criteria in Section 1 was as follows:</p> <ul style="list-style-type: none"> Master the use of appropriate use of resources and correct citation- 2.0 points (44%). <p>Since the expected outcome was not achieved in 1 out of 1 criterion assessed, the goal was not met.</p> <p>Third Instance</p> <p>A rubric was used in the INFP 4001 (Journalistic Writing I) (Section X) course to assess students’ information literacy skills in news article.</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program’s 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 was 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"> Master the use of direct and indirect reference citations – 2.70 points (60%) Selection of sources – 3.02 (67%) <p>Since the expected outcome was not achieved in the 2 criteria assessed, the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in the INFP 4001 (Journalistic Writing I) (Section Y) course to assess students’ information literacy skills in a news article.</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's 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 was the expected outcome.</p> <p>The average score in the specific Assessment Criteria in the INFP 4001 (Journalistic Writing I) course was as follows:</p> <ul style="list-style-type: none"> • Master the use of direct and indirect reference citations – 3.13 points (78%) <p>Since the expected outcome was achieved in 1 out of 1 criterion assessed, the goal was met.</p> <p>Fifth Instance</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>Although an expected outcome was not clearly established, it can be inferred from the Program's analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points or higher in the rubric used was the expected outcome.</p> <p>The average score in specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> • Use of pertinent and relevant sources – 3.70 points (74%) • Data search to enrich context – 3.80 points (76%) <p>Since the expected outcome was achieved in all the criteria assessed, the goal was met.</p> <p>Sixth Instance</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>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Although an expected outcome was not clearly established, it can be inferred from the Program’s analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points or higher in the rubric used was the expected outcome.</p> <p>The average score in the specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> • Use of direct and indirect references – 2.75 points (69%) • Selection of bibliographical sources – 2.92 points (73%) <p>Since the expected outcome was achieved in 1 out of 2 criteria assessed, the goal was met.</p> <p>Seventh Instance</p> <p>A rubric was used in the COPU 4036 (Design and Production of Multimedia Journalism) course to assess students' information literacy skills in a web page (N=13).</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program’s 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 was the expected outcome.</p> <p>The average score by specific assessment criteria was as follows:</p> <ul style="list-style-type: none"> • Selection of bibliographical sources – 3.58 points (80%) <p>Since the expected outcome was met in the criterion assessed, the goal was met.</p> <p>Eighth Instance</p> <p>A rubric was used in the ESIN 4077 (Introduction to Strategic Research) course to assess students' information literacy skills in a research project (N=31).</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>The scale of the rubric used was: 4.0 = very good 3.0 = good 2.0 = poor 1.0 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program’s analysis of the results informed in the Partial Assessment Report, that an average score of 2.8 points or higher in the rubric used was the expected outcome.</p> <p>The average score by specific assessment criteria was as follows: • Literature review – 2.77 points (69%)</p> <p>Since the expected outcome was not met in the criteria assessed, the goal was not met.</p> <p><i>Second Semester</i></p> <p>First Instance</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. (n=20)</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program’s 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 was the expected outcome.</p> <p>The average score in specific Assessment Criteria in Section X was : • Master the use of construction appropriate resources and the use of direct and indirect references - 2.7 points. (55%)</p> <p>Since the expected outcome was not achieved in the criterion assessed, the goal was not met.</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Second Instance</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. (n=17)</p> <p>It was expected that 70 % or more of the students obtain an average score of 3.0 points (good) or higher in the rubric used.</p> <p>The average score by specific assessment criteria in Section Y was:</p> <ul style="list-style-type: none"> • Master the use of construction appropriate resources and the use of direct and indirect references – 88.2% <p>Since the expected outcome was achieved in the criterion assessed, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the INFP 4002 (Journalistic Writing II) course to assess students' information literacy skills in a news article.</p> <p>A 4 points scale was used. It was expected that an average score would be 2.8 points (good) or higher in the rubric used.</p> <p>The average scores by specific assessment criteria were:</p> <ul style="list-style-type: none"> • Masters the use of direct and indirect reference citations - 2.8 points • Adequate selection of sources and research techniques – 2.92 points <p>Since the expected outcome was achieved in each criteria assessed, the goal was met.</p> <p>Fourth Instance</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 < 3.5 - >2.5= good</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program’s 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 was the expected outcome.</p> <p>The average scores by specific assessment criteria were:</p> <ul style="list-style-type: none"> • Use of pertinent and relevant sources - 4.1 points • Adequacy, plurality, and representation of the bibliographical sources used - 4.0 points <p>Results showed that the overall average was 4.05 points.</p> <p>Since the expected outcome was achieved in 2 out of 2 criteria assessed, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used the INFP 4002 (Journalistic Writing II) course to assess students' information literacy skills in the journalistic essays and assignments.</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program’s 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 was the expected outcome.</p> <p>The average scores by specific Assessment criteria were:</p> <ul style="list-style-type: none"> • Use of direct and indirect references -2.82 points • Selection of bibliographical sources - 3.03 points <p>Results showed that the overall average was 2.93 points.</p> <p>Since the expected outcome was achieved in 1 out of 2 criteria assessed, the goal was met.</p> <p>Sixth Instance</p> <p>A rubric was used in the INFP 4809 (History of Journalism in Puerto Rico) course to assess students' information literacy skills in a</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>journalistic news article.</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's 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 was the expected outcome.</p> <p>The average score by specific assessment criteria was::</p> <ul style="list-style-type: none"> • Document research and use of information sources: pertinence, diversity and appropriate quantity of sources – 3.65 points <p>Since the expected outcome was achieved in 1 the criterion assessed, the goal was met.</p>		

V. Logical-mathematical reasoning

College of Humanities			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
Philosophy	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in the FILO 4031 (Logic) course to assess the students' logical-mathematical reasoning in the second partial exam.</p> <p>It was expected that 50% of the students would correctly solve the identified exercise.</p> <p>Results showed that 53% (9/17) of the students completed the exercise correctly. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the FILO 4031 (Logic) course to assess the students' logical-mathematical reasoning in the second partial exam.</p> <p>It was expected that 50% of the students would correctly solve the identified exercise.</p> <p>Results showed that 61% (11/18) of the students completed the exercise correctly. Therefore, the goal was met.</p>	<p>Assign additional practice exercises, similar to those of the exam. This course has an assigned graduate student who offers tutorials based on student demand.</p> <p>Assign additional practice exercises, similar to those of the exam.</p>	<p><i>Annual Summary</i></p> <p>One measure, one course and two instances all of which were met (100%). One transforming action.</p>

College of Natural Sciences															
Academic Program	Findings	Transforming Actions	Annual Summary of Results												
Biology	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in BIOL 3349 (Genetics) course to assess students' logical-mathematical reasoning skills in the analysis of data in a Final exam. (N= 67)</p> <p>It was expected that students would achieve a score of:</p> <ul style="list-style-type: none"> • 70% in questions of knowledge/comprehension • 60% in questions of application • 50% in questions of analysis. <p>Results in the Final Exam in the different knowledge domains were:</p> <p><u>Comprehension</u> question: 79.1 % - goal met</p> <p><u>Analysis</u> questions: 92.5 %; 65.7 %; 67.2 %; 50.7 %; 46.3 % - the goal was met in 4 of the 5 test items assessed.</p> <p><u>Application</u> question: 95.5 % - the goal was met.</p> <p>Results showed that out of the 7 test items assessed, 6 reached the expected value, therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in BIOL 3350 (Genetics Laboratory) course to assess students' logical-mathematical reasoning skills in a pre (n=70) and in a post test. (N= 58)</p> <p>It was expected that there would be an increase in percentage of correct answers in most of the mathematical concepts that were measured in the post test</p> <p>Findings:</p> <table border="1"> <thead> <tr> <th></th> <th>Pretest Results</th> <th>Posttest Results</th> </tr> </thead> <tbody> <tr> <td>Basic probability</td> <td>72.9%</td> <td>79.3%</td> </tr> <tr> <td>Graph identification</td> <td>55.7%; 34.3%</td> <td>75.9%</td> </tr> <tr> <td>Graph interpretation- characteristics influenced</td> <td>51.4%</td> <td>69.0%</td> </tr> </tbody> </table>		Pretest Results	Posttest Results	Basic probability	72.9%	79.3%	Graph identification	55.7%; 34.3%	75.9%	Graph interpretation- characteristics influenced	51.4%	69.0%		Two measures, in four instances, all met. No transforming actions proposed
	Pretest Results	Posttest Results													
Basic probability	72.9%	79.3%													
Graph identification	55.7%; 34.3%	75.9%													
Graph interpretation- characteristics influenced	51.4%	69.0%													

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>			<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	by the environment				
	Given the p value, determine if the differences are significant	54.3%	56.9%; 43.1%		
	Applied probability to genetics- dihybrid cross	57.1%	51.7%		
	Applied probability to genetics- Nucleotides mixture		51.7%		
	Applied probability to genetics- Genotypic frequencies	48.6%	An error was detected		
	Correlation coefficient	18.6%	72.4%		
	<p>Results showed that in 5 of the 7 concepts assessed an increase in percentage of correct answers in the post test results were observed. Therefore, the goal was met.</p> <p>Second Semester</p> <p>First Instance</p> <p>A rubric was used in BIOL 3349 (Genetics) course to assess students' logical-mathematical reasoning skills in the analysis of data in a Final exam. N=86</p> <p>It was expected that students would achieve a score of:</p> <ul style="list-style-type: none"> • 70% in questions of knowledge/comprehension • 60% in questions of application • 50% in questions of analysis. <p>Results showed that out of the 5 test items assessed, 4 reached the expected value, therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in BIOL 4545 (Biochemistry) course to assess students' logical-mathematical reasoning skills in the analysis of data in a Final exam. N=256.</p>				

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>It was expected that 50% or more students would obtain an score of 50% or more.</p> <p>The results showed that in two questions the students obtained 50% or more (73.4% and 67.5%), therefore, the goal was met.</p>		
Computer Science	<p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in CCOM 5050 course to assess students' logical-mathematical skills in an exam problem. N=17</p> <p>It was expected that 70% of the students assessed are would be competent as defined in the rubric used.</p> <p>Findings revealed that 53 % (9/17) of the students assessed were competent as defined in the rubric used. Therefore, the goal was not met.</p>		<p>One measure in one instance, which was not met.</p> <p>No transforming actions were proposed.</p>
Environmental Sciences	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in CINA 3005 to assess the students' logical-mathematical reasoning skills in two research exercises. One of them was given before the topic was discussed in the classroom, and the other after the topic was discussed in the classroom</p> <p>A pre and posttest was administered to a sample of students from this course. A sample of 10 students (18.5 %) was used, due to time limitations.</p> <p>It was expected that students would obtain 6 or more points in the 8 point rubric used in the post test and that an improvement can be seen from the pre to the posttest</p> <p>Assessment results by criteria were:</p> <ul style="list-style-type: none"> • Data gathering - 5.4 (pre); 4.7 (post) • Logical reasoning – 4.4 (pre); 4.8 (post) <p>The goal was not met in any criteria assessed.</p>		<p>One measure; one instance, which not met.</p> <p>No transforming actions were proposed.</p> <p>OEAE's recommendations:</p> <p>A larger sample should be used in this course section ,the total population</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Interdisciplinary Program in Natural Sciences	<p><i>First and Second Semester</i></p> <p>First Instance</p> <p>Open question on scientific method was used in CINA 3005 (Introduction to Environmental Sciences) course (first assessment), BIOL 3349 (second assessment) and in the CNEI 4011 course (third assessment) to assess the students' logical-mathematical reasoning skills.</p> <p>A pre and posttest was administered to a sample of students from these courses.</p> <p>It was expected that the students assessed obtained 60% or more in these tests in the first assessment and 80 % in the second and third assessments.</p> <p>All students in the CINA 3005 course obtained more than 60 % in the criteria assessed in the first assessment period, therefore, the goal was met.</p> <p>All students assessed in the BIOL 3349 course (second assessment) met the expected outcome; therefore, the goal was met.</p> <p>Second Instance</p> <p>An open ended question on the scientific method was used in CNEI 4011 (Capstone I) course to assess students' logical mathematical reasoning skills.</p> <p>It was expected that 70% of the students assessed would obtain 70% or more in this question</p> <p>Assessment results evidence that the goal was met.</p>	<p>New exercises will be develop to assess these skills from different disciplines' perspectives.</p> <p>Increase sample size.</p>	<p>Three measures, in two instances, which were met.</p> <p>Two transforming actions were proposed.</p> <p><u>OEAE's Recommendations:</u> A larger sample should be used. in these courses: preferably the total population.</p>
Mathematics	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in MATE 3325 course to assess students' logical-mathematical skills in 2 high level cognitive test items in a final exam. It was expected that 66% of the students would obtain a score of 70%</p>	<p>This Competency will be measured and assessed in intermediate courses in order to evaluate if students acquired the expected mathematical reasoning skills.</p>	<p>One measure, in two instances, which were not met, one transforming action was proposed.</p>

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>or more in each question.</p> <p>Four students took the Final Exam and each one answered both questions.</p> <p>Findings were:</p> <ul style="list-style-type: none"> • Question 1 : 100%; 75%; 100%; 100% • Question 2 : 33 %, 0%; 100%; 100% <p>Results showed that in the first question all students (4) obtained more than 70%, yet in the second question only 50% of students obtained more than 70%. Therefore, the goal was only met in the first question.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in MATE 3325 course to assess students' logical-mathematical skills in 2 high cognitive level test items in a final exam.</p> <p>It was expected that 66% of the students would obtain a score of 70% or more in each question.</p> <p>Seven students took the Final Exam and each one answered all three questions.</p> <p>Findings were:</p> <ul style="list-style-type: none"> • Question 1 (6 points): 4 students (57%) obtained 6 points; 1 student (14%) obtained 4 points; and 2 students (29%) obtained 1 point. • Question 2 (8 points): 4 students (57%) obtained 8 points; 1 student (14%) obtained 4 points; 1 student (14%) obtained 3 points; and 1 student (14%) obtained 2 points. • Question 3 (3 points): 3 students (43%) obtained 3 points; 1 student (14%) obtained 2 points; 1 student (14%) obtained 1 point; and 2 students (28%) obtained 0 points. <p>Results showed that students (7) failed to obtain more than 70%, in any of the three questions assessed in this Final Exam. Only 57% of students obtained more than 70% in the first two questions. Therefore, the goal was not met.</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
Public Relations and Advertising	<p>First Instance</p> <p>A rubric was used in REPU 4166 course to assess students' logical-mathematical skills in an Advertisement Campaign.</p> <p>It was expected that students would obtain 3.5 points (70%) or more in the criterion to assess this learning outcome.</p> <p>Findings were:</p> <ul style="list-style-type: none"> • Calculations and accuracy – 100% <p>Therefore, the goal was met.</p>	Organize tutoring sessions in the mathematics concepts and principles needed for this course	<p>One instance, 1 met, one measure.</p> <p>One transforming action proposed.</p>

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>Annual Summary of Results</i>
<p>Office System Management</p> <p>Office Systems Concepts: Management</p>	<p>First instance</p> <p>An assessment tool developed by the Curriculum Committee was used to assess students' <i>knowledge of basic management and operational processes in companies</i> in a comprehensive standardized exam.</p> <p>During the second semester of 2012-2013 academic year the test was not administered.</p>	<p>Develop a multidisciplinary systemic test for use in all Office Systems Management programs in all units of the UPR. This test meets all the requirements of the accrediting agency (Accreditation Council for Business Schools and Programs, ACBSP) and the assessment of the Río Piedras Campus.</p> <p>A pilot exam towards February 2013 was administered. A complete revision of the evaluation instrument will be carried out, on a systemic level in all Office System Management Programs of the UPR System, in light of the results of the pilot test.</p> <p>We hope that the new assessment exam will be available in the first semester of the 2013-2014 academic year.</p>	<p>The Office Systems Management department established three measures in five instances, which were met.</p> <p>Six transforming action were established.</p>
<p>Time Management</p>	<p>Second instance</p> <p>A rubric was used to assess students' adequate <i>time management</i> in their company duties as part of the professional internship course.</p> <p>It was expected that 90% of the students assessed would obtain a score of 70% or more in this competency.</p> <p>Results showed that 100% of the students obtained a score of 70% or more. Therefore, the goal was met.</p>	<p>The minimum performance criteria will be raised to 80% for the first semester of the academic year 2013-2014</p>	
<p>Office Procedures</p>	<p>Third instance</p> <p>A rubric was used to assess students' basic knowledge of <i>office procedures in a Professional Internship</i>.</p>	<p>The minimum performance criteria will be raised to 80% for the first semester of the academic year 2013-2014</p>	

College of Business Administration											
Academic Program	Findings	Transforming Actions	Annual Summary of Results								
<p>Records Management</p> <p>Statistical, Financial, and Business Concepts</p>	<p>It was expected that 90% of the students assessed would obtain an average score of 70% or more.</p> <p>Results showed that 100% of the students achieved this goal. Therefore, the goal was met.</p> <p>Fourth instance</p> <p>A rubric was used to assess students’ basic knowledge that will allow them to <i>manage company records effectively in a Professional Internship</i>.</p> <p>It was expected that 90% of the students assessed would obtain an average score of 70% or more.</p> <p>Results showed that 100% of the students achieved this goal. Therefore, the goal was met</p> <p>Fifth instance</p> <p>A rubric was used to assess students’ knowledge regarding <i>statistics, financial and entrepreneurship concepts</i> in a seminar project.</p> <p>It was expected that 90% of the students assessed would obtain an average score of 70% or more.</p> <p>Results showed that:</p> <table border="1" data-bbox="642 1208 1026 1433" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Concepts</th> <th>Students obtained 70% or more (Goal = 90% of the students)</th> </tr> </thead> <tbody> <tr> <td>Statistical</td> <td>94%</td> </tr> <tr> <td>Business</td> <td>100%</td> </tr> <tr> <td>Financial</td> <td>81%</td> </tr> </tbody> </table>	Concepts	Students obtained 70% or more (Goal = 90% of the students)	Statistical	94%	Business	100%	Financial	81%	<p>Another instrument of assessment for records management competency, will be designed for the first semester of 2013-2014.</p> <p>A second measurement, for the next academic year, will be administered to establish a comparison.</p>	
Concepts	Students obtained 70% or more (Goal = 90% of the students)										
Statistical	94%										
Business	100%										
Financial	81%										

