



Table of Assessment Findings and Transformative Actions by Colleges and Academic Programs in the Academic Year 2014-2015

I. Effective Communication

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

- b. College of General Studies
 - i. Interdisciplinary Program

- c. College of Humanities
 - i. Art History
 - ii. Comparative Literature
 - iii. Fine Arts
 - iv. History
 - v. Modern Language
 - vi. Philosophy

- d. College of Natural Sciences
 - i. Biology
 - ii. Chemistry
 - iii. Environmental Sciences
 - iii. Interdisciplinary Program in Natural Science
 - v. Mathematics
 - vi. Nutrition and Dietetics
 - vii. Physics

- e. College of Social Sciences
 - i. Geography
 - ii. Political Science
 - iii. Psychology
 - iv. Social Work



- f. [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 General Studies](#)
 - i. [Interdisciplinary Program](#)
- c. [College of Humanities](#)
 - i. [Art History](#)
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 - iv. [History](#)
- d. [College of Natural Sciences](#)
 - i. [Biology](#)
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 - iv. [Nutrition and Dietetics](#)
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- e. [College of Social Sciences](#)
 - i. [Geography](#)
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- f. [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. [English](#)
 - iii. [Fine Arts](#)
 - iv. [Interdisciplinary Studies in Humanities](#)
 - v. [Performing Arts](#)

- b. [College of Natural Sciences](#)
 - i. [Biology](#)
 - ii. [Chemistry](#)
 - iii. [Computer Science](#)
 - iv. [Environmental Sciences](#)
 - v. [Interdisciplinary Program in Natural Sciences](#)
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- c. [College of Social Sciences](#)
 - i. [General Social Sciences](#)
 - ii. [Geography](#)
 - iii. [Political Science](#)
 - iv. [Psychology](#)
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- d. [School of Communication](#)
 - i. [Audiovisual Communication](#)



- ii. [Information and Journalism](#)
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IV. [Social Responsibility](#)

- a. [College of General Studies](#)
 - i. [Interdisciplinary Program](#)
- b. [College of Humanities](#)
 - i. [Comparative Literature](#)
 - ii. [English](#)
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- c. [College of Natural Sciences](#)
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- d. [College of Social Sciences](#)
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V. [Information Literacy](#)



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

- b. [College of General Studies](#)
 - i. [Interdisciplinary Program](#)
- c. [College of Humanities](#)
 - i. [English](#)
 - ii. [History](#)

- d. [College of Natural Sciences](#)
 - i. [Biology](#)
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 - iv. [Mathematics](#)

- e. [College of Social Sciences](#)
 - i. [Geography](#)

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

VI. Logical-Mathematical Reasoning

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

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



- iii. [Mathematics](#)
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- 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. [English](#)
 - iv. [Fine Arts](#)
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 - vi. [Interdisciplinary Studies in Humanities](#)
- c. [College of Natural Sciences](#)
 - i. [Biology](#)
 - ii. [Chemistry](#)
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 - iv. [Environmental Sciences](#)
 - v. [Physics](#)
- d. [College of Social Sciences](#)
 - i. [Geography](#)
 - ii. [Labor Relations](#)
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- e. [School of Communication](#)
 - i. [Audiovisual Communication](#)
 - ii. [Information and Journalism](#)
 - iii. [Public Relations and Advertising](#)

VIII. [Capacity for Independent Studies](#)

- a. [College of Humanities](#)
 - i. [Fine Arts](#)
- b. [College of Natural Sciences](#)
 - i. [Chemistry](#)
 - ii. [Computer Science](#)

 - iii. [Mathematics](#)

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

IX. [Intellectual curiosity](#)

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



X. Ongoing Learning

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

XI. Knowledge Integration

- a. College of Humanities
 - i. Interdisciplinary Studies in Humanities
- b. College of Natural Sciences
 - i. Computer Science
 - ii. Mathematics
 - iii. Nutrition and Dietetics
 - iv. Physics
- c. School of Communication
 - i. Audiovisual Communication
 - ii. Information and Journalism
 - iii. Public Relations and Advertising

XII. Ethical and Aesthetical Sensibility

- a. College of Humanities
 - i. Philosophy
- b. College of Natural Sciences
 - i. Computer Science



- c. [School of Communication](#)
 - i. [Audiovisual Communication](#)
 - ii. [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](#)

XIV. [Team Work](#)

- a. [College of Social Sciences](#)
 - i. [Political Science](#)
- b. [College of Humanities](#)
 - i. [Modern Language](#)

XV. [Leadership](#)

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

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				
Academic Program	Findings	Transformative Actions	Summary of Results	
Teacher Preparation Program	First Instance A rubric was used in the <i>Zona de Talleres de Escritura</i> (Writing Workshop Zones) in the teachers' practice course to assess the students' competencies in communication skills in Spanish in a series of reflection-type essays. N = 112 <i>Expected outcome:</i> It was expected that students would write an essay that demonstrates correction, property, and coherence at a high level. The program did not establish a specific expected outcome for this assessment. The rubric used assesses the following criteria:	Revise the rubric used for the evaluation of essays and determine if the amount of essays done by students is appropriate. Identify strategies to ensure that students do what expected from them in these activities. The program should create the adequate mechanism to deliver the assessment data to the Office of Evaluation in a consistent manner.	The Teacher Preparation Program established four measures in four instances. Only three of them were met. Six transformative actions were established.	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 50%; text-align: center;">OEAE RECOMMENDATIONS FOR THE PROGRAM</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"><i>Zona de Talleres de Escritura & Electronic Portfolio</i></td> <td style="vertical-align: top;">All assessment activities should establish a specific expected outcome to allow comparison with the results obtained by students and to establish proper transformative actions (<i>see First Instance and Fourth Instance</i>).</td> </tr> </tbody> </table>			
	OEAE RECOMMENDATIONS FOR THE PROGRAM			
<i>Zona de Talleres de Escritura & Electronic Portfolio</i>	All assessment activities should establish a specific expected outcome to allow comparison with the results obtained by students and to establish proper transformative actions (<i>see First Instance and Fourth Instance</i>).			

Effective Communication Skills Criteria

1. The student showed property, correction, and consistency in their oral expression in Spanish and conveys ideas clearly.
2. Used an extensive vocabulary.
3. Constantly encouraged students to use language correctly.

The assessment findings were as follows:

The students scored an average of 3.42 points in the rubric of 4 points that was used.

The students obtained a high average.

College of Education											
<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>								
	<p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>Students' scores on the Puerto Rico Teacher Certification Test (PCMAS, for its Spanish acronym), developed and administered once a year by the College Board of Puerto Rico and Latin America office, were analyzed to assess teaching candidates' effective writing communication skills.</p> <p>This test is offered at the end of the bachelor's degree in order for students to obtain the Teacher Certification from the Puerto Rico Department of Education. This test is considered an Exit Assessment Instrument that measure students' general education, basic knowledge, and communication competencies.</p> <div style="text-align: center; background-color: #cccccc; padding: 5px;"> Teacher Certification Test (PCMAS) Components </div> <ol style="list-style-type: none"> 1. Fundamental knowledge and communication competencies 2. Professional competencies (Elementary or Secondary Teaching Level) <hr/> <p><i>Expected outcome:</i> It was expected that 80% of the students would approve both components of the test.</p> <p>The test results were as follows:</p> <div style="text-align: center; background-color: #cccccc; padding: 5px;"> <table border="1"> <thead> <tr> <th>PCMAS</th> <th>Student's</th> <th>Maximum</th> <th>%</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> </div>	PCMAS	Student's	Maximum	%						
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College of Education

Academic Program	Findings	Transformative Actions	Summary of Results																								
	<table border="1" data-bbox="548 280 1123 776"> <thead> <tr> <th>Assessments</th> <th>Pass Rate</th> <th>Score</th> <th></th> </tr> </thead> <tbody> <tr> <td>Fundamental Knowledge and Communication Competencies</td> <td>120</td> <td>126</td> <td>95%</td> </tr> <tr> <td>Professional Competencies: Elementary Level</td> <td>46</td> <td>50</td> <td>92%</td> </tr> <tr> <td>Professional Competencies: Secondary Level</td> <td>71</td> <td>77</td> <td>92%</td> </tr> </tbody> </table> <p data-bbox="486 816 1166 987">In addition, the test includes a sub-content area in the Writing and Composition Component of the test. Each sub-content area of the writing component was evaluated using a standardized scale that ranged from 20 to 80 points with a theoretical average of 50 points.</p> <p data-bbox="486 1027 1158 1089"><i>The Writing and Composition Component test results for each sub-content area were as follows:</i></p> <table border="1" data-bbox="612 1130 1056 1481"> <thead> <tr> <th>Writing and Composition Aspects Evaluated</th> <th>Average Points</th> </tr> </thead> <tbody> <tr> <td>Subject and Structure</td> <td>56</td> </tr> <tr> <td>Domain of Morphosyntactic Structures</td> <td>53</td> </tr> <tr> <td>Lexical</td> <td>53</td> </tr> </tbody> </table>	Assessments	Pass Rate	Score		Fundamental Knowledge and Communication Competencies	120	126	95%	Professional Competencies: Elementary Level	46	50	92%	Professional Competencies: Secondary Level	71	77	92%	Writing and Composition Aspects Evaluated	Average Points	Subject and Structure	56	Domain of Morphosyntactic Structures	53	Lexical	53		
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College of Education

Academic Program	Findings		Transformative Actions	Summary of Results				
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domain								
Corrections	53							
<p>The findings revealed that these averages exceeded the theoretical average of 50 points.</p> <p>Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the Teaching Practicum courses to assess students' communication skills in the exercise of their teaching.</p> <p><i>Expected outcome:</i> It was expected that 100% of the students would obtain a good or outstanding level in the rubric.</p> <p><i>The assessment findings were as follows:</i></p> <p>97.14% of students scored between levels “good” and “outstanding.”</p> <p>Therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>A holistic rubric was used in the students’ <i>Electronic Portfolio</i> which is incorporated as an assessment tool of the Reflective Seminar (FAED 4001, 4002 and 4003) courses that students take during their Bachelor of Education. Through the portfolio of future teachers, the students show the process of reflection about their training as educators, their educational philosophy, and their projections as professionals in the field of education.</p>								

College of Education			
<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p><i>Expected outcome:</i> The program did not establish a specific expected outcome for this assessment.</p> <p><i>The assessment findings were as follows:</i></p> <p>97.14% of students scored between levels “good” and “outstanding,” according to the 21-point rubric used in the competence of effective communication.</p> <p>Therefore, the goal was met.</p>		

College of General Studies																	
<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>														
Interdisciplinary Program	<p>First Instance</p> <p>A rubric was used to assess effective written communication skills of the students that were candidates for graduation through a standardized writing test.</p> <p><i>Expected outcome:</i> 70% students will achieve a minimum of 66.25% in the standardized writing test.</p> <p>The results for each criterion were as follows:</p> <table border="1" data-bbox="559 1224 1134 1464"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Theme and structure</td> <td></td> </tr> <tr> <td>- Content</td> <td></td> </tr> <tr> <td>- Introduction</td> <td>40%</td> </tr> <tr> <td>- Test body</td> <td></td> </tr> <tr> <td>- Conclusion</td> <td></td> </tr> <tr> <td>Mastery of</td> <td>57%</td> </tr> </tbody> </table>	Criteria	%	Theme and structure		- Content		- Introduction	40%	- Test body		- Conclusion		Mastery of	57%		<p>One measure in one instance, which was not met.</p> <p>No transformative action was established.</p>
Criteria	%																
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College of General Studies

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>morphosyntactic structures</p> <ul style="list-style-type: none"> - Syntactical structure - Agreement - Clarity - Punctuation marks <hr/> <p>Lexicon domain</p> <ul style="list-style-type: none"> - Lexical richness 73% - Precision - Conciseness <hr/> <p>Spell check 20%</p> <hr/> <p>Whole essay</p> <ul style="list-style-type: none"> - Accentuation - Upper case and lower case 43% - Orthography <hr/> <p>The expected goal was reached in 1 of the 5 (20%) criteria assessed in the written test.</p> <p>Therefore, the goal for this outcome was not met.</p>		



College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>														
<p>Art History</p> <p>Written</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the HART 3256 (<i>Theory of Art</i>) course to assess the students' competencies in effective communication skills through a written work/essay.</p> <p><i>Expected outcome:</i> It was expected that 70% of students would be able to effectively communicate in the Spanish language through written works.</p> <p><i>The assessment findings were as follows:</i></p> <p>The assessment results show that 70% of the course students master written communication in the Spanish language.</p> <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the HART 4115 (<i>Greek Art</i>) course to assess the students' competencies in effective communication skills through a written work/essay.</p> <p><i>Expected outcome:</i> It was expected that 70% of students would be able to effectively communicate in the Spanish language through written works.</p> <p><i>The assessment findings were as follows:</i></p> <p>The assessment results show that 70% of the course students master written communication in the Spanish language.</p>	<p>Program courses in Art History must meet the requirements of a variety of written works such as monographs, essays, reviews, and criticism on topics relevant to the discipline.</p> <p>The tests must meet a component of discussion where questions can evaluate the ability of the student's performance in the Spanish language.</p>	<p>One measure in six instances, all of which were met.</p> <p>Two transformative actions were established.</p> <table border="1" data-bbox="1876 662 2451 1063"> <thead> <tr> <th data-bbox="1876 662 2050 756">Course</th> <th data-bbox="2050 662 2451 756">OEAE RECOMMENDATIONS FOR THE PROGRAM</th> </tr> </thead> <tbody> <tr> <td data-bbox="1876 773 2050 805"><i>HART 3256</i></td> <td data-bbox="2050 773 2451 805">All assessment activities should</td> </tr> <tr> <td data-bbox="1876 821 2050 854"><i>HART 4115</i></td> <td data-bbox="2050 821 2451 854">establish specific assessment</td> </tr> <tr> <td data-bbox="1876 870 2050 902"><i>HART 3215</i></td> <td data-bbox="2050 870 2451 902">results for each course to establish</td> </tr> <tr> <td data-bbox="1876 919 2050 951"><i>HART 3227</i></td> <td data-bbox="2050 919 2451 951">appropriate transformative actions.</td> </tr> <tr> <td data-bbox="1876 967 2050 1000"><i>HART 3225</i></td> <td data-bbox="2050 967 2451 1000"></td> </tr> <tr> <td data-bbox="1876 1016 2050 1049"><i>HART 4116</i></td> <td data-bbox="2050 1016 2451 1049"></td> </tr> </tbody> </table>	Course	OEAE RECOMMENDATIONS FOR THE PROGRAM	<i>HART 3256</i>	All assessment activities should	<i>HART 4115</i>	establish specific assessment	<i>HART 3215</i>	results for each course to establish	<i>HART 3227</i>	appropriate transformative actions.	<i>HART 3225</i>		<i>HART 4116</i>	
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College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the HART 3215 (<i>Medieval Art</i>) course to assess the students' competencies in effective communication skills through a written work/essay.</p> <p><i>Expected outcome:</i> It was expected that 70% of students would be able to effectively communicate in the Spanish language through written works.</p> <p><i>The assessment findings were as follows:</i></p> <p>The assessment results show that 70% of the course students master communication in written form in the Spanish language.</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 HART 3227 (<i>Medieval Illuminated Manuscripts</i>) course to assess the students' competencies in effective communication skills through a written work/essay.</p> <p><i>Expected outcome:</i> It was expected that 70% of students would be able to effectively communicate in the Spanish language through written works.</p> <p><i>The assessment findings were as follows:</i></p>		



College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>The assessment results show that 70% of the course students master communication in written form in the Spanish language.</p> <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the HART 3225 (<i>Hispanic Muslim Art</i>) course to assess the students' competencies in effective communication skills through a written work/essay.</p> <p><i>Expected outcome:</i> It was expected that 70% of students would be able to effectively communicate in the Spanish language through written works.</p> <p><i>The assessment findings were as follows:</i></p> <p>The assessment results show that 70% of the course students master communication in written form in the Spanish language.</p> <p>Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the HART 4116 (<i>Roman Art</i>) course to assess the students' competencies in effective communication skills through a written work/essay.</p> <p><i>Expected outcome:</i> It was expected that 70% of students would be able to effectively communicate in the Spanish language through written works.</p>		

College of Humanities			
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	<p><i>The assessment findings were as follows:</i></p> <p>The assessment results show that 70% of the course students master communication in written form in the Spanish language.</p> <p>Therefore, the goal was met.</p>		
<p>Comparative Literature</p> <p>Effective Oral Communication</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A 6 point rubric was used in the LITE 3045 (<i>Introduction to Comparative Literature</i>) course to assess the students' competencies in effective communication skills in an oral presentation. N = 15</p> <p><i>Expected outcome:</i> It was expected that 75% or more of the students would receive a score of 4 or higher in all criteria assessed..</p> <p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Effective Oral Communication Criteria</p> <ol style="list-style-type: none"> 1. Communicate the presentation's main argument effectively. 2. Communicate content effectively on a more general level, throughout the presentation. 3. Organize ideas and arguments effectively in the presentation. 4. Utilize various types of materials (audio, visual, etc.) to enhance performance. </div>	<p>Incorporate the use of technology and audiovisual media in the oral reports required of students during the course LITE 3045, and other courses, to supplement and enhance the presentation of information and ideas.</p> <p>Students are expected to demonstrate a higher level of student learning regarding oral communication in the 4000 courses, which also provide more opportunity for presenting this type of activity. In <i>2018-19</i> we will assess this domain in an advanced course.</p>	<p>One measure in two instances, both of which were met.</p> <p>Two transformative actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																					
	<p>5. Capture and hold the audience’s attention through quality of voice, eye contact, questions, interaction, and/or by other means.</p> <p>6. Demonstrate effective and appropriate use of language.</p> <hr/> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="559 581 1118 1304"> <thead> <tr> <th data-bbox="569 581 854 695">Criteria</th> <th data-bbox="854 581 997 695">Students’ scores 4 or higher</th> <th data-bbox="997 581 1118 695">%</th> </tr> </thead> <tbody> <tr> <td data-bbox="569 703 854 800">Communicate the presentation’s main argument effectively.</td> <td data-bbox="854 703 997 800">13/15</td> <td data-bbox="997 703 1118 800">87%</td> </tr> <tr> <td data-bbox="569 808 854 906">Communicate content effectively.</td> <td data-bbox="854 808 997 906">14/15</td> <td data-bbox="997 808 1118 906">93%</td> </tr> <tr> <td data-bbox="569 914 854 1011">Organize ideas and arguments effectively.</td> <td data-bbox="854 914 997 1011">15/15</td> <td data-bbox="997 914 1118 1011">100%</td> </tr> <tr> <td data-bbox="569 1019 854 1117">Utilize various types of materials.</td> <td data-bbox="854 1019 997 1117">0/15</td> <td data-bbox="997 1019 1118 1117">0%</td> </tr> <tr> <td data-bbox="569 1125 854 1222">Capture and hold the audience’s attention.</td> <td data-bbox="854 1125 997 1222">13/15</td> <td data-bbox="997 1125 1118 1222">87%</td> </tr> <tr> <td data-bbox="569 1230 854 1328">Demonstrate effective and appropriate use of language.</td> <td data-bbox="854 1230 997 1328">15/15</td> <td data-bbox="997 1230 1118 1328">100%</td> </tr> </tbody> </table> <hr/> <p>In the fall semester, the goal that 75% of students would obtain scores of 4 or higher in all criteria assessed was met for five of the six the criteria assessed (83%). (except “Utilize various types of materials”)</p>	Criteria	Students’ scores 4 or higher	%	Communicate the presentation’s main argument effectively.	13/15	87%	Communicate content effectively.	14/15	93%	Organize ideas and arguments effectively.	15/15	100%	Utilize various types of materials.	0/15	0%	Capture and hold the audience’s attention.	13/15	87%	Demonstrate effective and appropriate use of language.	15/15	100%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A 6 point rubric was used in the LITE 3062 (<i>Medieval Literature - II</i>) course to assess the students' competencies in effective communication skills in an oral presentation. N = 6</p> <p><i>Expected outcome:</i> It was expected that 75% or more of the students would receive a score of 4 or higher in all criteria.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following:</p> <div style="background-color: #e0e0e0; padding: 5px; text-align: center;">Effective Oral Communication Criteria</div> <ol style="list-style-type: none"> 1. Communicate the presentation's main argument effectively. 2. Communicate content effectively, on a more general level, throughout the presentation. 3. Organize ideas and arguments effectively in the presentation. 4. Utilize various types of materials (audio, visual, etc.) to enhance performance. 5. Capture and hold the audience's attention through quality of voice, eye contact, questions, interaction, and/or by other means. 6. Demonstrate effective and appropriate use of language. 		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																					
	<p>The assessment findings were as follows:</p> <table border="1" data-bbox="559 418 1118 1141"> <thead> <tr> <th>Criteria</th> <th>Students' scores 4 or higher</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Communicate the presentation's main argument effectively.</td> <td>6/6</td> <td>100%</td> </tr> <tr> <td>Communicate content effectively.</td> <td>6/6</td> <td>100%</td> </tr> <tr> <td>Organize ideas and arguments effectively.</td> <td>6/6</td> <td>100%</td> </tr> <tr> <td>Utilize various types of materials.</td> <td>5/6</td> <td>83%</td> </tr> <tr> <td>Capture and hold the audience's attention.</td> <td>6/6</td> <td>100%</td> </tr> <tr> <td>Demonstrate effective and appropriate use of language.</td> <td>6/6</td> <td>100%</td> </tr> </tbody> </table> <p>In the spring semester, the goal that 75% of students would demonstrate scores of 4 or higher in all criteria was met (100%).</p> <p>Therefore, the goal was met.</p>	Criteria	Students' scores 4 or higher	%	Communicate the presentation's main argument effectively.	6/6	100%	Communicate content effectively.	6/6	100%	Organize ideas and arguments effectively.	6/6	100%	Utilize various types of materials.	5/6	83%	Capture and hold the audience's attention.	6/6	100%	Demonstrate effective and appropriate use of language.	6/6	100%		
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English	<p>First Instance</p> <p>A rubric was used in the INGL 3232 (<i>Expository Writing</i>)</p>		Two measures in one instance, which were met.																					

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Academic Program	Findings	Transformative Actions	Summary of Results															
	<p>course to assess the students' competencies in effective communication skills through formal and informal assignments and an oral presentation. N = 15 <i>Expected outcome:</i> It was expected that 80% -90% of the students would receive a score of 3-4 points in the rubric for assessment.</p> <p>The criteria to be assessed, as expressed in the rubric, are the</p> <table border="1" data-bbox="540 594 1137 651"> <thead> <tr> <th colspan="2">Effective Communication Criteria</th> </tr> </thead> <tbody> <tr> <td>1-</td> <td>Articulate, well-structured, clear, and precise statements when speaking, reading, and writing in English.</td> </tr> <tr> <td>2-</td> <td>Logically organized reports, essays, or presentations.</td> </tr> <tr> <td>3-</td> <td>Effective communication of ideas (speaking, reading, and writing in English).</td> </tr> <tr> <td>4-</td> <td>Written with grammatical correctness, lexical variety, and attention to formal style.</td> </tr> </tbody> </table> <p>following:</p> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="607 1188 1069 1393"> <thead> <tr> <th rowspan="2">Criteria</th> <th>INGL 3232 N = 15</th> </tr> <tr> <th>% Students score 3-4 points</th> </tr> </thead> <tbody> <tr> <td>Clarity</td> <td>100%</td> </tr> </tbody> </table>	Effective Communication Criteria		1-	Articulate, well-structured, clear , and precise statements when speaking, reading, and writing in English.	2-	Logically organized reports, essays, or presentations.	3-	Effective communication of ideas (speaking, reading, and writing in English).	4-	Written with grammatical correctness , lexical variety, and attention to formal style.	Criteria	INGL 3232 N = 15	% Students score 3-4 points	Clarity	100%		<p>No transformative action was established.</p>
Effective Communication Criteria																		
1-	Articulate, well-structured, clear , and precise statements when speaking, reading, and writing in English.																	
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Organization 100%</p> <p>Communication of ideas 100%</p> <p>Correctness 100%</p> <hr/> <p>100% of the students assessed reached the expected outcome in all the criteria assessed.</p> <p>Therefore, the goal was met.</p>		
Fine Arts	<p><i>First Semester</i></p> <p>First Instance</p> <p>A holistic rubric and the results of a critical group was used in the ARTE 3912 (<i>Fundamentals of Visual Arts 2</i>) course to assess the students' competencies in effective communication skills in a series of critical reviews of works of visual art exhibitions, both at a group and individual level.</p> <p><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria assessed.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Effective Communication Skills Criteria</p> </div> <ol style="list-style-type: none"> 1. Syntactic Structure 2. Correction 3. Theme and Structure 	<p>Discuss the principles of interpretation of contemporary art (<i>hermeneutics</i>) to develop analytical and communication skills.</p>	<p>One measure in four instances, which were met.</p> <p>Four transformative actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>							
	<p>4. Lexicon Domain</p> <p>5. Style</p> <p>6. Coherence</p> <hr/> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="572 561 1104 721"> <thead> <tr> <th data-bbox="572 561 841 623">Mid-term Assessment</th> <th data-bbox="841 561 1104 623">Final Assessment</th> </tr> <tr> <th colspan="2" data-bbox="572 623 1104 662">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td data-bbox="572 662 841 721">93%</td> <td data-bbox="841 662 1104 721">93%</td> </tr> </tbody> </table> <p>93% of students assessed reached the expected outcome, both in the midterm and the final assessment.</p> <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>A holistic rubric and the results of a critical group was used in the ARTE 4981 (<i>Creative Research Workshop 1</i>) course to assess the students' competencies in effective communication skills in a series of critical reviews of works of visual art exhibitions, both at a group and individual level.</p> <p><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <table border="1" data-bbox="607 1385 1069 1455"> <tr> <td data-bbox="607 1385 1069 1455">Effective Communication Skills Criteria</td> </tr> </table>	Mid-term Assessment	Final Assessment	Percentage of Students Meeting the Goal		93%	93%	Effective Communication Skills Criteria	<p>Require written and oral proposals on all courses in the first year presentations.</p>	
Mid-term Assessment	Final Assessment									
Percentage of Students Meeting the Goal										
93%	93%									
Effective Communication Skills Criteria										

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>						
	<ol style="list-style-type: none"> 1. Syntactic Structure 2. Correction 3. Theme and Structure 4. Lexicon Domain 5. Style 6. Coherence <hr/> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="572 716 1107 878"> <thead> <tr> <th>Mid-term Assessment</th> <th>Final Assessment</th> </tr> <tr> <th colspan="2">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td>75%</td> <td>83%</td> </tr> </tbody> </table> <p>75% of students assessed reached the expected outcome in the midterm assessment, and , 83% of students reached the expected outcome in the final assessment. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A holistic rubric and the results of a critical group was used in the ARTE 4982 (<i>Creative Research Workshop 2</i>) course to assess the students' competencies in effective communication skills in a series of critical reviews of works of visual art exhibitions, both at a group and individual level.</p> <p><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria assessed.</p>	Mid-term Assessment	Final Assessment	Percentage of Students Meeting the Goal		75%	83%	<p>A guide for collective criticism, verbs, keywords and references will be prepared for the next course session assessment.</p>	
Mid-term Assessment	Final Assessment								
Percentage of Students Meeting the Goal									
75%	83%								

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>						
	<p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Effective Communication Skills Criteria</p> <ol style="list-style-type: none"> 1. Syntactic Structure 2. Correction 3. Theme and Structure 4. Lexicon Domain 5. Style 6. Coherence </div> <hr style="width: 20%; margin: 10px auto;"/> <p><i>The assessment findings were as follows:</i></p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="padding: 5px;">Mid-term Assessment</th> <th style="padding: 5px;">Final Assessment</th> </tr> <tr style="background-color: #d3d3d3;"> <th colspan="2" style="padding: 5px;">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">100%</td> <td style="text-align: center; padding: 5px;">100%</td> </tr> </tbody> </table> <p>100% of students assessed reached the expected outcome, both in the midterm and the final assessment.</p> <p>Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A holistic rubric and the results of a critical group was used in the ARTE 4982 (<i>Creative Research Workshop 2</i>) course to assess the students' competencies in effective communication</p>	Mid-term Assessment	Final Assessment	Percentage of Students Meeting the Goal		100%	100%	<p>Reading and analysis of texts related to the arts, and writing essays on the artistic production is encouraged.</p>	
Mid-term Assessment	Final Assessment								
Percentage of Students Meeting the Goal									
100%	100%								

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>												
	<p>skills in a series of critical reviews of works of visual art exhibitions, both at a group and individual level.</p> <p><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria assessed.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Effective Communication Skills Criteria</p> </div> <ol style="list-style-type: none"> 1. Syntactic Structure 2. Correction 3. Theme and Structure 4. Lexicon Domain 5. Style 6. Coherence <hr style="width: 20%; margin: 10px auto;"/> <p><i>The assessment findings were as follows:</i></p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 15%;">Course session</th> <th style="width: 15%;">Mid-term Assessment</th> <th style="width: 15%;">Final Assessment</th> </tr> <tr style="background-color: #d3d3d3;"> <th colspan="3">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td>ARTE 4982-1</td> <td>70%</td> <td>80%</td> </tr> <tr> <td>ARTE 4982-2</td> <td>100%</td> <td>75%</td> </tr> </tbody> </table> <p>ARTE 4982-1: 70% of students assessed reached the expected outcome in the</p>	Course session	Mid-term Assessment	Final Assessment	Percentage of Students Meeting the Goal			ARTE 4982-1	70%	80%	ARTE 4982-2	100%	75%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>midterm assessment, and in the final assessment, 80% of students reached the expected outcome.</p> <p>ARTE 4982-2: 100% of students assessed reached the expected outcome in the midterm assessment; however, in the final assessment, only 75% of students reached the expected outcome.</p> <p>Therefore, the goal was met.</p>		
History	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the HIST 3145 (<i>General History of Spain</i>) course to assess the students' competencies in effective communication skills through an oral presentation.</p> <p><i>Expected outcome:</i> A minimum of 70% of students will obtain an excellent or good level in the rubric used.</p> <p>The criteria to be assessed, as expressed in the rubric, was the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Criteria of Effective Oral Communication</p> <ol style="list-style-type: none"> 1. Good eye contact 2. Correct use of language 3. Organized presentation 4. Resource management 5. Mastery of the subject and efficient use of time </div>	<p>Incorporating information about learning outcomes and their objectives in the syllabi of the courses.</p>	<p>Two measures in fifteen instances, which were all met.</p> <p>One overall transformimative action was established.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">OEAE RECOMMENDATIONS FOR THE PROGRAM</p> <ul style="list-style-type: none"> ▪ All assessment activities should establish specific assessment results for each course and for each assessment criteria to establish appropriate transformative actions. </div>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>										
	<p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="572 342 1104 480"> <thead> <tr> <th data-bbox="572 342 835 418">Highest Student Average</th> <th data-bbox="835 342 1104 418">Lowest Student Average</th> </tr> </thead> <tbody> <tr> <td data-bbox="572 418 835 480">100%</td> <td data-bbox="835 418 1104 480">76%</td> </tr> </tbody> </table> <p>100% of the students assessed reached the expected outcome in all the criteria assessed.</p> <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the HIST 3242 (<i>History of Puerto Rico II</i>) course to assess the students' competencies in effective communication skills through an oral presentation.</p> <p><i>Expected outcome:</i> A minimum of 70% of students will obtain an excellent or good level in the rubric used.</p> <p>The criteria to be assessed, as expressed in the rubric, was the following:</p> <table border="1" data-bbox="572 1101 1104 1450"> <thead> <tr> <th data-bbox="572 1101 1104 1157">Criteria of Oral Effective Communication</th> </tr> </thead> <tbody> <tr> <td data-bbox="572 1157 1104 1198">1- Good eye contact</td> </tr> <tr> <td data-bbox="572 1198 1104 1239">2- Correct use of language</td> </tr> <tr> <td data-bbox="572 1239 1104 1279">3- Organized presentation</td> </tr> <tr> <td data-bbox="572 1279 1104 1320">4- Resource management</td> </tr> <tr> <td data-bbox="572 1320 1104 1450">5- Mastery of the subject and efficient use of time</td> </tr> </tbody> </table>	Highest Student Average	Lowest Student Average	100%	76%	Criteria of Oral Effective Communication	1- Good eye contact	2- Correct use of language	3- Organized presentation	4- Resource management	5- Mastery of the subject and efficient use of time		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>									
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>								
	<p>5- Development of the topic.</p> <hr/> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="572 451 1104 589"> <thead> <tr> <th data-bbox="572 451 835 532">Highest Student Average</th> <th data-bbox="835 451 1104 532">Lowest Students Average</th> </tr> </thead> <tbody> <tr> <td data-bbox="572 532 835 589">100%</td> <td data-bbox="835 532 1104 589">76%</td> </tr> </tbody> </table> <hr/> <p>100% of the students assessed reached the expected outcome in all the criteria assessed.</p> <p>Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the HIST 3242 (<i>History of Puerto Rico II</i>) course to assess the students' competencies in effective communication skills through students' written works.</p> <p><i>Expected outcome:</i> A minimum of 70% of students will obtain an excellent or good level in the rubric used.</p> <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <table border="1" data-bbox="551 1211 1128 1268"> <thead> <tr> <th data-bbox="551 1211 1128 1268">Criteria of Effective Written Communication</th> </tr> </thead> <tbody> <tr> <td data-bbox="551 1268 1128 1300">1- Clarity of exposition of the arguments.</td> </tr> <tr> <td data-bbox="551 1300 1128 1333">2- Exposure correction.</td> </tr> <tr> <td data-bbox="551 1333 1128 1451">3- Presentation of written work (margins, font, bleeding, alignment).</td> </tr> </tbody> </table>	Highest Student Average	Lowest Students Average	100%	76%	Criteria of Effective Written Communication	1- Clarity of exposition of the arguments.	2- Exposure correction.	3- Presentation of written work (margins, font, bleeding, alignment).		
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	<p>4- Distinction and proper use of sources of information.</p> <p>5- Development of the topic.</p> <hr/> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="572 545 1104 683"> <thead> <tr> <th data-bbox="572 545 835 621">Highest Student Average</th> <th data-bbox="835 545 1104 621">Lowest Student Average</th> </tr> </thead> <tbody> <tr> <td data-bbox="572 621 835 683">100%</td> <td data-bbox="835 621 1104 683">76%</td> </tr> </tbody> </table> <hr/> <p>100% of the students assessed reached the expected outcome in all the criteria assessed.</p> <p>Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the HIST 4187 (<i>Contemporary Issues in Asia</i>) course to assess the students' competencies in effective communication skills through students' written works.</p> <p><i>Expected outcome:</i> A minimum of 70% of students will obtain an excellent or good level in the rubric used.</p> <p>The criteria to be assessed, as expressed in the rubric, were the following:</p>	Highest Student Average	Lowest Student Average	100%	76%		
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	<p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the HIST 3145 (<i>General History of Spain</i>) course to assess the students' competencies in effective communication skills through an oral presentation.</p> <p><i>Expected outcome:</i> A minimum of 70% of students will obtain an excellent or good level in the rubric used.</p> <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <table border="1" data-bbox="572 735 1104 1076"> <thead> <tr> <th colspan="2" data-bbox="572 735 1104 792">Criteria of Effective Oral Communication</th> </tr> </thead> <tbody> <tr> <td data-bbox="572 792 835 824">1- Good eye contact</td> <td data-bbox="835 792 1104 824"></td> </tr> <tr> <td data-bbox="572 824 835 857">2- Correct use of language</td> <td data-bbox="835 824 1104 857"></td> </tr> <tr> <td data-bbox="572 857 835 889">3- Organized presentation</td> <td data-bbox="835 857 1104 889"></td> </tr> <tr> <td data-bbox="572 889 835 922">4- Resource management</td> <td data-bbox="835 889 1104 922"></td> </tr> <tr> <td data-bbox="572 922 835 1076">5- Mastery of the subject and efficient use of time</td> <td data-bbox="835 922 1104 1076"></td> </tr> </tbody> </table> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="572 1198 1104 1336"> <thead> <tr> <th data-bbox="572 1198 835 1279">Highest Student Average</th> <th data-bbox="835 1198 1104 1279">Lowest Student Average</th> </tr> </thead> <tbody> <tr> <td data-bbox="572 1279 835 1336">100%</td> <td data-bbox="835 1279 1104 1336">70%</td> </tr> </tbody> </table> <p>100% of the students assessed reached the expected outcome in all the criteria assessed. Therefore, the goal was met.</p>	Criteria of Effective Oral Communication		1- Good eye contact		2- Correct use of language		3- Organized presentation		4- Resource management		5- Mastery of the subject and efficient use of time		Highest Student Average	Lowest Student Average	100%	70%		
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	<p>Second Instance</p> <p>A rubric was used in the HIST 3242 (<i>History of Puerto Rico II</i>) course to assess the students' competencies in effective communication skills through an oral presentation.</p> <p><i>Expected outcome:</i> A minimum of 70% of students will obtain an excellent or good level in the rubric used.</p> <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <table border="1" data-bbox="572 675 1104 1029"> <thead> <tr> <th colspan="2">Criteria of Effective Oral Communication</th> </tr> </thead> <tbody> <tr> <td>1-</td> <td>Good eye contact</td> </tr> <tr> <td>2-</td> <td>Correct use of language</td> </tr> <tr> <td>3-</td> <td>Organized presentation</td> </tr> <tr> <td>4-</td> <td>Resource management</td> </tr> <tr> <td>5-</td> <td>Mastery of the subject and efficient use of time</td> </tr> </tbody> </table> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="572 1149 1104 1289"> <thead> <tr> <th>Highest Student Average</th> <th>Lowest Student Average</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>70%</td> </tr> </tbody> </table> <p>100% of the students assessed reached the expected outcome in all the criteria assessed.</p> <p>Therefore, the goal was met.</p>	Criteria of Effective Oral Communication		1-	Good eye contact	2-	Correct use of language	3-	Organized presentation	4-	Resource management	5-	Mastery of the subject and efficient use of time	Highest Student Average	Lowest Student Average	100%	70%		
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	<p>Third Instance</p> <p>A rubric was used in the HIST 4176 (<i>Cultural History of Russia since the Nineteenth Century</i>) course to assess the students' competencies in effective communication skills through an oral presentation.</p> <p><i>Expected outcome:</i> A minimum of 70% of students will obtain an excellent or good level in the rubric used.</p> <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <table border="1" data-bbox="572 740 1104 1081"> <thead> <tr> <th colspan="2">Criteria of Effective Oral Communication</th> </tr> </thead> <tbody> <tr> <td>1-</td> <td>Good eye contact</td> </tr> <tr> <td>2-</td> <td>Correct use of language</td> </tr> <tr> <td>3-</td> <td>Organized presentation</td> </tr> <tr> <td>4-</td> <td>Resource management</td> </tr> <tr> <td>5-</td> <td>Mastery of the subject and efficient use of time</td> </tr> </tbody> </table> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="572 1174 1104 1312"> <thead> <tr> <th>Highest Student Average</th> <th>Lowest Student Average</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>70%</td> </tr> </tbody> </table> <p>100% of the students assessed reached the expected outcome in all the criteria assessed.</p> <p>Therefore, the goal was met.</p>	Criteria of Effective Oral Communication		1-	Good eye contact	2-	Correct use of language	3-	Organized presentation	4-	Resource management	5-	Mastery of the subject and efficient use of time	Highest Student Average	Lowest Student Average	100%	70%		
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	<p>Fourth Instance</p> <p>A rubric was used in the HIST 3145 (<i>General History of Spain</i>) course to assess the students' competencies in effective communication skills through students' written works.</p> <p><i>Expected outcome:</i> A minimum of 70% of students will obtain an excellent or good level in the rubric used.</p> <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Criteria of Effective Written Communication</p> </div> <ol style="list-style-type: none"> 1- Clarity of exposition of the arguments 2- Exposure correction 3- Presentation of written work (margins, font, bleeding, alignment) 4- Distinction and proper use of sources of information 5- Development of the topic <hr style="width: 20%; margin: 10px auto;"/> <p><i>The assessment findings were as follows:</i></p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Highest Student Average</th> <th style="padding: 5px;">Lowest Student Average</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">100%</td> <td style="text-align: center; padding: 5px;">70%</td> </tr> </tbody> </table> <hr style="width: 20%; margin: 10px auto;"/> <p>100% of the students assessed reached the expected outcome</p>	Highest Student Average	Lowest Student Average	100%	70%		
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Modern Language	<p>First Instance</p> <p>A rubric was used in the FRAN 4131 (<i>French Contemporary Literature</i>) course to assess the students' competencies in effective communication skills through an oral presentation. N= 20</p> <p><i>Expected outcome:</i> 70% of the students participating in the</p>	None	<p>One measure in five instances, which was met.</p> <p>No transformative action was established.</p>				

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	<p>activity will score 5 points or more in the 1-8 point scale used.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following:</p> <table border="1" data-bbox="575 435 1104 873"> <thead> <tr> <th colspan="2">Effective Communication Criteria</th> </tr> </thead> <tbody> <tr><td>1. Nonverbal elements</td><td></td></tr> <tr><td>2. Expression (vocabulary, expressions, fluency)</td><td></td></tr> <tr><td>3. Grammar (syntax, verb/adjective agreement, and verb tense)</td><td></td></tr> <tr><td>4. Diction and pronunciation (pronunciation, intonation, rhythm)</td><td></td></tr> <tr><td>5. Coherence and structure (presentation and development of the subject, order, use of examples, clarity)</td><td></td></tr> <tr><td>6. Capacity to follow directions</td><td></td></tr> </tbody> </table> <p>The results for each criterion were as follows:</p> <table border="1" data-bbox="575 971 1104 1255"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr><td>Nonverbal elements</td><td>89%</td></tr> <tr><td>Expression</td><td>78%</td></tr> <tr><td>Grammar</td><td>89%</td></tr> <tr><td>Diction and pronunciation</td><td>89%</td></tr> <tr><td>Coherence and structure</td><td>94%</td></tr> <tr><td>Capacity to follow directions</td><td>100%</td></tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criteria assessed.</p> <p>Therefore, the goal for this outcome (66.66%) was met.</p>	Effective Communication Criteria		1. Nonverbal elements		2. Expression (vocabulary, expressions, fluency)		3. Grammar (syntax, verb/adjective agreement, and verb tense)		4. Diction and pronunciation (pronunciation, intonation, rhythm)		5. Coherence and structure (presentation and development of the subject, order, use of examples, clarity)		6. Capacity to follow directions		Criteria	%	Nonverbal elements	89%	Expression	78%	Grammar	89%	Diction and pronunciation	89%	Coherence and structure	94%	Capacity to follow directions	100%		<p>The results of the <i>first and second instances</i> of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p>
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Coherence and structure	94%																														
Capacity to follow directions	100%																														

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																							
	<p>Second Instance</p> <p>A rubric was used in the ITAL-3001 (<i>Intensive Italian I</i>) course to assess the students' competencies in effective communication skills through an oral presentation. N= 21</p> <p><i>Expected outcome:</i> 70% of the students participating in the activity would score 5 points or more in the 1-8 point scale used.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following:</p> <table border="1" data-bbox="569 706 1107 1247"> <thead> <tr> <th colspan="2">Effective Communication Criteria</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Nonverbal elements</td> </tr> <tr> <td>2.</td> <td>Expression (vocabulary, expressions, fluency)</td> </tr> <tr> <td>3.</td> <td>Grammar (syntax, verb/adjective agreement, and verb tense)</td> </tr> <tr> <td>4.</td> <td>Diction and pronunciation (pronunciation, intonation, rhythm)</td> </tr> <tr> <td>5.</td> <td>Coherence and structure (presentation and development of the subject, order, use of examples, clarity)</td> </tr> <tr> <td>6.</td> <td>Phrases pertinent to the subject (frequency of usage of the structures or expressions assigned, creative usage, and development)</td> </tr> </tbody> </table> <p>The results for each criterion were as follows:</p> <table border="1" data-bbox="569 1339 1107 1474"> <thead> <tr> <th>Criteria</th> <th>Activity #1</th> <th>Activity #2</th> </tr> </thead> <tbody> <tr> <td>Nonverbal elements</td> <td>100%</td> <td>95%</td> </tr> <tr> <td>Expression</td> <td>89%</td> <td>95%</td> </tr> </tbody> </table>	Effective Communication Criteria		1.	Nonverbal elements	2.	Expression (vocabulary, expressions, fluency)	3.	Grammar (syntax, verb/adjective agreement, and verb tense)	4.	Diction and pronunciation (pronunciation, intonation, rhythm)	5.	Coherence and structure (presentation and development of the subject, order, use of examples, clarity)	6.	Phrases pertinent to the subject (frequency of usage of the structures or expressions assigned, creative usage, and development)	Criteria	Activity #1	Activity #2	Nonverbal elements	100%	95%	Expression	89%	95%		
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	<table border="0"> <tr> <td>Grammar</td> <td>72%</td> <td>95%</td> </tr> <tr> <td>Diction and pronunciation</td> <td>78%</td> <td>95%</td> </tr> <tr> <td>Coherence and structure</td> <td>94%</td> <td>95%</td> </tr> <tr> <td>Phrases pertinent to the subject</td> <td>83%</td> <td>95%</td> </tr> </table> <hr/> <p>The expected goal was reached in all (100%) of the criteria assessed in both activities.</p> <p>Therefore, the goal for this outcome was met.</p> <p>Third Instance</p> <p>A rubric was used in the FRAN 3032 (<i>Intensive French</i>) course to assess the students' competencies in effective communication skills through an oral presentation.</p> <p><i>Expected outcome:</i> 70% of the students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following:</p> <table border="1" data-bbox="572 1092 1104 1130"> <tr> <td>Effective Communication Criteria</td> </tr> </table> <ol style="list-style-type: none"> 1. Nonverbal elements 2. Expression 3. Grammatical correction 4. Diction 5. Coherence and structure 6. Respect for the slogans <hr/> <p>The expected goal was reached in all (100%) of the criteria assessed in both activities.</p>	Grammar	72%	95%	Diction and pronunciation	78%	95%	Coherence and structure	94%	95%	Phrases pertinent to the subject	83%	95%	Effective Communication Criteria		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Therefore, the goal for this outcome was met.</p> <p>Fourth instance</p> <p>A rubric was used in the ITAL 3032 (<i>Intensive Italian</i>) course to assess the students' competencies in effective communication skills through an oral presentation.</p> <p><i>Expected outcome:</i> 70% of the students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following:</p> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; margin: 10px 0; text-align: center;"> Effective Communication Criteria </div> <ol style="list-style-type: none"> 1. Nonverbal elements 2. Expression 3. Grammatical correction 4. Diction 5. Coherence and structure 6. Respect for the slogans 7. Phrases relevant to the subject 8. Teamwork <hr style="width: 20%; margin: 10px auto;"/> <p>The expected goal was reached in all (100%) of the criteria assessed in both activities.</p> <p>Therefore, the goal for this outcome was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the PORT 3031 (<i>Intensive Portuguese</i>) course to assess the students' competencies in effective communication skills through an oral presentation.</p>		



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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p><i>Expected outcome:</i> 70% of the students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following:</p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px 0;"> Effective Communication Criteria </div> <ol style="list-style-type: none"> 1. Nonverbal elements 2. Expression 3. Grammatical correction 4. Diction 5. Coherence and structure 6. Respect for the slogans <hr style="width: 20%; margin: 10px auto;"/> <p>The expected goal was reached in 4 of the 5 (80%) criteria assessed in the course. In the grammatical correction criterion the students obtained an overall of 69%.</p> <p>Therefore, the goal for this outcome was met.</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>								
<p>Philosophy</p>	<p>First Instance</p> <p>A 4 point rubric was used in the FILO 4655 (<i>Great Modern Thinkers</i>) course to assess the students' competencies in effective communication skills through a critical review. N = 24</p> <p><i>Expected outcome:</i> 70% of students will reach the satisfactory level (3 points or more) of the rubric.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Effective Communication Criteria</p> <p>1- Lexical domain, domain of syntactic structures, and correction.</p> </div> <p><i>The assessment findings were as follows:</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th rowspan="2" style="text-align: left;">Criteria</th> <th colspan="2" style="text-align: center;">FILO 4655 N = 24</th> </tr> <tr> <th style="text-align: center;">n</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td>Lexical domain, domain of syntactic structures, and correction</td> <td style="text-align: center;">21/24</td> <td style="text-align: center;">87.5%</td> </tr> </tbody> </table> <p>88% of the students assessed reached the expected outcome in all the criteria assessed.</p> <p>Therefore, the goal was met.</p>	Criteria	FILO 4655 N = 24		n	%	Lexical domain, domain of syntactic structures, and correction	21/24	87.5%	<p>Strengthening exercises of literature and bibliography research.</p> <p>Opening a physical space to incorporate new technologies for assessment strategies.</p>	<p>One measure in one instance, which was met.</p> <p>Two transformative action were established.</p>
Criteria	FILO 4655 N = 24										
	n	%									
Lexical domain, domain of syntactic structures, and correction	21/24	87.5%									

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Academic Program	Findings	Transformative Actions	Summary of Results																																																																													
<p>Biology</p>	<p><i>First Semester</i></p> <p>First Instance A rubric was used in the BIOL 3101 (General Biology) course to assess students' effective written communication skills based on the scientific method in a laboratory report. N = 23</p> <p><i>Expected outcome</i> - It was expected that 65% or more of the students would reach the level of "Good" or better in the rubric used.</p> <p>Students' effective written communication skills will be assessed through the following areas of the general biology lab report:</p> <table border="1" data-bbox="607 852 1069 1068"> <thead> <tr> <th colspan="2">General Biology Lab Report areas</th> </tr> </thead> <tbody> <tr><td>1.</td><td>Statement of the Problem</td></tr> <tr><td>2.</td><td>Establishment of hypotheses</td></tr> <tr><td>3.</td><td>Experiment design method</td></tr> <tr><td>4.</td><td>Data collection and presentation</td></tr> <tr><td>5.</td><td>Data analysis</td></tr> </tbody> </table> <p>The assessment results from the laboratory report were as follows:</p> <table border="1" data-bbox="607 1230 1069 1464"> <thead> <tr> <th>Level</th> <th>n of students</th> <th>%</th> </tr> </thead> <tbody> <tr><td>Excellent</td><td>9</td><td>39%</td></tr> <tr><td>Good</td><td>13</td><td>57%</td></tr> <tr><td>Regular</td><td>1</td><td>4%</td></tr> </tbody> </table>	General Biology Lab Report areas		1.	Statement of the Problem	2.	Establishment of hypotheses	3.	Experiment design method	4.	Data collection and presentation	5.	Data analysis	Level	n of students	%	Excellent	9	39%	Good	13	57%	Regular	1	4%	<p>The faculty of the program agrees to carry out strategies to strengthen the criteria in which 50% or more of the students failed to meet the expected outcome.</p>	<p>One measure in five instances, all of which were met.</p> <p>One transformative action was proposed.</p> <table border="1" data-bbox="1835 537 2459 836"> <thead> <tr> <th colspan="9">Annual Assessment</th> </tr> <tr> <th rowspan="2"></th> <th colspan="2">Excellent</th> <th colspan="2">Good</th> <th colspan="2">Regular</th> <th colspan="2">Initiated</th> </tr> <tr> <th>n</th> <th>%</th> <th>n</th> <th>%</th> <th>n</th> <th>%</th> <th>n</th> <th>%</th> </tr> </thead> <tbody> <tr><td>BIOL 3101</td><td>69</td><td>47%</td><td>62</td><td>43%</td><td>15</td><td>10%</td><td>0</td><td>0</td></tr> <tr><td>BIOL 3112</td><td>88</td><td>68%</td><td>39</td><td>31%</td><td>2</td><td>1%</td><td>0</td><td>0</td></tr> <tr><td>BIOL 3350*</td><td>19</td><td>63%</td><td>11</td><td>37%</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> </tbody> </table> <p>n = number of students</p> <p>* = only one instance was measured</p> <ul style="list-style-type: none"> Results showed that 47% of the students from BIOL 3101 (General Biology I; N =146) reached the level of "Excellent", and 43% of the students reached the level of "Good" in the annual overall assessment. 90% of the students from BIOL 3101 reached the level of "Good" or better for the 2014-2015 academic year. Results showed that 68% of the students from BIOL 3112 (Ecology Laboratory; N = 129) reached the level of "Excellent", and 31% of the students reached the level of "Good" in the annual overall assessment. 	Annual Assessment										Excellent		Good		Regular		Initiated		n	%	n	%	n	%	n	%	BIOL 3101	69	47%	62	43%	15	10%	0	0	BIOL 3112	88	68%	39	31%	2	1%	0	0	BIOL 3350*	19	63%	11	37%	0	0	0	0
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p style="text-align: center;">Initiated 0 0%</p> <p>96% of the students reached the expected outcome of “Good” or better.</p> <p>Therefore, the goal was met.</p> <p>Second Instance A rubric was used in the BIOL 3112 (Ecology Laboratory) course to assess students’ effective written communication skills based on the scientific method in a laboratory report. N = 58</p> <p><i>Expected outcome</i> - It was expected that at the end of the baccalaureate degree 10% of students would reach the level of “Excellent”, 80% would reach the level of “Good”, and 10% would reach the level of “Regular” or better.</p> <p>Students' effective written communication skills will be assessed through the following areas of the general biology lab report:</p> <div style="text-align: center; border: 1px solid black; padding: 2px; width: fit-content; margin: 10px auto;"> Ecology Lab Report areas </div> <ol style="list-style-type: none"> 1. Statement of the Problem 2. Establishment of hypotheses 3. Experiment design method 4. Data collection and presentation 5. Data analysis <p>The assessment results from the laboratory report were as follows:</p>		<ul style="list-style-type: none"> ▪ 99% of the students from BIOL 3112 reached the level of “Good” or better for the 2014-2015 academic year. ▪ Results showed that 63% of the students from BIOL 3350 (Genetic Laboratory; N = 30) reached the level of “Excellent”, and 37% reached the level of “Good.” ▪ 100% of the students reached the level of “Good” or better. <p><i>Therefore, the goal for the 2014 -2015 academic year was met.</i></p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																														
	<table border="1" data-bbox="532 354 1139 727"> <thead> <tr> <th>Course section</th> <th>Excellent</th> <th>Good</th> <th>Regular</th> <th>Initiated</th> </tr> </thead> <tbody> <tr> <td>001</td> <td>19 (100%)</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>002</td> <td>10 (83%)</td> <td>2 (17%)</td> <td>0</td> <td>0</td> </tr> <tr> <td>003</td> <td>7 (78%)</td> <td>2 (22%)</td> <td>0</td> <td>0</td> </tr> <tr> <td>004</td> <td>12 (67%)</td> <td>6 (33%)</td> <td>0</td> <td>0</td> </tr> <tr> <td>Average</td> <td>48 (83%)</td> <td>10 (17%)</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p data-bbox="505 792 1158 857">Results showed that 83% of the students reached the level of “Excellent” and 17% reached the level of “Good”.</p> <p data-bbox="505 889 1139 922">100% of the students reached the level of “Good” or better.</p> <p data-bbox="505 954 835 987">Therefore, the goal was met.</p> <p data-bbox="505 1019 674 1052">Third Instance</p> <p data-bbox="505 1084 1139 1214">A rubric was used in the BIOL 3350 (Genetic Laboratory) course to assess students’ effective written communication skills based on the scientific method in a laboratory report. N = 30</p> <p data-bbox="505 1279 1177 1409"><i>Expected outcome</i> - It was expected that at the end of the baccalaureate degree 10% of students would reach the level of “Excellent”, 80% would reach the level of “Good”, and 10% would reach the level of “Regular” or better.</p> <p data-bbox="505 1442 1104 1474">Students' effective written communication skills will be</p>	Course section	Excellent	Good	Regular	Initiated	001	19 (100%)	0	0	0	002	10 (83%)	2 (17%)	0	0	003	7 (78%)	2 (22%)	0	0	004	12 (67%)	6 (33%)	0	0	Average	48 (83%)	10 (17%)	0	0		
Course section	Excellent	Good	Regular	Initiated																													
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Academic Program	Findings	Transformative Actions	Summary of Results																																
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>															
	<p><i>Expected outcome</i> - It was expected that 65% or more of the students would reach the level of “Good” or better in the rubric used.</p> <p>Students' effective written communication skills will be assessed through the following areas of the general biology lab report:</p> <p style="text-align: center;">General Biology Lab Report areas</p> <ol style="list-style-type: none"> 1. Statement of the Problem 2. Establishment of hypotheses 3. Experiment design method 4. Data collection and presentation 5. Data analysis <p>The assessment results from the laboratory report were as follows:</p> <p style="text-align: center;"><i>Course sections:</i></p> <p style="text-align: center;"><i>102,103,104,106, 108, 111, 112, 113, 118, 119 & 120</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Level</th> <th>n of students</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>60</td> <td>49%</td> </tr> <tr> <td>Good</td> <td>49</td> <td>40%</td> </tr> <tr> <td>Regular</td> <td>14</td> <td>11%</td> </tr> <tr> <td>Initiated</td> <td>0</td> <td>0%</td> </tr> </tbody> </table> <p>89% of the students reached the expected outcome of “Good” or better.</p>	Level	n of students	%	Excellent	60	49%	Good	49	40%	Regular	14	11%	Initiated	0	0%		
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	<p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the BIOL 3112 (Ecology Laboratory) course to assess students' effective written communication skills based on the scientific method in a laboratory report. N = 71</p> <p><i>Expected outcome</i> - It was expected that at the end of the baccalaureate degree 10% of students would reach the level of "Excellent", 80% would reach the level of "Good", and 10% would reach the level of "Regular" or better.</p> <p>Students' effective written communication skills will be assessed through the following areas of the Ecology lab report:</p> <table border="1" data-bbox="607 915 1069 948"> <thead> <tr> <th colspan="2">Ecology Lab Report areas</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Problem statement</td> </tr> <tr> <td>2.</td> <td>Establishment of hypotheses</td> </tr> <tr> <td>3.</td> <td>Experiment design method</td> </tr> <tr> <td>4.</td> <td>Data collection and presentation</td> </tr> <tr> <td>5.</td> <td>Data analysis</td> </tr> </tbody> </table> <p>The assessment results from the laboratory report were as follows:</p> <table border="1" data-bbox="534 1295 1142 1479"> <thead> <tr> <th>Course section</th> <th>Excellent</th> <th>Good</th> <th>Regular</th> <th>Initiated</th> </tr> </thead> <tbody> <tr> <td>001</td> <td>11 (61%)</td> <td>7 (39%)</td> <td>0</td> <td>0</td> </tr> <tr> <td>002</td> <td>12 (67%)</td> <td>6 (33%)</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Ecology Lab Report areas		1.	Problem statement	2.	Establishment of hypotheses	3.	Experiment design method	4.	Data collection and presentation	5.	Data analysis	Course section	Excellent	Good	Regular	Initiated	001	11 (61%)	7 (39%)	0	0	002	12 (67%)	6 (33%)	0	0		
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003	10 (53%)	9 (47%)	0	0														
004	7 (44%)	7 (44%)	2 (12%)	0														
Average	40 (56%)	29 (41%)	2 (3%)	0														
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’ effective written communication skills based on a written research project report (ProjR). N=10</p> <p><i>Specific outcome</i> - It was expected 67% or more of the students would achieve a score of at least 75% on their performance in each criterion.</p> <p><i>Global outcome</i> - It was expected that 67% or more of the criteria would be achieved by students.</p>	<p>Students were lectured on the various aspects in the rubric used to evaluate effective communication in their written report and oral presentations.</p> <p>Possible ideas to incorporate were suggested to students in the criteria where they exhibited lower performances.</p> <p>Students were advised to register in several courses to improve their writing skills.</p>	<p>Three measures in six instances, all of which were met.</p> <p>Three transformative actions were proposed.</p>															

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Academic Program	Findings	Transformative Actions	Summary of Results														
	<p>The results for each criterion were as follows:</p> <table border="1" data-bbox="532 362 1145 878"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> </tr> </thead> <tbody> <tr> <td>1) Organization of Content</td> <td>100%</td> </tr> <tr> <td>2) Tabulated Data or Figures</td> <td>60%</td> </tr> <tr> <td>3) Graphs</td> <td>90%</td> </tr> <tr> <td>4) Calculations</td> <td>80%</td> </tr> <tr> <td>5) Sentence structure; Coherence in Paragraphs</td> <td>80%</td> </tr> <tr> <td>6) Spelling, Punctuation, and Grammar</td> <td>100%</td> </tr> </tbody> </table> <p>The specific expected average score obtained by the students assessed was 5 out of 6 (83%). The expected outcome was achieved in criteria 1, 3, 4, 5 and 6, but not in criterion 2.</p> <p>Also, the global expected outcome of $\geq 67\%$ was achieved in 5 out of 6 (83%). 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 II Laboratory) course to assess students' effective written communication skills based on a laboratory report (LabR). N=10</p>	Criteria	Average by criteria	1) Organization of Content	100%	2) Tabulated Data or Figures	60%	3) Graphs	90%	4) Calculations	80%	5) Sentence structure; Coherence in Paragraphs	80%	6) Spelling, Punctuation, and Grammar	100%		
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	<p><i>Specific outcome</i> - It was expected 67% or more of the students would achieve a score of at least 75% in their performance in each criterion.</p> <p><i>Global outcome</i> - It was expected that 67% or more of the criteria would be achieved by students.</p> <p>The results for each criterion were as follows:</p> <table border="1" data-bbox="532 643 1139 1127"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> </tr> </thead> <tbody> <tr> <td>1) Organization of Content</td> <td>100%</td> </tr> <tr> <td>2) Tabulated Data or Figures</td> <td>100%</td> </tr> <tr> <td>3) Graphs</td> <td>100%</td> </tr> <tr> <td>4) Calculations</td> <td>100%</td> </tr> <tr> <td>5) Sentence structure; Coherence in Paragraphs</td> <td>80%</td> </tr> <tr> <td>6) Spelling, Punctuation, and Grammar</td> <td>60%</td> </tr> </tbody> </table> <p>The specific expected average score obtained by the students assessed was 5 out of 6 (83%). The expected outcome was achieved in criteria 1-5, but not in criterion 6.</p> <p>Also, the global expected outcome of $\geq 67\%$ was achieved in 5 out of 6 (83%). Therefore, the goal was met.</p>	Criteria	Average by criteria	1) Organization of Content	100%	2) Tabulated Data or Figures	100%	3) Graphs	100%	4) Calculations	100%	5) Sentence structure; Coherence in Paragraphs	80%	6) Spelling, Punctuation, and Grammar	60%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>														
	<p>Second Instance</p> <p>A rubric was used in the QUIM 4865 (Biochemical Technics) course to assess students' effective written communication skills based on a written research project report (ProjR). N=13</p> <p><i>Specific outcome</i> - It was expected 67% or more of the students would achieve a score of at least 75% on their performance in each criterion.</p> <p><i>Global outcome</i> - It was expected that 67% or more of the criteria would be achieved by students.</p> <p>The results for each criterion were as follows:</p> <table border="1" data-bbox="532 816 1142 1284"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> </tr> </thead> <tbody> <tr> <td>1) Organization of Content</td> <td>100%</td> </tr> <tr> <td>2) Tabulated Data or Figures</td> <td>100%</td> </tr> <tr> <td>3) Graphs</td> <td>100%</td> </tr> <tr> <td>4) Calculations</td> <td>85%</td> </tr> <tr> <td>5) Sentence structure; Coherence in Paragraphs</td> <td>100%</td> </tr> <tr> <td>6) Spelling, Punctuation, and Grammar</td> <td>85%</td> </tr> </tbody> </table> <p>The specific expected outcome of $\geq 75\%$ was achieved in all the criteria.</p> <p>The global expected outcome of $\geq 67\%$ was also achieved.</p>	Criteria	Average by criteria	1) Organization of Content	100%	2) Tabulated Data or Figures	100%	3) Graphs	100%	4) Calculations	85%	5) Sentence structure; Coherence in Paragraphs	100%	6) Spelling, Punctuation, and Grammar	85%		
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<p>Oral</p>	<p>Therefore, the goal was met.</p> <p><i>First Semester</i></p> <p>Fist Instance</p> <p>A rubric was used in the QUIM 3255L (Analytical Chemistry Laboratory) course to assess students' effective oral communication skills based on the performing of an oral presentation of a research project (OPr). N=10</p> <p><i>Specific outcome</i> - It was expected 70% or more of the students would achieve a score of at least 75% on their performance in each criterion.</p> <p><i>Global outcome</i> - It was expected that 70% or more of the criteria would be achieved by students.</p> <p>The results for each criterion were as follows:</p> <table border="1" data-bbox="553 992 1123 1463"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> </tr> </thead> <tbody> <tr> <td>1) Visual contact</td> <td>100%</td> </tr> <tr> <td>2) Tone of voice</td> <td>100%</td> </tr> <tr> <td>3) Language</td> <td>90%</td> </tr> <tr> <td>4) Transmission</td> <td>70%</td> </tr> <tr> <td>5) Visual elements</td> <td>60%</td> </tr> <tr> <td>6) Organization</td> <td>90%</td> </tr> <tr> <td>7) Content</td> <td>90%</td> </tr> <tr> <td>8) Resources</td> <td>100%</td> </tr> </tbody> </table>	Criteria	Average by criteria	1) Visual contact	100%	2) Tone of voice	100%	3) Language	90%	4) Transmission	70%	5) Visual elements	60%	6) Organization	90%	7) Content	90%	8) Resources	100%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>						
	<p>9) Mastery 80%</p> <p>10) Time Management 100%</p> <p>The specific expected average score obtained by the students assessed was 8 out of 10 (80%). The expected outcome was achieved in all criteria, except in the criteria 4 and 5.</p> <p>The global expected outcome of $\geq 70\%$ was also achieved. 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 II Laboratory) course to assess students' effective oral communication skills based on the performing of an oral presentation of a research project (OPr). N=10</p> <p><i>Specific outcome</i> - It was expected 70% or more of the students would achieve a score of at least 75% on their performance in each criterion.</p> <p><i>Global outcome</i> - It was expected that 70% or more of the criteria would be achieved by students.</p> <p>The results for each criterion were as follows:</p> <table border="1" data-bbox="553 1317 1123 1446"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> </tr> </thead> <tbody> <tr> <td>1) Visual contact</td> <td>--</td> </tr> <tr> <td>2) Tone of voice</td> <td>100%</td> </tr> </tbody> </table>	Criteria	Average by criteria	1) Visual contact	--	2) Tone of voice	100%		
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Academic Program	Findings	Transformative Actions	Summary of Results
	3) Language 100% 4) Transmission 100% 5) Visual elements -- 6) Organization 100% 7) Content 100% 8) Resources -- 9) Mastery 100%		
	<p>The specific expected average score of $\geq 75\%$ was achieved in all but criterion 10. 86% of the criteria, 6 out of 7, were achieved by students.</p> <p>The global expected outcome of $\geq 70\%$ was also achieved. 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 the performing of an oral presentation of a research project (OPr). N=13</p> <p><i>Specific outcome</i> - It was expected 70% or more of the students would achieve a score of at least 75% on their performance in each criterion.</p> <p><i>Global outcome</i> - It was expected that 70% or more of the criteria would be achieved by students.</p>		

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<p>Environmental Sciences</p> <p>Oral</p>	<p>First Instance</p> <p>A rubric was used in the CINA 4157 (Water Resources) course to assess students' effective communication skills in group oral presentations, based on a process of urban water cycle for the construction of a water balance for the watershed of Rio Piedras.</p>	<p>According to the results, it is recommended that the expected level of effective oral communication be increased from 30% to 50-75%.</p>	<p>Two measures in two instances, both of which were met (100%).</p> <p style="text-align: center;">Three transformative actions were proposed.</p>																						

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																												
<p>Written</p>	<p><i>Specific learning outcome</i> - It was expected that 30% or more of the students would obtain a minimum of 24 out of 32 total points of the rubric. The rubric had eight criteria with four maximum points per criterion, for a total maximum score of 32 points.</p> <p>The results for each criterion were as follows:</p> <table border="1" data-bbox="553 557 1123 1040"> <thead> <tr> <th>Criterion type</th> <th>Criteria</th> <th>Average points by criteria</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Non verbal</td> <td>1) Visual contact</td> <td>3.75</td> </tr> <tr> <td>2) Body language</td> <td>3.70</td> </tr> <tr> <td>3) Body posture</td> <td>3.75</td> </tr> <tr> <td rowspan="2">Verbal</td> <td>4) Enthusiasm</td> <td>3.60</td> </tr> <tr> <td>5) Elocution</td> <td>3.86</td> </tr> <tr> <td rowspan="3">Content</td> <td>6) Knowledge of the topic</td> <td>3.80</td> </tr> <tr> <td>7) Organization</td> <td>3.75</td> </tr> <tr> <td>8) Mechanics</td> <td>3.80</td> </tr> <tr> <td colspan="2">Total average points:</td> <td>30.5 points</td> </tr> <tr> <td colspan="2">Total average</td> <td>96%</td> </tr> </tbody> </table> <p>The specific expected learning outcome was achieved by 100% of the students.</p> <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the CINA 4997 (Capstone Experience) course to assess students' effective written communication skills based on minor theses ("<i>tesinas</i>"), which are components related to scientific research.</p>	Criterion type	Criteria	Average points by criteria	Non verbal	1) Visual contact	3.75	2) Body language	3.70	3) Body posture	3.75	Verbal	4) Enthusiasm	3.60	5) Elocution	3.86	Content	6) Knowledge of the topic	3.80	7) Organization	3.75	8) Mechanics	3.80	Total average points:		30.5 points	Total average		96%	<p>We recommended activities and the provision of spaces for students to expose original works in oral and written form.</p> <p>For the next academic year, a poster exhibition of student research will be performed to assess the oral and written communication.</p>	
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>										
	<p><i>Specific learning outcome</i> - It was expected that 50% or more of the students would obtain a minimum of 22 out of 32 total points of the rubric used ($\geq 70\%$). The rubric had four criteria, eight maximum points per criterion, for a total maximum score of 32 points. 4 theses were randomly selected from the total of 16 students enrolled, representing 25% of the students.</p> <p>The results for each criterion were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Total score (N = 4)</th> </tr> </thead> <tbody> <tr> <td>1. Orthography</td> <td>32 (100%)</td> </tr> <tr> <td>2. Grammar</td> <td>32 (100%)</td> </tr> <tr> <td>3. Vocabulary</td> <td>29 (91%)</td> </tr> <tr> <td>4. Coherence of ideas</td> <td>18 (56%)</td> </tr> </tbody> </table> <p>75% of the students assessed obtained 24 points or more in the rubric used.</p> <p>Therefore, the goal was met.</p>	Criteria	Total score (N = 4)	1. Orthography	32 (100%)	2. Grammar	32 (100%)	3. Vocabulary	29 (91%)	4. Coherence of ideas	18 (56%)		
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<p>Interdisciplinary Program in Natural Science</p> <p>Effective Written Communication</p>	<p>First Instance</p> <p>A rubric was used in the CNEI 4011 (Capstone 1) course to assess students' effective written communication skills based on a research project proposal. N=34</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>100% of the students assessed achieved a score of 70% or more, both in the first draft and in the final proposal.</p>	<p>Create at least one undergraduate level course (similar to the graduate seminar courses offered in the College of Natural Sciences) that gives students the opportunity to study the methodological and analytical structure of scientific peer-reviewed journals.</p>	<p>One measure in one instance, which was met.</p> <p>One transformative action was proposed.</p>										

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	Therefore, the goal was met.								
Mathematics Effective Written Communication	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the MATE 5001 (Probability) course to assess students' effective written communication skills in research reports. (N= 6)</p> <p><i>Specific expected outcome</i> - It was expected that 66% of the students assessed would obtain 3 points or more in the 4 point scale used ($\geq 75\%$).</p> <p>The criteria assessed were:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Criterion</th> </tr> </thead> <tbody> <tr> <td>1. Organization</td> </tr> <tr> <td>2. Development</td> </tr> <tr> <td>3. Content</td> </tr> <tr> <td>4. Writing composition</td> </tr> <tr> <td>5. Presentation</td> </tr> </tbody> </table> <p>The expected outcome was reached in all the criteria assessed (100%).</p> <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>An exit questionnaire administered to graduating students was used as an indirect measure of students' satisfaction with the skills and training obtained. N = 2</p> <p><i>Specific expected outcome</i> – It was expected that the students identify their degree of satisfaction with communication skills</p>	Criterion	1. Organization	2. Development	3. Content	4. Writing composition	5. Presentation	<p>During the next semester the professor of this course will give the second part, MATE 5002 and will give greater emphasis to the areas of transition between paragraphs, which is an element of the development criterion.</p> <p>The faculty of the program will organize workshops with the purpose of improving the effective communication skills of students.</p>	<p>Three measures in five instances, three of which were met.</p> <p>Two transformative actions were proposed.</p>
Criterion									
1. Organization									
2. Development									
3. Content									
4. Writing composition									
5. Presentation									

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Academic Program	Findings	Transformative Actions	Summary of Results
	<p>acquired in their academic training as very satisfied or satisfied.</p> <p>The students showed they were very satisfied or satisfied, excepted with the criterion of English communication skills.</p> <p>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 (Topics in Mathematics: Undergraduate Research Seminar) course to assess students' effective written and oral communication skills in a poster presentation of a research project. (N= 5)</p> <p><i>Specific expected outcome</i> - It was expected that 66% of the students assessed would obtain 3 points or more in the 4 point scale used ($\geq 75\%$).</p> <p>Findings by criteria assessed were:</p> <ul style="list-style-type: none"> • In all criteria for <i>effective written communication</i>: organizational development, content, presentation and writing, 80% of participating students scored 4 points. • In <i>effective oral communication (public speaking)</i> criteria: presentation, domain, clarity and speaking, 80% of participating students scored three points or more. <p>The expected outcome was reached in all the criteria assessed (100%). Therefore, the goal was met.</p>		

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Academic Program	Findings	Transformative Actions	Summary of Results										
	<p>Second Instance</p> <p>An exit questionnaire was administered to students at the end of the bachelor's degree, to measure the degree of satisfaction of the graduates with the technological training they receive, which included items designed to assess the degree of satisfaction with the academic preparation received in the areas of capacity for oral and written communication in both Spanish and English. N = 2</p> <p><i>Specific expected outcome</i> - It was expected that 66% of the students assessed would obtain 3 points or more in the 4 point scale used ($\geq 75\%$).</p> <p>The average for these items on a scale from 1 to 4 were:</p> <table border="1" data-bbox="577 820 1096 1161"> <thead> <tr> <th>Item</th> <th>Average score</th> </tr> </thead> <tbody> <tr> <td>Capacity for oral communication in Spanish</td> <td>3.25</td> </tr> <tr> <td>Capacity for oral communication in English</td> <td>2.25</td> </tr> <tr> <td>Capacity to written communication in Spanish</td> <td>2.25</td> </tr> <tr> <td>Capacity to written communication in English</td> <td>2.25</td> </tr> </tbody> </table> <p>The expected outcome was only reached in criterion 1 (25%).</p> <p>Therefore, the goal was not met.</p> <p>Third Instance</p> <p>A rubric was used in the MATE 5002 (Statistics) course to assess students' effective written communication skills in a</p>	Item	Average score	Capacity for oral communication in Spanish	3.25	Capacity for oral communication in English	2.25	Capacity to written communication in Spanish	2.25	Capacity to written communication in English	2.25		
Item	Average score												
Capacity for oral communication in Spanish	3.25												
Capacity for oral communication in English	2.25												
Capacity to written communication in Spanish	2.25												
Capacity to written communication in English	2.25												

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>						
	<p>research reports. (N= 7)</p> <p><i>Specific expected outcome</i> - It was expected that 66% of the students assessed would obtain 3 points or more in the 4 point scale used ($\geq 75\%$).</p> <p>The criteria assessed were:</p> <table border="1" data-bbox="585 544 1088 738"> <thead> <tr> <th>Criterion</th> </tr> </thead> <tbody> <tr> <td>1. Organization</td> </tr> <tr> <td>2. Development</td> </tr> <tr> <td>3. Content</td> </tr> <tr> <td>4. Writing</td> </tr> <tr> <td>5. Presentation</td> </tr> </tbody> </table> <p>The expected outcome was reached in all criteria; all students scored three points or more in all criteria (100%).</p> <p>Therefore, the goal was met.</p>	Criterion	1. Organization	2. Development	3. Content	4. Writing	5. Presentation		
Criterion									
1. Organization									
2. Development									
3. Content									
4. Writing									
5. Presentation									
<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 to assess students' effective communication skills in the developing of a research proposal. N = 10</p> <p><i>Specific expected outcome</i> - It was expected that 80% of the students would obtain a B or better using evaluation criteria in a 4 point rubric.</p> <p><i>The effective communication criteria that were assessed, as a part of the Critical thinking rubric of the course were:</i></p>	<p>New criteria will be measured in other courses.</p>	<p>One measure in one instance, which was not met.</p> <p>One transformative action was proposed.</p>						

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Academic Program	Findings	Transformative Actions	Summary of Results									
	<p style="text-align: center;">Criteria</p> <ol style="list-style-type: none"> 1. Organization of the information 2. Sentence structure <hr/> <p><i>The findings of the assessment per criteria were:</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Criterion</th> <th>Students that scored 3 points</th> <th>Students that scored 4 points</th> </tr> </thead> <tbody> <tr> <td>1. Organization of the information</td> <td style="text-align: center;">27%</td> <td style="text-align: center;">64%</td> </tr> <tr> <td>2. Sentence structure</td> <td style="text-align: center;">9%</td> <td style="text-align: center;">73%</td> </tr> </tbody> </table> <p><i>Overall outcome</i> - 68% of the students assessed obtained a score of 3 points or more in the criteria assessed (obtained B or better). Results did not reach the expected outcome.</p> <p>Therefore, the goal was not met.</p>	Criterion	Students that scored 3 points	Students that scored 4 points	1. Organization of the information	27%	64%	2. Sentence structure	9%	73%		
Criterion	Students that scored 3 points	Students that scored 4 points										
1. Organization of the information	27%	64%										
2. Sentence structure	9%	73%										
Physics	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the FISI 3173 (Physics Laboratory I) course, co-requisite of the FISI 3171 (Introduction to Physics) course, to assess students' effective communication skills based on a checklist for a laboratory report. N = 28</p> <p><i>Specific expected outcome</i> - It was expected that 70% of the students would have a minimum of 70% correct on the criteria</p>	<p>The course professor should emphasize that students should avoid spelling errors on lab reports.</p>	<p>One measure in one instance, which was met.</p> <p>One transformative action was proposed.</p>									

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																								
	<p>assessed.</p> <p>The criteria in the checklist were:</p> <table border="1" data-bbox="585 415 1088 743"> <thead> <tr> <th>Criterion</th> </tr> </thead> <tbody> <tr> <td>1. The lab report has all the sections</td> </tr> <tr> <td>2. The pages are numbered</td> </tr> <tr> <td>3. The cover page is acceptable</td> </tr> <tr> <td>4. The sections follow the order set</td> </tr> <tr> <td>5. The student is clearly stated</td> </tr> <tr> <td>6. Two or more references are included in the correct format</td> </tr> <tr> <td>7. It has less than four misspellings</td> </tr> </tbody> </table> <p>The percentage of the students who reached the expected outcome by criterion:</p> <table border="1" data-bbox="567 902 1107 1419"> <thead> <tr> <th>Criterion</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1. The lab report has all the sections</td> <td>86</td> </tr> <tr> <td>2. The pages are numbered</td> <td>93</td> </tr> <tr> <td>3. The cover page is acceptable</td> <td>93</td> </tr> <tr> <td>4. The sections follow the order set</td> <td>96</td> </tr> <tr> <td>5. The student is clearly stated</td> <td>93</td> </tr> <tr> <td>6. Two or more references are included in the correct format</td> <td>75</td> </tr> <tr> <td>7. It has less than four misspellings</td> <td>36</td> </tr> </tbody> </table>	Criterion	1. The lab report has all the sections	2. The pages are numbered	3. The cover page is acceptable	4. The sections follow the order set	5. The student is clearly stated	6. Two or more references are included in the correct format	7. It has less than four misspellings	Criterion	%	1. The lab report has all the sections	86	2. The pages are numbered	93	3. The cover page is acceptable	93	4. The sections follow the order set	96	5. The student is clearly stated	93	6. Two or more references are included in the correct format	75	7. It has less than four misspellings	36		
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Academic Program	Findings	Transformative Actions	Summary of Results
	<p>The expected outcome was reached in six of the seven criteria assessed (86%).</p> <p>Therefore, the goal was met.</p>		

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Academic Program	Findings	Transformative Actions	Summary of Results						
Geography	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in GEOG 4500 (<i>History and Philosophy of Geography</i>) course to assess the students' competencies in effective communication skills in Spanish and English in a discussion test.</p> <p><i>Expected outcome:</i> It was expected that 80% of students would obtain a level of “good” or “outstanding” in the 4-point rubric used.</p> <p>The rubric used had the following numerical scale:</p> <ul style="list-style-type: none"> • Deficient.....1 point • Satisfactory.....2 points • Good.....3 points • Outstanding.....4 points <p><i>The assessment findings were as follows:</i></p> <p>The students scored an average of 3.2 points in the rubric of 4 points that was used. The average approval was 77% or 3.08 points.</p> <p>Although the average student approval fluctuated between good and excellent, the expected outcome was not reached.</p>	<p>One week before taking the exam, students practice the answers. In addition, small books are changed for bigger ones. It is suggested to students to not write in the exam as if they were texting.</p>	<p>Two measures in two instances. Only one of them was met.</p> <p>Two transformative actions were established.</p> <table border="1"> <thead> <tr> <th>Course</th> <th>OEAE RECOMMENDATIONS FOR THE PROGRAM</th> </tr> </thead> <tbody> <tr> <td><i>GEOG 4205</i></td> <td>The annual report of assessment of the program should only include those instances and activities in which assessment results were obtained.</td> </tr> <tr> <td><i>GEOG 4500, GEOG 4550</i></td> <td>OEAE recommends using the term “beginner” (“<i>iniciado</i>” in Spanish) rather than “deficient” or “poorly” in the rubric.</td> </tr> </tbody> </table>	Course	OEAE RECOMMENDATIONS FOR THE PROGRAM	<i>GEOG 4205</i>	The annual report of assessment of the program should only include those instances and activities in which assessment results were obtained.	<i>GEOG 4500, GEOG 4550</i>	OEAE recommends using the term “ beginner ” (“ <i>iniciado</i> ” in Spanish) rather than “ deficient ” or “ poorly ” in the rubric.
Course	OEAE RECOMMENDATIONS FOR THE PROGRAM								
<i>GEOG 4205</i>	The annual report of assessment of the program should only include those instances and activities in which assessment results were obtained.								
<i>GEOG 4500, GEOG 4550</i>	OEAE recommends using the term “ beginner ” (“ <i>iniciado</i> ” in Spanish) rather than “ deficient ” or “ poorly ” in the rubric.								

