



**UNIVERSIDAD ALBIZU
JUNTA DE SINDICOS**

**ALBIZU UNIVERSITY
BOARD OF TRUSTEES**

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Nombre y firma del secretario de la Junta / Board Interim Secretary's name and signature:	Antonio E. Puente <i>Antonio E. Puente</i>	

1.0 PROPÓSITO

Esta política se diseñó con el propósito de establecer el proceso del avalúo de la efectividad institucional.

1.0 PURPOSE

This policy is designed to establish the process of the assessment of institutional effectiveness.

2.0 ENUNCIADOS DE LA POLÍTICA

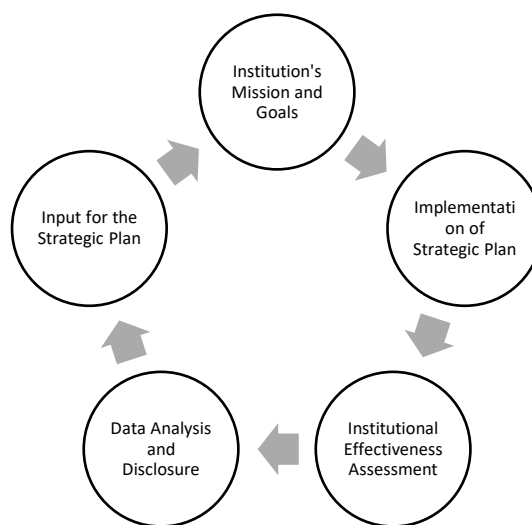
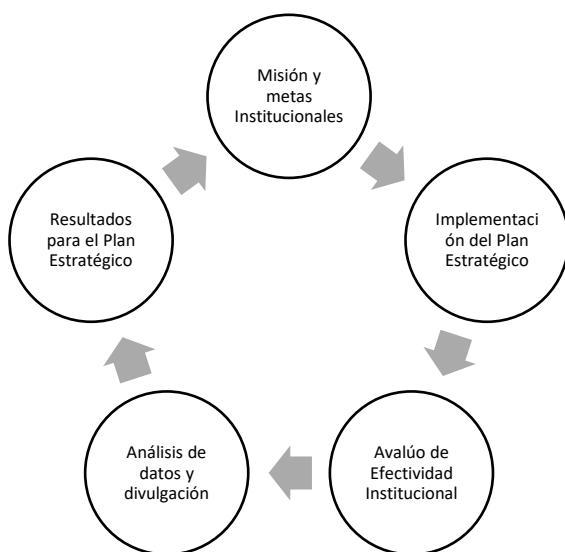
De acuerdo con la Middle States Commission on Higher Education, en su publicación Estándares de acreditación y requisitos de afiliación, en su Estándar 6: Planificación, recursos y mejoramiento institucional (Ed. 13, 2014) Los

2.0 POLICY STATEMENTS

According to the Middle States Commission on Higher Education in their Publication Standards *for* accreditation *and* requirements of affiliation, Standard **6** (Ed 13, 2014): Planning, Resources, and Institutional

procesos de planificación, recursos y las estructuras de la institución están alineados entre sí y son suficientes para cumplir su Misión y metas, para evaluar y mejorar continuamente sus programas y servicios y para responder efectivamente a las oportunidades y desafíos” (pág. 12). Además, MSCHE establece en cada uno de sus estándares el avalúo como parte fundamental del proceso de efectividad institucional.

Improvement “the institution’s planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges” (page 12). In addition, each standard establishes assessment as a fundamental part of the institutional effectiveness processes.



DEFINICIONES DE INDICADORES

La tabla 1, al final de este documento, incluye las definiciones preliminares de los indicadores.

INDICATORS' DEFINITIONS

Table 1, at the end of this document, includes the preliminary indicators definitions.

PROCESO DE AVALÚO DE EFECTIVIDAD INSTITUCIONAL

Todo el personal ejecutivo de todas las unidades a través de la institución (académico, clínico y administrativo) participa en un ciclo continuo de planificación, presupuesto, implementación y avalúo administrativo, académico y de aprendizaje estudiantil. Los rectores supervisarán ese proceso con todos los decanos y directores de oficinas académicas y administrativas. La Oficina de Evaluación, Avalúo y Acreditación Institucional, y la Oficina

INSTITUTIONAL EFFECTIVENESS ASSESSMENT PROCESS

All executive personnel of all the units across the institution (academic, clinical, and administrative) participate in an ongoing cycle of planning, budgeting, implementation, and assessment for administrative, academic, and student learning outcomes. The Chancellors oversee that process with all the Deans and Academic and Administrative Directors. The Office of Evaluation, Assessment and Institutional Accreditation,

de Planificación e Investigación Institucional, proveen consultoría y coordinación a todo el personal universitario sobre asuntos cubiertos por esta política.