College of Business Administration			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Therefore, the goal was met in Statistical and Business concepts. But the goal was not met in Financial concepts.</p> <p>In conclusion, the goal was met.</p>		

College of Education			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
<p>Teachers' preparation Program</p> <p>Content Knowledge</p>	<p>First Instance</p> <p>An instrument to assess students' knowledge in the discipline was used in the Teachers' Practicum course.</p> <p>Findings revealed that 90% of the students assessed obtained a performance level of 4 (outstanding) in this criterion. Therefore, the goal was met.</p> <p>Second instance</p> <p>Results from the PCMAS test (Teachers Certification Test) were used to assess students' content knowledge in the discipline. According to the College Board Report for 2013, 95% of the elementary level teaching candidate and 93% of the secondary level teaching candidates passed this test.</p> <p>The expected level was less than 80%.</p> <p>At the specialties level, only the results for Mathematics were below the program's expected outcome and the one demanded by the accreditation agency (NCATE) (80%). Since in the 8 indicators measured 7 were accomplished, the goal was met.</p> <p>Third Instance</p> <p>A questionnaire was used after students took the PCMAS test to assess student's level of satisfaction with the academic preparation received by the baccalaureate experience. (Indirect measure).</p> <p>It was expected that most students would show a high level of satisfaction.</p> <p>The answers reflected a high level of satisfaction with the academic preparation received. Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>The Teaching candidates' appreciation of the diversity of their students, in the different classroom and social contexts, was assessed using an assessment instrument in the Teachers' Practicum course.</p> <p>The assessment instrument used a 0-12 scale where 9 is achieved and</p>	<p>The MATH program reviewed the required courses in the area of mathematics and decided to include the course MATH 4120: History of , Mathematics as a requirement for all candidates of the Secondary Mathematics Program.</p> <p>As a result of the NCATE assessment process, the College of Education incorporated in all of their secondary level programs, a methodology course of four credits (Manipulatives and technologies in Secondary Mathematics) to reinforce the area of pedagogical knowledge. This course was strengthened by increasing time allotted to the following areas: educational research, the use of technology in learning mathematics and the time dedicated to field experience.</p>	<p>Four measures in eleven instances, ten of which were met.</p> <p>No transforming actions were proposed.</p>
<p>Diversity</p>	<p>The Teaching candidates' appreciation of the diversity of their students, in the different classroom and social contexts, was assessed using an assessment instrument in the Teachers' Practicum course.</p> <p>The assessment instrument used a 0-12 scale where 9 is achieved and</p>		

College of Education			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Planning	<p>12 is excellent. It was expected that the students would obtain 9 or more points in the assessment of this disposition.</p> <p>The students obtained an average score of 10.3, between achieved and excellent, therefore the goal was met.</p> <p>Fifth Instance</p> <p>An assessment instrument in the Teachers' Practicum course was used to assess students' capacity for planning and designing class material based on their knowledge of the discipline.</p> <p>It was expected that the students assessed would obtain at least 9 points or more in a 0-15 scale, where 9 is achieved and 12 or more is excellent.</p> <p>The average score of the students in the instrument used was 14.2 points (between achieved and excellent). Therefore, the goal was met.</p> <p>Sixth Instance</p> <p>The amount of teaching candidates that passed the PCMAS test, in the sub- area of methodology and evaluation, was used to assess this disposition.</p> <p>Findings revealed that 83% of graduates from the Secondary Education level and 96% from the Elementary Education level passed this test and obtained an average score of more than 52 points in the methodology/evaluation content sub-area: of 55 points or more in the elementary level and 52 points at the secondary level. Therefore the goal was met.</p>		
	<p>Group learning, active learning (collaborative), positive social interactions</p> <p>Seventh Instance</p> <p>An assessment instrument in the Teachers' Practicum course was used to assess students' capacity for developing positive classroom environments that promote active learning, group work, and positive social interactions among their students.</p> <p>It was expected that they would obtain between achieved and excellent in the scale used.</p>		

College of Education			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
<p>Use of Technology</p>	<p>The teaching candidates obtained an average performance of 11.1 points, between achieved and excellent. Therefore, the goal was met.</p> <p>Eighth Instance</p> <p>An assessment instrument in the Teachers’ Practicum course was used to assess students’ capacity for integrating technologies in their teaching practices to enrich teaching, significant learning, and authentic evaluation in their classroom practices.</p> <p>It was expected that they would obtain between achieved and excellent.in the scale used.</p> <p>The teaching candidates obtained an average performance of 10.8 points, between achieved and excellent in the criteria regarding the integration of technology in their teaching practices. Therefore, the goal was met.</p> <p>Ninth Instance</p> <p>Grades in the Technology courses (TEED 3017; TEED 3018; TEED 3027) were examined to improve students’ performance in these courses. Although most students obtained good grades; there were a 27% of students that, either failed, withdrew, or got an Incomplete in these courses.</p> <p>Grades for 2012-2013 academic year were: A (50%); B (TEED 3017 - 15 %, TEED 3018 - 14%, and TEED 3027 - 4%). These courses should be reevaluated. Therefore, the goal was not met.</p>	<p>Increase technology use and empowerment in order to integrate the emergent technologies into the virtual classroom and empower students.</p> <p>Increase the students’ enrollment in online course sin order to increase academic offerings.</p>	
<p>Learning Assessment and Evaluation</p>	<p>Tenth Instance</p> <p>An assessment instrument was used in the Teaching Candidate’s Practicum to assess if the teaching candidates use assessment strategies to gather learning information about their students, and design and adapt assessment instruments to guarantee their students’ continuous development.</p> <p>It was expected that they would obtain between achieved and excellent in the scale used.</p>		

College of Education			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>The teaching candidates obtained an average performance of 13.6 points, between achieved and excellent in the criteria regarding the use of different assessment and evaluation techniques in their teaching practices. Therefore, the goal was met.</p> <p>Eleventh Instance</p> <p>Results from the PCMAS test were used to assess if the teaching candidates use assessment strategies to gather learning information about their students, and if they design and adapt assessment instruments to guarantee their students' continuous development.</p> <p>Findings revealed that in the Methodology/ Evaluation content sub-area the UPRRP teaching candidates obtained an average score of 55, and the total amount of people who took this test obtained an average score of 50 points. At the Secondary Education level the average score was 52 points. Therefore, the goal was met.</p>		

College of Humanities																												
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>																									
Art History	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in the ARTE 4242 (History of Art Seminar) course, to assess (December 2012) students’ content knowledge, skills, or disposition in a minor thesis. <i>N</i> = 14.</p> <p>The expected performance level was that 70% of the minor thesis would score 5 points or more (between “excellent” and “good”) in the 1-8 point scale used.</p> <p>The result for the content knowledge criterion was 79%. Therefore, the goal was met.</p> <p>Second Instance Section X</p> <p>A rubric was used in Section X of the ARTE 3237 (History of Contemporary Art) course to assess (October 2012) students’ content knowledge, skills, or disposition in a discussion project. <i>N</i> = 24.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between “excellent” and “good”) in the 1-8 point scale used.</p> <p>The result for the content knowledge criterion was 88%. Therefore, the goal was met.</p> <p>Second Instance Section Y</p> <p>A rubric was used in Section Y of the ARTE 3237 (History of Contemporary Art) course to assess (October 2012) students’ content knowledge, skills, or disposition in a discussion project. <i>N</i> = 25.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between “excellent” and “good”) in the 1-8 point scale used.</p> <p>The result for the content knowledge criterion was 44%. Therefore, the goal was not met.</p>	<p>The assigned readings and the study of images were emphasized.</p>	<p><i>Annual Summary</i></p> <p>Two measures, three courses, seven instances, of which five were met (73%). One transforming action established.</p> <table border="1" style="width: 100%; margin: 10px 0;"> <thead> <tr> <th colspan="3" style="text-align: center;">TABLE I. SUMMARY OF ASSESSMENT RESULTS</th> </tr> <tr> <th style="text-align: center;">Course</th> <th style="text-align: center;">1st Assessment</th> <th style="text-align: center;">2nd Assessment</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">ARTE 3237 Section X</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">83%</td> </tr> <tr> <td style="text-align: center;">ARTE 3237 Section Y</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">93%</td> </tr> <tr> <td style="text-align: center;">ARTE 3256 Section X</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td style="text-align: center;">ARTE 3256 Section Y</td> <td style="text-align: center;">56%</td> <td style="text-align: center;">73%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; margin: 10px 0;"> <thead> <tr> <th colspan="2" style="text-align: center;">TABLE II. OEAE RECOMMENDATIONS TO THE PROGRAM</th> </tr> <tr> <th style="text-align: center;">Course</th> <th style="text-align: center;">OEAE Comments</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">ARTE 3237 Section X & Y</td> <td rowspan="2" style="vertical-align: top;">Mastery of content knowledge criterion – improvement can be seen over the semester experiences.</td> </tr> <tr> <td style="text-align: center;">ARTE 3256 Section X & Y</td> </tr> </tbody> </table>	TABLE I. SUMMARY OF ASSESSMENT RESULTS			Course	1 st Assessment	2 nd Assessment	ARTE 3237 Section X	88%	83%	ARTE 3237 Section Y	44%	93%	ARTE 3256 Section X	50%	100%	ARTE 3256 Section Y	56%	73%	TABLE II. OEAE RECOMMENDATIONS TO THE PROGRAM		Course	OEAE Comments	ARTE 3237 Section X & Y	Mastery of content knowledge criterion – improvement can be seen over the semester experiences.	ARTE 3256 Section X & Y
TABLE I. SUMMARY OF ASSESSMENT RESULTS																												
Course	1 st Assessment	2 nd Assessment																										
ARTE 3237 Section X	88%	83%																										
ARTE 3237 Section Y	44%	93%																										
ARTE 3256 Section X	50%	100%																										
ARTE 3256 Section Y	56%	73%																										
TABLE II. OEAE RECOMMENDATIONS TO THE PROGRAM																												
Course	OEAE Comments																											
ARTE 3237 Section X & Y	Mastery of content knowledge criterion – improvement can be seen over the semester experiences.																											
ARTE 3256 Section X & Y																												

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Third Instance Section X</p> <p>A rubric was used in Section X of the ARTE 3237 (History of Contemporary Art) course to assess (November 2012) students' content knowledge, skills, or disposition in a discussion assignment. <i>N</i> = 18.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 1-8 point scale used.</p> <p>The result for the content knowledge criterion was 83%. Therefore, the goal was met.</p> <p>Third Instance Section Y</p> <p>A rubric was used in Section Y of the ARTE 3237 (History of Contemporary Art) course to assess (November 2012) students' content knowledge, skills, or disposition in a discussion assignment. <i>N</i> = 29.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 1-8 point scale used.</p> <p>The result for the content knowledge criterion was 93%. Therefore, the goal was met.</p> <p>Fourth Instance Section X</p> <p>A rubric was used in Section X of the ARTE 3256 (Art Theory) course to assess (October 2012) students' content knowledge, skills, or disposition in a discussion project. <i>N</i> = 20.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 1-8 point scale used.</p> <p>The result for the content knowledge criterion was 50%. Therefore, the goal was not met.</p>		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Fourth Instance Section Y</p> <p>A rubric was used in Section Y of the ARTE 3256 (Art Theory) course to assess (October 2012) students' content knowledge, skills, or disposition in a discussion assignment. <i>N</i> = 34.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 1-8 point scale used.</p> <p>The result for the content knowledge criterion was 56%. Therefore, the goal was not met.</p> <p>Fifth Instance Section X</p> <p>A rubric was used in Section X of the ARTE 3256 (Art Theory) course to assess (November 2012) students' content knowledge, skills, or disposition in a discussion assignment. <i>N</i> = 16.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 1-8 point scale used.</p> <p>The result for the content knowledge criterion was 100%. Therefore, the goal was met.</p> <p>Fifth Instance Section Y</p> <p>A rubric was used in Section Y of the ARTE 3256 (Art Theory) course to assess (November 2012) students' content knowledge, skills, or disposition in a discussion assignment. <i>N</i> = 26.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 1-8 point scale used.</p> <p>The result for the content knowledge criterion was 73%. Therefore, the goal was met.</p>		

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the ARTE 4242 (History of Art Seminar) course, to assess (May 2013) students' content knowledge, skills, or disposition in a minor thesis. $N = 6$.</p> <p>The expected performance level was that 70% of the minor thesis would score 6 points or more in the 1-8 point scale used.</p> <p>The result for the content knowledge criterion was 83%. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the ARTE xxxx (Art Criticism) course, to assess (May 2013) students' content knowledge, skills, or disposition in an independent research. $N = 13$.</p> <p>The expected performance level was that 70% of the minor thesis would score 6 points or more in the 1-8 point scale used.</p> <p>The result for the content knowledge criterion was 100%. Therefore, the goal was met.</p>		
English: Linguistics and Communication	<p>First Instance</p> <p>A rubric was used in the INGL 3285 course to assess students' content knowledge of the discipline in writing samples, informal and formal writing assignments, oral presentations, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for the assessment of students' content knowledge of the discipline. The scale of the rubric was established as:</p> <p>1 - 2 points = basic level 3 - 4 points = intermediate level</p>		<p>The English Linguistics and Communication program established four measures, in two instances, both 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>Annual Summary of Results</i>
	<p>5 - 6 points = advanced level</p> <p>The findings were:</p> <p>100% of the students received 5 points or higher in all the categories of the six-point scale used.</p> <p>The expected goal was reached; therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the INGL 3002 course to assess students' content knowledge of the discipline in writing samples, informal and formal writing assignments, oral presentations, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for the assessment of students' content knowledge of the discipline. The scale of the rubric was established as:</p> <p>1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings were:</p> <p>100% of the students received 5 points or higher in all the categories of the six-point scale used.</p> <p>The expected goal was reached; therefore, the goal was met.</p>		
<p>English Literature</p>	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in the INGL 3285 course to assess students' content knowledge of the discipline in writing samples, informal and formal writing assignments, oral presentations, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more</p>	<p>The English Literature curriculum committee revised the course syllabus of INGL 3252 (the American Literature survey course) to include new objectives that require professors to begin to adjust course assignments, in order to work more with integrating activities.</p>	<p>The English Literature program established four measures, in six instances, five of which were met.</p> <p>One transforming action was established.</p>

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>using a 6 point rubric for the assessment of students' content knowledge of the discipline skills.</p> <p>The scale of the rubric was established as: 1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings were:</p> <p>100% of the students received 5 points or higher n all the categories of the six-point scale used.</p> <p>The expected goal was reached; therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the INGL 3002 course to assess students' content knowledge of the discipline in writing samples, informal and formal writing assignments, oral presentations, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for the assessment of students' content knowledge of the discipline skills.</p> <p>The scale of the rubric was established as: 1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings were:</p> <p>100% of students received 5 points or higher in all the categories of the six-point scale used.</p> <p>The expected goal was reached, therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the INGL 3252 (American Literature Survey) course to assess students' content knowledge of the discipline in</p>		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>writing samples, informal and formal writing assignments, oral presentations, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for the assessment of students' content knowledge of the discipline skills.</p> <p>The scale of the rubric was established as: 1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings were:</p> <p>Students scored between 2 and 4 points in the six-point scale used.</p> <p>The expected goal was not reached, therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in the INGL 3229 course to assess students' content knowledge of the discipline in writing samples, informal and formal writing assignments, oral presentations, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for the assessment of students' content knowledge of the discipline skills.</p> <p>The scale of the rubric was established as: 1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings were:</p> <p>Students received 5 points in the all categories of the six-point scale used.</p> <p>The expected goal was reached, therefore, the goal was met.</p> <p>Fifth Instance</p>		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>A rubric was used in the INGL 3036 course to assess students' content knowledge of the discipline in writing samples, informal and formal writing assignments, oral presentations, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for assessment of students' content knowledge of the discipline skills.</p> <p>The scale of the rubric was established as: 1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings were:</p> <p>Students scored 5 points in the 6 point scale used.</p> <p>The expected goal was reached, therefore, the goal was met.</p> <p>Sixth Instance</p> <p>A rubric was used in the INGL 3226 course to assess students' content knowledge of the discipline in writing samples, informal and formal writing assignments, oral presentations, and web-based written projects.</p> <p>It was expected that 80% of the students would score 3 points or more using a 6 point rubric for the assessment of students' content knowledge of the discipline skills.</p> <p>The scale of the rubric was established as: 1 - 2 points = basic level 3 - 4 points = intermediate level 5 - 6 points = advanced level</p> <p>The findings were:</p> <p>Students scored 5 points in the 6 point scale used.</p> <p>The expected goal was reached, therefore, the goal was met.</p>		

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Fine Arts	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in a group critique in the Creative Research Workshop I course to assess students' knowledge of the discipline in the creation of a set of pieces that make up a whole body of work. (October 2012).</p> <p>It was expected that 70% of the students assessed would obtain 3 points or more in the 4 point rubric used.</p> <p>The results for each criterion were as follows:</p> <ul style="list-style-type: none"> • Technical management of the medium used: 52% scored 3 or 4 points. <p>The expected results were not reached, therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in a group critique in the Creative Research Workshop I course to assess students' knowledge of the discipline in the creation of a set of pieces that make up a whole body of work. (December 2012).</p> <p>It was expected that 70% of the students assessed would obtain 3 points or more in the 4 point rubric used.</p> <p>The results for each criterion were as follows:</p> <ul style="list-style-type: none"> • Technical management of the medium used: 83% scored 3 or 4. <p>The expected results were reached; therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts I course to assess students' knowledge of the discipline in a final project. (October 2012). N=19</p> <p>It was expected that 70% of the students assessed would obtain 3 points or more in the 4 point rubric used.</p>	<p>This domain has very deficient scoring, taking into consideration that these are fourth year students. This circumstance is worrisome because an intermediate student should be at the practice level in order to obtain a better score in this learning outcome. Fourth year students should have a firmer grasp of these technical skills in order to do their end-of-studies project.</p> <p>This learning outcome has very deficient results. The development of this learning outcome is strongly tied to the development of skills through each concentration course in this department.</p> <p>The Program would have to pay close attention to the development of these technical skills in our students during their second, third, and fourth year of studies.</p>	<p>Four measures in twelve instances, five of which were met. One transforming action was established.</p>

