

Table of Assessment Findings and Transforming Actions by Colleges and Academic Programs in the Academic Year 2013-2014

I. Effective Communication

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

- b. College of Humanities
 - i. Art History
 - ii. Comparative Literature
 - iii. Fine Arts
 - iv. Hispanic Studies
 - v. History
 - vi. Philosophy

- c. College of Natural Sciences
 - i. Biology
 - ii. Chemistry
 - iii. Computer Science

 - iv. Interdisciplinary Program in Natural Science
 - v. Mathematics
 - vi. Nutrition and Dietetics

- d. College of Social Sciences
 - i. Psychology

- e. School of Communication
 - i. Audiovisual Communication
 - ii. Information and Journalism
 - iii. Public Relations and Advertising

II. Critical Thinking

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

- b. College of Humanities
 - i. Art History
 - ii. Fine Arts

- c. College of Natural Sciences
 - i. Biology
 - ii. Computer Science
 - iii. Mathematics
 - iv. Nutrition and Dietetics

- d. College of Social Sciences
 - i. Psychology

- e. 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. Fine Arts
 - iv. Hispanic Studies
 - v. Music

- b. [College of Natural Sciences](#)
 - i. [Biology](#)
 - ii. [Chemistry](#)
 - iii. [Computer Science](#)

 - iv. [Interdisciplinary Program in Natural Sciences](#)
 - v. [Mathematics](#)
 - vi. [Nutrition and Dietetics](#)
- c. [College of Social Sciences](#)
 - i. [Psychology](#)
- d. [School of Communication](#)
 - i. [Audiovisual Communication](#)
 - ii. [Information and Journalism](#)
 - iii. [Public Relations and Advertising](#)

IV. [Social Responsibility](#)

- a. [College of Education](#)
 - i. [Teacher Preparation Programs](#)
- b. [College of Natural Sciences](#)
 - i. [Computer Science](#)
- c. [School of Communication](#)
 - i. [Audiovisual Communication](#)
 - ii. [Information and Journalism](#)
 - iii. [Public Relations and Advertising](#)

V. [Information Literacy](#)

[Table of Content](#)

[List of Definitions](#)

- a. [College of Humanities](#)
 - i. [Art History](#)
 - ii. [Comparative Literature](#)
 - iii. [Fine Arts](#)
 - iv. [Hispanic Studies](#)
 - v. [History](#)

- b. [College of Natural Sciences](#)
 - i. [Biology](#)
 - ii. [Chemistry](#)
 - iii. [Mathematics](#)
 - iv. [Nutrition and Dietetics](#)

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

VI. Logical-mathematical reasoning

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

- b. [College of Natural Sciences](#)
 - i. [Biology](#)
 - ii. [Interdisciplinary Program in Natural Sciences](#)
 - iii. [Mathematics](#)

- c. [School of Communication](#)
 - i. [Public Relations and Advertising](#)

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

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

- b. [College of Humanities](#)
 - i. [Art History](#)
 - ii. [Comparative Literature](#)
 - iii. [Fine Arts](#)
 - iv. [Philosophy](#)

- c. [College of Natural Sciences](#)
 - i. [Biology](#)
 - ii. [Chemistry](#)
 - iii. [Computer Science](#)
 - iv. [Interdisciplinary Program in Natural Science](#)
 - v. [Nutrition and Dietetics](#)

- d. [College of Social Sciences](#)
 - i. [Psychology](#)

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

VIII. Capacity for Independent Studies

- a. [College of Natural Sciences](#)
 - i. [Computer Science](#)
 - ii. [Chemistry](#)
 - iii. [Mathematics](#)

[Table of Content](#)

[List of Definitions](#)

IX. Intellectual curiosity

- a. [College of Natural Sciences](#)
 - i. [Computer Science](#)
 - ii. [Chemistry](#)
 - iii. [Physics](#)

X. Ongoing Learning

- a. [College of Natural Sciences](#)
 - i. [Interdisciplinary Program in Natural Sciences](#)

XI. Knowledge Integration

- a. [College of Humanities](#)
 - i. [Comparative Literature](#)
 - ii. [History](#)
 - iii. [Music](#)
- b. [College of Natural Sciences](#)
 - i. [Computer Science](#)
 - ii. [Mathematics](#)
 - iii. [Nutrition and Dietetics](#)
 - iv. [Physics](#)

XII. Ethical and Aesthetical Sensibility

- a. [College of Humanities](#)
 - i. [Comparative Literature](#)

- ii. [Music](#)

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

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

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

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

List of Learning Outcomes Definitions

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

- 8. Capacity for Independent Studies** – The ability to carry out an assignment or a research activity without the continuous supervision of a mentor, while the student shows self-motivation to perform each task, auto regulates his/hers own learning process, makes own decisions on issues or problems, and demonstrates positive attitudes in order to complete the required duties in the allotted period.

- 9. Intellectual Curiosity** – Individual motivation for thoroughly exploring a topic of interest with the purpose of acquiring a greater degree of in-depth knowledge.

- 10. Information Literacy** - A set of abilities requiring individuals to recognize when information is needed and be able to locate, evaluate and effectively use the needed information (adopted from the Association of Colleges Research Libraries - ACRL).

- 11. Ongoing (Lifelong) Learning** - Conscious learning process through which the individual, in a continuous or periodic manner, acquires or improves knowledge, skills, or attitudes throughout their life in formal or informal educational experiences towards personal development or progress in their professional career.

- 12. Content Knowledge, Skills or Dispositions in the academic program learning outcomes** - Graduating students will demonstrate an in-depth knowledge of the content they learn as part of their academic experience. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the discipline. Students demonstrate behaviors that show that they have acquired the dispositions that responsible citizens show. They also demonstrate the necessary skills that support the content knowledge acquired in their disciplines.

- 13. Appreciation, Culture and Commitment to the ideals of the Puerto Rican society, Caribbean and International context:** The ability to understand and evaluate the Puerto Rican reality, as well as perform constructively within it in order to contribute to raise the quality of life of its citizens. Also, to show an appreciation for cultural diversity and the Caribbean, hemispheric and global processes, along with demonstrating interest, concern and responsibility about what is happening in each of these environments.

I. Effective Communication

College of Education			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>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 electronic teacher portfolios.</p> <p>It was expected that students would perform at the excellent level using a 21 point rubric.</p> <p>The scale of the rubric was established as: 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).</p> <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the EDPE 4121 course in <i>Zona de Talleres de Escritura</i> (Writing Workshop Zones) to assess the students' competencies in 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.</p> <p>Therefore, the goal was met</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 seven measures in three instances, which were met.</p> <p>Two transforming actions were established.</p>

College of Education

Academic Program	Findings	Transforming Actions	Summary of Results									
	<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 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 that tests 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 score obtained by UPR-RP students was 55 points in Spanish language, while on a Puerto Rico-wide level, the average score obtained by the students was 51 points.</p> <p>Furthermore, in the English language area of the PCMAS test, the UPR-RP students' average score was 56 points, while on a Puerto Rico-wide level, the average score was 50 points.</p> <table border="1" data-bbox="564 987 1096 1144"> <thead> <tr> <th>Language</th> <th>UPR-RP Average</th> <th>Puerto Rico-wide level (total)</th> </tr> </thead> <tbody> <tr> <td>Spanish</td> <td>55%</td> <td>51%</td> </tr> <tr> <td>English</td> <td>56%</td> <td>50%</td> </tr> </tbody> </table> <p>Therefore, the goal was met.</p> <p>When comparing the averages obtained in the essay composition sub-area, the UPR-RP students' average score was 57 points. While on a Puerto Rico-wide level, students scored 54 points.</p> <p>In the writing sub-area, the UPR-RP students obtained 56 points, while on a Puerto Rico-wide level, the average score was 53 points. Also, in the sub-area of spelling, the UPR-RP students' average score was 53 points, while on a Puerto Rico-wide level; the average score was 48 points.</p>	Language	UPR-RP Average	Puerto Rico-wide level (total)	Spanish	55%	51%	English	56%	50%	<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 2014 compared to the results of 2013 showed that the statistical change was significant. In the writing component, students examined from the UPR-RP Teacher Preparation Program had five points above the average of the total population examined, in the sub-area of spelling.</p> <p>No significant difference was shown in other areas, although the UPR-RP maintained scores 4 points above the average of the total population.</p>	
Language	UPR-RP Average	Puerto Rico-wide level (total)										
Spanish	55%	51%										
English	56%	50%										

College of Education																
<i>Academic Program</i>	<i>Findings</i>			<i>Transforming Actions</i>	<i>Summary of Results</i>											
	<table border="1"> <thead> <tr> <th>Criteria</th> <th>UPR-RP Average</th> <th>Puerto Rico-wide level (total)</th> </tr> </thead> <tbody> <tr> <td>1. Essay composition</td> <td>57%</td> <td>54%</td> </tr> <tr> <td>2. Writing</td> <td>56%</td> <td>53%</td> </tr> <tr> <td>3. Spelling</td> <td>53%</td> <td>48%</td> </tr> </tbody> </table> <p>In all instances the UPR-RP students' scores were higher than the Puerto Rico-wide (total) ones.</p> <p>100% of the students assessed obtained an average score of 50 points or more in all the criteria.</p> <p>Therefore, the goal was met.</p>	Criteria	UPR-RP Average	Puerto Rico-wide level (total)	1. Essay composition	57%	54%	2. Writing	56%	53%	3. Spelling	53%	48%			
Criteria	UPR-RP Average	Puerto Rico-wide level (total)														
1. Essay composition	57%	54%														
2. Writing	56%	53%														
3. Spelling	53%	48%														

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>																
<p>Art History</p> <p>Written</p>	<p><u>Written</u></p> <p>First Instance</p> <p>A rubric was used in the ARTE 4242 (Art History Seminar) course, to assess students' written communication skills in a minor thesis. N = 11.</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 writing criterion was 81%. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the ARTE 3915 (History of African Art) course to assess students' written communication skills in a discussion question or essay.</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> <table border="1" data-bbox="486 941 1190 1153"> <thead> <tr> <th></th> <th>1st Assessment (March, 2014) N = 27</th> <th>2nd Assessment (April, 2014) N = 24</th> <th>3rd Assessment (May, 2014) N = 21</th> </tr> </thead> <tbody> <tr> <td>Criterion</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td>63%</td> <td>71%</td> <td>100%</td> </tr> <tr> <td></td> <td>Not met</td> <td>Met</td> <td>Met</td> </tr> </tbody> </table> <p>The expected outcome was reached in 2 out of 3 assessment points. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the ARTE 3256 (Art Theory) course to assess students' written communication skills in a discussion question or essay.</p> <p>The expected performance level was that 70% of the students would score 6 points or more in the 8 point scale used.</p>		1 st Assessment (March, 2014) N = 27	2 nd Assessment (April, 2014) N = 24	3 rd Assessment (May, 2014) N = 21	Criterion				Writing	63%	71%	100%		Not met	Met	Met	<p>The best written works were read out loud.</p>	<p>3 measures and 4 instances, 3 of which were met (75%). One transforming action was established.</p>
	1 st Assessment (March, 2014) N = 27	2 nd Assessment (April, 2014) N = 24	3 rd Assessment (May, 2014) N = 21																
Criterion																			
Writing	63%	71%	100%																
	Not met	Met	Met																

College of Humanities

Academic Program	Findings	Transforming Actions	Summary of Results																								
<p>Oral</p>	<p><u>Section X</u></p> <p>The results were as follows:</p> <table border="1" data-bbox="505 407 1171 602"> <thead> <tr> <th></th> <th>1st Assessment (March,2014) N = 19</th> <th>2nd Assessment (April, 2014) N = 14</th> <th>3rd Assessment (May, 2014) N = 18</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>42%</td> <td>36%</td> <td>44%</td> </tr> <tr> <td></td> <td>Not met</td> <td>Not met</td> <td>Not met</td> </tr> </tbody> </table> <p><u>Section Y</u></p> <p>The results were as follows:</p> <table border="1" data-bbox="505 737 1171 932"> <thead> <tr> <th></th> <th>1st Assessment (March,2014) N = 17</th> <th>2nd Assessment (April, 2014) N = 21</th> <th>3rd Assessment (May, 2014) N = 14</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>65%</td> <td>57%</td> <td>43%</td> </tr> <tr> <td></td> <td>Not met</td> <td>Not met</td> <td>Not met</td> </tr> </tbody> </table> <p>Since none of the sections reached the expected outcome, the goal was not met.</p> <p><u>Oral</u></p> <p>First Instance</p> <p>A rubric was used in the ARTE ? (History of Greek Ceramic) course to assess students' oral communication skills in an oral presentation. N = 8.</p> <p>The expected performance level was that 70% of the students 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. Organization: 88% 2. Topic knowledge: 75% 		1 st Assessment (March,2014) N = 19	2 nd Assessment (April, 2014) N = 14	3 rd Assessment (May, 2014) N = 18	Writing	42%	36%	44%		Not met	Not met	Not met		1 st Assessment (March,2014) N = 17	2 nd Assessment (April, 2014) N = 21	3 rd Assessment (May, 2014) N = 14	Writing	65%	57%	43%		Not met	Not met	Not met		
	1 st Assessment (March,2014) N = 19	2 nd Assessment (April, 2014) N = 14	3 rd Assessment (May, 2014) N = 18																								
Writing	42%	36%	44%																								
	Not met	Not met	Not met																								
	1 st Assessment (March,2014) N = 17	2 nd Assessment (April, 2014) N = 21	3 rd Assessment (May, 2014) N = 14																								
Writing	65%	57%	43%																								
	Not met	Not met	Not met																								

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	3. Visual resources: 100% 4. Visual contact: 63% 5. Pronunciation: 63% 6. Originality: 76% Since the expected outcome was reached in 4 out of 6 criteria (67%), the goal was met.		
Comparative Literature	<i>Second Semester</i> First Instance A rubric was used in the LITE 3012 course, to assess the students' effective communications skills in a final paper. It was expected that 75% of the students would receive a score of 4 or higher (in a 6 point rubric) in all the criteria assessed. Results showed that of the 6 students, 6 (100%) demonstrated scores of 5 or higher in all the criteria tested. The expected goal was reached in all the criteria assessed (100%). Therefore, the goal was met.	Because all expectations and goals were met, the only transforming activities suggested have to do with how assessment is carried out and discussed in the Department of Comparative Literature. No recommendations will be made at this time to modify course instruction or student learning in LITE 3012. <u>Transforming Activity #1</u> Hold a departmental meeting to discuss Assessment results and compare the activities used to evaluate student learning in order to make sure the activities assessed are comparable among professors. <u>Transforming Activity #2</u> Have more professors include research among the skills practiced in the courses that satisfy the General Education Requirement in Literature. <u>Transforming Activity #3</u> Hire more tenure track professors to provide stability in the classroom and in the department. Determine whether the results obtained by permanent faculty correspond to those obtained by non-permanent collaborators on contract. Because we rely so heavily on non-permanent professors on contract for these courses it is difficult to maintain stability of goals, requirements, and student learning, even though some of the	<i>Annual Summary</i> 1 course, 2 sections, 1 measure, and 1 instance, which was met (100%). 4 transforming actions were proposed.

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
		<p>collaborators are excellent.</p> <p>Spring semester:</p> <p>All three of the professors asked to submit data from the 3000 level literature class responded that they had not incorporated any research activities into their course this semester.</p> <p><u>Transforming Activity #4</u></p> <p>Discuss, both within the department and at the campus level, how reasonable it is to expect professors to include research and writing exercises in classes with 30 students, especially when many professors have four or five classes of this size. The class size should be reduced in research and writing courses to 15-20 students to allow professors time to dedicate to improving the research and writing skills of each individual student. This has to happen at the university level (the department has no control over class size).</p>	
Fine Arts	<p>First Instance</p> <p>A rubric was used in the defense of a research project in the Creative Research Workshop I course to assess students' effective communication skills.</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"> • 1st Assessment: 85.7% scored 3 or 4 points. • 2nd Assessment: 100% 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 the defense of a research project in the Creative Research Workshop II course to assess students' effective communication skills.</p>	<p>Reinstate a more permanent Assessment Committee within the Fine Arts Department.</p> <p>Establish better and more effective communication between the Assessment Coordinator and the Department Director. This will ensure a connection between the coordinator and the rest of the faculty of the department.</p> <p>Put more emphasis on theoretical framework within the discipline.</p> <p>The Curriculum Committee should evaluate the need to create a course that teaches students strategies for good oral expression (Ex. projection).</p> <p>Evaluate the rubric used in order to determine the reason behind disparity between the results for each section.</p>	<p>The Fine Arts program established objectives with one measure in two instances, one of which was met.</p> <p>Five transforming actions were proposed.</p>

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 70% of the students assessed would obtain 3 points or more in the 4 point rubric used.</p> <p>The results for each sections were as follows:</p> <ul style="list-style-type: none"> • Section X: 100% scored 3 or 4 points. • Section Y: 64.2% scored 3 or 4 points. <p>The expected results were reached in one of the two section, therefore, the goal was not met.</p>		
<p>Hispanic Studies (Written)</p>	<p><u>Written</u></p> <p>First Instance</p> <p>A rubric was used in the ESPA 3201 course to assess students’ effective written communication skills in a discussion question in an exam.</p> <p>The expected performance level was that 70% of the discussion questions 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: 80% 2. Organization: 80% 3. Communication of ideas: 75% 4. Grammar and Orthography: 75% <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 3208 course to assess students’ effective written communication skills in discursive styles.</p> <p>The expected performance level was that 70% of the written works 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: 100% 3. Communication of ideas: 100% 4. Grammar and Orthography: 100% 	<p>Given that this group reached the expected outcome in all the criteria, a composition exercise will be administered to future groups at the beginning of the course, to evaluate what skills need to be reinforced.</p> <p>Even so, instead of assigning two written reflections, it will be four, in order to evaluate the students’ progress in the skills relating to the criteria being evaluated.</p>	<p>There were six measures and ten courses and instances, nine of which were met (90%). Five transforming actions were established.</p>

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>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 ESPA 3213 course to assess students' effective written communication in skills in a comparison of two texts about historical memory.</p> <p>The expected performance level was that 70% of the written works 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: 62% 2. Organization: 62% 3. Communication of ideas: 62% 4. Grammar and Orthography: 62% <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 ESPA 4008 course to assess students' effective written communication skills in a phonetic and phonologic analysis.</p> <p>The expected performance level was that 70% of the written works 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: 95% 2. Organization: 95% 3. Communication of ideas: 95% 4. Grammar and Orthography: 95% <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 ESPA 4009 course to assess students' effective written communication skills in a discussion question in</p>		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>exam form.</p> <p>The expected performance level was that 70% of the discussion questions 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: 100% 3. Communication of ideas: 94% 4. Grammar and Orthography: 81% <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 ESPA 4011 course to assess students' effective written communication skills in a written report about the etymology and incorporation of lexicon in Spanish.</p> <p>The expected performance level was that 70% of the written works 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: 100% 3. Communication of ideas: 100% 4. Grammar and Orthography: 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 ESPA 4027 course to assess students' effective written communication skills in a final essay.</p> <p>The expected performance level was that 70% of the written works 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: 95% 2. Organization: 90% 3. Communication of ideas: 90% 		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>4. Grammar and Orthography: 75%</p> <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 ESPA 4221 course to assess students' effective written communication skills in a discussion question in an exam.</p> <p>The expected performance level was that 70% of the written works 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: 88% 2. Organization: 100% 3. Communication of ideas: 100% 4. Grammar and Orthography: 88% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Ninth Instance</p> <p>A rubric was used in the ESPA 4226 course to assess students' effective written communication skills in a written final assignment.</p> <p>The expected performance level was that 70% of the written works 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: 92% 2. Organization: 92% 3. Communication of ideas: 92% 4. Grammar and Orthography: 92% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Tenth Instance</p> <p>A rubric was used in the ESPA 4266 course to assess students' effective written communication skills in a final essay.</p>	<p>The frequent short test system (minimum one per week) helps the student receive specific corrections in all the criteria assessed.</p> <p>Even though the exacted goal was met in the majority of the criteria, the following transforming actions will be taken in the future:</p> <ol style="list-style-type: none"> (1) A workshop will be offered in coordination with the main library in order to instruct students on how to look for information using data bases (investigation) (2) One of the sessions of the course will be dedicated to discussing what constitutes a good research paper in the field of literature and particular attention will be paid to citing methods in this field using MLA guidelines (information literacy) (3) It will be required for students to hand in a first draft of their work so it can be assessed and returned with recommendations that should be incorporated into the final draft of the essay. (Effective communication)* <p>*In order to put this action into effect it is essential that the size of the section does not exceed 15 students. As part of its requirement the course includes written comments about the Works to be discussed in class (every two weeks), a written outline of the oral presentation, proposal of the final assignment, as well as two discussions only exams. All the exercises develop the skills necessary for composition and require constant corrections throughout the course.</p> <p>The composition exercises will be intensified (syntax). (The rubric needs to be revised in order to change the numbers for advance, intermediate, and basic to one number).</p>	

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>								
	<p>The expected performance level was that 70% of the written works 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: 92% 3. Communication of ideas: 100% 4. Grammar and Orthography: 83% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p>										
<p>History (History of the Americas and History of Europe)</p> <p>Oral</p>	<p><i>ORAL:</i></p> <p>First Instance</p> <p>A rubric was used in the HIST 4028 course (May 2014) to assess students' effective communication skills in an oral presentation. N=12</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: 92% 2. Correct use of the language: 92% 3. Organized presentation: 92% 4. Proper resource management: 92% 5. Mastery of the topic and efficient use of available time: 92% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p>	<p>Include information about the competencies and their objectives in the course syllabi.</p>	<p>4 courses, 2 measures, and 4 instances, 3 of which were met (75%). 1 transforming action was proposed.</p> <table border="1" data-bbox="1838 797 2475 967"> <thead> <tr> <th colspan="2">TABLE I. OEAE COMMENTS</th> </tr> <tr> <th>Effective Communication</th> <th>OEAE Comments</th> </tr> </thead> <tbody> <tr> <td>Oral</td> <td>1 instance which was met (100%).</td> </tr> <tr> <td>Written</td> <td>3 instances, 2 of which were met (67%).</td> </tr> </tbody> </table>	TABLE I. OEAE COMMENTS		Effective Communication	OEAE Comments	Oral	1 instance which was met (100%).	Written	3 instances, 2 of which were met (67%).
TABLE I. OEAE COMMENTS											
Effective Communication	OEAE Comments										
Oral	1 instance which was met (100%).										
Written	3 instances, 2 of which were met (67%).										

College of Humanities

Academic Program	Findings	Transforming Actions	Summary of Results
<p>Written</p>	<p><u>WRITTEN:</u></p> <p>First Instance</p> <p>A rubric was used in the HIST 3212 course (May 2014) to assess students' effective communication skills in a written assignment.</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><u>Section X (N=30):</u></p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Clarity in the explanation: 100% 2. Proper expression: 100% 3. Presentation of the assignment: 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><u>Section Y (N=15):</u></p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Clarity in the explanation: 100% 2. Proper expression : 100% 3. Presentation of the assignment: 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>Since the expected outcome was reached in both sections, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the HIST 4212 course (May 2014) to assess students' effective communication skills in a written assignment. N=28</p>		

College of Humanities

Academic Program	Findings	Transforming Actions	Summary of Results
	<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. Clarity in the explanation: 100% 2. Proper expression : 100% 3. Presentation of the assignment: 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>Third Instance</p> <p>A rubric was used in the HIST 4006 course (May 2014) to assess students’ effective communication skills in a written assignment. N=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"> 1. Clarity in the explanation: 57% 2. Proper expression : 50% 3. Presentation of the assignment: 57% 4. Development and approach of the topic: 61% <p>The expected goal was not reached in any of the criteria assessed. Therefore, the goal was not met.</p>		
<p>Philosophy</p>	<p><u>Written</u></p> <p>First Instance</p> <p>A rubric was used in the FILO 4055 (17th Century Philosophy: from Descartes to Leibniz) course to assess the students’ effective written</p>	<ul style="list-style-type: none"> - Create a <i>Guide to creating a text commentary</i>. - Create a specific rubric for each of the 	<p>One measure, course, and instance, which were not met (0%).</p> <p>Four transforming actions were established.</p>

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>communication skills in a partial exam.</p> <p>It was expected that 70% of the students would reach the satisfactory level in the rubric.</p> <p>Results showed that 42% reached the expected outcome. Therefore, the goal was not met.</p>	<p>parts of the commentary:</p> <p>I. Grammatical elements</p> <p>II. Structure of the content:</p> <p>1. Introduction (establish the text);</p> <p>2. Body</p> <p style="padding-left: 40px;">2.1. Analysis,</p> <p style="padding-left: 40px;">2.2. Understanding of philosophical language</p> <p>3. Conclusion (Reflection and Critical distancing)</p> <p>(Part of this transforming action has already been done).</p> <p>- Include an exercise at the undergraduate level in which the students writes a critical review of a Philosophy article (in progress).</p> <p>Include more composition exercises.</p>	

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
Biology	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the BIOL 3101 (General Biology) course to assess students' effective communication skills based on the scientific method in a laboratory report. N=161</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 40.4% reached the "excellent" level, 45.3% "good," and 14.3% "regular". Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the BIOL 3350 (Genetics Laboratory) course to assess students' effective communication skills based on the scientific method in a laboratory report. N=35</p> <p>It was expected that at the end of the baccalaureate degree 90% of students would reach the "Good," level or better.</p> <p>Results showed that 51.4% reached the "excellent" level, 45.7% "good," and 0% "regular." Therefore, the goal was met.</p>	<p>Meet with the Department Director in order to find ways to improve data collection among the professors of the BIOL 3350 and BIOL 3112 courses.</p>	<p>One measure in two instances, both 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>Summary of Results</i>
<p>Chemistry</p> <p>(Oral)</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the QUIM 3255L (Analytical Chemistry Laboratory) course to assess students' effective oral communication skills based on an oral presentation. N=39</p> <p>It was expected 70% or more of the students would achieve 75% or more in 70% of the criteria assessed.</p> <p>Students that reached the expected outcome by criterion:</p> <ol style="list-style-type: none"> 1) Tone of Voice – 100% 2) Language – 95% 3) Transmission – 79% 4) Visual Elements – 82% 5) Organization – 92% 6) Content – 95% 7) Mastery – 85% 8) Time Management – 95% <p>The expected outcome was reached in eight of the eight criteria assessed (100%). Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the QUIM 3002L (General Chemistry Laboratory) course to assess students' effective oral communication skills based on an oral presentation. N=5</p> <p>It was expected 70% or more of the students would achieve 75% or more in 70% of the criteria assessed.</p> <p>Students that reached the expected outcome by criterion:</p> <ol style="list-style-type: none"> 1) Tone of Voice – 100% 2) Language – 100% 	<p>Students were lectured on the various aspects in the rubric used to evaluate effective communication in their oral presentation.</p> <p>Possible ideas to incorporate were suggested to students in the criteria in which they exhibited low performances.</p>	<p>One measure in three instances, all of which were met. Two transforming actions were proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
(Written)	<p>3) Transmission – 100%</p> <p>4) Organization – 100%</p> <p>5) Content – 100%</p> <p>6) Mastery – 60%</p> <p>7) Time Management – 100%</p> <p>The expected outcome was reached in six of the seven criteria assessed (86%). Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the QUIM 4865 (Biochemical Technics) course to assess students’ effective oral communication skills based on an oral presentation. N=10</p> <p>It was expected 70% or more of the students would achieve 75% or more in 70% of the criteria assessed.</p> <p>Students that reached the expected outcome by criterion:</p> <p>1) Visual Contact – 90%</p> <p>2) Tone of Voice – 100%</p> <p>3) Language – 90%</p> <p>4) Transmission – 100%</p> <p>5) Visual Elements – 100%</p> <p>6) Organization – 100%</p> <p>7) Content – 100%</p> <p>8) Resources – 100%</p> <p>9) Mastery – 100%</p> <p>10) Time Management – 90%</p> <p>The expected outcome was reached in ten of the ten criteria assessed (100%). Therefore, the goal was met.</p> <p><i>First Semester</i></p> <p>First Instance</p>		

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in the QUIM 3002L (General Chemistry Laboratory) course to assess students' effective written communication skills based on a laboratory report. N=15</p> <p>It was expected 67% or more of the students would achieve 75% or more in 67% of the criteria assessed.</p> <p>Students that reached the expected outcome by criterion:</p> <ol style="list-style-type: none"> 1) Organization of Content – 93% 2) Tabulated Data or Figures – 80% 3) Graphs – 80% 4) Calculations – 67% 5) Syntax and Coherence – 47% 6) Spelling, Punctuation, and Grammar – 47% <p>The expected outcome was reached in four of the six criteria assessed (67%). Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the QUIM 3255L (Analytical Chemistry Laboratory) course to assess students' effective written communication skills based on a research project report. N=22</p> <p>It was expected 67% or more of the students would achieve 75% or more in 67% of the criteria assessed.</p> <p>Students that reached the expected outcome by criterion:</p> <ol style="list-style-type: none"> 1) Organization of Content – 95% 2) Tabulated Data or Figures – 91% 3) Graphs – 95% 4) Calculations – 77% 5) Syntax and Coherence – 68% 6) Spelling, Punctuation, and Grammar – 100% <p>The expected outcome was reached in six of the six criteria assessed (100%). Therefore, the goal was met.</p>	<p>Students were lectured on the various aspects in the rubric used to evaluate effective communication in their written report.</p> <p>Students were advised to register in several courses for improving writing skills.</p>	<p>Two measures in three instances, all of which were met. Two transforming actions were proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the QUIM 4865 (Biochemical Technics) course to assess students' effective written communication skills based on a laboratory report. N=10</p> <p>It was expected 67% or more of the students would achieve 75% or more in 67% of the criteria assessed.</p> <p>Students that reached the expected outcome by criterion:</p> <ol style="list-style-type: none"> 1) Organization of Content – 100% 2) Tabulated Data or Figures – 100% 3) Graphs – 100% 4) Calculations – 100% 5) Syntax and Coherence – 100% 6) Spelling, Punctuation, and Grammar – 60% <p>The expected outcome was reached in five of the six criteria assessed (83%). Therefore, the goal was met.</p>		
Computer Science	<p>First Instance</p> <p>A rubric was used in the CCOM 3030 course to assess students' oral communication skills in an oral presentation for an assigned topic for independent study.</p> <p>Structure, coherence and delivery or writing were the criteria assessed.</p> <p>It was expected that at least 70% of the students assessed would be competent as defined in the rubric.</p> <p>Findings revealed that 94% (47/50) of the students assessed are competent as define in the rubric.</p> <p>Therefore, the goal was met.</p> <p>Second Instance</p>		<p>One measures in two instances, both of which were 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>Summary of Results</i>
	<p>A rubric was used in the CCOM 3982 course to assess students' oral communication skills in an oral presentation for an assigned topic for independent study.</p> <p>Organization coherence and delivery were the criteria assessed.</p> <p>It was expected that at least 70% of the students assessed would be competent as defined in the rubric.</p> <p>Findings revealed that 94% (47/50) of the students assessed are competent as define in the rubric. Therefore, the goal was met.</p>		
Interdisciplinary Program in Natural Sciences	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the CNEI 4011 course to assess students' effective written communication skills based on an open-ended question about the scientific method. N=29</p> <p>It was expected 70% or more of the students would achieve a score of 4 (80%) or more in the 5 point rubric used.</p> <p>The average score was 4 points (80%). Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the CNEI 4011 course to assess students' effective written communication skills based on a research project proposal. N=30</p> <p>It was expected 70% or more of the students would achieve a score 70% or more in the first draft and final proposal.</p> <p>Results by item: First draft – 97% Final draft – 96%</p>	<p>Recommendations:</p> <p>The students met the expected outcomes according to the rubrics used. However, the research tutor, Mr. Victor Vega, stated that the even though most students did acceptably well in spelling and grammar there were isolated cases of students with alarmingly low scores. This should be dealt with immediately since this competency is a fundamental part of the development of the PICN graduate.</p>	<p>Three measures in four instances, all of which were met. No transforming actions were proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>More than 90% of the students assessed achieved a score of 70% or more in the first draft and final proposal. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the CNEI 4012 course to assess students' effective written communication skills based on a final report. N=27</p> <p>It was expected 70% or more of the students would achieve a score 70% or more in the first draft and final report.</p> <p>More than 70% of the students assessed achieved a score of 70% or more in the first draft and final report. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the CNEI 4012 course to assess students' effective written communication skills based on an open-ended question about the scientific method. N=24</p> <p>It was expected 70% or more of the students would achieve a score of 4 (80%) or more in the 5 point rubric used.</p> <p>The average score was 4 points (80%). Therefore, the goal was met.</p>		
<p>Mathematics</p> <p>Effective Written Communication</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the MATE 4995 (Undergraduate Research Seminar I) course to assess students' effective written communication skills in the written segment of a presentation. N=24</p> <p>It was expected that 66% of the students would obtain 3 or 4 points</p>		<p>Three measures and five instances, all of which were met. No transforming actions proposed. (written)</p>

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>in each criterion assessed in the 4 point scale used.</p> <p>Findings by criteria assessed were:</p> <ul style="list-style-type: none"> • Organization – 4 points, 62.5%; 3 points, 20.8 % • Development – 4 points, 62.5%; 3 points 20.8% • Content – 4 points, 50 %; 3 points, 33.3% • Writing – 4 points, 62.5%; 3 points, 20.8% • Presentation - 4 points, 62.5%; 3 points, 29 % <p>Results showed that 82% of the students assessed obtained 3 points or more in each criterion. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the MATE 5001 course to assess students’ effective written communication skills in laboratory reports. N=19</p> <p>It was expected that 66% of the students would obtain 3 or 4 points in each criterion.</p> <p>Findings by criteria assessed were:</p> <ul style="list-style-type: none"> • Organization – 4 points, 52.6%; 3 points, 47.4% • Development – 4 points, 52.6%, 3 points 47.4% • Content – 4 points, 52.6%; 3 points, 47.4% • Writing – 4 points, 52.6%; 3 points, 47.4% • Presentation - 4 points, 52.6%; 3 points, 47.4% <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 the MATE 4995 (Undergraduate Research Seminar II) course to assess students’ effective written communication skills in the written segment of a presentation. N=7</p> <p>It was expected that 66% of the students would obtain 3 or 4 points in each criterion assessed.</p>		

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Findings by criteria assessed were:</p> <ul style="list-style-type: none"> • Organization – 4 points, 85.7%; 3 points, 14.3% • Development – 4 points, 0%; 3 points 100% • Content – 4 points, 57%; 3 points, 43% • Writing – 4 points, 43%; 3 points, 14.3% • Presentation - 4 points, 57%; 3 points, 14.3% <p>Results showed that 72% of the students assessed obtained 3 points or more in 4 of the 5 criteria assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A questionnaire administered to graduating students was used as an indirect measure of students’ satisfaction with the skills and knowledge obtained.</p> <p>It was expected that each question would receive a rating of 3 or higher in a 4 point scale.</p> <p>Findings:</p> <ul style="list-style-type: none"> • Oral Communication in Spanish – 3.75 • Oral Communication in English – 4 • Writing in Spanish – 3.5 • Writing in English – 3.75 <p>All of the questions received ratings of 3 or more. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the MATE 5001 course to assess students’ effective written communication skills in laboratory reports. N=17</p> <p>It was expected that 66% of the students would obtain 3 or 4 points in each criterion.</p> <p>Findings by criteria assessed were:</p> <ul style="list-style-type: none"> • Organization – 4 points, 47%; 3 points, 41% 		

College of Natural Sciences

Academic Program	Findings	Transforming Actions	Summary of Results
<p>Effective Oral Communication</p>	<ul style="list-style-type: none"> • Development – 4 points, 47%, 3 points 41% • Content – 4 points, 47%; 3 points, 41% • Writing – 4 points, 47%; 3 points, 41% • Presentation - 4 points, 47%; 3 points, 41% <p>Results showed that 88% of the students obtained 3 or more points in each criterion. Therefore, the goal was met.</p> <p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the MATE 4995 (Undergraduate Research Seminar) course to assess students’ effective oral communication skills in a presentation. N=24</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, 25%; 3 points, 25% • Mastery – 4 points, 33%; 3 points, 25% • Clarity – 4 points, 41.6%; 3 points, 33% • Oral Expression – 4 points, 50%; 3 points, 33% <p>Results showed that 74% of the students obtained 3 or more in 2 of the 4 criteria assessed. The expected outcome was not reached in 50% of the criteria. Therefore, the goal was not met.</p> <p><i>Second semester</i></p> <p>First Instance</p> <p>A rubric was used in the MATE 4995 (Undergraduate Research Seminar II) course to assess students’ effective oral communication skills in a presentation. N=7</p> <p>It was expected that 66% of the students would obtain 3 or 4 points in each criterion assessed.</p>	<p>Give special attention to presentation and mastery in the second part of this undergraduate seminar.</p>	<p>Two measures and three instances, two of which were met (oral communication).</p> <p>One transforming action proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Findings by criteria assessed were:</p> <ul style="list-style-type: none"> • Presentation – 4 points, 85.7%; 3 points, 14.3% • Mastery – 4 points, 57%; 3 points, 14.3% • Clarity – 4 points, 100% • Oral Expression – 4 points, 100% <p>Results showed that 72% of the students enrolled obtained 3 or more points in each criterion assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A questionnaire administered to graduating students was used as an indirect measure of students' satisfaction with the skills and knowledge obtained.</p> <p>It was expected that each question would receive a rating of 3 or higher in a 4 point scale.</p> <p>Findings:</p> <ul style="list-style-type: none"> • Oral Communication in Spanish – 3.75 • Oral Communication in English – 4 • Writing in Spanish – 3.5 • Writing in English – 3.75 <p>All of the questions received ratings of 3 or more. Therefore, the goal was met.</p>		
Nutrition and Dietetics	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the NUTR 4170 (Methods in Nutrition Education) course to assess students' effective communication skills in a class simulation.</p> <p>The expected outcome was that 80% of the students assessed would score 3 points or more in each criterion in the 4.5 scale used.</p> <p>Results showed that 81% of the students assessed scored 3 points in each criterion assessed. Findings exceeded the expected outcome. Therefore, the goal was met.</p>	<p>Meet with professors to discuss the need to improve the quality of writing in English and reduce grammatical errors.</p>	<p>Four measures in four instances, three of which was met. No transforming actions were proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Second Instance</p> <p>A rubric was used in the NUTR 4198 (Research Methods in Nutrition) course to assess students' effective communication skills in a presentation of a research proposal.</p> <p>The expected outcome was that 80% of the students assessed would score 3 points or more in each criterion in the 4.5 scale used.</p> <p>75% of the students assessed obtained a score of 3 or more in the criteria assessed. Results did not reach the expected outcomes. Therefore, the goal was not met.</p> <p>Third Instance</p> <p>A rubric was used in the NUTR 4175 (Supervised Practice in Nutrition Education) course to assess students' effective communication skills in a nutrition fair.</p> <p>The expected outcome was that 80% of the students assessed would score 3 points or more in each criterion in the 4.5 scale used.</p> <p>Results showed that 91% of the students assessed scored 3 points in each criterion assessed. Findings exceeded the expected outcome. Therefore, the goal was met.</p> <p><i>Summer</i></p> <p>First Instance</p> <p>A rubric was used in the NUTR 4075 (Management of Food Service Systems) course to assess students' effective communication skills discussion forum questions.</p> <p>The expected outcome was that 80% of the students assessed would score 3 points or more in each criterion in the 4.5 scale used.</p> <p>Results showed that 88% of the students assessed scored 3 points in each criterion assessed. Findings exceeded the expected outcome. Therefore, the goal was met.</p>		

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p>Psychology</p>	<p>First Instance</p> <p>A rubric was used in the PSIC 3003 (Introduction to Psychology) course, to assess students’ effective written communication skills in an essay type pre-test.</p> <p>It was expected that 70% of the students would score 5 points or more, using a 7 point rubric for the assessment of students’ effective communication skills.</p> <p>Results showed that of the 89 students, 38 students (43%) scored 7 points (100%), and 44 students (49%) obtained scores from 5 points to 6 points (71-86%).</p> <p>92% of the students scored 5 points or more.</p> <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the PSIC 3003 (Introduction to Psychology) course, to assess students’ effective written communication skills in an essay type post-test.</p> <p>It was expected that 70% of the students would score 5 points or more, using a 7 point rubric for the assessment of students’ effective communication skills.</p> <p>Results showed that of the 89 students, 45 students (51%) scored 7 points (100%), and 43 students (48%) obtained scores from 5 points to 6 points (71-86%).</p> <p>99% of the students scored 5 points or more.</p> <p>Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the PSIC 3025 (Human Development) course, to assess students’ effective written communication skills in an illustrated</p>		<p>The Psychology program established six measures in six instances; three of which were met (50%).</p> <p>No transforming actions were established.</p>

