GUÍA DE EFECTIVIDAD INSTITUCIONAL

Antillean
ADVENTIST UNIVERSITY

2023-28

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Vicepresidencia
Para Planificación
y Desarrollo

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Introduction

Antillean Adventist University (UAA) is an institution sponsored by the Seventh-day Adventist Church, with a Christ-centered philosophical approach. As part of a global 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 for broader 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 has a license to operate in Puerto Rico, granted by the former Council of Education of Puerto Rico (currently the Board of Postsecondary Institutions of Puerto Rico). It also holds professional accreditations for the BS in Cardiopulmonary (COARC), BS in Nursing (CCNE) and MS in Nursing (CCNE) programs. The institution's academic offering is made up of 34 undergraduate level programs in the areas of Sciences and Technology, Behavioral Sciences, Business Sciences, Humanities and Religion, as well as 15 postgraduate programs in the areas of Education and Nursing.

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, covers all levels of the institution, so that the achievement of goals and objectives results from a joint contribution. Institutional effectiveness, through assessment processes, measures the degree to which the university is being effective and continues to achieve its goals and objectives. Having an effectiveness assessment system allows the

institution to more fully 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, in order to achieve goals and achieve sustained development. This system also serves to guide management in the planning and decision-making processes.

For the 2023-2028 strategic cycle, the UAA remains grounded in its mission and oriented toward fulfilling the vision; elements that make up the main basis of the institutional effectiveness assessment processes. The UAA vision statement for this strategic cycle is based on the three main pillars, which have given identity to the institution: Spirituality, Excellence and Service. This statement focuses on the priorities that, within those pillars, were identified during the strategic plan development process.

The Guide for Institutional Effectiveness 2023-2028 is the document that defines the processes and methods to follow to carry out the assessment of institutional effectiveness, and provides guidelines for strategic planning processes. This guide is an update of the document prepared in 2017 by the Department of Institutional Effectiveness, under the supervision of the Vice Presidency for Planning and Development. The *Guide* is organized into five sections that cover the entire process: Section I – Institutional Effectiveness; Section II – Strategic Planning: Section III – Resource Allocation; Section IV – Institutional Assessment and Section V – Guide for the Effectiveness of Academic Programs.

UAA MISSION

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

UAA VISION

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

Strategic Priorities

Spiritual Development

- Effective integration of faith and values in learning, both within the Adventist academic community and in the external community.

Student Success

- Recruitment, retention, enrollment management and support a diverse body of students through service systems, facilities and technology until the completion of their program of study.

Academic Quality

- Learning environment that develops in students the necessary skills for excellent professional performance, with multicultural perspectives, based on a high-quality educational offer, supported by research, creative work, the assessment of learning and the effectiveness of the programs. .

Administrative Effectiveness

- Emphasis on efficient administrative processes including planning and assessment of institutional effectiveness, human resource management and sustainable development, supported by financial stability.

Social Commitment

- Analysis, projection and response to changing social needs.

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 evidence congruence between the mission statement, purposes and objectives of the institution 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 efficiency of the institution, which implies that effectiveness is 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 functioning, through the assessment and analysis of the 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 the UAA subscribes, adds: "The effectiveness of an institution rests on the contribution that each of the programs and services makes towards the achievement of the goals of the institution as a whole. " (*Assessing student learning and institutional effectiveness*, 2005, p. 3). When evaluating 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 the UAA

The key aspects that determine institutional effectiveness are: (1) Compliance with the mission and (2) achievement of the vision, however, success in these aspects must be manifested in the health of the 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

Institutional Effectiveness → Mission Accomplishment / Vision Achievement → **Institutional Effectiveness Indicators** — **Harmony with accreditation standards**
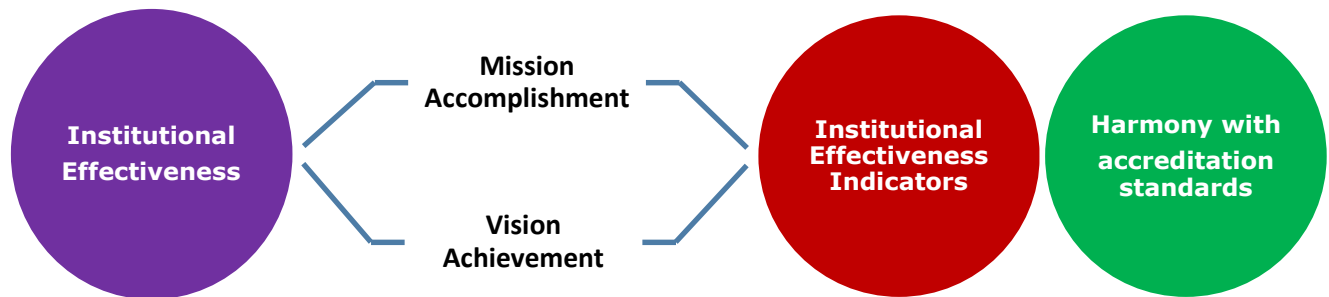
The mission of the UAA includes three key elements: 1) The development of spiritual life, 2) comprehensive and competent professional training and 3) education for service. Through the teaching and learning process, students can perform efficiently in all these facets, as well as in their personal and social lives. This makes student learning the primary component of effectiveness. Through institutional effectiveness processes, we seek to know how efficiently all available resources are being used for the development of students.

The aspects of spirituality, excellence and service contained in the institutional vision are the link between the mission and strategic planning, since they are the basis of the latter. The achievement of the vision includes the initiatives and strategic goals that guide the development

of the institution and that are reflected in the strategic plan. The successful implementation of these initiatives, goals and objectives will maintain 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 by the assessment processes inform the planning and allocation of resources, while the institutional effectiveness indicators serve to diagnose the condition of the institution in key aspects. The good performance of the institution, manifested in the indicators, leads, in turn, to compliance and harmony with the quality standards established by the MSCHE and the AAA, necessary for accreditation. Figure 1.2 illustrates the operational elements of institutional effectiveness.

Figure 1.2: Operational elements of institutional effectiveness
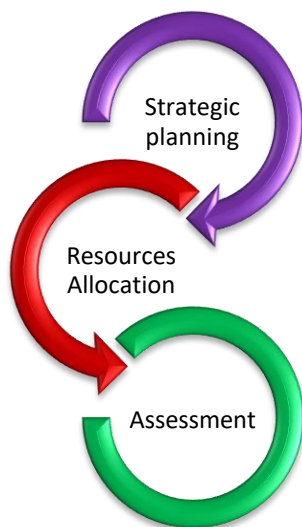
Department of Institutional Effectiveness

The Department of Institutional Effectiveness (IED) works under the supervision of the Vice Presidency for Planning and Development of the UAA. Along with other area departments, it helps promote greater recognition and understanding of UAA and its important mission as a Seventh-day Adventist educational institution, as well as direct planning and assessment processes. Following this position, the Department of Institutional Effectiveness (DEI) of the Adventist University of the Antilles, 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 university goals.

DEI Mission. In line with the functions and goals of the Vice Presidency for Planning and Development, the Department of Institutional Effectiveness (DEI) fulfills the following mission:

Maintain an integrative and continuous system of assessment of institutional effectiveness, which provides the basis for improvement and innovation; oriented to fulfilling the mission and achieving the vision of the UAA.

The DEI 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 the UAA within the framework of its mission. It is responsible for the coordination, for: (a) the development and monitoring of strategic planning processes, (b) the definition and

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

DEI functions

- Coordinate the processes of strategic planning, institutional research and assessment of institutional effectiveness.

- Educate about the importance of planning and assessment in all areas, for the overall growth of the institution.

- Plan and coordinate training activities on the planning process, budget request and evaluation of effectiveness for academic and administrative units.

- Design and maintain internal processes for the cyclical monitoring and implementation of the projects and initiatives of the strategic plan, operational plans and annual plans.

- Provide advice to units on the integration of assessment findings into planning and for the writing of progress and annual reports on institutional effectiveness.

- Review and update the Institutional Assessment Plan, defining the necessary structure to make it viable.

- Establish homogeneous and reliable assessment practices and procedures that contribute to verifying institutional effectiveness.

- 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.

- Provide the necessary institutional data required for the preparation of proposals or fundraising to finance projects.

- Establish the process for the dissemination and use of the assessment results, which entail an action plan.

- Supervise the work of the Institutional Research Officer.

- Serve as secretary of the Executive Commission for Planning and Development.

- Carry out the guidelines requested by the immediate supervisor, appropriate to the Institutional Effectiveness area and that contribute to institutional efficiency.

Institutional Research Office. The Office of Institutional Research is the right arm of the Department of Institutional Effectiveness. The Institutional Research Officer is responsible for carrying out the investigations that support the assessment, providing the data that results from said process. Likewise, it is responsible for generating statistical reports to monitor 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 help collect significant data for the improvement of the Institution.

- Perform data entry and analysis in statistical programs such as SPSS, *Excel* and the research and statistics software used in the office.

- Prepare, analyze and interpret significant statistics and reports that help in the assessment and accountability processes.

- Collect data that helps complete questionnaires sent by federal agencies and other institutions, which help in the preparation of comparative statistics. Eg *IPEDS*, *MSCHE*, *Peterson* and *Open Doors*.

- Keep electronic files and folders related to institutional research up to date.

- Keep documents in the Collection Center updated and organized.

- Provide relevant personnel with data, reports and other investigation documents, as required.

- Comply with the guidelines requested by the immediate supervisor that are related to the research area.

Ethics in Research. The DEI carries out its functions ethically, maintaining professionalism, scientific standards and research objectives, as well as applying best practices, so that the results can 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 the information obtained with caution and do not use it for any personal or illicit benefit or for purposes other than the purposes of the research.

- Compile, 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 the UAA.

- Promote objectivity and integrity when limitations prevent you from achieving any investigative process.

- Share your knowledge and research experiences with the university community.

- Respect the rights of individuals and participatory institutions, as well as their privacy and dignity, and protect them from harm that may occur as part of the investigative process.

- Give recognition to collaborators in the research processes.

- Publicly clarify any changes or distortions in the findings presented.

- Model Christian-ethical principles in the entire research process.

Institutional Assessment Committee. The Institutional Assessment Committee (CAI), under the supervision of the DEI, knows, analyzes and evaluates all institutional Assessment processes, as well as their results, and suggests courses of action that can be followed in order to improve said processes and results. . The Institutional Assessment Committee contributes to the promotion of a culture of Assessment and use of the results, since it has representatives from all areas of the institution who will function as disseminators of the results discussed in this body.

Quorum. Meetings will be held at the request of the committee president. Half plus one of the members, including the president or his/her representatives, will constitute a quorum for the transaction of business. Copies of its minutes will be sent to the Vice President of Planning and Development and the vice presidents, as appropriate.

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

- Director of Institutional Effectiveness – President

- Institutional Research Officer – Secretary

- Associate Vice President of Academic Affairs

- School and department Assessment coordinators

- Two faculty representatives

- A representative of non-academic departments

- A student elected by the Student Council

- Vice President for Planning and Development as ex-officio member

Accreditation Standards

The UAA is an institution operating under the auspices of the Seventh-day Adventist Church. As such, it is accredited by the Adventist Accreditation Association (AAA) and all of its programs are authorized by 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 main reason for institutional evaluation, since they are articulated in such a way that their compliance, at the same time, reflects compliance with the mission. Below are the standards of both accrediting agencies:

AAA. The accreditation standards or criteria of the Adventist Accreditation Association are supported by a strong assessment program that demonstrates that the institution has:

I. A clear sense of mission and identity, condensed in the statements of philosophy, vision, mission, objectives, core values and ethics, evidenced in all aspects of institutional life.

II. A strong spiritual program, condensed into a spiritual master plan that broadly involves and impacts both the institution and the communities that transcend it.

III. A coherent governance structure and administrative leadership provide the institution with strong mission-driven direction.

IV. A curriculum that meets the mission and objectives of the institution and the church, preparing students for service in the church and in society.

V. A teaching and non-teaching staff who personally support the institutional and church mission, and who effectively convey Adventist beliefs and biblical values in the classroom, along with administrative processes to ensure appropriate staff development and to incorporate missional elements in the evaluation processes.

VI. The elements of the educational context, including finances, facilities, library and student services, among others, support the institutional mission and Adventist identity.

VII. The ministerial education program and with a curriculum that is of a level equivalent to that of other institutions of higher education that offer ministerial and theological education within the scope of Adventist education, and that meets the mission and objectives of the institution and of the church, especially in preparing students to serve in the church.

MSCHE. The UAA demonstrates its compliance with the MSCHE (2023) accreditation standards through a continuous assessment system that includes each of the following seven standards:

I. Mission and Goals. The institution's mission defines its purpose in the context of higher education, the students it serves, and what it aims to achieve. The institution's stated objectives are clearly linked to its mission and specify how the institution fulfills its mission.

