

Vice Presidency
for Academic and
Students Affairs

LEARNING ASSESSMENT PLAN

(Updated, 2020)



AMERICAN UNIVERSITY OF PUERTO RICO

Bayamón / Manatí

Learning Assessment Plan

(Revised in 2019; Updated in 2020)

I. Introduction

Learning assessment is a critical issue in every academic scenario. In a higher education institution, it represents an important element to evaluate its effectiveness. Nowadays, in order to seek or maintain an accreditation, each institution is working hard to improve student learning and to report how this improvement have been used in the decision-making process in learning and teaching.

The Middle States Commission on Higher Education, American University of Puerto Rico's regional accreditation agency, describes the concept of student learning assessment as a process that "demonstrates that, at graduation or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals" (MSCHE,2007). Therefore, learning assessment can be defined as the process of gathering and discussing information from multiple and diverse sources to develop a deep understanding of what students know, understand, and can do with their knowledge because of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. A learning assessment plan it's necessary to direct the process step by step, from establishing clear, measurable expected outcomes to using the resulting information to understand and improve student performance.

In 2012, AUPR developed a Learning Assessment Project, in order to observed in a systematic way student performance. AUPR identified eight core competencies for each academic program (oral communication in Spanish and English, written communication in both languages, quantitative skills, critical thinking, information skills, technology literacy, social and ethics, and research skills). Also, each program has their own professional competencies. The project was revisited in 2015, because of multiple meetings with faculty and academic staff. During MSCHE's re-accreditation visit in March 2017, the project received praise and

congratulations for being a robust and effective one. At this occasion, peer evaluators encourage AUPR to continue reinforcing the project, taking it to higher measure levels. This document presents latest changes introduced to the project by faculty and academic staff, according to MSCHE's visiting committee comments.

This document, based in an original plan designed in 2013 and revisited in 2016, is an updated version that gathers the learning assessment plan to reach the eight competencies identified by American University as common core for each student, and the professional competencies in each academic program. For a complete perspective of AUPR's learning assessment process, it is recommended to review those previous plans.

II. Basic learning assessment process

At AUPR, learning assessment process consist of the following basic steps:

1. develop a list of competencies composed of the knowledge and skills taught in selected courses
2. develop measures to assess the relevant competencies
3. measure the competencies,
4. provide feedback on the results to department faculty
5. make changes to the assessment process as needed
6. repeat the process annually to close the assessment loop

Later, this process will be explained in more detail in a timetable lasting one academic year (Section VII).

III. Core competencies and outcomes

1. Written communication
 - Students will produce proficient written documents in Spanish and English related to relevant topics in their academic program.
2. Oral communication
 - Students will performance proficiently in oral presentations related to their academic programs.

3. Quantitative Skills

- Students will apply basic mathematical and/or statistical analysis tools to interpret issues related with their academic field.

4. Critical Thinking

- Students will demonstrate satisfactory critical thinking skills by analyzing specific problems related with their academic field, applying proper logic, assessing the quality/validity of the data, and formulating valid conclusions based in their analysis.

5. Information Literacy Skills

- Students will apply appropriate skills to specific situations o problems, demonstrating the information literacy skills to resolve them.

6. Technological Literacy

- Students will apply appropriate digital computer technologies to specified situations o tasks, demonstrating their technological skills.

7. Social and Ethical Issues

- Students will comprehend various ethical, diversity and social issues situations confronted in diverse scenarios associated with their academic field.

8. Research Skills

- Students will produce basic and simple research papers about a diverse range of topics related with their academic field.

9. Professional Skills

- Students will performance successfully in those tasks, skills, activities, and indicators included in the student profile from each academic program.

