




**UNIVERSIDAD CARLOS ALBIZU  
JUNTA DE SÍNDICOS**

**CARLOS ALBIZU UNIVERSITY  
BOARD OF TRUSTEES**

Política Núm./Policy Number: <b>CAAE 13</b>	Origen/Source: <b>Comité de Asunto Académicos y Estudiantiles / Academic &amp; Students Affairs Committee</b> Fiscal Year: <b>2012-2013</b>	Frecuencia de revisión/Review frequency: <b>Cada dos años/ Every two years</b> Frecuencia de revisión/Review frequency: <b>Cada dos años/ Every two years</b>
Nombre de la política/ Policy Name: <b>Política Institucional de Avalúo del Aprendizaje Estudiantil / Institutional Policy on Assessment of Student Learning</b>		
Fecha de aprobación por la Junta de Síndicos / Approval date by the Board of Trustees: <b>26 de febrero de 2013 / February 23, 2013</b>		
Fecha de la última modificación/Date last modified: <b>N/A</b>		
Aplica a/Applies to: <b>Estudiantes, Empleados no docentes / Students and Non teaching Employees</b>		
Firma de la Secretaria Interina de la Junta / Board Interm Secretary's Signature:	 Mr. Gualberto Rodríguez	

## **1.0 DEFINITION AND PURPOSE OF LEARNING ASSESSMENT**

This policy is designed to assess student learning.

*Assessment of student learning demonstrates that, at graduation, or at other appropriate points, the students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals. (MSCHE, Standard 14)*

## **2.0 POLICY STATEMENTS**

Assessment is not an event but a process that is an integral part of the life of any institution. An institution should be able to provide evidence that the assessment of student learning and its outcomes are an ongoing institutional activity. The improvement of overall educational quality and the enhancement of effective teaching and learning are most likely to occur when faculty and administrators work together to implement a sound, institution-wide program of assessment. Since faculty leads decisions about curriculum and pedagogy, the effective assessment of student learning is similarly led by the faculty and supported by the administration. A commitment to the assessment of student learning requires a parallel commitment in ensuring its use. Assessment information, obtained in a manner consistent to the institution's goals and its desired academic outcomes, should be available and used by those who develop and carry out strategies that will improve teaching and learning. Assessment results should also be used to evaluate the assessment process itself, leading to modifications that improve its relevance and effectiveness.

The assessment of student learning is at the core of the Institution's mission and an integral component of its effectiveness. As such, in 2011 the CAU has implemented an organized and sustained process for the assessment of student learning, promoting the use of formative, course-embedded, assessment techniques to enhance student learning and for the modification of instructional strategies when necessary, while at the same time providing the valuable data for curricular renovation (i.e., summative assessment).

*The Student Learning Assessment Progress Reports* is at the heart of the Student Learning Assessment Plan as it aligns assessment techniques with intended student learning outcomes. It is completed on a term-basis at the course level, under the purview of each faculty member, and on an annual basis at the program level, under the purview of department directors.

At CAU, in order to fulfill the institutional mission and goals, each academic program must demonstrate that its graduates have achieved seven general institutional educational objectives (i.e., core competencies) that should be developed and assessed according to the programs' particular specialization. These seven competencies are closely related to the institutional mission:

1. **Mastery of theory and practice in their chosen field of study** - CAU graduates are expected to acquire and integrate fundamental knowledge in their chosen profession. They should understand, value, and apply emerging findings in their area of specialization to the solution of problems and, when appropriate, participate in the generation of knowledge.
2. **Mastery of Clinical/Professional Competencies** - Graduates demonstrate mastery of the clinical/ professional skills deemed relevant to their area of