II. Ethics and Integrity. Ethics and integrity are central, indispensable and defining characteristics of efficient higher education institutions. In all its activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

III. Design and delivery of the student learning experience. The institution provides students with learning experiences that are characterized by rigor and consistency at all levels of programs, certificates and degrees, regardless of the teaching modality. All learning experiences, regardless of modality, program pace/schedule, level, and environment, are consistent with the expectations of higher education.

IV. Support for the Student Experience. Across all educational experiences, settings, levels, and modalities of instruction, the institution recruits and admits students whose interests, abilities, experiences, and goals are consistent with its mission and educational offerings. The institution is committed to student retention, persistence, completion, 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.

V. Assessment of Educational Effectiveness. Assessment of student learning and performance demonstrates that the institution's students have achieved educational goals consistent with their program of study, degree level, the institution's mission, and expectations appropriate for institutions of higher education.

VI. Planning, Resources and Institutional Improvement. The institution's planning processes, resources and structures are aligned with each other and are sufficient to achieve its mission and objectives, to continually evaluate and improve its programs and services, and to respond effectively to opportunities and challenges.

VII. Governance, Leadership and Administration. The institution is governed and managed in a manner that enables it to accomplish its stated mission and objectives in a manner that effectively benefits the institution, its students, and the other groups it serves. Even when

supported by a related or affiliated entity, the institution has education as its primary objective and operates as an academic institution with appropriate autonomy.

Definition of Terms

In order to facilitate communication between the different work groups, a list of terms that are used throughout the Guide and in the templates that the units will use for the formulation and documentation of the different types of plans is included.

1. **Assessment.** It is the systematic process to collect and interpret the information obtained from quantitative and qualitative data to understand and demonstrate the performance of a unit, students, staff or the institution in general, and use said information to modify its operations so that their performance improves.

2. **Institutional effectiveness.** It is the degree to which an institution (or unit within the institution) is achieving its mission and goals (or is managing to have the proposed effect or impact).

3. **Strategies.** They are all the activities, projects, initiatives and actions that the institution carries out or uses to achieve the desired performance/result.

4. **Indicators of institutional effectiveness.** They are the characteristics, dimensions or quantifiable elements (on a ratio or interval scale) that act as a guide to diagnose the performance of the institution.

5. **Goal.** It is the final result that is desired to be achieved, which resolves or addresses an identified gap between what is and what should be.

6. **Assessment/evaluation method.** It is the mode or tool that the unit will use to evaluate the achievement of an objective (data analysis, surveys, student achievements, focus groups, among others).

7. **Performance metrics.** It is the measure or proportion of performance in an indicator of institutional effectiveness.

8. **Institutional mission.** It is a declaration of the institutional reason for being; the institutional purpose that has permanent validity for many years and that needs updates over time.

9. **Aim.** 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. **Operationalize.** 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 will be evaluated, which fulfill the mission and the institutional goals and objectives.

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 in which the actions (strategies, activities, projects) that will be carried out to achieve the goals and objectives of the strategic plan are formulated, 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 prepared 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 carries out in their progression towards the achievement or attainment of measurable objectives (desired/required results).

18. **Institutional vision.** Declaration of the future direction towards which the institution is heading, 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 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 daily activities [. . .] At its best, institutional planning stimulates creative and imaginative proposals and approaches to strengthen the institution. ¨ (MSCHE, *Characteristics of excellence in higher education*, 2006, p. 4).

In addition to fulfilling the mission, strategic planning addresses the areas to be developed, takes advantage of opportunities and uses its strengths to achieve the vision. The main focus of the strategic planning model 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 remain positioned in the educational market, maintaining its competitiveness (Bryson, p3, 2011).

At the beginning of the strategic cycle, through the Strategic Planning Committee (CPE), the institution carries out an analysis of its strategic situation, positioning, strengths, areas of improvement, etc., which guides the planning. Both in the vice presidencies and in the academic and non-academic units, the planning process begins with the assessment. At the end of each year of the cycle, an assessment meeting is held in the units to guide the operational plans (OP), the annual plans (PA), and the budget and to make changes and action plans. Figure 2.1 shows the components that the strategic planning cycle entails at the UAA:

Figure 2.1: Components of the Strategic Planning Process

Diagnosis	Planning	Resources	Implantation	Assessment	Action Plan
Analysis, diagnosis of the Institution's position	Development goals and objectives by level	Assignment of resources to VPs	Execution of goals and objectives	Measurement and analysis of achievements	Plans to improve
Review, definition of the Mission and Vision	Development strategies by level	Assignment Resources to units	Operational and unit plans	At all levels	Carry out adjustments to all plans

Planning Levels

At the UAA, the planning process covers all management 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 units of the institution. Figure 3.1 shows the three levels that encompass the planning processes.

Figure 2.2: Strategic planning according to level

Institutional Level	• Strategic plan
Administrative Level	• Administrative Level
Unit Level	• Annual Plans
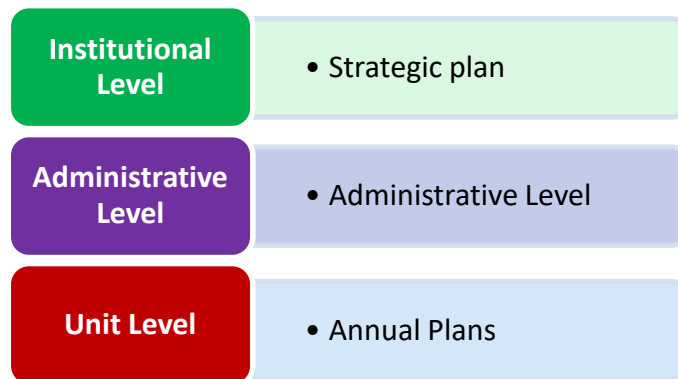
A. Institutional level. At the institutional level, the UAA has a strategic plan, which is the document in which the long-term institutional objectives (five years) are broadly expressed and whose achievement will allow the institution to fulfill its mission and maintain its relevance in the current context of higher education. At this level, planning is characterized by:

- The representation and participation of the entire university community, both in planning and in the development and implementation of the strategic plan.

- The leadership of the president of the UAA and the Strategic Planning Committee (CPE).

- Alignment of the planning process with MSCHE and AAA standards.

- The approval of the Board of Trustees to the PE and the periodic reviews.

- The annual review of the PE to evaluate its compliance, as well as the results obtained from the implementation of initiatives and activities and make projections of the annual development budget.

- Due documentation and evidence of the process.

In section III of this guide, in the assessment part of the achievement of the vision, the goals and objectives of the strategic plan are included. Figure 2.2 shows the components of the UAA strategic plan.

Figure 2.3: Components of the UAA Strategic Plan

Priorities → Goals → Objetives → Indicators → Responsible Areas
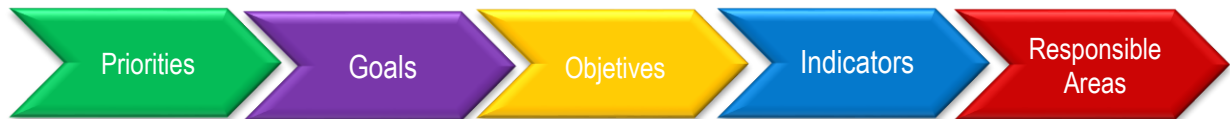
Strategic planning committee. The functions of the Strategic Planning Committee are:

- 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 analyze the results obtained, make action plans and adjust it to changes and needs.

- Establish strategies for its effective dissemination.

Meetings will be held at the request of the committee president. Half plus one of the members, including the president or his representative, will constitute a quorum for the transaction of business. Copies of their minutes will be sent to the president of the university. The members of this committee are appointed by the president of the UAA for a strategic cycle (2023-2028 and represent all university areas. The University Administrative Council (CAU), each year appoints 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 UAA

- The four vice presidents

- The associate vice presidents for academic affairs and for financial affairs

- Two trustees

- The Pastor of the UAA Church

- The UAA Chaplain

- Two non-teaching staff members

- Two members of the teaching staff

- A student elected by the Student Council

B. Administrative level. At this level of planning, the operational plans (OP) of the four vice-presidencies and the Department of Religious Affairs are formulated, with the objectives and strategies that will be carried out to operationalize the goals and objectives of the EP, within each vice-presidency and by a period of five years (See Operating Plan template in Appendix G). Planning at the administrative level is characterized by:

- The alignment of operational plans (OP) with the goals and objectives of the PE.

- The leadership of vice presidents in planning processes.

- The representation and participation of all areas of the vice presidencies, both in planning and in the development and implementation of the OP.

- The integration of the budget projection for the five-year and annual strategic initiatives.

- The annual review of the OPs and the annual plans to evaluate their compliance, as well as the results obtained from the implementation of initiatives and activities in the vice presidencies.

- The approval of the OPs by the CPE.

- The annual review of the five-year and annual budget projections of the OPs, by the Executive Committee of the president and the CPE.

- Due documentation and evidence of the process.

Figure 2.4: Components of the Operational Plan

C. Unit level. So much Academic units (schools and departments) and non-academic units (administrative, service) formulate, document and implement an Annual Work Plan (AP), leading to the achievement of the objectives of the operational plan for their area. In this work plan, the units identify the most specific and priority actions that will be developed during said period (See Annual Plan template in Appendix H). Figure 2.4 shows the components of the annual work plan.The planning process at this level is characterized by:

- The alignment of the PAs with the goals and objectives of the PO.

- The leadership of vice presidents and unit directors in planning processes.

- The representation and participation of the unit's teachers/employees, both in the planning and in the development and implementation of the PA.

- The integration of budget projection for annual strategic initiatives.

- The annual review of the PAs to evaluate their compliance, as well as the results obtained from the implementation of initiatives and activities in the vice presidencies.

- The approval of the PAs by the vice president of the area.

- The annual review of the budget projections of the PAs, by the Executive Committee of the vice presidency.

- Due documentation and evidence of the process.

Figure 2.5: Components of the Annual Plan

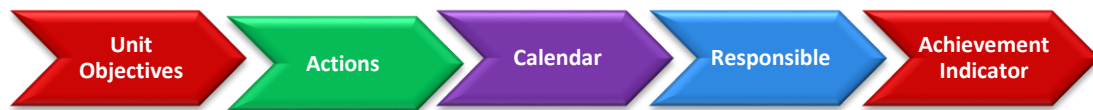Figure 2.5 shows the different plans worked on at all management levels of the institution.

Unit Objectives → Actions → Calendar → Responsible → Achievement Indicator

Planning Process Assessment

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 for its review and update. In this sense, effectiveness refers to the ability of the institution's administrators and managers, with their respective teams, to efficiently comply with all aspects of the planning process and to demonstrate the results of their compliance. The assessment of the planning process includes the following aspects:

- Annual review of the Strategic Plan to evaluate compliance and make adjustments.

- Annual review of Operational Plans to evaluate compliance and make adjustments.

- Verification of the annual development of annual unit plans.

- Annual review of the development budget, as established in the OPs and annual plans.

- Periodic review of institutional goals and objectives for updating.

- Holding annual assessment meetings at the different planning levels: in the units, in the vice presidencies and in the Strategic Planning Committee.

- Conducting assessment meetings of the planning process at the beginning of the cycle.

The information and data obtained from the assessment of these aspects constitute the basis for the improvement and development of the institutional planning process.

On the other hand, a space is designated for the formal evaluation of the planning process at the beginning of each cycle. The Strategic Planning Committee takes time to analyze the processes, make recommendations and establish the procedures and processes of planning for the new cycle. In addition to the above, the members of the Strategic Planning Committee complete

a survey each year that has the purpose of evaluating the level of implementation of the planning processes.

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 to achieve these goals, since these have been aligned with the institutional mission.

In the Achievement Reports of the vice presidencies, as well as in the institutional report, the achievements must be related to the fulfillment of the strategic goals and 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.

Templates. To achieve uniformity and to facilitate work, the DEI provides templates for the preparation of operational plans, annual plans and achievement reports. These templates are included in the appendices.

Calendars. Annual plans and achievement reports run with the dates of the academic year, covering 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 to the corresponding instance. Table 2.1 contains the calendar for the implementation of the annual plans of the academic and service units, as well as the achievement reports 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
Achievement Report of the Vice Presidencies	July - August	Second Friday of August	To the president with copy to DEI
Institutional Achievement Report	August - September	Second Friday of September	To the VPPD
Annual plans the units	July - August	Second Friday of August	To the VP of the area with copy to DEI

SECTION III:

Allocation of Financial Resources

Allocation of Financial Resources

At the Adventist University of the Antilles, the allocation of resources for development initiatives is guided by strategic planning. Along with this process, the institution makes provision so that the funds necessary to develop the strategies and strategic initiatives are included in the institutional budget. In this sense, the OPs of the vice presidencies and the annual plans of the units play a very important role, since, in addition to promoting compliance actions in a more direct way, they are the ones that integrate the budget projections necessary for the development of the strategies that will comply with the EP. Like planning, resource allocation is a participatory process, in which representatives from all levels contribute.