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>The results for each criterion were as follows:</p> <ul style="list-style-type: none"> • Technical management of the medium used: 10% scored 3 or 4 points in the rubric used. <p>The expected results were not reached, therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts I course to assess students' knowledge of the discipline in a final project. (December 2012). N=17</p> <p>It was expected that 70% of the students assessed would obtain 3 points in the 4 point rubric used.</p> <p>The results for each criterion were as follows:</p> <ul style="list-style-type: none"> • Technical management of the medium used: 52% scored 3 or 4 points. <p>The expected results were not reached, therefore, the goal was not met.</p> <p>Fifth Instance</p> <p>A rubric was used in a group critique in the Encaustic Painting course to assess students' knowledge of the discipline in the preparation of projects during the semester. (October 2012). N=8</p> <p>It was expected that 70% of the students assessed would obtain 3 points or more in the 4 point rubric used.</p> <p>The results for each criterion were as follows:</p> <ul style="list-style-type: none"> • Technical management of the medium used: 12% scored 3 or 4 points. <p>The expected results were not reached, therefore, the goal was not met.</p> <p>Sixth Instance</p>		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>A rubric was used in a group critique in the Encaustic Painting course to assess students' knowledge of the discipline in the preparation of projects during the semester. (December 2012). N=8</p> <p>It was expected that 70% of the students assessed would obtain 3 points or more in the 4 point rubric used.</p> <p>The results for each criterion were as follows:</p> <ul style="list-style-type: none"> • Technical management of the medium used: 75% scored 3 or 4. <p>The expected results were reached, therefore, the goal was met.</p> <p><i>Second semester</i></p> <p>First Instance</p> <p>A rubric was used in a group critique in the Creative Research Workshop II course to assess students' knowledge of the discipline in a critique of the projects undertaken during the research process, with an emphasis on the evaluation of the effective use of conceptual and formal language (March 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 points or more in the 4 point rubric used.</p> <p>The results were as follows:</p> <ul style="list-style-type: none"> • 73% of the students scored 3 or 4 points. <p>The expected results were reached, therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in a group critique in the Creative Research Workshop II course to assess students' knowledge of the discipline in a critique of the projects undertaken during the research process, with an emphasis on the evaluation of the effective use of conceptual and formal language (May 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 points or more in the 4 point rubric used.</p> <p>The results were as follows:</p>		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<ul style="list-style-type: none"> 80% of the students scored 3 or 4 points. <p>The expected results were reached, therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts II course to assess students' knowledge of the discipline in a critique of the projects undertaken during the research process, with an emphasis on the evaluation of the effective use of conceptual and formal language. (March 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 points or more in the 4 point rubric used.</p> <p>The results were as follows:</p> <ul style="list-style-type: none"> 63% of the students scored 3 or 4 points. <p>The expected results were not reached, therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts II course to assess students' knowledge of the discipline in a critique of the projects undertaken during the research process, with an emphasis on the evaluation of the effective use of conceptual and formal language. (May 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 points or more in the 4 point rubric used.</p> <p>The results were as follows:</p> <ul style="list-style-type: none"> 95% of the students scored 3 or 4 points. <p>The expected results were reached, therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts I course to assess students' knowledge of the discipline in a critique of the projects undertaken during the research process, with an emphasis on the evaluation of the effective use of conceptual and formal language. (March 2013).</p>		

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>It was expected that 70% of the students assessed would obtain 3 points or more in the 4 point rubric used.</p> <p>The results were as follows:</p> <ul style="list-style-type: none"> • 60% of the students scored 3 or 4 points. <p>The expected results were not reached, therefore, the goal was not met.</p> <p>Sixth Instance</p> <p>A rubric was used in a group critique in the Basic Visual Arts I course to assess students' knowledge of the discipline in a critique of the projects undertaken during the research process, with an emphasis on the evaluation of the effective use of conceptual and formal language. (May 2013).</p> <p>It was expected that 70% of the students assessed would obtain 3 points or more in the 4 point rubric used.</p> <p>The results were as follows:</p> <ul style="list-style-type: none"> • 67% of the students scored 3 or 4 points. <p>The expected results were not reached, therefore, the goal was not met.</p>		
Music	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in the MUSI 3175 course to assess students' knowledge of the discipline in a sight signing and music reading juried test.</p> <p>It was expected that 90% of the class would pass the juried test satisfactorily.</p> <p>Results showed that 90% of the class passed the test satisfactorily. Thus, the goal was met.</p> <p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in the MUSI 3175 course to assess students' reading</p>	<p>Work individually with each student to achieve accurate intonation by:</p> <ul style="list-style-type: none"> • Exercises that develop voice production control <p>Develop the student's capacity of hearing himself so as to correct errors.</p>	<p>One instances, one measure, met. Two transforming actions.</p>

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results																																																																					
	<p>and sight singing skills in the Sol clef.</p> <p>It was expected that XX% of the class would pass the course.</p> <p>Results showed that the expected outcome was met. Thus, the goal was met.</p>																																																																							
<p>Modern Languages</p> <p>(Written)</p>	<p><i>First semester (Written)</i></p> <p>First Instance</p> <p>A rubric was used in the FRAN 4001 (Introduction to French Literature I) course to assess students' content knowledge, skills or dispositions in an essay assignment at the end of the semester.</p> <p>It was expected that 70% of the students assessed would achieve a score of 70% or more in their essays.</p> <p>Results showed that out of 22 students that handed in the examinations, 17 (77%) obtained 70% or more in the levels of excellency and competency for each criteria in the rubric.</p> <p><u>Findings by criteria were:</u> Structure: 71% Clarity: 71% Coherence:71% Grammar: 71 % Presentation: 86%</p> <p>Since the expected outcome was met in all the criteria assessed, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the PORT 4055 (Portuguese Grammar and Composition) course to assess students' content knowledge, skills or dispositions in an end of semester essay assignment.</p> <p>It was expected that 70% of the students assessed would achieve a score of 70% or more in their essays.</p> <p>Results showed that the majority of students complied with the expected outcome. 81% of the students obtained more than five points in structure, clarity, and coherence. In the grammar and presentation, the results were slightly lower, because 69% of the students obtained</p>	<ul style="list-style-type: none"> - Even though the progress in the grammar criterion was notable, if we were to compare the results with the results of the previous stage, we must emphasize grammatical correctness. - Include online exercises and textbooks previously used in order to improve students' outcomes in this criterion. - Group correcting session to clarify students' recurring difficulties. - Course syllabi for the first, second and third semesters will be revised to tend to writing and analysis criteria in order to improve student learning in those two criteria. - A decision to begin the third semester with a grammar revision will be proposed. <p>These transforming actions are short term, thus they don't impact the budget.</p> <ul style="list-style-type: none"> - Emphasize writing in basic courses so as to avoid the repetition of certain orthographic errors in advance courses. <p>This transforming action is short term, thus it doesn't impact the budget.</p>	<p><i>Annual Summary</i></p> <p>9 courses, 5 measures, 9 instances, 5 of which were met (56%). 16 transforming actions.</p> <table border="1" data-bbox="1884 607 2510 1036"> <thead> <tr> <th colspan="6">TABLE I. SUMMARY OF RESULTS</th> </tr> <tr> <th rowspan="2">Courses</th> <th colspan="5">Criteria</th> </tr> <tr> <th>Structure</th> <th>Clarity</th> <th>Coherence</th> <th>Grammar</th> <th>Presentation</th> </tr> </thead> <tbody> <tr> <td>FRAN 4001</td> <td>71%</td> <td>71%</td> <td>71%</td> <td>71%</td> <td>86%</td> </tr> <tr> <td>FRAN 4008</td> <td>76%</td> <td>76%</td> <td>75%</td> <td>76%</td> <td>78%</td> </tr> <tr> <td>FRAN 4027</td> <td>82%</td> <td>86%</td> <td>86%</td> <td>87%</td> <td>85%</td> </tr> <tr> <td>PORT 4055</td> <td>81%</td> <td>81%</td> <td>81%</td> <td>69%</td> <td>69%</td> </tr> <tr> <td>PORT 4216</td> <td>86%</td> <td>84%</td> <td>88%</td> <td>80%</td> <td>80%</td> </tr> <tr> <td>ITAL 4017</td> <td>82%</td> <td>74%</td> <td>73%</td> <td>70%</td> <td>69%</td> </tr> <tr> <td>ITAL 4011</td> <td>88%</td> <td>81%</td> <td>79%</td> <td>80%</td> <td>79%</td> </tr> </tbody> </table> <table border="1" data-bbox="1884 1094 2510 1377"> <thead> <tr> <th colspan="2">TABLE II. OEAE COMMENTS AND RECOMMENDATION TO THE PROGRAM</th> </tr> <tr> <th></th> <th>OEAE Comments</th> </tr> </thead> <tbody> <tr> <td>Effective Communication <i>Oral</i></td> <td>2 instances, 1 of which was met (50%). 7 transforming actions.</td> </tr> <tr> <td>Effective Communication <i>Written</i></td> <td>7 instances, 4 of which were met (57%). 9 transforming actions.</td> </tr> <tr> <td>Recommendation</td> <td>Assess by criterion instead of obtaining an average score per student.</td> </tr> </tbody> </table>	TABLE I. SUMMARY OF RESULTS						Courses	Criteria					Structure	Clarity	Coherence	Grammar	Presentation	FRAN 4001	71%	71%	71%	71%	86%	FRAN 4008	76%	76%	75%	76%	78%	FRAN 4027	82%	86%	86%	87%	85%	PORT 4055	81%	81%	81%	69%	69%	PORT 4216	86%	84%	88%	80%	80%	ITAL 4017	82%	74%	73%	70%	69%	ITAL 4011	88%	81%	79%	80%	79%	TABLE II. OEAE COMMENTS AND RECOMMENDATION TO THE PROGRAM			OEAE Comments	Effective Communication <i>Oral</i>	2 instances, 1 of which was met (50%). 7 transforming actions.	Effective Communication <i>Written</i>	7 instances, 4 of which were met (57%). 9 transforming actions.	Recommendation	Assess by criterion instead of obtaining an average score per student.
TABLE I. SUMMARY OF RESULTS																																																																								
Courses	Criteria																																																																							
	Structure	Clarity	Coherence	Grammar	Presentation																																																																			
FRAN 4001	71%	71%	71%	71%	86%																																																																			
FRAN 4008	76%	76%	75%	76%	78%																																																																			
FRAN 4027	82%	86%	86%	87%	85%																																																																			
PORT 4055	81%	81%	81%	69%	69%																																																																			
PORT 4216	86%	84%	88%	80%	80%																																																																			
ITAL 4017	82%	74%	73%	70%	69%																																																																			
ITAL 4011	88%	81%	79%	80%	79%																																																																			
TABLE II. OEAE COMMENTS AND RECOMMENDATION TO THE PROGRAM																																																																								
	OEAE Comments																																																																							
Effective Communication <i>Oral</i>	2 instances, 1 of which was met (50%). 7 transforming actions.																																																																							
Effective Communication <i>Written</i>	7 instances, 4 of which were met (57%). 9 transforming actions.																																																																							
Recommendation	Assess by criterion instead of obtaining an average score per student.																																																																							

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results																																				
	<p>dispositions in a short essay. $N = 14$.</p> <p>The expected performance level was that 70% of the short essays would score 5 points or more in the 1-7 point scale used.</p> <p>The results for each criterion were as follows:</p> <table border="1" data-bbox="559 440 1107 688"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> <th>Students with 5 points or more</th> </tr> </thead> <tbody> <tr> <td>29. Structure</td> <td>88%</td> <td>79%</td> </tr> <tr> <td>30. Clarity</td> <td>81%</td> <td>79%</td> </tr> <tr> <td>31. Coherence</td> <td>79%</td> <td>79%</td> </tr> <tr> <td>32. Grammar</td> <td>80%</td> <td>79%</td> </tr> <tr> <td>33. Presentation</td> <td>79%</td> <td>71%</td> </tr> </tbody> </table> <p>The expected goal was reached in all criteria assessed (100%). Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the FRAN 4008 (French Grammar and Composition) course (May 2013) to assess students' content knowledge, skills or dispositions in a short essay. $N = 16$.</p> <p>The expected performance level was that 70% of the short essays would score 5 points or more in the 1-7 point scale used.</p> <p>The results for each criterion were as follows:</p> <table border="1" data-bbox="559 1084 1107 1333"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> <th>Students with 5 points or more</th> </tr> </thead> <tbody> <tr> <td>6. Structure</td> <td>76%</td> <td>63%</td> </tr> <tr> <td>7. Clarity</td> <td>76%</td> <td>63%</td> </tr> <tr> <td>8. Coherence</td> <td>75%</td> <td>63%</td> </tr> <tr> <td>9. Grammar</td> <td>76%</td> <td>63%</td> </tr> <tr> <td>10. Presentation</td> <td>78%</td> <td>69%</td> </tr> </tbody> </table> <p>The expected goal was not reached in any of the criteria assessed. Therefore, the goal was not met. However, as an average the goal was met (100%).</p>	Criteria	Average by criteria	Students with 5 points or more	29. Structure	88%	79%	30. Clarity	81%	79%	31. Coherence	79%	79%	32. Grammar	80%	79%	33. Presentation	79%	71%	Criteria	Average by criteria	Students with 5 points or more	6. Structure	76%	63%	7. Clarity	76%	63%	8. Coherence	75%	63%	9. Grammar	76%	63%	10. Presentation	78%	69%	<p>and paragraphs.</p>	
Criteria	Average by criteria	Students with 5 points or more																																					
29. Structure	88%	79%																																					
30. Clarity	81%	79%																																					
31. Coherence	79%	79%																																					
32. Grammar	80%	79%																																					
33. Presentation	79%	71%																																					
Criteria	Average by criteria	Students with 5 points or more																																					
6. Structure	76%	63%																																					
7. Clarity	76%	63%																																					
8. Coherence	75%	63%																																					
9. Grammar	76%	63%																																					
10. Presentation	78%	69%																																					

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results																																				
	<p>Fourth Instance</p> <p>A rubric was used in the FRAN 4027 (French Realist Novels of the 19th Century) course (May 2013) to assess students' content knowledge, skills or dispositions in a final research paper. $N = 16$.</p> <p>The expected performance level was that 70% of the research paper would score 5 points or more in the 1-7 point scale used.</p> <p>The results for each criterion were as follows:</p> <table border="1"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> <th>Students with 5 points or more</th> </tr> </thead> <tbody> <tr> <td>6. Structure</td> <td>82%</td> <td>81%</td> </tr> <tr> <td>7. Clarity</td> <td>86%</td> <td>88%</td> </tr> <tr> <td>8. Coherence</td> <td>86%</td> <td>88%</td> </tr> <tr> <td>9. Grammar</td> <td>87%</td> <td>94%</td> </tr> <tr> <td>10. Presentation</td> <td>85%</td> <td>88%</td> </tr> </tbody> </table> <p>The expected goal was reached in all the criteria assessed (100%). Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the PORT 4216 (African Literature of Portuguese Expression) course (May 2013) to assess students' content knowledge, skills or dispositions in a monograph. $N = 10$.</p> <p>The expected performance level was that 70% of the monograph would score 5 points or more in the 1-7 point scale used.</p> <p>The results for each criterion were as follows:</p> <table border="1"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> <th>Students with 5 points or more</th> </tr> </thead> <tbody> <tr> <td>6. Structure</td> <td>86%</td> <td>100%</td> </tr> <tr> <td>7. Clarity</td> <td>84%</td> <td>100%</td> </tr> <tr> <td>8. Coherence</td> <td>88%</td> <td>100%</td> </tr> <tr> <td>9. Grammar</td> <td>80%</td> <td>100%</td> </tr> <tr> <td>10. Presentation</td> <td>80%</td> <td>100%</td> </tr> </tbody> </table>	Criteria	Average by criteria	Students with 5 points or more	6. Structure	82%	81%	7. Clarity	86%	88%	8. Coherence	86%	88%	9. Grammar	87%	94%	10. Presentation	85%	88%	Criteria	Average by criteria	Students with 5 points or more	6. Structure	86%	100%	7. Clarity	84%	100%	8. Coherence	88%	100%	9. Grammar	80%	100%	10. Presentation	80%	100%		
Criteria	Average by criteria	Students with 5 points or more																																					
6. Structure	82%	81%																																					
7. Clarity	86%	88%																																					
8. Coherence	86%	88%																																					
9. Grammar	87%	94%																																					
10. Presentation	85%	88%																																					
Criteria	Average by criteria	Students with 5 points or more																																					
6. Structure	86%	100%																																					
7. Clarity	84%	100%																																					
8. Coherence	88%	100%																																					
9. Grammar	80%	100%																																					
10. Presentation	80%	100%																																					

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
(Oral)	<p>The expected goal was reached in all the criteria assessed (100%). Therefore, the goal was met.</p> <p><i>Second Semester (Oral)</i></p> <p>First Instance</p> <p>A rubric was used in the PORT 4016 (Portuguese’s Oral Expression Techniques) course (March – April 2013) to assess students’ content knowledge, skills or dispositions in an oral presentation. <i>N</i> = 23.</p> <p>The expected performance level was that 70% of the oral presentations would score 6 points or more in the 1-8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 11. Coherence and structure: 96% 12. Diction: 96% 13. Grammar: 83% 14. Expression: 91% 15. Nonverbal aspects: 91% 16. Respect for the agreements: 91% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the ALEM 4016 (German Oral Expression Techniques) course (May 2013) to assess students’ content knowledge, skills or dispositions in an oral presentation. <i>N</i> = 9.</p> <p>The expected performance level was that 70% of the oral presentations would score 6 points or more in the 1-8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 7. Coherence and structure: 78% 8. Diction: 33% 9. Grammar: 44% 10. Expression: 44% 11. Nonverbal aspects: 33% 12. Respect for the agreements: 44% <p>The expected goal was reached in one out of the six criteria assessed (17%). Therefore, the goal was not met.</p>	<p>The results were highly positive, but the following actions will be taken:</p> <ul style="list-style-type: none"> - Oral grammatical correctness at will be emphasized during the laboratory starting in the first semester. - A meeting will take place with the laboratory assistants to stress the importance of this criterion and phonetics. - In class, the existing grammar exercises will be expanded and verb conjugation exercises will be increased. - The grammatical aspects of the language will be emphasize even more during the third semester of Portuguese <ul style="list-style-type: none"> - Creation of a course in German diction. - Recruitment of a fulltime second German teacher (in accordance with what was established in the curricular review). - Limit the quota of students for this type of course to 12 students. 	