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Academic Program	Findings	Transformative Actions	Summary of Results														
	<p>Therefore, the goal was not met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in GEOG 4550 (<i>Methods of Geographical Research</i>) course to assess the students' competencies in effective communication skills in Spanish and English in an oral presentation.</p> <p><i>Expected outcome:</i> It was expected that 80% of students would obtain a level of “good” or “outstanding” in the 4-point rubric used.</p> <p>The rubric used the following criteria:</p> <table border="1" data-bbox="647 850 1051 1008"> <thead> <tr> <th colspan="2">Oral Presentation Criteria</th> </tr> </thead> <tbody> <tr> <td>1-</td> <td>Elocution</td> </tr> <tr> <td>2-</td> <td>Eye contact</td> </tr> <tr> <td>3-</td> <td>Mechanics</td> </tr> </tbody> </table> <p>The rubric used had the following numerical scale:</p> <ul style="list-style-type: none"> • Deficient.....1 point • Satisfactory.....2 points • Good.....3 points • Outstanding.....4 points <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="588 1370 1110 1472"> <thead> <tr> <th>Criteria</th> <th>Average Points</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Elocution</td> <td>3.6</td> <td>90%</td> </tr> </tbody> </table>	Oral Presentation Criteria		1-	Elocution	2-	Eye contact	3-	Mechanics	Criteria	Average Points	%	Elocution	3.6	90%	<p>The expected outcome will be increased in the criterion of <i>Mechanics</i> to at least 90% or a minimum average of 3.6 points in the rubric.</p>	
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Academic Program	Findings	Transformative Actions	Summary of Results						
	<table border="1" data-bbox="585 272 1107 344"> <tr> <td>Eye contact</td> <td>3.6</td> <td>90%</td> </tr> <tr> <td>Mechanics</td> <td>3.6</td> <td>86.3%</td> </tr> </table> <p>The average approval was 89% or 3.6 points.</p> <p>Therefore, the goal was met.</p>	Eye contact	3.6	90%	Mechanics	3.6	86.3%		
Eye contact	3.6	90%							
Mechanics	3.6	86.3%							
<p>Political Science</p>	<p><i>First Semester</i></p> <p>First Instance A rubric was used in the CIPO 3045 (<i>International Organizations</i>) and the CIPO 4215 (<i>International Relations Theory</i>) courses to assess students' effective communication skills in the oral presentation of an international organization. N = 63</p> <p><i>Expected outcome:</i> It was expected that 80% of the students would achieve a minimum average of very good or competent level in the 12 point rubric used.</p> <p>The scale of the rubric was established as:</p> <p>1 point = beginner 2 points = in progress 3 points = competent or very good 4 points = excellent</p> <p>The following criteria were assessed:</p> <table border="1" data-bbox="602 1211 1096 1354"> <thead> <tr> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>1. Corporal language</td> </tr> <tr> <td>2. Elocution</td> </tr> <tr> <td>3. Knowledge of the topic</td> </tr> </tbody> </table> <p>Results and assessment frequencies by criteria of the students that obtained <i>excellent</i> and <i>competent</i> levels:</p>	Criteria	1. Corporal language	2. Elocution	3. Knowledge of the topic		<p>One measure in one instance, which was met.</p> <p>No transformative action was proposed.</p>		
Criteria									
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Academic Program	Findings	Transformative Actions	Summary of Results																																																					
	<table border="1" data-bbox="575 302 1126 545"> <thead> <tr> <th rowspan="2">Criteria</th> <th colspan="2">Excellent</th> <th colspan="2">Competent</th> </tr> <tr> <th>n</th> <th>%</th> <th>n</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Corporal language</td> <td>23</td> <td>37%</td> <td>26</td> <td>41%</td> </tr> <tr> <td>Elocution</td> <td>45</td> <td>71%</td> <td>16</td> <td>25%</td> </tr> <tr> <td>Knowledge of the topic</td> <td>40</td> <td>64%</td> <td>16</td> <td>25%</td> </tr> </tbody> </table> <p data-bbox="481 574 1204 672">The results showed that in the criteria of corporal language (78%), elocution (96%), and knowledge of the topic (89%), students obtained an average of competent level or higher.</p> <p data-bbox="481 716 1018 743">The assessment scores obtained by students were:</p> <table border="1" data-bbox="612 781 1085 1062"> <thead> <tr> <th>Level</th> <th>Score Obtained</th> <th>N</th> <th>%</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Excellent</td> <td>12 points</td> <td>18</td> <td>29%</td> </tr> <tr> <td>11 points</td> <td>14</td> <td>22%</td> </tr> <tr> <td rowspan="2">Competent</td> <td>10 points</td> <td>14</td> <td>22%</td> </tr> <tr> <td>9 points</td> <td>10</td> <td>16%</td> </tr> <tr> <td rowspan="2">In progress</td> <td>8 points</td> <td>2</td> <td>3%</td> </tr> <tr> <td>7 points</td> <td>5</td> <td>8%</td> </tr> <tr> <td colspan="2">Total</td> <td>63</td> <td>100%</td> </tr> </tbody> </table> <ul data-bbox="508 1127 1212 1466" style="list-style-type: none"> The results showed that the students that scored 12-11 points (<i>excellent level</i>) represent 51% of the students. These students scored an excellent level in at least two of the three criteria. Also, the students that scored 10-9 points (<i>competent level</i>) represent 38% of the students. The overall results showed that of the 63 students, 56 (89%) achieved the expected outcome, obtaining an average level of competent or more. Therefore, the goal was met. 	Criteria	Excellent		Competent		n	%	n	%	Corporal language	23	37%	26	41%	Elocution	45	71%	16	25%	Knowledge of the topic	40	64%	16	25%	Level	Score Obtained	N	%	Excellent	12 points	18	29%	11 points	14	22%	Competent	10 points	14	22%	9 points	10	16%	In progress	8 points	2	3%	7 points	5	8%	Total		63	100%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>		
<p>Psychology</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the PSIC 3003 (<i>Introduction of Psychology</i>) course to assess students' effective communication skills through an essay test. N = 89</p> <p><i>Expected outcome:</i></p> <p><i>Pre-Test</i> - 70% of students will score between 5-6 points in the 7 point rubric.</p> <p><i>Post-Test</i> - 70% of students will score between 7-8 points in the 7 point rubric.</p> <p>The scale of the rubric was established as:</p> <ul style="list-style-type: none"> 0-1 point = shows no evidence 2-3 points = initiated 4-5 points = emerging 6-7 points = competent <p>The following criteria was assessed:</p> <table border="1" data-bbox="486 1060 1217 1203"> <thead> <tr> <th data-bbox="486 1060 1217 1117">Criterion</th> </tr> </thead> <tbody> <tr> <td data-bbox="486 1117 1217 1203">1. Communicates all parts of the above process of oral and written form.</td> </tr> </tbody> </table>	Criterion	1. Communicates all parts of the above process of oral and written form.		<p>Two measures in four instances; only three of them were met (75%).</p> <p>No transformative actions were proposed.</p>
Criterion					
1. Communicates all parts of the above process of oral and written form.					

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Academic Program	Findings	Transformative Actions	Summary of Results																											
	<p>The results for the criterion and the average score were as follows:</p> <table border="1" data-bbox="486 358 1214 727"> <thead> <tr> <th rowspan="2">Criterion</th> <th rowspan="2">Average Score</th> <th colspan="2">PRE-TEST</th> <th colspan="2">POST-TEST</th> </tr> <tr> <th>n</th> <th>%</th> <th>n</th> <th>%</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Communicates all parts of the above process of oral and written form.</td> <td>7 points (max.)</td> <td>38</td> <td>43%</td> <td>45</td> <td>51%</td> </tr> <tr> <td>5-6 points</td> <td>44</td> <td>49%</td> <td>43</td> <td>48%</td> </tr> <tr> <td colspan="2">Total</td> <td>82</td> <td>92%</td> <td>88</td> <td>99%</td> </tr> </tbody> </table> <p>The overall expected outcome was reached in both the pre-test and the post-test.</p> <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the PSIC 3025 (<i>Human Development</i>) course to assess students' effective communication skills through the development of an illustrated glossary. N = 52</p> <p><i>Expected outcome:</i> 70% of students will score between 5-6 points in the 7 point rubric.</p> <p>The scale of the rubric was established as:</p> <ul style="list-style-type: none"> 0-1 point = shows no evidence 2-3 points = initiated 4-5 points = emerging 6-7 points = competent 	Criterion	Average Score	PRE-TEST		POST-TEST		n	%	n	%	Communicates all parts of the above process of oral and written form.	7 points (max.)	38	43%	45	51%	5-6 points	44	49%	43	48%	Total		82	92%	88	99%		
Criterion	Average Score			PRE-TEST		POST-TEST																								
		n	%	n	%																									
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Criterion																																							
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Academic Program	Findings	Transformative Actions	Summary of Results																							
	<p>course to assess students' effective communication skills through an essay test. N = 69</p> <p><i>Expected outcome:</i></p> <p><i>Pre-Test</i> - 70% of students will score between 5-6 points in the 7 point rubric.</p> <p><i>Post-Test</i> - 70% of students will score between 7-8 points in the 7 point rubric.</p> <p>The scale of the rubric was established as: 0-1 point = shows no evidence 2-3 points = initiated 4-5 points = emerging 6-7 points = competent</p> <p>The following criterion was assessed:</p> <table border="1" data-bbox="486 906 1212 1052"> <thead> <tr> <th>Criterion</th> </tr> </thead> <tbody> <tr> <td>1. Communicates all parts of the above process of oral and written form.</td> </tr> </tbody> </table> <p>\The results for the criterion were as follows:</p> <table border="1" data-bbox="486 1141 1212 1472"> <thead> <tr> <th rowspan="2">Criterion</th> <th rowspan="2">Average Score</th> <th colspan="2">PRE-TEST</th> <th colspan="2">POST-TEST</th> </tr> <tr> <th>n</th> <th>%</th> <th>n</th> <th>%</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Communicates all parts of the above process of oral and written form.</td> <td>7 points (max.)</td> <td>21</td> <td>30%</td> <td>24</td> <td>35%</td> </tr> <tr> <td>5-6 points</td> <td>43</td> <td>62%</td> <td>45</td> <td>65%</td> </tr> </tbody> </table>	Criterion	1. Communicates all parts of the above process of oral and written form.	Criterion	Average Score	PRE-TEST		POST-TEST		n	%	n	%	Communicates all parts of the above process of oral and written form.	7 points (max.)	21	30%	24	35%	5-6 points	43	62%	45	65%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>							
	<table border="1" data-bbox="478 272 1223 310"> <tr> <td>Total</td> <td>64</td> <td>93%</td> <td>69</td> <td>100%</td> </tr> </table> <p>The overall expected outcome was reached in both the pre-test and the post-test.</p> <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the PSIC 3025 (<i>Human Development</i>) course to assess students' effective communication skills through the development of an illustrated glossary. N = 29</p> <p><i>Expected outcome:</i> 70% of students will score between 5-6 points in the 7 point rubric.</p> <p>The scale of the rubric was established as:</p> <ul style="list-style-type: none"> 0-1 point = shows no evidence 2-3 points = initiated 4-5 points = emerging critical thinking 6-7 points = competent critical thinking <p>The following criterion were assessed:</p> <table border="1" data-bbox="478 1154 1223 1214"> <thead> <tr> <th>Criterion</th> </tr> </thead> <tbody> <tr> <td>1. Communicates all parts of the above process of oral and written form.</td> </tr> </tbody> </table>	Total	64	93%	69	100%	Criterion	1. Communicates all parts of the above process of oral and written form.		
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Academic Program	Findings	Transformative Actions	Summary of Results																																		
	<p>The results for the criterion were as follows:</p> <table border="1" data-bbox="486 337 1212 792"> <thead> <tr> <th rowspan="2">Average score</th> <th colspan="2">PRE-TEST</th> <th colspan="2">POST-TEST</th> </tr> <tr> <th>n</th> <th>%</th> <th>n</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>7 (max.)</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> </tr> <tr> <td>6</td> <td></td> <td></td> <td>13</td> <td>45%</td> </tr> <tr> <td>5</td> <td></td> <td></td> <td>14</td> <td>48%</td> </tr> <tr> <td>4</td> <td>3</td> <td>10%</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Total (5-6 points minimum)</td> <td>0</td> <td>0%</td> <td>27</td> <td>93%</td> </tr> </tbody> </table> <p>There was a significant improvement in the post test scores. The overall expected outcome was reached only in the <i>post-test</i>.</p> <p>Therefore, the goal was met.</p>	Average score	PRE-TEST		POST-TEST		n	%	n	%	7 (max.)	0	0%	0	0%	6			13	45%	5			14	48%	4	3	10%	0	0%	Total (5-6 points minimum)	0	0%	27	93%		
Average score	PRE-TEST		POST-TEST																																		
	n	%	n	%																																	
7 (max.)	0	0%	0	0%																																	
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4	3	10%	0	0%																																	
Total (5-6 points minimum)	0	0%	27	93%																																	
<p>Social Work</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>Two rubrics were used in the TSOC 4065 (<i>Supervised Professional Practice</i>) course to assess students' effective communication skills through: (1) the professor's assessment of the level of mastery of the competencies essential for the social work profession, and (2) the self-assessment of each student. The first rubric was used by the professor, and the second one by each student (<i>Student Self-Assessment Guide</i>).</p> <p><i>Expected outcome: 80%</i> of students will demonstrate effective communication skills.</p>		<p>One measure in one instance, which was met.</p> <p>No transformative action was proposed.</p>																																		

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Academic Program	Findings	Transformative Actions	Summary of Results																						
	<p>The scale of the rubric was established as:</p> <ul style="list-style-type: none"> 1 point = fails 2 points = partially meets 3 points = satisfactorily meets 4 points = meets outstandingly <p>The following criteria were assessed:</p> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; margin: 10px 0;"> <p align="center">Professors and Student Self-Assessment Criteria</p> </div> <ol style="list-style-type: none"> 1. Ability to express themselves clearly in writing. 2. Ability to speak clearly. 3. Understands the importance of effective oral and written communication in their professional work. 4. Demonstrate their participation in the writing of case history. 5. Writing style and oral communication appropriate to the parameters of the social work profession. <hr style="width: 20%; margin: 10px auto;"/> <p>The results for each criterion and the average score were as follows:</p> <table border="1" data-bbox="521 1133 1180 1456" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Criterion</th> <th colspan="2">Professor Assessment</th> <th colspan="2">Student Self-assessment</th> <th rowspan="2">Outcome</th> </tr> <tr> <th>Average score</th> <th>%</th> <th>Average score</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Speaking Clearly</td> <td>3.86</td> <td>88%</td> <td>3.82</td> <td>86%</td> <td>87%</td> </tr> <tr> <td>Writing Clearly</td> <td>3.65</td> <td>65%</td> <td>3.68</td> <td>71%</td> <td>68%</td> </tr> </tbody> </table>	Criterion	Professor Assessment		Student Self-assessment		Outcome	Average score	%	Average score	%	Speaking Clearly	3.86	88%	3.82	86%	87%	Writing Clearly	3.65	65%	3.68	71%	68%		
Criterion	Professor Assessment		Student Self-assessment		Outcome																				
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Writing Clearly	3.65	65%	3.68	71%	68%																				

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Academic Program	Findings						Transformative Actions	Summary of Results
	Understands the importance of both types of comm.	3.95	95%	3.96	96%	96%		
	Writing of case history	3.49	58%	3.81	82%	70%		
	Comm. appropriate to the social work profession	3.83	86%	3.86	86%	86%		
	Overall	3.76	78%	3.83	84%	81%		
	<p>The expected outcome was reached in 3 of the 5 (60%) criteria assessed.</p> <ul style="list-style-type: none"> ▪ Viewed globally, the professors' evaluation of their students approached the expected outcome of 80%, achieving an overall of 78% in the standard of effective communication. Nevertheless, the expected outcome of 80% was not met. ▪ The expected goal was reached only in the students' self-assessment (84%) of the criteria assessed ▪ The assessment shows an evident trend that the students' self-assessments were better than the evaluations conducted by professors. ▪ In less than 70% in both assessments (teacher-student) the student's ability to communicate adequately in writing was assessed as outstanding. ▪ The evaluation results show better student skills in oral communication (87%) than in writing (68%). The expected 							



College of Social Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>outcome was met only in oral communication skills.</p> <p>An overall of 81% of students assessed demonstrated effective communication skills.</p> <p>Therefore, the goal was met.</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
Audiovisual Communication	<p>First Instance</p> <p>A rubric was used in the COPU 4045 (<i>Advance Seminar in Communication</i>) course (two sections) to assess the students' competencies in oral and written effective communication skills through a final project. N = 21</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p>		<p>Four measures in five instances, four of which were met (80%).</p> <p>Two transformative actions were established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p>

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<i>Academic Program</i>	<i>Findings</i>			<i>Transformative Actions</i>	<i>Summary of Results</i>
	COPU 4045 (secc. 001)		COPU 4045 (secc. 002)		
	Activity #1 (Draft)	Activity #2 (Final project)	Final project		
	N = 21		N = 8		
	Integration of the group	0%	100%	88%	
	Spelling- grammar	100%	100%	100%	
	Content	100%	100%	88%	
	Written: Title - it is brief and clear	100%	100%	75%	
	Written: Introduction	0%	100%	75%	
	Oral: Literature Review	100%	100%	100%	
	Written: Literature Review	100%	100%	88%	
	Syntax and sentence construction	100%	100%	75%	
	<u><i>COPU 4045 (001):</i></u>				
	<i>Activity #1</i> - The expected goal was reached in 6 of the 8 (75%) criteria assessed in the draft final project.				
	<i>Activity #2</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.				

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Academic Program	Findings	Transformative Actions	Summary of Results																																			
	<p><u>COPU 4045 (002):</u></p> <p><i>Final project</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.</p> <p>Therefore, the goal for this outcome (66.66%) was met.</p> <p>Second Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in written effective communication skills through the writing of a <i>press release</i>. N = 72</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="553 1076 1201 1461"> <thead> <tr> <th>Course section</th> <th colspan="4">COPU 4136</th> </tr> <tr> <th>Criterion</th> <th>001</th> <th>002</th> <th>003</th> <th>004</th> </tr> </thead> <tbody> <tr> <td></td> <td>N = 15</td> <td>N = 20</td> <td>N = 17</td> <td>N = 20</td> </tr> <tr> <td>Correct spelling</td> <td>91%</td> <td>85%</td> <td>91%</td> <td>100%</td> </tr> <tr> <td>Syntax and sentence construction</td> <td>91%</td> <td>75%</td> <td>91%</td> <td>100%</td> </tr> <tr> <td>Central idea and the theme of the text.</td> <td>82%</td> <td>75%</td> <td>82%</td> <td>100%</td> </tr> <tr> <td>Appropriate vocabulary.</td> <td>91%</td> <td>90%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table>	Course section	COPU 4136				Criterion	001	002	003	004		N = 15	N = 20	N = 17	N = 20	Correct spelling	91%	85%	91%	100%	Syntax and sentence construction	91%	75%	91%	100%	Central idea and the theme of the text.	82%	75%	82%	100%	Appropriate vocabulary.	91%	90%	100%	100%		
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Academic Program	Findings	Transformative Actions	Summary of Results										
	<p>The expected goal was reached in all (100%) of the criteria assessed in the four sections of the course.</p> <p>Therefore, the goal for this outcome was met.</p> <p>Third Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in written effective communication skills through the <i>final project</i> of the course. N = 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity would score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria were:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="521 1045 1231 1266"> <thead> <tr> <th>Criteria</th> <th>% N = 20</th> </tr> </thead> <tbody> <tr> <td>Correct spelling</td> <td>42%</td> </tr> <tr> <td>Syntax and sentence construction</td> <td>53%</td> </tr> <tr> <td>Central idea and the theme of the text.</td> <td>100%</td> </tr> <tr> <td>Appropriate vocabulary.</td> <td>100%</td> </tr> </tbody> </table> <p>The expected goal was reached in in 2 out of the 4 (50%) criteria assessed.</p> <p>Therefore, the goal for this outcome was not met.</p>	Criteria	% N = 20	Correct spelling	42%	Syntax and sentence construction	53%	Central idea and the theme of the text.	100%	Appropriate vocabulary.	100%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>										
	<p>Fourth Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in written effective communication skills through a <i>press review</i>. N = 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Criterion</th> <th style="width: 30%;">% N = 20</th> </tr> </thead> <tbody> <tr> <td>Correct spelling</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Syntax and sentence construction</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Central idea and the theme of the text.</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Appropriate vocabulary.</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criterion assessed.</p> <p>Therefore, the goal for this outcome was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' competencies in written effective communication skills through a <i>final research project</i> for the course. N = 26</p>	Criterion	% N = 20	Correct spelling	100%	Syntax and sentence construction	100%	Central idea and the theme of the text.	100%	Appropriate vocabulary.	100%	<p>For the next semester, the professor will spend more time on communication texts and will reduce the time on the expository, descriptive, and narrative texts that set the curriculum of the course.</p> <p>Reinforced research skills by offering short workshops at the Research Center of the School of Communication, such as: reference search through the catalog, writing documents according to APA, Construction Testing and Data Analysis style by Excel and SPSS.</p>	
Criterion	% N = 20												
Correct spelling	100%												
Syntax and sentence construction	100%												
Central idea and the theme of the text.	100%												
Appropriate vocabulary.	100%												

School of Communication									
<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>						
	<p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. Central idea and the theme of the text.</td> <td style="text-align: center;">96%</td> </tr> <tr> <td style="text-align: center;">2. Methodology</td> <td style="text-align: center;">79%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criterion assessed.</p> <p>Therefore, the goal for this outcome was met.</p>	Criteria	%	1. Central idea and the theme of the text.	96%	2. Methodology	79%		
Criteria	%								
1. Central idea and the theme of the text.	96%								
2. Methodology	79%								
Information and Journalism	<p>First Instance</p> <p>A rubric was used in the INFP 4001 (<i>Journalistic Writing I</i>) course to assess the students' competencies in written effective communication skills, through a news story. N= 13.</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The criteria to be assessed, as expressed in the rubric, were the</p>	<p>The creation of laboratory courses, creating prerequisite writing courses with zero credit, and establishing mentoring programs is suggested.</p>	<p>Eight measures in ten instances, eight of which were met (80%).</p> <p>Four transformative actions were established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p>						

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>												
	<p>following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Written Effective Communication Criteria</p> <ol style="list-style-type: none"> 1. Correct spelling: dominates the accentuation, punctuation, and capitalization. 2. Length of the work: meets the requirements of length of the content (not exceeding or not achieving the suggested space). 3. Syntax and sentence construction: appropriate use of the parts, logical order of the parts, coherence, consistency, clarity, grammatical person, tenses and forms, etc. 4. Journalistic input type, effectiveness, and creativity. 5. Thematic unity: consistency, clarity, development of the central idea, transitions, connections, logical sequence relationship between ideas, appropriate scheme, etc. </div> <hr style="width: 20%; margin-left: 0;"/> <p>The results for the criteria were as follows (per course section):</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td>1. Correct spelling</td> <td style="text-align: center;">60%</td> </tr> <tr> <td>2. Length of the work</td> <td style="text-align: center;">90%</td> </tr> <tr> <td>3. Syntax and sentence construction</td> <td style="text-align: center;">60%</td> </tr> <tr> <td>4. Journalistic input type, effectiveness, and creativity</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>5. Thematic unity</td> <td style="text-align: center;">20%</td> </tr> </tbody> </table>	Criteria	%	1. Correct spelling	60%	2. Length of the work	90%	3. Syntax and sentence construction	60%	4. Journalistic input type, effectiveness, and creativity	30%	5. Thematic unity	20%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>The expected goal was reached in 1 out of the 5 (20%) criteria assessed in the course.</p> <p>Therefore, the goal for this outcome (66.66%) was not met.</p> <p>Second Instance</p> <p>A rubric was used in the INFP 4002 (<i>Newspaper Editing II</i>) course to assess the students' competencies in written effective communication skills through an audiovisual chronicle. N= 14.</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Written Effective Communication Criteria</p> </div> <ol style="list-style-type: none"> 1. Presentation of the original: respects the format, formal personally identifiable information, and correct appearance. 2. Length of the work: meets the requirements of length of the content (not exceeding or not achieving the suggested space). 	<p>More exercises linking image and word, multimedia critical speech; more exercises accuracy of issues, approaches, and action schemes for the development of journalistic content.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>														
	<p>3. Syntax and sentence construction: appropriate use of the parts, logical order of the parts, coherence, consistency, clarity, grammatical person, tenses and forms, etc.</p> <p>4. Content: appropriate selection of the most outstanding news item.</p> <p>5. Journalistic input type, effectiveness and creativity.</p> <p>6. Thematic unity: consistency, clarity, development of the central idea, transitions, connections, logical sequence relationship between ideas, appropriate scheme, etc.</p> <p>7. Correct spelling: dominates the accentuation, punctuation, and capitalization.</p> <hr/> <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="559 852 1193 1268"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Presentation of the original</td> <td>100</td> </tr> <tr> <td>Length of the work</td> <td>100</td> </tr> <tr> <td>Syntax and sentence construction</td> <td>100</td> </tr> <tr> <td>Content</td> <td>100</td> </tr> <tr> <td>Journalistic input type, effectiveness, and creativity</td> <td>100</td> </tr> <tr> <td>Thematic unity</td> <td>100</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criteria assessed.</p> <p>Therefore, the goal for this outcome was met.</p>	Criteria	%	Presentation of the original	100	Length of the work	100	Syntax and sentence construction	100	Content	100	Journalistic input type, effectiveness, and creativity	100	Thematic unity	100		
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	<p>Third Instance</p> <p>A rubric was used in the INFP 4016 (<i>Introduction To Journalism</i>) course to assess the students' competencies in written effective communication skills through an introduction to media activity. N= 25.</p> <p><i>Expected outcome:</i> 80% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Written Effective Communication Criteria</p> </div> <ol style="list-style-type: none"> 1. The work meets the required length. 2. Correct spelling: dominates the accentuation, punctuation, and capitalization. 3. Dominates syntax and sentence construction: appropriate use of the parties, logical order of the parts, coherence, consistency, clarity, grammatical person, tenses and forms, etc. <p>The results for the criteria were as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td>The work meets the required length.</td> <td style="text-align: center;">100</td> </tr> <tr> <td>Correct spelling.</td> <td style="text-align: center;">100</td> </tr> </tbody> </table>	Criteria	%	The work meets the required length.	100	Correct spelling.	100		
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School of Communication							
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	<p style="text-align: center;"> <u>Dominates syntax and sentence construction.</u> 100 </p> <p>The expected goal was reached in all (100%) of the criteria assessed.</p> <p>Therefore, the goal for this outcome was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the INFP 4036 (<i>Design and Techniques for Multimedia Journalism</i>) course to assess the students' competencies in written effective communication skills through the final project of the course. N = 14</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The criterion to be assessed, as expressed in the rubric, was the following:</p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px 0;"> Written Effective Communication Criterion </div> <p style="margin-left: 40px;">1. Grammar and Spelling: correct use of standards</p> <hr style="width: 20%; margin-left: 40px;"/> <p>The results for the criterion were as follows:</p> <table border="1" style="margin-left: 40px; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Criterion</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Grammar and Spelling</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Criterion	%	Grammar and Spelling	100%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>The expected goal was reached in all (100%) of the criteria assessed.</p> <p>Therefore, the goal for this outcome was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the INFP 4059 (<i>Broadcast Journalism</i>) course to assess the students' competencies in written effective communication skills through a radio news report. N = 19</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <div style="text-align: center; background-color: #cccccc; padding: 5px; margin: 10px 0;"> Written Effective Communication Criteria </div> <ol style="list-style-type: none"> 1. Writing style: Clarity - short sentences, numbers management, management of foreign names, titles, use of acronyms. Using jargon and foreign words. Conciseness - simple vocabulary, the precise word, colloquial language 2. Grammar: clear syntax, use of prepositions, pronouns, agreement, grammatical person, etc. 		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>						
	<p>The results for the criteria were as follows:</p> <table border="1" data-bbox="682 342 1069 516"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Writing style</td> <td>100%</td> </tr> <tr> <td>Grammar</td> <td>93%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criteria assessed.</p> <p>Therefore, the goal for this outcome was met.</p> <p>Sixth Instance</p> <p>A rubric was used in the COPU 4045 (<i>Advance Seminar in Communication</i>) course (two sections) to assess the students' competencies in oral and written effective communication skills through a final project. N = 21</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>Results for the criteria assessed were as follows:</p>	Criteria	%	Writing style	100%	Grammar	93%		
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School of Communication					
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	Criteria	COPU 4045 (secc. 001)		COPU 4045 (secc. 002)	
Activity #1 (Draft)		Activity #2 (Final project)	Final project		
		N = 21		N = 8	
	Integration of the group	0%	100%	88%	
	Spelling- grammar	100%	100%	100%	
	Content	100%	100%	88%	
	Written: Title - it is brief and clear	100%	100%	75%	
	Written: Introduction	0%	100%	75%	
	Oral: Literature Review	100%	100%	100%	
	Written: Literature Review	100%	100%	88%	
	Syntax and sentence construction	100%	100%	75%	
	<u><i>COPU 4045 (001):</i></u>				
	<i>Activity #1</i> - The expected goal was reached in 6 out of the 8 (75%) criteria assessed in the draft final project.				
	<i>Activity #2</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.				

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																																			
	<p><u>COPU 4045 (002):</u></p> <p><i>Final project</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.</p> <p>Therefore, the goal for this outcome (66.66%) was met.</p> <p>Seventh Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in written effective communication skills through the writing of a <i>press release</i>. N = 72</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: left;">Course section</th> <th colspan="4" style="text-align: center;">COPU 4136</th> </tr> <tr style="background-color: #d3d3d3;"> <th style="text-align: left;">Criteria</th> <th style="text-align: center;">001</th> <th style="text-align: center;">002</th> <th style="text-align: center;">003</th> <th style="text-align: center;">004</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">N = 15</td> <td style="text-align: center;">N = 20</td> <td style="text-align: center;">N = 17</td> <td style="text-align: center;">N = 20</td> </tr> <tr> <td>Correct spelling</td> <td style="text-align: center;">91%</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">91%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Syntax and sentence construction</td> <td style="text-align: center;">91%</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">91%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Central idea and the theme of the text.</td> <td style="text-align: center;">82%</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">82%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Appropriate vocabulary.</td> <td style="text-align: center;">91%</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criteria assessed in the four sections of the course.</p>	Course section	COPU 4136				Criteria	001	002	003	004		N = 15	N = 20	N = 17	N = 20	Correct spelling	91%	85%	91%	100%	Syntax and sentence construction	91%	75%	91%	100%	Central idea and the theme of the text.	82%	75%	82%	100%	Appropriate vocabulary.	91%	90%	100%	100%		
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Academic Program	Findings	Transformative Actions	Summary of Results										
	<p>Therefore, the goal for this outcome was met.</p> <p>Eighth Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in written effective communication skills through the <i>final project</i> of the course. N = 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity would score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="596 954 1155 1235"> <thead> <tr> <th>Criteria</th> <th>% N = 20</th> </tr> </thead> <tbody> <tr> <td>Correct spelling</td> <td>42%</td> </tr> <tr> <td>Syntax and sentence construction</td> <td>53%</td> </tr> <tr> <td>Central idea and the theme of the text.</td> <td>100%</td> </tr> <tr> <td>Appropriate vocabulary.</td> <td>100%</td> </tr> </tbody> </table> <p>The expected goal was reached in in 2 out of the 4 (50%) criteria assessed.</p> <p>Therefore, the goal for this outcome was not met.</p>	Criteria	% N = 20	Correct spelling	42%	Syntax and sentence construction	53%	Central idea and the theme of the text.	100%	Appropriate vocabulary.	100%		
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	<p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. Central idea and the theme of the text.</td> <td style="text-align: center;">96%</td> </tr> <tr> <td style="text-align: center;">2. Methodology</td> <td style="text-align: center;">79%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criteria assessed.</p> <p>Therefore, the goal for this outcome was met.</p>	Criteria	%	1. Central idea and the theme of the text.	96%	2. Methodology	79%		
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Public Relations and Advertising	<p>First Instance</p> <p>A rubric was used in the REPU-4018 (<i>Introduction to Advertising and Public Relations</i>) course to assess the students' competencies in written effective communication skills, through a special assignment. N= 31.</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The criteria to be assessed, as expressed in the rubric, were the</p>	<p>Spend extra time in class talking about the importance of evidence and cite correctly. More emphasis will be offered in APA style.</p>	<p>Eight measures in ten instances; eight which were met (80%).</p> <p>Four transformative actions were established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p>						

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>						
	<p>following:</p> <div style="text-align: center; background-color: #e0e0e0; padding: 5px; margin: 10px 0;"> Written Effective Communication Criteria </div> <ol style="list-style-type: none"> 1. Grammar and spelling - The sentence structure is consistent and well built. Verbs, pronouns, adjectives, and adverbs are used correctly. The score is adequate and the emphasis is correct. 2. Organization - The structure is clearly defined and has an introduction, body, and conclusion. Each paragraph is consistent and the transitions from one topic to another are logical. <hr style="width: 20%; margin: 10px auto;"/> <p>Results for the criteria assessed were as follows:</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. Grammar and spelling</td> <td style="text-align: center;">100%</td> </tr> <tr> <td style="text-align: center;">2. Organization</td> <td style="text-align: center;">97%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criteria assessed.</p> <p>Therefore, the goal for this outcome was met.</p> <p>Second Instance</p> <p>A rubric was used in the REPU 4025 (<i>Advertising Writing</i>) course to assess the students' competencies in written effective communication skills through the final course work, and the oral presentation of their work. N= 15.</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p>	Criteria	%	1. Grammar and spelling	100%	2. Organization	97%		
Criteria	%								
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<i>Academic Program</i>	<i>Findings</i>		<i>Transformative Actions</i>
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	<p>4. Understanding of the basic concepts and terminology of the theory. 100</p> <hr/> <p>5. Understandings of different writing skills. 100</p> <hr/> <p>The expected goal was reached in all (100%) of the criteria assessed.</p> <p>Therefore, the goal for this outcome was met.</p> <p>Third Instance</p> <p>A rubric was used in the REPU 4147 (<i>Public Relations Writing</i>) course to assess the students' competencies in written effective communication skills through the learning of how to build a media kit. N= 20.</p> <p><i>Expected outcome:</i> 80% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Written Effective Communication Criteria</p> </div> <p>1. The student incorporates all necessary resources to illustrate and supplement the content of the texts for the various parts that require the Public Relations Plan.</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>								
	<p>2. The student understands the basic concepts and terms applied to the development process and the drafting of the different pieces of Public Relations.</p> <p>3. The student understands and applies writing skills and formats for the various situations and environments.</p> <p>Results for the criteria were as follows:</p> <table border="1" data-bbox="559 630 1193 902"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1. Resources to illustrate and supplement the content of the public relations plan.</td> <td>85%</td> </tr> <tr> <td>2. Application of basic concepts and terms to the development process.</td> <td>95%</td> </tr> <tr> <td>3. Writing skills and formats.</td> <td>95%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criteria assessed.</p> <p>Therefore, the goal for this outcome was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the REPU 4155 (<i>Media Planning</i>) course to assess the students' competencies in oral effective communication skills through the final project of the course. N = 34</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) 	Criteria	%	1. Resources to illustrate and supplement the content of the public relations plan.	85%	2. Application of basic concepts and terms to the development process.	95%	3. Writing skills and formats.	95%		
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	<p>competencies in oral and written effective communication skills through a final project. N = 21</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="526 708 1225 1469"> <thead> <tr> <th rowspan="2">Criteria</th> <th colspan="2">COPU 4045 (secc. 001)</th> <th>COPU 4045 (secc. 002)</th> </tr> <tr> <th>Activity #1 (Draft)</th> <th>Activity #2 (Final project)</th> <th>Final project</th> </tr> </thead> <tbody> <tr> <td></td> <td colspan="2" style="text-align: center;">N = 21</td> <td style="text-align: center;">N = 8</td> </tr> <tr> <td>Integration of the group</td> <td>0%</td> <td>100%</td> <td>88%</td> </tr> <tr> <td>Spelling- grammar</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Content</td> <td>100%</td> <td>100%</td> <td>88%</td> </tr> <tr> <td>Written: Title - it is brief and clear</td> <td>100%</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>Written: Introduction</td> <td>0%</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>Oral: Literature Review</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Written: Literature Review</td> <td>100%</td> <td>100%</td> <td>88%</td> </tr> </tbody> </table>	Criteria	COPU 4045 (secc. 001)		COPU 4045 (secc. 002)	Activity #1 (Draft)	Activity #2 (Final project)	Final project		N = 21		N = 8	Integration of the group	0%	100%	88%	Spelling- grammar	100%	100%	100%	Content	100%	100%	88%	Written: Title - it is brief and clear	100%	100%	75%	Written: Introduction	0%	100%	75%	Oral: Literature Review	100%	100%	100%	Written: Literature Review	100%	100%	88%		
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School of Communication					
<i>Academic Program</i>	<i>Findings</i>			<i>Transformative Actions</i>	<i>Summary of Results</i>
	Syntax and sentence construction	100%	100%	75%	
	<p><u>COPU 4045 (001):</u></p> <p><i>Activity #1</i> - The expected goal was reached in 6 of the 8 (75%) criteria assessed in the draft final project.</p> <p><i>Activity #2</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.</p> <p><u>COPU 4045 (002):</u></p> <p><i>Final project</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.</p> <p>Therefore, the goal for this outcome (66.66%) was met.</p> <p>Seventh Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in written effective communication skills through the writing of a <i>press release</i>. N = 72</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>Results for the criteria assessed were as follows:</p>				

School of Communication

<i>Academic Program</i>	<i>Findings</i>					<i>Transformative Actions</i>	<i>Summary of Results</i>
	Course section	COPU 4136					
	Criterion	001	002	003	004		
		N = 15	N = 20	N = 17	N = 20		
	Correct spelling	91%	85%	91%	100%		
	Syntax and sentence construction	91%	75%	91%	100%		
	Central idea and the theme of the text.	82%	75%	82%	100%		
	Appropriate vocabulary.	91%	90%	100%	100%		
	<p>The expected goal was reached in all (100%) of the criteria assessed in the four sections of the course.</p>						
	<p>Therefore, the goal for this outcome was met.</p>						
	<p>Eighth Instance</p>						
	<p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in written effective communication skills through the <i>final project</i> of the course.</p>						
	<p>N = 20</p>						
	<p><i>Expected outcome:</i> 70% of students participating in the activity would score 5 points or more in the 1-8 point scale used.</p>						
	<p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) 						
	<p>Results for the criteria assessed were as follows:</p>						

School of Communication

Academic Program	Findings		Transformative Actions	Summary of Results										
	<table border="1"> <thead> <tr> <th>Criterion</th> <th>% N = 20</th> </tr> </thead> <tbody> <tr> <td>Correct spelling</td> <td>42%</td> </tr> <tr> <td>Syntax and sentence construction</td> <td>53%</td> </tr> <tr> <td>Central idea and the theme of the text.</td> <td>100%</td> </tr> <tr> <td>Appropriate vocabulary.</td> <td>100%</td> </tr> </tbody> </table>	Criterion	% N = 20	Correct spelling	42%	Syntax and sentence construction	53%	Central idea and the theme of the text.	100%	Appropriate vocabulary.	100%		<p>In the next semester, the professor will spend more time on communication texts and will reduce the time on the expository, descriptive, and narrative texts that set the curriculum of the course.</p>	
Criterion	% N = 20													
Correct spelling	42%													
Syntax and sentence construction	53%													
Central idea and the theme of the text.	100%													
Appropriate vocabulary.	100%													
	<p>The expected goal was reached in in 2 out of the 4 (50%) criteria assessed. Therefore, the goal for this outcome was not met.</p> <p>Ninth Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in written effective communication skills through a <i>press review</i>. N = 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>Results for the criteria assessed were as follows:</p> <table border="1"> <thead> <tr> <th>Criterion</th> <th>% N = 20</th> </tr> </thead> <tbody> <tr> <td>Correct spelling</td> <td>100%</td> </tr> <tr> <td>Syntax and sentence construction</td> <td>100%</td> </tr> </tbody> </table>		Criterion	% N = 20	Correct spelling	100%	Syntax and sentence construction	100%						
Criterion	% N = 20													
Correct spelling	100%													
Syntax and sentence construction	100%													

School of Communication

Academic Program	Findings		Transformative Actions	Summary of Results						
	Central idea and the theme of the text.	100%								
	Appropriate vocabulary.	100%								
	<p>The expected goal was reached in all (100%) of the criterion assessed.</p>									
	<p>Therefore, the goal for this outcome was met.</p>									
	<p>Tenth Instance</p>									
	<p>A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' competencies in written effective communication skills through a <i>final research project</i> for the course. N = 26</p>									
	<p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p>									
	<p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) 									
	<p>Results for the criteria assessed were as follows:</p>									
	<table border="1"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1. Central idea and the theme of the text.</td> <td>96%</td> </tr> <tr> <td>2. Methodology</td> <td>79%</td> </tr> </tbody> </table>		Criteria	%	1. Central idea and the theme of the text.	96%	2. Methodology	79%		
Criteria	%									
1. Central idea and the theme of the text.	96%									
2. Methodology	79%									
	<p>The expected goal was reached in all (100%) of the criterion assessed.</p>									
	<p>Therefore, the goal for this outcome was met.</p>									

II. Critical Thinking

College of Education									
Academic Program	Findings	Transformative Actions	Summary of Results						
Teacher Preparation Program	First Instance A holistic rubric was used in the <i>Electronic Portfolio</i> of the students, which is incorporated as an assessment tool of the <i>Professional Reflective Seminar</i> (FAED 4001, 4002 and 4003) courses to assess students' critical thinking skills. Through the portfolio of future teachers, the students incorporate critical reflection of their educational practice, their educational philosophy, and their projections as professionals in the field of education. <i>Expected outcome:</i> It was expected that 100% of students would obtain a level of "good" or "outstanding" in the <i>Critical Thinking Skills</i> competence of the holistic rubric. <i>The assessment findings were as follows:</i> <ul style="list-style-type: none"> 59% of students scored between levels "good" and "outstanding," according to the 21-point rubric used in the competence of critical thinking. 41% of students did not achieve the expected goals. Only 5.6% of the data of participating students was collected. 	The program should create the adequate mechanism to deliver the assessment data to the Office of Evaluation in a consistent manner. Design a strategy to create a culture of assessment data collection among faculty members from the <i>College of Education</i> . For the next assessment, the expected outcome will be 90% instead of 100%.	The Teacher Preparation Program established two measures in two instances. None of which were not met. Five transformative actions were established. <table border="1" data-bbox="1903 927 2448 1485"> <thead> <tr> <th>Course</th> <th>OEAE RECOMMENDATIONS FOR THE PROGRAM</th> </tr> </thead> <tbody> <tr> <td><i>Electronic Portfolio;</i></td> <td>Any student assessment activity should not be set to 100% as expected outcome, because it is an unrealistic goal.</td> </tr> <tr> <td><i>Teaching Practice (EDPE 4000 level) courses</i></td> <td>The <i>College of Education</i> should establish in their Annual Assessment specific measures for the Teaching Practice courses, for the students in elementary and for the secondary levels, as well as per specialty area at secondary level, and not only provide an overall assessment.</td> </tr> </tbody> </table>	Course	OEAE RECOMMENDATIONS FOR THE PROGRAM	<i>Electronic Portfolio;</i>	Any student assessment activity should not be set to 100% as expected outcome, because it is an unrealistic goal.	<i>Teaching Practice (EDPE 4000 level) courses</i>	The <i>College of Education</i> should establish in their Annual Assessment specific measures for the Teaching Practice courses, for the students in elementary and for the secondary levels, as well as per specialty area at secondary level, and not only provide an overall assessment.
	Course	OEAE RECOMMENDATIONS FOR THE PROGRAM							
<i>Electronic Portfolio;</i>	Any student assessment activity should not be set to 100% as expected outcome, because it is an unrealistic goal.								
<i>Teaching Practice (EDPE 4000 level) courses</i>	The <i>College of Education</i> should establish in their Annual Assessment specific measures for the Teaching Practice courses, for the students in elementary and for the secondary levels, as well as per specialty area at secondary level, and not only provide an overall assessment.								

	<p>Therefore, the goal was not met.</p> <p>Second Instance</p> <p>An Assessment Instrument of Teacher Candidates in Teaching Practice was used to assess students' critical thinking skills as part of the <i>Teaching Practice</i> (EDPE 4000 level) courses. Future teachers incorporated critical reflection on their educational practice to make continuous improvement of their professional practice.</p> <p><i>Expected outcome:</i> It was expected that 100% of the students would obtain a “good” or “outstanding” level in the rubric.</p> <p><i>The assessment findings were as follows:</i></p> <ul style="list-style-type: none"> • 91.43% of students scored between levels “good” and “outstanding” according to the 21-point rubric used in the competence of critical thinking. • 8.57% of students did not achieve the expected goals. <p>Therefore, the goal was not met.</p>	<p>In the three meetings held during the teaching practice, more attention should have been paid to the initial assessment results so that the gaps in the full development of a competition would have been identified, and adequate feedback for the second and third assessments could have been provided to the students.</p> <p>For the next assessment, the expected outcome established will be 90% instead of 100%.</p>	<p>All assessment activities should establish a specific expected outcome to allow comparison with the assessment results obtained by the students and to establish appropriate transformative actions (<i>see First Instance and Second Instance</i>).</p>
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College of General Studies

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
<p>Interdisciplinary Program</p>	<p>First Instance</p> <p>A rubric was used in the ESGE 3161 (<i>Epistemological Problems in the Construction of Knowledge</i>) course to assess the students' critical thinking skills during the writing of a monograph.</p> <p><i>Expected outcome:</i> Students will achieve a minimum of 70% in the exercise of the monograph.</p> <p>The rubric used the following criteria:</p> <div style="text-align: center; background-color: #cccccc; padding: 5px; margin: 10px 0;"> <p>Critical Thinking Skills Criteria</p> </div> <ol style="list-style-type: none"> 1. Holistic analysis and interpretation through judgments and constructive criticism. 2. Selection and use of appropriate information to research a point of view. 3. Exposes and clearly describes the problem. 4. Analyzes and evaluates its assumptions and those of others. 5. Their perspective, thesis, or hypothesis considers the complexities of the case. 6. Recognizes the limits of their position. 7. Presents conclusions and results logically, and demonstrates an ability to place the evidence and its prospects in order of priority. <hr/> <p>Academic achievement attained by student participants was 73.2%.</p> <p>Therefore, the goal for this learning outcome (66.67%) was met.</p>	<p>The syllabus of the ESGE 3161 and ESGE 4185 courses will include a socialized discussion to analyze the difference between an assumption, and a logic, or empirically verified assertion.</p>	<p>One measure in two instances, which were met.</p> <p>One transformative action was established.</p>

College of General Studies

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Second Instance</p> <p>A rubric was used in the ESGE 4185 (<i>Epistemological Foundations in Biological Sciences</i>) course to assess the students' competencies in critical thinking skills through the student's assessment of critical thinking skills during the writing of a monograph.</p> <p><i>Expected outcome:</i> Students will achieve a minimum of 70% in the exercise of the monograph.</p> <p>The rubric used the following criteria:</p> <div style="background-color: #cccccc; text-align: center; padding: 5px; margin: 10px 0;">Critical Thinking Skills Criteria</div> <ol style="list-style-type: none"> 1. Holistic analysis and interpretation through judgments and constructive criticism. 2. Selection and use of appropriate information to research a point of view. 3. Exposes and clearly describes the problem. 4. Analyzes and evaluates its assumptions and those of others. 5. Their perspective, thesis, or hypothesis considers the complexities of the case. 6. Recognizes the limits of their position. 7. Presents conclusions and results logically and demonstrates an ability to place the evidence and its prospects in order of priority <hr style="width: 20%; margin-left: 0;"/> <p>Academic achievement attained by student participants was 69.8%.</p> <p>Therefore, the goal for this outcome (66.67%) was met.</p>		

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
<p>Comparative Literature</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A 6 point rubric was used in the LITE 3101 (<i>Contemporary Literary Theory</i>) course to assess the students' competencies in critical thinking skills in a final exam essay. N = 18</p> <p><i>Expected outcome:</i> It was expected that 75% or more of the students would receive a score of 4 or higher in all criteria.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; margin: 10px 0; text-align: center;"> <p>Critical Thinking Skills Criteria</p> </div> <ol style="list-style-type: none"> 1- Formulate an appropriate hypothesis (the problem, question, or main argument to be developed or demonstrated). 2- Contextualize the hypothesis. 3- Make explicit the premises relevant for the analysis. 4- Present, develop, and communicate a hypothesis that reflects a perspective or position in dialogue or debate with other relevant perspectives. 5- Present, analyze, and utilize the information/evidence (textual or other) effectively. 	<p>More emphasis should be given to developing analytical essays at the beginning level courses, to better prepare students for writing their essays in the LITE 3101 (<i>Contemporary Literary Theory</i>) course. Students should be better prepared in the beginning classes in order to successfully demonstrate mastery of the criteria for critical thinking.</p> <p>The current enrollment cap of 30 students in the introductory writing courses needs to be lowered ideally to 15 students.</p> <p>LITE 3101 (<i>Contemporary Literary Theory</i>) has traditionally been the course that students take to see whether <i>Comparative Literature</i> is the appropriate major for them because it introduces complex literary theories. Because of previous results of assessment, the department will add a second course in <i>Contemporary Literary Theory</i> (LITE 3102). Then, the department should consider whether it may also be desirable to introduce students to more literary theory courses at the beginning level.</p>	<p>One measure in one instance, which was not met.</p> <p>Three transformative actions were established.</p>

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																		
	<p>6- Elaborate conclusions corresponding to the arguments developed and evidence presented in the paper.</p> <p>7- Communicate effectively, coherently, and correctly.</p> <p>8- Critique texts according to the alteration and application of relevant theoretical frameworks.</p> <hr/> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="540 773 1096 1430"> <thead> <tr> <th data-bbox="540 773 835 889">Criteria</th> <th data-bbox="835 773 997 889">Students' scores 4 or higher</th> <th data-bbox="997 773 1096 889">%</th> </tr> </thead> <tbody> <tr> <td data-bbox="540 889 835 976">Formulate an appropriate hypothesis</td> <td data-bbox="835 889 997 976">13/18</td> <td data-bbox="997 889 1096 976">72%</td> </tr> <tr> <td data-bbox="540 976 835 1062">Contextualize the hypothesis</td> <td data-bbox="835 976 997 1062">13/18</td> <td data-bbox="997 976 1096 1062">72%</td> </tr> <tr> <td data-bbox="540 1062 835 1148">Make explicit the premises relevant for the analysis.</td> <td data-bbox="835 1062 997 1148">6/18</td> <td data-bbox="997 1062 1096 1148">33%</td> </tr> <tr> <td data-bbox="540 1148 835 1234">Present, develop, and communicate a hypothesis</td> <td data-bbox="835 1148 997 1234">15/18</td> <td data-bbox="997 1148 1096 1234">83%</td> </tr> <tr> <td data-bbox="540 1234 835 1320">Present, analyze, and utilize the information effectively</td> <td data-bbox="835 1234 997 1320">6/18</td> <td data-bbox="997 1234 1096 1320">33%</td> </tr> </tbody> </table>	Criteria	Students' scores 4 or higher	%	Formulate an appropriate hypothesis	13/18	72%	Contextualize the hypothesis	13/18	72%	Make explicit the premises relevant for the analysis.	6/18	33%	Present, develop, and communicate a hypothesis	15/18	83%	Present, analyze, and utilize the information effectively	6/18	33%		
Criteria	Students' scores 4 or higher	%																			
Formulate an appropriate hypothesis	13/18	72%																			
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College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Elaborate conclusions corresponding to the arguments developed 6/18 33%</p> <p>Communicate effectively 13/18 72%</p> <p>Critique texts according to the alteration and application of relevant theoretical frameworks 13/18 72%</p> <hr/> <p>Of the 8 criteria assessed, at least 75% of students scored 4 or higher on only one of the criteria: “Present, develop, and communicate a hypothesis/independent posture regarding the theory.” (83%).</p> <p>Thus, the actual results did not correspond with the expected results that 75% of students would score 4 or higher in all the criteria.</p> <p>Therefore, the goal was not met.</p>		
Fine Arts	<p><i>First Semester</i></p> <p>First Instance</p> <p>A holistic rubric and the results of a critical group was used in the ARTE 3912 (<i>Fundamentals of Visual Arts 2</i>) course to assess the students' critical thinking skills in a portfolio focused on visual approaches and concepts represented through plastic work.</p> <p><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria</p>	<p>It will be given greater emphasis in the analysis of theoretical readings, and in the vocabulary development of three-dimensional visual arts.</p> <p>A written exam will be established to evaluate the theoretical knowledge and vocabulary.</p>	<p>One measure in three instances, which were met.</p> <p>Four transformative actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>							
	<p>assessed..</p> <p>The criteria to be assessed, as expressed in the rubric, are the following:</p> <table border="1" data-bbox="505 440 1134 500"> <tr> <th data-bbox="505 440 1134 500">Critical Thinking Skills Criteria</th> </tr> </table> <ol style="list-style-type: none"> <li data-bbox="532 500 1118 621">1. Demonstrated ability to perform self-criticism and to analyze works of others in their individual and group work. <li data-bbox="532 638 1118 711">2. Made references from different sources effectively and clearly described. <li data-bbox="532 727 1118 800">3. Provided insight into the characteristics of plastic work and aesthetic values. <li data-bbox="532 816 1118 849">4. Approached problems and how they were argued. <hr/> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="551 997 1085 1170"> <thead> <tr> <th data-bbox="551 997 817 1070">Mid-term Assessment</th> <th data-bbox="817 997 1085 1070">Final Assessment</th> </tr> <tr> <th colspan="2" data-bbox="551 1070 1085 1110">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td data-bbox="551 1110 817 1170">100%</td> <td data-bbox="817 1110 1085 1170">100%</td> </tr> </tbody> </table> <p>100% of students assessed reached the expected outcome, both in the midterm and the final assessment. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A holistic rubric and the results of a critical group was used in the ARTE 4981 (<i>Creative Research Workshop I</i>) course</p>	Critical Thinking Skills Criteria	Mid-term Assessment	Final Assessment	Percentage of Students Meeting the Goal		100%	100%	<p>Institutionalize critical group sessions of the course as a departmental major event and encourage the</p>	
Critical Thinking Skills Criteria										
Mid-term Assessment	Final Assessment									
Percentage of Students Meeting the Goal										
100%	100%									

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>											
	<p>to assess the students' critical thinking skills in a portfolio focused on visual approaches and concepts represented through the plastic work.</p> <p><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <table border="1" data-bbox="489 613 1145 672"> <thead> <tr> <th>Critical Thinking Skills Criteria</th> </tr> </thead> <tbody> <tr> <td>1- Demonstrated ability to perform self-criticism and to analyze the works of others in their individual and group work.</td> </tr> <tr> <td>2- Made references from different sources effectively and clearly described.</td> </tr> <tr> <td>3- Provided insight into the characteristics of plastic work and aesthetic values.</td> </tr> <tr> <td>4- Approached problems and how they were argued.</td> </tr> </tbody> </table> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="548 1146 1085 1317"> <thead> <tr> <th>Mid-term Assessment</th> <th>Final Assessment</th> </tr> <tr> <th colspan="2">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td>83%</td> <td>83%</td> </tr> </tbody> </table> <p>83% of students assessed reached the expected outcome, both in the midterm and the final assessment.</p> <p>Therefore, the goal was met.</p>	Critical Thinking Skills Criteria	1- Demonstrated ability to perform self-criticism and to analyze the works of others in their individual and group work.	2- Made references from different sources effectively and clearly described.	3- Provided insight into the characteristics of plastic work and aesthetic values.	4- Approached problems and how they were argued.	Mid-term Assessment	Final Assessment	Percentage of Students Meeting the Goal		83%	83%	<p>active participation of students and professors, with the aim of creating a criticism culture in the department.</p>	
Critical Thinking Skills Criteria														
1- Demonstrated ability to perform self-criticism and to analyze the works of others in their individual and group work.														
2- Made references from different sources effectively and clearly described.														
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Mid-term Assessment	Final Assessment													
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83%	83%													

College of Humanities			
<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Third Instance</p> <p>A holistic rubric and the results of a critical group was used in the ARTE 4982 (<i>Creative Research Workshop 2</i>) course to assess the students' critical thinking skills in a portfolio focused on visual approaches and concepts represented through plastic work.</p> <p><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <div style="text-align: center; background-color: #cccccc; padding: 5px; margin: 10px 0;">Critical Thinking Skills Criteria</div> <ol style="list-style-type: none"> 1- Demonstrated ability to perform self-criticism and to analyze works of others in their individual and group work. 2- Made references from different sources effectively and clearly described. 3- Provided insight into the characteristics of plastic work and aesthetic values. 4- Approached problems and how they were argued. <hr/> <p><i>The assessment findings were as follows:</i></p>	<p>Professors from other universities will be invited to participate in the criticism of the plastic work, promoting the development of critical thinking.</p>	

College of Humanities

Academic Program	Findings	Transformative Actions	Summary of Results								
	<table border="1" data-bbox="548 318 1085 488"> <thead> <tr> <th data-bbox="548 318 817 386">Mid-term Assessment</th> <th data-bbox="817 318 1085 386">Final Assessment</th> </tr> <tr> <th colspan="2" data-bbox="548 386 1085 427">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td data-bbox="548 427 817 488">100%</td> <td data-bbox="817 427 1085 488">100%</td> </tr> </tbody> </table> <p data-bbox="486 526 1112 623">100% of students assessed reached the expected outcome, both in the midterm and the final assessment. Therefore, the goal was met.</p> <p data-bbox="486 667 674 691"><i>Second Semester</i></p> <p data-bbox="486 732 647 756">First Instance</p> <p data-bbox="486 802 1139 964">A holistic rubric and the results of a critical group was used in the ARTE 4982 (<i>Creative Research Workshop 2</i>) course to assess the students' competencies in critical thinking skills in a portfolio focused on visual approaches and concepts represented through plastic work.</p> <p data-bbox="486 1008 1126 1105"><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 points or higher in all criteria assessed.</p> <p data-bbox="486 1143 1139 1203">The criteria to be assessed, as expressed in the rubric, are the following :</p> <table border="1" data-bbox="508 1235 1126 1292"> <thead> <tr> <th data-bbox="508 1235 1126 1292">Critical Thinking Skills Criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="548 1292 1085 1414">1- Demonstrated ability to perform self-criticism and to analyze works of others in their individual and group work.</td> </tr> </tbody> </table>	Mid-term Assessment	Final Assessment	Percentage of Students Meeting the Goal		100%	100%	Critical Thinking Skills Criteria	1- Demonstrated ability to perform self-criticism and to analyze works of others in their individual and group work.	<p data-bbox="1171 846 1736 976">Greater emphasis will be given to the analysis of the works of artists from various fields and historical moments, so that it is applied to critical analysis of the work itself, and the work of others.</p>	
Mid-term Assessment	Final Assessment										
Percentage of Students Meeting the Goal											
100%	100%										
Critical Thinking Skills Criteria											
1- Demonstrated ability to perform self-criticism and to analyze works of others in their individual and group work.											

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>												
	<p>2- Made references from different sources effectively and clearly described.</p> <p>3- Provided insight into the characteristics of plastic work and aesthetic values.</p> <p>4- Approached problems and how they were argued.</p> <hr/> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="551 690 1085 977"> <thead> <tr> <th data-bbox="551 690 677 833">Course session</th> <th data-bbox="677 690 881 760">Mid-term Assessment</th> <th data-bbox="881 690 1085 760">Final Assessment</th> </tr> <tr> <td data-bbox="551 760 677 833"></td> <th colspan="2" data-bbox="677 760 1085 833">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td data-bbox="551 833 677 902">ARTE 4982-1</td> <td data-bbox="677 833 881 902">80%</td> <td data-bbox="881 833 1085 902">90%</td> </tr> <tr> <td data-bbox="551 902 677 977">ARTE 4982-2</td> <td data-bbox="677 902 881 977">75%</td> <td data-bbox="881 902 1085 977">75%</td> </tr> </tbody> </table> <p>ARTE 4982-1: 80% of students assessed reached the expected outcome in the midterm assessment, and in the final assessment, 90% of students reached the expected outcome.</p> <p>ARTE 4982-2: 75% of students assessed reached the expected outcome, both in the midterm and the final assessment</p> <p>Therefore, the goal was met.</p>	Course session	Mid-term Assessment	Final Assessment		Percentage of Students Meeting the Goal		ARTE 4982-1	80%	90%	ARTE 4982-2	75%	75%		
Course session	Mid-term Assessment	Final Assessment													
	Percentage of Students Meeting the Goal														
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ARTE 4982-2	75%	75%													

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
History	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the HIST 4008 (<i>History and Space</i>) course to assess the students' critical thinking skills through an oral presentation and a written work.</p> <p><i>Expected outcome:</i> A minimum of 70% of students will obtain an excellent or good level in the rubric used.</p> <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px 0;"> Critical Thinking Criteria </div> <ol style="list-style-type: none"> 1. Using information sources to explore the topic 2. Understanding the sources of information used 3. Comparing ideas studied 4. Assessment and reflection on the ideas discussed 5. Own opinion or critical analysis of ideas <hr/> <p><i>The assessment findings were as follows:</i></p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px 0;"> Average Score of Students </div> <div style="text-align: center; margin: 5px 0;"> 100% </div> <hr/> <p>100% of the students assessed reached the expected outcome in all the criteria assessed.</p> <p>Therefore, the goal was met.</p>	<p>Incorporating information about learning outcomes and their objectives in the syllabi of the courses.</p>	<p>Two measures in two instances, which were met.</p> <p>One overall transformative action was established.</p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px 0;"> OEAE RECOMMENDATIONS FOR THE PROGRAM </div> <ul style="list-style-type: none"> ▪ All assessment activities should establish specific assessment results for each assessment criterion to establish appropriate transformative actions.

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>				
	<p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the HIST 4009 (<i>History and Anthropology</i>) course to assess the students' critical thinking skills through an oral presentation and a written work.</p> <p><i>Expected outcome:</i> A minimum of 70% of students will obtain an excellent or good level in each criterion of the rubric used.</p> <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Critical Thinking Criteria</p> <ol style="list-style-type: none"> 1- Using information sources to explore the topic 2- Understanding the sources of information used 3- Comparing ideas studied 4- Assessment and reflection on the ideas discussed 5- Own opinion or critical analysis of ideas </div> <hr style="width: 20%; margin: 10px 0;"/> <p><i>The assessment findings were as follows:</i></p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Highest Student Average</th> <th style="padding: 5px;">Lowest Student Average</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">100%</td> <td style="text-align: center; padding: 5px;">95.5%</td> </tr> </tbody> </table> <hr style="width: 20%; margin: 10px auto;"/> <p>100% of the students assessed reached the expected outcome in all the criteria assessed. Therefore, the goal was met.</p>	Highest Student Average	Lowest Student Average	100%	95.5%		
Highest Student Average	Lowest Student Average						
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																
	<p>Second Instance</p> <p>A rubric was used in the HIST 4236 (<i>Research Seminar in European History</i>) course to assess the students' critical thinking skills through an oral presentation and a written work.</p> <p><i>Expected outcome:</i> A minimum of 70% of students will obtain an excellent or good level in each criterion of the rubric used.</p> <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <table border="1" data-bbox="489 781 1123 1117"> <thead> <tr> <th colspan="2" data-bbox="489 781 1123 837">Critical Thinking Criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="489 837 997 878">1. Using information sources to explore the topic</td> <td data-bbox="997 837 1123 878"></td> </tr> <tr> <td data-bbox="489 878 997 919">2. Understanding the sources of information used</td> <td data-bbox="997 878 1123 919"></td> </tr> <tr> <td data-bbox="489 919 997 959">3. Comparing ideas studied</td> <td data-bbox="997 919 1123 959"></td> </tr> <tr> <td data-bbox="489 959 997 1000">4. Assessment and reflection on the ideas discussed</td> <td data-bbox="997 959 1123 1000"></td> </tr> <tr> <td data-bbox="489 1000 997 1040">5. Own opinion or critical analysis of ideas</td> <td data-bbox="997 1000 1123 1040"></td> </tr> </tbody> </table> <hr/> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="548 1206 1085 1344"> <thead> <tr> <th data-bbox="548 1206 854 1284">Highest Student Average</th> <th data-bbox="854 1206 1085 1284">Lowest Student Average</th> </tr> </thead> <tbody> <tr> <td data-bbox="548 1284 854 1344">100%</td> <td data-bbox="854 1284 1085 1344">95.5%</td> </tr> </tbody> </table> <p>100% of the students assessed reached the expected outcome in all the criteria assessed. Therefore, the goal was met.</p>	Critical Thinking Criteria		1. Using information sources to explore the topic		2. Understanding the sources of information used		3. Comparing ideas studied		4. Assessment and reflection on the ideas discussed		5. Own opinion or critical analysis of ideas		Highest Student Average	Lowest Student Average	100%	95.5%		
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Academic Program	Findings	Transformative Actions	Summary of Results
Biology	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the BIOL 4350 (Cell Biology) course to assess students' critical thinking skills with a set of analysis questions from the first three partial exams.</p> <p><i>Expected outcome</i> - It was expected that 50% or more of the students would correctly answer the analysis questions in the final exam.</p> <p>Students' critical thinking skills were evaluated through a set of questions that require the analysis of a premise or the interpretation of data. Each of the questions of the partial exams assessed the following main skills:</p> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Main skills assessed in the partial exams</p> <ol style="list-style-type: none"> 1. Identify the purpose of a situation applied nature. 2. Ability to formulate a hypothesis with scientific basis. 3. Synthesize a discussion/critical analysis around a biological problem or other area. 4. Formulate conclusions and projections of a studied situation. </div> <hr style="width: 20%; margin: 10px 0;"/> <p>The assessment results from each of the analysis questions in the <i>partial exams</i> #1, #2, and #3 were as follows:</p>		<p>Three measures in one instance, two of which were met.</p> <p>No transformative actions were proposed.</p>

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<i>Academic Program</i>	<i>Findings</i>				<i>Transformative Actions</i>	<i>Summary of Results</i>																																								
	<table border="1"> <thead> <tr> <th>Partial Exam</th> <th>N</th> <th>Analysis question number</th> <th>%</th> </tr> </thead> <tbody> <tr> <td rowspan="3">First exam</td> <td rowspan="3">197</td> <td>Question #9</td> <td>32%</td> </tr> <tr> <td>Question #13</td> <td>54%</td> </tr> <tr> <td>Question #35</td> <td>82%</td> </tr> <tr> <td rowspan="7">Second exam</td> <td rowspan="7">189</td> <td>Question #4</td> <td>51%</td> </tr> <tr> <td>Question #5</td> <td>51%</td> </tr> <tr> <td>Question #9</td> <td>28%</td> </tr> <tr> <td>Question #11</td> <td>56%</td> </tr> <tr> <td>Question #26</td> <td>85%</td> </tr> <tr> <td>Question #39</td> <td>47%</td> </tr> <tr> <td>Question #44</td> <td>65%</td> </tr> <tr> <td rowspan="5">Third exam</td> <td rowspan="5">179</td> <td>Question #14</td> <td>75%</td> </tr> <tr> <td>Question #21</td> <td>49%</td> </tr> <tr> <td>Question #23</td> <td>52%</td> </tr> <tr> <td>Question #40</td> <td>40%</td> </tr> <tr> <td>Question #49</td> <td>29%</td> </tr> </tbody> </table>	Partial Exam	N	Analysis question number	%	First exam	197	Question #9	32%	Question #13	54%	Question #35	82%	Second exam	189	Question #4	51%	Question #5	51%	Question #9	28%	Question #11	56%	Question #26	85%	Question #39	47%	Question #44	65%	Third exam	179	Question #14	75%	Question #21	49%	Question #23	52%	Question #40	40%	Question #49	29%					
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<p><i>First partial exam:</i> The expected outcome was reached by the students assessed in 2 of the 3 critical analysis questions except for question # 9 (Average score of students that met the expected outcome.= 67%).</p>																																														

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>				
	<p><i>Second partial exam:</i> The expected outcome was reached by 71% of the students assessed in 5 of the 7 analysis questions. The expected outcome of 50 % was not achieved in questions #9 and #39.</p> <p><i>Third partial exam:</i> The expected outcome was reached by 40% of the students assessed in 2 of the 5 analysis questions (The expected outcome of 50 % was not achieved in questions #21 (49%), #40 (40%), and #49 (29%)).</p> <p>The expected outcome was reached in the first and in the second partial exam (2 of 3; 67%). Therefore, the goal was met.</p>						
Chemistry	<p>First Instance</p> <p>A rubric was used in the QUIM 3001L (General Chemistry Laboratory) course to assess students' critical thinking skills in a critical thinking exercise. N = 10</p> <p><i>Specific outcome</i> - It was expected 60% or more of the students would achieve a score of at least 66.7% in their performance in each criterion.</p> <p><i>Global outcome</i> - It was expected that 60% or more of the criterion would be achieved by students.</p> <p>The results for each criterion were as follows:</p> <table border="1" 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 style="text-align: center;">1. Defining the problem</td> <td style="text-align: center;">90%</td> </tr> </tbody> </table>	Criteria	Average by criteria	1. Defining the problem	90%	<p>A revised version of the critical thinking exercise was implemented during the first semester of the 2014-2015 academic year in various course sections of the General Chemistry 1 Laboratory (QUIM 3001L). A random sample of the exercise was selected for evaluation. A different implementation strategy is being considered to minimize complications when acquiring the assessment data and to train chemistry students in a more uniform manner before implementing the exercise in the next academic year. For example, students will be advised to review online modules that discuss how to propose a hypothesis and how to design an experiment. A rubric for evaluating a proposed hypothesis and experiment will be needed. Revisions on the critical thinking exercise are currently underway to improve readability and accuracy.</p>	<p>One measure in one instance, which was met.</p> <p>One transformative action was proposed.</p>
Criteria	Average by criteria						
1. Defining the problem	90%						

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Academic Program	Findings	Transformative Actions	Summary of Results			
	<p>2. Evaluating the data 60%</p> <p>3. Proposing conclusions 70%</p> <p>4. Evaluating conclusions 40%</p> <p>5. Proposing a hypothesis 70%</p> <p>6. Designing an experiment 20%</p> <hr/> <p>The students assessed obtained 66.7% or more in 3 out of 6 criteria assessed (67%) assessed. The specific expected outcome was achieved in criteria 1, 3, and 5.</p> <p>The global expected outcome of $\geq 60\%$ was achieved.</p> <p>Therefore, the goal was met.</p>					
Mathematics	<p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the MATE 4995 (Topics in Mathematics: Undergraduate Research Seminar) course to assess students' critical thinking skills in the presentation of a research project. (N= 5)</p> <p><i>Specific expected outcome</i> - It was expected that 70% of the students assessed would reach or exceed the expectations in each criterion in the 3 point scale used.</p> <p>The critical thinking criteria assessed were:</p> <table border="1" data-bbox="599 1339 1080 1469"> <thead> <tr> <th>Criterion</th> </tr> </thead> <tbody> <tr> <td>Ask questions</td> </tr> <tr> <td>Creativity in the collection of information</td> </tr> </tbody> </table>	Criterion	Ask questions	Creativity in the collection of information		<p>Two measures in two instances, one of which was me. No transformative actions were proposed.</p>
Criterion						
Ask questions						
Creativity in the collection of information						

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>						
	<p>Information Management Logical reasoning <u>Integrate and synthesize information</u></p> <p>The expected outcome was reached in all the criteria assessed. In all criteria 80% of students met or exceeded expectations. (100%).</p> <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>An exit questionnaire was administered to students at the end of the bachelor's degree, to measure the degree of satisfaction of the graduates with the technological training they received, which included items designed to assess the degree of satisfaction with the academic preparation received in the areas of creative ability and analytical skills and capacity for independent study. N = 2</p> <p><i>Specific expected outcome</i> - It was expected that each question would receive a rating of 3 or higher in a 4 point scale.</p> <p>Findings by criteria assessed were:</p> <table border="1" data-bbox="580 1146 1099 1360"> <thead> <tr> <th>Criterion</th> <th>Average score</th> </tr> </thead> <tbody> <tr> <td>1. Creative ability and analytical skills</td> <td>2.75</td> </tr> <tr> <td>2. Capacity for Independent Study</td> <td>3.25</td> </tr> </tbody> </table> <p>The expected outcome was only reached in criterion # 2 (50%). Therefore, the goal was not met.</p>	Criterion	Average score	1. Creative ability and analytical skills	2.75	2. Capacity for Independent Study	3.25		
Criterion	Average score								
1. Creative ability and analytical skills	2.75								
2. Capacity for Independent Study	3.25								

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																	
<p>Nutrition and Dietetics</p>	<p><i>First Semester</i> First Instance</p> <p>A rubric was used in the NUTR 4198 (<i>Research Methods in Nutrition</i>) course to assess students' critical thinking skills in the development of a research proposal. N = 10</p> <p><i>Specific expected outcome</i> - It was expected that 75% of the students will obtain a B or better using evaluation criteria in a 4 point rubric.</p> <p><i>The critical thinking criteria that were assessed with the rubric of the course were:</i></p> <table border="1" data-bbox="588 737 1091 997"> <thead> <tr> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>1. Identification of problem/issue</td> </tr> <tr> <td>2. Analysis of problem/ issue/ investigation</td> </tr> <tr> <td>3. Credibility of sources/material</td> </tr> <tr> <td>4. Creativity/reflects in-depth student engagement</td> </tr> </tbody> </table> <p><i>The findings of the assessment per criteria were:</i></p> <table border="1" data-bbox="551 1118 1126 1451"> <thead> <tr> <th>Criterion</th> <th>Students that scored 3 points</th> <th>Students that scored 4 points</th> </tr> </thead> <tbody> <tr> <td>Identification of problem/ issue</td> <td>4</td> <td>6</td> </tr> <tr> <td>Analysis of problem/ issue/ investigation</td> <td>8</td> <td>1</td> </tr> <tr> <td>Credibility of sources/ material</td> <td>4</td> <td>3</td> </tr> </tbody> </table>	Criteria	1. Identification of problem/issue	2. Analysis of problem/ issue/ investigation	3. Credibility of sources/material	4. Creativity/reflects in-depth student engagement	Criterion	Students that scored 3 points	Students that scored 4 points	Identification of problem/ issue	4	6	Analysis of problem/ issue/ investigation	8	1	Credibility of sources/ material	4	3	<p>This learning outcome will be assessed in additional courses during the next academic year.</p>	<p>One measure in one instance, which was met.</p> <p>One transformative action was proposed.</p>
Criteria																				
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Academic Program	Findings	Transformative Actions	Summary of Results						
	<p>Creativity/reflects in-depth student engagement</p> <p style="text-align: center;">6 3</p> <hr/> <p><i>Overall outcome</i> - 86% of the students assessed obtained a score of 3 points or more in the criteria assessed (obtained B or better). The expected outcome was reached.</p> <p>Therefore, the goal was met</p>								
Physics	<p><i>First Semester</i></p> <p>First Instance A rubric was used in the FISI 3173 (Physics Laboratory I) course, co-requisite of the FISI 3171 (Introduction to Physics) course, to assess students' critical thinking skills based on a checklist for a laboratory report. N = 28</p> <p><i>Specific expected outcome</i> - It was expected that 70% of the students would have a minimum of 70% correct on the criteria assessed.</p> <p>The criteria in the checklist were:</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th style="background-color: #cccccc;">Criterion</th> </tr> </thead> <tbody> <tr> <td>1. Deep interpretation of the graphs</td> </tr> <tr> <td>2. Coherent integration of own ideas</td> </tr> <tr> <td>3. Detailed and well-reasoned conclusion</td> </tr> <tr> <td>4. Suggestions of improvements to the experiment</td> </tr> <tr> <td>5. Quoting possible sources of error</td> </tr> </tbody> </table> <hr/>	Criterion	1. Deep interpretation of the graphs	2. Coherent integration of own ideas	3. Detailed and well-reasoned conclusion	4. Suggestions of improvements to the experiment	5. Quoting possible sources of error	<p>The professor of the course must emphasize the following topics: (1) depth interpret graphs, and (2) make detailed and well-reasoned conclusions.</p>	<p>One measure in one instance, which was not met.</p> <p>One transformative action was proposed.</p>
Criterion									
1. Deep interpretation of the graphs									
2. Coherent integration of own ideas									
3. Detailed and well-reasoned conclusion									
4. Suggestions of improvements to the experiment									
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>												
	<p>The percentage of the students who reached the expected outcome by criterion:</p> <table border="1" data-bbox="572 440 1110 829"> <thead> <tr> <th>Criterion</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1. Deep interpretation of the graphs</td> <td>36</td> </tr> <tr> <td>2. Coherent integration of own ideas</td> <td>89</td> </tr> <tr> <td>3. Detailed and well-reasoned conclusion</td> <td>43</td> </tr> <tr> <td>4. Suggestions of improvements to the experiment</td> <td>79</td> </tr> <tr> <td>5. Quoting possible sources of error</td> <td>79</td> </tr> </tbody> </table> <p>The expected outcome was reached in three of the five criteria assessed (60%).</p> <p>Therefore, the goal was not met.</p>	Criterion	%	1. Deep interpretation of the graphs	36	2. Coherent integration of own ideas	89	3. Detailed and well-reasoned conclusion	43	4. Suggestions of improvements to the experiment	79	5. Quoting possible sources of error	79		
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Academic Program	Findings	Transformative Actions	Summary of Results						
<p>Geography</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the GEOG 4500 (<i>History and Philosophy of Geography</i>) course to assess the students' critical thinking skills through a discussion exam.</p> <p><i>Expected outcome:</i> It was expected that 80% of students would obtain a level of “good” or “outstanding” in the 4 point rubric used.</p> <p>The rubric used had the following numerical scale:</p> <ul style="list-style-type: none"> • Deficient.....1 point • Satisfactory.....2 points • Good.....3 points • Outstanding.....4 points <p><i>The assessment findings were as follows:</i></p> <p>The students scored an average of 3.26 points in the rubric of 4 points that was used. The average approval was 82%.</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 GEOG 4550 (<i>Methods of Geographical Research</i>) course to assess the students' competencies in critical thinking skills in a research oral presentation.</p> <p><i>Expected outcome:</i> It was expected that 80% of students would</p>	<p>The expected outcome will be increased to 83% or a minimum of 3.32 points in the rubric.</p> <p>Short reading comprehension tests will be administered to ensure that in the review of discussion tests, the students are answering correctly in the logical order of historical events.</p> <p>The expected outcome will be increased to 90% or a minimum of 3.6 points in the rubric.</p> <p>To strengthen Organizational and Subject Knowledge, criteria workshops for the organization of content and research will be provided.</p>	<p>Two measures in two instances, both of which were met.</p> <p>Four transformative actions were established.</p> <table border="1" data-bbox="1938 625 2448 695"> <thead> <tr> <th data-bbox="1938 625 2048 695">Course</th> <th data-bbox="2048 625 2448 695">OEAE RECOMMENDATIONS FOR THE PROGRAM</th> </tr> </thead> <tbody> <tr> <td data-bbox="1938 711 2048 781"><i>GEOG 4500</i></td> <td data-bbox="2048 711 2448 781">OEAE recommends using the term “beginner” (“<i>iniciado</i>” in spanish)</td> </tr> <tr> <td data-bbox="1938 797 2048 867"><i>GEOG 4550</i></td> <td data-bbox="2048 797 2448 867">rather “deficient” or “poorly” in the rubric.</td> </tr> </tbody> </table>	Course	OEAE RECOMMENDATIONS FOR THE PROGRAM	<i>GEOG 4500</i>	OEAE recommends using the term “ beginner ” (“ <i>iniciado</i> ” in spanish)	<i>GEOG 4550</i>	rather “ deficient ” or “ poorly ” in the rubric.
Course	OEAE RECOMMENDATIONS FOR THE PROGRAM								
<i>GEOG 4500</i>	OEAE recommends using the term “ beginner ” (“ <i>iniciado</i> ” in spanish)								
<i>GEOG 4550</i>	rather “ deficient ” or “ poorly ” in the rubric.								

