

Institutional Effectiveness Guide 2017-2022

**Vice Presidency for Planning and Development
Department of Institutional Effectiveness**

Table of Contents

Table of Contents	1
List of figures	4
Table List	5
Introduction	6
SECTION I.....	12
Institutional Effectiveness	13
Institutional Effectiveness at the AAU	14
Department of Institutional Effectiveness	16
<i>A. IED Mission.....</i>	<i>16</i>
Accreditation standards.....	21
Definition of terms.....	24
SECTION II.....	28
Planning Process	29
Planning levels.....	30
Financial resource allocation process	33
Procedures.....	35
SECTION III:.....	37
Institutional Assessment.....	38
Principles for Conducting the Assessment	39
Assessment Cycle	40
Assessment Levels.....	41
Assessment Results.....	43
Assessment Assessment	45
Institutional Assessment Plan	47
Institutional Assessment Model.....	47
Assessment of Compliance with the Mission	49
Input.....	49
Process.	50
Product.....	54
Method.....	55
Learning Assessment	56
Goals.	57
Method.....	57
Bloom's taxonomy.	58
Disclosure of Results	58

Vision Achievement Assessment.....	60
Goals and Objectives of the Strategic Plan	63
Evaluation of Effectiveness Indicators.....	66
Compliance with Accreditation Standards.....	67
MSCHE	67
AAA	68
SECTION IV:.....	69
Introduction.....	70
Part A.....	71
Guide for the Evaluation of Academic Programs.....	71
Part B.....	95
Institutional Student Learning Assessment Plan 2017-2022.....	95
Characteristics of Learning Assessment	100
Learning Assessment Levels	102
Phases for Implementation	112
Roles and Responsibilities in Assessment of Learning	119
Assessment of the General Education Component.....	126
Institutional Profile of the Graduate	126
General Education Committee	128
Monitoring and Implementation	132
Plan Review Process	134
References.....	136
Appendices.....	138
APPENDIX A.....	139
APPENDIX B.....	141
APPENDIX C.....	142
APPENDIX D.....	143
APPENDIX E.....	144
APPENDIX F.....	145
APPENDIX G.....	146
APPENDIX H (1)	147
APPENDIX H (2)	148
APPENDIX I	149

List of Figures

<u>Figure</u>	<u>Page</u>
1.1 Components of institutional effectiveness.....	14
1.2 Operational Elements of Institutional Effectiveness.....	15
2.1 Components of the strategic planning process.....	28
2.2 Components of the AAU strategic plan	29
2.3 Components of the operational plans.....	29
2.4 Components of the annual plans.....	30
2.5 Strategic planning by level.....	30
3.1 Institutional Effectiveness at AAU and its components.....	37
3.2 Stages that make up the assessment cycle.....	40
3.3 Levels of institutional assessment of AAU.....	42
3.4 The flow of assessment results	43
4.1 Components of the program learning assessment.....	67
4.2 Aspects that must be articulated	72
4.3 General education assessment system.....	85
4.4 Types of assessments performed by the teacher	93

List of Tables

<u>Table</u>	<u>Page</u>
2.1 Annual calendar for planning documents.....	36
3.1 Data collected by stage of the input-output-process-product model.....	53
4.1 Guide for learning assessment.....	63
4.2 Areas of general education competence of AAU.....	82
4.3 Learning assessment schedule.....	89

Introduction

Antillean Adventist University (AAU) is an institution sponsored by the Seventh-day Adventist Church, with a Christocentric philosophical approach. As part of a worldwide educational system, it fulfills a joint mission to provide a comprehensive education that fosters the "harmonious development of the physical, mental, and spiritual faculties and prepares the student for the joy of service in this world, and for a higher joy provided by wider service in the world to come" (White, Education, p. 11). Antillean Adventist University is accredited by the Middle States Commission on Higher Education (since 1978) and by the Adventist Accrediting Association (since 1962). It is licensed to operate in Puerto Rico by the former Puerto Rico Council of Education (now the Puerto Rico Board of Postsecondary Institutions). It also holds professional accreditations for the BS in Cardiopulmonary (COARC), BS in Nursing (ACEN and CCNE), MS in Nursing (CCNE), MSN in Anesthesia (COA) programs. The institution's academic offerings consist of 22 undergraduate programs in the areas of Natural Sciences, Behavioral Sciences, Business Sciences, Humanities and Religion and 4 graduate programs in the areas of Education and Nursing. Two graduate programs are also offered in consortium with two sister universities: Master of Arts in Religion offered by the Inter-American Adventist Theological Seminary and Doctor of Physical Therapy in consortium with Loma Linda University.

The institution guides its development based on strategic planning that clearly defines the goals and objectives that fulfill the mission and vision, and highlights the priority strategic actions to maintain the relevance and competitiveness of the educational

program. The planning process, thus based on the mission and vision, encompasses all levels of the institution, so that the achievement of goals and objectives results from a joint contribution. Institutional effectiveness, through the evaluation process, measures the degree to which the university is effective and continues to achieve its goals and objectives.

An effectiveness assessment system enables the institution to better understand the need to implement new initiatives and activities in support of the mission and vision, making efficient use of human, financial and physical resources to achieve goals and sustained development. The system also serves to guide management in the planning and decision-making processes.

For the new strategic cycle 2017-2022, Antillean Adventist University remains grounded in its mission and oriented towards the fulfillment of the vision; elements that make up the main basis of the institutional effectiveness assessment processes.

AAU MISSION

Antillean Adventist University promotes the comprehensive training of competent professionals, committed to service to God and humanity.



AAU VISION

*Antillean Adventist University
will be recognized for spirituality,
excellence and service.*



Educational Pillars

Spirituality

- Living Adventist Christian principles and values
- Biblical foundation in the curriculum
- Christ-centered programs and activities

Excellence

- High-quality, market-oriented educational opportunities
- Innovative, high-quality education that integrates teaching methods adapted to new educational trends.
- Research aimed at problem-solving, development, and innovation
- Highly competent graduates
- Excellence in support services
- internationalization initiatives
- Highly qualified and competent human resources
- Efficient administrative processes
- Sustainable campus with high-tech integration

Service

- Leaders committed to God
- Service culture
- Community work initiatives
- National and international mission programs

Antillean Adventist University's vision statement for the new strategic cycle is based on the three main pillars, which have given the institution its identity: Spirituality, Excellence, and Service. This statement focuses on the priorities within those pillars that were identified during the strategic plan development process.

The Guide for Institutional Effectiveness 2017-2022 is the document that defines the processes and methods to be followed for conducting the institutional effectiveness assessment and provides guidelines for the strategic planning processes. This guide is an update of the previous document prepared in 2012 by the Department of Institutional Effectiveness, under the supervision of the Vice President for Planning and Development. The Guide is organized into four sections that cover the entire process: Section I - Institutional Effectiveness; Section II - Strategic Planning; Section III - Institutional Assessment and Section IV - Guidelines for Academic Program Effectiveness. The 2017-2022 Guide was approved by the University Administrative Council (CAU Vote 19-140) and by the Board of Trustees (Vote _____).

SECTION I

Institutional Effectiveness

Institutional Effectiveness

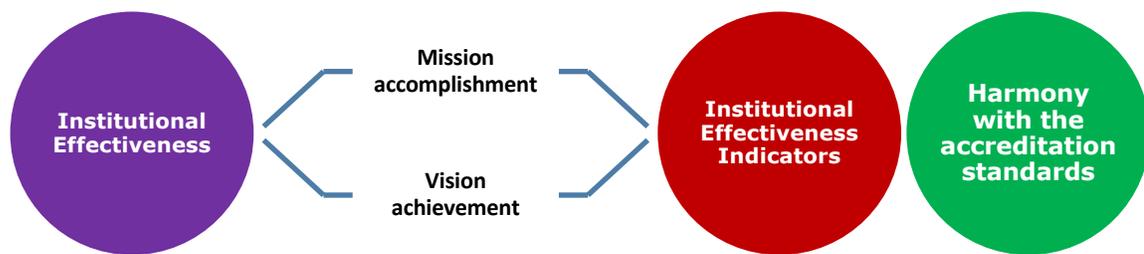
In the context of higher education, institutional effectiveness refers to the process through which information is collected and analyzed to demonstrate the congruence between the institution's mission statement, purposes, and objectives and the results of its programs and activities (Sheldon, Golub, Langevin, Ours & Swartzlander, 2008). Institutional effectiveness, as a term, includes the periodic measurement and evaluation of the institution's efficiency, which also implies that effectiveness is not only a final result, but a process of continuous analysis and evaluation.

Institutional effectiveness is a concept of commitment and accountability, with which educational institutions face the challenge of demonstrating efficient operation, through the assessment and analysis of results in the teaching and learning processes, as well as in those administrative and service units that complement and support the educational process.

The Middle States Commission on Higher Education (MSCHE), one of the accrediting agencies to which AAU subscribes, adds: "The effectiveness of an institution rests on the contribution that each of the programs and services makes toward achieving the goals of the institution as a whole" (Assessing student learning and institutional effectiveness, 2005, p. 3). In assessing them, we seek to answer the questions, "How well are we doing what we say we are doing as an institutional community?" "How do we support student learning, a fundamental aspect of institutional effectiveness?" (ibid).

Institutional Effectiveness at AAU

The key aspects that determine institutional effectiveness are: (1) fulfillment of the mission and (2) achievement of the vision; however, success in these aspects must be manifested in the health of institutional effectiveness indicators and in compliance with the standards of accrediting agencies. Figure 1.1 shows the components of institutional effectiveness.



*Figure 1.1:*Components of institutional effectiveness

The mission of the AAU includes three key elements: 1) the development of the spiritual life, 2) the integral and competent professional formation, and 3) education for service. Through the teaching and learning process, students can become effective in all of these facets, as well as in their personal and social lives. This makes student learning the primary component of effectiveness. Institutional effectiveness processes seek to know how efficiently all available resources are being used for student development. On the other hand, the educational pillars contained in the institutional vision: Spirituality, excellence, and service, are the link between the mission and strategic planning, since they are the basis of the latter. The achievement of the vision includes the strategic initiatives and goals that guide the development of the institution and are embodied in

the strategic plan. The successful implementation of these initiatives, goals, and objectives will keep the institution positioned in the higher education market with a competitive offer that satisfies the social needs of the community and transcends the limits of the nation.

To operationalize institutional effectiveness, a system has been developed that integrates strategic planning with resource allocation and assessment. The results obtained from the assessment processes inform planning and resource allocation, while institutional effectiveness indicators serve to diagnose the institution's condition in key aspects. The institution's good performance, as manifested in the indicators, in turn, leads to compliance and harmony with the quality standards established by the MSCHE and required for accreditation. Figure 1.2 illustrates the operational elements of institutional effectiveness.



Figure 1.2: Operational Elements of Institutional Effectiveness

Department of Institutional Effectiveness

The Department of Institutional Effectiveness (IED) works under the supervision of AAU's Vice President for Planning and Development. Together with the other departments in the area, it helps to promote greater recognition and understanding of AAU and its important mission as a Seventh-day Adventist educational institution, as well as to lead the planning and assessment processes. Following this position, the Department of Institutional Effectiveness (IED) of Antillean Adventist University provides information to the administration and the rest of the university community on the performance of the different academic and non-academic units based on the mission, vision and goals of the university.

A. Mission of the IED. Consistent with the functions and objectives of the Vice Presidency for Planning and Development, the Department of Institutional Effectiveness (IED) fulfills the following mission:



Maintain an inclusive and continuous system for assessing institutional effectiveness, which provides the basis for improvement and innovation; oriented to the fulfillment of the mission and the achievement of the vision of the AAU.



The IED integrates the tasks of planning, assessment, and institutional research in a continuous process that allows improving and achieving the academic and service standards established by AAU within the framework of its mission. It is responsible for the coordination of: (a) the development and monitoring of strategic planning processes, (b)

the definition and establishment of appropriate processes for institutional assessment, (c) the collection, analysis, and interpretation of assessment data, and (d) the dissemination of the results to the corresponding boIEDs.

B. IED's Functions

- Coordinate the processes of strategic planning, institutional research, and assessment of institutional effectiveness.
- Design and maintain internal processes for the cyclical follow-up of the initiatives, goals, and objectives of the strategic plan and operational plans.
- Develop assessment structures and processes for all levels of the institution that facilitate the collection of information and contribute to verifying institutional effectiveness.
- Verify the follow-up and assessment of compliance with the standards of the accrediting agencies, as well as their recommendations.
- Analyze data and translate it into information that serves senior and middle management for informed decision-making, planning, resource allocation, and other processes that may require such information.
- Plan and coordinate training and education activities on the effectiveness planning and assessment process for academic and administrative units.
- Provide advice to units on the integration of assessment findings into planning and for the drafting of progress and annual reports on institutional effectiveness.
- Update the Institutional Assessment Plan, defining the necessary structure to make it viable.

- Establish an information collection system and keep the inventory of documents in the collection center up to date to support data collection, dissemination, and timely decision-making.
- Motivate the application of assessment results in planning and decision-making processes.

Following the recommendation of Dugan (2004. Outcomes Assessment in Higher Education, p. 77), the Department of Institutional Effectiveness deals, in part, with the measurement of:

- Products: Measures of the volume of activity of a program (products created, people served, services offered), generally increased in quantitative measures.
- Results: Focused on people, on their satisfaction with a program or service.
- Student Results: Aggregate statistics on groups of students, such as graduation rate, retention rate, transfer and employment of a graduating class, and other measures such as the time students spend to graduate, etc. These results can be used for internal comparisons and comparisons with other institutions.
- Learning products: extent and degree to which learning objectives are achieved by students.

C. Office of Institutional Research. The Office of Institutional Research is the right arm of the Institutional Effectiveness Department. The Institutional Research Officer is responsible for conducting the research that supports the assessment and providing the data resulting from this process. He/she is also responsible for generating statistical reports to follow up on institutional results, data related to strategic planning, and data for local, federal, and accrediting agencies, among others.

Responsibilities. Among the responsibilities of the researcher are:

- Design and administer assessment instruments to all areas and units of the institution that will assist in the collection of meaningful data for the improvement of the Institution.
- Perform data entry and analysis in statistical programs such as SPSS, Excel, and research and statistical software used in the office.
- Prepare, analyze and interpret meaningful statistics and reports that assist in the assessment and accountability processes.
- Collect data to assist in the completion of questionnaires submitted by federal agencies and other institutions, which assist in the preparation of comparative statistics. Eg. IPEDS, MSCHE, Peterson and Open Doors.
- Maintain electronic files and folders related to institutional research up to date.
- Maintain up-to-date and organized documents in the Collection Center.
- Provide data, reports, and other research documents to relevant personnel as required.
- Comply with the directives requested by the immediate supervisor related to the area of research.

Research Ethics. The IED ethically performs its functions, maintaining professionalism, scientific standards, and research objectives, as well as applying best practices, so that the results may be valid and reliable. The Institutional Research office has adopted the following code of research ethics.

- Act with responsibility, honesty, scientific rigor, and transparency in all investigative processes.

- Treat with caution the information obtained and do not use it for illicit personal gain or for other purposes than the purposes of the research.
- Collect, analyze and share the results with all the components that collaborate in the learning assessment processes.
- Maintain the honor, decorum, professional dignity, and institutional prestige of AAU.
- Promote objectivity and integrity when preventing them from achieving any research process.
- Share their knowledge and research experiences with the university community.
- Respect the rights of individuals and participating institutions, as well as their privacy and dignity, and protect them from harm that may occur as part of the research process.
- Acknowledgments collaborators in the research process.
- Publicly clarifies any changes or distortions in the findings presented.

Models' Christian ethical principles in all research processes.

D. Institutional Assessment Committee. The Institutional Assessment Committee (CAI), under the supervision of the IED, knows, analyzes, and evaluates all the processes of the institutional assessment, as well as the results thereof, and suggests courses of action that may be followed in order to improve such processes and results. It also suggests methods or actions for the development of the assessment process. The Institutional Assessment Committee contributes to the promotion of an assessment culture and the use of the results since it has representatives from all areas of the institution who will function as disseminators of the results.

Quorum. Meetings shall be held at the call of the chairman of the committee. One-half plus one of the members, including the chairperson or his / her designee, shall constitute a quorum for the business transaction. Copies of its minutes shall be sent to the Vice President for Planning and Development and the Vice Presidents, as appropriate.

membership. The membership of the IAC is representative of the administration, faculty, non-teaching staff, and students. The composition of the IAC is as follows:

- Director of Institutional Effectiveness – President
- Institutional Research Officer – Secretary
- Associate Vice President for Academic Affairs
- School and department assessment coordinators
- Two faculty representatives
- One representative from non-academic departments
- One student elected by the Student Council
- Vice President for Planning and Development as ex officio member

Accreditation standards

Antillean Adventist University is an institution operating under the sponsorship of the Seventh-day Adventist Church. It is accredited by the Adventist Accrediting Association (AAA) and the International Board of Education (IBE). It is also accredited by the Middle States Commission on Higher Education (MSCHE). The standards of these agencies constitute a primary reason for institutional evaluation since they are articulated in such a way that their compliance reflects, at the same time, the fulfillment of the mission. Below are the standards of both accrediting agencies, which become a central part of the institutional assessment.

AAA. The Adventist Accrediting Association's accreditation standards or criteria are supported by a strong program of assessment that evidences that the institution possesses:

- A clear sense of mission and identity, condensed in mission statements, philosophy, goals, and ethics and evidenced in all aspects of institutional life.
- A solid spiritual program, condensed in a master plan that broadly involves and impacts both the institution and the communities that transcend it.
- A governance structure and administrative leadership that provides the institution with a strong mission-driven direction.
- Curriculum that, with evidence of appropriate outcomes, are commensurate with the mission and goals of the institution and the church.
- Faculty and staff who are personally supportive of the mission of the institution and the church and who effectively convey Adventist beliefs and biblical values.
- Elements of the educational context, including finances, facilities, library, and student services, among others, support the institutional mission and Adventist identity.
- The ministerial and theological education program produces graduates who have the practical skills, theoretical/theological understanding, and a commitment to the message and mission of the church that is necessary for employment as pastors, teachers, and/or graduate ministerial/theological education.