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
<p>Performing Arts</p>	<p>First Instance</p> <p><u>1st Assessment</u></p> <p>The objective of the TEAT 4201 (Illumination Design) course was to reinforce the skills of the students with basic knowledge of electrical engineering in a workshop.</p> <p>It was expected that 75% of the workshop participants would consider the acquired skills applicable to the course.</p> <p>The analysis of the results reflected that all the participants considered the workshop beneficial and 75% classified its quality with a 4 in a point scale where 1 is the minimum value and 4 is the maximum value. Therefore, the goal was met.</p> <p><u>2nd Assessment</u></p> <p>The objective of the TEAT 4201 (Illumination Design) course was to reinforce the skills of the students with a specialized workshop about the different instruments of illumination.</p> <p>It was expected that 75% of the workshop participants would consider the acquired skills applicable to the course.</p> <p>The analysis of the results reflected that all the participants considered the workshop beneficial. Therefore, the goal was met.</p> <p>Since the two assessments were met, as an instance, the goal was met too.</p> <p>Second Instance</p> <p>The objective of the TEAT 3031 (Diction I) course was to reinforce the skills learned with a workshop focused on the singing voice. <i>N</i> = 33.</p> <p>It was expected that 80% of the workshop participants would consider the acquired skills as a complement to what they have learned in class and they could incorporate them into their diction routine.</p> <p>The analysis of the results reflected that 31 of the participants (94%) considered the workshop beneficial and that the skills were</p>		<p><i>Annual Summary</i></p> <p>10 measures, 14 courses, and 15 instances, 11 of which were met (73%). Five transforming actions were established.</p> <p><u>OEAE Recommendations:</u></p> <p>It is recommended that all the criteria evaluated be present in each instance.</p>

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>complementary to the course. Therefore, the goal was met.</p> <p>Third Instance</p> <p><u>1st Assessment</u></p> <p>The objective of the TEAT 3125 (Theatrical Makeup Design) course was to reinforce the skills of blur, light, and shadow in the theatrical makeup implementation in a workshop. (N = 13)</p> <p>It was expected that 75% of the workshop participants would demonstrate proficiency in the skills to reinforce the fantasy makeup workshop.</p> <p>The results showed that 12 of the students reached a level of IV and III in blur skill. Moreover, all of the students dominated the concepts of light and shadow. Therefore, the goal was met.</p> <p><u>2nd Assessment</u></p> <p>The objective of the TEAT 3125 (Theatrical Makeup Design) course was to evidence the acquired knowledge throughout the semester in a final work. (N = 20).</p> <p>It was expected that 80% of the students assessed would master the learned technics in this course.</p> <p>The results showed that in general terms, 85% of the students mastered the learned skills. Therefore, the goal was met.</p> <p>Since the two assessments were met, the goal was met as an instance.</p> <p>Fourth Instance</p> <p>The objective of a workshop for the university community was to reinforce the skills of critical thinking and written communication by giving a survey to the participants.</p> <p>It was expected that an 80% of participants would agree that the skills acquired in the workshop were beneficial and applicable for writing a theater review.</p> <p>The analysis of the results showed that all participants found great benefit from the skills acquired. Therefore, the goal was met.</p>	<p>Perform more exercises regarding the necessary skills to achieve an excellent theatrical makeup.</p>	

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>Fifth Instance</p> <p>The objective of a workshop for the students of the Drama Department was to reinforce the strategies in order to prepare a theatrical audition by giving a survey to the participants. $N = 22$.</p> <p>It was expected that 75% of the participants would consider the workshop useful when preparing for an audition either in the Drama Department, for their post-graduates studies, or in their professional lives.</p> <p>The results showed that all the participants considered the workshop beneficial. However, only 12 (50%) felt prepared to perform in an audition after the workshop. Therefore, the goal was not met.</p> <p>Sixth Instance</p> <p>The objective of a theatrical play was to identify how many spectators learned the meaning and importance of the <i>Commedia dell' Arte</i> after the representation of a scenic work of this genre by giving a survey to the audience. $N = 21$.</p> <p>It was expected that 60% of the spectators would evaluate and understand the importance of the <i>Commedia dell' Arte</i> in the Drama student's academic preparation.</p> <p>The results showed that 48% of those polled, did not know what the <i>Commedia dell' Arte</i> was. Furthermore, 57% change their perception of this theatrical genre. Therefore, the goal was not met.</p> <p>Seven Instance</p> <p>The objective of the TEAT 4081 (Traveling Theater I) course was to evidence how the specialized workshops develop practical skills in the students by giving a mask workshop.</p> <p>It was expected that 75% of the participants would appreciate the experience of a mask confection's workshop and would like to repeat it.</p> <p>Results showed that 41% of the participants had never had that experience. In addition, 82% appreciated the workshop with a</p>		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>maximum punctuation. Also, 95% would like to take a similar workshop again. Therefore, the goal was met.</p> <p>Eight Instance</p> <p>The objective of the TEAT 4031 (Acting III) course was to evidence theoretical and practical knowledge in the acting arts by using a rubric. $N = 14$.</p> <p>It was expected that an 80% of the students would master these acting skills on both a theoretical and practical level.</p> <p>The results revealed that just 50% of the students mastered acting, diction, and movement skills on a theoretical and practical level. Therefore, the goal was not met.</p> <p>Ninth Instance</p> <p>The objective of the TEAT 4281 / 4282 (Traveling Theater) courses was to evidence the importance of teamwork in achieving an excellent product.</p> <p>It was expected that 75% of the students would reach levels excellent (IV) and good (III).</p> <p><u>1st Assessment</u></p> <p>There were 38 students in the Traveling Theater course 26 of which reached the levels III and IV. Since 75% of the students reached the expected goal, the goal was met.</p> <p><u>2nd Assessment</u></p> <p>There were 24 students in the Traveling Theater course 22 of which reached the levels III and IV. Since 92% of the students reached the expected goal, the goal was met.</p> <p>Since the two assessments were met, as an instance, the goal was met too.</p> <p>Tenth Instance</p> <p>The objective of the TEAT 4211 (Pantomime) course was to evidence students' knowledge of theater through written documents, projects,</p>	<p>Reinforce the dexterities with comprehensive workshops about the basic skills to complement the knowledge of those students who lack a solid basis in the art of acting. Revise the dexterities that are taught in order to standardize the syllabus and the teaching – learning process.</p>	

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>and performances. $N = 37$.</p> <p>It was expected that 75% of the students would master the vocabulary of the Pantomime course and be able to use it in the creation of a comical skit.</p> <p>Results showed that out of the 37 students enrolled in the course, 35 (95%) reached the level of IV and III (excellent and good) according to the criteria established by the rubric used. Therefore, the goal was met and surpassed.</p> <p>Eleventh Instance</p> <p><u>1st Assessment</u></p> <p>The objective of the TEAT 3025 (Theater Appreciation) course was to evidence the students' knowledge of physical concepts. A rubric was used to measure students' performance in a mime-drama. $N = 19$.</p> <p>It was expected that 75% of the students would reach excellent and good levels in the criteria established in the rubric.</p> <p>Results showed that 100% of the students reached the expected outcome. Therefore, the goal was met.</p> <p><u>2nd Assessment</u></p> <p>The objective of the TEAT 3025 (Theater Appreciation) course was to evidence the students' knowledge of makeup design creation by putting together a portfolio. $N = 16$.</p> <p>It was expected that 80% of the students evaluated by their peers and the professor would reach excellent and good levels.</p> <p>The analysis of the peers' evaluation reflected that all the students reached level IV. Moreover, the analysis of the professor's evaluation showed that 81% reached an excellent level. Therefore, the goal was met.</p> <p><u>3rd Assessment</u></p> <p>The objective of the TEAT 3125 (Theater Makeup Design) course was to integrate discipline experts inside the classroom to strengthen the knowledge of the course by giving a survey to the students. $N = 35$.</p>	<p>Continue using these teaching resources and reinforce the taught skills so that 90% of the students can achieve an excellent level.</p>	

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>It was expected that by integrating an external resource, an expert in theatrical discipline, 80% of the students would understand that the experience helps to clarify concepts and is a valuable educational resource.</p> <p>100% agreed that external human resources were beneficial to their academic and professional development. Therefore, the goal was met.</p> <p>Since the three assessments were met, as an instance, the goal was met too.</p> <p>Twelfth Instance</p> <p>The objective of the TEAT 3125 (Theater Makeup Design) course was to apply all the acquired knowledge throughout the Drama Baccalaureate degree measured by peers' evaluation.</p> <p>It was expected that 75% of the scenes directed by students would achieve excellent and good levels in the evaluation done by their peers.</p> <p>Results showed that of 22 evaluated scenes, 21 reflected a mastery of the production elements in the expected levels. The evaluation reflected that all scenes directed by students effectively integrated the theatrical elements. In an overall assessment, 20 of the 22 scenes produced by students reached excellent and good levels. Therefore, the goal was met.</p> <p>Thirteenth Instance</p> <p>The objective of the Independent Study course was to apply the acquired knowledge of a theatrical production in a written review. $N = 32$.</p> <p>It was expected that 80% of the students would be able to apply all the learned knowledge about a theatrical production in a written review.</p> <p>The results showed that 31 students (97%) reached the IV and III levels in the evaluation. Therefore, the goal was met.</p> <p>Fourteenth Instance</p> <p><u>1st Assessment</u></p>	<p>Reinforce the application skills for all students to reach the maximum level.</p>	

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>The objective of the TEAT 4212 (Scenic Direction II) course was to evidence the knowledge applied to a professional job by giving a survey to the Producer and Director.</p> <p>It was expected that the student Ian Daryk Ramos would achieved an excellent evaluation by the artistic Director of the company <i>Teatro del Sesenta</i>, Idalia Pérez Garay, and the Director of the <i>Madame Rosa</i> theatrical play, Miguel Vando.</p> <p>The result was that the student was evaluated as excellent and would be hired. Therefore, the goal was met.</p> <p><u>2nd Assessment</u></p> <p>The objective of the TEAT 4212 (Scenic Direction II) course was to auscultate the students' comprehensive knowledge of the discipline in a peer-evaluated student theater production.</p> <p>It was expected that students in this course would know the theatrical elements that come into play in the staging of a dramatic piece.</p> <p>The peers showed that they knew the function of the theatrical elements incorporated into a stage production. Of the four productions evaluated by the peers, two reached excellent and good levels; one reached levels between good and fair; and one reached levels between fair and poor. 90% of students agreed with the teacher's evaluation on most indicators. However, the goal was not met.</p> <p>Since only one of the two assessments was met (50%), as an instance, the goal was not met.</p> <p>Fifteenth Instance</p> <p>The objective of TEAT 3161 (Pantomime I) course was to apply effectively the corporal skills learned in class.</p> <p>It was expected that 80% of the students could do skills such as manipulation, walking in place, jogging in place, going up and down stairs.</p> <p>The rubric analysis reflected that from 41 students, 39 (95%) were able to reach excellent and good levels in the skills assessed. In overall, from 14 students evaluated, 12 (86%) reached excellent and good levels. Therefore, the goal was met.</p>	<p>Discuss the results with the students.</p>	

College of Humanities						
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>			
Philosophy	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the FILO 3025 (Ethical Philosophy and Ancient Politics) course to assess student’ content knowledge of the discipline in an exam.</p> <p>It was expected that 50% of the students assessed would reach the average grade by the semester’s end.</p> <p>Results showed that 22 (75.9%) out of 29 students assessed obtained or surpassed the average grade when compared to the 12 (41.3%) out of 29 and 13 (44.8 %) out of 29 from the two previous exams.</p> <p>Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the FILO 3025 (Ethical Philosophy and Ancient Politics) course to assess student’ content knowledge of the discipline in a workshop animated by PEAF’ students. <i>N</i> = 29</p> <p>The expected performance level was that 50% of the students assessed would score 5 points or more in the 10 point scale used.</p> <p>The rubric scale was the following:</p> <ol style="list-style-type: none"> 1) 10 – 8: The student correctly answered questions 1, 2, and 3 with clear and precise explanations. 2) 7 – 5: The student correctly answered questions 1, 2, and 3 some with precision, others without precision or clarity. 3) 4 – 1: The student answered part of the questions but without precision or clarity. 4) 0: The student didn’t answer any of the questions. <p>The results were as follow:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Criteria</td> <td style="width: 40%;">1st Assessment – February 2013</td> <td style="width: 40%;">2nd Assessment – April 2013</td> </tr> </table>	Criteria	1 st Assessment – February 2013	2 nd Assessment – April 2013	<p>Multiply the interpretation exercises of the assigned philosophical texts.</p> <p>Offer workshops where graduate students can practice with undergraduates the skills necessary for the interpretation and analysis of philosophical texts.</p>	<p>2 measures in 2 instances, which were met. Two transforming actions were proposed.</p>
Criteria	1 st Assessment – February 2013	2 nd Assessment – April 2013				

College of Humanities					
Academic Program	Findings			Transforming Actions	Annual Summary of Results
		(students)	(students)		
	1	8	11		
	2	12	11		
	3	6	2		
	4	3	5		
<p>Since in the first assessment 20/29 obtained 5 points or more and in the second assessment 22/29 also obtained 5 points or more, the goal was met in both assessment points.</p>					

College of Natural Sciences					
Academic Program	Findings			Transforming Actions	Annual Summary of Results
Computer Science	<i>First Semester</i>				
Programming Skills	<i>First Instance</i>				
	A rubric was used in the CCOM 3034 course to assess students' content knowledge in programming skills in an exam problem. N=13				
	It was expected that 70% or more of the students assessed would be competent as defined in the rubric.				
	Findings revealed that 82% (11/13) of the students assessed were competent as defined in the rubric.				Three measures in four instances, which three were met.

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Understanding the effects of technology	<p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the CCOM 3030 course to assess students understanding of the effects of technology and its impact on individuals, organizations, and society. An essay about the history of computers and their effect on society was used to assess students' understanding of how computers can be used to solve problems and tasks.</p> <p>It was expected that 70% or more of the students assessed would be competent as defined in the rubric.</p> <p>Findings revealed that 81% (25/31) of the students assessed were competent as defined in the rubric used.</p> <p>Therefore, the goal was met.</p> <p><i>Second Semester</i></p>		
Content Knowledge of the subject	<p>First Instance</p> <p>A rubric was used in the CCOM 3033 course to assess students' content knowledge of the subject in an exam problem. N=29</p> <p>It was expected that 70% or more of the students assessed would be competent as defined in the rubric.</p> <p>Findings revealed that 59% (17/29) of the students assessed were competent as defined in the rubric used.</p> <p>Therefore, the goal was not met.</p>	The Department has to meet to discuss this result.	Two measures in two instances, one of which was met.
Understanding the effects of technology	<p>Second instance</p> <p>A yearly student questionnaire was used to assess students' content knowledge in answers to questions about technology.</p> <p>It was expected that 70% or more of the students assessed would be competent as defined in the rubric used.</p>		

College of Natural Sciences																					
Academic Program	Findings	Transforming Actions	Annual Summary of Results																		
	<p>Findings revealed that 93% (41/43) of the students assessed were competent as defined in the rubric used.</p> <p>Therefore, the goal was met.</p>																				
Environmental Sciences	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the CINA 3005 course to assess the students' knowledge of basic concepts of the three principal environmental systems: atmospheric, aquatic, and land environments; and its application in the interpretation and possible solution of two research exercises. One of them was given before the topic was discussed in the classroom, and the other after the topic was discussed in the classroom.</p> <p>It was expected that 70% of the students assessed would obtain 6 points or more in the rubric used.</p> <p>Results by criteria assessed were:</p> <ul style="list-style-type: none"> Scientific Terminology - 1.4 (pre) ; 1.6 (post) <p>Since 70% of the students did not obtain 6 points or more, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in the CINA 4177 (Air Resources) course to assess the students' knowledge related to environmental impact on the ozone layer in two research exercises. One of them was given before the topic was discussed in the classroom, (pretest) and the other after the topic was discussed in the classroom. (posttest). N=9</p> <p>It was expected that 20% of the students assessed would obtain a score of at least 90% in the pretest, and that at least 85% of the students assessed would obtain a score of 90% in the post test.</p> <p>Findings in both tests were:</p> <table border="1"> <thead> <tr> <th>Student</th> <th>Pretest (%)</th> <th>Posttest (%)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1/15= 6.7</td> <td>11/15 = 73.3</td> </tr> <tr> <td>2</td> <td>1/15= 6.7</td> <td>11/15 = 73.3</td> </tr> <tr> <td>3</td> <td>1/15 =6.7</td> <td>12/15 = 80.0</td> </tr> <tr> <td>4</td> <td>0/15 = 0.0</td> <td>14/15 = 80.0</td> </tr> <tr> <td>5</td> <td>1/15 = 6.7</td> <td>14/15 = 93.3</td> </tr> </tbody> </table>	Student	Pretest (%)	Posttest (%)	1	1/15= 6.7	11/15 = 73.3	2	1/15= 6.7	11/15 = 73.3	3	1/15 =6.7	12/15 = 80.0	4	0/15 = 0.0	14/15 = 80.0	5	1/15 = 6.7	14/15 = 93.3		<p>One measure in three instances, none of which not met.</p> <p>OEAE recommendations: The expected goal was too high. It could be stated as: that 70 % of the students assessed would obtain a score of 70% or more in each criteria assessed in the posttest.</p>
Student	Pretest (%)	Posttest (%)																			
1	1/15= 6.7	11/15 = 73.3																			
2	1/15= 6.7	11/15 = 73.3																			
3	1/15 =6.7	12/15 = 80.0																			
4	0/15 = 0.0	14/15 = 80.0																			
5	1/15 = 6.7	14/15 = 93.3																			