In order for the resource allocation process to be completely aligned with planning, the following procedures are carried out:

Strategic Plan Initiatives

- Together with the planning of strategic initiatives, the costs that must be invested for their implementation are projected.

- In the OPs, all the initiatives corresponding to the objectives of the vice presidencies include a budget projection for the five-year period, which specifies the funds that will be provided by the institutional budget or other sources, as well as the year in which they will be carried out.

- The five-year budget projections are presented in the CPE, before the OPs are approved.

- As part of the planning process, each year of the cycle, the vice presidents make an annual budget projection with the funds that will be necessary for that year's strategic initiatives, along with the source of the funds.

- Five-year and annual budget projections are approved by the Finance Committee of the Board of Trustees, before being approved by the Board of Trustees.

- Annually, the CPE analyzes the budget projections of all vice presidencies, adjustments are made and the necessary plans are drawn up. In these meetings, the status of the projects planned for one year and the availability of funds for the following year's projects are also verified. The results of the implementation of the initiatives and projects carried out are also evaluated.

Operating Budget

- Annually, the leaders of the service units, academic and administrative units, present a budget request based on the projections established in their annual plan (strategic initiatives) and may identify other sources of supplemental funds for the implementation of said plan. These budget requests have already been reviewed and authorized by the vice president of the area.

- When the Vice President for Financial Affairs makes budget projections for the entire institution, he takes into account the projections of the OPs and the annual plans and assigns the necessary resources, as approved. It must be taken into account that there are initiatives that are developed with external funds or donations.

- The budget projection of the entire institution passes through the President's Executive Committee and the Finance Commission of the Board of Trustees, before obtaining final approval from the Board of Trustees.

- Once the operating budget is approved by the Board of Trustees, it becomes the legitimate authorization of the administrators to incur the established expenses and allocate the income according to their appropriate activity.

Assessment of the Resource Allocation Process

For strategic initiatives, the assessment of resource allocation is carried out at the following times:

- At the beginning of the strategic cycle, through the analysis and evaluation of the budget projections for the entire five-year period, in Assessment meetings of the vice presidents with their directors, in the CPE, in the Finance Committee of the Board of Trustees and in the Board of Trustees.

- Annually, through the analysis and evaluation of the budget projections for each year of the strategic cycle, in Assessment meetings of the vice presidents with their directors, in the CPE, in the Finance Committee of the Board of Trustees and in the Board of Trustees.

- Vice presidents document the assessment meetings with their units, as well as the results obtained, decisions made and changes made.

- Through the minutes, the CPE documents the results of the evaluation of the five-year and annual budget projections.

SECTION IV: INSTITUTIONAL ASSESSMENT

Institutional Assessment

This guide defines institutional Assessment as the systematic process to collect and interpret information obtained from quantitative and qualitative data, to understand and demonstrate the performance of a unit, students, staff or the institution in general, and use said information to modify operations so that their performance improves (Banta & Palomba, 2015).

The assessment is the means used to measure, verify and document institutional effectiveness. For the UAA, effectiveness is mainly composed of: (1) Fulfillment of the mission (spiritual life, comprehensive and competent professional training and service) (2) achievement of the vision (strategic initiatives and goals that guide the development of the institution), (3) adequate levels of institutional effectiveness indicators and (4) compliance with the standards of accrediting agencies (MSCHE and AAA). Figure 3.1 shows the components of effectiveness in the UAA.

Figure 4.1: Institutional effectiveness in the UAA and its components

Mission Compliance	Achievement Vision	Effectiveness Indicators	Accreditation Standards
•Spiritual life •Comprehensive and competent professional training •Service	•Compliance with strategic goals and objectives	•30 indicators make up the UAA effectiveness indicator panel.	•Each standard of the MSCHE and AAA accrediting agencies is an assessment criterion.

Knowledge of how well things are 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.

- **Planning and development**. The results of the assessment guide the strategic planning and improvement and development plans of the institution.

- **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 education and services offered to students. The Assessment processes provide such evidence.

Assessment Cycle

As mentioned above, the Assessment is a systematic and cyclical process that must respond to certain previously established stages. The UAA Assessment cycle at all levels lasts five years that run alongside the planning process and consists of five stages. Figure 3.2 shows the stages that make up the Assessment cycle.

Figure4.2: Stages that make up the Assessment cycle

Assessment Levels

A. Institutional Assessment. It covers the evaluation of the four aspects that appear in figure 3.1 and that make up effectiveness: they include the evaluation of administrative operations, services and resources to support students, infrastructure to support academic management, compliance with the strategic plan and the profile of the institution's graduate, among others. he results of this type of assessment guide decision-making and at administrative levels: What changes are necessary to make in the curriculum, in the programs and services for students, in the physical plant, in the staff, etc. The DEI 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 it 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. Learning assessment generally serves 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 into three different levels, each of which contributes to the improvement of learning in a different way, therefore, requiring differentiated practices at each level:

Assessment of learning at the institutional level. This assessment is administered by the Department of Institutional Effectiveness and may be directed at all students or a sample of them on a periodic basis. It focuses mainly on the aspects of the institution's graduate profile, showing that students upon leaving the institution possess 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 about student learning, while at the same time being able to be accountable to the different interested groups.

Assessment of learning at the program level. This assessment is administered by the program on an ongoing basis to all or a sample of students and covers aspects of the program graduate profile and program 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 will be taught, how it will be taught, what courses will be required), etc. The Department of Institutional Effectiveness assists

the Vice Presidency for Academic Affairs, together with the schools and departments in the coordination and supervision of the assessment of learning at this level.

Assessment of learning at the course level. This type of assessment has a direct effect on the student's learning, due to the feedback they receive at the moment, from the teacher. It is timely, since it allows decisions to be made in the moment to improve learning. It is administered by the teacher based on the course objectives. The school, department or program are the units in charge of coordinating the efforts of the teachers, so that this assessment is fully met. Figure 3.3 shows the levels of the institutional Assessment.

Figure 4.3: Levels of institutional Assessment at the UAA
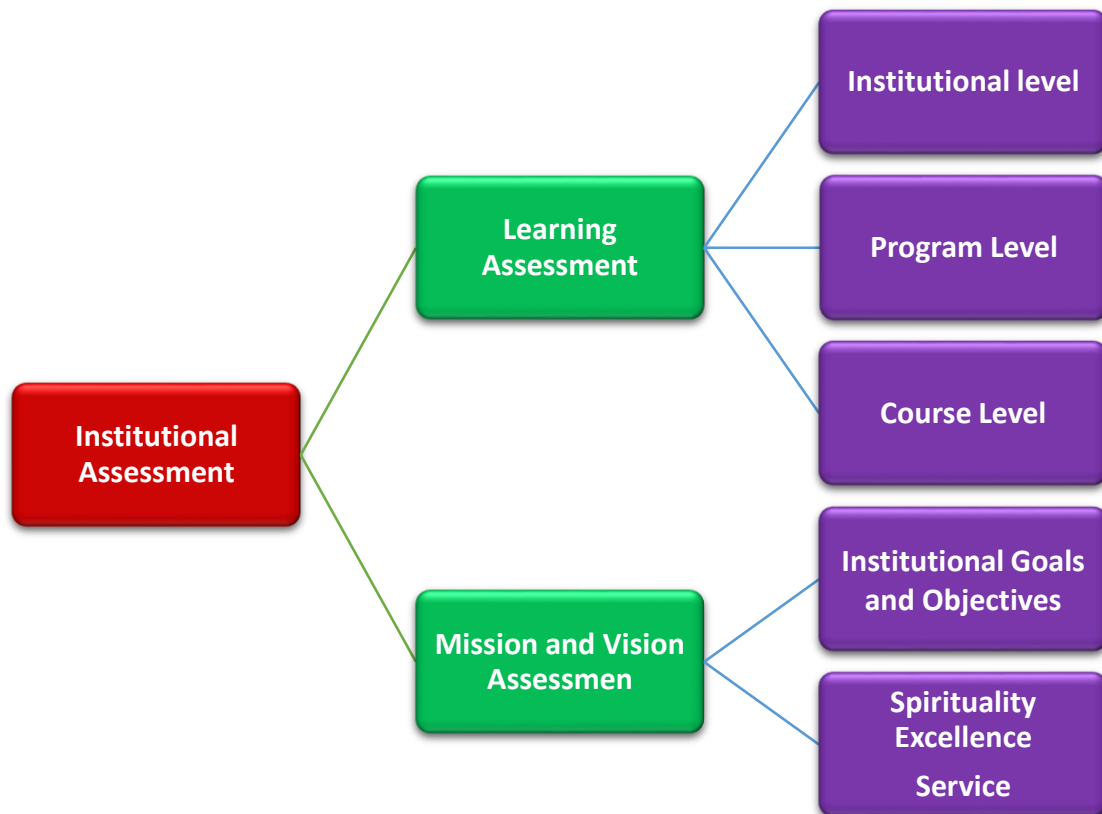
Assessment Results

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

- ✓ Learning assessment report in General Education
- ✓ Learning assessment report in the programs
- ✓ Assessment report on institutional effectiveness indicators
- ✓ Compendium of institutional statistics and student results
- ✓ Institutional achievement report

These assessment results are the basis for all units of the institution to analyze and interpret data, make changes and adopt strategies aimed at the improvement and development of the units and the university.

Flow of Assessment results. The assessment 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 comes from different levels and varied sources, a flow must be ensured that allows it to reach the highest management levels. Figure 3.4 shows the flow followed by the results of the institutional assessment.

Figure 4.4: Flow of Assessment results
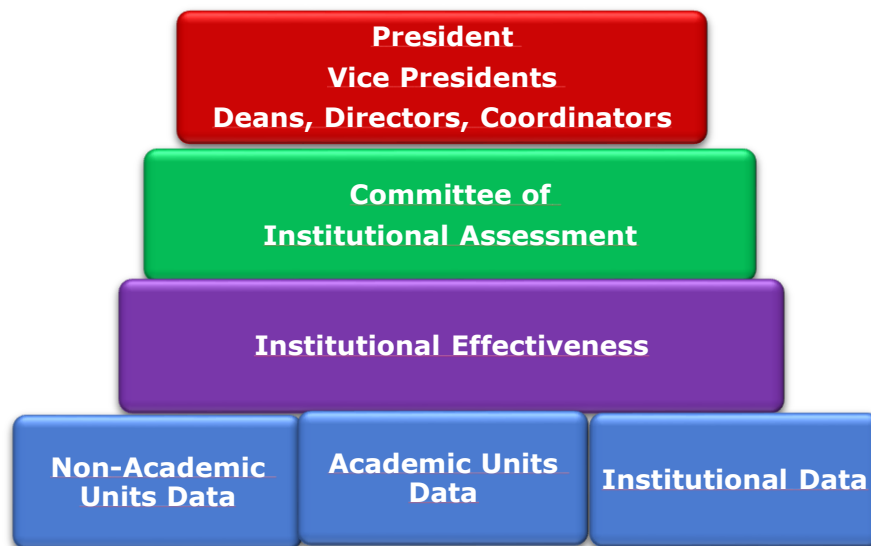
The Institutional Assessment Committee reviews and analyzes all results and reports and makes recommendations and suggestions that are processed through the Executive Committee of the Vice Presidency for Planning and Development. The DEI sends a copy of the reports to the president, vice presidents, and deans and department directors, along with the committee's recommendations. The unit assessment coordinators are also disseminators of the assessment results and the recommendations or courses of action to their schools or departments.

Use of Assessment results. The institution must demonstrate consideration and use of the assessment results to improve institutional effectiveness. The DEI is responsible for disseminating these results in the instances indicated for each case and promoting their use to guide decision-making and planning processes. In order to ensure the use of the assessment results to make changes and improvement actions, the following procedures have been established:

- At the beginning of the assessment cycle, the academic and non-academic units hold an assessment meeting to analyze the results obtained in the cycle that closes, analyze the

level of compliance with the proposed objectives and identify the new objectives and results expected for the cycle that begins.

- Every year all units hold an assessment meeting to analyze the data at the moment, follow up on compliance with objectives, make adjustments and make projections. In the case of academic units, meetings are held once a semester.

- As a result of the assessment meetings, each unit, academic and non-academic, must prepare an action plan annually aimed at improving the aspects that reflect said need. The action plan is integrated into the unit's annual plan.

- All units document these meetings, through agendas and minutes. All decisions made and changes made are recorded there.