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>glossary to develop a comprehensive description of the topics studied throughout the course (pre-test).</p> <p>It was expected that 70% of the students would score 5 points or more, using a 7 point rubric for the assessment of students' effective communication skills.</p> <p>Results showed that of the 24 students, 7 students (29%) scored 4 points.</p> <p>Therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in the PSIC 3025 (Human Development) course, to assess students' effective written communication skills in an illustrated glossary to develop a comprehensive description of the topics studied throughout the course (post-test).</p> <p>It was expected that 70% of the students would score 5 points or more, using a 7 point rubric for the assessment of students' effective communication skills.</p> <p>Results showed that of the 24 students, 12 students (50%) scored 6 points (86%), and 7 students (29%) scored 5 points (71%).</p> <p>79% of the students scored 5 points or more.</p> <p>Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the PSIC 4001 (Psychological Research I) course, to assess students' effective written communication skills in an essay type pre-test.</p> <p>It was expected that 70% of the students would score 5 points or more, using a 7 point rubric for the assessment of students' effective communication skills.</p>		

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Results showed that of the 10 students, 2 students (20%) scored 7 points (100%), and 1 student (10%) scored 5 points (71%).</p> <p>30% of the students scored 5 points or more.</p> <p>Therefore, the goal was not met.</p> <p>Sixth Instance</p> <p>A rubric was used in the PSIC 4001 (Psychological Research I) course, to assess students' effective written communication skills in an essay type post-test.</p> <p>It was expected that 70% of the students would score 5 points or more, using a 7 point rubric for the assessment of students' effective communication skills.</p> <p>Results showed that of the 10 students, 2 students (20%) scored 7 points (100%), and 3 students (30%) obtained scores from 5 points to 6 points (71-86%).</p> <p>50% of the students scored 5 points or more.</p> <p>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>
	<ul style="list-style-type: none"> • Script - 100 % • Technical/Artistic Indications – 100 % • Orthography and punctuation – • Creativity – 100 % • Sound (recording, design and editing)- 43% • Illumination – 100 % • Final TV Production – 100 % <p>Since the expected outcome was achieved in seven of the eight 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 INFP 4016 (Introduction to Journalism) course (Section X) to assess students' effective communication skills in an exam. N=30</p> <p>The scale of the rubric used was: 4.= very good or Excellent 3= good 2 = poor 1= very poor</p> <p>It was expected that 70% of the students assessed obtained 3.0 points or more in each criteria assessed.</p> <p>Findings revealed that the average score in the specific Assessment criteria assessed were as follows:</p> <ul style="list-style-type: none"> • Orthography – 73.3% • Syntax and sentence construction— (logical order of ideas, coherence, concordance, grammar, and verbal forms and tenses) - 83.3 % • Compliance with answers to questions length – 80.0% • Adequate content: ideas are clearly presented, paragraph order support the content, coherence, transitions, logic sequences, relationship between ideas – 77.7 % • Clarity in the explanations - 76.7% <p>The expected outcome was achieved in all criteria assessed. Therefore, the</p>	<p>The need to classify COPU 4355 as a required course.</p> <p>The School of Communication should take the necessary measures to strengthen the writing skills and orthography of the students by:</p> <ul style="list-style-type: none"> • Creating laboratory courses • Crating pre required courses without credit • Establishing tutorial programs 	<p>Five educational activities in fifteen instances, thirteen met (87%). Transforming actions were proposed (23)</p> <p>A test was administered to assess effective communication writing skills in courses taken by students who are going to graduate in this or next academic year. (n=77) A three level 5 point scale rubric was used, where 5 is excellent, 3 is satisfactory and 1 is poor. An Average score of 4 was obtained in Theme and Structure and 3.9 in the Morphosyntaxis areas. In the Lexicon Mastering area they obtained an average score of 3.5 points and in Orthography the average score was 4.8 points, corresponding to a level between satisfactory-excellent in the rubric used to assess these skills. Overall, all the students assessed from all the programs of the School of communication obtained an average score of 3.1 corresponding to a satisfactory level in the rubric used to assess these skills</p>

School of Communication

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>goal was met.</p> <p>Second Instance</p> <p>A rubric was used in INFP 4016 (Introduction to Journalism) course (Section OU1) to assess students' effective communication skills in an essay. N=29</p> <p>The scale of the rubric used was: 4.= very good or Excellent 3= good 2 = poor 1= very poor</p> <p>It was expected that 70% of the students assessed obtained 3.0 points or more in each criteria assessed.</p> <p>Findings revealed that the average score in the specific Assessment criteria assessed were as follows:</p> <ul style="list-style-type: none"> • Orthography – 79.3% • Syntax and sentence construction— (logical order of ideas, coherence, concordance, grammar, and verbal forms and tenses) - 89.7 % • Compliance with answers to questions length – 86.2 % • Adequate content: ideas are clearly presented, paragraph order support the content, coherence, transitions, logic sequences, relationship between ideas – 75.9 % • Clarity in the explanations - 86.2% <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 INFP 4205 course (Ethics in Communication) to assess students' effective communication skills in a report N=7</p> <p>The scale of the rubric used was: 4.= very good or Excellent 3= good 2 = Satisfactory 1= Deficient</p> <p>It was expected that 70% of the students assessed obtained 3.0 points or more in each criteria assessed.</p>	<p>Include more activities to continue reinforcing grammar and syntax.</p> <p>The School of Communication should take the necessary measures to strengthen the writing skills and orthography of the students by:</p> <ul style="list-style-type: none"> • Creating laboratory courses • Creating pre required courses without credit • Establishing tutorial programs • Encourage to promote the teaching of writing and spelling. • Encourage critical thinking in our students through more courses with emphasis in theory. 	<p>Although the assessment results of the COPU core courses are included together with those of this Program, they are part of the curriculum of all the programs of the School of Communication: (COPU 4136, COPU 4045 and COPU 4355) and findings should be taken into consideration when assessing student learning of all the programs of the School of Communication.</p> <p>50 % of the assessed courses are from the Information and Journalism Program. Also, 33 % of the professors of this Program participated in the assessment of student learning in their courses during the first semester of 2013-2014</p> <p>60 % of the School of Communication core courses were assessed with 67 % of the professors of these courses participating in the assessment process.</p>

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Findings revealed that the average score in the specific Assessment criteria assessed were as follows:</p> <ul style="list-style-type: none"> • mastering orthography – 72 % • adequate use of vocabulary – 81% • concise writing (use of pertinent and significant vocabulary)- 72 % • Since all criteria assessed met the expected outcome, the goal was met. <p>Fourth Instance A rubric was used in INFP 4809 course (Seminar on Journalism: Techniques and practices of a journalistic report), Section 2, to assess students' effective communication skills in a report N=7</p> <p>The scale of the rubric used was: 4.= very good or Excellent 3= good 2 = Satisfactory 1= Deficient</p> <p>It was expected that 70% of the students assessed would obtain 3.0 points or more in each criteria.</p> <p>Findings revealed that the average score in the specific Assessment criteria assessed were as follows: -</p> <ul style="list-style-type: none"> • Orthography (Punctuation, capital letters) – 42.9 % • Syntax and sentence construction (appropriate presentation, logic order of the ideas, parts of the report, coherence, clarity, verbs tenses) - 71.4 % • Content: -(background, correct, complete and appropriate information, information criteria) – 57.14 • Thematic unity: (coherence, clarity, main idea development, connections, logic sequence, relation between ideas, appropriate scheme) - 71.4 % • Journalistic style (Writing style) – 85.7 % • Journalistic angle – 85.7 % <p>The expected outcome was met in four out of 6 criteria assessed; therefore, the goal was met.</p> <p>Fifth Instance A rubric was used in COPU 4136 course (Basic writing for the Media) (Section 001, 003) to assess students' effective writing communication skills in a news article the students were assigned to write.</p>	<p>The possibility of creating a summer writing experience without credit for students admitted to the School of Communication should be considered in which they participate in an intensive experience in basic writing skills are taught and reviewed.</p> <p>Emphasize writing skills (grammar and syntax) to improve students written papers.</p> <p>Emphasize definition of themes and ideas and developing the use of critical thinking skills before writing a text.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A sample of ten students from each section (001 and 003) was selected to assess this student learning outcome. (n=20)</p> <p>The scale of the rubric used was: 4.= very good or Excellent 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 was the expected outcome.</p> <p>The average score in specific Assessment Criteria in Section 1 and 3 were as follows:</p> <ul style="list-style-type: none"> • Orthography: (Punctuation, adequate use of capital letters) –95% • Syntax and sentence construction – (logical order of ideas, coherence, concordance, grammar, and verbal forms and tenses – 75% • Defines the idea and theme with clarity –90 % • Appropriate order in the text structure- 90 % • Uses the narrative style required – 100%% • Use the appropriate vocabulary – 95 % • Manage concision adequately – 95% <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 COPU 4136 course (Basic writing for the Media) (Section 002) to assess students' effective writing communication skills in an essay. (n=16)</p> <p>The scale of the rubric used was: 4.= very good or Excellent 3 = satisfactory 2 = in progress 1= beginning</p> <p>It was expected that 70% or more of the students assessed would obtain 3.5</p>	<p>Freshman students should take a summer intensive experience in writing skills previous to admission to the School of Communication..</p> <p>Emphasis in orthography and grammar in these courses.</p>	

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>points or more in a 5 point scale rubric.</p> <p>The average score in specific Assessment Criteria in Section 1 were as follows:</p> <ul style="list-style-type: none"> • Orthography: (Punctuation, adequate use of capital letters) –68.8% • Syntax and sentence construction – (logical order of ideas, coherence, concordance, grammar, and verbal forms and tenses) – 50% • Defines the idea and central theme with clarity –43.8 % • Appropriate order in the text structure- 37.5 % • Uses the narrative style required – 37.5 % • Use the appropriate vocabulary- 37.5 % • Manages coherence adequately – 37.5% <p>The expected outcome was not achieved in any of the criteria assessed. Therefore, the goal was not met.</p> <p>Seventh Instance</p> <p>A rubric was used in COPU 4136 course (Basic writing for the Media) (Section 006) to assess students' effective writing communication skills in an essay. (n=16)</p> <p>The scale of the rubric used was: 4.= very good or Excellent 3= good 2 = poor 1= very poor</p> <p>. It was expected that 70% or more of the students assessed would obtain 70 % or more in each criterion assessed.</p> <p>The average score in specific Assessment Criteria in Section 1 were as follows:</p> <ul style="list-style-type: none"> • Orthography: (Punctuation, adequate use of capital letters) –87.5% • Syntax and sentence construction –(logical order of ideas, coherence, concordance, grammar, and verbal forms and tenses) – 81.3 % • Defines the idea and central theme with clarity –43.75% • Appropriate order in the text structure- 50 % • Uses the narrative style required – 50% • Uses the appropriate vocabulary- 43.75% • Manages coherence adequately – 43.75% <p>The expected outcome was only achieved in two of the seven criteria assessed. Therefore, the goal was not met.</p> <p>Eighth Instance</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in COPU 4136 course (Basic writing for the Media) (Section 004) to assess students' effective writing communication skills in an essay using a 4.0 points scale rubric.</p> <p>It was expected that 70 % or more of the students assessed would obtain 3.0 points or more in each criteria assessed.</p> <p>The average score in specific Assessment Criteria in Section 1 were as follows:</p> <ul style="list-style-type: none"> • Orthography: (Punctuation, adequate use of capital letters) –3.0 points • Syntax and sentence construction –(logical order of ideas, coherence, concordance, grammar, and verbal forms and tenses)– 2.0 points • Defines the idea and central theme with clarity –3.0 points • Appropriate order in the text structure- 3.0 points • Uses the narrative style required – 4.0 points • Uses the appropriate vocabulary- 3.0 points • Manages coherence adequately – 3.0 points <p>The expected outcome was only achieved in six of the seven criteria assessed. Therefore, the goal was met.</p> <p>Ninth Instance</p> <p>A rubric was used in COPU 4045 course (Advanced Seminar on Communication) to assess students' effective writing communication skills in a final research group report. <u>Three</u> groups participated in this activity for a total of 16 students. A 4 points scale rubric was used.</p> <p>It was expected that 70 % or more of the students assessed would obtain 3.0 points or more in each criteria assessed.</p> <p>The average scores in specific Assessment Criteria in <u>Group 1</u> were as follows:</p> <ul style="list-style-type: none"> • Orthography: (Punctuation, adequate use of capital letters) –3.0 points • Syntax and sentence construction –(logical order of ideas, coherence, concordance, grammar, and verbal forms and tenses)– 3.0 points • Defines the idea and central theme with clarity –3.0 points • Appropriate order in the text structure- 3.0 points • Uses the appropriate vocabulary- 3.0 points • Manages coherence adequately – 3.0 points <p>Since the expected outcome was met in all criteria assessed, the goal was met.</p> <p>The average score in specific Assessment Criteria in <u>Group 2</u> were as follows:</p>	<p>Include in the assessment of Student Learning Annual Reports a reflex ion about the assessed competencies results and the transforming actions recommended.</p>	

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> • Orthography: (Punctuation, adequate use of capital letters) –4.0 points • Syntax and sentence construction –(logical order of ideas, coherence, concordance, grammar, and verbal forms and tenses)– 3.0 points • Defines the idea and central theme with clarity –3.0 points • Appropriate order in the text structure- 3.0 points • Uses the appropriate vocabulary- 4.0 points • Manages coherence adequately – 3.0 points <p>Since the expected outcome was met in all criteria assessed, the goal was met.</p> <p>The average score in specific Assessment Criteria in <u>Group 3</u> were as follows:</p> <ul style="list-style-type: none"> • Orthography: (Punctuation, adequate use of capital letters) –4.0 points • Syntax and sentence construction –(logical order of ideas, coherence, concordance, grammar, and verbal forms and tenses)– 3.0 points • Defines the idea and central theme with clarity –3.0 points • Appropriate order in the text structure- 3.0 points • Uses the appropriate vocabulary- 4.0 points • Manages coherence adequately – 3.0 points <p>Since the expected outcome was met in all criteria assessed, the goal was met.</p> <p>Tenth Instance</p> <p>A rubric was used in COPU 4355 course (Communication Theories) Section 001, to assess students' effective writing communication skills in a monograph as a final report. A 4 points scale rubric was used. (n=28)</p> <p>It was expected that 70 % or more of the students assessed would obtain 3.0 points or more in each criteria assessed.</p> <p>The average score in specific Assessment Criterion was as follows:</p> <ul style="list-style-type: none"> • The selected theory was sounded and clearly defined - 100% • Appreciations and questioning related to the theory discussed are pertinent, concise and clearly stated.- 100% • The narrative and conceptual model presented is viable and coherent. – 61% • The presentation is coherent and used electronic means.-100% <p>Since the expected outcome was met in three out of the four criteria assessed, the goal was met.</p>	<p>Include different exercises at the beginning of the course so that students can write a concise summary of their understanding of the theories discussed in the classroom.</p> <p>Discuss in more detail what is considered a conceptual framework, for students to be able to understand with precision their component. By the end of the semester they will be able to write their conceptual statement in a coherent way.</p> <p>Include themes related to diversity in the assigned exercises.</p> <p>Choose only one textbook for the course since using lectures from diverse authors made the discussions more complex and created confusion among students.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Eleventh Instance</p> <p>A rubric was used in COPU 4355 course (Communication Theories) Section 002, to assess students' effective writing communication skills in a monograph as a final report. A 4 points scale rubric was used. (n=29)</p> <p>It was expected that 70 % or more of the students assessed would obtain 3.0 points or more in each criteria assessed.</p> <p>The average score in specific Assessment Criterion was as follows:</p> <ul style="list-style-type: none"> • Style – 69 % • Identification and management of theoretical frameworks – 65.5 % • Presentation – 93% <p>Since the expected goal was met in two of the three criteria assessed, the goal was not met.</p> <p><i>Second semester</i></p> <p>First Instance</p> <p>A rubric was used in INFP 4016 (Introduction to Journalism) course (Section OU1) to assess students' effective communication skills in an essay N=29</p> <p>The scale of the rubric used was: 4.= very good or Excellent 3= good 2 = poor 1= very poor</p> <p>It was expected that 70% of the students assessed obtained 3.0 points or more (75 %) in each criteria assessed.</p> <p>Findings revealed that the average score in the specific Assessment criteria assessed were as follows:</p> <ul style="list-style-type: none"> • Orthography – 79.3% • Syntax and sentence construction— (logical order of ideas, coherence, concordance, grammar, and verbal forms and tenses) - 89.7 % • Compliance with answers to questions length – 86.2 % • Adequate content: ideas are clearly presented, paragraph order support the content , coherence, transitions, logic sequences, relationship between ideas – 75.9. % 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> Clarity in the explanations - 76.7% <p>The expected outcome was achieved in all criteria assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in INFP 4059 course (Journalism for Radio and TV) Section 1, to assess students' effective communication skills in the writing and production of a radio report n=7</p> <p>The scale of the rubric used was: 4.= very good or Excellent 3= good 2 = Satisfactory 1= Deficient</p> <p>It was expected that 70% of the students assessed would obtain 3.0 points or more in each criteria.</p> <p>Findings revealed that the average score in the specific Assessment criteria assessed were as follows: -</p> <ul style="list-style-type: none"> Orthography (Punctuation, capital letters) – 42.9 % Syntax and sentence construction (appropriate presentation, logic order of the ideas, parts of the report, coherence, clarity, verbs tenses) - 71.4 % Content: -(background, correct, complete and appropriate information, information criteria) – 57.14 Thematic unity: (coherence, clarity, main idea development, connections, logic sequence, relation between ideas, appropriate scheme) - 71.4 % Journalistic style (Writing style) – 85.7 % Journalistic angle – 85.7 % <p>The expected outcome was met in four out of 6 criteria assessed, therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in INFP 4001 course (Journalistic Writing I) to assess students' effective communication skills in an informative news.. N=19</p> <p>The scale of the rubric used was: 4.= very good or Excellent</p>	<p>Include more exercises of this type in this course.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>3= good 2 = poor 1= very poor</p> <p>It was expected that 70% of the students assessed obtained 4.0 points or more in the criteria assessed.</p> <p>Findings revealed that the average score in the specific Assessment criteria assessed were as follows:</p> <ul style="list-style-type: none"> • Thematic Unity (clarity, development of the main idea, transitions, connections, logic sequence, relationship between ideas) – 80.0 % • Master orthography and grammar – 72 % • Concise writing : (Significant and pertinent use of vocabulary)-81% • Concise writing: (Adequate use of vocabulary for the average reader)-72% <p>The expected outcome was met in all criteria assessed; therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in INFP 4002 course (Journalistic Writing II) to assess students' effective communication skills in an informative news.. N=15</p> <p>The scale of the rubric used was: 4.= very good or Excellent 3= good 2 = poor 1= very poor</p> <p>It was expected that 70% of the students assessed obtained 4.0 points or more in the criteria assessed.</p> <p>Findings revealed that the average score in the specific Assessment criteria assessed were as follows:</p> <ul style="list-style-type: none"> • Thematic Unity (clarity, development of the main idea, transitions, connections, logic sequence, relationship between ideas) – 80.0 % • Used diverse sources - - 73 % • Significant and pertinent use of vocabulary)-73% <p>The expected outcome was met in all criteria assessed; therefore, the goal</p>	<p>Discuss more exercises in this course as a modeling exercise.</p> <p>Emphasize the differences between writing for a reading purpose or for a hearing purpose for the press. or for digital documents or for the radio and the TV.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	was met.		
Public Relations and Advertising	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in the REPU 4018 course (Introduction to Advertisement and Public Relations), Section 1, to assess students' effective communication skills in a monograph. n= 29</p> <p>It was expected that 70 % of the students would obtain 4 points or more in the 6 point 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"> • Content and analysis – (develop a main idea ,concentrates in the theme assigned, develop the most important issues) – 100% • Organization (clearly defined structure, coherence among paragraphs, logic transitions between topics, has introduction, body and conclusion) – 100% • Grammar and orthography – 54.5% <p>Since only two out of three criteria met the expected outcome, the goal was met</p> <p>Second Instance</p> <p>A 6 point scale rubric was used in the REPU 4147 (Writing for Public Relations) course (Section 001), to assess students' communication skills in a Media Kit. (N= 22)</p> <p>It was expected that 70 % of the students enrolled in the course would obtain 4 points or more in a 6 point rubric in each criteria assessed.</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. – 70 % • Understands basic concepts and terms applied to the development and process of writing Public Relations pieces.- 70 % <p>Since the goal was accomplished in both two criteria assessed, the goal was met.</p>	<p>Grammar and orthography skills should be emphasized in previous courses, especially in Writing for Communication.</p> <p>More emphasis should be given in the classroom in how to cite correctly, identify adequate and reliable sources of information.</p> <p>Emphasize the importance of the correct formats for different situations and media.</p>	<p>Eight educational activities, in 18 instances,3 not met. Twenty two Transforming actions proposed.</p> <p>86 % of the courses assessed 60 % of the professors of this Program participated in the assessment process of the School of Communication</p> <p>A test was administered to assess effective communication writing skills in courses taken by students who are going to graduate in this or next academic year. (n-77) A three level 5 point scale rubric was used, where 5 is excellent, 3 is satisfactory and 1 is poor. An Average score of 2.7 was obtained in Theme and Structure and 2.8 in the Morphosyntaxis areas. In the Lexicon Mastering area they obtained an average score of 3.3 points and in Orthography the average score was 2.3 points. Overall, all the students assessed from all the programs of the School of communication obtained an average score of 3.1 corresponding to a satisfactory level in the rubric used to assess these skills</p>

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Third Instance</p> <p>A 6 point scale rubric was used in the REPU 4147 (Writing for Public Relations) course (Section OU1), to assess students' communication skills in a Media Kit. (N= 19)</p> <p>It was expected that 70 % of the students enrolled in the course would obtain 4 points or more in a 6 point rubric in each criteria assessed.</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.- 74 % <p>Since the goal was accomplished in both two criteria assessed, the goal was met.</p> <p>Fourth Instance</p> <p>A 6 point scale rubric was used in the REPU 4155 (Planning for the Media) course (Section 001), to assess students' communication skills in a Media Plan. (N= 7)</p> <p>It was expected that 85 % of the students assessed would obtain 3 points or more in the 4 points scale rubric used.</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. – 86% • Understands basic concepts and terms applied to the development and process of writing Public Relations pieces.- 100 % <p>Since the goal was accomplished in both two criteria assessed, the goal was met.</p> <p>Fifth Instance</p> <p>A 6 point scale rubric was used in the REPU 4155 (Planning for the Media) course (Section 002), to assess students' communication skills in a Media Plan.</p>	<p>Discuss among professors the need to establish a process for the students to develop a clear and strategic thinking process to enhance their writing skills.</p> <p>Encourage the student use of the dictionary to improve their communication skills.</p> <p>Recommend students the use of the Manual designed by the professor for the Media Planning course.</p>	<p>The professor in charge of teaching this course sections (001 and 002) wrote a Manual with all the necessary math skills and concepts needed for the course</p>

School of Communication

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>(N= 7)</p> <p>It was expected that 85 % of the students assessed would obtain 3 points or more in the 4 points scale rubric used.</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. – 86% • Understands basic concepts and terms applied to the development and process of writing Public Relations pieces.- 86% <p>Since the goal was accomplished in both two criteria assessed, the goal was met.</p> <p>Sixth Instance</p> <p>A rubric was used in REPU 4025 course (Writing for Advertising) (Section Ou1) to assess students' written communication skills in a paper and in oral presentations. (N=16)</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 % or more of the students assessed would obtain 3.0 points (good) or higher in the 4 points rubric used.</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. – 100 % • Understands basic concepts and terms applied to the development and process of writing Public Relations pieces.- 100% • Develops a clearly defined logical structure according to the established criteria – 100% • Recognizes skills development in writing news articles – 100% • Communicates effectively both oral and I writing while presenting his assigned works- 100% <p>Since the goal was accomplished in both two criteria assessed, the goal was met.</p>	<p>Establish pedagogical strategies to develop and strengthen clear and strategic thinking skills before writing any paper.</p> <p>Emphasize in the classroom the importance of producing a closing that summarizes the more relevant elements of the presentation.</p> <p>Dedicate more classroom time to explain technical terms and situations related to the use of software for presentations and their importance for a professional campaign.</p> <p>The use of the dictionary should be emphasized as a tool for writing with a minimum of errors.</p>	<p>(decimals, fractions and percentages) as well as the important formulas to understand the course. The Manual also included the tables needed for a Media Plan.</p>

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Seventh Instance</p> <p>A rubric was used in REPU 4165 course (Public Relations Campaign) (Section 001) to assess students' written communication skills in an oral presentation of a public relation campaign. N= 7</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 % or more of the students assessed would obtain 3.0 points (good) or higher in the 4 points rubric used.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> • Organization– (adequate coherence, sequence and structure – 100% • Language – The diction was clear and the tone adequate - 100% <p>Since the goal was accomplished in both tw criteria assessed, the goal was met.</p> <p>Eight Instance</p> <p>A rubric was used in REPU 4165 course (Public Relations Campaign) (Section 002) to assess students' written communication skills in campaign. 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 % or more of the students assessed would obtain 3.0 points (good) or higher in the 4 points rubric used.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> • Organization – (adequate coherence, sequence and structure)- 100% • Language - The diction was clear and the tone adequate 100% 	<p>Include more writing exercises in the classroom and as assignments.</p> <p>More emphasis should be given in the classroom to the development of innovative and of media convergence audiovisual resources to illustrate and complement the texts used.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Since the goal was accomplished in both criteria assessed, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the REPU 4147 course (Writing for Public Relations) to assess students' effective communication skills in a Media Kit. (n=20)</p> <p>It was expected that 70% of the students assessed would obtain 4.0 points in a 6 points scale rubric.</p> <p>Findings by criteria assessed:</p> <ul style="list-style-type: none"> • Understands and apply writing skills and formats for the different situations and media – 40.0 % • Understands concepts and basic terms applied to the writing process and development of the different Public relations pieces. – 95.0 % • Incorporates all the necessary resources to illustrate and complement the texts contents for the different pieces that require the Public Relations Plan. -25.0 % <p>Since the goal was not met in two of the three criteria assessed for this learning outcome, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in the REPU 4018 course, section OU1 (Introduction to Public relations and Advertisement) to assess students' effective communication skills in a research work. (n=30)</p> <p>It was expected that 70% of the students assessed would obtain 4.0 points in a 6 points scale rubric.</p> <p>Findings by criteria assessed:</p> <ul style="list-style-type: none"> • Problem identification: - 80.0 % • Analysis :- 43.3 % • Use of adequate data to support stated recommendations : 43.3% • Effective written communication :- 70 % <p>Since two out of four criteria assessed did not meet the expected goal, this</p>	<p>Include more exercises to be discussed in the class room.</p> <p>Emphasize and increase practice in the use of audiovisual resources related to the media.</p> <p>Recommend students to take courses previous to the REPU 4147 course such as the one in design of publications.</p> <p>Assign small research assignments in order for students to know what is expected in the final paper in relation to level to the analysis and depth expected..</p> <p>Emphasize the importance of the information sources in research papers assigned.</p> <p>More emphasis should be given to writing skills (grammar and orthography) in students manuscripts.</p> <p>Revise rubric criteria since some of them assess student work in groups and other as individual assessment. Group assessment seem to be favorable to students that not</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>written communication. (n=5)</p> <p>It was expected that 70% of the students assessed would obtain 3.0 points or more in each criteria assessed using a 4 points scale rubric.</p> <p>Findings by criteria assessed:</p> <ul style="list-style-type: none"> • Descriptive, clear and concise text- 3.14 points • Mastering the topic, logic sequence and supporting material used in the oral presentation – 3.36 points <p>Since all criteria assessed met the expected goal, this learning outcome was met.</p> <p>Eighth Instance</p> <p>A rubric was used in the REPU 4155 course, section 001 (Public Relations Campaign) to assess students’ effective communication skills in an oral and written communication. (n=7)</p> <p>It was expected that 70% of the students assessed would obtain 3.0 points or more in each criteria assessed using a 4 points scale rubric.</p> <p>Findings by criteria assessed:</p> <ul style="list-style-type: none"> • oral presentation was clear, logic and persuasive using technology resources. – 71 % • Topics were presented in a logic sequence - - 85.7% <p>Since the criteria assessed t met the expected outcome, therefore the goal was met.</p> <p>Ninth Instance</p> <p>A rubric was used in the REPU 4155 course, section 002 (Public Relations Campaign) to assess students’ effective communication skills in an oral and written communication. (n=7)</p> <p>It was expected that 70 % of the students assessed would obtain 3 points or more in each criteria assessed using a 4 points scale rubric.</p> <p>:</p> <p>Findings by criteria assessed:</p> <ul style="list-style-type: none"> • oral presentation was clear, logic and persuasive using technology resources. – 71 % 	<p>More exercises should be develop for students to practice and develop the creative strategic ideas</p> <p>Recommend students to enroll in liberal arts courses such as painting, literature sculpture theater and architecture, among others.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> • Topics were presented in a logic sequence - 85.7% <p>Since the criteria assessed met the expected outcome, therefore the goal was met.</p> <p>Tenth Instance</p> <p>A rubric was used in the REPU 4076 course, section 001 (Design and Advertisement Production) to assess students' effective communication skills in the final written production. (n=15)</p> <p>It was expected that 70% of the students assessed would obtain 3. points or more in each criteria assessed using a 4 points scale rubric.</p> <p>Findings by criteria assessed::</p> <ul style="list-style-type: none"> • Understands and applies the different writing skills for traditional and nontraditional media - 73.3 % • Develops a clearly defined logical structure according to the clearly established criteria – 73.3 % • Recognizes the development of skills in the writing, design and production. – 73.3 % • Can verbalize what he wants to communicate in the oral presentation – 73.3 % <p>Since the expected outcome was accomplished in all criteria assessed , the goal was met.</p> <p>4</p>		

II. Critical Thinking

College of Education			
Academic Program	Findings	Transforming Actions	Summary of Results
Teacher Preparation Program	<p>The Teacher Preparation Program established that all candidates are required to make an Electronic Portfolio (E-Portfolio) in the Professional Reflective Seminar I, II and III (FAED 4001, 4002, and 4003) to stimulate reflective practice, systematically document their academic and professional experiences, and develop their critical thinking skills. These seminars are offered in three stages: at the beginning, the middle, and end of the study program).</p> <p>First Instance</p> <p>A holistic rubric was used in the FAED 4001 course to build an E-Portfolio, with convincing evidence that supports the deep reflective actions and critical thinking skills of educators during their professional training and development.</p> <p>It was expected that all students would perform at the “achieved level” using a 21 point rubric.</p> <p>The rating scale was established as:</p> <p>0 = no evidence 1 - 7 points = initial level 8 - 14 points = in progress level 15 - 21 points = achieved level</p> <p>Findings revealed that, when assessing critical thinking skills in the E-Portfolio (Porta-e), students obtained an average score of 18.49 (achieved).</p> <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>A holistic rubric was used in the FAED 4002 course to assess students’ reflection and critical thinking skills in an E-Portfolio (Porta-e) where the students evidence the reflection process of their formation as an educator, their education philosophy, and their projections as professionals.</p> <p>It was expected that all students would perform at the “achieved level”</p>	<p>Professors are offering individualized help to the students who perform below expected in the program.</p> <p>During 2014-2015 the scale of formative assessment rubrics designed for the teaching practice course will be reviewed.</p>	<p>The Teacher Preparation Program established two measures in four instances, which were met.</p> <p>Two transforming actions were established.</p>

	<p>using a 21 point rubric.</p> <p>The rating scale was established as:</p> <p>0 = no evidence 1 - 7 points = initial level 8 - 14 points = in progress level 15 - 21 points = achieved level</p> <p>Findings revealed that, when assessing critical thinking skills, students obtained an average score of 18.49 (achieved).</p> <p>Therefore, the goal was met.</p> <p><i>Third Instance</i></p> <p>A holistic rubric was used in the FAED 4003 course to assess students' reflection and critical thinking skills in an E-Portfolio (Porta-e) where the students evidence the reflection process of their formation as an educator, their education philosophy, and their projections as professionals.</p> <p>It was expected that all students would perform at the "achieved level" using a 21 point rubric.</p> <p>The rating scale was established as:</p> <p>0 = no evidence 1 - 7 points = initial level 8 - 14 points = in progress level 15 - 21 points = achieved level</p> <p>Findings revealed that, when assessing critical thinking skills, students obtained an average score of 18.49 (achieved).</p> <p>Therefore, the goal was met.</p> <p><i>Fourth Instance</i></p> <p>A formative assessment rubric designed for the teaching practice course was used to assess students' reflection and critical thinking skills throughout their teaching practice experience.</p> <p>It was expected that all students would perform at the "achieved level".</p> <p>Findings revealed that teaching candidates scored an average of 13.7 (achieved) in critical thinking skills.</p>		
--	---	--	--

	Therefore, the goal was met.		
--	------------------------------	--	--

College of Humanities																																			
Academic Program	Findings	Transforming Actions	Summary of Results																																
Art History	<p>First Instance</p> <p>A rubric was used in the ARTE 3256 (Art Theory) course to assess students' critical thinking skills in a discussion question or essay.</p> <p>The expected performance level was that 70% of the students would score 6 points or more in the 8 point scale used.</p> <p><u>Section X</u></p> <p>The results were as follows:</p> <table border="1"> <thead> <tr> <th>Criteria</th> <th>1st Assessment (March,2014) N = 19</th> <th>2nd Assessment (April, 2014) N = 14</th> <th>3rd Assessment (May, 2014) N = 18</th> </tr> </thead> <tbody> <tr> <td>1. Writing</td> <td>42%</td> <td>36%</td> <td>44%</td> </tr> <tr> <td>2. Content</td> <td>53%</td> <td>50%</td> <td>56%</td> </tr> <tr> <td>3. Analysis</td> <td>58%</td> <td>43%</td> <td>56%</td> </tr> <tr> <td>4. Synthesis</td> <td>53%</td> <td>36%</td> <td>56%</td> </tr> <tr> <td>5. Interpretation</td> <td>58%</td> <td>57%</td> <td>56%</td> </tr> <tr> <td>6. Style Manual</td> <td>53%</td> <td>71%</td> <td>78%</td> </tr> <tr> <td></td> <td>Not met</td> <td>Not met</td> <td>Not met</td> </tr> </tbody> </table> <p><u>Section Y</u></p> <p>The results were as follows:</p>	Criteria	1 st Assessment (March,2014) N = 19	2 nd Assessment (April, 2014) N = 14	3 rd Assessment (May, 2014) N = 18	1. Writing	42%	36%	44%	2. Content	53%	50%	56%	3. Analysis	58%	43%	56%	4. Synthesis	53%	36%	56%	5. Interpretation	58%	57%	56%	6. Style Manual	53%	71%	78%		Not met	Not met	Not met	<p>All the criteria of the rubrics were explained once more. Examples were given. The best written works were read out loud.</p>	<p><i>Annual Summary</i></p> <p>One measure, three courses and three instances, of which only one was met (33%). One transforming action was established.</p>
Criteria	1 st Assessment (March,2014) N = 19	2 nd Assessment (April, 2014) N = 14	3 rd Assessment (May, 2014) N = 18																																
1. Writing	42%	36%	44%																																
2. Content	53%	50%	56%																																
3. Analysis	58%	43%	56%																																
4. Synthesis	53%	36%	56%																																
5. Interpretation	58%	57%	56%																																
6. Style Manual	53%	71%	78%																																
	Not met	Not met	Not met																																

College of Humanities

<i>Academic Program</i>	<i>Findings</i>			<i>Transforming Actions</i>	<i>Summary of Results</i>
	1 st Assessment (March,2014) N = 17	2 nd Assessment (April, 2014) N = 21	3 rd Assessment (May, 2014) N = 14		
	Criteria				
	1. Writing	65%	57%	43%	
	2. Content	65%	43%	50%	
	3. Analysis	53%	38%	50%	
	4. Synthesis	53%	38%	43%	
	5. Interpretation	59%	43%	35%	
	6. Style Manual	76%	71%	93%	
	Not met	Not met	Not met		
	<p>Since none of the sections reached the expected outcome, 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 students' critical thinking skills in a discussion question where the student had to demonstrate having a benchmark and a goal in critical thinking.</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>				
	1 st Assessment (March,2014) N = 25	2 nd Assessment (April, 2014) N = 28	3 rd Assessment (May, 2014) N = 24		
	Criteria				
	1. Writing	56%	25%	75%	
	2. Content	52%	18%	67%	
	3. Analysis	40%	21%	67%	
	4. Order	56%	36%	67%	
	5. Summary	36%	18%	67%	
	6. Style Manual	68%	50%	67%	
	Not met	Not met	Not met		

College of Humanities																																			
Academic Program	Findings	Transforming Actions	Summary of Results																																
	<p>Since none of the assessment's points reached the expected outcome, the goal was not met.</p> <p>Third Instance</p> <p>A rubric was used in the ARTE 3915 (History of African Art) course to assess students' critical thinking skills in a discussion question where the student had to demonstrate having a benchmark and a goal in critical thinking.</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> <table border="1"> <thead> <tr> <th>Criteria</th> <th>1st Assessment (March,2014) N = 27</th> <th>2nd Assessment (April, 2014) N = 24</th> <th>3rd Assessment (May, 2014) N = 21</th> </tr> </thead> <tbody> <tr> <td>1. Writing</td> <td>63%</td> <td>71%</td> <td>100%</td> </tr> <tr> <td>2. Content</td> <td>63%</td> <td>88%</td> <td>95%</td> </tr> <tr> <td>3. Analysis</td> <td>59%</td> <td>88%</td> <td>95%</td> </tr> <tr> <td>4. Order</td> <td>63%</td> <td>88%</td> <td>95%</td> </tr> <tr> <td>5. Summary</td> <td>63%</td> <td>88%</td> <td>95%</td> </tr> <tr> <td>6. Style Manual</td> <td>59%</td> <td>75%</td> <td>86%</td> </tr> <tr> <td></td> <td>Not met</td> <td>Met</td> <td>Met</td> </tr> </tbody> </table> <p>The expected outcome was reached in 2 out of 3 assessment points. Therefore, the goal was met.</p>	Criteria	1 st Assessment (March,2014) N = 27	2 nd Assessment (April, 2014) N = 24	3 rd Assessment (May, 2014) N = 21	1. Writing	63%	71%	100%	2. Content	63%	88%	95%	3. Analysis	59%	88%	95%	4. Order	63%	88%	95%	5. Summary	63%	88%	95%	6. Style Manual	59%	75%	86%		Not met	Met	Met		
Criteria	1 st Assessment (March,2014) N = 27	2 nd Assessment (April, 2014) N = 24	3 rd Assessment (May, 2014) N = 21																																
1. Writing	63%	71%	100%																																
2. Content	63%	88%	95%																																
3. Analysis	59%	88%	95%																																
4. Order	63%	88%	95%																																
5. Summary	63%	88%	95%																																
6. Style Manual	59%	75%	86%																																
	Not met	Met	Met																																
Fine Arts	<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 skills.</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"> • 1st Assessment: 71.4% scored 3 or 4 points. 	<p>Reinstate a more permanent Assessment Committee within the Fine Arts Department.</p> <p>Establish better and more effective communication between the Assessment Coordinator and the Department Director. This will ensure a connection between the coordinator and the rest of the faculty of the department.</p>	<p>The Fine Arts program established objectives with one measure in two instances, one of which was met.</p> <p>Three transforming actions were proposed.</p>																																

College of Humanities			
Academic Program	Findings	Transforming Actions	Summary of Results
	<ul style="list-style-type: none"> • 2nd Assessment: 85.7% 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' critical thinking skills.</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 sections were as follows:</p> <ul style="list-style-type: none"> • Section X: 100% scored 3 or 4 points. • Section Y: 64.2% scored 3 or 4 points. <p>The expected results were reached in one of the two section, therefore, the goal was not met.</p>	<p>Evaluate the rubric used in order to determine the reason behind disparity between the results for each section.</p>	