MSCHE. Antillean Adventist University evidences its compliance with MSCHE accreditation standards (2015) through an ongoing assessment system that includes each of the following seven standards:

- The institution's Mission defines its purpose in the context of higher education, the students it serves, and what it seeks to achieve. The stated goals are linked to its Mission and specify how the institution fulfills it.
- Ethics and Integrity are fundamental, and indispensable, and define the hallmark of efficient institutions of higher education. In all activities, whether internal or external, an institution must be true to its Mission, fulfill its contracts and commitments, adhere to its policies, and represent itself truthfully.
- An institution provides students with learning experiences that are characterized by rigor and consistency at the program, certificate, and degree level, regardless of teaching-learning modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

In all educational experiences, contexts, levels, and teaching modalities, the institution recruits and admits students whose interests, abilities, experiences, and objectives are congruent with its Mission and educational offerings. The institution is committed to student retention, persistence, achievement, and success through a consistent and effective support system sustained by qualified professionals, which enhances the quality of

the learning environment, contributes to the educational experience, and fosters student success.

- The assessment and achievement of student learning demonstrate that the institution's students meet educational goals that are consistent with their program of study, grade level, the institution's mission, and expectations appropriate for institutions of higher education.
- The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its Mission and goals, continually evaluate and improve its programs and services, and respond effectively to opportunities and challenges.
- The institution is governed and managed in a manner that allows it to account for its Mission and stated goals in a way that effectively benefits the institution, its students, and the other publics it serves. Although it receives contributions from or is affiliated with state, corporate, religious, educational, or other non-accredited organizations, education is its primary purpose and it operates as an academic institution with autonomy.

definition of terms

To facilitate communication between the different working groups, a list of terms used throughout the Guide and in the templates to be used by the units for the formulation and documentation of the different types of plans is included.

1. **1.Assessment.** This is the systematic process of collecting and interpreting information obtained from quantitative and qualitative data to learn about and

evidence the performance of a unit, students, staff, or the institution in general, and to use this information to modify its operations to improve its performance. .

2. **Institutional effectiveness.**The degree to which an institution (or unit within the institution) is achieving its mission and goals (or achieving its intended effect or impact).
3. **Strategies.**All the activities, projects, initiatives, and actions that the institution carries out or uses to achieve the desired performance/outcome.
4. **Institutional effectiveness indicators.**These are the characteristics, dimensions, or quantifiable elements (on a ratio or interval scale) that act as a guide to diagnose the institution's performance.
5. **Goal.**The desired end result resolves or addresses an identified gap between what is and what should be.
6. **Assessment/evaluation method.**It is the method or tool that the unit will use to evaluate the achievement of an objective (surveys, focus groups, among others).
7. **Performance metric.**It is the measure or proportion of performance in an indicator of institutional effectiveness.
8. **Institutional mission.**It is a statement of the institutional reason to be; the institutional purpose that has had permanent validity over many years and needs to be updated over time.
9. **Goal.**Quantifiable partial result expected in the achievement of a goal.
10. **Learning objective (academic).**Knowledge, skills, abilities, values that the student is expected to achieve.

11. **Operationalization.**It is the execution of a plan with a view to achieving its objectives based on specific measurable projects, activities or initiatives.
12. **Assessment plan.**It is a document in which it is formulated how the achievements/results of the implementation of the initiatives, projects, strategies and teaching activities that fulfill the mission and the institutional goals and objectives will be evaluated.
13. **Strategic plan.**It is a document in which realistic and measurable goals and objectives are formulated to achieve the mission and vision of the institution, within a period of five years.
14. **Operative plan.**It is a document that formulates the actions (strategies, activities, projects) that will be carried out to achieve the goals and objectives of the strategic plan, at the area or department level, for five years.
15. **Annual work plan.**It is a document in which the actions (strategies, activities, projects) that will be carried out during a year to achieve the goals and objectives proposed in the operational plan of the academic or administrative unit are formulated. Generally, this plan is elaborated by the specific units belonging to an area.
16. **Projects, activities or initiatives.**They are events and procedures that contribute to achieving the goals and objectives outlined in the planning.
17. **Performance/Execution.**They are the results that an individual or an institution achieves in its progression towards the achievement or achievement of measurable objectives (desired/required results).

18. **Institutional vision.** Statement of the future direction towards which the institution is headed, and based on which it establishes its strategic goals.

SECTION II

Strategic planning

Planning Process

Planning is an essential component for the development of institutional effectiveness. According to the Middle States Commission on Higher Education,

An effective institution is one in which the growth, development, and change are the result of a careful and rational process of self-examination and planning, and one in which such a process is an inherent part of the activities daily [. . .] At its best, institutional planning stimulates proposals and creative and imaginative approaches to strengthen the institution. (MSCHE, *Characteristics of excellence in higher education*, 2006, p. 4).

Within the different planning models used by organizations, the AAU has selected the strategic planning model, whose main focus is to provide strategic direction to the institution and serve as a framework for innovation and development. Strategic planning takes into account changes in the external context and develops strategies so that the institution can assimilate them and continue to position itself in the educational market, maintaining its competitiveness (Bryson, p3, 2011).

Figure 2.1 shows the components involved in the strategic planning cycle at the AAU:

Strategic Planning components	Analysis and diagnosis of the university's strategic position.
	Review/Definition of the mission and vision
	Development of goals and objectives (at different levels)
	Identification of initiatives and strategies to achieve the goals and objectives.
	Budget Allocation
	Implementation of initiatives and strategies
	Assessment of results
	Decision-making, new actions, and plans to guide development.

Figure 2.1: Components of the Strategic Planning Process

Planning levels

At AAU, the planning process encompasses all managerial levels and permeates the entire institutional structure, so that the goals and objectives of the strategic plan are developed and achieved with the support of all the institution's units.

A. Institutional level. At the institutional level, the AAU has a strategic plan, which is the document in which the long-term institutional objectives (five years) are outlined, and whose achievement will allow the institution to fulfill its mission and maintain its relevance in the future. the current context of higher education. The strategic plan is a document prepared with the participation of the entire university community, under the direction of the president of the AAU and the Strategic Planning Committee, in alignment with the standards of the MSCHE and the AAA. The Board of Trustees grants final approval of the document. Continual review of the plan and its updating are highly necessary in order to maintain its relevance. As part of this process, the information that can contribute to its contextualization is compiled by all the

constituents. After the updates, the Strategic Plan is presented again to the Board of Trustees. In section III of this guide, in the part of assessment of the achievement of the vision, the goals and objectives of the strategic plan are included. In the Figure 2.2 shows the components of the AAU's strategic plan.

Figure 2.2: Components of the AAU Strategic Plan



Strategic Planning Committee. The functions of the Strategic Planning Committee are: Design and implement the Institutional Strategic Plan, following the different phases of the process, provide direction and technical guidance related to the planning process at the institutional level, periodically review the strategic plan to temper it to changes and needs and establish strategies for their effective dissemination. Meetings will be held at the request of the committee chair. Half plus one of the members, including the president or his representative, shall constitute a quorum for the transaction of business. A copy of their minutes will be sent to the president of the university.

The members of this committee are appointed by the president of the AAU for a strategic cycle (2017-2022) and represent all university areas. The University Administrative Council (CAU), each year designates a commission with the function of reviewing and renewing the appointments for the Strategic Planning Committee. The committee will be made up of:

- The Vice President for Planning and Development – President
- Director of Institutional Effectiveness - Secretary
- The president of the AAU
- The four vice presidents
- Associate Vice Presidents for Academic Affairs and for Financial Affairs
- two trustees
- The Pastor of the Church of the AAU
- The Chaplain of the AAU
- Four staff members, one for each area
- A student elected by the Student Council

B. Administrative Level. At this planning level, the strategies that will be carried out to operationalize the goals and objectives of the strategic plan are formulated, within each vice-presidency and for the same period of the strategic plan. The operating plans are made by the vice presidents of areas with their respective work committees and verifying their alignment with the goals of the strategic plan. These



Figure 2.3: Components of the Operational Plan

Documents are analyzed and evaluated by the Strategic Planning Committee and the President's Executive Committee, before being submitted to the Board of Trustees for final approval. Figure 2.3 shows the components of the operational plans.

C. Unit level. So much the academic units (schools and departments) as well as the non-academic ones (administrative, services) formulate, document and implement an annual work plan leading to the achievement of the objectives of the operational plan of their area. In this annual work plan, the units identify the most specific and priority actions that will be developed during that period. Figure 2.4 shows the components of the annual work plan.

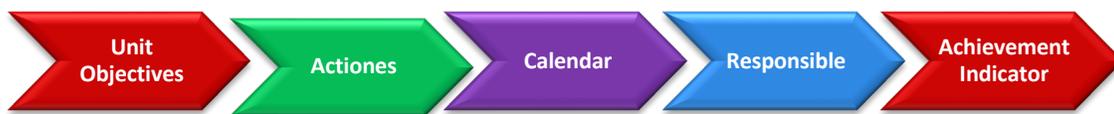


Figure 2.4: Components of the Annual Plan

figure 2.5 shows the different plans worked on at all managerial levels of the institution.



Figure 2.5: Strategic planning by level

Financial resource allocation process

The financial resources come from the annual budget item allocated to the implementation of the current strategic plan. In accordance with the accounting policy

established in the AAU (Accounting Policies and Procedures Manual, pp. 54-58), the following process is followed:

1. Annually, the leaders of the service units, academic and administrative units present a budget request based on the needs established in their annual work plan and identify other sources of supplementary funds for the implementation of said plan.
2. After the analysis and evaluation of the request by the vice president of the area, the request is submitted to the Vice President for Financial Affairs, who makes the preliminary allocation of funds.
3. The next step is to submit the budget proposal to the Committee President's Executive for review and subsequently to the Committee on Finances of the Board of Trustees.
4. The final approval for the allocation of the necessary resources corresponds to the Board of Trustees. Once the budget is approved operative by the Board of Trustees, this becomes the authorization legitimate interest of the administrators to incur the expenses arranged and to assign income according to your appropriate activity.

The budget allocation will be conditioned to the delivery of all the required documents. For those strategies, projects and initiatives that are not articulated with the operating plan, the units provide the additional resources they need by raising funds through proposals or other strategies.

Procedures.

In order for the planning process to develop uniformly and smoothly, the following procedures have been established to be followed by the parties involved when carrying out their planning work.

A. Alignment. The objectives of the operational plans and annual plans must be perfectly articulated with the goals and objectives of the strategic plan. All initiatives, projects and activities must aim at achieving these goals, since they have been aligned with the institutional mission. In the Achievement Reports of the vice presidencies, as well as in the institutional one, the achievements must be related to the fulfillment of the goals and strategic objectives. This report must reflect how the institutional effectiveness indicators have been positively affected by the actions carried out by the institution at its different levels.

B. Templates. To achieve uniformity and to facilitate work, the IED provides templates for the preparation of operating plans and annual plans. These templates are included in Appendix H.

C. Dates. Annual plans and achievement reports run with the dates of the academic year, so they cover the period from August of one year to May of the following year. Specific dates have been selected to work on the plans and reports and for their delivery in the corresponding instance. Table 2.1 contains the calendar for carrying out the annual plans of the academic and service units, as well as the reports of achievements at all levels.

Table 2.1

Annual calendar for planning documents

Document	work date	Delivery deadline	Deliver
Achievement Report of the units	June July	second friday of July	to the vice presidents
Report of Achievements of the Vice Presidencies	July August	second friday of August	to the president with copy to IED
Institutional Achievement Report	August September	second friday of September	To the VPPD
annual plans of the units	July August	second friday of August	To the VP of the area with a copy to IED

SECTION III: INSTITUTIONAL ASSESSMENT

Institutional Assessment

In this guide, the institutional assessment is defined as the systematic process for collecting and interpreting information obtained from quantitative and qualitative data, to understand and evidence the performance of a unit, students, staff or the institution in general, and use said information to modify operations in ways that their performance improves (Banta & Palomba, 2015).

The assessment is the means used for the measurement, verification and documentation of institutional effectiveness. For Antillean Adventist University, effectiveness is mainly composed of: (1) Fulfillment of the mission (spiritual life, comprehensive and competent professional training, and service) (2) achievement of the vision (initiatives and strategic goals that guide the development of the institution), (3) adequate levels in the indicators of institutional effectiveness and (4) compliance with the standards of the accrediting agencies (MSCHE and AAA). Figure 3.1 shows the parts that make up each of the components of effectiveness in the AAU.

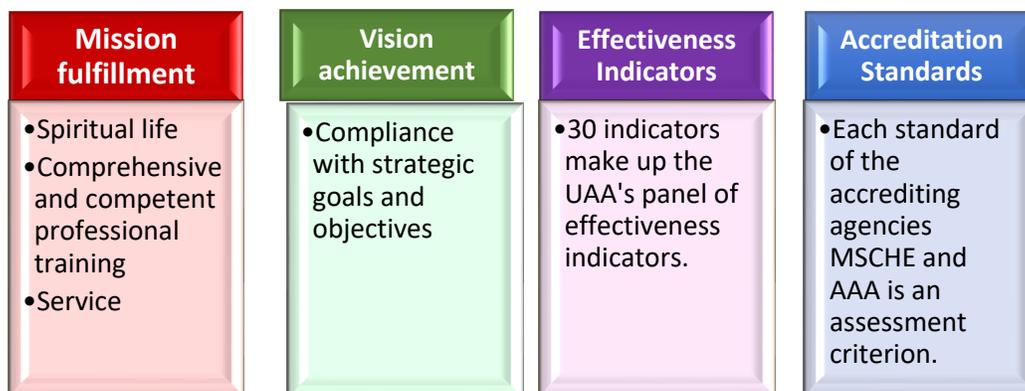


Figure 3.1: Institutional effectiveness in the AAU and its components

Knowledge of how well it is being done in relation to these aspects will result from a systematic assessment process that can provide the necessary information to verify effectiveness. The assessment task, with all its implications, is justified by the following conditions:

- **Mission and institutional vision.** The main motive for carrying out the assessment is the institutional mission. The institution needs to know how fully it is fulfilling its reason for being.
- **Evaluation and development.** The results of the evaluations allow justifying the search for the necessary resources to maintain and improve the institution's programs and services.
- **Accreditation.** Accreditation processes require that the institution be able to demonstrate the relevance of the educational program and its overall effectiveness.
- **Public Responsibility/Accountability.** The federal government, the state government and the organization that subsidizes us, as well as the general public, want to be sure of the quality of the teaching and the services that are offered to the students. The assessment processes provide such evidence.

Principles for Conducting the Assessment

The Middle States Commission on Higher Education – regional accrediting agency establishes the following principles as a guide for the implementation of the assessment.

The assessment must:

- ✓ Be grounded in the culture of the institution: It must be sensitive to the realities of the institution so that its data can be used with confidence to improve teaching.

- ✓ Be realistic in its implementation: It must be viable, agile and effective in time to generate data.
- ✓ Include the participation of the faculty and students: The faculty should discuss their data with the students so that together they become aware of their development and identify alternatives so as not to fall behind.
- ✓ Establish clear goals: The focus of the assessment is to determine how the student achieves the goals and objectives that are established. It is a constant comparison of the development of the students with what is established in the objectives of the course, the goals of the program and the institutional mission.
- ✓ Use appropriate methods: To be reliable, the assessment must be a systematic effort to collect direct evidence (reflective diary, essay writing) and indirect evidence (satisfaction survey) of student learning.
- ✓ Provide actionable data: Data should have tangency for three purposes: to improve student learning in academic courses and programs, to help the institution allocate funds, and to help improve institutional student learning processes.

Assessment Cycle

As mentioned above, the assessment is a systematic and cyclical process that must respond to certain previously established stages. Following the recommendations of Hemon and Dugan (2004), the AAU assessment cycle at all levels consists of four stages. Figure 3.2 shows the stages that make up the assessment cycle.

Figure 3.2: Stages that make up the assessment cycle.



Assessment Levels

A. Institutional assessment. It covers the assessment of the four aspects that appear in Figure 3.1 and that make up the effectiveness, they include the assessment of administrative operations, services and resources for students, infrastructure to support academic management, compliance of the strategic plan and the profile of the institution's graduates, among others. The results of this type of assessment guide decision-making at the administrative levels: What changes are necessary to make in the curriculum, in the programs and services for students, in the physical plant, in the personnel, etc. The IED is in charge of defining the processes and developing the plans for this type of assessment.

B. Assessment of student learning. It refers to the assessment of the functioning and development of the students, in terms of what has been established that they should learn, what the institution has promised or sold, described in the class programs and in the profile of the graduate. The assessment of learning in general fulfills four fundamental purposes: (1) Improve student learning, (2) improve administrative processes and services that support learning, (3) inform

decision-making at all levels and (4) provide evidence for accountability processes. The assessment of student learning is structured in three different levels, each of which contributes to the improvement of learning in a different way, therefore, it requires differentiated practices at each level.

1. Assessment of learning at the institutional level. This assessment is administered by the Department of Institutional Effectiveness and can be addressed to all students or to a sample of them periodically. It focuses mainly on the aspects of the profile of the graduate of the institution, showing that the students when they leave the institution have the knowledge, skills and attitudes that were intended to be developed.

This assessment guides decision-making at the level of the entire institution in the area of teaching - learning (policies and practices). It also serves to provide the institution with evidence of student learning, while being able to render accounts to the different stakeholders.