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>			<i>Transforming Actions</i>		<i>Annual Summary of Results</i>																																																																	
	6	1/15 = 6.7	6/15 = 40.0																																																																				
	7	2/15 = 13.3	4/15 = 26.7																																																																				
	8	3/15 = 20.0	5/15 = 33.3																																																																				
	9	1/15 = 6.7	3/15 = 20.0																																																																				
	<p>The expected outcome was not met.</p> <p>Third Instance</p> <p>A rubric was used in the CINA 4157 (Water Resources) course to assess the students' knowledge regarding a topic related to Ecohydrology, dynamics on oxygen dissolved in rivers, and management of water resources in two multiple choice pre and posttests. One of them was given before the topic was discussed in the classroom, (pretest) and the other after the topic was discussed in the classroom. (posttest).</p> <p>It was expected that at least 20% of the students assessed would obtain a score of at least 90% in the pretest and 85% would obtain a score of at least 90% in the posttest.</p> <p>Findings were :</p> <table border="1" data-bbox="499 906 1112 1455"> <thead> <tr> <th>Student</th> <th>Pre - Test %</th> <th>Post - Test %</th> <th>Student</th> <th>Pre - Test %</th> <th>Post - Test %</th> </tr> </thead> <tbody> <tr><td>1</td><td>20%</td><td>80%</td><td>16</td><td>0%</td><td>80%</td></tr> <tr><td>2</td><td>60%</td><td>100%</td><td>17</td><td>60%</td><td>80%</td></tr> <tr><td>3</td><td>60%</td><td>60%</td><td>18</td><td>80%</td><td>100%</td></tr> <tr><td>4</td><td>20%</td><td>100%</td><td>19</td><td>40%</td><td>100%</td></tr> <tr><td>5</td><td>60%</td><td>80%</td><td>20</td><td>40%</td><td>100%</td></tr> <tr><td>6</td><td>20%</td><td>100%</td><td>21</td><td>100%</td><td>100%</td></tr> <tr><td>7</td><td>60%</td><td>100%</td><td>22</td><td>0%</td><td>80%</td></tr> <tr><td>8</td><td>40%</td><td>100%</td><td>23</td><td>60%</td><td>80%</td></tr> <tr><td>9</td><td>80%</td><td>100%</td><td>24</td><td>60%</td><td>80%</td></tr> <tr><td>10</td><td>40%</td><td>100%</td><td>25</td><td>80%</td><td>100%</td></tr> </tbody> </table>			Student	Pre - Test %	Post - Test %	Student	Pre - Test %	Post - Test %	1	20%	80%	16	0%	80%	2	60%	100%	17	60%	80%	3	60%	60%	18	80%	100%	4	20%	100%	19	40%	100%	5	60%	80%	20	40%	100%	6	20%	100%	21	100%	100%	7	60%	100%	22	0%	80%	8	40%	100%	23	60%	80%	9	80%	100%	24	60%	80%	10	40%	100%	25	80%	100%		
Student	Pre - Test %	Post - Test %	Student	Pre - Test %	Post - Test %																																																																		
1	20%	80%	16	0%	80%																																																																		
2	60%	100%	17	60%	80%																																																																		
3	60%	60%	18	80%	100%																																																																		
4	20%	100%	19	40%	100%																																																																		
5	60%	80%	20	40%	100%																																																																		
6	20%	100%	21	100%	100%																																																																		
7	60%	100%	22	0%	80%																																																																		
8	40%	100%	23	60%	80%																																																																		
9	80%	100%	24	60%	80%																																																																		
10	40%	100%	25	80%	100%																																																																		

College of Natural Sciences								
Academic Program	Findings						Transforming Actions	Annual Summary of Results
	11	40%	40%	26	40%	100%		
	12	20%	100%	27	80%	80%		
	13	80%	100%	28	60%	80%		
	14	60%	100%	29	60%	80%		
	15	60%	80%	Average	51%	89%		
	<p>It was expected that 20% of the students would obtain at least 90 % in the pretest. Also, that at least 85% of the students would obtain 90 % or more in the posttest.</p> <p>Findings reveal that, although results improved in the posttest, the expected outcomes were not met.</p>							
Interdisciplinary Program in Natural Sciences	<p><i>Second Semester</i></p> <p>First Instance</p> <p>An open question on scientific method was used in the CINA 3005 (Introduction to Environmental Sciences) (first assessment), BIOL 3349 (second assessment), CNEI 4011 (Capstone I), and CNEI 4012 (Capstone II) course (third assessment) to assess students' content knowledge. A pre and a post test were administered in these courses. N=5</p> <p>It was expected that the students assessed would obtain a score of at least 60% or more in the first assessment and 80% or more in both the second and third assessments in this question.</p> <p>Results by course:</p> <ul style="list-style-type: none"> • CINA 3005: Students did not meet the expected outcome in the pre or post tests (20%.) • BIOL 3349: Students did not meet the expected outcome in the pre or post tests (40%) • CNEI 4011 :Students did not meet the expected outcome in the pre or post tests (40%) <p>The expected outcome was not met in any of the three assessments.</p>						<p>Increase the size sample.</p> <p>The developments of additional exercises are recommended to assess these skills from the different disciplines' perspectives.</p>	<p>Three measures in one instance, which was not met.</p> <p>Two transforming actions were proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
<p>Mathematics</p> <p>Use of technology</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in MATE 4995 course (Undergraduate Research Seminar I) to assess students' use of software programs skills in the design of poster presentations.</p> <p>It was expected that 66% of the students assessed would obtain a score of 3 or 4 points in a 4 point scale in each criterion.</p> <p>Findings revealed that: 68 % of the students obtained 4 points (100 %) and 21 % obtained 3 points, therefore, the goal was met.</p> <p><i>Second semester</i></p> <p>First Instance</p> <p>An exit questionnaire to assess students' level of satisfaction with the academic preparation received, they informed to be very satisfied with the knowledge acquired in the use of software programs and the computer for their presentations and reports. (indirect measure). Therefore, the goal was met.</p>		<p>Two measures, in two instances, which were met.</p> <p>No transforming actions were proposed.</p>
<p>Nutrition and Dietetics</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the NUTR 4068 course to assess an assignment and individual test items.</p> <p>The expected outcome was that 70% of the students assessed would answer the individual test items correctly.</p> <p>Results showed that 93% of the students correctly answered the exam items related to the objective.</p> <p>Findings exceeded the expected outcome. Therefore, the goal was met.</p>	<p>The department recommends revising the rubric to consider adding criteria for evaluation in a more advanced level.</p>	<p>Two measures in two instances. One transforming action proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Second Instance</p> <p>A rubric was used in the NUTR 4170 course to assess students' content knowledge in three reports. N=13</p> <p>Three reports where students must demonstrate utilization of adequate techniques based on population needs were evaluated.</p> <p>The expected outcome was that 70% of the students assessed would obtain a score of "good" or higher in each report assessed.</p> <p>Results exceeded the expected outcomes; 92% of the students assessed obtained a score of excellent in the three reports submitted.</p> <p>Therefore, the goal was met.</p>	<p>The department recommends revising the rubric to consider adding criteria for evaluation in a more advanced level.</p>	
Physics	<p><i>First Semester</i></p> <p>First Instance</p> <p>The student's mastery of the most important and general concepts, laws, theories, principles, and models of Physics, as well as their ability to apply this knowledge in problem solving situations were assessed in the FISI 4076 course through the quantity of students that passed the course with a grade of A or B. (Indirect Measure) N=3</p> <p>It was expected that 70% of the students assessed would pass the course with an A or B.</p> <p>Findings revealed that 100% of the students enrolled in this course passed obtained an A in the course.</p> <p>Therefore, the goal was met.</p>	<p>Tutoring sessions are available for Physics students</p>	<p>One measure in one instance, which was met.</p> <p>One transforming action was established.</p>

College of Social Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Anthropology	<p>First Instance</p> <p>A rubric was used in the ANTR 3006 course to assess students' knowledge of the discipline in oral presentations, mid-term essays, final essays, text summaries, critical reviews, and research proposals.</p> <p>It was expected that 70% of the students assessed would reach the value of at least 75% or more in the criteria of the rubric used.</p> <p>Results showed that on a scale of 1 to 5 points, the average score obtained was 3.4 points (68%). Therefore, the goal was not met.</p> <p>Second Instance</p>	<p>The main anthropological theories and concepts will be promoted in all courses. Knowledge of key areas in anthropology will also be promoted in all courses. This way, these concepts and theories can be applied to the study and understanding of individual anthropological processes.</p>	<p>Six measures in four instances, which were not met.</p> <p>One transforming action was proposed.</p> <p><u>OEAE recommendations:</u></p> <p>Each course should have different assessment efforts in the six educational activities (oral presentations, mid-term essays, final essays, text summaries, critical reviews, and research proposals).</p>

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>A rubric was used in the ANTR 3025 course to assess students' knowledge of the discipline in oral presentations, mid-term essays, final essays, text summaries, critical reviews, and research proposals.</p> <p>It was expected that 70% of the students assessed would reach the value of at least 75% or more in the criteria of the rubric used.</p> <p>Results showed that on a scale of 1 to 5 points, the average score obtained was 3.4 points (68%). Therefore, the goal was not met.</p> <p>Third Instance</p> <p>A rubric was used in the ANTR 4046 course to assess students' knowledge of the discipline in oral presentations, mid-term essays, final essays, text summaries, critical reviews, and research proposals.</p> <p>It was expected that 70% of the students assessed would reach the value of at least 75% or more in the criteria of the rubric used.</p> <p>Results showed that on a scale of 1 to 5 points, the average score obtained was 3.4 points (68%). Therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in the ANTR 4225 course to assess students' knowledge of the discipline in oral presentations, mid-term essays, final essays, text summaries, critical reviews, and research proposals.</p> <p>It was expected that 70% of the students assessed would reach the value of at least 75% or more in the criteria of the rubric used.</p> <p>Results showed that on a scale of 1 to 5 points, the average score obtained was 3.4 points (68%). Therefore, the goal was not met.</p>		<p>Additional assessments, using the same rubric, should be made for each course. An average score doesn't tell us which knowledge the student needs to strengthen, nor in which course these efforts should be emphasized. All of these courses used the same educational activities to assess this student learning outcome?</p>

College of Social Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Geography	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the GEOG 3325 (Geography of Central America and the Caribbean) course, to assess students' content knowledge of the discipline in a written test which uses the levels of application, analysis, synthesis, and evaluation.</p> <p>It was expected that 100% of the students would reach the value of at least 80% or more in the criteria.</p> <p>Results showed that on a scale of 1 to 4 points, the average score obtained was 3.68 points (92%). Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the GEOG 3600 (Population Geography) course to assess students' content knowledge of the discipline in a written test which uses the levels of application, analysis, synthesis, and evaluation.</p> <p>It was expected that 100% of the students would reach the value of at least 80% or more in the criteria.</p> <p>Results showed that on a scale of 1 to 4 points, the average score obtained was 3.20 points (80%). Therefore, the goal was met.</p>	<p>Prior to the beginning of the next semester, a copy of the material under examination will be made available to the students so that they may improve the content knowledge skill.</p> <p>The rubric with the criteria by which they will be evaluated on the test will be given to the students along with the syllabus.</p> <p>A new rubric, with more criteria that evidences content knowledge skills, will be implemented.</p> <p>For the next semester, it will be expected that 100% of the students assessed will obtain a score of 85% or more in the criteria</p>	<p>The Geography program established one measure in two instances, both of which were met.</p> <p>Four transforming actions were established.</p>
Labor Relations	<p><i>First Semester</i></p> <p>First Instance</p> <p>A 4 point scale rubric was used in the RELA 3085 course to assess students' content knowledge of the discipline in a research proposal.</p> <p>It was expected that students would obtain a score of 80% or more in</p>	<p>Continue strengthening this competency by means of homework and formative evaluations.</p> <p>For some years, legal research workshops have been added to the</p>	<p>Two measures, in four instances. The goal was met in all the instances.</p> <p>Two transforming actions were established.</p>

College of Social Sciences

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>each of the measured criteria. Two groups participated in this activity.</p> <p>Findings by criterion were: <u>Authors argumentation/interpretation :</u></p> <ul style="list-style-type: none"> Group 1 (qualitative research) – 4 out of 4 points (100%) Group 2 (quantitative research) – 4 out of 4 points (100%) <p><u>Distinction and analysis of theoretical trends, paradigms, and discipline related concepts:</u></p> <ul style="list-style-type: none"> Group 1 – 4 out of 4 points (100%) Group 2 – 4 out of 4 points (100%) <p><u>Distinction and analysis of the use of research methodologies:</u></p> <ul style="list-style-type: none"> Group 1 – 4 out of 4 points (100%) Group 2 – 3.5 out of 4 points (88%) <p><u>Application of theoretical trends, paradigms, and concepts from the discipline and from other fields to the study of social problems:</u></p> <ul style="list-style-type: none"> Group 1 – 4 out of 4 points (100%) Group 2 – 4 out of 4 points (100%) <p><u>Approaches the texts from an informed and qualified position:</u></p> <ul style="list-style-type: none"> Group 1 – 4 out of 4 points (100%) Group 2 – 4 out of 4 points (100%) <p>Results showed that Group 1 obtained a total of 24 points out of 24 (100%) and Group 2 obtained 23.5 out of 24 (98%). Therefore, the goal was met.</p> <p>Second Instance</p> <ul style="list-style-type: none"> <u>Student assessment by students</u> <p>A 4 point scale rubric was used in the RELA 3085 course to assess students' collaborative work group in a research proposal.</p> <p>It was expected that students would obtain a score of 80% or more in each of the measured criteria. Two groups participated in this activity (in which each student evaluates themselves and, in turn, is assessed by their peers).</p> <p><u>Criteria:</u></p> <ul style="list-style-type: none"> Assistance to scheduled meetings. Active participation and collaboration to clarify doubts and 	<p>course.</p>	

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>concepts related to the task.</p> <ul style="list-style-type: none"> ▪ Promote a positive work environment. ▪ Responsible and delivered work on time. ▪ Meet the dates and hours agreed with the group. <p><u>Findings:</u></p> <p>First Assessment</p> <p>Results showed that in Group 1, three of the four students earned scores of 4 points (100%) in both assessments. While one student achieved an overall assessment of 81%.</p> <p>Second Assessment</p> <p>Results showed that in Group 2 all the students achieved scores 4 points (100%) in both assessments.</p> <p>Therefore, the goal was met.</p> <ul style="list-style-type: none"> - <i>Student assessment by professor</i> <p>A 4 point scale rubric was used in the RELA 3085 course to assess students' collaborative work group in a research proposal.</p> <p>It was expected that students would obtain 80% or more in each of the measured criteria. The professor assessed the same two groups of students in two measurements: mid and end of first semester 2012-2013.</p> <p>First Assessment</p> <p>Results showed that on the 4 point scale used in the first assessment, group 1 obtained an average score of 80%.</p> <p>Second Assessment</p> <p>While group 2 obtained an average score of 100%. In the second assessment, the two groups obtained 100%.</p> <p>Therefore, the goal was met.</p> <p>Third Instance</p>		

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>												
	<p>A rubric was used in the RELA 3085 course to assess students' collaborative work group in preparing a work plan that includes a contingency plan.</p> <p>It was expected that students would obtain a score of 80% or more in the Work Plan including the Contingency Plan.</p> <p><u>Findings:</u> It was found that all students (100%) gave the work plan and contingency plan, with all required sections.</p> <p>Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A guide to Student Assessment was used in the RELA 4045 course (in Sections C, D, E, F and G) to assess students' knowledge of the discipline, in two instances.</p> <p>It was expected that all of the students assessed would reach the value of at least 80% or more in each section of the Guide.</p> <p>Students were expected to obtain a score of 80% or more in each of the sections evaluated by the Contact Officer (Practicum Supervisors).</p> <p><u>Findings</u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Section</th> <th style="text-align: center;">First Assessment</th> <th style="text-align: center;">Second Assessment</th> </tr> </thead> <tbody> <tr> <td>Section C - Student working in the helping process</td> <td style="text-align: center;">100% of the students reached 100%</td> <td style="text-align: center;">100% of the students reached 100%</td> </tr> <tr> <td>Section D -Attitudes and skills in data collection</td> <td style="text-align: center;">The group average was 97.9%.</td> <td style="text-align: center;">100% of the students reached 100%</td> </tr> <tr> <td>Section E -Skills in identifying and weighing situations that warrant their intervention</td> <td style="text-align: center;">100% of the students reached 100%</td> <td style="text-align: center;">100% of the students reached 100%</td> </tr> </tbody> </table>	Section	First Assessment	Second Assessment	Section C - Student working in the helping process	100% of the students reached 100%	100% of the students reached 100%	Section D -Attitudes and skills in data collection	The group average was 97.9%.	100% of the students reached 100%	Section E -Skills in identifying and weighing situations that warrant their intervention	100% of the students reached 100%	100% of the students reached 100%	<p>Continue to strengthen students' knowledge of the discipline skills, through education and activities, assignments, etc., in the various B.A. courses, and through practice seminars.</p>	
Section	First Assessment	Second Assessment													
Section C - Student working in the helping process	100% of the students reached 100%	100% of the students reached 100%													
Section D -Attitudes and skills in data collection	The group average was 97.9%.	100% of the students reached 100%													
Section E -Skills in identifying and weighing situations that warrant their intervention	100% of the students reached 100%	100% of the students reached 100%													