Assessment of the Assessment

It is the responsibility of the DEI 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 appropriate procedures, methods and instruments that help with the validity and reliability of the information. In this aspect, the Institutional Assessment Committee plays an important role, by dedicating time in its agenda to evaluate the Assessment processes and methods used and make recommendations for their improvement.

This type of Assessment is carried out at three times: 1) At the beginning of the Assessment cycle, 2) in the middle of the Assessment cycle and 3) at the end of the Assessment cycle.

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 (4) dissemination and use efficient results and (5) documentation and demonstration.

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

Institutional Assessment Plan

The Institutional Assessment Plan 2023-2028 is the document that specifies in detail the criteria used to carry out the effectiveness assessment, as well as the methods, procedures, calendars and types of data that will be collected. The purpose of this plan is to obtain information related to the operation and efficiency of the UAA in four main aspects: (1) Compliance with the mission, (2) achievement of the vision, (3) Indicators of institutional effectiveness and (4) compliance with standards of accrediting agencies. Through the assessment, the Adventist University of the Antilles wishes, more than to comply with the requirements of the accrediting agencies, to obtain significant and reliable information that allows it to accurately diagnose the extent of its effectiveness and help determine the precise actions that will lead to improvement and institutional development.

Assessment of Compliance with the Mission

As has been specified elsewhere in this guide, the mission of the UAA 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 the performance of the institution to be evaluated with respect to them.

To carry out this assessment, information is obtained from the student upon arrival, during his development and when he concludes his study program at the institution. These three moments allow us to verify the characteristics of the student when entering and leaving, and what were the results of the educational processes and methods applied at 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 their performance in the institution in one way or another. Below, these three moments are described, as well as the questions that each one seeks to answer, which will guide the data collection process.

Start.

It refers to those personal qualities that students initially bring to the institution, or to a program, including their initial academic level 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 student initiation will be to:

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

Student information will be collected each academic year by cohort, through the New Student Profile survey. These cohorts will be made up of all new high school students (FTF) who enter the institution each year. In addition to the survey, at this stage some statistical data are also analyzed to characterize the cohort as a whole. 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 exit profile and raises awareness of the different types of students who are served by the institution and their needs.

Development

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

Spiritual Development

1. How do students and employees participate in spiritual life and witnessing activities?
2. What programs to support spiritual life does the institution offer?
3. How satisfied are students and employees with the program of UAA?
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 the implementation of spiritual activities and programs?
6. What do students, graduates and alumni think about their spiritual development at UAA?
7. How committed are the graduates to the mission of the SDA Church?

8. To what extent are graduates still involved in testimony activities?

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

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

In order to obtain information about the spiritual development of the university community, information is collected annually through the Spiritual Life survey, evaluations of the spiritual emphasis weeks, survey of graduates, graduate employers, 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 institution has identified five indicators through which it annually monitors the spiritual development of students. The metrics for these indicators are detailed in the PE 2023-2028. The indicators are the following:

- Satisfaction of students and employees with the UAA spiritual program.

- Increase in the percentage of Adventist students.

- New spiritual programs or initiatives.

- Number of Bible studies offered.

- Number of students who are baptized at the UAA.

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 services or programs does UAA offer that impact and enrich the student experience?

5. What do students think about their participation in *high impact practices* at UAA?

6. What perceptions do students and graduates have about academic advising?

7. What do students, graduates and graduates say about the academic quality of UAA?

8. What do graduates and graduates think about their professional training at UAA?

9. What do employers think about the professional quality of graduates?

10. What needs for improvement or weaknesses do graduates, graduates and employers identify in the UAA academic program?

To obtain answers to these questions, different surveys are used, such as that of graduating students, graduates, survey of graduate employers, academic advising survey, teaching evaluations and NSSE survey. In addition, data is obtained from learning assessment reports and grade analysis, as well as other statistical results and measures.

The information obtained from graduates is extremely valuable to evaluate the academic quality and the results of teaching work. The institution has established a process to monitor its graduates during the first three years after graduating. Each year, graduates from 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. As part of the assessment, this section also analyzes statistical data and other direct measures that inform the competent development of students. The institution has identified ten indicators, through which it annually monitors the professional development of

students. The metrics for these indicators are detailed in the PE 2023-2028. The indicators are the following:

- New programs and modalities during five years.

- Level of student satisfaction with their learning.

- Level of student satisfaction with academic advising.

- Amount of research carried out.

- Number of articles published.

- Number of investigations presented.

- Learning assessment results

- Results in the revalidation passes.

- Number of faculty with terminal degrees.

- Graduate satisfaction with the program.

Service Education

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 toward service do graduates show?

4. What do students, graduates and graduates think of their in-service training?

5. What do employers think about the in-service training of graduates?

6. What global and local mission activities do students participate in?

The institution has identified three indicators through which it annually monitors students' in-service training. The metrics for these indicators are detailed in PE 2023-2028.vThe indicators are the following:

1. Number of employees and students involved in service activities.

2. New programs or community initiatives during the five-year period.

3. Activities of missionary, local or global impact in the five-year period.

Assessment of the effectiveness of services

Student support services are an important part of the educational function, since they make it possible for the student to participate in their learning experiences in a fluid and comfortable way. In order to promote best practices in the services offered, the service units in their annual plan establish the expected results through a service. The evaluation of the effectiveness of the units is based on the results that each non-academic unit has determined are the best fruit of its operations.

The Assessment of service units includes the following aspects:

- Unit Assessment plan

- Annual assessment meeting to interpret the results, analyze them and make decisions

- Annual plan that integrates the results of the assessment, the new expected results and the plans for the following year. The Department of Institutional Effectiveness provides the template for the preparation of the annual plan for non-academic units.

- Annual achievement report.

- Documentation and evidence of the process.

The Assessment plan is made up of:

- Mission (purposes, goals).

- Expected results (Number of students served, quality of service, efficiency, student satisfaction, etc.).

- Assessment plan (integrates quantitative and qualitative measures).

As a result of the assessment processes, the units prepare an action plan aimed at addressing the needs reflected in the assessment. In general, it seeks to answer the following questions:

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

2. What do our statistics say about service quality?

3. What student needs have not yet been met by services?

4. What do graduates and graduates think of the academic quality of the UAA?

5. How effective is management in its processes?

6. How efficient are the units in carrying out their functions?

These questions, among others, can be used to obtain information regarding the fulfillment of the mission. The information obtained will help determine in what ways the university environment is conducive to student development. The Research Calendar defines the dates for each of the surveys to be conducted and for data collection, so that all are included in the current assessment cycle. The institution has identified seven indicators, through which it annually monitors the evaluation of services. The metrics for these indicators are detailed in the PE 2023-2028. The indicators are the following:

- Increase in student enrollment.

- Number of international students.

- Student satisfaction with services.

- Retention rates.

- Graduation rates.

- Employer satisfaction with graduates.

- Percentage of graduates employed during the first year.

Administrative effectiveness and processes

The institution's goal is to achieve the highest standards of administrative efficiency. As part of the assessment of administrative effectiveness and processes, some questions that guide the assessment in this area are:

1. What is your level of employee and student satisfaction with administrative processes?

2. Are ethics and integrity evident in institutional policies, processes, practices, and in the way in which these are implemented?

3. How qualified are the teaching staff to teach in your area?

4. How trained are support staff to perform their duties?

5. How effective is student support technology in facilitating their academic development?

6. How effective is the institution's technological structure in facilitating access to information outside the classroom?

The institution has identified six indicators, through which it annually monitors the evaluation of the processes, some of which are the following:

- Satisfaction of students and employees with administrative processes.

- Financial indicators.

- Amount of money raised from external sources.

- Number of projects completed in the five-year period.

- New development projects

- Money invested in development projects

- Number of international agreements signed.

Result

It refers to the knowledge, skills and attitudes that have been developed in students through the study programs. It includes the results of what happened with the students who were served by the institution, and how much similarity exists between the outgoing graduate and the profile established for him. Data collection at this stage is oriented toward the students' learning outcomes, whether they developed the competencies 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. Level of knowledge of students in their area of concentration.

2. Skill level of the graduate profile competencies (General Education).

3. Spiritual, social and cultural values that students possess.

4. Comparative analysis of the entry GPA with the exit GPA.

5. Students' attitudes toward their education, toward service, and toward the training obtained.

6. Perception of students upon graduation (about their learning, about the institution's different programs and about services).

This phase is of primary importance, since it provides a type of information that allows analyze and looks for differences between the entry profile of the students and the exit profile. You can see the development obtained by the students. Inferences can be made about the effectiveness

of the methods and experiences that the institution provides to develop students' talent. Table 4.1 presents the data that is collected at each stage of the process.

Method

The DEI is responsible for designing the instruments, collecting data, tabulating, analyzing and interpreting the results, so that they are understood by the corresponding authorities. The data collected can be from students (new entrants, second and third years, graduating students, graduates, etc.), employees and faculty. To answer the questions at each stage, various methods are used, among which are the following:

- Surveys

- Assessment of learning at the program level

- Assessment of learning at the institutional level

- Faculty evaluations

- Information and data of the different programs and units

- Analysis of statistical data and other metrics

Table 4.1

Summary of Data collected in the Start-Development-product stages

Stage	Type of data	Method
Start	Entry profile Needs and expectations of new students.	Admissions Office Data Cohort survey BCSSE Survey
Development	Spiritual Development of students Comprehensive and competent professional training Service education Student satisfaction with the services offered Efficiency of administrative processes	Religious Affairs Office Data Student Affairs Office Data Learning assessment, assessment plans NSSE Survey Teacher evaluations Survey of graduating students, courses with service activities, opportunities Service unit surveys Department Assessment plans Statistics Reports
Result	Knowledge, skills and attitudes Spiritual values Student perceptions of their learning and the program Perceptions of graduates Employers' perceptions	Learning assessment results Spiritual life, graduates and graduates Survey of graduates Survey of graduates, graduates and employers

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 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 competencies). The UAA needs to know to what extent its graduates are acquiring the knowledge and skills that make up the holistic and competitive comprehensive 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 competencies of the graduate's profile, the Department of Institutional Effectiveness aims to verify that:

- 70% of students earn a C grade in general education courses.

- 80% of students obtain a "proficient" level in concentration or specialty courses.

- 70% of students show understanding and appreciation of Adventist Christian and ethical values and their application in professional and personal contexts.

- In tests administered by the DEI to samples of students, 80% reflect a level of mastery in the program's competencies, which is comparable to their years in the degree.

- The average GPA of graduating students reflects the quality of their development, relative to the average GPA of FTF students from a cohort six years ago.

- Graduation rates at 150% increase by 5% during the five-year period.

- Retention rates increase by 5% during the five-year period.

Method

To evaluate some aspects of learning, statistical data, grades and other results will be used; however, to evaluate the competencies of the graduate's profile and ethical and Christian values, the DEI is based on the description of general education competencies. and in the learning results associated with them. In agreement with the teachers of the courses where the competencies are introduced, emphasized, developed and evaluated and according to the curricular map, the learning results that will be evaluated are identified, the method to be used to verify their development is selected (case study, assignment, project, presentation, activity, etc.) and the rubrics for the assessment are created.

The assessment of General Education competencies works the same as the assessment of program competencies and has its own assessment plan.

Furthermore, DEI collects all general education and program learning assessment reports and prepares an overall learning assessment results report.

Bloom's Taxonomy.

For the development of students' skills, abilities and attitudes, the DEI takes into account the levels of knowledge development proposed by Bloom's taxonomy (2001), which covers cognitive, affective and psychomotor aspects. According to this approach, the thinking skills that are the result of a learning process are: (1) Remembering, (2) understanding, (3) applying, (4) analyzing, (5) evaluating and (6) creating. However, for the assessment to be valid, it is necessary that the development of these skills be articulated with the teaching and learning processes in the classrooms. At the UAA, the assessment of these skills is integrated with the assessment of general education competencies and with the program competencies.

Dissemination of Results

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

In the committee meetings, the results of the learning assessment, the results of the institutional assessment, the indicators of institutional effectiveness and other statistical data are analyzed. Then the committee makes recommendations to the different areas, aimed at improvement and development. The results presented in the committee are additionally published in the institutional achievements report that is generated annually and shared with the different entities that make up the institution.

The Director of the DEI, for his part, sends the different Assessment reports to the president, vice presidents and directors, for their consideration and use in the decision-making processes. In addition, the results of the institutional assessment are placed on the department's website, for the reference of the entire university community.

Vision Achievement Assessment

The main purpose of this assessment is to monitor the results of compliance with the institutional goals and objectives, as established in the strategic plan. The DEI 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. Institutional 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 UAA scoreboard, some of these characteristics are unique to UAA, and may be related to particular aspects of the 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 that the implementation of the initiatives and activities had.