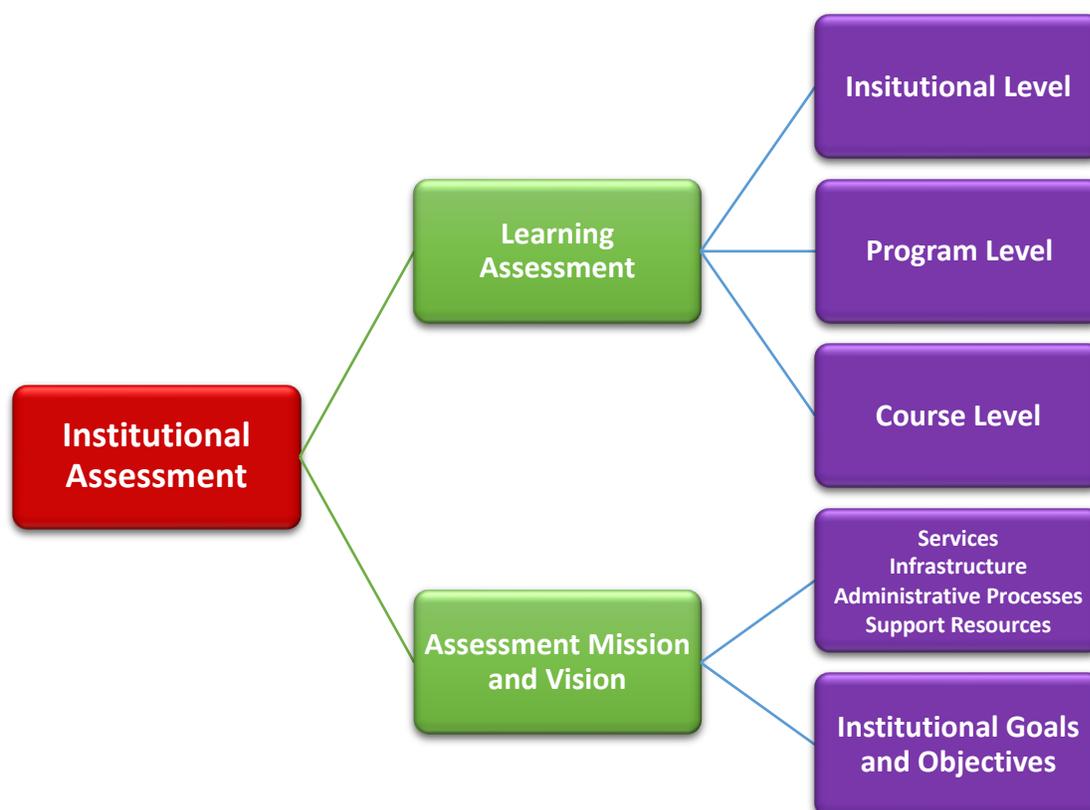
2. Assessment of learning at the program level. This assessment is administered by the program on an ongoing basis, to all students or to a sample of them, and covers aspects of the program's graduate profile and its objectives.

Assessment processes at this level guide decision-making in the area of learning within a specific program. Its objective is to improve the program, (what is going to be taught, how is it going to be taught, what courses will be required), etc. The Vice Presidency for Academic Affairs, together with the schools and departments, is the unit responsible for the coordination and supervision of learning assessment at this level.

3. Assessment of learning at the course level. This type of assessment has a direct effect on student learning, due to the feedback received at the time, by the teacher. It is opportune, since it allows decisions to be made at the moment to improve learning. It is managed by the teacher

through class assignments. The school, department or program are the units in charge of coordinating the efforts of the teachers, so that this assessment is fully complied with. Figure 3.3 shows the levels of the institutional assessment.

Figure 3.3: Institutional assessment levels at the AAU



Assessment Results

As a result of the institutional assessment, the IED prepares the reports that present the specific results of the different areas assessed. These reports are the following:

- Learning assessment report in General Education
- Assessment report of learning in the programs
- Assessment report of institutional effectiveness indicators (annual).

- Compendium of institutional statistics (annual).
- Institutional achievement report (annual and five-yearly).
- Assessment report on compliance with accreditation standards (five years).

A. Flow of assessment results. The evaluation cycle is completed when the results can be considered and used in the instances in charge of making decisions and implementing changes for the improvement of the institution. Given that the data obtained by the assessment come from different levels and varied sources, a flow must be ensured that allows them to reach the highest management levels. Figure 3.4 shows the flow followed by the results of the institutional assessment.

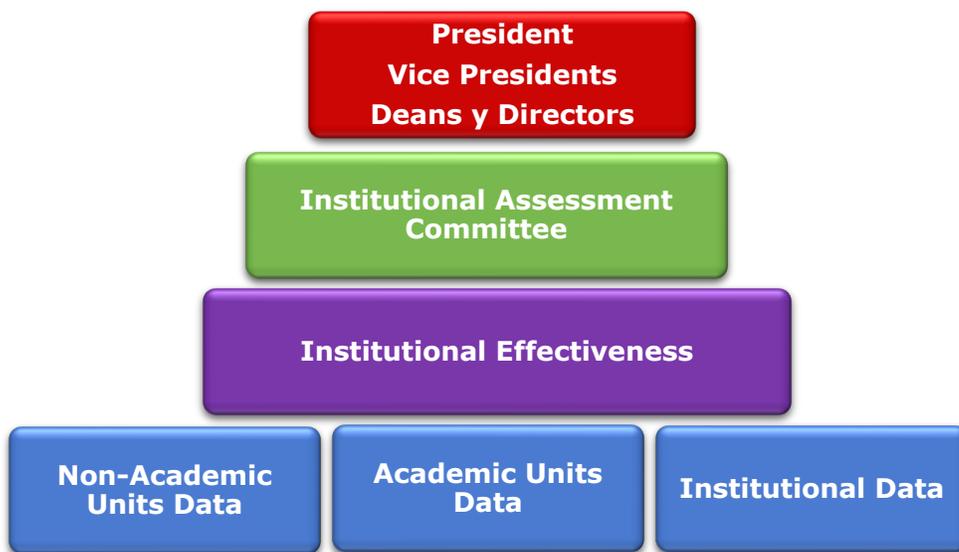


Figure 3.4: Flow of assessment results

After the assessment reports are analyzed by the Institutional Assessment Committee, the IED sends a copy of them to the president, vice presidents, deans, and department directors,

together with the committee's recommendations. The unit assessment coordinators are also the formal disseminators of the assessment results and of the recommendations or courses of action, before their schools or departments.

B. Use of assessment results. The institution must demonstrate consideration and use of the results of the assessment for the improvement of institutional effectiveness. The IED is responsible for disseminating these results in the instances indicated for each case and promoting their use to guide decision-making and planning processes.

As a result of the assessment processes, each unit, academic and non-academic, must annually prepare an action plan aimed at improving the aspects that reflect said need. Each unit is responsible for monitoring the development of action plans and for documenting and evidencing the actions implemented as results of the assessment.

Assessment Assessment

It is the responsibility of the IED to develop an assessment system for the processes and methods used in the institutional assessment. These results are necessary for updating the plans and for the implementation of adequate procedures, methods and instruments, which help the validity and reliability of the information. In this aspect, the Institutional Assessment Committee plays an important role, by devoting time in its agenda to the evaluation of the assessment processes and methods used and making recommendations for their improvement.

The aspects that must be considered when evaluating the execution of the institutional assessment include: (a) Level of implementation of the assessment plan, (2) effectiveness of the methods used, (3) quality and validity of the data obtained and (4) dissemination and efficient use of the results.

Plans for the institutional assessment and for the institutional learning assessment are included on the following pages. The learning assessment plan at the program level and for general education is presented in section IV of this guide.

Institutional Assessment Plan

The 2017-2022 Institutional Assessment Plan is the document that specifies in detail the models used to carry out the effectiveness assessment, as well as the methods, procedures, schedules and types of data that will be collected. The purpose of this plan is to obtain information related to the functioning and efficiency of the AAU in five aspects: (1) Fulfillment of the mission, (2) achievement of the vision, (3) Indicators of institutional effectiveness and (4) compliance with standards of accrediting agencies. Through the assessment, the Antillean Adventist University wishes, more than to comply with the requirements of the accrediting agencies, to obtain significant and reliable information that allows accurately diagnosing the extent of its effectiveness and helps to determine the precise actions that will lead to the development and improvement.

Institutional Assessment Model

Choosing an assessment model is important because it helps guide the processes of data collection, analysis and interpretation, as well as maintaining the centrality and purposes of the assessment. To develop the institutional assessment plan, the model proposed by Alexander Astin (2012) "Talent Development" has been selected, also known as the Input - Process - Product Model, since it integrates the assessment of the areas of learning, services and administrative processes. The model has been applied in the AAU with some variations that respond to peculiar characteristics and needs of the institution.

Alexander Astin's model (2012) has a sociological approach and establishes that institutional effectiveness and its effect on the student is a phenomenon that can be studied in three moments that are called: Input - Process - Product. From this point of view, excellence is determined by our ability to develop the potential of students and faculty to the highest possible extent. The fundamental premise underlying the concept of talent development is that the true

excellence of a higher education institution rests on its ability to favorably affect its students and faculty, to increase their intellectual and academic development, as well as to make a difference. positive in their lives (Astin & Antonio, 2012). This model also

The institutional assessment plan consists of four sections: 1) Assessment of compliance with the mission, 2) Assessment of learning, 3) Assessment of achievement of the vision and 4) Compliance with accreditation standards.

In the section of mission fulfillment assessment presents the data that is collected in the different stages of the selected assessment model and that seeks to verify the fulfillment of the mission and the development that the student has achieved at the AAU. The data is also collected classified according to the areas that constitute the educational pillars of the institution.

In the section of assessment of learning, although this falls within the previous one, however, due to its importance, a separate space is taken to establish some specific goals that are sought to be obtained as an indicator of student learning.

The vision achievement assessment section presents the aspects used to verify that the institution is achieving its vision, and finally section four presents the standards of the two institutional accreditation agencies, emphasizing their regular assessment.

Assessment of Compliance with the Mission

As specified in other parts of this guide, the mission of the AAU is made up of three fundamental aspects: 1) spiritual development, 2) comprehensive and competent professional training, and 3) education for service. Through the assessment, information related to each of these aspects will be collected, which will allow evaluating the performance of the institution with respect to them.

To carry out this assessment, it is necessary to obtain information on the beginning, development and conclusion of the students in the institution, which allows verifying that the characteristics of the final product were the result of the processes and methods applied in the university. The assessment of student development includes all institutional processes and services, since these exist for and for the benefit of students and affect in one way or another their performance in the institution. These three moments (input, process and product) are described below, as well as the questions to be answered in each one, which will guide the data collection process.

Input.

It refers to those personal qualities that students initially bring to the institution, to a program, or to a course, including their initial level of talent at the time of entry. At this time, information is collected on background demographic variables, past academic performance, level of proficiency in basic skills, study habits, motivation to study, computer skills, communication skills, culture, etc. The purpose of the information collected during the start of the student will allow:

1. Determine the entry profile of the student
2. Know the needs and expectations of new students.

Student information will be collected each academic year by cohorts, through the new student profile survey. These cohorts will be comprised of all new high school students (FTFs) who enter the institution each year. It is easier to infer or draw conclusions of cause and effect about the development of students in the institution, when their initial situation is known, from where they started. The entry profile clearly impacts the graduate profile and makes it possible to raise awareness of the different types of students served by the institution and their needs.

Process.

It refers to the student's experiences during the educational program, those that are controlled by the institution. In this stage, the necessary information is collected for the evaluation of the mission, which, in more detail, includes the spiritual life, the students, the professional training, the support services, the physical plant, the technological structure, academic affairs and administrative processes. The following questions represent some of those sought to be answered at this stage:

spiritual development

1. How do students and employees participate in spiritual life and witnessing activities?
2. What support programs for spiritual life does the institution offer?
3. How satisfied are students and employees with the program? spiritual master of the AAU?
4. In what way is the university community integrated in the development and implementation of the Spiritual Development Master Plan?
5. What are the results of implementing spiritual activities and programs?
6. What do students, graduates and graduates think of their spiritual development at AAU?
7. How committed are the graduates to the mission of the SDA Church?
8. To what extent are graduates still involved in witnessing activities?

9. What needs for improvement or weaknesses do students, graduates and graduates identify in the spiritual program?

10. What do the denominational employers think about the spiritual quality of the graduates?

With the purpose of obtaining information on the spiritual development of the university community, information is collected annually through the Spiritual Life survey, evaluations of the weeks of spiritual emphasis, survey of graduates, patrons of graduates and graduating students. Additionally, processes have been established for the integration of the entire university community in the development and implementation of the Spiritual Development Master Plan. The Institutional Effectiveness department also prepares a spiritual development assessment report that shows statistics, analysis of results and trends related to this area.

Comprehensive and competent professional training

1. Do students develop the competencies of the institutional graduate profile?
2. How involved are students in co-curricular activities related to their program of study?
3. What is the effectiveness of the faculty in the teaching process?
4. What are the results of the evaluation of the academic programs?
5. What services or programs does AAU offer that impact and enrich the student experience?
6. What do students think about their participation in high impact practices at AAU?
7. What perceptions do students and graduates have about academic advising?
8. What do students, graduates and graduates say about the academic quality of the AAU?
9. What do graduates and graduates think about their professional training at AAU?
10. What do graduates and graduates think about their professional training at AAU?
11. What do employers think about the professional quality of graduates?

12. What needs for improvement or weaknesses do graduates, graduates and employers identify in the academic program of the AAU?

To obtain answers to these questions, different surveys are used, such as those of graduating students, graduates, a survey of employers of graduates, an academic advising survey, a survey of students on academic probation, and an NSSE survey. In addition, information is taken from teacher evaluations and learning assessment reports. Some statistics that help measure results in this area are the average GPA of graduating students and analysis of student grades.

The information obtained from the graduates is extremely valuable to evaluate the academic quality and the results of the teaching work. The institution has established a process to monitor its graduates during the first three years after graduating. Each year the graduates of the previous year are surveyed, as well as those who have graduated two and three years. This method allows the institution to collect information on satisfaction with learning, as well as recommendations for academic programs.

Education in Service

1. What percentage of courses include service activities in their programs?
2. How much opportunity to participate in community service activities does the institution offer employees and students?
3. What disposition towards service do the graduates show?
4. What do students, graduates and graduates think of your in-service training?
5. What do employers think of the in-service training of graduates?
6. What global and local mission activities are students involved in?

Administrative processes

1. How satisfied are our students with the services offered?

2. What is your degree of satisfaction with the administrative processes?
3. What do our statistics say about the quality of service?
4. What student needs have not yet been addressed by services?
5. What do the graduates and graduates think of the academic quality of the AAU?
6. How effective is management in its processes?
7. Is ethics and integrity evident in the policies institutions, processes, practices, and the way in which these are implemented?

These questions, among others, can be used to obtain information regarding the fulfillment of the mission. Each year a group of these questions is selected to carry out the assessment, while another group of questions can be worked on annually. The information obtained will help determine in what ways the university environment affects the development of students. The Research Calendar defines the dates for each of the surveys to be carried out, so that they are all included in the current assessment cycle.

Assessment of the effectiveness of the services. Student support services are an important part of the educational function, since they make it possible for students to participate in their learning experiences in a fluid and comfortable way. The assessment of administrative effectiveness is based on the results that each non-academic unit has determined are the best results of its operations. Each unit must have an assessment plan that is made up of:

- Mission
- Expected results
- Assessment plan (quantitative and qualitative measures)

As a result of the assessment processes, the units prepare an action plan aimed at meeting the needs reflected in the assessment.

Product

It refers to the talents that have been developed in students through study programs. It includes the results of what happened to the students who were served by the institution, and how much similarity there is between the outgoing graduate and the profile established for him. Data collection at this stage is oriented towards student learning outcomes, whether they developed the skills that the institution said they would develop (general education and concentration), their academic achievements, satisfaction with learning, among others. Through the assessment processes, information is sought in the following areas:

1. Knowledge level of students in their area of concentration.
2. Level of skills of the competencies of the graduate profile.
3. Spiritual, social and cultural values that students possess.
4. Comparative analysis of the entry GPA with the exit GPA.
5. Attitudes of students towards their education, towards service and about the training obtained.
6. Interests and aspirations.
7. Perception of students upon graduation (about their learning, about the different programs of the institution and about the services).

This phase is of paramount importance, since it provides a type of information that allows comparisons to be made and differences to be found between the entry profile of the students and the exit profile. It can be seen if there was development in the students, based on their admission profile. Inferences can be made about the effectiveness of the methods and experiences that the institution provides to develop the talent of the students. Table 3.1 presents the data that is collected at each stage of the process.

Method.

The IED is responsible for designing the instruments, collecting the data, tabulating, analyzing and interpreting the results, so that they are understood by the corresponding instances. Data collection can be aimed at the entire university community, students (new entrants, second and third year students, graduates, graduates, etc.), employees and faculty. Various methods are used to answer the questions at each stage, including the following:

- surveys
- Assessment of learning at the program level
- Assessment of learning at the institutional level
- Faculty Evaluations
- Information from the different departments and offices
- Statistical data and analysis
- Interviews
- Focus groups

Table 3.1

Summary of Data collected in the stages of the Input-process-output model

Stage	Type of data	Method
input	input profile Needs and expectations of new students.	Data Office Admissions Cohort survey BCSSE Survey

<p>Process</p>	<p>Spiritual development of students</p> <p>Comprehensive and competent professional training</p> <p>in-service education</p> <p>Student satisfaction with the services offered</p> <p>Efficiency of administrative processes</p>	<p>Data Religious Affairs Office</p> <p>Information Office of Student Affairs</p> <p>assessment of learning, assessment plans</p> <p>NSSE survey</p> <p>teacher evaluations</p> <p>Graduate survey, courses with service activities, opportunities</p> <p>Service unit surveys</p> <p>Departmental assessment plans</p> <p>Statistics</p> <p>Reports</p>
<p>Product</p>	<p>Knowledge, skills and attitudes</p> <p>spiritual values</p> <p>Perceptions of students with their learning and with the program</p> <p>Graduate perceptions</p> <p>Employer perceptions</p>	<p>Learning assessment results</p> <p>Spiritual life, graduates and graduates</p> <p>Graduate Survey</p> <p>Survey of graduates, graduates and employers</p>

Learning Assessment-Institutional Level

The most direct way to evaluate the fulfillment of the mission is through student learning, since this is the fundamental purpose of the institution. This assessment is carried out in the "process" stage and seeks to answer the question: Are the students developing the competencies of the institution's graduate profile? Thus, the assessment of learning at this level is basically related to the verification of the graduate's profile (general education skills). the AAU needs to know to what extent its graduates are acquiring the knowledge and skills that make up the

comprehensive and competitive professional training that has been promised. This type of assessment functions as a way to validate and triangulate the data provided by the program-level learning assessment and student grade data.