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>												
	<p>obtain a level of “good” or “outstanding” in the 4 point rubric used.</p> <p>The rubric used the following criteria:</p> <table border="1" data-bbox="653 394 1051 508"> <thead> <tr> <th>Critical Thinking Criteria</th> </tr> </thead> <tbody> <tr> <td>1- Organization</td> </tr> <tr> <td>2- Subject Knowledge</td> </tr> </tbody> </table> <p>The rubric used had the following numerical scale:</p> <ul style="list-style-type: none"> • Deficient.....1 point • Satisfactory.....2 points • Good.....3 points • Outstanding.....4 points <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="594 883 1112 1084"> <thead> <tr> <th>Criteria</th> <th>Average Points</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Organization</td> <td>3.45</td> <td>86%</td> </tr> <tr> <td>Subject Knowledge</td> <td>3.6</td> <td>86%</td> </tr> </tbody> </table> <p>The average approval was 86%.</p> <p>Therefore, the goal was met.</p>	Critical Thinking Criteria	1- Organization	2- Subject Knowledge	Criteria	Average Points	%	Organization	3.45	86%	Subject Knowledge	3.6	86%		
Critical Thinking Criteria															
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2- Subject Knowledge															
Criteria	Average Points	%													
Organization	3.45	86%													
Subject Knowledge	3.6	86%													
<p>Labor Relations</p>	<p>First Instance</p> <p>A rubric of four points was used in the RELA 3085 (Research of the Workplace) course to assess students’ critical thinking skills in a research proposal. The rubric used is an adaptation of the critical thinking rubric from the History Program.</p> <p><i>Expected outcome</i> - It was expected that the students would obtain</p>	<p>Promote learning activities such as assignments, exercises, content modules and formative evaluation.</p>	<p>Four measures in four instances, all of which were met.</p> <p>One transformative action was proposed.</p>												

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																																							
	<p>80% or more in the criteria measuring the critical thinking skills as a group.</p> <p>The rubric used assesses the following criteria:</p> <table border="1" data-bbox="594 431 1112 1055"> <thead> <tr> <th colspan="2">Critical Thinking Skills Criteria</th> </tr> </thead> <tbody> <tr> <td>1-</td> <td>Identification and interpretation of the arguments of the authors of the discipline and other fields.</td> </tr> <tr> <td>2-</td> <td>Distinction and theoretical analysis of trends, paradigms and concepts of the discipline and other fields.</td> </tr> <tr> <td>3-</td> <td>Distinction and analysis of the use of research methodologies.</td> </tr> <tr> <td>4-</td> <td>Application of theoretical trends, paradigms and concepts of discipline and other fields to study social problems.</td> </tr> <tr> <td>5-</td> <td>Mastering the content posted on the text.</td> </tr> <tr> <td>6-</td> <td>Making an informed and qualified position around the texts.</td> </tr> </tbody> </table> <p>The assessment results per group of students were as follows:</p> <table border="1" data-bbox="575 1179 1131 1468"> <thead> <tr> <th>Criteria</th> <th>Group #1</th> <th>Group #2</th> <th>Group #3</th> <th>Group #4</th> </tr> </thead> <tbody> <tr> <td>#1</td> <td>100%</td> <td>100%</td> <td>50%</td> <td>100%</td> </tr> <tr> <td>#2</td> <td>75%</td> <td>100%</td> <td>50%</td> <td>100%</td> </tr> <tr> <td>#3</td> <td>100%</td> <td>100%</td> <td>50%</td> <td>100%</td> </tr> <tr> <td>#4</td> <td>75%</td> <td>100%</td> <td>50%</td> <td>100%</td> </tr> </tbody> </table>	Critical Thinking Skills Criteria		1-	Identification and interpretation of the arguments of the authors of the discipline and other fields.	2-	Distinction and theoretical analysis of trends, paradigms and concepts of the discipline and other fields.	3-	Distinction and analysis of the use of research methodologies.	4-	Application of theoretical trends, paradigms and concepts of discipline and other fields to study social problems.	5-	Mastering the content posted on the text.	6-	Making an informed and qualified position around the texts.	Criteria	Group #1	Group #2	Group #3	Group #4	#1	100%	100%	50%	100%	#2	75%	100%	50%	100%	#3	100%	100%	50%	100%	#4	75%	100%	50%	100%		
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Academic Program	Findings					Transformative Actions	Summary of Results
	#5	63%	100%	50%	100%		
	#6	63%	100%	50%	100%		
	General average per group	79%	100%	50%	100%		
	<ul style="list-style-type: none"> In the criteria of <i>identification and interpretation of the arguments of the authors</i> and <i>analysis of the use of research methodologies</i>, the students obtained a general average of 88%. Also, in the criterion of <i>distinction and theoretical analysis of trends, paradigms and concepts of the discipline</i>, the students obtained a general average of 82%. The students obtained an 81% in the criterion <i>application of theoretical trends, paradigms and concepts of the discipline</i>. However, in criteria #5, <i>mastering the content posted on the text</i> and #6, <i>making an informed and qualified position around the texts</i>, the students did not meet the expected outcome (78%), although they were close to doing so. The expected outcome was not met only in criteria #5 (78%) and #6 (78%); however, the group as a whole reached an overall average of 83%. <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the RELA 3015 (Human Behavior in the Workplace) course to assess students' critical thinking skills in the Conclusion section of a research project on the issue of an organization profile.</p> <p><i>Expected outcome</i> - It was expected that the students would obtain</p>						

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Academic Program	Findings	Transformative Actions	Summary of Results																			
	<p>80% or more in the criteria measuring the critical thinking skills as a group.</p> <p>The rubric used assesses the following criteria and their respective indicators:</p> <table border="1" data-bbox="561 467 1142 974"> <thead> <tr> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>1. <i>Diagnosis</i> - identifies and analyzes accurately and corrects the main problems and/or needs facing the organization under study, and what the trends are.</td> </tr> <tr> <td>2. <i>Foundations for diagnosis</i> - the diagnosis is based on facts and data product of different research techniques and theories, paradigms and concepts of the discipline under study.</td> </tr> <tr> <td>3. <i>Rationale for proposed solutions</i> -solutions are consistent with the diagnosis and are grounded in theories, approaches, paradigms and concepts.</td> </tr> </tbody> </table> <p>The assessment findings were as follows:</p> <table border="1" data-bbox="532 1096 1171 1421"> <thead> <tr> <th>Criteria</th> <th>Sub-group #1</th> <th>Sub-group #2</th> </tr> </thead> <tbody> <tr> <td>1. Diagnosis</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>2. Foundations for diagnosis</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>3. Rationale for proposed solutions</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>General average per sub-group</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table>	Criteria	1. <i>Diagnosis</i> - identifies and analyzes accurately and corrects the main problems and/or needs facing the organization under study, and what the trends are.	2. <i>Foundations for diagnosis</i> - the diagnosis is based on facts and data product of different research techniques and theories, paradigms and concepts of the discipline under study.	3. <i>Rationale for proposed solutions</i> -solutions are consistent with the diagnosis and are grounded in theories, approaches, paradigms and concepts.	Criteria	Sub-group #1	Sub-group #2	1. Diagnosis	100%	100%	2. Foundations for diagnosis	100%	100%	3. Rationale for proposed solutions	100%	100%	General average per sub-group	100%	100%		
Criteria																						
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Results showed that 100% of the students met the expected outcome of 80% or more in the criteria.</p> <p>Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the RELA 3155 course to assess students' reflexive and critical thinking skills in a life story of a working woman. The rubric used is an adaptation of a rubric prepared by the Department of History.</p> <p><i>Expected outcome</i> - It was expected that the students would obtain 80% or more in the criteria measuring the critical thinking skills as a group.</p> <p>The rubric used assesses the following criteria:</p> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 2px; text-align: center; margin: 10px 0;"> Critical Thinking Skills Criteria </div> <ol style="list-style-type: none"> 1. Identification and interpretation of the arguments of the authors of the discipline and other fields. 2. Distinction and theoretical analysis of trends, paradigms and concepts of the discipline and other fields. 3. Distinction and analysis of the use of research methodologies. 4. Application of theoretical trends, paradigms and concepts of the discipline and other fields to study social problems. 5. Mastering the content posted on the text. 6. Making an informed and qualified position around the texts. 		

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Academic Program	Findings				Transformative Actions	Summary of Results																																								
	<p>The assessment results per group of students were as follows:</p> <table border="1" data-bbox="572 334 1131 862"> <thead> <tr> <th>Criteria</th> <th>Group #1</th> <th>Group #2</th> <th>Group #3</th> <th>Group #4</th> </tr> </thead> <tbody> <tr> <td>#1</td> <td>100%</td> <td>75%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>#2</td> <td>100%</td> <td>75%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>#3</td> <td>100%</td> <td>75%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>#4</td> <td>100%</td> <td>75%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>#5</td> <td>100%</td> <td>63%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>#6</td> <td>100%</td> <td>63%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>General average per group</td> <td>100%</td> <td>71%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • The expected outcome was not met in group #2. • In the criteria of <i>Identification and interpretation of the arguments of the authors (#1), Analysis of the use of research methodologies (#2), Distinction and analysis of the use of research methodologies (#3), and Application of theoretical trends, paradigms and concepts of the discipline and other fields to study social problems (#4)</i> the students obtained a general average of 94%. • Also, in the criterion of <i>Mastering the content posted on the text, and Making an informed and qualified position around the text</i>, the students obtained a general average of 91%. • The group as a whole reached an overall average of 93%. <p>Therefore, the goal was met.</p>				Criteria	Group #1	Group #2	Group #3	Group #4	#1	100%	75%	100%	100%	#2	100%	75%	100%	100%	#3	100%	75%	100%	100%	#4	100%	75%	100%	100%	#5	100%	63%	100%	100%	#6	100%	63%	100%	100%	General average per group	100%	71%	100%	100%		
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General average per group	100%	71%	100%	100%																																										

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Academic Program	Findings	Transformative Actions	Summary of Results														
	<p>Fourth Instance</p> <p>A student questionnaire was used as an indirect measure in the RELA 4045 (Practical Laboratory in Labor Relations) course to assess the degree of student satisfaction with a number of indicators linked to the skills of critical thinking. The questionnaire used is authored by the professor Ana H. Quintero. N = 7</p> <p><i>Expected outcome</i> - It was expected that the students would obtain a degree of satisfaction of 80% or more in the criteria (very satisfied or satisfied level).</p> <p>The assessment findings were:</p> <table border="1" data-bbox="585 727 1123 948"> <thead> <tr> <th rowspan="2">Criterion</th> <th colspan="2">Very satisfied level</th> <th colspan="2">Satisfied level</th> </tr> <tr> <th>n</th> <th>%</th> <th>n</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1. Creative and analytical ability</td> <td>6</td> <td>86</td> <td>1</td> <td>14</td> </tr> </tbody> </table> <p>100% of the students express a very satisfied or satisfied level with the criterion of <i>Creative and analytical ability</i>.</p> <p>Therefore, the goal was met.</p>	Criterion	Very satisfied level		Satisfied level		n	%	n	%	1. Creative and analytical ability	6	86	1	14		
Criterion	Very satisfied level		Satisfied level														
	n	%	n	%													
1. Creative and analytical ability	6	86	1	14													
<p>Political Science</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the CIPO 4025 (<i>Public Opinion and Propaganda</i>) course, to assess students' critical thinking skills in an essay-type final exam. N = 32</p> <p><i>Expected outcome:</i> It was expected that 75% of the students would score 8 points ("very good" level) or more in the 10 point rubric used in all five of the criteria assessed.</p>	<p>Create more formative assessment activities with the purpose of improving the understanding and skills of the students through the courses.</p> <p>Professors should emphasize more on the importance of the originality of the arguments proposed by students.</p>	<p>The Political Science Program established two measures in two instances, both of which were met.</p> <p>Three transformative actions were proposed.</p>														

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Academic Program	Findings	Transformative Actions	Summary of Results																																																																																																												
	<p>The scale of the rubric was established as: 1 - 5 points = needs improvement 7- 6 points = regular 9 - 8 points = very good 10 points = excellent</p> <p>The results obtained were:</p> <table border="1" data-bbox="551 544 1155 1218"> <thead> <tr> <th>Student</th> <th>Score</th> <th>%</th> <th>Student</th> <th>Score</th> <th>%</th> </tr> </thead> <tbody> <tr><td>1</td><td>5</td><td>50</td><td>17</td><td>10</td><td>100</td></tr> <tr><td>2</td><td>7</td><td>70</td><td>18</td><td>10</td><td>100</td></tr> <tr><td>3</td><td>8</td><td>80</td><td>19</td><td>10</td><td>100</td></tr> <tr><td>4</td><td>9</td><td>90</td><td>20</td><td>10</td><td>100</td></tr> <tr><td>5</td><td>7</td><td>70</td><td>21</td><td>6</td><td>60</td></tr> <tr><td>6</td><td>9</td><td>90</td><td>22</td><td>7</td><td>70</td></tr> <tr><td>7</td><td>9</td><td>90</td><td>23</td><td>8</td><td>80</td></tr> <tr><td>8</td><td>9</td><td>90</td><td>24</td><td>10</td><td>10</td></tr> <tr><td>9</td><td>9</td><td>90</td><td>25</td><td>10</td><td>10</td></tr> <tr><td>10</td><td>9</td><td>90</td><td>26</td><td>10</td><td>10</td></tr> <tr><td>11</td><td>9</td><td>90</td><td>27</td><td>9</td><td>90</td></tr> <tr><td>12</td><td>9</td><td>90</td><td>28</td><td>5</td><td>50</td></tr> <tr><td>13</td><td>9</td><td>90</td><td>29</td><td>10</td><td>100</td></tr> <tr><td>14</td><td>9</td><td>90</td><td>30</td><td>10</td><td>100</td></tr> <tr><td>15</td><td>9</td><td>90</td><td>31</td><td>9</td><td>90</td></tr> <tr><td>16</td><td>9</td><td>90</td><td>32</td><td>10</td><td>100</td></tr> <tr> <td colspan="3" style="text-align: center;"><i>Average Student Score</i></td> <td colspan="3" style="text-align: center;">8.72</td> </tr> </tbody> </table> <p>The results showed that of the 32 students, 26 (81.3%) achieved the expected outcome. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance An analytical rubric was used in the CIPO 3035 (<i>Puerto Rican</i></p>	Student	Score	%	Student	Score	%	1	5	50	17	10	100	2	7	70	18	10	100	3	8	80	19	10	100	4	9	90	20	10	100	5	7	70	21	6	60	6	9	90	22	7	70	7	9	90	23	8	80	8	9	90	24	10	10	9	9	90	25	10	10	10	9	90	26	10	10	11	9	90	27	9	90	12	9	90	28	5	50	13	9	90	29	10	100	14	9	90	30	10	100	15	9	90	31	9	90	16	9	90	32	10	100	<i>Average Student Score</i>			8.72			<p>Encourage students to develop original arguments in class, even though they may deviate from the topic under discussion.</p>	
Student	Score	%	Student	Score	%																																																																																																										
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	<p><i>Political System</i>) course to assess students' critical thinking skills in a mid-term test, answering essay-type questions regarding topics discussed in several chapters of the textbook used in class. N = 33</p> <p><i>Expected outcome:</i> It was expected that a minimum of 80% of the students would score 8 points ("very good" level) or more in the 10 point rubric used.</p> <p>The scale of the rubric was established as:</p> <p>1 - 5 points = needs improvement 7- 6 points = regular 9 - 8 points = very good 10 points = excellent</p> <p>Each of the essay-type questions of the mid-term test was assessed using the following criteria:</p> <table border="1" data-bbox="524 844 1177 1442"> <thead> <tr> <th data-bbox="524 844 1177 885">Criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="524 885 1177 966">1. Adequately addresses the issue of a question, essay, or oral discussion.</td> </tr> <tr> <td data-bbox="524 966 1177 1047">2. Relates concepts properly and derives inferences and conclusions correctly.</td> </tr> <tr> <td data-bbox="524 1047 1177 1161">3. Explains observations and provides rationale for their explanations for applying what they learned effectively.</td> </tr> <tr> <td data-bbox="524 1161 1177 1291">4. Shows comparative (properly observes similarities and differences) and evaluative ability (can formulate hypotheses and evaluate cause and effect).</td> </tr> <tr> <td data-bbox="524 1291 1177 1442">5. Contributes their own original ideas, beyond the readings and the approaches of the teacher or other students. They have the ability to state a proposition.</td> </tr> </tbody> </table>	Criteria	1. Adequately addresses the issue of a question, essay, or oral discussion.	2. Relates concepts properly and derives inferences and conclusions correctly.	3. Explains observations and provides rationale for their explanations for applying what they learned effectively.	4. Shows comparative (properly observes similarities and differences) and evaluative ability (can formulate hypotheses and evaluate cause and effect).	5. Contributes their own original ideas, beyond the readings and the approaches of the teacher or other students. They have the ability to state a proposition.		
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	<p>The assessment findings were:</p> <table border="1" data-bbox="628 331 1075 732"> <thead> <tr> <th>Number of students by scores</th> <th>Score achieved</th> <th>%</th> </tr> </thead> <tbody> <tr><td>12</td><td>10</td><td>36.4%</td></tr> <tr><td>10</td><td>9</td><td>30.3</td></tr> <tr><td>4</td><td>8</td><td>12.1%</td></tr> <tr><td>1</td><td>7</td><td>3.0%</td></tr> <tr><td>3</td><td>6</td><td>9.1%</td></tr> <tr><td>2</td><td>5</td><td>6.1%</td></tr> <tr><td>0</td><td>4</td><td>0</td></tr> <tr><td>0</td><td>3</td><td>0</td></tr> <tr><td>1</td><td>2</td><td>3.0%</td></tr> <tr><td>0</td><td>1</td><td>0</td></tr> <tr><td>N = 33</td><td></td><td>100%</td></tr> </tbody> </table> <p>The results showed that of the 33 students, 26 (79%) achieved the expected outcome, obtaining scores of 8 points or more.</p> <p>Considering that generally the expected goal in the process of student assessment is at least 70%, the expected outcome was achieved. Therefore, the goal was met.</p>	Number of students by scores	Score achieved	%	12	10	36.4%	10	9	30.3	4	8	12.1%	1	7	3.0%	3	6	9.1%	2	5	6.1%	0	4	0	0	3	0	1	2	3.0%	0	1	0	N = 33		100%		
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<p>Psychology</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the PSIC 3003 (<i>Introduction of Psychology</i>) course to assess students' critical thinking skills through an essay test. (Five sections) N = 125</p> <p><i>Expected outcome:</i></p> <p><i>Pre-Test</i> - 70% of students will score between 25-34 points in the 49 point rubric.</p> <p><i>Post-Test</i> - 70% of students will score between 39-42 points (80-86%) in the 49 point rubric.</p>		<p>Two measures in four instances; only three of them were met (75%).</p> <p>No transformative actions were proposed.</p>																																				

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																						
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Academic Program	Findings				Transformative Actions				Summary of Results																													
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	Integrates relevant information to questions	5.4	77%	5.9	84%																																	
	Interprets appropriate information	5.5	79%	6.0	86%																																	
	Analyzes and evaluates assumptions, views, theories, and principles	5.3	76%	5.9	84%																																	
	Informed conclusions	5.2	74%	5.8	83%																																	
	Implications and consequences	5.2	74%	5.9	84%																																	
	Communicates all parts of the above process	5.3	76%	5.9	84%																																	
	Total average	37.7	77%	41.8	85%																																	
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Academic Program	Findings	Transformative Actions	Summary of Results													
	<p>to assess students' critical thinking skills through the development of an illustrated glossary. (Two sections) N = 55</p> <p><i>Expected outcome:</i> 70% of students will score between 29-39 points in the 42 point rubric.</p> <p>The scale of the rubric was established as:</p> <ul style="list-style-type: none"> 0-1 point = shows no evidence 2-3 points = initiated 4-5 points = emerging critical thinking 6-7 points = competent critical thinking <p>The following criteria were assessed:</p> <table border="1" data-bbox="489 732 1217 792"> <thead> <tr> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>1. Identifies main question, issue, and/or problem.</td> </tr> <tr> <td>2. Integrates relevant information to questions or problems.</td> </tr> <tr> <td>3. Interprets appropriate information effectively.</td> </tr> <tr> <td>4. Analyzes and evaluates assumptions, views, alternate theories, and principles relevant to the problem.</td> </tr> <tr> <td>5. Develops informed conclusions.</td> </tr> <tr> <td>6. Communicates all parts of the above process of oral and written form.</td> </tr> </tbody> </table> <p>The results for each criterion and the average score were as follows:</p> <table border="1" data-bbox="489 1357 1217 1435"> <thead> <tr> <th>Criteria</th> <th>Pre-test Assessment</th> <th>Post-test Assessment</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Criteria	1. Identifies main question, issue, and/or problem.	2. Integrates relevant information to questions or problems.	3. Interprets appropriate information effectively.	4. Analyzes and evaluates assumptions, views, alternate theories, and principles relevant to the problem.	5. Develops informed conclusions.	6. Communicates all parts of the above process of oral and written form.	Criteria	Pre-test Assessment	Post-test Assessment					
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Academic Program	Findings					Transformative Actions	Summary of Results
		Average score	%	Average score	%		
	Main question, issue, and/or problem.	2.25	32%	5.28	75%		
	Integrates relevant information to questions	2.53	36%	5.0	71%		
	Interprets appropriate information	1.78	25%	4.9	70%		
	Analyzes and evaluates assumptions, views, theories, and principles	1.42	20%	4.17	60%		
	Informed conclusions	2.65	38%	4.73	68%		
	Communicates all parts of the above process	2.07	30%	4.95	71%		
	Total average	12.73	30%	29.07	69%		
	<p>Although a statistically significant difference between the averages of the pre and post-test is observed and there was a significant improvement in the post test scores, the expected outcome was not reached. Therefore the goal was not met.</p>						
	<p><i>Second Semester</i></p>						
	<p>First Instance</p>						
	<p>A rubric was used in the PSIC 3003 (<i>Introduction of Psychology</i>) course to assess students' critical thinking skills through an essay test. (Three course sections) N = 69</p>						
	<p><i>Expected outcome:</i></p>						
	<p><i>Pre-Test</i> - 70% of students will score between 25-34 points in the 49</p>						



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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																														
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Academic Program	Findings				Transformative Actions	Summary of Results
		Average score	%	Average score	%	
	Main question, issue, and/or problem.	6.1	87%	6.3	89%	
	Integrates relevant information to questions	5.9	84%	6.1	84%	
	Interprets appropriate information	5.7	81%	6.1	86%	
	Analyzes and evaluates assumptions, views, theories, and principles	5.8	83%	6.1	84%	
	Informed conclusions	5.9	84%	6.0	83%	
	Implications and consequences	5.9	84%	6.1	84%	
	Communicates all parts of the above process	5.8	83%	6.2	84%	
	Total average	41	83.7%	43	87.8%	
	<p>The overall expected outcome was reached in both the pre-test and the post-test. Therefore, the goal was met.</p>					
	<p>Second Instance</p>					
	<p>A rubric was used in the PSIC 3025 (<i>Human Development</i>) course to assess students' critical thinking skills through the development of an illustrated glossary. N = 29</p>					
	<p><i>Expected outcome:</i> 70% of students will score between 29-39 points in the 42 point rubric.</p>					
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Academic Program	Findings					Transformative Actions	Summary of Results
	Interprets appropriate information	2.4	34%	5.6	80%		
	Analyzes and evaluates assumptions, views, theories, and principles	1.6	23%	5.1	73%		
	Informed conclusions	2.9	41%	5.9	84%		
	Communicates all parts of the above process	2.6	37%	5.4	77%		
	Total average	14.8	35%	33.7	80%		
	<p>There was a significant improvement in the post test scores. The overall expected outcome was reached in the post-test. Therefore, the goal was met.</p>						
Social Work	<p><i>First Semester</i></p> <p>First Instance</p> <p>Two rubrics were used in the TSOC 4065 (<i>Supervised Professional Practice</i>) course to assess students' critical thinking skills through: (1) the professor's assessment of the level of mastery of the critical thinking competencies essential for the social work profession, and (2) the self-assessment of each student. The first rubric was used by the professor, and the second one by each student (<i>Student Self-Assessment Guide</i>).</p>						<p>One measure in one instance, which was not met.</p> <p>No transformative action was proposed.</p>

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Academic Program	Findings	Transformative Actions	Summary of Results
	<p><i>Expected outcome:</i> 90% of students will demonstrate critical thinking competencies.</p> <p>The scale of the rubric was established as:</p> <ul style="list-style-type: none"> 1 point = fails 2 points = partially meets 3 points = satisfactorily meets 4 points = meets outstandingly <p>The following criteria were assessed:</p> <div style="background-color: #e0e0e0; padding: 5px; text-align: center; border: 1px solid black;"> Professor and Student Self-Assessment Criteria </div> <ol style="list-style-type: none"> 1. Outstanding domain skills in the critical use of evidence-based weighting. <hr/> 2. Analyzes the performance of client systems in their weights. <hr/> 3. Objectivity in professional interventions. <hr/> 4. Self-assessment of professional interventions, strengths, and limitations. <hr/> 5. Analyzes the impact on the participants of the services, the agency philosophy, and social policies. <hr/> 6. Analysis and recommendations for agencies and the program. <hr/> <p>The results for each criterion and the average score were as follows:</p>		

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<i>Academic Program</i>	<i>Findings</i>					<i>Transformative Actions</i>	<i>Summary of Results</i>
	Criteria	Professor Assessment		Student Self-assessment		Outcome	
		Average score	%	Average score	%		
	Evidence-Based Weighing	3.65	65%	3.85	85%	75%	
	Performance of client systems	3.49	49%	3.85	85%	67%	
	Objectivity in Professional Interventions.	3.88	88%	3.85	85%	87%	
	Self-Assessment of Professional Interventions	3.33	40%	3.64	68%	54%	
	Social Work Service Quality and Impact	3.56	56%	3.67	67%	62%	
	Analysis and Recommendations	3.60	61%	3.96	96%	79%	
	Overall	3.59	60%	3.82	81%	71%	
<p>The expected outcome (90%) was not reached in any of the criteria assessed.</p> <ul style="list-style-type: none"> ▪ Viewed globally, the professors' evaluation of their students approached the expected outcome of 90%, achieving an overall of only 60% in the standard of critical thinking. Nevertheless, the expected outcome of 90% was not met. ▪ Also, the entire expected goal was not reached in the students' self-assessment (81%) of the criteria assessed. ▪ The assessment shows an evident trend that the students' self- 							

College of Social Sciences			
Academic Program	Findings	Transformative Actions	Summary of Results
	<p>assessments were better than the evaluations conducted by professors.</p> <ul style="list-style-type: none"> ▪ The assessment results show better students skills in Objectivity in Professional Interventions (87%). ▪ The overall average for the mastery of critical thinking was only 71%. <p>Therefore, the goal was not met.</p>		

School of Communication			
Academic Program	Findings	Transformative Actions	Summary of Results
Audiovisual Communication	<p>First Instance</p> <p>A rubric was used in the COPU 4045 (<i>Advance Seminar in Communication</i>) course (two sections) to assess the students' competencies in critical thinking skills through a final project. N = 29</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p>		<p>Two measures in two instances, which were met (100%).</p> <p>One transformative action was established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p>

School of Communication

Academic Program	Findings			Transformative Actions	Summary of Results																															
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	<p><u>COPU 4045 (001):</u></p> <p><i>Activity #1</i> - The expected goal was reached in 3 of the 5 (60%) criteria assessed in the draft of the final project.</p> <p><i>Activity #2</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.</p>																																			

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Academic Program	Findings	Transformative Actions	Summary of Results						
	<p><u>COPU 4045 (002):</u></p> <p><i>Final project</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.</p> <p>Therefore, the goal for this outcome (66.66%) was met.</p> <p>Second Instance</p> <p>A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' competencies in critical thinking skills through a <i>final research project</i> for the course. N = 26</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="508 1170 1161 1437"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1. Defends their views from the presentation and critical elaboration of different theoretical approaches to the topic.</td> <td>71%</td> </tr> <tr> <td>2. Problem - the justification is well supported and documented.</td> <td>83%</td> </tr> </tbody> </table>	Criteria	%	1. Defends their views from the presentation and critical elaboration of different theoretical approaches to the topic.	71%	2. Problem - the justification is well supported and documented.	83%	<p>Reinforce research skills by offering short workshops at the Research Center of the School of Communication, such as: Reference search through the catalog, Writing documents according to APA, Construction Testing and Data Analysis style by Excel and SPSS.</p>	
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>3. Theoretical framework - for the definition of the categories of analysis uses representative academic texts and not the Wikipedia dictionary, etc. 75%</p> <p>4. Methodology - there is agreement between the approach and data collection tools used in the study. 71%</p> <p>3. Methodology - the content of the instrument (to gather information and analyze text) meets the needs of the investigation. 79%</p> <hr/> <p>The expected goal was reached in all (100%) of the criteria assessed. Therefore, the goal for this outcome was met.</p>		
Information and Journalism	<p>First Instance</p> <p>A rubric was used in the COPU 4045 (<i>Advance Seminar in Communication</i>) course (two sections) to assess the students' competencies in critical thinking skills through a final project. N = 29</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p>		<p>Two measures in two instances, which were met (100%).</p> <p>One transformative action was established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p>

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<i>Academic Program</i>	<i>Findings</i>			<i>Transformative Actions</i>	<i>Summary of Results</i>
	Criteria	COPU 4045 (secc. 001)	COPU 4045 (secc. 002)		
		Activity #1 (Draft)	Activity #2 (Final project)	Final project	
		N = 21		N = 8	
	Content and analysis	100%	100%	75%	
	Personal critical view	100%	100%	75%	
	Presents arguments that respond to the analyzed topic, in a clear and organized way.	100%	100%	75%	
	Appropriate title	50%	100%	75%	
	Literature review	0%	100%	88%	
	<p><u><i>COPU 4045 (001):</i></u></p> <p><i>Activity #1</i> - The expected goal was reached in 3 of the 5 (60%) criteria assessed in the draft of the final project.</p> <p><i>Activity #2</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.</p> <p><u><i>COPU 4045 (002):</i></u></p> <p><i>Final project</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.</p> <p>Therefore, the goal for this outcome (66.66%) was met.</p>				

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Academic Program	Findings	Transformative Actions	Summary of Results								
	<p>Second Instance</p> <p>A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' competencies in critical thinking skills through a <i>final research project</i> for the course. N = 26</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="499 927 1171 1339"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1. Defends his views from the presentation and critical elaboration of different theoretical approaches to the topic.</td> <td>71%</td> </tr> <tr> <td>2. Problem - the justification is well supported and documented.</td> <td>83%</td> </tr> <tr> <td>3. Theoretical framework - for the definition of the categories of analysis uses representative academic texts and not the Wikipedia dictionary, etc.</td> <td>75%</td> </tr> </tbody> </table>	Criteria	%	1. Defends his views from the presentation and critical elaboration of different theoretical approaches to the topic.	71%	2. Problem - the justification is well supported and documented.	83%	3. Theoretical framework - for the definition of the categories of analysis uses representative academic texts and not the Wikipedia dictionary, etc.	75%	<p>Reinforce research skills by offering short workshops at the Research Center of the School of Communication, such as: reference search through the catalog, writing documents according to APA, Construction Testing and Data Analysis style by Excel and SPSS.</p>	
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	<p>4. Methodology - there is agreement between the approach and data collection tools used in the study. 71%</p> <p>5. Methodology - the content of the instrument (to gather information and analyze text) meets the needs of the investigation. 79%</p> <hr/> <p>The expected goal was reached in all (100%) of the criterion assessed.</p> <p>Therefore, the goal for this outcome was met.</p>		
<p>Public Relations and Advertising</p>	<p>First Instance</p> <p>A rubric was used in the REPU 4018 (<i>Introduction to Advertising and Public Relations</i>) course to assess the students' competencies in critical thinking skills through a <i>special assignment</i>.</p> <p>N= 31</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale rubric used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The criterion to be assessed, as expressed in the rubric, was the following:</p>	<p>Additional time will be provided in class to talk about the importance of including information evidence and citing correctly, on the next course to be delivered. In addition, appropriate use of APA style will emphasized.</p>	<p>Four measures in five instances, which were met (80%).</p> <p>Two transformative actions were established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p> <p>The OEAE suggests that the critical thinking skills criterion assessed should be divided in three sub criteria instead of a global one. (Content and Analysis)</p>

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Academic Program	Findings	Transformative Actions	Summary of Results				
	<p style="text-align: center;">Critical Thinking Skills Criterion</p> <hr/> <p>Content and analysis- Focuses on the assigned topic and has a central idea. Develops the most important aspects of the central theme and proves to possess the ability to interpret and analyze the presented material.</p> <hr/> <p>The results for the criterion were as follows:</p> <table border="1" data-bbox="604 617 1067 755" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Criterion</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Content and analysis</td> <td>93%</td> </tr> </tbody> </table> <hr/> <p>The expected goal was reached in the criterion assessed (100%). Therefore, the goal for this outcome was met.</p> <p>Second Instance</p> <p>A rubric was used in the REPU 4025 (<i>Advertising Writing</i>) course to assess the students' competencies in critical thinking skills through the <i>final project</i> of the course. N= 15</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) 	Criterion	%	Content and analysis	93%		<p>Critical Thinking Criteria :</p> <ol style="list-style-type: none"> 1. Focuses on the assigned topic and has a central idea. 2. Develops the most important aspects of the central theme 3. Proves to possess the ability to interpret and analyze the presented material <hr/> <p>In this way identification of students' needs can be pinpoint.</p>
Criterion	%						
Content and analysis	93%						

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																
	<p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <table border="1" data-bbox="489 422 1180 483"> <thead> <tr> <th colspan="2">Critical Thinking Skills Criteria</th> </tr> </thead> <tbody> <tr> <td>1. The student understands the development process and the creation of ads for traditional and non-traditional media.</td> <td></td> </tr> <tr> <td>2. The student understands the ethical and legal use of information in ad considerations.</td> <td></td> </tr> <tr> <td>3. The student can define that the ad is addressed to both the target audience and the various stakeholders.</td> <td></td> </tr> </tbody> </table> <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="526 881 1142 1291"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Creation of ads for traditional and non-traditional media</td> <td>100%</td> </tr> <tr> <td>Ethical and legal use of information</td> <td>100%</td> </tr> <tr> <td>Target audience and stakeholders</td> <td>100%</td> </tr> </tbody> </table> <p>The expected goal was reached in the criteria assessed (100%). Therefore, the goal for this outcome was met.</p>	Critical Thinking Skills Criteria		1. The student understands the development process and the creation of ads for traditional and non-traditional media.		2. The student understands the ethical and legal use of information in ad considerations.		3. The student can define that the ad is addressed to both the target audience and the various stakeholders.		Criteria	%	Creation of ads for traditional and non-traditional media	100%	Ethical and legal use of information	100%	Target audience and stakeholders	100%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Third Instance</p> <p>A rubric was used in the REPU 4147 (<i>Public Relations Writing</i>) course to assess the students' competencies in critical thinking skills through the <i>Media Kit</i> (promotional public relations tool). N= 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; text-align: center; margin: 10px 0;"> <p>Critical Thinking Skills Criteria</p> </div> <ol style="list-style-type: none"> 1. The student understands the ethical and legal approaches related to the use of information in the communication they write. 2. The student can define that the ad is addressed to both the target audience and the various stakeholders. <hr style="width: 20%; margin-left: 0;"/> <p>The results for the criteria were as follows:</p>		

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<i>Academic Program</i>	<i>Findings</i>		<i>Transformative Actions</i>	<i>Summary of Results</i>			
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	Ethical and legal use of information	100%					
	Target audience and stakeholders	100%					
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	<p>Fourth Instance</p>						
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Academic Program	Findings	Transformative Actions	Summary of Results								
	<p>Fifth Instance</p> <p>A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' competencies in critical thinking skills through a <i>final research project</i> for the course. N = 26</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="518 954 1153 1437"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1. Defends their views from the presentation and critical elaboration of different theoretical approaches to the topic.</td> <td>71%</td> </tr> <tr> <td>2. Problem - the justification is well supported and documented.</td> <td>83%</td> </tr> <tr> <td>3. Theoretical framework - for the definition of the categories of analysis uses representative academic texts and not the Wikipedia dictionary, etc.</td> <td>75%</td> </tr> </tbody> </table>	Criteria	%	1. Defends their views from the presentation and critical elaboration of different theoretical approaches to the topic.	71%	2. Problem - the justification is well supported and documented.	83%	3. Theoretical framework - for the definition of the categories of analysis uses representative academic texts and not the Wikipedia dictionary, etc.	75%	<p>Reinforce research skills by offering short workshops at the Research Center of the School of Communication, such as: Reference search through the catalog, writing documents according to APA, Construction Testing and Data Analysis style by Excel and SPSS.</p>	
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
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III. Research and creation

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Academic Program	Findings	Transformative Actions	Summary of Results											
Art History	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the HART 3256 (<i>Theory of Art</i>) course to assess the students' competencies in research and creation skills through a written work/essay.</p> <p><i>Expected outcome:</i> It was expected that 70% of students would develop their capacity for research and development in skills such as formal and thematic analysis of the work of art as well as in theory and art criticism.</p> <div style="background-color: #e0e0e0; padding: 5px; text-align: center;"> Research and Creation Criteria </div> <ol style="list-style-type: none"> 1. Meet the creative process behind the work of art. 2. Develop the necessary competence for the research of the work of art. <hr/> <p><i>The assessment findings were as follows:</i></p> <p>The assessment results show that 70% of the course students master communication in written form in the Spanish language. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the HART 4115 (<i>Greek Art</i>) course to assess the students' competencies in research and creation skills through a written work/essay.</p>	<p>Program courses in Art History must meet the requirement of a variety of written works such as monographs, essays, reviews, and criticism on topics relevant to the discipline.</p> <p>The tests must meet a component of discussion where questions can evaluate the ability of the student's performance in the Spanish language.</p>	<p>One measure in six instances, all of which were met.</p> <p>Two transformative actions were established.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Course</th> <th>OEAE RECOMMENDATIONS FOR THE PROGRAM</th> </tr> </thead> <tbody> <tr> <td><i>HART 3256</i></td> <td rowspan="6"> All assessment activities should establish specific assessment results for each course to be informed and analyzed by the OEAE. Also, to establish appropriate transformative actions. </td> </tr> <tr> <td><i>HART 4115</i></td> </tr> <tr> <td><i>HART 3215</i></td> </tr> <tr> <td><i>HART 3227</i></td> </tr> <tr> <td><i>HART 3225</i></td> </tr> <tr> <td><i>HART 4116</i></td> </tr> <tr> <td></td> <td> Programs' assessment of student learning results have to be compiled at College level and also at Campus level as required by the stake holders and by the accreditation agency. </td> </tr> </tbody> </table>	Course	OEAE RECOMMENDATIONS FOR THE PROGRAM	<i>HART 3256</i>	All assessment activities should establish specific assessment results for each course to be informed and analyzed by the OEAE. Also, to establish appropriate transformative actions.	<i>HART 4115</i>	<i>HART 3215</i>	<i>HART 3227</i>	<i>HART 3225</i>	<i>HART 4116</i>		Programs' assessment of student learning results have to be compiled at College level and also at Campus level as required by the stake holders and by the accreditation agency.
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p><i>Expected outcome:</i> It was expected that 70% of students would be able to effectively communicate in the Spanish language through written works.</p> <div style="background-color: #cccccc; padding: 5px; text-align: center;">Research and Creation Criteria</div> <ol style="list-style-type: none"> 1. Meet the creative process behind the work of art. 2. Develop the necessary competence for the research of the work of art. <hr/> <p><i>The assessment findings were as follows:</i></p> <p>The assessment results show that 70% of the course students master communication in written form in the Spanish language.</p> <p>Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the HART 3215 (<i>Medieval Art</i>) course to assess the students' competencies in research and creation skills through a written work/essay.</p> <p><i>Expected outcome:</i> It was expected that 70% of students would be able to effectively communicate in the Spanish language through written works.</p> <div style="background-color: #cccccc; padding: 5px; text-align: center;">Research and Creation Criteria</div> <ol style="list-style-type: none"> 1. Meet the creative process behind the work of art. 2. Develop the necessary competence for the research of the work of art. <hr/>		

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Academic Program	Findings	Transformative Actions	Summary of Results
	<p><i>The assessment findings were as follows:</i></p> <p>The assessment results show that 70% of the course students master communication in written form in the Spanish language. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the HART 3227 (<i>Medieval Illuminated Manuscripts</i>) course to assess the students' competencies in research and creation skills through a written work/essay.</p> <p><i>Expected outcome:</i> It was expected that 70% of students would be able to effectively communicate in the Spanish language through written works.</p> <div style="background-color: #cccccc; padding: 5px; text-align: center;">Research and Creation Criteria</div> <ol style="list-style-type: none"> 1. Meet the creative process behind the work of art. 2. Develop the necessary competence for the research of the work of art. <hr style="width: 20%; margin-left: 0;"/> <p><i>The assessment findings were as follows:</i></p> <p>The assessment results show that 70% of the course students master communication in written form in the Spanish language. Therefore, the goal was met.</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Second Instance</p> <p>A rubric was used in the HART 3225 (<i>Hispanic Muslim Art</i>) course to assess the students' competencies in research and creation skills through a written work/essay.</p> <p><i>Expected outcome:</i> It was expected that 70% of students would be able to effectively communicate in the Spanish language through written works.</p> <div style="background-color: #cccccc; padding: 5px; text-align: center;"> <p>Research and Creation Criteria</p> <ol style="list-style-type: none"> 1. Meet the creative process behind the work of art. 2. Develop the necessary competence for the research of the work of art. </div> <hr style="width: 20%; margin: 10px auto;"/> <p><i>The assessment findings were as follows:</i></p> <p>The assessment results show that 70% of the course students master communication in written form in the Spanish language.</p> <p>Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the HART 4116 (<i>Roman Art</i>) course to assess the students' competencies in research and creation skills through a written work/essay.</p> <p><i>Expected outcome:</i> It was expected that 70% of students would be able to effectively communicate in the Spanish language through written works.</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
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English	<p>First Instance</p> <p>A rubric was used in the INGL 3232 (<i>Expository Writing</i>) course to assess the students' competencies in research and creation skills through formal and informal assignments and an oral presentation. N = 30</p> <p><i>Expected outcome:</i> It was expected that 80% -90% of the students would receive a score of 3-4 points in the rubric for assessment for this learning outcome..</p> <p>The criteria to be assessed, as expressed in the rubric, are the following:</p> <p style="text-align: center;">Research and Creation Criteria</p> <ol style="list-style-type: none"> 1. Formulation of the problem – Define a viable research topic or project. 2. Development and organization. 3. Evidence – Adequately articulate the results of the research project and offer <hr/>		<p>Two measures in one instance, which were met.</p> <p>No transformative actions were established.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																				
	<p>conclusions.</p> <p>4. Citation references.</p> <p>5. Conclusion.</p> <hr/> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="577 557 1112 1195"> <thead> <tr> <th data-bbox="577 557 763 769" rowspan="2">Criteria</th> <th data-bbox="763 557 948 662">INGL 3232 (sec. 001) N = 15</th> <th data-bbox="948 557 1112 662">INGL 3232 (sec. 002) N = 15</th> </tr> <tr> <th data-bbox="763 662 948 769">% Students score 3-4 points</th> <th data-bbox="948 662 1112 769">% Students score 3-4 points</th> </tr> </thead> <tbody> <tr> <td data-bbox="577 769 763 857">Formulation of the problem</td> <td data-bbox="763 769 948 857">100%</td> <td data-bbox="948 769 1112 857">100%</td> </tr> <tr> <td data-bbox="577 857 763 963">Development and organization</td> <td data-bbox="763 857 948 963">100%</td> <td data-bbox="948 857 1112 963">100%</td> </tr> <tr> <td data-bbox="577 963 763 1050">Evidence</td> <td data-bbox="763 963 948 1050">100%</td> <td data-bbox="948 963 1112 1050">100%</td> </tr> <tr> <td data-bbox="577 1050 763 1138">Citation references</td> <td data-bbox="763 1050 948 1138">100%</td> <td data-bbox="948 1050 1112 1138">100%</td> </tr> <tr> <td data-bbox="577 1138 763 1195">Conclusion</td> <td data-bbox="763 1138 948 1195">100%</td> <td data-bbox="948 1138 1112 1195">100%</td> </tr> </tbody> </table> <hr/> <p>100% of the students assessed reached the expected outcome in all the criteria assessed.</p> <p>Therefore, the goal was met.</p>	Criteria	INGL 3232 (sec. 001) N = 15	INGL 3232 (sec. 002) N = 15	% Students score 3-4 points	% Students score 3-4 points	Formulation of the problem	100%	100%	Development and organization	100%	100%	Evidence	100%	100%	Citation references	100%	100%	Conclusion	100%	100%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																
<p>Fine Arts</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A holistic rubric and the results of a critical group was used in the ARTE 3912 (<i>Fundamentals of Visual Arts 2</i>) course to assess the students' competencies in research and creation skills in an oral presentation during the semester as part of the process of creating the work of art.</p> <p><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <table border="1" data-bbox="585 808 1104 1136"> <thead> <tr> <th colspan="2" data-bbox="585 808 1104 849">Research and Creation Skills Criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="585 849 844 946">1. Search of thematic and conceptual concerns</td> <td data-bbox="844 849 1104 946"></td> </tr> <tr> <td data-bbox="585 946 844 1044">2. Search of information, practical and theoretical references.</td> <td data-bbox="844 946 1104 1044"></td> </tr> <tr> <td data-bbox="585 1044 844 1136">3. Strategies to locate the information needed and how this research takes shape through a visual creation.</td> <td data-bbox="844 1044 1104 1136"></td> </tr> </tbody> </table> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="585 1226 1104 1446"> <thead> <tr> <th data-bbox="585 1226 844 1289">Mid-term Assessment</th> <th data-bbox="844 1226 1104 1289">Final Assessment</th> </tr> <tr> <th colspan="2" data-bbox="585 1289 1104 1330">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td data-bbox="585 1330 844 1386">100%</td> <td data-bbox="844 1330 1104 1386">100%</td> </tr> <tr> <td data-bbox="585 1386 844 1446"></td> <td data-bbox="844 1386 1104 1446"></td> </tr> </tbody> </table>	Research and Creation Skills Criteria		1. Search of thematic and conceptual concerns		2. Search of information, practical and theoretical references.		3. Strategies to locate the information needed and how this research takes shape through a visual creation.		Mid-term Assessment	Final Assessment	Percentage of Students Meeting the Goal		100%	100%			<p>Access for students at the workshop for the demonstration of the use of tools.</p>	<p>One measure in four instances, which were met.</p> <p>Seven transformative actions were established.</p> <p>COURSES OEAE RECOMMENDATIONS FINE ARTS PROGRAM</p> <p>ARTE 3912 ARTE 4981 HART 4982</p> <p>All assessment activities for each section of a course should include for <u>each criterion</u> of the learning outcome to be assessed, assessment results. These results should be informed in the Annual Reports to the OEAE in order to be analyzed. Also, to be able to identify areas of need and hence, to be able to establish appropriate transformative actions to improve student learning.</p> <p>Programs' assessment of student learning results have to be compiled by the OEAE at College level and also at Campus level.</p>
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>100% of students assessed reached the expected outcome, both in the midterm and the final assessment. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A holistic rubric and the results of a critical group was used in the ARTE 4981 (<i>Creative Research Workshop I</i>) course to assess the students' competencies in research and creation skills in an oral presentation during the semester as part of the process of creating the work of art.</p> <p><u>Expected outcome:</u> It was expected that 70% or more of the students assessed would receive a score of 5 points or higher in all criteria.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <div style="text-align: center; background-color: #cccccc; padding: 2px;">Research and Creation Skills Criteria</div> <ol style="list-style-type: none"> 1. Search of thematic and conceptual concerns 2. Search of information, practical and theoretical references. 3. Strategies to locate the information needed and how this research takes shape through a visual creation. <hr style="width: 20%; margin-left: 0;"/> <p><i>The assessment findings were as follows:</i></p>	<p>Implement the focus of research and creation in all workshops.</p> <p>Promote historical research, theory, and practice in the Arts since the courses of Fundamentals.</p> <p>Transform one of the computer labs on a resource / research and creating seminar room, in which students have access to reference books and computers.</p>	

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Academic Program	Findings	Transformative Actions	Summary of Results										
	<table border="1" data-bbox="577 313 1112 474"> <thead> <tr> <th data-bbox="577 313 844 375">Mid-term Assessment</th> <th data-bbox="844 313 1112 375">Final Assessment</th> </tr> <tr> <th colspan="2" data-bbox="577 375 1112 415">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td data-bbox="577 415 844 474">75%</td> <td data-bbox="844 415 1112 474">92%</td> </tr> </tbody> </table> <p data-bbox="499 508 1174 602">75% of students assessed reached the expected outcome in the midterm assessment, and in the final assessment, 92% of students reached the expected outcome.</p> <p data-bbox="499 613 827 641">Therefore, the goal was met.</p> <p data-bbox="499 704 674 732">Third Instance</p> <p data-bbox="499 766 1188 932">A holistic rubric and the results of a critical group was used in the ARTE 4982 (<i>Creative Research Workshop 2</i>) course to assess the students' competencies in research and creation skills in an oral presentation during the semester as part of the process of creating the work of art.</p> <p data-bbox="499 976 1139 1037"><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria.</p> <p data-bbox="499 1073 1155 1135">The criteria to be assessed, as expressed in the rubric, are the following :</p> <table border="1" data-bbox="545 1166 1145 1203"> <thead> <tr> <th data-bbox="545 1166 1145 1203">Research and Creation Skills Criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="567 1227 1091 1255">1. Search of thematic and conceptual concerns</td> </tr> <tr> <td data-bbox="577 1312 1126 1369">2. Search of information, practical and theoretical references.</td> </tr> <tr> <td data-bbox="577 1401 1126 1458">3. Strategies to locate the information needed and how this research takes shape through a visual</td> </tr> </tbody> </table>	Mid-term Assessment	Final Assessment	Percentage of Students Meeting the Goal		75%	92%	Research and Creation Skills Criteria	1. Search of thematic and conceptual concerns	2. Search of information, practical and theoretical references.	3. Strategies to locate the information needed and how this research takes shape through a visual	<p data-bbox="1217 776 1857 837">Create an internal Student Congress where students present their research to other students.</p>	
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>								
	<p>creation.</p> <hr/> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="577 427 1112 586"> <thead> <tr> <th data-bbox="577 427 844 488">Mid-term Assessment</th> <th data-bbox="844 427 1112 488">Final Assessment</th> </tr> <tr> <th colspan="2" data-bbox="577 488 1112 529">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td data-bbox="577 529 844 586">100%</td> <td data-bbox="844 529 1112 586">100%</td> </tr> </tbody> </table> <p>100% of students assessed reached the expected outcome, both in the midterm and the final assessment. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A holistic rubric and the results of a critical group was used in the ARTE 4982 (<i>Creative Research Workshop 2</i>) course to assess the students' competencies in research and creation skills in an oral presentation during the semester as part of the process of creating the work of art.</p> <p><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <table border="1" data-bbox="567 1307 1123 1344"> <thead> <tr> <th data-bbox="567 1307 1123 1344">Research and Creation Skills Criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="567 1344 1123 1398">1. Search of thematic and conceptual concerns</td> </tr> </tbody> </table>	Mid-term Assessment	Final Assessment	Percentage of Students Meeting the Goal		100%	100%	Research and Creation Skills Criteria	1. Search of thematic and conceptual concerns	<p>Artistic practice of students is encouraged, particularly at independent level.</p> <p>Create an internal Student Congress where students present their research to other students.</p>	
Mid-term Assessment	Final Assessment										
Percentage of Students Meeting the Goal											
100%	100%										
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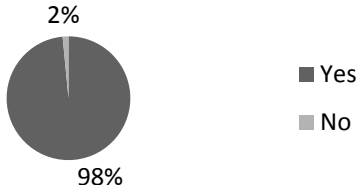
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>												
	<p>2. Search of information, practical and theoretical references.</p> <p>3. Strategies to locate the information needed and how this research takes shape through a visual creation.</p> <hr/> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="577 618 1112 867"> <thead> <tr> <th data-bbox="577 618 706 740">Course session</th> <th data-bbox="706 618 911 678">Mid-term Assessment</th> <th data-bbox="911 618 1112 678">Final Assessment</th> </tr> <tr> <td data-bbox="577 678 706 740"></td> <th colspan="2" data-bbox="706 678 1112 740">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td data-bbox="577 740 706 800">ARTE 4982-1</td> <td data-bbox="706 740 911 800">80%</td> <td data-bbox="911 740 1112 800">90%</td> </tr> <tr> <td data-bbox="577 800 706 867">ARTE 4982-2</td> <td data-bbox="706 800 911 867">75%</td> <td data-bbox="911 800 1112 867">75%</td> </tr> </tbody> </table> <p>ARTE 4982-1: 80% of students assessed reached the expected outcome in the midterm assessment, and in the final assessment, 90% of students reached the expected outcome.</p> <p>ARTE 4982-2: 75% of students assessed reached the expected outcome in the midterm assessment; however, in the final assessment, only 75% of students reached the expected outcome. Therefore, the goal was met.</p>	Course session	Mid-term Assessment	Final Assessment		Percentage of Students Meeting the Goal		ARTE 4982-1	80%	90%	ARTE 4982-2	75%	75%		
Course session	Mid-term Assessment	Final Assessment													
	Percentage of Students Meeting the Goal														
ARTE 4982-1	80%	90%													
ARTE 4982-2	75%	75%													
<p>Interdisciplinary Studies in Humanities</p>	<p>First Instance</p> <p>A rubric was used in the ESIN 4056 (<i>Humanities in Action - Dance</i>) course to assess the students' competencies in research and creation skills through a written project, and partial and final presentations in the discipline of dance.</p>		<p>One measure in one instance, which was met.</p> <p>No transformative actions were established.</p>												

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>						
	<p><i>Expected outcome:</i> A minimum of 70% of academic achievement in the written project and final presentations in the discipline of dance.</p> <p>The criterion to be assessed, as expressed in the rubric, is the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Research and Creation Criterion</p> <ul style="list-style-type: none"> ▪ Ability to experiment with different manners and styles of presentation and writing. </div> <p><i>The assessment findings were as follows:</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 70%; text-align: center;">Criterion</th> <th style="width: 30%; text-align: center;">ESIN 4056</th> </tr> <tr> <td></td> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Ability to experiment with different manners and styles of presentation and writing.</td> <td style="text-align: center; padding: 5px;">88%</td> </tr> </tbody> </table> <p>88% of the students assessed reached the expected outcome in the criterion assessed. Therefore, the goal was met.</p>	Criterion	ESIN 4056		%	Ability to experiment with different manners and styles of presentation and writing.	88%		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">OEAE Recommendations</p> <ol style="list-style-type: none"> 1. It is recommended to clearly establish the expected outcome for each assessment instance. 2. Include a copy of the rubric(s) used for assessment in the Annual Report of the Assessment of Student Learning of the Program. 3. We recommend to the Interdisciplinary Studies Program to include in its Annual Assessment Report the specific assessment results for each criterion used to facilitate the establishment of adequate transformative actions for improving student learning. </div>
Criterion	ESIN 4056								
	%								
Ability to experiment with different manners and styles of presentation and writing.	88%								
<p>Performing Arts</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A survey of viewers of the tragicomedy <i>Calixto, Melibea y otros más</i>, was used in the TEAT 3081 (<i>Experimental Theatre</i>) course to assess the students' competencies in research and creation skills as an indirect measure through the putting on of a play. N = 65</p>		<p>One indirect measure in one instance, which was met.</p> <p>No transformative action was established.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">OEAE RECOMMENDATIONS FOR THE PROGRAM</p> </div>						

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Academic Program	Findings	Transformative Actions	Summary of Results				
	<p><i>Expected outcome:</i> A minimum of 70% of students-actors will be assessed by the survey participants with a minimum of 4 points.</p> <p>The items of the survey that were used to demonstrate the creativity of students in setting up the staging of the theatre play were:</p> <ol style="list-style-type: none"> 1- Do you think the student-actors demonstrated creativity with their stage work? 2- Rating scale of the audience for the staging of the play. <p>The audience that participated in the survey was composed of 67 people:</p> <ul style="list-style-type: none"> 45 students 8 members of the university community 14 members of the external community <p><i>The assessment findings were as follows:</i></p> <div data-bbox="577 1068 1110 1382" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Do you think the student-actors demonstrated creativity with their stage work?</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>■ Yes</td> <td>98%</td> </tr> <tr> <td>■ No</td> <td>2%</td> </tr> </table> </div>	■ Yes	98%	■ No	2%		<ul style="list-style-type: none"> ▪ All assessment activities should be assessed by criterion, establish a specific expected outcome to identify appropriate transformative actions.
■ Yes	98%						
■ No	2%						

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>												
	<p>98% of the audience thought that the student-actors demonstrated their creativity in assembling the play.</p> <p style="text-align: center;">Rating Scale of the Audience Results</p> <table border="1" data-bbox="577 479 1112 630"> <thead> <tr> <th>Score</th> <th>Frequency</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>3 points</td> <td>3</td> <td>5%</td> </tr> <tr> <td>4 points</td> <td>9</td> <td>15%</td> </tr> <tr> <td>5 points</td> <td>49</td> <td>80%</td> </tr> </tbody> </table> <p>80% was the 5 points average rating (maximum score) of the audience to assess the degree of student creativity in the putting on of the theatre play. Only 65 people (of the total of 67 participants) answered this item.</p> <p>Therefore, the goal was met.</p>	Score	Frequency	%	3 points	3	5%	4 points	9	15%	5 points	49	80%		
Score	Frequency	%													
3 points	3	5%													
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Academic Program	Findings	Transformative Actions	Summary of Results																																																																																
<p>Biology</p>	<p><i>First Semester</i></p> <p>First Instance A rubric was used in the BIOL 3101 (General Biology I) course to assess students' research and creation skills based on the scientific method in a laboratory report. N = 23</p> <p><i>Expected outcome</i> - It was expected that 65% or more of the students would reach the level of "Good" or better in the rubric used.</p> <p>The general biology laboratory report assessed the following main skills:</p> <table border="1" data-bbox="612 800 1077 1024"> <thead> <tr> <th colspan="2">Lab report skills assessment</th> </tr> </thead> <tbody> <tr> <td>1. Problem statement</td> <td></td> </tr> <tr> <td>2. Establishment of hypotheses</td> <td></td> </tr> <tr> <td>3. Experiment design method</td> <td></td> </tr> <tr> <td>4. Data collection and presentation</td> <td></td> </tr> <tr> <td>5. Data analysis</td> <td></td> </tr> </tbody> </table> <p>The assessment results from the laboratory report were as follows:</p> <table border="1" data-bbox="612 1182 1077 1474"> <thead> <tr> <th>Level</th> <th>n of students</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>6</td> <td>26%</td> </tr> <tr> <td>Good</td> <td>16</td> <td>70%</td> </tr> <tr> <td>Regular</td> <td>1</td> <td>4%</td> </tr> <tr> <td>Initiated</td> <td>0</td> <td>0%</td> </tr> </tbody> </table>	Lab report skills assessment		1. Problem statement		2. Establishment of hypotheses		3. Experiment design method		4. Data collection and presentation		5. Data analysis		Level	n of students	%	Excellent	6	26%	Good	16	70%	Regular	1	4%	Initiated	0	0%	<p>The faculty of the program agrees to carry out strategies to strengthen the criteria in which 50% or more of the students failed to meet the expected outcome.</p>	<p>One measure in five instances, all of which were met.</p> <p>One transformative action was proposed.</p> <table border="1" data-bbox="1884 581 2494 878"> <thead> <tr> <th colspan="9">Annual Assessment</th> </tr> <tr> <th rowspan="2"></th> <th colspan="2">Excellent</th> <th colspan="2">Good</th> <th colspan="2">Regular</th> <th colspan="2">Initiated</th> </tr> <tr> <th>n</th> <th>%</th> <th>n</th> <th>%</th> <th>n</th> <th>%</th> <th>n</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>BIOL 3101</td> <td>54</td> <td>37%</td> <td>84</td> <td>58%</td> <td>8</td> <td>5%</td> <td>0</td> <td>0</td> </tr> <tr> <td>BIOL 3112</td> <td>70</td> <td>54%</td> <td>54</td> <td>42%</td> <td>5</td> <td>4%</td> <td>0</td> <td>0</td> </tr> <tr> <td>BIOL 3350*</td> <td>19</td> <td>63%</td> <td>10</td> <td>33%</td> <td>1</td> <td>3%</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>n = number of students</p> <p>* = only one instance was measured</p> <ul style="list-style-type: none"> Results showed that 37% of the students from BIOL 3101 (General Biology I; N=146) reached the level of "Excellent", and 58% of the students reached the level of "Good" in the annual overall assessment. 95% of the students from BIOL 3101 reached the level of "Good" or better for the academic year 2014-2015. Results showed that 37% of the students from BIOL 3112 (Ecology Laboratory; N = 129) reached the level of "Excellent", and 58% of the students reached the level of "Good" in the annual overall assessment. 	Annual Assessment										Excellent		Good		Regular		Initiated		n	%	n	%	n	%	n	%	BIOL 3101	54	37%	84	58%	8	5%	0	0	BIOL 3112	70	54%	54	42%	5	4%	0	0	BIOL 3350*	19	63%	10	33%	1	3%	0	0
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Academic Program	Findings	Transformative Actions	Summary of Results																						
	<p>96% of the students reached the expected outcome of “Good” or better. Therefore, the goal was met.</p> <p>Second Instance A rubric was used in the BIOL 3112 (Ecology Laboratory) course to assess students’ research and creation skills based on the scientific method in a laboratory report. N = 58</p> <p><i>Expected outcome</i> - It was expected that at the end of the baccalaureate degree 10% of students would reach the level of “Excellent”, 80% would reach the level of “Good”, and 10% would reach the level of “Regular” or better.</p> <p>The ecology laboratory report assessed the following main skills:</p> <table border="1" data-bbox="612 927 1077 1154"> <thead> <tr> <th colspan="2">Lab report skills assessment</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Problem statement</td> </tr> <tr> <td>2.</td> <td>Establishment of hypotheses</td> </tr> <tr> <td>3.</td> <td>Experiment design method</td> </tr> <tr> <td>4.</td> <td>Data collection and presentation</td> </tr> <tr> <td>5.</td> <td>Data analysis</td> </tr> </tbody> </table> <p>The assessment results from the laboratory report were as follows:</p> <table border="1" data-bbox="540 1312 1150 1438"> <thead> <tr> <th>Course section</th> <th>Excellent</th> <th>Good</th> <th>Regular</th> <th>Initiated</th> </tr> </thead> <tbody> <tr> <td>001</td> <td>17 (89%)</td> <td>2 (11%)</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Lab report skills assessment		1.	Problem statement	2.	Establishment of hypotheses	3.	Experiment design method	4.	Data collection and presentation	5.	Data analysis	Course section	Excellent	Good	Regular	Initiated	001	17 (89%)	2 (11%)	0	0		<ul style="list-style-type: none"> ▪ 95% of the students reached the level of “Good” or higher. ▪ Results showed that 63% of the students from BIOL 3350 (Genetic Laboratory; N = 30) reached the level of “Excellent”, 33% reached the level of “Good”, and 3% reached the level of “Regular”. ▪ 96% of the students reached the level of “Good” or better. <p>Therefore, the goal for this learning outcome for the 2014 -2015 academic year was met.</p>
Lab report skills assessment																									
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001	17 (89%)	2 (11%)	0	0																					

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Academic Program	Findings					Transformative Actions	Summary of Results						
	002	6 (50%)	6 (50%)	0	0								
	003	2 (22%)	7 (78%)	0	0								
	004	8 (44%)	10 (56%)	0	0								
	Average	33 (57%)	25 (43%)	0	0								
<p>Results showed that 57% of the students reached the level of “Excellent”, and 43% reached the level of “Good”.</p> <p>100% of the students reached the expected outcome.</p> <p>Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the BIOL 3350 (Genetic Laboratory) course to assess students’ research and creation skills based on the scientific method in a laboratory report. N = 30</p> <p><i>Expected outcome</i> - It was expected that at the end of the baccalaureate degree 10% of students would reach the level of “Excellent”, 80% would reach the level of “Good”, and 10% would reach the level of “Regular” or better.</p> <p>The genetic laboratory report assessed the following main skills:</p> <table border="1" data-bbox="612 1235 1077 1458"> <thead> <tr> <th data-bbox="612 1235 1077 1268">Lab report skills assessment</th> </tr> </thead> <tbody> <tr> <td data-bbox="612 1268 1077 1300">1. Problem statement</td> </tr> <tr> <td data-bbox="612 1300 1077 1333">2. Establishment of hypotheses</td> </tr> <tr> <td data-bbox="612 1333 1077 1365">3. Experiment design method</td> </tr> <tr> <td data-bbox="612 1365 1077 1398">4. Data collection and presentation</td> </tr> <tr> <td data-bbox="612 1398 1077 1458">5. Data analysis</td> </tr> </tbody> </table>								Lab report skills assessment	1. Problem statement	2. Establishment of hypotheses	3. Experiment design method	4. Data collection and presentation	5. Data analysis
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Academic Program	Findings	Transformative Actions	Summary of Results																						
	<p>The assessment results from the laboratory report were as follows:</p> <table border="1" data-bbox="532 370 1158 613"> <thead> <tr> <th>Course section</th> <th>Excellent</th> <th>Good</th> <th>Regular</th> <th>Initiated</th> </tr> </thead> <tbody> <tr> <td>002</td> <td>7 (50%)</td> <td>6 (43%)</td> <td>1 (7%)</td> <td>0</td> </tr> <tr> <td>004</td> <td>12 (75%)</td> <td>4 (25%)</td> <td>0</td> <td>0</td> </tr> <tr> <td>Average</td> <td>19 (63.3%)</td> <td>10 (33.3%)</td> <td>1 (3.3%)</td> <td>0</td> </tr> </tbody> </table> <p>Results showed that 63% of the students reached the level of “Excellent”, 33% reached the level of “Good”, and 3% reached the level of “Regular”.</p> <p>96% of the students reached the level of “Good” or better.</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 BIOL 3101 (General Biology I) course to assess students’ research and creation skills based on the scientific method in a laboratory report. N = 123</p> <p><i>Expected outcome</i> - It was expected that 65% or more of the students would reach the level of “Good” or better in the rubric used.</p> <p>The general biology laboratory report assessed the following main skills:</p> <table border="1" data-bbox="612 1409 1077 1474"> <thead> <tr> <th>Lab report skills assessment</th> </tr> </thead> <tbody> <tr> <td>1. Problem statement</td> </tr> </tbody> </table>	Course section	Excellent	Good	Regular	Initiated	002	7 (50%)	6 (43%)	1 (7%)	0	004	12 (75%)	4 (25%)	0	0	Average	19 (63.3%)	10 (33.3%)	1 (3.3%)	0	Lab report skills assessment	1. Problem statement		
Course section	Excellent	Good	Regular	Initiated																					
002	7 (50%)	6 (43%)	1 (7%)	0																					
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>															
	<p>2. Establishment of hypotheses 3. Experiment design method 4. Data collection and presentation 5. Data analysis</p> <hr/> <p>The assessment results from the laboratory report were as follows:</p> <p style="text-align: center;"><i>Course sections:</i></p> <p style="text-align: center;"><i>102,103,104,106, 108, 111, 112, 113, 118, 119 & 120</i></p> <table border="1" data-bbox="612 732 1077 1024"> <thead> <tr> <th>Level</th> <th>n of students</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>48</td> <td>39%</td> </tr> <tr> <td>Good</td> <td>68</td> <td>55.3%</td> </tr> <tr> <td>Regular</td> <td>7</td> <td>5.7%</td> </tr> <tr> <td>Initiated</td> <td>0</td> <td>0%</td> </tr> </tbody> </table> <p>94.3% of the students reached the expected outcome of “Good” or better. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the BIOL 3112 (Ecology Laboratory) course to assess students’ research and creation skills based on the scientific method in a laboratory report. N = 71</p> <p><i>Expected outcome</i> - It was expected that at the end of the</p>	Level	n of students	%	Excellent	48	39%	Good	68	55.3%	Regular	7	5.7%	Initiated	0	0%		
Level	n of students	%																
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Academic Program	Findings	Transformative Actions	Summary of Results																																										
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Academic Program	Findings	Transformative Actions	Summary of Results																
<p>Chemistry</p>	<p>First Instance AQUI</p> <p>A rubric designed to evaluate a creative scientific work (Project Rubric) was used in the QUIM 3255L (Analytical Chemistry Laboratory) course to assess students' research and creation skills based on a research project (Proj). N=30</p> <p><i>Specific outcome</i> - It was expected that 60% or more of the students would achieve a score of at least 66.7% in their performance in each criterion.</p> <p><i>Global outcome</i> - It was expected that 60% or more of the criteria would be achieved by students.</p> <p>The results for each criterion were as follows:</p> <table border="1" data-bbox="559 873 1131 1349"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> </tr> </thead> <tbody> <tr> <td>1) Abstract</td> <td>90%</td> </tr> <tr> <td>2) Introduction</td> <td>60%</td> </tr> <tr> <td>3) Methodology</td> <td>83%</td> </tr> <tr> <td>4) Results</td> <td>77%</td> </tr> <tr> <td>5) Discussion/Conclusions</td> <td>77%</td> </tr> <tr> <td>6) References</td> <td>93%</td> </tr> <tr> <td>7) Experiment</td> <td>77%</td> </tr> </tbody> </table> <p>The specific expected average score obtained by the students assessed was 6 out of 7 (86%). The expected outcome was achieved in criteria 1, 3, 4, 5, 6 and 7, but not criterion 2.</p>	Criteria	Average by criteria	1) Abstract	90%	2) Introduction	60%	3) Methodology	83%	4) Results	77%	5) Discussion/Conclusions	77%	6) References	93%	7) Experiment	77%	<p>Students were informed of the various aspects in the rubric used to evaluate their research project.</p> <p>Feedback was provided to the students on several occasions during the preparation of the research project.</p>	<p>One measure in one instance, which was met.</p> <p>One transformative action was proposed.</p>
Criteria	Average by criteria																		
1) Abstract	90%																		
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7) Experiment	77%																		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	The global expected outcome of $\geq 60\%$ was also achieved in all the criteria (100%). Therefore, the goal was met.		
Computer Science	<p>First Instance</p> <p>A student questionnaire administered yearly to computer science students was used as an indirect measure in the CCOM 4027 (Introduction to Data Management) course to assess students' research and creation skills. N = 66</p> <p><i>Specific expected outcome:</i></p> <ul style="list-style-type: none"> ▪ <i>Students' dispositions to participate in research</i> - It was expected that 70% or more of the students would answer that they have participated or are interested in participating in a research project. <p><i>The assessment findings were:</i></p> <p>92% of the students (61 out of 66 students) have research experience or are highly interested in participating in research.</p> <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>A questionnaire administered to the third and fourth year students of the computer science program was used as an indirect measure to assess students' research and creation skills. N = 30</p> <p><i>Specific expected outcome</i> - It was expected that 30% or more of the third and fourth year students would have research experience.</p>	The Computer Science Department must count the exact number of the third and fourth year students participating in research.	Two measures in two instances, both of which were met. One transformative action was proposed.

