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Visit our website to download templates and access complementary materials like rubric samples and workshop presentations.

🖑 http://oeae.uprrp.edu

Glossary

- **Transforming Actions:** Adjustments, measures of educational activities or determinations implemented in the academic program to promote the achievement of learning expectations that were not achieved.

- **Criterion:** Expressions that characterize the behavior expected or required for the student to complete the task.

- **Evaluation:** Process by which the information collected in the appraisal of learning is analyzed and interpreted in the light of an expected goal.

- **Indicators:** Expressions that describe what the student's expected performance is in order to meet the criteria.

- **Expected goal:** Expression that establishes the level and percentage of compliance with the criterion established.

- **Profile of the baccalaureate graduate:** Document that establishes the set of traits, skills and competences that a student of a certain institution or academic program must have once they obtain their degree.

- **Rubric:** Assessment technique in which the criteria and performance indicators are established through a scale to determine the quality of the students' performance. It can be used to evaluate both the process and the product.
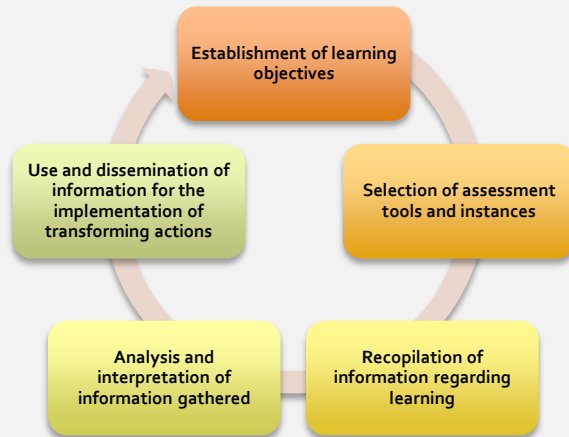
Learning Assessment

Professor's Guide

Rev. October 2018

OEAE

Oficina de Evaluación del Aprendizaje Estudiantil

What is the Student Learning Assessment?

It is a systematic, continuous and variable process of research for evidences regarding student learning.

Learning assessment is visualized as a cycle in which the first step is the elaboration of measurable objectives. In the second step, it is determined which courses or instances will provide the necessary information to evaluate the accomplishment of the objectives. Also, it is necessary to identify or design the tools that will be used to gather information about learning. The expected outcome is established in terms of percentages or points in whichever instrument of assessment used. Some instruments are rubrics or evaluative matrices, observational scales and tests. The elaboration of these instruments requires the definition of the specific aspects or criteria that will be considered.

Once the information is gathered, it must be analyzed to determine in what measure the objective was or was not met. When the expected outcomes are not met, it is necessary to propose and implement transforming actions that will allow closing the gap between the expected outcome and the results. These transforming actions must be evaluated during the next assessment cycle to able to determine their effectiveness in fortifying students' performance. The gathered information must be then shared with the faculty and each program's students.

In what worksheets is information registered?

The following documents represent the institutional evidence of the learning assessment and are used in every academic program.

- **Learning Assessment Annual Plan:** Consists of two tables. The first includes the information related to almost all the learning outcomes used in Campus. Secondly, only include the information that relates to knowledge, skills or aptitudes involving any particular discipline and the integration of knowledge. It is submitted by mid-September.

- **Learning Assessment Partial Report:** Follows the same table format used in the Annual Plan but requires the result analysis from the first academic semester. It is submitted on the last laborable day of January.

- **Learning Assessment Annual Report:** Uses the same format of the partial report but includes the analysis of the results obtained during the entire academic year. It is submitted on the last working day of August.

   Download these documents on: http://oeae.uprrp.edu/?page_id=976

OLAS (Online Learning Assessment System)

The Office of the Student Learning Evaluation uses OLAS, an online platform that facilitates the entry, analysis and data storage regarding the student learning assessment. OLAS is user friendly and can be accessed through any device that has Internet access.

Recommendations for writing Objectives

The writing of appropriate objectives facilitates the assessment processes of learning.

The **objectives** are a description of the performance expected of the student as a result of learning. They are observable, specific and measurable assertions in the short term. They point out the changes that will occur in students as a result of their experience in the course. In addition, they lay the foundations on which the educational activities and the assessment process of learning will be designed. These are classified according to the type of learning in three learning outcomes: Cognitive, Psychomotor and Affective.