Goals.

With the assessment of the skills of the graduate profile, the Department of Institutional Effectiveness intends to verify that:

- 70% of students earn a minimum grade of C in general education courses.
- 70% of students obtain a minimum grade of B in concentration courses.
- 70% of students demonstrate an understanding of Adventist Christian and ethical values and can apply them to personal contexts and issues.
- In tests applied by the IED to samples of students, these reflect a level of mastery of the competition that is comparable to their years in college.
- In tests applied by the IED to samples of students, these reflect mastery of the different levels of knowledge development, according to Bloom's Taxonomy.
- The level of student participation in service activities increases progressively.
- The average GPA of exiting students reflects the quality of their development.
- There is a significant increase in the graduation rate.
- There is a significant increase in the retention rate.
- There is a decrease in the total withdrawal rates of students

Method

Statistical data will be used to assess some aspects of learning, however, for the assessment of ethical and Christian values and for the application of tests to groups of students, related to the development of competencies, the IED is based on the description of general education

competencies and the learning outcomes associated with them. In agreement with the professors of the courses where competencies are emphasized and developed, the learning outcomes that will be evaluated are identified, the method to be used to verify their development is selected (exam, assignment, project, essay or activity) and define the evaluation criteria. Then the population with which the assessment will be carried out is chosen.

Each year the IED selects two or three areas of competency to assess learning, taking into account the learning outcomes established for them and the levels of mastery of the competencies, that is, the performance standards that have been previously established for each competency.

On the other hand, the IED collects all learning assessment reports in general education and in programs and prepares a general learning assessment results report.

Bloom's taxonomy.

In order to assess the development of students' skills, abilities, and attitudes, the IED takes into account the levels of knowledge development proposed by Bloom's taxonomy (2001), which encompasses cognitive, affective, and psychomotor aspects. According to this approach, the thinking skills that are the result of a learning process are: (1) remember, (2) understand, (3) apply, (4) analyze, (5) evaluate and (6) create. However, for the assessment to be valid, it is necessary that the development of these skills is articulated with the teaching and learning processes in the classroom.

Disclosure of Results

The Institutional Assessment Committee is the main promoter of the assessment results, since this body integrates representatives of all levels of the university community and receives the input of all types of assessment of the institution. Each committee member is considered a spokesperson for their area of performance, results, and suggested actions and changes.

Assessment coordinators are responsible for informing schools and departments of assessment findings.

The Director of the IED, for his part, sends the different assessment reports to the president, with a copy to all the vice presidents, for their consideration and use in the decision-making processes. In addition, the results of the institutional assessment are posted on the institution's website for reference by the entire community.

Vision Achievement Assessment

The main purpose of this assessment is to monitor the results of compliance with institutional goals and objectives, as established in the strategic plan. The IED is responsible for designing a monitoring and follow-up process that can describe the degree of performance, in relation to said goals and objectives.

A. Report of Accomplishments. Achievement reports are the pinnacle of the planning process, since they document in detail the achievement of strategic goals and objectives and are the main part of the assessment of the strategic plan. The purpose of these reports is to show the evidence that the institution is fulfilling its mission and the proposed goals and objectives, so they must be articulated with the strategic plan. As part of the planning process, these reports are worked on at all levels of the institution. Each academic and services unit prepares an achievement report annually, based on its annual work plan. The vice-presidencies also prepare annual achievement reports that are mainly based on unit reports. The achievement reports of the vice presidencies are sent to the IED to serve as a basis for the preparation of the general achievement report, published each year. The annual institutional achievement report is based on the following results:

- ✓ Assessment results of institutional effectiveness indicators
- ✓ Compendium of institutional statistics
- ✓ Institutional assessment report
- ✓ Reports of achievements of the vice presidencies

adIn addition to the annual achievement report, IED prepares a five-year achievement report that reflects the achievement of strategic goals throughout the planning cycle.

Achievement Report Disclosure. Once completed, the annual achievement report is sent by the IED to the Vice President for Planning and Development, who in turn sends it to the president of the university, who is the person in charge of presenting it to the Board of Trustees, the administration and the staff of the institution, as well as its disclosure in other external instances.

B. Assessment of the Planning Process. A successful strategic and operational planning is the basis of institutional development and effectiveness. The strategic plan constitutes a consultation document that requires continuous application and monitoring, both to achieve compliance and to review and update it. In this sense, effectiveness refers to the ability of the institution's managers and directors to efficiently comply with all aspects of the planning process and to demonstrate the results of its compliance. This type of assessment has the purpose of compiling evidence of administrative effectiveness as manifested in the documentation and implementation of the objectives of the operating plans and annual plans. It includes the following aspects:

1. Management of the budget in relation to the operating plan or the annual plan
2. Preparation of planning documents (operational plan, annual plan and achievement reports)
3. Implementation of operating plan strategies
4. Execution of development projects
5. Alternative sources of funds for development projects

With the information obtained from the assessment of these aspects, the IED prepares an annual report that is sent to the president of the institution with a copy to all the vice presidents. The report is divided into two parts: Assessment of the operational plans and assessment of the

plansannual. The data for this report will be obtained through interviews, review and analysis of planning documents and evidence presented by the vice presidents and directors.

Goals and Objectives of the Strategic Plan

GOAL 1

Provide an environment in which each student and employee has the opportunity to live and share Adventist Christian principles and values

OBJECTIVES

- Expand chaplaincy program services.
- Promote the practice of daily spiritual life throughout the university community.
- Increase the quality of spiritual programs for students.
- Increase personal contact with non-Adventist extern students.
- Incorporate in the university work the principle, the value and the institutional belief.
- Train employees to fulfill the evangelical mission.

GOAL 2

Attract and retain students from different socioeconomic levels, cultures and nations.

OBJECTIVES

- Develop recruitment strategies in areas of Puerto Rico with little impact, as well as in the Adventist Hispanic population of the United States.
- Provide facilities, technology and activities that promote the integral development of the student.
- Systematize and maximize processes related to services aimed at students.
- Structure internationalization initiatives.
- Provide facilities, technology and activities that promote the integral development of the student.

GOAL 3

Expand the academic offerings in the various modalities, in accordance with quality standards and market demand.

OBJECTIVES

- Enrich the academic offer in various modalities.
- Strengthen the evaluation process of academic programs.
- Establish collaboration agreements with universities and companies.
- Strengthen the academic advisory process.

GOAL 4

Promote research and its application throughout the academic community.

OBJECTIVES

- Promote the development of research projects and the dissemination of results.
- Sponsor research events.
- Increase bibliographic databases with access to full articles from peer-reviewed journals.

GOAL 5

Apply the best generally accepted administrative practices for each unit.

OBJECTIVES

- Provide opportunities that help increase the skills of the members of the Board of Trustees.
- Identify the standards of excellence for each of the units.
- Train the employees of each unit so that they perform according to the best practices.
- Strengthen the culture of strategic planning and assessment.
- Recruit, develop and retain highly qualified employees, with a multicultural perspective and who are life models of the Adventist Christian faith.
- Encourage employees to be customer service oriented.
- Provide staff training on the needs, challenges and contributions of the different generational groups.
- Provide the means that allow the sustainability of the necessary infrastructure, facilities and technology.
- Diversify sources of income.

GOAL 6

Develop alliances that provide opportunities for community and missionary service

OBJECTIVES

- Foster a culture of altruism and civic engagement.
- Promote the participation of employees and students in community and missionary service projects.
- Strengthen ties with former students and members of the community, promoting their participation as collaborators in university activities.
- Establish collaborative agreements.

Evaluation of Effectiveness Indicators

Effectiveness indicators are a set of key characteristics, generally accepted in the field of higher education as indicators of institutional effectiveness. On the AAU Scoreboard, some of these characteristics are unique to AAU, and may be related to particular aspects of the AAU's mission and philosophy, such as percentage of Adventist students and number of service activities and participation. The effectiveness indicators are related to the goals and objectives of the strategic plan and their metrics indicate the impact of the implementation of the initiatives and activities.

Antillean Adventist University has selected 30 indicators that make up the “Institutional Effectiveness Indicators Dashboard” (see Appendix A, Institutional Effectiveness Indicators Dashboard), which measure the quality of institutional performance in key aspects. For this, at all planning levels, the goals and objectives are articulated with the indicators of the panel, so that the strategies, activities and actions carried out feed their data.

The IED each year monitors the effectiveness indicators through mathematical and statistical methods, it also prepares an assessment report that shows the levels of increase/decrease of these in relation to previous years and the data of other comparable institutions of higher education (see appendix A, Panel of Indicators of Institutional Effectiveness).

The results of the assessment of the effectiveness indicators are used by the administration to evaluate the implementation of initiatives, suggest new actions, resource allocation and improvement.

Compliance with Accreditation Standards

For the purpose of documenting compliance with the MSCHE (2015) accreditation standards, each accreditation standard constitutes an assessment criterion. As can be seen in the institutional assessment plan, the assessment processes are articulated with the accreditation standards of the MSCHE and the AAA, in such a way that compliance with the plan leads to compliance with the standards of both accrediting agencies. The procedure for verifying compliance is as follows:

MSCHE

- **Periodic assessment** of the mission and goals to ensure that they are relevant and achievable.
- **Periodic assessment** of ethics and integrity as evidenced in the policies institutions, processes, practices, and the way in which they are implemented.
- **Periodic assessment** of the effectiveness of programs by providing learning opportunities to students.
- **Periodic assessment** of support programs for the student experience.
- **Periodic assessment** of the effectiveness of the assessment processes used by the institution to improve educational effectiveness.
- **Periodic assessment of effectiveness** planning, resource allocation, institutional renewal processes and resource availability.
- **Periodic assessment** of the effectiveness of government, leadership and management.

AAA

- **Periodic assessment** of mission and identity.
- **Periodic assessment** of the spiritual program.
- **Periodic assessment** governance structure and administrative leadership.
- **Periodic assessment** of curricula with evidence of appropriate outcomes.
- **Periodic assessment** of teaching and non-teaching staff who personally support the institutional and church mission.
- **Periodic assessment** of elements of the educational context.
- **Periodic assessment** of ministerial and theological education program.

The Department of Institutional Effectiveness is in charge of establishing the procedures and methods of monitoring compliance with these standards, as well as disclosing the results of the assessment in the different instances of the institution.

SECTION IV:

GUIDE TO THE EFFECTIVENESS OF

ACADEMIC PROGRAMS

Introduction

Antillean Adventist University (AAU) aspires to be recognized for the excellence of its academic program and for its emphasis on service. In addition, it promotes institutional effectiveness and offers a high-quality education to meet the expectations and needs of the student population. It is essential that students develop the knowledge, skills, and attitudes that allow them to respond and contribute to the historical-social reality of Puerto Rico and the international community. Therefore, as an element to guarantee the excellence of the academic offer, we carry out the continuous evaluation of its academic programs and student learning of the competencies described in the institutional and programmatic profile.

The evaluation of the effectiveness of the academic programs is a fundamental element to promote and maintain a continuous improvement of academic excellence both in the general education program and in the academic programs. That is why the Vice Presidency for Academic Affairs has developed a Guide for the Effectiveness of Academic Programs that is divided into two sections: Part A- Guide for the Evaluation of Academic Programs and Part B- Student Learning Assessment Plan.

Figure 1:

Effectiveness of the academic programs	Academic program evaluation	
	Assessment of student learning	Assessment of student learning general studies program Assessment of student learning academic program

Part A

Guide for the Evaluation of Academic Programs

The evaluation of programs presents the opportunity to evidence and guarantee the offer of the highest quality every five (5) years. In addition, to plan the future based on the achievements made and the opportunities and challenges, present and projected. Also, this evaluation will allow us to demonstrate and improve the quality of teaching, research and service by periodically reviewing the results achieved by the program and how to address these areas, by establishing priorities for short-term action. and in the medium term.

The evaluation of the program is aligned with the Annual Operational Plan established by the academic unit. The Achievement Report must be submitted annually according to the Annual Operational Plan, aligned with the requirements of the program evaluation in each academic dependency.

The Guide for the Evaluation of Academic Programs of the AAU, presents the aspects to consider in the evaluation of programs. Emphasizes evidence of the quality and effectiveness of the program based on results.

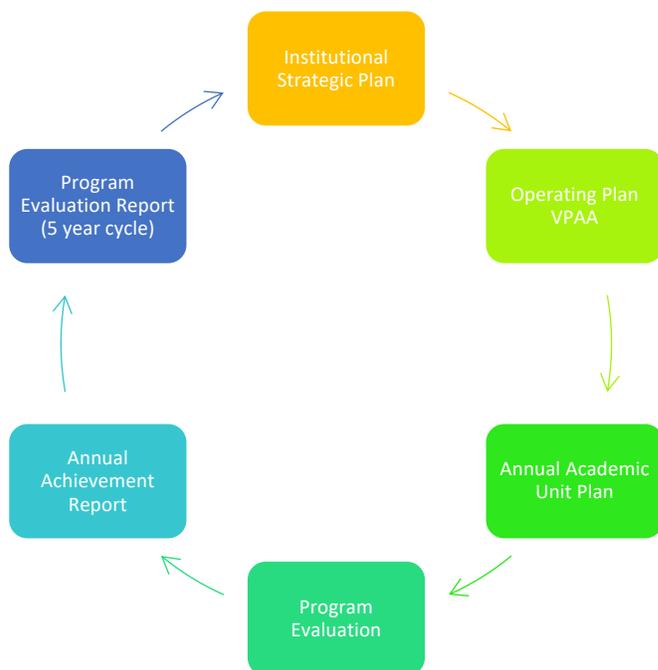
The document It consists of a list of questions for each area of evaluation according to the rubric Evaluation of Academic Programs (Appendix A).

Evaluation period

The evaluation of the program will be carried out in a cycle of five (5) years, with the purpose of planning the future based on the achievements made and the opportunities and challenges, present and projected. In addition, an Achievement Report will be submitted annually, after having been presented to the Executive Commission for Academic Affairs and the

Office of Institutional Effectiveness, which must be aligned with the Strategic Plan of the Unit and the requirements of the Guide for the Evaluation of Programs. The Program Evaluation Report will be submitted to the Vice Presidency for Academic Affairs at the end of the corresponding five (5) year cycle.

Relationship between the different levels of planning and achievement reports



Participants and Collaborators

The program evaluation model presented in this guide is one of participation and collaboration. Among other things, it proposes the participation of the greatest number of constituents in the evaluation process and promotes reflection, dialogue and contribution, both individually and collectively.

The Board of Trustees, as established in the Faculty Manual, assigns roles of great responsibility and leadership to the Deans and Directors in the process of assessing the

achievement of the program objectives of each department. Therefore, it is the responsibility of the Dean/Program Director to carry out the program evaluation in conjunction with his/her faculty and make decisions based on the results. The results of the program evaluation must be discussed at the faculty meeting of each department to establish an Action Plan that includes the recommendations to be followed for the continuous improvement of the academic program.

recommendations

When writing the report of the results of the program evaluation, it is important to emphasize the following:

1. Answer all questions accurately. You can ask additional questions to address particular aspects of your program.
2. Use institutional and programmatic data as a basis. In addition to including data, these must be interpreted, analyzed and evaluated.
3. Use an introspective and analytical approach. You must look at the academic program, your current status, and your opportunities objectively and honestly.
4. Establish an Action Plan in tune with the identified findings.

General instructions

When writing the report on the results of the evaluation of academic programs, the sections indicated below must be included:

1. Front page
 - a. Name of the study program
 - b. Department
 - c. Name of the Dean/Director

- d. Members of the Unit/Faculty Assessment Committee- This body is made up of full-time faculty members, 2 part-time faculty representatives, and 1 student representative.
- e. Date

Executive Summary

Provide a concise summary of the process and the findings of the program evaluation taking into account the following aspects:

1. Brief description of the academic program.
2. Analysis of the achievement of goals and objectives.
3. General description of the process developed for the evaluation.
4. Summary of the salient findings of the process by evaluation area:
 - a. Program progress against goals and objectives
 - b. Strengths
 - c. Areas to improve
5. Recommendations to improve the program by evaluation area:
 - a. Conclusions on the current and projected state.
 - b. Proposed actions to address critical issues to improve or maintain program quality.

Professional accreditations

Programs evaluated by accrediting agencies will present the most recent report processed to the accrediting agency and its response. They will follow the parameters and format required by the professional agency.

Program Evaluation Areas

Program evaluation is a comprehensive analysis of its various components. Its purpose is to demonstrate the relevance of this in relation to its internal and external context. The external context of the program is made up of those factors that include the forces, situations and circumstances that originate outside the institution and have an impact on it. The internal context is made up of aspects related to the fulfillment of the mission, vision, goals and philosophy of the institution and the program; organizational culture and climate; financial and physical resources, policies, and the curriculum.

Below is a breakdown of the evaluation areas that should be included in the program evaluation:

I. Introduction

- a. When developing the introduction, they must attend to the following:
 - i. Program Title
 - ii. Degrees awarded
 - iii. Start date and duration
 - iv. Accreditations
 - v. Authorizations and license
 - vi. Program administrators

II. Goals and Objectives

- a. Alignment of program goals and objectives in line with the institutional mission, goals, and objectives.

