

Evaluation of OEAE Services

As part of this self-study, an online questionnaire was developed to evaluate OEAE's effectiveness. In October 2014 the questionnaire was sent to a total of fifty-nine assessment coordinators from undergraduate and graduate programs. By the end of November, a total of thirty-six responses were received. The response rate was 61%. Responses to the questionnaire document high levels of satisfaction.

The questionnaire documented general perceptions of the services provided. Services rendered by the OEAE were classified as good or excellent by 94% of the respondents; ninety-seven percent of the respondents indicated that the activities organized were either appropriate or very appropriate, as can be seen in Figure 6. Eighty-nine percent of respondents classified the effectiveness of these activities as either effective or very effective, as can be seen in Figure 7

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(See: Figures 5, 6, and 7 in Appendix 5.11). The distribution of evaluations is shown in Appendix 5.20.

Project for the improvement of the UPR-RP assessment of student learning: An on-going process

An online assessment process was designed by students as part of the learning projects in the MATE 4996 course (Development of web based applications) of the Computer Science Program of the College of Natural Sciences for possible adoption by the OEAE in order to facilitate the assessment process to the professors involved. The project, identified as Online Learning Assessment System (OLAS), is being implemented as a pilot project during the second semester 2014-2015. Four undergraduate programs (Information and Journalism, Audiovisual Communication, Public Relations and Advertisement and Modern Languages) and two graduate programs (Master in Social Work and Master in Communication) are participating in this pilot project. It is expected that more programs will be participating during the next academic year. This on-line system will help the faculty, administration and staff to understand student learning better and to collect, communicate and use learning data in the most efficient and meaningful ways possible.

Evaluation of the services provided by the Office of Evaluation of Student Learning

As part of the self-study an online questionnaire was designed and administered to the learning assessment coordinators in order to evaluate the effectiveness of the Office of Evaluation of Student Learning (OEAE, by its Spanish acronym) in promoting student learning assessment in the campus. The questionnaire was designed in Google Drive and an invitation to participate was sent on October 15, 2014 to a total of 59 Assessment Coordinators from undergraduate and graduate programs. By November 30, 2014 a total of 36 responses were received. The response rate was 61%.

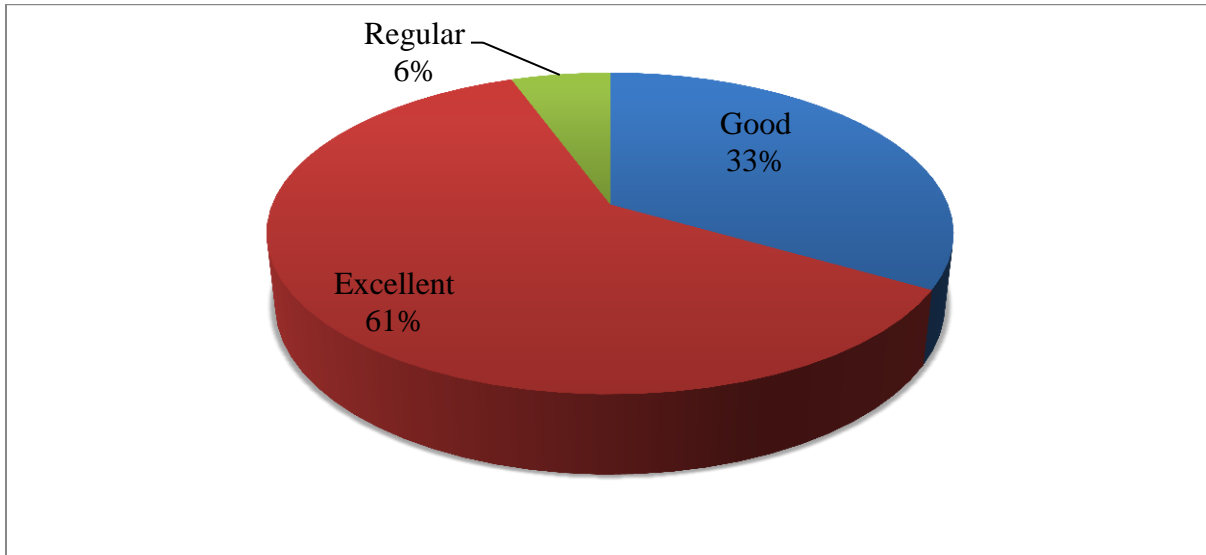
The responses received in the questionnaire indicate high satisfaction levels, among the participants, with the services offered by the OEAE. The distribution of the evaluation for the services provided by the OEAE is shown in Table 13. All the services included in the questionnaire are provided as requested by the program or college coordinators. For this reason some of the services reflect high scores in the last column (I did not received the service).

Table 1: Evaluation of the services offered by the Office of Evaluation of Student Learning (n=36).