College of Natural Sciences

Academic Program	Findings	Transforming Actions	Summary of Results
Biology	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the BIOL 3349 (Genetics) course to assess students' critical thinking skills based on questions in a final exam. N=69</p> <p>It was expected that 50% or more of the students would answer the exam questions assessed correctly.</p> <p>Results: Question 30 – 39% Question 33 – 78.3% Question 34 – 66.7% Question 39 – 59.4% Question 55 – 69.6% Question 65 – 84.1%</p> <p>The expected outcome was reached in five of the six questions assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the BIOL 4350 (Cellular Biology) course to assess students' critical thinking skills based on questions in a final exam. N=125</p> <p>It was expected that 50% or more of the students would answer the exam questions assessed correctly.</p> <p>Question 13 – 81.6% Question 14 – 76.8% Question 15 – 34.4% Question 17 – 74.4% Question 18 – 72.8% Question 19 – 48% Question 24 – 48%</p>	<p>Revise the questions for the BIOL 4350 course so that at least one of the questions that require critical thinking has enough information given that it does not require content knowledge.</p>	<p>One measure in two instances, one of 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>Summary of Results</i>
	The expected outcome was reached in four of the seven (57%) questions assessed. Therefore, the goal was not met.		
Computer Science	<p>First Instance</p> <p>A rubric was used in the CCOM 3034 course to assess students' critical thinking skills in an exam problem. N=13</p> <p>It was expected that at least 70% of the students assessed would be competent as defined in the rubric.</p> <p>Findings revealed that 85% (11/13) of the students assessed were competent as defined in the rubric. Therefore, the goal was met.</p>		<p>One measures in one instance, which was met.</p> <p>No transforming actions were proposed.</p>
Mathematics	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the MATE 4995 (Undergraduate Research Seminar) course to assess students' critical thinking skills in presentations.</p> <p>It was expected that 66% of students assessed 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 expectations – 16.6%, met expectations - 79% • Creativity in gathering information: Surpassed expectations – 16.6%; met the expectations - 79% • Information Management: Surpassed expectations – 16.6%; met expectations – 83.3% • Logical Reasoning: Surpassed expectations – 16.6%; met expectations – 75% • Integration and synthesis of information: Surpassed expectations – 16.6%; met expectations – 75% <p>Results showed that 91% of the students assessed met or the expectations in the criteria assessed. Therefore, the goal was met.</p>		<p>Two measure and five instances, all of which were 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>Summary of Results</i>
	<p>Second Instance</p> <p>A rubric was used in the MATE 5001 course to assess students’ critical thinking skills in presentations.</p> <p>It was expected that 70% of students assessed 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 expectations – 52.6%, met expectations – 47.4% • Creativity in gathering information: Surpassed expectations – 52.6%; met the expectations – 47.4% • Information Management: Surpassed expectations – 52.6%; met expectations – 47.4% • Logical Reasoning: Surpassed expectations – 52.6%; met expectations – 47.4% • Integration and synthesis of information: Surpassed expectations – 52.6%; met expectations – 47.4% <p>Results showed that 100% of the students assessed met or the expectations in 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 MATE 4995 (Undergraduate Research Seminar II) course to assess students’ critical thinking skills in presentations.</p> <p>It was expected that 70% of the students assessed 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% 		

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> • Creativity in gathering information: Surpassed expectations - 57%; met the expectations – 43% • Management of Information: Surpassed expectations 43%; met expectations - 57% • Logical Reasoning: Surpassed expectations – 28.6%; met expectations – 71.4% • Integration and synthesis of information: Surpassed expectations 14.3%; met the expectations – 85.7 <p>Results showed that 100% of the students assessed met or the expectations in the criteria assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A questionnaire administered to graduating students was used as an indirect measure of students’ satisfaction with the technological skills and knowledge obtained.</p> <p>It was expected that each question would receive a rating of 3 or higher in a 4 point scale.</p> <p>Findings:</p> <ul style="list-style-type: none"> • Capacity for Independent Study – 3.5 • Creative and analytical skills – 3.5 <p>All of the questions received ratings of 3 or more. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the MATE 5001 course to assess students’ critical thinking skills in presentations.</p> <p>It was expected that 70% of students assessed 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 expectations – 47%, met expectations 		

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>– 41%</p> <ul style="list-style-type: none"> • Creativity in gathering information: Surpassed expectations – 47%, met expectations – 41% • Information Management: Surpassed expectations – 47%, met expectations – 41% • Logical Reasoning: Surpassed expectations – 47%, met expectations – 41% • Integration and synthesis of information: Surpassed expectations – 47%, met expectations – 41% <p>Results showed that 88% of the students assessed met or the expectations in the criteria assessed. Therefore, the goal was met.</p>		
Nutrition and Dietetics	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the NUTR 4198 (Research Methods in Nutrition and Human Biochemistry) course to assess students’ critical thinking skill in a research paper and proposal.</p> <p>The expected outcome was that 75% of the students assessed would obtain a score of 3 points or higher in a scale of .5 to 4.5.</p> <p>Results showed that 86% of the students assessed obtained a score of 3 pints of higher in the rubric used.</p> <p>Findings exceeded the expected outcome. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the NUTR 4158 course to assess students’ critical thinking skill in a research paper and proposal.</p> <p>The expected outcome was that 75% of the students assessed would obtain a score of 3 points or higher in a scale of .5 to 4.5.</p> <p>Results showed that 75% of the students assessed obtained a score of 3 pints of higher in the rubric used.</p>	<p>Evaluate student work at a second point of the semester to evaluate skills in problem analysis.</p> <p>Provide specific instructions to students with regards to the expectation of their work.</p>	<p>Two measures in three instances, two of which were met. Two transforming actions were proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Findings met the expected outcome. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the NUTR 4042 course to assess students' critical thinking skill in a research paper and proposal.</p> <p>The expected outcome was that 75% of the students assessed would obtain a score of 3 points or higher in a scale of .5 to 4.5.</p> <p>Results showed that 73% of the students assessed obtained a score of 3 pints of higher in the rubric used.</p> <p>Findings were below the expected outcome. Therefore, the goal was not met.</p>		

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>														
Psychology	<p>First Instance</p> <p>A rubric was used in the PSIC 3003 (Introduction to Psychology), course to assess students' critical thinking skills in an essay type pre-test.</p> <p>It was expected that 70% of the students would score 5 points or more in the 7 point rubric used in all 7 of the criteria assessed. An alternate goal was that 70% of the students assessed would have a total score between 25 and 34 points (Maximum possible score = 49).</p> <p>The scale of the rubric was established as:</p> <ul style="list-style-type: none"> 0 - 1 point = no evidence of critical thinking 2 - 3 points = critical thinking begins 4 - 5 points = emerging critical thinking 6 - 7 points = proficient critical thinking <p>The findings by criterion were:</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">Criteria</th> <th style="text-align: center;">Average by criteria</th> </tr> </thead> <tbody> <tr> <td>1. Identifies the main question, issue and/or problem</td> <td style="text-align: center;">5.9</td> </tr> <tr> <td>2. Integrates information relevant to the question/issue/problem</td> <td style="text-align: center;">5.8</td> </tr> <tr> <td>3. Interprets appropriate information effectively</td> <td style="text-align: center;">5.8</td> </tr> <tr> <td>4. Analyzes and evaluates the assumptions, alternative views and theories, principles, and relevant related ideas to the question/issue/problem</td> <td style="text-align: center;">5.9</td> </tr> <tr> <td>5. Develops informed findings/solutions</td> <td style="text-align: center;">5.8</td> </tr> <tr> <td>6. Articulates the implications and consequences emerging from the findings/solutions</td> <td style="text-align: center;">5.7</td> </tr> </tbody> </table>	Criteria	Average by criteria	1. Identifies the main question, issue and/or problem	5.9	2. Integrates information relevant to the question/issue/problem	5.8	3. Interprets appropriate information effectively	5.8	4. Analyzes and evaluates the assumptions, alternative views and theories, principles, and relevant related ideas to the question/issue/problem	5.9	5. Develops informed findings/solutions	5.8	6. Articulates the implications and consequences emerging from the findings/solutions	5.7		<p>The Psychology program established four measures in six instances; three of which were met (50%).</p> <p>No transforming actions were established.</p>
Criteria	Average by criteria																
1. Identifies the main question, issue and/or problem	5.9																
2. Integrates information relevant to the question/issue/problem	5.8																
3. Interprets appropriate information effectively	5.8																
4. Analyzes and evaluates the assumptions, alternative views and theories, principles, and relevant related ideas to the question/issue/problem	5.9																
5. Develops informed findings/solutions	5.8																
6. Articulates the implications and consequences emerging from the findings/solutions	5.7																

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>										
	<p>7. Communicates any or all parts of the prior process in oral and/or written forms 6.1</p> <p>Results showed that of the 89 students, 76 students (82%) obtained scores from 34 points to 48 points, and the average score was 40.9 points (84%). Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the PSIC 3003 (Introduction to Psychology) course, to assess students' critical thinking skills in an essay type post-test.</p> <p>It was expected that 70% of the students would score 5 points or more in the 7 point rubric used in all 7 of the criteria assessed. An alternate goal was that 70% of the students assessed would have a total score between 25 and 34 points (Maximum possible score = 49).</p> <p>The scale of the rubric was established as: 0 - 1 point = no evidence of critical thinking 2 - 3 points = critical thinking begins 4 - 5 points = emerging critical thinking 6 - 7 points = proficient critical thinking</p> <p>The findings by criterion were:</p> <table border="0" data-bbox="604 982 1061 1479"> <thead> <tr> <th data-bbox="728 1029 809 1053">Criteria</th> <th data-bbox="962 982 1061 1068">Average by criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="604 1109 873 1195">1. Identifies the main question, issue, and/or problem</td> <td data-bbox="989 1141 1034 1166">6.3</td> </tr> <tr> <td data-bbox="604 1203 873 1289">2. Integrates information relevant to the question/issue/problem</td> <td data-bbox="989 1235 1034 1260">6.2</td> </tr> <tr> <td data-bbox="604 1297 873 1354">3. Interprets appropriate information effectively</td> <td data-bbox="989 1317 1034 1341">5.9</td> </tr> <tr> <td data-bbox="604 1362 873 1479">4. Analyzes and evaluates the assumptions, alternative views and theories, principles, and relevant</td> <td data-bbox="989 1411 1034 1435">6.3</td> </tr> </tbody> </table>	Criteria	Average by criteria	1. Identifies the main question, issue, and/or problem	6.3	2. Integrates information relevant to the question/issue/problem	6.2	3. Interprets appropriate information effectively	5.9	4. Analyzes and evaluates the assumptions, alternative views and theories, principles, and relevant	6.3		
Criteria	Average by criteria												
1. Identifies the main question, issue, and/or problem	6.3												
2. Integrates information relevant to the question/issue/problem	6.2												
3. Interprets appropriate information effectively	5.9												
4. Analyzes and evaluates the assumptions, alternative views and theories, principles, and relevant	6.3												

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>				
	<p>related ideas to the question/issue/problem</p> <p>5. Develops informed findings/solutions 6.1</p> <p>6. Articulates the implications and consequences emerging from the findings/solutions 6.0</p> <p>7. Communicates any or all parts of the prior process in oral and/or written form 6.4</p> <p>Results showed that of the 89 students, 82 students (92%) obtained scores from 34 points to 48 points, and the average score was 43.2 points (88%). Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the PSIC 3025 (Human Development) course, to assess students' critical thinking skills in illustrated glossary to develop a comprehensive description of the topics studied throughout the course (pre-test).</p> <p>It was expected that 70% of the students would score 5 points or more in the 7 point rubric used in all 7 of the criteria assessed. An alternate goal was that 70% of the students assessed would have a total score between 29 and 39 points (Maximum possible score = 42).</p> <p>The scale of the rubric was established as:</p> <ul style="list-style-type: none"> 0 - 1 point = no evidence of critical thinking 2 - 3 points = critical thinking begins 4 - 5 points = emerging critical thinking 6 - 7 points = proficient critical thinking <p>The findings by criterion were:</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Criteria</th> <th style="text-align: right;">Average by criteria</th> </tr> </thead> <tbody> <tr> <td>1. Identifies the main question, issue, and/or problem</td> <td style="text-align: right;">2</td> </tr> </tbody> </table>	Criteria	Average by criteria	1. Identifies the main question, issue, and/or problem	2		
Criteria	Average by criteria						
1. Identifies the main question, issue, and/or problem	2						

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>2. Integrates information relevant to the question/issue/problem 3</p> <p>3. Interprets appropriate information effectively 2</p> <p>4. Analyzes and evaluates the assumptions, alternative views and theories, principles, and relevant related ideas to the question/issue/problem 1</p> <p>5. Develops informed findings/solutions 3</p> <p>6. Communicates any or all parts of the prior process in oral and/or written form 3</p> <p>Results showed that of the total of 29 students, 11 students (38%) obtained scores from 18 points to 19 points, from an overall score of 42 points (43-45% of the total). The rest of the 18 students, from the total of 29 students (62%), obtained scores from 10 points to 14 points, from an overall score of 42 points (24-33% of the total).</p> <p>The average score of students was 14 points (33%).</p> <p>Therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in the PSIC 3025 (Human Development) course, to assess students' critical thinking skills in illustrated glossary to develop a comprehensive description of the topics studied throughout the course (post-test).</p> <p>It was expected that 70% of the students would score 5 points or more in the 7 point rubric used in all 7 of the criteria assessed. An alternate goal was that 70% of the students assessed would have a total score between 29 and 39 points (Maximum possible score = 42).</p> <p>The scale of the rubric was established as: 0 - 1 point = no evidence of critical thinking</p>		

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>														
	<p>2 - 3 points = critical thinking begins 4 - 5 points = emerging critical thinking 6 - 7 points = proficient critical thinking</p> <p>The findings by criterion were:</p> <table border="1" data-bbox="604 402 1061 1112"> <thead> <tr> <th data-bbox="728 451 809 475">Criteria</th> <th data-bbox="962 402 1061 492">Average by criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="604 532 927 621">1. Identifies the main question, issue, and/or problem</td> <td data-bbox="997 565 1016 589">6</td> </tr> <tr> <td data-bbox="604 630 927 719">2. Integrates information relevant to the question/issue/problem</td> <td data-bbox="997 662 1016 686">6</td> </tr> <tr> <td data-bbox="604 727 927 784">3. Interprets appropriate information effectively</td> <td data-bbox="997 743 1016 768">5</td> </tr> <tr> <td data-bbox="604 792 927 971">4. Analyzes and evaluates the assumptions, alternative views and theories, principles, and relevant related ideas to the question/issue/problem</td> <td data-bbox="997 865 1016 889">6</td> </tr> <tr> <td data-bbox="604 979 927 1027">5. Develops informed findings/solutions</td> <td data-bbox="997 995 1016 1019">6</td> </tr> <tr> <td data-bbox="604 1036 927 1109">6. Communicates any or all parts of the prior process in oral and/or written form</td> <td data-bbox="997 1060 1016 1084">6</td> </tr> </tbody> </table> <p>Results showed that of the total of 29 students, 12 students (41%) obtained scores from 37 points to 38 points, from an overall score of 42 points (88-91% of the total). The rest of the 17 students, from the total of 29 students (59%), obtained scores from 25 points to 36 points, from an overall score of 42 points (60-86% of the total).</p> <p>The average score of students was 34 points (81%).</p> <p>Therefore, the goal was met.</p> <p>Fifth Instance</p>	Criteria	Average by criteria	1. Identifies the main question, issue, and/or problem	6	2. Integrates information relevant to the question/issue/problem	6	3. Interprets appropriate information effectively	5	4. Analyzes and evaluates the assumptions, alternative views and theories, principles, and relevant related ideas to the question/issue/problem	6	5. Develops informed findings/solutions	6	6. Communicates any or all parts of the prior process in oral and/or written form	6		
Criteria	Average by criteria																
1. Identifies the main question, issue, and/or problem	6																
2. Integrates information relevant to the question/issue/problem	6																
3. Interprets appropriate information effectively	5																
4. Analyzes and evaluates the assumptions, alternative views and theories, principles, and relevant related ideas to the question/issue/problem	6																
5. Develops informed findings/solutions	6																
6. Communicates any or all parts of the prior process in oral and/or written form	6																

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>																
	<p>A rubric was used in the PSIC 4001 (Psychological Research I) course, to assess students' critical thinking skills in an essay type pre-test.</p> <p>It was expected that 70% of the students would score 5 points or more in the 7 point rubric used in all 7 of the criteria assessed. An alternate goal was that 70% of the students assessed would have a total score between 25 and 34 points (Maximum possible score = 49).</p> <p>The scale of the rubric was established as: 0 - 1 point = no evidence of critical thinking 2 - 3 points = critical thinking begins 4 - 5 points = emerging critical thinking 6 - 7 points = proficient critical thinking</p> <p>The findings by criterion were:</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Average by criteria</th> </tr> </thead> <tbody> <tr> <td>1. Identifies the main question, issue, and/or problem</td> <td style="text-align: center;">4.1</td> </tr> <tr> <td>2. Integrates information relevant to the question/issue/problem</td> <td style="text-align: center;">3.8</td> </tr> <tr> <td>3. Interprets appropriate information effectively</td> <td style="text-align: center;">4.3</td> </tr> <tr> <td>4. Analyzes and evaluates the assumptions, alternative views and theories, principles, and relevant related ideas to the question/issue/problem</td> <td style="text-align: center;">4.1</td> </tr> <tr> <td>5. Develops informed findings/solutions</td> <td style="text-align: center;">4.2</td> </tr> <tr> <td>6. Articulates the implications and consequences emerging from the findings/solutions</td> <td style="text-align: center;">3.6</td> </tr> <tr> <td>7. Communicates any or all parts of the prior process in</td> <td style="text-align: center;">4.1</td> </tr> </tbody> </table>	Criteria	Average by criteria	1. Identifies the main question, issue, and/or problem	4.1	2. Integrates information relevant to the question/issue/problem	3.8	3. Interprets appropriate information effectively	4.3	4. Analyzes and evaluates the assumptions, alternative views and theories, principles, and relevant related ideas to the question/issue/problem	4.1	5. Develops informed findings/solutions	4.2	6. Articulates the implications and consequences emerging from the findings/solutions	3.6	7. Communicates any or all parts of the prior process in	4.1		
Criteria	Average by criteria																		
1. Identifies the main question, issue, and/or problem	4.1																		
2. Integrates information relevant to the question/issue/problem	3.8																		
3. Interprets appropriate information effectively	4.3																		
4. Analyzes and evaluates the assumptions, alternative views and theories, principles, and relevant related ideas to the question/issue/problem	4.1																		
5. Develops informed findings/solutions	4.2																		
6. Articulates the implications and consequences emerging from the findings/solutions	3.6																		
7. Communicates any or all parts of the prior process in	4.1																		

College of Social Sciences

Academic Program	Findings	Transforming Actions	Summary of Results										
	<p>oral and/or written form</p> <p>Results showed that of the 10 students, 4 students (40%) obtained scores from 35 points to 43 points, from an overall score of 49 points (71-88% of the total).</p> <p>The average score of students was 28 points (57%).</p> <p>Therefore, the goal was not met.</p> <p>Sixth Instance</p> <p>A rubric was used in the PSIC 4001 (Psychological Research I) course, to assess students' critical thinking skills in an essay type post-test.</p> <p>It was expected that 80% of the students would score 5 points or more in the 7 point rubric used in all 7 of the criteria assessed. An alternate goal was that 70% of the students assessed would have a total score between 34 and 49 points (Maximum possible score = 49).</p> <p>.</p> <p>The scale of the rubric was established as:</p> <ul style="list-style-type: none"> 0 - 1 point = no evidence of critical thinking 2 - 3 points = critical thinking begins 4 - 5 points = emerging critical thinking 6 - 7 points = proficient critical thinking <p>The findings by criterion were:</p> <table border="0" data-bbox="604 1047 1061 1482"> <thead> <tr> <th style="text-align: left;">Criteria</th> <th style="text-align: center;">Average by criteria</th> </tr> </thead> <tbody> <tr> <td>1. Identifies the main question, issue, and/or problem</td> <td style="text-align: center;">5.2</td> </tr> <tr> <td>2. Integrates information relevant to the question/issue/problem</td> <td style="text-align: center;">5.1</td> </tr> <tr> <td>3. Interprets appropriate information effectively</td> <td style="text-align: center;">5.3</td> </tr> <tr> <td>4. Analyzes and evaluates the assumptions, alternative</td> <td style="text-align: center;">5.0</td> </tr> </tbody> </table>	Criteria	Average by criteria	1. Identifies the main question, issue, and/or problem	5.2	2. Integrates information relevant to the question/issue/problem	5.1	3. Interprets appropriate information effectively	5.3	4. Analyzes and evaluates the assumptions, alternative	5.0		
Criteria	Average by criteria												
1. Identifies the main question, issue, and/or problem	5.2												
2. Integrates information relevant to the question/issue/problem	5.1												
3. Interprets appropriate information effectively	5.3												
4. Analyzes and evaluates the assumptions, alternative	5.0												

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>views and theories, principles, and relevant related ideas to the question/issue/problem</p> <p>5. Develops informed findings/solutions 4.2</p> <p>6. Articulates the implications and consequences emerging from the findings/solutions 4.4</p> <p>7. Communicates any or all parts of the prior process in oral and/or written form 4.5</p> <p>Results showed that of the 10 students, 6 students (60%) obtained scores from 36 points to 49 points, from an overall score of 49 points (74-100% of the total). The other 4 students (40%) had a score lower than expected. The average score of students was 34 points.</p> <p>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>
<p>Audiovisual Communication</p>	<p><i>First Semester</i> First Instance</p> <p>A 1-10 points scale rubric was used in COMA 4315 course (Scripts) to assess a student’s critical thinking skills in an audio 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. A sample of ten students from one section (001) and nine from another section (002) were assessed for this learning outcome.</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 criterion and result is the following:</p> <ul style="list-style-type: none"> • Technical/Artistic Indications– 8.7points <p>Since the expected outcome was achieved in the criterion assessed, the goal was met.</p> <p>Second Instance</p> <p>A 5 point’s scale rubric was used in COMA 4351 course (TV Production I)(Section 1) to assess a student’s critical thinking skills in a TV production (n=12). 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 a TV production. n=10</p> <p>It was expected that 70% or more of the students assessed would obtain 3.5 points or more in the rubric used.</p> <p>The criteria and results are the following:</p> <ul style="list-style-type: none"> • Sound management, adequate illumination and creativity – 50% • Technical/Artistic Indications – 100% <p>Since the expected outcome was achieved in one of two criteria assessed, the goal was not met.</p> <p><i>Second Semester</i> First instance</p>	<p>A mandatory course in writing skills was implemented in all three programs of the School of Communication.</p> <p>Common errors encountered when grading were discussed in the classroom as a learning opportunity.</p> <p>All production courses should focus and enforce sound management skills.</p> <p>A more appropriate TV console should be bought for this course.</p> <p>Samples of diverse assessed papers were discussed in class to identify and addressed errors</p>	<p>Two measures in 4 instances , three met . Six transforming actions proposed.</p> <p><u>For the Audiovisual Communication Program</u></p> <p>25 % of the courses offered by the Audiovisual Communication Program assessed student learning of this learning outcome in the first semester and 20 % in the second semester.</p> <p>33% of the professors of the Audiovisual Communication Program carried out assessment of student learning in the first semester and 25 % in the second semester.</p>

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A 1-10 points scale rubric was used in COMA 4315 course (Scripts) to assess a student's critical thinking skills in an audio 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. N=17</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 result is the following:</p> <ul style="list-style-type: none"> • Identification of the Problem – 9.4 points • Structure, central conflict and climax – 9.1 points • Technical/Artistic Indications– 8.7points <p>Since the expected outcome was achieved in the criteria assessed, the goal was met.</p> <p>Second Instance</p> <p>A 5 point's scale rubric was used in COMA 4352 course (TV Production II)(Section X) to assess a student's critical thinking skills in a TV production (n=12). 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 a TV production. n=7</p> <p>It was expected that 70% or more of the students assessed would obtain 3.5 points or more in the rubric used.</p> <p>The criteria and results are the following:</p> <ul style="list-style-type: none"> • Sound management, adequate illumination and creativity – 90 % • Technical/Artistic Indications – 100% <p>Since the expected outcome was achieved in both criteria assessed, the goal was met.</p>	<p>A writing course is compulsory for all students registered in this School regardless of the program.</p> <p>The adequate use of sound effects, illumination techniques and editing skills should be emphasized in the classroom and opportunities for students to practice should be provided.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p>Information and Journalism</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the INFP 4016 course (Introduction to Journalism) to assess students' critical thinking skills in an examination. N= 30</p> <p>It was expected that students would obtain 70 % or more in each criteria assessed.</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Apply analysis techniques – 76% • Adequate content, selection of information, coherence – 76% • Understand and explain correctly the material in question – 76% <p>Since all criteria assessed met the expected outcome, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the INFP 4205 course (Ethics on Communications) to assess students' critical thinking skills in an essay. n= 11</p> <p>It was expected that students would obtain 70 % or more in each criteria assessed.</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Apply critical thinking techniques in the quantity and balance of the sources used – 81% • Apply critical thinking techniques in the balance and quantity of contextual data applied – 81% • Coherence, arguments and counter arguments- 90 % <p>Since all criteria assessed met the expected outcome, the goal was met.</p>	<p>Continue improving grammar and orthography through more exercises..</p> <p>.</p> <p>Stimulate better reading habits among students.</p>	<p>Five learning activities in thirteen instances, 4 not met</p> <p><u>For the Information and Journalism Program</u> 50 % of the courses offered by the Information and Journalism Program assessed student learning of this learning outcome in the first semester and 57 % in the second semester.</p> <p>33% of the professors of Information and Journalism Program carried out assessment of student learning in the first semester and 57 % in the second semester.</p> <p><u>For the Core courses (COPU courses) of all the Programs in the School of Communication:</u></p> <p>60 % of the core courses required by the School Communication for all its programs assessed student learning of this learning outcome in the first semester and 40 % in the second semester.</p> <p>67 % of the professors of the core courses for this baccalaureate degree carried out assessment of student learning in the first semester and 57 % in the second semester</p>

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Third Instance</p> <p>A rubric was used in the INFP 4809 course (Practice and Techniques of a journal note) to assess students' critical thinking skills in an essay. n= 11</p> <p>It was expected that students would obtain 70 % or more in each criteria assessed.</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Originality – 85.7 % • Type of entry, creativity and adequacy – 71.4 % • Relationship between entry and body (Impact, creativity adequacy) - 71.4 % • Use of creative language, description, anecdotes – 85.7% • Journalistic angle- 85.7% • Thematic unity (coherence, logical sequence, relationship between ideas, ...) - 71.4% <p>Since all criteria assessed met the expected outcome, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the COPU 4136 course (Basic writing for the Communication Media), Sections 001, 003 to assess students' critical thinking skills in an essay. n= 20</p> <p>It was expected that 70 % of the students would obtain 3.0 points or more in each criteria assessed in the 4 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Appropriate use , coherence and logic order in each part of the essay – 75 % • Main idea clearly defined – 90% <p>Since both criteria assessed met the expected outcome, the goal was met.</p> <p>Fifth Instance</p>	<p>The summer before their freshman year, the students admitted to the School of Communication should enroll in a compulsory writing workshop.</p>	

School of Communication

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>A rubric was used in the COPU 4136 course (Basic writing for the Communication Media). Section 002 to assess students' critical thinking skills in an essay. n= 16</p> <p>It was expected that 70 % of the students would obtain 3.5 points or more in each criteria assessed in the 5 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Appropriate use , coherence and logic order in each part of the essay – 50% • Main idea clearly defined – 43.75% • Concision adequately managed - - 37.5 % <p>Since all criteria assessed did not meet the expected outcome, the goal was not met.</p> <p>Sixth Instance</p> <p>A rubric was used in the COPU 4136 course (Basic writing for the Communication Media). Section 006 to assess students' critical thinking skills in an essay. n= 16</p> <p>It was expected that 70 % of the students would obtain 3.5 points or more in each criteria assessed in the 5 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Appropriate use , coherence and logic order in each part of the essay – 43.75% • Main idea clearly defined – 50.0% • Concision adequately managed - - 43.75 % <p>Since all criteria assessed did not meet the expected outcome, the goal was not met.</p> <p>Seventh Instance</p> <p>A rubric was used in the COPU 4136 course (Basic writing for the 0-bjhop-Communication Media). Section 004 to assess students' critical thinking skills in an essay.</p> <p>It was expected that 70 % of the students would obtain 3.0 points or more in each criteria assessed in the 4 points scale rubric used..</p>		

School of Communication

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Appropriate use , coherence and logic order in each part of the essay – 2points • Main idea clearly defined – 3points • Concision adequately managed - - 3 points <p>Since two out of three criteria assessed met the expected outcome, the goal was met.</p> <p>Eight Instance</p> <p>A rubric was used in the COPU 4355 course (Communication Theories), to assess students’ critical thinking skills in a monograph. n=29</p> <p>It was expected that 70 % of the students would obtain 2.8 points (70%) or more in each criteria assessed in the 4 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • The theory presented is well founded and clearly stated – 3.5 points. • Questionings and appreciation s related to the stated theory are precise, clear and pertinent ,– 3.3 points • Strengths and weakness of the stated theory are clearly described – 3.5 points • An historical context is included – 3.5 points • The impact of this theory in the theoretical development of the discipline is discussed – 3.4points • The development of an alternative theory to the one presented is clearly justified – 3.1points • A narrative explaining the new theory as well as a conceptual model of this theory is presented – 2.7 points • The narrative and conceptual model is coherent and viable – 1.5 points <p>Since the expected outcome was reached in 6 out of 8 criteria assessed, the goal was met.</p> <p>Ninth Instance</p>		

School of Communication

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>A rubric was used in the COPU 4355 course (Communication Theories), Section 002 to assess students' critical thinking skills in a monograph. n=29</p> <p>It was expected that 70 % of the students would obtain 3.0 points (75%) or more in each criteria assessed in the 4 points scale rubric used.</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Identification and management of the theoretical framework – 65.52% • Overall presentation – 93.10 % <p>Since the expected outcome was reached in one out of 2 criteria assessed, the goal was not met</p> <p>Second Semester</p> <p>First instance</p> <p>A rubric was used in the INFP 4016 course (Introduction to Journalism) to assess students' critical thinking skills in an examination. N= 27</p> <p>It was expected that students would obtain 70 % or more in each criteria assessed.</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Apply analysis techniques – 79. % • Adequate content, selection of information, coherence – 76% • Understand and explain correctly the material in question – 86% <p>Since all criteria assessed met the expected outcome, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the INFP 4001 course (Journalistic Writing I) to</p>	<p>More strict guidelines should guide admittance to this School.</p> <p>Create laboratory courses, prerequisites courses without credit, establish a tutorial program,</p> <p>Assign more exercises as a practice tool.</p> <p>Discuss more models to enforce course content</p> <p>Emphasize the differences of writing for the different media (press, digital, radio or TV)</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>assess students' critical thinking skills in an examination. N=19</p> <p>It was expected that students would obtain 70 % or more in each criteria assessed.</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Adequate content, selection of information, background coherence – 73.7% • Thematic unity: Coherence, development of the main idea- 42.1% • Complete and appropriate information provided. – 26.3% <p>Since one of the three criteria assessed met the expected outcome, the goal was not met.</p> <p>Third Instance</p> <p>A rubric was used in the INFP 4002 course (Journalistic Writing II) to assess students' critical thinking skills in an newspaper article. N=15</p> <p>It was expected that 70 % or more of the students would obtain 4.0 or more points in the 5 point rubric used.in each criteria assessed.</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Focal points and -adequate schemes - 80 % • Diversity of the tools used such as videos in the archive, documental, etc. – 73.3 % • Novel use of the camera and in creativity in the development of the editing program and others production values – 80 % • Context selection - 80 % <p>Since in all criteria assessed met the expected outcome, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in INFP 4059 course (Journalism for Radio and TV) Section 1, to assess students' effective communication skills in the writing and production of a radio report n=7</p> <p>The scale of the rubric used was:</p>	<p>Provide more off campus activities and practicum opportunities.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>4.= very good or Excellent 3= good 2 = Satisfactory 1= Deficient</p> <p>It was expected that 70% of the students assessed would obtain 3.0 points or more in each criteria.</p> <p>Findings revealed that the average score in the specific Assessment criteria assessed were as follows: -</p> <ul style="list-style-type: none"> • Content: -(background, correct, complete and appropriate information, information criteria) – 57.14 • Thematic unity: (coherence, clarity, main idea development, connections, logic sequence, relation between ideas, appropriate scheme) - 71.4 % • Journalistic style (Writing style) – 85.7 % • Journalistic angle – 85.7 % <p>The expected outcome was met in three out of 4 criteria assessed, therefore, the goal was met.</p>		
<p>Public Relations and Advertising</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the REPU 4018 course, Section 001, (Introduction to Public Relations and Advertisement) to assess students’ critical thinking skills in a research paper. N=30</p> <p>It was expected that 70 % of the students would obtain 3 points or more in each criteria assessed in the 4 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Interpret and analyses the material presented – 100 % • Opinions area sound and documented- 70 % <p>Since both criteria assessed met the expected outcome, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the REPU 4147 course Writing for Public</p>	<p>Emphasize the importance of using the adequate formats for the different situations and media.</p> <p>Assign small research papers through the semester in order for the students to learn what is expected from them in the final paper.</p> <p>Also, emphasize the importance of including the information sources.</p>	<p>Four measures in twenty instances, 16 met.</p> <p><u>For the Public Relations and Advertisement Program</u> 86 % of the courses offered by the Public Relations and Advertisement Program assessed student learning of this learning outcome in the first semester and 100 % in the second semester.</p> <p>60% of the professors of the Public Relations and Advertisement Program carried out assessment of student learning in the first semester and 83 % in the second semester.</p>

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>relations) to assess students' critical thinking skills in a Media Kit.</p> <p>It was expected that 70 % of the students would obtain 4.0 points or more in each criteria assessed in the 6 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Defines to whom the Public Relations piece is addressed: to primary public as well as secondary public – 4 points (100%) <p>Since the criterion assessed met the expected outcome, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the REPU 4165 course,(Public Relations Campaign) Section 001,to assess students' critical thinking skills in an oral presentation of a campaign. N=4</p> <p>It was expected that 70 % of the students would obtain 3 points or more in each criteria assessed in the 4 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Present innovative ideas in the campaign designed- -100 % • Uses creative and appropriate technology - 100 % • Summary includes the most relevant points discussed - 100 % <p>Since the expected outcome was reached in all criteria assessed, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the REPU 4165 course,(Public Relations Campaign) Section 002 ,to assess students' critical thinking skills in an oral presentation of a campaign. N=4</p> <p>It was expected that 70 % of the students would obtain 3 points or more in each criteria assessed in the 4 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Present innovative ideas in the campaign designed- -100 % • Uses creative and appropriate technology - 100 % 	<p>More emphasis to grammar and orthography should be given in the classroom</p>	

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> Summary includes the most relevant points discussed - 100 % <p>Since the expected outcome was reached in all criteria assessed, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the REPU 4025 course,(Writing for Advertisement) Section OU1,to assess students' critical thinking skills in the final written report and oral presentation. N=16</p> <p>It was expected that 70 % of the students would obtain 3 points or more in each criteria assessed in the 4 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> Understands the process and creation of advertisements for traditional and nor traditional media – 88 % Defines to whom the advertisement is addressed –100% Understands the legal and ethics issues of the use of information in the advertisements -- 88 % Uses creative and appropriate technology – 88% <p>Since the expected outcome was reached in criteria assessed, the goal was met.</p> <p>Sixth Instance</p> <p>A rubric was used in the REPU 4166 course,(Public Relations Campaign) Section 001,to assess students' critical thinking skills in an oral presentation of a campaign.</p> <p>It was expected that 70 % of the students would obtain 3 points or more in each criteria assessed in the 4 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> Present innovative ideas in the campaign designed- 50 % Uses creative and appropriate technology – 100 % <p>Since the expected outcome was reached in only one of two criteria assessed, the goal was not met.</p>	<p>Continued emphasis should be given to increase students' writing skills</p> <p>Also, strategies for developing and strengthening a clear and strategic process should be encourage before writing any document.</p> <p>Various strategies should be used to strengthen student's written communication skills such as assigning more reading, and essays and a more rigorous grading process for errors found in the written document should be used.</p>	

School of Communication

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>Seventh Instance</p> <p>A rubric was used in the REPU 4166 course,(Public Relations Campaign) Section 002,to assess students’ critical thinking skills in an oral presentation of a campaign.</p> <p>It was expected that 70 % of the students would obtain 3 points or more in each criteria assessed in the 4 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Present innovative ideas in the campaign designed- 50 % • Uses creative and appropriate technology – 100 % <p>Since the expected outcome was reached in only one of two criteria assessed, the goal was not met.</p> <p>Eighth Instance</p> <p>A rubric was used in the REPU 4155 course,(Media Plan) Section 001,to assess students’ critical thinking skills in the final written report and oral presentation. N=7</p> <p>It was expected that 85 % of the students would obtain 3 points or more in each criteria assessed in the 4 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Creation of advertisements objectives, strategies and tactics- 100 % • Analysis of the advertisement objectives – 100% • Explains the logistics of the scope and frequency per advertisement cycle – 100 % • Explanation of the quantities and length of the advertisement cycles -85% % • Explanation of the selection of geographic areas – 85% <p>Since the expected outcome was reached in all criteria assessed, the goal was met.</p> <p>Ninth Instance</p>	<p>In order to help students in understanding the content concepts of this course, the professor prepared a manual which include review of mathematical concepts needed with assigned practice exercises,. Also, the mathematical formulas needed. Each assignment has illustrative exercises easy to understand,. This Manual replaces the “Media Planning Workbook” which was partially used by the professors.</p>	

School of Communication

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>A rubric was used in the REPU 4155 course,(Media Plan) Section 002,to assess students’ critical thinking skills in the final written report and oral presentation. N=7</p> <p>It was expected that 85 % of the students would obtain 3 points or more in each criteria assessed in the 4 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Creation of advertisements objectives, strategies and tactics- 100 % • Analysis of the advertisement objectives – 86% • Explains the logistics of the scope and frequency per advertisement cycle – 86% • Explanation of the quantities and length of the advertisement cycles -86% • Explanation of the selection of geographic areas – 86% <p>Since the expected outcome was reached in all criteria assessed, the goal was met.</p> <p>Tenth Instance</p> <p>A rubric was used in the REPU 4076 course,(Design and production od an Advertisement) Section 002,to assess students’ critical thinking skills in the final written report and oral presentation. N=15</p> <p>It was expected that 70 % of the students would obtain 3 points or more in each criteria assessed in the 4 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Understands the development process and creation of news for traditional and nontraditional media – 86.7 % • Defines to whom the advertisement ; to the goal audience or to the diverse interested groups - 72.7 % • Understands the legal and ethical implications of the use of information in the advertisements. - id addressed – 66.7 % <p>Since the expected outcome was reached in two of the three criteria assessed, the goal was met.</p> <p><i>Second Semester</i></p>	<p>Develop more exercises so that student may become exposed to different situations in order for them to develop strategic creative ideas.</p>	

School of Communication

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>First Instance</p> <p>A rubric was used in the REPU 4147 course Writing for Public relations) to assess students’ critical thinking skills in a research paper. N=20</p> <p>It was expected that 70 % of the students would obtain 4.0 points or more in each criteria assessed in the 6 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Defines to whom the Public Relations piece is addressed: to primary public as well as secondary public – 4 points (100%) <p>Since the criterion assessed met the expected outcome, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the REPU 4018 course, Section OUI, (Introduction to Public Relations and Advertisement) to assess students’ critical thinking skills in a research paper. N=30</p> <p>It was expected that 70 % of the students would obtain 3 points or more in each criteria assessed in the 4 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Interpret and analyses the material presented – 80 % • Opinions area sound and documented- 70 % <p>Since both criteria assessed met the expected outcome, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the REPU 4165 course,(Public Relations Campaign) Section 001,to assess students’ critical thinking skills in an oral presentation of a campaign. N=10</p>	<p>Emphasis should be given to improvement of the closure and conclusion of a Public Relations campaign..</p> <p>Improve students’ knowledge and use of the different technologies and programs available for improving the professional presentation of a campaign.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 70 % of the students would obtain 3 points or more in each criteria assessed in the 4 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Present innovative ideas in the campaign designed- -100 % • Uses creative and appropriate technology – 50 % • The presentation concluded with a short summary of the most relevant points.-100% <p>Since the expected outcome was reached in two of the three criteria assessed, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the REPU 4165 course,(Public Relations Campaign) Section 002,to assess students' critical thinking skills in an oral presentation of a campaign. N=20</p> <p>It was expected that 70 % of the students would obtain 3 points or more in each criteria assessed in the 4 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Present innovative ideas in the campaign designed- -50 % • Uses creative and appropriate technology – 100 % • The presentation concluded with a short summary of the most relevant points.-100% <p>Since the expected outcome was reached in two of the three criteria assessed, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the REPU 4025 course,(Public Relations Campaign) Section 002,to assess students' critical thinking skills in the final written report and oral presentation. N=16</p> <p>It was expected that 70 % of the students would obtain 3 points or more in each criteria assessed in the 4 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Understands the process and creation of advertisements for 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>traditional and nor traditional media – 88 %</p> <ul style="list-style-type: none"> • Defines to whom the advertisement is addressed –100% • Understands the legal and ethics issues of the use of information in the advertisements -- -88 % • Uses creative and appropriate technology – 88% <p>Since the expected outcome was reached in criteria assessed, the goal was met.</p> <p>Sixth Instance</p> <p>A rubric was used in the REPU 4166 course,(Public Relations Campaign) Section 001,to assess students’ critical thinking skills in an oral presentation of a campaign.</p> <p>It was expected that 70 % of the students would obtain 3 points or more in each criteria assessed in the 4 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Present innovative ideas in the campaign designed- -36.6% • Designed a creative and thorough - 63.64% <p>Since the expected outcome was not reached in any of the two criteria assessed, the goal was not met.</p> <p>Seventh Instance</p> <p>A rubric was used in the REPU 4166 course,(Public Relations Campaign) Section 002,to assess students’ critical thinking skills in an oral presentation of a campaign.</p> <p>It was expected that 70 % of the students would obtain 3 points or more in each criteria assessed in the 4 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Present innovative ideas in the campaign designed- -80 % • Uses creative and appropriate technology for the different media **** – 100 % <p>Since the expected outcome was reached in both criteria assessed, the goal was met.</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Eight Instance</p> <p>A rubric was used in the REPU 4155 course, (Media Plan) Section 001,to assess students’ critical thinking skills in the final written report and oral presentation. N=11</p> <p>It was expected that 70 % of the students would obtain 3 points or more in each criteria assessed in the 4 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Creation and analysis of advertisements objectives, strategies and tactics- 54.5 % • Explains the logistics of the scope and frequency per advertisement cycle – 81.2 % • Explanation of the quantities and length of the advertisement cycles -45.4 % <p>Since the expected outcome was reached in one of the three criteria assessed, the goal was not met.</p> <p>Ninth Instance</p> <p>A rubric was used in the REPU 4155 course,(Media Plan) Section 002,to assess students’ critical thinking skills in the final written report and oral presentation. N=11</p> <p>It was expected that 85 % of the students would obtain 3 points or more in each criteria assessed in the 4 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Creation and analysis of advertisements objectives, strategies and tactics- 63.64 % • Explains the logistics of the scope and frequency per advertisement cycle – 72.73% • Explanation of the quantities and length of the advertisement cycles -72.73% <p>Since the expected outcome was reached in two of the three criteria assessed, the goal was met.</p>		