III. Justification and Relevance of the Program

- a. Analysis of the rationale for the permanence of the program.
- b. Analysis of the impact of the program in relation to other programs or departments of the Institution.
- c. Evidence that the program is published in different print or electronic media.
- d. Analysis of the factors of the internal and external context of the program to establish its relevance.

IV. Religious Philosophy

Submit evidence of the following:

- a. The program has a declaration of the integration of the core values distinctive to the profession.
- b. The curriculum integrates faith and values intentionally and framed in the distinctive core values of each academic program.
- c. Program faculty integrate Adventist philosophy into teaching (faith and values).
- d. The program integrates activities framed in the development of spirituality and commitment to service in which the faculty and students participate.

V. curriculum

Submit evidence of the following:

- a. Graduate profile clearly established and defined.

- b. Alignment of the graduate profile with the institutional and programmatic mission, goals and objectives. (See lineup template)
- c. The graduate profile clearly establishes the competencies and expected learning outcomes in terms of the knowledge, skills and attitudes they hope to develop.
- d. Evidence that the program has a balance between theory and practice. Present a table of contact hours per course dedicated to theory and practice.
- e. The curriculum is updated by the faculty and other academically prepared and qualified professionals.
- f. The curriculum has a skills component for accessing and using information resources.
- g. The course syllabi comply with the institutional guide.
- h. The records are up to date.
- i. The syllabuses integrate student-centered active learning strategies that promote student engagement and the opportunity for the student to actively participate in their learning.
- j. Handbooks provide an opportunity for collaborative learning.
- k. The enabling/terminal objectives of the records are formulated in observable and measurable terms.
- l. The time it takes for students to complete the program is consistent with the established curricular sequence. A table must be presented where the time to complete the degree by program by cohorts is evidenced.
- m. The duration of the program is consistent with the established curricular sequence.
- n. The description of the courses in the syllabi is consistent with the descriptions in the institution's catalog.

- o. The Department offers co-curricular and extra-curricular activities related to the development of excellence, spirituality and service that contribute to strengthening the program and compliance with the profile of the graduate.

VI. Students

Submit evidence of the following:

- a. Enrollment results for the past 4 years met projections in the budget and annual plan.
- b. The rate of admission to the program vs. those enrolled during the past 4 years satisfied the projection. Present an analysis of recruitment strategies in tune with the admission and enrollment patterns identified.
- c. The credits sold in the past 4 years satisfied what was projected according to the annual plan and the budget.
- d. The cohort retention rate for the past 4 years meets expectations in % of the program. Present an analysis of retention strategies, in conjunction with the Institutional Retention Committee, in line with the admission and enrollment patterns identified.
- e. The graduation rate meets program expectations.
- f. The approval rate of the concentration/specialty courses in the past 4 years meets the expectations in % of the program. Submit an analysis of grades by course.
- g. It is evident that 80% of the graduates are employed in their specialty area.
- h. The level of satisfaction of the graduates of the program.

VII. Faculty

Submit evidence of the following:

- a. The program has the necessary number of professors to respond to the demand for courses.
- b. The teaching staff assigned to the program has the necessary academic preparation for the position they hold.
- c. The teaching staff assigned to the program have adequate experience in teaching.
- d. The teaching staff attached to the program teaches courses that are in accordance with their area of specialty.
- e. The results of faculty evaluations at the end of the academic session are properly used to strengthen the courses.
- f. The results of faculty evaluations at the end of the academic session are used to improve the performance of the faculty.
- g. The results of faculty evaluations are used to strengthen the teaching-learning process of the program.
- h. The Professional Development Plan for the faculty is aimed at strengthening the program.
- i. The faculty of the program is updated in knowledge, religious foundations, teaching methodology, assessment and integration of technology by 75% according to the Development Plan.

VIII. Learning Assessment

Submit evidence of the following:

- a. The results of the assessment are used to improve the efficiency of the program.
- b. The Program Action Plan is used to improve teaching and learning.
- c. Appropriate strategies have been implemented to assess student learning at the program level over the past 4 years and have evidence of assessment results.

- d. Assessment practices were implemented in the courses that have contributed to improving the teaching-learning process, according to the calendar.
- e. The results of the assessment of the satisfaction of graduates, graduates and employers are used to improve the program.
- f. The results of the assessment of student learning are used to improve teaching-learning processes and make curricular changes.

IX. Supporting services

Submit evidence of the following:

- a. Evidence of how counseling and guidance services have supported the program.
- b. The program has student associations that tend to achieve the profile of the graduate.
- c. The activities and strategies developed by the program in the past four (4) years to promote the professional development of the administrative staff.

X. Physical and Technological Resources for Learning

Submit evidence of the following:

- a. The physical and technological resources accessible for the development of the program satisfy the needs of the student body.
- b. The physical and technological resources for teaching-learning meet the needs of the faculty.
- c. The technological resources are consistent with the demand of the program.
- d. The physical facilities of the program are used to the maximum of their capacity.
- e. The program has a Plan and process for the acquisition and replacement of educational equipment.

XI. Fiscal and Human Resources

Submit evidence of the following:

- a. There is evidence of institutional support for the program such as: administrative structure, budget and faculty incentives.
- b. The proportion of full-time and part-time faculty in the program is evidenced according to the Faculty Manual.
- c. An adequate proportion of teaching credit hours per level of instruction is maintained for full-time and part-time faculty according to the Faculty Manual.
- d. An adequate proportion is maintained between the average salary of the faculty with a terminal degree and its academic load.
- e. An adequate ratio of students per faculty is maintained according to Institutional Regulations.
- f. The program provides justification for the needs that have not been met due to budget insufficiency even when they have been requested.
- g. The program is financially supported to ensure a high quality level.
- h. The program has external resources for its operation and continuity.

XII. Community service

Submit evidence of the following:

- a. Community service activities/projects are integrated into the program.
- b. The students of the program participate in community service.
- c. The faculty of the program participates in community services.

XIII. Evaluations

Submit evidence of the following:

- a. The evaluation of the program by the students shows that they are satisfied with the curriculum and the physical resources of the program (laboratories, practice centers, didactic material, etc.).
- b. The evaluation of the program by the faculty shows that it is satisfied.
- c. The evaluation of the graduate shows that they had the competencies, skills and attitudes to perform successfully.
- d. The employer shows that the graduate has the skills to perform successfully in his job.

XIV. Strengths and Limitations

Submit evidence of the following:

- a. The strengths of the program are identified in the Annual Achievement Report.
- b. Areas needing improvement are identified. Annual Achievement Report.
- c. Challenges for the program are identified.

XV. Development plans

Submit evidence of the following:

- a. This section requires the elaboration of a specific plan to execute the actions that arise from the findings.
 - i. It must include at least the following sections:
 - 1. Areas to be served
 - 2. Program Goals
 - 3. Strategies and activities to be carried out
 - 4. Means
 - 5. Date it will be completed
 - 6. achievement indicator

Final Remarks

The program evaluation process can generate one of the following results:

1. That the program is efficient and effective in achieving its mission, goals and objectives, therefore, the academic and administrative management must be directed to its optimization.
2. The identification of the need to incorporate changes for its strengthening and improvement.
3. That the limitations identified are of such magnitude that their inactivation is suggested.



INVENTORY OF TECHNIQUES FOR THE EVALUATION OF PROGRAMS

Department _____ Semester Undergraduate

Program _____ Trimester Graduate

Instructions: Make a checkmark (✓) in those techniques that are used in the programs.

Direct Assessment		Indirect Assessment	
comprehensive exams		Program Portfolio	
Theses, theses or dissertations		Graduate Surveys	
research presentations		Employer surveys	
Standardized professional exams		Surveys of graduates	

Direct Assessment		Indirect Assessment	
boarding schools		retention rate	
work portfolio		Exam Pass Rate, Licensing, Certification	
revalidated		Graduate exit interview	
Seminars		Admission rate to graduate programs	
Percentage of students graduating on or before 150% of the stipulated time		graduation rate	
Program Evaluation Report		Satisfaction surveys	
		Others	

Signature_____

Date_____



RUBRIC FOR EVALUATION OF ACADEMIC PROGRAMS

This rubric will be used by the VPAA to assess the performance of academic programs based on the evidence presented or submitted by the Deans/ Academic Directors.

Program _____

Authorization Date _____

Criteria	compliant	Partial Compliant	Nope compliant	Did not provide information	Comments
Goals and objectives					
1. The goals and objectives of the program are consistent with the institutional mission, goals and objectives.					
2. Justification and Relevance of the Program					
3. There is a rational for the permanence of the program.					

Criteria	compliant	Partial Compliant	Nope compliant	Did not provide information	Comments
4. The program impacts other programs or departments of the Institution.					
5. The program is published in different print or electronic media.					
Religious Philosophy					
6. The curriculum has a faith and values component.					
7. The program's faculty integrate Adventist philosophy into teaching.					
8. Religious activities are integrated into the program.					
9. Students in the program participate in religious activities.					
curriculum					
10. The profile of the graduate is clearly established and defined.					
11. The profile of the graduate responds to the institutional mission, goals and objectives					
12. The graduate profile clearly establishes the knowledge, skills and attitudes that they hope to develop.					
13. It is evident that the program has a balance between theory and practice.					
14. The curriculum is updated by the faculty and other academically prepared and qualified professionals.					
15. The curriculum has a skills component for accessing and using information resources.					
16. The course syllabi comply with the institutional guide.					

Criteria	compliant	Partial Compliant	Nope compliant	Did not provide information	Comments
17. The records are up to date.					
18. The syllabi provide an opportunity for the student to actively participate in their learning.					
19. Handbooks provide an opportunity for collaborative learning.					
20. The enabling/terminal objectives of the records are formulated in observable and measurable terms.					
21. The time it takes for students to complete the program is consistent with the established curricular sequence.					
22. The duration of the program is consistent with the established curricular sequence.					
23. The description of the courses in the syllabi is consistent with the descriptions in the institution's catalog.					
24. The Department offers co-curricular and extracurricular activities that contribute to strengthening the program.					
Students					
25. Enrollment projections for the past 4 years met the projections in the budget.					
26. The admission rate to the program vs. enrolled during the past 4 years met expectations.					
27. The credits sold in the past 4 years satisfied the projection.					
28. The cohort retention rate for the past 4 years meets expectations in % of the program.					
29. The graduation rate meets program expectations.					

Criteria	compliant	Partial Compliant	Nope compliant	Did not provide information	Comments
30. The approval rate of the concentration/specialty courses in the past 4 years meets the expectations in % of the program.					
31. It is evident that 80% of the graduates are employed in their specialty area.					
Faculty					
32. The program has the necessary number of professors to respond to the demand for courses.					
33. The teaching staff assigned to the program has the necessary academic preparation for the position they hold.					
34. The teaching staff assigned to the program have adequate experience in teaching.					
35. The teaching staff attached to the program teaches courses that are in accordance with their area of specialty.					
36. The results of faculty evaluations at the end of the academic session are properly used to strengthen the courses.					
37. The results of faculty evaluations at the end of the academic session are used to improve the performance of the faculty.					
38. The results of faculty evaluations are used to strengthen the teaching-learning process of the program.					
39. The Professional Development Plan for the faculty is aimed at strengthening the program.					
40. The faculty of the program is updated in knowledge, religious foundations, teaching methodology, assessment and integration of technology by 75% according to the Development Plan.					

Criteria	compliant	Partial Compliant	Nope compliant	Did not provide information	Comments
Student Learning Assessment Results					
41. The results of the assessment are used to improve the efficiency of the program.					
42. The Program Action Plan is used to improve teaching and learning.					
43. Appropriate strategies have been implemented to assess student learning at the program level over the past 4 years and have evidence of assessment results.					
44. Assessment practices were implemented in the courses that have contributed to improving the teaching-learning process, according to the calendar.					
45. The results of the assessment of the satisfaction of graduates, graduates and employers are used to improve the program.					
46. The results of the assessment of student learning are used to improve teaching-learning processes and make curricular changes.					
Supporting services					
47. The counseling and orientation services that support the program are evidenced.					
48. The program has student associations that tend to achieve the profile of the graduate.					
49. The administrative services provided by the program meet student needs.					
50. The activities and strategies that the program developed in the past 4 years to promote the professional development of the administrative staff contributed to improve the program.					
Physical and Technological Resources for Learning					

Criteria	compliant	Partial Compliant	Nope compliant	Did not provide information	Comments
51. The physical and technological resources accessible for the development of the program satisfy the needs of the student body.					
52. The physical and technological resources for teaching-learning meet the needs of the faculty.					
53. Technological resources are up to date.					
54. The technological resources are consistent with the demand of the program.					
55. The physical facilities of the program are used to the maximum of their capacity.					
56. The program has a Plan and process for the acquisition and replacement of educational equipment.					
Fiscal and Human Resources in support of the program					
57. There is evidence of institutional support for the program such as: administrative structure, budget and faculty incentives.					
58. The proportion of full-time and part-time faculty in the program is evidenced in accordance with the Faculty Manual.					
59. An adequate proportion of teaching credit hours per level of instruction is maintained for full-time and part-time faculty according to the Faculty Manual.					
60. An adequate proportion is maintained between the average salary of the faculty with a terminal degree and its academic load.					
61. An adequate ratio of students per faculty is maintained according to Institutional Regulations.					
62. The program provides justification for the needs that have not been met due to budget insufficiency and has					

Criteria	compliant	Partial Compliant	Nope compliant	Did not provide information	Comments
a budget projection.					
63. The program has a financial investment plan to guarantee its high level of quality.					
64. The program has external resources for its operation and continuity.					
Community service					
65. Community service activities/projects are integrated into the program.					
66. The students of the program participate in community service.					
67. The faculty of the program participates in community services.					
General Evaluation of the Program					
68. The evaluation of the program by the students shows that they are satisfied.					
69. The evaluation of the program by the faculty shows that it is satisfied.					
Strengths and Limitations					
70. The strengths of the program are identified in the Annual Report.					
71. Areas that need improvement are identified Annual Report.					
72. Challenges for the program are identified.					
73. The program provides an analysis of the internal and external context of the program to demonstrate its relevance and justification.					
Preliminary Action Plan (Strategic)					

Criteria	compliant	Partial Compliant	Nope compliant	Did not provide information	Comments
74. A preliminary plan is established for findings that need attention and includes fiscal resources.					

Recommendations:

Person(s) conducting the program evaluation: _____

Date: _____

Part B

Institutional Student Learning Assessment Plan 2017-2022 Revised 2019

The Vice Presidency for Academic Affairs has developed a Guide for the Effectiveness of academic programs that is divided into two sections: Part A- Program Evaluation Guide and Part B- Student Learning Assessment Plan. Below is a breakdown of the Student Learning Assessment Plan.

The Institutional Student Learning Assessment Plan presents the structure, procedures and criteria required to demonstrate compliance with student learning as part of the criteria to demonstrate the effectiveness of study programs.

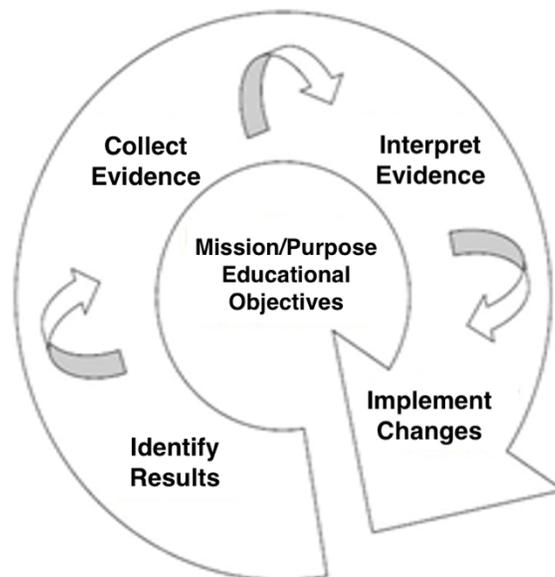
Among the types of assessment to be carried out at the Antillean Adventist University, that of student learning entails a greater task and dedication, since this is the area with the most implications for the student and for the institution. The assessment is a process that is carried out with the purpose of collecting information through various activities (techniques and instruments) in the classroom, which allow the teacher to follow up and maintain the quality of the teaching processes and learning. It is, therefore, a useful and necessary tool to achieve excellence in fulfilling the institutional mission and demonstrate the achievement that students have achieved according to their

study program, level (undergraduate or graduate) and expectations of education. higher.

Assessment Cycle

Hernon and Dugan (2004) propose the following process for the assessment cycle: Based on the mission, purpose, and educational objectives, the institution begins the cycle by identifying the expected results. Evidence is then collected, interpreted, and any changes that may be recommended at the end of the assessment are implemented. This process must be repeated systematically, since some results or changes implemented will give rise to a new search for evidence to ensure the effectiveness of all educational processes.