IV. Core competencies, activities to demonstrate domain, and courses to be impacted by the Learning Assessment Plan

BA: Department of Business Administration Department

A&C: Department of Arts and Sciences

ED: Department of Education and Technology

COMPETENCY	ACTIVITY TO DEMONSTRATE DOMAIN	COURSES
WRITTEN COMMUNICATION IN SPANISH	BA: Answer to essay question or paper on course topic in Business Administration field (in Spanish).	MGT 453; SOM 252
	A&C: Answer to essay question or paper on course topic in Criminal Justice or Communication fields (in Spanish).	SPAN 101, SPAN 122 / EDUC 122; SPAN 205; COMU 452; JUCRI 420
	ED: Answer to essay question or paper on course topic in Pedagogy (in Spanish).	EDUC 457
WRITTEN COMMUNICATION IN ENGLISH	BA: Answer to essay question or paper on course topic in Business Administration field (in English).	
	A&C: Answer to essay question or paper on course topic in Criminal Justice or Communication fields (in English).	ENG 105; ENG 228
	ED: Answer to essay question or paper on course topic in Pedagogy (in English).	
ORAL COMMUNICATION IN SPANISH	BA: Brief oral presentation about the course related to Business Administration (in Spanish).	MGT 453; SOM 252
	A&C: Brief oral presentation about the course related to Criminal Justice or Communication (in Spanish)	ESP 102; COMU 310; COMU 452; JUCRI 420
	ED: Brief oral presentation about the course related to Pedagogy (in Spanish)	EDUC 457

ORAL COMMUNICATION IN ENGLISH	BA: Brief oral presentation about the course related to Business Administration (in English).	
	A&C: Brief oral presentation about the course related to Criminal Justice or Communication (in English).	ENG 106; ENG 211
	ED: Brief oral presentation about the course related to Pedagogy (in English).	
CRITICAL THINKING	BA: Essay-like reaction to hypothetical or real situation related to the topics of the courses in any Business Administration field (it can be from the news).	MGT 127; MGT 453; SOM 252
	A&C: Essay-like reaction to hypothetical or real situation related to the topics of Criminal Justice or Communication courses (it can be from the news).	SOCS 101; HIST 117; TRUN 105; COMU 110, JUCRI 105; COMU 452; JUCRI 420,
	ED: Essay-like reaction to hypothetical or real situation related to the topics of Pedagogy courses (it can be from the news).	EDUC 157; EDUC 457
QUANTITATIVE SKILLS	BA: Carry out mathematical/quantitative operations in some hypothetical or real situation related to the any Business Administration Field.	MGT 453; SOM 252
	A&C: Carry out mathematical/quantitative operations in some hypothetical or real situation related to Criminal Justice or Communication Fields.	MATH 104; MATH 110. MATH 281; JUCRI 420; COMU 452
	ED: Carry out mathematical/quantitative operations in some hypothetical or real situation related to Pedagogy field.	EDUC 447; EDUC 457

TECHNOLOGICAL LITERACY	BA: Use of computer to prepare reports, presentation, papers, and assignments for Business Administration courses.	COMP 101; COMP 110, COMP 213; MGT 453; SOM 252
	A&C: Use of computer to prepare reports, presentation, papers and assignments for Criminal Justice and Communication courses.	COMU 225; COMU 452; JUCRI 420
	ED: Use of computer to prepare reports, presentation, papers, and assignments for Pedagogy courses.	EDTEC 300; EDUC 457
INFORMATION LITERACY	BA: Identification of reliable sources to prepare reports, papers, and assignments for Business Administration courses.	DERME 121, ECON 253; MGT 453, SOM 252
	A&C: Identification of reliable sources to prepare reports, papers, and assignments for Criminal Justice or Communication courses.	HIST 117, SOCS 101, TRUN 105, SOC 113; JUCRI 420; COMU 452
	ED: Identification of reliable sources to prepare reports, papers, and assignments for Pedagogy courses.	EDUC 357; EDUC 457
SOCIAL AND ETHICS ISSUES	BA: Essay-type paper to a hypothetical or real situation related to the topics of Business Administration courses that represents an ethical issue or social awareness (it can be news).	MGT 330, MGT 453; SOM 252
	A&C: Essay-type paper to a hypothetical or real situation related to the topics of Criminal Justice or Communication courses that represents an ethical issue or social commitment (it can be news).	BIOL 111; SOCS 101; COMU 325; POLS 103; HUM 225; COMU 452; JUCRI 420
	ED: Essay-type paper to a hypothetical or real situation related to the topics of Pedagogy courses and that represents	EDESP 302; EDUC 457