Service provided by the OEAE	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	I did not receive the service
1. Orientation of the learning assessment process in the campus.	25 (69.4%)	10 (27.8%)	-	-	1 (2.8%)
2. Review of Assessment Plans developed by the academic programs.	18 (50.0%)	11 (30.6%)	1 (2.8%)	-	6 (16.7%)
3. Assistance in the identification and writing of learning objectives.	18 (50.0%)	9 (25.0%)	1 (2.8%)	-	8 (22.2%)
4. Workshops and training.	22 (61.1%)	10 (27.8%)	1 (2.8%)	-	3 (8.3%)
5. Organized activities and meetings to improve the assessment considering the needs of the assessment coordinator or academic director.	17 (47.2%)	9 (25.0%)	1 (2.8%)	1 (2.8%)	8 (22.2%)
6. Technical support in the design of assessment instruments such as rubrics and questionnaires among others.	17 (47.2%)	11 (30.6%)	1 (2.8%)	-	7 (19.4%)
7. Assistance and orientation about the process of the analysis of findings.	15 (41.7%)	10 (27.8%)	1 (2.8%)	1 (2.8%)	9 (25.0%)
8. Help in the elaboration of the preliminary and final Assessment of Student Learning Reports.	13 (36.1%)	9 (25.0%)	1 (2.8%)	1 (2.8%)	12 (33.6%)
9. Facilitation of available resources for the assessment process.	22 (61.1%)	10 (27.8%)	2 (5.6%)	-	2 (5.6%)
10. Inform the university community about the learning assessment findings in the Campus.	9 (25.0%)	15 (41.7%)	2 (5.6%)	2 (5.6%)	8 (22.2%)

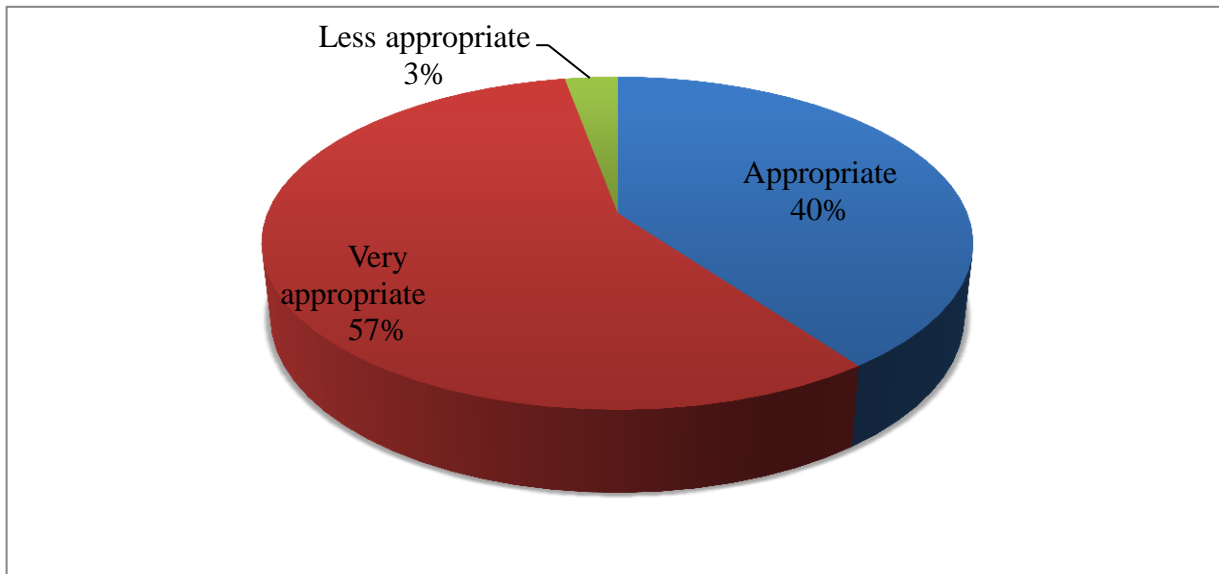
The administered questionnaire also included a question to explore the general perception of the services provided. Services rendered by the OEAE were classified as **excellent** and **good** by 94% of the respondents, as can be inferred by Figure 5.

Figure 1: Evaluation of the quality of the services offered by the Office of Evaluation of Student Learning (n=36).



Ninety seven percent of the respondents indicated that the activities organized were **very appropriate** and **appropriate** as can be seen in Figure 6.

Figure 2: Evaluation of the appropriateness of the activities organized by the Office of Evaluation of Student Learning to promote and support student learning assessment (n=36).



Eighty nine percent of the respondents classified the effectiveness of the activities organized by the OEAE to promote and support student learning as very effective or effective as can be seen in Figure 7.

Figure 3: Evaluation of the effectiveness of the activities organized by the Office of Evaluation of Student Learning to promote and support student learning assessment (n=36).