La universidad contará con un proceso formal mediante el cual se realiza un avalúo sistemático de la efectividad institucional. Los resultados se utilizarán para evidenciar la mejora institucional. Los informes anuales de implementación y avalúo aseguran que la universidad revise regular y sistemáticamente su misión, objetivos y resultados; mejoras continuas; y efectivamente documente el progreso en el cumplimiento de su misión.

Nivel institucional

La Oficina de Evaluación, Avalúo y Acreditación es responsable de:

1. Establecer, en colaboración con el Comité de Asuntos Académicos y Estudiantiles de la Junta de Síndicos, presidente, los Rectores, Directores de Programas Académicos y Oficinas, una política general de Avalúo de la Efectividad Institucional
2. Asegura que cada Recinto tenga los recursos necesarios para cumplir con las expectativas de la Institución.
3. Coordinar con ambos recintos, al comienzo del semestre de primavera de cada año académico, el proceso de recopilación y entrada de datos para todos los indicadores Albizu. En las plataformas electrónicas establecidas para estos propósitos.
4. Establecer un plan de acción anual y el calendario para el proceso de recopilación de datos, la redacción de informes y la divulgación.
5. Diseñar los procedimientos, en colaboración con los rectores, personal técnico y directores de programas

and the Office of Institutional Planning and Research, provides consulting and coordination to all University personnel regarding all matters related with this policy.

The University shall have a formal process by which systematic assessment of institutional effectiveness is conducted. The results will be used to evidence institutional improvement.

Annual implementation and assessment reports ensure the University regularly and systematically reviews its mission, goals, and outcomes; continuously improves; and effectively documents progress in accomplishing its mission.

Institutional level

The Evaluation, Assessment and Institutional Accreditation Office is responsible for:

1. Establishing a general Institutional Effectiveness Assessment policy in collaboration with the Academic and Student Affairs Committee of the Board of Trustees, President, Chancellors, Programs and Academic Directors.
2. Ensuring that each campus has the necessary resources to meet the Institution expectations.
3. Coordinating with both campuses at the beginning of the Spring Semester of each academic year the data collection and data entry process for all Albizu indicators, using the electronic platforms assigned for this purpose.
4. Establishing a yearly action plan and a timeline for data collection process, report writing and dissemination.
5. Designing the procedures, in collaboration with the Chancellors, IT, Departments Programs and

- académicos y oficinas para facilitar el proceso de recopilación y análisis de datos.
6. Evaluar las fortalezas y necesidades en asuntos relacionados, los miembros y el personal.
 7. Identificar recursos potenciales (recintos, institucional y externo), cuando sea necesario, para los rectores, decanos y directores, sus miembros y el personal de los recintos en asuntos relacionados.
 8. Proporcionar apoyo individualizado especializado, cuando sea necesario, al personal directivo de los recintos en asuntos relacionados.
 9. Coordinar las actividades de desarrollo profesional, cuando sea necesario, al personal directivo de los recintos en asuntos relacionados.
 10. Evaluar al finalizar el ciclo todo el proceso de avalúo.
 11. Redactar un informe sobre los resultados de los datos recopilados, al final del ciclo. El informe debe incluir un análisis de los resultados de la efectividad institucional, así como algunas recomendaciones para incluir en el plan estratégico y operacional de la institución.
 12. Divulgar dentro de la comunidad universitaria de Albizu los hallazgos, conclusiones y recomendaciones incluidas en el informe.
 13. Coordinar, en colaboración con la Oficina de Planificación e Investigación Institucional, las prioridades institucionales de acción, y evaluar si los recursos (y qué recursos) necesitan ser asignados o reasignados para mejorar el desempeño de la institución.
- Administrative Directors to facilitate the data collection and analysis process.
6. Assessing the strengths and needs in related matters, when needed, of the working groups, members, and staff.
 7. Identifying potential resources (Campus, Institutional and External) for Chancellors, Deans and Directors and campus staff in related matters.
 8. Providing one-to-one specialized support, when needed, to Campus Executive Staff in related matters.
 9. Coordinating Professional Development activities, when needed, to Campus Executive Staff in related matters.
 10. Evaluating the whole assessment process at the end of the cycle.
 11. Producing, at the end of the cycle, a report on outcomes with the data collected. The report should include an analysis of institutional effectiveness outcomes as well as some recommendations to be included in the institution's operational and strategic plans.
 12. Disseminating within Albizu community the findings, conclusions and recommendations included in the report.
 13. Coordinating, in collaboration with the Office of Institutional Planning and Research, the institutional priorities for action, and evaluating whether resources (and which resources) need to be allocated or reallocated to improve the Institution's performance.