	an ethical issue or social commitment (it can be news).	
RESEARCH SKILLS	BA: To make an outline, design, or research proposal on a topic in any Business Administration field.	MKTG 263; MGT 453; SOM 252
	A&C: To make an outline, design, or research proposal on a topic in Criminal Justice or Communication fields.	BIOL 110; SOCS 101; SOCS 201; COMU 452; JUCRI 420
	ED: To make an outline, design, or research proposal on a topic in Pedagogy field.	EDUC 357; EDUC 457
PROFESSIONAL COMPETENCIES	BA: To work with a set of case situations or problems presented, using a diverse range of assessment activities, from quizzes and papers to real-like role playing, and finally an internship in a Business Administration field.	
	A&C: To work with a set of case situations or problems presented, using a diverse range of assessment activities, from quizzes and papers to real-like role playing, and finally an internship in Criminal Justice or Communication fields.	
	ED: To work with a set of case situations or problems presented, using a diverse range of assessment activities, from quizzes and papers to real-like role playing, and finally an internship in a school.	

V. Courses to be impacted for each competency

A. Undergraduate Level

Written Communication (1)			Oral Communication (2)		
START	MIDDLE	END	START	MIDDLE	END
ENG 105	EDUC 122	COMU 452	ENG 106	COMU 310	COMU 452
SPAN 101	ENG 228	EDUC 457	SPAN 102	ENG 211	EDUC 457
	SPAN 122	JUCRI 420			JUCRI 420
	SPAN 205	MGT 453			MGT 453
		SOM 252			SOM-252

Quantitative Skills (3)			Critical Thinking (4)		
START	MIDDLE	END	START	MIDDLE	END
MATH-104	EDUC 447	COMU 452	SOCSC-101	COMU 110	COMU 452
	MATH-281	EDUC 457	HIST-117	EDUC 157	EDUC 457
	MATH 110	JUCRI 420	TRUN 105	JUCRI 105	JUCRI 420
		MGT 453		MGT 127	MGT 453
		SOM-252			SOM-252

Information Literacy (5)			Technological Literacy (6)		
START	MIDDLE	END	START	MIDDLE	END
HIST-117	COMU 280	COMU 452	COMP-101	COMP 110	EDUC 457
SOCSC-101	DERME 121	EDUC 457		COMP 213	MGT 453
TRUN 105	ECON 253	JUCRI 420		COMU 225	JUCRI 420
	EDUC 357	MGT 453		EDTEC 300	COMU 452
	SOC 113	SOM-252			SOM-252

Social and Ethical Issues (7)			Research Skills (8)		
START	MIDDLE	END	START	MIDDLE	END
BIOL 111	COMU 325	COMU 452	BIOL-110	EDUC 357	COMU 452
	EDESP 302	EDUC 457	SOCSC-101	MKTG 263	EDUC 457
	HUM 225	JUCRI 420		SOCS 201	JUCRI 420
	MGT 330	MGT 453			MGT 453
	POLS 103	SOM-252			SOM-252

PROFESSIONAL COMPETENCIES									
- EDUCATION -			- BUSINESS ADMINISTRATION -			- ART & SCIENCES -			
EDUC-157	EDELE 319	EDUC 457	ACCTG 111	ACCTG 203	MGT 452	COMU 110	COMU 210	COMU 452	
EDUC-235	EDELE-215		COMP 200	ACCTG 406	SOM 252	COMU 220	COMU 396	JUCRI 420	
EDUC-257	EDELE-221		MGT 127	COMP 202		JUCRI 105	JUCRI 343		
	EDELE-317		SOM 102	COMP 300		JUCRI 115	JUCRI 410		
	EDELE-323		SOM 122	MGT 300					
	EDESL 410		SOM 241	MGT 367					
	EDESP 310			MGT 370					
	EDESP 330			SOM 201					
	EDESP 412			SOM 221					
	EDFIS 452			SOM 275					
	EDFIS 453								