School of Communication			
Academic Program	Findings	Transforming Actions	Summary of Results
	<p>Tenth Instance</p> <p>A rubric was used in the REPU 4076 course,(Design and production od an Advertisement) Section 002,to assess students’ critical thinking skills in the final written report and oral presentation. N=15</p> <p>It was expected that 70 % of the students would obtain 3 points or more in each criteria assessed in the 4 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Understands the development process and creation of news for traditional and nontraditional media – 73.3 % • Defines to whom the advertisement is addressed; to the goal audience or to the diverse interested groups - 73.3 % • Understands the legal and ethical implications of the use of information in the advertisements. - id addressed – 86.7 % <p>Since the expected outcome was reached in all three criteria assessed, the goal was met.</p>		

III. Research and creation

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
Art History	<p>First Instance</p> <p>A rubric was used in the ARTE 4242 (Art History Seminar) course, to assess students' research and creation skills in a minor thesis. $N = 11$.</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 results for each criterion were the following:</p> <ol style="list-style-type: none"> 1. Writing: 81% 2. Content: 63% 3. Style Guide: 72% 4. Organization: 81% 5. Minor thesis' parts: 63% 6. Minor thesis' body: 90% 7. Methodology: 63% 8. Research Sources: 63% <p>The expected goal was reached in four out of eight of the criteria</p>	<p>Professors who teach the Art History Seminar course will be exhorted to use the rubric in every assigned work.</p>	<p><i>Annual Summary</i></p> <p>One measure in one instance, which was not met (0%). One transforming action was established.</p>

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
Comparative Literature	<p>assessed (50%). Therefore, the goal was not met.</p> <p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the LITE 3012 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 6 students, 5 (83%) demonstrated scores of 6 in all criteria tested. 1 (17%) received a score of 5 all criteria tested.</p> <p>100% of the students assessed received a score of 5 or higher in the criteria assessed. Therefore, the goal was met.</p>	<p>Because all expectations and goals were met, the only transforming activities suggested have to do with how assessment is carried out and discussed in the Department of Comparative Literature. No recommendations will be made at this time to modify course instruction or student learning in LITE 3012.</p> <p><u>Transforming Activity #1</u></p> <p>Hold a departmental meeting to discuss Assessment results and compare the activities we are using to evaluate student learning in order to make sure the activities assessed are comparable among professors.</p> <p><u>Transforming Activity #2</u></p> <p>Have more professors include research among the skills practiced in the courses that satisfy the General Education Requirement in Literature.</p> <p><u>Transforming Activity #3</u></p> <p>Hire more tenure track professors to provide stability in the classroom and in the department. Determine whether the results obtained by permanent faculty correspond to those obtained by non-permanent collaborators on contract. Because we rely so heavily on non-permanent professors on contract for these courses it is difficult to maintain stability of goals, requirements, and student learning, even though some of the collaborators are excellent.</p> <p>Spring semester:</p> <p>All three of the professors asked to submit data from the 3000 level literature class responded that they had not incorporated any research activities into their course this semester.</p>	<p><i>Annual Summary</i></p> <p>1 course, 2 sections, and 1 measure in 1 instance, which was met (67%). 4 transforming actions.</p>

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
		<p><u>Transforming Activity #4</u></p> <p>Discuss, both within the department and at the campus level, how reasonable it is to expect professors to include research and writing exercises in classes with 30 students, especially when many professors have four or five classes of this size. The class size should be reduced in research and writing courses to 15-20 students to allow professors time to dedicate to improving the research and writing skills of each individual student. This has to happen at the university level (the department has no control over class size).</p>	
Fine Arts	<p>First Instance</p> <p>A rubric was used in an artist proposal in the Creative Research Workshop I course to assess students' research and creation skills.</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"> • 1st Assessment: 42.9% scored 3 or 4 points. • 2nd Assessment: 85.7% scored 3 or 4 points. <p>The expected results were reached in one of the two assessments, therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in an artist proposal in the Creative Research Workshop II course to assess students' research and creation skills.</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 sections were as follows:</p> <ul style="list-style-type: none"> • Section X: 93% scored 3 or 4 points. • Section Y: 50% scored 3 or 4 points. <p>The expected results were reached in one of the two section, therefore, the goal was not met.</p>	<p>Reinstate a more permanent Assessment Committee within the Fine Arts Department.</p> <p>Establish better and more effective communication between the Assessment Coordinator and the Department Director. This will ensure a connection between the coordinator and the rest of the faculty of the department.</p> <p>Put more emphasis on theoretical framework within the discipline.</p> <p>Include more theoretical texts that are relevant to artistic practices in the assigned reading of all the Fine Arts courses</p> <p>Evaluate the rubric used in order to determine the reason behind disparity between the results for each section.</p>	<p>The Fine Arts program established objectives with one measure in two instances, neither of which was met.</p> <p>Five transforming actions were proposed.</p>
Hispanic	First Instance		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
Studies	<p>A rubric was used in the ESPA 3201 course to assess students' research and creation skills in an argumentative essay.</p> <p>The expected performance level was that 70% of the 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"> 5. Formulation of the problem, question, or central idea: 100% 6. Development and organization of the problem, question, or central idea through research: 100% 7. Presentation of evidence to support the arguments: 100% 8. Elaboration of a conclusion: 100% <p>The expected goal was reached in all of the criteria assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the ESPA 3213 course to assess students' research and creation skills in a comparison between two texts about historical memory.</p> <p>The expected performance level was that 70% of the written assignments 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. Formulation of the problem, question, or central idea: 62% 2. Development and organization of the problem, question, or central idea through research: 62% 3. Presentation of evidence to support the arguments: 57% 4. Presentation of sources or evidence according to the recommendations of a style guide: 52% 5. Elaboration of a conclusion: 48% <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 ESPA 4008 course to assess students' research and creation skills in a phonologic, phonetic analysis.</p> <p>The expected performance level was that 70% of the assignments</p>	<p>There was one student that didn't reach the expected outcome because they did not complete the assignment that was assessed. Also, there were five students that completed the assessed assignment, but didn't reach the expected outcome in three</p>	<p>There were six measures and eight courses and instances, six of which were met (75%). Three transforming actions were established.</p>

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>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. Mastery of research with humans: 100% 2. Oral and written consent: 91% 3. Participant’s demographic data: 73% 4. Respect of anonymity and confidentiality: 95% 5. Proper interview: 86% 6. Proper recording: 95% 7. Analysis of the data: 95% 8. Results: 95% <p>The expected goal was reached in all of the criteria assessed. Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the ESPA 4011 course to assess students’ research and creation skills in a written report about the etymology and incorporation of Arabic lexicon in Spanish.</p> <p>The expected performance level was that 70% of the written assignments 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. Formulation of the problem, question, or central idea: 100% 2. Development and organization of the problem, question, or central idea through research: 100% 3. Presentation of evidence to support the arguments: 100% 4. Presentation of sources or evidence according to the recommendations of a style guide: 94% 5. Elaboration of a conclusion: 94% <p>The expected goal was reached in all of the criteria assessed. Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the ESPA 4027 course to assess students’ research and creation skills in a final essay.</p> <p>The expected performance level was that 70% of the written assignments would score 4 points or more in the 6 point scale used.</p>	<p>criteria: oral and written informed consent, gathering of the participant’s demographic data, and proper interview. In order to deal with these areas, the following measures will be taken the next time this course is offered.</p> <ol style="list-style-type: none"> 1. In class, when discussing the procedures necessary to conduct research using human beings, in which participant’s voices are recorded, the importance of obtaining oral and written consent will be emphasized. 2. Also, students will be asked, twice during the process of the assignment, to turn in a draft of the demographic data poll they will be using during the study. This way, they will be sure to incorporate made to the first draft. 3. And finally, the characteristic of a successful interview will be reviewed several times and the process of an interview will be rehearsed in class (possible in pairs), so the students are better prepared when they interview the real participant. 	

College of Humanities

Academic Program	Findings	Transforming Actions	Summary of Results
	<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: 60% 2. Development and organization of the problem, question, or central idea through research: 90% 3. Presentation of evidence to support the arguments: 60% 4. Presentation of sources or evidence according to the recommendations of a style guide: 60% 5. Elaboration of a conclusion: 60% <p>The expected goal was reached in only one of the criteria assessed. Therefore, the goal was not met.</p> <p>Sixth Instance</p> <p>A rubric was used in the ESPA 4221 course to assess students' research and creation skills in a discussion question in exam form.</p> <p>The expected performance level was that 70% of the written assignments 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. Formulation of the problem, question, or central idea: 100% 2. Development and organization of the problem, question, or central idea through research: 88% 3. Presentation of evidence to support the arguments: 88% 4. Presentation of sources or evidence according to the recommendations of a style guide: 94% 5. Elaboration of a conclusion: 34% <p>The expected goal was reached in four out of the five criteria assessed (80%). Therefore, the goal was met.</p> <p>Seventh Instance</p> <p>A rubric was used in the ESPA 4226 course to assess students' research and creation skills in a written final assignment.</p> <p>The expected performance level was that 70% of the written assignments 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. Formulation of the problem, question, or central idea: 92% 2. Development and organization of the problem, question, or central idea through research: 92% 		

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>3. Presentation of evidence to support the arguments: 85%</p> <p>4. Presentation of sources or evidence according to the recommendations of a style guide: 92%</p> <p>5. Elaboration of a conclusion: 92%</p> <p>The expected goal was reached in all of the criteria assessed. Therefore, the goal was met.</p> <p>Eighth Instance</p> <p>A rubric was used in the ESPA 4266 course to assess students' research and creation skills in a final essay.</p> <p>The expected performance level was that 70% of the written assignments 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. Formulation of the problem, question, or central idea: 100% 2. Development and organization of the problem, question, or central idea through research: 100% 3. Presentation of evidence to support the arguments: 100% 4. Presentation of sources or evidence according to the recommendations of a style guide: 100% 5. Elaboration of a conclusion: 100% <p>The expected goal was reached in all of the criteria assessed. Therefore, the goal was met.</p>		
Music	<p>First Instance</p> <p>A rubric was used in the MUSI 4035 (Music in the Middle Ages and Renaissance) course to assess students' research and creation skills in a musical monograph.</p> <p>It was expected that 90% of the class would pass the course with a grade of A or B in their musical monograph.</p> <p>Results showed that 50% of the students reached the expected outcome. Therefore, the goal was not met.</p> <p>Second Instance</p>	<ol style="list-style-type: none"> 1. Improve the bank of books and disks in the library (ex. Include the new Turabian Manual of style). 2. Give students previous investigation experience so as not to take time away from the course syllabus. 3. Create a computer laboratory dedicated to music (arrangements are being made to update the current equipment). 	<p>Three instances, one measure, none of them met (0%). Three transforming actions were established.</p>

College of Humanities

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>A rubric was used in the MUSI 4015 (Music in the Baroque and Classic Periods) course to assess students' research and creation skills in a musical monograph. <i>N</i> = 14.</p> <p>The expected performance level was that 90% of the musical projects would score 4 points or more in the 5 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. General organization: 79% 2. Format: 64% 3. Bibliography: 86% 4. Discography: 86% 5. Introduction: 86% 6. Conclusion: 50% 7. Footnotes: 50% 8. Musical Examples: 79% 9. Central Theme: 100% 10. Music terminology: 93% <p>The expected outcome was reached in two out of the ten criteria assessed. Therefore, the goal was not met.</p> <p>Third Instance</p> <p>A rubric was used in the MUSI 3105 (Contemporary and 20th Century Music) course to assess students' research and creation skills in a musical monograph. <i>N</i> = 18.</p> <p>The expected performance level was that 90% of the musical projects would score 4 points or more in the 5 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. General organization: 88% 2. Format: 65% 3. Bibliography: 100% 4. Discography: 88% 5. Introduction: 94% 6. Conclusion: 76% 7. Footnotes: 35% 8. Musical examples: 53% 9. Central theme: 100% 10. Music terminology: 88% 		

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	The expected outcome was reached in three out of the ten criteria assessed. Therefore, the goal was not met.		

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
Biology	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the BIOL 3101 (General Biology) course 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 31.7% reached the "excellent" level, 56.5% "good," and 11.2% "regular". Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the BIOL 3350 (Genetics Laboratory) course to</p>		<p>One measure in two instances, both of which were met. No transforming actions were proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>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 90% of students would reach the "Good," level or better.</p> <p>Results showed that 17.14% reached the "excellent" level, 73.3% "good," and 8.6% "regular." Therefore, the goal was met.</p>		
Chemistry	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the QUIM 3255L (Analytical Chemistry Laboratory) course to assess students' research skills based on a research project. N=39</p> <p>It was expected 60% or more of the students would achieve 60% or more in 60% of the criteria assessed.</p> <p>Students that reached the expected outcome by criterion:</p> <ol style="list-style-type: none"> 1) Abstract – 54% 2) Introduction – 41% 3) Methodology – 62% 4) Results – 85% 5) Discussion/Conclusions – 85% 6) References – 100% 7) Experiment – 95% <p>The expected outcome was reached in five of the seven criteria assessed (71%). Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the QUIM 3002L (General Chemistry Laboratory) course to assess students' research skills based on a</p>	<p>Students were informed on the various aspects in the rubric used to evaluate their research projects.</p> <p>Feedback was provided to the students on several occasions during the preparation of the research proposal or research project.</p> <p>Professors and teaching assistants involved in collecting the</p>	<p>Two measures in four instances, all of which were met. Three transforming actions were proposed.</p>

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>research project. N=53</p> <p>It was expected 70% or more of the students would obtain a final grade of 66.7% or more in the class.</p> <p>85% of the students assessed obtained a score of 66.7% or more in the research project.</p> <p>The expected outcome was surpassed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the QUIM 3452L (Organic Chemistry II Laboratory) course to assess students' research skills based on a research proposal. N=24</p> <p>It was expected 75% or more of the students would achieve 60% or more in 60% of the criteria assessed.</p> <p>Students that reached the expected outcome by criterion:</p> <ol style="list-style-type: none"> 1) Originality of Topic/Creativity – 100% 2) Method and Experiment Design – 96% 3) Clarity of Material – 100% 4) Discussion/Interpretation – 96% 5) Citation and Bibliography – 100% 6) Organization of Content – 100% <p>The expected outcome was reached in six of the six criteria assessed (100%). Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the QUIM 4015L (Instrumental Analysis Laboratory) course to assess students' research skills based on a research project. N=22</p> <p>It was expected 60% or more of the students would achieve 60% or</p>	<p>assessment data of the QUIM 3002L research project will be reminded that the results need to be submitted according to the rubric criteria, in order to identify criterion where students might not be achieving the specific expected outcome evaluated in this assessment report.</p> <p>Students were informed on the various aspects in the rubric used to evaluate their research projects.</p> <p>Feedback was provided to the students on several occasions during the preparation of the research proposal or research project.</p>	

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>more in 60% of the criteria assessed.</p> <p>Students that reached the expected outcome by criterion:</p> <ol style="list-style-type: none"> 1) Abstract – 82% 2) Introduction – 82% 3) Methodology – 95% 4) Results – 95% 5) Discussion/Conclusions – 68% 6) References – 95% <p>The expected outcome was reached in six of the six criteria assessed (100%). Therefore, the goal was met.</p>		
Computer Science	<p>First instance A rubric was used to assess students’ research and creation skills in a review of a seminal or current research article in the CCOM 4029 course. N=14</p> <p>Criteria assessed: Additional knowledge acquired, and understanding of the assigned paper.</p> <p>It was expected that at least 70% of the students assessed would be competent as defined in the rubric used.</p> <p>Findings revealed that 71% (10/14) of the students were competent as defined in the rubric. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A yearly questionnaire was used to assess students’ interest in research. N= 42</p> <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 90% (38/42) of the students had participated or were interested in participating in a research project. Therefore, the goal was met.</p> <p>Third Instance A questionnaire was used to assess the number of students</p>		<p>Two measures in four instances, three of which were 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>Summary of Results</i>
	<p>participating in research. N=13</p> <p>It was expected that at least 70% of third and fourth year students would have research experience.</p> <p>Findings revealed that 77% (10/13) of the students assessed had research experience. Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A questionnaire for researchers was used to assess the number of students that participated in research for at least a year and given a research presentation. N=24</p> <p>It was expected that each of the students that worked on research for at least a year had given a research presentation.</p> <p>Findings revealed that 96% (23/24) of the research students that worked on research for at least a year gave a research presentation. Therefore the goal was not met (100).</p>		<p>OEAE Recommendations: The percentage of students within the expected outcome was too high. The percentage minimum should be 95%.</p>
<p>Interdisciplinary Program in Natural Sciences</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the CNEI 4011 course to assess students' research skill using an open-ended question about the scientific method. n=29</p> <p>It was expected 70% or more of the students assessed would obtain a score of 70% or more.</p> <p>The average score obtained by the students assessed was 3 out of 5 (60%). Therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in the CNEI 4011 course to assess students' research skill using a research project proposal. n=30</p>	<p>Create at least one undergraduate level course that simulates the graduate seminar courses offered in the College of Natural Sciences.</p>	<p>Four measures in five instances, three 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>Summary of Results</i>
	<p>It was expected 70% or more of the students assessed would obtain a score of 70% or more in both the first draft and the final document.</p> <p>Students that obtained a score of 70% or more: First Draft – 97% (29/30) Final Document – 96% (28/30)</p> <p>More than 70% of the students assessed obtained a score of 70% or more. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used to assess students’ research skill in an indirect measure using a survey.</p> <p>It was expected 60% or more of the students assessed would value the understanding of scientific literature.</p> <p>70% of the students assessed said that reading scientific articles caused them to think about additional experiments. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the CNEI 4012 course to assess students’ research skill using an open-ended question about the scientific method. n=24</p> <p>It was expected 70% or more of the students assessed would obtain a score of 70% or more.</p> <p>The average score obtained by the students assessed was 2 out of 5 (40%). Therefore, the goal was not met.</p> <p>Second Instance</p>	<p>Create at least one undergraduate level course that simulates the graduate seminar courses offered in the College of Natural Sciences.</p>	

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in the CNEI 4012 course to assess students' research skill using a research project report. n=27</p> <p>It was expected 70% or more of the students assessed would obtain a score of 70% or more in both the first draft and the final document.</p> <p>More than 70% of the students assessed obtained a score of 70% or more. Therefore, the goal was met.</p>		
Mathematics	<p><i>First Semester</i></p> <p>First Instance A rubric was used in the MATE 4995 (Undergraduate Research Seminar) course to assess students' research and creation skills in a research assignment. (N=24)</p> <p>It was expected that 66% of the students assessed would obtain 3 points or more in the 4 point scale used.</p> <p>Findings by criteria assessed were:</p> <ul style="list-style-type: none"> • Summary – 4 points, 50%; 3 points, 33% • Introduction – 4 points, 41.6%; 3 points 41.6% • Statement of the Problem – 4 points, 41.6%; 3 points, 41.6% • Conclusion – 4 points, 50%; 3 points, 33% • References - 4 points, 50%; 3 points, 16.6% <p>Results showed that 83% of the students that presented their posters obtained 3 points or more in each criterion assessed. Therefore, the goal was met.</p> <p>Second Instance A rubric was used in the MATE 5001 course to assess students' research and creation skills in a research assignment. (N=19)</p> <p>It was expected that 66% of the students assessed would obtain 3 points or more in the 4 point scale used.</p> <p>Findings by criteria assessed were:</p>		Two measures in five instances, all of which were met. No transforming actions proposed.

College of Natural Sciences

Academic Program	Findings	Transforming Actions	Summary of Results
	<ul style="list-style-type: none"> • Summary – 4 points, 52.6%; 3 points, 47.4% • Introduction – 4 points, 52.6%; 3 points 47.4% • Statement of the Problem – 4 points, 52.6%; 3 points, 47.4% • Conclusion – 4 points, 52.6%; 3 points, 47.4% • References - 4 points, 52.6%; 3 points, 47.4% <p>Results showed that all the students that presented their posters obtained 3 points or more in each criterion assessed. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance A rubric was used in the MATE 4995 (Undergraduate Research Seminar II) course to assess students’ research and creation skills in a research assignment. N=7</p> <p>It was expected that 66% of the students assessed would obtain 3 points or more in the 4 point scale used.</p> <p>Findings by criteria assessed were:</p> <ul style="list-style-type: none"> • Summary – 3 points 57% • Introduction – 4 points, 57%; 3 points, 43% • Statement of the Problem – 4 points, 71.4%; 3 points, 28.6% • Conclusion – 4 points, 57%; 3 points, 14.3% • References – 4 points, 100% <p>Results showed that 71% of the students obtained 3 points or more in 4 out of the 5 criteria assessed. Therefore, the goal was met.</p> <p>Second Instance A questionnaire administered to graduating students was used as an indirect measure of students’ satisfaction with the skills and knowledge obtained.</p> <p>It was expected that each question would receive a rating of 3 or higher in a 4 point scale.</p> <p>Findings:</p> <ul style="list-style-type: none"> • Capacity for Independent Study – 3.5 • Information and Bibliographic Resource Management – 3.75 		

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> • Intellectual Curiosity – 4 • Understanding and Curiosity for Research in Mathematics – 3.5 <p>All of the questions received ratings of 3 or more. Therefore, the goal was met.</p> <p>Third Instance A rubric was used in the MATE 5001 course to assess students’ research and creation skills in a research assignment. N=17</p> <p>It was expected that 66% of the students assessed would obtain 3 points or more in the 4 point scale used.</p> <p>Findings by criteria assessed were:</p> <ul style="list-style-type: none"> • Summary – 4 points, 47%; 3 points, 41% • Introduction – 4 points, 47%; 3 points, 41% • Statement of the Problem – 4 points, 47%; 3 points, 41% • Conclusion – 4 points, 47%; 3 points, 41% • References – 4 points, 47%; 3 points, 41% <p>Results showed that 88% of the students obtained 3 points or more in the criteria assessed. Therefore, the goal was met.</p>		
<p>Nutrition and Dietetics</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the NUTR 4198 (Research Methods in Nutrition) course (face to face format) to assess students’ research skills in a research proposal.</p> <p>The expected outcome was that 75% of the students assessed would obtain a score of 3.5 or higher in a 5 point scale.</p> <p>Results showed that 75% of the students assessed obtained a score of 3.5 or more in the 5 point scale used.</p> <p>Findings reached the expected outcome. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p>	<p>Incorporate discussions on research activities in order to design a feasible research project.</p>	<p>One measures in two instances, one of which was met. Two transforming actions were proposed.</p>

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in the NUTR 4198 (Research Methods in Nutrition) course (distance education format) to assess students' research skills in a research proposal.</p> <p>The expected outcome was that 75% of the students assessed would obtain a score of 3.5 or higher in a 5 point scale.</p> <p>Results showed that 64% of the students assessed obtained a score of 3.5 or more in the 5 point scale used.</p> <p>Findings didn't reached the expected outcome. Therefore, the goal was not met.</p>	<p>Incorporate discussions on research activities in order to design a feasible research project.</p> <p>Employ the use of audio and video modules in the distance education format that could compliment the reading assignments.</p>	

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>																						
<p>Psychology</p>	<p>First Instance</p> <p>A rubric was used in the PSIC 4001 (Methods in Psychological Research I) capstone course, to assess students' research and creation skills in a research poster describing the most important aspects of the research proposal developed in the course.</p> <p>It was expected that 90% of the students would score 27 points or more, using a 30 points rubric for the assessment of students' research and creation skills.</p> <p>The findings by criterion were:</p> <table border="0" data-bbox="604 625 1061 1484"> <thead> <tr> <th data-bbox="728 719 809 743">Criteria</th> <th data-bbox="962 625 1061 813">Average by criteria (max. of 3 points for each criterion)</th> </tr> </thead> <tbody> <tr> <td data-bbox="604 852 927 876">1. The title is clear and short</td> <td data-bbox="989 852 1029 876">3.0</td> </tr> <tr> <td data-bbox="604 885 927 966">2. Clearly presents the research questions and objectives</td> <td data-bbox="989 909 1029 933">3.0</td> </tr> <tr> <td data-bbox="604 966 927 1015">3. Clearly presents the justification of research</td> <td data-bbox="989 982 1029 1006">2.8</td> </tr> <tr> <td data-bbox="604 1023 927 1071">4. A summary of the literature reviewed is presented</td> <td data-bbox="989 1039 1029 1063">3.0</td> </tr> <tr> <td data-bbox="604 1079 927 1128">5. Format uses APA guidelines</td> <td data-bbox="989 1096 1029 1120">2.9</td> </tr> <tr> <td data-bbox="604 1136 927 1209">6. Identifies the appropriate research design for the problem</td> <td data-bbox="989 1161 1029 1185">2.9</td> </tr> <tr> <td data-bbox="604 1218 927 1266">7. The research method is well described</td> <td data-bbox="989 1234 1029 1258">2.9</td> </tr> <tr> <td data-bbox="604 1274 927 1372">8. Techniques and/or instruments that will be used to collect information are described.</td> <td data-bbox="989 1307 1029 1331">2.9</td> </tr> <tr> <td data-bbox="604 1380 927 1429">9. Research procedure is described</td> <td data-bbox="989 1396 1029 1421">2.9</td> </tr> <tr> <td data-bbox="604 1437 927 1485">10. Images, graphs, and/or tables are included in the</td> <td data-bbox="989 1453 1029 1477">2.4</td> </tr> </tbody> </table>	Criteria	Average by criteria (max. of 3 points for each criterion)	1. The title is clear and short	3.0	2. Clearly presents the research questions and objectives	3.0	3. Clearly presents the justification of research	2.8	4. A summary of the literature reviewed is presented	3.0	5. Format uses APA guidelines	2.9	6. Identifies the appropriate research design for the problem	2.9	7. The research method is well described	2.9	8. Techniques and/or instruments that will be used to collect information are described.	2.9	9. Research procedure is described	2.9	10. Images, graphs, and/or tables are included in the	2.4		<p>Annual Summary:</p> <p>The Psychology program established one measure in two instances, which were met (100%).</p> <p>No transforming actions were established.</p>
Criteria	Average by criteria (max. of 3 points for each criterion)																								
1. The title is clear and short	3.0																								
2. Clearly presents the research questions and objectives	3.0																								
3. Clearly presents the justification of research	2.8																								
4. A summary of the literature reviewed is presented	3.0																								
5. Format uses APA guidelines	2.9																								
6. Identifies the appropriate research design for the problem	2.9																								
7. The research method is well described	2.9																								
8. Techniques and/or instruments that will be used to collect information are described.	2.9																								
9. Research procedure is described	2.9																								
10. Images, graphs, and/or tables are included in the	2.4																								

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>														
	<p style="text-align: center;">research poster</p> <p>Results showed that the 11 students (100%) obtained an average scored of 28.6 points (95.3%).</p> <p>100% of the students assessed obtained an average score of 27 points or more.</p> <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the PSIC 4002 (Methods in Psychological Research II) capstone course, to assess students' research and creation skills in a research poster describing the most important aspects of the research proposal developed in the course.</p> <p>It was expected that 90% of the students would score 27 points or more, using a 30 points rubric for the assessment of students' research and creation skills.</p> <p>The findings by criterion were:</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">Criteria</th> <th style="text-align: center;">Average by criteria (max. 3 points for each criterion)</th> </tr> </thead> <tbody> <tr> <td>1. The title is clear and short</td> <td style="text-align: center;">3.0</td> </tr> <tr> <td>2. Clearly presents the research questions and objectives</td> <td style="text-align: center;">3.0</td> </tr> <tr> <td>3. Clearly presents the justification of research</td> <td style="text-align: center;">2.8</td> </tr> <tr> <td>4. A summary of the literature reviewed is presented</td> <td style="text-align: center;">3.0</td> </tr> <tr> <td>5. Format uses APA guidelines</td> <td style="text-align: center;">2.9</td> </tr> <tr> <td>6. Identifies the appropriate</td> <td style="text-align: center;">2.9</td> </tr> </tbody> </table>	Criteria	Average by criteria (max. 3 points for each criterion)	1. The title is clear and short	3.0	2. Clearly presents the research questions and objectives	3.0	3. Clearly presents the justification of research	2.8	4. A summary of the literature reviewed is presented	3.0	5. Format uses APA guidelines	2.9	6. Identifies the appropriate	2.9		
Criteria	Average by criteria (max. 3 points for each criterion)																
1. The title is clear and short	3.0																
2. Clearly presents the research questions and objectives	3.0																
3. Clearly presents the justification of research	2.8																
4. A summary of the literature reviewed is presented	3.0																
5. Format uses APA guidelines	2.9																
6. Identifies the appropriate	2.9																

College of Social Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>research design for the problem</p> <p>7. The research method is well described 2.9</p> <p>8. Techniques and/or instruments that will be used to collect information are described. 2.9</p> <p>9. Research procedure is described 2.9</p> <p>10. Images, graphs, and/or tables are included in the research poster 2.4</p> <p>Results showed that the 18 students (100%) obtained an average scored of 28.6 points (95.3%).</p> <p>100% of the students obtained an average score of 27 points or more.</p> <p>Therefore, the goal was met.</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
Information and Journalism	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the INFP 4205 course (Ethics on Communications) to assess students' research and creation skills in an essay. n= 11</p> <p>It was expected that students would obtain 70 % or more in each criteria assessed.</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Apply research and creation techniques in the quantity and balance of the relevant sources used – 81% • Apply research and creation techniques in the balance and quantity of contextual data that apply – 81% <p>Since all criteria assessed met the expected outcome, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the INFP 4809 course (Practice and Techniques of a journal note) to assess students' critical thinking skills in an essay. n= 11</p> <p>It was expected that students would obtain 70 % or more in each criteria assessed.</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Use of creative language, description, anecdotes – 85.7% • Research: selection and use of sources, selection and use of documentation, selection of research techniques – 85.7 % <p>Since all criteria assessed met the expected outcome, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the COPU 4355 course (Communication Theories), to assess students' research and creation skills in a monograph. n=29</p>		<p>Eight measures in eight instances, seven met</p>

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 70 % of the students would obtain 2.8 points (70%) or more in each criteria assessed in the 4 points scale rubric used..</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • The theory presented is well founded and clearly stated – 3.5 points. • Questionings and appreciation s related to the stated theory are precise, clear and pertinent ,– 3.3 points • Strengths and weakness of the stated theory are clearly described – 3.5 points • An historical context is included – 3.5 points • The development of an alternative theory to the one presented is clearly justified – 3.1points • A narrative explaining the new theory as well as a conceptual model of this theory is presented – 2.7 points • The narrative and conceptual model is coherent and viable – 1.5 points <p>Since the expected outcome was reached in 5 out of 7 criteria assessed, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the COPU 4355 course (Communication Theories), Section 002 to assess students’ critical thinking skills in a monograph. n=29</p> <p>It was expected that 70 % of the students would obtain 3.0 points (75%) or more in each criteria assessed in the 4 points scale rubric used.</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Research –75.9 % • Identification and management of the theoretical framework – 65.5 % • Overall presentation – 93.10 % <p>Since the expected outcome was reached in 2 out of three criteria assessed, the goal was met</p> <p>Fifth Instance</p> <p>A rubric was used in the COPU 4045 course (advanced Seminar in Communication), Section to assess students’ research and creation skills in the final project (two groups of 5 students and one of six students</p> <p>It was expected that 70 % of the students would obtain 3.0 points (75%) or more in each criteria assessed in the 4 points scale rubric used.</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>+++++</p> <p>Use diverse sources for the project - 73.3 %</p> <p>Since the criterion assessed was met, the goal was met.</p> <p>Third instance</p> <p>A rubric was used in the INFP 4001 course (Journalistic Writing I) to assess students' research and creation skills in journal article. . n= 15</p> <p>It was expected that students would obtain 70 % or more in each criteria assessed.</p> <p>Assessment findings: Use diverse sources for the project - 73.3 %</p> <p>Since the criterion assessed was met, the goal was met.</p>		
Public Relations and Advertising	<p><i>First Semester</i></p> <p>First instance</p> <p>A 4 point scale rubric was used in the REPU 4025 (Writing for Advertisement) course (Section OU1), to assess students' research and creation skills in the final advertisement work. (N=16)</p> <p>It was expected that 70 % of the students enrolled in the course would obtain 3.points or more in a 4 point rubric in each criteria assessed.</p>	<p>Assign students small research type assignment for them to know what is expected from them regarding to analysis and depth of the topic researched.</p> <p>Also, emphasize the importance of using adequate information sources</p>	<p>Six measures in twenty two instances, sixteen met (72 %)</p>

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> Apply basic elements of research methods and recognizes their importance in developing texts for advertisement purposes – 100% Know the need for additional information – 100% <p>Since the goal was accomplished in both criteria assessed, the goal was met.</p> <p>Second Instance</p> <p>A 4 point scale rubric was used in the REPU 4147 (Writing for Public Relations) course (Section 001), to assess students’ research and creation skills in a Media Kit. (N= 22)</p> <p>It was expected that 70 % of the students enrolled in the course would obtain 4 points or more in a 4 point rubric in each criteria assessed.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> Understand and applies basic elements of research - 100 % Recognizes and adequately defines the need of information - 100 % <p>Since the goal was accomplished in both two criteria assessed, the goal was met.</p> <p>Third Instance</p> <p>A 4 point scale rubric was used in the REPU 4165 (Public Relations Campaign)) course (Section 001), to assess students’ research and creation skills in a campaign. (N= 4)</p> <p>It was expected that 70 % of the students enrolled in the course would obtain 4 points or more in a 6 point rubric in each criteria assessed.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> Concepts and theories are correctly explained, no conceptual errors are present, and evidences of sources consulted are documented-- 100 % Goals and objectives are designed according to research results, FODA (SWOT) analysis and organizational goals – 100% <p>Since the goal was accomplished in both criteria assessed, the goal was met.</p> <p>Fourth Instance</p> <p>A 4 point scale rubric was used in the REPU 4165 (Public Relations Campaign)) course (Section 002), to assess students’ research and creation skills in a campaign. (N= 3)</p>	<p>and including them in the final work handed.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 70 % of the students enrolled in the course would obtain 4 points or more in a 6 point rubric in each criteria assessed.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> • Concepts and theories are correctly explained, no conceptual errors are present, and evidences of sources consulted are documented-- 100 % • Goals and objectives are designed according to research results, FODA (SWOT) analysis and organizational goals – 100% <p>Since the goal was accomplished in both criteria assessed, the goal was met.</p> <p>Fifth Instance</p> <p>A 4 point scale rubric was used in the REPU 4018 (Introduction to Public Relations) course (Section 001), to assess students’ research and creation skills in a monograph.. (N= 35)</p> <p>It was expected that 70 % of the students enrolled in the course would obtain 4 points or more in a 6 point rubric in each criteria assessed.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> • Statement and opinions are sound and documented. –and references used are identified adequately - 66.67 % <p>Since the goal was not accomplished in in the criterion assessed, the goal was not met.</p> <p>Sixth Instance</p> <p>A 4 point scale rubric was used in the REPU 4155 (Media Planning) course (Section 001), to assess students’ research and creation skills in the final work (media Plan).. (N= 7)</p> <p>It was expected that 85 %% of the students enrolled in the course would obtain 3 points or more in a 4 point rubric in each criteria assessed.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> • Offer solutions to the marketing problem through the creation of objectives and media tactics – 100% <ul style="list-style-type: none"> • Analysis of the advertisement objectives and creative strategies used - 100 % • Considered all the possible alternatives in a limited budget and limited information situation- 85 % - <p>Since the goal was not accomplished in all criteria assessed, the goal was met.</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Seventh Instance</p> <p>A 4 point scale rubric was used in the REPU 4155 (media Planning) course (Section 002), to assess students' research and creation skills in the final work (media Plan).. (N= 7)</p> <p>It was expected that 85 %% of the students enrolled in the course would obtain 3 points or more in a 4 point rubric in each criteria assessed.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> • Offer solutions to the marketing problem through the creation of objectives and media tactics – 100 % <ul style="list-style-type: none"> • Analysis of the advertisement objectives and creative strategies used - 85 % • Considered all the possible alternatives in a limited budget and limited information situation- 71% - <p>Since the goal was not accomplished in two of the three criteria assessed, the goal was met.</p> <p>Eighth Instance</p> <p>A 4 point scale rubric was used in the REPU 4155 (Writing for Advertisement) course (Section OU1), to assess students' research and creation skills in the final work (N= 7)</p> <p>It was expected that 70 % of the students enrolled in the course would obtain 3 points or more in a 4 point rubric in each criteria assessed.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> • Apply basic elements of research methods and recognizes their importance in developing texts for advertisement purposes - 100 % • Know the need for additional information – 100 % <p>Since the goal was accomplished in both criteria assessed, the goal was met.</p> <p>Ninth Instance</p> <p>A 4 point scale rubric was used in the REPU 4166 (Advertisement campaign) course (Section 002), to assess students' research and creation skills in the final work (media Plan).. (N= 7)</p> <p>It was expected that 85 %% of the students enrolled in the course would obtain 3 points or more in a 4 point rubric in each criteria assessed.</p> <p>Findings for each criteria assessed for this learning outcome were:</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> Planned and did marketing research of the type of product through the creation of objectives and media tactics 100 % Objectives are well analyzed and complete – 100 % Marketing strategies such as definition of the product attributes, the most appropriate packing, ,prices according to the size of the product are presented in a creative way, communicates the importance of an adequate advertisement, sales promotion,, among other creative strategies.- are present - 85% Establishes the l amount (Percent) of sales objectives according to the population size to be addressed and according to the demand for the product - 100 % Uses advertisement strategies such as defining the product concept and positioning, the target group for the product, the media to be used and explains the advertisement message -85 % Defined the population to be addressed in relation to the product, the strengths and weakness to be dealt with,, and the style an tone to be used in the campaign – 85 % Creative ideas and suggestions appropriate for the press, radio and TV and cinema are presented according to the type of media targeted – 100 % The objectives, of the media, strategies and tactics E=Range and frequencies media vehicles, or means , geographic weight, plan and schedule, use of the creative strategy, data presented is correct and accurate, , plan innovation and mechanic structure and communicability is well organized and complete – 71 % <p>Since the goal was accomplished in seven of the eight criteria assessed, the goal was met.</p> <p>Tenth Instance</p> <p>A 4 point scale rubric was used in the REPU 4166 (Advertisement campaign) course (Section 002), to assess students’ research and creation skills in the final work (media Plan).. (N= 7)</p> <p>It was expected that 85 %% of the students enrolled in the course would obtain 3 points or more in a 4 point rubric in each criteria assessed.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> Planned and did marketing research of the type of product through the creation of objectives and media tactics -100 % Objectives are well analyzed and complete – 86 % 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> Marketing strategies such as definition of the product attributes, the most appropriate packing, ,prices according to the size of the product are presented in a creative way, communicates the importance of an adequate advertisement, sales promotion,, among other creative strategies.- are present - 71% Establishes the amount (Percent) of sales objectives according to the population size to be addressed and according to the demand for the product - 86 % Uses advertisement strategies such as defining the product concept and positioning, the target group for the product, the media to be used and explains the advertisement message -71 % Defined the population to be addressed in relation to the product, the strengths and weakness to be dealt with,, and the style an tone to be used in the campaign – 86 % Creative ideas and suggestions appropriate for the press, radio and TV and cinema are presented according to the type of media targeted – 86 % The objectives, of the media, strategies and tactics E=Range and frequencies media vehicles, or means , geographic weight, plan and schedule, use of the creative strategy, data presented is correct and accurate. , plan innovation and mechanic structure and communicability is well organized and complete – 71 % <p>Since the goal was accomplished in five of the eight criteria assessed, the goal was not met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A 4 point scale rubric was used in the REPU 4147 (Writing for Public Relations) course (Section 001), to assess students’ research and creation skills in a Media Kit. (N= 22)</p> <p>It was expected that 70 % of the students enrolled in the course would obtain 4 points or more in a 4 point rubric in each criteria assessed.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> •Understand and applies basic elements of research - 100 % •Recognizes and adequately defines the need of information - 100 % <p>Since the goal was accomplished in both two criteria assessed, the goal was met.</p> <p>Second Instance</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A 4 point scale rubric was used in the REPU 4165 (Public Relations Campaign)) course (Section 001), to assess students' research and creation skills in a campaign. (N= 10)</p> <p>It was expected that 70 % of the students enrolled in the course would obtain 3 points or more in a 4 point rubric in each criteria assessed.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> • Concepts and theories are correctly explained, no conceptual errors are present, and evidences of sources consulted are documented-- 20 % • Goals and objectives are designed according to research results, FODA (SWOT) analysis and organizational goals – 50% <p>Since the goal was snot accomplished in any of criteria assessed, the goal was not met.</p> <p>Third Instance</p> <p>A 4 point scale rubric was used in the REPU 4165 (Public Relations Campaign)) course (Section 002), to assess students' research and creation skills in a campaign. (N= 20)</p> <p>It was expected that 70 % of the students enrolled in the course would obtain 3 points or more in a 4 point rubric in each criteria assessed.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> • Concepts and theories are correctly explained, no conceptual errors are present, and evidences of sources consulted are documented-- 50 % • Goals and objectives are designed according to research results, FODA (SWOT) analysis and organizational goals – 70% <p>Since the goal was accomplished in one of the two criteria assessed, the goal was not met.</p> <p>Fourth instance</p> <p>A 4 point scale rubric was used in the REPU 4018 (Introduction to Public Relations) course (Section OU1), to assess students' research and creation skills in in a monograph.. (N= 30)</p> <p>It was expected that 70 % of the students enrolled in the course would obtain 3 points or more in a 4 point rubric in each criteria assessed.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> • Theories are used to document. Data and recommendations and references used are identified adequately - 93 % 	<p>Assign more practice exercises for students to encounter different situations enhancing their development of creative strategic ideas.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Since the goal was accomplished in in the criterion assessed, the goal was met.</p> <p>Fifth Instance</p> <p>A 4 point scale rubric was used in the REPU 4155 (media Planning) course (Section 001), to assess students' research and creation skills in the final work (media Plan).. (N=11)</p> <p>It was expected that 85% of the students enrolled in the course would obtain 3 points or more in a 4 point rubric in each criteria assessed.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> • Offer solutions to the marketing problem through the creation of objectives and media tactics – 55% <ul style="list-style-type: none"> • Analysis of the advertisement objectives and creative strategies used - 82 % • Considered all the possible alternatives in a limited budget and limited information situation- 45.5 % - <p>Since the goal was not accomplished in two of the three criteria assessed, the goal was not met.</p> <p>Sixth Instance</p> <p>A 4 point scale rubric was used in the REPU 4155 (media Planning) course (Section 002), to assess students' research and creation skills in the final work (media Plan).. (N= 11)</p> <p>It was expected that 85 %% of the students enrolled in the course would obtain 3 points or more in a 4 point rubric in each criteria assessed.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> • Offer solutions to the marketing problem through the creation of objectives and media tactics – 64 % <ul style="list-style-type: none"> • Analysis of the advertisement objectives and creative strategies used - 73 % • Considered all the possible alternatives in a limited budget and limited information situation- 73% - <p>Since the goal was accomplished in two of the three criteria assessed, the goal was met.</p> <p>Seventh Instance</p> <p>A 4 point scale rubric was used in the REPU 4155 (Writing for Advertisement) course (Section OU1), to assess students' research and creation skills in the final work (N= 7)</p>	<p>Recommend students to enroll in fine arts courses to increase their creative skills to be used in the development of an advertisement campaign.</p>	