Figure #2



Assessment Model at the AAU

Figure 3 –

AAU Student Learning Assessment Model 2017-2022 Revision 2019

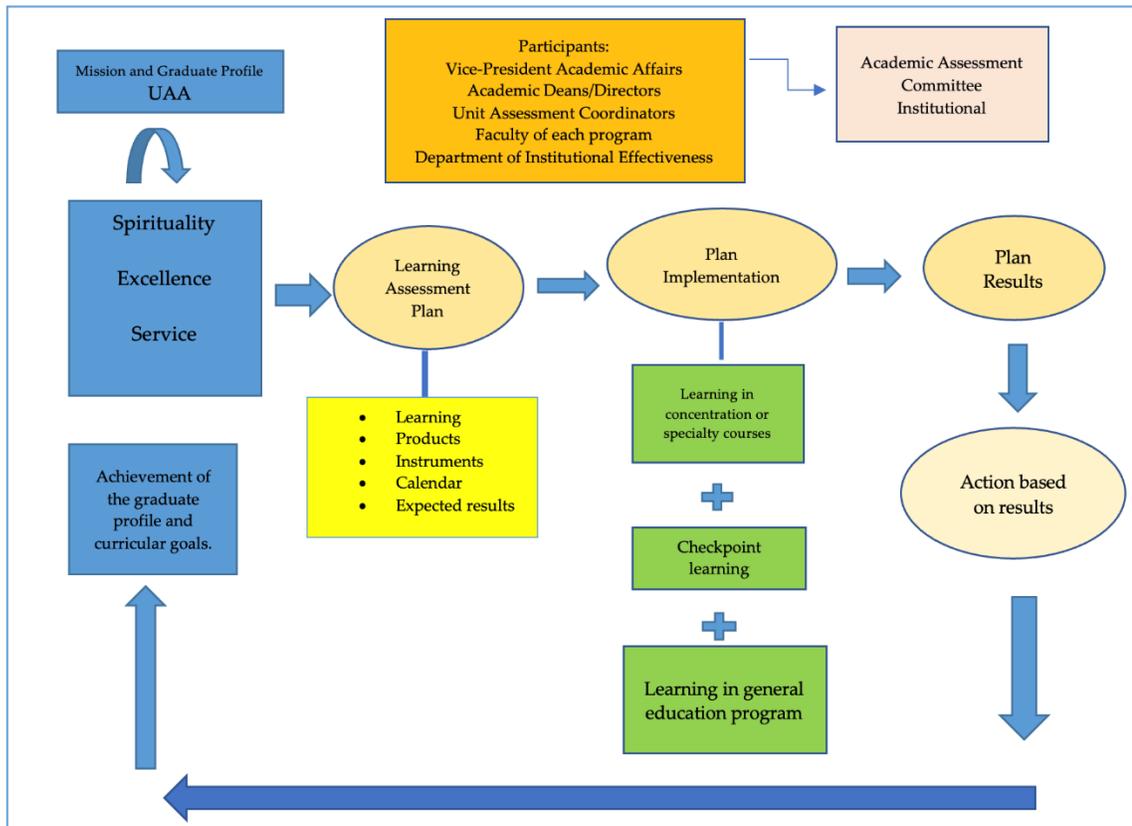


Figure 3 illustrates the Student Learning Assessment Model that was adopted by the AAU. Following the assessment cycle of Hernon and Dugan (2004), the model considers the beginning, based on the institutional mission and goals, which will be selected in each assessment cycle. Then the assessment plan is designed in the academic program, including the checkpoints, the concentration or specialty courses and the subjects of the general education

program already indicated. The third step is the implementation of the plan to collect the evidence. At the end of this, the results are analyzed and interpreted and an action plan based on the results is designed. This entire process must guarantee the achievement of the graduate's profile and the curricular goals during the duration of the study program.

Plan for the Assessment of Learning

The Plan for Assessment of Learning is a table adapted from Hernon and Dugan (2004), in which the authors identify decisions based on consensus among faculty, staff, and administrators about desired outcomes and the methods and criteria for assessing those outcomes. Among them, the following stand out: how to determine the groups to be appraised and how to assign responsibilities in the assessment process. It also exemplifies how to interpret and disseminate or share the results in a way that contributes to enhancing institutional effectiveness. To develop the process for the learning assessment plan, the dean of the school, department director, program director, and program coordinator, in collaboration with the academic assessment coordinator, will meet with their faculty to make decisions. relevant. The guide for learning assessment is briefly described in Table 1.

Table 1 - Plan for the assessment of learning

Part I. Setting Expectations			
Select the competencies of the graduate profile that will be evaluated in the course	Establish where the assessment will take place*	Determine the methods or criteria of the assessment *	Establish the expected level of performance*
<p>Examples:</p> <p>“Analyze a social problem from interdisciplinary perspectives”</p> <p>“Evaluate a proposed solution to a community problem.”</p>	<p>Examples:</p> <p>checkpoints</p> <p>courses of concentration</p> <p>general courses</p>	<p>Examples:</p> <p>exams</p> <p>Briefcase</p> <p>Simulation</p> <p>Focus groups</p>	<p>Examples:</p> <p>Numerical scores on national or licensing tests</p> <p>Final grade in a degree project</p>

**These columns include general examples. The columns in this example are not aligned with the competencies column.*

Parts II and III. Time, Cohorts and Responsibilities

Determine who to appraise	Set the calendar	determine who will interpret the results	Determine how or what the results will be used for	Determine how and with whom the results will be shared	Decide how the institution will monitor the implemented changes
<p>Example:</p> <p>To all students, students by cohort, International or students at risk, first generation</p>	<p>Example:</p> <p>at the beginning of the semester</p> <p>Upon completion of a specific course or certain number of credits</p>	<p>Example:</p> <p>external evaluator</p> <p>internal evaluator</p>	<p>Example:</p> <p>Review curriculum, sequence, pedagogy</p> <p>Design more effective guidance system</p>	<p>Example:</p> <p>Departments</p> <p>Area VP</p> <p>CEP</p> <p>Accrediting agencies</p>	<p>Annual Reports</p>  <p>Repeat the assessment cycle after the changes have been implemented.</p>

Adapted from: Harnon & Dugan. (2004), pp.93-99

Characteristics of Learning Assessment

The assessment is carried out systematically during the teaching process. The professor teaches and guides the student to acquire knowledge, skills and dispositions in tune with the content of the course. While teaching, the teacher systematically assesses the student's performance through specific techniques, applied informally or formally, to verify whether the student assimilated the concepts taught or developed the expected skills and attitudes.

The purpose of the assessment is to monitor the student's learning. Since the objective of the assessment is to identify the student's level of performance in

achieving the competencies, the teacher can intervene when he detects any lag. In formal or informal assessment exercises, the student demonstrates what she understands or does not understand about the class, which is why the teacher must make the necessary changes or apply the strategies that the situation requires while there is still time.

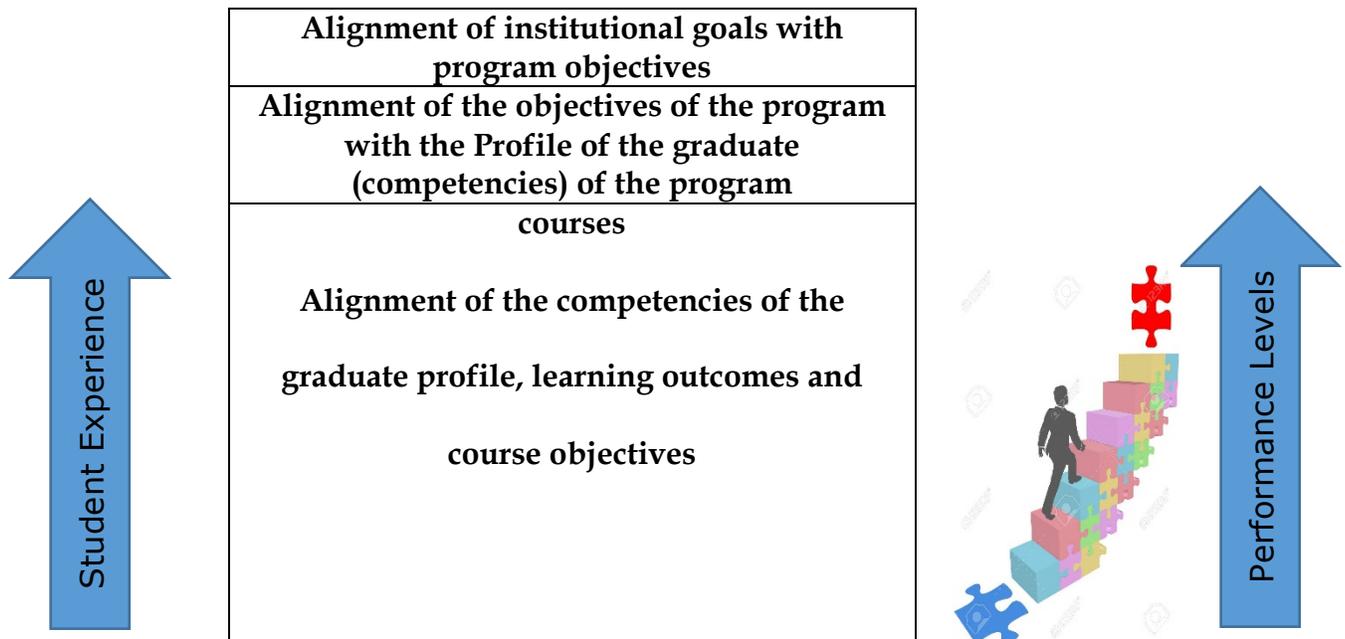
The assessment requires clear and precise goals and objectives. Each academic program must align the institutional goals with the objectives of the program and the profile of the graduate. This alignment makes it possible to clearly establish how the academic program tends to develop the competencies of the graduate's profile in tune with the mission and vision of the institution.

Each course must contain objectives that are in turn aligned with the profile of the graduate that is related to the objectives of the program. This curricular alignment process is essential to ensure that each course in turn responds to a real need based on the profile of the graduate. Each academic program must assess whether the sum of the courses is leading to the development of the student in line with the knowledge, skills and aptitudes established by the graduate profile. That is why, both at the course level and in the perspective of the complete academic program, the student's progress must be evaluated.

Based on the objectives of the course, the teacher needs to compare the achievement of their students to determine if there was actually learning. In short, course objectives, academic program goals/objectives, program graduate

profile, and institutional goals are used as benchmarks for assessment. The next figure shows the student learning process.

Figure 4: Relationship of the student learning process



Learning Assessment Levels

The AAU has developed its learning assessment plan based on three levels: in the classroom, in the academic program (checkpoints or mastery levels) and in the general study program of the institution.

- 1. Assessment in concentration or specialty courses during the teaching process.**

The assessment process in the classroom should focus on two main aspects: informal assessment that is carried out daily to ensure that the learning

objectives of the day were achieved and the formal assessment of the competencies that the course aims to achieve.

The informal assessment that the professor performs daily in all his courses, and for which he does not necessarily assign a grade, is essential for both student and professor to receive feedback on the progress of the achievement of the course competencies. Formal assessment requires the use of valid and reliable instruments to measure the level of student achievement with reference to the competencies of the graduate profile, learning outcomes, and course objectives. It is imperative that these competencies, aligned with the course objectives, be the foundation on which the teacher bases his or her class syllabus.

It is important that, when the course integrates the teaching or validation of students' skills and knowledge in areas related to the general education program (such as: religious, logical-mathematical and technological reasoning, effective communication, information literacy, critical thinking and problem solving, service, citizenship and teamwork) use the validated rubrics that are published in the Faculty Resources on the AAU page. In this way we can use the generated data to make comparisons between the achievement of the institutional graduate profile between the academic programs.

The instrument can be applied at the end of a unit, or at the end of the semester. In fact, there should be multiple assessments during the academic

session, always measuring the student's capacity in terms of knowledge, skills and dispositions that must be developed.

As in informal assessment, the teacher analyzes the results and discusses them with the students to find ways to help them make up for their deficiencies or strengthen their learning. At the end of the semester, the professor completes the form provided to report the results of the assessment during the semester and submits it to the academic assessment coordinator of his department. These results are also discussed and analyzed in faculty meetings in order to establish an Action Plan to improve student learning in line with the profile of the graduate.

2. I assess in checkpoints at the program level.

The sum of the learning that occurs at different levels of the academic program is verified by establishing checkpoints. They describe the moments in which a formal assessment is made of the competencies that students must have developed up to that point, at the program level. The checkpoints will be selected by levels of complexity, from the most basic to the most advanced.

In general, checkpoints include the content of various courses and student experiences and should be part of the curricular design of the program, based on the competencies of the graduate profile. The faculty of the program must analyze the objectives of the courses and the competencies of the profile to define what the checkpoints will be in each program. It is understood that, to continue to the next level, the student must have successfully passed the previously

determined tests or measuring instruments. (See Exhibit A-Programmatic Assessment Plan). Examples of checkpoints can be:

- ❖ Level I – Basic/Introductory
- ❖ Level II – Intermediate
- ❖ Level III – Advanced
- ❖ Level IV – Practice/Clinical Experiences

The assigned professors will measure the students' learning at the end of the academic session, or at the determined moment, administering a validated direct assessment instrument (eg. departmental exam, monograph, project, portfolio, etc.) that will determine the level of knowledge, skills and dispositions developed by the student in relation to the profile of the graduate of that program. This instrument can be designed by a team of teachers, even if it is applied by a specific teacher. It is also recommended to include some type of indirect assessment to validate the results, such as interviews, initiation, average grades, etc.

For the assessment of learning by programs, three comparison points will be selected for associate degrees and four comparison points for baccalaureate degrees. At the graduated level, three checkpoints will be selected.

After applying the assessment instruments, their results will be analyzed and interpreted by the faculty of the program, directed by the assessment coordinator. These results will serve as the basis for making relevant decisions, such as: help the student in their learning, make improvements in the

curriculum, support professional development activities and allocate the funds that such decisions entail.

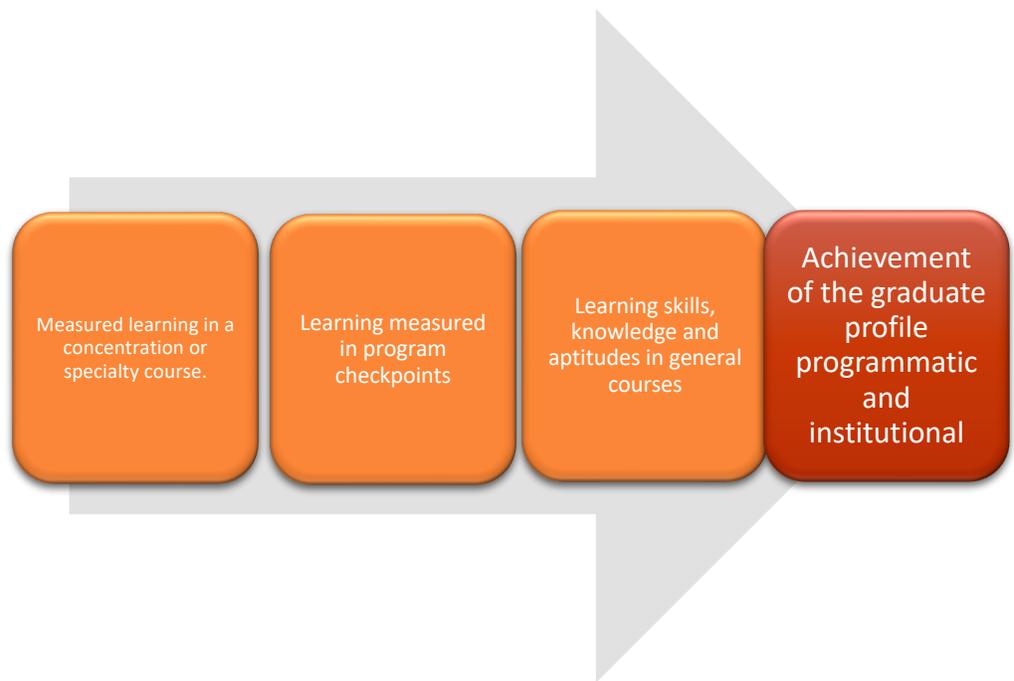
Profuse dissemination of the results of the assessment among students, faculty and the rest of the university community is very important for the proper functioning of the programmatic assessment, so they will be published on the institutional website. A copy of the reports will be sent to the Vice Presidency for Academic Affairs and the Department of Institutional Effectiveness for the purposes of the place.

3. Assessment of the learning of the general stuIEDs program.

This assessment focuses mainly on the skills, knowledge and aptitudes developed in general education courses, which are the basis for the assessment of learning at the institutional level. At AAU, the general skills selected include: quantitative and scientific reasoning, religious experience, communication, technology, arts and humanities, information literacy, civics and service, which contribute to the achievement of the graduate profile. In this case, the assessment of said skills will be in charge of the departments that offer the general courses, coordinated by the General Education Committee, under the direction of the Vice Presidency for Academic Affairs.

Figure 3.5 illustrates how the different levels at which student learning is measured are related.

Figure 5 - Relationship between the levels of assessment of learning of the AAU



Learning Domains

Learning in any course requires the student to master content (cognitive), skills (psychomotor), and dispositions (affective) specific to their program. These domains are established considering the needs already described by the different educational, social, economic and political sectors of the country, although their impact is universal.

Contents.

The acquisition of cognitive domain is framed in Bloom's Taxonomy as reviewed by Anderson and colleagues (2001, as cited by Iwasiw & Goldenberg, 2015). The revised categories are described by a category and its respective associated verbs that reflect the cognitive process:

1. Recall – remember information in the long term
 - a. Associated verbs- define, describe, identify, list, name, recognize, select, establish, among others
2. Understand- determine a meaning
 - a. Associated verbs- classify, compare, explain, exemplify, extend, infer, interpret, paraphrase, summarize, among others.
3. Apply – use a procedure or concept in a given situation.
 - a. Associated verbs- apply, change, execute, implement, modify, predict, prepare, relate, solve, etc.
4. Analyze- separates the material into concepts or components, determining relationships between them and in the general structure of the topic.
 - a. Associated verbs- attribute, analyze, compare, contrast, differentiate, discriminate, deduce, infer, relate, separate, among others.
5. Evaluate- make value judgments based on established criteria

- a. Associated verbs- verify, criticize, defend, judge, evaluate, justify, among others.
6. Create- build something new using various elements
 - a. Associated verbs- compose, build, design, develop, generate, organize, plan, produce, reproduce, among others.

Bloom's revised taxonomy (2001, as cited by Iwasiw & Goldenberg, 2015) also establishes a second dimension of knowledge development which defines four types of knowledge:

1. Factual- basic elements that a student must know to master a discipline and be able to solve problems.
2. Conceptual- the interrelationships between the basic elements within a larger structure that allows them to function together.
3. Procedural- how to make things work, research methods and criteria for using skills, algorithms, techniques and methods.
4. Metacognitive knowledge- set of operations associated with the control and regulation of the mechanisms involved in a person learning.