College of Social Sciences				
<i>Academic Program</i>	<i>Findings</i>		<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Section F - Skills in handling various situations in the course of their practice</p> <p style="text-align: center;">100% of the students reached 100%</p> <p>Section G -Skills in oral and written communication, and self-management in professional work</p> <p style="text-align: center;">100% of the students reached 100%</p> <p>Therefore, the goal was met in all the assessment sections.</p>	<p style="text-align: center;">100% of the students reached 100%</p> <p style="text-align: center;">100% of the students reached 100%</p>		
Sociology	<p>First Instance</p> <p>A rubric was used in the SOCI 3245 course to assess students' content knowledge in oral presentations, mid-term essays, final essays, research proposals and projects.</p> <p>It was expected that 70% of the students would reach the value of at least 75% or more in the criteria.</p> <p>Results showed that on a scale of 1 to 5 points, the average score obtained was 3.4 points (68%).</p> <p>Therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in the SOCI 3267 course to assess students' content knowledge in oral presentations, mid-term essays, final essays, research proposals and projects.</p> <p>It was expected that 70% of the students would reach the value of at least 75% or more in the criteria.</p> <p>Results showed that on a scale of 1 to 5 points, the average score obtained was 3.4 points (68%).</p> <p>Therefore, the goal was not met.</p>		<p>The main anthropological theories and concepts will be promoted in all courses. Knowledge of key areas in anthropology will also be promoted in all courses. This way, these concepts and theories can be applied to the study and understanding of sociological processes, formations, and phenomena.</p>	<p>Five measures in four instances, none of which were met.</p> <p>One transforming action was established.</p> <p><u>OEAE recommendations:</u></p> <p>Each course should have different assessment efforts in the five educational activities (oral presentations, mid-term essays, final essays, research proposals, and projects).</p> <p>Additional assessments, using the same rubric, should be made for each course. An average score doesn't tell us which knowledge the student needs to strengthen, nor in which course these efforts should be emphasized. All of these courses used the same educational activities to assess this student learning outcome?</p>

College of Social Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Third Instance</p> <p>A rubric was used in the SOCI 3045 course to assess students' content knowledge in oral presentations, mid-term essays, final essays, research proposals and projects.</p> <p>It was expected that 70% of the students would reach the value of at least 75% or more in the criteria.</p> <p>Results showed that on a scale of 1 to 5 points, the average score obtained was 3.4 points (68%).</p> <p>Therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in the SOCI 4175 course to assess students' content knowledge in oral presentations, mid-term essays, final essays, research proposals and projects.</p> <p>It was expected that 70% of the students would reach the value of at least 75% or more in the criteria.</p> <p>Results showed that on a scale of 1 to 5 points, the average score obtained was 3.4 points (68%).</p> <p>Therefore, the goal was not met.</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Audiovisual Communication	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the COMA 4315 (Scripts) course to assess students' content knowledge skills in a script. (n=22)</p> <p>A ten points scale rubric was used (from 0.5 -10.0 points)</p> <p>It was expected that the students would obtain 76 % or more in this assignment.</p> <p>The average scores by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> •Structure of the script (organization and format) -9.9 points (99%) •Content (research and topic development) – 9.2 points (92 %) Content (artistic and technical instructions) – 8.7 points (87%) <p>Results showed that the overall average was 9.26 points (92.6 %). Therefore, the goal was met.</p> <p>Since the expected outcome was met in all the criteria assessed, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the COMA 4819 (Audiovisual seminar) course to assess students' content knowledge skills in an audiovisual project. (n=17)</p> <p>A four point scale rubric was used.</p> <p>It was expected students assessed would obtain 70 % or more in each criterion assessed in this project.</p> <p>The average score by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> • Project Conceptualization (Need of initial research) - 76 % 	<p>More emphasis will be given in teaching and practicing the handling of sound and illumination, and in the adequate management of artistic and technical personnel.</p> <p>Also, areas of leadership and project preproduction organization should be reinforced in the courses.</p>	<p>Six measures in 6 instances, all met.</p> <p>Two transforming actions were proposed.</p>

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<ul style="list-style-type: none"> • Viability) – (89 %) • Coordination of technical aspects - (93%) • Coordination of artistic aspects (68 %) • Video camera use – 81 % • Sound handling- 60 % • Illumination handling – 56 % • Interaction with the artistic and technical personnel – 56% • Coordination of production elements – 73% • Technical competence and esthetics in the resources used -78% • Final production – 84% <p>Since the expected outcome was met in 7 of 11 criteria assessed, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the COMA 4315 course (Scripts) to assess students' content knowledge skills in an audiovisual project (cinema script). (n=20)</p> <p>Sample of 20 students (ten from two different sections) were assessed in content knowledge.</p> <p>A five point scale rubric was used.</p> <p>It was expected that 70 % of the students assessed would obtain 3.5 points or more in each criterion assessed.</p> <ul style="list-style-type: none"> • Structure of the script (organization and format) -3.78 points (75.5%) • Content (research and topic development) – 4.08 points (81.5%) • Content (artistic and technical instructions) – 4.17 points (82.5%) <p>Results showed that the overall average was 4.01 points (81 %). Therefore, the goal was met.</p> <p>Since the expected outcome was met in all the criteria assessed, the goal was met.</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Third Instance</p> <p>A rubric was used in the COMA 4351 course to assess students' content knowledge skills in an audiovisual project. (n=20)</p> <p>A sample of 20 students (ten from two different sections) was assessed in content knowledge.</p> <p>A five point scale rubric was used.</p> <p>It was expected that 70 % of the students assessed would obtain 3.5 points in each criteria assessed.</p> <p>First assessment Assessment results for Project I (a documentary) in section X were:</p> <p>The average score for this specific assessment criterion was:</p> <p style="padding-left: 40px;">Content knowledge in the final product – 3.9 points</p> <p>Since the expected outcome was achieved in the criterion assessed, the goal was met.</p> <p>Second Assessment</p> <p>Assessment results for Project I (a documentary) in Section Y were :</p> <p>The average score for this specific assessment criterion was:</p> <p style="padding-left: 40px;">Content knowledge in the final product – 3.8 points</p> <p>Since the expected outcome was achieved in the criterion assessed, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the COMA 4351 course to assess students' content knowledge.</p> <p>A sample of 20 students (ten from two different sections) was</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>assessed in content knowledge.</p> <p>A five point scale rubric was used.</p> <p>It was expected that 70 % of the students assessed would obtain 3.5 points in each criterion assessed.</p> <p>First Assessment Assessment results for Project II(a video clip) in Section X was :</p> <p>The average score for this specific assessment criterion was:</p> <p style="padding-left: 40px;">Content knowledge in the final product – 4.2 points</p> <p>Since the expected outcome was achieved in the criterion assessed, the goal was met.</p> <p>Second Assessment Assessment results for Project II(a video clip) in Section Y was :</p> <p>The average score for this specific assessment criterion was:</p> <p style="padding-left: 40px;">Content knowledge in the final product – 3.88 points</p> <p>Since the expected outcome was achieved in the criterion assessed, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the COMA 4351(Basic Photography) course to assess students' content knowledge.in a photography project.</p> <p>A five point scale rubric was used.</p> <p>It was expected that 70 % of the students assessed would obtain 2.8 points or more in each criterion assessed.</p> <p>Findings revealed that:</p> <p>Sec. 001 (n=7)</p> <ul style="list-style-type: none"> • The project theme takes in account its potential public: 3.86 points 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<ul style="list-style-type: none"> The photos are edited on Photoshop, Aperture or any other photo editor (Flick and Wix) following the specifications given in the classroom – 2.0 points The project was exhibited in the Wix and Fickr formats as specified in the classroom – 1.86 points <p>Since the goal was accomplished in only one criterion, the goal was not met.</p> <p>Section 002 (n=8)</p> <ul style="list-style-type: none"> The project theme takes in account its potential public: 3.63 points The photos are edited on Photoshop, Aperture or any other photo editor (Flick and Wix) following the specifications given in the classroom - 3.13 points The project was exhibited in the Wix and Fickr formats as specified in the classroom – 3.25 points <p>Since the goal was accomplished in all three of the criteria assessed, the goal was met.</p> <p>Section 003 (n=10)</p> <ul style="list-style-type: none"> The project theme takes in account its potential public: 3.7 points The photos are edited on Photoshop, Aperture or any other photo editor (Flick and Wix) following specifications given in the classroom - 3.7 points The project was exhibited in the Wix and Fickr formats as specified in the classroom – 3.6 points <p>Since the goal was accomplished in all three criteria assessed, the goal was met.</p> <p>Section 004 (n=8)</p> <ul style="list-style-type: none"> The project theme takes in account the potential public geared to: 3.63 points The photos are edited on Photoshop, Aperture or any other photo editor (Flick and Wix) following the specifications given in the classroom - 3.13 points The project was exhibited in the Wix and Fickr formats 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>as specified in the classroom – 3.0 points</p> <p>Since the goal was accomplished in all three criteria assessed, the goal was met.</p>		
Information and Journalism	<p><i>First and Second Semesters</i></p> <p>First Instance</p> <p>A rubric was used in the COPU 4148 (Writing for the Media) course (section X) to assess students' content 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's 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 was the expected outcome.</p> <p>The scores by specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> • Emphasizes news broadcast– 3.00 points (75%) • Mastery of journalistic style rules – 2.0 points (50%) • Adequate content – 2.80 points (70%) • Provocative and adequately written title – 3.0 points (75%) <p>Since the expected outcome was met in three of the four criteria assessed, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the COPU 4148 (Writing for the Media) course (section Y) to assess students' content knowledge of the discipline in a news article the students were assigned to write. (N=17)</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's 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 scores by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> • Emphasizes news broadcast– 5.64 points (70.59%) • Mastery of journalistic style rules –5.64 points (70.59%) • Adequate content – 7.05 points (88.24%) 		<p>The Information and Journalism program established 7 measures in 12 instances, 7 of which were met.</p> <p>No transforming actions were established.</p>

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Since the expected outcome was met in all three of the criteria assessed, the goal was met.</p> <p>Third instance A rubric was used in INFP 4001 (Journalistic Writing I) (Section X) to assess a journalistic news, as a discipline related knowledge. The students were assigned to write the article as part of an examination.</p> <p>The scale of the rubric used was: 4.5 - 3.5 = Excellent or very good. < 3.5 - > 2.5= good 2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's 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 was the expected outcome.</p> <p>The scores by the specific assessment criteria in INFP 4001 (Journalistic Writing I) course were as follows:</p> <ul style="list-style-type: none"> • Thematic coherence – 1.13 points (25%) • Assigned work comply with the extension required- 4.5 points (100%) • Type of entry, effectiveness, creativity – 1.73 points (38%) • Content (adequate selection of the news outstanding element) – 1.47 points (33%) • Content (correct, complete and adequate information) – 3.67 points (82%) • Journalistic Style – 3.13 points (70%) <p>Results showed that the overall average was 2.61 points.</p> <p>Since the expected outcome was met in 3 out of 6 criteria, the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in INFP 4001 (Journalistic Writing I) course (Section Y) to assess a journalistic news, as a discipline related</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>knowledge. The students were assigned to write this article as part of an examination.</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program’s analysis of the results informed in the Partial Assessment Report, that an average score of 3.0 points or higher in the rubric used was the expected outcome.</p> <p>The scores by specific Assessment Criteria in INFP 4001 (Journalistic Writing I) course were as follows:</p> <ul style="list-style-type: none"> • Thematic coherence – 2.85 points • Assigned work comply with the extension required- 3.20 points • Type of entry, effectiveness, creativity – 2.73 points • Content (adequate selection of the news outstanding element) – 2.90 points • Content (correct, complete and adequate information) – 2.82 points • Journalistic Style – 2.70 points <p>Results showed that the overall average was 2.87 points.</p> <p>Since the expected outcome was met in 1 out of 6 criteria, the goal was not met.</p> <p>Fifth Instance</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.</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program’s 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 scores by specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> • Theme selection – 3.6 points • Presentation of data (connections and sequences of ideas) – 3.7 points • Adequate sources – 3.7 points • Sound Selection according to the news focus– 3.8 points 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<ul style="list-style-type: none"> • Writing adequate link with the sounds used – 3.5 points • Length of the news – 4.0 points • The lead is attractive and concise– 3.6 points • History of the news is presented in a coherent way– 3.6 points • Relevant conclusion (closing) – 3.6 points • Quality of the sounds edition– 3.9 points <p>Results showed that the overall average was 3.7 points. The expected goal was met in all criteria assessed, therefore the goal was met.</p> <p>Sixth Instance</p> <p>A rubric was used the INFP 4002 (Journalistic Writing II) course to assess students' content knowledge in journalistic style news article.</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's 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 was the expected outcome.</p> <p>The scores by the specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> • Theme coherence (cohesion), development of main ideas, transitions, connections, etc.) – 2.85 points • Adequate and creative lead - 2.9 points • Adequate selection of the outstanding news element – 3.05 points • Appropriate, complete and correct information) – 2.9 points • Journalistic Style – 2.75 points • Compliance with the required news length - 3.05 points <p>Results showed that the overall average score was 2.43 points.</p> <p>Since the expected outcome was met in 2 out of 6 criteria assessed, the goal was not met.</p> <p>Seventh Instance</p> <p>A rubric was used the INFP 4002 (Journalistic Writing II)course (Section Y) course to assess students' content knowledge in a</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>journalistic style news article.</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program’s 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 was the expected outcome.</p> <p>The scores by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> •Theme cohesion (coherence, development of main ideas, transitions, connections, etc.) – 2.64 points •Adequate and creative lead - 2.9 points •Adequate selection of the outstanding news element – 2.90 points •Appropriate, complete and correct information) – 3.07 points •Journalistic Style – 2.75 points •Compliance with the required news length - 3.10 points <p>Results showed that the overall average score was 2.43 points.</p> <p>Since the expected outcome was met in 2 out of 6 criteria, the goal was not met.</p> <p>Eighth Instance</p> <p>A rubric was used in the INFP 4016 (Introduction to Journalism) course to assess students’ content knowledge skills in research assignments (essays).</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program’s 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 was the expected outcome.</p> <p>The average scores by specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> • Compliance with article length – 3.6 points (90%) • Adequate application of analysis techniques – 3.5 points (88%) • Adequate selection of information – 3.4 points (85%) • Content (appropriate scheme: construction and structure) – 3.5 points (88%) • Adequate lead – 3.14 points (79%) • Provocative and adequate title – 3.2 points (80%) 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Results showed an overall average of 3.39 points in the rubric scale used.</p> <p>Since the expected outcome was met in all of the criteria assessed, the goal was met.</p> <p>Ninth Instance</p> <p>A rubric was used in the INFP 4036 (Design and Production of Multimedia Journalism) course to assess students' content knowledge skills in a web page (N=13).</p> <p>The scale of the rubric used was: 4.5 - 3.5 = very good or Excellent < 3.5 - >2.5= good 2.5 = regular < 2.5- 1.5 = poor <1.5-0.5 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's 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 was the expected outcome.</p> <p>The average scores by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> • Web page model type, audience geared to, editorial proposal – 3.81 points (85%) • Personal identification data coherence between visual and content, navigation logistic – 4.19 (93%) • Thematic coherence – 3.81 (85%) • Journalistic style – 3.62 (80%) • Combination of multimedia resources – 3.73 (83%) <p>Results showed an overall average of 3.83 points in the rubric scale used.</p> <p>Since the expected outcome was met in all of the criteria assessed, the goal was met.</p> <p>Tenth Instance</p> <p>A rubric was used in the ESIN 4008 course (Culture and</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>significance) to assess students' content knowledge skills in an audiovisual project.. (n=30)</p> <p>A sample of 15 students was assessed in content knowledge.</p> <p>A five point scale rubric was used.</p> <p>It was expected that 70 % of the students assessed would obtain 3.5 points in each criterion assessed.</p> <p>The assessment results for Section X in the following criteria were:</p> <ul style="list-style-type: none"> • Correct selection of the conceptual framework and the appropriate use in the argumentation - 4.13 points (83%) • Defines analysis categories according to the theoreticians selected - 4.4 points (88%) • Shows considerable familiarization and application of theoretic concepts and topic.- 4.3 points (86%) • Adequate use and shown comprehension of the terminology associated with the analyzed topic - 3.97 points (79.3 %) • Shows considerable management of the discursive positions discussed in the argumentation - 3.9 points (78%) <p>Since the expected outcome was met in all of the criteria assessed, the goal was met.</p> <p>Eleventh Instance</p> <p>A rubric was used in the ESIN 4008 course (Culture and significance) to assess students' content knowledge skills in an audiovisual project.. (n=30)</p> <p>A sample of 15 students was assessed in content knowledge.</p> <p>A five point scale rubric was used.</p> <p>It was expected that 70 % of the students assessed would obtain 3.5 points in each criteria assessed.</p> <p>The assessment results for Section Y in the following criteria were:</p> <ul style="list-style-type: none"> • Correct selection of the conceptual framework and the appropriate use in the argumentation - 4.10 points (82%) 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<ul style="list-style-type: none"> Defines analysis categories according to the theoreticians selected – 3.9 points (78%) Shows considerable familiarization and application of theoretic concepts and topics- 3.97 points (79.3%) Adequate use and shown comprehension of the terminology associated with the analyzed topic – 4.53 points (79.3%) Shows considerable management of the discursive positions discussed in the argumentation – 3.97 points (79.3%) <p>Since the expected outcome was met in all of the criteria assessed, the goal was met.</p> <p>Twelfth Instance</p> <p>A rubric was used in the ESIN 4077 (Introduction to Strategic Research) course to assess students' content knowledge skills in a research project (N=31).</p> <p>The scale of the rubric used was: 4.0 = very good 3.0 = good 2.0 = poor 1.0 = very poor</p> <p>Although an expected outcome was not clearly established, it can be inferred from the Program's analysis of the results informed in the Partial Assessment Report, that an average score of 2.8 points or higher in the rubric used was the expected outcome.</p> <p>The average score by specific assessment criteria were as follows:</p> <ul style="list-style-type: none"> Statement of the problem – 2.89 points (72%) Theoretical framework – 2.73 points (68%) Methodology – 2.69 points (67%) <p>Results showed that the overall average was 2.77 points. Therefore, the goal was not met.</p> <p>Since the expected outcome was met in only 1 of the 3 criteria assessed, the goal was not met.</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
<p>Public Relations and Advertising</p>	<p><i>First semester</i> First Instance</p> <p>A rubric was used in the REPU 4147 (Writing for Public Relations) course to assess students' content knowledge in a research paper.</p> <p>A 4 point scale rubric was used. It was expected that 70 % or more of the students would obtain a score of 3.0 points or more in each criterion assessed.</p> <p>Findings by criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> • Applies basic elements of research methods to create and develop the texts for diverse situations - 100% • Understands the concepts and basic terminology applied to the process and development of the different public relations pieces – 100% • Incorporates all the necessary resources to illustrate and complement the texts' content for the different public relations pieces required in the Plan.- 100% • Defines to whom the public relations piece is geared, both for primary as well as for secondary public.-100% <p>The goal was met in all the criteria assessed.</p> <p>Second Instance</p> <p>A rubric was used in the REPU 4165 (Public Relations Campaign) course to assess students' content knowledge. N=19 in a campaign.</p> <p>It was expected that 70 % of the students assessed, would obtain a score of 3.0 points or more in the 4.0 point scale used.</p> <p>Assessment results were:</p> <ul style="list-style-type: none"> • Introduction – 100 % • Organization – 100 % • Mastering content of the presentation – 100.0 % • Group Integration – 73.68 % • Use of technology – 73.68% • Conclusion – 100.0% 		<p>Four measures in nine instances, seven of which were met.</p> <p>No transforming actions proposed.</p>