Antillean Adventist University has selected 31 indicators that make up the "Institutional Effectiveness Indicator Panel" (see Appendix A, Institutional Effectiveness Indicator Panel), which measure the quality of institutional performance in key aspects. To this end, at all levels of planning, the goals and objectives are articulated with the panel indicators, so that the strategies, activities and actions carried out feed their data. The metrics of the effectiveness indicators are found in the 2023-2028 strategic plan.

The DEI every year prepares an assessment report that shows the levels of increase/decrease in relation to previous years and data from other comparable higher education institutions (see Appendix A, Panel of Institutional Effectiveness Indicators).

The results of the evaluation of the effectiveness indicators are usedby management to evaluate the impact of the implementation of initiatives, suggest new actions, resource allocation and improvement.

B. Achievement Report

Achievement reports are the summit part of the planning process, since they document in detail the achievement of strategic goals and objectives in a specific period of the cycle and are a main part of the evaluation of the strategic plan. The purpose of these reports is to show 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 service unit prepares an achievement report annually, based on its annual work plan. The vice presidencies also prepare annual achievement reports that draw mainly on the reports of the units and the specific achievements of the vice presidency. The achievement reports of the vice presidencies are sent to the DEI to serve as a basis for the preparation of the general achievement report, published each year. To ensure that achievement reports are aligned with strategic planning, DEI has prepared a template that contains the key elements and expected results of the four vice presidencies and the Department of Religious Affairs. The annual institutional achievement report is fueled by the following results:

- ✓ Evaluation results of institutional effectiveness indicators
- ✓ Compendium of institutional and program statistics
- ✓ Institutional Assessment report
- ✓ Learning assessment report
- ✓ Vice Presidential Achievement Reports

Dissemination of the Achievement Report. The annual achievement report, once completed, is sent by the DEI to the Vice President for Planning and Development, who in turn forwards 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 personnel of the institution, as well as its dissemination in other external instances. The achievement report is made available to the entire university community, through the website of the Department of Institutional Effectiveness.

Goals and Objectives of the Strategic Plan

Goal I: Create a spiritual environment that offers each member of the university community the opportunity to:

- Know Jesus and follow his values.
- Affirm faith in a biblical worldview.
- Connect with a community of faith.
- Dedicate yourself to missionary service.

Goals:

1.1 Provide emotional and spiritual support based on three key areas: Listening, instructing and healing.
1.2 Promote the design of an individual personal spiritual development plan for employees and students.
1.3 Engage students and staff in leadership and discipleship.
1.4 Promote the core values of the institution.
1.5 Train staff and students in the biblical worldview.
1.6 Promote participation in rites and acts that confirm faith.
1.7 Provide opportunities to strengthen interpersonal relationships within the faith community.
1.8 Foster an inspiring worship experience in the community of faith.

Goal II: Create environments and experiences that foster diversity, equity, and Inclusion; to empower students for a life of success and impact in the society.

Goals:

2.1 Provide students with creative experiences and supportive activities that foster belonging, meet their needs and contribute to their personal development.
2.2 Develop and implement strategies to increase student retention, integrating social and academic services and components.
2.3 Promote student well-being, through the implementation of an integrated student well-being plan, which includes the areas of counseling, health, social life and mental health.
2.4 Promote student diversity through the development and implementation of a recruitment plan to impact the diverse populations of Adventist and non-Adventist students, inside and outside of Puerto Rico.
2.5 Increase facilities and services that promote the physical and social well-being of students.
2.6 Develop programs and strategies that allow us to know the characteristics and needs of Adventist youth in Puerto Rico and maintain continuous communication with them.
2.7 Strengthen the integration of services, to respond quickly and efficiently to the student.

Goal III: Innovate the academic offering so that it responds to market trends, maintaining the commitment to the Adventist educational philosophy.

Goals:

3.1 Expand and update the undergraduate and graduate curricular offerings based on the needs of society and the demands of the occupational world.

3.2 Implement teacher support systems for the review, update or creation of courses or programs in various modalities.

3.3 Develop the offer of technical and occupational careers relevant to the needs of the country.

Goal IV: Provide students with learning experiences that develop knowledge, skillss and attitudes, evidenced in the learning outcomes.

Goals:

4.1 Expand opportunities for field experiences in work organizations.

4.2 Ensure continuous evaluation processes of all study programs to maintain quality and professional accreditations.

4.3 Incorporate new educational trends in the validation of courses, credits, and work experiences, among others, that lead to an academic degree.

4.4 Promote the development of skills in the academic offering to promote critical thinking, innovation, the importance of Christian ethical values and lifelong learning.

4.5 Facilitate entrepreneurship activities associated with faculty projects with their students, to offer services to the external community.

4.6 Improve the results of passing professional examinations.

4.7 Foster an inclusive, welcoming, and supportive learning environment for all students.

Goal V: Promote research, innovation and scholarship.

Goals:

5.1 Promote best practices in continuing education and professional training to keep faculty up-to-date in teaching, entrepreneurship, and research.

5.2 Promote collaboration of teaching staff in the development of initiatives and search for external funds for academic research.

5.3 Increase the number of full-time professors who publish books or peer-reviewed journals at the graduate and undergraduate level.

5.4 Strengthen bibliographic collections in line with the academic programs and new lines of research of the faculty.

5.5 Encourage teachers of all undergraduate and graduate academic programs to include the formal participation of their students in creative work, research or innovation projects in their area of study.

5.6 Increase the number of faculty with terminal degrees in their teaching discipline.

Goal VI: Achieve the highest standards of administrative efficiency.

Goals:

6.1   Strengthen the culture of strategic planning and Assessment.

6.2   Develop strategies to project a corporate image that effectively reflects the institutional identity, in accordance with industry communication standards.

6.3   Implement development projects that serve to strengthen or expand the services offered to students.

6.4   Position the university in the current educational market, so that it is distinguished by its Christian values, the rich student experience and the high quality of its programs.

6.5   Provide the means that allow the sustainability of the infrastructure, the academic program and the technology necessary for the effective fulfillment of the mission and vision.

6.6   Expand and increase the efficiency of the institution's technological structure, so that it facilitates an efficient educational service.

6.7   Effectively renew and maintain the functionality of physical facilities so that they facilitate efficiency in serving students.

6.8   Maintain high standards in institutional security and provide tools that increase its efficiency.

6.9   Achieve the ideal in the financial indicators of the institution.

6.10 Update and properly maintain the institution's non-technological equipment.

6.11 Diversify income sources.

6.12 Increase the number of students, to maintain financial sustainability and optimize operations.

6.13 Train employees in each unit to perform according to best practices and to offer service that values diversity, equity and inclusion.

6.14 Recruit, develop and retain highly qualified employees, with a multicultural perspective and who are life models of the Adventist Christian faith.

6.15 Develop efficient and effective administrative processes in all areas, which allow a results-oriented workflow.

6.16 Establish collaboration agreements with universities, churches, institutions and companies that promote the internationalization and enrichment of programs.

6.17 Provide facilities and technology that promote the holistic development of the student.

6.18 Ensure due compliance with institutional norms and government and regulatory standards.

6.19 Develop a climate and culture of diversity and appreciation for human dignity, where each member of the university community feels included.

Goal VII: Expand local and global service opportunities.

Goals:

7.1 Promote the participation of employees and students in community and missionary service projects.

7.2 Design a community service program where student participation is promoted each year of study.

7.3 Develop a global mission service program.

7.4 Strengthen ties with alumni and community members, promoting their participation as collaborators in university work.

Compliance with Accreditation Standards

For the purpose of documenting compliance with MSCHE (2015) accreditation standards, each accreditation standard constitutes an assessment criterion. The strategic planning and assessment processes are articulated with the accreditation standards of the MSCHE and the AAA, in such a way that compliance with these leads to compliance with the standards of both accrediting agencies. The procedure for verification of 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 policies institutional structures, processes, practices, and the way in which these are implemented.

- ✓ **Periodic Assessment** of the effectiveness of the programs, in 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 evaluation of effectiveness** planning, resource allocation, institutional renewal processes and resource availability.

- ✓ **Periodic Assessment** of government effectiveness, leadership and administration.

AAA

- ✓ **Periodic Assessment** of mission and identity.

- ✓ **Periodic Assessment** of the spiritual program.

- ✓ **Periodic Assessment** of the government structure and administrative leadership.

- ✓ **Periodic Assessment** of study plans with evidence of appropriate outcomes.

- ✓ **Periodic Assessment** of teaching and non-teaching staff who personally support the institutional and church mission.

- ✓ **Periodic Assessment** of the elements of the educational context.

- ✓ **Periodic Assessment** of the ministerial and theological education program.

SECTION V: GUIDE TO THE EFFECTIVENESS OF ACADEMIC PROGRAMS

Introduction

The Adventist University of the Antilles (UAA) seeks to be recognized for the excellence of its academic program and for its emphasis on service. In addition, it promotes institutional effectiveness and offers 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 continuous evaluation of its academic programs and learning, according to the competencies described in the institutional and programmatic profile.

Figure 5.1: Effectiveness of academic programs

The evaluation of the effectiveness of academic programs is a primary element to promote and maintain continuous improvement of academic excellence in both the general education program and academic programs. Figure 1.1 shows the components of the effectiveness of academic programs. The Guide to the Effectiveness of Academic Programs is divided into two sections: Part A- Guide to the Evaluation of Academic Programs and Part B- Student Learning Assessment Plan.

Part A: Guide to the Evaluation of Academic Programs

Program evaluation presents the opportunity to demonstrate and guarantee the highest quality offering every five (5) years. Additionally, to plan the future based on the achievements achieved 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 through the periodic review of the results achieved by the program and the way to address these areas, by establishing priorities for short-term action and medium term.

The evaluation of the program is aligned with the Annual Plan established by the academic unit. The Achievement Report must be submitted annually according to the Annual, aligned with the requirements of the program evaluation in each academic department. The Guide for the Evaluation of Academic Programs of the UAA presents the aspects to be considered in the evaluation of programs. Emphasizes demonstrating the quality and effectiveness of the program based on results. The document consists of a list of questions for each evaluation area according to the Academic Program Evaluation rubric (Annex A).

Period of Assessment

The program evaluation will be carried out over a period of five (5) years, with the purpose of planning the future based on the achievements achieved and the opportunities and challenges, present and projected. In addition, an Achievement Report will be submitted annually, after having been presented to the Executive Committee for Academic Affairs and the Office of Institutional Effectiveness, which must be aligned with the Unit's Strategic Plan and the requirements of the Guide for Program Evaluation. The Program Evaluation Report will be submitted to the Vice Presidency for Academic Affairs at the end of the corresponding five (5) year cycle.

Figure 5.2: Relationship between different levels of planning and achievement reports

Participants and Collaborators

The program evaluation model that is 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 individual and collective.

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 evaluating the achievement of the programmatic objectives of each department. Therefore, it is the responsibility of the Dean/Program Director to conduct the program evaluation in conjunction with his or 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 follow for the continuous improvement of the academic program.

Recommendations

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

- Answer all questions accurately. You can ask additional questions to address particular aspects of your program.

- Use institutional and programmatic data as a basis. In addition to including data, it must be interpreted, analyzed and evaluated.

- Use an introspective and analytical approach. You must look at the academic program, its current status, and its opportunities objectively and honestly.

- Establish an Action Plan in line with the identified findings.

General instructions

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

1. **Front page**

- Study program name

- Department

- Name of Dean/Director

- 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.

- Date

2. **Executive Summary**

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

- Brief description of the academic program.

- Analysis of the achievement of goals and objectives.

- General description of the process developed for the evaluation.

- Summary of the outstanding findings of the process by evaluation area:

    a. Program progress according to goals and objectives

    b. Strengths

    c. Areas to improve

- Recommendations to improve the program by evaluation area:

    a. Conclusions on the current and projected status.

    b. Proposed actions to address critical issues to improve or maintain program quality.

3. 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 according to the professional agency.

4. Program Evaluation Areas

Program evaluation is a comprehensive analysis of its various components. Its purpose is to demonstrate its relevance in relation to its internal and external context. The external context of the program is made up of those factors that comprise 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; culture and organizational 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, you should 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 the goals and objectives of the program 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 printed 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 statement of the integration of the distinctive core values of 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. Clearly established and defined graduate profile.

    b. Alignment of the graduate's profile with the institutional and programmatic mission, goals and objectives. (See alignment 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 that are dedicated to theory and practice.

    e. The curriculum is updated by faculty and other academically prepared and qualified professionals.

    f. The curriculum has a component of skills for access and use of information resources.

    g. The course syllabi comply with the institutional guide.

    h. The records are updated.

i. Syllabuses integrate student-centered active learning strategies that promote student engagement and the opportunity for students to actively participate in their learning.

j. Handbooks provide opportunities for collaborative learning.

k. The enabling/terminal objectives of the syllabi are formulated in observable and measurable terms.

l. The time it takes students to complete the program is consistent with the established curricular sequence. A table must be presented showing the time to complete the degree by program by cohort.