B. Graduate Level

Written Communication (1)			Oral Communication (2)			Quantitative Skills (3)		
START	MIDDLE	END	START	MIDDLE	END	START	MIDDLE	END
EDUC 600		EDUC 677	EDUC 600		EDUC 677	EDUC 610		EDUC 677
EDUC 602		JUCRI 595	EDUC 602		JUCRI 595	JUCRI 530		JUCRI 595
JUCRI 512			JUCRI 512					
Information Literacy (5)			Technological Literacy (6)			Social and Ethical Issues (7)		
START	MIDDLE	END	START	MIDDLE	END	START	MIDDLE	END
EDUC 610		EDUC 677	EDUC 605		EDUC 677	EDUC 600		EDUC 677
JUCRI 530		JUCRI 595	JUCRI 565		JUCRI 595	EDUC 602		JUCRI 595
						EDUC 605		
						JUCRI 575		
Critical Thinking (4)			Professional Skills (9)					
START	MIDDLE	END	START	MIDDLE	END			
EDUC 605		EDUC 677			EDESP 645			
JUCRI 565		JUCRI 595			EDUC 650			
					EDUC 672			
					EDUC 673			
					EDUC 677			
Research Skills (8)								
START	MIDDLE	END						
EDUC 610		EDUC 677			EDUC 678			
JUCRI 530		JUCRI 595			EDUCCG 619			
					EDUCCG 660			
					EDUFIS 621			
					EDUFIS 622			
					JUCRI 595			

VI. Measurement points of each competency

As recommended during the last re-accreditation visit from MSCHE, AUPR adopted model based in three measurement points for each competency: start (initial), middle (development), and end (final).

- Start point: A competency is reached when at least 70% of the students obtain an average of 2.8 or more (in a scale from 1 to 4) to demonstrate satisfactory performance at this initial stage.
- Middle point: A competency is reached when at least 75% of the students obtain an average of 3.0 or more (in a scale from 1 to 4) to demonstrate satisfactory performance at this developmental stage.
- A competency is reached when at least 80% of the students obtain an average of 3.20 or more (in a scale from 1 to 4) to demonstrate satisfactory performance at this initial stage.

Competencies are measured in a more in-depth, rigorous, and comprehensive manner at the graduate level.

VII. Action schedule for student learning assessment

A typical assessment cycle takes approximately an academic year, from August to the next August, nevertheless not all steps are taken all years. At AUPR, activities #10 to #12 often take at least two years. This way let us to collect sufficient data to, if necessary, make proper adjustments in earlier steps or start from zero a new cycle.

ACTIVITY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
1. Identify program goals and objectives for student learning.													
2. Identify specific learning objectives for student learning.													
3. Carry out a meeting with academic staff.													
4. Develop a curriculum map identifying courses that promote the fulfillment of each learning objective.													
5. Train faculty in learning assessment and MSCHE requirements in this regard.													
6. Identify evidence to be collected to evidence learning assessment.													
7. Train faculty to develop and identify methods to evaluate the evidence.													
8. Reassess the necessary human and financial resources for the implementation of assessment activities.													
9. Develop a route of assessment for each competency.													
10. Coordinate the assessment activities.													
11. Collect information and evidence of student learning.													
12. Analyze and interpret the data.													
13. Disseminate the results of assessment project.													
14. Develop an action plan to implement the necessary changes in accordance with the results of assessment.													