Skill development. Student learning entails more than the acquisition of content. Most educators agree that “all students must cultivate high-level cognitive and metacognitive skills that will enable them to meaningfully engage with the world around them” (Council of Chief State School Officers, February 2013, Knowledge, skills, and dispositions, p. 5). These are the strategies students

need to engage in critical thinking, meaningful interactions with the world around them, and future planning. Therefore, the assessment of learning must also ensure that the student achieves their academic goals by developing their abilities to the maximum, both general and specific to their vocation.

The taxonomy of the psychomotor domain or skills of Atkinson (2014, cited by Iwasiw & Goldenberg, 2015) is a modification of David's taxonomy (1970) which integrates the following levels of psychomotor development:

1. Imitate - copy or replicate the actions of others after making observations of those actions
 - a. Associated verbs - copy, follow, imitate, repeat
2. Manipulate - repeat or reproduce an action of a prescribed standard from memorization or repetition
 - a. Associated verbs- complete, demonstrate, follow, perform or manipulate
3. Perfect execution- perform the action with mastery and without interventions, as well as being able to demonstrate and explain to others.
 - a. Associated verbs - to be precise, to demonstrate, to execute correctly
4. Articulate - adapt existing skills in a non-standard way, in different contexts, using alternative tools and instruments that meet the needs
 - a. Associated verbs - adapt, build, develop, modify, revise

5. Incorporate – perform actions in an automatic, intuitive or unconscious way appropriate to the context of the action.
 - a. Associated verbs – alter, create, change, design, effortlessly execute, invent

Development of attitudes or dispositions. Dispositions are sometimes referred to in the literature as “behaviors, skills, or habits of mind that are closely related to success in a college career” (Council of Chief State School Officers, February 2013, Knowledge, skills, and dispositions, p. 5). The disposition or attitude is also “a procedure that leads to a particular behavior. It is the realization of an intention or purpose. According to psychology, attitude is habitual behavior that occurs in different circumstances. Attitudes determine the psychic life of each individual.www.meanings.com/attitude). *In the assessment of learning it is important to emphasize the development of the student's attitudes or dispositions, since these will determine the professional, personal and social behavior of the graduates.*

The taxonomy for the affective domain of Krathwold, Bloom and Masia (1964) as cited by Iwasiw & Goldenberg (2015) establishes the levels of acquisition of this domain:

1. Receive – at this level the person shows that they are eager for new ideas and are sensitive to them.
 - a. Associated verbs- accept, ask and acknowledge
2. Respond – attend to and react to a particular situation
 - a. Associated verbs – answer, discuss, examine, reply

3. Assess – adjudge values a particular idea, phenomenon, or behavior
 - a. Associated verbs – choose, demonstrate, explain, initiate, justify, support
4. Organize – involves organizing values into priorities contrasting with different values, resolving conflicts between them, and creating your own value system.
 - a. Associated verbs – balance, fix, demonstrate, defend, formulate, generalize, integrate
5. Characterization of a value group- having a value system that consistently controls their behavior
 - a. Associated verbs – act, demonstrate, internalize, execute, practice, question, resolve, verify

Phases for Implementation

The procedure for the implementation of the AAU model consists of three phases aimed at articulating institutional learning:

1. First Phase - Itinerary of activities

- a. *Assessment calendar design*- During the first weeks of the academic year, the dean/ director prepares the tentative learning assessment schedule, in collaboration with the academic assessment coordinator. The calendar will be linked to the competitions that will be evaluated at the checkpoints of the study program. A copy of the calendar will be sent to the Vice

Presidency for Academic Affairs and the Department of Institutional Effectiveness (See Attachment B-Calendar). The calendar must be disclosed among the students and the faculty of the program in question.

2. Second Phase - Assessment of learning by courses and comparison points.

- a. *Assessment in the courses and discussion of the findings.* This type of informal and formal assessment is done throughout the course offering and the findings are discussed with the students. The significant findings are discussed in a departmental faculty meeting constituted as the Unit Assessment Committee.
- b. *I appraise in checkpoints of the program.* This type of assessment is carried out in the courses designated as checkpoints, or at times outside of regular hours, as coordinated by the Unit Assessment Committee. The significant findings are discussed in a departmental faculty meeting constituted as the Unit Assessment Committee.

3. Third phase - Learning assessment reports.

The model involves three assessment reports.

Assessment report in the classroom. This report is generated by each teacher with the data obtained in the selected course according to the template provided by the IED (See Table 3.3). The report must also include a narrative part with qualitative data, which includes analysis of the results and a copy of the administered instrument and rubric used. Also, you must identify the level of achievement of the objective and the competencies, as well as provide your recommendations to the study program to which it belongs. The report is made every semester.

The academic assessment coordinator will compile the course assessment reports submitted by the faculty. With these data, a report will be prepared that contains the strengths and aspects to improve the learning of the program. The coordinator will submit the report in a presentation to the Unit's Assessment Committee. A portfolio must be kept with all the evidence in each of the academic units

Table 2 - Example of template for learning assessment by courses

Antillean Adventist University
 Learning assessment results for concentration courses
 (To be completed by the course instructor)

Academic program: _____

Assessment course: _____ **Semester:**

Competence(s) being assessed (profile of the graduate):

Objectives of the course being assessed:

Instrument(s): _____ **Indicator of achievement:** _____

Students	Result %	compliant	Nope meets	Action plan or recommendations
1				
two				
5				
6				
group average	%			

Observations:

1. Fill out a separate table for each program if your class includes students from different programs.
2. In the action plan to help students who did not achieve it, you must provide specific information about what, when, who will carry out the corrective action, cost, etc.
3. This report must be delivered to the assessment coordinator of the department.

Table 3 - Example of a template for a coordinator's report

Antillean Adventist University
 Overall results of learning assessment by courses of
 concentration at the program level
 (To be completed by the assessment coordinator)

Academic program: _____ Academic year: _____

Competences of the graduate profile being evaluated	Assessment Course	instrument assessment	achievement indicator	% of students who met	Action plan

Observations:

1. This report is an aggregate of all the courses that were evaluated.
2. Only the competencies of the graduate profile that have been evaluated will be included.
3. Each department submits one form per program to the Department of Institutional Effectiveness as a result of the assessment each semester.
4. The faculty of the program must meet with the assessment coordinator to develop a joint action plan, which will be followed up during the following year.
5. It is necessary to preserve evidence of faculty meetings for these purposes.

Learning assessment report of the academic program.

This report is generated with the assessment data at the checkpoints selected in each program. It must be prepared by the dean/director in collaboration with the assessment coordinator of the study program. The report is generated each year and will be presented during the full meeting of the program faculty (constituted as the Unit Assessment Committee), for discussion and analysis of the results. The report must include the following information:

- Quantitative learning assessment data for each course or program checkpoint on content, skills, and dispositions.
- List of strengths and deficiencies identified in the students of the program.
- Recommendations on how to improve learning in the study program. This part of the report must be very specific as to what, how, by whom and when the action plan will be carried out.

The dean/director will be responsible for sending copies of the report to the VP for Academic Affairs, and to the Department of Institutional Effectiveness (IED), including:

- Summary of learning assessment by academic program
- Action plan with recommendations on how to improve student learning (what, who, when, how, cost, etc.)

The dean/director will prepare a learning assessment portfolio for each program that will remain in the school/department as evidence for site purposes. This document will also serve to follow up on the action plan.

Table 4 - Example of a template for an assessment report at checkpoints

Antillean Adventist University
 Learning assessment results by comparison points
 (To be completed by the assessment coordinator)

Academic program: _____ **Academic year:** _____

Checkpoint: _____

Competences of the graduate profile being evaluated	Assessment instrument	achievement indicator	% of Students who met	Deficiencies and Strengths	Use of the results (curriculum review, changes in sequence, faculty training, etc.)

Institutional report of the assessment of learning. This annual report is generated from the data of the reports submitted by all the study programs and also from the reports of the general courses offered by the departments and schools. The report is prepared by the Department of Institutional Effectiveness, and consists of:

- An average of the mastery achieved on the content, skills and dispositions or attitudes;
- Identification of academic strengths and deficiencies;
- Identification of the intervention actions proposed to improve learning, and
- Analysis of the data provided on learning and administrative and teaching implications at the institutional level.

The results presented in the institutional report are analyzed by the administration, by the faculty, and by any other group that believes it pertinent. The IED is in charge of disseminating these results in the different media available to the institution.

Roles and Responsibilities in Assessment of Learning

Members of the administration and teaching staff have responsibility for student learning, both in academic programs and in general education, as explained below:

Faculty. The success of the assessment rests on the faculty's commitment to promoting student learning. It is the responsibility of the faculty:

- ✓ Assess learning in your courses
- ✓ Share course assessment findings with your students to identify areas for improvement and take action.
- ✓ Create alternatives to help students with lags

- ✓ Submit the evaluation project report for your course or courses to both the unit's evaluation coordinator and at meetings of the Unit's Evaluation Committee.
- ✓ Participate in the meeting of the department constituted as the Unit Assessment Committee to discuss the program assessment report

Deans/Directors. They are responsible for the following administrative processes:

- ✓ Chair the Unit Assessment Committee
- ✓ Coordinate the selection of courses to be evaluated and the relevant calendar.
- ✓ Coordinate the dates of meetings with the faculty for the discussion of the findings.
- ✓ Generate a portfolio of the assessment by programs as evidence of compliance
- ✓ Submit reports to the Department of Institutional Effectiveness (IED)
- ✓ Establish, together with the faculty of the program, the Action Plan for monitoring the findings of the program evaluation at its three levels (course, checkpoints and general stuIEDs, if applicable).

Academic assessment coordinator. Officer in charge of providing support to the dean/academic director in the systematic implementation of the program

evaluation according to the criteria, standards and expectations. Responsible for compiling, organizing, analyzing and interpreting the information submitted by the faculty he represents. Among its functions are:

- ✓ Hold meetings with faculty members from your department/school to offer advice and support.
- ✓ Establish the work schedule for the activities of the Unit Assessment Committee (department/school) together with the Director/Dean.
- ✓ Evaluate, together with the Director of Institutional Effectiveness, the assessment instruments that the department/school would use to ensure their validity and reliability.
- ✓ Ensure that the assessment process cycles are successfully completed and updated.
- ✓ Ensure the collection of information and the preparation of the evidence portfolio.
- ✓ Write the report in coordination with the Director/Dean of the Department/School to submit it to the Department of Institutional Effectiveness and the Academic Vice Presidency.
- ✓ Disseminate achievements, projects and documents, among others.

Unit Assessment Committee. The purpose of the Unit Assessment Committee is to develop, implement and monitor the performance of academic programs to show that students meet the expectations of their study program, grade level, the mission of the institution and the expectations of education. higher.

Members. The members of the Unit Assessment Committee are:

- ✓ School Dean/Department Head (Chair)
- ✓ Coordinator of academic evaluation of the unit
- ✓ Faculty of the department or school
- ✓ A student
- ✓ Representative of the Department of Institutional Effectiveness as a guest consultant, if necessary
- ✓ ITS representative as guest consultant, if needed

Specific responsibilities of the Unit Assessment Committee.

- ✓ Promote a culture of learning assessment, accountability for the continuous improvement of teaching-learning in its unit and compliance with the requirements of institutional and program accrediting agencies (if applicable).
- ✓ Develop and review the plan that frames the assessment of learning.
- ✓ Design the work plan, the schedule and the criteria for its implementation.

- ✓ Coordinate and supervise the operations and evaluation activities of the programs, the development of the faculty and the teaching support services in order to improve the teaching-learning process.
- ✓ Offer the faculty recommendations on methodology and instruments for the assessment of learning.
- ✓ Analyze learning assessment reports and use them for continuous improvement of programs, teaching, and learning.
- ✓ Maintain documentation of all processes.
- ✓ Ensure implementation of recommendations based on findings.
- ✓ Prepare the Learning Assessment Report and the Program Evaluation Report at the end of each academic year to send it to the Vice Presidency for Academic Affairs with a copy to the Office of Institutional Effectiveness.
- ✓ Disseminate the results of the assessment to the university community.

Institutional Academic Assessment Committee. The Academic Assessment Committee has the objective of deliberating and coordinating with the teachers of the various deanships/departments the procedures for assessing student learning and the study program. In addition, facilitate and advance the best assessment practices and serve as a forum for their evaluation, adoption and practices.

Members. Members are appointed by the Board of Trustees.

- Vice President for Academic Affairs (Chair)
- Associate Vice President for Academic Affairs (Secretary)
- Deans
- Directors of academic programs
- Program Assessment Coordinators
- Director of the Office of Institutional Effectiveness

Responsibilities of the Academic Assessment Committee.

1. Promote a culture of assessment through all academic units.
2. Train the Deans, Directors and Coordinators of Assessment in assessment techniques and processes.
3. Establish, review and update the policy, practices and guidelines for assessment processes.
4. Evaluate the assessment processes and promote the application of results to improve performance in the deanships/departments.
5. Offer an input in the preparation of assessment plans, provide support and follow-up.
6. Review and analyze the Annual Assessment Report coordinated and presented by the Office of Institutional Research.
7. Prepare a disclosure plan for the work and achievements related to learning assessment procedures.

Department of Institutional Effectiveness. In its advisory function, the IED must:

- ✓ Advise the Unit Assessment Committees in the formulation of the learning assessment plan, ensuring that it contains the

necessary elements and that they meet institutional expectations.

- ✓ Keep up to date the inventory of instruments and templates used in the execution of the learning assessment plan.
- ✓ Collaborate in the training and qualification of the faculty in all the assessment processes: planning, elaboration and validation of instruments, application of the assessment and preparation of reports.
- ✓ Support the Unit Assessment Committees in the implementation of their assessment plan.
- ✓ Assist deans/directors in writing learning assessment reports.
- ✓ Prepare institutional reports on the situation of student learning.

Assessment of the General Education Component

The AAU promotes the comprehensive training of competent professionals, committed to the service of God and humanity through the interrelation of the general education component and the academic content of the professions, constituting the reason for being of the academic degrees in the institutions of higher education. One of the objectives of higher education is to help awaken the potential of students so that they can develop the skills and build the knowledge that allows them to perform successfully in the workplace and in their personal and social dimensions.

The current general education component, integrated into each study program at the undergraduate level, was approved by the Board of Trustees (2015). The curricular design reflects being rigorous, attractive and useful for students to develop the skills and knowledge required according to the institutional mission. The curricular design is the responsibility of the department to which the courses belong and the faculty concerned. The competencies required in the general education component are reflected in the institutional profile of the graduate.

Institutional Profile of the Graduate

To achieve intellectual, ethical and moral excellence, the AAU graduate must demonstrate that they have successfully developed knowledge, skills and attitudes in the following categories:

1. Spirituality

- a. Demonstrates knowledge of God according to the Holy Scriptures as Creator and Sustainer of all things and Restorer of mankind.
- b. Recognizes the importance of a healthy lifestyle, caring for the body, mind and spirit according to the legacy of the Seventh-day Adventist Church.
- c. Demonstrates understanding of ethical and Christian values and makes applications to personal contexts and issues.

2. Excellence

- a. Shows understanding of life sciences through investigation and problem solving.
- b. Critically examines the relationship between science and Adventist faith and how the Bible agrees or disagrees with traditional scientific theories.
- c. Critically understands the changing modes of human expression and systems of thought.
- d. Appreciates and analyzes cultural and intellectual diversity and their ability to function in a multicultural environment.
- e. Shows appreciation for aesthetics and ethics in the arts and humanities.

- f. Effectively master the Spanish language and develop skills to function fluently in English as a second language.
- g. Research topics using a variety of resources.
- h. Uses critical thinking when collecting and evaluating information.
- i. Recognizes, applies and critically evaluates reasoning.
- j. Applies mathematics to analyze number relationships, solve problems, explain processes, and interpret results.

3. Service

- a. Promotes service to God and humanity.
- b. Collaborate with others to bring together diverse sources of skills, resources, and knowledge to achieve collaborative results.
- c. It recognizes its commitment to the responsible use of natural, financial and human resources.
- d. Applies knowledge, skills, and attitudes to understand the many facets of effective citizenship.

General Education Committee

The CEGen is responsible to contribute to the implementation of general education goals and learning objectives through AAU's general education courses, and to assess student learning outcomes. Specifically, your task is to develop appropriate methods for the assessment of student learning objectives in the general curriculum and to use a combination of course-embedded assessment

instruments, practice course notes, portfolios, business tests, rubrics, and samples. of student work to assess learning objectives.