The objectives are articulated with the content of the course, with the learning activities, with the evaluation of the student's achievements and with the assessment of the learning at the level of the program and Campus. A good objective has the following characteristics:

It is focused on the student. The objectives should answer the following question: What will students be able to do as a result of their experiences in the course? A common mistake in the writing of objectives is to establish what the teacher will offer as part of the course or describe an educational activity without its achievement. The emphasis of the objective is the result that the educational experiences in the student are expected to have.

It is measurable. The wording of the objective requires the selection of a verb appropriate to the level and learning type of the course. A common error in the elaboration of objectives is the use of undefined verbs and therefore is not measurable. For example, the use of the verb *learn* when writing a goal is not recommended. The learning of a student is only measurable if we observe it through a concrete action. This action is always collected with another verb, such as: *compare*, *explain*, *apply*,

Benefits of the Learning Assessment

The benefits of the learning assessment permeate all the instances of the educational institution.

For the Institution

It allows the recopilation of necessary evidences for the processes of accountability, allocation of funds, licensure and accreditation. At the same time, it facilitates the goals of the graduate profile and the institutional Mission.

For the professors

It is a tool for self-improvement. It helps the professor take informed decisions concerning the educational processes, while also facilitating the identification of strengths and challenges in the abilities and knowledge of students. It allows reflection on the achievement of the course objectives and the identification of the best didactic strategies. Furthermore, it promotes the design or modification of educational activities so learning is strengthened. Lastly, the information obtained through assessment can be used in the revision of courses and curriculums.

For the students

It facilitates the identification of skills or knowledge that need development in order to be successful in their courses and during the rest of their academic careers. It promotes that they strive to achieve the expected excellence. When a student has the necessary tools to be successful in future courses, the probability of retention is increased

In our campus

The process of learning assessment within the Río Piedras Campus is guided by the Plan for Evaluation of Student Learning (Cert. 68, 2005-2006, SA) and is coordinated at the institutional level by the Office of the Student Learning Evaluation (OEAE).
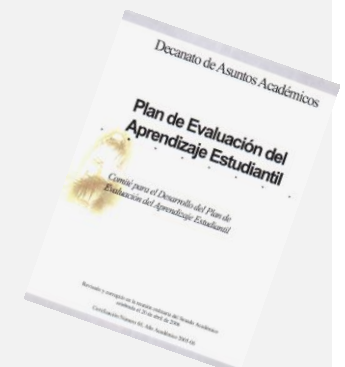
What is expected?

We expect the continuous and sustained effort in all institutional instances to gather information about the student learning progress.

It is expected that the undergraduate and graduate **academic programs** can:

- Measure students' learning accomplishments according to what is expressed in the Institution's Mission.
- Demonstrate the achievement of the learning of their students, identify areas to strengthen and propose transforming actions.
- Use assessment results for decision making.
- Facilitate the processes for the implementation and evaluation of the transforming actions that allow the achievement of the expected learning in the students.
- Submit information about the assessment of student learning in their programs as part of the required information (curriculum matrix, three-year plans, annual plans, partial and annual reports).

It is expected that the **professors**:

- Are actively involved in the planning and implementation processes of the learning assessment.
- Participate in the establishment of objectives and in the design of assessment instruments.
- Communicate to their students the criteria that will be used as part of the evaluation of learning in the course.
- Contribute to the information gatherings about learning in their courses and provide it to the Program coordinators.
- Know the results of the assessment in their courses and communicate them to their students.
- Propose and implement transforming actions.

Learning Outcomes at Undergraduate and Graduate Level

The Río Piedras Campus carries out an assessment of the following learning outcomes that come from its Mission.

Undergraduate level

1. **Appreciation, cultivation and commitment to the ideals of Puerto Rican society and in the Caribbean and international context**
2. **Capacity for independent study**
3. **Contents of the discipline**
4. **Critical thinking**
5. **Effective Communication**
6. **Ethical and aesthetic sensibility**
7. **Information literacy**
8. **Intellectual curiosity**
9. **Knowledge integration**
10. **Leadership**
11. **Life-long learning**
12. **Logical- mathematical reasoning**
13. **Research and creation**
14. **Social responsibility**
15. **Teamwork**

The definitions can be found at: http://oeae.uprrp.edu/?page_id=111

Graduate level

1. **Contents of the discipline**
2. **Critical thinking**
3. **Effective communication**
4. **Ethical sensibility**
5. **Information literacy**
6. **Leadership**
7. **Life-long learning**
8. **Research and creation**
9. **Social responsibility**
10. **Technology integration**
11. **Teamwork**

Virtual encounters:

The Office of the Student Learning Evaluation has offered webinars on various subjects related to the assessment of student learning. In the following link you can access some videos about these activities:

http://oeae.uprrp.edu/?page_id=830