School of Communication

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>It was expected that 70 % of the students enrolled in the course would obtain 3 points or more in a 4 point rubric in each criteria assessed.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> Apply basic elements of research methods and recognizes their importance in developing texts for advertisement purposes - 100 % Know the need for additional information – 100 % <p>Since the goal was accomplished in both criteria assessed, the goal was met.</p> <p>Eighth Instance</p> <p>A 4 point scale rubric was used in the REPU 4166 (Advertisement campaign) course (Section 001), to assess students’ research and creation skills in the final work (media Plan).. (N= 11)</p> <p>It was expected that 70% of the students enrolled in the course would obtain 3 points or more in a 4 point rubric in each criteria assessed.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> Establishes the basis of advertisement campaign through an analysis of the situation and of the marketing study, its objectives and strategies - 37 % <p>Since the goal was not accomplished in the criterion assessed, the goal was not met.</p> <p>Ninth Instance</p> <p>A 4 point scale rubric was used in the REPU 4166 (Advertisement campaign) course (Section 002), to assess students’ research and creation skills in the final work (media Plan).. (N= 5)</p> <p>It was expected that 85 % of the students enrolled in the course would obtain 3 points or more in a 4 point rubric in each criteria assessed.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> Establishes the basis of advertisement campaign through an analysis of the situation and of the marketing study, its objectives and strategies - 80 % <p>Since the goal was accomplished in the criterion assessed, the goal was met.</p> <p>Tenth Instance</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A 4 point scale rubric was used in the REPU 4076 (Advertisement Conceptualization) course (Section 2), to assess students' research and creation skills in the final work . (N=15)</p> <p>It was expected that 70 % of the students enrolled in the course would obtain 3. Points or more in a 4 point rubric in each criteria assessed.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> • Apply basic elements of research methods and recognizes their importance in developing texts for advertisement purposes – 73.3% • Know the need for additional information – 73.3% <p>Since the goal was accomplished in both criteria assessed, the goal was met.</p> <p>Eleventh Instance</p> <p>A 4 point scale rubric was used in the REPU 4025 (Writing for Advertisement) course (Section OU1), to assess students' research and creation skills in the final advertisement work. (N=16)</p> <p>It was expected that 70 % of the students enrolled in the course would obtain 3.points or more in a 4 point rubric in each criteria assessed.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> • Apply basic elements of research methods and recognizes their importance in developing texts for advertisement purposes – 100% • Know the need for additional information – 100% <p>Since the goal was accomplished in both criteria assessed, the goal was met.</p> <p>Twelfth Instance</p> <p>A 4 point scale rubric was used in the REPU 4025 (Writing for Advertisement) course (Section 002), to assess students' research and creation skills in the final advertisement work. (N=15)</p> <p>It was expected that 70 % of the students enrolled in the course would obtain 3.points or more in a 4 point rubric in each criteria assessed.</p> <p>Findings for each criteria assessed for this learning outcome were:</p> <ul style="list-style-type: none"> • Apply basic elements of research methods and recognizes their importance in developing texts for advertisement purposes – 73.3% • Know the need for additional information – 73.3% 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	Since the goal was accomplished in both criteria assessed, the goal was met.		

III. Social Responsibility

College of Education			
Academic Program	Findings	Transforming Actions	Summary of Results
Teacher Preparation Program	<p>First Instance</p> <p><i>At the beginning of the program</i> <i>Reflective Topic: I'm educator</i></p> <p>A holistic rubric was used in the FAED 4001 course (Professional Reflective Seminar I) to build an Electronic Portfolio (Porta-e), with convincing evidence to assess students' understanding about the various social, cultural, economic and political contexts that affect their educational and professional practice; and reflect on the importance of establishing positive relationships with colleagues, parents, families and members of the school community to support the learning of all students.</p> <p>It was expected that all students would perform at the achieved level using a 21 point rubric.</p> <p>The rating scale was established as:</p> <p>0 = no evidence 1 - 7 points = initial stage 8 - 14 points = in progress stage 15 - 21 points = achieved stage</p> <p>Findings revealed that, when assessing students' reflection on their responsibility to their community and social context, in the E-Portfolio (Porta-e), students obtained an average score of 18.42 (achieved).</p> <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p><i>At the middle of the program</i> <i>Reflective Topic: Teaching & Learning</i></p> <p>A holistic rubric was used in the FAED 4002 course (Professional Reflective Seminar II) to build an Electronic Portfolio (Porta-e), with</p>		<p>Annual Summary:</p> <p>Four measures, in eight 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>Summary of Results</i>
	<p>convincing evidence to assess students' understanding about the various social, cultural, economic and political contexts that affect their educational and professional practice; and reflect on the importance of establishing positive relationships with colleagues, parents, families and members of the school community to support the learning of all students.</p> <p>It was expected that all students would perform at the achieved level using a 21 point rubric.</p> <p>The rating scale was established as:</p> <p>0 = no evidence 1 - 7 points = initial stage 8 - 14 points = in progress stage 15 - 21 points = achieved stage</p> <p>Findings revealed that, when assessing students' reflection on their responsibility to their community and social context, in the E-Portfolio (Porta-e), students obtained an average score of 18.42 (achieved).</p> <p>Therefore, the goal was met.</p> <p>Third Instance</p> <p><i>At the end of the program</i> <i>Reflective Topic: Research in teaching process</i></p> <p>A holistic rubric was used in the FAED 4003 course (Professional Reflective Seminar III) to build an Electronic Portfolio (Porta-e), with convincing evidence to assess students' understanding about the various social, cultural, economic and political contexts that affect their educational and professional practice; and reflect on the importance of establishing positive relationships with colleagues, parents, families and members of the school community to support the learning of all students.</p> <p>It was expected that all students would perform at the achieved level using a 21 point rubric.</p> <p>The rating scale was established as:</p>		

College of Education

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>0 = no evidence 1 - 7 points = initial stage 8 - 14 points = in progress stage 15 - 21 points = achieved stage</p> <p>Findings revealed that, when assessing students' reflection on their responsibility to their community and social context, in the E-Portfolio (Porta-e), students obtained an average score of 18.42 (achieved).</p> <p>Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the EDPE 4068 course (<i>Teachers' Practicum</i>), to assess students' understanding about the various social, cultural, economic and political contexts that affect their educational and professional practice; and to what extent they are established effective relationships with colleagues, parents, families and other community members to support learning for all students.</p> <p>The assessment rubric used a 0-12 scale, where 9 means achieved, and 12 excellent. It was expected that the students would score 9 points or more using the rubric for the assessment of the competency, capacity for developing positive classroom environments.</p> <p>The teaching candidates obtained an average performance score of 10.8 points, between achieved and excellent.</p> <p>Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A holistic rubric was used in the FAED 4001 course (Professional Reflective Seminar I) to build an Electronic Portfolio (Porta-e), to assess students' reflections on his professional responsibilities, and their leadership performances in making decisions based on pedagogical, psychological, sociological and philosophical</p>		

College of Education

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>considerations relevant to their school context. Additionally, students reflect critically about the ethical and social implications of their educational practices.</p> <p>It was expected that all students would perform at the achieved level using a 21 point rubric.</p> <p>The rating scale was established as:</p> <p>0 = no evidence 1 - 7 points = initial stage 8 - 14 points = in progress stage 15 - 21 points = achieved stage</p> <p>Findings revealed that, when assessing students' reflection on their responsibility to their community and social context, in the E-Portfolio (Porta-e), students obtained an average score of 15.43 (achieved).</p> <p>Therefore, the goal was met.</p> <p>Sixth Instance</p> <p>A holistic rubric was used in the FAED 4002 course (Professional Reflective Seminar II) to build an Electronic Portfolio (Porta-e), to assess students' reflections on his professional responsibilities, and their leadership performances in making decisions based on pedagogical, psychological, sociological and philosophical considerations relevant to their school context. Additionally, students reflect critically about the ethical and social implications of their educational practices.</p> <p>It was expected that all students would perform at the achieved level using a 21 point rubric.</p> <p>The rating scale was established as:</p> <p>0 = no evidence 1 - 7 points = initial stage</p>		

College of Education

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>8 - 14 points = in progress stage 15 - 21 points = achieved stage</p> <p>Findings revealed that, when assessing students' reflection on their responsibility to their community and social context, in the E-Portfolio (Porta-e), students obtained an average score of 15.43 (achieved).</p> <p>Therefore, the goal was met.</p> <p>Seventh Instance</p> <p>A holistic rubric was used in the FAED 4003 course (Professional Reflective Seminar III) to build an Electronic Portfolio (Porta-e), to assess students' reflections on his professional responsibilities, and their leadership performances in making decisions based on pedagogical, psychological, sociological and philosophical considerations relevant to their school context. Additionally, students reflect critically about the ethical and social implications of their educational practices.</p> <p>It was expected that all students would perform at the achieved level using a 21 point rubric.</p> <p>The rating scale was established as:</p> <p>0 = no evidence 1 - 7 points = initial stage 8 - 14 points = in progress stage 15 - 21 points = achieved stage</p> <p>Findings revealed that, when assessing students' reflection on their responsibility to their community and social context, in the E-Portfolio (Porta-e), students obtained an average score of 15.43 (achieved).</p> <p>Therefore, the goal was met.</p> <p>Eight Instance</p> <p>A rubric was used in the EDPE 4068 course (Teachers' Practicum), to assess students' reflections on his professional responsibilities, and</p>		

College of Education			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>their leadership performances in making decisions based on pedagogical, psychological, sociological and philosophical considerations relevant to their school context. Additionally, students reflect critically about the ethical and social implications of their educational practices.</p> <p>The assessment rubric used a 0-12 scale, where 9 means achieved, and 12 excellent. It was expected that the students would score 9 points or more using the rubric for the assessment of the competency, capacity for developing positive classroom environments.</p> <p>The teaching candidates obtained an average performance score of 10.66 points, between achieved and excellent.</p> <p>Therefore, the goal was met.</p>		

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>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=20</p> <p>It was expected that at least 50% of the students assessed would have a positive attitude towards ethics.</p> <p>Findings revealed that 65% of the students (13/20) that answered the questionnaire in the CCOM 3981 course had a positive attitude towards ethics.</p> <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>A group discussion with open-ended questions on students' opinions on academic ethics following the questionnaire administered in the CCOM 3981 course was used to assess students' social responsibility skills.</p> <p>It was expected that at least 50% of the students assessed 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.</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=32</p> <p>It was expected that 70% of the students assessed would have a positive attitude towards ethics. (pass the test).</p>		<p>Three measures in four instances, which were met. No transforming actions were proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Findings revealed that 94% of the students (30/32) passed the test. Therefore, the goal was met.</p> <p><i>Second Semester</i> 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=42</p> <p>It was expected that 70% or more of the students who answered the questionnaire would have a positive attitude towards ethics.</p> <p>Findings revealed that 83% (35/42) of the students assessed had a positive attitude towards ethics. Therefore, the goal was met.</p>		

School of Communication			
Academic Program	Findings	Transforming Actions	Summary of Results
<p>Public Relations and Advertising</p>	<p><i>First Semester</i></p> <p>First instance</p> <p>A 4 points scale rubric was used in REPU 4147 (Writing for Public Relations) course to assess students’ social responsibility skills in a media Kit.. N=22</p> <p>It was expected that 70 % or more of the students assessed would obtain 3.0 points or more in each criterion assessed.</p> <p>Findings were;</p> <ul style="list-style-type: none"> Apply ethical principles in all legal and ethical approach related to the use of information - – 100 % <p>Since the criterion assessed was accomplished, the goal was met.</p> <p>Second Instance</p> <p>A 4 points scale rubric was used in REPU 4025 (Writing for Advertisement) course to assess students’ social responsibility skills in an advertisement as the final work of the course.. N=16</p> <p>It was expected that 70 % or more of the students assessed would obtain 3.0 points or more in each criterion assessed.</p> <p>Findings were;</p> <ul style="list-style-type: none"> Apply ethical principles in all legal and ethical approach related to the use of information - – 100 % <p>Since the criterion assessed was accomplished, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A 4 points scale rubric was used in REPU 4147 (Writing for Public Relations) course to assess students’ social responsibility skills in a media Kit.. N=20</p>		<p>Four measures in 4 instances, all met</p>

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 70 % or more of the students assessed would obtain 3.0 points or more in each criterion assessed.</p> <p>Findings were;</p> <ul style="list-style-type: none"> Apply ethical principles in all legal and ethical approach related to the use of information - - 100 % <p>Since the criterion assessed was accomplished, the goal was met.</p> <p>Second Instance</p> <p>A 4 points scale rubric was used in REPU 4025 (Writing for Advertisement) course to assess students' social responsibility skills in an oral and written communication. N=20</p> <p>It was expected that 70 % or more of the students assessed would obtain 3.0 points or more in each criterion assessed.</p> <p>Findings were;</p> <ul style="list-style-type: none"> Apply ethical principles in all legal and ethical approach related to the use of information - - 100 % <p>Since the criterion assessed was accomplished, the goal was met.</p>		
<p>Information and Journalism</p>	<p>First Semester</p> <p>First Instance</p> <p>A 4 points scale rubric was used in INFP 4016 Introduction to Journalism) course to assess students' social responsibility skills in an exam. N=30.</p> <p>It was expected that 70 % or more of the students assessed would obtain 3.0 points or more in each criterion assessed.</p> <p>Findings were;</p> <ul style="list-style-type: none"> Apply ethical principles - 100 % <p>Since the criterion assessed was accomplished , the goal was met</p> <p>Second Instance</p> <p>A rubric was used in the INFP 4205 course (Ethics on</p>		<p>Three measures in ten instances, 4 not met</p>

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Communications) to assess students’ social responsibility skills in an essay. n= 11</p> <p>It was expected that students would obtain 70 % or more in each criteria assessed.</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Apply ethical principles - 100 % • Understand the laws relate to ethics in communication. - 100 % <p>Since all criteria assessed met the expected outcome, therefore the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the COPU4136 course (Basic writing for the Communications media), Sections 001 and 003, to assess students’ social responsibility skills in an essay. n= 20</p> <p>It was expected that students would obtain 70 % or more in each criteria assessed.</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Apply ethical principles in the vocabulary used – 95 % <p>Since the criterion assessed accomplished the expected outcome, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the COPU4136 course (Basic Writing for the communication media), Section 002, to assess students’ social responsibility skills in an essay. n= 16</p> <p>It was expected that students would obtain 70 % or more in each criteria assessed.</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Apply ethical principles in the vocabulary used – 37.50 % 		

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> • Considers diversity aspects such as genre, race, ethnicity among others - 37.50 % <p>Since the criteria assessed did not accomplish the expected outcome, the goal was not met.</p> <p>Fifth Instance</p> <p>A rubric was used in the COPU4136 course (Basic Writing for the communication media), Sections 006, to assess students' social responsibility skills in an essay. n= 16</p> <p>It was expected that students would obtain 70 % or more in each criteria assessed.</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Apply ethical principles in the vocabulary used – 43.75 % • Considers diversity aspects such as genre, race, ethnicity among others - 50.00 % <p>Since the criterion assessed did not accomplish the expected outcome, the goal was not met.</p> <p>Sixth Instance</p> <p>A rubric was used in the COPU4355 course (Communications Theory), Sections 001, to assess students' social responsibility skills in monograph. n=28</p> <p>It was expected that students would obtain 70 % or more in each criteria assessed.</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <ul style="list-style-type: none"> • Considers diversity issues such as genre, race, ethnicity among others - 68 % <p>Since the criterion assessed did not accomplish the expected outcome, the goal was not met.</p> <p>Seventh Instance</p> <p>A rubric was used in the COPU4045 course (Advanced Seminar in</p>		

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Communication), to assess students' social responsibility skills in a final work in three groups of students</p> <p>It was expected that students would obtain 70 % would obtain 3 points or more in a 4 point scale rubric. in each criteria assessed.</p> <p>The assessment results by criteria that assessed this learning outcome were:</p> <p>Group 1 n=6</p> <ul style="list-style-type: none"> • Assumes and support an ethic position in a topic/social issue stating ways to deal with it. – 4.0 points • Distinguishes between citizen issues and consuming goods practices. – 3.0 points • A social commitment as a way of life is showed, and not as a requisite to comply with the course objectives - 4.0 points • The level of commitment with citizens issues is stated as one that do not apply to some sectors, but competent to all people locally and in Puerto Rico – 3.0 points <p>Since all criteria assessed accomplished the expected outcome, the goal was met.</p> <p>Group 2 n=5</p> <ul style="list-style-type: none"> • Assumes and support an ethic position in a topic/social issue stating ways to deal with it. – 3.0 points • Distinguishes between citizen issues and consuming goods practices. – 2.0 points • A social commitment as a way of life is showed, and not as a requisite to comply with the course objectives - 2.0 points • The level of commitment with citizens issues is stated as one that do not apply to some sectors, but competent to all people locally and in Puerto Rico – 4.0 points <p>Since the expected outcome was met in 2 of the four criteria assessed, the goal was not met.</p> <p>Group 3 n=5</p> <ul style="list-style-type: none"> • Assumes and support an ethic position in a topic/social issue stating ways to deal with it. – 4.0 points • Distinguishes between citizen issues and consuming goods practices. – 3.0 points 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> A social commitment as a way of life is showed, and not as a requisite to comply with the course objectives -3.0 points The level of commitment with citizens issues is stated as one that do not apply to some sectors, but competent to all people locally and in Puerto Rico – 4.0 points <p>Since the expected outcome was met in all criteria assessed, the goal was met.</p> <p>Second Semester</p> <p>First instance</p> <p>A 4 points scale rubric was used in INFP 4016 (Introduction to Journalism) course, Section OU1, to assess students' social responsibility skills in an essay. N=29.</p> <p>It was expected that 70 % or more of the students assessed would obtain 3.0 points or more in each criterion assessed.</p> <p>Findings were;</p> <ul style="list-style-type: none"> Apply ethical principles – 86.21 <p>Since the criterion assessed was accomplished , the goal was met</p>		

IV. Information Literacy

College of Humanities															
Academic Program	Findings	Transforming Actions	Summary of Results												
Art History	<p>First Instance</p> <p>A rubric was used in the ARTE 3237 (History of Contemporary Art) course to assess students' information literacy skills in a discussion question or essay.</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 were as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>1st Assessment (March,2014) N = 25</th> <th>2nd Assessment (April, 2014) N = 28</th> <th>3rd Assessment (May, 2014) N = 24</th> </tr> </thead> <tbody> <tr> <td>Style Manual</td> <td>68%</td> <td>50%</td> <td>67%</td> </tr> <tr> <td></td> <td>Not met</td> <td>Not met</td> <td>Not met</td> </tr> </tbody> </table> <p>Since none of the assessment points reached the expected outcome, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in the ARTE 3256 (Art Theory) course to assess students' information literacy skills in a discussion question or essay.</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 were as follows:</p> <p><u>Section X</u></p> <p>The results were as follows:</p>		1 st Assessment (March,2014) N = 25	2 nd Assessment (April, 2014) N = 28	3 rd Assessment (May, 2014) N = 24	Style Manual	68%	50%	67%		Not met	Not met	Not met	<p>We explained the proper use of the style manual and we highlighted the citations, footnotes, and the bibliography.</p>	<p>Two measures in three instances, two of which were met. One transforming action was established.</p>
	1 st Assessment (March,2014) N = 25	2 nd Assessment (April, 2014) N = 28	3 rd Assessment (May, 2014) N = 24												
Style Manual	68%	50%	67%												
	Not met	Not met	Not met												

College of Humanities

Academic Program	Findings			Transforming Actions	Summary of Results
	1 st Assessment (March,2014) N = 19	2 nd Assessment (April, 2014) N = 14	3 rd Assessment (May, 2014) N = 18		
Style Manual	53%	71%	78%		
	Not met	Met	Met		
	<u>Section Y</u>				
	The results were as follows:				
	1 st Assessment (March,2014) N = 17	2 nd Assessment (April, 2014) N = 21	3 rd Assessment (May, 2014) N = 14		
Style Manual	76%	71%	93%		
	Met	Met	Met		
	Since the two sections reached the expected outcome, the goal was met.				
	Third Instance				
	A rubric was used in the ARTE 4242 (Art History Seminar) course, to assess students' information literacy skills in a minor thesis. N = 11.				
	The expected performance level was that 70% of the minor thesis would score 6 points or more in the 8 point scale used.				
	The result for the style manual criterion was 72%. Therefore, the goal was met.				
Comparative Literature	<i>Second Semester</i>				
	First Instance				
	A rubric was used in the LITE 3012, to assess the students' information literacy skills in a research paper.				
	It was expected that 75% of the students would receive a score of 4 or higher (in a 6 point rubric) in all the criteria.				
	Results showed that of the 6 students, 5 (83%) demonstrated a score of				
				Because all expectations and goals were met, the only transforming activities suggested have to do with how assessment is carried out and discussed in the Department of Comparative Literature. No recommendations will be made at this time to modify course instruction or student learning in LITE 3012.	<i>Annual Summary</i> 1 course, 2 sections, 1 measure, and 1 instance, which was met (100%). 4 transforming actions were proposed.

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>6 in all the criteria tested, and 1 demonstrated scores of 5 or higher in all the criteria.</p> <p>The expected goal was reached in all the criteria assessed (100%). Therefore, the goal was met.</p>	<p><u>Transforming Activity #1</u></p> <p>Hold a departmental meeting to discuss Assessment results and compare the activities used to evaluate student learning in order to make sure the activities assessed are comparable among professors.</p> <p><u>Transforming Activity #2</u></p> <p>Have more professors include research among the skills practiced in the courses that satisfy the General Education Requirement in Literature.</p> <p><u>Transforming Activity #3</u></p> <p>Hire more tenure track professors to provide stability in the classroom and in the department. Determine whether the results obtained by permanent faculty correspond to those obtained by non-permanent collaborators on contract. Because we rely so heavily on non-permanent professors on contract for these courses it is difficult to maintain stability of goals, requirements, and student learning, even though some of the collaborators are excellent.</p> <p>Spring semester:</p> <p>All three of the professors asked to submit data from the 3000 level literature class responded that they had not incorporated any research activities into their course this semester.</p> <p><u>Transforming Activity #4</u></p> <p>Discuss, both within the department and at the campus level, how reasonable it is to expect professors to include research and writing exercises in classes with 30 students, especially when many professors have four or five classes of this size. The class size should be reduced in research and writing courses to 15-20 students to allow professors time to dedicate to improving the research and writing skills of each individual student. This has to happen at the university level (the department has no control over class size).</p>	

College of Humanities

Academic Program	Findings	Transforming Actions	Summary of Results
<p>Fine Arts</p>	<p>First Instance</p> <p>A rubric was used in an artist proposal in the Creative Research Workshop I course to assess students' information literacy skills.</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"> • 1st Assessment: 42.9% scored 3 or 4 points. • 2nd Assessment: 85.7% 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 an artist proposal in the Creative Research Workshop II course to assess students' information literacy skills.</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 sections were as follows:</p> <ul style="list-style-type: none"> • Section X: 100% scored 3 or 4 points. • Section Y: 42.8% scored 3 or 4 points. <p>The expected results were reached in one of the two section, therefore, the goal was not met.</p>	<p>Reinstate a more permanent Assessment Committee within the Fine Arts Department.</p> <p>Establish better and more effective communication between the Assessment Coordinator and the Department Director. This will ensure a connection between the coordinator and the rest of the faculty of the department.</p> <p>Put more emphasis on theoretical framework within the discipline.</p> <p>Include more theoretical texts that are relevant to artistic practices in the assigned reading of all the Fine Arts courses</p> <p>Establish information literacy and creative investigation workshops in order to enforce these skills at the intermediate and advance level.</p> <p>Evaluate the rubric used in order to determine the reason behind disparity between the results for each section.</p>	<p>The Fine Arts program established objectives with one measure in two instances, one of which was met.</p> <p>Six transforming actions were proposed.</p>
<p>Hispanic Studies</p>	<p>First Instance</p> <p>A rubric was used in the ESPA 3213 course to assess students' information literacy skills in a comparison of two texts about historical memory.</p> <p>The expected performance level was that 70% of the written assignments 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"> 9. Definition of information needs: 58% 10. Identification and localization of information sources: 58% 11. Selection of information sources: 58% 12. Source interpretation: 62% 		<p>There were four measures and six courses and instances, five of which were met (83%).</p> <p>Two transforming actions were established.</p>

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>13. Ethical use of information: 81%</p> <p>The expected goal was reached in only one of the criteria assessed. Therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in the ESPA 4009 course to assess students' information literacy skills in a discussion question in exam form.</p> <p>The expected performance level was that 70% of the written assignments 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. Definition of information needs: 78% 2. Identification and localization of information sources: 72% 3. Selection of information sources: 78% 4. Source interpretation: 72% 5. Ethical use of information: 78% <p>The expected goal was reached in all of the criteria assessed. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the ESPA 4011 course to assess students' information literacy skills in a written report about the etymology and incorporation of Arabic lexicon in Spanish.</p> <p>The expected performance level was that 70% of the written assignments 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. Selection of information sources: 100% 2. Source interpretation: 100% 3. Ethical use of information: 100% <p>The expected goal was reached in all of the criteria assessed. Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the ESPA 4221 course to assess students' information literacy skills in a discussion question in exam form.</p>	<p>An orientation about the MLA guidelines has been scheduled in the Federico de Onís Seminar room, and put under the charge of</p>	

College of Humanities

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>4. Source interpretation: 100%</p> <p>5. Ethical use of information: 100%</p> <p>The expected goal was reached in all of the criteria assessed. Therefore, the goal was met.</p>		
<p>History (History of the Americas and History of Europe)</p>	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in the HIST 3212 course (May 2014) to assess students' information literacy skills in a written assignment.</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><u>Section X (N=30):</u></p> <p>The results for each criterion were as follows:</p> <ul style="list-style-type: none"> 6. Use of data bases in electronic media: 100% 7. Use of library collections: 100% 8. Incorporation of citations and use of notes: 100% 9. Preparation of the bibliography: 100% 10. Presentation of images and/or audio sources: 100% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p><u>Section Y (N=15):</u></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: 100% 2. Use of library collections: 100% 3. Incorporation of citations and use of notes: 100% 4. Preparation of the bibliography: 100% 5. Presentation of images and/or audio sources: 100% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Since the expected outcome was reached in both sections, the goal was met.</p>	<p>Include information about the competencies and their objectives in the course syllabi.</p>	<p><i>Annual Summary</i></p> <p>4 courses, 1 measure, and 4 instances, all of which were met (100%).</p> <p>1 transforming actions was proposed.</p>

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Second Instance</p> <p>A rubric was used in the HIST 4212 course (May 2014) to assess students' information literacy skills in a written assignment. N=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"> 1. Use of data bases in electronic media: 100% 2. Use of library collections: 100% 3. Incorporation of citations and use of notes: 100% 4. Preparation of the bibliography: 100% 5. Presentation of images and/or audio sources: 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 4028 course (May 2014) to assess students' information literacy skills in a written assignment. N=12</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: 92% 2. Use of library collections: 92% 3. Incorporation of citations and use of notes: 92% 4. Preparation of the bibliography: 92% 5. Presentation of images and/or audio sources: 92% <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 4177 course (May 2014) to assess students' information literacy skills in a written assignment. N=28</p>		

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<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 result for the criterion of preparation of the bibliography was 86%. Therefore, the goal was met.</p>		

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
Biology	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the BIOL 3350 (Genetics Laboratory) course to assess students' information literacy skills based on the scientific method in a laboratory report.</p> <p>It was expected that at the end of the baccalaureate degree 90% of students would reach the "Good," level or better.</p> <p>Results showed that 20% reached the "excellent" level, 71.4% "good," and 11.2% "regular." Therefore, the goal was met.</p>	<p>Exercises will be implemented early on in the program (General Biology) in order to evaluate information literacy and management at different levels.</p>	<p>One measure in one instance, which was met.</p> <p>One transforming action was proposed.</p>
Chemistry	<p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the QUIM 3002L (General Chemistry II Laboratory) course to assess students' information literacy skills based on an information literacy exercise. N=46</p> <p>It was expected that 60% or more of the students would achieve a score of 75% or more in 70% of the questions or items assessed.</p> <p>Students that reached the expected outcome by item: Question 1 – 87% Question 2 – 93% Question 3 – 80% Question 4 – 80% Question 5 – 87%</p> <p>The expected outcome was reached in five of the five questions assessed (100%). Therefore, the goal was met.</p>	<p>The professors for the QUIM 4865 course reviewed the ACS citation style for references to improve student performance in the item group I8.</p> <p>The bioinformatics exercise will be modified for future students, requiring them to access library modules that practice the ACS citation style.</p>	<p>One measure in two instances, both of which were 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>Summary of Results</i>
	<p>Second Instance</p> <p>A rubric was used in the QUIM 4865 (Biochemical Techniques) course to assess students' information literacy skills based on an information literacy exercise. N=10 (in pairs)</p> <p>It was expected that 60% or more of the students would achieve a score of 75% or more in 70% of the questions or items assessed.</p> <p>Students that reached the expected outcome by item: Item 1 – 75% Item 2 – 100% Item 3 – 100% Item 4 – 100% Item 5 – 100% Item 6 – 83% Item 7 – 100% Item 8 – 0% Item 9 – 75%</p> <p>The expected outcome was reached in eight of the nine items assessed (89%). Therefore, the goal was met.</p>		
<p>Mathematics</p>	<p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the MATE 4995 to assess students' information literacy skills in the presentation of a monograph.</p> <p>It was expected that 70% of the students assessed would obtain 3 points or more in each criterion assessed using a 4 point scale.</p> <p>Findings by criteria assessed were:</p> <ul style="list-style-type: none"> • Originality – 4 points, 100%; 3 points, 0% • Design – 4 points, 43%; 3 points, 43% • Orthography – 4 points, 57%; 3 points, 28.6% • Content – 4 points, 100%; 3 points, 0% 		<p>Two measure and two instances, both of which were met. No transforming actions were proposed.</p>

College of Natural Sciences			
Academic Program	Findings	Transforming Actions	Summary of Results
	<ul style="list-style-type: none"> Diagrams - 4 points, 0%; 3 points, 100% <p>Results showed that 85% of the students assessed obtained 3 or more in each criterion. Therefore, the goal was met.</p> <p>Second Instance A questionnaire administered to graduating students was used as an indirect measure of students' satisfaction with the technological skills and knowledge obtained.</p> <p>It was expected that each question would receive a rating of 3 or higher in a 4 point scale.</p> <p>Findings:</p> <ul style="list-style-type: none"> Bibliographic and informational resource management – 3.75 Computer Use – 3.5 <p>All of the questions received ratings of 3 or more. Therefore, the goal was met.</p>		
Nutrition and Dietetics	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the NUTR 4198 (Research Methods in Nutrition) course to assess students' information literacy skills in an annotated bibliography.</p> <p>The expected outcome was that 75% of the students assessed would obtain a score of 3 points or more in a 4 point scale.</p> <p>Results showed that 66% of the students assessed obtained a score of 3 points or more in the 4 point scale used.</p> <p>Findings didn't reach the expected outcome. Therefore, the goal was not met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the NUTR 4198 (Research Methods in Nutrition) course to assess students' information literacy skills in an annotated bibliography and research paper.</p>	<p>Students will be evaluated at the end of the semester and additional practice will be given to design an adequate search strategy.</p> <p>Students will be evaluated at the end of the semester and additional practice will be given to design an adequate search strategy.</p>	<p>Two measures in three instances, two of which were met. One transforming actions was proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>The expected outcome was that 75% of the students assessed would obtain a score of 3 points or more in a 4 point scale.</p> <p>Results showed that 100% of the students assessed obtained a score of 3 points or more in the 4 point scale used.</p> <p>Findings exceeded the expected outcome. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the NUTR 4158 course to assess students' information literacy skills in an annotated bibliography and research paper.</p> <p>The expected outcome was that 75% of the students assessed would obtain a score of 3 points or more in a 4 point scale.</p> <p>Results showed that 76% of the students assessed obtained a score of 3 points or more in the 4 point scale used.</p> <p>Findings reached the expected outcome. Therefore, the goal was met.</p>		

School of Communication			
Academic Program	Findings	Transforming Actions	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 INFP 4205 course (Ethics on Communications) to assess students' information literacy skills in an essay. n=11</p> <p>It was expected that students would a score of 70% or more in each criterion assessed.</p> <p>The assessment results by criteria were:</p> <ul style="list-style-type: none"> • A balance in the quantities of information sources is present – 82% <p>Since the criterion assessed met the expected outcome, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the INFP 4809 (Practice and Techniques of a Journal Note) course to assess students' information literacy skills in an essay. n=11</p> <p>It was expected that students would a score of 70% or more in each criterion assessed.</p> <p>The assessment results by criteria were:</p> <ul style="list-style-type: none"> • Sources selection, handling of the sources and information presented – 85.7% <p>Since the criterion assessed met the expected outcome, the goal was met.</p> <p>Third Instance</p> <p>A 4 point scale rubric was used in the COPU 4355 (Communication Theories) course, Section 001, to assess students' information literacy</p>		<p>Four measures in six instances, five of which were met.</p>

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>skills in a monograph as a final report. (n=28)</p> <p>It was expected that 70% or more of the students assessed would obtain 3 points or more in each criterion assessed.</p> <p>The amount of students with the expected score in each specific Assessment Criterion was as follows:</p> <ul style="list-style-type: none"> • The literature review reflects an appropriate selection of the representative authors of the theory – 100% • The narrative is coherent and compares the diverse existing positions related to the theory – 100% • Uses a variety of information sources (more than 10) which includes books and journal articles (printed and digital) – 71.4% • Uses quotes in the text and incorporates a list of references using the APA manual guidelines – 75% <p>Since the expected outcome was met in all the criteria assessed, the goal was met.</p> <p>Fourth Instance A 4 point scale rubric was used in the COPU 4355 (Communication Theories) course, Section 002, to assess students' information literacy skills in a monograph as a final report. (n=29)</p> <p>It was expected that 70% or more of the students assessed would obtain 3 points or more in each criterion assessed.</p> <p>The amount of students with the expected score in each specific Assessment Criterion was as follows:</p> <ul style="list-style-type: none"> • Identification and use of the theoretical frameworks – 66% • Uses quotes in the text and incorporates a list of references using the APA manual guidelines – 69% <p>Since the expected outcome was not accomplished in any of the criteria assessed, the goal was not met.</p> <p>Fifth Instance A 4 point scale rubric was used in the COPU 4045 (Advanced Seminar on Communication) course to assess students' information literacy skills in a final research group report. <u>Three</u> groups participated in this activity for a total of 16 students.</p>		

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 70% or more of the students assessed would obtain 3 points or more in each criterion assessed.</p> <p>The average scores in each specific Assessment Criteria in <u>Group 1</u> were as follows: n=6</p> <ul style="list-style-type: none"> • The literature revision is adequate and updated – 3 points • The origin of the topic is presented through the literature – 3 points • The bibliography is presented in APA format – 3 points • Information is presented in tables and figures using the models at their disposition – 3 points <p>Since the expected outcome was reached in all the criteria assessed, the goal was met.</p> <p>The average scores in each specific Assessment Criteria in <u>Group 2</u> were as follows: n=5</p> <ul style="list-style-type: none"> • The literature revision is adequate and updated -2 points • The origin of the topic is presented through the literature – 3 points • The bibliography presented uses APA format – 3 points • Information is presented in tables and figures using the models at their disposition – 3 points <p>Since the expected outcome was met in three of the four criteria assessed, the goal was met.</p> <p>The average scores in each specific Assessment Criteria in <u>Group 3</u> were as follows: n=5</p> <ul style="list-style-type: none"> • The literature revision is adequate and updated -3 points • The origin of the topic is presented through the literature – 3 points • The bibliography presented uses APA format – 3 points • Information is presented in tables and figures using the models at their disposition – 3 points <p>Since the expected outcome was met in all the criteria assessed, the goal was met.</p> <p><i>Second semester</i></p>		