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Therefore, the goal was met in all criteria assessed.</p> <p>Third Instance</p> <p>A rubric was used in the REPU 4166 (Advertisement Campaign) course to assess students' content knowledge in a campaign. N=7</p> <p>It was expected that 70 % of the students assessed, would obtain a score of 3.5 points or more in the 5.0 point scale used. Assessment results were:</p> <ul style="list-style-type: none"> • Situational Analysis – 100 % • Marketing objectives and strategies – 100 % • Media Plan objectives- 71.43 % • Media objectives and strategies –100 % • Selection of media means –85.7% • Calculations and accuracy – 100% • Plan Innovation – 85.7 % • Plan mechanical structure and communicability - 71.43 % <p>Therefore, the goal was met in all of the criteria assessed.</p> <p>Fourth Instance</p> <p>A rubric was used in the REPU 4025 (Writing for Advertisement) course to assess students' content knowledge in a campaign. N=19</p> <p>It was expected that 70 % of the students assessed, would obtain a score of 3.5 points or more in the 4.0 point scale used. Assessment results were:</p> <ul style="list-style-type: none"> • Understands the development and creation of advertisement processes for traditional or non-traditional media – 70 % • Defines to whom the advertisement is addressed: to the goal audience or to different interest groups – 95 % • Understands basic concepts and terminology to be applied to the creation and writing of advertisement for traditional or non- traditional media. -95 % • Develops a clearly defined logical structure according to the theoretical criteria established. – 85 % 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<ul style="list-style-type: none"> Recognizes the development of skills in writing advertisement articles.- 85 % <p>Since the goal was accomplished in all of the criteria assessed the goal was met.</p> <p>Second Semester</p> <p>First Instance</p> <p>A rubric was used in the REPU 4165 (Public Relations Campaign) course to assess students' content knowledge in a campaign.. N=3</p> <p>It was expected that 70 % of the students assessed, would obtain a score of 6.0 points or more in the 8.0 point scale used.</p> <p>Results of the assessment in section 001 and 002 were:</p> <ul style="list-style-type: none"> Introduction – 0.00% Organization – 0.00% Mastering content of the presentation – 0% % Group Integration – 0.0% Use of technology – 0.0% Conclusion – 0% <p>Therefore, the goal is not met in any criteria assessed.</p> <p>Second Instance</p> <p>A rubric was used in the REPU 4025 (Writing for Advertisement) course to assess students' content knowledge. in a research paper. N=19</p> <p>It was expected that 70 % of the students assessed, would obtain a score of 3.0 points or more in the 4.0 point scale used.</p> <p>Assessment results were:</p> <ul style="list-style-type: none"> Understands the development and creation of advertisement processes for traditional or non-traditional media – 0.00 % Defines to whom the advertisement is addressed: to the goal audience or to different interest groups – 84.2 % 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<ul style="list-style-type: none"> Understands the basic concepts and terminology to be applied to the creation and writing of advertisement for traditional or non- traditional media. -84.2 % Develops a clearly defined logical structure according to the theoretical criteria established. – 84.2 % Recognizes the development of skills in writing advertisement articles.- 84.2 % <p>Since the goal was accomplished in 4 of the 5 criteria assessed the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the REPU 4155 (Media Plan) course to assess students’ content knowledge in a media plan.</p> <p>It was expected that students would obtain a score of 3.0 points or more in the 4.0 point scale used.</p> <p>Findings were:</p> <p><i>First Assessment</i> <u>Section 001</u> - (n= 8)</p> <ul style="list-style-type: none"> Media objectives - 87.5 % Media strategy and Tactics – 75 % Selection of media means- 75 % Plan mechanical structure and communicability- 100% <p>Since the goal was accomplished in all of the criteria assessed the goal was met.</p> <p><i>Second assessment</i> <u>Section 002</u> - (n= 7) For this section it was expected that 85 % of the students assessed would obtain a score of 3 points or more in each criterion in the rubric used.</p> <ul style="list-style-type: none"> Media objectives - 100 % Media strategy and tactics – 83.3 % Selection of media means- 100 % Plan mechanical structure and communicability – 71.4 % 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Since the goal was accomplished in all of the criteria assessed, the goal was met.</p> <p>Fourth Instance A rubric was used in the REPU 4018 (Introduction to Public Relations and Advertisement) course to assess students' content knowledge in a research paper.</p> <p>A 6 points scale rubric was used.</p> <p>It was expected that 70 % or more of the students would obtain a score of 4.0 points or more in each criterion assessed.</p> <p>Findings revealed:</p> <ul style="list-style-type: none"> • Content and Analysis – 63.3 % • Organization – 30 % <p>The goal was not met in any of the criteria assessed.</p> <p>Fifth Instance A rubric was used in the REPU 4147 (Writing for Public Relations) course to assess students' content knowledge in a media kit.</p> <p>A 4 point scale rubric was used.</p> <p>It was expected that 70 % or more of the students would obtain a score of 4.0 points or more in each criterion assessed.</p> <p>Findings by criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> • Applies basic elements of research methods to create and develop the texts for diverse situations - 89% • Understands the concepts and basic terminology applied to the process and development of the different public relations pieces – 74% • Incorporates all the necessary resources to illustrate and complement the text's content for the different public relations pieces required in the Plan.- 63% <p>The goal was met in two of the three criteria assessed, therefore, the goal was met.</p>		

VIII. Capacity for Independent Studies

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
Performing Arts	<p>First Instance</p> <p>The Production of the theatrical play <i>Madame Rosa</i>, with the company <i>Teatro del Sesenta</i> in charge. The Artistic Director was Idalia Pérez Garay, and the Director of Staging was Miguel Vando, they all categorized the research and creation process as well as the final product of the student Ian Daryk Ramos as excellent. Therefore, the goal was met.</p>	<p>Allow the further development of the independent study as a mechanism for promoting research and creation.</p>	<p><i>Annual Summary</i></p> <p>1 measure in 1 instance, which was met (100%). One transforming action was established.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Computer Science	<p>First Instance</p> <p>A yearly questionnaire was used to assess students' capacity for independent study using a question on how the ability for independent study improved their chances of participating in research.</p> <p>It was expected that at least 30% of the third and fourth year students would have research experience.</p> <p>Findings revealed that 82% (14/17) of the third and fourth year students that answered the questionnaire said that they have had a research experience. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A yearly questionnaire for researchers was used to assess students' capacity for independent study using a question on how the ability for independent study improved their chances of participating in research. This was measured by presentations given by students working in research.</p> <p>It was expected that each of the students that had worked on research for at least a year would have given a research presentation.</p> <p>Findings revealed that 86% (19/22) of the students that had worked on research for at least a year had given a research presentation. Therefore, the goal was not met. (100%)</p>		<p>Two measures in two instances, one of which was met.</p> <p>No transforming actions were proposed.</p>
Nutrition and Dietetics	<p>First Instance</p> <p>A survey was used to assess students' capacity for independent study in two like type items that were used to elicit responses related to using complementary information to complete coursework.</p> <p>It was expected that 75% of the students assessed would report using sources of information that were not limited to required course texts and assigned readings.</p> <p>Few students completed the question and therefore findings are not conclusive. Five of the five students that answered the survey reported they agree with a statement indicating they would search for additional information in preparing course work.</p>	<p>Data is not sufficient to determine course of action. Items will be revised and administered in two different courses as indicated in the Program Assessment Plan.</p>	<p>One measure in one instance, which was not conclusive.</p> <p>One transforming action was proposed.</p>

College of Social Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
Labor Relations	<p>First Instance</p> <p>An end-of-baccalaureate questionnaire was used in the RELA 4045 course to assess students' perception of their capacity for independent studies.</p> <p>It was expected that the students assessed would obtain a score of 80% or more in each of the measured criteria, by adding the scores of very satisfied and satisfied.</p> <p>Findings: 67% (4) of the students said they were very satisfied, while 33.33% said satisfied. By adding both scores a total of 100% was obtained. Therefore, the goal was met.</p>		<p>One measure in one instance, which was met. No transforming actions were proposed.</p>

VI. Intellectual curiosity

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Computer Science	<p>First Instance</p> <p>Questions of a yearly questionnaire were used to assess students' intellectual curiosity by their expressed interest in doing research.</p> <ul style="list-style-type: none"> Answer to a question on their interest in research. N= 43 <p>It was expected that at least 70% of the students assessed would answer that they have participated or are interested in participating in a research project.</p> <p>Findings revealed that 93% (40/43) of the students that answered the questionnaire had participated or are interested in participating in a research project. Therefore, the goal was met.</p> Answer to a question on their interest in graduate studies. N=43 <p>It was expected that at least 50% of the students assessed would answer that they were interested in pursuing graduate studies.</p> <p>Findings revealed that 70% (30/43) of the students that answered the questionnaire were interested in pursuing graduate studies. Therefore, the goal was met.</p> Number of students working on research N=17 <p>It was expected that at least 30% of the third and fourth year students would have research experience.</p> <p>Findings revealed that 82% (14/17) of the third and fourth year students that answered the questionnaire said that they have research experience. Therefore, the goal was met.</p> 		<p>Three measures in one instance, which was met.</p> <p>No transforming actions were proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Nutrition and Dietetics	<p>First Instance</p> <p>A reflection exercise was used to assess students' interest in participating in research and other health related projects or pursuing graduate degrees after program completion.</p> <p>It was expected that 80% of students assessed would demonstrate interest in pursuing graduate studies.</p> <p>Findings showed that 16 out of 18 (88.8%) students reported being in agreement with a statement that indicated they were interested in pursuing graduate studies. Therefore, the goal was met</p> <p>Second Instance</p> <p>A questionnaire was used to assess students' participation in undergraduate research or health-related projects within or outside the university.</p> <p>It was expected that 75% of the students assessed would report some participation in special projects or research.</p> <p>Findings showed that 4 out of 18 (22%) students have participated in either research or special projects. Therefore, the goal was not met.</p>	<p>Professors will be encouraged to talk to students about the importance of pursuing graduate studies and the potential changes in the profession that may require graduate studies to practice this profession. Strategies to encourage them will be considered during faculty meetings and may include proposals for bringing visiting professors that can talk about available opportunities in graduate studies and career positions.</p> <p>The program is aware that it must increase opportunities for undergraduate research. Several barriers such as the ratio of professor to student, course load, and limited faculty involved in research projects. Students will be informed regularly of different opportunities within the campus or outside campus to encourage them to become involved.</p>	<p>Two measures in two instances, one of which was met. Two transforming actions were proposed.</p>
Physics	<p>First Instance</p> <p>A rubric was used in the FISI 3016 course to assess students' intellectual curiosity, as well as ability to use technology as a tool for creating, managing, and applying knowledge.</p> <p>It was expected that 70% of the students would obtain a score of 70% or more in the assessment of the criterion for this presentation. Eight students participated in this activity.</p> <p>Topics of the presentations and its assessment results: Applications of the special theory of relativity – 91% CERN – 98% Aging in the space – 89 % GPS and Satellites – 96% Nuclear fission and fusion – 97% Redshifts in Astrophysics – 94% Atomic clocks – 95%</p>	<p>Improve the general evaluation criterion of the presentation. The Department continues to offer tutoring sessions for its students. Availability of research opportunities are announced. As well as, opportunities to continue graduate studies in Puerto Rico or abroad.</p>	<p>One measure in one instance, which was met. One transforming action was proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	SEM 89 % All the students (8) of the course exceeded the 70% or more expected goal in their presentations. Therefore, the goal was met.		



VII. **Ongoing Learning**

None of the academic programs of the UPR-RP Campus evaluated this learning outcome in the 2012-2013 Academic Year.

VIII. Knowledge Integration

College of Business Administration			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Office System Management Knowledge integration: Leadership	First Instance A rubric was used to assess students' leadership skills in a Professional Internship course. It was expected that 90% of the students assessed would obtain a score of 80% or more in the criterion. Results showed that 89% of the students obtained a score of 100% in the criterion. Therefore, the goal was not met.		The Office Systems Management program established one measure in one instance, which was not met. No transforming actions were established.

College of Humanities			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
Art history	<p><i>First semester</i></p> <p>First Instance Section X</p> <p>A rubric was used in Section X of the ARTE 3237 (History of Contemporary Art) course to assess (December 2012) students' knowledge integration skills in a discussion project. <i>N</i> = 20.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 1-8 point scale used.</p> <p>The result for knowledge integration to the discipline criterion was 90%. Therefore, the goal was met.</p> <p>First Instance Second Y</p> <p>A rubric was used in Section Y in the ARTE 3237 (History of Contemporary Art) course to assess (December 2012) students' knowledge integration skills in a discussion project. <i>N</i> = 24.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 1-8 point scale used.</p> <p>The result for knowledge integration to discipline criterion was 100%. Therefore, the goal was met.</p> <p>Second Instance Section X</p> <p>A rubric was used in Section X of the ARTE 3256 (Art Theory) course to assess (December 2012) students' knowledge integration skills in a discussion project. <i>N</i> = 18.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 1-8 point scale used.</p> <p>The result for knowledge integration to discipline criterion was 89%.</p>	No transforming actions established.	<p><i>Annual Summary</i></p> <p>One measure, two instances, two courses, two sections of each course, all of which were met (100%).</p>

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Therefore, the goal was met.</p> <p>Second Instance Section Y</p> <p>A rubric was used in the ARTE 3237 (History of Contemporary Art) course to assess (December 2012) students' knowledge integration skills in a discussion assignment. <i>N</i> = 21.</p> <p>The expected performance level was that 70% of the discussion projects would score 5 points or more (between "excellent" and "good") in the 1-8 point scale used.</p> <p>The result for knowledge integration to discipline criterion was 100%. Therefore, the goal was met.</p>		
History	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the HIST 4009 (History and Anthropology) course (December 2012) to assess students' knowledge integration skills in a historiographical essay. <i>N</i> = 25.</p> <p>The expected performance level was that 70% of the historiographical essays would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ul style="list-style-type: none"> 17. Connections between one historical era and another: 92% 18. Connections between the past and the present: 96% 19. Connections between countries or areas: 88% 20. Integration of History with Anthropology: 92% 21. Integration of History with Theory: 76% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the HIST 4177 (History of Eastern Europe) course (December 2012) to assess students' knowledge integration skills in a report and an exam. <i>N</i> = 26.</p>	Evaluation of more courses where this domain develops.	<p><i>Annual Summary</i></p> <p>11 courses, 7 measures, 11 instances, 8 of which were met (73%). 4 transforming actions.</p>

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>The expected performance level was that 70% of the reports and exams would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Connections between one historical era and another: 69% 2. Connections between the past and the present: 69% 3. Connections between countries or areas: 69% 4. Integration of History with Geography: 69% 5. Integration of History with Identity: 69% <p>The expected goal was not reached in any of the criteria assessed. Therefore, although very close to the expected outcome, the goal was not met.</p> <p>Third Instance</p> <p>A rubric was used in the HIST 3006 (Mexico I) course (December 2012) to assess students’ knowledge integration skills in a final essay. <i>N</i> = 27.</p> <p>The expected performance level was that 70% of the final essays would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Connections between one historical era and another: 85% 2. Connections between the past and the present: 78% 3. Connections between countries or areas: 85% 4. Integration of History with Geography: 81% 5. Integration of History with Geography: 85% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the HIST 4025 (Reading Seminar of Europe) course (December 2012) to assess students’ knowledge integration skills in a monographic essay. <i>N</i> = 17.</p> <p>The expected performance level was that 70% of the monographic essays would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p>		

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Connections between one historical era and another: 82% 2. Connections between the past and the present: 82% 3. Connections between countries or areas: 76% 4. Integration of History with Film: 82% 5. Integration of History with Theory: 82% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the HIST 3135 (Military History of USA) course (December 2012) to assess students' knowledge integration skills in a critical review of a book. <i>N</i> = 26.</p> <p>The expected performance level was that 70% of the critical reviews would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Connections between one historical era and another: 88% 2. Connections between the past and the present: 88% 3. Connections between countries or areas: 88% 4. Integration of History with Language: 88% 5. Integration of History with Theory: 88% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the HIST 3145 (General History of Spain) course (May 2013) to assess students' knowledge integration skills in an exam or written assignment. <i>N</i> = 24.</p> <p>The expected performance level was that 70% of the exams or written assignments would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p>	<ul style="list-style-type: none"> - Meeting/workshop with participating teachers. - Participation of more teachers. - Student evaluations in additional courses. 	