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 graduate's profile.

VI. **Students**

Submit evidence of the following:

a. Enrollment results over the past 4 years met the projections in the budget and annual plan.

b. The rate of admission to the program vs. enrollment during the past 4 years met what was projected. Present an analysis of recruitment strategies in line with the identified admission and enrollment patterns.

c. The credits sold in the past 4 years satisfied what was projected according to the annual plan and budget.

d. Cohort retention rate for the past 4 years meets program expectations in %. Present an analysis of retention strategies, in conjunction with the Institutional Retention Committee, in line with the identified admission and enrollment patterns.

e. The graduation rate meets program expectations.

f. The passing rate of concentration/specialty courses in the past 4 years meets expectations in % of the program. Present an analysis of the grades by course.

g. It is evident that 80% of graduates are employed in their area of specialty.

h. The level of satisfaction of program graduates.

VII. **Faculty**

Submit evidence of the following:

a. The program has the necessary number of teachers to respond to the demand for courses.

b. The teaching staff assigned to the program have the necessary academic preparation for the position they occupy.

c. The teaching staff assigned to the program have adequate experience in teaching.

d. Faculty assigned to the program teach courses that are consistent with their area of expertise.

e. The results of faculty evaluations at the end of the academic session are appropriately used to strengthen the courses.

f. The results of faculty evaluations at the end of the academic session are used to improve faculty performance.

g. The results of faculty evaluations are used to strengthen the program's teaching-learning process.

h. The Professional Development Plan for the faculty is aimed at strengthening the program.

i. The program faculty is up to date 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 to assess student learning at the program level have been implemented 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 promote the achievement of the graduate's profile.

c. The activities and strategies that the program developed in the past four (4) years to promote the professional development of 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 students.

b. The physical and technological resources for teaching-learning meet the needs of the faculty.

c. The technological resources are in line with the demand of the program.

d. The program's physical facilities are used to maximum 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 evident according to the Faculty Manual.

c. An appropriate ratio of teaching credit hours per instructional level is maintained for full- and part-time faculty in accordance with the Faculty Handbook.

d. An adequate proportion is maintained between the average salary of faculty with a terminal degree and their academic load.

e. An adequate proportion of students per faculty is maintained according to Institutional Regulations.

f. The program provides justification for needs that have not been met due to insufficient budget even when they have been requested.

g. The program has financial support to ensure a high level of quality.

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. Students in the program participate in community service.

c. The program's faculty participate in community service.

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, teaching materials, etc.).

b. The evaluation of the program by the faculty shows that they are satisfied.

c. The evaluation of the graduate shows that they had the competencies, skills and attitudes to perform successfully.

d. The employer demonstrates that the graduate has the skills to perform successfully in his or her 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 that need 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 development 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 carry out

            4.   Resources

            5.   Date to be completed

            6.   Achievement indicator

Final Observations

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, academic and administrative management must be aimed at its optimization.

2.   Identification of the need to incorporate changes for its strengthening and improvement.

3.   That the identified limitations are of such magnitude that their inactivation is suggested.

Antillean
ADVENTIST UNIVERSITY

Vice Presidency for Academic Affairs

Rubric for the evaluation of academic programs

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

Program_____ Authorization Date_____

Criteria	Compliant	Partial Compliant	No 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 rationale for the permanence of the program.					
4. The program impacts other programs or departments of the Institution.					
5. The program is published in different printed or electronic					

Criteria	Compliant	Partial Compliant	No Compliant	Did not provide information	Comments
media.					
Religious Philosophy					
6. The curriculum has the component of faith and values.					
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 they hope to develop.					
13. It is evident that the program has a balance between theory and practice.					
14. The curriculum is updated by faculty and other academically prepared and qualified professionals.					
15. The curriculum has a component of skills for access and use of information resources.					

Criteria	Compliant	Partial Compliant	No Compliant	Did not provide information	Comments
16. The course syllabi comply with the institutional guide.					
17. The records are updated.					
18. Syllabuses provide opportunities for students to actively participate in their learning.					
19. Handbooks provide opportunities for collaborative learning.					
20. The enabling/terminal objectives of the syllabi are formulated in observable and measurable terms.					
21. The time it takes 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					

Criteria	Compliant	Partial Compliant	No Compliant	Did not provide information	Comments
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 what was projected.					
27. The credits sold in the past 4 years satisfied what was projected.					
28. Cohort retention rate for the past 4 years meets program expectations in %.					
29. The graduation rate meets program expectations.					
30. The passing rate of concentration/specialty courses in the past 4 years meets expectations in % of the program.					
31. It is evident that 80% of graduates are employed in their area of specialty.					
Faculty					
32. The program has the necessary number of teachers to respond to the demand for courses.					
33. The teaching staff assigned to the program have the necessary academic preparation for the position they occupy.					
34. The teaching staff assigned to the program have adequate					

Criteria	Compliant	Partial Compliant	No Compliant	Did not provide information	Comments
experience in teaching.					
35. Faculty assigned to the program teach courses that are consistent with their area of expertise.					
36. The results of faculty evaluations at the end of the academic session are appropriately used to strengthen the courses.					
37. The results of faculty evaluations at the end of the academic session are used to improve faculty performance.					
38. The results of faculty evaluations are used to strengthen the program's teaching-learning process.					
39. The Professional Development Plan for the faculty is aimed at strengthening the program.					
40. The program faculty is up to date in knowledge, religious foundations, teaching methodology, assessment and integration of technology by 75% according to the Development Plan.					
Student Learning Assessment Results					
41. The results of the assessment are used to improve the efficiency of the program.					

Criteria	Compliant	Partial Compliant	No Compliant	Did not provide information	Comments
42. The Program Action Plan is used to improve teaching and learning.					
43. Appropriate strategies to assess student learning at the program level have been implemented 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 guidance services that support the program are evident.					
48. The program has student associations that promote the achievement of the graduate's profile.					

Criteria	Compliant	Partial Compliant	No Compliant	Did not provide information	Comments
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 administrative staff contributed to improving the program.					
Physical and Technological Resources for Learning					
51. The physical and technological resources accessible for the development of the program satisfy the needs of the students.					
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 in line with the demand of the program.					
55. The program's physical facilities are used to maximum capacity.					
56. The program has a Plan and process for the acquisition and replacement of educational equipment.					

Criteria	Compliant	Partial Compliant	No Compliant	Did not provide information	Comments
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 evident in accordance with the Faculty Manual.					
59. An appropriate ratio of teaching credit hours per instructional level is maintained for full- and part-time faculty in accordance with the Faculty Handbook.					
60. An adequate proportion is maintained between the average salary of faculty with a terminal degree and their academic load.					
61. An adequate proportion of students per faculty is maintained according to Institutional Regulations.					
62. The program provides justification of the needs that have not been met due to budget insufficiency and has a budget projection.					
63. The program has a financial investment plan to guarantee its					

Criteria	Compliant	Partial Compliant	No Compliant	Did not provide information	Comments
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. Students in the program participate in community service.					
67. The program's faculty participate in community service.					
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 they are 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.					

Criteria	Compliant	Partial Compliant	No Compliant	Did not provide information	Comments
Preliminary Action Plan (Strategic)					
74. A preliminary plan is established for findings that need attention and includes fiscal resources.					

Recommendations:

Person(s) carrying out the program evaluation: _____

Date: _____

Part B: Student Learning Assessment 2023-2028
Revised 2023

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 to Program Evaluation 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 when evidencing the effectiveness of the study programs.

Among the types of assessment to be carried out at the Adventist University of the Antilles, that of student learning entails greater work and dedication, as 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 monitor and maintain quality in the teaching processes and learning. It constitutes, therefore, a useful and necessary tool to achieve excellence in the fulfillment of the institutional mission and demonstrate the achievement that students have achieved according to their study program, level (undergraduate or graduate) and educational expectations superior.

At the UAA, the academic programs articulate the profile of its graduates with the three central elements of the institutional mission: The development of spiritual life, 2) holistic and competent professional training and 3) education for service. Likewise, the goals and objectives of the study programs are articulated with the goals of the strategic plan. At the course level, the

objectives are aligned with the goals of the program and the competencies of the graduates. Figure 4.3 shows the alignment of the assessment process with the institutional mission and goals.

Figure 5.3: Alignment of the Assessment process with the institutional mission and goals.
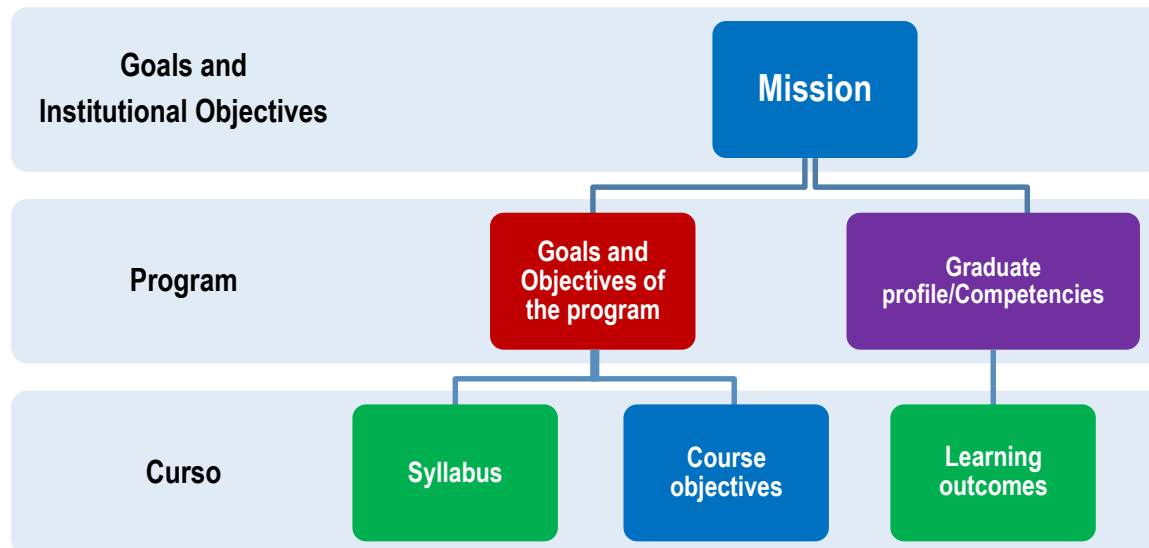
Assessment Cycle

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. The evidence is then collected, interpreted, and any changes that may be recommended upon completion 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 effectiveness in all educational processes. Figure 4.4 shows the cycle for the Assessment process.

Figure 5.4: Assessment Cycle

Characteristics of the Learning Assessment

The assessment is carried out systematically during the teaching process. The teacher teaches and guides the student to acquire knowledge, skills and dispositions in tune with the content of the course and in alignment with the goals and objectives of the program. While teaching, systematically, the teacher evaluates the student's performance through specific techniques, applied informally or formally to verify if 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. The program clearly defines the expected outcomes of the program and communicates them to the faculty. This alignment allows us to clearly establish how the academic program contributes to the development of the graduate's profile competencies in line with the mission and vision of the institution.

Each course must contain objectives that are aligned with the profile of the graduate and 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 evaluate whether the sum of the courses is leading to the development of the student in line with the knowledge, skills and attitudes established by the graduate's profile. This is why the student's progress is assessed in the courses.

Based on the objectives of the course, the teacher needs to compare the achievement of his students to determine if learning actually occurred. In summary, the course objectives, the goals/objectives of the academic program, the profile of the program graduate and the institutional goals are used as reference points for the assessment.

Monitoring of Assessment results. Each program must generate a cycle of continuous improvement (assessment, collection, analysis and use of information) to implement changes), as shown in Figure 5.4.

Documentation of the learning assessment process. Each program must demonstrate the use of the results and the actions, changes and plans that resulted from the assessment process and

that guide its improvement, as well as its dissemination to the faculty. In order to ensure the use of the assessment results to make changes and improve, the following procedures have been established:

- At the beginning of the assessment cycle, the programs hold an assessment meeting to analyze the results obtained in the cycle that closes, analyze the level of compliance with the proposed objectives and identify the new objectives and results expected for the cycle that begins.

- Every semester the programs hold an assessment meeting to analyze the data at the moment, follow up on the fulfillment of the objectives, make adjustments and make projections.

- As a result of the assessment meetings, each program must prepare an action plan aimed at improving the aspects that reflect said need. The action plan is integrated into the unit's annual plan.

- All units document these meetings, through agendas and minutes. All decisions made and changes made are recorded there.

- Each program must systematically document the results obtained from the learning assessment.