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>First Instance</p> <p>A 4 point scale rubric was used in the INFP 4001 (Introduction to Journalism) course to assess students' information literacy skills in an exam. N=30.</p> <p>It was expected that 70% or more of the students assessed would obtain 3 points or more in each criterion assessed.</p> <p>Findings were:</p> <ul style="list-style-type: none"> Adequate use of direct and indirect quotation – 100% <p>Since the expected outcome was reached in the criterion assessed, the goal was met.</p>		
<p>Public Relations and Advertising</p>	<p><i>First semester</i> First Instance</p> <p>A 4 points scale rubric was used in REPU 4147 (Writing for Public Relations) course, Section 001, to assess students' information literacy skills in the final work. . N=22</p> <p>It was expected that 70 % or more of the students assessed would obtain 3.0 points or more in each criterion assessed.</p> <p>Assessment findings were:</p> <ul style="list-style-type: none"> Recognizes and defines the need for information when developing the texts of the Public relations piece– 100% Understands ethics and legal approaches regarding the use of information for the Public Relations piece developed – 100 % <p>Since both criteria assessed were accomplished, the goal was met.</p> <p>Second instance</p> <p>A 4 points scale rubric was used in REPU 4076 (News conceptualization for audio, press, video and new technologies) course, Section 2, to assess students' information literacy skills in the course final work. N= 18</p> <p>It was expected that 70 % or more of the students assessed would obtain 3.0 points or more in each criterion assessed.</p>		

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Assessment findings were:</p> <ul style="list-style-type: none"> Recognizes the need to the need to find more information – 94 % Understands the ethical considerations of the use of information in advertisements – 83% <p>Since both criteria assessed were accomplished, the goal was met.</p> <p>Third Instance</p> <p>A 4 points scale rubric was used in REPU 4025 (Writing for Advertisement) course, Section OU1, to assess students’ information literacy skills in the final work: advertisements. N=16</p> <p>It was expected that 70 % or more of the students assessed would obtain 3.0 points or more in each criterion assessed.</p> <p>Assessment findings were: Recognizes the need to the need to find more information – 100 % Understands the ethical considerations of the use of information in advertisements – 100%</p> <p>Since both criteria assessed were accomplished, the goal was met.</p> <p>Second Semester First Instance</p> <p>A 4 points scale rubric was used in REPU 4147 (Writing for Public Relations) course, Section OU1, to assess students’ information literacy skills in the final work. . N=19</p> <p>It was expected that 70 % or more of the students assessed would obtain 3.0 points or more in each criterion assessed.</p> <p>Assessment findings were:</p> <ul style="list-style-type: none"> Recognizes and defines the need for information when developing the texts of the Public relations piece– 100% Understands ethics and legal approaches regarding the use of information for the Public Relations piece developed – 100 % <p>Since both criteria assessed were accomplished, the goal was met.</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Second instance</p> <p>A 4 points scale rubric was used in REPU 4025 (Writing for Advertisement) course, Section OU1, to assess students' information literacy skills in the final work. N=16</p> <p>It was expected that 70 % or more of the students assessed would obtain 3.0 points or more in each criterion assessed.</p> <p>Assessment findings were: Recognizes the need to the need to find more information – 87.5 % Understands the ethical considerations of the use of information in advertisements – 100%</p> <p>Since both criteria assessed were accomplished, the goal was met.</p> <p>Third instance</p> <p>A 4 points scale rubric was used in REPU 4076 (News conceptualization for audio, press, video and new technologies) course, Section 2, to assess students' information literacy skills in the course final work. N= 15</p> <p>It was expected that 70 % or more of the students assessed would obtain 3.0 points or more in each criterion assessed.</p> <p>Assessment findings were:</p> <ul style="list-style-type: none"> • Recognizes the need to the need to find more information – 73.3 % % • Understands the ethical considerations of the use of information in advertisements – 86.67 % <p>Since both criteria assessed were accomplished, the goal was met.</p>		

V. Logical-mathematical reasoning

College of Humanities			
Academic Program	Findings	Transforming Actions	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 70% of the students would correctly solve the identified exercise.</p> <p>Results showed that 60% (15/25) of the students completed the exercise correctly. Therefore, the goal was not met.</p>	<p>Assign additional practice exercises, similar to those of the exam.</p>	<p><i>Annual Summary</i></p> <p>One measure in one course and instance, which was not met. One transforming action was proposed.</p>

College of Natural Sciences			
Academic Program	Findings	Transforming Actions	Summary of Results
Biology	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the BIOL 3349 (Genetics) course to assess students' logical-mathematical reasoning skills based on final exam.</p> <p>It was expected that at the middle of the baccalaureate degree 70% of students would answer the exam questions assessed correctly.</p> <p>Results: Question 18 – 42%</p>	<p>Add more questions and graph interpretation.</p>	<p>One measure in two instances, both of 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>Summary of Results</i>
	<p>Question 20 – 89.9% Question 57 – 79.9%</p> <p>The expected outcome was reached in two of the three questions assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the BIOL 4350 (Cellular Biology) course to assess students’ logical-mathematical reasoning skills based on final exam.</p> <p>It was expected that 50% or more of the students would answer the exam questions assessed correctly.</p> <p>Question 2 – 84% Question 5 – 72.8% Question 22 – 87.2% Question 27 – 57.6% Question 29 – 75.2%</p> <p>The expected outcome was reached all the questions assessed. Therefore, the goal was met.</p>		
Interdisciplinary Program in Natural Sciences	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the CNEI 4011 course to assess students’ logical-mathematical reasoning skill using an open-ended question about the scientific method. n=29</p> <p>It was expected 70% or more of the students assessed would obtain a score of 70% or more.</p> <p>The average score obtained by the students assessed was 4 out of 5 (80%). Therefore, the goal was met.</p>	<p>Create at least one undergraduate level course that simulates the graduate seminar courses offered in the College of Natural Sciences.</p>	<p>One measure in two instances, both 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>Summary of Results</i>
	<p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the CNEI 4012 course to assess students' logical-mathematical reasoning skill using an open-ended question about the scientific method. n=24</p> <p>It was expected 70% or more of the students assessed would obtain a score of 70% or more.</p> <p>The average score obtained by the students assessed was 4 out of 5 (80%). Therefore, the goal was met.</p>	<p>Create at least one undergraduate level course that simulates the graduate seminar courses offered in the College of Natural Sciences.</p>	
Mathematics	<p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the MATE 3325 course to assess students' logical-mathematical skills in a high level cognitive test item in a final exam. N=12</p> <p>It was expected that 66% of the students assessed would obtain a score of 70% or more in each question.</p> <p>Results showed that 75% (9/12) of the students assessed obtained more than 70%, in the question assessed in this Final Exam. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the MATE 4033 (Advanced Algebra II) course to assess students' logical-mathematical skills in a high level cognitive</p>	<p>Make the intermediate course professors aware of the importance of working on mathematical demonstrations with students</p>	<p>Two measure and three instances, two 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>Summary of Results</i>
	<p>test item in a final exam. N=6</p> <p>It was expected that 66% of the students assessed would obtain a score of 70% or more the question.</p> <p>Results showed that 33.3% (2/6) of the students assessed obtained more than 70%, in the question assessed in this Final Exam. Therefore, the goal was not met.</p> <p>Third Instance</p> <p>A questionnaire administered to graduating students was used as an indirect measure of students' satisfaction with the technological skills and knowledge obtained.</p> <p>It was expected that each question would receive a rating of 3 or higher in a 4 point scale.</p> <p>Findings:</p> <ul style="list-style-type: none"> • Capacity for Logical-Mathematical Reasoning – 3.75 • Application of mathematical concepts and models to real life situations– 3.75 <p>All of the questions received ratings of 3 or more. Therefore, the goal was met.</p>	<p>majoring in mathematics.</p>	

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p>Public Relations and Advertising</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the REPU 4166 (Advertisement Campaign) course, Section 001, to assess students' logical mathematical reasoning skills in a campaign. N=7</p> <p>It was expected that 70 % of the students assessed, would obtain a score of 3 points or more in the 4 point scale used.</p> <p>Assessment results were:</p> <ul style="list-style-type: none"> • Designs a Media Plan with all the necessary elements to gear the created messages to the objective group, to the marketing and advertisement objectives and strategies using statistics; GRP, range and frequency calculations and budget are well distributed and correct and complete. – 100 % • Plan mechanical structure and communicability - 85 % <p>Therefore, the goal was met in both criteria assessed.</p> <p>Second Instance</p> <p>A rubric was used in the REPU 4166 (Advertisement Campaign) course, Section 002, to assess students' logical mathematical reasoning skills in a campaign. N=7</p> <p>It was expected that 70 % of the students assessed, would obtain a score of 3 points or more in the 4 point scale used.</p> <p>Assessment results were:</p> <ul style="list-style-type: none"> • Designs a Media Plan with all the necessary elements to gear the created messages to the objective group, to the marketing, and advertisement objectives and strategies using statistics; GRP, range and frequency calculations and budget are well distributed and correct and complete. – 100 % • Plan mechanical structure and communicability - 100 % <p>Therefore, the goal was met in all criteria assessed.</p>	<p>Assign the Media Manual prepared by one of the course professor to all students from this program in order to reinforce their logical mathematical reasoning skills. This manual substitutes the Media Planning Workshop used before.</p>	<p>-Two measures in six instances, four met.</p>

School of Communication

Academic Program	Findings	Transforming Actions	Summary of Results
	<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=7)</p> <ul style="list-style-type: none"> • Explain the logistics related to the range level sand frequency per advertisement cycle, of the quantity and length of the cycles and the selection of the geographical areas - - 81.8 % • Mathematic calculations are correct and reasoned and the Plan is well organized - - 54.5 % <p>Since the goal was accomplished in only one criterion assessed,, the goal was not met.</p> <p><i>Second assessment</i> <u>Section 002</u> - (n= 7)</p> <p>It was expected that 70 % 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"> • Explain the logistics related to the range level sand frequency per advertisement cycle, of the quantity and length of the cycles and the selection of the geographical areas - - 72.7 % • Mathematic calculations are correct and reasoned and the Plan is well organized - - 72.7 % <p>Since the goal was accomplished in two of the three criterions assessed, the goal was met.</p> <p>Second Semester</p> <p>First Instance</p>		

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<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>First Assessment Section 001 - (n= 7)</p> <ul style="list-style-type: none"> Mathematical concepts are correct and well-reasoned and explained and the Plan is well organized. (provided statistics such as the use of CPM, CPP, BDI, CDI - 45.45 %) <p>Since the criterion assessed was not accomplished, the goal was not met.</p> <p>Second assessment</p> <p>Section 002 - (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"> Mathematical concepts are correct and well-reasoned and explained and the Plan is well organized. (provided statistics such as the use of CPM, CPP, BDI, CDI - 72.73 %) <p>Since the criterion assessed was accomplished, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the REPU 4166 (Advertisement Campaign) course, Section 001, to assess students' content knowledge in a campaign. N=11</p> <p>It was expected that 70 % of the students assessed, would obtain a score of 3 points or more in the 4 point scale used.</p> <p>Assessment results were:</p> <ul style="list-style-type: none"> Designs a Media Plan with all the necessary elements to gear the created messages to the objective group, to the marketing and advertisement objectives and strategies – 45 % 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> Plan mechanical structure and communicability - 36.36 % <p>Therefore, the goal was not met in any of the criteria assessed.</p> <p>Third Instance</p> <p>A rubric was used in the REPU 4166 (Advertisement Campaign) course, Section 002, to assess students' logical mathematical reasoning skills in a campaign. N=5</p> <p>It was expected that 70 % of the students assessed, would obtain a score of 3 points or more in the 4 point scale used. Assessment results were:</p> <ul style="list-style-type: none"> Establishes advertisement campaign foundations through the Situational Analysis and the marketing study, objectives and strategies– 80 % Designs a Media Plan with all the necessary elements to gear the created messages to the objective group, to the marketing and advertisement objectives and strategies – 100 % Plan mechanical structure and communicability - 80 % <p>Therefore, the goal was met in all criteria assessed.</p>		

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

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>A rubric to assess students' content knowledge in the discipline was used in the EDPE 4068 course (Teachers' Practicum).</p> <p>Findings revealed that 90% of the students assessed obtained a performance level of 4 (outstanding) in this criterion.</p> <p>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 <i>College Board Report for 2014</i>, 95% of the elementary level teaching candidate and 87% of the secondary level teaching candidates passed this test.</p> <p>It was expected that at least 80% of students pass the PCMAS test.</p> <p>By 2014, all specialties met the pass rate of 80%.</p> <p>The results of the certification of teachers tests (PCMA's) 2013, are as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3">Core Knowledge and Skills of Communication Test for the year 2013</th> </tr> <tr> <th>Sub-areas of content</th> <th>UPR's average</th> <th>Puerto Rico's island-wide population average</th> </tr> </thead> <tbody> <tr> <td>Humanities /</td> <td>54</td> <td>50</td> </tr> </tbody> </table>	Core Knowledge and Skills of Communication Test for the year 2013			Sub-areas of content	UPR's average	Puerto Rico's island-wide population average	Humanities /	54	50	<p>As of 2013-2014, candidates must integrate all subject matters with the purpose of strengthen their mastery of content knowledge and planning competences and its impact on student learning.</p> <p>Curricular plans sequences for each program revisions, with the purpose of reducing the number of credit hours, update contents and requirements of the programs, and integrated two or more areas of sub specialization to improve programs offerings.</p> <p>Developed major curricular revisions, with the purpose of integrate the bachelor's and master degree programs into one combined and extended program (BIM – Bachelor integrated to Master degree).</p> <p>The Teacher's Preparation Program will focus for the next academic year on data collection and analysis to measure program's effectiveness.</p> <p>During 2014-2015 the College of Education will reviewing all the rubrics and assessment delivery to improve them and to adapt then to the student needs.</p> <p>The Education College to strengthen the students' content knowledge in the discipline and reinforce the area of pedagogical knowledge will incorporate in all of their secondary level programs a methodology course of four credits (EDPT 4128). Additionally, the Mathematics Secondary level program will include MATH 4120 course (<i>History of Mathematics</i>) as a required course for all candidates of the secondary mathematics program.</p> <p>With the aim of producing more attention to the assessment component, the Teaching of English to Spanish Speakers Program</p>	<p>Thirteen measures in twenty four instances, twenty three of which were met (95.8%).</p> <p>Seven transforming actions were proposed.</p>
Core Knowledge and Skills of Communication Test for the year 2013												
Sub-areas of content	UPR's average	Puerto Rico's island-wide population average										
Humanities /	54	50										

College of Education

<i>Academic Program</i>	<i>Findings</i>			<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
<p>Diversity</p>	Social Sciences			<p>(TESS), will create the new course, EING 4046 (<i>Assessment of ESL Learners</i>), as a requirement for all candidates of TESS program.</p>	
	Science/ Mathematics	59	54		
	Spanish	56	50		
	English	52	47		
	Composition	61	56		
	<p>Evidence derived from results of the PCMA’s test, shows that teacher candidates possess a strong content knowledge academic foundation. Also, with these results, the preschool and school teacher candidates show that they have the needed knowledge in basic philosophical and theoretical concepts, which leads to appropriate educational practice and to applying the topic’s content to all the school levels.</p> <p>Therefore, 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 an overall average of high level of satisfaction with the academic preparation received.</p> <p>Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>The Teaching candidates’ appreciation of the diversity of their students, in the different classrooms and social contexts, was assessed using an assessment rubric in the EDPE 4068 course (Teachers’ Practicum).</p>				

College of Education			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
Planning	<p>The assessment rubric used a 0-12 scale where 9 is achieved, and 12 is excellent. It was expected that the students would score 9 points or more using the 12 points rubric for the assessment of the competency of appreciation of the diversity of their students.</p> <p>The students obtained an average score of 10.6, between achieved and excellent.</p> <p>Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>Results from the PCMAS (Teachers Certification test) were used to assess teaching candidates' appreciation of the diversity of their students, in the different classroom and social contexts.</p> <p>It was expected that the students would score an average of 50 points or more using the PCMAS scale of 20-80 points for the assessment of the pedagogical situation component.</p> <p>According to the table of aggregates data from the College Board for 2014, the average in the pedagogical situation component at the elementary level, was 54 points, and at the secondary level was of 50 points.</p> <p>Therefore, the goal was met.</p> <p>Sixth Instance</p> <p>An assessment rubric in the EDPE 4068 course (Teachers' Practicum) 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 score at least 9 points or more in a 0-15 scale, where 9 is achieved, and 12 or more is</p>		

College of Education			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>excellent.</p> <p>Evidence derived from results show that the students consistently demonstrate, in their practicum portfolios a highly knowledge and competencies performance in: the planning of appropriate activities, as they use effective strategies and tools for teaching; including appropriate use of technology, by the design of evaluation and adequate assessment instruments, and appropriate material. Also, during the teaching practicum process, teacher candidates can demonstrate an excellent knowledge in planning and curriculum development by using a broad repertoire of teaching strategies and learning approaches based on positive and supportive interactions.</p> <p>The average score of the students in the instrument used was 14.3 points (between achieved and excellent).</p> <p>Therefore, the goal was met.</p> <p>Seventh Instance</p> <p>Results from the PCMAS test (Teachers Certification Test) were used to assess students' capacity for planning and designing class material based on their knowledge of the discipline. 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>It was expected that the students would score an average of 50 points or more using the PCMAS scale of 20-80 points for the assessment of the methodology/evaluation component.</p> <p>Findings revealed that 95% of the students from the Elementary Education level, who passed the PCMAS test, approved with an average score of 55 points, in the methodology/evaluation component, and at the secondary level was of 54 points. In addition, 87% of the secondary education students, who passed the PCMAS test, approved this component with an average score of 54 points.</p> <p>Therefore, the goal was met.</p>		

College of Education

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>Eighth Instance</p> <p>A holistic rubric was used in the FAED 4001 course (Professional Reflective Seminar I) to build an Electronic Portfolio (Porta-e), with convincing evidence to assess students' capacity for planning and designing class material based on their knowledge of the discipline, at the beginning of the study program.</p> <p>It was expected that all students would perform at the <i>achieved level</i> using a 21 point rubric.</p> <p>The rating scale was established as:</p> <p>0 = no evidence 1 - 7 points = initial stage 8 - 14 points = in progress stage 15 - 21 points = achieved stage</p> <p>Findings revealed that, when assessing students' capacity for planning and designing class material based on their knowledge of the discipline, in the E-Portfolio (Porta-e), students obtained an average score of 18.28 (achieved).</p> <p>Therefore, the goal was met.</p> <p>Ninth Instance</p> <p>A holistic rubric was used in the FAED 4002 course (Professional Reflective Seminar II) to build an Electronic Portfolio (Porta-e), with convincing evidence to assess students' capacity for planning and designing class material based on their knowledge of the discipline, at the middle of the study program.</p> <p>It was expected that all students would perform at the <i>achieved level</i> using a 21 point rubric.</p> <p>The rating scale was established as:</p>		

College of Education

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>0 = no evidence 1 - 7 points = initial stage 8 - 14 points = in progress stage 15 - 21 points = achieved stage</p> <p>Findings revealed that, when assessing students' capacity for planning and designing class material based on their knowledge of the discipline, in the E-Portfolio (Porta-e), students obtained an average score of 18.28 (achieved).</p> <p>Therefore, the goal was met.</p> <p>Tenth Instance</p> <p>A holistic rubric was used in the FAED 4003 course (Professional Reflective Seminar III) to build an Electronic Portfolio (Porta-e), with convincing evidence to assess students' capacity for planning and designing class material based on their knowledge of the discipline, at the end of the study program.</p> <p>It was expected that all students would perform at the achieved level using a 21 point rubric.</p> <p>The rating scale was established as:</p> <p>0 = no evidence 1 - 7 points = initial stage 8 - 14 points = in progress stage 15 - 21 points = achieved stage</p> <p>Findings revealed that, when assessing students' capacity for planning and designing class material based on their knowledge of the discipline, in the E-Portfolio (Porta-e), students obtained an average score of 18.28 (achieved).</p> <p>Therefore, the goal was met.</p>		

College of Education

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
<p>Group learning (collaborative), active learning, and positive social interactions</p>	<p>Eleventh Instance</p> <p>An assessment rubric in the EDPE 4068 course (Teachers’ Practicum) 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>The assessment rubric used a 0-12 scale, where 9 means achieved, and 12 is excellent. It was expected that the students would score 9 points or more using the rubric for the assessment of the competency, capacity for developing positive classroom environments.</p> <p>The teaching candidates obtained an average performance of 11.1 points, between achieved and excellent.</p> <p>Therefore, the goal was met.</p> <p>Twelfth Instance</p> <p>A holistic rubric was used in the FAED 4001 course (Professional Reflective Seminar I) to build an Electronic Portfolio (Porta-e), with convincing evidence to assess students’ capacity for developing positive classroom environments, at the beginning of the study program.</p> <p>It was expected that all students would perform at the achieved level using a 21 point rubric.</p> <p>The rating scale was established as:</p> <p>0 = no evidence 1 - 7 points = initial stage 8 - 14 points = in progress stage 15 - 21 points = achieved stage</p> <p>Findings revealed that, when assessing students’ capacity for</p>		

College of Education

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>developing positive classroom environments, in the E-Portfolio (Porta-e), students obtained an average score of 18.12 (achieved).</p> <p>Therefore, the goal was met.</p> <p>Thirteenth Instance</p> <p>A holistic rubric was used in the FAED 4002 course (Professional Reflective Seminar II) to build an Electronic Portfolio (Porta-e), with convincing evidence to assess students' capacity for developing positive classroom environments, at the middle of the study program.</p> <p>It was expected that all students would perform at the achieved level using a 21 point rubric.</p> <p>The rating scale was established as:</p> <p>0 = no evidence 1 - 7 points = initial stage 8 - 14 points = in progress stage 15 - 21 points = achieved stage</p> <p>Findings revealed that, when assessing students' capacity for developing positive classroom environments, in the E-Portfolio (Porta-e), students obtained an average score of 18.12 (achieved).</p> <p>Therefore, the goal was met.</p> <p>Fourteenth Instance</p> <p>A holistic rubric was used in the FAED 4003 course (Professional Reflective Seminar III) to build an Electronic Portfolio (Porta-e), with convincing evidence to assess students' capacity for developing positive classroom environments, at the end of the study program.</p> <p>It was expected that all students would perform at the achieved level using a 21 point rubric.</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 rating scale was established as:</p> <p>0 = no evidence 1 - 7 points = initial stage 8 - 14 points = in progress stage 15 - 21 points = achieved stage</p> <p>Findings revealed that, when assessing students' capacity for developing positive classroom environments, in the E-Portfolio (Porta-e), students obtained an average score of 18.12 (achieved).</p> <p>Therefore, the goal was met.</p> <p>Fifteenth Instance</p> <p>An assessment rubric in the EDPE 4068 course (Teachers' Practicum) 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>The assessment instrument used a 0-12 scale, where 9 means achieved, and 12 is excellent. It was expected that the students would score 9 points or more using the rubric for the assessment of the competency, capacity for integrating technologies in their teaching practices.</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.</p> <p>Therefore, the goal was met.</p> <p>Sixteenth Instance</p> <p>The distribution of the academic grades in the TEED 3017 course (Integration of instructional technology and computer curriculum at the elementary level); TEED 3018 course (Technology integration and use of computers in the curriculum of secondary level); and the TEED</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>The Teachers Education Program will enforce more protocols in the data collection courses.</p>	

College of Education

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>																	
	<p>3027 course (Technology instruction and computer use in early childhood education) were examined to improve students' performance in these courses, and to assess the integration of educational technologies for their educational and professional practice.</p> <table border="1" data-bbox="551 462 1110 813"> <thead> <tr> <th colspan="3">Grades for 2013-2014 academic year were:</th> </tr> <tr> <th rowspan="2">Courses</th> <th colspan="2">Student's Distribution of Grades</th> </tr> <tr> <th>A (Excellent)</th> <th>B (Good)</th> </tr> </thead> <tbody> <tr> <td>TEED 3017</td> <td>50%</td> <td>15 %</td> </tr> <tr> <td>TEED 3018</td> <td>50%</td> <td>14%,</td> </tr> <tr> <td>TEED 3027</td> <td>50%</td> <td>4%</td> </tr> </tbody> </table> <p>Although most students obtained good grades; however, it is necessary to investigate the reasons why the 16% of the students from TEED 3018 course (Technology integration and use of computers in the curriculum of secondary level) obtained an F grade.</p> <p>Also, there were a 27% of students that failed (16% in TEED 3018), withdrew (6%), or got an incomplete (5%) in these courses.</p> <p>Therefore, the goal was not met.</p> <p>Seventeenth Instance</p> <p>A holistic rubric was used in the FAED 4001 course (Professional Reflective Seminar I) to build an Electronic Portfolio (Porta-e), with convincing evidence to assess students' capacity for integrating technologies in their teaching practices to enrich teaching, significant learning, and authentic evaluation in their classroom practices, at the beginning of the study program.</p> <p>It was expected that all students would perform at the achieved level</p>	Grades for 2013-2014 academic year were:			Courses	Student's Distribution of Grades		A (Excellent)	B (Good)	TEED 3017	50%	15 %	TEED 3018	50%	14%,	TEED 3027	50%	4%		
Grades for 2013-2014 academic year were:																				
Courses	Student's Distribution of Grades																			
	A (Excellent)	B (Good)																		
TEED 3017	50%	15 %																		
TEED 3018	50%	14%,																		
TEED 3027	50%	4%																		

College of Education			
Academic Program	Findings	Transforming Actions	Annual Summary of Results
	<p>using a 21 point rubric.</p> <p>The rating scale was established as:</p> <p>0 = no evidence 1 - 7 points = initial stage 8 - 14 points = in progress stage 15 - 21 points = achieved stage</p> <p>Findings revealed that, when assessing students' capacity for integrating technologies in their teaching practices, in the E-Portfolio (Porta-e), students obtained an average score of 17.71 (achieved).</p> <p>Therefore, the goal was met.</p> <p>Eighteenth Instance</p> <p>A holistic rubric was used in the FAED 4002 course (Professional Reflective Seminar II) to build an Electronic Portfolio (Porta-e), with convincing evidence to assess students' capacity for integrating technologies in their teaching practices to enrich teaching, significant learning, and authentic evaluation in their classroom practices, at the middle of the study program.</p> <p>.</p> <p>It was expected that all students would perform at the achieved level using a 21 point rubric.</p> <p>The rating scale was established as:</p> <p>0 = no evidence 1 - 7 points = initial stage 8 - 14 points = in progress stage 15 - 21 points = achieved stage</p> <p>Findings revealed that, when assessing students' capacity for integrating technologies in their teaching practices, in the E-Portfolio (Porta-e), students obtained an average score of 17.71 (achieved).</p>		

College of Education

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
<p>Learning Assessment and Evaluation</p>	<p>Therefore, the goal was met.</p> <p>Nineteenth Instance</p> <p>A holistic rubric was used in the FAED 4003 course (Professional Reflective Seminar III) to build an Electronic Portfolio (Porta-e), with convincing evidence to assess students' capacity for integrating technologies in their teaching practices to enrich teaching, significant learning, and authentic evaluation in their classroom practices, at the end of the study program.</p> <p>.</p> <p>It was expected that all students would perform at the achieved level using a 21 point rubric.</p> <p>The rating scale was established as:</p> <p>0 = no evidence 1 - 7 points = initial stage 8 - 14 points = in progress stage 15 - 21 points = achieved stage</p> <p>Findings revealed that, when assessing students' capacity for integrating technologies in their teaching practices, in the E-Portfolio (Porta-e), students obtained an average score of 17.71 (achieved).</p> <p>Therefore, the goal was met.</p> <p>Twenty Instance</p> <p>An assessment instrument was used in the EDPE 4068 course (Teachers' 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 the students assessed would score at least 9 points</p>	<p>With the purpose for strengthens the teacher candidates assessments competency, the College of Education will incorporate the course EDFU 3017 (<i>Evaluation of Student learning</i>) as a required course for all students from the teachers' preparation program.</p>	

College of Education			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>or more in a 0-15 scale, where 9 is achieved, and 15 is excellent.</p> <p>The teaching candidates obtained an average performance of 14 points, between achieved and excellent in the criteria regarding the use of different assessment and evaluation techniques in their teaching practices.</p> <p>Therefore, the goal was met.</p> <p>Twenty one 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 component sub-area, the UPRRP elemental level teaching candidates obtained an average score of 55, and the teacher candidates of the island-wide population, who took this test, obtained an average score of 51 points. At the secondary education level the average score was 54 points, versus 52 points from the island-wide population.</p> <p>Therefore, the goal was met.</p> <p>Twenty two Instance</p> <p>A holistic rubric was used in the FAED 4001 course (Professional Reflective Seminar I) to build an Electronic Portfolio (Porta-e), with convincing evidence 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, at the beginning of the study program.</p> <p>It was expected that all students would perform at the achieved level</p>	<p>Also, to require all students in the four emphasis areas (language arts, science, mathematics, and social studies), to take four methods courses, plus the Pre practicum course (that includes assessment topics) significantly broadens the candidate's view and mastery of assessment processes.</p> <p>Revise the learning and assessment activity provided to the teacher candidates for the development of their research skills in the classroom as part of courses EDFU 4007 (Research Principles), and EDPE 4121-4222 (Pre practicum I & II), for identify weaknesses that can be improved.</p>	

College of Education

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>using a 21 point rubric.</p> <p>The rating scale was established as:</p> <p>0 = no evidence 1 - 7 points = initial stage 8 - 14 points = in progress stage 15 - 21 points = achieved stage</p> <p>Findings revealed that, when assessing students' capacity for use assessment strategies to gather learning information about their students, and if they design and adapt assessment instruments to guarantee their students' continuous development, in the E-Portfolio (Porta-e), students obtained an average score of 18.38 (achieved).</p> <p>Therefore, the goal was met.</p> <p>Twenty three Instance</p> <p>A holistic rubric was used in the FAED 4002 course (Professional Reflective Seminar II) to build an Electronic Portfolio (Porta-e), with convincing evidence 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, at the middle of the study program.</p> <p>It was expected that all students would perform at the achieved level using a 21 point rubric.</p> <p>The rating scale was established as:</p> <p>0 = no evidence 1 - 7 points = initial stage 8 - 14 points = in progress stage 15 - 21 points = achieved stage</p> <p>Findings revealed that, when assessing students' capacity for use</p>		

College of Education

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>
	<p>assessment strategies to gather learning information about their students, and if they design and adapt assessment instruments to guarantee their students' continuous development, in the E-Portfolio (Porta-e), students obtained an average score of 18.38 (achieved).</p> <p>Therefore, the goal was met.</p> <p>Twenty four Instance</p> <p>A holistic rubric was used in the FAED 4003 course (Professional Reflective Seminar III) to build an Electronic Portfolio (Porta-e), with convincing evidence 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, at the end of the study program.</p> <p>It was expected that all students would perform at the achieved level using a 21 point rubric. The rating scale was established as:</p> <p>0 = no evidence 1 - 7 points = initial stage 8 - 14 points = in progress stage 15 - 21 points = achieved stage</p> <p>Findings revealed that, when assessing students' capacity for use assessment strategies to gather learning information about their students, and if they design and adapt assessment instruments to guarantee their students' continuous development, in the E-Portfolio (Porta-e), students obtained an average score of 18.38 (achieved).</p> <p>Therefore, the goal was met.</p> <p>Twenty five Instance</p> <p>The <i>Formative Evaluation of Candidates in the Practicum at the Elementary K-3 level</i> instrument, was used to assess the ability of teachers candidates to implement effective teaching; create rich</p>		

College of Education

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Annual Summary of Results</i>																		
	<p>learning environments; uses of various teaching tools including technology; select and use appropriate materials; design of lesson plans that address appropriate learning goals; and the ability to lead classes in an integrated modality that includes reading, writing, oral language, mathematics, social studies, science and arts.</p> <p>It was expected that the students would score ranging from 102 to 136, equivalent to a scale of 75% to 100%, using a 136 point instrument.</p> <p>The final average score were as follows:</p> <table border="1" data-bbox="551 605 1110 1135"> <thead> <tr> <th colspan="3" data-bbox="551 605 1110 662">Formative Evaluation of Candidates in the Practicum at the Elementary K-3 level</th> </tr> <tr> <th data-bbox="551 662 739 776">Academic year</th> <th data-bbox="739 662 924 776">Student's average score per academic year</th> <th data-bbox="924 662 1110 776">Student's final average per academic year</th> </tr> </thead> <tbody> <tr> <td data-bbox="551 776 739 857">2013-2014</td> <td data-bbox="739 776 924 857">123</td> <td data-bbox="924 776 1110 857">90%</td> </tr> <tr> <td data-bbox="551 857 739 938">2012-2013</td> <td data-bbox="739 857 924 938">113.3</td> <td data-bbox="924 857 1110 938">83%,</td> </tr> <tr> <td data-bbox="551 938 739 1036">2011-2012</td> <td data-bbox="739 938 924 1036">116.6</td> <td data-bbox="924 938 1110 1036">85.7%</td> </tr> <tr> <td data-bbox="551 1036 739 1135">2010-2011</td> <td data-bbox="739 1036 924 1135">99.3</td> <td data-bbox="924 1036 1110 1135">73%</td> </tr> </tbody> </table> <p>The student's final average score for the 2013-2014 academic year, exceeded the scores achieved in previous years. The level of competency of the students in the area of professional and pedagogical knowledge, skills and dispositions is evidenced through this assessment results.</p> <p>Therefore, the goal was met.</p>	Formative Evaluation of Candidates in the Practicum at the Elementary K-3 level			Academic year	Student's average score per academic year	Student's final average per academic year	2013-2014	123	90%	2012-2013	113.3	83%,	2011-2012	116.6	85.7%	2010-2011	99.3	73%		
Formative Evaluation of Candidates in the Practicum at the Elementary K-3 level																					
Academic year	Student's average score per academic year	Student's final average per academic year																			
2013-2014	123	90%																			
2012-2013	113.3	83%,																			
2011-2012	116.6	85.7%																			
2010-2011	99.3	73%																			

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
Art History	<p>First Instance</p> <p>A rubric was used in the ARTE 4242 (Art History Seminar) course, to assess students' content knowledge, skills, or dispositions in a minor thesis. $N = 11$.</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 results for each criterion were the following:</p> <ol style="list-style-type: none"> 9. Writing: 81% 10. Content: 63% 11. Style Guide: 72% 12. Organization: 81% 13. Minor thesis' parts: 63% 14. Minor thesis' body: 90% 15. Methodology: 63% 16. Research Sources: 63% <p>The expected goal was reached in four out of eight of the criteria assessed (50%). Therefore, the goal was not met.</p>	<p>Professors who teach the Art History Seminar course will be exhorted to use the rubric in every assigned work.</p>	<p><i>Annual Summary</i></p> <p>One measure in one instance, which was not met (0%). One transforming action was established.</p>
Comparative Literature	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in the LITE 3011 course to assess students' content knowledge, skills, or disposition in a research paper. $N = 9$.</p> <p>The expected performance level was that 75% of the students assessed would score 4 points or more in the 6 point scale used.</p> <p>The results showed that 8 out of 9 (89%) of the students assessed scored 4 or higher in all the criteria assessed. Therefore, the goal was met.</p>	<p>Because all expectations and goals were met, the only transforming activities suggested have to do with how assessment is carried out and discussed in the Department of Comparative Literature. No recommendations will be made at this time to modify course instruction or student learning in LITE 3011.</p> <p><u>Transforming Activity #1</u></p> <p>Hold a departmental meeting to discuss Assessment results and compare the activities used to evaluate student learning in order to make sure the activities assessed are comparable among professors.</p> <p><u>Transforming Activity #2</u></p> <p>Hire more tenure track professors to provide stability in the classroom and in the department. Determine whether the results</p>	<p><i>Annual Summary</i></p> <p>One measure in one instance, which was met (73%). Two transforming actions were proposed.</p>

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
		obtained by permanent faculty correspond to those obtained by non-permanent collaborators on contract. Because we rely so heavily on non-permanent professors on contract for these courses it is difficult to maintain stability of goals, requirements, and student learning.	
Fine Arts	<p>First Instance</p> <p>A rubric was used in a group critique in the Creative Research Workshop I course to assess students' content knowledge, skills, and dispositions.</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"> • 1st Assessment: 85.7% scored 3 or 4 points. • 2nd Assessment: 85.7% 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' content knowledge, skills, and dispositions.</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 sections were as follows:</p> <ul style="list-style-type: none"> • Section X: 100% scored 3 or 4 points. • Section Y: 57.1% scored 3 or 4 points. <p>The expected results were reached in one of the two section, therefore, the goal was not met.</p>	<p>Reinstate a more permanent Assessment Committee within the Fine Arts Department.</p> <p>Establish better and more effective communication between the Assessment Coordinator and the Department Director. This will ensure a connection between the coordinator and the rest of the faculty of the department.</p> <p>Put more emphasis on theoretical framework within the discipline.</p> <p>Students should be taking this course in their fourth year of study and not in their second or third, like some students have been allowed to.</p> <p>Evaluate the rubric used in order to determine the reason behind disparity between the results for each section.</p>	<p>The Fine Arts program established objectives with one measure in two instances, one of which was met.</p> <p>Five transforming actions were proposed.</p>
Philosophy	<p>First Instance</p> <p>A rubric was used in the FILO 4055 (17th Century Philosophy: from Descartes to Leibniz) course to assess the students' content analysis, concepts, and problems in a partial exam.</p> <p>It was expected that 70% of the students would reach the satisfactory</p>	<ul style="list-style-type: none"> - Create a <i>Guide to creating a text commentary.</i> - Create a specific rubric for each of the parts of the commentary: 	<p>One measure, one course and two instances, none of which were met (0%).</p> <p>Five transforming actions were established.</p>

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>level in the rubric.</p> <p>Results showed that 58% reached the expected outcome. Therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in the FILO 4055 (17th Century Philosophy: from Descartes to Leibniz) course to assess the students' understanding of philosophical language in a partial exam.</p> <p>It was expected that 70% of the students would reach the satisfactory level in the rubric.</p> <p>Results showed that 46% reached the expected outcome. Therefore, the goal was not met.</p>	<p>III. Grammatical elements</p> <p>IV. Structure of the content:</p> <ol style="list-style-type: none"> 1. Introduction (establish the text); 2. Body <ol style="list-style-type: none"> 2.1. Analysis 2.2. Understanding of philosophical language 3. Conclusion (Reflection and Critical distancing) <p>(Part of this transforming action has already been done).</p> <ul style="list-style-type: none"> - Include an exercise at the undergraduate level in which the students writes a critical review of a Philosophy article (in progress). - Include exercise in which the student makes essential questions about the text discussed. <p>Include exercises that are centered on the acquisition of the vocabulary of the discipline.</p>	

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
Biology	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the BIOL 3101 (General Biology) course to assess students' content knowledge based on questions in a pre-test.</p> <p>It was expected 60% or more of the students would answer the exam questions on application assessed correctly.</p> <p>Results:</p> <p>Question 2 – 70.4%</p> <p>Question 8 – 69%</p> <p>Question 19 – 77.5%</p>		<p>One measure in three instances, one of which was met.</p> <p>One transforming action was proposed.</p>

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>The expected outcome was reached in all the questions assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the BIOL 3349 (Genetics) course to assess students' content knowledge based on questions in a final exam. N=86</p> <p>It was expected that at the middle of the baccalaureate degree 70% of students would answer the exam questions assessed correctly.</p> <p>Results: Question 2 – 73.9% Question 20 – 89.9% Question 8 – 79.7% Question 53 – 59.4% Question 43 – 85.5% Question 62 – 47.8%</p> <p>The expected outcome was reached in four of the six (66%) questions assessed. Therefore, the goal was not met.</p> <p>Third Instance</p> <p>A rubric was used in the BIOL 4350 (Cellular Biology) course to assess students' content knowledge based on questions in a final exam. N=125</p> <p>It was expected 60% or more of the students would answer the exam questions on application assessed correctly.</p> <p>Results: Question 21 – 57.6% Question 25 – 70.4% Question 26 – 57.6% Question 3 – 80.8% Question 4 – 84%</p>	<p>The class will be modified so emphasis is placed on the areas that students are having trouble understanding (e.g. Fiber 30 nm).</p>	

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	The expected outcome was reached in three of the five (60%) questions assessed. Therefore, the goal was not met.		
Chemistry	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the QUIM 3001 (General Chemistry) course to assess students' content knowledge, skills, or dispositions based on exam questions. N=63</p> <p>It was expected that 70% or more of the students would achieve a score of 66% or more in 60% of the questions or items assessed.</p> <p>Students that reached the expected outcome by item: Question 1 – 67% Question 2 – 46% Question 3 – 95% Question 4 – 87% Question 5 – 83% Question 6 – 37% Question 7 – 60% Question 8 – 42%</p> <p>The expected outcome was reached in three of the eight questions assessed (38%). Therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in the QUIM 3001 (General Chemistry) course to assess students' content knowledge, skills, or dispositions based on exam questions. N=58</p> <p>It was expected that 70% or more of the students would achieve a score of 66% or more in 60% of the questions or items assessed</p> <p>Students that reached the expected outcome by item: Question 1 – 57%</p>	<p>The course professor identified the questions that did not meet the expected outcomes and discussed them in class, in tutoring sessions, or in practice sessions. Students were assigned new practice problems.</p> <p>The course professor identified the questions that did not meet the expected outcomes and discussed them in class, in tutoring sessions, or in practice sessions. Students were assigned new practice problems.</p>	<p>Two measure in twenty-three instances, ten of which were met. Five transforming actions were proposed.</p>