14. Guiar y facilitar que cada recinto encuentre e implemente las estrategias adecuadas para mejorar su desempeño en todas las áreas necesarias.

Nivel de recinto

A nivel de recinto, el Rector y los Decanos de Asuntos Académicos son los responsables de la implementación de esta política mediante la creación de un grupo ejecutivo permanente, nombrando un coordinador del grupo y asegurando que cada programa tenga los recursos necesarios para cumplir con las expectativas institucionales. El grupo ejecutivo será coordinado por el Decano de Asuntos Académicos e incluirá a todos los miembros del grupo ejecutivo. Como tarea principal, el grupo estará a cargo de la recopilación y entrada de datos para avaluar los indicadores de efectividad institucional de Albizu. Estos utilizarán la plataforma asignada para este propósito.

Este grupo, guiado por el Rector/Decano de Asuntos Académicos Coordinador, realizará las siguientes tareas específicas:

1. Recopilar y entrar los datos del Recinto para todos los indicadores de efectividad institucional de manera oportuna.
2. Colaborar con la Oficina de Evaluación, Avalúo y Acreditación Institucional, en avaluar las fortalezas y necesidades de los miembros del grupo de trabajo, cuando sea necesario. Esto facilitará la finalización de la tarea según lo programado.

Una vez completado y validado el proceso de entrada de datos, los resultados, conclusiones y recomendaciones del avalúo de la efectividad institucional deberán presentarse y discutirse con

14. Guiding and facilitating that each campus finds and implements adequate strategies to improve its performance in all needed areas.

Campus level

At the campus level, the Chancellor and the Vice-Chancellor Dean of Academic Affairs are responsible for the implementation of this policy by creating a permanent executive group Campus Effectiveness Assessment Committee, appointing the Committee Group Coordinator and ensuring that each department has the necessary resources to meet the Institutional expectations. The Executive group Campus Effectiveness Assessment Committee will be coordinated by the Dean of Students Academic Affairs. It will include all the members of the Executive Committee. As its principal duty, the group will oversee data collection and data entry of institutional effectiveness assessment measures for all Albizu Indicators. They will use the platform assigned for this purpose.

This group committee, guided by the Chancellor/Dean of Academic Affairs Coordinator, will perform the following specific tasks:

1. Perform the campus data collection and data entry of all Albizu indicators for institutional effectiveness in a timely manner.
2. Collaborate with the Evaluation, Assessment and Institutional Accreditation Office in assessing group committee members and staff's strengths and needs in related matters, when needed. This will facilitate the task completion as scheduled.

Once the data entry process has been completed and validated, the findings, conclusions and recommendations of the institutional effectiveness assessment should be presented

la comunidad universitaria de Albizu. La colaboración y el apoyo de ambos, los Rectores y Decanos, así como de todos los directores de programas académicos y departamentos de servicios con la Oficina de Evaluación, Avalúo y Acreditación Institucional; será muy valiosa para encontrar e implementar estrategias adecuadas para mejorar el desempeño en las áreas que necesitan mejorar, así como para mantener y mejorar la efectividad.

Programa y nivel administrativo

Cada área de servicio y programas académico es responsable de la recopilación de datos y el proceso de entrada de datos. Para lograr que la recopilación de datos y el proceso de entrada de datos se realice de forma oportuna y precisa es esencial que todo el personal y la facultad participen en el proceso. Una vez que se haya completado y validado el proceso de entrada de datos, los resultados, conclusiones y recomendaciones del avalúo de la efectividad institucional deben presentarse y discutirse con la comunidad universitaria de Albizu. La colaboración de todos los miembros del personal y de la facultad, así como de cada oficina de servicio y programa académico, junto con los Rectores y Decanos, garantizará que todos los constituyentes puedan acordar e implementar estrategias adecuadas para mejorar el desempeño de las áreas que se necesiten.