Components of the Learning Assessment in the programs

The model contemplates the beginning, starting from the syllabus that contains the course objectives aligned with the competencies/learning results and the goals of the program. These goals will be aligned with the profile of the program graduate, the mission, the institutional goals and objectives, thus completing the aspects required to begin the design of the assessment plan for the academic program. Figure 4.4 shows the components of the learning assessment process in the programs.

Figure 5.5: Components of learning assessment
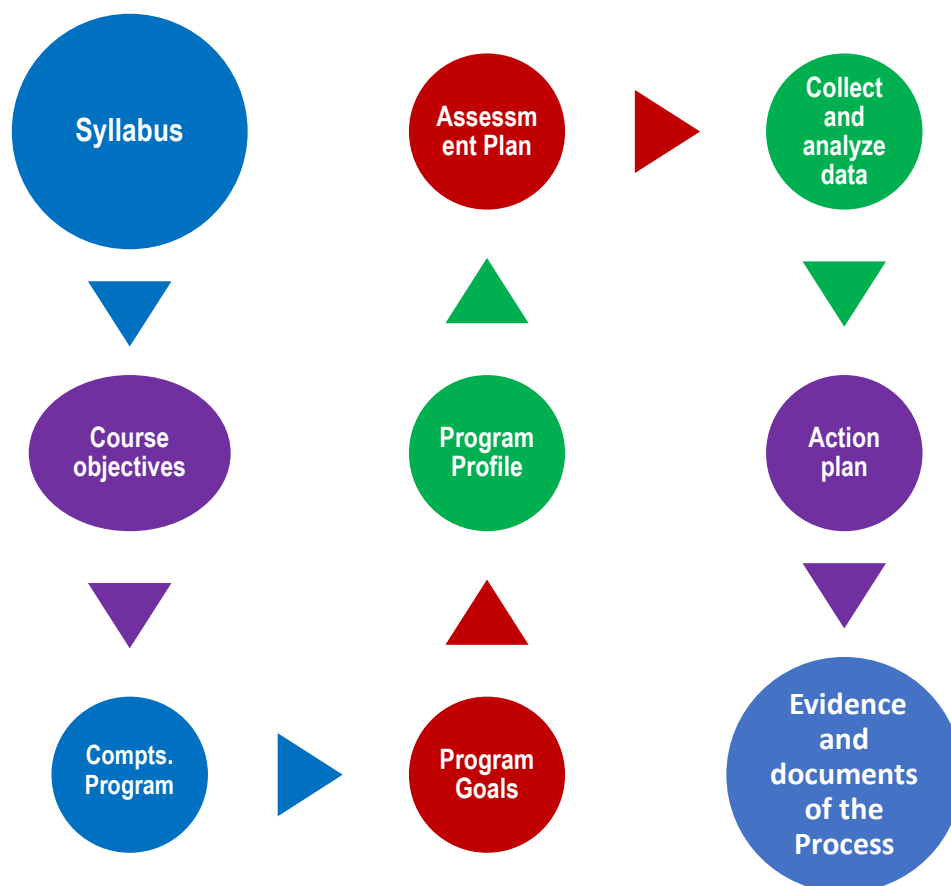
After implementation of the plan, the assessment cycle can be followed up: Collect and analyze evidence and develop an action plan for improvement. This entire process must guarantee the achievement of the graduate's profile and the curricular goals during the duration of the study program.

Academic program assessment plan. The program assessment plan specifies the courses, methods and content of learning assessment and consists of the following elements:

- Program Goals

- Program competencies/learning outcomes

- Curricular map

- Assessment activities

- Rubrics

An example of a program evaluation plan, which also includes the course evaluation, can be seen in Appendix J.

Learning Assessment Levels

The UAA 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 education component of the institution.

I evaluate concentration or specialty courses during the teaching process.

The classroom assessment process should focus on two main aspects: informal assessment that is carried out daily to ensure that the day's learning objectives were achieved and formal assessment of the competencies that the course aims to achieve. The informal assessment that the professor carries out 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 achieving the course competencies.

Formal assessment requires that specific activities be carried out to measure the level of student achievement with reference to course objectives and that the results be documented. It is imperative that these course objectives are articulated with the program goals, so that the development of the course objectives contributes to the development of the program's goals and competencies.

The formal assessment can be applied at the end of a unit, or at the end of the semester. In fact, there must be multiple assessments during the academic session, always measuring the student's capacity in terms of the knowledge, skills and dispositions that he must develop.
As in informal assessment, the teacher analyzes the results and discusses them with the students to find ways to help them compensate 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 evaluation during the semester and submits it to the academic evaluation coordinator of his or her department.

These results are also discussed and analyzed in the program evaluation meetings each year, in order to establish an action plan to improve student learning.

Evaluation in comparison points at the program level. The sum of the learning that occurs at different levels of the academic program is verified by establishing comparison points. 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 comparison points will be selected by levels of complexity, from the most basic to the most advanced.

Generally, the checkpoints include the content of various courses and student experiences and must be part of the program's curricular design, based on the competencies of the graduate's

profile. The program faculty must analyze the objectives of the courses and the profile competencies 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 Appendix I, Programmatic Assessment Plan). Examples of comparison points can be:

Level I – Basic/Introductory

Level II – Intermediate

Level III – Advanced

Level IV –Practice/Clinical experiences

The assigned teachers will measure the students' learning at the close of the academic session, or at a specific time, assigning an assessment activity that will determine the level of knowledge, skills and dispositions developed by the student in relation to the profile of the graduate of that class program. This activity can be designed by a team of teachers, although 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 evaluation of learning by programs, three checkpoints will be selected for associate degrees and four checkpoints for high school degrees. At the graduated level, three comparison points will be selected.

After carrying out the assessment activities, the results will be analyzed and interpreted by the program faculty, led by the assessment coordinator at the program's annual assessment meetings. These results will serve as a basis for making relevant decisions, such as: helping students in their learning, making improvements to the curriculum, supporting professional development activities, and allocating funds that entail such decisions.

The widespread 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, which is why 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 matter.

Assessment of learning in the General Studies program. This assessment focuses largely 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 UAA, 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's profile. In this case, the assessment of these skills will be carried out by the teachers who offer the general courses, coordinated by the General Education Committee, under the direction of the Vice Presidency for Academic Affairs.

The next section addresses more specific aspects of general education assessment. Figure 4.6 illustrates how the different levels at which student learning is measured are related.

Figure 5.6: Relationship between the UAA learning assessment levels

| Learning measured in a concentration or specialty course | Learning measured in program checkpoints | Learning skills, knowledge and aptitudes in general courses | Achievement of the graduate profile programmatic and institutional |
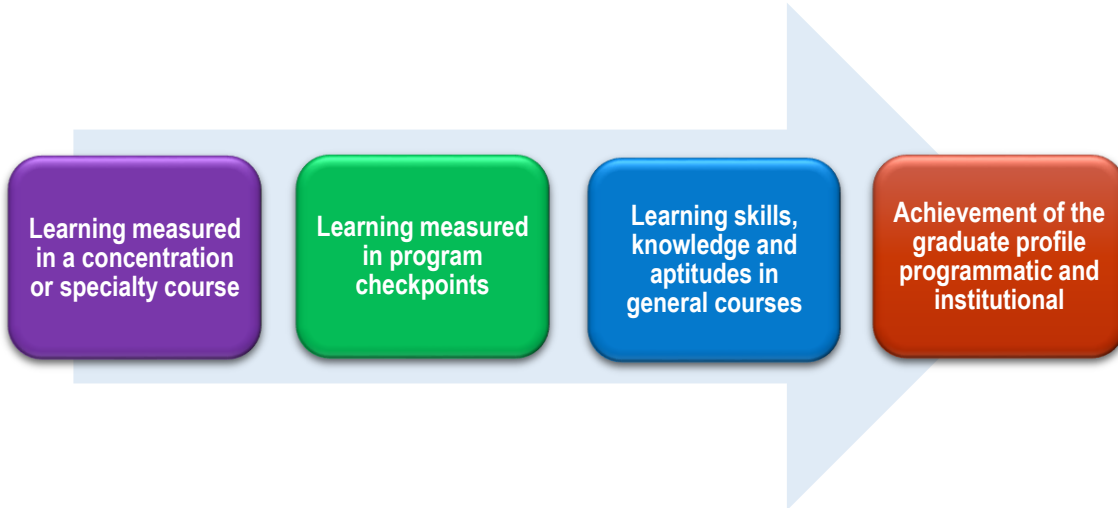
Evaluation of the General Education Component

UAA promotes the holistic 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 the academic degrees in educational institutions. Higher education. One of the objectives of higher education is to contribute to awakening 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 undergraduate curriculum, 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. Curricular design is the responsibility of the department to which the courses belong and the relevant faculty. 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 UAA graduate must demonstrate that he or she has successfully developed knowledge, skills and attitudes in the following categories:

Spirituality

- Demonstrates knowledge of God according to the Holy Scriptures as Creator and Sustainer of all things and Restorer of humanity.

- Recognizes the importance of a healthy lifestyle, caring for the body, mind and spirit according to the legacy of the Seventh-day Adventist Church.

- Demonstrates understanding of ethical and Christian values and makes applications to personal contexts and issues.

Excellence

- Shows understanding of biological sciences through investigation and problem solving.

- It critically analyzes the relationship between science and the Adventist faith and how the Bible agrees or disagrees with traditional scientific theories.

- Critically understand the changing modes of human expression and systems of thought.

- Appreciates and analyzes cultural and intellectual diversity and its ability to function in a multicultural environment.

- Shows appreciation for the aesthetic and the ethical in the arts and humanities.

- Effectively master the Spanish language and develop skills to function fluently in English as a second language.

- Research topics using a variety of resources.

- Uses critical thinking when collecting and evaluating information.

- Recognize, apply and critically evaluate reasoning.

- Apply mathematics to analyze numerical relationships, solve problems, explain processes, and interpret results.

Service

- Promotes service to God and humanity.

- Collaborates with others to bring together diverse sources of skills, resources and knowledge to achieve collaborative results.

- Recognizes its commitment to the responsible use of natural, financial and human resources.

- Apply knowledge, skills, and attitudes to understand the multiple facets of effective citizenship.

General Education Committee

The General Education Committee (CEG) is responsible to contribute to the implementation of general education goals and learning objectives through UAA general education courses, and evaluate 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-integrated assessment instruments, practice course notes, portfolios, commercial 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 a representative from each of the areas of basic education: Spanish, English, mathematics, science, technology, arts and religion.

Tasks of the General Education Committee. The functions of the CEG are the following:

- 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.

- Perform an audit of the syllabuses for all general education courses, to determine if the learning objectives, results and assessment 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 the results.

- Select general education goals and courses for the assessment of learning objectives.

- Develop a framework for assessing student learning outcomes/objectives in general education courses.

- Provide summary of results to the Unit Assessment Committee and faculty for review and recommendations for changes and improvements in the program.

Development of Knowledge, Skills and Attitudes

In order to track the development of knowledge, skills and attitudes in students, the university uses Bloom's taxonomy. The competencies of the graduate profile of the programs are classified according to whether they are: Knowledge, skills and attitudes and the learning results of the programs integrate this taxonomy as part of the learning assessment.

Learning assessment reports.

Classroom learning assessment report. This report is generated by each teacher with the data obtained in the selected course according to the template provided by the DEI (See Appendix B). The report must also include a narrative part with qualitative data, which includes analysis of the results and a copy of the instrument administered 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 prepared every semester.

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

Program learning assessment report. 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 study program assessment coordinator. The report is generated each year and will be presented during the full meeting of the program's faculty (constituted as the Unit Assessment Committee), for discussion and analysis of the results. The report must include the following information:

- The quantitative data of the learning assessment for each course or program checkpoint in 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 should 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 (DEI), 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 portfolio of the learning assessment of 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 (See Appendix F).

Institutional learning assessment report. This annual report is It is generated from the data of the reports submitted by all 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 over the content, skills and dispositions or attitudes,

- Identification of academic strengths and deficiencies,

- Identification of 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, the faculty, and any other group that believes it is relevant. The DEI is in charge of disseminating these results in the different media available to the institution.

Roles and Responsibilities in Learning Assessment

Members of the administration and teaching staff have responsibility for student learning, both in academic programs and 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 evaluation findings with your students to identify areas for improvement and take action.

- Create alternatives to help students with lags

- Submit the report on the assessment project of your course or courses both to the unit assessment coordinator and in meetings of the Unit Assessment 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 to discuss the findings.

- Generate a portfolio of the evaluation by programs as evidence of compliance

- Submit reports to the Department of Institutional Effectiveness (DEI)

- Establish, together with the program faculty, the Action Plan to follow up on the findings of the programmatic assessment at its three levels (course, comparison points and general studies, if applicable).