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Question 2 – 66% Question 3 – 48% Question 4 – 52% Question 5 – 71% Question 6 – 78% Question 7 – 81% Question 8 – 78%</p> <p>The expected outcome was reached in four of the eight items assessed (50%). Therefore, the goal was not met.</p> <p>Third Instance</p> <p>A rubric was used in the QUIM 3001 (General Chemistry) course to assess students’ content knowledge, skills, or dispositions based on exam questions. N=47</p> <p>It was expected that 70% or more of the students would achieve a score of 66% or more in 60% of the questions or items assessed</p> <p>Students that reached the expected outcome by item: Question 1 – 85% Question 2 – 49% Question 3 – 77%</p> <p>The expected outcome was reached in two of the three items assessed (66%). Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the QUIM 3001 (General Chemistry) course to assess students’ content knowledge, skills, or dispositions based on exam questions. N=60</p> <p>It was expected that 60% or more of the students would achieve a score of 60% or more in 60% of the questions or items assessed</p> <p>The expected outcome was reached in thirty-two of the forty-four</p>	<p>The course professors were informed of the questions that did not meet the expected outcome in the QUIM 3001 final exam. Assessment was continued the following semester in the QUIM 3002 course.</p>	

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>items assessed (72%). Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the QUIM 3451 (Organic Chemistry) course to assess students' content knowledge, skills, or dispositions based on exam questions. N=96</p> <p>It was expected that 70% or more of the students would achieve a score of 66% or more in 60% of the questions or items assessed</p> <p>Students that reached the expected outcome by item: Question 1 – 92% Question 2 – 36% Question 3 – 91% Question 4 – 87% Question 5 – 84% Question 6 – 96% Question 7 – 42% Question 8 – 60% Question 9 – 82%</p> <p>The expected outcome was reached in six of the nine items assessed (66%). Therefore, the goal was met.</p> <p>Sixth Instance</p> <p>A rubric was used in the QUIM 3451 (Organic Chemistry) course to assess students' content knowledge, skills, or dispositions based on exam questions. N=108</p> <p>It was expected that 70% or more of the students would achieve a score of 66% or more in 60% of the questions or items assessed</p> <p>Students that reached the expected outcome by item: Question 1 – 19% Question 2 – 76% Question 3 – 14%</p>	<p>The course professor identified the questions that did not meet the expected outcomes and discussed them in class, in tutoring sessions, or in practice sessions.</p>	

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Question 4 – 84%</p> <p>Question 5 – 79%</p> <p>Question 6 – 80%</p> <p>Question 7 – 73%</p> <p>Question 8 – 80%</p> <p>Question 9 – 56%</p> <p>The expected outcome was reached in six of the nine items assessed (66%). Therefore, the goal was met.</p> <p>Seventh Instance</p> <p>A rubric was used in the QUIM 3451 (Organic Chemistry) course to assess students' content knowledge, skills, or dispositions based on exam questions. N=107</p> <p>It was expected that 70% or more of the students would achieve a score of 66% or more in 60% of the questions or items assessed</p> <p>Students that reached the expected outcome by item:</p> <p>Question 1 – 83%</p> <p>Question 2 – 21%</p> <p>Question 3 – 59%</p> <p>Question 4 – 34%</p> <p>Question 5 – 11%</p> <p>Question 6 – 33%</p> <p>The expected outcome was reached in one of the six items assessed (17%). Therefore, the goal was not met.</p> <p>Eighth Instance</p> <p>A rubric was used in the QUIM 3451 (Organic Chemistry) course to assess students' content knowledge, skills, or dispositions based on exam questions. N=98</p> <p>It was expected that 70% or more of the students would achieve a score of 66% or more in 60% of the questions or items assessed</p>	<p>The course professor identified the questions that did not meet the expected outcomes and discussed them in class, in tutoring sessions, or in practice sessions. Students were assigned new practice problems.</p>	

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Students that reached the expected outcome by item: Question 1 – 63% Question 2 – 28% Question 3 – 49% Question 4 – 30% Question 5 – 35% Question 6 – 35% Question 7 – 47%</p> <p>The expected outcome was reached in none of the seven items assessed (0%). Therefore, the goal was not met.</p> <p>Ninth Instance</p> <p>A rubric was used in the QUIM 3451 (Organic Chemistry) course to assess students’ content knowledge, skills, or dispositions based on exam questions. N=100</p> <p>It was expected that 70% or more of the students would achieve a score of 66% or more in 60% of the questions or items assessed</p> <p>Students that reached the expected outcome by item: Question 1 – 82% Question 2 – 70% Question 3 – 49% Question 4 – 62% Question 5 – 17% Question 6 – 72% Question 7 – 51% Question 8 – 36% Question 9 – 17% Question 10 – 34%</p> <p>The expected outcome was reached in three of the ten items assessed (30%). Therefore, the goal was not met.</p> <p>Tenth Instance</p>	<p>The course professor identified the questions that did not meet the expected outcome in the QUIM 3451 final exam. The questions that did not meet the expected outcome were of a higher cognitive order. Assessment continued in the QUIM 3452 course.</p>	

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in the QUIM 3001L (General Chemistry Laboratory) course to assess students' content knowledge, skills, or dispositions based on a practical laboratory exam. N=53</p> <p>It was expected that 70% or more of the students would achieve a score of 66% or more in the practical laboratory exam.</p> <p>83% of the students assessed obtained a score of 66.7% or more in the practical laboratory exam. Therefore the goal was met.</p> <p>Eleventh Instance</p> <p>A rubric was used in the QUIM 3451L (Organic Chemistry Laboratory) course to assess students' content knowledge, skills, or dispositions based on a practical laboratory exam. N=110</p> <p>It was expected that 70% or more of the students would achieve a score of 66% or more in the practical laboratory exam.</p> <p>92% of the students assessed obtained a score of 66.7% or more in the practical laboratory exam. Therefore the goal was met.</p> <p>Twelfth Instance</p> <p>A rubric was used in the QUIM 3255L (Analytical Chemistry Laboratory) course to assess students' content knowledge, skills, or dispositions based on a standardized sample analysis. N=51</p> <p>It was expected that 70% or more of the students would achieve a score of 66% or more in the standardized sample analysis.</p> <p>96% of the students assessed obtained a score of 66.7% or more in the standardized sample analysis. Therefore the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p>	<p>The teaching assistants and laboratory professors of QUIM 3001L and QUIM 3451L noted the aspects covered in the practical laboratory exam that needed further discussion in order to emphasize them the next time the courses were given.</p> <p>The professor of the QUIM 3255L course reviewed the aspects of the standardized sample analysis procedure that needed clarification.</p>	

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>(17%). Therefore, the goal was not met.</p> <p>Third Instance</p> <p>A rubric was used in the QUIM 3002 (General Chemistry II) course to assess students' content knowledge, skills, or dispositions based on exam questions. N=69</p> <p>It was expected that 60% or more of the students would achieve a score of 66% or more in 60% of the questions or items assessed</p> <p>The expected outcome was reached in twenty-three of the forty-one items assessed (56%). Therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in the QUIM 3255 (Analytical Chemistry) course to assess students' content knowledge, skills, or dispositions based on exam questions. N=26</p> <p>It was expected that 60% or more of the students would achieve a score of 66% or more in 60% of the questions or items assessed</p> <p>Students that reached the expected outcome by item:</p> <ul style="list-style-type: none"> Question 1 – 85% Question 2 – 50% Question 3 – 27% Question 4 – 50% Question 5 – 27% Question 6 – 38% Question 7 – 19% Question 8 – 35% Question 9 – 23% Question 10 – 31% Question 11 – 73% Question 12 – 42% Question 13 – 27% Question 14 – 54% 	<p>The course professor was informed of the questions that did not meet the expected outcome in the final QUIM 3002 final exam. Information will be used to address assessment in the next academic year.</p> <p>The course professor identified the questions that did not meet the expected outcomes and discussed them in class, in tutoring sessions, or in practice sessions.</p>	

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Question 15 – 35% Question 16 – 15% Question 17 – 69% Question 18 – 15% Question 19 – 58% Question 20 – 35% Question 21 – 35% Question 22 – 65% Question 23 – 58% Question 24 – 100% Question 25 – 62%</p> <p>The expected outcome was reached in six of the twenty-five items assessed (24%). Therefore, the goal was not met.</p> <p>Fifth Instance</p> <p>A rubric was used in the QUIM 3255 (Analytical Chemistry) course to assess students’ content knowledge, skills, or dispositions based on exam questions. N=26</p> <p>It was expected that 60% or more of the students would achieve a score of 66% or more in 60% of the questions or items assessed</p> <p>The expected outcome was reached in twenty-four of the thirty-six items assessed (66%). Therefore, the goal was met.</p> <p>Sixth Instance</p> <p>A rubric was used in the QUIM 3452 (Organic Chemistry) course to assess students’ content knowledge, skills, or dispositions based on exam questions. N=92</p> <p>It was expected that 70% or more of the students would achieve a score of 66% or more in 60% of the questions or items assessed</p> <p>Students that reached the expected outcome by item: Question 1 – 75%</p>	<p>The course professor was informed of the questions that did not meet the expected outcome in the final QUIM 3255 final exam. Information will be used to address assessment in the next academic year.</p> <p>The course professor identified the questions that did not meet the expected outcomes and discussed them in class, in tutoring sessions, or in practice sessions.</p>	

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Question 2 – 66%</p> <p>Question 3 – 71%</p> <p>Question 4 – 83%</p> <p>Question 5 – 11%</p> <p>Question 6 – 51%</p> <p>Question 7 – 26%</p> <p>Question 8 – 18%</p> <p>The expected outcome was reached in three of the eight items assessed (38%). Therefore, the goal was not met.</p> <p>Seventh Instance</p> <p>A rubric was used in the QUIM 3452 (Organic Chemistry) course to assess students’ content knowledge, skills, or dispositions based on exam questions. N=89</p> <p>It was expected that 70% or more of the students would achieve a score of 66% or more in 60% of the questions or items assessed</p> <p>Students that reached the expected outcome by item:</p> <p>Question 1 – 81%</p> <p>Question 2 – 93%</p> <p>Question 3 – 90%</p> <p>Question 4 – 62%</p> <p>Question 5 – 26%</p> <p>Question 6 – 38%</p> <p>Question 7 – 15%</p> <p>Question 8 – 39%</p> <p>The expected outcome was reached in three of the eight items assessed (38%). Therefore, the goal was not met.</p> <p>Eighth Instance</p> <p>A rubric was used in the QUIM 3452 (Organic Chemistry) course to assess students’ content knowledge, skills, or dispositions based on exam questions. N=89</p>	<p>The course professor identified the questions that did not meet the expected outcomes and discussed them in class, in tutoring sessions, or in practice sessions.</p>	

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 70% or more of the students would achieve a score of 66% or more in 60% of the questions or items assessed</p> <p>Students that reached the expected outcome by item: Question 1 – 79% Question 2 – 60% Question 3 – 33% Question 4 – 15% Question 5 – 20% Question 6 – 42%</p> <p>The expected outcome was reached in one of the six items assessed (17%). Therefore, the goal was not met.</p> <p>Ninth Instance</p> <p>A rubric was used in the QUIM 3452 (Organic Chemistry) course to assess students' content knowledge, skills, or dispositions based on exam questions. N=87</p> <p>It was expected that 70% or more of the students would achieve a score of 66% or more in 60% of the questions or items assessed</p> <p>Students that reached the expected outcome by item: Question 1 – 74% Question 2 – 51% Question 3 – 39% Question 4 – 44% Question 5 – 14% Question 6 – 37%</p> <p>The expected outcome was reached in one of the six items assessed (17%). Therefore, the goal was not met.</p> <p>Tenth Instance</p> <p>A rubric was used in the QUIM 3452 (Organic Chemistry) course to</p>	<p>The course professor identified the questions that did not meet the expected outcomes and discussed them in class, in tutoring sessions, or in practice sessions.</p> <p>The course professor identified the questions that did not meet the</p>	

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>assess students' content knowledge, skills, or dispositions based on exam questions. N=85</p> <p>It was expected that 70% or more of the students would achieve a score of 66% or more in 60% of the questions or items assessed</p> <p>Students that reached the expected outcome by item: Question 1 – 86% Question 2 – 74% Question 3 – 38% Question 4 – 53% Question 5 – 51% Question 6 – 38% Question 7 – 24% Question 8 – 54% Question 9 – 44%</p> <p>The expected outcome was reached in two of the nine items assessed (22%). Therefore, the goal was not met.</p> <p>Eleventh Instance</p> <p>A rubric was used in the QUIM 4015L (Instrumental Analysis Laboratory) course to assess students' content knowledge, skills, or dispositions based on a laboratory final exam. N=22</p> <p>It was expected that 70% or more of the students would achieve a score of 66% or more in the laboratory final exam.</p> <p>77% of the students assessed obtained a score of 66.7% or more in the laboratory final exam. Therefore the goal was met.</p>	<p>expected outcome in the QUIM 3452 final exam. The questions that did not meet the expected outcome were of a higher cognitive order. More data is needed to better assess of student learning in this course.</p> <p>The professor of the QUIM 4015L course noted the aspects that required further review in order to emphasize that the next time the course was given.</p>	
<p>Computer Science</p> <p>Programming Skills</p>	<p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the CCOM 5050 course to assess students' content knowledge in programming skills in an exam problem. N=11</p>		<p>Two measures in two instances, one of which was met. No transforming actions were proposed.</p>

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
<p>Understanding the effects of technology</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 67% (7/11) of the students assessed were competent as defined in the rubric.</p> <p>Therefore, the goal was not met.</p> <p>Second Instance</p> <p>A yearly student questionnaire was used to assess students' content knowledge in answers to questions about technology. N=42</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 90% (40/42) of the students assessed were competent as defined in the rubric used.</p> <p>Therefore, the goal was met.</p>		
<p>Interdisciplinary Program in Natural Sciences</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the CNEI 4011 course to assess students' content knowledge using an open-ended question about the scientific method. n=29</p> <p>It was expected 70% or more of the students assessed would obtain a score of 70% or more.</p> <p>The average score obtained by the students assessed was 3 out of 5</p>	<p>Create at least one undergraduate level course that simulates the graduate seminar courses offered in the College of Natural Sciences.</p>	<p>One measure in two instances, neither 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>Summary of Results</i>
	<p>(60%). Therefore, the goal was not met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the CNEI 4012 course to assess students' content knowledge using an open-ended question about the scientific method. n=24</p> <p>It was expected 70% or more of the students assessed would obtain a score of 70% or more.</p> <p>The average score obtained by the students assessed was 2 out of 5 (40%). Therefore, the goal was not met.</p>	<p>Create at least one undergraduate level course that simulates the graduate seminar courses offered in the College of Natural Sciences.</p>	

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
Nutrition and Dietetics	<p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the NUTR 4176 (Nutrition in the Community) course to assess students' content knowledge skills in a community nutrition project. N=19</p> <p>The expected outcome was that 80% of the students assessed would obtain a score of excellent in the assignment.</p> <p>Results showed that 100% of the students assessed obtained a score of excellent in the assignment.</p> <p>Findings exceeded the expected outcome. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used to assess students' content knowledge in a project. N=19</p> <p>In the project students had to visit the legislature and discuss a recent bill related to health issues.</p> <p>The expected outcome was that 75% of the students assessed would obtain a score of excellent in the assignment.</p> <p>Results did not reach the expected outcomes; 73% of the students assessed obtained a score of excellent in the project. Therefore the goal was not met.</p>		<p>Two measures in two instances, one of which was met. No transforming actions were proposed.</p>

College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>												
<p>Psychology</p>	<p>First Instance</p> <p>A rubric was used in the PSIC 3046 (History of Psychology), course to assess students' content knowledge, skills, or disposition in a written work in newspaper format, from a historical perspective.</p> <p>It was expected that 80% of the students would score 3 points or more, using a 4 point rubric for the assessment of students' content knowledge, skills.</p> <p>The scale of the rubric was established as:</p> <ul style="list-style-type: none"> 1 point = needs improvement 2 points = appropriate 3 points = good 4 points = excellent <p>The findings by criterion were:</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">Criteria</th> <th style="text-align: center;">Average by criteria</th> </tr> </thead> <tbody> <tr> <td>1. Knowledge of the discipline</td> <td style="text-align: center;">4</td> </tr> <tr> <td>2. Comprehension</td> <td style="text-align: center;">4</td> </tr> <tr> <td>3. Analysis</td> <td style="text-align: center;">4</td> </tr> <tr> <td>4. Synthesis</td> <td style="text-align: center;">4</td> </tr> <tr> <td>5. Effective communication</td> <td style="text-align: center;">4</td> </tr> </tbody> </table> <p>Results showed that 100% of the students scored 4 points.</p> <p>Therefore, the goal was met.</p>	Criteria	Average by criteria	1. Knowledge of the discipline	4	2. Comprehension	4	3. Analysis	4	4. Synthesis	4	5. Effective communication	4		<p>The Psychology program established one measure in one instance; which was met (100%).</p> <p>No transforming actions were established.</p>
Criteria	Average by criteria														
1. Knowledge of the discipline	4														
2. Comprehension	4														
3. Analysis	4														
4. Synthesis	4														
5. Effective communication	4														

School of Communication			
Academic Program	Findings	Transforming Actions	Summary of Results
<p>Information and Journalism</p>	<p><i>First and Second Semesters</i></p> <p>First Instance</p> <p>A rubric was used in the INFP 4016 (Introduction to Journalism) course to assess students' content knowledge in research assignments (essays). n=30</p> <p>It was expected that 70 % of the students assessed would obtain an average score of 3.0 points (good) or higher in the rubric used .</p> <p>The average scores by specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> • Compliance with article length – 73.33 % • Adequate application of analysis techniques – 76.67 % • Adequate selection of information – 76.67 % • Understand and clearly explain the material presented – 76.67% <p>Results showed an overall average of 75.84 % of students that obtained 3.0 points or more in each criterion assessed.</p> <p>Since the expected outcome was met in all of the criteria assessed, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the INFP 4205 (Seminar on Ethics in Communication) course to assess students' content knowledge in an essay (essays). n=11</p> <p>It was expected that 70 % of the students assessed would obtain an average score of 3.0 points (good) or higher in the rubric used.</p> <p>The average scores by specific Assessment Criteria were as follows:</p> <ul style="list-style-type: none"> • Compliance with article length – 100 % • Adequate application of analysis techniques – 81 % • Adequate selection of information – 72 % • Adequate structure (coherence, argumentation) – 90 %% <p>Since the expected outcome was met in all of the criteria assessed, the goal was met.</p>		<p>The Information and Journalism program established 9 measures in 15 instances, 14 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>Summary of Results</i>
	<p>Third Instance</p> <p>A rubric was used in INFP 4809 course (Seminar on Journalism: Techniques and practices of a journalistic report), Section 2, to assess students' content knowledge in a report N=7</p> <p>The scale of the rubric used was: 4.= very good or Excellent 3= good 2 = Satisfactory 1= Deficient</p> <p>It was expected that 70% of the students assessed would obtain 3.0 points or more in each criteria.</p> <p>Findings revealed that the average score in the specific Assessment criteria assessed were as follows: -</p> <ul style="list-style-type: none"> • Initial presentation (heading, edition,) – 85.7 % • Syntax and sentence construction (appropriate presentation, logic order of the ideas, parts of the report, coherence, clarity, verbs tenses) - 71.4 % • Type of entry effectiveness and creativity – 71.4 % • Content: -(background, correct, complete and appropriate information, information criteria) – 57.1 % • Thematic unity: (coherence, clarity, main idea development, connections, logic sequence, relation between ideas, appropriate scheme) - 71.4 % • Journalistic style (Writing style) – 85.7 % • Journalistic angle – 85.7 % <p>Thematic unity(coherence, clarity, development of the main idea, transitions and connections, logical sequence of ideas, appropriate scheme) – 71.4 %</p> <p>The expected outcome was met in seven out of 8 criteria assessed; therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in COPU 4136 course (Basic writing for the Media) (Section 001, 003) to assess students' content knowledge in a news article the students were assigned to write.</p> <p>A sample of ten students from each section (001 and 003) was</p>		

School of Communication

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>selected to assess this student learning outcome. (n=20)</p> <p>The scale of the rubric used was: 4.= very good or Excellent 3= good 2 = poor 1= very poor</p> <p>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 and 3 were as follows:</p> <ul style="list-style-type: none"> • Compliance with required article length – 100% • Defines the idea and theme with clarity –90 % • Appropriate order in the text structure- 90 % • Uses the narrative style required – 100%% • Use the appropriate vocabulary – 95 % • Manage concision adequately – 95% <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 COPU 4136 course (Basic writing for the Media) (Section 002) to assess students' content knowledge in an essay. (n=16)</p> <p>The scale of the rubric used was: 4.= very good or Excellent 3 = satisfactory 2 = in progress 1= beginning</p> <p>It was expected that 70% or more of the students assessed would obtain 3.0 points or more in a 4 point scale rubric.</p> <p>The average score in specific Assessment Criteria in Section 2 were as follows:</p> <ul style="list-style-type: none"> • Compliance with required article length – 100% • Defines the idea and theme with clarity –100% • Appropriate order in the text structure- 100% • Uses the narrative style required – 100% 		

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> • Use the appropriate vocabulary – 100% • Manage concision adequately – 100 % <p>The expected outcome was achieved in all of the criteria assessed. Therefore, the goal was met.</p> <p>Sixth Instance</p> <p>A rubric was used in COPU 4136 course (Basic writing for the Media) (Section 006) to assess students' content knowledge communication skills in an essay. (n=16)</p> <p>The scale of the rubric used was: 4.= very good or Excellent 3= good 2 = poor 1= very poor</p> <p>. It was expected that 70% or more of the students assessed would obtain 70 % or more in each criterion assessed.</p> <p>The average score in specific Assessment Criteria in Section 6 were as follows:</p> <ul style="list-style-type: none"> • Complies with the required article length- 100 % • Defines the idea and central theme with clarity –100 • Appropriate order in the text structure- 100 % • Uses the narrative style required – 100 % • Uses the appropriate vocabulary- 100 % • Manages coherence adequately – 100 % <p>The expected outcome was achieved all criteria assessed. Therefore, the goal was met.</p> <p>Seventh Instance</p> <p>A rubric was used in COPU 4136 course (Basic writing for the Media) (Section 004) to assess students' content knowledge in an essay using a 4.0 points scale rubric.</p> <p>It was expected that 70 % or more of the students assessed would obtain 3.0 points or more in each criteria assessed.</p>		

School of Communication

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>The average score in specific Assessment Criteria in Section 1 were as follows:</p> <ul style="list-style-type: none"> • Defines the idea and central theme with clarity –3.0 points • Appropriate order in the text structure- 3.0 points • Uses the narrative style required – 4.0 points • Uses the appropriate vocabulary- 3,0 points • Manages coherence adequately – 3.0 points <p>The expected outcome was only achieved in all criteria assessed. Therefore, the goal was met.</p> <p>Eighth Instance</p> <p>A rubric was used in COPU 4045 course (Advanced Seminar on Communication) to assess students' content knowledge in a final research group report. Three groups participated in this activity for a total of 16 students. A 4 points scale rubric was used.</p> <p>It was expected that 70 % or more of the students assessed would obtain 3.0 points or more in each criteria assessed.</p> <p>The average scores in specific Assessment Criteria in Group 1 were as follows:</p> <ul style="list-style-type: none"> • Defines the idea and central theme with clarity –3.0 points • Appropriate order in the text structure- 3.0 points • Uses the appropriate vocabulary- 3,0 points • Manages coherence adequately – 3.0 points • Adequate focus – 3.0 points • The research methodology of the project is adequately designed – 3.0 points <p>Since the expected outcome was met in all criteria assessed, the goal was met.</p> <p>The average score in specific Assessment Criteria in Group 2 were as follows:</p> <ul style="list-style-type: none"> • Defines the idea and central theme with clarity –3.0 points • Appropriate order in the text structure- 3.0 points • Uses the appropriate vocabulary- 4.0 points • Manages coherence adequately – 3.0 points • Adequate focus – 3.0 points • The methodology used in the project was adequately designed – 3.0 points 		

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Since the expected outcome was met in all criteria assessed, the goal was met.</p> <p>The average score in specific Assessment Criteria in Group 3 were as follows:</p> <ul style="list-style-type: none"> • Defines the idea and central theme with clarity –3.0 points • Appropriate order in the text structure- 3.0 points • Uses the appropriate vocabulary- 4.0 points • Manages coherence adequately – 3.0 points • Adequate focus – 3.0 points • The methodology used in the project was adequately designed – 3.0 points • Important variables and terms are conceptually and operationally defined – 2.5 points <p>Since the expected outcome was met in six of seven criteria assessed, the goal was met.</p> <p>Ninth Instance</p> <p>A rubric was used in COPU 4355 course (Communication Theories) Section 001, to assess students' content knowledge in a monograph as a final report. A 4 points scale rubric was used. (n=28)</p> <p>It was expected that 70 % or more of the students assessed would obtain 3.0 points or more in each criteria assessed.</p> <p>The average score in specific Assessment Criterion was as follows:</p> <ul style="list-style-type: none"> • The selected theory was sounded and clearly defined - 100% • Appreciations and questioning related to the theory discussed are pertinent , concise and clearly stated.- 100% • The introduction gives the reader or listener a clear and sound idea of the content of the presentation – 57 % • The strengths and weakness of the proposed theory are clearly described – 100 % • The narrative and conceptual model presented is viable and coherent. – 61% • The presentation is coherent and used electronic means.-100% <p>Since the expected outcome was met four out of the six criteria assessed, the goal was met.</p> <p>Tenth Instance</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>A rubric was used in COPU 4355 course (Communication Theories) Section 002, to assess students' content knowledge in a monograph as a final report. A 4 points scale rubric was used. (n=29)</p> <p>It was expected that 70 % or more of the students assessed would obtain 3.0 points or more in each criteria assessed.</p> <p>The average score in specific Assessment Criterion was as follows:</p> <ul style="list-style-type: none"> • Identification and management of theoretical frameworks – 65.5 % • Presentation – 93% • Content – 72.4 % <p>Since the expected goal was met in two of the three criteria assessed, the goal was met.</p> <p>Second semester</p> <p>First Instance</p> <p>A rubric was used in INFP 4016 (Introduction to Journalism) course (Section OU1) to assess students' effective communication skills in an essay N=26</p> <p>The scale of the rubric used was: 4.= very good or Excellent 3= good 2 = poor 1= very poor</p> <p>It was expected that 70% of the students assessed obtained 3.0 points or more in the 4 points scale used</p> <p>Findings revealed that the average score in the specific Assessment criteria assessed were as follows:</p> <ul style="list-style-type: none"> • Compliance with answers to questions length – 3.87 points • Adequate content: ideas are clearly presented, paragraph order support the content , coherence, transitions, logic sequences, relationship between ideas – 3.85 points • Clarity in the explanations - 3.96 points • Analysis techniques – 3.88 points 		

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>The expected outcome was achieved in all criteria assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in INFP 4059 course (Journalism for Radio and TV) Section 1, to assess students' effective communication skills in the writing and production of a radio report n=18</p> <p>The scale of the rubric used was: 4.= very good or Excellent 3= good 2 = Satisfactory 1= Deficient</p> <p>It was expected that 70% of the students assessed would obtain 3.0 points or more in each criteria.</p> <p>Findings revealed that the average score in the specific Assessment criteria assessed were as follows: -</p> <ul style="list-style-type: none"> • Content: -(background, correct, complete and appropriate information, information criteria) – 57.14% • Thematic unity: (coherence, clarity, main idea development, connections, logic sequence, relation between ideas, appropriate scheme) - 71.4 % • Journalistic style (Writing style) – 85.7 % • Journalistic angle – 85.7 % <p>The expected outcome was met in three out of 4 criteria assessed, therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in INFP 4001 course (Journalistic Writing I) to assess students' effective communication skills in an informative news.. N=19</p> <p>The scale of the rubric used was: 4.= very good or Excellent 3= good 2 = poor 1= very poor</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 70% of the students assessed obtained 3.0 points or more in each criterion assessed.</p> <p>Findings revealed that the average score in the specific Assessment criteria assessed were as follows:</p> <ul style="list-style-type: none"> • Type of entry, effectiveness, creativity – 68.2% • Content(appropriate selection of the most outstanding news element – 73.68 % • Compliance with required length of the informative news- 84.21% <p>The expected outcome was met in 2 of three criterion assessed; therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in INFP 4002 course (Journalistic Writing II) to assess students' effective communication skills in an informative news.. N=15</p> <p>The scale of the rubric used was: 4.= very good or Excellent 3= good 2 = poor 1= very poor</p> <p>It was expected that 70% of the students assessed obtained 4.0 points or more in the criteria assessed.</p> <p>Findings per criterion assessed were as follows:</p> <ul style="list-style-type: none"> • Compliance with focal points, topic, length - 80 % • Context (Background, historic and pertinent data presented – 80 % <p>The expected outcome was met in the two criteria assessed; therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A pre and post ten items tests were administered in the ESIN4077</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>(Introduction to Strategic Research) course (Section 002), to assess students' content knowledge. N=47</p> <p>It was expected that 70 % of the students enrolled in the course would obtain 7 points or more in the post test.</p> <p>Assessment results were: Pretest: Mean =4.34 Posttest mean = 6.74 Change percent = 15 %</p> <p>Since the mean was less than 7, although close to the expected value , the goal was not met.</p> <p>Assessment activity 2</p> <p>A questionnaire was administered at the end of the semester. for students enrolled in ESIN 4077 course to answer if the course met the following academic objectives:</p> <p>Findings for the following statements were:</p> <ul style="list-style-type: none"> • Know the basic aspects regarding social research methods, especially those used for research in communication .- 70.4 % strongly agree ; 29.6 % agree • Recognizes and applies research in communication techniques – 48.1% strongly agree; 44.4 % agree • Apply research methods to the communications processes and phenomena - - 40.7 % strongly agree; 44.4 % agree • Weight the ethical responsibilities in the research process within the communication process – 74.1 % strongly agree; 25.9 % agree • Apply basic skills when preparing a research project in the communications area. – 51.9 % strongly agree; 40.7 % agree <p>According to the above results between 85 % and 100% of the students who answered the questionnaire expressed to strongly agree or agree that the objectives established by the course were reached, therefore, the goal was met.</p>		
Audiovisual Communicati	<p><i>First Semester</i></p> <p>First Instance</p>	<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>Three measures in 4 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>Summary of Results</i>
<p>on</p>	<p>A rubric was used in the COMA 4315 (Scripts) course to assess students' content knowledge in a script. (n=19)</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: •Structure of the script (organization and format) -8.6 points (86 %) •Content (research and topic development) 8.4 points (84 Content (artistic and technical instructions) – 8.7 points (87%) Technical piece – 8.9 points (89%)</p> <p>Results showed that the overall average was 8.76 (87.6 %) points Therefore, the goal was met.</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 COMA 4351 (TV production I) course, Section 2, to assess students' content knowledge in a TV project. (n=10)</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>Assessment results :</p> <ul style="list-style-type: none"> • Script content – 4.1 points • Product coordination – 5.0 points • Technical and artistic component – 4.85 points • Editing – 3.9 points • Sound – 3.15 points • illumination – 4.0 points • creativity – 3.70 points • Final production handed – 3.85 points <p>Since the expected outcome was achieved in seven of the eighth criteria assessed, the goal was met.</p>	<p>Also, areas of leadership and project reproduction organization should be reinforced in the courses.</p>	

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Second Semester</p> <p>First Instance</p> <p>A rubric was used in the COMA 4315 course (Scripts) to assess students' content knowledge in an audiovisual project (cinema script). (n=16)</p> <p>A ten points scale rubric was used.</p> <p>It was expected that 70 % of the students assessed would obtain 7.0 points or more in each criterion assessed.</p> <ul style="list-style-type: none"> • Structure of the script (Theme development, central conflict, climax) -100% • Content (statement and discussion of the problem) – 100 % • Content (artistic and technical instructions) – 88 % • Content (style requisites for a TV script) – 100 % <p>Results showed that the overall average of the criteria assessed was 97 %. Therefore, the goal was met.</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 COMA 4352 course (TV production II) to assess students' content knowledge in a final project (n=7)</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>Assessment results by criteria were: Script structure – 100 % (average = 4.14 points) Production coordination – 100 % (average =5.0 points) Technical and artistic composition – 100 % (average = 4.79 points) Sound ,(design , recording and editing – 42.85 % (average = 3.2 points) Illumination – 100 % (average = 3.85 points) Creativity – 100 % (4.29 points)</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Final product handed – 100 % (3.79 points)</p> <p>Since 6 out of seven criteria assessed were accomplished, 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 the REPU 4165 (Public Relations Campaign), Section 001, course to assess students’ content knowledge in a campaign.. N=4</p> <p>It was expected that 70 % of the students assessed, would obtain a score of 3.0 points or more in the 4 point scale used.</p> <p>Results of the assessment in section 001 and 002 were:</p> <ul style="list-style-type: none"> • Introduction – 100 % • Organization – 100.00% • Mastering content of the presentation – 100.0% • Group Integration – 100 % • Use of technology – 100.0% • Conclusion – 100% • Adequate length – 100 % <p>Therefore, the goal was met in all criteria assessed.</p> <p>Second Instance</p> <p>A rubric was used in the REPU 4165 (Public Relations Campaign), Section 002, 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 3.0 points or more in the 4 point scale used.</p> <p>Results of the assessment in section 001 and 002 were:</p> <ul style="list-style-type: none"> • Introduction – 100 % • Organization – 100.00% • Mastering content of the presentation – 100.0% • Group Integration – 100 % • Use of technology – 100.0% • Conclusion – 100% 		<p>Five measures in 18 instances, sixteen of which were met.</p>

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> • Adequate length – 100 % • <p>Therefore, the goal was met in all criteria assessed.</p> <p>Third Instance</p> <p>A rubric was used in the REPU 4025 (Writing for Advertisement) course, Section OU1, 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"> • Defines to whom the advertisement is addressed: to the goal audience or to different interest groups – 100 % • Understands the basic concepts and terminology to be applied to the creation and writing of advertisement for traditional or non- traditional media. -100 % • Develops a clearly defined logical structure according to the theoretical criteria established. – 100 % % <p>Since the goal was accomplished in all criteria assessed the goal was met.</p> <p>Fourth 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>First Assessment Section 001 - (n= 7)</p> <ul style="list-style-type: none"> • Media objectives- 100 %% • Media strategy and Tactics – 100 % • Selection of media means- 85.7% • Plan mechanical structure and communicability- 85.7 % 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Since the goal was accomplished in all of the criteria assessed, the goal was met.</p> <p>Second assessment</p> <p>Section 002 - (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 – 85.7 % • Selection of media means- 85.7 % • Plan mechanical structure and communicability – 85.7 % <p>Since the goal was accomplished in all of the criteria assessed, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the REPU 4018 (Introduction to Public Relations and Advertisement) course to assess students’ content knowledge in a research paper. N=28</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 – 100 % • Organization (structure, coherence, introduction ,body and conclusion)– 100 % <p>Evidence (Opinions and claims are adequately based and sound) - 70 %</p> <p>The goal was met in all of the criteria assessed.</p> <p>Sixth Instance</p> <p>A rubric was used in the REPU 4147 (Writing for Public Relations) course to assess students’ content knowledge in a media kit. N =22</p> <p>A 4 point scale rubric was used.</p>		

School of Communication

Academic Program	Findings	Transforming Actions	Summary of Results
	<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 – 100 % • Understands the concepts and basic terminology applied to the process and development of the different public relations pieces – 70% • Incorporates all the necessary resources to illustrate and complement the text's content for the different public relations pieces required in the Plan -100% • Defines to whom the Public Relations piece is addressed ;as much for the primary as to the secondary public.- 100 % <p>The goal was met in three of the four criteria assessed, therefore, the goal was met.</p> <p>Seventh Instance</p> <p>A rubric was used in the REPU 4166 (Advertisement Campaign) course, Section 001, 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 points or more in the 4 point scale used. Assessment results were:</p> <ul style="list-style-type: none"> • Establishes advertisement campaign foundations through the Situational Analysis and the marketing study, objectives and strategies– 100 % • Marketing objectives are complete and designed taking in consideration the situation analysis – 100 % • Include the need of sound marketing strategies (such as importance of advertisement, attributes and benefits of the product, type of packing, prices suggestions according to the size of the product, et.) -85 % • Advertisement objectives – Establish logic percent specific quantities of the product according to the goal group – 100 % • Advertisement strategies; explain the advertisement message, goal group, media to be used for advertisement of the product – 71 % • Develops a creative briefing as a guide to the creative 		

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>performances for radio, TV, press and Internet. - 100 %</p> <ul style="list-style-type: none"> • Designs a Media Plan with all the necessary elements to gear the created messages to the objective group, to the marketing and advertisement objectives and strategies – 100 % • Plan mechanical structure and communicability - 85 % <p>Therefore, the goal was met in all criteria assessed.</p> <p>Eighth Instance</p> <p>A rubric was used in the REPU 4166 (Advertisement Campaign) course, Section 002, 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 points or more in the 4 point scale used.</p> <p>Assessment results were:</p> <ul style="list-style-type: none"> • Establishes advertisement campaign foundations through the Situational Analysis and the marketing study, objectives and strategies– 100 % • Marketing objectives are complete and designed taking in consideration the situation analysis – 81 % • Include the need of sound marketing strategies (such as importance of advertisement, attributes and benefits of the product, type of packing, prices suggestions according to the size of the product, et.) -71 % • Advertisement objectives – Establish logic percent specific quantities of the product according to the goal group – 85.7 % • Advertisement strategies; explain the advertisement message, goal group, media to be used for advertisement of the product – 71 % • Develops a creative briefing as a guide to the creative performances for radio, TV, press and Internet. - 85.7% • Designs a Media Plan with all the necessary elements to gear the created messages to the objective group, to the marketing and advertisement objectives and strategies – 85.7 % • Plan mechanical structure and communicability - 71% <p>Therefore, the goal was met in all criteria assessed.</p>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Ninth Instance</p> <p>A rubric was used in the REPU 4076(Advertisement conceptualization for audio, video press and technology) course, Section 002, to assess students' content knowledge in a final project. N=18</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> <ul style="list-style-type: none"> • Applies basic elements of research methods to create and develop the texts for diverse situations - 94.4 % • Understands the concepts and basic terminology applied to the process and development of the different public relations pieces – 88.8 % • Defines to whom the advertisement is addressed: target group or special interest groups – 77.8 % • Understands and applies the different skills in writing for traditional or non- traditional media – 94.4 % • Understands basic concepts and terminology of the theory applied in the writing process for advertisements geared to traditional or non-traditional media - 88.8 % • Develops a logic structure defined according to the theoretical criteria established – 88.8 % <p>Since the goal was accomplished in all the criterions assessed, the goal was met.</p> <p><i>Second Semester</i></p> <p>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. N=19</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>		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<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 texts’ content for the different public relations pieces required in the Plan.- 63% <p>The goal was met in all the three criteria assessed.</p> <p>Second Instance</p> <p>A rubric was used in the REPU 4018 course (Section OU1)to assess content knowledge in a research project (n= 30)</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"> • Content and analysis – 80.0 % • Organization – 43.33% • Assertions presented are right and precise – 70.0% <p>Since the expected outcome was met in two of the three criteria assessed, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the REPU 4165 (Public Relations Campaign) course, Section 001) to assess students’ content knowledge in a campaign. N=10</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 – 20.0 % • Group Integration – 50.0 % 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> • Use of technology – 100.0 % • Conclusion – 100.0% • Adequate length – 100.0 % <p>The expected goal was accomplished in five of seven (71%) criteria assessed, therefore the goal was met..</p> <p>Fourth Instance</p> <p>A rubric was used in the REPU 4165 (Public Relations Campaign) course, Section 002) to assess students’ content knowledge in a campaign. N=20</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 – 50.0 % • Group Integration – 70.0 % • Use of technology – 100.0 % • Conclusion – 100.0% • Adequate length – 100.0 % <p>The expected goal was accomplished in six of seven (86%) criteria assessed, therefore the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the REPU 4025 (Writing for Advertisement) course to assess students’ content knowledge in a campaign. N=16</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 – 94% • Defines to whom the advertisement is addressed: to the goal audience or to different interest groups – 88 % 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<ul style="list-style-type: none"> Understands basic concepts and terminology to be applied to the creation and writing of advertisement for traditional or non- traditional media. -88% Develops a clearly defined logical structure according to the theoretical criteria established. – 88% Recognizes the development of skills in writing advertisement articles.- 88% % <p>Since the goal was accomplished in all of the criteria assessed the goal was met.</p> <p>Sixth Instance</p> <p>A rubric was used in the REPU 4166 (Advertisement Campaign) course, Section 001, to assess students’ content knowledge in a campaign. N=11</p> <p>It was expected that 70 % of the students assessed, would obtain a score of 3 points or more in the 4 point scale used. Assessment results were:</p> <ul style="list-style-type: none"> Establishes advertisement campaign foundations through the Situational Analysis and the marketing study, objectives and strategies– 36.4 % Develops a creative briefing as a guide to develop a creative briefing as a guide to the creative performances for radio, TV, press and Internet. - 64 % Designs a Media Plan with all the necessary elements to gear the created messages to the objective group, to the marketing and advertisement objectives and strategies – 45 % Plan mechanical structure and communicability - 36.36 % <p>Therefore, the goal was not met in any of the criteria assessed.</p> <p>Seventh Instance</p> <p>A rubric was used in the REPU 4166 (Advertisement Campaign) course, Section 002, to assess students’ content knowledge in a campaign. N=5</p> <p>It was expected that 70 % of the students assessed, would obtain a score of 3 points or more in the 4 point scale used. Assessment results were:</p> <ul style="list-style-type: none"> Establishes advertisement campaign foundations through 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>the Situational Analysis and the marketing study, objectives and strategies– 80 %</p> <ul style="list-style-type: none"> • Develops a creative briefing as a guide to develop a creative briefing as a guide to the creative performances for radio, TV, press and Internet. - 100 % • Designs a Media Plan with all the necessary elements to gear the created messages to the objective group, to the marketing and advertisement objectives and strategies – 100 % • Plan mechanical structure and communicability - 80 % <p>Therefore, the goal was met in all criteria assessed.</p> <p>Eighth 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=11)</p> <ul style="list-style-type: none"> • Offered solutions to the Marketing problem, through the creation of objectives, strategies and media tactics, as well as the analysis of the Advertisement objectives and of the creative strategies - - 54.5 % • Explain the logistics related to the range level sand frequency per advertisement cycle, of the quantity and length of the cycles and the selection of the geographical areas - - 81.8 % • Mathematic calculations are correct and reasoned and the Plan is well organized - - 54.5 % <p>Since the goal was accomplished in only one criterion assessed,, the goal was not met.</p> <p><i>Second assessment</i> <u>Section 002</u> - (n= 11)</p>		

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 70 % of the students assessed would obtain a score of 3 points or more in each criterion in the rubric used.</p> <ul style="list-style-type: none"> Offered solutions to the Marketing problem, through the creation of objectives, strategies and media tactics, as well as the analysis of the Advertisement objectives and of the creative strategies - - 63.6 % Explain the logistics related to the range level sand frequency per advertisement cycle, of the quantity and length of the cycles and the selection of the geographical areas - - 72.7 % Mathematic calculations are correct and reasoned and the Plan is well organized - - 72.7 % <p>Since the goal was accomplished in two of the three criterions assessed, the goal was met.</p> <p>Ninth Instance</p> <p>A rubric was used in the REPU 4076(Advertisement conceptualization for audio, video press and technology) course, Section 002, to assess students' content knowledge in a final project. N=15</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> <ul style="list-style-type: none"> Applies basic elements of research methods to create and develop the texts for diverse situations - 73.3% Understands the concepts and basic terminology applied to the process and development of the different public relations pieces – 86.6 %% Defines to whom the advertisement is addressed: target group or special interest groups – 73.3 % Understands and applies the different skills in writing for traditional or non- traditional media – 73.3 % Understands basic concepts and terminology of the theory applied in the writing process for advertisements geared to traditional or non-traditional media - 73.3 % Develops a logic structure defined according to the theoretical criteria established – 73.3 % 		

School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	Since the goal was accomplished in all the criteria assessed, the goal was met.		