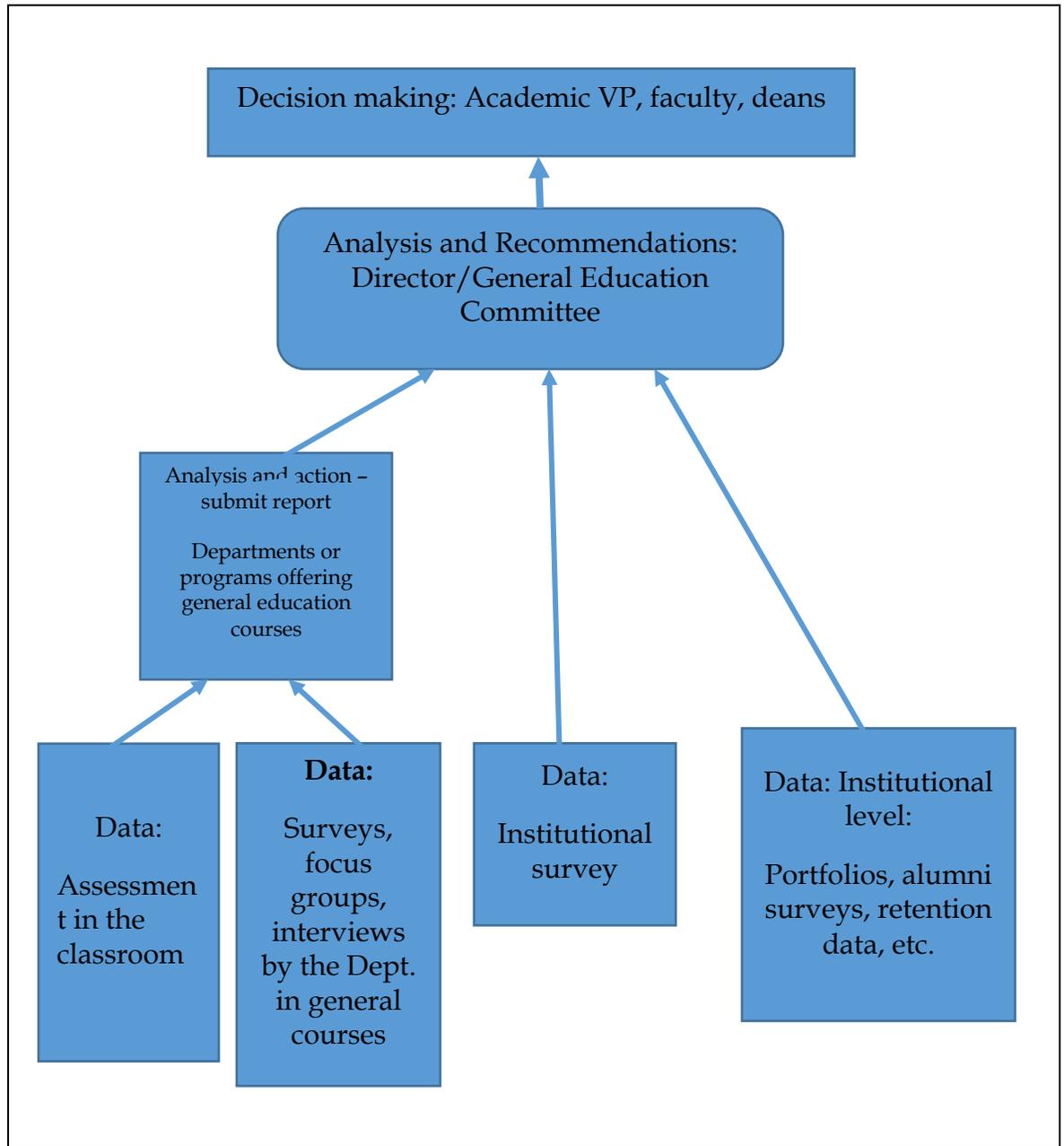
Members of the General Education Committee. The General Education Committee is made up of one representative from each of the basic education areas: Spanish, English, mathematics, science, technology, arts and religion.

Tasks of the General Education Committee. The following are the tasks or functions of the CEGen:

- ✓ Communicate with faculty regarding the purpose of general education goals and objectives.
- ✓ Generate valid and reliable rubrics that can be used in courses to make real comparisons between students regardless of their study program.
- ✓ Audit transcripts for all general education courses to determine if learning objectives, outcomes, and assessments are included.
- ✓ Help faculty refine learning objectives in general education courses.
- ✓ Develop a curriculum map with general education goals and specific objectives in selected courses.
- ✓ Review formal and informal assessment strategies used in general education courses, highlight examples used by faculty, and document results.

- ✓ Select general education goals and courses for assessment of learning objectives.
- ✓ Develop a framework for assessing student learning outcomes/objectives in general education courses.
- ✓ Provide summary of results to the Assessment Committee of the Unit and to the faculty for review and recommendations for changes and improvements in the program.

Figure 6 - General Education Assessment System



Adapted from Walwood (2010), p. 87

Monitoring and Implementation

The level of responsibility of each academic dependency in the implementation of the student learning assessment plan of the general education component is presented below.

Vice Presidency for Academic Affairs

1. The General Education Committee formulates general education policies and procedures for the assessment of learning.
2. Coordinate with the Office of Institutional Effectiveness the procedure for data collection, analysis and preparation of the institutional annual plan.
3. Follow up with academic dependencies to keep the information published in the catalog updated.
4. Coordinate the implementation of the direct measures mentioned with the support of the academic directors and the Office of Institutional Effectiveness.
5. Provide training to assessment coordinators by academic departments on the use of assessment rubrics and instruments.
6. Develop guidelines on the use of the various rubrics to be administered at the institutional level.
7. Collect data from the various assessment instruments in collaboration with the Office of Institutional Effectiveness.
8. Create the annual report on the results of student learning of the general education component.
9. Identify priorities and allocate appropriate resources for initiatives.

Institutional Academic Assessment Committee

1. Promote a culture of assessment through all academic units.
2. Train the Deans, Directors and Coordinators of Assessment in assessment techniques and processes.
3. Establish, review and update the policy, practices and guidelines for assessment processes.
4. Evaluate the assessment processes and promote the application of results to improve performance in the deanships/departments.
5. Offer an input in the preparation of assessment plans, provide support and follow-up.
6. Review and analyze the Annual Assessment Report coordinated and presented by the Office of Institutional Research.
7. Prepare a disclosure plan for the work and achievements related to learning assessment procedures.

Unit Assessment Coordinator

1. Hold meetings with faculty members from your department/school who teach general education courses.
2. Establish the work schedule for the activities of the evaluation committee of the department/school in which the courses of the General Education component are included.
3. Evaluate, together with the Director of Institutional Effectiveness, the assessment instruments that the department/school would use.
4. Ensure that the assessment process cycles are successfully completed and updated.
5. Ensure the collection of information and the preparation of the evidence portfolio.
6. Draft the report in coordination with the Director/Dean of the Department/School to submit it to the Department of Institutional Effectiveness and the Vice Presidency for Academic Affairs.

7. Disseminate achievements, projects and documents, among others.

Office of Institutional Effectiveness

1. Maintain databases of direct and indirect evaluation measures.
2. Generate statistical reports requested by the Vice Presidency for Academic Affairs, coordinators and academic departments.
3. Coordinate the implementation of evaluation measures according to the academic department that offers courses of the General Education component.
4. Coordinate the validation processes of rubrics.

Plan Review Process

The Learning Assessment Plan of the general education component is a dynamic plan, subject to periodic revisions according to the contributions and participation of the faculty members who represent it. This Plan will be formally reviewed every five (5) years directed by the Vice Presidency for Academic Affairs.

STUDENT LEARNING ASSESSMENT PLAN

2017-2022

Objective: *Demonstrate that students, upon graduation or at some checkpoint in their study program, have acquired the knowledge, skills and dispositions, as established in our mission and curricular goals.*

Goal	Exercise	Responsible Person/Office	academic session	Results
1. Raise awareness among the entire university community about the importance of assessment	Advise the members of the Unit Assessment Committee in the design, coordination and implementation of assessment processes for academic programs.	VP Academic Affairs dean/director	November 2017	
1. Implement the assessment plans in each academic program as evidence	2.1 Review and periodic update of the implementation process of the assessment by programs 2.2 Develop and validate appropriate instruments 2.3 Compile and analyze the results of the assessment plan programs and courses. 2.4 Use of results for adaptation of the curriculum	Academic Assessment Committees Dean/Director Unit Assessment Committee Unit Assessment Coordinator and Academic Assessment Committee	Continuous 2017-2022	
2. Evaluate the learning assessment process in the academic program	3.1 Review and measurement of programs and curricula to assess effectiveness and relevance. 3.2 Monitor the use of assessment findings and processes in the departments. 3.3 Evaluate the implementation of the assessment plan 3.4 Analysis of results	Unit Assessment Coordinators and Academic Assessment Committee	End of each second semester	
3. Disseminate the results of the implementation of the assessment plan	1.1 Prepare semi-annual reports on the progress of the implementation of the assessment plan by programs 1.2 Disclosure on the website and at faculty, administration, and student meetings 1.3 Institutional report	Assessment Coordinator VP Academic Affairs IED	every semester Annual	

References

- Astin, A. and Antonio, A. (2012). *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education* (2nd. ed.). United Kingdom: Rowman & Littlefield Publishers, Inc.
- Banta, T. and Palomba, C. (2015). *Assessment essentials: Planning, implementing and improving assessment in higher education*. (2nd ed.). USA: Josey-Bass.
- Bryson, J. (2011). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*. (4th ed.). USA: Josey-Bass.
- Council of Chief State School Officers (2013). *Knowledge, skills, and dispositions*,
- Hernon, P. & Dugan, RE (2004). *Outcomes assessment in higher education: Views and prospects*. Westport, CN: Libraries Unlimited.
- Middle States Commission on Higher Education. (2005). *Assessing student learning and institutional effectiveness: understanding Middle States expectation*. Recovered from:http://www.msche.org/publications/Assessment_Expectations051222081842.pdf
- Middle States Commission on Higher Education (2006). *Characteristics of excellence in higher education* (12th ed.).
- Middle States Commission on Higher Education (2015). *Standards for Accreditation and Membership Requirements*, (13th. ed.).
- Sheldon, M., Golub, A., Langevin, J., Ours, PA, & Swartzlander, B. (2008). *Improving institutional effectiveness: Description and application of an implementation model*. *Planning for Higher Education*, 36(2), 17-26.

White, E. (2009). The education. USA: Inter-American Publishing Association.

Walvoord, B. (2010). Assessment clear and simple a practical guide for institutions, departments and general education (2nd. ed.). USA: Josey-Bass.

Appendices

APPENDIX A

Panel of Institutional Effectiveness Indicators AAU 2017-2022

Strategic Initiative	Institutional Effectiveness Indicators
spiritual development	<ol style="list-style-type: none"> 1. Level of satisfaction of students and employees with the spiritual program 2. number of baptisms 3. New projects and programs of spiritual life 4. Number of Adventist students 5. Percentage of Adventist employees
Academic Quality	<ol style="list-style-type: none"> 1. Number of new programs and/or modalities. 2. Level of satisfaction of employers with our graduates. 3. Number of international agreements signed. 4. Level of student satisfaction with their learning. 5. Level of student satisfaction with the area of academic advising. 6. Number of investigations carried out. 7. Number of research presentations. 8. Number of databases in the library 9. Number of articles published by the faculty. 10. Percentage of faculty with a terminal degree in their specialty area. 11. New accreditations 12. Percentages in revalidation passes
Administrative Effectiveness	<ol style="list-style-type: none"> 1. Financial indicators 2. Level of satisfaction of the university community with administrative processes 3. Number of development projects. 4. New alternative sources of funds.
student success	<ol style="list-style-type: none"> 1. Enrollment Behavior 2. Number of international students. 3. Level of student satisfaction with the services. 4. Number of collaboration agreements, national and international. 5. retention rates 6. Graduation rates. 7. Decrease in sick leave rates
Social Commitment and Collaborative Relations	<ol style="list-style-type: none"> 1. Number of community collaborative agreements. 2. Number of community-oriented projects. 3. Community service activities of the programs 4. Participation of employees and students in service activities

APPENDIX B

Antillean Adventist University
Learning assessment results for concentration courses
(To be completed by the course instructor)

Academic program: _____

Assessment course: _____

Semester: _____

Competence(s) being assessed:

Objectives of the course being assessed:

Assignment Type: _____ Assessment criteria: _____

Achievement indicator: _____

Students	Result %	compliant	Nope meets	Action plan or recommendations
1				
two				
3				
4				
	Group Average _____	Percent Compliant _____	Percent non-compliant _____	

Course Teacher

Report date

APPENDIX C

Antillean Adventist University
Learning assessment results by general courses
(To be completed by the course instructor)

Academic program: _____

Assessment course: _____

Semester: _____

Competence(s) being assessed:

Objectives of the course being assessed:

Assignment Type: _____ Assessment criteria: _____

Achievement indicator: _____

Students	Result %	Complies	Does not comply	Action plan or recommendations
1				
2				
3				
4				
	Group Average _____	Percent that complied _____	Percent that did not comply _____	

Course Teacher

Report date

APPENDIX D

Antillean Adventist University
 Department of Institutional Effectiveness
 Departmental learning assessment results
 for concentration courses
(To be completed by the assessment coordinator)

Academic program: _____ Academic year: _____

Competences of the graduate profile being evaluated	Assessment Course	Instrument/ Assignment/ Activity of assessment	achievement indicator	% that complied	Group Average	Action plan

APPENDIX E

Antillean Adventist University
 Department of Institutional Effectiveness
 Departmental learning assessment results
 for general education courses
 (To be completed by the assessment coordinator)

Academic year: _____

Competences of the graduate profile being evaluated	Assessment Course	Instrument/ Assignment assessment	achievement indicator	% that complied	Group Average	Action plan

APPENDIX F

Antillean Adventist University
Department of Institutional Effectiveness
Learning assessment results by levels
(To be completed by the assessment coordinator)

Academic program: _____ Academic year: _____

Level: _____ Course/checkpoint _____

Competences of the profile of the graduate of the assessed level	Instrument or assessment assignment	achievement indicator	% that complied	Group Average	Use of the results (curriculum review, changes in sequence, faculty training, etc.)

Assessment Coordinator

Report date

APPENDIX G

General Education Assessment Plan

APPENDIX H (1)

Office of Institutional Effectiveness Annual Plan Template 2017 - 2018

Academic Unit: _____

vice presidency: _____

Initiative:										
AAU Goal 1:										
Strategic Objective AAU 1.7										
Objective of the Vice Presidency:										
Specific objectives	Achievement Indicator and Metric	Activities	Calendar	Responsible	Budget		Assessment Plan			
					operational	External Funds	Assessment Method	Result	% of Achievement	Actions

APPENDIX H (2)

Office of Institutional Effectiveness

WORKFORCE OPERATIONAL PLAN 2017-2022

AAU GOAL						
ALIGNMENT WITH MSCHE and AAA						
MSCHE STANDARD						
CRITERION AAA						
AAU STRATEGIC OBJECTIVES:	Objective of the Vice Presidency	Activities	Weather	responsible unit	Budget and source of funds	Execution Indicator

APPENDIX I

ASSESSMENT PLAN MODEL

Department :

Program:

Mission:

The Communications Department creates and fosters a diverse learning community dedicated to producing professionals of distinction dedicated to global service.

Goals

1. That 90% of the students who leave the program pass the exams of the...
2. Increase the employability rates of program graduates.
3. Offer an updated curriculum that responds to the contextual changes and needs of the labor field...
4. Increase program retention rates by 10%...
5. Increase program graduation rates...

Competencies of the graduate profile:(They should be divided into those that are knowledge, skills and abilities or attitudes).

1. Demonstrate understanding of human communication from a theoretical basis, in varied contexts and applied to produce change.
2. Accept a profound Seventh-day Adventist biblical worldview to address the ethical and moral implications of communication decisions and practices in a global society.
3. Demonstrate proficiency in oral, written, interpersonal, and media communication.
4. Engage in systematic inquiry, critical and creative thinking, and problem-solving skills based on sound research principles to build arguments and discourse to influence beliefs, attitudes, values, and practices.
5. Develop an understanding of communication for the community with an appreciation for diversity and a dedication to service.

Program Learning Outcomes(Aligned with the competencies of the profile. One or two for each competency)

1. More specifically worded than the competition
2. Written in a way that is measurable and observable
3. That integrate the different levels of knowledge (Bloom's Taxonomy).

Curriculum map of the Career in Communications

This curriculum map indicates the courses in which student learning outcomes are addressed and to what extent.

Key: I = entered E = Emphasized A = Evaluated

Student Learning Outcomes (not competitions)	courses															
	JOUR 140	JOUR 230	COM M 215	COM M 230	COM M 320	COM M 389	COM M 405	COM M 425	COM M 432	COM M 436	COM M 454	COM M 456	COM M 475	COM M 480	PREL 460	COM M 280 OR 465
Demonstrate understanding of human communication from a theoretical basis, in varied contexts and applied to produce change.	Yo		AND	AND		AND								AND	A	A
Accept a profound Seventh-day Adventist biblical worldview to address the ethical and moral implications of communication decisions and practices in a global society.	Yo			AND		AND								A		
Demonstrate proficiency in oral, written, interpersonal, and media communication.	Yo	AND	AND	AND	AND	AND	AND									A
Engage in systematic inquiry, critical and creative thinking, and problem-solving skills based on sound research principles to build arguments and discourse to influence beliefs, attitudes, values, and practices		Yo	AND	AND	AND	AND						A				A
Develop an understanding of communication for the community with an appreciation for diversity and a dedication to service.		Yo	AND					A								

Program Assessment Methods

*Select for each learning outcome a direct assessment method.

Student Learning Outcomes	ASSESSMENT METHODS/ASSIGNMENTS							
	Trial	Test	Research	Presentation	Exercise	Practice	Briefcase	Project
Demonstrate understanding of human communication from a theoretical basis, in varied contexts and applied to produce change.								
Accept a profound Seventh-day Adventist biblical worldview to address the ethical and moral implications of communication decisions and practices in a global society.								
Demonstrate proficiency in oral, written, interpersonal, and media communication.								
Engage in systematic inquiry, critical and creative thinking, and problem-solving skills based on sound research principles to build arguments and discourse to influence beliefs, attitudes, values, and practices								
Develop an understanding of communication for the community with an appreciation for diversity and a dedication to service.								

*Keep in mind that with each assessment method, the assessment criteria and the scores for each must be defined and included in an assessment rubric.

Program Assessment Schedule

Learning outcomes	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022
Demonstrate understanding of human communication from a theoretical basis, in varied contexts and applied to produce change.	✓				✓
Accept a profound Seventh-day Adventist biblical worldview to address the ethical and moral implications of communication decisions and practices in a global society.			✓		
Demonstrate proficiency in oral, written, interpersonal, and media communication.	✓				
Engage in systematic inquiry, critical and creative thinking, and problem-solving skills based on sound research principles to build arguments and discourse to influence beliefs, attitudes, values, and practices		✓			✓
Develop an understanding of communication for the community with an appreciation for diversity and a dedication to service.			✓		
		✓			
				✓	
			✓		