- specialization. When appropriate, the professional accreditation standards will be used to develop the standards of performance and levels of mastery.
3. **Sensitivity to the cultural realities of diverse social groups** – Graduates demonstrate psychosocial and humanistic qualities, as well as responsibility and sensitivity to clients/patients and their families, the profession and society. They respect the personal values, cultural, social and economic backgrounds of others.
  4. **Understanding, appreciation and application of ethical principles and professional standards** - Graduates demonstrate knowledge and appreciation for ethical principles and the most important elements of professionalism, such as: altruism, accountability, duty, excellence, integrity, commitment, and respect for others.
  5. **Information Literacy** - Graduates should be able to recognize her/his information needs, know how to locate, identify access, retrieve, evaluate, organize, and use information. Finally, the information should be translated into knowledge, insight and understanding.
  6. **Communication/Interpersonal Skills** - Graduates establish the rapport necessary to sustain effective personal and professional relationships. They actively and empathically listen to others, including professional colleagues and the community. They communicate effectively with these constituencies verbally, non-verbally, and in writing.
  7. **Life-Long Learning** - Graduates are committed to independent lifelong learning. They actively set clear personal and professional learning goals, pursue them, and apply the knowledge gained to the practice of their profession. They use critical thinking skills to evaluate and interpret new information. They keep abreast of advances in knowledge and integrate these into professional activities. They foster their professional growth through continuing education, use of evolving technologies, and information resources.

## **STUDENT LEARNING ASSESSMENT PROCESS**

At CAU the student academic development is continuously monitored by an array of mechanisms to assess learning, attitudes, aptitudes, skills, and motivations. There is a thorough and comprehensive monitoring process of the student learning outcomes to ensure that they are developing the seven general institutional educational objectives

(core competencies) and acquiring program competencies. These are assessed at various levels during the students' academic career and must include both: proximal and distal measures.

### **Institutional Level**

The Assessment Office of the Vice-Presidency of Academic and Student Affairs (VPASA) is responsible for establishing a general student learning assessment policy in collaboration with the Chancellors, and for coordinating data collection of student learning assessment for all seven CAU core competencies at both campuses. At the end of each academic year, a report on the outcomes should be produced by the VPASA's Office in collaboration with the Chancellors of each Campus. The report should include an analysis of student learning outcomes as well as measures taken at Institutional level to improve student learning processes. These measures could include but are not limited to resource allocation and re-allocation, and faculty development, among others.

### **Campus Level**

At the campus level, the Chancellor is responsible for the implementation of this policy and for coordinating data collection of *proximal measures* of student learning assessment for all seven CAU core competencies. This task will be achieved in collaboration with the Academic Department Directors, in the development and implementation of an assessment plan of *distal measures*. These could include, but are not limited to: a) licensing exam pass rates; b) alumni survey, and c) employer survey. At the end of each academic year, a report on outcomes should be produced by the Chancellor's Office in collaboration with the Academic Department Directors. The report should include an analysis of student learning outcomes as well as measures taken at the campus level to improve student learning processes. These measures could include, but are not limited to, resource allocation and re-allocation, and faculty development, among others.

### **Program Level**

At the program level, each Department Director in collaboration with faculty members is responsible for developing a student learning assessment plan of *proximal measures*, based on the Institutional policy. These assessment measures (*proximal measures*) should be included in all course syllabi. Outcomes of *proximal measures* could include, but are not limited to: a) course grades; b) faculty-student evaluation meetings; c) formal faculty evaluation by students; d) oral presentations; e) evaluation of clinical skills by supervisors; f) formal clinical supervisors' evaluations by students; g) comprehensive, qualifying and integrative examinations; h) student professional presentations; i) evaluation of the dissertation process; j) evaluation of internship performance; k) and e-portfolios. At the end of each academic year, a report on outcomes should be produced by

the Program Director in collaboration with all faculty members. This report should include an analysis of student learning outcomes as well as measures taken at the program level to improve student learning processes. These measurements could include but are not limited to: revisions of learning goals, course content, learning activities, reference materials, and evaluation techniques, among others.

### **Course Level**

At a course level each faculty member is responsible for implementing the program's student learning assessment plan by making use of the official course syllabus (master syllabus). At the end of each academic year, a report on outcomes of their respective course(s) should be produced by all faculty members. The report should include an analysis of student learning outcomes as well as measures taken at the course level to improve student learning processes. These measures could include, but are not limited to: changing teaching methodology, re-teaching, individualized instruction, makeup exams/evaluation and additional assignments, among others.

### **Recommendation**

Once this policy is approved by the Board of Trustees, the existing committees and working groups at the campus, the programmatic, and the departmental levels will have to review the existing processes and practices about student learning assessment; assuring that the goals and learning objectives are aligned in order to enhance the teaching learning outcomes.

## **3.0 AMENDMENTS**

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