VIII. Capacity for Independent Studies

College of Natural Sciences			
Academic Program	Findings	Transforming Actions	Summary of Results
Chemistry	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the QUIM 3255L (Analytical Chemistry Laboratory) course to assess students' research skills based on a research project. N=39</p> <p>It was expected 60% or more of the students would achieve 60% or more in 60% of the criteria assessed.</p> <p>Students that reached the expected outcome by criterion:</p> <ol style="list-style-type: none"> 1) Abstract – 54% 2) Introduction – 41% 3) Methodology – 62% 4) Results – 85% 5) Discussion/Conclusions – 85% 6) References – 100% 7) Experiment – 95% <p>The expected outcome was reached in five of the seven criteria assessed (71%). Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the QUIM 3002L (General Chemistry Laboratory) course to assess students' research skills based on a research project. N=53</p> <p>It was expected 70% or more of the students would obtain a final grade of 66.7% or more in the class.</p> <p>85% of the students assessed obtained a score of 66.7% or more in the research project.</p>	<p>Students were informed on the various aspects in the rubric used to evaluate their research projects.</p> <p>Feedback was provided to the students on several occasions during the preparation of the research proposal or research project.</p> <p>Professors and teaching assistants involved in collecting the assessment data of the QUIM 3002L research project will be reminded that the results need to be submitted according to the rubric criteria, in order to identify criterion where students might not be achieving the specific expected outcome evaluated in this assessment report.</p>	<p>Two measures in four instances, all of which were met. Three transforming actions were proposed.</p>

College of Natural Sciences

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>The expected outcome was surpassed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the QUIM 3452L (Organic Chemistry II Laboratory) course to assess students' research skills based on a research proposal. N=24</p> <p>It was expected 75% or more of the students would achieve 60% or more in 60% of the criteria assessed.</p> <p>Students that reached the expected outcome by criterion:</p> <ol style="list-style-type: none"> 1) Originality of Topic/Creativity – 100% 2) Method and Experiment Design – 96% 3) Clarity of Material – 100% 4) Discussion/Interpretation – 96% 5) Citation and Bibliography – 100% 6) Organization of Content – 100% <p>The expected outcome was reached in six of the six criteria assessed (100%). Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the QUIM 4015L (Instrumental Analysis Laboratory) course to assess students' research skills based on a research project. N=22</p> <p>It was expected 60% or more of the students would achieve 60% or more in 60% of the criteria assessed.</p> <p>Students that reached the expected outcome by criterion:</p> <ol style="list-style-type: none"> 1) Abstract – 82% 2) Introduction – 82% 3) Methodology – 95% 4) Results – 95% 	<p>Students were informed on the various aspects in the rubric used to evaluate their research projects.</p> <p>Feedback was provided to the students on several occasions during the preparation of the research proposal or research project.</p>	

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>5) Discussion/Conclusions – 68%</p> <p>6) References – 95%</p> <p>The expected outcome was reached in six of the six criteria assessed (100%). 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 3030 course to assess student’s capacity for independent study in an oral presentation or written report on the topic assigned to them for independent study. N=50</p> <p>The expected goal was that at least 70% of the students assessed would be competent as defined in the rubric used.</p> <p>Finding revealed that 86% (43/50) 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> <p>First Instance</p> <p>Two questionnaires were used to assess students’ capacity for independent study by their expressed interest in doing research and continuing on to graduate studies.</p> <ul style="list-style-type: none"> • Answer to a question regarding graduate studies. N=30 <p>It was expected that at least 50% of graduates would continue their studies in graduate school.</p> <p>Findings revealed that 70% (21/30) of graduates that answered the questionnaire continued to graduate school. Therefore, the goal was met.</p> <ul style="list-style-type: none"> • Answer to a question on their interest in research. N= 42 <p>It was expected that at least 70% of the students assessed would answer that they have participated or are interested in</p>		<p>Two measures in three instances, all of which were 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>Summary of Results</i>
	<p>participating in a research project.</p> <p>Findings revealed that 90% (38/42) of the students that answered the questionnaire had participated or are interested in participating in a research project. Therefore, the goal was met.</p> <ul style="list-style-type: none"> • Answer to a question on their interest in graduate studies. N=42 <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 45% (19/42) of the students that answered the questionnaire were interested in pursuing graduate studies. Therefore, the goal was not met.</p> <p>The expected goals were met in two of the three assessments, therefore, the goal was met.</p> <p>Third Instance</p> <p>The number of students working on research was used as an indirect measure of student’s intellectual curiosity. N=13</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 77% (10/13) of the third and fourth year students that answered the questionnaire said that they have research experience. Therefore, the goal was met.</p>		
Mathematics	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the MATE 4995 (Undergraduate Research Seminar) course to assess students’ capacity for independent study.</p> <p>It was expected that 100% of the students assessed would participate in research.</p> <p>Findings revealed that 100% of the students assessed researched a topic on their own. Therefore, the goal was met.</p>		<p>Two measures in five instances, all of 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>Summary of Results</i>
	<p>Second Instance</p> <p>A rubric was used in the MATE 5001 course to assess students' capacity for independent study.</p> <p>It was expected that 100% of the students assessed would participate in research.</p> <p>Findings revealed that 100% of the students assessed researched a topic on their own. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the MATE 4995 (Undergraduate Research Seminar) course to assess students' capacity for independent study.</p> <p>It was expected that 100% of the students assessed would participate in research.</p> <p>Findings revealed that 100% of the students assessed researched a topic on their own. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A questionnaire administered to graduating students was used as an indirect measure of students' satisfaction with the technological skills and knowledge obtained.</p> <p>It was expected that each question would receive a rating of 3 or higher in a 4 point scale.</p> <p>Findings:</p> <ul style="list-style-type: none"> • Capacity for Independent Study – 3.5 <p>All of the questions received ratings of 3 or more. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the MATE 5001 course to assess students'</p>		

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>capacity for independent study.</p> <p>It was expected that 100% of the students assessed would participate in research.</p> <p>Findings revealed that 100% of the students assessed researched a topic on their own. Therefore, the goal was met.</p>		

VII. Intellectual curiosity

College of Natural Sciences			
Academic Program	Findings	Transforming Actions	Summary of Results
Chemistry	<p><i>Second Semester</i></p> <p>First Instance</p> <p>An indirect measure was used to assess students' intellectual curiosity based on number of chemistry students registered in the undergraduate research course QUIM 4999 during the second semester of the 2013-2014 academic year.</p> <p>It was expected that the number of chemistry students registered in the undergraduate research course QUIM 4999 would increase by 20% or more in fourth and fifth year students when compared to first year students.</p> <p>Students registered in the QUIM 4999 course by year:</p> <ol style="list-style-type: none"> 1) First Year – 6.4% 2) Second Year – 12.2% 3) Third Year – 20.5% 4) Fourth and Fifth Year – 34.5% <p>The percentage increase of students registered in the QUIM 4999 course was 28.1% (6.4% to 34.5%) in the fourth and fifth year chemistry students when compared to the first year chemistry students. Therefore, the goal was met.</p>		<p>One measure in one instance, which was met. No transforming actions were proposed.</p>
Computer Science	<p>First Instance</p> <p>A rubric was used in the CCOM 3030 course to assess student's intellectual curiosity in an oral presentation or written report on the topic assigned to them for independent study. N=50</p> <p>It was expected that 70% or more of the students would be competent as defined by the rubric.</p> <p>86% (43/50) of the students were competent as defined by the rubric.</p>		<p>Two measures in three instances, all of which were met. No transforming actions were proposed.</p>

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Therefore, the goal was met.</p> <p><i>Second Semester</i> First Instance</p> <p>Two questionnaires were used to assess students' intellectual curiosity by their expressed interest in doing research and continuing on to graduate studies.</p> <ul style="list-style-type: none"> • Answer to a question regarding graduate studies. N=30 <p>It was expected that at least 50% of graduates would continue their studies in graduate school.</p> <p>Findings revealed that 70% (21/30) of graduates that answered the questionnaire continued to graduate school. Therefore, the goal was met.</p> <ul style="list-style-type: none"> • Answer to a question on their interest in research. N= 42 <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 90% (38/42) of the students that answered the questionnaire had participated or are interested in participating in a research project. Therefore, the goal was met.</p> <ul style="list-style-type: none"> • Answer to a question on their interest in graduate studies. N=42 <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 45% (19/42) of the students that answered the questionnaire were interested in pursuing graduate studies. Therefore, the goal was not met.</p> <p>The expected goals were met in two of the three assessments, therefore, the goal was met.</p> <p>Second Instance</p>		

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>The number of students working on research was used as an indirect measure of student's intellectual curiosity. N=13</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 77% (10/13) of the third and fourth year students that answered the questionnaire said that they have research experience. Therefore, the goal was met.</p>		
Physics	<p>First Instance</p> <p>A questionnaire was used in the FISI 4032 course to assess students' intellectual curiosity. N=14</p> <p>It was expected that at least 60% of the students assessed would have participated in research, independent study and summer internships.</p> <p>Findings revealed that 100% of the students assessed participated in research projects or poster presentations. 64% of the students assessed were going to participate in summer internships. Therefore, the goal was met.</p>	<p>We will continue to give priority to informing students of opportunities for independent study and research.</p>	<p>One measures in one instance, which was met.</p> <p>One transforming action was proposed.</p>

VIII. Ongoing Learning

College of Natural Sciences															
Academic Program	Findings	Transforming Actions	Summary of Results												
Interdisciplinary Program in Natural Sciences	<p><i>First Semester</i></p> <p>First Instance</p> <p>An exit questionnaire was administered to graduates during the sale of togas in May 2012. This was an indirect measure used to assess students' capacity for lifelong learning. n=45</p> <p>It was expected 70% or more of the students assesses would express satisfaction with the academic preparation they received for their professional development or post-graduate experience.</p> <p>Results:</p> <table border="1"> <thead> <tr> <th>Element</th> <th>Level of Satisfaction</th> </tr> </thead> <tbody> <tr> <td>Satisfaction with the Baccalaureate</td> <td>91%</td> </tr> <tr> <td>Quality of Academic Preparation</td> <td>91%</td> </tr> <tr> <td>Capacity for Lifelong Learning</td> <td>89%</td> </tr> <tr> <td>Personal Growth</td> <td>87%</td> </tr> <tr> <td>Capacity for Independent Study</td> <td>84%</td> </tr> </tbody> </table> <p>More than 70% of the students expressed satisfaction with the preparation received. Therefore, the goal was met.</p>	Element	Level of Satisfaction	Satisfaction with the Baccalaureate	91%	Quality of Academic Preparation	91%	Capacity for Lifelong Learning	89%	Personal Growth	87%	Capacity for Independent Study	84%	<p>It is suggested that an exit questionnaire be administered every year during the sale of togas since it is an excellent way to update the information of future graduates annually.</p>	<p>Two measures in three instances, all of which were met. Two transforming actions were proposed.</p>
	Element	Level of Satisfaction													
Satisfaction with the Baccalaureate	91%														
Quality of Academic Preparation	91%														
Capacity for Lifelong Learning	89%														
Personal Growth	87%														
Capacity for Independent Study	84%														
<p>Second Instance</p> <p>A survey was administered to PICN graduates and used as an indirect measure to assess students' capacity for lifelong learning. n=8</p> <p>It was expected 70% or more of the graduates that answered the survey would express satisfaction with the academic preparation they received for their professional development or post-graduate experience.</p>	<p>The survey will be administered to students in Capstone 2 and then again when they graduate.</p>														

	<p>Seven of the eight (88%) graduates were in graduate school and one (12%) was working. Eight of the eight graduates (100%) expressed satisfaction with the baccalaureate.</p> <p>More than 70% of the graduates assessed expressed satisfaction with the baccalaureate. Therefore, the goal was met.</p> <p>Third Instance</p> <p>An exit survey was used as an indirect measure in the CNEI 4012 course to assess the capacity for lifelong learning in students that were about to graduate. n=46</p> <p>It was expected 70% or more of the students assessed would express satisfaction with the academic preparation they received.</p> <p>All of the students assessed (100%) stated that the Program has helped them to achieve their goals.</p> <p>More than 70% of the students assessed expressed satisfaction with the baccalaureate. Therefore, the goal was met.</p>		
--	---	--	--

IX. Knowledge Integration

College of Humanities															
Academic Program	Findings	Transforming Actions	Summary of Results												
Comparative Literature	<p><i>First semester</i></p> <p>First Instance Section X</p> <p>A rubric was used to assess students' knowledge integration skills in the analysis of a critical essay. $N = 12$.</p> <p>The expected performance level was that 75% of the students assessed would score 5 points or more in the 6 point scale used, in all the criteria assessed.</p> <table border="1"> <thead> <tr> <th>Criteria</th> <th>Students with 4 points or more</th> </tr> </thead> <tbody> <tr> <td>1. Knows the historic and theoretical contexts</td> <td>9 (75%)</td> </tr> <tr> <td>2. Can recognize theoretical influences</td> <td>10 (83%)</td> </tr> <tr> <td>3. Provides evidence to support the identification of theoretical influences</td> <td>12 (100%)</td> </tr> <tr> <td>4. Discusses how the literary theories influence the argument</td> <td>11 (92%)</td> </tr> <tr> <td>5. Evaluate the weight of each theoretical influence in the construction of the argument</td> <td>6 (50%)</td> </tr> </tbody> </table> <p>Findings revealed that the goal was met in 4 of the 5 criteria assessed. Therefore, the goal was met.</p>	Criteria	Students with 4 points or more	1. Knows the historic and theoretical contexts	9 (75%)	2. Can recognize theoretical influences	10 (83%)	3. Provides evidence to support the identification of theoretical influences	12 (100%)	4. Discusses how the literary theories influence the argument	11 (92%)	5. Evaluate the weight of each theoretical influence in the construction of the argument	6 (50%)	<p><u>Transforming Action 1:</u></p> <p>When discussing the instructions of the assignment in the future, more emphasis will be put on evaluating the relative influence of the various literary theories in the critical essay. Allowing students prior access to the rubric that will be used to assess their learning before completing the assignment should help raise the actual outcome to the level of expected outcome across all criteria.</p>	<p><i>Annual Summary</i></p> <p>One measure in 1 instance, which was met (100%). One transforming action was proposed.</p>
Criteria	Students with 4 points or more														
1. Knows the historic and theoretical contexts	9 (75%)														
2. Can recognize theoretical influences	10 (83%)														
3. Provides evidence to support the identification of theoretical influences	12 (100%)														
4. Discusses how the literary theories influence the argument	11 (92%)														
5. Evaluate the weight of each theoretical influence in the construction of the argument	6 (50%)														
History	<p>First Instance</p> <p>A rubric was used in the HIST 3212 course (May 2014) to assess students' knowledge integration skills in a written assignment.</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>Include information about the competencies and their objectives in the course syllabi.</p>	<p>3 courses, 1 measure, and 3 instances, all of which were met (100%).</p> <p>1 transforming action was established.</p>												

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p><u>Section X (N = 30):</u></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 X discipline: 100% 5. Integration of History with Y discipline: 100% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p><u>Section Y (N = 15):</u></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 X discipline: 100% 5. Integration of History with Y discipline: 100% <p>The expected goal was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Since the expected outcome was reached in both sections, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the HIST 4212 course (May 2014) to assess students' knowledge integration 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"> 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 X discipline: 100% 5. Integration of History with Y discipline: 100% 		

College of Humanities

Academic Program	Findings	Transforming Actions	Summary of Results
	<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 4177 course (May 2014) to assess students' knowledge integration skills in a written assignment. N = 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"> 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>		
<p>Music</p>	<p>First Instance</p> <p>A rubric was used in the MUSI 3176 (Introduction to Musical Interpretation and Melodic Dictation II) courses to assess students' knowledge integration skills in a judged individual music theory final exam. N = 34.</p> <p>The expected performance level was that 80% of the final exams would score 4 points or more in the 5 point scale used.</p> <p>The results for each criterion were as follow:</p> <ol style="list-style-type: none"> 11. Intonation: 85% 12. Rhythm: 82% 13. Interpretation at first glance: 24% 14. Realization of musical symbols: 59% 15. Manually marking the bar: 74% <p>The expected outcome was reached in two out of the five criteria assessed. Therefore, the goal was not met.</p>	<p>Recommendations:</p> <ol style="list-style-type: none"> 1. Give a standardized departmental theory test. 2. Institute an admissions exam that brings forth a better quality of student that is truly interested in a music career. <p>Increase the about of time dedicated to theory; two semesters of preparation courses are not enough.</p>	<p>Three instances, one measure, one of them was met (33%). Three transforming actions were established.</p>

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Second Instance</p> <p>A rubric was used in the MUSI 3275 (Musical Interpretation and Melodic Dictation I) courses to assess students' knowledge integration skills in a judged individual music theory final exam. <i>N</i> = 14.</p> <p>The expected performance level was that 80% of the final exams would score 4 points or more in the 5 point scale used.</p> <p>The results for each criterion were as follow:</p> <ol style="list-style-type: none"> 1. Intonation: 79% 2. Rhythm: 93% 3. Interpretation at first glance: 86% 4. Realization of musical symbols: 71% 5. Manually marking the bar: 86% <p>The expected outcome was reached in three out of the five criteria assessed. Therefore, the goal was not met.</p> <p>Third Instance</p> <p>A rubric was used in the MUSI 4061 (Musical Interpretation and Melodic Dictation II) courses to assess students' knowledge integration skills in a judged individual music theory final exam. <i>N</i> = 13.</p> <p>The expected performance level was that 80% of the final exams would score 4 points or more in the 5 point scale used.</p> <p>The results for each criterion were as follow:</p> <ol style="list-style-type: none"> 1. Intonation: 100% 2. Rhythm: 100% 3. Realization of musical symbols: 100% 4. Manually marking the bar: 100% <p>The expected outcome 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>Summary of Results</i>
<p>Computer Science</p>	<p><i>First semester</i></p> <p>First Instance</p> <p>A rubric was used in the CCOM 3034 course to assess students' capacity for knowledge Integration in an exam problem. N=13</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 85% (11/13) of the students were competent as defined in the rubric. Therefore, the goal was met.</p>		<p>One measure in one instance, which was met. No transforming actions were proposed.</p>
<p>Mathematics</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the MATE 4995 (Undergraduate Research Seminar) course to assess students' knowledge integration skills in a research project.</p> <p>It was expected that 70% of students assessed would meet or exceed expectations in each criterion assessed.</p> <p>Findings by criteria were:</p> <ul style="list-style-type: none"> • Integration and synthesis of information: Surpassed expectations – 16.6%; met expectations – 75% <p>Results showed that 91% of the students assessed met or the expectations in the criteria assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the MATE 5001 course to assess students' knowledge integration skills in a research project.</p>		<p>One measure and four instances, all of which were met. No transforming actions were proposed.</p>

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>It was expected that 70% of students assessed would meet or exceed expectations in each criterion assessed.</p> <p>Findings by criteria were:</p> <ul style="list-style-type: none"> • Integration and synthesis of information: Surpassed expectations – 52.6%; met expectations – 47.4% <p>Results showed that 100% of the students assessed met or the expectations in 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 MATE 4995 (Undergraduate Research Seminar II) course to assess students’ knowledge integration skills in a research project.</p> <p>It was expected that 70% of the students assessed would meet or exceed expectations in each criterion assessed.</p> <p>Findings by criteria were:</p> <ul style="list-style-type: none"> • Integration and synthesis of information: Surpassed expectations 14.3%; met the expectations – 85.7 <p>Results showed that 100% of the students assessed met or the expectations in the criteria assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the MATE 5001 course to assess students’ knowledge integration skills in a research project.</p> <p>It was expected that 70% of students assessed would meet or exceed expectations in each criterion assessed.</p> <p>Findings by criteria were:</p> <ul style="list-style-type: none"> • Integration and synthesis of information: Surpassed expectations – 		

College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>47%, met expectations – 41%</p> <p>Results showed that 88% of the students assessed met or the expectations in the criteria assessed. Therefore, the goal was met.</p>		
Nutrition and Dietetics	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the NUTR4175 (Supervised Practice in Nutrition Education) course to assess students’ knowledge integration skill in a project where students had to develop an educational session for a target population.</p> <p>It was expected that 80% or more of the students assessed would obtain a score of 3 or more in the criteria assessed using a 4 point scale.</p> <p>Results showed that 91% of the students obtained a score of 3 or more in the criteria assessed using a 4 point scale.</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 NUTR4042 (Advanced Nutrition) course to assess students’ knowledge integration skills in exam questions.</p> <p>It was expected that 75% or more of the students assessed would obtain the correct answer in the questions assessed.</p> <p>Findings: Question #1 – 86% Question #2 – 36% Question #3 – 64%</p> <p>Results showed that the expected outcome was reached in only one of the three questions assessed. Therefore, the goal was not met.</p>	<p>Reinforce teaching in areas of difficulty and encourage students to ask question when course content is not clear.</p>	<p>Two measures in two instances, one of which was met. One transforming action was proposed.</p>
Physics	<p>First Instance</p>		

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>Exam questions were used in the FISI 4032 course to assess students' capacity for knowledge integration. N=14</p> <p>It was expected that at least 60% of the students assessed would have obtained a score of 60% or more in the exam questions used.</p> <p>Findings revealed that 79% of the students assessed obtained a score of 70%. 43% of those students obtained a score of 90% or more. Therefore, the goal was met.</p>		<p>One measures in one instance, which was met.</p> <p>No transforming actions were proposed.</p>

X. Ethical and Aesthetical Sensibility

College of Humanities			
Academic Program	Findings	Transforming Actions	Summary of Results
Comparative Literature	<p>First Instance</p> <p>A rubric was used to assess the students' ethical use of information skills in a research paper.</p> <p>It was expected that 75% of the students would receive a score of 4 or higher (in a 6 point rubric) in all the criteria assessed.</p> <p>6 out of 6 students obtained a score of 6 in the criteria assessed.</p> <p>Therefore, the goal was met.</p>	<p>Because all expectations and goals were met, the only transforming activities suggested have to do with how assessment is carried out and discussed in the Department of Comparative Literature. No recommendations will be made at this time to modify course instruction or student learning in LITE 3012.</p> <p><u>Transforming Activity #1</u></p> <p>Hold a departmental meeting to discuss Assessment results and compare the activities used to evaluate student learning in order to make sure the activities assessed are comparable among professors.</p> <p><u>Transforming Activity #2</u></p> <p>Have more professors include research among the skills practiced in the courses that satisfy the General Education Requirement in Literature.</p> <p><u>Transforming Activity #3</u></p> <p>Hire more tenure track professors to provide stability in the classroom and in the department. Determine whether the results obtained by permanent faculty correspond to those obtained by non-permanent collaborators on contract. Because we rely so heavily on non-permanent professors on contract for these courses it is difficult to maintain stability of goals, requirements, and student learning, even though some of the collaborators are excellent.</p>	<p><i>Annual Summary</i></p> <p>1 measure in 1 instance, which was met (100%). 4 transforming actions was established.</p>

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
		<p>Spring semester:</p> <p>All three of the professors asked to submit data from the 3000 level literature class responded that they had not incorporated any research activities into their course this semester.</p> <p><u>Transforming Activity #4</u></p> <p>Discuss, both within the department and at the campus level, how reasonable it is to expect professors to include research and writing exercises in classes with 30 students, especially when many professors have four or five classes of this size. The class size should be reduced in research and writing courses to 15-20 students to allow professors time to dedicate to improving the research and writing skills of each individual student. This has to happen at the university level (the department has no control over class size).</p>	
<p>Music</p>	<p>First Instance</p> <p>A rubric was used in the MUSI 4121, MUSI 4122, and MUSI 4152 (Vocal Technique) courses to assess students' aesthetic sensibility skills in an individual vocal technique final exam. $N = 6$.</p> <p>The expected performance level was that 90% of the final exams would score 4 points or more in the 5 point scale used.</p> <p>The results for each criterion were as follows:</p> <ul style="list-style-type: none"> 16. Posture: 100% 17. Sound quality: 100% 18. Precision: 100% 19. Intonation: 100% 	<p>Hiring an accompanying pianist is recommended.</p>	<p>Thirteen instances, one measure, eight of them met (62%). Sixteen transforming actions were established.</p>

College of Humanities

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>20. Rhythm: 100%</p> <p>21. Style: 100%</p> <p>22. Respiration: 100%</p> <p>23. Use of vocal chords: 100%</p> <p>24. Vocal projection: 100%</p> <p>25. Memory: 100%</p> <p>26. Expressive and physical flexibility: 100%</p> <p>27. Pronunciation: 100%</p> <p>The expected outcome was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in MUSI 4055PN1 and MUSI 4131PN1 (Piano) courses to assess students' aesthetic sensibility skills in an individual final exam where the student interprets a musical piece. <i>N</i> = 5.</p> <p>The expected performance level was that 90% of the final exams would score 4 points or more in the 5 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Posture: 60% 2. Sound quality: 60% 3. Rhythm: 60% 4. Pedal use: 60% 5. Student improvement: 60% <p>The expected outcome 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 MUSI 3085CEL, MUSI 4131CEL and MUSI 4132CEL (Cello) courses to assess students' aesthetic sensibility skills in an individual final exam where the student interprets a musical piece. <i>N</i> = 4.</p> <p>The expected performance level was that 90% of the final exams would score 4 points or more in the 5 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Posture: 100% 2. Sound quality: 100% 	<p>Recommendations:</p> <ol style="list-style-type: none"> 1. Arrange and fund student presentations in student concerts in schools and other places. 2. Improve practice conditions within the Department (ex. schedules, availability of practice rooms). <p>Recommendations:</p> <ol style="list-style-type: none"> 1. Present the partial and final exams in front of a panel of judges composed of at least three professors. The fact that the student can receive different opinions other than that of their professor helps them reflect and grow as a musician. 2. Student Concerts: Students should perform in a student concert at least once every semester as part of their evaluation in the course. It is important to set short term goals such as this in order to complete the assigned pieces. 	

College of Humanities

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>3. Intonation: 100%</p> <p>4. Rhythm: 100%</p> <p>5. Preparation: 100%</p> <p>The expected outcome was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the MUSI 4055CLA (Clarinet) course to assess students' aesthetic sensibility skills in an individual final exam where the student interprets a musical piece. <i>N</i> = 2.</p> <p>The expected performance level was that 90% of the final exams would score 4 points or more in the 5 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Posture: 100% 2. Sound quality: 100% 3. Dynamics: 100% 4. Fingering: 100% 5. Intonation: 100% 6. Phrasing: 100% 7. Rhythm: 100% 8. Style: 100% 9. Articulation: 100% 10. Interpretation: 100% <p>The expected outcome was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the MUSI 4055 (Oboe) course to assess students' aesthetic sensibility skills in an individual final exam where the student interprets a musical piece. <i>N</i> = 1.</p> <p>The expected performance level was that 90% of the final exams would score 4 points or more in the 5 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Posture: 0% 2. Sound quality: 100% 3. Intonation: 0% 	<p>3. Accompanying Pianist: Being able to study sonatas with an accompanying pianist several times throughout the semester rounds out the student's preparation. In chamber music, for example, the cello part is incomplete if it is not played alongside a pianist.</p>	

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
	<p>4. Rhythm: 0%</p> <p>5. Articulation: 0%</p> <p>6. Scale y Arpeggios: 0%</p> <p>7. Style: 0%</p> <p>The expected outcome was reached only in one of the criteria assessed. Therefore, the goal was not met.</p> <p>Sixth Instance</p> <p>A rubric was used in MUSI 3085TRP, MUSI 4131TRP and MUSI 4132TRP (Trumpet) courses to assess students' aesthetic sensibility skills in an individual final exam where the student interprets a musical piece. $N = 5$.</p> <p>The expected performance level was that 90% of the final exams would score 4 points or more in the 5 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Posture: 100% 2. Sound quality: 20% 3. Fingering: 40% 4. Intonation: 20% 5. Phrasing: 20% 6. Rhythm: 40% <p>The expected outcome was reached in only one of the criteria assessed. Therefore, the goal was not met.</p> <p>Seventh Instance</p> <p>A rubric was used in the MUSI 4055COF (French Horn) course to assess students' aesthetic sensibility skills in an individual final exam where the student interprets a musical piece. $N = 2$.</p> <p>The expected performance level was that 90% of the final exams would score 4 points or more in the 5 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Sound quality: 50% 2. Intonation: 100% 3. Rhythm: 100% 4. Articulation: 100% 5. Nuances: 100% 	<p>Recommendations:</p> <ol style="list-style-type: none"> 1. Establish a judge based evaluation system where professors will evaluate, by instrument family, the performance level reached by the end of the semester. Knowing that the results of their presentation in front of the evaluation panel plays an important role in their final grade will motivate students to practice and stay in the appropriate shape to present a piece. Unlike in academic of "normal" classes these technique courses require that the student practice/study daily in order to reach the appropriate performance abilities. <p>Recommendations:</p> <ol style="list-style-type: none"> 1. Give a judged exam to at least the students that are majoring in music in order to instill a greater commitment. 2. Include an accompanying pianist, be they a student of professor, to accompany the students during their preparation and in student concerts. 	

College of Humanities

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>6. Posture: 100%</p> <p>The expected outcome was reached in five out of six of the criteria assessed. Therefore, the goal was met.</p> <p>Eighth Instance</p> <p>A rubric was used in the MUSI 4031TBN (Trombone) course to assess students' aesthetic sensibility skills in an individual final exam where the student interprets a musical piece. $N = 2$.</p> <p>The expected performance level was that 90% of the final exams would score 4 points or more in the 5 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Sound quality: 100% 2. Intonation: 50% 3. Rhythm: 100% 4. Articulation: 50% 5. Nuances: 100% <p>The expected outcome was reached in three out of five of the criteria assessed. Therefore, the goal was not met.</p> <p>Ninth Instance</p> <p>A rubric was used in the MUSI 3085 (Tuba) course to assess students' aesthetic sensibility skills in an individual final exam where the student interprets a musical piece. $N = 2$.</p> <p>The expected performance level was that 90% of the final exams would score 4 points or more in the 5 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Sound quality: 100% 2. Tuning: 100% 3. Rhythm: 100% 4. Articulation: 100% 5. Technique: 100% 6. Dynamics: 100% 7. Posture: 100% <p>The expected outcome was reached in all the criteria assessed. Therefore, the goal was met.</p>	<p>Recommendations:</p> <ol style="list-style-type: none"> 1. Give judged exams. The panel of judges should consist of an evaluation committee whose participants should be faculty members of the Music Department (in the case of the trombone all the professors in the panel should teach wind instruments – trombone, tuba, trumpet, etc.). 2. Include group based trombone classes, seminar or master trombone classes. It is in these group classes that 1st and 2nd year students will rehearse the soloist repertoire with an accompanying pianist. An additional accompanying pianist service will be provided for 3rd and 4th year students. 3. Encourage student participation in student concerts in the Music Department. 	

College of Humanities

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>Tenth Instance</p> <p>A rubric was used in the MUSI 4131PER, MUSI 4132PER, MUSI 4133 and MUSI 4142PER (Percussion) courses to assess students' aesthetic sensibility skills in an individual final exam where the student interprets a musical piece. <i>N</i> = 5.</p> <p>The expected performance level was that 90% of the final exams would score 4 points or more in the 5 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Technique: 100% 2. Steadiness of the hand: 100% 3. Independence y Coordination: 100% 4. Rhythm: 100% 5. Improvisation: 100% 6. Melodic interpretation: 100% <p>The expected outcome was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Eleventh Instance</p> <p>A rubric was used in the MUSI 4055GU1, MUSI 4131GU1, MUSI 4132GU1, MUSI 4133GU1, MUSI 4134GU1 and MUSI 4141GU1 (Classical Guitar) courses to assess students' aesthetic sensibility skills in an individual final exam where the student interprets a musical piece. <i>N</i> = 14.</p> <p>The expected performance level was that 90% of the final exams would score 4 points or more in the 5 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Posture: 93% 2. Sound quality: 93% 3. Fingering: 93% 4. Precision: 79% 5. Phrasing: 93% 6. Rhythm: 93% 7. Style: 86% <p>The expected outcome was reached in five out of six of the criteria assessed. Therefore, the goal was met.</p>	<p>Recommendations:</p> <ol style="list-style-type: none"> 1. More practice rooms for students are needed. There is only one practice room for percussion students. 2. The extension of the hours of availability of the sound booths to 9:00 p.m. is recommended. <p>Recommendation:</p> <ol style="list-style-type: none"> 1. Six months is not enough time to develop the students the student's technical competency y an optimal way. The reduction of the number of courses and sections in this major is seriously affecting the technique students. It is recommended that the availability of courses in the instrument techniques program be raised back up to eight semesters is recommended. 	

College of Humanities

Academic Program	Findings	Transforming Actions	Summary of Results
	<p>Twelfth Instance</p> <p>A rubric was used in the MUSI 3085CUA, MUSI 4133CUA and MUSI 4134CUA (Cuatro) courses to assess students’ aesthetic sensibility skills in an individual final exam where the student interprets a musical piece. <i>N</i> = 5.</p> <p>The expected performance level was that 90% of the final exams would score 4 points or more in the 5 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Dynamics: 100% 2. Sound quality: 100% 3. Interaction: 100% 4. Style: 100% 5. Solos: 100% 6. Articulation: 100% 7. Rhythm: 100% 8. Interpretation: 100% <p>The expected outcome was reached in all the criteria assessed. Therefore, the goal was met.</p> <p>Thirteenth Instance</p> <p>A rubric was used in the MUSI 3085BAJ and MUSI 4133BAJ (Bass) courses to assess students’ aesthetic sensibility skills in an individual final exam where the student interprets a musical piece. <i>N</i> = 5.</p> <p>The expected performance level was that 90% of the final exams would score 4 points or more in the 5 point scale used.</p> <p>The results for each criterion were as follows:</p> <ol style="list-style-type: none"> 1. Posture: 60% 2. Sound quality: 40% 3. Fingering: 40% 4. Precision: 20% 5. Phrasing: 40% 6. Rhythm: 40% 7. Style: 60% <p>The expected outcome was not reached in any of the criteria assessed. Therefore, the goal was not met.</p>	<p>Creating group and duo sectionals is recommended in order to improve academic performance.</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			
<i>Academic Program</i>	<i>Findings</i>	<i>Transforming Actions</i>	<i>Summary of Results</i>
Computer Science	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the CCOM 3981 course at the end of the course to assess students' ethical sensibilities in a questionnaire about ethics. N=26</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 62% (16/26) of the students assessed understood and appreciated the importance of diversity. Therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in the CCOM 3981 course at the beginning of the course to assess students' ethical sensibilities in a questionnaire about ethics. N=20</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 65% (13/20) of the students assessed in the CCOM 3981 course were competent as defined in the rubric used. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A group discussion with open-ended questions related to opinions in academic ethics was used in the CCOM 3918 course to assess students' ethical sensibilities.</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 assessed (more than 50%) in the CCOM 3981 course showed a good attitude towards social responsibility and academic honesty. Therefore, the goal was met.</p> <p>Fourth Instance</p>		<p>Three measures in five instances, four 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>Summary of Results</i>
	<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=32</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 94% of the students (30/32) passed the test. Therefore, the goal was met.</p> <p><i>Second Semester</i> First Instance</p> <p>A yearly questionnaire was administered to the students with questions about ethics. (indirect measure) N=42</p> <p>It was expected that 70% or more of the students assessed would have a positive attitude towards ethics.</p> <p>Findings revealed that 83% (35/42) of the students assessed, had a positive attitude towards ethics. Therefore, the goal was met.</p>		
Nutrition and Dietetics	<p><i>First Semester</i></p> <p>First Instance</p> <p>Two professors presented an ethics scenario among first year students to assess whether the ethical action that is expected in that situation.</p> <p>The scenario was the following: A student is preparing for the first exam in a course. A classmate offers him a review for the test. The student thanks them and uses the review among the study materials he is using for the test. The day of the exam the student realizes that the review the classmate gave him contains the same questions on the test. From your point of view as a student and as a classmate, what would you do? I you were the professor and you realized what happened, what would you do?</p> <p>All the students (100%) assessed agreed that that responsibility of the</p>	<p>All professors will include the link to the university policy on plagiarism and academic dishonesty in their syllabus.</p>	<p>One measures 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>Summary of Results</i>
	<p>student was to notify the professor and the responsibility of the professor was to apply the rules and regulations the institution has in place to deal with cases of academic dishonesty. It was surprising to observe how students recognize ethical behavior even early on in the program.</p> <p>Therefore, the goal was met.</p>		



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

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

College of Education			
Academic Program	Findings	Transforming Actions	Summary of Results
Teacher Preparation Programs	<p>First Instance</p> <p>A formative assessment rubric designed for teaching candidates was used to assess students' appreciation and commitment to the values and ideals of Puerto Rican society, in the Caribbean and International context, as part of the Teaching Practice course.</p> <p>It was expected that the students assessed would obtain a minimum score of "achieved".</p> <p>On a scale of 0-12 points, where 9 is "achieved" and 12 is "outstanding"; teacher candidates obtained an execution level of 10.6, between "achieved" and "outstanding" level, according to the overall results from the formative assessment rubric designed for teacher candidates.</p> <p>Therefore, the goal was met.</p>		<p>One measure in one instance, which was met.</p> <p>No transforming actions were established.</p>