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>										
	<p><i>The assessment findings were:</i></p> <p>87% of the third and fourth year students (26 out of 30 students) that completed the questionnaire have research experience.</p> <p>The expected outcome was reached. Therefore, the goal was met.</p>												
<p>Environmental Sciences</p>	<p>First Instance</p> <p>A rubric was used in the CINA 4997 (Capstone Experience) course to assess students' research and creation skills based on minor theses ("tesinas"), which have all the components related to scientific research. N = 3</p> <p><i>Specific learning outcome</i> - It was expected that 70% or more of the students would obtain a minimum of 140 out of the 195 total points of the thesis rubric, which was designed by the Environmental Sciences Department. The rubric had eight criteria, for a total maximum score of 195 points.</p> <p>4 theses were randomly selected from the total of 16 students enrolled, representing 25% of students. One of the theses could not be assessed with the criteria established in the rubric, because the student did not follow the format specified in the <i>Guide for the preparation of the thesis</i>.</p> <p>The results for each criterion were as follows:</p> <table border="1" data-bbox="639 1222 1051 1464"> <thead> <tr> <th>Criteria</th> <th>Max. points per criterion</th> </tr> </thead> <tbody> <tr> <td>1) Abstract</td> <td>15</td> </tr> <tr> <td>2) Introduction</td> <td>35</td> </tr> <tr> <td>3) Methodology</td> <td>40</td> </tr> <tr> <td>4) Outcomes</td> <td>30</td> </tr> </tbody> </table>	Criteria	Max. points per criterion	1) Abstract	15	2) Introduction	35	3) Methodology	40	4) Outcomes	30	<p>There is discrepancy in the thesis formats undertaken by the students, because of the new method of performing theses related to the participation of students in their internships. In their internships, students do not necessarily perform scientific research. For the next academic year, it is recommended that a rubric for assessing student theses related to their internships be developed.</p> <p>In addition, it is also recommended that students be guided on the components related to improving the skills needed to formulate research questions, make hypotheses and gather data for statistical analysis.</p>	<p>One measure in one instance, which was met (100%).</p> <p>Two transformative actions were proposed.</p> <p>OEA Recommendations:</p> <ol style="list-style-type: none"> The <u>results for each one of the criterion assessed should include</u> the points obtained by the student and the corresponding percentage relative to the maximum points by criterion. In this way areas of need are identified and a transformative action is proposed where needed. A larger sample is recommended. Four out of sixteen theses sample is a too small sample.
Criteria	Max. points per criterion												
1) Abstract	15												
2) Introduction	35												
3) Methodology	40												
4) Outcomes	30												

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Academic Program	Findings	Transformative Actions	Summary of Results												
	<table border="0"> <tr> <td>5) Analysis</td> <td>35</td> </tr> <tr> <td>6) Conclusion</td> <td>10</td> </tr> <tr> <td>7) References</td> <td>10</td> </tr> <tr> <td>8) General criteria</td> <td>20</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>Total</td> <td>195</td> </tr> </table> <p>75% of the students obtained over 140 points in the rubric. Therefore, the goal was met.</p>	5) Analysis	35	6) Conclusion	10	7) References	10	8) General criteria	20	<hr/>		Total	195		
5) Analysis	35														
6) Conclusion	10														
7) References	10														
8) General criteria	20														
<hr/>															
Total	195														
Interdisciplinary Program in Natural Sciences	<p>First Instance</p> <p>A rubric was used in the CNEI 4011 course (Capstone 1) to assess students' research skills using a research project proposal. N = 34</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>100% of the students assessed achieved a score of 70% or more, both in the first draft and in the final proposal. Therefore, the goal was met.</p>	<p>Create at least one undergraduate level course (similar to the graduate seminar courses offered in the College of Natural Sciences) that gives students the opportunity to study the methodology and analytical structure of scientific peer-reviewed journals.</p>	<p>One measure in one instance, which was met.</p> <p>One transformative action was proposed.</p> <p>OEAE recommendations:</p> <p>Results by criterion assessed should be included both for the draft of the proposal and for the final proposal. Signs of improvement and areas to be improved will be evident. Hence, transformative actions are identified or those criterion areas of knowledge that need to be reinforced.</p>												
Mathematics	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the MATE 5001 (<i>Probability</i>) course to assess students' research and creation skills in the presentation of a research project. (N= 6)</p> <p><i>Specific expected outcome</i> - It was expected that 66% of the</p>	<p>During the next semester the professor of this course will teach the continuation course, MATE 5002, and will give greater emphasis to elements needed to be present in writing the abstract and also in writing the reference, to reinforce student learning of those criteria.</p>	<p>Two measures in four instances, three of which were met. (75%)</p> <p>One transformative action was proposed.</p>												

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Academic Program	Findings	Transformative Actions	Summary of Results																		
	<p>students assessed would obtain 3 points or more in the 4 point scale used ($\geq 75\%$).</p> <p>Findings by criteria assessed were:</p> <table border="1" data-bbox="631 430 1056 711"> <thead> <tr> <th>Criterion</th> <th>% (≥ 3 points)</th> </tr> </thead> <tbody> <tr> <td>Abstract</td> <td>66%</td> </tr> <tr> <td>Introduction</td> <td>100%</td> </tr> <tr> <td>Statement of the Problem</td> <td>100%</td> </tr> <tr> <td>Conclusion</td> <td>83%</td> </tr> <tr> <td>References</td> <td>66%</td> </tr> </tbody> </table> <p>The expected outcome was reached in each one of the criterion 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 MATE 4995 (<i>Topics in Mathematics: Undergraduate Research Seminar</i>) course to assess students' research and creation skills in the presentation of a research project. (N= 5)</p> <p><i>Specific expected outcome</i> - It was expected that 66% of the students assessed would obtain 3 points or more in the 4 point scale used ($\geq 75\%$).</p> <p>Findings by criteria assessed were:</p> <table border="1" data-bbox="631 1356 1056 1485"> <thead> <tr> <th>Criterion</th> <th>% (≥ 3 points)</th> </tr> </thead> <tbody> <tr> <td>Abstract</td> <td>80%</td> </tr> <tr> <td>Introduction</td> <td>80%</td> </tr> </tbody> </table>	Criterion	% (≥ 3 points)	Abstract	66%	Introduction	100%	Statement of the Problem	100%	Conclusion	83%	References	66%	Criterion	% (≥ 3 points)	Abstract	80%	Introduction	80%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																
	<table style="margin-left: 40px; border-collapse: collapse;"> <tr> <td style="padding-right: 20px;">Statement of the Problem</td> <td style="text-align: right;">80%</td> </tr> <tr> <td>Conclusion</td> <td style="text-align: right;">80%</td> </tr> <tr> <td>References</td> <td style="text-align: right;">80%</td> </tr> </table> <hr style="width: 20%; margin-left: 40px;"/> <p>The expected outcome was reached in each one of the criterion assessed (100%).</p> <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>An exit questionnaire administered to graduating students was used as an indirect measure of students' satisfaction with the skills and technology training they obtained.</p> <p><i>Specific expected outcome</i> - It was expected that each question would receive a rating of 3 or higher in a 4 point scale.</p> <p>Findings by criterion assessed were:</p> <table style="margin-left: 40px; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: left; padding: 5px;">Criterion</th> <th style="text-align: right; padding: 5px;">Average score</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Capacity for Independent Study</td> <td style="text-align: right; padding: 5px;">3.25</td> </tr> <tr> <td style="padding: 5px;">Management of library resources</td> <td style="text-align: right; padding: 5px;">2.5</td> </tr> <tr> <td style="padding: 5px;">Intellectual Curiosity</td> <td style="text-align: right; padding: 5px;">3.25</td> </tr> <tr> <td style="padding: 5px;">Understanding and Curiosity for Research in Mathematics</td> <td style="text-align: right; padding: 5px;">2.5</td> </tr> </tbody> </table> <p>The expected outcome was reached in criterion 1 and 3 (50%).</p>	Statement of the Problem	80%	Conclusion	80%	References	80%	Criterion	Average score	Capacity for Independent Study	3.25	Management of library resources	2.5	Intellectual Curiosity	3.25	Understanding and Curiosity for Research in Mathematics	2.5		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>						
	<p>Therefore, the goal was not met.</p> <p>Third Instance</p> <p>A rubric was used in the MATE 5002 (<i>Statistics</i>) course to assess students' research and creation skills in the presentation of a research project. (N= 7)</p> <p><i>Specific expected outcome</i> - It was expected that 66% of the students assessed would obtain 3 points or more in the 4 point scale used ($\geq 75\%$).</p> <p>The criteria assessed were:</p> <table border="1" data-bbox="594 721 1096 938"> <thead> <tr> <th>Criterion</th> </tr> </thead> <tbody> <tr> <td>1. Abstract</td> </tr> <tr> <td>2. Introduction</td> </tr> <tr> <td>3. Statement of the Problem</td> </tr> <tr> <td>4. Conclusion</td> </tr> <tr> <td>5. References</td> </tr> </tbody> </table> <p>The expected outcome was reached in 4 of 5 criteria, except the criterion of references (80%).</p> <p>Therefore, the goal was met.</p>	Criterion	1. Abstract	2. Introduction	3. Statement of the Problem	4. Conclusion	5. References		
Criterion									
1. Abstract									
2. Introduction									
3. Statement of the Problem									
4. Conclusion									
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
<p>General Social Sciences</p>	<p><i>First Semester</i></p> <p>First Instance AQUI</p> <p>A rubric was used in the CISO 3155 (<i>Basics of Statistical Reasoning</i>) course to assess students' research and creation skills in a pre-test and post- test research proposal.</p> <p><i>Expected outcome</i> - It was expected that the students would obtain 80% or more in the criteria measuring the critical thinking skills as a group.</p> <p>The rubric used assesses the following criteria:</p> <div style="text-align: center; background-color: #cccccc; padding: 5px; margin: 10px 0;"> <p>Critical Thinking Skills Criteria</p> </div> <ol style="list-style-type: none"> 1. Identification and interpretation of the arguments of the authors of the discipline and other fields. 2. Distinction and theoretical analysis of trends, paradigms and concepts of the discipline and other fields. 3. Distinction and analysis of the use of research methodologies. 4. Application of theoretical trends, paradigms and concepts of the discipline and other fields to study social problems. 5. Mastering the content posted on the text. 6. Making an informed and qualified position around the texts. <hr style="width: 20%; margin-left: 0;"/> <p>The assessment results per group of students were as follows:</p>	<p>Promote learning with activities such as assignments, exercises, content modules and formative evaluation.</p>	<p>Four measures in four instances, all of which were met.</p> <p>One transformative action was proposed.</p>

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Academic Program	Findings					Transformative Actions	Summary of Results
	Criteria	Group #1	Group #2	Group #3	Group #4		
	#1	100%	100%	50%	100%		
	#2	75%	100%	50%	100%		
	#3	100%	100%	50%	100%		
	#4	75%	100%	50%	100%		
	#5	63%	100%	50%	100%		
	#6	63%	100%	50%	100%		
	General average per group	79%	100%	50%	100%		
	<ul style="list-style-type: none"> In the criteria of <i>identification and interpretation of the arguments of the authors</i> and <i>analysis of the use of research methodologies</i>, the students obtained a general average of 88%. Also, in the criterion of <i>distinction and theoretical analysis of trends, paradigms and concepts of the discipline</i>, the students obtained a general average of 82%. The students obtained a general average of 81% in the criterion <i>application of theoretical trends, paradigms and concepts of the discipline</i>. However, in the criteria #5, <i>mastering the content posted on the text</i> and #6, <i>making an informed and qualified position around the texts</i>, the students did not meet the expected outcome (78%), although they were close to doing so. The expected outcome was not met only in criteria #5 (78%) and #6 (78%); however, the group as a whole reached an 						

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>				
	<p>overall average of 83%. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the RELA 3015 (<i>Human Behavior in the Workplace</i>) course to assess students' critical thinking skills in the Conclusion section of a research project on the issue of an organization profile.</p> <p><i>Expected outcome</i> - It was expected that the students would obtain 80% or more in the criteria measuring the critical thinking skills as a group.</p> <p>The rubric used assesses the following criteria and their respective indicators:</p> <table border="1" data-bbox="505 824 1198 1263"> <thead> <tr> <th data-bbox="505 824 1198 862">Criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="505 862 1198 987">1. <i>Diagnosis</i> - Identifies and analyzes accurately and corrects the main problems and / or needs facing the organization under study, and what the trends are.</td> </tr> <tr> <td data-bbox="505 987 1198 1149">2. <i>Foundations for diagnosis</i> - The diagnosis is based on facts and data product of different research techniques and theories, paradigms and concepts of the discipline under study.</td> </tr> <tr> <td data-bbox="505 1149 1198 1263">3. <i>Rationale for proposed solutions</i> - Solutions are consistent with the diagnosis and are grounded in theories, approaches, paradigms and concepts.</td> </tr> </tbody> </table> <p>The assessment findings were as follows:</p>	Criteria	1. <i>Diagnosis</i> - Identifies and analyzes accurately and corrects the main problems and / or needs facing the organization under study, and what the trends are.	2. <i>Foundations for diagnosis</i> - The diagnosis is based on facts and data product of different research techniques and theories, paradigms and concepts of the discipline under study.	3. <i>Rationale for proposed solutions</i> - Solutions are consistent with the diagnosis and are grounded in theories, approaches, paradigms and concepts.		
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3. <i>Rationale for proposed solutions</i> - Solutions are consistent with the diagnosis and are grounded in theories, approaches, paradigms and concepts.							

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<i>Academic Program</i>	<i>Findings</i>			<i>Transformative Actions</i>	<i>Summary of Results</i>															
	<table border="1"> <thead> <tr> <th data-bbox="577 272 927 378">Criteria</th> <th data-bbox="927 272 1024 378">Sub-group #1</th> <th data-bbox="1024 272 1120 378">Sub-group #2</th> </tr> </thead> <tbody> <tr> <td data-bbox="577 378 927 435">1. Diagnosis</td> <td data-bbox="927 378 1024 435">100%</td> <td data-bbox="1024 378 1120 435">100%</td> </tr> <tr> <td data-bbox="577 435 927 508">2. Foundations for diagnosis</td> <td data-bbox="927 435 1024 508">100%</td> <td data-bbox="1024 435 1120 508">100%</td> </tr> <tr> <td data-bbox="577 508 927 605">3. Rationale for proposed solutions</td> <td data-bbox="927 508 1024 605">100%</td> <td data-bbox="1024 508 1120 605">100%</td> </tr> <tr> <td data-bbox="577 605 927 678">General average per sub-group</td> <td data-bbox="927 605 1024 678">100%</td> <td data-bbox="1024 605 1120 678">100%</td> </tr> </tbody> </table>	Criteria	Sub-group #1	Sub-group #2	1. Diagnosis	100%	100%	2. Foundations for diagnosis	100%	100%	3. Rationale for proposed solutions	100%	100%	General average per sub-group	100%	100%				
Criteria	Sub-group #1	Sub-group #2																		
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3. Rationale for proposed solutions	100%	100%																		
General average per sub-group	100%	100%																		
	<ul style="list-style-type: none"> Results showed that 100% of the students met the expected outcome of 80% or more in the criteria. <p>Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the RELA 3155 course to assess students' reflexive and critical thinking skills in a life story of a working woman. The rubric used is an adaptation of a rubric prepared by the Department of History.</p> <p><i>Expected outcome</i> - It was expected that the students would obtain 80% or more in the criteria measuring the critical thinking skills as a group.</p> <p>The rubric used assesses the following criteria:</p> <table border="1"> <thead> <tr> <th data-bbox="513 1320 1185 1352">Critical Thinking Skills Criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="513 1352 1185 1433">1. Identification and interpretation of the arguments of the authors of the discipline and other fields.</td> </tr> </tbody> </table>			Critical Thinking Skills Criteria	1. Identification and interpretation of the arguments of the authors of the discipline and other fields.															
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	<p>2. Distinction and theoretical analysis of trends, paradigms and concepts of the discipline and other fields.</p> <p>3. Distinction and analysis of the use of research methodologies.</p> <p>4. Application of theoretical trends, paradigms and concepts of the discipline and other fields to study social problems.</p> <p>5. Mastering the content posted on the text.</p> <p>6. Making an informed and qualified position around the texts.</p> <hr/> <p>The assessment results per group of students were as follows:</p> <table border="1" data-bbox="526 837 1177 1360"> <thead> <tr> <th>Criteria</th> <th>Group #1</th> <th>Group #2</th> <th>Group #3</th> <th>Group #4</th> </tr> </thead> <tbody> <tr> <td>#1</td> <td>100%</td> <td>75%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>#2</td> <td>100%</td> <td>75%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>#3</td> <td>100%</td> <td>75%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>#4</td> <td>100%</td> <td>75%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>#5</td> <td>100%</td> <td>63%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>#6</td> <td>100%</td> <td>63%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>General average per group</td> <td>100%</td> <td>71%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p>• The expected outcome was not met in group #2.</p>	Criteria	Group #1	Group #2	Group #3	Group #4	#1	100%	75%	100%	100%	#2	100%	75%	100%	100%	#3	100%	75%	100%	100%	#4	100%	75%	100%	100%	#5	100%	63%	100%	100%	#6	100%	63%	100%	100%	General average per group	100%	71%	100%	100%		
Criteria	Group #1	Group #2	Group #3	Group #4																																							
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	<ul style="list-style-type: none"> In the criteria of <i>Identification and interpretation of the arguments of the authors (#1), Analysis of the use of research methodologies (#2), Distinction and analysis of the use of research methodologies (#3), and Application of theoretical trends, paradigms and concepts of the discipline and other fields to study social problems (#4)</i> the students obtained a general average of 94%. Also, in the criterion of <i>Mastering the content posted on the text, and Making an informed and qualified position around the text</i>, the students obtained a general average of 91%. The group as a whole reached an overall average of 93%. <p>Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A student questionnaire was used as an indirect measuring tool in the RELA 4045 (<i>Practical Laboratory in Labor Relations</i>) course to assess the degree of student satisfaction with a number of indicators linked to the skills of critical thinking. The questionnaire used is authored by professor Ana H. Quintero. N = 7</p> <p><i>Expected outcome</i> - It was expected that the students would obtain a degree of satisfaction of 80% or more in the criteria (a very satisfied or satisfied level).</p> <p>The assessment findings were:</p> <table border="1" data-bbox="585 1263 1118 1463"> <thead> <tr> <th rowspan="2">Criterion</th> <th colspan="2">Very satisfied level</th> <th colspan="2">Satisfied level</th> </tr> <tr> <th>n</th> <th>%</th> <th>n</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Creative and analytical</td> <td>6</td> <td>86</td> <td>1</td> <td>14</td> </tr> </tbody> </table>	Criterion	Very satisfied level		Satisfied level		n	%	n	%	Creative and analytical	6	86	1	14		
Criterion	Very satisfied level		Satisfied level														
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Creative and analytical	6	86	1	14													

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>											
	<p>ability</p> <ul style="list-style-type: none"> 100% of the students express a very satisfied or satisfied level with the criterion of <i>Creative and analytical ability</i>. <p>Therefore, the goal was met.</p>													
<p>Geography</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the GEOG 4550 (<i>Methods of Geographical Research</i>) course to assess the students' competencies in research and creation skills in the oral presentation of a research project.</p> <p><i>Expected outcome:</i> It was expected that 80% of students would obtain a level of “good” or “outstanding” in the 4 point rubric used.</p> <p>The rubric used the following criteria:</p> <table border="1" data-bbox="650 979 1051 1260"> <thead> <tr> <th>Oral Presentation Research Project Criteria</th> </tr> </thead> <tbody> <tr><td>1- Organization</td></tr> <tr><td>2- Subject knowledge</td></tr> <tr><td>3- Charts and maps</td></tr> <tr><td>4- Mechanics</td></tr> <tr><td>5- Eye contact</td></tr> <tr><td>6- Elocution</td></tr> </tbody> </table> <p>The rubric used had the following numerical scale:</p> <ul style="list-style-type: none"> Deficient.....1 point Satisfactory.....2 points 	Oral Presentation Research Project Criteria	1- Organization	2- Subject knowledge	3- Charts and maps	4- Mechanics	5- Eye contact	6- Elocution	<p>The expected outcome will be increased to 90% or a minimum of 3.6 points in all the criteria of the rubric.</p> <p>To strengthen all the criteria of the rubric, workshops will be provided.</p>	<p>One measure in one instance, which was met.</p> <p>Two transformative actions were established.</p> <table border="1" data-bbox="1978 854 2413 1192"> <thead> <tr> <th>Course</th> <th>OEAE RECOMMENDATIONS FOR THE PROGRAM</th> </tr> </thead> <tbody> <tr> <td>GEOG 4550</td> <td>OEAE recommends using the term “beginner” (“<i>iniciado</i>” in spanish) rather “deficient” or “poorly” in the rubric.</td> </tr> </tbody> </table>	Course	OEAE RECOMMENDATIONS FOR THE PROGRAM	GEOG 4550	OEAE recommends using the term “ beginner ” (“ <i>iniciado</i> ” in spanish) rather “ deficient ” or “ poorly ” in the rubric.
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Academic Program	Findings	Transformative Actions	Summary of Results																					
	<ul style="list-style-type: none"> • Good.....3 points • Outstanding.....4 points <p>The assessment findings were as follows:</p> <table border="1" data-bbox="585 451 1123 873"> <thead> <tr> <th>Criteria</th> <th>Average Points</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1. Organization</td> <td>3.45</td> <td>86%</td> </tr> <tr> <td>2. Subject knowledge</td> <td>3.45</td> <td>86%</td> </tr> <tr> <td>3. Charts and maps</td> <td>3.6</td> <td>90%</td> </tr> <tr> <td>4. Mechanics</td> <td>3.45</td> <td>86%</td> </tr> <tr> <td>5. Eye contact</td> <td>3.6</td> <td>90%</td> </tr> <tr> <td>6. Elocution</td> <td>3.6</td> <td>90%</td> </tr> </tbody> </table> <p>The average approval was 88%.</p> <p>Therefore, the goal was met.</p>	Criteria	Average Points	%	1. Organization	3.45	86%	2. Subject knowledge	3.45	86%	3. Charts and maps	3.6	90%	4. Mechanics	3.45	86%	5. Eye contact	3.6	90%	6. Elocution	3.6	90%		
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<p>Political Science</p>	<p><i>First Semester</i></p> <p>First Instance A rubric was used in the CIPO 4306 (<i>Theory of Socio-Political Research</i>) course to assess students' research and creation skills in the development of a research proposal at the end of the semester. N = 13</p> <p><i>Expected outcome:</i> It was expected that 75% of the students would achieve a minimum average of very good or competent level in the 56 point rubric used.</p> <p>The scale of the rubric was established as:</p>	<p>Integrating research with quantitative analysis methodology in other courses and seminars, in addition to the CIPO 4306 and CIPO 4307 courses of the program.</p> <p>Reinforce this knowledge to strengthen the criteria necessary to finish the course CIPO 4306 during the beginning of the CIPO 4307 sequential course.</p>	<p>One measure in one instance, which was met.</p> <p>Two transformative actions were proposed.</p>																					

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																				
	<p>1 point = initiated 2 points = in progress 3 points = competent or very good 4 points = excellent</p> <p>The following criteria were assessed:</p> <table border="1" data-bbox="540 488 1158 1015"> <thead> <tr> <th data-bbox="540 488 1158 527">Criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="540 527 1158 625"><i>Introduction</i> (Sub-criteria: Statement of the Problem; Research Questions, and Contribution to the Discipline)</td> </tr> <tr> <td data-bbox="540 625 1158 755"><i>Literature Review</i> (Sub-criteria: Relationship with the Research Topic, Extension, and Critical Analysis)</td> </tr> <tr> <td data-bbox="540 755 1158 885"><i>Sources of Information</i> (Sub-criteria: Variety, Quality, Citation of the References, Bibliography, and Format)</td> </tr> <tr> <td data-bbox="540 885 1158 1015"><i>Methodology</i> (Sub-criteria: Research Design; Sampling or Selection of Cases, and Operationalization of Variables)</td> </tr> </tbody> </table> <p>The assessment findings by sub-criteria were:</p> <table border="1" data-bbox="524 1105 1177 1445"> <thead> <tr> <th data-bbox="524 1105 889 1138">Sub-criteria</th> <th data-bbox="889 1105 1024 1138">Excellent</th> <th data-bbox="1024 1105 1177 1138">Competent</th> </tr> </thead> <tbody> <tr> <td data-bbox="524 1138 889 1214">Statement of the Problem</td> <td data-bbox="889 1138 1024 1214">62%</td> <td data-bbox="1024 1138 1177 1214">15%</td> </tr> <tr> <td data-bbox="524 1214 889 1291">Research Questions</td> <td data-bbox="889 1214 1024 1291">39%</td> <td data-bbox="1024 1214 1177 1291">23%</td> </tr> <tr> <td data-bbox="524 1291 889 1367">Contribution to the Discipline</td> <td data-bbox="889 1291 1024 1367">46%</td> <td data-bbox="1024 1291 1177 1367">38%</td> </tr> <tr> <td data-bbox="524 1367 889 1445">Relationship with the Research Topic</td> <td data-bbox="889 1367 1024 1445">31%</td> <td data-bbox="1024 1367 1177 1445">46%</td> </tr> </tbody> </table>	Criteria	<i>Introduction</i> (Sub-criteria: Statement of the Problem; Research Questions, and Contribution to the Discipline)	<i>Literature Review</i> (Sub-criteria: Relationship with the Research Topic, Extension, and Critical Analysis)	<i>Sources of Information</i> (Sub-criteria: Variety, Quality, Citation of the References, Bibliography, and Format)	<i>Methodology</i> (Sub-criteria: Research Design; Sampling or Selection of Cases, and Operationalization of Variables)	Sub-criteria	Excellent	Competent	Statement of the Problem	62%	15%	Research Questions	39%	23%	Contribution to the Discipline	46%	38%	Relationship with the Research Topic	31%	46%		
Criteria																							
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Academic Program	Findings			Transformative Actions	Summary of Results
	Extension	31%	46%		
	Critical Analysis	38%	38%		
	Variety	84%	0		
	Quality	76%	8%		
	Citation of the References	54%	30%		
	Bibliography	38%	46%		
	Format	69%	53%		
	Research Design	23%	54%		
	Sampling	31%	54%		
	Operationalization of Variables	31%	23%		
	Overall average per level	47%	32%		
	Overall average	79%			
Psychology	<p>The results showed that of the 13 students, 10 (79%) achieved the expected outcome, obtaining an average of competent level or more. Therefore, the goal was met.</p> <p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the PSIC 4001 (<i>Psychological Research</i>)</p>				One measure in two instances; only one was met (50%).

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Academic Program	Findings	Transformative Actions	Summary of Results																												
	<p><i>Methods I</i>) capstone course to assess students' research and creation skills through a research proposal. N = 13</p> <p><i>Expected outcome:</i> The students will obtain a minimum average of 70% for each criterion of the rubric.</p> <p>The following criteria were assessed:</p> <table border="1" data-bbox="526 532 1177 1201"> <thead> <tr> <th>Main criteria</th> <th>Sub-criteria</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Introduction</td> <td>Problem statement</td> </tr> <tr> <td>Research questions</td> </tr> <tr> <td>Study variables</td> </tr> <tr> <td>Discipline contribution</td> </tr> <tr> <td rowspan="3">Literature Review</td> <td>Relation with the research topic</td> </tr> <tr> <td>Extension</td> </tr> <tr> <td>Variety</td> </tr> <tr> <td rowspan="4">Methodology</td> <td>Quality</td> </tr> <tr> <td>Research design</td> </tr> <tr> <td>Population and sample</td> </tr> <tr> <td>Instrumentation</td> </tr> <tr> <td rowspan="3">Data collection</td> <td>Anonymity and confidentiality</td> </tr> <tr> <td>Risks and benefits</td> </tr> <tr> <td>Process</td> </tr> <tr> <td rowspan="3">Style Manual</td> <td>Instructions</td> </tr> <tr> <td>Protocol</td> </tr> <tr> <td>Format and style</td> </tr> <tr> <td></td> <td>References</td> </tr> <tr> <td></td> <td>Bibliography</td> </tr> </tbody> </table> <p>The results for each criterion and the average score were as follows:</p>	Main criteria	Sub-criteria	Introduction	Problem statement	Research questions	Study variables	Discipline contribution	Literature Review	Relation with the research topic	Extension	Variety	Methodology	Quality	Research design	Population and sample	Instrumentation	Data collection	Anonymity and confidentiality	Risks and benefits	Process	Style Manual	Instructions	Protocol	Format and style		References		Bibliography		<p>One transformative action was proposed.</p>
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<i>Academic Program</i>		<i>Findings</i>			<i>Transformative Actions</i>	<i>Summary of Results</i>
		Main Criteria	Sub-Criteria	%		
		Introduction	Problem statement	100%		
			Research questions	64%		
			Study variables	81%		
			Discipline contribution	100%		
		Literature Review	Relation with the research topic	100%		
			Extension	94%		
			Variety	100%		
			Quality	100%		
		Methodology	Research design	100%		
			Population and sample	89%		
			Instrumentation	58%		
			Anonymity and confidentiality	62%		
			Risks and benefits	54%		

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Academic Program	Findings			Transformative Actions	Summary of Results
	Data collection	Process	100%		
		Instructions	92%		
		Protocol	94%		
Style Manual	Format and style	100%			
	References	100%			
	Bibliography	100%			
Total average per criterion					
	Introduction	70%			
	Literature Review	92%			
	Methodology	67%			
	Data Collection	89%			
	Style Manual	100%			
	<i>General Average</i>				
	(123.69 points/152points)	81.4%			
<p>The expected goal was reached in 15 of the 19 (79%) sub-criteria assessed.</p> <p>The general average in the research skills was 81.4% Therefore the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance A rubric was used in the PSIC 4001 (<i>Psychological Research Methods I</i>) capstone course to assess students' critical thinking</p>			Review and strengthen the skills of workshop effective		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																								
	<p>skills through a research proposal. N = 56</p> <p><i>Expected outcome:</i> 80% of students will score between 7-8 points in each criterion of the rubric used.</p> <p>The scale of the rubric was established as:</p> <ul style="list-style-type: none"> 1-2 points = initiated 3-4 points = in progress 5-6 points = satisfactory 7-8 points = excellent <p>The percent of students that scored between 7-8 points per criterion assessed were as follows:</p> <table border="1" data-bbox="575 732 1126 1433"> <thead> <tr> <th colspan="2">Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Problem statement</td> <td>88%</td> </tr> <tr> <td>2</td> <td>Research questions</td> <td>91%</td> </tr> <tr> <td>3</td> <td>Study variables</td> <td>75%</td> </tr> <tr> <td>4</td> <td>Discipline contribution</td> <td>88%</td> </tr> <tr> <td>5</td> <td>Relation with the research topic</td> <td>80%</td> </tr> <tr> <td>6</td> <td>Extension</td> <td>75%</td> </tr> <tr> <td>7</td> <td>Variety</td> <td>77%</td> </tr> </tbody> </table>	Criteria		%	1	Problem statement	88%	2	Research questions	91%	3	Study variables	75%	4	Discipline contribution	88%	5	Relation with the research topic	80%	6	Extension	75%	7	Variety	77%	<p>search of information sources. The workshop will be practical to allow students to get the required number of items and quality assessment for the development of research.</p>	
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<i>Academic Program</i>	<i>Findings</i>			<i>Transformative Actions</i>	<i>Summary of Results</i>
	8	Quality	70%		
	9	Research design	57%		
	10	Population and sample	68%		
	11	Instrumentation	79%		
	12	Anonymity and confidentiality	68%		
	13	Risks and benefits	84%		
	14	Format and style	59%		
	15	References	59%		
	16	Bibliography	57%		
	<p>The expected goal was reached in 5 of the 16 (31%) criteria assessed.</p> <p>However, 46 students of the total of 56 (82%) achieved a score of 102 points or more in the section, equivalent to 80% or more.</p> <p>Therefore the goal was not met.</p>				
Social Work	<p><i>First Semester</i></p> <p>First Instance</p> <p>Two rubrics were used in the TSOC 4065 (<i>Supervised Professional Practice</i>) course to assess students' research and creation skills through: (1) the professor's assessment of the level of mastery of</p>				<p>One measure in one instance, which was not met.</p> <p>No transformative actions were proposed.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>									
	<p>the critical thinking competencies essential for the social work profession, and (2) the self-assessment of each student. The first rubric was used by the professor, and the second one by each student (<i>Student Self-Assessment Guide</i>).</p> <p><i>Expected outcome:</i> 80% of students will demonstrate critical thinking competencies.</p> <p>The scale of the rubric was established as:</p> <ul style="list-style-type: none"> 1 point = fails 2 points = partially meets 3 points = satisfactorily meets 4 points = meets outstandingly <p>The following criteria were assessed:</p> <table border="1" data-bbox="486 802 1217 862"> <thead> <tr> <th>Professor and Student Self-Assessment Criteria</th> </tr> </thead> <tbody> <tr> <td><i>General Knowledge of Research:</i></td> </tr> <tr> <td>1. Data collection skills through the process of intervention.</td> </tr> <tr> <td>2. Various ways to collect relevant information.</td> </tr> <tr> <td>3. Various sources to gather relevant information.</td> </tr> <tr> <td>4. Collect information relevant to the situations under attention.</td> </tr> <tr> <td>5. Purposeful observation skills.</td> </tr> <tr> <td>6. Participation in the development of simple research projects.</td> </tr> <tr> <td>7. Using the design adopted by the department for evaluation of interventions.</td> </tr> </tbody> </table>	Professor and Student Self-Assessment Criteria	<i>General Knowledge of Research:</i>	1. Data collection skills through the process of intervention.	2. Various ways to collect relevant information.	3. Various sources to gather relevant information.	4. Collect information relevant to the situations under attention.	5. Purposeful observation skills.	6. Participation in the development of simple research projects.	7. Using the design adopted by the department for evaluation of interventions.		
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Academic Program	Findings	Transformative Actions	Summary of Results																																								
	<p><i>Student skills to evaluate the results of their professional interventions:</i></p> <hr/> <p>8. Ability to self-evaluate their strengths and weaknesses.</p> <hr/> <p>9. Interest in improving areas that may be affected professionally.</p> <hr/> <p>10. Commitment to the profession and service.</p> <hr/> <p>11. Sensitivity to the problems of others.</p> <hr/> <p>12. Interest in growing professionally.</p> <hr/> <p>The results for each criterion and the average score were as follows:</p> <table border="1" data-bbox="499 852 1204 1482"> <thead> <tr> <th rowspan="2">Criteria</th> <th colspan="2">Professor Assessment</th> <th colspan="2">Student Self-Assessment</th> <th rowspan="2">Outcome</th> </tr> <tr> <th>Average score</th> <th>%</th> <th>Average score</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Data collection skills</td> <td>3.74</td> <td>74%</td> <td>3.61</td> <td>64%</td> <td>69%</td> </tr> <tr> <td>Ways to collect information</td> <td>3.84</td> <td>84%</td> <td>3.57</td> <td>61%</td> <td>73%</td> </tr> <tr> <td>Sources to gather information</td> <td>3.77</td> <td>77%</td> <td>3.71</td> <td>71%</td> <td>74%</td> </tr> <tr> <td>Collects information relevant to the situations</td> <td>3.86</td> <td>86%</td> <td>3.86</td> <td>86%</td> <td>86%</td> </tr> <tr> <td>Purposeful observation</td> <td>3.33</td> <td>54%</td> <td>3.61</td> <td>75%</td> <td>65%</td> </tr> </tbody> </table>	Criteria	Professor Assessment		Student Self-Assessment		Outcome	Average score	%	Average score	%	Data collection skills	3.74	74%	3.61	64%	69%	Ways to collect information	3.84	84%	3.57	61%	73%	Sources to gather information	3.77	77%	3.71	71%	74%	Collects information relevant to the situations	3.86	86%	3.86	86%	86%	Purposeful observation	3.33	54%	3.61	75%	65%		
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Academic Program	Findings						Transformative Actions	Summary of Results
	skills							
	Participation in the development of research projects	3.38	50%	3.19	48%	49%		
	Using the design adopted by the department	3.18	36%	3.64	64%	50%		
	Overall	3.65	66%	3.66	67%	67%		
	Self-assessment /strengths and weaknesses	3.70	70%	3.81	85%	78%		
	Interest in improving areas	3.84	84%	3.89	93%	89%		
	Commitment to the profession	3.95	95%	3.93	96%	96%		
	Sensitivity to others	3.95	100%	4.00	100%	100%		
	Interest in growing professionally	3.86	86%	3.81	82%	89%		
	Overall	3.86	87%	3.86	91%	89%		
<p>The overall expected outcome (80%) was reached only in the student skills to self-assess their professional interventions criteria (89%).</p> <p>The expected outcome (80%) was not reached in the General</p>								

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Academic Program	Findings	Transformative Actions	Summary of Results
	<p>Knowledge of Research criteria (67%). The expected goal was reached in 1 of the 2 (50%) criteria assessed. Therefore, the goal was not met.</p>		

School of Communication									
Academic Program	Findings	Transformative Actions	Summary of Results						
<p>Audiovisual Communication</p>	<p>First Instance</p> <p>A rubric was used in the COPU 4045 (<i>Advance Seminar in Communication</i>) course (two sections) to assess the students' competencies in research and creation skills through a <i>final project</i>. N = 29</p> <p><i>Expected outcome:</i> 70% of students participating in the activity would score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Criteria</th> <th>COPU 4045 (secc. 001)</th> <th>COPU 4045 (secc.</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Criteria	COPU 4045 (secc. 001)	COPU 4045 (secc.					<p>One measure in two instances, which were met (100%).</p> <p>One transformative action was established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p> <p>OEAE's Recommendation</p> <p>Assessment results should be included by criteria and not as average results. Assessment by criteria allows the professors to develop transformative actions to strengthen student learning of those criteria with low performance results.</p>
Criteria	COPU 4045 (secc. 001)	COPU 4045 (secc.							

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<i>Academic Program</i>	<i>Findings</i>			<i>Transformative Actions</i>	<i>Summary of Results</i>
			002)		
		Activity #1 (Draft)	Activity #2 (Final project)	Final project	
		N = 21		N = 8	
	Purpose of the research	100%	100%	63%	
	Justification unit	0%	100%	75%	
	Research questions and / or hypotheses	0%	100%	88%	
	Definition of terms or variables	0%	100%	88%	
	Review of the literature	100%	100%	88%	
	Problem Statement	100%	100%	88%	
	<u><i>COPU 4045 (001):</i></u>				
	<i>Activity #1</i> - The expected goal was reached in 3 out of the 6 (50%) criteria assessed. Therefore, the goal for this outcome (66.66%) was not met.				
	<i>Activity #2</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.				
	<u><i>COPU 4045 (002):</i></u>				
	<i>Final project</i> - The expected goal was reached in 5 out of the 6 (83.33%) criteria assessed. Therefore, the goal for this outcome (66.66%) was met.				
	<u><i>Overall assessment results:</i></u>				

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>								
	<p>The expected goal <i>was reached in 2 out of the 3 assessments</i> (66.66%).</p> <p>Therefore, the goal for this outcome (66.66%) was met.</p> <p>Second Instance</p> <p>A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' competencies in research and creation skills through a <i>research final work</i> of the course. N = 26</p> <p><i>Expected outcome:</i> 70% of students participating in the activity would score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. Statement of the Problem - identify the research topic clearly.</td> <td style="text-align: center;">83%</td> </tr> <tr> <td style="text-align: center;">2. The objectives are relevant, clear and precise.</td> <td style="text-align: center;">83%</td> </tr> <tr> <td style="text-align: center;">3. Review of literature - use a variety of sources and does not abuse Internet references.</td> <td style="text-align: center;">88%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criterion assessed.</p> <p>Therefore, the goal for this outcome was met.</p>	Criteria	%	1. Statement of the Problem - identify the research topic clearly.	83%	2. The objectives are relevant, clear and precise.	83%	3. Review of literature - use a variety of sources and does not abuse Internet references.	88%	<p>Reinforce research skills by offering short workshops at the Research Center of the School of Communication, such as: Reference search through the catalog, Writing documents according to APA, Construction Testing and Data Analysis style by Excel and SPSS.</p>	
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School of Communication											
<i>Academic Program and Journalism</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>								
	<p>A rubric was used in the INFP 4002 (<i>Newspaper Editing II</i>) course to assess the students' competencies in research and creation skills through an <i>audiovisual chronicle</i>. N= 14.</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The criterion to be assessed, as expressed in the rubric, were the following:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Research and Creation Criterion</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">Research: source selection, management of the sources interviewed, selection and management of documentation, selection of research techniques (interview, conference, observation, reading, etc.).</td> </tr> </tbody> </table> <p>The results for the criterion were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Criterion</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Research</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in the criterion assessed.</p> <p>Therefore, the goal for this outcome was met.</p> <p>Second Instance</p>	Research and Creation Criterion		Research: source selection, management of the sources interviewed, selection and management of documentation, selection of research techniques (interview, conference, observation, reading, etc.).		Criterion	%	Research	100%	<p>Develop more exercises linking image and word, multimedia critical speech.</p> <p>Develop more exercises of precision of issues, approaches, and action schemes for the development of a journalistic content.</p>	<p>Two measures in three instances, all of them were met (100%).</p> <p>Three transformative actions were established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p> <p>OEAE's Recommendation</p> <p>Assessment results should be <u>included by criteria</u> and not as average results. Assessment by criteria allows the professors to develop transformative actions to strengthen student learning of those criteria with low performance results.</p>
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School of Communication			
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School of Communication												
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Public Relations and Advertising	<p>First Instance</p> <p>A rubric was used in the REPU 4025 (<i>Advertising Writing</i>) course to assess the students' research and creation skills through the <i>final work of the course</i>. N= 15.</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale rubric used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p>			<p>Five measures in seven instances, five of them were met (71%).</p> <p>Five transformative actions were established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p>								

School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results													
	<table border="1" data-bbox="534 285 1306 553"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1. The student recognizes the needs for additional information.</td> <td>100%</td> </tr> <tr> <td>2. The student understands the ethical and legal approaches related to the use of information.</td> <td>100%</td> </tr> <tr> <td>3. The student applies the basics of research methods to create and develop the texts for the various situations.</td> <td>100%</td> </tr> </tbody> </table> <p data-bbox="486 618 1225 646">The expected goal was reached in all (100%) of the criteria assessed.</p> <p data-bbox="486 678 1005 706">Therefore, the goal for this outcome was met.</p> <p data-bbox="486 771 674 799">Second Instance</p> <p data-bbox="486 831 1352 919">A rubric was used in the REPU 4147 (<i>Public Relations Writing</i>) course to assess the students' research and creation skills through <i>the learning of how to build a media kit</i>. N= 20.</p> <p data-bbox="486 951 1298 1011"><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p data-bbox="486 1044 924 1071">The scale used to assess the criteria was:</p> <ul data-bbox="647 1104 862 1227" style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p data-bbox="486 1260 948 1287">The results for the criteria were as follows:</p> <table border="1" data-bbox="508 1317 1333 1446"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1. The student understands the ethical and legal approaches related to the use of information.</td> <td>100%</td> </tr> </tbody> </table>	Criteria	%	1. The student recognizes the needs for additional information.	100%	2. The student understands the ethical and legal approaches related to the use of information.	100%	3. The student applies the basics of research methods to create and develop the texts for the various situations.	100%	Criteria	%	1. The student understands the ethical and legal approaches related to the use of information.	100%		Course	OEAE RECOMMENDATIONS FOR THE PROGRAM
Criteria	%															
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1. The student understands the ethical and legal approaches related to the use of information.	100%															
REPU 4025, 4155, 4166, and COPU 4045	All assessment activities should establish the <i>specific learning activity to be measured</i> by the professor (e.g., final project of the course or final work) to establish proper transformative actions.	OEAE RECOMMENDATIONS		Assessment results should be included by criteria and not as average results. Assessment by criteria allows the professors to develop transformative actions to strengthen student learning of those criteria with low performance results.												

School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results									
	<p>2. The student recognizes and properly defines information needs to develop texts for parts that the research reveals as necessary for different audiences. 100%</p> <hr/> <p>3. The student applies the basics of research methods to create and develop the texts for the various situations. 100%</p> <hr/> <p>The expected goal was reached in all (100%) of the criteria assessed.</p> <p>Therefore, the goal for this outcome was met.</p> <p>Third Instance</p> <p>A rubric was used in the REPU 4155 (<i>Media Planning</i>) course to assess the students' competencies in research and creation skills through <i>the final work of the course</i>. N= 34.</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria for each section of the course, were as follows:</p> <table border="1" data-bbox="526 1193 1314 1450"> <thead> <tr> <th data-bbox="526 1193 1123 1356">Criteria</th> <th data-bbox="1123 1193 1220 1356">Secc. 001 %</th> <th data-bbox="1220 1193 1314 1356">Secc. 002 %</th> </tr> <tr> <td></td> <td data-bbox="1123 1307 1220 1356">N=17</td> <td data-bbox="1220 1307 1314 1356">N=17</td> </tr> </thead> <tbody> <tr> <td data-bbox="526 1356 1123 1450">1. Offers marketing solution to the problem through the creation of objectives, strategies, and media tactics.</td> <td data-bbox="1123 1356 1220 1450">65%</td> <td data-bbox="1220 1356 1314 1450">56%</td> </tr> </tbody> </table>	Criteria	Secc. 001 %	Secc. 002 %		N=17	N=17	1. Offers marketing solution to the problem through the creation of objectives, strategies, and media tactics.	65%	56%	<p>The media manual will include the most common formulas used in the design of a media plan. To improve writing skills, the professor will assign a series of readings to students to prepare an essay.</p>	
Criteria	Secc. 001 %	Secc. 002 %										
	N=17	N=17										
1. Offers marketing solution to the problem through the creation of objectives, strategies, and media tactics.	65%	56%										

School of Communication

Academic Program	Findings		Transformative Actions	Summary of Results									
	2. Explains the logic levels of reach and frequency by advertising cycle, the amount and duration of cycles, and the selection of geographical areas.	65%	25%										
<p>The expected goal was reached in none (0%) of the criteria assessed in both sections of the course.</p> <p>Therefore, the goal for this outcome (66.66%) was not met.</p>													
<p>Fourth Instance</p>													
<p>A rubric was used in the REPU 4165 (<i>Public Relations Campaign</i>) course to assess the students' research and creation skills through an <i>oral presentation of a public relations campaign</i>. N= 25.</p>													
<p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale rubric used.</p>													
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<p>The results for the criteria for each section of the course, were as follows:</p>													
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Criteria</th> <th style="width: 15%;">Secc. 001 % N=15</th> <th style="width: 15%;">Secc. 002 % N=10</th> </tr> </thead> <tbody> <tr> <td>1. Goals and objectives: They are designed according to the results of research, SWOT analysis, and organizational goals.</td> <td style="text-align: center;">93%</td> <td style="text-align: center;">90%</td> </tr> <tr> <td>2. Mastery of the content of the exposition: Explain</td> <td style="text-align: center;">93%</td> <td style="text-align: center;">90%</td> </tr> </tbody> </table>					Criteria	Secc. 001 % N=15	Secc. 002 % N=10	1. Goals and objectives: They are designed according to the results of research, SWOT analysis, and organizational goals.	93%	90%	2. Mastery of the content of the exposition: Explain	93%	90%
Criteria	Secc. 001 % N=15	Secc. 002 % N=10											
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School of Communication

Academic Program	Findings		Transformative Actions	Summary of Results						
	<p>concepts and theories property and do not incur in conceptual errors, present evidence of the sources to support the information.</p> <hr/> <p>The expected goal was reached in all (100%) of the criterion assessed in both sections of the course.</p> <p>Therefore, the goal for this outcome was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the REPU 4166 (<i>Advertising Campaign</i>) course to assess the students' research and creation skills through the <i>final work of the course</i>. N= 32.</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria for each section of the course, were as follows:</p> <table border="1" data-bbox="508 1166 1333 1307"> <thead> <tr> <th data-bbox="508 1166 1142 1307">Criteria</th> <th data-bbox="1142 1166 1236 1307">Secc. 001 % N=18</th> <th data-bbox="1236 1166 1333 1307">Secc. 002 % N=14</th> </tr> </thead> <tbody> <tr> <td data-bbox="508 1307 1142 1481">1. Design a media plan with all the necessary elements to spread the messages created according to the target group, objectives and marketing strategies, and objectives and advertising strategies.</td> <td data-bbox="1142 1307 1236 1481">53%</td> <td data-bbox="1236 1307 1333 1481">50%</td> </tr> </tbody> </table>		Criteria	Secc. 001 % N=18	Secc. 002 % N=14	1. Design a media plan with all the necessary elements to spread the messages created according to the target group, objectives and marketing strategies, and objectives and advertising strategies.	53%	50%		
Criteria	Secc. 001 % N=18	Secc. 002 % N=14								
1. Design a media plan with all the necessary elements to spread the messages created according to the target group, objectives and marketing strategies, and objectives and advertising strategies.	53%	50%								

School of Communication

Academic Program	Findings			Transformative Actions	Summary of Results											
	<p>2. The student established the foundations of the advertising campaign through an analysis of situation and market research, its objectives and strategies, and a quantitative market research.</p>	50%	33%													
<p>The expected goal was reached in none (0%) of the criteria assessed in both sections of the course.</p>																
<p>Therefore, the goal for this outcome (66.66%) was not met.</p>																
<p>Sixth Instance</p>																
<p>A rubric was used in the COPU 4045 (<i>Advance Seminar in Communication</i>) course (two sections) to assess the students' competencies in research and creation skills through a <i>final project</i>. N = 29</p>																
<p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale rubric used.</p>																
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<table border="1"> <thead> <tr> <th data-bbox="526 1143 970 1295" rowspan="2">Criteria</th> <th colspan="2" data-bbox="970 1143 1193 1295">COPU 4045 (secc. 001)</th> <th data-bbox="1193 1143 1311 1295">COPU 4045 (secc. 002)</th> </tr> <tr> <th data-bbox="970 1295 1064 1409">Activity #1 (Draft)</th> <th data-bbox="1064 1295 1193 1409">Activity #2 (Final project)</th> <th data-bbox="1193 1295 1311 1409">Final project</th> </tr> </thead> <tbody> <tr> <td data-bbox="526 1409 970 1469"></td> <td data-bbox="970 1409 1064 1469">N = 21</td> <td data-bbox="1064 1409 1193 1469"></td> <td data-bbox="1193 1409 1311 1469">N = 8</td> </tr> </tbody> </table>						Criteria	COPU 4045 (secc. 001)		COPU 4045 (secc. 002)	Activity #1 (Draft)	Activity #2 (Final project)	Final project		N = 21		N = 8
Criteria	COPU 4045 (secc. 001)		COPU 4045 (secc. 002)													
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	N = 21		N = 8													

School of Communication					
<i>Academic Program</i>	<i>Findings</i>			<i>Transformative Actions</i>	<i>Summary of Results</i>
	Purpose of the research	100%	100%	63%	
	Justification unit	0%	100%	75%	
	Research questions and / or hypotheses	0%	100%	88%	
	Definition of terms or variables	0%	100%	88%	
	Review of the literature	100%	100%	88%	
	Problem Statement	100%	100%	88%	
	<p><u>COPU 4045 (001):</u></p> <p><i>Activity #1</i> - The expected goal was reached in 3 of the 6 (50%) criteria assessed. Therefore, the goal for this outcome (66.66%) was not met.</p> <p><i>Activity #2</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.</p> <p><u>COPU 4045 (002):</u></p> <p><i>Final project</i> - The expected goal was reached in 5 of the 6 (83.33%) criteria assessed. Therefore, the goal for this outcome (66.66%) was met.</p> <p><u>Overall assessment results:</u></p> <p>The expected goal was reached in 2 of the 3 assessments (66.66%). Therefore, the goal for this outcome (66.66%) was met.</p> <p>Seventh Instance</p> <p>A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' research and creation skills through a <i>research final work</i> of the course. N = 26</p>				
					Reinforced research skills by offering short workshops at the Research Center of the School of Communication, such as: reference search through



School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>								
	<p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale rubric used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="545 618 1295 938"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1. Statement of the Problem - identifies the research topic clearly.</td> <td>83%</td> </tr> <tr> <td>2. The objectives are relevant, clear, and precise.</td> <td>83%</td> </tr> <tr> <td>3. Review of literature - uses a variety of sources and does not abuse Internet references.</td> <td>88%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criterion assessed.</p> <p>Therefore, the goal for this outcome was met.</p>	Criteria	%	1. Statement of the Problem - identifies the research topic clearly.	83%	2. The objectives are relevant, clear, and precise.	83%	3. Review of literature - uses a variety of sources and does not abuse Internet references.	88%	<p>the catalog, writing documents according to APA, construction testing and data analysis style by Excel and SPSS.</p>	
Criteria	%										
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III. Social Responsibility

College of General Studies			
Academic Program	Findings	Transformative Actions	Summary of Results
Interdisciplinary Program	<p>First Instance</p> <p>A rubric was used in the ESGE 4141 (<i>Puerto Rican Thought and National Reality I</i>) course to assess the students' social responsibility skills from their judgment on the interpretations of thinkers and artists on relation to the stages of human development.</p> <p><i>Expected outcome:</i> Students will achieve a minimum of 70% in the assessment activity.</p> <p>The rubric used the following criteria:</p> <div style="background-color: #e0e0e0; text-align: center; padding: 5px; margin: 10px 0;"> Social Responsibility Skills Criteria </div> <ol style="list-style-type: none"> 1. Article perceptions about the rules and prejudices of their culture. 2. Understands the complexity of elements for members of other cultures in relation to its history, values, policies, economics, and communication styles. 3. It develops its own perspective and demonstrates an ability to act in ways that support and recognize the feelings of another cultural group. 4. Understands cultural differences in verbal and nonverbal communication. 5. Formulates complex questions about other cultures, and articulates answers that reflect multiple cultural perspectives. 6. Develops interactions with people from different cultures. 	<p>The program needs to review the rubric created.</p>	<p>One measure in two instances, which was met (100%).</p> <p>One transformative action was established.</p>

College of General Studies

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Academic achievement attained by student participants was 85.5%.</p> <p>Therefore, the goal for this outcome was met.</p> <p>Second Instance</p> <p>A rubric was used in the ESGE 4142 (<i>Puerto Rican Thought and National Reality II</i>) course to assess the students' social responsibility skills from their judgment on the interpretations thinkers and artists on relation to the stages of human development.</p> <p><i>Expected outcome:</i> Students will achieve a minimum of 70% in the exercise of the monograph.</p> <p>The rubric used the following criteria:</p> <div data-bbox="532 946 1163 1003" style="background-color: #cccccc; text-align: center; padding: 5px;">Social Responsibility Skills Criteria</div> <ol style="list-style-type: none"> 1. Article perceptions about the rules and prejudices of their culture. 2. Understands the complexity of elements for members of other cultures in relation to its history, values, policies, economics, and communication styles. 3. It develops its own perspective and demonstrates an ability to act in ways that support and recognize the feelings of another cultural group. 4. Understands cultural differences in verbal and nonverbal communication. 		

College of General Studies			
Academic Program	Findings	Transformative Actions	Summary of Results
	<p>5. Formulates complex questions about other cultures and articulates answers that reflect multiple cultural perspectives.</p> <p>6. Develops interactions with people from different cultures.</p> <hr/> <p>Academic achievement attained by student participants was 83.5%.</p> <p>Therefore, the goal for this outcome was met.</p>		

College of Humanities			
Academic Program	Findings	Transformative Actions	Summary of Results
<p>Comparative Literature</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A 6 point rubric was used in the LITE 3101 (<i>Contemporary Literary Theory</i>) course to assess the students' social responsibility skills in a final exam essay. N = 18</p> <p><i>Expected outcome:</i> It was expected that 75% or more of the students would receive a score of 4 or higher in all criteria.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <div style="background-color: #cccccc; padding: 5px; text-align: center;"> <p>Critical Thinking / Social Responsibility Skills Criteria</p> </div> <p>1. Formulate an appropriate hypothesis (the problem,</p>	<p>More emphasis should be given to developing analytical essays in the beginning level courses to better prepare students for writing their essays in LITE 3101 (<i>Contemporary Literary Theory</i>). Students should be better prepared in the beginning classes in order to successfully demonstrate mastery of the criteria for critical thinking.</p> <p>The current enrollment cap of 30 students in the introductory writing courses needs to be lowered ideally to 15 students.</p> <p>LITE 3101 (<i>Contemporary Literary Theory</i>) has</p>	<p>One measure in one instance, which was not met.</p> <p>Four transformative actions were established.</p>



College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>question, or main argument to be developed or demonstrated).</p> <ol style="list-style-type: none"> 2. Contextualize the hypothesis. 3. Make explicit the premises relevant for the analysis. 4. Present, develop, and communicate a hypothesis that reflects a perspective or positioning in dialogue or debate with other relevant perspectives. 5. Present, analyze and utilize the information/evidence (textual or other) effectively. 6. Elaborate conclusions corresponding to the arguments developed and evidence presented in the paper. 7. Communicate effectively, coherently, and correctly. 8. Critique texts according to the alteration and application of relevant theoretical frameworks. <hr/> <p>In Comparative Literature, developing the skills of critical thinking promotes social responsibility. This is so because in the course, theories of culture and of gender (e. g., developing social awareness and critical posture regarding constructed notions of societal roles and norms) are considered.</p> <p><i>The assessment findings were as follows</i></p>	<p>traditionally been the course that students take to see whether <i>Comparative Literature</i> is the appropriate major for them, because it introduces complex literary theories. Because of previous results of assessment, the department will add a second course in <i>Contemporary Literary Theory</i> (LITE 3102). Then, the department should consider whether it may also be desirable to introduce students to more literary theory courses at the beginning level.</p> <p>A separate rubric will be developed for Social Responsibility, taking into account the learning objectives of the program, as well as the objectives and main vision of the UPRRP campus.</p>	

College of Humanities

<i>Academic Program</i>	<i>Findings</i>			<i>Transformative Actions</i>	<i>Summary of Results</i>
	Criteria	Students' scores 4 or higher	%		
	Formulate an appropriate hypothesis	13/18	72%		
	Contextualize the hypothesis	13/18	72%		
	Make explicit the premises relevant for the analysis	6/18	33%		
	Present, develop, and communicate a hypothesis	15/18	83%		
	Present, analyze, and utilize the information effectively	6/18	33%		
	Elaborate conclusions corresponding to the arguments developed	6/18	33%		
	Communicate effectively	13/18	72%		
	Critique texts according to the alteration and application of relevant theoretical frameworks	13/18	72%		
	<hr/> <p>Of the 8 criteria assessed, at least 75% of students scored 4 or higher on only one of the criteria: “Present, develop, and communicate a hypothesis/independent posture regarding the</p>				

College of Humanities

Academic Program	Findings	Transformative Actions	Summary of Results
	<p>theory” (83%).</p> <p>Thus, the actual results did not correspond with the expected results that 75% of students would score 4 or higher in all the criteria.</p> <p>Therefore, the goal was not met.</p>		
<p>English</p>	<p>First Instance</p> <p>A rubric was used in the INGL 3232 (<i>Expository Writing</i>) course to assess the students' social responsibility skills through formal and informal assignments and an oral presentation. N = 15</p> <p><i>Expected outcome:</i> It was expected that 80% -90% of the students would receive a score of 3-4 points in the rubric for assessment.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following:</p> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Social Responsibility Criteria</p> <ol style="list-style-type: none"> 1. Ethical self-awareness. 2. Understanding of different ethical perspectives or concepts with depth and clarity. 3. Ethical issue recognition when presented in a complex, multilayered context and recognition of cross-relationships among the issues. 4. Application of ethical perspectives or concepts. </div>	<p>In the next assessment cycle, more of the communication courses should be included in the assessment process.</p>	<p>Two measures in two instances, both of which were met.</p> <p>One transformative action was established.</p>

College of Humanities

Academic Program	Findings	Transformative Actions	Summary of Results										
	<p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="540 342 1134 938"> <thead> <tr> <th data-bbox="540 342 962 557">Criteria</th> <th data-bbox="962 342 1134 557"> INGL 3232 (sec. 001) N = 15 % Students score 3-4 points </th> </tr> </thead> <tbody> <tr> <td data-bbox="540 557 962 602">Ethical self-awareness</td> <td data-bbox="962 557 1134 602">100%</td> </tr> <tr> <td data-bbox="540 602 962 716">Understanding of different ethical perspectives or concepts</td> <td data-bbox="962 602 1134 716">100%</td> </tr> <tr> <td data-bbox="540 716 962 813">Ethical issue recognition and evaluation</td> <td data-bbox="962 716 1134 813">100%</td> </tr> <tr> <td data-bbox="540 813 962 938">Application of ethical perspectives or concepts</td> <td data-bbox="962 813 1134 938">100%</td> </tr> </tbody> </table> <p>100% of the students assessed reached the expected outcome in all the criteria assessed.</p> <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the INGL 4039 (<i>Shakespeare on Film</i>) course to assess the students' social responsibility skills through formal and informal assignments and an oral presentation. N = 15</p> <p><i>Expected outcome:</i> It was expected that 80% -90% of the students would receive a score of 3-4 points in the rubric for</p>	Criteria	INGL 3232 (sec. 001) N = 15 % Students score 3-4 points	Ethical self-awareness	100%	Understanding of different ethical perspectives or concepts	100%	Ethical issue recognition and evaluation	100%	Application of ethical perspectives or concepts	100%		
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Ethical self-awareness	100%												
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Application of ethical perspectives or concepts	100%												

College of Humanities

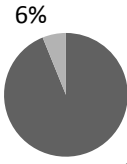
<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>								
	<p>assessment.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following:</p> <div style="background-color: #d3d3d3; text-align: center; padding: 5px; margin: 10px 0;">Social Responsibility Criteria</div> <ol style="list-style-type: none"> 1- Ethical self-awareness. 2- Understanding of different ethical perspectives or concepts with depth and clarity. 3- Ethical issue recognition when presented in a complex, multilayered context, and recognition of cross-relationships among the issues. 4- Application of ethical perspectives or concepts. <hr/> <p><i>The assessment findings were as follows:</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="padding: 5px;">Criteria</th> <th style="padding: 5px;">INGL 4039 N = 15 % Students score 3-4 points</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Ethical self-awareness</td> <td style="padding: 5px;">100%</td> </tr> <tr> <td style="padding: 5px;">Understanding of different ethical perspectives or concepts</td> <td style="padding: 5px;">100%</td> </tr> <tr> <td style="padding: 5px;">Ethical issue recognition and evaluation</td> <td style="padding: 5px;">100%</td> </tr> </tbody> </table>	Criteria	INGL 4039 N = 15 % Students score 3-4 points	Ethical self-awareness	100%	Understanding of different ethical perspectives or concepts	100%	Ethical issue recognition and evaluation	100%		
Criteria	INGL 4039 N = 15 % Students score 3-4 points										
Ethical self-awareness	100%										
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College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Application of ethical perspectives or concepts 100%</p> <hr/> <p>100% of the students assessed reached the expected outcome in all the criteria assessed.</p> <p>Therefore, the goal was met.</p>		
<p>Performing Arts</p>	<p>First Instance</p> <p>A survey of the audience in the play <i>Las Sirvientas</i>, was used in the TEAT 4081 (<i>Traveling Theatre</i>) course to assess the students' social responsibility skills as an indirect measure through the putting on of the play. N = 230</p> <p><i>Expected outcome:</i> A minimum of 70% of the audience will agree to use this play as a vehicle for cultural exposure to communities outside the Rio Piedras Campus.</p> <p>The item of the survey that was used to assessed the social responsibility skills of students was:</p> <p style="padding-left: 40px;">1- Would you like this play to be presented in communities with little access to the theater?</p> <p>The audience that participated in the survey was composed of 230 people:</p> <p style="padding-left: 40px;">172 students 14 members of the university community 44 members of the external community</p>		<p>One indirect measure in one instance, which was met.</p> <p>No transformative actions were established.</p> <div style="background-color: #cccccc; padding: 10px; text-align: center; margin: 10px 0;"> <p>OEAE RECOMMENDATIONS FOR THE PROGRAM</p> </div> <ul style="list-style-type: none"> ▪ All assessment activities should establish a specific expected outcome to establish appropriate transformative actions. <hr/>

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>															
	<p><i>The assessment findings were as follows:</i></p> <div style="text-align: center; border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>Would you like this play to be presented in communities with little access to the theater?</p>  <p>6% 94%</p> <p>■ Yes ■ No</p> </div> <p>94% of the audience agrees this play should be used as a vehicle for cultural exposure to communities outside the Rio Piedras Campus.</p> <p style="text-align: center;">Rating Scale of the Audience Results</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th>Score</th> <th>Frequency</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2 points</td> <td>1</td> <td>1%</td> </tr> <tr> <td>3 points</td> <td>25</td> <td>11%</td> </tr> <tr> <td>4 points</td> <td>70</td> <td>30%</td> </tr> <tr> <td>5 points</td> <td>134</td> <td>58%</td> </tr> </tbody> </table> <p>88% of the audience gave 4 points or more to the work of the students in the putting on of the play.</p> <p>Therefore, the goal was met.</p>	Score	Frequency	%	2 points	1	1%	3 points	25	11%	4 points	70	30%	5 points	134	58%		
Score	Frequency	%																
2 points	1	1%																
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College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
Biology	<p><i>First Semester</i></p> <p>First Instance</p> <p>A questionnaire prepared by the faculty of the Interdisciplinary Program and Environmental Science Program from the Natural Science College was used in the BIOL 3349 (Genetics) course to assess students' social responsibility skills. N = 117</p> <p><i>Expected outcome</i> - It was expected that $\geq 70\%$ of the students would reach 3 points or more in the 26 criteria.</p> <p>46% of the students scored three points or more in the 26 criteria of the social responsibility questionnaire.</p> <p>Therefore, the goal was not met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A questionnaire prepared by the faculty of the Interdisciplinary Program and Environmental Science Program from the Natural Science College was used in the BIOL 3101 (General Biology I) course to assess students' social responsibility skills. N = 136</p> <p><i>Expected outcome</i> - It was expected that $\geq 70\%$ of the students would reach 3 points or more in the 26 criteria.</p> <p>40% of the students scored three points or more in the 26 criteria of the social responsibility questionnaire.</p> <p>Therefore, the goal was not met.</p>	<p>A meeting with the coordinators of assessment will be conducted to evaluate the 26 criteria of social responsibility questionnaire, in order to improve them, adapt them or discard them.</p>	<p>Two measures in three instances, none of which were met (0%).</p> <p>No transformative actions were proposed.</p>

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Second Instance</p> <p>The Collaborative Institutional Training Initiative (CITI) basic online course, with a set of additional modules that cover core norms, principles, regulations, and rules governing the practice of research was used in the BIOL 4990 (Introduction of Research) course to assess students' social responsibility skills. N = 1,112</p> <p><i>Expected outcome</i> – It was expected that 50% or more of the students classified in the Biology program would participate in a research sub-graduate level experience and approve the CITI online training.</p> <p>46% of the students (507 out of 1,112) approved the CITI online training.</p> <p>Therefore, the goal was not met.</p>		
<p>Chemistry</p>	<p>First Instance</p> <p>A questionnaire (developed by the personnel of the Interdisciplinary Science Program and the Environmental Sciences Program of the UPR-RP) was used in the QUIM 3002 (General Chemistry II) course to evaluate the students' social responsibility skills when responding to hypothetical situations based on the following criteria: (1) civic awareness; (2) environmental protection; (3) public affairs & action, and (4) respect for the rights of others. N=32</p> <p><i>Specific outcome</i> - It was expected that 70% or more of the students would answer the questions using the two acceptable answers: A, B or C, D accordingly.</p>	<p>Assessment of the set of questions of criterion #2 & criterion #3 revealed that students need improvement in the criteria of Environmental Protection and Public Affairs & Action.</p> <p>Seminars or activities in these areas should be developed after meetings with the faculty members from the Environmental Sciences Department to discuss questionnaire results. The seminars or activities will be implemented during the next academic year 2015-2016.</p>	<p>One measure in four instances, two of which were met (50%).</p> <p>One transformative action was proposed.</p>

College of Natural Sciences

Academic Program	Findings	Transformative Actions	Summary of Results										
	<p><i>Global outcome</i> - It was expected that 67% or more of the questions in each criterion would be answered by students using acceptable answers.</p> <p>The <i>Social Responsibility Questionnaire</i> (SRQ) results for each criterion were as follows:</p> <table border="1" data-bbox="540 553 1150 862"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> </tr> </thead> <tbody> <tr> <td>1. Civic awareness</td> <td>82% (9 of 11)</td> </tr> <tr> <td>2. Environmental protection</td> <td>67% (4 of 6)</td> </tr> <tr> <td>3. Public affairs & action</td> <td>57% (4 of 7)</td> </tr> <tr> <td>4. Respect for the rights of others</td> <td>100% (3 of 3)</td> </tr> </tbody> </table> <p>The specific expected outcome was achieved in 20 of 27 (74%) questions by $\geq 71\%$ of the students.</p> <p>The global expected outcome of $\geq 67\%$ was achieved in the criteria of civic awareness, environmental protection and respect for the rights of others, but not in the criterion of public affairs & action.</p> <p>Therefore, the goal was met.</p> <p>Second instance</p> <p>A questionnaire was used in the QUIM 3255 (Analytical Chemistry) course to evaluate the students' social responsibility skills when responding to hypothetical situations around the following criteria: (1) civic awareness; (2) environmental</p>	Criteria	Average by criteria	1. Civic awareness	82% (9 of 11)	2. Environmental protection	67% (4 of 6)	3. Public affairs & action	57% (4 of 7)	4. Respect for the rights of others	100% (3 of 3)		
Criteria	Average by criteria												
1. Civic awareness	82% (9 of 11)												
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College of Natural Sciences

Academic Program	Findings	Transformative Actions	Summary of Results										
	<p>protection; (3) public affairs & action, and (4) respect for the rights of others. N = 50</p> <p><i>Specific outcome</i> - It was expected that 70% or more of the students would answer the questions using the two acceptable answers: A, B or C, D, accordingly.</p> <p><i>Global outcome</i> - It was expected that 67% or more of the questions in each criterion would be answered by students using acceptable answers.</p> <p>The <i>Social Responsibility Questionnaire (SRQ)</i> results for each criterion were as follows:</p> <table border="1" data-bbox="540 764 1150 1062"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> </tr> </thead> <tbody> <tr> <td>1. Civic awareness</td> <td>91% (10 of 11)</td> </tr> <tr> <td>2. Environmental protection</td> <td>33% (2 of 6)</td> </tr> <tr> <td>3. Public affairs & action</td> <td>57% (4 of 7)</td> </tr> <tr> <td>4. Respect for the rights of others</td> <td>100% (3 of 3)</td> </tr> </tbody> </table> <p>The specific expected outcome was achieved in 19 of 27 (70%) questions by $\geq 82\%$ of the students.</p> <p>The global expected outcome of $\geq 67\%$ was achieved in the criteria of civic awareness, and respect for the rights of others, but not in the criteria of environmental protection, and public affairs & action.</p> <p>Therefore, the goal was not met.</p>	Criteria	Average by criteria	1. Civic awareness	91% (10 of 11)	2. Environmental protection	33% (2 of 6)	3. Public affairs & action	57% (4 of 7)	4. Respect for the rights of others	100% (3 of 3)		
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College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>										
	<p>Third Instance</p> <p>A questionnaire was used in the QUIM 4015 (Instrumental Analysis) course to evaluate the students' social responsibility skills when responding to hypothetical situations around the following criteria: (1) civic awareness; (2) environmental protection; (3) public affairs & action, and (4) respect for the rights of others. N = 50</p> <p><i>Specific outcome</i> - It was expected that 70% or more of the students would answer the questions, using the two acceptable answers: A, B or C, D, accordingly.</p> <p><i>Global outcome</i> - It was expected that 67% or more of the questions in each criterion would be answered by students using acceptable answers.</p> <p>The <i>Social Responsibility Questionnaire</i> (SRQ) results for each criterion were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Average by criteria</th> </tr> </thead> <tbody> <tr> <td>1. Civic awareness</td> <td style="text-align: center;">91% (10 of 11)</td> </tr> <tr> <td>2. Environmental protection</td> <td style="text-align: center;">33% (2 of 6)</td> </tr> <tr> <td>3. Public affairs & action</td> <td style="text-align: center;">57% (4 of 7)</td> </tr> <tr> <td>4. Respect for the rights of others</td> <td style="text-align: center;">100% (3 of 3)</td> </tr> </tbody> </table> <p>The specific expected outcome was achieved in 19 of 27 (70%) questions by $\geq 82\%$ of the students.</p> <p>The global expected outcome of $\geq 67\%$ was achieved in the criteria of civic awareness, and respect for the rights of others,</p>	Criteria	Average by criteria	1. Civic awareness	91% (10 of 11)	2. Environmental protection	33% (2 of 6)	3. Public affairs & action	57% (4 of 7)	4. Respect for the rights of others	100% (3 of 3)		
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College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>										
	<p>but not in the criteria of environmental protection, and public affairs & action.</p> <p>Therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>A questionnaire was used in the QUIM 4044 (Physical Chemistry Laboratory) course to evaluate the students' social responsibility skills when responding to hypothetical situations around the following criteria: (1) civic awareness; (2) environmental protection; (3) public affairs & action, and (4) respect for the rights of others. N=32</p> <p><i>Specific outcome</i> - It was expected that 70% or more of the students would answer the questions, using the two acceptable answers: A, B or C, D accordingly.</p> <p><i>Global outcome</i> - It was expected that 67% or more of the questions in each criterion would be answered by students using acceptable answers.</p> <p>The <i>Social Responsibility Questionnaire</i> (SRQ) results for each criterion were as follows:</p> <table border="1" data-bbox="540 1149 1150 1461"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> </tr> </thead> <tbody> <tr> <td>1. Civic awareness</td> <td>82% (9 of 11)</td> </tr> <tr> <td>2. Environmental protection</td> <td>50% (3 of 6)</td> </tr> <tr> <td>3. Public affairs & action</td> <td>71% (5 of 7)</td> </tr> <tr> <td>4. Respect for the rights of others</td> <td>100% (3 of 3)</td> </tr> </tbody> </table>	Criteria	Average by criteria	1. Civic awareness	82% (9 of 11)	2. Environmental protection	50% (3 of 6)	3. Public affairs & action	71% (5 of 7)	4. Respect for the rights of others	100% (3 of 3)		
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College of Natural Sciences			
Academic Program	Findings	Transformative Actions	Summary of Results
	<p>The specific expected outcome was achieved in 20 of 27 (74%) questions by $\geq 70\%$ of the students.</p> <p>The global expected outcome of $\geq 67\%$ was achieved in the criteria of civic awareness, public affairs & action, and respect for the rights of others, but not in the criterion of environmental protection.</p> <p>Therefore, the goal was met.</p>		
Computer Science	<p><i>First Semester</i></p> <p>First Instance A rubric was used to assess students' perceptions and attitude towards social responsibility in a questionnaire on ethics at the beginning of the CCOM 3981 (Undergraduate Seminar 1, Sec.1) course. N = 36</p> <p><i>Specific expected outcome</i> - It was expected that at least 50% of the students assessed would show a positive attitude towards ethics.</p> <p><i>The assessment findings were:</i></p> <p>50% of the students (18 out of 36 students) were “competent” as defined in the rubric of the test (passed the ethics rubric).</p> <p>Therefore, the goal was met.</p> <p>Second Instance A group discussion with open-ended questions on students' opinions on academic ethics and the Association for Computing Machinery (ACM) Code of Ethics following the questionnaire administered in the CCOM 3981 (Undergraduate Seminar 1) course was used to assess students' social responsibility skills.</p>		<p>Five measures in five instances, all of which were met.</p> <p>No transformative actions were proposed.</p>

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Academic Program	Findings	Transformative Actions	Summary of Results
	<p><i>Specific expected outcome</i> - It was expected that at least 50% of the students assessed would show a positive attitude towards ethics.</p> <p><i>The assessment findings were:</i></p> <p><u>Section 1</u> - Findings revealed that more than 50% of the students assessed showed a positive attitude towards social responsibility and ethics.</p> <p><u>Section 2</u> – After the group discussion, the professor of this section gave the test on ethics again and computed the group average and they obtained 4.43 points (competent level). Findings revealed that more than 50% of the students assessed showed a positive attitude towards social responsibility and ethics. Therefore, the goal was met.</p> <p>Third Instance</p> <p>An online module about plagiarism was assigned in the CCOM 3981 (Undergraduate Seminar 1) course which culminated in obtaining a certificate of completion. N = 67</p> <p><i>Specific expected outcome</i> - It was expected that at least 70% of the students assessed would approve the online module of plagiarism.</p> <p><i>The assessment findings were:</i></p> <div data-bbox="577 1385 1115 1442" style="background-color: #cccccc; padding: 5px; margin-top: 10px;"> <p>CCOM 3981 N Post-test module plagiarism</p> </div>		



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<i>Academic Program</i>	<i>Findings</i>		<i>Transformative Actions</i>	<i>Summary of Results</i>									
		<table border="1"> <thead> <tr> <th data-bbox="575 272 774 334">section</th> <th data-bbox="774 272 881 334"></th> <th data-bbox="881 272 1204 334">Students' approval percent</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 334 774 396">Sec.1</td> <td data-bbox="774 334 881 396">36</td> <td data-bbox="881 334 1204 396">75%</td> </tr> <tr> <td data-bbox="575 396 774 457">Sec. 2</td> <td data-bbox="774 396 881 457">31</td> <td data-bbox="881 396 1204 457">71%</td> </tr> </tbody> </table> <p data-bbox="486 532 1204 667">75% of the students (27 out of 36 students) approved the post-test in section one, and 71% of the students (22 out of 31 students) approved the online module on plagiarism post-test in section two. Therefore, the goal was met.</p> <p data-bbox="486 699 688 727">Fourth Instance</p> <p data-bbox="486 760 1204 857">A rubric was used to assess students' social responsibility dispositions in an ethics test at the beginning of the CCOM 3981 (Undergraduate Seminar 1, Sec. 2) course.</p> <p data-bbox="486 898 1204 995"><i>Specific expected outcome</i> - It was expected that the students assessed would obtain a score of 4 points or higher (competent level) on average.</p> <p data-bbox="486 1027 827 1055"><i>The assessment findings were:</i></p> <p data-bbox="486 1088 1204 1153">The group average score in this course section was 4.03 points. Therefore, the goal was met.</p> <p data-bbox="486 1185 688 1213"><i>Second Semester</i></p> <p data-bbox="486 1245 661 1273">First Instance</p> <p data-bbox="486 1305 1204 1403">A yearly student questionnaire administered to the students of the computer science program was used as an indirect measure to assess students' social responsibility skills. N = 66</p> <p data-bbox="486 1451 935 1479"><i>Specific expected outcome</i> by criterion –</p>	section		Students' approval percent	Sec.1	36	75%	Sec. 2	31	71%		
section		Students' approval percent											
Sec.1	36	75%											
Sec. 2	31	71%											