VIII. Learning assessment outcomes until December 2020

"Learning Assessment Outcomes" SUBGRADUATED LEVEL

COMPETENCIES	MAY 2015	DECEMBER 2015	MAY 2016	DECEMBER 2016	MAY 2017	MAY 2018	DECEMBER 2018	MAY 2019	DECEMBER 2019	MAY 2020	DECEMBER 2020
Information Literacy	3.01	2.94	2.65	2.64	2.87	2.85	3.06	2.89	2.82	2.94	2.97
Social and Ethical Issues	3.22	3.04	3.31	2.86	3.04	3.26	3.15	3.03	3.20	3.32	3.36
Research Skills	3.04	3.32	2.71	2.38	2.53	2.87	2.79	2.47	3.03	3.06	3.00
Technological Literacy	3.17	2.74	3.10	2.64	2.87	3.02	2.93	2.99	2.98	2.87	2.93
Critical Thinking	3.13	2.87	2.77	2.82	3.04	2.86	2.97	2.78	2.97	3.06	3.00
Quantitative Skills	3.08	3.06	3.14	2.87	3.13	3.03	2.99	3.12	3.32	3.06	3.17
Oral Communication in Spanish	2.95	2.88	2.67	3.03	3.03	3.37	3.26	3.47	3.26	2.94	3.00
Written Communication in Spanish	2.94	2.74	2.89	3.13	2.93	3.11	3.02	3.18	3.23	3.32	3.37
Oral Communication in English	2.23	2.44	2.66	2.41	2.51	3.23	3.20	3.10	3.36	3.06	3.17
Written Communication in English	1.98	2.42	2.54	2.50	2.54	3.25	2.95	2.69	2.87	2.94	2.87
Range: 4.00 – 3.50 Outstanding 3.49 – 2.50 Satisfactory 2.49 – 1.50 In progress 1.49 – Poor											

“Learning Assessment Outcomes”
SUBGRADUATED PROGRAM

COMPETENCIAS	MAY 2017	MAY 2018	DECEMBER 2018	MAY 2019	DECEMBER 2019	MAY 2020	DECEMBER 2020
Professional/A&C: Communication	3.00	3.00	3.12	3.84	3.75	3.08	3.100
Professional/A&C: Criminal Justice	2.92	2.82	2.74	2.93	2.82	3.44	3.50
Professional/BA: Accounting	2.96	3.03	2.70	2.96	3.08	3.19	3.23
Professional/BA: Management	3.06	3.11	2.63	2.99	3.03	2.41	2.67
Professional/BA: Human Resources	2.98	3.10	2.43	2.74	2.82	2.86	2.90
Professional/BA: Office Systems	2.97	3.24	3.20	2.87	3.08	2.96	3.10
Professional/BA: Information Systems	2.96	3.13	3.23	3.28	3.24	2.80	2.97
Professional/ED: Elementary Level	3.00	3.03	3.77	3.21	3.13	3.64	3.67
Professional/ED: Special Education	3.64	3.94	3.59	3.11	3.24	3.00	3.10
Professional/ED: Physical Education	3.52	3.75	3.63	3.73	3.75	3.97	3.75
Professional/ED: TESOL	2.99	3.08	3.88	3.84	3.94	3.95	3.90
Range: 4.00 – 3.50 Outstanding 3.49 – 2.50 Satisfactory 2.49 – 1.50 In progress 1.49 – Poor							

“Learning Assessment Outcomes”
GRADUATED PROGRAM

COMPETENCIES	MAY 2017	MAY 2018	DECEMBER 2018	MAY 2019	DECEMBER 2019	MAY 2020	DECEMBER 2020
Information Literacy	4.00	4.00	3.43	3.59	3.62	3.77	3.67
Social and Ethical Issues	4.00	3.95	3.83	3.92	4.00	4.00	3.93
Research Skills	3.53	3.62	3.25	3.66	3.	3.85	3.93
Technological Literacy	4.00	4.00	3.94	3.78	3.71	4.00	3.75
Critical Thinking	3.77	3.96	3.65	3.85	3.93	3.93	3.93
Quantitative Skills	3.83	3.93	3.33	3.61	3.96	3.75	3.67
Oral Communication	3.85	3.95	3.54	3.94	4.00	4.00	3.93
Written Communication	3.52	3.71	3.41	3.69	3.71	3.93	3.87
Professional/ Elem. K-3	4.00	4.00	4.00	3.33	3.62	3.93	3.93
Professional/ Elem. 4-6	4.00	4.00	4.00	4.00	4.00	4.00	3.87
Professional/ General Sciences	3.50	3.70	3.75	4.00	3.95	3.85	3.93
Professional/ Physical Ed	3.75	4.00	4.00	4.00	3.95	3.93	3.93
Professional/ Special ED	4.00	4.00	3.37	4.00	4.00	4.00	3.93
Professional/ Criminal Justice	3.93	3.83	4.00	4.00	3.71	3.75	3.71
Range: 4.00 – 3.50 Outstanding 3.49 – 2.50 Satisfactory 2.49 – 1.50 In progress 1.49 – Poor							