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<ol style="list-style-type: none"> 1. Connections between one historical era and another: 0% 2. Connections between the past and the present: 4% 3. Connections between countries or areas: 0% 4. Integration of History with Political Science: 0% 5. Integration of History with Language: 0% <p>The expected goal was not reached in any of the criteria assessed. Therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in the HIST 4008 (History and Space) course (May 2013) to assess students' knowledge integration skills in an exam or written assignment. <i>N</i> = 22.</p> <p>The expected performance level was that 70% of the exams or written assignments would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Connections between one historical era and another: 100% 2. Connections between the past and the present: 100% 3. Connections between countries or areas: 100% 4. Integration of History with Political Science: 100% 5. Integration of History with Geography: 100% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the HIST 4176 (Cultural History of Russia) course (May 2013) to assess students' knowledge integration skills in an exam or written assignment. <i>N</i> = 28.</p> <p>The expected performance level was that 70% of the exam or written assignments would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Connections between one historical era and another: 60% 2. Connections between the past and the present: 60% 3. Connections between countries or areas: 60% 4. Integration of History with Geography: 60% 		

College of Humanities

Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>5. Integration of History with Art and Literature: 60%</p> <p>The expected goal was not reached in any of the criteria assessed. Therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in the HIST 4236 (Research Seminar in Europe) course (May 2013) to assess students' knowledge integration skills in a minor thesis. <i>N</i> = 16.</p> <p>The expected performance level was that 70% of the minor thesis would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Connections between one historical era and another: 88% 2. Connections between the past and the present: 88% 3. Connections between countries or areas: 88% 4. Integration of History with Political Science: 88% 5. Integration of History with Theory: 88% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the HIST 3097 (Military History of Puerto Rico) course (May 2013) to assess students' knowledge integration skills in an exam or written assignment. <i>N</i> = 30.</p> <p>The expected performance level was that 70% of the exams or written assignments would score 5 points or more (between "excellent" and "good") in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Connections between one historical era and another: 93% 2. Connections between the past and the present: 89% 3. Connections between countries or areas: 98% 4. Integration of History with X discipline: 86% 5. Integration of History with Y discipline: 86% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p>		

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Sixth Instance</p> <p>A rubric was used in the HIST 3212 (Hispano–America II) course (May 2013) to assess students’ knowledge integration skills in an exam or written assignment. <i>N</i> = 29.</p> <p>The expected performance level was that 70% of the exams or written assignments would score 5 points or more (between “excellent” and “good”) in the 8 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Connections between one historical era and another: 79% 2. Connections between the past and the present: 79% 3. Connections between countries or areas: 79% 4. Integration of History with X discipline: 79% 5. Integration of History with Y discipline: 79% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p>		

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
<p>Biology</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the BIOL 3349 (Genetics) course to assess students’ ability to integrate biological concepts of other disciplines and use them as tools in order to solve biological problems in a Final Exam.</p> <p>It was expected that students would achieve:</p> <ul style="list-style-type: none"> • 70% in questions of knowledge/comprehension • 60% in questions of application • 50% in questions of analysis. <p>Results on the 19 exam questions were:</p> <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> • Cell reproduction - 77.6%; 85.1%; 89.6% • Heredity - 88.1% • Structure and organization of genetic material – 85.1% • Genetic expression – 92.5% • Mutations – 86.6%; • Techniques - 74.6% • Quantitative features – heredity – 34.4% <p><u>Analysis:</u></p> <ul style="list-style-type: none"> • Mutations – 88.1% <p><u>Application:-</u></p> <ul style="list-style-type: none"> • Heredity - 95.5% • Mutations - 94% • Population genetics – 58.2%; 89.6% <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Recombination – 94% • Structure and organization of genetic material - S70.1% • Genetic expression – 80.6% • Mutations – 89.6% • Techniques – 76.1% <p>The expected outcome was reached in 17 of the 19 test items assessed. The expected outcome was not reached in two test items (one of application and one of comprehension). Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the BIOL 4350 (Cell Biology) course to assess</p>		<p>One measure in five instances, which all were met. One transforming action was proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>students' ability to integrate biological concepts of other disciplines and use them as tools in order to resolve biological problems in the third partial exam. (N= 190)</p> <p>It was expected that students would achieve:</p> <ul style="list-style-type: none"> • 70% in questions of knowledge/comprehension <p>Average Results on the 14 exam questions in the two sections assessed were:</p> <p>Cellular division cycle: Explain cycle's function – 58% Cellular division cycle: Phase S regulators – 58% Cellular division cycle: Differentiation – 78% Cellular division cycle: Division time – 89% Cellular division cycle: Mitogens division – 82% Apoptosis – 76%; 88%; 89%; 80%; 84% Cancer – 70%; 84%; 92%; 85%</p> <p>The expected outcome was reached in all the assessed test items in the third partial exam of this course. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the BIOL 3349 (Genetics) course to assess students' ability to integrate biological concepts of other disciplines and use them as tools in order to solve biological problems in a Final Exam .N=86</p> <p>It was expected that students would achieve:</p> <ul style="list-style-type: none"> • 70% in questions of knowledge/comprehension • 60% in questions of application • 50% in questions of analysis. <p>The expected outcome was reached in 6 of the 9 test items assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the BIOL 4545 (Biochemistry) course to assess students' ability to integrate biological concepts of other disciplines and use them as tools in order to solve biological problems in a Final Exam .N=256</p>	<p>A syllabus review is encourage, as well as the design of learning activities to reinforce difficult topics.</p>	<p>Two measures in three instances, all of which were met. One transforming action was proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>It was expected that students would achieve:</p> <ul style="list-style-type: none"> • 70% in questions of knowledge/comprehension • 60% in questions of application • 50% in questions of analysis. <p>The expected outcome was reached in 6 of the 7 test items assessed. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the BIOL 4036 (Cellular Molecular Laboratory) course to assess students' knowledge integration in a laboratory report. N= 29</p> <p>It was expected that 70% or more of the students assessed would reach the level of "good" or better in the rubric used.</p> <p>Results showed that 55.2% reached the "excellent" level, 34.5% "good," 10.3% "regular," and 0% "did not comply." Therefore, the goal was met.</p>		
Computer Science	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in the CCOM 4017 course to assess students' capacity for knowledge Integration in a project using a real world problem. N=16</p> <p>It was expected that 70% or more of the students assessed would be competent as defined in the rubric used.</p> <p>Findings revealed that 69% (11/16) of the students were competent as defined in the rubric, therefore the goal was not met, although very close to the expected outcome.</p>		One measure in one instance, which was not met. No transforming actions were proposed.
Nutrition and Dietetics	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used to asses a project where students had to plan a static and cyclical menu for a foodservice operation.</p>	The project is assigned to be completed in teams. It is considered that the difficulty in this project was to be able to work as a team effectively. Exercises or workshops that will help students work	One measure in two instances, which only one was met. One transforming action was proposed.

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>It was expected that 80% or more of the students assessed would achieve a grade of B or higher.</p> <p>Results showed that 73% of the students received a grade of B or higher in the project. Therefore, the goal was not met.</p> <p><i>Second semester</i></p> <p>First Instance</p> <p>A rubric was used to assess a case study where students analyzed and evaluated data from nutrition assessment to use in decision making.</p> <p>It was expected that 80% or more of the students assessed would achieve a “very good grade” grade or an “excellent” grade.</p> <p>Results showed that 100% of the students assessed achieved an “excellent” grade in the data analysis within the case study. Therefore, the goal was met.</p>	<p>as a team to integrate knowledge in course(s) will be implemented.</p>	

College of Social Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Labor Relations	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the RELA 3085 course to assess students' knowledge integration skills in a research proposal.</p> <p>It was expected that students would obtain 80% or more in each of the measured criteria.</p> <p>Findings by criterion were: <u>Application of theoretical trends, paradigms, and concepts from the discipline and from other fields to the study of social problems:</u> <ul style="list-style-type: none"> • Group 1 – 4 points • Group 2 - 4 points <u>Mastery of texts contents:</u> <ul style="list-style-type: none"> • Group 1 – 4 points • Group 2 - 4 points <u>Approaches the texts from an informed and qualified position:</u> <ul style="list-style-type: none"> • Group 1 – 4 points • Group 2 – 4 points </p> <p>Results showed that both Group 1 and 2 obtained 12 points out of 12 (100%). Therefore, the goal was met.</p>	<p>Continue strengthening this competency by means of homework and formative evaluations.</p> <p>For some years, legal research workshops have been added to the course.</p>	One measure, one instance, met. Two transforming actions.

IX. Ethical and Aesthetic Sensibility

College of General Studies			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
General Studies	<p>First Instance <i>1st assessment</i></p> <p>A rubric was used in the ESGE 4141 (Puerto Rican Thought and National Reality) course to assess the students' ethical and aesthetic sensibility skills using two critical reviews. The students knew the topics of the course from an interdisciplinary point of view, as well as the disciplines of history, sociology, literature, and the fine arts. The scale of the rubric was established as:</p> <ul style="list-style-type: none"> • Excellent – 4 points • Good – 3 points • Satisfactory – 2 points • Deficient – 1 point <p>It was expected that a minimum of 70% of the students assessed would achieve a satisfactory level of performance of higher.</p> <p>Results showed that in the first assessment, it was possible to exceed the expected percentage in all the criteria assessed. (N=11) The results for each competency were as follows:</p> <ul style="list-style-type: none"> • Conclusions and related outcomes (implications and consequences) (100%) • Understanding the issues (100%) • Influence of context and assumptions (90.9%) • Evidence; Selection and use of information to support a point of view or conclusion (81.8%) • Student's points of view (perspective, thesis/hypothesis) (72.7%). <p>The expected goal was reached in all the criteria assessed, therefore, the goal was met.</p> <p><i>2nd assessment</i></p> <p>Results showed that in the second assessment, it was possible to exceed the expected percentage in all the criteria assessed. (N=9) The results for each criterion were as follows:</p> <ul style="list-style-type: none"> • Influence of context and assumptions (88.9%) • Student's points of view (perspective, thesis/ hypothesis) (88.9%) • Conclusions and related outcomes (implications and consequences) (88.9) • Evidence; Selection and use of information to support a point of 		<p>The College of General Studies established two measures in one instance, which was met. The instance consisted of one measure, one course, one section, and two assessments in the course.</p> <p>No transforming actions were established.</p>

College of General Studies			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	view or conclusion (88.9) <ul style="list-style-type: none"> Understanding the issues (88.9%) The expected goal was reached in all the criteria assessed, therefore, the goal was met.		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
<p>Performing Arts</p>	<p>First Instance</p> <p>Work on a professional experience was used to measure a student’s ethical and aesthetic sensibility.</p> <p>It was expected that the student would perform an excellent work in the theater production.</p> <p>The expected goal was fully accomplished, since he had an excellent evaluation and the producer expressed his/her willingness to hire him again.</p>	<p>Promote students’ theatrical performances outside the University and follow up for assessment.</p>	<p><i>Annual Summary</i></p> <p>1 measure in 1 instance, which was met (100%). One transforming action was established.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Computer Science	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the CCOM 5035 course to assess students' ethic and aesthetic sensibility by showing appreciation of diversity in an essay about the contributions of diverse groups to the development of a concept, area, or solution to a problem. N=11</p> <p>It was expected that 70% of the students assessed would understand and appreciate the importance of diversity.</p> <p>Findings revealed that 90% (10/11) of the students assessed were competent as defined in the rubric used. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A questionnaire was used in the CCOM 3981 course to assess students' ethic and aesthetic skills in a workshop on diversity by understanding diversity issues. N=25</p> <p>It was expected that 70% of the students assessed would understand and appreciate the importance of diversity.</p> <p>Findings revealed that 72% (18/25) of the students felt that their knowledge about diversity is excellent. Therefore, the goal was met.</p> <p>Third Instance</p> <p>An end of semester questionnaire was used to assess students' ethic and aesthetic sensibility by understanding and appreciating of diversity. N=10</p> <p>It was expected that at least 70% of the students assessed would understand and appreciate the importance of diversity.</p> <p>Findings revealed that 80% (8/10) of the students assessed were competent as defined in the rubric used. Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the CCOM 3981 course at the beginning of the</p>	<p>Prior to the workshop, 32% (8/25) of the students felt that their knowledge about diversity was excellent. After the workshop, 72% (18/25) of the students felt that their knowledge about diversity was excellent.</p> <p>The Department will continue to offer this workshop and invite all the Computer Science Program students.</p>	<p>Four measures in seven instances, all of which were met. One transforming action was established.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>course to assess students' ethical sensibilities in a questionnaire about ethics. N=21</p> <p>It was expected that 50% or more of the students assessed would competent in the criteria assessed.</p> <p>Findings revealed that 76% (16/21) of the students assessed in the CCOM 3981 course (Sec. 002), were competent as defined in the rubric used. Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A group discussion of open-ended questions related to opinions in academic ethics was programmed after the students answered the questionnaire in the CCOM 3918 course.</p> <p>It was expected that 50% or more of the students assessed would have a positive attitude towards ethics.</p> <p>Findings revealed that most of the students (more than 50%) assessed in the CCOM 3981 course (Sec. 2) showed a good attitude towards social responsibility and academic honesty. However, it was not clear for them, what constitutes plagiarism. Therefore, the goal was met.</p> <p>Sixth Instance</p> <p>A module from Indiana University about plagiarism was assigned in the CCOM 3981 course. Students studied the module and took a post test. Instrument used: questions in module test from https://www.indiana.edu/~istd/, N=35</p> <p>It was expected that 70% or more of the students assessed would have a positive attitude towards ethics. (pass the test)</p> <p>Findings revealed that 74% of the students (26/35) passed the test. Therefore, the goal was met.</p> <p>Seventh Instance</p> <p>A yearly questionnaire was administered to the students with questions about ethics. (indirect measure) N=43</p>		

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>It was expected that 70% or more of the students assessed would have a positive attitude towards ethics.</p> <p>Findings revealed that 93% (40/43) of the students assessed, have a positive attitude towards ethics. Therefore, the goal was met.</p>		

X. Appreciation and commitment to the values and ideals of Puerto Rican society, in Caribbean and International context

College of Education			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
<p>Teacher Preparation Programs</p>	<p>First Instance</p> <p>A rubric was used to assess students’ appreciation and commitment to the values and ideals of Puerto Rican society, in Caribbean and International context, as part of the Human Growth and Development course (EDFU 3002), Pre-practicum course (Method II), Special Education course (EDES), and Educational Technology course (TEED) using an assessment tool designed for field experience courses.</p> <p>In addition, these courses promoted active learning, positive social interactions, and the integration of technologies, teamwork, and self-management to facilitate the intellectual, social, and personal development of all.</p> <p>It was expected that the students assessed would obtain a score of 2 or more in the 3 point rubric used.</p> <p><u>Findings were the following:</u></p> <p>Pre-practicum courses (Method II): A total of 32 students enrolled in this course were assessed. Results showed an average student performance score of 2.93 points (98%), in a 3.00 point scale rubric. Therefore, the goal was met.</p> <p>EDES course: A total of 22 students enrolled in this course were assessed. Results showed an average student performance score of 1.85 points (62%), in a 3.00 point scale rubric. Therefore, the goal was not met.</p> <p>TEED course: A total of 15 students enrolled in this course were assessed. Results showed an average student performance score of 2.40 points (80%), in a 3.00 point scale rubric. Therefore, the goal was met.</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 meeting on December 2013. Also, during this meeting, previous year assessment results were discussed and transforming actions were proposed in order to assist those students who require more practice.</p> <p>An electronic platform was developed where faculty professors enter the students’ field experience data.</p>	<p>One measure in three instances, two of which were met.</p> <p>Three transforming actions were established.</p> <p>OEAE’s Recommendations:</p> <p>Measure by course and in more than one criterion, if possible. So, we can pinpoint students’ areas of difficulty.</p> <p>Results should be given by course, <u>not global</u>.</p>

College of General Studies			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
<p>General Studies Program</p>	<p><i>First Instance</i> A rubric was used in the ESGE 4142 (Puerto Rican thought and national reality II) course to assess the student’s appreciation and commitment to the values and ideals of Puerto Rican society in Caribbean and International context, using the results of a critical review. Students will connect the national reality of Puerto Rico, during the XX and XXI centuries, with other countries.</p> <p>The rubric rating scale was established as:</p> <ul style="list-style-type: none"> • Superior achievement: 4 • Significant achievement: 3-2 • Low achievement: 1 <p>It was expected that a minimum of 70% of the students assessed would achieve a “significant achievement” level of performance.</p> <p>Results showed that it was possible to exceed the expected percentage in six out of six competencies identified in the Rubric on Intercultural Knowledge and Competence.</p> <p>The results for each competency were as follows:</p> <ul style="list-style-type: none"> • Cultural self-recognition: Students articulated perceptions of rules and prejudices of their own culture. Six out of seven students (85.7%) reached the “superior achievement” level; one out of seven students (14.3%) reached the “significant achievement” level. • Intercultural openness: Initiates and develops interactions with people from different cultures. Six out of seven students (85.7%) reached the “superior achievement” level; one out of seven students (14.3%) reached the “significant achievement” level. • Cultural worldview frameworks: Demonstrates a sophisticated understanding of the complexity of elements 	<p>All course objectives will be reviewed, and will be written based on the UPRRP Campus competencies.</p> <p>Exercises on intercultural knowledge and skills, will be integrated more explicitly throughout the course.</p>	<p>The College of General Studies established an objective in one instance, which was met. One measure, one course, one section, and one assessment constitute the instance. Two transforming actions were established.</p>

College of General Studies			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>that are important to members of another culture. Five out of seven students (71.4%) reached the “superior achievement” level; one out of seven students (14.3%) reached the “significant achievement” level, and also one out of seven students (14.3%) reached the “low achievement” level.</p> <ul style="list-style-type: none"> • Curiosity: Makes complex questions about other cultures. Five out of seven students (71.4%) reached the “superior achievement” level, and two out of seven students (28.6%) reached the “low achievement” level. • Empathy skills: Interprets the intercultural experience from their own perspective and from more than one point of view. Four out of seven students (57.1%) reached the “superior achievement” level; one out of seven students (14.3%) reached the “significant achievement” level, and two out of seven students (28.6%) reached the “low achievement” level. • Verbal/Nonverbal Communication Skills: Articulates a complex understanding of cultural differences in verbal and nonverbal communication skills. Four out of seven students (57.1%) reached the “superior achievement” level; one out of seven students (14.3%) reached the “significant achievement” level, and two out of seven students (28.6%) reached the “low achievement” level. <p>The expected goal was reached in all the criteria assessed, therefore, the goal was met.</p>		