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>									
	<p><i>Criterion #1</i> - It was expected that 70% or more of the students would have a positive attitude towards ethics.</p> <p><i>Criterion #2</i> - It was expected that 70% or more of the students would understand and appreciate the importance of diversity.</p> <p><i>The assessment findings by criterion were:</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">N</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td>1. Positive attitude towards ethics</td> <td style="text-align: center;">66</td> <td style="text-align: center;">95%</td> </tr> <tr> <td>2. Understand and appreciate the importance of diversity</td> <td style="text-align: center;">66</td> <td style="text-align: center;">88%</td> </tr> </tbody> </table> <p>95% of the students (63 out of 66 students) that completed the questionnaire showed a positive attitude towards ethics. Also, 88% of the students showed knowledge of and appreciation for diversity.</p> <p>Therefore, the goal was met.</p>	Criteria	N	%	1. Positive attitude towards ethics	66	95%	2. Understand and appreciate the importance of diversity	66	88%		
Criteria	N	%										
1. Positive attitude towards ethics	66	95%										
2. Understand and appreciate the importance of diversity	66	88%										
Environmental Sciences	<p>First Instance</p> <p>A student questionnaire was used in the CINA 3005 (Introduction to Environmental Sciences) course to assess students' social responsibility skills. N = 27</p> <p>A student questionnaire of 27 items, designed by Gabriel Moreno, was developed to measure the dispositions of the students to participate in community outreach activities and / or participate in student organizations for community service, and to compare the results of the freshmen course between the years</p>	<p>Our expectations were too low (30% of freshmen students would obtained a “high” or “very high” level of social consciousness). Our expected outcome will increase to 70% of the students obtaining a “high” or “very high” level of social consciousness.</p>	<p>One measure in one instance, which was met (80%).</p> <p>One transformative action was proposed.</p>									

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																		
	<p>2013-2014 and 2014-2015.</p> <p><i>Specific outcome</i> - It was expected that 30% or more of the students who participated in the survey would have a “high” or “very high” level of social consciousness”.</p> <p>The specific expected outcome was achieved by 80% of the students. When comparing the results between groups of students from 2013-2014 (84%) and 2014-2015 (80%), they had very similar results. The questionnaire results suggest that freshmen students have a “high” or “very high” degree of social responsibility. Therefore, the goal was met.</p>																				
<p>Physics</p>	<p>First Instance</p> <p>A rubric was used in the FISI 3174 (Physics Laboratory II) course to assess students’ social responsibility skills by answering a list of statements related to social responsibility. N = 10</p> <p><i>Specific expected outcome</i> - It was expected that 70% of the students would have a minimum of 70% or more correct answers in a list of statements relating to social responsibility.</p> <p>The result of the assessment of the students was as follows:</p> <table border="1" data-bbox="693 1125 1002 1466"> <thead> <tr> <th>Student</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>A</td><td>65%</td></tr> <tr><td>B</td><td>82%</td></tr> <tr><td>C</td><td>76%</td></tr> <tr><td>D</td><td>84%</td></tr> <tr><td>E</td><td>83%</td></tr> <tr><td>F</td><td>70%</td></tr> <tr><td>G</td><td>84%</td></tr> <tr><td>H</td><td>81%</td></tr> </tbody> </table>	Student	Score	A	65%	B	82%	C	76%	D	84%	E	83%	F	70%	G	84%	H	81%		<p>One measure in one instance, which was met.</p> <p>No transformative actions were proposed.</p>
Student	Score																				
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College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>				
	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding-right: 20px;">I</td> <td>71%</td> </tr> <tr> <td>J</td> <td>81%</td> </tr> </table> <hr style="width: 20%; margin: 10px auto;"/> <p>The expected outcome was reached by nine of the ten students assessed.</p> <p>90% of students demonstrated an understanding of their responsibility as a citizen in society and the environment.</p> <p>Therefore, the goal was met.</p>	I	71%	J	81%		
I	71%						
J	81%						



College of Social Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
Social Work	<p><i>First Semester</i></p> <p>First Instance</p> <p>Two rubrics were used in the TSOC 4065 (<i>Supervised Professional Practice</i>) course to assess students' social responsibility skills through: (1) the professor's assessment of the level of mastery of the critical thinking competencies essential for the social work profession, and (2) the self-assessment of each student. The first rubric was used by the professor, and the second one by each student (<i>Student Self-Assessment Guide</i>).</p> <p><i>Expected outcome: 80%</i> of students will demonstrate critical thinking competencies.</p> <p>The scale of the rubric was established as:</p> <ul style="list-style-type: none"> 1 point = fails 2 points = partially meets 3 points = satisfactorily meets 4 points = meets outstandingly <p>The following criteria were assessed:</p> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; text-align: center; margin: 10px 0;"> Professor and Student Self-Assessment Criteria </div> <ol style="list-style-type: none"> 1. Is skilled in involving the participants in the negotiation of the service contract and the action plans. 2. Organizes and uses action systems that respond to the weight of the situation. 3. Shows flexibility in intervention. 		<p>One measure in one instance, which was not met.</p> <p>No transformative actions were proposed.</p>

College of Social Sciences

Academic Program	Findings	Transformative Actions	Summary of Results																
	<p>4. Interventions are systematized and monitoring is provided as needed.</p> <hr/> <p>5. Connecting people with systems that provide them with services, resources, and opportunities.</p> <hr/> <p>6. It provides monitoring in situations that require other services and resources.</p> <hr/> <p>7. Reviews and evaluates interventions periodically and modifies its plans if necessary.</p> <hr/> <p>8. Properly handle the termination phase in the intervention process.</p> <hr/> <p>9. Intercedes for groups that are vulnerable and violated.</p> <hr/> <p>10. Uses appropriate conceptual frameworks for intervention.</p> <hr/> <p>11. Evaluates results of its interventions in terms of action plan.</p> <hr/> <p>12. Properly applies the interventions to the problem solution model.</p> <hr/> <p>The results for each criterion and the average score were as follows:</p> <table border="1" data-bbox="497 1125 1201 1448"> <thead> <tr> <th rowspan="2">Criteria</th> <th colspan="2">Professor Assessment</th> <th colspan="2">Student Self-assessment</th> <th rowspan="2">Outcome</th> </tr> <tr> <th>Average score</th> <th>%</th> <th>Average score</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Involves participants in the negotiation of the service contract</td> <td>3.84</td> <td>84%</td> <td>3.82</td> <td>82%</td> <td>83%</td> </tr> </tbody> </table>	Criteria	Professor Assessment		Student Self-assessment		Outcome	Average score	%	Average score	%	Involves participants in the negotiation of the service contract	3.84	84%	3.82	82%	83%		
Criteria	Professor Assessment		Student Self-assessment		Outcome														
	Average score	%	Average score	%															
Involves participants in the negotiation of the service contract	3.84	84%	3.82	82%	83%														

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Academic Program	Findings						Transformative Actions	Summary of Results
	Uses action systems responding to the weight of the situation.	3.90	91%	3.79	79%	85%		
	Intervention flexibility	3.95	95%	3.93	93%	94%		
	Continuity and systematization	3.67	70%	3.68	71%	71%		
	Connecting people with systems	3.93	93%	3.82	82%	88%		
	Monitoring	3.86	86%	3.75	82%	84%		
	Reviews and evaluates interventions	3.53	54%	3.57	64%	59%		
	Termination phase handling	3.67	67%	3.39	46%	57%		
	Intercedes for groups that are vulnerable	3.88	88%	3.85	85%	87%		
	Uses conceptual frameworks	3.56	56%	3.71	75%	66%		
	Evaluates results	3.12	26%	3.52	56%	41%		
	Problem solution model	3.74	74%	3.75	64%	69%		
	Overall	3.72	74%	3.70	73%	74%		
	<p>The overall expected outcome (80%) was not reached in six out of the twelve (criteria 50%) assessed.</p>							
	<ul style="list-style-type: none"> ▪ Viewed globally, the professors' evaluation of their students 							



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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>approached the expected outcome of 80%, achieving an overall of only 74% in the standard of social responsibility. Nevertheless, the expected outcome of 80% was not met.</p> <ul style="list-style-type: none"> ▪ Also, the entire expected goal was not reached in the students' self-assessment (73%) of the criteria assessed. ▪ The overall average for the mastery of social responsibility skills was only 74%. <p>Therefore, the goal was not met.</p>		

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Academic Program	Findings	Transformative Actions	Summary of Results															
Audiovisual Communication	<p>First Instance</p> <p>A rubric was used in the COPU 4045 (<i>Advance Seminar in Communications</i>) course (two sections) to assess the students' social responsibility skills through a <i>final project</i>. N = 29</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion were as follows:</p> <table border="1" data-bbox="526 821 1233 1333"> <thead> <tr> <th rowspan="2">Criterion</th> <th colspan="2">COPU 4045 (Secc. 001)</th> <th>COPU 4045 (Secc. 002)</th> </tr> <tr> <th>Activity #1 (Draft)</th> <th>Activity #2 (Final project)</th> <th>Final project</th> </tr> </thead> <tbody> <tr> <td></td> <td colspan="2">N = 21</td> <td>N = 8</td> </tr> <tr> <td>Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self-diversity of our culture.</td> <td>100%</td> <td>100%</td> <td>88%</td> </tr> </tbody> </table> <p><u>Overall assessment results:</u></p> <p>The expected goal was reached in the criteria assessed in both sections of the course.</p>	Criterion	COPU 4045 (Secc. 001)		COPU 4045 (Secc. 002)	Activity #1 (Draft)	Activity #2 (Final project)	Final project		N = 21		N = 8	Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self-diversity of our culture.	100%	100%	88%		<p>Five measures in seven instances, only five of them were met (71%).</p> <p>Two transformative actions were established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p>
Criterion	COPU 4045 (Secc. 001)		COPU 4045 (Secc. 002)															
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School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results												
	<p>Therefore, the goal for this outcome was met.</p> <p>Second Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' social responsibility skills through the writing of a <i>press release</i>. N = 52</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion were as follows:</p> <table border="1" data-bbox="553 976 1206 1308"> <thead> <tr> <th>Course section</th> <th>001</th> <th>002</th> <th>003</th> </tr> </thead> <tbody> <tr> <th>Criterion</th> <td>N = 15</td> <td>N = 20</td> <td>N = 17</td> </tr> <tr> <td>Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self- diversity of our culture.</td> <td>91%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p>The expected goal was reached in 1 of the 3 (33.33%) sections of the course that assessed the social responsibility criterion.</p> <p>Therefore, the goal for this outcome (66.67%) was not met.</p>	Course section	001	002	003	Criterion	N = 15	N = 20	N = 17	Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self- diversity of our culture.	91%	0%	0%		
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School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results				
	<p>Third Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' in social responsibility skills through the <i>final project</i> of the course. N = 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: center;">Criterion</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self- diversity of our culture.</td> <td style="text-align: center; vertical-align: middle;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in the criterion assessed (100%).</p> <p>Therefore, the goal for this outcome was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' social responsibility skills through a <i>press review</i>. N = 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p>	Criterion	%	Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self- diversity of our culture.	100%		
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Academic Program	Findings	Transformative Actions	Summary of Results				
	<p>The expected goal was not reached in the criterion assessed (0%). Therefore, the goal for this outcome was not met.</p> <p>Sixth Instance</p> <p>A rubric was used in the COPU 4355 (<i>Communication Theories</i>) course to assess the students' competencies in social responsibility skills through the <i>final work of the course</i>. N = 9</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion were as follows:</p> <table border="1" data-bbox="553 883 1206 1045"> <thead> <tr> <th>Criterion</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Apply their understanding of the social, economic, and environmental justice to advocate for human rights, both at the individual and systemic level.</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in the criterion assessed (100%). Therefore, the goal for this outcome was met.</p> <p>Seventh Instance</p> <p>A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' social responsibility skills through a <i>research final project</i> of the course. N = 52</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale rubric used.</p> <p>The scale used to assess the criterion was:</p>	Criterion	%	Apply their understanding of the social, economic, and environmental justice to advocate for human rights, both at the individual and systemic level.	100%	<p>Reinforced research skills by offering short workshops at the Research Center of the School of Communication, such as: reference search through the catalog, writing documents according to APA, construction testing and data analysis style by Excel and SPSS.</p>	
Criterion	%						
Apply their understanding of the social, economic, and environmental justice to advocate for human rights, both at the individual and systemic level.	100%						

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Apply their understanding of the social, economic, and environmental justice to advocate for human rights, both at the individual and systemic level.	88%	100%							
<p>Information and Journalism</p>	<p>First Instance</p> <p>A rubric was used in the INFP 4002 (<i>Newspaper Editing II</i>) course to assess the students' competencies in social responsibility skills through an <i>audiovisual chronicle</i>. N= 14.</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) 	<p>The professor should incorporate more exercises linking image and word, critical discourse multimedia, and exercises to develop precision of issues, approaches, and action schemes for the development of journalistic content.</p>	<p>Six measures in nine instances, only seven of them were met (78%).</p> <p>Three transformative actions were established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p>						

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Academic Program	Findings	Transformative Actions	Summary of Results												
	<p>of the course. Therefore, the goal for this outcome was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in social responsibility skills through the writing of a <i>press release</i>. N = 52</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion were as follows:</p> <table border="1" data-bbox="551 943 1209 1268"> <thead> <tr> <th>Course section</th> <th>001</th> <th>002</th> <th>003</th> </tr> </thead> <tbody> <tr> <th>Criterion</th> <td>N = 15</td> <td>N = 20</td> <td>N = 17</td> </tr> <tr> <td>Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self- diversity of our culture.</td> <td>91%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p>The expected goal was reached in 1 of the 3 (33.33%) sections of the course that assessed the social responsibility criterion.</p> <p>Therefore, the goal for this outcome (66.67%) was not met.</p>	Course section	001	002	003	Criterion	N = 15	N = 20	N = 17	Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self- diversity of our culture.	91%	0%	0%		
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	<p>Fifth Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' social responsibility skills through the <i>final project</i> of the course. N = 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion were as follows:</p> <table border="1" data-bbox="545 792 1217 987"> <thead> <tr> <th>Criterion</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self- diversity of our culture.</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in the criterion assessed (100%). Therefore, the goal for this outcome was met.</p> <p>Sixth Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' social responsibility skills through a <i>press review</i>. N = 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) 	Criterion	%	Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self- diversity of our culture.	100%		
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School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results				
	<p>The expected goal was not reached in the criterion assessed (0%). Therefore, the goal for this outcome was not met.</p> <p>Eighth Instance</p> <p>A rubric was used in the COPU 4355 (<i>Communication Theories</i>) course to assess the students' social responsibility skills through the <i>final work of the course</i>. N = 9</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 70%; text-align: center;">Criterion</th> <th style="width: 30%; text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Apply their understanding of the social, economic, and environmental justice to advocate for human rights, both at the individual and systemic level.</td> <td style="text-align: center; vertical-align: middle;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in the criterion assessed (100%). Therefore, the goal for this outcome was met.</p> <p>Ninth Instance</p> <p>A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' competencies in social responsibility skills through a <i>research final work</i> of the course. N = 52</p>	Criterion	%	Apply their understanding of the social, economic, and environmental justice to advocate for human rights, both at the individual and systemic level.	100%		
Criterion	%						
Apply their understanding of the social, economic, and environmental justice to advocate for human rights, both at the individual and systemic level.	100%						

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Academic Program	Findings	Transformative Actions	Summary of Results						
	<p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion were as follows:</p> <table border="1" data-bbox="524 609 1236 974"> <thead> <tr> <th data-bbox="524 609 1026 820">Criterion</th> <th data-bbox="1026 609 1120 820">Secc. 001 %</th> <th data-bbox="1120 609 1236 820">Secc. 002 %</th> </tr> </thead> <tbody> <tr> <td data-bbox="524 820 1026 974">Apply their understanding of the social, economic, and environmental justice to advocate for human rights, both at the individual and systemic level.</td> <td data-bbox="1026 820 1120 974">N=26 88%</td> <td data-bbox="1120 820 1236 974">N=26 100%</td> </tr> </tbody> </table> <p>The expected goal was reached in the criteria assessed in both sections of the course.</p> <p>Therefore, the goal for this outcome was met.</p>	Criterion	Secc. 001 %	Secc. 002 %	Apply their understanding of the social, economic, and environmental justice to advocate for human rights, both at the individual and systemic level.	N=26 88%	N=26 100%	<p>Reinforced research skills by offering short workshops at the Research Center of the School of Communication, such as: reference search through the catalog, writing documents according to APA, construction testing and data analysis style by Excel and SPSS.</p>	
Criterion	Secc. 001 %	Secc. 002 %							
Apply their understanding of the social, economic, and environmental justice to advocate for human rights, both at the individual and systemic level.	N=26 88%	N=26 100%							

School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results				
<p>Public Relations and Advertising</p>	<p>First Instance</p> <p>A rubric was used in the REPU 4076 (<i>Designing and Producing Advertisements for Radio, TV, and Print Media</i>) course to assess the students' social responsibility skills through the <i>oral final presentation</i>. N= 17.</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion were as follows:</p> <table border="1" data-bbox="542 883 1214 1036"> <thead> <tr> <th>Criterion</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Apply their understanding of the social, economic, and environmental justice to advocate for human rights, both at the individual and systemic level.</td> <td>100%</td> </tr> </tbody> </table> <p>The expected goal was reached in the criterion assessed. Therefore, the goal for this outcome was met.</p> <p>Second Instance</p> <p>A rubric was used in the COPU 4045 (<i>Advance Seminar in Communications</i>) course (two sections) to assess the students' social responsibility skills through a <i>final project</i>. N = 29</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale rubric used.</p> <p>The scale used to assess the criterion was:</p>	Criterion	%	Apply their understanding of the social, economic, and environmental justice to advocate for human rights, both at the individual and systemic level.	100%		<p>Five measures in eight instances, only six of them were met (75%).</p> <p>One transformative action was established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p>
Criterion	%						
Apply their understanding of the social, economic, and environmental justice to advocate for human rights, both at the individual and systemic level.	100%						

School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results															
	<ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion were as follows:</p> <table border="1" data-bbox="526 516 1233 1027"> <thead> <tr> <th rowspan="2">Criterion</th> <th colspan="2">COPU 4045 (secc. 001)</th> <th>COPU 4045 (secc. 002)</th> </tr> <tr> <th>Activity #1 (Draft)</th> <th>Activity #2 (Final project)</th> <th>Final project</th> </tr> </thead> <tbody> <tr> <td></td> <td colspan="2">N = 21</td> <td>N = 8</td> </tr> <tr> <td>Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self-diversity of our culture.</td> <td>100%</td> <td>100%</td> <td>88%</td> </tr> </tbody> </table> <p><u>Overall assessment results:</u></p> <p>The expected goal was reached in the criterion assessed in both sections of the course. Therefore, the goal for this outcome was met.</p> <p>Third Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' social responsibility skills through the writing of a <i>press release</i>. N = 52</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score</p>	Criterion	COPU 4045 (secc. 001)		COPU 4045 (secc. 002)	Activity #1 (Draft)	Activity #2 (Final project)	Final project		N = 21		N = 8	Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self-diversity of our culture.	100%	100%	88%		
Criterion	COPU 4045 (secc. 001)		COPU 4045 (secc. 002)															
	Activity #1 (Draft)	Activity #2 (Final project)	Final project															
	N = 21		N = 8															
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School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results												
	<p>5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion were as follows:</p> <table border="1" data-bbox="559 578 1198 958"> <thead> <tr> <th data-bbox="559 578 943 678">Course section</th> <th data-bbox="943 578 1032 678">001</th> <th data-bbox="1032 578 1120 678">002</th> <th data-bbox="1120 578 1198 678">003</th> </tr> </thead> <tbody> <tr> <td data-bbox="559 678 943 802">Criterion</td> <td data-bbox="943 678 1032 802">N = 15</td> <td data-bbox="1032 678 1120 802">N = 20</td> <td data-bbox="1120 678 1198 802">N = 17</td> </tr> <tr> <td data-bbox="559 802 943 958">Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self- diversity of our culture.</td> <td data-bbox="943 802 1032 958">91%</td> <td data-bbox="1032 802 1120 958">0%</td> <td data-bbox="1120 802 1198 958">0%</td> </tr> </tbody> </table> <p>The expected goal was reached in 1 of the 3 (33.33%) sections of the course that assessed the social responsibility criterion. Therefore, the goal for this outcome (66.67%) was not met.</p> <p>Fourth Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in knowledge integration skills through the <i>final project</i> of the course. N = 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) 	Course section	001	002	003	Criterion	N = 15	N = 20	N = 17	Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self- diversity of our culture.	91%	0%	0%		
Course section	001	002	003												
Criterion	N = 15	N = 20	N = 17												
Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self- diversity of our culture.	91%	0%	0%												

School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results								
	<ul style="list-style-type: none"> ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion were as follows:</p> <table border="1" data-bbox="572 456 1185 621"> <thead> <tr> <th>Criterion</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self- diversity of our culture.</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in the criterion assessed (100%).</p> <p>Therefore, the goal for this outcome was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in knowledge integration skills through a <i>press review</i>. N = 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion were as follows:</p> <table border="1" data-bbox="553 1352 1204 1479"> <thead> <tr> <th>Criterion</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self- diversity</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Criterion	%	Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self- diversity of our culture.	100%	Criterion	%	Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self- diversity	100%		
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School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results				
	<p style="text-align: center;">of our culture.</p> <p>The expected goal was reached in the criterion assessed (100%).</p> <p>Therefore, the goal for this outcome was met.</p> <p>Sixth Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in knowledge integration skills through <i>writing the lead paragraph of a news story (opening paragraph)</i>. N = 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 70%;">Criterion</th> <th style="width: 30%;">%</th> </tr> </thead> <tbody> <tr> <td>Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self- diversity of our culture.</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table> <p>The expected goal was not reached in the criterion assessed (0%).</p> <p>Therefore, the goal for this outcome was not met.</p> <p>Seventh Instance</p> <p>A rubric was used in the COPU 4355 (<i>Communication Theories</i>) course</p>	Criterion	%	Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self- diversity of our culture.	0%		
Criterion	%						
Understands and considers aspects related to diversity of gender, race, ethnicity, sexual orientation, and any other form of self- diversity of our culture.	0%						

School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results				
	<p>to assess the students' competencies in knowledge integration skills through the <i>final work of the course</i>. N = 9</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion were as follows:</p> <table border="1" data-bbox="532 699 1225 862"> <thead> <tr> <th>Criterion</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Apply their understanding of the social, economic and environmental justice to advocate for human rights, both at the individual and systemic level.</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in the criterion assessed (100%). Therefore, the goal for this outcome was met.</p> <p>Eighth Instance</p> <p>A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' competencies in research and creation skills through a <i>final research project</i> of the course. N = 52</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion were as follows:</p>	Criterion	%	Apply their understanding of the social, economic and environmental justice to advocate for human rights, both at the individual and systemic level.	100%	<p>Reinforced research skills by offering short workshops</p>	
Criterion	%						
Apply their understanding of the social, economic and environmental justice to advocate for human rights, both at the individual and systemic level.	100%						



School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>												
	<table border="1" data-bbox="524 305 1236 673"> <thead> <tr> <th data-bbox="524 305 1008 381">Criterion</th> <th data-bbox="1008 305 1115 381">Secc. 001</th> <th data-bbox="1115 305 1236 381">Secc. 002</th> </tr> <tr> <td data-bbox="524 381 1008 446"></td> <td data-bbox="1008 381 1115 446">%</td> <td data-bbox="1115 381 1236 446">%</td> </tr> <tr> <td data-bbox="524 446 1008 511"></td> <td data-bbox="1008 446 1115 511">N=26</td> <td data-bbox="1115 446 1236 511">N=26</td> </tr> </thead> <tbody> <tr> <td data-bbox="524 511 1008 673">Apply their understanding of the social, economic, and environmental justice to advocate for human rights, both at the individual and systemic level.</td> <td data-bbox="1008 511 1115 673">88%</td> <td data-bbox="1115 511 1236 673">100%</td> </tr> </tbody> </table> <p data-bbox="478 703 1249 760">The expected goal was reached in the criteria assessed in both sections of the course.</p> <p data-bbox="478 794 999 821">Therefore, the goal for this outcome was met.</p>	Criterion	Secc. 001	Secc. 002		%	%		N=26	N=26	Apply their understanding of the social, economic, and environmental justice to advocate for human rights, both at the individual and systemic level.	88%	100%	<p data-bbox="1295 277 1884 443">at the Research Center of the School of Communication, such as: reference search through the catalog, writing documents according to APA, construction testing and data analysis style by Excel and SPSS.</p>	
Criterion	Secc. 001	Secc. 002													
	%	%													
	N=26	N=26													
Apply their understanding of the social, economic, and environmental justice to advocate for human rights, both at the individual and systemic level.	88%	100%													

IV. Information Literacy

College of Education							
Academic Program	Findings	Transformative Actions	Summary of Results				
Teacher Education Program	<p>First Instance</p> <p>A rubric was used in the project to integrate information literacy skills into the curriculum (<i>PICIC</i>, for its Spanish acronym) to assess students' information literacy skills. The purpose of the PICIC project is to promote the development of information literacy skills in preparing teachers, by integrating these skills in various courses of the Teacher Preparation Program.</p> <p>N = 126</p> <p><i>Expected outcome:</i> It was expected that 80% of students would obtain a "good" level in the rubric.</p> <p>The rubric used assesses the following criteria:</p>	<p>Develop a procedure for teachers of various courses of the program to provide support to students to attend workshops offered by the library and to provide follow-up to the students in the process of developing their information literacy skills.</p> <p>Two measures to identify the skills that are not being achieved for responding appropriately will be proposed.</p>	<p>The Teacher Preparation Program established one measure in one instance, which was not met.</p> <p>Two transformative actions were established.</p> <table border="1"> <thead> <tr> <th>Project</th> <th>OEAE RECOMMENDATIONS FOR THE PROGRAM</th> </tr> </thead> <tbody> <tr> <td><i>PICIC Project</i></td> <td>It is recommended to give a copy of the rubric used, as an annex of the <i>Annual Report of Assessment of the College of Education</i> handed to the OEAE.</td> </tr> </tbody> </table>	Project	OEAE RECOMMENDATIONS FOR THE PROGRAM	<i>PICIC Project</i>	It is recommended to give a copy of the rubric used, as an annex of the <i>Annual Report of Assessment of the College of Education</i> handed to the OEAE.
	Project			OEAE RECOMMENDATIONS FOR THE PROGRAM			
<i>PICIC Project</i>	It is recommended to give a copy of the rubric used, as an annex of the <i>Annual Report of Assessment of the College of Education</i> handed to the OEAE.						
<p>Information Literacy Skills Criteria</p> <ol style="list-style-type: none"> 1- The student knows the variety of sources of information available and knows how to use them in educational settings. 2- The student learns how to select and validate the information and incorporate it into their scheme of knowledge. 3- The student knows the ethical, economic, legal, and social issues pertaining to the access and use of information. <p><i>The assessment findings were as follows:</i></p>							

College of Education				
Academic Program	Findings		Transformative Actions	Summary of Results
	Level	%	<p>In the three meetings held during the teaching practice, more attention should have been paid to the initial assessment so that gaps in the full development of competition would have been identified, and adequate feedback for the second and third assessments would have been provided.</p> <p>In next year assessment, the expected outcome established will be 90% instead of 100%.</p>	
	Beginners	9.32%		
	In process	46.62%		
	Good	43.05%		
	<p>Only 43.05% of students scored the <i>good</i> level. Therefore, the goal was not met.</p>			

College of General Studies			
Academic Program	Findings	Transformative Actions	Summary of Results
Interdisciplinary Program	<p>First Instance</p> <p>A rubric was used in the ESGE 4101 (<i>Pre-thesis</i>) course to assess the students' competencies in information literacy skills and use of technology systems through the student's annotated bibliography on their subjects of the pre-thesis.</p> <p><i>Expected outcome:</i> 70% student proficiency in each criterion of the rubric.</p> <p>The results for the criteria were as follows:</p>	<p>Designing a new rubric with the recommendations of the professor of the ESGE 4101 (<i>Pre-thesis</i>) course and the Assessment Coordinator of the College of General Studies.</p> <p>Offer workshops to students about information literacy skills and the proper use of technology systems.</p>	<p>One measure in one instance, which was not met.</p> <p>Two transformative actions were established.</p>



College of General Studies

<i>Academic Program</i>	<i>Findings</i>		<i>Transformative Actions</i>	<i>Summary of Results</i>									
	<table border="1"> <thead> <tr> <th data-bbox="577 293 1008 326"><i>Criteria</i></th> <th data-bbox="1008 293 1115 326"><i>%</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="577 342 1008 407">It includes a variety of sources relevant to the topic.</td> <td data-bbox="1008 342 1115 407">100%</td> </tr> <tr> <td data-bbox="577 423 1008 488">It integrates and summarizes the main ideas of the references.</td> <td data-bbox="1008 423 1115 488">100%</td> </tr> <tr> <td data-bbox="577 505 1008 618">It understands the ethical, legal, and social issues of information technologies to the text.</td> <td data-bbox="1008 505 1115 618">67%</td> </tr> <tr> <td data-bbox="577 634 1008 699"><u>Proper use of APA style.</u></td> <td data-bbox="1008 634 1115 699"><u>22%</u></td> </tr> </tbody> </table> <p data-bbox="499 756 1163 821">The expected goal was reached in 2 of the 4 (50%) criteria assessed in the course.</p> <p data-bbox="499 854 1163 919">Therefore, the goal for this outcome (66.67%) was not met..</p>	<i>Criteria</i>	<i>%</i>	It includes a variety of sources relevant to the topic.	100%	It integrates and summarizes the main ideas of the references.	100%	It understands the ethical, legal, and social issues of information technologies to the text.	67%	<u>Proper use of APA style.</u>	<u>22%</u>		
<i>Criteria</i>	<i>%</i>												
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It understands the ethical, legal, and social issues of information technologies to the text.	67%												
<u>Proper use of APA style.</u>	<u>22%</u>												

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>				
<p>English</p>	<p>First Instance</p> <p>A rubric was used in the INGL 3232 (<i>Expository Writing</i>) course to assess the students' information literacy skills through formal and informal assignments and in an oral presentation. N = 30</p> <p><i>Expected outcome:</i> It was expected that 80% -90% of the students would receive a score of 3-4 points in the rubric for assessment of this learning outcome.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following:</p> <table border="1" data-bbox="489 768 1182 808"> <thead> <tr> <th data-bbox="489 768 1182 808">Information Literacy Criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="489 824 1182 946"> <p>1- <i>Definition of research needs</i> – Identifying areas of concern; developing a research topic or question; defining the research scope.</p> </td> </tr> <tr> <td data-bbox="489 979 1182 1328"> <p>2- <i>Identification of information sources</i> - Identify sources suited to rapidly changing information (including newspapers, broadcast, teletext, databases, internet, e-mail); identify sources not suited to rapidly changing information (including books, CD-ROMs for job adverts, weather, or news); identify sources that are convenient and portable (including newspapers, maps, books).</p> </td> </tr> <tr> <td data-bbox="489 1360 1182 1433"> <p>3- <i>Selection of sources</i> – Making an appropriate selection of resources for the project at hand.</p> </td> </tr> </tbody> </table>	Information Literacy Criteria	<p>1- <i>Definition of research needs</i> – Identifying areas of concern; developing a research topic or question; defining the research scope.</p>	<p>2- <i>Identification of information sources</i> - Identify sources suited to rapidly changing information (including newspapers, broadcast, teletext, databases, internet, e-mail); identify sources not suited to rapidly changing information (including books, CD-ROMs for job adverts, weather, or news); identify sources that are convenient and portable (including newspapers, maps, books).</p>	<p>3- <i>Selection of sources</i> – Making an appropriate selection of resources for the project at hand.</p>		<p>Two measures in one instance, which were met.</p> <p>No transformative actions were established.</p>
Information Literacy Criteria							
<p>1- <i>Definition of research needs</i> – Identifying areas of concern; developing a research topic or question; defining the research scope.</p>							
<p>2- <i>Identification of information sources</i> - Identify sources suited to rapidly changing information (including newspapers, broadcast, teletext, databases, internet, e-mail); identify sources not suited to rapidly changing information (including books, CD-ROMs for job adverts, weather, or news); identify sources that are convenient and portable (including newspapers, maps, books).</p>							
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College of Humanities

Academic Program	Findings	Transformative Actions	Summary of Results																					
	<p>4- <i>Interpretation of sources</i> – Finding primary, secondary, and tertiary sources.</p> <p>5- <i>Ethical use of sources</i> – Correct citation of sources according to the preferred style-sheet.</p> <hr/> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="567 565 1104 1227"> <thead> <tr> <th data-bbox="567 565 755 776">Criteria</th> <th data-bbox="755 565 943 776">INGL 3232 (sec. 001) N = 15</th> <th data-bbox="943 565 1104 776">INGL 3232 (sec. 002) N = 15</th> </tr> <tr> <th></th> <th>% Students score 3-4 points</th> <th>% Students score 3-4 points</th> </tr> </thead> <tbody> <tr> <td data-bbox="567 792 755 846">Definition of research needs</td> <td data-bbox="755 792 943 846">100%</td> <td data-bbox="943 792 1104 846">100%</td> </tr> <tr> <td data-bbox="567 870 755 959">Identification of information sources</td> <td data-bbox="755 870 943 959">100%</td> <td data-bbox="943 870 1104 959">100%</td> </tr> <tr> <td data-bbox="567 984 755 1037">Selection of sources</td> <td data-bbox="755 984 943 1037">100%</td> <td data-bbox="943 984 1104 1037">100%</td> </tr> <tr> <td data-bbox="567 1062 755 1115">Interpretation of sources</td> <td data-bbox="755 1062 943 1115">100%</td> <td data-bbox="943 1062 1104 1115">100%</td> </tr> <tr> <td data-bbox="567 1140 755 1193">Ethical use of sources</td> <td data-bbox="755 1140 943 1193">100%</td> <td data-bbox="943 1140 1104 1193">100%</td> </tr> </tbody> </table> <hr/> <p>100% of the students assessed reached the expected outcome in all the criteria assessed.</p> <p>Therefore, the goal was met.</p>	Criteria	INGL 3232 (sec. 001) N = 15	INGL 3232 (sec. 002) N = 15		% Students score 3-4 points	% Students score 3-4 points	Definition of research needs	100%	100%	Identification of information sources	100%	100%	Selection of sources	100%	100%	Interpretation of sources	100%	100%	Ethical use of sources	100%	100%		
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Academic Program	Findings	Transformative Actions	Summary of Results
<p>History</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the HIST 4187 (<i>Contemporary Issues in Asia</i>) course to assess the students' information literacy skills through the preparation of bibliographies.</p> <p><i>Expected outcome:</i> A minimum of 70% of students will obtain an excellent or good level in the rubric used.</p> <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Information Literacy Criteria</p> <ul style="list-style-type: none"> 3- Use database 4- Using libraries 5- Citations and usage notes 6- Preparation of bibliographies 7- Slideshow and audio sources </div> <hr style="width: 20%; margin: 10px auto;"/> <p><i>The assessment findings were as follows:</i></p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Average Score of Students</p> <p style="text-align: center;">91.3%</p> </div> <hr style="width: 20%; margin: 10px auto;"/> <p>100% of the students assessed reached the expected outcome in all the criteria assessed. Therefore, the goal was met.</p>	<p>Incorporating information about learning outcomes and their objectives in the syllabi of the courses.</p>	<p>Two measures in two instances, which were met.</p> <p>One overall transformative action was established.</p> <div style="border: 1px solid black; padding: 10px; margin: 20px auto; width: fit-content; text-align: center;"> <p>OEAE RECOMMENDATIONS FOR THE PROGRAM</p> </div> <ul style="list-style-type: none"> ▪ All assessment activities should establish specific assessment results for each assessment criteria to establish appropriate transformative actions.



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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the HIST 4236 (<i>Research Seminar in European History</i>) course to assess the students' information literacy skills through the proper use of databases, bibliography, citations, and usage notes.</p> <p><i>Expected outcome:</i> A minimum of 70% of students will obtain an excellent or good level in the rubric used.</p> <p>The criteria to be assessed, as expressed in the rubric, was the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Information Literacy Criteria</p> <ol style="list-style-type: none"> 1- Use database 2- Using libraries 3- Citations and usage notes 4- Preparation of bibliographies 5- Slideshow and audio sources </div> <p><i>The assessment findings were as follows:</i></p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Average Score of Students</p> <p style="text-align: center;">100%</p> </div> <p>100% of the students assessed reached the expected outcome in all the criteria assessed. Therefore, the goal was met.</p>		

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Academic Program	Findings	Transformative Actions	Summary of Results																																																																						
<p>Biology</p>	<p><i>First Semester</i></p> <p>First Instance A rubric was used in the BIOL 3102 (General Biology II) course to assess students' information literacy skills based on a practical exercise (p-ex) prepared by the Competitions Committee of the College of Natural Sciences. N = 65</p> <p><i>Expected outcome</i> - It was expected that 65% or more of the students would reach the level of "Good" or better in the rubric used.</p> <p>The assessment results from the practical exercise were as follows:</p> <p style="text-align: center;"><i>Course sections:</i></p> <p style="text-align: center;"><i>102,103,107,112 & 114</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th>Level</th> <th>n of students</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>21</td> <td>32%</td> </tr> <tr> <td>Good</td> <td>39</td> <td>60%</td> </tr> <tr> <td>Regular</td> <td>5</td> <td>8%</td> </tr> <tr> <td>Initiated</td> <td>0</td> <td>0</td> </tr> <tr style="border-top: 1px solid black; border-bottom: 1px solid black;"> <td>Total</td> <td>65</td> <td>100</td> </tr> </tbody> </table> <p>92% of the students reached the expected outcome of good or better. Therefore, the goal was met.</p>	Level	n of students	%	Excellent	21	32%	Good	39	60%	Regular	5	8%	Initiated	0	0	Total	65	100		<p>Two measures in six instances, four of which were met (67%).</p> <p>No transformative actions were proposed.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th colspan="8">Annual Assessment</th> </tr> <tr style="background-color: #d3d3d3;"> <th rowspan="2"></th> <th colspan="2">Excellent</th> <th colspan="2">Good</th> <th colspan="2">Regular</th> <th colspan="2">Initiated</th> </tr> <tr style="background-color: #d3d3d3;"> <th>n</th> <th>%</th> <th>n</th> <th>%</th> <th>n</th> <th>%</th> <th>n</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>BIOL 3102 (p-ex)</td> <td>26</td> <td>34%</td> <td>47</td> <td>60%</td> <td>5</td> <td>6%</td> <td>0</td> <td>0</td> </tr> <tr> <td>BIOL 3102 (lab-r)</td> <td>26</td> <td>33%</td> <td>47</td> <td>60%</td> <td>5</td> <td>6%</td> <td>0</td> <td>0</td> </tr> <tr> <td>BIOL 3112 (lab-r)</td> <td>70</td> <td>54%</td> <td>44</td> <td>34%</td> <td>14</td> <td>11%</td> <td>1</td> <td>1%</td> </tr> </tbody> </table> <p>▪ Results showed that 34% of the students from BIOL 3102 (General Biology II; N =78) in the practical exercise (p-ex), reached the level of "Excellent" and 60% of the students reached the level of "Good" in the annual overall assessment.</p>	Annual Assessment									Excellent		Good		Regular		Initiated		n	%	n	%	n	%	n	%	BIOL 3102 (p-ex)	26	34%	47	60%	5	6%	0	0	BIOL 3102 (lab-r)	26	33%	47	60%	5	6%	0	0	BIOL 3112 (lab-r)	70	54%	44	34%	14	11%	1	1%
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Second Instance</p> <p>A rubric was used in the BIOL 3102 (General Biology II) course to assess students' information literacy skills based on the scientific method in a laboratory report (lab-r). N = 30</p> <p><i>Expected outcome</i> - It was expected that 65% or more of the students would reach the level of "Good" or better in the rubric used.</p> <p>Students' information literacy skills were assessed through the following criteria:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Information literacy skills criteria</p> <p>Introduction</p> <ol style="list-style-type: none"> 1. Clearly explain the situation researched. 2. Provide scientific knowledge relevant to the problem. 3. Establish a clear hypothesis. <hr/> <p>Results analysis</p> <ol style="list-style-type: none"> 1. Relationship between collected data with hypothesis testing. 2. Analyze possible sources of error. 3. The discussion of findings presents future directions. <hr/> <p>References</p> <ol style="list-style-type: none"> 1. The sources used are reliable and contribute to the development of the theme (minimum of three references). 2. Agreement between the references cited in the text and the bibliography. 3. There is no error in the format of bibliographic references. </div>		<ul style="list-style-type: none"> ▪ 94% of the students from BIOL 3102 reached the level of good or better for the 2014-2015 academic year in the p-ex. ▪ Results showed that 33% of the students from BIOL 3102 (General Biology II; N =78) in the laboratory report (lab-r), reached the level of "Excellent" and 60% of the students reached the level of "Good" in the annual overall assessment. ▪ 93% of the students reached the level of good or better for the 2014-2015 academic year in the lab-r. ▪ Results showed that 54% of the students from BIOL 3112 (Ecology Laboratory; N = 129) reached the level of "Excellent" and 34% of the students reached the level of "Good" in the annual overall assessment. ▪ 88% of the students reached the level of "Good" or better for the 2014-2015 academic year.

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Academic Program	Findings	Transformative Actions	Summary of Results																		
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	<p>Average 29 50% 22 38% 7 12% 0 0</p> <hr/> <p>Results showed that 50% of the students reached the level of “Excellent” and 38% reached the level of “Good”.</p> <p>88% of the students reached the expected outcome. The expected outcome was that 90% of the students would reach the level of “Good” or better.</p> <p>Therefore, the goal was not met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the BIOL 3102 (General Biology II) course to assess students’ information literacy skills based on a practical exercise prepared by the Competitions Committee of the College of Natural Sciences. N = 13</p> <p><i>Expected outcome</i> - It was expected that 65% or more of the students would reach the level of “Good” or better in the rubric used.</p> <p>The assessment results from the practical exercise were as follows:</p> <p style="text-align: center;"><i>Course sections:</i></p> <p style="text-align: center;"><i>101,103,106 & 107</i></p> <table border="1" data-bbox="615 1325 1077 1403"> <thead> <tr> <th>Level</th> <th>n of students</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>5</td> <td>39%</td> </tr> </tbody> </table>	Level	n of students	%	Excellent	5	39%		
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	<p>Third Instance</p> <p>A rubric was used in the BIOL 3112 (Ecology Laboratory) course to assess students' information literacy skills based on the scientific method in a laboratory report. N = 71</p> <p><i>Expected outcome</i> - It was expected that 65% or more of the students would reach the level of "Good" or better in the rubric used.</p> <p>Students' information literacy skills were assessed through the following criteria:</p> <div style="text-align: center; background-color: #cccccc; padding: 5px; margin: 10px 0;"> Information literacy skills criteria </div> <p>Introduction</p> <ol style="list-style-type: none"> 1. Clearly explain the situation researched. 2. Provide scientific knowledge relevant to the problem. 3. Establish a clear hypothesis. <hr/> <p>Results analysis</p> <ol style="list-style-type: none"> 1. Relationship between collected data with hypothesis testing. 2. Analyze possible sources of error. 3. The discussion of findings presents future directions. <hr/> <p>References</p> <ol style="list-style-type: none"> 1. The sources used are reliable and contribute to the development of the theme (minimum of three references). 2. Agreement between the references cited in the text and bibliography. 3. There is no error in the format of bibliographic references. <hr/> <p>The assessment results from the laboratory report were as</p>		

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	<p>follows:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr style="background-color: #d3d3d3;"> <th rowspan="2">Course section</th> <th colspan="2">Excellent</th> <th colspan="2">Good</th> <th colspan="2">Regular</th> <th colspan="2">Initiated</th> </tr> <tr style="background-color: #d3d3d3;"> <th>N</th> <th>%</th> <th>N</th> <th>%</th> <th>N</th> <th>%</th> <th>N</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>001</td> <td>14</td> <td>78%</td> <td>4</td> <td>22%</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>002</td> <td>16</td> <td>89%</td> <td>2</td> <td>11%</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>003</td> <td>6</td> <td>32%</td> <td>8</td> <td>42%</td> <td>5</td> <td>26%</td> <td>0</td> <td>0</td> </tr> <tr> <td>004</td> <td>5</td> <td>31%</td> <td>8</td> <td>50%</td> <td>2</td> <td>13%</td> <td>1</td> <td>6%</td> </tr> <tr style="border-top: 2px solid black;"> <td>Average</td> <td>41</td> <td>58%</td> <td>22</td> <td>31%</td> <td>7</td> <td>10%</td> <td>1</td> <td>1%</td> </tr> </tbody> </table> <p>Results showed that 58% of the students reached the level of “Excellent” and 31% reached the level of “Good</p> <p>89% of the students reached the expected outcome. The expected outcome was that 65% of the students would reach the level of “Good” or better.</p> <p>Therefore, the goal was met.</p>	Course section	Excellent		Good		Regular		Initiated		N	%	N	%	N	%	N	%	001	14	78%	4	22%	0	0	0	0	002	16	89%	2	11%	0	0	0	0	003	6	32%	8	42%	5	26%	0	0	004	5	31%	8	50%	2	13%	1	6%	Average	41	58%	22	31%	7	10%	1	1%		
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Chemistry	<p><i>First semester</i></p> <p>First Instance A rubric was used in the QUIM 3001L (General Chemistry I Laboratory) course to assess students’ information literacy skills based on an information literacy exercise (ILE) that evaluates science & technology information literacy outcomes based on select American College and Research Libraries Standards (ACRL). N=53</p> <p><i>Specific outcome</i> - It was expected that 70% or more of the students would achieve a score of $\geq 66.7\%$ in each question</p>	<p>Assessment results from the QUIM 3001L, showed that the lower specific expected outcomes of 77% and 79% were observed in Q1 and Q5, respectively. The Q1 (Sci & T ACRL outcome 1.2a), required students to identify the purpose and audience of potential resources, and the Q5 (Sci & T ACRL outcome 3.2a) required students to distinguishes between primary, secondary, and tertiary sources. Attention to these outcomes will be planned with students of the next academic year.</p>	<p>Two measures in two instances, both of which were met.</p> <p>Two transformative actions were proposed.</p>																																																														

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																				
	<p>from the exercise.</p> <p><i>Global outcome</i> - It was expected that at least 70% of the questions in a group would exhibit the specific expected outcome.</p> <p>The ACRL standards assessed in the information literacy exercise (ILE) were as follows:</p> <table border="1" data-bbox="548 586 1145 1068"> <thead> <tr> <th colspan="2" data-bbox="548 586 1145 626">ACRL standards</th> </tr> </thead> <tbody> <tr> <td data-bbox="548 626 1145 699">1. Determines the nature and extent of information needed.</td> <td data-bbox="548 699 1145 699"></td> </tr> <tr> <td data-bbox="548 699 1145 740">2. Acquires information effectively and efficiently.</td> <td data-bbox="548 740 1145 740"></td> </tr> <tr> <td data-bbox="548 740 1145 854">3. Critically evaluates information and sources, and decides whether or not to modify the initial query.</td> <td data-bbox="548 854 1145 854"></td> </tr> <tr> <td data-bbox="548 854 1145 967">4. Understands the economic, ethical, legal, and social issues of the use of information and uses information effectively, ethically, and legally.</td> <td data-bbox="548 967 1145 967"></td> </tr> <tr> <td data-bbox="548 967 1145 1068">5. Understands that information literacy is an ongoing process.</td> <td data-bbox="548 1068 1145 1068"></td> </tr> </tbody> </table> <p>The results for each question of the exercise were as follows:</p> <table border="1" data-bbox="623 1170 1067 1468"> <thead> <tr> <th data-bbox="623 1170 1067 1305">Question</th> <th data-bbox="623 1170 1067 1305">% of students that achieved the expected outcome</th> </tr> </thead> <tbody> <tr> <td data-bbox="623 1305 1067 1365">Question #1</td> <td data-bbox="623 1305 1067 1365">77%</td> </tr> <tr> <td data-bbox="623 1365 1067 1425">Question #2</td> <td data-bbox="623 1365 1067 1425">81%</td> </tr> <tr> <td data-bbox="623 1425 1067 1468">Question #3</td> <td data-bbox="623 1425 1067 1468">81%</td> </tr> </tbody> </table>	ACRL standards		1. Determines the nature and extent of information needed.		2. Acquires information effectively and efficiently.		3. Critically evaluates information and sources, and decides whether or not to modify the initial query.		4. Understands the economic, ethical, legal, and social issues of the use of information and uses information effectively, ethically, and legally.		5. Understands that information literacy is an ongoing process.		Question	% of students that achieved the expected outcome	Question #1	77%	Question #2	81%	Question #3	81%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p style="text-align: center;"> Question #4 81% Question #5 79% <hr style="width: 20%; margin: 0 auto;"/> </p> <p>The specific expected outcome of 70% of the students achieving a score of $\geq 66.7\%$ in each question was achieved in all the questions.</p> <p>The global expected outcome of $\geq 70\%$ was also achieved. Therefore, the goal was met.</p> <p><i>Second semester</i></p> <p>First Instance</p> <p>A rubric was used in the QUIM 4865L (Biochemical Techniques Laboratory) course to assess students' information literacy skills based on an information literacy exercise (ILE), that evaluates science & technology information literacy outcomes based on select American College and Research Libraries Standards (ACRL). N=13</p> <p><i>Specific outcome</i> - It was expected that 70% or more of the students would achieve a score of $\geq 66.7\%$ in each item from the exercise.</p> <p><i>Global outcome</i> - It was expected that at least 70% of the items in a group would exhibit the specific expected outcome.</p> <p>The ACRL standards assessed in the information literacy exercise (ILE) were as follows:</p>	<p>The professor from the QUIM 4865L course reviewed the Sci & T ACRL outcome 1.4a, that required students to determine the availability of needed information and make decisions on broadening the information seeking process beyond locally held resources. This standard will be emphasized the next time the bioinformatics exercise is implemented.</p>	

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>														
	<p style="text-align: center;">ACRL standards</p> <ol style="list-style-type: none"> 1. Determines the nature and extent of information needed. 2. Acquires information effectively and efficiently. 3. Critically evaluates information and sources, and decides whether or not to modify the initial query. 4. Understands the economic, ethical, legal, and social issues of the use of information and uses information effectively, ethically, and legally. 5. Understands that information literacy is an ongoing process. <hr/> <p>The results for each item of the exercise were as follows:</p> <table border="1" data-bbox="634 992 1056 1312"> <thead> <tr> <th data-bbox="634 1029 768 1057">Question</th> <th data-bbox="768 992 1056 1094">% of students that achieved performance</th> </tr> </thead> <tbody> <tr> <td data-bbox="634 1101 736 1128">Item #1</td> <td data-bbox="889 1101 956 1128">100%</td> </tr> <tr> <td data-bbox="634 1136 736 1164">Item #2</td> <td data-bbox="889 1136 956 1164">50%</td> </tr> <tr> <td data-bbox="634 1172 736 1200">Item #3</td> <td data-bbox="889 1172 956 1200">100%</td> </tr> <tr> <td data-bbox="634 1208 736 1235">Item #4</td> <td data-bbox="889 1208 956 1235">100%</td> </tr> <tr> <td data-bbox="634 1243 736 1271">Item #5</td> <td data-bbox="889 1243 956 1271">100%</td> </tr> <tr> <td data-bbox="634 1279 736 1307">Item #6</td> <td data-bbox="889 1279 956 1307">100%</td> </tr> </tbody> </table> <p>The specific expected outcome of 70% of the students achieving a score of $\geq 66.7\%$ in each question was achieved in all the item groups except item #2.</p>	Question	% of students that achieved performance	Item #1	100%	Item #2	50%	Item #3	100%	Item #4	100%	Item #5	100%	Item #6	100%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Also, 83% of the items assessed (5 of 6) were achieved by the students. The global expected outcome of $\geq 70\%$ was achieved. Therefore, the goal was met.</p>		
<p>Interdisciplinary Program in Natural Sciences</p>	<p>First Instance</p> <p>The students of the CNEI 4011 course (Capstone 1) completed two instructional modules: (1) <i>How to avoid plagiarism</i> from the School of Education of the University of Indiana website and (2) <i>Primary and secondary references</i> (to learn how to effectively use cyber resources) to assess students' information literacy skills. N = 34</p> <p><i>Expected outcome:</i> It was expected that 100% of the students would complete the <i>How to avoid plagiarism</i> instructional module.</p> <p>88% (30/34) of the students submitted their participation certificate as evidence of having completed the instructional module. Therefore, the goal was not met.</p> <p>It was also expected that 70% or more of the students that completed the <i>Primary and secondary references</i> instructional module, would obtain a score of 67% or more (4/6) in the post test.</p> <p>The average student's score in the pretest was 4/6, and in the post test was 5/6. 65% (22/34) of the students obtained a score of 4 or more in the pretest, and 94% (32/34) of the students obtained a score of 4 or more in the post test. Therefore, the goal was met.</p>		<p>Three measures in four instances, two of which were met (50%).</p> <p>No transformative actions were proposed.</p>

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Academic Program	Findings	Transformative Actions	Summary of Results
	<p>Second Instance</p> <p>The students of the CNEI 4011 course (Capstone 1) participated in the workshop <i>Preparation of annotated bibliographies</i> at the UPR-RP Natural Sciences College Library, to assess students' information literacy skills. N = 34</p> <p><i>Expected outcome:</i> It was expected that 100% of the students would complete their annotated bibliographies.</p> <p>100% of the students correctly completed their annotated bibliographies. Therefore, the goal was met.</p> <p>Third Instance</p> <p>The students of the CNEI 4011 course (Capstone 1) participated in the workshop <i>How to avoid plagiarism</i>.</p> <p><i>Expected outcome:</i> It was expected that 70% of students assessed would achieve a score of 80% (4/5) or more in the comprehension test of how and when to cite references in a text, after the workshop.</p> <p>Only 17 student out of 30 (57%), obtained a score of 4 or more in the test. Therefore, the goal was not met.</p> <p>Fourth Instance</p> <p>Students from the CNEI 4011(Capstone 1) course took the instructional module <i>Responsible Conduct of Research</i> (RCR) from the CITI Program's series. The instructional module covers the core norms, principles, regulations, and rules governing the practice of research.</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>				
	<p><i>Expected outcome:</i> It was expected that 100% of students would obtain the CITI Program's RCR certificate.</p> <p>100% of students presented their participation certificate as evidence of having completed the training module.</p> <p>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 5001 (Probability) course to assess students' information literacy skills in the presentation of a scientific research report.</p> <p><i>Specific expected outcome</i> - It was expected that 66% of the students assessed would obtain 3 points or more in the question, in the 4 point scale used ($\geq 75\%$).</p> <p>The criteria assessed were:</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th style="text-align: center;">Criterion</th> </tr> </thead> <tbody> <tr> <td>1. Students effectively use the Microsoft Office Word program.</td> </tr> <tr> <td>2. Students choose reliable sources from electronic information systems in the development of the main problem of the project.</td> </tr> <tr> <td>3. The student can identify an online journal article, found on the Internet, which comes from another source.</td> </tr> </tbody> </table> <p><i>The assessment results were:</i></p>	Criterion	1. Students effectively use the Microsoft Office Word program.	2. Students choose reliable sources from electronic information systems in the development of the main problem of the project.	3. The student can identify an online journal article, found on the Internet, which comes from another source.		<p>Three measures in four instances, three of which were met.</p> <p>No transformative actions were proposed.</p>
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>66% or more of the students scored three or four points in all the criteria established in the rubric. The expected outcome was reached in all of the criteria (100%) assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>An exit questionnaire was administered to students at the end of the bachelor's degree, to measure the degree of satisfaction of the graduates with the technological training they received, which included items designed to assess the degree of satisfaction with the academic preparation received in the area of information literacy skills. N = 2</p> <p><i>Specific expected outcome</i> - It was expected that the students would identify their level of satisfaction as satisfied or very satisfied in the exit questionnaire.</p> <p>Students expressed they were satisfied with their training in the area of information literacy skills.</p> <p>The expected outcome was reached in all the criteria (100%). Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>Firs Instance</p> <p>A rubric was used in the MATE 4995 (Topics in Mathematics: Undergraduate Research Seminar) course to assess students' information literacy skills in the presentation of a monograph report.</p> <p><i>Specific expected outcome</i> - It was expected that 66% of the students assessed would obtain 3 points or more in the 4 point scale rubric used ($\geq 75\%$).</p>		



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	<p>The criteria assessed were:</p> <table border="1" data-bbox="567 337 1123 375"> <thead> <tr> <th>Criterion</th> </tr> </thead> <tbody> <tr> <td>1. Students effectively use the Microsoft Office Word program.</td> </tr> <tr> <td>2. Students choose reliable sources from electronic information systems in the development of the main problem of the project.</td> </tr> <tr> <td>3. The student can identify an online journal article, found on the Internet, which comes from another source.</td> </tr> </tbody> </table> <hr/> <p><i>The assessment results were:</i></p> <p>66% or more of the students scored three or four points in all the criteria established in the rubric. The expected outcome was reached in all of the criteria (100%) assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>An exit questionnaire administered to graduating students was used as an indirect measure of students' satisfaction with the skills and technology training obtained.</p> <p><i>Specific expected outcome</i> - It was expected that each question would receive a rating of 3 or higher in the 4 point scale rubric used.</p> <p>Findings by criteria assessed were:</p>	Criterion	1. Students effectively use the Microsoft Office Word program.	2. Students choose reliable sources from electronic information systems in the development of the main problem of the project.	3. The student can identify an online journal article, found on the Internet, which comes from another source.		
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	<table border="1"> <thead> <tr> <th>Criterion</th> <th>Average score</th> </tr> </thead> <tbody> <tr> <td>1. Management of library resources</td> <td>2.50</td> </tr> <tr> <td>2. Using Technology</td> <td>3.00</td> </tr> </tbody> </table> <p>The expected outcome was reached in criterion 2 (50%). Therefore, the goal was not met.</p>	Criterion	Average score	1. Management of library resources	2.50	2. Using Technology	3.00		
Criterion	Average score								
1. Management of library resources	2.50								
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Academic Program	Findings	Transformative Actions	Summary of Results
Geography	<p><i>First Semester</i></p> <p>First Instance</p> <p>To strengthen the students' competencies in information literacy skills and use of technology systems, the students of the GEOG 4550 (<i>Methods of Geographical Research</i>) course participated in the training workshop on the use and handling of data and the proper use of the catalog of the library and the UPR-RP Computer Center of the College of Social Sciences.</p> <p>Attendance reports and certifications provided by the UPR-RP Library System for each of the participating students were used as an indirect measure of assessment of the information literacy</p>	<p>Develop rubrics applied to all courses to measure how students use these workshops in their research.</p> <p>In the syllabi of the courses, include 4.5 hours to train students in information literacy skills.</p>	<p>One measure in six instances, which was met.</p> <p>Two transformative actions were established.</p>

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Academic Program	Findings	Transformative Actions	Summary of Results				
	<p>skills of the students.</p> <p><i>Expected outcome:</i> The program did not establish a specific expected outcome for this assessment.</p> <p>The training will enable participating students to perform independently as users of information in order to conduct research, solve problems, and acquire knowledge for their professional and personal development.</p> <p><i>The assessment findings were as follows:</i></p> <ul style="list-style-type: none"> • 100% of the students of the course completed the training, which lasted 4.5 hours, and passed the certification provided by the UPR-RP Library System. <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>To strengthen the students' competencies in information literacy skills and the use of technology systems, the students of the GEOG 3770 (<i>Geography of Religion</i>) course participated in the training workshop on the use and handling of data, and the proper use of the catalog of the Library and the UPR-RP Computer Center of the College of Social Sciences.</p> <p>Attendance reports and certifications provided by the UPR-RP Library System for each of the participating students were used as an indirect measure of assessment of the information literacy skills of the students.</p> <p><i>Expected outcome:</i> The program did not establish a specific expected outcome for this assessment.</p> <p>The training will enable participating students to perform</p>		<table border="1" data-bbox="1911 342 2467 480"> <thead> <tr> <th data-bbox="1911 391 2085 423">Course</th> <th data-bbox="2085 342 2467 464">OEAE RECOMMENDATIONS FOR THE PROGRAM</th> </tr> </thead> <tbody> <tr> <td data-bbox="1911 496 2085 781"> <i>GEOG 4550;</i> <i>GEOG 3700;</i> <i>GEOG 3325;</i> <i>GEOG 4205;</i> <i>and</i> <i>GEOG 3600</i> </td> <td data-bbox="2085 496 2467 894"> All assessment activities should establish a specific expected outcome to allow comparison with the results obtained by students and to establish proper transformative actions. Also, if you talk about meeting a goal, you need to have an expected goal. </td> </tr> </tbody> </table> <p>The expected outcome could have been to prove full attendance to these workshops and to be able to pass a post test, and hence obtain a certificate of the workshops attended.</p> <p>It could be stated as: <i>Expected outcome:</i> 100% of the students completed the 4.5 hours training and passed the certification provided by the Campus Library System,</p>	Course	OEAE RECOMMENDATIONS FOR THE PROGRAM	<i>GEOG 4550;</i> <i>GEOG 3700;</i> <i>GEOG 3325;</i> <i>GEOG 4205;</i> <i>and</i> <i>GEOG 3600</i>	All assessment activities should establish a specific expected outcome to allow comparison with the results obtained by students and to establish proper transformative actions. Also, if you talk about meeting a goal, you need to have an expected goal.
Course	OEAE RECOMMENDATIONS FOR THE PROGRAM						
<i>GEOG 4550;</i> <i>GEOG 3700;</i> <i>GEOG 3325;</i> <i>GEOG 4205;</i> <i>and</i> <i>GEOG 3600</i>	All assessment activities should establish a specific expected outcome to allow comparison with the results obtained by students and to establish proper transformative actions. Also, if you talk about meeting a goal, you need to have an expected goal.						

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	<p>independently as users of information in order to conduct research, solve problems, and acquire knowledge for their professional and personal development.</p> <p><i>The assessment findings were as follows:</i></p> <ul style="list-style-type: none"> • 100% of students of the course completed the training, which lasted 4.5 hours, and passed the certification provided by the UPR-RP Library System. <p>Therefore, the goal was met.</p> <p>Third Instance</p> <p>To strengthen the students' competencies in information literacy skills and use of technology systems, the students of the GEOG 3325 (<i>Caribbean and Central America Geography</i>) course participated in the training workshop on the use and handling of data and the proper use of the catalog of the Library and the UPR-RP Computer Center of the College of Social Sciences.</p> <p>Attendance reports and certifications provided by the UPR-RP Library System for each of the participating students were used as an indirect measure of assessment of the information literacy skills of the students.</p> <p><i>Expected outcome:</i> The program did not establish a specific expected outcome for this assessment.</p> <p>The training will enable participating students to perform independently as users of information in order to conduct research, solve problems, and acquire knowledge for their professional and personal development.</p> <p><i>The assessment findings were as follows:</i></p>		

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	<ul style="list-style-type: none"> • 100% of students of the course completed the training, which lasted 4.5 hours, and passed the certification provided by the UPR-RP Library System. <p>Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>To strengthen the students' competencies in information literacy skills and use of technology systems, the students of the GEOG 4550 (<i>Methods of Geographical Research</i>) course participated in the training workshop on the use and handling of data and the proper use of the catalog of the Library and the UPR-RP Computer Center of the College of Social Sciences.</p> <p>Attendance reports and certifications provided by the UPR-RP Library System for each of the participating students, were used as an indirect measure of assessment of the information literacy skills of the students.</p> <p><i>Expected outcome:</i> The program did not establish a specific expected outcome for this assessment.</p> <p>The training will enable participating students to perform independently as users of information in order to conduct research, solve problems, and acquire knowledge for their professional and personal development.</p> <p><i>The assessment findings were as follows:</i></p> <ul style="list-style-type: none"> • 100% of students of the course completed the training, which lasted 4.5 hours, and passed the certification provided by the UPR-RP Library System. 		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>To strengthen the students' competencies in information literacy skills and use of technology systems, the students of the GEOG 4205 (<i>Geography and Law</i>) course participated in the training workshop on the use and handling of data and the proper use of the catalog of the Library and the UPR-RP Computer Center of the College of Social Sciences.</p> <p>Attendance reports and certifications provided by the UPR-RP Library System for each of the participating students, were used as an indirect measure of assessment of the information literacy skills of the students.</p> <p><i>Expected outcome:</i> The program did not establish a specific expected outcome for this assessment.</p> <p>The training will enable participating students to perform independently as users of information in order to conduct research, solve problems, and acquire knowledge for their professional and personal development.</p> <p><i>The assessment findings were as follows:</i></p> <ul style="list-style-type: none"> • 100% of students of the course completed the training, which lasted 4.5 hours, and passed the certification provided by the UPR-RP Library System. <p>Therefore, the goal was met.</p> <p>Third Instance</p> <p>To strengthen the students' competencies in information literacy</p>		



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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>skills and use of technology systems, the students of the GEOG 3600 (<i>Population Geography</i>) course participated in the training workshop on the use and handling of data and the proper use of the catalog of the Library and the UPR-RP Computer Center of the College of Social Sciences.</p> <p>Attendance reports and certifications provided by the UPR-RP Library System for each of the participating students, were used as an indirect measure of assessment of the information literacy skills of the students.</p> <p><i>Expected outcome:</i> The program did not establish a specific expected outcome for this assessment.</p> <p>The training will enable participating students to perform independently as users of information in order to conduct research, solve problems, and acquire knowledge for their professional and personal development.</p> <p><i>The assessment findings were as follows:</i></p> <ul style="list-style-type: none"> • 100% of students of the course completed the training, which lasted 4.5 hours, and passed the certification provided by the UPR-RP Library System. <p>Therefore, the goal was met.</p>		

School of Communication											
<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>								
<p>Public Relations and Advertising</p>	<p>First Instance</p> <p>A rubric was used in the REPU-4018 (<i>Introduction to Advertising and Public Relations</i>) course to assess the students' information literacy skills and use of technology systems through the student's special project. N= 31.</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale rubric used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">% of students</th> </tr> </thead> <tbody> <tr> <td>Style (APA style for direct and indirect quotations and bibliographic references all content is followed).</td> <td style="text-align: center;">92%</td> </tr> <tr> <td>Presentation (Has a home page and contains an index, the pages of the cover, index and content are listed correctly, according to APA).</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Evidence (the assertions are correct and opinions are properly substantiated and</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Criteria	% of students	Style (APA style for direct and indirect quotations and bibliographic references all content is followed).	92%	Presentation (Has a home page and contains an index, the pages of the cover, index and content are listed correctly, according to APA).	0%	Evidence (the assertions are correct and opinions are properly substantiated and	100%	<p>Additional time is spent in class to talk about the importance of presenting evidence and correct citation. In addition, emphasis will be placed on the APA style.</p>	<p>One measure in one instance, which was met (100%).</p> <p>One transformative action was established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p> <div style="background-color: #cccccc; padding: 5px;">OEAE comments:</div> <p>If you assess by criterion, you cannot expected a 70 % outcome if you only assess 3 criteria. Either the expected outcome is 100% (3 out of 3) or 2 out of 3 (67 %). In this case, a 67% expected outcome was adequate enough.</p>
Criteria	% of students										
Style (APA style for direct and indirect quotations and bibliographic references all content is followed).	92%										
Presentation (Has a home page and contains an index, the pages of the cover, index and content are listed correctly, according to APA).	0%										
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School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>documented, references are properly identified).</p> <hr/> <p>The expected goal was reached in 2 out of the 3 (66.67%) criteria assessed in the course.</p> <p>Therefore, the goal for this outcome (66.67%) was met.</p>		

V. Logical-mathematical reasoning

College of Humanities														
Academic Program	Findings	Transformative Actions	Summary of Results											
Philosophy	<p>First Instance</p> <p>A rubric was used in the FILO 4031 (<i>Logic</i>) course to assess the students' competencies in logical mathematical reasoning skills through an exam. N = 26</p> <p><i>Expected outcome:</i> 60% of students would translate Spanish sentences in two logical languages and a syntactic method to corroborate logical validity.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following:</p> <p style="text-align: center;">Criteria of Logical Mathematical Reasoning</p> <ol style="list-style-type: none"> 1- Outlining skills (translate Spanish sentences to the language of propositional logic). 2- Method of natural deduction to syntactically corroborate the validity of an argument. <hr/> <p><i>The assessment findings were as follows:</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">Criteria</th> <th colspan="2">FILO 4031 N = 26</th> </tr> <tr> <th>n</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Outlining skills</td> <td>14/26</td> <td>54%</td> </tr> <tr> <td>Method of natural deduction</td> <td>14/26</td> <td>54%</td> </tr> </tbody> </table>	Criteria	FILO 4031 N = 26		n	%	Outlining skills	14/26	54%	Method of natural deduction	14/26	54%	Exercises similar to the assessment exercise were assigned to the students.	<p>One measure in one instance, which was not met.</p> <p>One transformative action was established.</p>
Criteria	FILO 4031 N = 26													
	n	%												
Outlining skills	14/26	54%												
Method of natural deduction	14/26	54%												

College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>54% of the students assessed reached the expected outcome in all the criteria assessed.</p> <p>Therefore, the goal was not met</p>		

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>												
Biology	<p>First Instance</p> <p>A rubric was used in the BIOL 4350 (Cell Biology) course to assess students' logical-mathematical skills with a set of analysis questions from the first three partial exams.</p> <p><i>Expected outcome</i> - It was expected that 50% or more of the students would correctly answer the analysis questions in the final exam.</p> <p>Students' logical-mathematical skills were evaluated through a set of analysis questions that assess the skill of graphs and data interpretation.</p> <p>The assessment results from each of the analysis questions in the partial exam #1, #2 and #3 were as follows:</p> <table border="1" data-bbox="551 1193 1115 1453"> <thead> <tr> <th>Partial Exam</th> <th>N</th> <th>Analysis question number</th> <th>%</th> </tr> </thead> <tbody> <tr> <td rowspan="3">First exam</td> <td rowspan="3">197</td> <td>Question #6</td> <td>55%</td> </tr> <tr> <td>Question #7</td> <td>43%</td> </tr> <tr> <td>Question #8</td> <td>77%</td> </tr> </tbody> </table>	Partial Exam	N	Analysis question number	%	First exam	197	Question #6	55%	Question #7	43%	Question #8	77%		<p>Three measures in one instance, which was met.</p> <p>No transformative actions were proposed.</p>
Partial Exam	N	Analysis question number	%												
First exam	197	Question #6	55%												
		Question #7	43%												
		Question #8	77%												

College of Natural Sciences

Academic Program	Findings				Transformative Actions	Summary of Results			
			Question #22	71%					
			Question #27	60%					
			Question #31	73%					
			Question #35	82%					
	Second exam	189	Question #7	87%					
			Question #39	47%					
			Question #45	48%					
			Question #55	66%					
	Third exam	179	Question #14	75%					
			Question #17	76%					
			Question #21	49%					
	<p><i>First partial exam:</i> The expected outcome was reached by the students assessed in 6 out of 7 of the analysis questions (86%). The expected outcome was achieved in all the questions, except question #7.</p> <p><i>Second partial exam:</i> The expected outcome was reached by the students assessed in 2 out of 4 of the analysis questions (50%). The expected outcome was only achieved in questions #7 and #55.</p> <p><i>Third partial exam:</i> The expected outcome was reached by the students assessed in 2 out of 3 of the analysis questions (67%). The expected outcome was achieved in all the questions, except question #21.</p>								

College of Natural Sciences									
Academic Program	Findings	Transformative Actions	Summary of Results						
	The expected outcome was reached in all three partial exams. Therefore, the goal was met.								
Computer Science	<p><i>First Semester</i></p> <p>First Instance A rubric was used to assess students' logical-mathematical reasoning skills in an exam problem of the CCOM 3020 (Discrete Mathematics) course. N = 23</p> <p><i>Specific expected outcome</i> - It was expected that at least 60% of the students assessed would be competent as defined in the rubric.</p> <p><i>The assessment findings were:</i></p> <p>61% of the students (14 out of 23 students) were “competent” as defined in the rubric of the exam problem.</p> <p>Therefore, the goal was met.</p>		<p>One measure in one instance, which was met.</p> <p>No transformative actions were proposed.</p>						
Mathematics	<p><i>First Semester</i></p> <p>First Instance A rubric was used in the MATE 3325 (Introduction to Discrete Mathematics) course to assess students’ logical-mathematical reasoning skills in a high cognitive level question to be included in the final exam. N = 18</p> <p><i>Specific expected outcome</i> - It was expected that 66% of the students assessed would obtain 3 points or more in the question, in the 4 point scale rubric used ($\geq 75\%$).</p> <p>It was expected that students recognize when two elements are related in the binary relationship given.</p>		<p>Two measures in five instances, only one of which was met.</p> <p>No transformative actions were proposed.</p> <table border="1" data-bbox="1841 1263 2494 1469"> <thead> <tr> <th>Course</th> <th>OEAE RECOMMENDATIONS TO THE PROGRAM</th> </tr> </thead> <tbody> <tr> <td>MATE 3325</td> <td>OEAE recommends the establishment of criteria in the rubric that demonstrate the performance or the mastery level of the students that result in learning outcomes.</td> </tr> <tr> <td>MATE 4033</td> <td></td> </tr> </tbody> </table>	Course	OEAE RECOMMENDATIONS TO THE PROGRAM	MATE 3325	OEAE recommends the establishment of criteria in the rubric that demonstrate the performance or the mastery level of the students that result in learning outcomes.	MATE 4033	
Course	OEAE RECOMMENDATIONS TO THE PROGRAM								
MATE 3325	OEAE recommends the establishment of criteria in the rubric that demonstrate the performance or the mastery level of the students that result in learning outcomes.								
MATE 4033									

College of Natural Sciences

Academic Program	Findings	Transformative Actions	Summary of Results														
	<p>The assessment results were:</p> <table border="1" data-bbox="701 342 970 646"> <thead> <tr> <th>Number of students</th> <th>Level (points)</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> </tr> <tr> <td>6</td> <td>3</td> </tr> <tr> <td>4</td> <td>2</td> </tr> <tr> <td>4</td> <td>1</td> </tr> <tr> <td>1</td> <td>0</td> </tr> <tr> <td>N = 18</td> <td>2.33</td> </tr> </tbody> </table> <p>The average student showed limited knowledge of the concepts and processes. Only 9 students out of 18, achieved a level of 4 or 3 points (50%).</p> <p>The expected outcome was not reached. Therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used in the MATE 4033 (Advanced Algebra II) course to assess students' logical-mathematical reasoning skills in a high cognitive level question to be included in the final exam. N = 6</p> <p><i>Specific expected outcome</i> - It was expected that 66% of the students assessed would obtain $\geq 70\%$ in the question.</p> <p>Only 2 students (33%) achieved more than 70% in the question of the test. Therefore, the goal was not met.</p> <p>Third Instance</p> <p>An exit questionnaire was administered to students at the end of the bachelor's degree, to measure the degree of satisfaction</p>	Number of students	Level (points)	3	4	6	3	4	2	4	1	1	0	N = 18	2.33		
Number of students	Level (points)																
3	4																
6	3																
4	2																
4	1																
1	0																
N = 18	2.33																

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>of the graduates with the technological training they received, which included items designed to assess the degree of satisfaction with the academic preparation received in the area of logical-mathematical reasoning skills. N = 2</p> <p><i>Specific expected outcome</i> - It was expected that the students identify their level of satisfaction as satisfied or very satisfied in the exit questionnaire.</p> <p>Students expressed they were satisfied with their training in the area of competence logical / mathematical skills.</p> <p>The expected outcome was reached in all the items (100%).</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 MATE 4033 (Advanced Algebra II) course to assess students' logical-mathematical reasoning skills in a high cognitive level question to be included in the final exam. N = 9</p> <p><i>Specific expected outcome</i> - It was expected that 66% of the students assessed would obtain $\geq 70\%$ in the question of the test.</p> <p>Only 5 students (56%) achieved more than 70% in the question of the test.</p> <p>Therefore, the goal was not met.</p>		

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>						
	<p>Second Instance</p> <p>An exit questionnaire was administered to students at the end of the bachelor's degree, to measure the degree of satisfaction of the graduates with the technological training they receive, which included items designed to assess the degree of satisfaction with the academic preparation received in the area of logical-mathematical reasoning skills. N = 2</p> <p><i>Specific expected outcome</i> - It was expected that the items would receive a score of 3 or higher in a 4 point scale.</p> <p>Findings for the items assessed was:</p> <table border="1" data-bbox="575 773 1096 1052"> <thead> <tr> <th data-bbox="575 773 908 829">Item</th> <th data-bbox="908 773 1096 829">Average score</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 829 908 911">1. Math reasoning capacity</td> <td data-bbox="908 829 1096 911">3.00</td> </tr> <tr> <td data-bbox="575 911 908 1052">2. Application of concepts and mathematical models to real-life situations.</td> <td data-bbox="908 911 1096 1052">2.50</td> </tr> </tbody> </table> <p>The expected outcome was only reached in the first item (50%). Therefore, the goal was not met.</p>	Item	Average score	1. Math reasoning capacity	3.00	2. Application of concepts and mathematical models to real-life situations.	2.50		
Item	Average score								
1. Math reasoning capacity	3.00								
2. Application of concepts and mathematical models to real-life situations.	2.50								