Academic assessment coordinator. Officer in charge of supporting the dean/academic director in the systematic implementation of the programmatic assessment according to the criteria, standards and expectations. Responsible for collecting, organizing, analyzing and interpreting the information submitted by the faculty they represent. Among its functions are:

- Hold meetings with faculty members in your department/school to offer advice and support.

- Establish the work calendar for the activities of the Assessment Committee of the unit (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 completed and updated successfully.

- 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 demonstrate that students meet the expectations of their study program, grade level, the mission of the institution and the expectations of education.

Members. The members of the Unit Assessment Committee are:

- ○ School dean/department director (Presiding)

- Unit academic assessment coordinator

- 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 necessary

Specific responsibilities of the Unit Assessment Committee.

- Promote a culture of learning assessment, accountability for the continuous improvement of teaching-learning in your unit and compliance with the requirements of institutional and programmatic accrediting agencies (if applicable).

- Develop and review the plan that frames the assessment of learning.

- Design the work plan, calendar and criteria for its implementation.

- Coordinate and supervise program operations and assessment activities, faculty development, and 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 the implementation of recommendations based on the findings.

- Prepare the Learning Assessment Report and 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.

Program Effectiveness Committee. The Academic Assessment Committee's objective is to deliberate and coordinate with the teachers of the various deaneries/departments the procedures for the assessment of student learning and the study program. Additionally, facilitate and advance Assessment best 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 (President)

- Associate Vice President for Academic Affairs (Secretary)

- Deans

- Academic Program Directors

- Program Assessment Coordinators

- Director of the Office of Institutional Effectiveness

Responsibilities of the Program Effectiveness Committee.

- Promote a culture of assessment across all academic units.

- Train Deans, Directors and Assessment Coordinators in Assessment techniques and processes.

- Establish, review and update policy, practices and guidelines for Assessment processes.

- Evaluate the assessment processes and promote the application of results to improve performance in the deaneries/departments.

- Offer input in the preparation of Assessment plans, provide support and monitoring.

- Review and analyze the Annual Assessment Report coordinated and presented by the Institutional Research Office.

- Prepare a dissemination plan for the work and achievements related to learning assessment efforts.

  Department of Institutional Effectiveness. In its advisory role, the DEI must:

- Advice 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 the inventory of instruments and templates used in the execution of the learning assessment plan up to date.

- Collaborate in the training and qualification of the faculty in all assessment processes: planning, preparation 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 student learning situation.

Monitoring and Implementation

Below is the level of responsibility of each academic agency in the implementation of the student learning assessment plan for the general education component.

Vice Presidency for Academic Affairs. The General Education Committee formulates general education policies and procedures for the assessment of learning. Is responsible for:

- Coordinate with the Institutional Effectiveness Office the procedure for data collection, analysis and preparation of the institutional annual plan.

- Follow up with academic departments to keep the information published in the catalog updated.

- Coordinate the implementation of the aforementioned direct measures with the support of the academic directors and the Office of Institutional Effectiveness.

- Provide training to assessment coordinators by academic departments on the use of rubrics and evaluation instruments.

- Develop guidelines on the use of the various rubrics to be administered at the institutional level.

- Compile data from the various assessment instruments in collaboration with the Office of Institutional Effectiveness.

- Create the annual report on student learning outcomes for the general education component.

- Identify priorities and allocate appropriate resources to initiatives.

Institutional Academic Assessment Committee. Corresponds:

- Promote a culture of assessment across all academic units.

- Train Deans, Directors and Assessment Coordinators in Assessment techniques and processes.

- Establish, review and update policy, practices and guidelines for Assessment processes.

- Evaluate the assessment processes and promote the application of results to improve performance in the deaneries/departments.

- Offer input in the preparation of Assessment plans, provide support and monitoring.

- Review and analyze the Annual Assessment Report coordinated and presented by the Institutional Research Office.

- Prepare a dissemination plan for the work and achievements related to learning assessment efforts.

Unit Assessment Coordinator

- Conduct meetings with faculty members in your department/school who teach general education courses.

- Establish the work calendar for the activities of the department/school assessment committee, which includes the General Education component courses.

- Evaluate, together with the Director of Institutional Effectiveness, the assessment instruments that the department/school would use.

- Ensure that the Assessment process cycles are completed and updated successfully.

- 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 Vice Presidency for Academic Affairs.

- Disseminate achievements, projects and documents, among others.

Office of Institutional Effectiveness

- Maintain databases of direct and indirect evaluation measures.

- Generate the statistical reports requested by the Vice Presidency for Academic Affairs, coordinators and academic departments.

- Coordinate the implementation of evaluation measures according to the academic department that offers courses in the General Education component.

- Coordinate rubric validation processes.

Plan Review Process. The Learning Assessment Plan for the general education component is a dynamic plan, subject to periodic reviews based on the contributions and participation of the faculty members who represent it. This Plan will be formally reviewed every five (5) years led by the Vice President for Academic Affairs.

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APPENDIX A
Institutional Effectiveness Indicator Panel
UAA 2023-2028

Strategic Initiative	Institutional Effectiveness Indicators
Spiritual Development	1. Level of satisfaction of students and employees with the spiritual program 2. Number of Bible studies offered 3. Number of baptisms 4. Number of projects and programs of spiritual life or service 5. Percentage of Adventist students
Academic Quality	1. Number of new programs and/or modalities 2. Number of international agreements signed 3. Level of satisfaction of students and graduates with their learning 4. Level of student satisfaction with the academic advising area 5. Amount of research carried out 6. Number of research presentations 7. Number of articles published by the faculty 8. Learning assessment results 9. Revalidation pass results 10. Number of faculty with terminal degrees 11. Level of employer satisfaction with graduates
Administrative Effectiveness	1. Financial indicators 2. Level of satisfaction of the university community with administrative processes 3. Number of development projects 4. Amount of money obtained from external sources Money invested in development projects
Student Success	1. Percent increase in student enrollment 2. Percentage of international students 3. Level of student satisfaction with services 4. Retention rates 5. Graduation rates 6. Degrees conferred per year 7. Percentage of graduates employed or continued graduate studies
Social Commitment and Collaborative Relationships	1. Number of community-oriented projects. 2. Participation of employees and students in service activities 3. Number of missionary activities, local and global mission

APPENDIX B

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

Academic program: _____

Assessment course: _____   **Semester:**
_____

Competency(s) being assessed:
_____

Objectives of the course being evaluated:
_____
_____

Assignment Type: _____   **Assessment criteria: _____**
Achievement indicator: _____

       _____

Students	Result %	Compliant	No meets	Action plan or recommendations
1				
2				
3				
4				
	Group Average _____	Percentage that complied _____	Percentage that did not comply _____	

_____   _____
     Course Teacher   Report date

APPENDIX C

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

Academic program: _____

Assessment course:_____
        Semester:_____

Competence(s) being evaluated:
_____

Objectives of the course being evaluated:
_____
_____

Assignment Type: _____   **Assessment criteria: _____**
Achievement indicator: _____

      _____

Students	Result %	Compliant	No meets	Action plan or recommendations
1				
2				
3				
4				
	Group Average _____	Percentage that complied _____	Percentage that did not comply _____	

_____   _____
Course Teacher   Report date

APPENDIX D

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

Academic program: _____   Academic year: _____

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

APPENDIX E

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

Academic year: _____

Competencies of the graduate profile being evaluated	Assessment Course	Instrument/ Assignment Assessment	achievement indicator	% that fulfilled	Group Average	Action plan

APPENDIX F

Adventist University of the Antilles
Department of Institutional Effectiveness
Learning assessment results by Levels
(To be completed by the Assessment coordinator)

Academic program: _____ Academic year: _____

Level: _____ Course/checkpoint _____

Competencies of the profile of the graduate of the assessed level	Instrument or Assessment assignment	achievement indicator	% that fulfilled	Group Average	Use of the results (curriculum review, changes in sequential, faculty training, etc.)

_____   _____

Assessment coordinator   Report date

APPENDIX G

Antillean
ADVENTIST UNIVERSITY

Department of Institutional Effectiveness

2023–2028 Operational Plan Template
Vice Presidency for _____

Priority: Spiritual Development
Priority: Spiritual Development **Effective integration of faith and values in learning, both within the Adventist academic community and in the external community.**
GOAL I: **Create a spiritual environment that offers each member of the university community the opportunity to:** • **Know Jesus and follow his values.** • **Affirm faith in a biblical worldview.** • **Connect with a community of faith.** • **Dedicate yourself to missionary service.**

Strategic objective: **1.1 Provide emotional and spiritual support based on three key areas: listening, instructing and healing.**					
Objective of the Vice Presidency	**Activities**	**Time**	**Unit Responsible**	**Budget and Source of Funds**	**Execution Indicator**

APPENDIX H

**Department of Institutional Effectiveness
Student Affairs Units Annual Plan Template
2023-2028**

Unit: _____

Priority: Spiritual Development

UAA Goal I: Create a spiritual environment that offers each member of the university community the opportunity to: • Know Jesus and follow his values.   • Affirm faith in a biblical worldview.   • Connect with a community of faith.   • Dedicate yourself to missionary service.
UAA Strategic Objective 1.3: Engage students and staff in leadership and discipleship.
Objective of the Vice Presidency 1.3.1: Strengthen the spiritual foundations of the work team and students.

Specific Objectives of the Unit	Achievement Indicator and Metric	Activities	Time	Responsible	Budget		Assessment Plan		
					Operational	External Funds	Assessment Method	Result/ % Achievement	Actions

APPENDIX I

EXAMPLE OF ASSESSMENT PLAN

Mission:
The Communications Department creates and promotes a diverse learning community dedicated to producing professionals of distinction, dedicated to global service.

Goals
1. Obtain 80% or more student satisfaction with the program
2. Obtain 80% or more satisfaction of graduates with the program
3. Obtain 80% or more satisfaction from graduate employers with the program
4. That 70% of the students obtain a minimum grade of 80% in the revalidations, on the first attempt
5. That a minimum of 70% of graduates be employed during their first year of graduation
6. That 100% of the program faculty obtain an 85% or higher on student evaluations
7. That 100% of the program's faculty be involved annually in research or creative work projects
8. Increase program retention rates by _____%
9. Increase program graduation rates _____%
10. That a minimum of 70% of the students in the program obtain the level of "competent" in the program assessment tests.

Competencies of the graduate profile: (They must 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
2. Accept a profound Seventh-day Adventist biblical worldview to address the ethical and moral implications.
3. Demonstrate competency 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.
5. Develop an understanding of community communication with appreciation for diversity and dedication to service.

Program Learning Outcomes (Aligned with the profile competencies. One or two for each competency)
1. Written more specifically than the competition
2. Written in a way that is measurable and observable
3. That integrate the different levels of knowledge (Bloom's Taxonomy).

Curricular map

This curriculum map indicates the courses in which the student's learning outcomes are addressed and to what extent. Key: I = Entered; E = Emphasized; D = Developed; A = Assessed

Learning outcomes (not competencies)	JOURNEY 140	JOURNEY 130	COMM 115	COMM 230	COMM 220	COMM 289	COMM 205	COMM 325	COMM 332	COMM 336	COMM 354	COMM 456	COMM 475	COMM 480	PREL 460	COMM 280 OR 465
Evaluation in the courses	Based on course learning objectives, according to the syllabus and aligned with program competencies															
Demonstrate understanding of human communication from a theoretical basis.			Yo	AND						d					TO	
Accept a profound Seventh-day Adventist biblical worldview to address the ethical and moral implications.	Yo					AND			d						TO	
Demonstrate competency in oral, written, interpersonal and media communication.	Yo			AND					d							TO
Engage in systematic inquiry, critical and creative thinking, and problem-solving skills.		Yo			AND					d			TO			
Develop an understanding of community communication with appreciation for diversity and dedication to service.		Yo					AND				d	TO				
Program Evaluation	Based on the learning outcomes of the competencies															
Comparison Points			Level 1				Level 2				Level 3					Level 4

Learning Assessment Methods

*Select an assessment method for each learning outcome

Student Learning Outcomes	ASSESSMENT METHODS/ASSIGNMENTS							
	Make a video	Summary	Investigation	Presentation	Rehearsal	Practice	Briefcase	Project
Demonstrate understanding of human communication from a theoretical basis.								
Accept a profound Seventh-day Adventist biblical worldview to address the ethical and moral implications.								
Demonstrate competency in oral, written, interpersonal and media communication.								
Engage in systematic inquiry, critical and creative thinking, and problem-solving skills.								
Develop an understanding of community communication with appreciation for diversity and dedication to service.								

*Assessment activities are corrected according to the following levels:
Beginner = 1; Competent = 2; Outstanding = 3; Excellent = 4. Each activity has a rubric that specifies the knowledge, skills and attitudes that students must demonstrate at each level.