3.0 IMPLEMENTACIÓN

El Director de Evaluación, Avalúo y Acreditación Institucional, Rectores, Decanos Asuntos Académicos, Directores Académicos y de Oficinas, y la Facultad tendrán la responsabilidad de implantar esta política al igual que la supervisión del cumplimiento de esta.

and discussed with Albizu constituencies. The collaboration and support of both, the Chancellors, and the Deans as well as all Academic Programs and Service department directors with the Evaluation, Assessment and Institutional Accreditation Office will be very valuable in order to find and implement adequate strategies to improve performance in those areas that need improvement, as well as to maintain and improve effectiveness.

Program and Administrative Level

Each Service and Academic Program Department is responsible for data gathering and data entry process. To achieve that the data gathering, and data entry process is performed timely and accurately is essential that all Faculty and Staff participate in the process. Once the data entry process has been completed and validated, the findings, conclusions and recommendations of the Institutional Effectiveness Assessment should be presented and discussed with Albizu constituencies. The collaboration of all Staff and Faculty Members, as well as each Service and Academic Program with the Chancellors and Deans, will guarantee that all stakeholders be able to agree on and implement adequate strategies to improve performance in those areas in which it might be needed.

3.0 IMPLEMENTATION

The Director of Evaluation, Assessment and Institutional Accreditation, Chancellors, Deans of Academic Affairs, Academic and Administrative Directors and Faculty will be responsible for the implementation of this policy as well as the supervision of its compliance.

4.0 VIGENCIA

Esta política será efectiva al momento de aprobarse por la Junta de Síndicos y que sea firmada por el secretario de este cuerpo rector.

4.0 EFFECTIVE DATE

This policy is effective upon Board of Trustees' approval and the signature of the Secretary of the governing body.

5.0 ENMIENDAS

Esta política puede ser enmendada en cualquier momento por la Junta de Síndicos.

5.0 AMENDMENTS

This policy may be amended at any time by the Board of Trustees.

Note: Appendix 1- includes several indicators by office. The final indicators with their definition will be included in an implementation guide for this policy aligned with the new strategic plan.

Appendix 1

INDICATORS' DEFINITIONS

Effectiveness Indicator	Definition
Academic profile for new enrollment (GPA)	In a given academic year, the average GPA of all new enrollments in all three academic sessions (FALL, SPRING AND SUMMER) <i>Comment: GPA from other Institution=GPA at the time of applying).</i>
Admissions by academic year	In a given academic year, the number of students that were admitted by the Institution in all three academic sessions (FALL, SPRING AND SUMMER)
Applications by academic year	In a given academic year, the total amount of students that applied for admissions to the Institution in all three academic sessions (FALL, SPRING AND SUMMER)
Attrition	In a given academic year, the total of students that withdrew from all enrolled courses in all three sessions (FALL, SPRING, and SUMMER)
Board Exams approval	San Juan: In a given academic year, the Percentage of graduates that, as reported by the examining board, passed the exam at their 1 st intent. Miami: the percentage of students that reported to the Institution staff or faculty they passed the exam.
Degrees conferred by academic year	In a given academic year, the total amount of degrees conferred by academic year in all three academic sessions (FALL, SPRING AND SUMMER)
Employers' satisfaction with alumni performance	It includes the following criteria in the Employer Satisfaction Survey, conducted in a given academic year. Ethical conduct /Professional conduct /Relationship with clients and staffs /Capacity for self-awareness reflection and evaluation/Openness to processes of supervision /Commitment to life-long learning and keeping up to date on the development and advances in the field.
Alumni employment	The number of alumni who were employed or self-employed when surveyed (Alumni Survey).
Faculty productivity (intellectual production)	In a given academic year the total # of Book reviews, Book Chapters, Books, Peer Reviewed Articles; Professional Presentations in Academic-Professional Activities, Grant Proposal submitted and all media appearances (Newspaper articles, Magazine Articles, Radio and TV shows)
Fall selectivity rate	Percentage of students accepted by the Institution in the Fall term <i>Comment: The lower the % the more selective the Institution is.</i>
Full-time equivalency (Credit enrollment to headcount enrollment conversion)	Enrollment Conversion from credit hours to Full time students (Academic Year). UNDERGRADUATE FTE conversion (Full time students = credit hours divided by 24 crs. =1 academic year). GRADUATE FTE conversion (Full time students = credit hours divided by 18 crs. =1 academic year)