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																
<p>Physics</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the FISI 4031 (Methods of Mathematical Physics) course to assess students' logical-mathematical skills with a set of analysis questions of a test in the course. N = 18</p> <p><i>Specific expected outcome</i> - It was expected that 70% of the students would have a minimum of 70% correct in the questions of the test assessed.</p> <p>The eight test questions were related to the solution of first and second order differential equations.</p> <p>The percentage of the students who reached the expected outcome by questions:</p> <table border="1" data-bbox="540 862 1131 1468"> <thead> <tr> <th>Topic of the question</th> <th>% students</th> </tr> </thead> <tbody> <tr> <td>1. Solve first order differential equations with initial conditions</td> <td>88</td> </tr> <tr> <td>2. Solve the differential equation</td> <td>71</td> </tr> <tr> <td>3. Determine whether a differential equation is exact and solve it</td> <td>79</td> </tr> <tr> <td>4. Find the integrating factor of a differential equation</td> <td>72</td> </tr> <tr> <td>5. Reduce a differential equation to first order or directly solve it</td> <td>61</td> </tr> <tr> <td>6. Solve a second order differential equation with initial conditions</td> <td>66</td> </tr> <tr> <td>7. Determine if two functions are linearly independent</td> <td>83</td> </tr> </tbody> </table>	Topic of the question	% students	1. Solve first order differential equations with initial conditions	88	2. Solve the differential equation	71	3. Determine whether a differential equation is exact and solve it	79	4. Find the integrating factor of a differential equation	72	5. Reduce a differential equation to first order or directly solve it	61	6. Solve a second order differential equation with initial conditions	66	7. Determine if two functions are linearly independent	83	<p>The professor of the course will emphasize the following topics: (1) reduced a differential equation to first-order, (2) solve a differential equation of second order, and (3) determine the exponential growth of a population of bacteria</p>	<p>One measure in one instance, which was not met.</p> <p>One transformative action was proposed.</p>
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1. Solve first order differential equations with initial conditions	88																		
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College of Natural Sciences			
Academic Program	Findings	Transformative Actions	Summary of Results
	<p>on a given interval</p> <hr/> <p>8. Determine the exponential growth of a population of bacteria 60</p> <hr/> <p>The expected outcome was reached in five of the eight topics assessed (63%).</p> <p>Therefore, the goal was not met.</p>		

School of Communication			
Academic Program	Findings	Transformative Actions	Summary of Results
<p>Public Relations and Advertising</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the REPU-4155 (<i>Media Planning / Media Planning</i>) course to assess students' logical-mathematical reasoning in the final project. N= 17.</p> <p><i>Expected outcome:</i> 70% of students participating in the activity would score 5 points or more in the 1-8 point scale rubric used.</p> <p>The results for each criterion assessed were as follows:</p> <p>The mathematical computations were well reasoned and correct. The plan was properly organized. The statistical evidence was provided using CPM, CPP, BDI, and CDI. The GRP's was appropriately distributed through the advertising cycles. The overall student's score was 76.47%.</p> <p>The expected goal was reached in all (100%) of the criteria assessed. Therefore, the goal for this outcome was met.</p>	<p>The most frequently used formulas in the process of designing the media plan was included in the median manual in order to deal with students' deficiencies in mathematical skills.</p> <p>To improve the writing of the media plan, reading assignments are given for which they have to write a critical essay.</p> <p>Any errors encountered are corrected and discussed in class.</p>	<p>One measure in two instances, one of which was not met.</p> <p>Three transformative actions were proposed.</p>



School of Communication			
<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Second Instance</p> <p>A rubric was used in the REPU-4155 (<i>Media Planning / Media Planning</i>) course to assess students' logical-mathematical reasoning in the final project. N= 17.</p> <p><i>Expected outcome:</i> 70% of students participating in the activity would score 5 points or more in the 1-8 point scale rubric used.</p> <p>The results for each criterion were as follows:</p> <p>The mathematical computations were well reasoned and correct. The plan was properly organized. The statistical evidence was provided using CPM, CPP, BDI, and CDI. The GRP's was appropriately distributed through the advertising cycles. The overall student's score was 25%.</p> <p>The expected goal was not reached in any of the criteria assessed. Therefore, the goal for this outcome was not met.</p>		

Content Knowledge, Skills or Dispositions Competencies in the Academic Programs

College of Education			
<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Annual Summary of Results</i>
<p>Teachers' preparation Program</p> <p>Content</p>	<p>First Instance</p> <p>Students' scores on the Puerto Rico Teacher Certification Test (<i>PCMAS</i>, for its Spanish acronym), developed and administered once a year by the College Board of Puerto Rico and Latin America office, were analyzed to assess students' content knowledge skills. This test is offered at the end of the</p>	<p>The program should create the adequate mechanism to deliver the assessment data to the Office of Evaluation in a consistent manner.</p> <p>Providing support in Human Resources to the office of</p>	<p>The Teacher Preparation Program established three measures in three instances. Only two of them were met.</p> <p>Two transformative actions were established.</p>

College of Education

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Annual Summary of Results</i>																				
<p>Knowledge</p>	<p>bachelor’s degree in order for students to obtain the Teacher Certification from the Puerto Rico Department of Education. N = 126</p> <p>To measure the skills of content knowledge of the discipline, two levels of <i>professional skills of the PCMAS tests, both the elementary and secondary level</i> were used; the results of <i>specialized tests in Spanish, English, Mathematics, Science and Social Studies, and the test of basic knowledge and communication competencies.</i></p> <table border="1" data-bbox="561 667 1096 737"> <thead> <tr> <th colspan="2">Teacher Certification Test (PCMAS) Content Knowledge Skills</th> </tr> </thead> <tbody> <tr> <td>1-</td> <td>Fundamental knowledge and communication competencies</td> </tr> <tr> <td>2-</td> <td>Professional competencies (Elementary or Secondary Teaching Level)</td> </tr> <tr> <td>3-</td> <td>Specialized tests (Spanish, English, Mathematics, Science, and Social Studies)</td> </tr> </tbody> </table> <p><i>Expected outcome:</i> It was expected that 80% of the students would approve the three components of the test.</p> <p>The test results were as follows:</p> <table border="1" data-bbox="553 1232 1102 1476"> <thead> <tr> <th>PCMAS Assessments</th> <th>Student’s Pass Rate</th> <th>N</th> <th>Approval Rate</th> </tr> </thead> <tbody> <tr> <td>Fundamental Knowledge and Communication Competencies</td> <td>120</td> <td>126</td> <td>95%</td> </tr> </tbody> </table>	Teacher Certification Test (PCMAS) Content Knowledge Skills		1-	Fundamental knowledge and communication competencies	2-	Professional competencies (Elementary or Secondary Teaching Level)	3-	Specialized tests (Spanish, English, Mathematics, Science, and Social Studies)	PCMAS Assessments	Student’s Pass Rate	N	Approval Rate	Fundamental Knowledge and Communication Competencies	120	126	95%	<p>teaching practice for entering data assessment.</p>	<table border="1" data-bbox="1905 315 2470 386"> <thead> <tr> <th>Assessment Activity</th> <th>OEAE RECOMMENDATIONS FOR THE PROGRAM</th> </tr> </thead> <tbody> <tr> <td><i>Electronic Portfolio</i></td> <td> <p>All assessment activities should establish a <i>specific expected outcome</i> to allow comparison with the results obtained by students and to establish proper transformative actions (<i>see Second Instance</i>).</p> <p>It is necessary to strengthen the process of data entry of the learning assessment of students of the <i>College of Education</i>.</p> <p>It is recommended to have a copy of the rubric/instrument used as an annex of the <i>Annual Report of Assessment of the College of Education</i>.</p> </td> </tr> </tbody> </table>	Assessment Activity	OEAE RECOMMENDATIONS FOR THE PROGRAM	<i>Electronic Portfolio</i>	<p>All assessment activities should establish a <i>specific expected outcome</i> to allow comparison with the results obtained by students and to establish proper transformative actions (<i>see Second Instance</i>).</p> <p>It is necessary to strengthen the process of data entry of the learning assessment of students of the <i>College of Education</i>.</p> <p>It is recommended to have a copy of the rubric/instrument used as an annex of the <i>Annual Report of Assessment of the College of Education</i>.</p>
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<i>Electronic Portfolio</i>	<p>All assessment activities should establish a <i>specific expected outcome</i> to allow comparison with the results obtained by students and to establish proper transformative actions (<i>see Second Instance</i>).</p> <p>It is necessary to strengthen the process of data entry of the learning assessment of students of the <i>College of Education</i>.</p> <p>It is recommended to have a copy of the rubric/instrument used as an annex of the <i>Annual Report of Assessment of the College of Education</i>.</p>																						

College of Education

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Annual Summary of Results</i>												
	<p>Professional Competencies: 46 49 94% <i>Elementary Level</i></p> <hr/> <p>Professional Competencies: 71 77 92% <i>Secondary Level</i></p> <hr/> <table border="1" data-bbox="661 602 997 883"> <thead> <tr> <th>PCMAS Specialized Tests</th> <th>Student's Approval Rate</th> </tr> </thead> <tbody> <tr> <td>Spanish</td> <td>84%</td> </tr> <tr> <td>English</td> <td>89%</td> </tr> <tr> <td>Mathematics</td> <td>100%</td> </tr> <tr> <td>Social Studies</td> <td>85%</td> </tr> <tr> <td>Science</td> <td>89%</td> </tr> </tbody> </table> <p>The findings revealed that all the students exceeded the expected outcome. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A holistic rubric was used in the <i>Electronic Portfolio</i> of the students, which is incorporated as an assessment tool of the Reflective Seminar (FAED 4001, 4002 and 4003) courses that students take during their Bachelor of Education. Through the portfolio of future teachers, the students show the process of reflection on their training as educators, their educational philosophy, and their projections as professionals in the field of education.</p> <p>To assess the content knowledge skills, the area of <i>competition and mastery of knowledge</i> of the rubric for assessing the</p>	PCMAS Specialized Tests	Student's Approval Rate	Spanish	84%	English	89%	Mathematics	100%	Social Studies	85%	Science	89%		
PCMAS Specialized Tests	Student's Approval Rate														
Spanish	84%														
English	89%														
Mathematics	100%														
Social Studies	85%														
Science	89%														



College of Education			
<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Annual Summary of Results</i>
	<p>Electronic Portfolio was used.</p> <p><i>Expected outcome:</i> The program did not establish a specific expected outcome for this assessment.</p> <p><i>The assessment findings were as follows:</i></p> <p>49% of students demonstrated mastery level in this competence. However, only data entry for 7.5% of participating students in the Electronic Portfolio was made.</p> <p>Therefore, the goal was not met.</p> <p>Third Instance</p> <p>An Assessment Instrument of Teacher Candidates in Teaching Practicum was used to assess students' content knowledge skills as part of the <i>Teaching Practice</i> (EDPE 4000 level) courses.</p> <p>To assess the students' content knowledge skills, the area of <i>competence and mastery of knowledge</i> of the Assessment Instrument of Teacher Candidates in Teaching Practicum was used.</p> <p><i>Expected outcome:</i> It was expected that 90% of the students would obtain a "good" or "outstanding" level in the assessment instrument.</p> <p><i>The assessment findings were as follows:</i></p> <p>95.71% of students scored between levels "good" and "outstanding" in the area of <i>competence and mastery of knowledge in the discipline</i>. Therefore, the goal was met.</p>		

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Art History Content Knowledge	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the HART 3256 (<i>Theory of Art</i>) course to assess the students' competencies in content knowledge skills through a written work/essay.</p> <p><i>Expected outcome:</i> It was expected that 70% of students would demonstrate, through the methodology of the discipline, proficiency in the analysis, theory, and art criticism, as well as other components such as: description, content, vocabulary, and development of ideas, among others.</p> <p>The rubric used assessed the following criteria:</p> <table border="1" data-bbox="534 930 1134 1157"> <thead> <tr> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>1. The topic was discussed extensively.</td> </tr> <tr> <td>2. The references were managed correctly.</td> </tr> <tr> <td>3. Proper vocabulary of the discipline itself was used.</td> </tr> <tr> <td>4. The ideas were well developed and organized.</td> </tr> </tbody> </table> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="612 1263 1059 1461"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>The topic was discussed extensively.</td> <td>90%</td> </tr> <tr> <td>The references were managed correctly.</td> <td>80%</td> </tr> </tbody> </table>	Criteria	1. The topic was discussed extensively.	2. The references were managed correctly.	3. Proper vocabulary of the discipline itself was used.	4. The ideas were well developed and organized.	Criteria	%	The topic was discussed extensively.	90%	The references were managed correctly.	80%	<p>Program courses in Art History must meet the requirements of a variety of written works such as monographs, essays, reviews, and criticism on topics relevant to the discipline.</p> <p>The tests must meet a component of discussion where questions can evaluate the topics discussed in class related to the discipline of Art History and related disciplines.</p>	<p>Two measures in twelve instances, all of which were met.</p> <p>Two transformative actions were established.</p> <table border="1" data-bbox="1911 703 2467 1117"> <thead> <tr> <th>Course</th> <th>OEAE RECOMMENDATIONS FOR THE PROGRAM</th> </tr> </thead> <tbody> <tr> <td><i>HART 3256</i></td> <td>All assessment activities should</td> </tr> <tr> <td><i>HART 4115</i></td> <td>establish specific transformative</td> </tr> <tr> <td><i>HART 3215</i></td> <td>actions for each course.</td> </tr> <tr> <td><i>HART 3227</i></td> <td></td> </tr> <tr> <td><i>HART 3225</i></td> <td></td> </tr> <tr> <td><i>HART 4116</i></td> <td></td> </tr> </tbody> </table>	Course	OEAE RECOMMENDATIONS FOR THE PROGRAM	<i>HART 3256</i>	All assessment activities should	<i>HART 4115</i>	establish specific transformative	<i>HART 3215</i>	actions for each course .	<i>HART 3227</i>		<i>HART 3225</i>		<i>HART 4116</i>	
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	<p>Proper vocabulary of the discipline itself was used. 80%</p> <p>The ideas were well developed and organized. 80%</p> <hr style="width: 20%; margin-left: 0;"/> <p>The students obtained an average of 83% in the rubric that was used. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the HART 4115 (<i>Greek Art</i>) course to assess the students' competencies in content knowledge skills through a written work/essay.</p> <p><i>Expected outcome:</i> It was expected that 70% of students would demonstrate, through the methodology of the discipline, proficiency in the analysis, theory, and art criticism, as well as other components such as: description, content, vocabulary, and development of ideas, among others.</p> <p>The rubric used assessed the following criteria:</p> <table border="1" style="margin-left: 40px; border-collapse: collapse; width: 80%;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Criteria</th> </tr> </thead> <tbody> <tr> <td>1. The topic was discussed extensively.</td> </tr> <tr> <td>2. The references were managed correctly.</td> </tr> <tr> <td>3. Proper vocabulary of the discipline itself was used.</td> </tr> <tr> <td>4. The ideas were well developed and organized.</td> </tr> </tbody> </table> <hr style="width: 20%; margin-left: 0;"/> <p><i>The assessment findings were as follows:</i></p>	Criteria	1. The topic was discussed extensively.	2. The references were managed correctly.	3. Proper vocabulary of the discipline itself was used.	4. The ideas were well developed and organized.		
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	<p>In addition, students would develop <i>critical analysis capacity</i> in the evaluation of works of art through various disciplines, such as: Theory, Sociology, Psychology, Philosophy, Iconography, Iconology, Anthropology, Archeology, and History, among other disciplines.</p> <p>The rubric used assessed the following criteria:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: center;">Criteria</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. The meaning can be understood.</td> </tr> <tr> <td style="text-align: center;">2. It is free of errors or alterations.</td> </tr> <tr> <td style="text-align: center;">3. The ideas have coherency, no contradictions.</td> </tr> <tr> <td style="text-align: center;">4. It focuses on what is important and not trivial.</td> </tr> </tbody> </table> <p><i>The assessment findings were as follows:</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">The meaning can be understood.</td> <td style="text-align: center;">80%</td> </tr> <tr> <td style="text-align: center;">It is free of errors or alterations.</td> <td style="text-align: center;">80%</td> </tr> <tr> <td style="text-align: center;">The ideas have coherency, no contradictions.</td> <td style="text-align: center;">90%</td> </tr> <tr> <td style="text-align: center;">It focuses on what is important and not trivial.</td> <td style="text-align: center;">90%</td> </tr> </tbody> </table> <p>The students obtained an average of 88% in the rubric that was used. Therefore, the goal was met.</p>	Criteria	1. The meaning can be understood.	2. It is free of errors or alterations.	3. The ideas have coherency, no contradictions.	4. It focuses on what is important and not trivial.	Criteria	%	The meaning can be understood.	80%	It is free of errors or alterations.	80%	The ideas have coherency, no contradictions.	90%	It focuses on what is important and not trivial.	90%		
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Academic Program	Findings	Transformative Actions	Summary of Results											
	<p>Fifth Instance</p> <p>A rubric was used in the HART 4115 (<i>Greek Art</i>) course to assess the students' competencies in content knowledge skills through a written work/essay.</p> <p><i>Expected outcome:</i> It was expected that 70% of students would develop critical thinking skills through formal and thematic analysis, theory, and criticism of the artwork.</p> <p>In addition, students would develop <i>critical analysis capacity</i> in the evaluation of works of art through various disciplines, such as: Theory, Sociology, Psychology, Philosophy, Iconography, Iconology, Anthropology, Archeology, and History, among other disciplines.</p> <p>The rubric used assessed the following criteria:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: center;">Criteria</th> </tr> </thead> <tbody> <tr> <td>1. The meaning can be understood.</td> </tr> <tr> <td>2. It is free of errors or alterations.</td> </tr> <tr> <td>3. The ideas have coherency, no contradictions.</td> </tr> <tr> <td>4. It focuses on what is important and not trivial.</td> </tr> </tbody> </table> <p><i>The assessment findings were as follows:</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td>The meaning can be understood.</td> <td style="text-align: center;">90%</td> </tr> <tr> <td>It is free of errors or alterations.</td> <td style="text-align: center;">50%</td> </tr> </tbody> </table>	Criteria	1. The meaning can be understood.	2. It is free of errors or alterations.	3. The ideas have coherency, no contradictions.	4. It focuses on what is important and not trivial.	Criteria	%	The meaning can be understood.	90%	It is free of errors or alterations.	50%		
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	<p>Third Instance</p> <p>A rubric was used in the HART 4116 (<i>Roman Art</i>) course to assess the students' competencies in content knowledge skills through a written work/essay.</p> <p><i>Expected outcome:</i> It was expected that 70% of students would demonstrate, through the methodology of the discipline, proficiency in the analysis, theory, and art criticism, as well as other components such as: description, content, vocabulary, and development of ideas, among others.</p> <p>The rubric used assessed the following criteria:</p> <table border="1" style="margin-left: 40px; margin-bottom: 20px;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: center;">Criteria</th> </tr> </thead> <tbody> <tr> <td>1. The topic was discussed extensively.</td> </tr> <tr> <td>2. The references were managed correctly.</td> </tr> <tr> <td>3. Proper vocabulary of the discipline itself was used.</td> </tr> <tr> <td>4. The ideas were well developed and organized.</td> </tr> </tbody> </table> <p><i>The assessment findings were as follows:</i></p> <table border="1" style="margin-left: 40px;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td>The topic was discussed extensively</td> <td style="text-align: center;">75%</td> </tr> <tr> <td>The references were managed correctly.</td> <td style="text-align: center;">59%</td> </tr> <tr> <td>Proper vocabulary of the discipline itself was used.</td> <td style="text-align: center;">88%</td> </tr> </tbody> </table>	Criteria	1. The topic was discussed extensively.	2. The references were managed correctly.	3. Proper vocabulary of the discipline itself was used.	4. The ideas were well developed and organized.	Criteria	%	The topic was discussed extensively	75%	The references were managed correctly.	59%	Proper vocabulary of the discipline itself was used.	88%		
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	<p>The ideas were well developed and organized. 79%</p> <hr/> <p>The students obtained an average of 75% in the rubric that was used.</p> <p>Therefore, the goal was met.</p> <p>Fourth Instance A rubric was used in the HART 3227 (<i>Medieval Illuminated Manuscripts</i>) course to assess the students' competencies in content knowledge skills through a written work/essay.</p> <p><i>Expected outcome:</i> It was expected that 70% of students would develop critical thinking skills through formal and thematic analysis, theory, and criticism of the artwork.</p> <p>In addition, students would develop <i>critical analysis capacity</i> in the evaluation of works of art through various disciplines, such as: Theory, Sociology, Psychology, Philosophy, Iconography, Iconology, Anthropology, Archeology, and History, among other disciplines.</p> <p>The rubric used assessed the following criteria:</p> <table border="1" data-bbox="567 1166 1104 1414"> <thead> <tr> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>1. The meaning can be understood.</td> </tr> <tr> <td>2. It is free of errors or alterations.</td> </tr> <tr> <td>3. The ideas have coherency, no contradictions.</td> </tr> <tr> <td>4. It focuses on what is important and not trivial.</td> </tr> </tbody> </table> <hr/> <p><i>The assessment findings were as follows:</i></p>	Criteria	1. The meaning can be understood.	2. It is free of errors or alterations.	3. The ideas have coherency, no contradictions.	4. It focuses on what is important and not trivial.		
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Comparative Literature	<p>used. Therefore, the goal was met.</p> <p><i>First Semester</i> First Instance</p> <p>A 6 point rubric was used in the LITE 3061 (<i>Medieval Literature - I</i>) course to assess the students' competencies in content knowledge skills in a final exam essay. N = 10</p> <p><i>Expected outcome:</i> It was expected that 75% or more of the students would receive a score of 4 or higher in all criteria assessed.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Content Knowledge Skills Criteria</p> </div> <ol style="list-style-type: none"> 1- Knowledge of historical contexts. 2- Relation to other cultural discourses. 3- Continuity of literary periods. 4- Knowledge of relevant concepts of literary, cultural, and theoretical movements. 5- Identification of literary, cultural, or theoretical movement. 6- Definition of rhetorical and theoretical discourses. 7- Identification of topics or thematic concepts. 8- Application of thematic concepts. 9- Application of knowledge of discourses. 10- Questioning or modifying of knowledge 	<p>More emphasis should be given in the basic courses to the development of knowledge specific to the discipline of Comparative Literature.</p> <p>The current enrollment cap of 30 students in the introductory writing courses needs to be lowered ideally to 15 students.</p>	<p>One measure in one instance, which was not met.</p> <p>Two transformative actions were established.</p>

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	<p>discourses.</p> <p>11- Questioning or modifying of knowledge of thematic content.</p> <hr/> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="559 532 1112 1463"> <thead> <tr> <th data-bbox="559 532 844 651">Criteria</th> <th data-bbox="844 532 997 651">Students' scores 4 or higher</th> <th data-bbox="997 532 1112 651">%</th> </tr> </thead> <tbody> <tr> <td data-bbox="559 651 844 748">Knowledge of historical contexts.</td> <td data-bbox="844 651 997 748">6/10</td> <td data-bbox="997 651 1112 748">60%</td> </tr> <tr> <td data-bbox="559 748 844 846">Relation to other cultural discourses.</td> <td data-bbox="844 748 997 846">6/10</td> <td data-bbox="997 748 1112 846">60%</td> </tr> <tr> <td data-bbox="559 846 844 943">Continuity of literary periods.</td> <td data-bbox="844 846 997 943">6/10</td> <td data-bbox="997 846 1112 943">60%</td> </tr> <tr> <td data-bbox="559 943 844 1040">Knowledge of relevant concepts of literary, cultural, and theoretical movements.</td> <td data-bbox="844 943 997 1040">6/10</td> <td data-bbox="997 943 1112 1040">60%</td> </tr> <tr> <td data-bbox="559 1040 844 1138">Identification of literary, cultural, or theoretical movement.</td> <td data-bbox="844 1040 997 1138">7/10</td> <td data-bbox="997 1040 1112 1138">70%</td> </tr> <tr> <td data-bbox="559 1138 844 1235">Definition of rhetorical and theoretical discourses.</td> <td data-bbox="844 1138 997 1235">6/10</td> <td data-bbox="997 1138 1112 1235">60%</td> </tr> <tr> <td data-bbox="559 1235 844 1333">Identification of topics or thematic concepts.</td> <td data-bbox="844 1235 997 1333">6/10</td> <td data-bbox="997 1235 1112 1333">60%</td> </tr> <tr> <td data-bbox="559 1333 844 1463">Application of thematic concepts.</td> <td data-bbox="844 1333 997 1463">5/10</td> <td data-bbox="997 1333 1112 1463">50%</td> </tr> </tbody> </table>	Criteria	Students' scores 4 or higher	%	Knowledge of historical contexts.	6/10	60%	Relation to other cultural discourses.	6/10	60%	Continuity of literary periods.	6/10	60%	Knowledge of relevant concepts of literary, cultural, and theoretical movements.	6/10	60%	Identification of literary, cultural, or theoretical movement.	7/10	70%	Definition of rhetorical and theoretical discourses.	6/10	60%	Identification of topics or thematic concepts.	6/10	60%	Application of thematic concepts.	5/10	50%		
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<p>English</p> <p>Oral Communication Skills in English</p>	<p>First Instance</p> <p>A rubric was used in the INGL 3032 (<i>Developing Functions of Oral English - First Level II</i>) course to assess the students' competencies in content knowledge skills through oral exercises in class. N = 13</p> <p><i>Expected outcome:</i> It was expected that 60% of the students would receive a score of 2 points or more in the rubric for assessment of English speaking skills.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following:</p> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">English Speaking Skills (Content Knowledge) Criteria</p> </div> <p>1. Mastery of vocabulary words and verbs.</p>	<p>The professors of the English Oral Communication Skills courses are currently revising their rubric to make it a more useful tool.</p>	<p>One measure in two instances, which were met.</p> <p>Two transformative actions were established.</p>									

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	<p>2. Demonstrated skills in grammar (use of verb tenses and complex sentences).</p> <p>3. Pronunciation of words and phrases with little phonological interference.</p> <p>4. Carrying on conversations with minimal difficulty.</p> <p>5. Verbal argument presentation with logical organization.</p> <p>6. Understanding of diverse speaking styles and topics.</p> <hr/> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="559 824 1112 1482"> <thead> <tr> <th data-bbox="559 824 940 1073">Criteria</th> <th data-bbox="940 824 1112 1073"> INGL 3032 N = 13 <hr/> % of Students score 2 points or more </th> </tr> </thead> <tbody> <tr> <td data-bbox="559 1073 940 1133">Vocabulary</td> <td data-bbox="940 1073 1112 1133">84.6%</td> </tr> <tr> <td data-bbox="559 1133 940 1193">Grammar</td> <td data-bbox="940 1133 1112 1193">77%</td> </tr> <tr> <td data-bbox="559 1193 940 1253">Pronunciation</td> <td data-bbox="940 1193 1112 1253">92%</td> </tr> <tr> <td data-bbox="559 1253 940 1313">Conversational skills</td> <td data-bbox="940 1253 1112 1313">77%</td> </tr> <tr> <td data-bbox="559 1313 940 1373">Verbal argumentation</td> <td data-bbox="940 1313 1112 1373">84.6%</td> </tr> <tr> <td data-bbox="559 1373 940 1482">Understanding of diverse speaking styles</td> <td data-bbox="940 1373 1112 1482">100%</td> </tr> </tbody> </table>	Criteria	INGL 3032 N = 13 <hr/> % of Students score 2 points or more	Vocabulary	84.6%	Grammar	77%	Pronunciation	92%	Conversational skills	77%	Verbal argumentation	84.6%	Understanding of diverse speaking styles	100%		
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	<p>100% of the students assessed reached the expected outcome in all the criteria assessed. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the INGL 3072 (<i>Developing Functions of Oral English - Fourth Level II</i>) course to assess the students' competencies in content knowledge skills through oral exercises in class. N = 16</p> <p><i>Expected outcome:</i> It was expected that 60% of the students would receive a score of 2 points or more in the rubric for assessment of English speaking skills.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following:</p> <div style="background-color: #cccccc; padding: 5px; text-align: center; margin: 10px 0;"> English Speaking Skills (Content Knowledge) Criteria </div> <ol style="list-style-type: none"> 1- Mastery of vocabulary words and verbs. 2- Demonstrated skills in grammar (use of verb tenses and complex sentences). 3- Pronunciation of words and phrases with little phonological interferences. 4- Carrying on conversations with minimal difficulty. 5- Verbal argument presentation with logical organization. 6- Understanding of diverse speaking styles and topics. 	<p>In INGL 3072, the professor will put more emphasis on a broader range of vocabulary.</p>	

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<p>Fine Arts</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric with the results of a critical group was used in the ARTE 3912 (<i>Fundamentals of Visual Arts 2</i>) course to assess the students' competencies in content knowledge skills through</p>	<p>Emphasis on the workshop and application of the elements of three-dimensional design, based on the existing analysis.</p>	<p>Two measures in eight instances, which were met.</p> <p>Twelve transformative actions were established.</p>														

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>						
	<p>their development in individual work during the workshop hours and their dispositions toward experimentation, and development of a technical language through their work.</p> <p><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria assessed.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <div style="border: 1px solid black; background-color: #d3d3d3; padding: 2px; text-align: center; margin: 10px 0;"> Content Knowledge Skills Criteria </div> <ol style="list-style-type: none"> 1. Portfolio (through work produced in class). 2. Attendance to the workshop hours. 3. Execution and completion of plastic work. 4. Mastery of the elements of art and principles of design. <hr style="width: 20%; margin-left: 0;"/> <p><i>The assessment findings were as follows:</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="padding: 5px;">Mid-term Assessment</th> <th style="padding: 5px;">Final Assessment</th> </tr> <tr style="background-color: #d3d3d3;"> <th colspan="2" style="padding: 5px;">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">93%</td> <td style="padding: 5px;">93%</td> </tr> </tbody> </table> <p>93% of the students assessed reached the expected outcome, both in the mid-term and the final assessment.</p> <p>Therefore, the goal was met.</p>	Mid-term Assessment	Final Assessment	Percentage of Students Meeting the Goal		93%	93%	<p>Identification of geometric, curvilinear, organic, and radial shapes.</p> <p>Agree on a schedule for evening and Saturday workshops.</p> <p>Request allocation funds from the university for the hiring of technicians specialized in plastic work.</p> <p>Establish critical group sessions in all courses.</p>	
Mid-term Assessment	Final Assessment								
Percentage of Students Meeting the Goal									
93%	93%								

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	<p>Second Instance</p> <p>A rubric with the results of a critical group was used in the ARTE 4981 (<i>Creative Research Workshop I</i>) course to assess the students' competencies in content knowledge skills through their development in individual work during the hours of workshop and their dispositions toward experimentation, and development of a technical language through their work.</p> <p><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Content Knowledge Skills Criteria</p> <ol style="list-style-type: none"> 1. Portfolio (through the work produced in class). 2. Attendance to workshop hours. 3. Execution and completion of plastic work. 4. Mastery of the elements of art and principles of design. </div> <p><i>The assessment findings were as follows:</i></p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 50%; text-align: center;">Mid-term Assessment</th> <th style="width: 50%; text-align: center;">Final Assessment</th> </tr> <tr style="background-color: #d3d3d3;"> <th colspan="2" style="text-align: center;">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">83%</td> <td style="text-align: center;">92%</td> </tr> </tbody> </table> <p>83% of students assessed reached the expected outcome in the</p>	Mid-term Assessment	Final Assessment	Percentage of Students Meeting the Goal		83%	92%	<p>Encourage the use of Gallery 209 at the College of Fine Arts.</p>	
Mid-term Assessment	Final Assessment								
Percentage of Students Meeting the Goal									
83%	92%								

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>		
	<p>mid-term assessment, and in the final assessment, 92% of students reached the expected outcome. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric with the results of a critical group was used in the ARTE 4982 (<i>Creative Research Workshop 2</i>) course to assess the students' competencies in content knowledge skills through their development in individual work during the workshop hours and their dispositions toward experimentation, and the development of a technical language through their work.</p> <p><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria assessed.</p> <p>The criteria to be assessed, as expressed in the rubric used , are the following :</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Content Knowledge Skills Criteria</p> <ol style="list-style-type: none"> 1. Portfolio (through the work produced in class). 2. Attendance to the workshop hours. 3. Execution and completion of plastic work. 4. Mastery of the elements of art and principles of design. </div> <hr style="width: 20%; margin: 10px 0;"/> <p><i>The assessment findings were as follows:</i></p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="text-align: center;">Mid-term Assessment</td> <td style="text-align: center;">Final Assessment</td> </tr> </table>	Mid-term Assessment	Final Assessment	<p>An orientation for all students will be held in self-management</p> <p>Courses related to self-management of the visual arts will be created.</p>	
Mid-term Assessment	Final Assessment				

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Academic Program	Findings	Transformative Actions	Summary of Results									
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">80%</td> </tr> </tbody> </table> <p>100% of students assessed reached the expected outcome in the mid-term assessment; and in the final assessment, 80% of students reached the expected outcome. Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric with the results of a critical group was used in the ARTE 3912 (<i>Fundamentals of Visual Arts 2</i>) course to assess the students' competencies in content knowledge skills through collective research that revolves around issues such as knowing the work and the dissemination of artists relevant to the topic of the course, how to handle the artistic career that is self-managed, and reflect on issues related to the diffusion of the plastic work.</p> <p><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Content Knowledge Skills Criteria</th> </tr> </thead> <tbody> <tr> <td>1. Portfolio (through the work produced in class).</td> </tr> <tr> <td>2. Attendance to the workshop hours.</td> </tr> <tr> <td>3. Execution and completion of plastic work.</td> </tr> <tr> <td>4. Mastery of the elements of art and</td> </tr> </tbody> </table>	Percentage of Students Meeting the Goal		100%	80%	Content Knowledge Skills Criteria	1. Portfolio (through the work produced in class).	2. Attendance to the workshop hours.	3. Execution and completion of plastic work.	4. Mastery of the elements of art and	<p>Workshops will be provided during the semester with external resource specialists in related issues, where we will discuss in detail how to make a portfolio, how to apply for fund raising proposals, and participation in arts residencies.</p>	
Percentage of Students Meeting the Goal												
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Content Knowledge Skills Criteria												
1. Portfolio (through the work produced in class).												
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	<p style="text-align: center;">principles of design.</p> <hr style="width: 20%; margin: 10px auto;"/> <p><i>The assessment findings were as follows:</i></p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="padding: 5px;">Mid-term Assessment</th> <th style="padding: 5px;">Final Assessment</th> </tr> <tr style="background-color: #d3d3d3;"> <th colspan="2" style="padding: 5px;">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">100%</td> <td style="padding: 5px;">100%</td> </tr> </tbody> </table> <p>100% of students assessed reached the expected outcome, both in the mid-term assessment and in the final assessment. Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric with the results of a critical group was used in the ARTE 4981 (<i>Creative Research Workshop 1</i>) course to assess the students' competencies in content knowledge skills through collective research that revolves around issues, such as, knowing the work and the dissemination of artists relevant to the topic of the course, how to handle the artistic career that is self-managed, and reflect on issues related to the diffusion of the plastic work.</p> <p><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="padding: 5px;">Content Knowledge Skills Criteria</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. Portfolio (through the work produced in class).</td> </tr> </tbody> </table>	Mid-term Assessment	Final Assessment	Percentage of Students Meeting the Goal		100%	100%	Content Knowledge Skills Criteria	1. Portfolio (through the work produced in class).		
Mid-term Assessment	Final Assessment										
Percentage of Students Meeting the Goal											
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Academic Program	Findings	Transformative Actions	Summary of Results						
	<p>2. Attendance to the workshop hours.</p> <p>3. Execution and completion of plastic work.</p> <p>4. Mastery of the elements of art and principles of design.</p> <hr/> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="567 634 1102 797"> <thead> <tr> <th data-bbox="567 634 835 699">Mid-term Assessment</th> <th data-bbox="835 634 1102 699">Final Assessment</th> </tr> <tr> <th colspan="2" data-bbox="567 699 1102 740">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td data-bbox="567 740 835 797">75%</td> <td data-bbox="835 740 1102 797">83%</td> </tr> </tbody> </table> <p>75% of students assessed reached the expected outcome in the mid-term assessment; and in the final assessment, 83% of students reached the expected outcome. Therefore, the goal was met.</p> <p>Sixth Instance</p> <p>A rubric with the results of a critical group was used in the ARTE 4982 (<i>Creative Research Workshop 2</i>) course to assess the students' competencies in content knowledge skills through collective research that revolves around issues such as, knowing the work and the dissemination of artists relevant to the topic of the course, how to handle the artistic career that is self-managed, and reflect on issues related to the diffusion of the plastic work.</p> <p><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria.</p>	Mid-term Assessment	Final Assessment	Percentage of Students Meeting the Goal		75%	83%	<p>Revision and updating of the curricula of the course will be held.</p>	
Mid-term Assessment	Final Assessment								
Percentage of Students Meeting the Goal									
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Academic Program	Findings	Transformative Actions	Summary of Results											
	<p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <table border="1" data-bbox="567 370 1104 699"> <thead> <tr> <th>Content Knowledge Skills Criteria</th> </tr> </thead> <tbody> <tr> <td>1. Portfolio (through the work produced in class).</td> </tr> <tr> <td>2. Attendance to the workshop hours.</td> </tr> <tr> <td>3. Execution and completion of plastic work.</td> </tr> <tr> <td>4. Mastery of the elements of art and principles of design.</td> </tr> </tbody> </table> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="567 852 1104 1015"> <thead> <tr> <th>Mid-term Assessment</th> <th>Final Assessment</th> </tr> <tr> <th colspan="2">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p>100% of students assessed reached the expected outcome, both in the mid-term assessment and in the final assessment. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric with the results of a critical group was used in the ARTE 4982 (<i>Creative Research Workshop 2</i>) course to assess the students' competencies in content knowledge skills through their development in individual work during the hours of</p>	Content Knowledge Skills Criteria	1. Portfolio (through the work produced in class).	2. Attendance to the workshop hours.	3. Execution and completion of plastic work.	4. Mastery of the elements of art and principles of design.	Mid-term Assessment	Final Assessment	Percentage of Students Meeting the Goal		100%	100%	<p>Art exhibitions and announcements, both for students and professors will be organized.</p> <p>The participation of students work outside the Institution</p>	
Content Knowledge Skills Criteria														
1. Portfolio (through the work produced in class).														
2. Attendance to the workshop hours.														
3. Execution and completion of plastic work.														
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>												
	<p>workshop and their dispositions toward experimentation, and development of a technical language through their work.</p> <p><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria assessed.</p> <p>The criteria to be assessed, as expressed in the rubric used, are the following :</p> <div style="text-align: center; background-color: #d3d3d3; padding: 5px; margin: 10px 0;"> Content Knowledge Skills Criteria </div> <ol style="list-style-type: none"> 1. Portfolio (through the work produced in class). 2. Attendance to the workshop hours. 3. Execution and completion of plastic work. 4. Mastery of the elements of art and principles of design. <hr style="width: 50%; margin: 10px auto;"/> <p><i>The assessment findings were as follows:</i></p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 20%;">Course session</th> <th style="width: 20%;">Mid-term Assessment</th> <th style="width: 20%;">Final Assessment</th> </tr> <tr style="background-color: #d3d3d3;"> <th colspan="3">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td>ARTE 4982-1</td> <td>70%</td> <td>80%</td> </tr> <tr> <td>ARTE 4982-2</td> <td>75%</td> <td>75%</td> </tr> </tbody> </table> <p>ARTE 4982- 1: 70% of students assessed reached the expected outcome in the midterm assessment; and in the final assessment, 80% of students reached the expected outcome.</p>	Course session	Mid-term Assessment	Final Assessment	Percentage of Students Meeting the Goal			ARTE 4982-1	70%	80%	ARTE 4982-2	75%	75%	<p>will be encouraged.</p> <p>Exchange with other Colleges of Art at national and international level will be encouraged.</p>	
Course session	Mid-term Assessment	Final Assessment													
Percentage of Students Meeting the Goal															
ARTE 4982-1	70%	80%													
ARTE 4982-2	75%	75%													

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>ARTE 4982- 2: 75% of students assessed reached the expected outcome, both in the mid-term assessment and the final assessment. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric with the results of a critical group was used in the ARTE 4982 (<i>Creative Research Workshop 2</i>) course to assess the students' competencies in content knowledge skills through collective research that revolves around issues such as, knowing the work and the dissemination of artists relevant to the topic of the course, how to handle the artistic career that is self-managed and reflect on issues related to the diffusion of the plastic work.</p> <p><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <div style="text-align: center; background-color: #cccccc; padding: 2px;">Content Knowledge Skills Criteria</div> <ol style="list-style-type: none"> 1. Portfolio (through the work produced in class). 2. Attendance to the workshop hours. 3. Execution and completion of plastic work. 4. Mastery of the elements of art and principles of design. <hr style="width: 20%; margin-left: 0;"/> <p><i>The assessment findings were as follows:</i></p>		

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Academic Program	Findings	Transformative Actions	Summary of Results												
	<table border="1" data-bbox="567 310 1102 558"> <thead> <tr> <th data-bbox="567 310 693 435">Course session</th> <th data-bbox="693 310 897 370">Mid-term Assessment</th> <th data-bbox="897 310 1102 370">Final Assessment</th> </tr> <tr> <th colspan="3" data-bbox="567 370 1102 435">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td data-bbox="567 435 693 495">ARTE 4982-1</td> <td data-bbox="693 435 897 495">60%</td> <td data-bbox="897 435 1102 495">90%</td> </tr> <tr> <td data-bbox="567 495 693 558">ARTE 4982-2</td> <td data-bbox="693 495 897 558">75%</td> <td data-bbox="897 495 1102 558">75%</td> </tr> </tbody> </table> <p data-bbox="486 594 1163 727">ARTE 4982-1: 60% of students assessed reached the expected outcome in the midterm assessment; and in the final assessment, 90% of students reached the expected outcome.</p> <p data-bbox="486 764 1185 898">ARTE 4982-2: 75% of students assessed reached the expected outcome, both in the mid-term assessment and in the final assessment. Therefore, the goal was met.</p>	Course session	Mid-term Assessment	Final Assessment	Percentage of Students Meeting the Goal			ARTE 4982-1	60%	90%	ARTE 4982-2	75%	75%		
Course session	Mid-term Assessment	Final Assessment													
Percentage of Students Meeting the Goal															
ARTE 4982-1	60%	90%													
ARTE 4982-2	75%	75%													
<p data-bbox="204 930 325 966">History</p> <p data-bbox="204 1011 379 1076">Integration of Knowledge</p>	<p data-bbox="486 930 647 954"><i>First Semester</i></p> <p data-bbox="486 987 647 1011">First Instance</p> <p data-bbox="486 1052 1177 1182">A rubric was used in the HIST 4008 (<i>History and Space</i>) course to assess the students' integration of knowledge through the assessment of competencies in critical thinking skills in an oral presentation and a written work.</p> <p data-bbox="486 1222 1163 1287"><i>Expected outcome:</i> A minimum of 70% of students will obtain an excellent or good level in the rubric used.</p> <p data-bbox="486 1320 1163 1385">The criteria to be assessed, as expressed in the rubric, were the following:</p> <div data-bbox="567 1401 1102 1466" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Critical Thinking Criteria</p> </div>	<p data-bbox="1206 1060 1803 1125">Incorporating information about learning outcomes and their objectives in the syllabi of the courses.</p>	<p data-bbox="1881 1052 2421 1076">One measures in three instances, which were met.</p> <p data-bbox="1881 1117 2421 1141">One overall transformative action was established.</p> <div data-bbox="1938 1203 2440 1276" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>OEAE RECOMMENDATIONS FOR THE PROGRAM</p> </div> <ul data-bbox="1970 1295 2395 1442" style="list-style-type: none"> ▪ All assessment activities should establish specific assessment results for each assessment criteria to establish appropriate transformative actions. 												

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>		
	<ol style="list-style-type: none"> 1. Using information sources to explore the topic 2. Understanding the sources of information used 3. Comparing ideas studied 4. Assessment and reflection on the ideas discussed 5. Own opinion or critical analysis of ideas <hr/> <p><i>The assessment findings were as follows:</i></p> <div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">Average Score of Students</td> </tr> <tr> <td style="text-align: center; padding: 5px;">100%</td> </tr> </table> </div> <hr/> <p>100% of the students assessed reached the expected outcome in all the criteria assessed. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the HIST 4009 (<i>History and Anthropology</i>) course to assess the students integration of knowledge through the assessment of competencies in critical thinking skills in an oral presentation and a written work..</p> <p><i>Expected outcome:</i> A minimum of 70% of students will obtain an excellent or good level in the rubric used.</p>	Average Score of Students	100%		
Average Score of Students					
100%					

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>				
	<p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <div style="text-align: center; background-color: #cccccc; padding: 5px; margin: 10px 0;">Critical Thinking Criteria</div> <ol style="list-style-type: none"> 1. Using information sources to explore the topic 2. Understanding the sources of information used 3. Comparing ideas studied 4. Assessment and reflection on the ideas discussed 5. Own opinion or critical analysis of ideas <hr style="width: 20%; margin: 10px auto;"/> <p><i>The assessment findings were as follows:</i></p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc; padding: 5px;">Highest Student Average</th> <th style="background-color: #cccccc; padding: 5px;">Lowest Student Average</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">100%</td> <td style="text-align: center; padding: 5px;">95.5%</td> </tr> </tbody> </table> <hr style="width: 20%; margin: 10px auto;"/> <p>100% of the students assessed reached the expected outcome in all the criteria assessed.</p> <p>Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the HIST 4236 (<i>Research Seminar in European History</i>) course to assess the students' integration of knowledge through the assessment of competencies in critical thinking skills in an oral presentation and a written work.</p>	Highest Student Average	Lowest Student Average	100%	95.5%		
Highest Student Average	Lowest Student Average						
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Academic Program	Findings	Transformative Actions	Summary of Results																
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Critical Thinking Criteria																			
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Highest Student Average	Lowest Student Average																		
100%	95.5%																		
<p>Interdisciplinary Studies in Humanities Knowledge</p>	<p>First Instance</p> <p>A rubric was used in the ESIN 3236 (<i>Theory and Composition of Poetry</i>) course to assess the students' competencies in content knowledge skills through a final project, which consisted of a</p>	<p>Changes will be made in the structure of the courses that will emphasize the criteria of the assessment rubric.</p>	<p>One measure in one instance, which was not met.</p> <p>One transformative action was established.</p>																

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Academic Program	Findings	Transformative Actions	Summary of Results										
<p>Integration Through Creative Writing</p>	<p>final text written by the student and the corresponding oral presentation.</p> <p><i>Expected outcome:</i> A minimum of 70% of academic achievement in all criteria in the final project of the course.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following:</p> <div data-bbox="545 570 1123 630" style="background-color: #cccccc; text-align: center; padding: 2px;">Research and Creation Criteria</div> <ol style="list-style-type: none"> 1. Ability to appreciate and interpret forms and different styles in writing 2. Interdependence of the ways of knowing 3. Metaphorical and analog functions 4. Integration of knowledge of humanistic diversity in the creation of a project <hr/> <p><i>The assessment findings were as follows:</i></p> <div data-bbox="545 1024 1123 1159" style="background-color: #cccccc; text-align: center; padding: 2px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Criteria</th> <th style="width: 30%;">ESIN 3236</th> </tr> <tr> <td></td> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td>Ability to appreciate and interpret forms and different styles in writing</td> <td style="text-align: center;">48%</td> </tr> <tr> <td>Interdependence of the ways of knowing</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Metaphorical and analog functions</td> <td style="text-align: center;">50%</td> </tr> </tbody> </table> </div>	Criteria	ESIN 3236		%	Ability to appreciate and interpret forms and different styles in writing	48%	Interdependence of the ways of knowing	50%	Metaphorical and analog functions	50%		<div data-bbox="1919 342 2456 402" style="background-color: #cccccc; text-align: center; padding: 2px;">OEAE Recommendations</div> <ol style="list-style-type: none"> 1. It is recommended to clearly establish the expected outcome for each assessment instance. 2. Include a copy of the rubric(s) used for assessment in the Annual Report of the Assessment of Student Learning of the Program. 3. We recommend to the Interdisciplinary Studies Program to include specific assessment results for each criterion in the rubric(s) used, in its Annual Assessment Report, to make the establishment of adequate transformative actions easier for professors. <hr/>
Criteria	ESIN 3236												
	%												
Ability to appreciate and interpret forms and different styles in writing	48%												
Interdependence of the ways of knowing	50%												
Metaphorical and analog functions	50%												

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Integration of knowledge of humanistic diversity in the creation of a project 52%</p> <hr/> <p>0% of the students assessed reached the expected outcome in the final project in each criterion assessed. Therefore, the goal was not met.</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative 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 4350 (Cell Biology) course to assess students' content knowledge with a set of analysis questions from the first three partial exams.</p> <p><i>Expected outcome</i> - It was expected that 50% or more of the students would correctly answer the higher order thinking level questions.</p> <p>The assessment results from each of the analysis questions in the <i>partial exams #1, #2, and #3</i> were as follows:</p> <table border="1" data-bbox="585 1409 1102 1481"> <thead> <tr> <th>Partial Exam</th> <th>N</th> <th>Analysis question</th> <th>%</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Partial Exam	N	Analysis question	%					<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>	<p>Three measure in one instance, which was met.</p> <p>One transformative action was proposed.</p>
Partial Exam	N	Analysis question	%								

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Academic Program	Findings				Transformative Actions	Summary of Results
			number			
	First exam	197	Question #4	55%		
			Question #7	43%		
			Question #22	71%		
	Second exam	189	Question #2	87%		
			Question #5	51%		
			Question #16	68%		
	Third exam	179	Question #29	87%		
			Question #43	89%		
	<p><i>First partial exam:</i> The expected outcome was reached by the students assessed in 2 of the 3 critical analysis questions (67%). The expected outcome was achieved in all the questions, except in question #7.</p> <p><i>Second partial exam:</i> The expected outcome was reached by the students assessed in the two analysis questions (100%).</p> <p><i>Third partial exam:</i> The expected outcome was reached by the students assessed in the 3 analysis questions (100%). The expected outcome was not achieved in questions #21 (49%), #40, and #49.</p> <p>The expected outcome was reached in the three partial exams (3 of 3; 100%). Therefore, the goal was met.</p>					

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>									
Chemistry	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the QUIM 3001 (General Chemistry I) course to assess students' content knowledge, skills, or dispositions based in the questions of a <i>partial exam</i> (ExQ). N=61</p> <p><i>Specific outcome</i> - It was expected that 70% or more of the students would achieve $\geq 66.7\%$ of the points in a <i>non-multiple choice question</i>; or that 60% or more of the students would answer a <i>multiple choice question</i> correctly.</p> <p><i>Global outcome</i> - It was expected that 60% or more of the questions in each main area would exhibit the specific expected outcome.</p> <p>The questions of the partial exam (ExQ) assessed the following main areas:</p> <div style="text-align: center; background-color: #e0e0e0; padding: 5px; margin: 10px 0;"> Partial exam main areas </div> <ol style="list-style-type: none"> 1. Molecular & Atomic Structure 2. Stoichiometry, Reactivity & Dynamics <p>The percent of the students that achieved at least 66.7% of the points of the non-multiple choice questions or $\geq 60\%$ answer a multiple choice question correctly was:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="text-align: center;">Area</th> <th style="text-align: center;">Item</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Molecular & Atomic Structure</td> <td style="text-align: center;">Question #1</td> <td style="text-align: center;">38%</td> </tr> <tr> <td style="text-align: center;">Stoichiometry,</td> <td style="text-align: center;">Question #2</td> <td style="text-align: center;">64%</td> </tr> </tbody> </table>	Area	Item	%	Molecular & Atomic Structure	Question #1	38%	Stoichiometry,	Question #2	64%	<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>Four measures in nineteen instances, twelve of which were met.</p> <p>Five transformative actions were proposed.</p>
Area	Item	%										
Molecular & Atomic Structure	Question #1	38%										
Stoichiometry,	Question #2	64%										

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Reactivity & Dynamics</p> <p>Stoichiometry, Reactivity & Dynamics Question #3 36%</p> <p>Stoichiometry, Reactivity & Dynamics Question #4 69%</p> <p>Stoichiometry, Reactivity & Dynamics Question #5 39%</p> <p>Stoichiometry, Reactivity & Dynamics Question #6 77%</p> <p>Stoichiometry, Reactivity & Dynamics Question #7 52%</p> <p>Stoichiometry, Reactivity & Dynamics Question #8 38%</p> <p>The specific expected outcome was only achieved in Area 2 in questions #2, #4, and 6.</p> <p>0% of Area 1 questions (0 of 1) exhibited the specific expected outcome. 43% of Area 2 questions (3 of 7) exhibited the specific expected outcome.</p> <p>The global expected outcome of $\geq 60\%$ was not achieved in Area 1 or Area 2 exam questions. Therefore, the goal was not met.</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>									
	<p>Second Instance</p> <p>A rubric was used in the QUIM 3001 (General Chemistry I) course to assess students' content knowledge, skills, or dispositions based in the questions of <i>partial exam #3 (ExQ)</i>. N=70</p> <p><i>Specific outcome</i> - It was expected that 70% or more of the students would achieve $\geq 66.7\%$ of the points in a <i>non-multiple choice question</i>; or that 60% or more of the students would answer a <i>multiple choice question</i> correctly.</p> <p><i>Global outcome</i> - It was expected that 60% or more of the questions in each main area would exhibit the specific expected outcome.</p> <p>The questions of the partial exam (ExQ) assessed the following main areas:</p> <div style="text-align: center; background-color: #e0e0e0; padding: 5px; margin: 10px 0;"> Partial exam main areas </div> <ol style="list-style-type: none"> 1. Molecular & Atomic Structure 2. Thermodynamics & Equilibrium <p>The percent of the students that achieved at least 66.7% of the points of the non-multiple choice questions or $\geq 60\%$ answer a multiple choice question correctly was:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #e0e0e0;">Area</th> <th style="background-color: #e0e0e0;">Item</th> <th style="background-color: #e0e0e0;">%</th> </tr> </thead> <tbody> <tr> <td>Molecular & Atomic Structure</td> <td>Question #1</td> <td>93%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td>Question #2</td> <td>73%</td> </tr> </tbody> </table>	Area	Item	%	Molecular & Atomic Structure	Question #1	93%	Molecular & Atomic Structure	Question #2	73%	<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>	
Area	Item	%										
Molecular & Atomic Structure	Question #1	93%										
Molecular & Atomic Structure	Question #2	73%										

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Academic Program	Findings	Transformative Actions	Summary of Results																		
	<table border="0"> <tr> <td data-bbox="567 378 755 435">Molecular & Atomic Structure</td> <td data-bbox="790 394 924 418">Question #3</td> <td data-bbox="1010 394 1064 418">79%</td> </tr> <tr> <td data-bbox="567 500 755 557">Molecular & Atomic Structure</td> <td data-bbox="790 516 924 540">Question #4</td> <td data-bbox="1010 516 1064 540">77%</td> </tr> <tr> <td data-bbox="567 621 755 678">Thermodynamics & Equilibrium</td> <td data-bbox="790 621 924 646">Question #5</td> <td data-bbox="1010 621 1064 646">81%</td> </tr> <tr> <td data-bbox="567 711 755 768">Thermodynamics & Equilibrium</td> <td data-bbox="790 711 924 735">Question #6</td> <td data-bbox="1010 711 1064 735">90%</td> </tr> <tr> <td data-bbox="567 800 755 857">Thermodynamics & Equilibrium</td> <td data-bbox="790 800 924 824">Question #7</td> <td data-bbox="1010 800 1064 824">69%</td> </tr> <tr> <td data-bbox="567 889 755 946">Thermodynamics & Equilibrium</td> <td data-bbox="790 889 924 914">Question #8</td> <td data-bbox="1010 889 1064 914">51%</td> </tr> </table> <p data-bbox="499 1019 1185 1190">The specific expected outcome was achieved in 100% of the questions of Area 1 (4 of 4), and 75% of Area 2 questions assessed (3 of 4). The specific expected outcome of $\geq 70\%$ or $\geq 60\%$ was achieved from question #1 to question #7, but not in question #8.</p> <p data-bbox="499 1222 1158 1320">The global expected outcome of $\geq 60\%$ was not achieved in Area 1 and Area 3 exam questions. Therefore, the goal was met.</p> <p data-bbox="499 1352 674 1385">Third Instance</p> <p data-bbox="499 1417 1145 1482">A rubric was used in the QUIM 3001 (General Chemistry I) course to assess students' content knowledge, skills, or</p>	Molecular & Atomic Structure	Question #3	79%	Molecular & Atomic Structure	Question #4	77%	Thermodynamics & Equilibrium	Question #5	81%	Thermodynamics & Equilibrium	Question #6	90%	Thermodynamics & Equilibrium	Question #7	69%	Thermodynamics & Equilibrium	Question #8	51%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																		
	<p>dispositions based on the questions of the <i>partial exam</i> #4 (ExQ). N=62</p> <p><i>Specific outcome</i> - It was expected that 70% or more of the students would achieve $\geq 66.7\%$ of the points in a <i>non-multiple choice question</i>; or that 60% or more of the students would answer a <i>multiple choice question</i> correctly.</p> <p><i>Global outcome</i> - It was expected that 60% or more of the questions in each main area would exhibit the specific expected outcome.</p> <p>The questions of the partial exam (ExQ) assessed the following main areas:</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th colspan="2" style="text-align: center;">Partial exam main areas</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Molecular & Atomic Structure</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Stoichiometry, Reactivity & Dynamics</td> </tr> </tbody> </table> <p>The percent of students who achieved at least 66.7% of the points of the non-multiple choice questions or $\geq 60\%$ answered a multiple choice question correctly was:</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th style="text-align: center;">Area</th> <th style="text-align: center;">Item</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td>Molecular & Atomic Structure</td> <td style="text-align: center;">Question #1</td> <td style="text-align: center;">58%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td style="text-align: center;">Question #2</td> <td style="text-align: center;">76%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td style="text-align: center;">Question #3</td> <td style="text-align: center;">55%</td> </tr> </tbody> </table>	Partial exam main areas		1.	Molecular & Atomic Structure	2.	Stoichiometry, Reactivity & Dynamics	Area	Item	%	Molecular & Atomic Structure	Question #1	58%	Molecular & Atomic Structure	Question #2	76%	Molecular & Atomic Structure	Question #3	55%	<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>	
Partial exam main areas																					
1.	Molecular & Atomic Structure																				
2.	Stoichiometry, Reactivity & Dynamics																				
Area	Item	%																			
Molecular & Atomic Structure	Question #1	58%																			
Molecular & Atomic Structure	Question #2	76%																			
Molecular & Atomic Structure	Question #3	55%																			

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<i>Academic Program</i>	<i>Findings</i>		<i>Transformative Actions</i>	<i>Summary of Results</i>
	Molecular & Atomic Structure	Question #4	37%	
	Molecular & Atomic Structure	Question #5	94%	
	Stoichiometry, Reactivity & Dynamics	Question #6	84%	
	Molecular & Atomic Structure	Question #7	79%	
	Molecular & Atomic Structure	Question #8	87%	
<hr/> <p>The specific expected outcome was achieved in 71% of the questions in Area 1 (5 of 7), and 100% of the Area 2 questions assessed. The specific expected outcome of $\geq 70\%$ or $\geq 60\%$ was achieved or almost achieved in questions #1 and #2, and from question #5 to question #8.</p> <p>The global expected outcome of $\geq 60\%$ was not achieved in Area 1 and Area 2 exam questions. Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the QUIM 3001 (General Chemistry I) course to assess students' content knowledge, skills, or dispositions based in the questions of the <i>final exam</i> (F- ExQ). N=112</p>				
				<p>The course professors identified the questions that did not meet the expected outcomes in the final exam of QUIM 3001. Content knowledge assessment will be continued next semester in the QUIM 3002 course.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>										
	<p><i>Specific outcome</i> - It was expected that 70% or more of the students would achieve $\geq 66.7\%$ of the points in a <i>non-multiple choice question</i>; or that 60% or more of the students would answer a <i>multiple choice question</i> correctly.</p> <p><i>Global outcome</i> - It was expected that 60% or more of the questions in each main area would exhibit the specific expected outcome.</p> <p>The questions of the final exam (F - ExQ) assessed the following main areas:</p> <div style="text-align: center; background-color: #d3d3d3; padding: 5px; margin: 10px 0;"> Final exam main areas </div> <ol style="list-style-type: none"> 1. Molecular & Atomic Structure 2. Stoichiometry, Reactivity & Dynamics 3. Thermodynamics & Equilibrium <hr style="width: 20%; margin: 10px auto;"/> <p>The percent of the students (N = 112) that answered multiple choice questions correctly varied from 35% to 100% and from 41% to 97% in 45 questions in Form 1 and Form 2, respectively.</p> <p>The specific expected outcome of $\geq 60\%$ was achieved in 36 questions in Form 1, and in 38 questions in Form 2.</p> <p>The percent of the students that achieved at least 66.7% of the points of the non-multiple choice questions or answered a multiple choice question correctly was:</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="padding: 5px;">Area</th> <th style="padding: 5px;">Form 1</th> <th style="padding: 5px;">%</th> <th style="padding: 5px;">Form 2</th> <th style="padding: 5px;">%</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Molecular & Atomic Structure</td> <td style="padding: 5px;">23 of 30 items</td> <td style="padding: 5px;">77%</td> <td style="padding: 5px;">24 of 30 items</td> <td style="padding: 5px;">80%</td> </tr> </tbody> </table>	Area	Form 1	%	Form 2	%	Molecular & Atomic Structure	23 of 30 items	77%	24 of 30 items	80%		
Area	Form 1	%	Form 2	%									
Molecular & Atomic Structure	23 of 30 items	77%	24 of 30 items	80%									

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Academic Program	Findings				Transformative Actions		Summary of Results
	Stoichiometry, Reactivity & Dynamics	9 of 10 items	90%	9 of 10 items			
	Thermodynamics & Equilibrium	4 of 5 items	80%	5 of 5 items			
	<p>The global expected outcome of $\geq 60\%$ was achieved in all three area questions. 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 in the questions of the <i>partial exam</i> #1 (ExQ). N=90</p> <p><i>Specific outcome</i> - It was expected that 66.7% or more of the students would achieve $\geq 66.7\%$ of the points in a <i>non-multiple choice question</i>; or that 60% or more of the students would answer a <i>multiple choice question</i> correctly.</p> <p><i>Global outcome</i> - It was expected that 60% or more of the questions in each main area would exhibit the specific expected outcome.</p> <p>The questions of the partial exam (ExQ) assessed the following main areas:</p> <div style="background-color: #e0e0e0; padding: 5px; margin: 10px 0;"> <p align="center">Partial exam main areas</p> <ol style="list-style-type: none"> 1. Molecular & Atomic Structure 2. Stoichiometry, Reactivity & Dynamics 3. Thermodynamics & Equilibrium </div>				<p>The course professors identified the questions that did not meet the expected outcomes, and discussed them in class, tutoring sections or in practice sessions.</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																														
	<p>The percent of the students that achieved at least 66.7% of the points of the non-multiple choice questions or answered a multiple choice question correctly was:</p> <table border="1" data-bbox="559 412 1137 1252"> <thead> <tr> <th>Area</th> <th>Item</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Molecular & Atomic Structure</td> <td>Question #1</td> <td>88%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td>Question #2</td> <td>71%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td>Question #3</td> <td>68%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td>Question #4</td> <td>79%</td> </tr> <tr> <td>Stoichiometry, Reactivity & Dynamics</td> <td>Question #5</td> <td>77%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td>Question #6</td> <td>20%</td> </tr> <tr> <td>Thermodynamics & Equilibrium</td> <td>Question #7</td> <td>60%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td>Question #8</td> <td>68%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td>Question #9</td> <td>64%</td> </tr> </tbody> </table> <p>The specific expected outcome was achieved in 71% of the questions of Area 1 (5 of 7), 100% of Area 2 and 0% of Area 3 (0 of 1) questions assessed. The specific expected outcome of $\geq 70\%$ or $\geq 60\%$ was only achieved in Stoichiometry, Reactivity, & Dynamics (Area 2) and Molecular & Atomic Structure (Area 1).</p>	Area	Item	%	Molecular & Atomic Structure	Question #1	88%	Molecular & Atomic Structure	Question #2	71%	Molecular & Atomic Structure	Question #3	68%	Molecular & Atomic Structure	Question #4	79%	Stoichiometry, Reactivity & Dynamics	Question #5	77%	Molecular & Atomic Structure	Question #6	20%	Thermodynamics & Equilibrium	Question #7	60%	Molecular & Atomic Structure	Question #8	68%	Molecular & Atomic Structure	Question #9	64%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>						
	<p>The global expected outcome of $\geq 60\%$ was achieved in Area 1 and Area 2. 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 in the questions of the <i>partial exam</i> #2 (ExQ). N=62</p> <p><i>Specific outcome</i> - It was expected that 66.7% or more of the students would achieve $\geq 66.7\%$ of the points in a <i>non-multiple choice question</i>; or that 60% or more of the students would answer a <i>multiple choice question</i> correctly.</p> <p><i>Global outcome</i> - It was expected that 60% or more of the questions in each main area would exhibit the specific expected outcome.</p> <p>The questions of the partial exam (ExQ) assessed the following main areas:</p> <div style="text-align: center; background-color: #e0e0e0; padding: 5px; margin: 10px 0;"> Partial exam main areas </div> <ol style="list-style-type: none"> 1. Molecular & Atomic Structure 2. Stoichiometry, Reactivity & Dynamics <p>The percent of the students the achieved at least 66.7% of the points of the non-multiple choice questions or answered a multiple choice question correctly was:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Area</th> <th style="text-align: center;">Item</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Molecular & Atomic Structure</td> <td style="text-align: center;">Question #1</td> <td style="text-align: center;">84%</td> </tr> </tbody> </table>	Area	Item	%	Molecular & Atomic Structure	Question #1	84%		
Area	Item	%							
Molecular & Atomic Structure	Question #1	84%							

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Molecular & Atomic Structure Question #2 82%</p> <p>Molecular & Atomic Structure Question #3 87%</p> <p>Molecular & Atomic Structure Question #4 84%</p> <p>Molecular & Atomic Structure Question #5 92%</p> <p>Molecular & Atomic Structure Question #6 56%</p> <p>Molecular & Atomic Structure Question #7 77%</p> <p>Stoichiometry, Reactivity & Dynamics Question #8 71%</p> <p>Stoichiometry, Reactivity & Dynamics Question #9 97%</p>		
	<p>The specific expected outcome was achieved in 86% questions of the Area 1 (6 of 7) and 100% of the Area 2 (2 of 2) questions assessed. The specific expected outcome of $\geq 66.7\%$ or $\geq 60\%$ was achieved in most of the questions, except in question #6.</p> <p>The global expected outcome of $\geq 60\%$ was achieved in Area 1</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>						
	<p>and Area 2. Therefore, the goal was met.</p> <p>Seventh Instance</p> <p>A rubric was used in the QUIM 3451 (Organic Chemistry I) course to assess students' content knowledge, skills or dispositions (N = 78) based on a partial exam #3 (ExQ #3) on fundamental chemistry concepts in the following main areas:</p> <div style="text-align: center; background-color: #e0e0e0; padding: 5px; margin: 10px 0;"> Partial Exam Main Areas </div> <ol style="list-style-type: none"> 1. Molecular & Atomic Structure 2. Stoichiometry, Reactivity & Dynamics <p><i>Specific expected outcome</i> - It was expected that 66.7% or more of the students would achieve at least 66.7% of the points in a <i>non-multiple choice</i> question, or that at least 60% of the students would answer the <i>multiple choice</i> questions correctly.</p> <p><i>New specific expected outcome</i> – That 50% or more of the students achieve at least 66.7% of the points in higher-order cognition questions.</p> <p><i>Global outcome</i> - It was expected that 60% or more of the questions in each main area would exhibit the specific expected outcome.</p> <p>The partial exam results (ExQ #3) for each main area were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">ExQ #3 main areas</th> <th style="background-color: #e0e0e0;">Item</th> <th style="background-color: #e0e0e0;">%</th> </tr> </thead> <tbody> <tr> <td>Molecular & Atomic Structure</td> <td>Question #1</td> <td>77%</td> </tr> </tbody> </table>	ExQ #3 main areas	Item	%	Molecular & Atomic Structure	Question #1	77%		
ExQ #3 main areas	Item	%							
Molecular & Atomic Structure	Question #1	77%							

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<i>Academic Program</i>	<i>Findings</i>		<i>Transformative Actions</i>	<i>Summary of Results</i>
	Stoichiometry, Reactivity & Dynamics	Question #2	19%	
	Stoichiometry, Reactivity & Dynamics	Question #3	54%	
	Stoichiometry, Reactivity & Dynamics	Question #4	36%	
	Stoichiometry, Reactivity & Dynamics	Question #5	31%	
	Stoichiometry, Reactivity & Dynamics	Question #6	29%	
<hr/> <p>The <i>specific expected outcome</i> of $\geq 66.7\%$ was achieved only in the Molecular & Atomic Structure area (100%).</p> <p>The <i>new specific expected outcome</i> of $\geq 50\%$ in higher-order cognition questions was achieved only in question #3 of the Stoichiometry, Reactivity, & Dynamics area.</p> <p>The <i>global expected outcome</i> of $\geq 60\%$ was achieved only in the Molecular & Atomic Structure area. Therefore, the goal was not met.</p> <p>Eight Instance</p> <p>A rubric was used in the QUIM 3451 (Organic Chemistry I) course to assess students' content knowledge, skills or dispositions (N = 78) based on a final exam (F-ExQ) on fundamental chemistry concepts in the following main areas:</p>				
Final Exam Main Areas				

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																					
	<p>1. Molecular & Atomic Structure</p> <p>2. Stoichiometry, Reactivity & Dynamics</p> <p><i>Specific expected outcome</i> - It was expected that 66.7% or more of the students would achieve at least 66.7% of the points in a <i>non-multiple choice</i> question, or that at least 60% of the students would answer the <i>multiple choice</i> questions correctly.</p> <p><i>New specific expected outcome</i> – That 50% or more of the students achieve at least 66.7% of the points in higher-order cognition questions.</p> <p><i>Global outcome</i> - It was expected that 60% or more of the questions in each main area would exhibit the specific expected outcome.</p> <p>The final exam results (F- ExQ) for each main area were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: left;">F- ExQ main area</th> <th style="text-align: left;">Item</th> <th style="text-align: left;">%</th> </tr> </thead> <tbody> <tr> <td>Molecular & Atomic Structure</td> <td>Question #1</td> <td>83%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td>Question #2</td> <td>73%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td>Question #3</td> <td>88%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td>Question #4</td> <td>83%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td>Question #5</td> <td>46%</td> </tr> <tr> <td>Stoichiometry, Reactivity & Dynamics</td> <td>Question #6</td> <td>71%</td> </tr> </tbody> </table>	F- ExQ main area	Item	%	Molecular & Atomic Structure	Question #1	83%	Molecular & Atomic Structure	Question #2	73%	Molecular & Atomic Structure	Question #3	88%	Molecular & Atomic Structure	Question #4	83%	Molecular & Atomic Structure	Question #5	46%	Stoichiometry, Reactivity & Dynamics	Question #6	71%		
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Academic Program	Findings	Transformative Actions	Summary of Results												
	<table border="0"> <tr> <td data-bbox="567 280 801 370">Stoichiometry, Reactivity & Dynamics</td> <td data-bbox="835 280 935 337">Question #7</td> <td data-bbox="1016 326 1069 350">54%</td> </tr> <tr> <td data-bbox="567 402 801 492">Stoichiometry, Reactivity & Dynamics</td> <td data-bbox="835 402 935 459">Question #8</td> <td data-bbox="1016 448 1069 472">41%</td> </tr> <tr> <td data-bbox="567 524 801 613">Stoichiometry, Reactivity & Dynamics</td> <td data-bbox="835 524 935 581">Question #9</td> <td data-bbox="1016 561 1069 586">33%</td> </tr> <tr> <td data-bbox="567 646 801 735">Stoichiometry, Reactivity & Dynamics</td> <td data-bbox="835 646 935 703">Question #10</td> <td data-bbox="1016 675 1069 699">67%</td> </tr> </table> <hr/> <p data-bbox="499 797 1190 1000">The <i>specific expected outcome</i> of $\geq 66.7\%$ was achieved in both the Molecular & Atomic Structure area (80%, 4 of 5), and the Stoichiometry, Reactivity, & Dynamics area (60%, 3 of 5). The <i>new specific expected outcome</i> of $\geq 50\%$ in higher-order cognition questions was only achieved in questions #6 and #10 of the Stoichiometry, Reactivity, & Dynamics area.</p> <p data-bbox="499 1032 1163 1162">The <i>global expected outcome</i> of $\geq 60\%$ was achieved in both areas, the Molecular & Atomic Structure, and the Stoichiometry, Reactivity, & Dynamics. Therefore, the goal was met.</p> <p data-bbox="499 1195 674 1227">Ninth Instance</p> <p data-bbox="499 1260 1158 1430">A rubric was used in the QUIM 3451L (Organic Chemistry Lab) course to assess students' content knowledge, skills, or dispositions based in a <i>laboratory practical exam</i> (LPEX) to demonstrate knowledge of fundamental laboratory skills and instrument use. N=76</p>	Stoichiometry, Reactivity & Dynamics	Question #7	54%	Stoichiometry, Reactivity & Dynamics	Question #8	41%	Stoichiometry, Reactivity & Dynamics	Question #9	33%	Stoichiometry, Reactivity & Dynamics	Question #10	67%		
Stoichiometry, Reactivity & Dynamics	Question #7	54%													
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Stoichiometry, Reactivity & Dynamics	Question #10	67%													

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Academic Program	Findings	Transformative Actions	Summary of Results
	<p>General expected outcome - It was expected that 70% or more of the students would achieve $\geq 66.7\%$ in the laboratory practical exam.</p> <p>The Laboratory Practical Exam (LPEX) includes the following skills:</p> <div style="text-align: center; background-color: #cccccc; padding: 2px;">LPEX skills</div> <ol style="list-style-type: none"> 1. Preparation of solutions 2. Weighing 3. Cleaning glassware 4. Quantitative transfer 5. Quality of the chemical analysis 6. Quality of water 7. Use of blanks 8. Mastery of lab methods 9. Lab safety rules 10. Lab notebook 11. Propagation of errors 12. Instrument use and calibration <hr style="width: 20%; margin-left: 0;"/> <p>97% of the students that obtained a score of $\geq 66.7\%$ in the LPEX. The general expected outcome was achieved. Therefore, the goal was met.</p> <p>Tenth Instance</p> <p>A rubric was used in the QUIM 3255L (Analytical Chemistry Lab) course to assess students' content knowledge, skills, or dispositions based in the performing of a <i>standardized sample analysis</i> (SSA) to demonstrate knowledge of fundamental laboratory skills and instrument use. N=45</p>		

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Academic Program	Findings	Transformative Actions	Summary of Results
	<p><i>General expected outcome</i> - It was expected that 70% or more of the students would achieve $\geq 66.7\%$ in the <i>standardized sample analysis</i>.</p> <p>The Standardized Sample Analysis (SSA) include the following skills:</p> <div style="text-align: center; background-color: #cccccc; padding: 2px;">SSA skills</div> <ol style="list-style-type: none"> 1. Preparation of solutions 2. Weighing 3. Cleaning glassware 4. Quantitative transfer 5. Quality of the chemical analysis 6. Quality of water 7. Use of blanks 8. Mastery of lab methods 9. Lab safety rules 10. Lab notebook 11. Propagation of errors 12. Instrument use and calibration <p>84% of the students that obtained a score of $\geq 66.7\%$ in the SSA. The general expected outcome was achieved. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First 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 a <i>partial exam</i> questions (ExQ). N=87</p> <p><i>Specific outcome</i> - It was expected that 70% or more of the</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																								
	<p>students would achieve $\geq 66.7\%$ of the points in a <i>non-multiple choice question</i>; or that 60% or more of the students would answer a <i>multiple choice question</i> correctly.</p> <p><i>Global outcome</i> - It was expected that 60% or more of the questions in each main area would exhibit the specific expected outcome.</p> <p>The questions of the <i>partial exam</i> (ExQ) assessed the following main areas:</p> <table border="1" data-bbox="577 641 1115 755"> <thead> <tr> <th colspan="2">Partial exam main areas</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Stoichiometry, Reactivity, & Dynamics</td> </tr> <tr> <td>2.</td> <td>Thermodynamics & Equilibrium</td> </tr> </tbody> </table> <p>The percent of the students that achieved at least 66.7% of the points of the non-multiple choice questions or answered a multiple choice question correctly was:</p> <table border="1" data-bbox="551 950 1142 1472"> <thead> <tr> <th>Area</th> <th>Item</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Stoichiometry, Reactivity & Dynamics</td> <td>Question #1</td> <td>86%</td> </tr> <tr> <td>Stoichiometry, Reactivity & Dynamics</td> <td>Question #2</td> <td>36%</td> </tr> <tr> <td>Stoichiometry, Reactivity & Dynamics</td> <td>Question #3</td> <td>86%</td> </tr> <tr> <td>Thermodynamics & Equilibrium</td> <td>Question #4</td> <td>75%</td> </tr> <tr> <td>Stoichiometry,</td> <td>Question #5</td> <td>84%</td> </tr> </tbody> </table>	Partial exam main areas		1.	Stoichiometry, Reactivity, & Dynamics	2.	Thermodynamics & Equilibrium	Area	Item	%	Stoichiometry, Reactivity & Dynamics	Question #1	86%	Stoichiometry, Reactivity & Dynamics	Question #2	36%	Stoichiometry, Reactivity & Dynamics	Question #3	86%	Thermodynamics & Equilibrium	Question #4	75%	Stoichiometry,	Question #5	84%		
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Academic Program	Findings		Transformative Actions	Summary of Results
	Reactivity & Dynamics			
	Thermodynamics & Equilibrium	Question #6	85%	
	Thermodynamics & Equilibrium	Question #7	55%	
	Thermodynamics & Equilibrium	Question #8	71%	
	<p>The specific expected outcome was achieved in 75% of the questions of Area 1 and Area 2 (3 of 4). The specific expected outcome of $\geq 70\%$ or $\geq 60\%$ was achieved or almost achieved in questions #1, #3 and #5 of Area 1, and questions #4, #6 and #8 of Area 2.</p> <p>The global expected outcome of $\geq 60\%$ was achieved in all areas. Therefore, the goal was met.</p> <p>Second 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 a <i>partial exam</i> questions (ExQ). N=79</p> <p><i>Specific outcome</i> - It was expected that 70% or more of the students would achieve $\geq 66.7\%$ of the points in a <i>non-multiple choice question</i>; or that 60% or more of the students would answer a <i>multiple choice question</i> correctly.</p> <p><i>Global outcome</i> - It was expected that 60% or more of the questions in each main area would exhibit the specific expected outcome.</p>			