Graduation rates by cohorts (Persistence to Degree Completion)	<p>Cohort= total number of students who enrolled for the first time at the Institution in a specific academic year</p> <p>It's the percentage of students from specific cohorts who completed their degree when they were expected to (100%) [Paired data]</p>
Internship	In a given academic year, the percentage of the total amount of students from PhD in Clinical Psychology and PsyD, who sought an internship program and were accepted (APA, APPIC, other).
Market share	<p>It refers to the total of students enrolled in our Institution in Fall, related to the total of students enrolled in other institutions (similar programs in our same market area).</p> <p>For this indicator, the Source is the College Navigator (IPEDS) and the search for both campuses includes aggregated data for: similar programs + bachelor + advanced + 50 miles radius.</p>
New enrollment	Total (unduplicated) number of students that enrolled for the first time (only) at the Institution in all three academic sessions (FALL, SPRING AND SUMMER)
Projects funded with external resources	In a given academic year the: total # of all active projects funded with external resources and the dollar amount that it is contributing to the Institution budget in that specific year.
Ranking	The number/place the Institution occupies compared to other institutions
Retention rates (Fall to Fall)	First to Second Year (Fall to Fall) - In a given academic year, the number of students who enrolled in Fall of the previous year (for the first time) and came back the current year (fall to fall) [Paired data]
Effectiveness Indicator	Definition
Social responsibility and contribution (Faculty)	It includes the amount of clients served at the clinics by year, the total general orientations given by faculty, all collaborative agreements between campuses and different organizations, all general volunteer activities, advocacy efforts and special community projects in which faculty gets involved.
Social responsibility and contribution (Students)	In a given academic year, the total number of orientations, workshops and educational activities given by students as part of their Internship experience
Student cost by Program	In a given academic year, the total amount spent by the Institution. Reflects the direct and indirect costs, as well as cash and noncash investment per student per program.
Student goal achievement (Cohorts 2011, 2012, 2013)	<p>Cohort= total number of students who enrolled for the first time at the Institution in a specific academic year</p> <p>The percentage of students from specific cohorts who completed their degree when they were expected to (100%) and <u>did not</u> change programs (Did they graduated from the Program they first started?) [Paired data]</p>
Student satisfaction with the Institution	The Percentage (%) of Students who responded "agree" and "strongly agree" in the Satisfaction questionnaire
Student to faculty ratio	In a given academic year, the number of students related to the amount of faculty by Academic Year (Head count and Full Time Equivalency-FTE)
Student to internet connection ratio	In a given academic year, the number of students divided by the number of computers with Internet access for students' direct use.
Student to staff ratio	In a given academic year, the number of students divided by the number of staff members.
Total enrollment	In a given academic year, the number of total students (unduplicated: full time plus part time) that were enrolled at the Institution by each academic year.

Appendix 2

INSTITUTIONAL EFFECTIVENESS INDICATORS BY AREA

Decanato	Effectiveness' Indicators
Dean of Academic Affairs	
Academic Departments	<p>Students data: Board Exam approval, alumni employment status and results of the Student Satisfaction Survey on related matters; students intellectual productivity (collaboration in book reviews, book chapters, books, peer reviewed articles; professional presentations in academic-professional activities, grant proposal submission and all media appearances such as newspaper articles, magazine articles, radio and TV shows) [Learning assessment data will be reported in a separate process]</p> <p>Faculty data: Faculty intellectual productivity (book reviews, book chapters, books, peer reviewed articles; professional presentations in academic professional activities, grant proposal submitted and all media appearances such as newspaper articles, magazine articles, radio and TV shows)</p>
Academic Programs(and Internship Program)	Orientations, workshops and educational activities given by students as part of their Internship experience
Clinics (Psych. and SLP)	Staff amount and distribution (interns, supervisors, general staff, coordinators, directors); patients served (children, youth, adults, elderly); more common conditions/situations attended; collaborative agreements. Yearly income (service provisions), interns, supervisors and client's satisfaction evaluation results
Enrollment	
Admissions	Inquiries, applications, admissions, new enrollments and fall selectivity rate, newly admitted student's GPA, standardized test results (College Board, SAT, GRE) and results of the Student Satisfaction Survey on related matters.
Registrar	New enrollment, total enrollment, attrition, degrees conferred, and results of the Student Satisfaction Survey on related matters.
Registrar (and IT)	Retention rates, graduation rates and goal achievement rates
Registrar (and Institutional Monitor)	Fall to fall retention rate.
Dean of Student Affairs	Student organizations, counseling services rendered, students in remedial plan.
Library	<p>Available printed information and electronic information sources (books, serial back files and other paper materials, E-books, audiovisual materials, current serial titles, electronic reference sources and aggregation services); Library services (Interlibrary loans and documents provided to other libraries, interlibrary loans and documents received from other libraries, gate count, reference transactions and number of service hours; workshops, instructional modules and other reference material created in specific topics such as:</p> <ul style="list-style-type: none"> • Information literacy /Information and learning resources • Ethics and plagiarism /Oral skills in English /Written skills in English • Reading skills in English /Oral skills in Spanish /Written skills in Spanish • Reading skills in Spanish /Quantitative research approach • Qualitative research approach /Other research approaches: mixed method, action research, participatory action research, etc. <p>and results of the Student Satisfaction Survey on related matters Visits to the Library webpage and to the Information Literacy site</p>
Financial Aid	Students who applied for Financial Aid, received Federal Funds (FAFSA), state funds, county, district or municipality funds (ie. Beca Legislativa), a private scholarship, participated in the Work Study Program, received student loans or other kind of financial aid; uncollected and student default rate; and results of the Student Satisfaction Survey on related matters.
Administration	<p>Maintenance (cleaning, tune up and fixing), improvements, purchases, rentals and seizure of facilities, equipment, and vehicles; statistics on types of crimes reported to the Administration department such as:</p> <ul style="list-style-type: none"> • Murder /Manslaughter /Arson/Forcible sex offenses • Non-forcible sex offenses /Robbery/Aggravated assault • Burglary /Motor vehicle theft/Hate/bias crimes reported • Alcohol law violations /Controlled substances law violations <p>Firearms law violations and results of the Student Satisfaction Survey on related matters.</p>
Information Technologies (IT)	<ul style="list-style-type: none"> • Total amount of Computers with Internet connection for student direct use and for general use (Presidency, Chancellors, Directors, Faculty and Staff)

	<ul style="list-style-type: none"> • Software licenses for student direct use and for general use (Presidency, Chancellors, Directors, Faculty and Staff) • Technology enhanced, hybrid and online courses • Workshops, instructional modules and other reference material created in specific topics such as technology literacy and the like. <p>Results of the Student Satisfaction Survey on related matters.</p>
Human Resources	The distribution and profile (gender and academic degree level); interviews, new contracts, contract renewals and general orientations performed (individual and group); professional development activities, social activities and evaluations performed for both number of faculty and staff.
Finances	<p>Students-results of the Student Satisfaction Survey on related matters.</p> <p>Number of checks/ACH transactions by accounts</p> <p>Compliance with financial reports (Type of opinion on the audit report, timelines to submission of the audited statements)</p> <p>Outside vendors: Services requested by the institution, services paid within 30, 60 and 90 days from the first day the service was provided.</p>
Marketing and Institutional Development	<p>Fund raising activity such as:</p> <ul style="list-style-type: none"> • Grant opportunities identified and shared (suitable for AU) • Proposals submitted • Proposals approved • Active external funding sources (Individuals and Organizations) • Amount of money coming from those external sources <p>Funding destination (endowment, scholarship fund, clinics, academic and research activities other than teaching).</p> <p>Capital campaign for scholarship among the Albizu community: Active donors and raised money.</p> <p>Albizu Alumni (up to date), Alumni Association active members and activities with or directed to alumni</p> <p>Collaborative agreements (other than those with the Clinics) and strategic alliances between the Institution and different organizations. Activities, events or moments in which the Institution appeared or participated (Upper management and general personnel other than the faculty members).</p> <ul style="list-style-type: none"> • Mass communication media. • Social communication media. • Outside activities of massive participation (Open Houses, Job and Study fairs, Congress, etc.). • In house publications. <p>In house activities (Open Houses, Job and Study fairs, Congress, etc.).</p>