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Academic Program	Findings	Transformative Actions	Summary of Results																		
	<p>The questions of the <i>partial exam</i> (ExQ) assessed the following main area:</p> <p style="text-align: center;">Partial exam main area</p> <p style="text-align: center;">1. Thermodynamics & Equilibrium</p> <p>The percent of the students that achieved at least 66.7% of the points of the non-multiple choice questions or answered a multiple choice question correctly was:</p> <table border="1" data-bbox="642 646 1045 987"> <thead> <tr> <th>Item</th> <th>%</th> </tr> </thead> <tbody> <tr><td>Question #1</td><td>52%</td></tr> <tr><td>Question #2</td><td>75%</td></tr> <tr><td>Question #3</td><td>58%</td></tr> <tr><td>Question #4</td><td>35%</td></tr> <tr><td>Question #5</td><td>91%</td></tr> <tr><td>Question #6</td><td>56%</td></tr> <tr><td>Question #7</td><td>63%</td></tr> <tr><td>Question #8</td><td>82%</td></tr> </tbody> </table> <p>The specific expected outcome was achieved in 38% of the questions (3 of 8) of the <i>Thermodynamics & Equilibrium</i> Area. The specific expected outcome of $\geq 70\%$ or $\geq 60\%$ was achieved in only three questions: #2, #5, and #8.</p> <p>The global expected outcome of $\geq 60\%$ was not achieved. 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 a <i>partial exam</i> questions (ExQ). N=72</p> <p><i>Specific outcome</i> - It was expected that 70% or more of the</p>	Item	%	Question #1	52%	Question #2	75%	Question #3	58%	Question #4	35%	Question #5	91%	Question #6	56%	Question #7	63%	Question #8	82%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																				
	<p>students would achieve $\geq 66.7\%$ of the points in a <i>non-multiple choice question</i>; or that 60% or more of the students would answer a <i>multiple choice question</i> correctly.</p> <p><i>Global outcome</i> - It was expected that 60% or more of the questions in each main area would exhibit the specific expected outcome.</p> <p>The questions of the <i>partial exam</i> (ExQ) assessed the following main area:</p> <div style="text-align: center; margin: 10px 0;"> <table border="1" style="background-color: #cccccc; width: 100%;"> <tr> <td>Partial exam main area</td> </tr> <tr> <td>1. Thermodynamics & Equilibrium</td> </tr> </table> </div> <p>The percent of the students that achieved at least 66.7% of the points of the non-multiple choice questions or answered a multiple choice question correctly was:</p> <div style="text-align: center; margin: 10px 0;"> <table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Item</th> <th style="background-color: #cccccc;">%</th> </tr> </thead> <tbody> <tr><td>Question #1</td><td>93%</td></tr> <tr><td>Question #2</td><td>94%</td></tr> <tr><td>Question #3</td><td>71%</td></tr> <tr><td>Question #4</td><td>33%</td></tr> <tr><td>Question #5</td><td>85%</td></tr> <tr><td>Question #6</td><td>79%</td></tr> <tr><td>Question #7</td><td>44%</td></tr> <tr><td>Question #8</td><td>69%</td></tr> </tbody> </table> </div>	Partial exam main area	1. Thermodynamics & Equilibrium	Item	%	Question #1	93%	Question #2	94%	Question #3	71%	Question #4	33%	Question #5	85%	Question #6	79%	Question #7	44%	Question #8	69%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>				
	<p>The specific expected outcome was achieved in 75% of the questions (6 of 8) of the <i>Thermodynamics & Equilibrium Area</i>. The specific expected outcome of $\geq 70\%$ or $\geq 60\%$ was achieved in six questions: #1, #2, #3, #5, #6, and #8.</p> <p>The global expected outcome of $\geq 60\%$ was achieved. Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the QUIM 3002 (General Chemistry II) course to assess students' content knowledge, skills, or dispositions based in a <i>final exam</i> questions (ExQ). N=91</p> <p><i>Specific outcome</i> - It was expected that 70% or more of the students would achieve $\geq 66.7\%$ of the points in a <i>non-multiple choice question</i>; or that 60% or more of the students would answer a <i>multiple choice question</i> correctly.</p> <p><i>Global outcome</i> - It was expected that 60% or more of the questions in each main area would exhibit the specific expected outcome.</p> <p>The questions of the final exam (F - ExQ) assessed the following main areas:</p> <table border="1" data-bbox="577 1133 1115 1291"> <thead> <tr> <th>Final exam main areas</th> </tr> </thead> <tbody> <tr> <td>1. Molecular & Atomic Structure</td> </tr> <tr> <td>2. Stoichiometry, Reactivity, & Dynamics</td> </tr> <tr> <td>3. Thermodynamics & Equilibrium</td> </tr> </tbody> </table> <p>The percent of the students (N = 91) that answered multiple choice questions correctly varied from 28% to 96% and from 30% to 98% in 32 <i>questions</i> in Form 1 (N=47) and Form 2 (N=44), respectively.</p>	Final exam main areas	1. Molecular & Atomic Structure	2. Stoichiometry, Reactivity, & Dynamics	3. Thermodynamics & Equilibrium		
Final exam main areas							
1. Molecular & Atomic Structure							
2. Stoichiometry, Reactivity, & Dynamics							
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																							
	<p>The specific expected outcome of $\geq 60\%$ was achieved in 32 questions from Form 1, and in 31 questions from Form 2.</p> <p>The percent of the students that achieved at least 66.7% of the points of the non-multiple choice questions or answered a multiple choice question correctly was:</p> <table border="1" data-bbox="553 509 1139 927"> <thead> <tr> <th>Area</th> <th>Form 1</th> <th>%</th> <th>Form 2</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Molecular & Atomic Structure</td> <td>8 of 11 items</td> <td>73%</td> <td>7 of 11 items</td> <td>64%</td> </tr> <tr> <td>Stoichiometry, Reactivity & Dynamics</td> <td>5 of 5 items</td> <td>100%</td> <td>5 of 5 items</td> <td>100%</td> </tr> <tr> <td>Thermodynamics & Equilibrium</td> <td>19 of 28 items</td> <td>68%</td> <td>19 of 28 items</td> <td>68%</td> </tr> </tbody> </table> <p>The global expected outcome of $\geq 60\%$ was achieved in all three area questions. Therefore, the goal was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the QUIM 3452 (Organic Chemistry II) course to assess students' content knowledge, skills, or dispositions (N = 36) based on a partial exam (ExQ #1) on fundamental chemistry concepts in the following main areas:</p> <table border="1" data-bbox="561 1312 1131 1357"> <thead> <tr> <th>Partial Exam Main Areas</th> </tr> </thead> <tbody> <tr> <td>1. Molecular & Atomic Structure</td> </tr> <tr> <td>2. Stoichiometry, Reactivity, & Dynamics</td> </tr> </tbody> </table>	Area	Form 1	%	Form 2	%	Molecular & Atomic Structure	8 of 11 items	73%	7 of 11 items	64%	Stoichiometry, Reactivity & Dynamics	5 of 5 items	100%	5 of 5 items	100%	Thermodynamics & Equilibrium	19 of 28 items	68%	19 of 28 items	68%	Partial Exam Main Areas	1. Molecular & Atomic Structure	2. Stoichiometry, Reactivity, & Dynamics		
Area	Form 1	%	Form 2	%																						
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																								
	<p><i>Specific expected outcome</i> - It was expected that 66.7% or more of the students would achieve at least 66.7% of the points in a <i>non-multiple choice</i> question, or that at least 60% of the students would answer the <i>multiple choice</i> questions correctly.</p> <p><i>New specific expected outcome</i> – That 50% or more of the students achieve at least 66.7% of the points in higher-order cognition questions.</p> <p><i>Global outcome</i> - It was expected that 60% or more of the questions in each main area would exhibit the specific expected outcome.</p> <p>The partial exam results (ExQ #1) for each main area were as follows:</p> <table border="1" style="margin-left: 40px; border-collapse: collapse; width: 80%;"> <thead> <tr style="background-color: #d3d3d3;"> <th>ExQ #1 main area</th> <th>Item</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Molecular & Atomic Structure</td> <td>Question #1</td> <td>86%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td>Question #2</td> <td>17%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td>Question #3</td> <td>67%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td>Question #4</td> <td>67%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td>Question #5</td> <td>39%</td> </tr> <tr> <td>Stoichiometry, Reactivity, & Dynamics</td> <td>Question #6</td> <td>61%</td> </tr> <tr> <td>Stoichiometry, Reactivity, & Dynamics</td> <td>Question #7</td> <td>56%</td> </tr> </tbody> </table>	ExQ #1 main area	Item	%	Molecular & Atomic Structure	Question #1	86%	Molecular & Atomic Structure	Question #2	17%	Molecular & Atomic Structure	Question #3	67%	Molecular & Atomic Structure	Question #4	67%	Molecular & Atomic Structure	Question #5	39%	Stoichiometry, Reactivity, & Dynamics	Question #6	61%	Stoichiometry, Reactivity, & Dynamics	Question #7	56%		
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Academic Program	Findings	Transformative Actions	Summary of Results
	<p style="text-align: center;"> Stoichiometry, Question Reactivity, & #8 19% Dynamics </p> <hr/> <p>The <i>specific expected outcome</i> of $\geq 66.7\%$ was only achieved in the Molecular & Atomic Structure area (75%, 3 of 4). The <i>new specific expected outcome</i> of $\geq 50\%$ in higher-order cognition questions was only achieved in questions #6 and #7 of the Stoichiometry, Reactivity &, Dynamics area.</p> <p>The <i>global expected outcome</i> of $\geq 60\%$ was only achieved in the Molecular & Atomic Structure area. Therefore, the goal was not met.</p> <p>Sixth Instance</p> <p>A rubric was used in the QUIM 3452 (Organic Chemistry II) course to assess students' content knowledge, skills, and dispositions (N = 74) based on a partial exam (ExQ #2) on fundamental chemistry concepts in the following main areas:</p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px 0;"> Partial Exam Main Areas </div> <ol style="list-style-type: none"> 1. Molecular & Atomic Structure 2. Stoichiometry, Reactivity, & Dynamics <hr/> <p><i>Specific expected outcome</i> - It was expected that 66.7% or more of the students would achieve at least 66.7% of the points in a <i>non-multiple choice</i> question, <i>or</i> that at least 60% of the students would answer the <i>multiple choice</i> questions correctly.</p> <p><i>New specific expected outcome</i> – That 50% or more of the students achieve at least 66.7% of the points in higher-order</p>		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																											
	<p>cognition questions.</p> <p><i>Global outcome</i> - It was expected that 60% or more of the questions in each main area would exhibit the specific expected outcome.</p> <p>The partial exam results (ExQ #2) for each main area were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: left;">ExQ #2 main area</th> <th style="text-align: left;">Item</th> <th style="text-align: left;">%</th> </tr> </thead> <tbody> <tr> <td>Molecular & Atomic Structure</td> <td>Question #1</td> <td>93%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td>Question #2</td> <td>84%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td>Question #3</td> <td>93%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td>Question #4</td> <td>84%</td> </tr> <tr> <td>Stoichiometry, Reactivity, & Dynamics</td> <td>Question #5</td> <td>43%</td> </tr> <tr> <td>Stoichiometry, Reactivity, & Dynamics</td> <td>Question #6</td> <td>53%</td> </tr> <tr> <td>Stoichiometry, Reactivity, & Dynamics</td> <td>Question #7</td> <td>82%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td>Question #8</td> <td>12%</td> </tr> </tbody> </table> <p>The <i>specific expected outcome</i> of $\geq 66.7\%$ was achieved in most of the Molecular & Atomic Structure area questions (80%, 4 of</p>	ExQ #2 main area	Item	%	Molecular & Atomic Structure	Question #1	93%	Molecular & Atomic Structure	Question #2	84%	Molecular & Atomic Structure	Question #3	93%	Molecular & Atomic Structure	Question #4	84%	Stoichiometry, Reactivity, & Dynamics	Question #5	43%	Stoichiometry, Reactivity, & Dynamics	Question #6	53%	Stoichiometry, Reactivity, & Dynamics	Question #7	82%	Molecular & Atomic Structure	Question #8	12%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>5), and 67% (2 of 3) of the Stoichiometry, Reactivity, & Dynamics area questions.</p> <p>The <i>new specific expected outcome</i> of $\geq 50\%$ in higher-order cognition questions was achieved only in questions #6 and #7 of the Stoichiometry, Reactivity & Dynamics area.</p> <p>The <i>global expected outcome</i> of $\geq 60\%$ was achieved in both areas. Therefore, the goal was met.</p> <p>Seventh Instance</p> <p>A rubric was used in the QUIM 3452 (Organic Chemistry II) course to assess students' content knowledge, skills, and dispositions (N = 71) based on a partial exam (ExQ #3) on fundamental chemistry concepts in the following main areas:</p> <div style="text-align: center; background-color: #e0e0e0; padding: 5px; margin: 10px 0;"> Partial Exam Main Areas </div> <ol style="list-style-type: none"> 1. Molecular & Atomic Structure 2. Stoichiometry, Reactivity, & Dynamics <p><i>Specific expected outcome</i> - It was expected that 66.7% or more of the students would achieve at least 66.7% of the points in a <i>non-multiple choice</i> question, <i>or</i> that at least 60% of the students would answer the <i>multiple choice</i> questions correctly.</p> <p><i>New specific expected outcome</i> – That 50% or more of the students achieve at least 66.7% of the points in higher-order cognition questions.</p> <p><i>Global outcome</i> - It was expected that 60% or more of the questions in each main area would exhibit the specific expected outcome.</p>		

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Academic Program	Findings	Transformative Actions	Summary of Results																					
	<p>The partial exam results (ExQ #3) for each main area were as follows:</p> <table border="1" data-bbox="532 378 1155 927"> <thead> <tr> <th>ExQ #3 main area</th> <th>Item</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Molecular & Atomic Structure</td> <td>Question #1</td> <td>93%</td> </tr> <tr> <td>Stoichiometry, Reactivity, & Dynamics</td> <td>Question #2</td> <td>65%</td> </tr> <tr> <td>Stoichiometry, Reactivity, & Dynamics</td> <td>Question #3</td> <td>59%</td> </tr> <tr> <td>Stoichiometry, Reactivity, & Dynamics</td> <td>Question #4</td> <td>24%</td> </tr> <tr> <td>Stoichiometry, Reactivity, & Dynamics</td> <td>Question #5</td> <td>80%</td> </tr> <tr> <td>Molecular & Atomic Structure</td> <td>Question #6</td> <td>39%</td> </tr> </tbody> </table> <p>The <i>specific expected outcome</i> of $\geq 66.7\%$ was achieved in 50% (1 of 2) of the Molecular & Atomic Structure area questions, and 75% (3 of 4) of the Stoichiometry, Reactivity, & Dynamics area questions. Therefore, the specific expected outcome was only achieved in the Stoichiometry, Reactivity, & Dynamics area.</p> <p>The <i>new specific expected outcome</i> of $\geq 50\%$ in higher-order cognition questions was achieved in questions #2, #3 and #5 of the Stoichiometry, Reactivity & Dynamics area (3 of 4).</p> <p>The <i>global expected outcome</i> of $\geq 60\%$ was only achieved in the Stoichiometry, Reactivity & Dynamics area. Therefore, the goal was not met.</p>	ExQ #3 main area	Item	%	Molecular & Atomic Structure	Question #1	93%	Stoichiometry, Reactivity, & Dynamics	Question #2	65%	Stoichiometry, Reactivity, & Dynamics	Question #3	59%	Stoichiometry, Reactivity, & Dynamics	Question #4	24%	Stoichiometry, Reactivity, & Dynamics	Question #5	80%	Molecular & Atomic Structure	Question #6	39%		
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Academic Program	Findings	Transformative Actions	Summary of Results									
	<p>Eight Instance</p> <p>A rubric was used in the QUIM 3452 (Organic Chemistry II) course to assess students' content knowledge skills (N = 64) based on a partial exam #4 (ExQ #4) on fundamental chemistry concepts in the following main areas:</p> <div style="background-color: #e0e0e0; padding: 5px; text-align: center; margin: 10px 0;"> Partial Exam Main Areas </div> <ol style="list-style-type: none"> 1. Molecular & Atomic Structure 2. Stoichiometry, Reactivity, & Dynamics <p><i>Specific expected outcome</i> - It was expected that 66.7% or more of the students would achieve at least 66.7% of the points in a <i>non-multiple choice</i> question, or that at least 60% of the students would answer the <i>multiple choice</i> questions correctly.</p> <p><i>New specific expected outcome</i> – That 50% or more of the students achieve at least 66.7% of the points in higher-order cognition questions.</p> <p><i>Global outcome</i> - It was expected that 60% or more of the questions in each main area would exhibit the specific expected outcome.</p> <p>The partial exam results (ExQ #4) for each main area were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>ExQ #4 main area</th> <th>Item</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Stoichiometry, Reactivity, & Dynamics</td> <td>Question #1</td> <td>44%</td> </tr> <tr> <td>Stoichiometry, Reactivity, & Dynamics</td> <td>Question #2</td> <td>58%</td> </tr> </tbody> </table>	ExQ #4 main area	Item	%	Stoichiometry, Reactivity, & Dynamics	Question #1	44%	Stoichiometry, Reactivity, & Dynamics	Question #2	58%		
ExQ #4 main area	Item	%										
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Academic Program	Findings		Transformative Actions	Summary of Results
	Stoichiometry, Reactivity, & Dynamics	Question #3	36%	
	Stoichiometry, Reactivity, & Dynamics	Question #4	27%	
	Molecular & Atomic Structure	Question #5	39%	
<p>The <i>specific expected outcome</i> of $\geq 66.7\%$ was only achieved in 25% (1 of 4) of the Stoichiometry, Reactivity, & Dynamics and was not achieved in any of the Molecular & Atomic Structure area questions.</p> <p>The <i>new specific expected outcome</i> of $\geq 50\%$ in higher-order cognition questions was not achieved in any of the exam questions.</p> <p>The <i>global expected outcome</i> of $\geq 60\%$ was not achieved in either of the areas assessed.</p> <p>Therefore, the goal was not met.</p> <p>Ninth Instance</p> <p>A rubric was used in the QUIM 3452 (Organic Chemistry II) course to assess students' content knowledge, skills, or dispositions based on the question of the <i>final exam</i> (F- ExQ). N=68</p> <p><i>Specific expected outcome</i> - It was expected that 66.7% or more of the students would achieve $\geq 66.7\%$ of the points in a <i>non-multiple choice</i> question; or that 60% or more of the students would answer a <i>multiple choice</i> question correctly.</p> <p><i>New specific expected outcome</i> – It was expected that 50% or</p>				

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																		
	<p>more of the students would achieve at least 66.7% of the points in higher-order cognition questions.</p> <p><i>Global expected outcome</i> - It was expected that 60% or more of the questions in each main area would exhibit the specific expected outcome.</p> <p>The questions of the final exam (F- ExQ) assessed the following main areas:</p> <div style="text-align: center; background-color: #d3d3d3; padding: 2px;">Final exam main areas</div> <ol style="list-style-type: none"> 1. Molecular & Atomic Structure 2. Stoichiometry, Reactivity, & Dynamics <p>The percent of the students that achieved at least 66.7% of the points of the non-multiple choice questions or answered a multiple choice question correctly was:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 20%;">Area</th> <th style="width: 40%;">Item</th> <th style="width: 40%;">%</th> </tr> </thead> <tbody> <tr> <td>Molecular & Atomic Structure</td> <td>Question #1</td> <td>49%</td> </tr> <tr> <td>Stoichiometry, Reactivity, & Dynamics</td> <td>Question #2</td> <td>84%</td> </tr> <tr> <td>Stoichiometry, Reactivity, & Dynamics</td> <td>Question #3</td> <td>10%</td> </tr> <tr> <td>Stoichiometry, Reactivity, & Dynamics</td> <td>Question #4</td> <td>50%</td> </tr> <tr> <td>Stoichiometry,</td> <td>Question #5</td> <td>38%</td> </tr> </tbody> </table>	Area	Item	%	Molecular & Atomic Structure	Question #1	49%	Stoichiometry, Reactivity, & Dynamics	Question #2	84%	Stoichiometry, Reactivity, & Dynamics	Question #3	10%	Stoichiometry, Reactivity, & Dynamics	Question #4	50%	Stoichiometry,	Question #5	38%		
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Academic Program	Findings		Transformative Actions	Summary of Results
	Reactivity, & Dynamics			
	Stoichiometry, Reactivity, & Dynamics	Question #6	25%	
	Stoichiometry, Reactivity, & Dynamics	Question #7	84%	
	Molecular & Atomic Structure	Question #8	71%	
	Molecular & Atomic Structure	Question #9	65%	
	<p>The specific expected outcome was only achieved in the Molecular & Atomic Structure Area (67%, 2 of 3). Only 50% (3 of 6) of the Stoichiometry, Reactivity & Dynamics Area achieved the specific expected outcome.</p> <p><i>The new specific expected outcome</i> was achieved in 60% of the <i>higher-order cognition questions</i> (3 of 5).</p> <p>The <i>global expected outcome</i> of $\geq 60\%$ was achieved in the area of Molecular & Atomic Structure (67%, March 2), but only 33% (2 of 6) achieved this outcome in the area of Stoichiometry, Reactivity, & Dynamics. Therefore, the goal was not met.</p>			

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
<p>Computer Science</p> <p>Knowledge of the subject</p> <p>Understanding of the effects of technology</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used to assess students' content knowledge skills or dispositions based in an exam problem of the CCOM 3034 (Data Structures) course. N = 19</p> <p><i>Specific expected outcome</i> - It was expected that at least 70% of the students assessed would be competent as defined in the rubric.</p> <p><i>The assessment findings were:</i></p> <p>58% of the students (11 out of 19 students) were “competent” as defined in the rubric of the exam problem.</p> <p>Therefore, the goal was not met.</p> <p>Second Instance</p> <p>A rubric was used to assess students' content knowledge skills or dispositions based in a discussion question in an exam of the CCOM 4086 (Computer Architecture I) course. N = 21</p> <p><i>Specific expected outcome</i> - It was expected that at least 70% of the students assessed would be competent as defined in the rubric.</p> <p><i>The assessment findings were:</i></p> <p>57% of the students (12 out of 21 students) were “competent” as defined in the rubric of the exam problem.</p> <p>Therefore, the goal was not met.</p>	<p>The Computer Science Department has to meet to discuss the results.</p> <p>The professor noted that many students were caught off guard by an essay question on the exam. This needs to be emphasized in future course syllabus.</p> <p>The professor of the course should shorten the text of the question or consider making the exams in Spanish.</p>	<p>Two measures in three instances, only one of which was met.</p> <p>Three transformative actions were proposed.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p><i>Second Semester</i></p> <p>First Instance</p> <p>A yearly student questionnaire administered to the students of the computer science program was used as an indirect measure to assess students' content knowledge skills or dispositions. N = 66</p> <p><i>Specific expected outcome</i> - It was expected that at least 70% of the students assessed would be competent as defined in the rubric of the questionnaire.</p> <p><i>The assessment findings were:</i></p> <p>98% of the students (65 out of 66 students) answered, at least somewhat confidently, that they can understand the effects of technology and its impact on individuals, organizations, and society. Therefore, the goal was met.</p>		
Environmental Sciences	<p>First Instance</p> <p>A rubric was used in the CINA 3005 (Introduction of Environmental Sciences) course to assess content knowledge, skills, or dispositions based on the questions of a <i>final exam</i>. N = 87</p> <p><i>Specific learning outcome</i> - It was expected that 20% or more of the students would obtain a score of $\geq 70\%$.</p> <p>Five questions of the final exam representative of the contents of the discipline of environmental science were evaluated. The questions revolved around the following three environmental systems:</p>		<p>One measure in two instances, one of which was met (50%).</p> <p>No transformative actions were proposed.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																																								
	<ol style="list-style-type: none"> 1. Atmospheric Environment 2. Soil and Terrestrial Environment 3. Water Environment <p><u>Findings:</u> 76% of the students obtained a score of $\geq 70\%$ in questions related to basic concepts of environmental science. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the CINA 4157 (Water Environmental Sciences) course to assess content knowledge, skills, or dispositions based on the questions of a <i>final exam</i>. N = 8</p> <p><i>Specific learning outcome</i> - It was expected that 50% or more of the students would obtain a score of $\geq 90\%$.</p> <p>Eight analysis questions of the final exam representative of the contents of the discipline of environmental science were evaluated. The questions revolved around the natural and modified aquatic ecosystem.</p> <p>The assessment results for each question were as follows:</p> <table border="1" data-bbox="559 1081 1137 1474"> <thead> <tr> <th>Student</th> <th>Question #1</th> <th>Part II (Two quest.)</th> <th>Part III (Five quest.)</th> <th>%</th> </tr> </thead> <tbody> <tr><td>1</td><td>11</td><td>8</td><td>18</td><td>74</td></tr> <tr><td>2</td><td>18</td><td>5</td><td>15</td><td>76</td></tr> <tr><td>3</td><td>16</td><td>2</td><td>12</td><td>59</td></tr> <tr><td>4</td><td>12</td><td>6</td><td>20</td><td>75</td></tr> <tr><td>5</td><td>16</td><td>7</td><td>9</td><td>64</td></tr> <tr><td>6</td><td>20</td><td>7</td><td>19</td><td>90</td></tr> <tr><td>7</td><td>20</td><td>9</td><td>20</td><td>96</td></tr> </tbody> </table>	Student	Question #1	Part II (Two quest.)	Part III (Five quest.)	%	1	11	8	18	74	2	18	5	15	76	3	16	2	12	59	4	12	6	20	75	5	16	7	9	64	6	20	7	19	90	7	20	9	20	96		
Student	Question #1	Part II (Two quest.)	Part III (Five quest.)	%																																							
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Academic Program	Findings					Transformative Actions	Summary of Results					
	8	16	8	17	80							
	<table border="1"> <tr> <td>Average</td> <td>16</td> <td>6</td> <td>16</td> <td>77</td> </tr> </table>					Average	16	6	16	77		
Average	16	6	16	77								
<p>Physics</p>	<p><i>First Semester</i></p> <p>First Instance The final grades of the students was used in the FISI 4076 (Intermediate Laboratory I) course to assess students' content knowledge skills. N = 10</p> <p><i>Specific expected outcome</i> - It was expected that 70% of the students would achieve grades of A or B at the end of the course.</p> <p>The expected outcome was reached by all of the students assessed. Of the ten students enrolled in the course, seven achieved a grade of A and three a grade of B. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance The final grades of students were used in the FISI 3174 (Physics Laboratory II) course to assess students' content knowledge skills. N = 10</p> <p><i>Specific expected outcome</i> - It was expected that 70% of the students would achieve grades of A or B at the end of the</p>						<p>One measure in two instances, both of which were met.</p> <p>No transformative actions were proposed.</p> <div data-bbox="1921 831 2459 1421" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">OEAE Recommendations</p> <ul style="list-style-type: none"> ▪ The grades achieved by the students do not clearly determine what the student is learning or has learned during the course. The main objective of the Assessment Process is to incorporate measures to improve the teaching and learning process and informed decision making. Therefore, partial or final grades or general average are not considered evidence of learning. ▪ OEAE recommends that the Department of Physics use a direct measure as evidence of learning outcomes at the beginning of the 2015- 2016 academic year. </div>					



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Academic Program	Findings	Transformative Actions	Summary of Results
	<p>course.</p> <p>The expected outcome was reached by all of the students assessed. Of the ten students assessed nine achieved a grade of A and one a grade of B. Therefore, the goal was met.</p>		

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Academic Program	Findings	Transformative Actions	Summary of Results				
Geography	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the GEOG 4500 (<i>History and Philosophy of Geography</i>) course to assess the students' competencies in content knowledge skills through a discussion exam.</p> <p><i>Expected outcome:</i> It was expected that 80% of students would obtain a level of “good” or “outstanding” in the 4 point rubric used.</p> <p>The rubric used had the following numerical scale:</p> <ul style="list-style-type: none"> • Deficient.....1 point • Satisfactory.....2 points • Good.....3 points 	<p>Short reading comprehension tests will be administered to ensure that in the review of discussion tests, the students are answering correctly in the logical order of historical events.</p>	<p>Two measures in two instances, both of which were met.</p> <p>Two transformative actions were established.</p> <table border="1" style="width: 100%; margin-top: 20px;"> <thead> <tr> <th style="width: 20%;">Course</th> <th>OEAE RECOMMENDATIONS FOR THE PROGRAM</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Course	OEAE RECOMMENDATIONS FOR THE PROGRAM		
Course	OEAE RECOMMENDATIONS FOR THE PROGRAM						

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Academic Program	Findings	Transformative Actions	Summary of Results
	<ul style="list-style-type: none"> Outstanding.....4 points <p><i>The assessment findings were as follows:</i></p> <p>The students scored an average of 3.28 points in the rubric of 4 points that was used. The average approval was 82%. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the GEOG 4550 (<i>Methods of Geographical Research</i>) course to assess the students' competencies in content knowledge skills in a research oral presentation.</p> <p><i>Expected outcome:</i> It was expected that 80% of students would obtain a level of “good” or “outstanding” in the 4 point rubric used.</p> <p>The rubric used the following criteria:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Content Knowledge Criterion</p> <p style="text-align: center;">1- Graphics and maps</p> </div> <p>The rubric used had the following numerical scale:</p> <ul style="list-style-type: none"> Deficient.....1 point Satisfactory.....2 points Good.....3 points Outstanding.....4 points <p><i>The assessment findings were as follows:</i></p>	<p>Develop a criteria under the rubric for assessing a research project named Elements from a Map to assess the inclusion in the maps of the following elements: (1) Title; (2) References (Credits); (3) Scale; (4) Map Projection; (5) Legend, and (6) North Arrow (Orientation).</p>	<p>GEOG 4500 OEAE recommends using the term</p> <p>GEOG 4550 “beginner” (“<i>iniciado</i>” in Spanish) rather than “deficient” or “poor” in the rubric.</p> <div style="background-color: #cccccc; padding: 10px; text-align: center; margin: 10px auto; width: fit-content;"> <p>OEAE’s Recommendation:</p> </div> <p>Assess by criteria of the rubric to be used in order to know where transformative actions should be implemented. You can also identify which criterion or criteria did not comply with the expected goal of the assigned educational activity, and hence decide if the expected outcome of this specific learning outcome was met..</p> <p>An average assessment result is not recommended since it cannot identify which areas or learning objectives, if any, need to be reinforced in the classroom.</p>

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Academic Program	Findings	Transformative Actions	Summary of Results						
	<table border="1" data-bbox="575 342 1094 483"> <thead> <tr> <th>Criterion</th> <th>Average Points</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Graphics and Maps</td> <td>3.6</td> <td>90%</td> </tr> </tbody> </table> <p>The average approval was 90%. Therefore, the goal was met.</p>	Criterion	Average Points	%	Graphics and Maps	3.6	90%		
Criterion	Average Points	%							
Graphics and Maps	3.6	90%							
<p>Labor Relations</p>	<p>First Instance</p> <p>A rubric of four points was used in the RELA 3005 (Labor and Society) course to assess content knowledge of students through the teamwork skills in a group oral presentation.</p> <p><i>Expected outcome</i> - It was expected that students would obtain 80% or more in the assessment of the oral presentation of each group member.</p> <p>The rubric used assesses the following criteria:</p> <table border="1" data-bbox="526 943 1142 984"> <thead> <tr> <th>Team Work Skills Criteria</th> </tr> </thead> <tbody> <tr> <td>1- Attended scheduled meetings. Complied with dates and time agreed to by the group.</td> </tr> <tr> <td>2- Actively participated and collaborated clarifying doubts and concepts related to the task.</td> </tr> <tr> <td>3- Contributed to the organization of the work and fostered a good working environment. Showed commitment and enthusiasm.</td> </tr> <tr> <td>4- Collaborated in finding books, and peer-reviewed articles as part of the references of the oral presentation.</td> </tr> <tr> <td>5- Summarized articles or other material.</td> </tr> </tbody> </table>	Team Work Skills Criteria	1- Attended scheduled meetings. Complied with dates and time agreed to by the group.	2- Actively participated and collaborated clarifying doubts and concepts related to the task.	3- Contributed to the organization of the work and fostered a good working environment. Showed commitment and enthusiasm.	4- Collaborated in finding books, and peer-reviewed articles as part of the references of the oral presentation.	5- Summarized articles or other material.	<p>Promote learning activities such as assignments and exercises.</p> <p>Instead of just using the rubric to assess the oral presentation of the group, another rubric will be used while the group is performing the task, to improve their final performance.</p>	<p>Two measures in two instances, all of which were met.</p> <p>Two transformative actions were proposed.</p> <p>OEAE's Comments:</p> <p>Also, assessment for each criteria assessed for each student in each subgroup should also be informed.</p>
Team Work Skills Criteria									
1- Attended scheduled meetings. Complied with dates and time agreed to by the group.									
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	<p>6- Adequately wrote the information that would be delivered to the audience.</p> <p>7- Wrote the important arguments and points that would aid the oral discussion.</p> <p>8- Contributed to the preparation of visual material.</p> <p>9- Wrote the references in APA format.</p> <p>10- Delivered work on time. The work was excellent and demonstrated knowledge of the topic.</p> <p>The assessment results per student and per subgroup of students were as follows:</p> <table border="1" data-bbox="486 721 1182 1328"> <thead> <tr> <th>Groups</th> <th>Student</th> <th>Individual assessment</th> <th>Subgroup assessment</th> </tr> </thead> <tbody> <tr><td rowspan="4">Group 1</td><td>#1</td><td>3.8 (95%)</td><td>97%</td></tr> <tr><td>#2</td><td>3.8 (95%)</td><td>97%</td></tr> <tr><td>#3</td><td>4.0 (100%)</td><td>97%</td></tr> <tr><td>#4</td><td>4.0 (100%)</td><td>97%</td></tr> <tr><td rowspan="3">Group 2</td><td>#1</td><td>4.0 (100%)</td><td>96%</td></tr> <tr><td>#2</td><td>4.0 (100%)</td><td>96%</td></tr> <tr><td>#3</td><td>3.5 (88%)</td><td>96%</td></tr> <tr><td rowspan="3">Group 3</td><td>#1</td><td>4.0 (100%)</td><td>98%</td></tr> <tr><td>#2</td><td>4.0 (100%)</td><td>98%</td></tr> <tr><td>#3</td><td>3.7 (93%)</td><td>98%</td></tr> <tr><td rowspan="4">Group 4</td><td>#1</td><td>4.0 (100%)</td><td>98%</td></tr> <tr><td>#2</td><td>3.8 (95%)</td><td>98%</td></tr> <tr><td>#3</td><td>4.0 (100%)</td><td>98%</td></tr> <tr><td>#4</td><td>4.0 (100%)</td><td>98%</td></tr> </tbody> </table> <p>All the sub-groups achieved the expected outcome. The groups as a whole reached an overall average of 97%. Therefore, the goal was met.</p>	Groups	Student	Individual assessment	Subgroup assessment	Group 1	#1	3.8 (95%)	97%	#2	3.8 (95%)	97%	#3	4.0 (100%)	97%	#4	4.0 (100%)	97%	Group 2	#1	4.0 (100%)	96%	#2	4.0 (100%)	96%	#3	3.5 (88%)	96%	Group 3	#1	4.0 (100%)	98%	#2	4.0 (100%)	98%	#3	3.7 (93%)	98%	Group 4	#1	4.0 (100%)	98%	#2	3.8 (95%)	98%	#3	4.0 (100%)	98%	#4	4.0 (100%)	98%		
Groups	Student	Individual assessment	Subgroup assessment																																																		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Second Instance</p> <p>A rubric was used in the RELA 3085 (Research of the Workplace) course to assess content knowledge of students through the teamwork skills in the realization of group work.</p> <p><i>Expected outcome</i> - It was expected that students would obtain 80% or more in the assessment of the group work.</p> <p>The rubric used assesses the following criteria and their respective indicators:</p> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; margin: 10px 0; text-align: center;"> Team Work Skills Criteria </div> <ol style="list-style-type: none"> 1. Attended scheduled meetings. Complied with dates and time agreed to by the group. Actively participated and collaborated clarifying doubts and concepts related to the task. Contributed to the organization of the work and fostered a good working environment. 2. Wrote several areas of assignments (e. g.: contributed to the search in thesauruses, dictionaries, encyclopedias, references) in APA format, located academic peer-reviewed articles, problem statements, work plans, informed consent and other areas. 3. Delivered work on time. Accomplished dates and hours agreed to by the group. The work was excellent and demonstrated knowledge of the topic. <hr style="width: 20%; margin-left: 0;"/> <p>The assessment findings were as follows:</p>		

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Academic Program	Findings				Transformative Actions	Summary of Results																																																								
	<table border="1" data-bbox="559 337 1112 889"> <thead> <tr> <th>Groups</th> <th>Student</th> <th>1st Assessment (%)</th> <th>2nd Assessment (%)</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Group #1</td> <td>#1</td> <td>58%</td> <td>75%</td> </tr> <tr> <td>#2</td> <td>67%</td> <td>75%</td> </tr> <tr> <td>#3</td> <td>75%</td> <td>75%</td> </tr> <tr> <td rowspan="3">Group #2</td> <td>#4</td> <td>92%</td> <td>100%</td> </tr> <tr> <td>#5</td> <td>100%</td> <td>92%</td> </tr> <tr> <td>#6</td> <td>92%</td> <td>100%</td> </tr> <tr> <td rowspan="3">Group #3</td> <td>#7</td> <td>58%</td> <td>58%</td> </tr> <tr> <td>#8</td> <td>75%</td> <td>83%</td> </tr> <tr> <td>#9</td> <td>50%</td> <td>67%</td> </tr> <tr> <td rowspan="3">Group #4</td> <td>#10</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>#11</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>#12</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <table border="1" data-bbox="674 951 997 1252"> <thead> <tr> <th>Groups</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Group #1</td> <td>71%</td> </tr> <tr> <td>Group #2</td> <td>96%</td> </tr> <tr> <td>Group #3</td> <td>65%</td> </tr> <tr> <td>Group #4</td> <td>100%</td> </tr> <tr> <td>Overall percentage of the group</td> <td>83%</td> </tr> </tbody> </table> <p data-bbox="486 1317 1166 1487">Results showed that although the students of Groups #1 and #2 did not meet the expected outcome, the group as a whole obtained an overall percentage of 83%. Therefore, the overall group achieved the expected outcome of 80% or more in the criteria assessed. Therefore, the goal was met.</p>				Groups	Student	1 st Assessment (%)	2 nd Assessment (%)	Group #1	#1	58%	75%	#2	67%	75%	#3	75%	75%	Group #2	#4	92%	100%	#5	100%	92%	#6	92%	100%	Group #3	#7	58%	58%	#8	75%	83%	#9	50%	67%	Group #4	#10	100%	100%	#11	100%	100%	#12	100%	100%	Groups	%	Group #1	71%	Group #2	96%	Group #3	65%	Group #4	100%	Overall percentage of the group	83%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>				
<p>Political Science</p> <p>Ability to identify and apply criteria for the evaluation of public policies</p>	<p>First Instance</p> <p>A holistic rubric was used in the CIPO 3135 (<i>Rule of Law, Governance, Management, and Public Policy</i>) course, to assess students' content knowledge skills with an essay-type question from the final exam of the course. N = 26</p> <p><i>Expected outcome:</i> It was expected that $\geq 70\%$ of the students would score an excellent or very good level in the 12 point rubric used in all three of the criteria assessed.</p> <p>The scale of the rubric per criterion was established as:</p> <ul style="list-style-type: none"> 0 - 1 point = initiated 2 points = regular 3 points = very good 4 points = excellent <p><i>The criteria that were assessed as a part of the rubric were:</i></p> <table border="1" data-bbox="559 927 1112 1252"> <thead> <tr> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>1. Evaluation of the design aspects of a public policy.</td> </tr> <tr> <td>2. Evaluation aspects of the implementation process of a public policy.</td> </tr> <tr> <td>3. Evaluation of the outcomes of a public policy.</td> </tr> </tbody> </table> <p><i>The assessment findings were:</i></p>	Criteria	1. Evaluation of the design aspects of a public policy.	2. Evaluation aspects of the implementation process of a public policy.	3. Evaluation of the outcomes of a public policy.		<p>One measure in one instance, which was not met.</p> <p>No transformative action was established.</p>
Criteria							
1. Evaluation of the design aspects of a public policy.							
2. Evaluation aspects of the implementation process of a public policy.							
3. Evaluation of the outcomes of a public policy.							

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Academic Program	Findings			Transformative Actions	Summary of Results
	Criteria levels	Number of students by level	%		
	Excellent	12	46%		
	Very good	6	23%		
	Regular	5	19%		
	Initiated	3	12%		
	N = 26		100%		
	<p>The results showed that of the 26 students, 18 (69%) achieved the expected outcome. Participating students dominated both the perspective of effectiveness as common good to evaluate public policies as beneficial to the country and its citizens' wellbeing.</p> <p>These results are very close to the expected outcome. However, the expected outcome was not achieved.</p> <p>Therefore, the goal was not met.</p>				

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Academic Program	Findings	Transformative Actions	Summary of Results
Audiovisual Communication	<p>First Instance</p> <p>A rubric was used in the COPU 4045 (<i>Advance Seminar in Communication</i>) course (two sections) to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through a <i>final project</i>. N = 29</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale rubric used.</p>		<p>Four measures in seventh instances, which were met (100%).</p> <p>Two transformative actions were established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System</i> (OLAS).</p>

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Academic Program	Findings	Transformative Actions	Summary of Results																															
	<p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="516 548 1112 1166"> <thead> <tr> <th rowspan="2">Criteria</th> <th colspan="2">COPU 4045 (secc. 001)</th> <th>COPU 4045 (secc. 002)</th> </tr> <tr> <th>Activity #1 (Draft)</th> <th>Activity #2 (Final project)</th> <th>Final project</th> </tr> </thead> <tbody> <tr> <td></td> <td colspan="2" style="text-align: center;">N = 21</td> <td style="text-align: center;">N = 8</td> </tr> <tr> <td>Multimedia</td> <td>100%</td> <td>100%</td> <td>88%</td> </tr> <tr> <td>Thematic unit</td> <td>0%</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>Theoretical framework</td> <td>100%</td> <td>100%</td> <td>88%</td> </tr> <tr> <td>Literature review</td> <td>0%</td> <td>100%</td> <td>88%</td> </tr> <tr> <td>Methodology</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p><u>COPU 4045 (001):</u></p> <p><i>Activity #1</i> - The expected goal was reached in 3 out of the 5 (60%) criteria assessed in the draft final project.</p> <p><i>Activity #2</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.</p>	Criteria	COPU 4045 (secc. 001)		COPU 4045 (secc. 002)	Activity #1 (Draft)	Activity #2 (Final project)	Final project		N = 21		N = 8	Multimedia	100%	100%	88%	Thematic unit	0%	100%	75%	Theoretical framework	100%	100%	88%	Literature review	0%	100%	88%	Methodology	100%	100%	100%		<div style="background-color: #cccccc; padding: 5px; margin-bottom: 10px;">OEAE's Recommendations</div> <p>Assessment results by student in each criterion assessed should be informed. If the expected goal is not reached in criterion, then a transformative action should be designed to be implemented in next year assessment cycle.</p> <p>The criterion to be assessed in each activity and the corresponding assessment results must be included in each Annual Report of the Program. Then a transformative action can be planned for next assessment cycle <u>for each criterion goal not met.</u></p>
Criteria	COPU 4045 (secc. 001)		COPU 4045 (secc. 002)																															
	Activity #1 (Draft)	Activity #2 (Final project)	Final project																															
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Thematic unit	0%	100%	75%																															
Theoretical framework	100%	100%	88%																															
Literature review	0%	100%	88%																															
Methodology	100%	100%	100%																															

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Academic Program	Findings	Transformative Actions	Summary of Results																				
	<p><u>COPU 4045 (002):</u></p> <p><i>Final project</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project. Therefore, the goal for this outcome (66.66%) was met.</p> <p>Second Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through the writing of a <i>press release</i>. N = 72</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale of the rubric used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="padding: 5px;">Course section</th> <th colspan="4" style="padding: 5px;">COPU 4136</th> </tr> <tr style="background-color: #d3d3d3;"> <th style="padding: 5px;">Criterion</th> <th style="padding: 5px;">001</th> <th style="padding: 5px;">002</th> <th style="padding: 5px;">003</th> <th style="padding: 5px;">004</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Correctly handles conciseness</td> <td style="padding: 5px;">N = 15</td> <td style="padding: 5px;">N = 20</td> <td style="padding: 5px;">N = 17</td> <td style="padding: 5px;">N = 20</td> </tr> <tr> <td></td> <td style="padding: 5px;">91%</td> <td style="padding: 5px;">90%</td> <td style="padding: 5px;">100%</td> <td style="padding: 5px;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criteria assessed in the four sections of the course. Therefore, the goal for this outcome was met.</p>	Course section	COPU 4136				Criterion	001	002	003	004	Correctly handles conciseness	N = 15	N = 20	N = 17	N = 20		91%	90%	100%	100%	<p>In the next semester, the professor will spend more time on texts of communication skills and will reduce the time on the expository, descriptive, and narrative texts that set the curriculum of the course.</p>	
Course section	COPU 4136																						
Criterion	001	002	003	004																			
Correctly handles conciseness	N = 15	N = 20	N = 17	N = 20																			
	91%	90%	100%	100%																			

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Academic Program	Findings	Transformative Actions	Summary of Results				
	<p>Third Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through the <i>final project</i> of the course. N = 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity would score 5 points or more in the 1-8 point scale of the rubric used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="548 914 1083 1068"> <thead> <tr> <th>Criterion</th> <th>% N = 20</th> </tr> </thead> <tbody> <tr> <td>Correctly handles conciseness</td> <td>100%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criterion assessed. Therefore, the goal for this outcome was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through a <i>press review</i>. N = 20</p>	Criterion	% N = 20	Correctly handles conciseness	100%		
Criterion	% N = 20						
Correctly handles conciseness	100%						

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Academic Program	Findings	Transformative Actions	Summary of Results				
	<p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="548 639 1083 794"> <thead> <tr> <th>Criterion</th> <th>% N = 20</th> </tr> </thead> <tbody> <tr> <td>Correctly handles conciseness</td> <td>100%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criterion assessed. Therefore, the goal for this outcome was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the COPU 4355 (<i>Communication Theories</i>) course to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through the <i>final project</i> of the course. N = 9</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) 	Criterion	% N = 20	Correctly handles conciseness	100%		
Criterion	% N = 20						
Correctly handles conciseness	100%						

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Academic Program	Findings	Transformative Actions	Summary of Results								
	<p>▪ Excellent (7-8)</p> <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="497 397 1131 987"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1. Apply and communicate, both micro and macro level, their understanding of the importance of human differences and diversity in the development of the life experiences of a person.</td> <td>100%</td> </tr> <tr> <td>2. The student is self-regulating and aware of their personal biases and handle their influence by working with the diversity of participants and constituents in their professional practice values.</td> <td>100%</td> </tr> <tr> <td>3. It is presented to participants as people who are in a continuous learning process, and conceives participants and constituents, in turn, as people who have the most knowledge of their own experiences.</td> <td>100%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criterion assessed.</p> <p>Therefore, the goal for this outcome was met.</p> <p>Sixth Instance</p> <p>A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through a <i>final research project</i> for the course. N = 26</p>	Criteria	%	1. Apply and communicate, both micro and macro level, their understanding of the importance of human differences and diversity in the development of the life experiences of a person.	100%	2. The student is self-regulating and aware of their personal biases and handle their influence by working with the diversity of participants and constituents in their professional practice values.	100%	3. It is presented to participants as people who are in a continuous learning process, and conceives participants and constituents, in turn, as people who have the most knowledge of their own experiences.	100%		
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1. Apply and communicate, both micro and macro level, their understanding of the importance of human differences and diversity in the development of the life experiences of a person.	100%										
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Academic Program	Findings	Transformative Actions	Summary of Results								
	<p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="567 639 1064 894"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1. Literature Review</td> <td>79%</td> </tr> <tr> <td>2. Theoretical Framework</td> <td>83%</td> </tr> <tr> <td>3. Methodology</td> <td>79%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criterion assessed. Therefore, the goal for this outcome was met.</p> <p>Seventh Instance</p> <p>A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' competencies in content knowledge, skills or dispositions in the academic program learning outcomes through a <i>final research project</i> for the course. N = 26</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p>	Criteria	%	1. Literature Review	79%	2. Theoretical Framework	83%	3. Methodology	79%	<p>Reinforced research skills by offering short workshops at the Research Center of the School of Communication, such as: Reference search through the catalog, writing documents according to APA, Construction Testing and Data Analysis style by Excel and SPSS.</p>	
Criteria	%										
1. Literature Review	79%										
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>								
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Information and Journalism	<p>First Instance</p> <p>A rubric was used in the INFP 4001 (<i>Journalistic Writing I</i>) course to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through journalistic writing. N= 13.</p>	<p>The creation of laboratory courses, prerequisite writing courses with zero credit, and establishing mentoring programs is suggested.</p>	<p>Eight measures in twelve instances, which were met (100%).</p> <p>Four transformative actions were established.</p>								

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Academic Program	Findings	Transformative Actions	Summary of Results				
	<p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p align="center">Content Knowledge, Skills, or Dispositions in the Academic Program Criteria</p> </div> <ol style="list-style-type: none"> 1- Content: Correct, complete, and appropriate information, information criteria, background, etc. 2- Journalistic style: Suitable for the media used. Use of direct and indirect quotations, attribution, anecdotes, description, use of creative language. 3- Research: Source selection, management sources interviewed, selection and management of documentation, selection of research techniques (interview, conference, observation, reading, etc.). <hr/> <p>The results for the criteria were as follows (per course section):</p> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 80%;">Criteria</th> <th style="width: 20%;">%</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Criteria	%				<p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p>
Criteria	%						

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Academic Program	Findings	Transformative Actions	Summary of Results						
	<table border="1" data-bbox="585 289 1042 451"> <tr> <td>Content</td> <td>30%</td> </tr> <tr> <td>Journalistic style</td> <td>40%</td> </tr> <tr> <td>Research</td> <td>0%</td> </tr> </table> <p>The expected goal was not reached in any (0%) of the criteria assessed in both course sections. Therefore, the goal for this outcome (66.66%) was not met.</p> <p>Second Instance</p> <p>A rubric was used in the INFP 4002 (<i>Newspaper Editing II</i>) course to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through an audiovisual chronicle. N= 14.</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <div style="background-color: #cccccc; padding: 5px; text-align: center;"> <p>Content Knowledge, Skills, or Dispositions in the Academic Program Criteria</p> </div>	Content	30%	Journalistic style	40%	Research	0%	<p>More exercises linking image and word, multimedia critical speech; related to accuracy of issues, approaches, and action schemes for the development of a journalistic content will be given or assigned to the students.</p>	
Content	30%								
Journalistic style	40%								
Research	0%								

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>						
	<p>1. Content: Correct, complete, and appropriate information, information criteria, background, etc.</p> <p>2. Journalistic style: Suitable for the media used. Use of direct and indirect quotations, attribution, anecdotes, description, use of creative language.</p> <hr/> <p>The results for the criteria were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Content</td> <td style="text-align: center;">100%</td> </tr> <tr> <td style="text-align: center;">Journalistic style</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criteria assessed. Therefore, the goal for this outcome was met.</p> <p>Third Instance</p> <p>A rubric was used in the INFP 4016 (<i>Introduction To Journalism</i>) course to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through drafting of news. N= 25.</p> <p><i>Expected outcome:</i> 80% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) 	Criteria	%	Content	100%	Journalistic style	100%		
Criteria	%								
Content	100%								
Journalistic style	100%								

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Academic Program	Findings	Transformative Actions	Summary of Results										
	<p>▪ Excellent (7-8)</p> <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <p>Content Knowledge, Skills, or Dispositions in the Academic Program Criteria</p> <ol style="list-style-type: none"> 1- Mastering of the style norms in the genre written. 2- Appropriate content selection and correct, complete, and appropriate information. 3- Thematic unit: appropriate scheme, dominates the construction and use of direct and indirect quotations, attribution, description, and narration. 4- Proper news headline: contains the news, striking and well written <hr/> <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="553 938 1075 1230"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Mastering of the style norms</td> <td>100%</td> </tr> <tr> <td>Appropriate content</td> <td>100%</td> </tr> <tr> <td>Thematic unit</td> <td>0%</td> </tr> <tr> <td>Proper news headline</td> <td>100%</td> </tr> </tbody> </table> <p>The expected goal was reached in 3 of the 4 (75%) criteria assessed. Therefore, the goal for this outcome was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the INFP-4036 (<i>Design And</i></p>	Criteria	%	Mastering of the style norms	100%	Appropriate content	100%	Thematic unit	0%	Proper news headline	100%		
Criteria	%												
Mastering of the style norms	100%												
Appropriate content	100%												
Thematic unit	0%												
Proper news headline	100%												

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Academic Program	Findings	Transformative Actions	Summary of Results
	<p><i>Techniques for Multimedia Journalism</i>) course to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through the final project of the course. N = 14</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p align="center">Content Knowledge, Skills, or Dispositions in the Academic Program Criteria</p> </div> <ol style="list-style-type: none"> 1. Concept - page model type, audience it addresses, editorial proposal. 2. Format – formal, personally identifiable information, correct appearance, consistency between the visual and content, appropriate logical navigation. 3. Thematic unit - consistency, clarity, concept development, appropriate relationship issues. 4. Newspaper style - correct and documented information, clarity, appropriate use of information and journalistic standards, in harmony with the concept. 5. Multimedia - combination of multimedia: videos, images, interactive areas, and transmedia resources. 		

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>												
	<p>The results for the criteria were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="padding: 5px;">Criteria</th> <th style="padding: 5px;">%</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Concept</td> <td style="padding: 5px;">100%</td> </tr> <tr> <td style="padding: 5px;">Format</td> <td style="padding: 5px;">100%</td> </tr> <tr> <td style="padding: 5px;">Thematic unit</td> <td style="padding: 5px;">100%</td> </tr> <tr> <td style="padding: 5px;">Newspaper style</td> <td style="padding: 5px;">100%</td> </tr> <tr> <td style="padding: 5px;">Multimedia</td> <td style="padding: 5px;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criteria assessed. Therefore, the goal for this outcome was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the INFP 4059 (<i>Broadcast Journalism</i>) course to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through a radio news report. N = 19</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The criteria to be assessed, as expressed in the rubric, were the following:</p>	Criteria	%	Concept	100%	Format	100%	Thematic unit	100%	Newspaper style	100%	Multimedia	100%		
Criteria	%														
Concept	100%														
Format	100%														
Thematic unit	100%														
Newspaper style	100%														
Multimedia	100%														

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>				
	<p data-bbox="518 280 1110 345">Content Knowledge, Skills, or Dispositions in the Academic Program Criteria</p> <ol data-bbox="572 358 1083 1230" style="list-style-type: none"> 1. Data search to expand context. 2. Balance of sources- relevance, plurality, and representativeness. 3. Ethical context in the selection of sounds and transitions writing. 4. Special Effects. 5. Ambient sounds. 6. Conclusion – the closing is relevant. 7. Development - the body of the historian is presented consistently. 8. Introduction - the lead is informative, attractive, concise 9. Duration-according to instructions or the requirements of the part 10. Transitions between paragraphs - appropriate transitions to link paragraphs together. 11. Selecting sounds-consonant with the news focus. 12. Accuracy-relevant sources, accurate and verifiable information. 13. Presentation of data - relationship and sequence of ideas. 14. Selecting the focus and news values. <p data-bbox="491 1268 948 1295">The results for the criteria were as follows:</p> <table data-bbox="545 1328 1083 1430"> <thead> <tr> <th data-bbox="545 1328 975 1385">Criteria</th> <th data-bbox="975 1328 1083 1385">%</th> </tr> </thead> <tbody> <tr> <td data-bbox="545 1385 975 1430">Data search</td> <td data-bbox="975 1385 1083 1430">93%</td> </tr> </tbody> </table>	Criteria	%	Data search	93%		
Criteria	%						
Data search	93%						



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<i>Academic Program</i>	<i>Findings</i>		<i>Transformative Actions</i>
<i>Summary of Results</i>			
	Balance of sources	100%	
	Ethical context	100%	
	Special Effects	100%	
	Ambient sounds	100%	
	Conclusion	100%	
	Development	100%	
	Introduction	100%	
	Duration	100%	
	Transitions between paragraphs	100%	
	Selecting sounds	100%	
	Accuracy	100%	
	Presentation of data	100%	
	Focus and news values	87%	
	<hr/> <p>The expected goal was reached in all (100%) of the criteria assessed. Therefore, the goal for this outcome was met.</p> <p>Sixth Instance</p> <p>A rubric was used in the COPU 4045 (<i>Advance Seminar in Communication</i>) course (two sections) to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through a final project. N = 29</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale</p>		

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Academic Program	Findings	Transformative Actions	Summary of Results																															
	<p>used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria assessed were as follows:</p> <table border="1" data-bbox="499 607 1126 1227"> <thead> <tr> <th rowspan="2">Criteria</th> <th colspan="2">COPU 4045 (secc. 001)</th> <th>COPU 4045 (secc. 002)</th> </tr> <tr> <th>Activity #1 (Draft)</th> <th>Activity #2 (Final project)</th> <th>Final project</th> </tr> </thead> <tbody> <tr> <td></td> <td colspan="2" style="text-align: center;">N = 21</td> <td style="text-align: center;">N = 8</td> </tr> <tr> <td>Multimedia</td> <td>100%</td> <td>100%</td> <td>88%</td> </tr> <tr> <td>Thematic unit</td> <td>0%</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>Theoretical framework</td> <td>100%</td> <td>100%</td> <td>88%</td> </tr> <tr> <td>Literature review</td> <td>0%</td> <td>100%</td> <td>88%</td> </tr> <tr> <td>Methodology</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p><u>COPU 4045 (001):</u></p> <p><i>Activity #1</i> - The expected goal was reached in 3 out of the 5 (60%) criteria assessed in the draft final project.</p> <p><i>Activity #2</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.</p>	Criteria	COPU 4045 (secc. 001)		COPU 4045 (secc. 002)	Activity #1 (Draft)	Activity #2 (Final project)	Final project		N = 21		N = 8	Multimedia	100%	100%	88%	Thematic unit	0%	100%	75%	Theoretical framework	100%	100%	88%	Literature review	0%	100%	88%	Methodology	100%	100%	100%		
Criteria	COPU 4045 (secc. 001)		COPU 4045 (secc. 002)																															
	Activity #1 (Draft)	Activity #2 (Final project)	Final project																															
	N = 21		N = 8																															
Multimedia	100%	100%	88%																															
Thematic unit	0%	100%	75%																															
Theoretical framework	100%	100%	88%																															
Literature review	0%	100%	88%																															
Methodology	100%	100%	100%																															

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Academic Program	Findings	Transformative Actions	Summary of Results																				
	<p><u>COPU 4045 (002):</u></p> <p><i>Final project</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project. Therefore, the goal for this outcome (66.66%) was met in both sections of this course..</p> <p>Seventh Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through the writing of a <i>press release</i>. N = 72</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale rubric used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="padding: 5px;">Course section</th> <th colspan="4" style="padding: 5px;">COPU 4136</th> </tr> <tr style="background-color: #d3d3d3;"> <th style="padding: 5px;">Criterion</th> <th style="padding: 5px;">001</th> <th style="padding: 5px;">002</th> <th style="padding: 5px;">003</th> <th style="padding: 5px;">004</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Correctly handles conciseness</td> <td style="padding: 5px;">N = 15</td> <td style="padding: 5px;">N = 20</td> <td style="padding: 5px;">N = 17</td> <td style="padding: 5px;">N = 20</td> </tr> <tr> <td></td> <td style="padding: 5px;">91%</td> <td style="padding: 5px;">90%</td> <td style="padding: 5px;">100%</td> <td style="padding: 5px;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached for this criterion in the four</p>	Course section	COPU 4136				Criterion	001	002	003	004	Correctly handles conciseness	N = 15	N = 20	N = 17	N = 20		91%	90%	100%	100%		
Course section	COPU 4136																						
Criterion	001	002	003	004																			
Correctly handles conciseness	N = 15	N = 20	N = 17	N = 20																			
	91%	90%	100%	100%																			

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Academic Program	Findings	Transformative Actions	Summary of Results				
	<p>sections of the course. Therefore, the goal for this outcome was met.</p> <p>Eighth Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through the <i>final project</i> of the course. N = 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity would score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: center;">Criterion</th> <th style="text-align: center;">% N = 20</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Correctly handles conciseness</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in the criterion assessed. Therefore, the goal for this outcome was met.</p> <p>Ninth Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in content knowledge, skills, or dispositions in the academic</p>	Criterion	% N = 20	Correctly handles conciseness	100%	<p style="text-align: center;">\</p> <p>For the next semester, the professor will spend more time on texts of written communication skills and will reduce the time on the expository, descriptive, and narrative texts that set the curriculum of the course.</p>	
Criterion	% N = 20						
Correctly handles conciseness	100%						

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Academic Program	Findings	Transformative Actions	Summary of Results				
	<p>program learning outcomes through a <i>press review</i>. N = 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: center;">Criterion</th> <th style="text-align: center;">% N = 20</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Correctly handles conciseness</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in the criterion assessed. Therefore, the goal for this outcome was met.</p> <p>Tenth Instance</p> <p>A rubric was used in the COPU 4355 (<i>Communication Theories</i>) course to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through the <i>final project</i> of the course. N = 9</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale rubric used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) 	Criterion	% N = 20	Correctly handles conciseness	100%		
Criterion	% N = 20						
Correctly handles conciseness	100%						

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Academic Program	Findings	Transformative Actions	Summary of Results								
	<ul style="list-style-type: none"> ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="478 456 1150 1036"> <thead> <tr> <th data-bbox="478 456 1077 513">Criteria</th> <th data-bbox="1077 456 1150 513">%</th> </tr> </thead> <tbody> <tr> <td data-bbox="478 513 1077 695">1- Apply and communicate, both micro and macro level, their understanding of the importance of human differences and diversity in the development of the life experiences of a person.</td> <td data-bbox="1077 513 1150 695">100%</td> </tr> <tr> <td data-bbox="478 695 1077 876">2- The student is self-regulating and aware of their personal biases and handles their influence by working with the diversity of participants and constituents in their professional practice values.</td> <td data-bbox="1077 695 1150 876">100%</td> </tr> <tr> <td data-bbox="478 876 1077 1036">3- It is presented to participants as people who are in a continuous learning process, and conceives participants and constituents, in turn, as people who have the most knowledge of their own experiences.</td> <td data-bbox="1077 876 1150 1036">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in each one of the criterion assessed. (100%). Therefore, the goal for this outcome was met.</p> <p>Eleventh Instance</p> <p>A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through a <i>final research project</i> for the course. N = 26</p>	Criteria	%	1- Apply and communicate, both micro and macro level, their understanding of the importance of human differences and diversity in the development of the life experiences of a person.	100%	2- The student is self-regulating and aware of their personal biases and handles their influence by working with the diversity of participants and constituents in their professional practice values.	100%	3- It is presented to participants as people who are in a continuous learning process, and conceives participants and constituents, in turn, as people who have the most knowledge of their own experiences.	100%	<p>Reinforced research skills by offering short workshops at the Research Center of the School of Communication, such as: Reference search through the catalog, writing documents according to APA, Construction Testing and Data Analysis style by Excel and SPSS.</p>	
Criteria	%										
1- Apply and communicate, both micro and macro level, their understanding of the importance of human differences and diversity in the development of the life experiences of a person.	100%										
2- The student is self-regulating and aware of their personal biases and handles their influence by working with the diversity of participants and constituents in their professional practice values.	100%										
3- It is presented to participants as people who are in a continuous learning process, and conceives participants and constituents, in turn, as people who have the most knowledge of their own experiences.	100%										

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Academic Program	Findings	Transformative Actions	Summary of Results								
	<p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="545 639 1083 854"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1. Literature Review</td> <td>79%</td> </tr> <tr> <td>2. Theoretical Framework</td> <td>83%</td> </tr> <tr> <td>3. Methodology</td> <td>79%</td> </tr> </tbody> </table> <p>The expected goal was reached in each one of the criterion assessed. An average of 80% in all three criteria assessed. Therefore, the goal for this outcome was met.</p> <p>Twelfth Instance</p> <p>A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' competencies in content knowledge, skills or dispositions in the academic program learning outcomes through a <i>final research project</i> for the course. N = 26</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) 	Criteria	%	1. Literature Review	79%	2. Theoretical Framework	83%	3. Methodology	79%		
Criteria	%										
1. Literature Review	79%										
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>								
	<ul style="list-style-type: none"> ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td>1. Apply and communicate, both micro and macro level, their understanding of the importance of human differences and diversity in the development of the life experiences of a person.</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>2. The student is self-regulating and aware of their personal biases and handles their influence by working with the diversity of participants and constituents in their professional practice values.</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>3. It is presented to participants as people who are in a continuous learning process, and conceives participants and constituents, in turn, as people who have the most knowledge about their own experiences.</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in each one of the criteria assessed. Therefore, the goal for this outcome was met.</p>	Criteria	%	1. Apply and communicate, both micro and macro level, their understanding of the importance of human differences and diversity in the development of the life experiences of a person.	100%	2. The student is self-regulating and aware of their personal biases and handles their influence by working with the diversity of participants and constituents in their professional practice values.	100%	3. It is presented to participants as people who are in a continuous learning process, and conceives participants and constituents, in turn, as people who have the most knowledge about their own experiences.	100%		
Criteria	%										
1. Apply and communicate, both micro and macro level, their understanding of the importance of human differences and diversity in the development of the life experiences of a person.	100%										
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3. It is presented to participants as people who are in a continuous learning process, and conceives participants and constituents, in turn, as people who have the most knowledge about their own experiences.	100%										
Public Relations and Advertising	<p>First Instance</p> <p>A rubric was used in the REPU 4076 (<i>Designing Producing Advertisements for Radio, TV, and Print Media</i>) course to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning</p>		<p>Five measures in eight instances, which were met (100%).</p> <p>Two transformative actions were established.</p>								

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>outcomes through the <i>final presentation</i> of the course. N= 17.</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <div style="background-color: #cccccc; padding: 5px; text-align: center; margin: 10px 0;"> <p>Content Knowledge, Skills, or Dispositions in the Academic Program Criteria</p> </div> <p><i>Assess in practice, diversity and difference:</i></p> <ol style="list-style-type: none"> 1. Apply and communicate, both at micro and macro level, their understanding of the importance of human differences and diversity in the development of the life experiences of a person. 2. Participants are presented as people who are in a process of continuous learning; and in turn conceives participants and constituents as people who have the most knowledge about their own experiences. 3. They are self-regulating and aware of their biases and personal values and handle their influence by working with the diversity of participants and constituents in their professional practice. <hr/> <p>The results for the criteria were as follows (per course</p>		<p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p>

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Academic Program	Findings	Transformative Actions	Summary of Results														
	<p>section):</p> <table border="1" data-bbox="516 334 1112 626"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Importance of human differences and diversity</td> <td>100%</td> </tr> <tr> <td>Continuous learning</td> <td>100%</td> </tr> <tr> <td>Self-regulating</td> <td>100%</td> </tr> </tbody> </table> <p>The expected goal was reached in each one of the criterion assessed. Therefore, the goal for this outcome was met.</p> <p>Second Instance</p> <p>A rubric was used in the COPU 4045 (<i>Advance Seminar in Communication</i>) course (two sections) to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through a <i>final project</i>. N = 29</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="516 1357 1112 1463"> <thead> <tr> <th>Criteria</th> <th>COPU 4045 (secc. 001)</th> <th>COPU 4045 (secc.</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Criteria	%	Importance of human differences and diversity	100%	Continuous learning	100%	Self-regulating	100%	Criteria	COPU 4045 (secc. 001)	COPU 4045 (secc.					
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Self-regulating	100%																
Criteria	COPU 4045 (secc. 001)	COPU 4045 (secc.															

School of Communication

Academic Program	Findings			Transformative Actions	Summary of Results
			002)		
	Activity #1 (Draft)	Activity #2 (Final project)	Final project		
	N = 21		N = 8		
	Multimedia	100%	100%	88%	
	Thematic unit	0%	100%	75%	
	Theoretical framework	100%	100%	88%	
	Literature review	0%	100%	88%	
	Methodology	100%	100%	100%	
	<p><u>COPU 4045 (001):</u></p> <p><i>Activity #1</i> - The expected goal was reached in 3 out of the 5 (60%) criteria assessed in the draft of the final project.</p> <p><i>Activity #2</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.</p> <p><u>COPU 4045 (002):</u></p> <p><i>Final project</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.</p> <p>Therefore, the goal for this outcome (66.66%) was met.</p> <p>Third Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in</p>				

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Academic Program	Findings	Transformative Actions	Summary of Results																				
	<p>content knowledge, skills, or dispositions in the academic program learning outcomes through the writing of a <i>press release</i>. N = 72</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale rubric used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="548 760 1083 1029"> <thead> <tr> <th data-bbox="548 760 701 824">Course section</th> <th colspan="4" data-bbox="701 760 1083 824">COPU 4136</th> </tr> <tr> <th data-bbox="548 824 701 857">Criterion</th> <th data-bbox="701 824 798 857">001</th> <th data-bbox="798 824 895 857">002</th> <th data-bbox="895 824 991 857">003</th> <th data-bbox="991 824 1083 857">004</th> </tr> </thead> <tbody> <tr> <td data-bbox="548 857 701 922">Correctly handles conciseness</td> <td data-bbox="701 857 798 922">N = 15</td> <td data-bbox="798 857 895 922">N = 20</td> <td data-bbox="895 857 991 922">N = 17</td> <td data-bbox="991 857 1083 922">N = 20</td> </tr> <tr> <td data-bbox="548 922 701 1029"></td> <td data-bbox="701 922 798 1029">91%</td> <td data-bbox="798 922 895 1029">90%</td> <td data-bbox="895 922 991 1029">100%</td> <td data-bbox="991 922 1083 1029">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in the criterion assessed in the four sections of the course. Therefore, the goal for this outcome was met.</p> <p>Fourth Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through the <i>final project</i> of the course. N = 20</p>	Course section	COPU 4136				Criterion	001	002	003	004	Correctly handles conciseness	N = 15	N = 20	N = 17	N = 20		91%	90%	100%	100%	<p>For the next semester, the professor will spend more time on communication skills texts and will reduce the time on the expository, descriptive, and narrative texts that set the curriculum of the course.</p>	
Course section	COPU 4136																						
Criterion	001	002	003	004																			
Correctly handles conciseness	N = 15	N = 20	N = 17	N = 20																			
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School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results				
	<p><i>Expected outcome:</i> 70% of students participating in the activity would score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: center;">Criterion</th> <th style="text-align: center;">% N = 20</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Correctly handles conciseness</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in the criterion assessed. Therefore, the goal for this outcome was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through a <i>press review</i>. N = 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) 	Criterion	% N = 20	Correctly handles conciseness	100%		
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Academic Program	Findings	Transformative Actions	Summary of Results								
	<p>The results for the criteria were as follows:</p> <table border="1" data-bbox="548 365 1083 521"> <thead> <tr> <th>Criterion</th> <th>% N = 20</th> </tr> </thead> <tbody> <tr> <td>Correctly handles conciseness</td> <td>100%</td> </tr> </tbody> </table> <p>The expected goal was reached in the criterion assessed. Therefore, the goal for this outcome was met.</p> <p>Sixth Instance</p> <p>A rubric was used in the COPU 4355 (<i>Communication Theories</i>) course to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through the <i>final project</i> of the course. N = 9</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="497 1284 1131 1344"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Criterion	% N = 20	Correctly handles conciseness	100%	Criteria	%				
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Criteria	%										

School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results
	<p>1. Apply and communicate, both at micro and macro level, their understanding of the importance of human differences and diversity in the development of the life experiences of a person. 100%</p> <p>2. The student is self-regulating and aware of their personal biases and handles their influence by working with the diversity of participants and constituents in their professional practice values. 100%</p> <p>3. It is presented to participants as people who are in a continuous learning process, and conceives participants and constituents, in turn, as people who have the most knowledge of their own experiences. 100%</p> <hr/> <p>The expected goal was reached in each one of the criterion assessed. Therefore, the goal for this outcome was met.</p> <p>Seventh Instance</p> <p>A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through a <i>final research project</i> for the course. N = 26</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale rubric used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) 	<p>Reinforce research skills by offering short workshops at the Research Center of the School of Communication, such as: reference search through the catalog, writing documents according to APA, Construction Testing, and Data Analysis style by Excel and SPSS.</p>	

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Academic Program	Findings	Transformative Actions	Summary of Results								
	<p>The results for the criteria were as follows:</p> <table border="1" data-bbox="553 363 1075 605"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1. Literature Review</td> <td>79%</td> </tr> <tr> <td>2. Theoretical Framework</td> <td>83%</td> </tr> <tr> <td>3. Methodology</td> <td>79%</td> </tr> </tbody> </table> <p>The expected goal was reached in each one of the criterion assessed. Therefore, the goal for this outcome was met.</p> <p>Eighth Instance</p> <p>A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' competencies in content knowledge, skills, or dispositions in the academic program learning outcomes through a <i>final research project</i> for the course. N = 26</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p>	Criteria	%	1. Literature Review	79%	2. Theoretical Framework	83%	3. Methodology	79%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>								
	<table border="1"> <thead> <tr> <th data-bbox="518 280 1016 329">Criteria</th> <th data-bbox="1016 280 1110 329">%</th> </tr> </thead> <tbody> <tr> <td data-bbox="518 329 1016 532">1. Apply and communicate, both at micro and macro level, their understanding of the importance of human differences and diversity in the development of the life experiences of a person.</td> <td data-bbox="1016 329 1110 532">100%</td> </tr> <tr> <td data-bbox="518 532 1016 735">2. The student is self-regulating and aware of their personal biases and handles their influence by working with the diversity of participants and constituents in their professional practice values.</td> <td data-bbox="1016 532 1110 735">100%</td> </tr> <tr> <td data-bbox="518 735 1016 954">3. It is presented to participants as people who are in a continuous learning process, and conceives participants and constituents, in turn, as people who have the most knowledge about their own experiences.</td> <td data-bbox="1016 735 1110 954">100%</td> </tr> </tbody> </table> <p data-bbox="491 987 1110 1044">The expected goal was reached in each one of the criteria assessed. Therefore, the goal for this outcome was met.</p>	Criteria	%	1. Apply and communicate, both at micro and macro level, their understanding of the importance of human differences and diversity in the development of the life experiences of a person.	100%	2. The student is self-regulating and aware of their personal biases and handles their influence by working with the diversity of participants and constituents in their professional practice values.	100%	3. It is presented to participants as people who are in a continuous learning process, and conceives participants and constituents, in turn, as people who have the most knowledge about their own experiences.	100%		
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VI. Capacity for Independent Studies

College of Humanities			
Academic Program	Findings	Transformative Actions	Summary of Results
Fine Arts	<p><i>First Semester</i></p> <p>First Instance</p> <p>A holistic rubric and the results of a critical group were used in the ARTE 3912 (<i>Fundamentals of Visual Arts 2</i>) course to assess the students' capacity for independent studies based on an essay writing using research online and in the process of creating and developing the plastic work outside of the workshop-course hours.</p> <p><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria assessed.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Capacity for Independent Studies</p> <p style="text-align: center;">Skills Criteria</p> <ol style="list-style-type: none"> 1. Information search and written critical analysis. 2. Creation of the plastic as a result of work and research base line. 3. Creation and running the plastic work outside the hours of workshop. </div> <p><i>The assessment findings were as follows:</i></p>	<p>Develop areas for study and research.</p> <p>Improve internet access.</p>	<p>One measure in four instances, which was met.</p> <p>Eight transformative actions were established.</p> <div style="background-color: #cccccc; padding: 5px; margin: 10px auto; width: fit-content;"> <p>OEAE's Recommendation</p> </div> <p>Assessment results for each criterion assessed must be included in the Annual Report for each measurement (mid-term and final assessment)</p>

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Academic Program	Findings		Transformative Actions	Summary of Results				
	Mid-term Assessment	Final Assessment						
	Percentage of Students Meeting the Goal							
	100%	100%						
	<p>100% of students assessed reached the expected outcome, both in the midterm and the final assessment. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A holistic rubric and the results of a critical group were used in the ARTE 4981 (<i>Creative Research Workshop 1</i>) course to assess the students' capacity for independent studies based on an essay writing using research online and in the process of creating and executing the plastic work outside the hours of the workshop-course.</p> <p><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <table border="1" data-bbox="518 1138 1077 1206"> <thead> <tr> <th>Capacity for Independent Studies Skills Criteria</th> </tr> </thead> <tbody> <tr> <td>1. Information search and written critical analysis.</td> </tr> <tr> <td>2. Creation of the plastic as a result of work and research base line.</td> </tr> <tr> <td>3. Creation and running the plastic work outside workshop hours.</td> </tr> </tbody> </table>		Capacity for Independent Studies Skills Criteria	1. Information search and written critical analysis.	2. Creation of the plastic as a result of work and research base line.	3. Creation and running the plastic work outside workshop hours.	<p>Implement of capacity for independent studies in all workshops as a focal point..</p> <p>Promote capacity for independent studies skills in all the workshops/courses.</p> <p>Transform one of the computer labs into a resource/research and creating seminar room, in which students have access to reference books and computers.</p>	
Capacity for Independent Studies Skills Criteria								
1. Information search and written critical analysis.								
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Academic Program	Findings	Transformative Actions	Summary of Results								
	<p><i>The assessment findings were as follows:</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="padding: 5px;">Mid-term Assessment</th> <th style="padding: 5px;">Final Assessment</th> </tr> <tr style="background-color: #d3d3d3;"> <th colspan="2" style="padding: 5px;">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">75%</td> <td style="text-align: center; padding: 5px;">75%</td> </tr> </tbody> </table> <p>75% of students assessed reached the expected outcome, both in the midterm and the final assessment. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A holistic rubric and the results of a critical group was used in the ARTE 4982 (<i>Creative Research Workshop 2</i>) course to assess the students' capacity for independent studies based on an essay writing using research online and in the process of creating and executing the plastic work outside the hours of the workshop-course.</p> <p><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="padding: 5px;">Capacity for Independent Studies Skills Criteria</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. Information search and written critical analysis.</td> </tr> </tbody> </table>	Mid-term Assessment	Final Assessment	Percentage of Students Meeting the Goal		75%	75%	Capacity for Independent Studies Skills Criteria	1. Information search and written critical analysis.	<p>Create a study hall in the College of Fine Arts with theoretical references, books and movies.</p>	
Mid-term Assessment	Final Assessment										
Percentage of Students Meeting the Goal											
75%	75%										
Capacity for Independent Studies Skills Criteria											
1. Information search and written critical analysis.											

College of Humanities

Academic Program	Findings	Transformative Actions	Summary of Results						
	<p>2. Creation of the plastic as a result of work and research base line.</p> <p>3. Creation and running the plastic work outside workshop hours.</p> <hr/> <p><i>The assessment findings were as follows:</i></p> <table border="1" data-bbox="532 574 1067 737"> <thead> <tr> <th data-bbox="532 574 798 639">Mid-term Assessment</th> <th data-bbox="798 574 1067 639">Final Assessment</th> </tr> <tr> <th colspan="2" data-bbox="532 639 1067 680">Percentage of Students Meeting the Goal</th> </tr> </thead> <tbody> <tr> <td data-bbox="532 680 798 737">60%</td> <td data-bbox="798 680 1067 737">80%</td> </tr> </tbody> </table> <p>Only 60% of students assessed reached the expected outcome in the midterm assessment; however, since the objective of the midterm assessment is formative, the goal was met, because in the final assessment, 80% of students reached the expected outcome. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance</p> <p>A holistic rubric and the results of a critical group was used in the ARTE 4982 (<i>Creative Research Workshop 2</i>) course to assess the students' capacity for independent studies based on an essay writing using research online and in the process of creating and executing the plastic work outside the hours of the workshop-course.</p> <p><i>Expected outcome:</i> It was expected that 70% or more of the students would receive a score of 5 or higher in all criteria.</p>	Mid-term Assessment	Final Assessment	Percentage of Students Meeting the Goal		60%	80%	<p>Encourage independent research and artistic production through institutional calls and exhibitions organized by students.</p> <p>Promote an enabling environment for artistic production in workshops outside of class hours.</p>	
Mid-term Assessment	Final Assessment								
Percentage of Students Meeting the Goal									
60%	80%								

College of Humanities

Academic Program	Findings	Transformative Actions	Summary of Results												
	<p>The criteria to be assessed, as expressed in the rubric, are the following :</p> <div style="border: 1px solid black; background-color: #d3d3d3; padding: 5px; text-align: center; margin: 10px 0;"> Capacity for Independent Studies Skills Criteria </div> <ol style="list-style-type: none"> 1. Information search and written critical analysis. 2. Creation of the plastic as a result of work and research base line. 3. Creation and running the plastic work outside the hours of workshop. <hr style="width: 20%; margin-left: 0;"/> <p><i>The assessment findings were as follows:</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th colspan="3">Percentage of Students Meeting the Goal</th> </tr> <tr style="background-color: #d3d3d3;"> <th>Course session</th> <th>Mid-term Assessment</th> <th>Final Assessment</th> </tr> </thead> <tbody> <tr> <td>ARTE 4982-1</td> <td>90%</td> <td>90%</td> </tr> <tr> <td>ARTE 4982-2</td> <td>75%</td> <td>75%</td> </tr> </tbody> </table> <p>ARTE 4982-1: 90% of students assessed reached the expected outcome in the midterm assessment, and in the final assessment, 90% of students reached the expected outcome.</p> <p>ARTE 4982-2: 75% of students assessed reached the expected outcome in the midterm assessment; however, in the final assessment, only 75% of students reached the expected outcome. Therefore, the goal was met.</p>	Percentage of Students Meeting the Goal			Course session	Mid-term Assessment	Final Assessment	ARTE 4982-1	90%	90%	ARTE 4982-2	75%	75%		
Percentage of Students Meeting the Goal															
Course session	Mid-term Assessment	Final Assessment													
ARTE 4982-1	90%	90%													
ARTE 4982-2	75%	75%													

College of Natural Sciences																			
Academic Program	Findings	Transformative Actions	Summary of Results																
Chemistry	<p>First Instance</p> <p>A rubric designed to evaluate a creative scientific work (Project Rubric) was used in the QUIM 3255L (Analytical Chemistry Laboratory) course to assess students' capacity for independent study based on a research project (Proj). N=30</p> <p><i>Specific outcome</i> - It was expected that 60% or more of the students would achieve a score of at least 66.7% in their performance in each criterion.</p> <p><i>Global outcome</i> - It was expected that 60% or more of the criteria would be achieved by students.</p> <p>The results for each criterion were as follows:</p> <table border="1"> <thead> <tr> <th>Criteria</th> <th>Average by criteria</th> </tr> </thead> <tbody> <tr> <td>1) Abstract</td> <td>90%</td> </tr> <tr> <td>2) Introduction</td> <td>60%</td> </tr> <tr> <td>3) Methodology</td> <td>83%</td> </tr> <tr> <td>4) Results</td> <td>77%</td> </tr> <tr> <td>5) Discussion/Conclusions</td> <td>77%</td> </tr> <tr> <td>6) References</td> <td>93%</td> </tr> <tr> <td>7) Experiment</td> <td>77%</td> </tr> </tbody> </table>	Criteria	Average by criteria	1) Abstract	90%	2) Introduction	60%	3) Methodology	83%	4) Results	77%	5) Discussion/Conclusions	77%	6) References	93%	7) Experiment	77%	<p>Students were informed of the various aspects in the rubric used to evaluate their research project.</p> <p>Feedback was provided to the students on several occasions during the preparation of the research project.</p>	<p>One measure in one instance, which was met.</p> <p>One transformative action was proposed.</p>
Criteria	Average by criteria																		
1) Abstract	90%																		
2) Introduction	60%																		
3) Methodology	83%																		
4) Results	77%																		
5) Discussion/Conclusions	77%																		
6) References	93%																		
7) Experiment	77%																		

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>The specific expected average score obtained by the students assessed was 6 out of 7 (86%). The expected outcome was achieved in criteria 1, 3, 4, 5, 6 and 7, but not in the criterion 2.</p> <p>Also, the global expected outcome of $\geq 60\%$ was achieved in all criteria (100%). Therefore, the goal was met</p>		
<p>Computer Science</p>	<p>First Instance</p> <p>A student questionnaire administered yearly to computer science students was used as an indirect measure in the CCOM 4027 (Introduction to Data Management) course to assess students' capacity for independent study. N = 66</p> <p><i>Specific expected outcome:</i></p> <ul style="list-style-type: none"> ▪ <i>Students' dispositions to participate in research</i> - It was expected that 70% or more of the students would answer that they have participated or are interested in participating in a research project. ▪ <i>Interest in pursuing graduate studies</i> – It was expected that 50% or more of the students would answer that they are interested in pursuing graduate studies. <p><i>The assessment findings were:</i></p> <p>92% of the students (61 out of 66 students) have research experience or are highly interested in participating in research.</p> <p>50% of the students (33 out of 66 students) were interested in pursuing graduate studies.</p> <p>Therefore, the goal was met.</p>	<p>The Computer Science Department must count the exact number of the third and fourth year students that participate in research.</p>	<p>Two measures in two instances, both of which were met.</p> <p>One transformative action was proposed.</p>



College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>						
	<p>Second Instance</p> <p>A questionnaire administered to the third and fourth year students of the computer science program was used as an indirect measure to assess students' capacity for independent study. N = 30</p> <p><i>Specific expected outcome</i> - It was expected that 30% or more of the third and fourth year students would have research experience.</p> <p><i>The assessment findings were:</i></p> <p>87% of the third and fourth year students (26 out of 30 students) that completed the questionnaire have research experience.</p> <p>The expected outcome was reached. Therefore, the goal was met</p>								
<p>Mathematics</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>A rubric was used in the MATE 5001 (<i>Probability</i>) course to assess students' capacity for independent study in a research report.</p> <p><i>Specific expected outcome</i> - It was expected that all the students (100%) assessed would research a topic independently.</p> <p>The expected outcome was reached. All students researched a topic independently (100%). Therefore, the goal was met.</p>		<p>Two measures in five instances, all of which were met.</p> <p>No transformative actions were proposed.</p> <table border="1" data-bbox="1830 1271 2481 1463"> <thead> <tr> <th colspan="2">OEAE RECOMMENDATIONS TO THE PROGRAM</th> </tr> <tr> <th>Course</th> <th>OEAE Comments</th> </tr> </thead> <tbody> <tr> <td>MATE 5001</td> <td>The fact that all students within a course section had researched a topic in an</td> </tr> </tbody> </table>	OEAE RECOMMENDATIONS TO THE PROGRAM		Course	OEAE Comments	MATE 5001	The fact that all students within a course section had researched a topic in an
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College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>	
	<p>Second Instance</p> <p>An exit questionnaire was administered to students at the end of the bachelor's degree, to measure the degree of satisfaction of the graduates with the technological training they received, which included items designed to assess the degree of satisfaction with the academic preparation received in the area of capacity for independent study. N = 2</p> <p><i>Specific expected outcome</i> - It was expected that the students would identify their level of satisfaction as satisfied or very satisfied in the exit questionnaire.</p> <p>The expected outcome was reached in all the items (100%).</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 MATE 4995 (<i>Topics in Mathematics: Undergraduate Research Seminar</i>) course to assess students' capacity for independent study in a research report.</p> <p><i>Specific expected outcome</i> - It was expected that all the students (100%) assessed would research a topic independently.</p> <p>The expected outcome was reached. All students researched a topic independently (100%). Therefore, the goal was met.</p>		<p>MATE 4995</p>	<p>independent manner is not considered a criterion evidencing meeting the expected goal of this learning outcomes.</p>
			<p>MATE 5002</p>	<p>OEAE recommends the use of direct measures and assess each criterion established in order to demonstrate the performance or the mastery level of the students for this learning outcome.</p>

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Academic Program	Findings	Transformative Actions	Summary of Results				
	<p>Second Instance</p> <p>An exit questionnaire was administered to students at the end of the bachelor's degree, to measure the degree of satisfaction of the graduates with the technological training they received, which included items designed to assess the degree of satisfaction with the academic preparation received in the area of capacity for independent study. N = 2</p> <p><i>Specific expected outcome</i> - It was expected that the item would receive a score of 3 or higher in a 4 point scale.</p> <p>Findings for the item assessed was:</p> <table border="1" data-bbox="559 824 1077 963"> <thead> <tr> <th>Item</th> <th>Average score</th> </tr> </thead> <tbody> <tr> <td>Capacity for Independent Study</td> <td>3.25</td> </tr> </tbody> </table> <p>The expected outcome was reached. The item received a score of 3 or more in the rubric used.. Therefore, the goal was met.</p> <p>Third Instance</p> <p>A rubric was used in the MATE 5002 (<i>Statistics</i>) course to assess students' capacity for independent study in a research report.</p> <p><i>Specific expected outcome</i> - It was expected that all the students (100%) assessed would research a topic independently.</p>	Item	Average score	Capacity for Independent Study	3.25		
Item	Average score						
Capacity for Independent Study	3.25						

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>			
	<p>The expected outcome was reached. All students researched a topic independently (100%). Therefore, the goal was met.</p>					
<p>Nutrition and Dietetics</p>	<p><i>First Semester</i></p> <p>First Instance</p> <p>Two items within a brief student questionnaire, 5- point Likert scale, administered to the 2nd year students in the NUTR 4031 (Food Science) course and to the 4th year students in the NUTR 4166 (Advanced Clinical Dietetics) course was used as an indirect measure to assess students' capacity for independent studies skills. N = 41</p> <p><i>Specific expected outcome by item –</i></p> <p><u>Item #1</u> - It was expected that 75% or more of the students would report learning a nutrition and dietetics concept on their own.</p> <p><u>Item #2</u> - It was expected that 75% or more of the students would report using other resources to study, in addition to those identified by the professor.</p> <p><i>The capacity for independent studies skills items assessed were:</i></p> <table border="1" data-bbox="577 1185 1061 1242"> <thead> <tr> <th>Items</th> </tr> </thead> <tbody> <tr> <td>1. Identify a topic, concept, or skill related to nutrition and dietetics which you learned by yourself in the last year and how you did it.</td> </tr> <tr> <td>2. When I performed a task from my course, I used only the resources that were indicated by my professor.</td> </tr> </tbody> </table>	Items	1. Identify a topic, concept, or skill related to nutrition and dietetics which you learned by yourself in the last year and how you did it.	2. When I performed a task from my course, I used only the resources that were indicated by my professor.	<p>Item #1 will be rephrased since it was misunderstood by some students (8). The Nutrition and Dietetics program should promote giving students encouragement to have the initiative to search for additional information and resources to complement their academic preparation.</p>	<p>One measure in one instance, which was not met.</p> <p>One transformative action was proposed.</p>
Items						
1. Identify a topic, concept, or skill related to nutrition and dietetics which you learned by yourself in the last year and how you did it.						
2. When I performed a task from my course, I used only the resources that were indicated by my professor.						

College of Natural Sciences

Academic Program	Findings	Transformative Actions	Summary of Results																																																				
	<p>The findings of the assessment were:</p> <p style="text-align: center;"><i>Item #1</i></p> <table border="1" data-bbox="551 396 1088 649"> <thead> <tr> <th rowspan="3" style="background-color: #cccccc;"><u>Item #1</u></th> <th colspan="4" style="background-color: #cccccc;">Courses</th> <th colspan="2" style="background-color: #cccccc;">Total</th> </tr> <tr> <th colspan="2" style="background-color: #cccccc;">NUTR 4031</th> <th colspan="2" style="background-color: #cccccc;">NUTR 4166</th> <th colspan="2" style="background-color: #cccccc;">N = 41</th> </tr> <tr> <th colspan="2" style="background-color: #cccccc;">N = 18</th> <th colspan="2" style="background-color: #cccccc;">N = 23</th> <th colspan="2" style="background-color: #cccccc;"></th> </tr> <tr> <th style="background-color: #cccccc;">N</th> <th style="background-color: #cccccc;">%</th> <th style="background-color: #cccccc;">N</th> <th style="background-color: #cccccc;">%</th> <th style="background-color: #cccccc;">N</th> <th style="background-color: #cccccc;">%</th> </tr> <tr> <td style="background-color: #cccccc;">*</td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;">*</td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;">*</td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td style="background-color: #cccccc;">10</td> <td style="background-color: #cccccc;">56</td> <td style="background-color: #cccccc;">12</td> <td style="background-color: #cccccc;">52</td> <td style="background-color: #cccccc;">22</td> <td style="background-color: #cccccc;">54</td> </tr> </thead></table> <p>* Number of students that reported a nutrition and dietetics topic they learned on their own.</p> <p>Results indicated that more than a half (54%) of the students reported having the initiative to study a topic on their own during the past year. There were 8 students in the NUTR 4031 course that did not answer the question and left it blank. The most common method of studying on their own was searching the Internet, and reading scientific articles or books. The expected outcome for Item #1 (75%) was not reached.</p> <p style="text-align: center;"><i>Item #2</i></p> <table border="1" data-bbox="551 1175 1088 1461"> <thead> <tr> <th style="background-color: #cccccc;"><u>Item #2</u></th> <th style="background-color: #cccccc;">NUTR 4031</th> <th style="background-color: #cccccc;">NUTR 4166</th> </tr> </thead> <tbody> <tr> <td>Totally disagree</td> <td>22%</td> <td>9%</td> </tr> <tr> <td>Disagree</td> <td>33%</td> <td>43%</td> </tr> <tr> <td>Neutral</td> <td>39%</td> <td>35%</td> </tr> <tr> <td>Agree</td> <td>6%</td> <td>4%</td> </tr> </tbody> </table>	<u>Item #1</u>	Courses				Total		NUTR 4031		NUTR 4166		N = 41		N = 18		N = 23				N	%	N	%	N	%	*		*		*		10	56	12	52	22	54	<u>Item #2</u>	NUTR 4031	NUTR 4166	Totally disagree	22%	9%	Disagree	33%	43%	Neutral	39%	35%	Agree	6%	4%		
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College of Natural Sciences			
Academic Program	Findings	Transformative Actions	Summary of Results
	<p>Totally agree 0% 9%</p> <hr/> <p>Since Item #2 was worded in a negative manner, the expected result was that the majority of students would disagree with the statement. The results suggest that more than half of the students in both courses (54%) do not agree on using only resources provided by the professor of the course. The expected outcome for Item #2 (75%) was not reached.</p> <p><i>Overall outcomes</i> - 54% of the students assessed in both courses reported having the initiative to study a topic on their own, and did not agree with only using the resources provided by the professor. The expected outcome was not reached. Therefore, the goal was not met.</p>		

School of Communication			
Academic Program	Findings	Transformative Actions	Summary of Results
Audiovisual Communication	<p>First Instance</p> <p>A rubric was used in the COPU 4045 (<i>Advance Seminar in Communication</i>) course (two sections) to assess the students' competencies in capacity for independent studies through a <i>final project</i>. N = 21</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale rubric used.</p>		<p>One measure in one instance, which was met (100%).</p> <p>No transformative action was established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p>

School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results															
	<p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="489 548 1139 1015"> <thead> <tr> <th rowspan="2">Criterion</th> <th colspan="2">COPU 4045 (sec. 001)</th> <th>COPU 4045 (sec. 002)</th> </tr> <tr> <th>Activity #1 (Draft)</th> <th>Activity #2 (Final project)</th> <th>Final project</th> </tr> </thead> <tbody> <tr> <td></td> <td colspan="2" style="text-align: center;">N = 21</td> <td style="text-align: center;">N = 8</td> </tr> <tr> <td>The review of literature reflects an appropriate selection of representative authors of the theory.</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">88%</td> </tr> </tbody> </table> <p><u>COPU 4045 (001):</u></p> <p><i>Activity #1</i> - The expected goal <i>was not</i> reached in the criterion assessed in the draft final project (0%).</p> <p><i>Activity #2</i> - The expected goal was reached in the criterion assessed in the final project.</p> <p><u>COPU 4045 (002):</u></p> <p><i>Final project</i> - The expected goal was reached in (88%) the criterion assessed in the final project. Therefore, the goal for this learning outcome was met.</p>	Criterion	COPU 4045 (sec. 001)		COPU 4045 (sec. 002)	Activity #1 (Draft)	Activity #2 (Final project)	Final project		N = 21		N = 8	The review of literature reflects an appropriate selection of representative authors of the theory.	0%	100%	88%		<p>OEAE's Recommendation</p> <p>OEAE recommends the use of direct measures and assess each criterion established in order to demonstrate the performance or the mastery level of the students for this learning outcome</p>
Criterion	COPU 4045 (sec. 001)		COPU 4045 (sec. 002)															
	Activity #1 (Draft)	Activity #2 (Final project)	Final project															
	N = 21		N = 8															
The review of literature reflects an appropriate selection of representative authors of the theory.	0%	100%	88%															

School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results															
<p>Information and Journalism</p>	<p>First Instance</p> <p>A rubric was used in the COPU 4045 (<i>Advanced Seminar in Communication</i>) course (two sections) to assess the students' competencies in capacity for independent studies through a <i>final project</i>. N = 21</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="478 883 1150 1195"> <thead> <tr> <th rowspan="2">Criteria</th> <th colspan="2">COPU 4045 (secc. 001)</th> <th>COPU 4045 (secc. 002)</th> </tr> <tr> <th>Activity #1 (Draft)</th> <th>Activity #2 (Final project)</th> <th>Final project</th> </tr> </thead> <tbody> <tr> <td></td> <td colspan="2">N = 21</td> <td>N = 8</td> </tr> <tr> <td>The literature review reflects an appropriate selection of representative authors of the theory.</td> <td>0%</td> <td>100%</td> <td>88%</td> </tr> </tbody> </table> <p><u>COPU 4045 (001):</u></p> <p><i>Activity #1</i> - The expected goal was reached in 3 of the 5 (60%) criteria assessed in the draft of the final project.</p>	Criteria	COPU 4045 (secc. 001)		COPU 4045 (secc. 002)	Activity #1 (Draft)	Activity #2 (Final project)	Final project		N = 21		N = 8	The literature review reflects an appropriate selection of representative authors of the theory.	0%	100%	88%		<p>One measure in one instance, which was met (100%).</p> <p>No transformative actions were established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p> <div style="background-color: #cccccc; padding: 5px; margin: 10px 0;">OEAE's Recommendation</div> <p>OEAE recommends the use of direct measures and assess each criterion established in order to demonstrate the performance or the mastery level of the students for this learning outcome</p>
Criteria	COPU 4045 (secc. 001)		COPU 4045 (secc. 002)															
	Activity #1 (Draft)	Activity #2 (Final project)	Final project															
	N = 21		N = 8															
The literature review reflects an appropriate selection of representative authors of the theory.	0%	100%	88%															

School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results											
	<p>Activity #2 - The expected goal was reached in all (100%) of the criteria assessed in the final project.</p> <p><u>COPU 4045 (002):</u></p> <p>Final project - The expected goal was reached in all (100%) of the criteria assessed in the final project.</p> <p>Therefore, the goal for this outcome (66.66%) was met.</p>													
<p>Public Relations and Advertising</p>	<p>First Instance</p> <p>A rubric was used in the COPU 4045 (<i>Advance Seminar in Communication</i>) course (two sections) to assess the students' competencies in capacity for independent studies through a <i>final project</i>. N = 21</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="499 1159 1131 1469"> <thead> <tr> <th rowspan="2">Criteria</th> <th colspan="2">COPU 4045 (secc. 001)</th> <th>COPU 4045 (secc. 002)</th> </tr> <tr> <th>Activity #1 (Draft)</th> <th>Activity #2 (Final project)</th> <th>Final project</th> </tr> </thead> <tbody> <tr> <td></td> <td>N = 21</td> <td></td> <td>N = 8</td> </tr> </tbody> </table>	Criteria	COPU 4045 (secc. 001)		COPU 4045 (secc. 002)	Activity #1 (Draft)	Activity #2 (Final project)	Final project		N = 21		N = 8		<p>One measure in one instance, which was met (100%).</p> <p>No transformative actions were established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p> <div data-bbox="1811 954 2505 1078" style="background-color: #e0e0e0; padding: 5px;"> <p>OEAE's Recommendation OEAE recommends the use of direct measures and assess each criterion established in order to demonstrate the performance or the mastery level of the students for this learning outcome</p> </div>
Criteria	COPU 4045 (secc. 001)		COPU 4045 (secc. 002)											
	Activity #1 (Draft)	Activity #2 (Final project)	Final project											
	N = 21		N = 8											



School of Communication							
<i>Academic Program</i>	<i>Findings</i>		<i>Transformative Actions</i>	<i>Summary of Results</i>			
	<p>The literature review reflects an appropriate selection of representative authors of the theory.</p>	<table border="1"> <tr> <td style="text-align: center;">0%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">88%</td> </tr> </table>	0%	100%	88%		
0%	100%	88%					
	<p><u>COPU 4045 (001):</u></p> <p><i>Activity #1</i> - The expected goal was reached in 3 of the 5 (60%) criteria assessed in the draft of the final project.</p> <p><i>Activity #2</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.</p> <p><u>COPU 4045 (002):</u></p> <p><i>Final project</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.</p> <p>Therefore, the goal for this outcome (66.66%) was met.</p>						

VII. Intellectual curiosity

College of Natural Sciences															
Academic Program	Findings	Transformative 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 the number of chemistry students registered in the undergraduate research course QUIM 4999 during the second semester of the 2014-2015 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 chemistry students.</p> <p>Students registered in the undergraduate research course QUIM 4999 course by year:</p> <table border="1" data-bbox="567 954 1104 1380"> <thead> <tr> <th>Year of undergraduate studies</th> <th>N</th> <th>QUIM 4999 Student's participation percentage</th> </tr> </thead> <tbody> <tr> <td>1st year students</td> <td>101</td> <td>1%</td> </tr> <tr> <td>2nd year students</td> <td>79</td> <td>13.9%</td> </tr> <tr> <td>3rd year students</td> <td>92</td> <td>30.4%</td> </tr> </tbody> </table>	Year of undergraduate studies	N	QUIM 4999 Student's participation percentage	1 st year students	101	1%	2 nd year students	79	13.9%	3 rd year students	92	30.4%		<p>One measure in one instance, which was met.</p> <p>No transformative actions were proposed.</p>
Year of undergraduate studies	N	QUIM 4999 Student's participation percentage													
1 st year students	101	1%													
2 nd year students	79	13.9%													
3 rd year students	92	30.4%													

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>4th & 5th year students 120 39.2%</p> <hr/> <p>The percentage increase of students registered in the QUIM 4999 course was 38.2% (39.2% - 1.0%) in fourth and fifth year chemistry students when compared to first year chemistry students.</p> <p>The expected outcome of $\geq 20\%$ increase was achieved. Therefore, the goal was met.</p>		
<p>Computer Science</p>	<p>First Instance</p> <p>A student questionnaire administered yearly to computer science students was used as an indirect measure in the CCOM 4027 (Introduction to Data Management) course to assess students' dispositions and intellectual curiosity. N = 66</p> <p><i>Specific expected outcome:</i></p> <ul style="list-style-type: none"> ▪ <i>Students' dispositions and intellectual curiosity</i> - It was expected that 70% or more of the students would answer that they have participated or are interested in participating in a research project. ▪ <i>Interest in pursuing graduate studies</i> – It was expected that 50% or more of the students would answer that they are interested in pursuing graduate studies. <p><i>The assessment findings were:</i></p> <p>92% of the students (61 out of 66 students) have research experience or are highly interested in participating in research projects.</p>	<p>The Computer Science Department must count the exact number of the third and fourth year students that participate in research.</p>	<p>Two measures in two instances, both of which were met.</p> <p>One transformative action was proposed.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>50% of the students (33 out of 66 students) were interested in pursuing graduate studies. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A questionnaire administered to the third and fourth year students of the computer science program was used as an indirect measure to assess students' experience in research projects. N = 30</p> <p><i>Specific expected outcome</i> - It was expected that 30% or more of the third and fourth year students would have research experience.</p> <p><i>The assessment findings were:</i></p> <p>87% of the third and fourth year students (26 out of 30 students) that completed the questionnaire have research experience.</p> <p>The expected outcome was reached. Therefore, the goal was met.</p>		
<p>Nutrition and Dietetics</p>	<p>First Instance</p> <p>One item within a brief student questionnaire, 5- point Likert scale, administered to the 2nd year students in the NUTR 4031 (Food Science) course and to the 4th year students in the NUTR 4166 (Advanced Clinical Dietetics) course was used as an indirect measure to assess students' intellectual curiosity by asking whether they planned to pursue graduate studies. N = 41</p> <p><i>Specific expected outcome</i> - It was expected that 75% or more of the students would report that they planned to pursue</p>	<p>The Item will specify whether they will pursue graduate studies up to a PhD level or to Master's level.</p>	<p>One measure in one instance, which was met.</p> <p>One transformative action was proposed.</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>														
	<p>graduate studies.</p> <p><i>The intellectual curiosity dispositions item assessed was:</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; width: 80%;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="padding: 5px;">Item</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; text-align: center;">My future plans include continuing into graduate studies.</td> </tr> </tbody> </table> <p><i>The findings of the assessment were:</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; width: 80%;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="padding: 5px;">Answers</th> <th style="padding: 5px;">NUTR 4031 / NUTR 4166</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Totally disagree</td> <td style="padding: 5px; text-align: center;">0%</td> </tr> <tr> <td style="padding: 5px;">Disagree</td> <td style="padding: 5px; text-align: center;">0%</td> </tr> <tr> <td style="padding: 5px;">Neutral</td> <td style="padding: 5px; text-align: center;">4%</td> </tr> <tr> <td style="padding: 5px;">Agree</td> <td style="padding: 5px; text-align: center;">7%</td> </tr> <tr> <td style="padding: 5px;">Totally agree</td> <td style="padding: 5px; text-align: center;">89%</td> </tr> </tbody> </table> <p>Results indicated that 84% of the students completely agreed with the statement and are planning to continue graduate studies. The expected outcome (75%) was reached.</p> <p><i>Overall outcomes</i> - 84% of the students assessed in both courses reported having plans to pursue graduate studies (Master and/or PhD level). The expected outcome was reached. Therefore, the goal was met.</p>	Item	My future plans include continuing into graduate studies.	Answers	NUTR 4031 / NUTR 4166	Totally disagree	0%	Disagree	0%	Neutral	4%	Agree	7%	Totally agree	89%		
Item																	
My future plans include continuing into graduate studies.																	
Answers	NUTR 4031 / NUTR 4166																
Totally disagree	0%																
Disagree	0%																
Neutral	4%																
Agree	7%																
Totally agree	89%																

VIII Ongoing Learning

School of Communication							
Academic Program	Findings	Transformative Actions	Summary of Results				
Audiovisual Communication	<p>First Instance</p> <p>A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' competencies in ongoing (lifelong) learning skills through a <i>final research project</i> for the course. N = 26</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Criterion</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1. Theoretical framework - a wise choice of the theoretical framework and selected theorists are reflected.</td> <td style="text-align: right;">79%</td> </tr> </tbody> </table> <p>The expected goal was reached in the criterion assessed. Therefore, the goal for this outcome was met.</p>	Criterion	%	1. Theoretical framework - a wise choice of the theoretical framework and selected theorists are reflected.	79%	<p>The Research Center of the School of Communication will enhanced research skills in students by offering short workshops in research related topics: Reference search through the catalog, Writing documents according to APA rules, Construction testing style and Data Analysis using Excel and SPSS.</p>	<p>One measure in one instance, which was met (100%).</p> <p>One transformative action was established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p>
Criterion	%						
1. Theoretical framework - a wise choice of the theoretical framework and selected theorists are reflected.	79%						

School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results				
<p>Information and Journalism</p>	<p>First Instance</p> <p>A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' competencies in ongoing (lifelong) learning skills through a <i>final research project</i> for the course. N = 26</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The assessment results for the criterion assessed was as follows:</p> <table border="1" data-bbox="532 881 1163 1125"> <thead> <tr> <th>Criterion</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Theoretical framework - a wise choice of the theoretical framework and selected theorists are reflected.</td> <td>79%</td> </tr> </tbody> </table> <p>The expected goal was reached in the criterion assessed.</p> <p>Therefore, the goal for this outcome was met.</p>	Criterion	%	Theoretical framework - a wise choice of the theoretical framework and selected theorists are reflected.	79%	<p>The Research Center of the School of Communication will enhanced research skills in students by offering short workshops in research related topics: Reference search through the catalog, Writing documents according to APA rules, Construction testing style and Data Analysis using Excel and SPSS.</p>	<p>One measure in one instance, which was met (100%).</p> <p>One transformative action was established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p>
Criterion	%						
Theoretical framework - a wise choice of the theoretical framework and selected theorists are reflected.	79%						
	<p>First Instance</p> <p>A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' competencies in</p>	<p>The Research Center of the School of Communication will</p>	<p>One measure in one instance, which was met (100%).</p>				

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>				
	<p>ongoing (lifelong) learning skills through a <i>final research project</i> for the course. N = 26</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion were as follows:</p> <table border="1" data-bbox="540 699 1153 938"> <thead> <tr> <th>Criterion</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Theoretical framework - a wise choice of the theoretical framework and selected theorists are reflected.</td> <td style="text-align: right;">79%</td> </tr> </tbody> </table> <p>The expected goal was reached in the criterion assessed.</p> <p>Therefore, the goal for this outcome was met.</p>	Criterion	%	Theoretical framework - a wise choice of the theoretical framework and selected theorists are reflected.	79%	<p>enhanced research skills in students by offering short workshops in research related topics: Reference search through the catalog, Writing documents according to APA rules, Construction testing style and Data Analysis using Excel and SPSS.</p>	<p>One transformative action was established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p>
Criterion	%						
Theoretical framework - a wise choice of the theoretical framework and selected theorists are reflected.	79%						

VIII. Knowledge Integration

College of Humanities							
Academic Program	Findings	Transformative Actions	Summary of Results				
Interdisciplinary Studies in Humanities	<p>First Instance</p> <p>A rubric was used in the ESIN 3236 (<i>Theory and Composition of Poetry</i>) course to assess the students' competencies in knowledge integration skills through a final project of the course, which included the final text written by the student and the corresponding oral presentation.</p> <p><i>Expected outcome:</i> A minimum of 70% of academic achievement in the final project of the course.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Knowledge Integration Criterion</p> <ul style="list-style-type: none"> ▪ Recognition of the diversity of experiences that inform the development of artistic and intellectual processes. </div> <p><i>The assessment findings were as follows:</i></p> <table border="1" style="margin: 10px 0; width: 100%;"> <thead> <tr> <th style="text-align: left;">Criterion</th> <th style="text-align: center;">ESIN 3236 %</th> </tr> </thead> <tbody> <tr> <td>Lexical domain, domain of syntactic structures, and correction.</td> <td style="text-align: center;">50%</td> </tr> </tbody> </table> <p>Only 50% of the students assessed reached the expected</p>	Criterion	ESIN 3236 %	Lexical domain, domain of syntactic structures, and correction.	50%	<p>Changes will be made in the structure of the courses to adequately address the skills to integrate knowledge and learning goals.</p>	<p>One measure in one instance, which was not met.</p> <p>One transformative action was established.</p>
Criterion	ESIN 3236 %						
Lexical domain, domain of syntactic structures, and correction.	50%						



College of Humanities

Academic Program	Findings	Transformative Actions	Summary of Results
	outcome in the criterion assessed. Therefore, the goal was not met.		

School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results
Audiovisual Communication	<p>First Instance</p> <p>A rubric was used in the COPU 4045 (<i>Advance Seminar in Communication</i>) course (two sections) to assess the students' competencies in knowledge integration skills through a <i>final project</i>. N = 29</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale rubric used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <div style="background-color: #d3d3d3; padding: 5px; margin: 10px 0;">Knowledge Integration Criteria</div> <ol style="list-style-type: none"> 1. Introduction - are defined conceptually and operationally important terms and variables, if applicable. 2. Content - The work meets the required extension and presentation is appropriate: cover, margins, typography, etc. 		<p>Five measures in six instances, which were met (100%).</p> <p>Three transformative actions were established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p>

School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results																															
	<p>3. Recognizes and understands the media terminology related to the topic discussed.</p> <p>4. Review of the literature - the origin of the topic presented through literature.</p> <p>5. Impact of this theory is discussed in the theoretical development of the discipline.</p> <hr/> <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="602 662 1091 1308"> <thead> <tr> <th rowspan="2">Criteria</th> <th colspan="2">COPU 4045 (secc. 001)</th> <th>COPU 4045 (secc. 002)</th> </tr> <tr> <th>Draft</th> <th>Final project</th> <th>Final project</th> </tr> </thead> <tbody> <tr> <td></td> <td colspan="2">N = 21</td> <td>N = 8</td> </tr> <tr> <td>Introduction</td> <td>0%</td> <td>100%</td> <td>88%</td> </tr> <tr> <td>Content</td> <td>100%</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>Understands the media terminology</td> <td>100%</td> <td>100%</td> <td>88%</td> </tr> <tr> <td>Review of the literature</td> <td>100%</td> <td>100%</td> <td>88%</td> </tr> <tr> <td>Impact of theory</td> <td>100%</td> <td>100%</td> <td>75%</td> </tr> </tbody> </table> <p><u>COPU 4045 (001):</u> Draft - The expected goal was reached in 4 out of the 5 (80%)</p>	Criteria	COPU 4045 (secc. 001)		COPU 4045 (secc. 002)	Draft	Final project	Final project		N = 21		N = 8	Introduction	0%	100%	88%	Content	100%	100%	75%	Understands the media terminology	100%	100%	88%	Review of the literature	100%	100%	88%	Impact of theory	100%	100%	75%		
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School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>criteria assessed in the draft final project.</p> <p><i>Final project</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.</p> <p><u>COPU 4045 (002):</u></p> <p><i>Final project</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project. Therefore, the goal for this outcome was met.</p> <p>Second Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in knowledge integration skills through the writing of a <i>press release</i>. N = 52</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <div style="text-align: center; background-color: #e0e0e0; padding: 5px; margin: 10px 0;"> <p>Knowledge Integration Criteria</p> </div> <ol style="list-style-type: none"> 1. Content - The work meets the required extension and presentation is appropriate: cover, margins, typography, etc. 2. Structure the text in the proper order - introduction, body and conclusion 3. Adopts the narrative style required or 		

School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results																								
	<p>assigned.</p> <p>The results for the criteria were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th colspan="4" style="text-align: center;">COPU 4136</th> </tr> <tr style="background-color: #d3d3d3;"> <th style="text-align: center;">Course section</th> <th style="text-align: center;">001</th> <th style="text-align: center;">002</th> <th style="text-align: center;">003</th> </tr> <tr style="background-color: #d3d3d3;"> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">N = 15</th> <th style="text-align: center;">N = 20</th> <th style="text-align: center;">N = 17</th> </tr> </thead> <tbody> <tr> <td>Content</td> <td style="text-align: center;">82%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Structure</td> <td style="text-align: center;">82%</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Narrative Style</td> <td style="text-align: center;">91%</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criteria assessed in the three sections of the course. Therefore, the goal for this outcome was met.</p> <p>Third Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in knowledge integration skills through the <i>final project</i> of the course. N = 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity would score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p>	COPU 4136				Course section	001	002	003	Criteria	N = 15	N = 20	N = 17	Content	82%	100%	100%	Structure	82%	70%	100%	Narrative Style	91%	90%	100%	<p>In the next semester, the professor will spend more class</p>	
COPU 4136																											
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School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results																
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Criterion	% N = 20																		
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School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>								
	<p>Fifth Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in knowledge integration skills through <i>writing the lead paragraph of a news story (opening paragraph)</i>. N = 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: center;">Criterion</th> <th style="text-align: center;">% N = 20</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Content</td> <td style="text-align: center;">0%</td> </tr> <tr> <td style="text-align: center;">Structure</td> <td style="text-align: center;">100%</td> </tr> <tr> <td style="text-align: center;">Narrative Style</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in 2 out of the 3 (66.67%) criteria assessed in the course. Therefore, the goal for this outcome (66.67%) was met.</p> <p>Sixth Instance</p> <p>A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' competencies in knowledge integration skills through a <i>final research project</i> for the course. N = 26</p> <p><i>Expected outcome:</i> 70% of students participating in the activity</p>	Criterion	% N = 20	Content	0%	Structure	100%	Narrative Style	100%	<p>Developing writing activities to achieving a greater mastery of spelling, syntax and construction of sentences and paragraphs.</p>	
Criterion	% N = 20										
Content	0%										
Structure	100%										
Narrative Style	100%										

School of Communication							
<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>				
	<p>will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. Literature Review</td> <td style="text-align: center;">75%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criterion assessed. Therefore, the goal for this outcome was met.</p>	Criteria	%	1. Literature Review	75%	<p>The Research Center of the School of Communication will enhanced research skills in students by offering short workshops in research related topics: Reference search through the catalog, Writing documents according to APA rules, Construction testing style and Data Analysis using Excel and SPSS.</p>	
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Knowledge Integration Criteria							

School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>																															
	<p>Introduction - defines conceptually and operationally important terms and variables, if applicable.</p> <p>Content - The work meets the required length and presentation is appropriate: cover, margins, typography, etc.</p> <p>Recognizes and understands the media terminology related to the topic discussed.</p> <p>Review of the literature - the origin of the topic presented through literature.</p> <p>Impact of this theory is discussed in the theoretical development of the discipline.</p> <hr/> <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="518 857 1171 1463"> <thead> <tr> <th rowspan="2">Criteria</th> <th colspan="2">COPU 4045 (secc. 001)</th> <th>COPU 4045 (secc. 002)</th> </tr> <tr> <th>Final Draft</th> <th>Final project</th> <th>Final project</th> </tr> <tr> <td></td> <td colspan="2">N = 21</td> <td>N = 8</td> </tr> </thead> <tbody> <tr> <td>Introduction</td> <td>0%</td> <td>100%</td> <td>88%</td> </tr> <tr> <td>Content</td> <td>100%</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>Understands the media terminology</td> <td>100%</td> <td>100%</td> <td>88%</td> </tr> <tr> <td>Review of literature</td> <td>100%</td> <td>100%</td> <td>88%</td> </tr> <tr> <td>Impact of theory</td> <td>100%</td> <td>100%</td> <td>75%</td> </tr> </tbody> </table>	Criteria	COPU 4045 (secc. 001)		COPU 4045 (secc. 002)	Final Draft	Final project	Final project		N = 21		N = 8	Introduction	0%	100%	88%	Content	100%	100%	75%	Understands the media terminology	100%	100%	88%	Review of literature	100%	100%	88%	Impact of theory	100%	100%	75%		
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School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p><u>COPU 4045 (001):</u></p> <p><i>Draft</i> - The expected goal was reached in 4 of the 5 (80%) criteria assessed in the draft final project.</p> <p><i>Final project</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.</p> <p><u>COPU 4045 (002):</u></p> <p><i>Final project</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.</p> <p>Therefore, the goal for this outcome was met.</p> <p>Second Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in knowledge integration skills through the writing of a <i>press release</i>. N = 52</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <div style="background-color: #e0e0e0; padding: 5px; text-align: center; margin: 10px 0;"> <p>Knowledge Integration Criteria</p> </div> <ol style="list-style-type: none"> 1. Content - The work meets the required length, and presentation is appropriate: cover, margins, typography, etc. 		

School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results																								
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School of Communication

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School of Communication

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Criteria	%						
Literature Review	75%						

School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results
<p>Public Relations and Advertising</p>	<p>First Instance</p> <p>A rubric was used in the COPU 4045 (<i>Advance Seminar in Communication</i>) course (two sections) to assess the students' competencies in knowledge integration skills through a <i>final project</i>. N = 29</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <div style="background-color: #e0e0e0; padding: 5px; text-align: center; margin: 10px 0;"> <p>Knowledge Integration Criteria</p> </div> <p>Introduction - defines conceptually and operationally important terms and variables, if applicable.</p> <p>Content - The work meets the required length, and presentation is appropriate: cover, margins, typography, etc.</p> <p>Recognizes and understands the media terminology related to the topic discussed.</p> <p>Review of the literature - the origin of the topic presented through literature.</p> <p>Impact of this theory is discussed in the theoretical development of the discipline.</p> <hr/> <p>The assessment results for the criteria assessed were as follows:</p>	<p>(</p>	<p>Five measures in six instances, which were met (100%).</p> <p>Three transformative actions were established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p>

School of Communication

Academic Program	Findings			Transformative Actions	Summary of Results																														
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<p><u>COPU 4045 (001):</u></p> <p><i>Draft</i> - The expected goal was reached in 4 out of 5 (80%) criteria assessed in the draft final project.</p> <p><i>Final project</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project.</p> <p><u>COPU 4045 (002):</u></p> <p><i>Final project</i> - The expected goal was reached in all (100%) of the criteria assessed in the final project. Therefore, the goal for this outcome was met.</p>																																			

School of Communication

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	<p>Second Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in knowledge integration skills through the writing of a <i>press release</i>. N = 52</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; text-align: center; margin: 10px 0;"> Knowledge Integration Criteria </div> <ol style="list-style-type: none"> 1. Content - The work meets the required length, and the presentation is appropriate: cover, margins, typography, etc. 2. Structures the text in the proper order - introduction, body, and conclusion. 3. <u>Adopts the narrative style required or assigned.</u> <p>The assessment results for the criteria were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="background-color: #e0e0e0;">COPU 4136</th> </tr> <tr> <th style="background-color: #e0e0e0;">Course section</th> <th style="background-color: #e0e0e0;">001</th> <th style="background-color: #e0e0e0;">002</th> <th style="background-color: #e0e0e0;">003</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e0e0e0;">Criteria</td> <td style="text-align: center;">N = 15</td> <td style="text-align: center;">N = 20</td> <td style="text-align: center;">N = 17</td> </tr> </tbody> </table>	COPU 4136				Course section	001	002	003	Criteria	N = 15	N = 20	N = 17	<p>In the next semester, the professor will spend more time on texts of written communication and will reduce the time on the expository, descriptive, and narrative texts that set the curriculum of the course.</p>	
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School of Communication

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	<p>Fourth Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in knowledge integration skills through a <i>press review</i>. N = 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="577 792 1112 980"> <thead> <tr> <th>Criteria</th> <th>% N = 20</th> </tr> </thead> <tbody> <tr> <td>Content</td> <td>100%</td> </tr> <tr> <td>Structure</td> <td>100%</td> </tr> <tr> <td>Narrative Style</td> <td>100%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criteria assessed. Therefore, the goal for this outcome was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in knowledge integration skills through <i>writing the lead paragraph of a news story (opening paragraph)</i>. N = 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criteria was:</p>	Criteria	% N = 20	Content	100%	Structure	100%	Narrative Style	100%	<p>The Research Center of the School of Communication, will be offering short workshops: reference search through the catalog, writing documents according to APA, construction testing and data analysis style by Excel and SPSS.</p>	
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School of Communication

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School of Communication

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	<p style="text-align: center;">Literature Review 75%</p> <hr style="width: 20%; margin-left: 0;"/> <p>The expected goal was reached in the criterion assessed (100%). Therefore, the goal for this outcome was met.</p> <p>Seventh Instance</p> <p>A rubric was used in the COPU 4355 (Communication Theories) course to assess the students' knowledge integration skills through the final work of the course. N = 9</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion assessed were as follows:</p> <p>Criterion Apply their understanding of the social, economic and environmental justice to advocate for human rights, both at the individual and systemic level. 100%</p> <p>The expected goal was reached in the criterion assessed (100%). Therefore, the goal for this outcome was met.</p>		

College of Natural Sciences

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>										
<p>Mathematics</p>	<p><i>Second Semester</i></p> <p>First Instance</p> <p>A rubric was used in the MATE 4995 (<i>Topics in Mathematics: Undergraduate Research Seminar</i>) course to assess students' integration of knowledge skills in the presentation of a research project. (N= 5)</p> <p><i>Specific expected outcome</i> - It was expected that 70% of the students assessed would reach or exceed the expectations in the criteria in the 3 point scale used.</p> <p>The critical thinking/ knowledge integration criteria assessed were:</p> <table border="1" data-bbox="607 792 1088 1040"> <thead> <tr> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>Ask questions</td> </tr> <tr> <td>Creativity in the collection of information</td> </tr> <tr> <td>Information Management</td> </tr> <tr> <td>Logical reasoning</td> </tr> <tr> <td>Integrate and synthesize information</td> </tr> </tbody> </table> <p>The expected outcome was reached in all of the criteria assessed. In all of the criteria 80% of students met or exceeded expectations. (100%). Therefore, the goal was met.</p>	Criteria	Ask questions	Creativity in the collection of information	Information Management	Logical reasoning	Integrate and synthesize information		<p>One measure in one instance, which was met.</p> <p>No transformative actions were proposed.</p> <table border="1" data-bbox="1913 581 2467 743"> <thead> <tr> <th>Course</th> <th>OEAE Recommendations</th> </tr> </thead> <tbody> <tr> <td>MATE 4995</td> <td>The minimum expectations for each criterion assessed should be established..</td> </tr> </tbody> </table> <p>Annual reports should include for the learning outcome assessed the assessment results by criterion. For example: In the criterion Ask questions _ % of students achieved the expected outcome; Creativity in the collection of information: ____% students,etc.</p>	Course	OEAE Recommendations	MATE 4995	The minimum expectations for each criterion assessed should be established..
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Ethical and Aesthetical Sensibility

College of Humanities			
Academic Program	Findings	Transformative Actions	Summary of Results
Philosophy	<p>First Instance</p> <p>A 4 point rubric was used in the FILO 3177 (<i>Philosophy and Film</i>) course to assess the students' competencies in ethical and aesthetic sensibility dispositions through a critical review of aesthetic referent. N = 54</p> <p><i>Expected outcome:</i> 70% of students will reach the satisfactory level (3 points or more) of the rubric.</p> <p>The criteria to be assessed, as expressed in the rubric, are the following:</p> <div style="text-align: center; background-color: #cccccc; padding: 5px; margin: 10px 0;"> Ethical and Aesthetic Sensibility Dispositions Criteria </div> <ol style="list-style-type: none"> 1- Capacity for critical analysis of an aesthetic reference (film) and relating it to a philosophical text. 2- Convincing arguments to support their position. 3- Correct use of the aesthetic vocabulary. 4- Ability to synthesize. <hr style="width: 20%; margin-left: 0;"/> <p><i>The assessment findings were as follows:</i></p>	<p>Conducting class exercises that help strengthen skills and objectives.</p>	<p>One measure in one instance, which was met.</p> <p>One transformative action was established.</p> <div style="text-align: center; background-color: #cccccc; padding: 5px; margin: 10px 0;"> OEAE Recommendations </div> <ol style="list-style-type: none"> 1. Include (s) a copy of all the rubric(s) used in the assessment in the Annual Report of the Assessment of Student Learning of the Program. 2. We recommend to the Program including specific assessment results for each criterion assessed in the rubric(s) used, in its Annual Assessment Report, to facilitate professors the establishment of adequate transformative actions.



College of Humanities

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>								
	<table border="1"> <thead> <tr> <th data-bbox="567 277 817 370" rowspan="2">Criteria</th> <th colspan="2" data-bbox="817 277 1104 370">FILO 3177 N = 54</th> </tr> <tr> <th data-bbox="817 370 989 407">n</th> <th data-bbox="989 370 1104 407">%</th> </tr> </thead> <tbody> <tr> <td data-bbox="567 407 817 537">Overall</td> <td data-bbox="817 407 989 537">39/54</td> <td data-bbox="989 407 1104 537">72%</td> </tr> </tbody> </table> <p data-bbox="486 597 1163 662">72% of the students assessed reached the expected outcome in all the criteria assessed. Therefore, the goal was met.</p>	Criteria	FILO 3177 N = 54		n	%	Overall	39/54	72%		
Criteria	FILO 3177 N = 54										
	n	%									
Overall	39/54	72%									



College of Natural Sciences			
<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
Computer Science	<p><i>First Semester</i></p> <p>First Instance A rubric was used to assess students' ethical and aesthetic sensibility dispositions in a questionnaire on ethics at the beginning of the CCOM 3981 (Undergraduate Seminar 1, Sec.1) course. N = 36</p> <p><i>Specific expected outcome</i> - It was expected that at least 50% of the students assessed would have a positive attitude towards ethics.</p> <p><i>The assessment findings were:</i></p> <p>50% of the students (18 out of 36 students) were “competent” as defined in the rubric of the questionnaire. Therefore, the goal was met.</p> <p>Second Instance A rubric was used to assess students' ethical and aesthetic sensibility dispositions in a questionnaire on ethics at the beginning of the CCOM 3981 (Undergraduate Seminar 1, Sec. 2) course.</p> <p><i>Specific expected outcome</i> - It was expected that the students assessed would obtain a score of 4 points or higher (competent level) on average in the rubric used.</p> <p><i>The assessment findings were:</i></p> <p>The group average score for the assessment of this learning outcome in this course section was 4.03 points. Therefore, the goal was met.</p>		<p>Five measures in five instances, all of which were met.</p> <p>No transformative actions were proposed.</p> <p>OEAE’s Recommendation:</p> <p>Assessment results should be informed as a number not as a phrase such as: more than 50 %. (How much more?)</p>

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>Third Instance A group discussion with open-ended questions on students' opinions on academic ethics and the Association for Computing Machinery (ACM) Code of Ethics following the questionnaire administered in the CCOM 3981 (Undergraduate Seminar 1, Sec 1 & 2) course was used to assess students' ethical and aesthetic sensibility dispositions.</p> <p><i>Specific expected outcome</i> - It was expected that at least 50% of the students assessed would have a positive attitude towards ethics.</p> <p><i>The assessment findings by course sections were:</i></p> <p><u>Section 1</u> - Findings revealed that more than 50% of the students assessed showed a positive attitude towards social responsibility and ethics.</p> <p><u>Section 2</u> – After the group discussion, the professor of this section gave the test on ethics again and computed the group average and they obtained 4.43 points (competent level). Findings revealed that more than 50% of the students assessed showed a positive attitude towards social responsibility and ethics. Therefore, the goal was met.</p> <p>Fourth Instance</p> <p>An online module about plagiarism was assigned in the CCOM 3981 (Undergraduate Seminar 1, Sec. 1 & 2) course which culminated in obtaining a certificate of completion. N = 67</p> <p><i>Specific expected outcome</i> - It was expected that at least 70% of the students assessed would approve the online module of plagiarism.</p>		

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Academic Program	Findings	Transformative Actions	Summary of Results									
	<p><i>The assessment findings by course sections were:</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: left;">CCOM 3981 section</th> <th style="text-align: center;">N</th> <th style="text-align: center;">Post-test module plagiarism Students' approval percent</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Sec.1</td> <td style="text-align: center;">36</td> <td style="text-align: center;">75%</td> </tr> <tr> <td style="text-align: center;">Sec. 2</td> <td style="text-align: center;">31</td> <td style="text-align: center;">71%</td> </tr> </tbody> </table> <p>75% of the students (27 out of 36 students) approved the post-test in section one, and 71% of the students (22 out of 31 students) approved the online module of plagiarism post-test in section two. Therefore, the goal was met.</p> <p><i>Second Semester</i></p> <p>First Instance A yearly student questionnaire administered to the students of the computer science program was used as an indirect measure to assess students' ethical and aesthetic sensibility dispositions. N = 66</p> <p><i>Specific expected outcome by criterion –</i></p> <p><u>Criterion #1</u> - It was expected that 70% or more of the students would have a positive attitude towards ethics.</p> <p><u>Criterion #2</u> - It was expected that 70% or more of the students would understand and appreciate the importance of diversity.</p> <p><i>The assessment findings by criterion were:</i></p>	CCOM 3981 section	N	Post-test module plagiarism Students' approval percent	Sec.1	36	75%	Sec. 2	31	71%		
CCOM 3981 section	N	Post-test module plagiarism Students' approval percent										
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Criteria	N	%											
1. Positive attitude towards ethics	66	95%											
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	<p>95% of the students (63 out of 66 students) that completed the questionnaire showed a positive attitude towards ethics. Also, 88% of the students (58 out of 66 students) showed knowledge of and appreciation for diversity. Therefore, the goal was met.</p>												

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Academic Program	Findings	Transformative Actions	Summary of Results																				
<p>Audiovisual Communication</p>	<p>First Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in ethical and aesthetical sensibility reasoning skills through the writing of a <i>press release</i>. N = 72</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="526 850 1139 1052"> <thead> <tr> <th colspan="5">COPU 4136</th> </tr> <tr> <th>Criterion</th> <th>001</th> <th>002</th> <th>003</th> <th>004</th> </tr> <tr> <td></td> <td>N = 15</td> <td>N = 20</td> <td>N = 17</td> <td>N = 20</td> </tr> </thead> <tbody> <tr> <td>Correctly handles conciseness</td> <td>91%</td> <td>90%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criterion assessed in the four sections of the course. Therefore, the goal for this outcome was met.</p> <p>Second Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in ethical and aesthetical sensibility reasoning skills through the <i>final project</i> of the course. N = 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity</p>	COPU 4136					Criterion	001	002	003	004		N = 15	N = 20	N = 17	N = 20	Correctly handles conciseness	91%	90%	100%	100%	<p>The professor will devote more time in the classroom to the texts of written communication and reduce time expository, descriptive and narrative texts established in the course curriculum.</p>	<p>Four measures in five instances, which all of them were met (100%).</p> <p>Two transformative actions were established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p>
COPU 4136																							
Criterion	001	002	003	004																			
	N = 15	N = 20	N = 17	N = 20																			
Correctly handles conciseness	91%	90%	100%	100%																			

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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>				
	<p>would score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion was as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="padding: 5px;">Criterion</th> <th style="padding: 5px;">% N = 20</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Correctly handles conciseness</td> <td style="padding: 5px;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criterion assessed. Therefore, the goal for this outcome was met.</p> <p>Third Instance</p> <p>A rubric was used in the COPU 4136 (<i>Basic Media Writing</i>) course to assess the students' competencies in ethical and aesthetical sensibility reasoning skills through a <i>press review</i>. N = 20</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion assessed was as follows:</p>	Criterion	% N = 20	Correctly handles conciseness	100%	<p>Developing more writing activities aimed at achieving a greater mastery in spelling, syntax and sentence construction and paragraphs, as these were the weakest criteria assessment results obtained by the students.</p>	
Criterion	% N = 20						
Correctly handles conciseness	100%						

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Academic Program	Findings		Transformative Actions	Summary of Results						
	<table border="1"> <thead> <tr> <th>Criterion</th> <th>% N = 20</th> </tr> </thead> <tbody> <tr> <td>Correctly handles conciseness</td> <td>100%</td> </tr> </tbody> </table>	Criterion	% N = 20	Correctly handles conciseness	100%					
Criterion	% N = 20									
Correctly handles conciseness	100%									
<p>The expected goal was reached in all (100%) of the criterion assessed. Therefore, the goal for this outcome was met.</p>										
<p>Fourth Instance</p>										
<p>A rubric was used in the COPU 4355 (<i>Communication Theories</i>) course to assess the students' competencies in ethical and aesthetical sensibility reasoning skills through the final work assignment of the course. N = 9</p>										
<p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p>										
<p>The scale used to assess the criterion was:</p>										
<ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) 										
<p>The results for each criterion were as follows:</p>										
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2. Uses reflection and self-regulation to manage their personal values and maintain their professionalism in addressing situations that are presented in practice.	100%									

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Academic Program	Findings	Transformative Actions	Summary of Results				
	<p>3. Making ethical decisions, applying standards: the Code of Ethics of the College of Social Work Professional PR (CPTSPR) and the National Association of Social Workers (NASW), and the relevant laws and regulations. 0%</p> <hr/> <p>The expected goal was reached in 2 out of the 3 (66.67%) criteria assessed in the course. Therefore, the goal for this outcome (66.67%) was met.</p> <p>Fifth Instance</p> <p>A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' competencies in ethical and aesthetical sensibility reasoning skills through a <i>final research project</i> for the course. N = 26</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="508 1190 1161 1247"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1. Professionalism demonstrated both in their behavior and their appearance, and also in their verbal, written and electronic communications.</td> <td style="text-align: right;">100%</td> </tr> </tbody> </table>	Criteria	%	1. Professionalism demonstrated both in their behavior and their appearance, and also in their verbal, written and electronic communications.	100%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>
	<p>2. Uses reflection and self-regulation to manage their personal values and maintain their professionalism in addressing situations that are presented in practice. 100%</p> <p>3. Making ethical decisions, applying standards, such as, the Code of Ethics of the College of Social Work Professionals of PR, and the National Association of Social Workers (NASW), the relevant laws and regulations, making models. 100%</p> <hr/> <p>The expected goal was reached in all (100%) of the criterion assessed. Therefore, the goal for this outcome was met.</p>		
Information and Journalism	<p>First Instance</p> <p>A rubric was used in the INFP 4001 (<i>Journalistic Writing I</i>) course to assess the students' competencies in ethical and aesthetical sensibility reasoning skills through a news story. N= 13.</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The criteria to be assessed, as expressed in the rubric, were the following:</p> <p style="text-align: center;">Ethical and Aesthetical Sensibility Reasoning Skills</p>		<p>Six measures in eight instances, only six of them were met (75%).</p> <p>Four transformative actions were established.</p> <p>The results of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p>

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Academic Program	Findings	Transformative Actions	Summary of Results						
	<p>1. Understands and considers issues related to diversity: gender, race, ethnicity, sexual orientation, and any other form of self-diversity of our culture.</p> <p>2. Ethics: applies ethical principles, balance of sources, use of vocabulary, gender balance, etc.</p> <hr/> <p>The results for the criteria were as follows (per course section):</p> <table border="1" data-bbox="594 597 1077 776"> <thead> <tr> <th>Criteria</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Understands and considers issues related to diversity</td> <td>0%</td> </tr> <tr> <td>Ethics</td> <td>0%</td> </tr> </tbody> </table> <p>The expected goal was reached in neither of the criterion assessed (0%). Therefore, the goal for this outcome was not met.</p> <p>Second Instance</p> <p>A rubric was used in the INFP-4036 (<i>Design and Techniques for Multimedia Journalism</i>) course to assess the students' competencies in ethical and aesthetical sensibility reasoning skills through the final project of the course. N = 14</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) 	Criteria	%	Understands and considers issues related to diversity	0%	Ethics	0%		
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<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>				
	<p>The criterion to be assessed, as expressed in the rubric, was the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Ethical and Aesthetical Sensibility Reasoning Skills</p> </div> <p>1. Understands and considers issues related to diversity: gender, race, ethnicity, sexual orientation, and any other form of self-diversity of our culture.</p> <hr/> <p>The assessment results for the criterion assessed was as follows:</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Understands and considers issues related to diversity</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table> <p>The expected goal was not reached (0%). Therefore, the goal for this outcome was not met.</p> <p>Third Instance</p> <p>A rubric was used in the INFP 4059 (<i>Broadcast Journalism</i>) course to assess the students' competencies in ethical and aesthetical sensibility reasoning skills through a radio news report. N = 19</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) 	Criteria	%	Understands and considers issues related to diversity	0%		
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Academic Program	Findings	Transformative Actions	Summary of Results				
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School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>				
	<p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="padding: 5px;">Criterion</th> <th style="padding: 5px;">% N = 20</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Correctly handles conciseness</td> <td style="padding: 5px;">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criterion assessed. Therefore, the goal for this outcome was met.</p> <p>Seventh Instance</p> <p>A rubric was used in the COPU 4355 (<i>Communication Theories</i>) course to assess the students' competencies in ethical and aesthetical sensibility reasoning skills through the final work assignment of the course. N = 9</p> <p><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale rubric used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for each criterion were as follows:</p>	Criterion	% N = 20	Correctly handles conciseness	100%		
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School of Communication

Academic Program	Findings	Transformative Actions	Summary of Results								
	<table border="1" data-bbox="508 305 1161 898"> <thead> <tr> <th data-bbox="508 321 1024 349">Criteria</th> <th data-bbox="1024 321 1161 349">%</th> </tr> </thead> <tbody> <tr> <td data-bbox="508 365 1024 483">1. Professionalism demonstrated both in their behavior and appearance and their verbal, written, and electronic communications.</td> <td data-bbox="1024 430 1161 457">100%</td> </tr> <tr> <td data-bbox="508 532 1024 683">2. Uses reflection and self-regulation to manage their personal values and maintain their professionalism in addressing situations that are presented in practice.</td> <td data-bbox="1024 605 1161 633">100%</td> </tr> <tr> <td data-bbox="508 716 1024 898">3. Making ethical decisions, applying standards: the Code of Ethics of the College of Social Work Professional PR (CPTSPR) and the National Association of Social Workers (NASW), and the relevant laws and regulations.</td> <td data-bbox="1024 792 1161 820">0%</td> </tr> </tbody> </table> <p data-bbox="486 930 1112 987">The expected goal was reached in 2 out of the 3 (66.67%) criteria assessed in the course.</p> <p data-bbox="486 992 1118 1019">Therefore, the goal for this outcome (66.67%) was met.</p> <p data-bbox="486 1052 674 1079">Eighth Instance</p> <p data-bbox="486 1112 1177 1230">A rubric was used in the ESIN 4077 (<i>Introduction to Strategic Research</i>) course to assess the students' competencies in ethical and aesthetical sensibility reasoning skills through a <i>final research project</i> for the course. N = 26</p> <p data-bbox="486 1263 1169 1320"><i>Expected outcome:</i> 70% of students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p data-bbox="486 1352 924 1380">The scale used to assess the criteria was:</p> <ul data-bbox="567 1385 801 1472" style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) 	Criteria	%	1. Professionalism demonstrated both in their behavior and appearance and their verbal, written, and electronic communications.	100%	2. Uses reflection and self-regulation to manage their personal values and maintain their professionalism in addressing situations that are presented in practice.	100%	3. Making ethical decisions, applying standards: the Code of Ethics of the College of Social Work Professional PR (CPTSPR) and the National Association of Social Workers (NASW), and the relevant laws and regulations.	0%		
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School of Communication

<i>Academic Program</i>	<i>Findings</i>	<i>Transformative Actions</i>	<i>Summary of Results</i>								
	<p>▪ Excellent (7-8)</p> <p>The results for the criteria were as follows:</p> <table border="1" data-bbox="508 396 1161 1036"> <thead> <tr> <th data-bbox="508 396 1051 451">Criteria</th> <th data-bbox="1051 396 1161 451">%</th> </tr> </thead> <tbody> <tr> <td data-bbox="508 483 1051 602">1. Professionalism demonstrated both in their behavior and their appearance, and also in their verbal, written, and electronic communications.</td> <td data-bbox="1051 483 1161 602">100%</td> </tr> <tr> <td data-bbox="508 667 1051 818">2. Uses reflection and self-regulation to manage their personal values and maintain their professionalism in addressing situations that are presented in practice.</td> <td data-bbox="1051 667 1161 818">100%</td> </tr> <tr> <td data-bbox="508 850 1051 1036">3. Making ethical decisions, applying standards, such as the Code of Ethics of the College of Social Work Professionals of PR, and the National Association of Social Workers (NASW), the relevant laws and regulations, making models.</td> <td data-bbox="1051 850 1161 1036">100%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criteria assessed.</p> <p>Therefore, the goal for this outcome was met.</p>	Criteria	%	1. Professionalism demonstrated both in their behavior and their appearance, and also in their verbal, written, and electronic communications.	100%	2. Uses reflection and self-regulation to manage their personal values and maintain their professionalism in addressing situations that are presented in practice.	100%	3. Making ethical decisions, applying standards, such as the Code of Ethics of the College of Social Work Professionals of PR, and the National Association of Social Workers (NASW), the relevant laws and regulations, making models.	100%		
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IX. Appreciation, culture and commitment to the ideals of the Puerto Rican society, Caribbean and International context

College of Education							
Academic Program	Findings	Transformative Actions	Summary of Results				
Teacher Preparation Programs	<p>First Instance</p> <p>An Assessment Instrument of Teacher Candidates in Teaching Practice was used to assess students' appreciation and commitment to the values and ideals of Puerto Rican society, in Caribbean and International context, as part of the <i>Teaching Practice</i> (EDPE 4000 level) courses. The student teacher performs practical tasks, typical of a teacher, and puts into practice the knowledge and skills acquired during their preparatory studies.</p> <p><i>Expected outcome:</i> It was expected that 100% of students would obtain a good or outstanding level in the <i>Community Relations</i> competence in the Assessment Instrument of Teacher Candidates.</p> <p>The Assessment Instrument used assesses the following criteria:</p>	<p>In the three meetings held during the teaching practice, the faculty should have paid more attention to the initial assessment, to identify gaps in the full development of competition and provide adequate feedback for the second and third assessments.</p> <p>For the next assessment, the established expected outcome will be 90% instead of 100%.</p>	<p>One measure in one instance, which was not met.</p> <p>Two transformative actions were established.</p> <table border="1"> <thead> <tr> <th>Course</th> <th>OEAE RECOMMENDATIONS FOR THE PROGRAM</th> </tr> </thead> <tbody> <tr> <td><i>Teaching Practice</i> (EDPE 4000 level) courses</td> <td> <p>No student assessment expected outcome for an educational activity should be 100% because it is an unrealistic expectation.</p> <p>The <i>Education College</i> should establish in the Annual Assessment Report specific results for the Teaching Practice courses, such as the results of students in elementary and secondary levels, as well as per specialty area at secondary level, and not only an overall result.</p> </td> </tr> </tbody> </table>	Course	OEAE RECOMMENDATIONS FOR THE PROGRAM	<i>Teaching Practice</i> (EDPE 4000 level) courses	<p>No student assessment expected outcome for an educational activity should be 100% because it is an unrealistic expectation.</p> <p>The <i>Education College</i> should establish in the Annual Assessment Report specific results for the Teaching Practice courses, such as the results of students in elementary and secondary levels, as well as per specialty area at secondary level, and not only an overall result.</p>
	Course			OEAE RECOMMENDATIONS FOR THE PROGRAM			
<i>Teaching Practice</i> (EDPE 4000 level) courses	<p>No student assessment expected outcome for an educational activity should be 100% because it is an unrealistic expectation.</p> <p>The <i>Education College</i> should establish in the Annual Assessment Report specific results for the Teaching Practice courses, such as the results of students in elementary and secondary levels, as well as per specialty area at secondary level, and not only an overall result.</p>						
<table border="1"> <thead> <tr> <th>Community Relations Dispositions Criteria</th> </tr> </thead> <tbody> <tr> <td> <ol style="list-style-type: none"> Shows respect for diversity in the sociocultural, ethnic and individual students and members of the community it serves school background. Develops learning environments sensitive to diversity and where active learning, positive social interactions, collaboration, integration of technology, teamwork and self-management is encouraged to facilitate the social, intellectual, and personal development of all their students. </td> </tr> </tbody> </table> <p><i>The assessment findings were as follows:</i></p>	Community Relations Dispositions Criteria	<ol style="list-style-type: none"> Shows respect for diversity in the sociocultural, ethnic and individual students and members of the community it serves school background. Develops learning environments sensitive to diversity and where active learning, positive social interactions, collaboration, integration of technology, teamwork and self-management is encouraged to facilitate the social, intellectual, and personal development of all their students. 					
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College of Education			
Academic Program	Findings	Transformative Actions	Summary of Results
	<p><i>Overall outcome:</i> 90% of students assessed obtained between levels “good” and “outstanding” in the Assessment Instrument of Teacher Candidates in Teaching Practice Rubric in the criteria of their skills and dispositions of community relations. Expected achievement was 100%, therefore, it was not reached by 10%.</p> <p>Therefore, the goal was not met.</p>		

XIV. Team Work

College of Social Sciences			
Academic Program	Findings	Transformative Actions	Summary of Results
<p>Political Science</p>	<p>First Instance</p> <p>A rubric was used in the CIPO 3045 (<i>International Organizations</i>) course to assess students’ team work skills in a group oral presentation. N = 32</p> <p><i>Expected outcome:</i> It was expected that 70% of the students would score an excellent or very good level in the 12 point rubric used in all three of the criteria assessed.</p> <p>The scale of the rubric was established as: 1 - 5 points = needs improvement 7- 6 points = regular 9 - 8 points = very good 10 points = excellent</p> <p>The results obtained were:</p> <p>The results showed that of the 32 students, 26 (81.3%) achieved</p>	<p>Using an instrument that maximizes the confidentiality of responses to minimize possible fears of reprisal or group pressure can exert a bias in the evaluation of students in their peer group.</p>	<p>The Political Science Program established two measures in two instances, both of which were met.</p> <p>One transformative action was established.</p>

College of Social Sciences

Academic Program	Findings	Transformative Actions	Summary of Results								
	<p>the expected outcome. Therefore, the goal was met.</p> <p>Second Instance</p> <p>A rubric was used in the CIPO 3045 (<i>International Organizations</i>) course and the CIPO 4215 (<i>International Relations Theory</i>) course, to assess students' team work skills in a brief questionnaire. N = 126</p> <p><i>Expected outcome:</i> It was expected that 70% of the students would score 5 points (excellent level) or 4 points (very good level) in the 5 point rubric used.</p> <p>The brief questionnaire was intended to evaluate the teamwork skills of the students in the program. The questionnaire asked students to evaluate their classmates on a scale from 1 to 5, where 1 was "almost never" and 5 was "always" (excellent level).</p> <p><i>The findings by criteria were:</i></p> <p>Frequency of responses to the questionnaire on teamwork:</p> <table border="1" data-bbox="497 1079 1177 1406"> <thead> <tr> <th data-bbox="497 1079 827 1295">Criterion</th> <th data-bbox="827 1079 938 1295">4 points (almost Never)</th> <th data-bbox="938 1079 1069 1295">5 points (Always)</th> <th data-bbox="1069 1079 1177 1295">% (5 & 4 points) N = 126</th> </tr> </thead> <tbody> <tr> <td data-bbox="497 1295 827 1406">1. Completed all assigned tasks on time.</td> <td data-bbox="827 1295 938 1406">12</td> <td data-bbox="938 1295 1069 1406">106</td> <td data-bbox="1069 1295 1177 1406">94%</td> </tr> </tbody> </table>	Criterion	4 points (almost Never)	5 points (Always)	% (5 & 4 points) N = 126	1. Completed all assigned tasks on time.	12	106	94%		
Criterion	4 points (almost Never)	5 points (Always)	% (5 & 4 points) N = 126								
1. Completed all assigned tasks on time.	12	106	94%								

College of Social Sciences

Academic Program	Findings				Transformative Actions	Summary of Results
	2. Provided ideas for work.	12	109	96%		
	3. Respectfully articulated the merits of the ideas of other group members.	0	126	100%		
	4. Willingness to help other members of the group.	13	112	99%		
	5. Showed concern that the final work reflects the efforts of all.	4	114	94%		
	6. Resolved conflicts between group members in a friendly manner.	5	104	87%		
	7. Actively participated in all group meetings.	13	104	93%		
	<p>Students assessed in both courses proved able to work together, and showed a proactive, conciliatory, responsible, and inclusive attitude.</p> <p>88% of the students obtained an excellent level (5 points). The expected outcome was reached in all criteria assessed (100%). Therefore, the goal was met.</p>					

College of Humanities

Academic Program	Findings	Transformative Actions	Summary of Results						
<p>Modern Language</p>	<p>First Instance</p> <p>A rubric was used in the ITAL 3001 (<i>Intensive Italian I</i>) course to assess the students' competencies in teamwork skills through the coordination of an oral presentation conducted by student groups. N= 21.</p> <p><i>Expected outcome:</i> 70% of the students participating in the activity will score 5 points or more in the 1-8 point scale used.</p> <p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion were as follows:</p> <table border="1" data-bbox="505 883 1158 1036"> <thead> <tr> <th>Criterion</th> <th>Activity #1</th> <th>Activity #2</th> </tr> </thead> <tbody> <tr> <td>Capacity for teamwork (distribution of functions, level of preparation)</td> <td>94.44%</td> <td>94.74%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criteria assessed. Therefore, the goal for this outcome was met.</p> <p>Second Instance</p> <p>A rubric was used in the ITAL 3032 (<i>Intensive Italian</i>) course to assess the students' competencies in teamwork skills through the coordination of an oral presentation conducted by student groups.</p> <p><i>Expected outcome:</i> 70% of the students participating in the activity will score 5 points or more in the 1-8 point scale rubric used.</p>	Criterion	Activity #1	Activity #2	Capacity for teamwork (distribution of functions, level of preparation)	94.44%	94.74%		<p>One measure in two instances, which was met.</p> <p>No transformative actions were established.</p> <p>The results of the first instance of the evaluation of this program were compiled using the web application <i>Online Learning Assessment System (OLAS)</i>.</p>
Criterion	Activity #1	Activity #2							
Capacity for teamwork (distribution of functions, level of preparation)	94.44%	94.74%							

College of Humanities							
Academic Program	Findings	Transformative Actions	Summary of Results				
	<p>The scale used to assess the criterion was:</p> <ul style="list-style-type: none"> ▪ Beginning (1-2) ▪ In Progress (3-4) ▪ Good (5-6) ▪ Excellent (7-8) <p>The results for the criterion were as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Criterion</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Capacity for teamwork (distribution of functions, level of preparation).</td> <td>100%</td> </tr> </tbody> </table> <p>The expected goal was reached in all (100%) of the criteria assessed. Therefore, the goal for this outcome was met.</p>	Criterion	%	Capacity for teamwork (distribution of functions, level of preparation).	100%		
Criterion	%						
Capacity for teamwork (distribution of functions, level of preparation).	100%						

XVI. Leadership

College of Social Sciences			
Academic Program	Findings	Transformative Actions	Summary of Results
Labor Relations	<p>First Instance</p> <p>A rubric of four points was used in the RELA 3005 (Work and Society: Joint Vision) course to assess students' leadership skills based on a group oral presentation. The rubric used is an adaptation of a document written by professor Julio Rodríguez of OEAE.</p>	<p>Promote learning activities such as oral discussions, reports and presentations.</p> <p>Develop two extracurricular activities: a public speaking workshop and a workshop of public policy and lobbying.</p>	<p>One measure in one instance, which was met.</p> <p>Two transformative actions were proposed.</p>

College of Social Sciences

Academic Program	Findings	Transformative Actions	Summary of Results															
	<p><i>Expected outcome</i> - It was expected that the students would obtain 80% or more in the criteria and their respective indicators measuring leadership skills.</p> <p>The rubric used assesses the following criteria and their respective indicators:</p> <div style="text-align: center; background-color: #cccccc; padding: 5px; margin: 10px 0;"> Leadership Skills Criteria </div> <ol style="list-style-type: none"> 1. <i>Clarity of presentation of arguments</i> - The students express themselves clearly, with appropriate and relevant language. 2. <i>Mastery of exposure content</i> – The content was properly explained to the students and they did not incur in conceptual and theoretical mistakes. The information presented was accurate. 3. <i>Personal/professional projection</i> – Good posture, projecting a professional level. The group didn't read directly from a paper. They used the supporting audiovisual material. <hr style="width: 20%; margin: 10px auto;"/> <p>The assessment results per group of students were as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #cccccc;"> <th>Criteria</th> <th>Group #1</th> <th>Group #2</th> <th>Group #3</th> <th>Group #4</th> </tr> </thead> <tbody> <tr> <td>1. Clarity of presentation of arguments</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>2. Mastery of exposure content</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Criteria	Group #1	Group #2	Group #3	Group #4	1. Clarity of presentation of arguments	100%	88%	100%	100%	2. Mastery of exposure content	100%	100%	100%	100%		
Criteria	Group #1	Group #2	Group #3	Group #4														
1. Clarity of presentation of arguments	100%	88%	100%	100%														
2. Mastery of exposure content	100%	100%	100%	100%														



College of Social Sciences

<i>Academic Program</i>	<i>Findings</i>				<i>Transformative Actions</i>	<i>Summary of Results</i>
	3. Personal/professional projection	25%	100%	63%	100%	
	General average per group	75%	96%	88%	100%	
<p>In the criterion of <i>clarity of presentation of arguments</i>, the students obtained a general average of 97%. Also, 100% of the students met the expected outcome in the criterion of <i>mastery of exposure content (100%)</i>. However, in the criterion of <i>personal/professional projection</i>, the students did not meet the expected outcome (72%).</p> <p>The expected outcome was reached in two of three criteria (67%) assessed, with an overall achievement of the group as a whole of 90%; only group #1 obtained a 75%. Therefore, the goal was met.</p>						