



INTER AMERICAN UNIVERSITY OF PUERTO RICO  
PONCE CAMPUS

# ASSESSMENT PLAN

Rev: 8-31-2022

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*(Version pending final approval)*

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**Inter American University of Puerto Rico  
Ponce Campus  
Assessment Plan**

1. Introduction

The Inter American University of Puerto Rico, Ponce Campus (IAUPR-PC) has been involved in ongoing outcome assessment since the last MSA Self-Study Report. Institutional effectiveness and outcomes are associated to IAUPR-PC achievement of its mission and goals. Based on these goals, the Campus developed an Assessment Plan (AP) that emphasizes the collection of data related to the accomplishment of the campus mission. Most importantly, it relies on the use of the assessment results to improve programs, services and processes of the institution and advance student learning. It also will be driven on faculty and administration commitment to pursue excellence in the educational processes.

2. Assessment Philosophy

IAUPR-PC is using the Institutional Effectiveness Paradigm (IEP) (2005) developed by Dr. James Nichols, as the conceptual framework for all assessment activities and procedures (Nichols & Nichols, 2005). For IAUPR-PC, this is a continuous process pursuing mission and goals alignment and learning enhancement. This endeavor should lead us to attain an institutional assessment and continuous improvement culture. Figure 1 shows The Institutional Effectiveness Paradigm Model. As stated by Nichols & Nichols (2005), the implementation of the paradigm focusses on assessment of results to see if

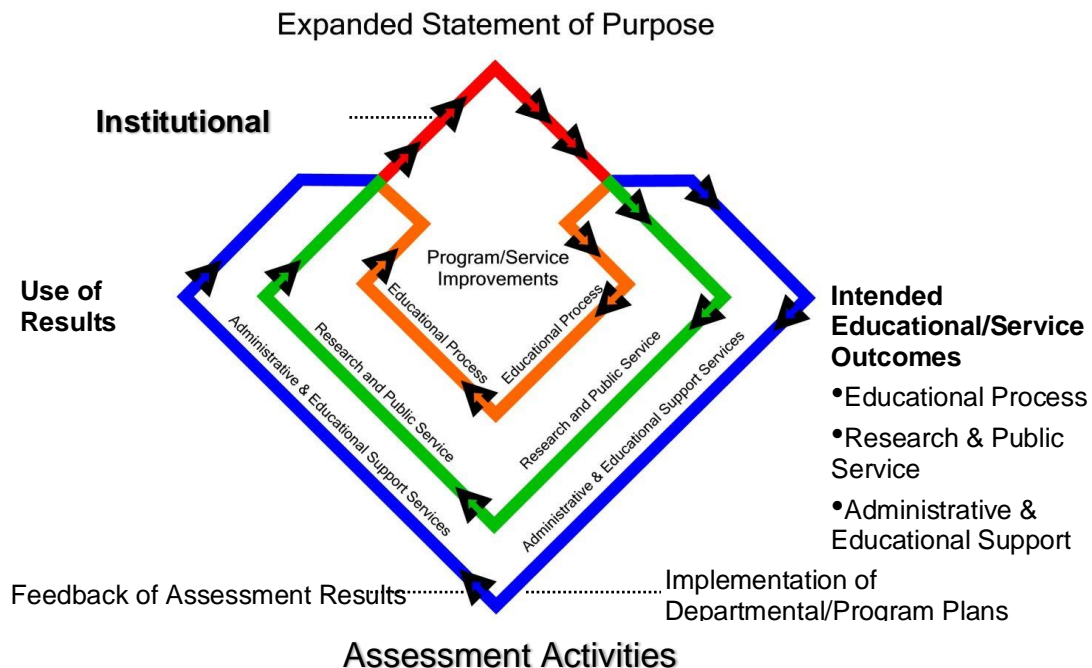
institutional effectiveness components are in place, as determined. Additional elements were supplemented from other sources such as Suskey (2018, 2009), Massa & Kasimatis (2017) and PMBOK Guide (2021).

The essential elements of the Institutional Effectiveness Paradigm (Nichols & Nichols, 2005) are:

1. Establishment of an expanded statement of institutional purpose.
2. Identification of intended educational, research, service outcomes and administrative objectives.
3. Assessment on the accomplishments of intended outcomes and objectives.
4. Improvement of the institution’s purpose, intended outcomes, objectives, or activities based on assessment findings. (Nichols & Nichols, 2005, p. 14)

**Figure 1**

***The Institutional effectiveness paradigm***



Nichol's IEP characteristics describe assessment as:

- Formative nature of assessment activities
- Assessment as a means through which to improve student learning as well as administrative and educational support
- importance of regional accreditation, state accountability reporting, and performance funding.

### 3. Definitions

**Assessment** – refers to the systematic process of collecting evidence about the degree of achievement of the campus mission and goals (Suskey, 2018).

**Direct evidence of student learning** – tangible, visible, self-explanatory, and compelling evidence of exactly what students have and have not learned (Suskey, 2009).

**Indirect evidence of student learning** – Consists of proxy signs that students are learning. Indirect evidence is less clear and less convincing than direct evidence (Suskey, 2009).

**Outcomes** – refer to the qualitative or quantitative expectations related with the objectives of a particular area, using validated instruments (Suskey, 2018). The purpose of outcomes assessment is to measure the effectiveness of the overall performance of the IAUPR-PC.

**Programs** – refers to all academic offerings related to a certificate, associate, bachelor, master, and doctoral degrees at the IAUPR-PC. Programs complies three major components: the general education requirements (associate and



bachelor's degrees), the major or specialization and elective courses (Suskey, 2018).

**Services** – refer to all administrative or student activities provided to the campus community and stakeholders, including the students, the faculty, and the administrative personnel. These includes enrollment offices, counseling, labs, administrative offices, and support services (Suskey, 2018).

**Students** – refers to all undergraduates, graduates, certificate program students admitted and enrolled at the institution (Suskey, 2018). At IAUPR-PC, registered students must follow to institutional policies and regulations as per the [General Catalog \(2022\)](#), [Graduate Catalog \(2022\)](#) and [Technical Certificate Catalog \(2022\)](#).

#### 4. Phases of assessment

The IAUPR-PC sees assessment as an on-going process. As the process flows, changes and programs undergo modifications. In addition, assessment techniques require commensurate modification and development. The “use of results” or “closing the loop” is the principal purpose of the AP. This plan promotes four phases in the assessment processes: design, implementation, data collection, and evaluation.

- ❖ **The design phase** includes the identification of the principal outcomes from each area and the preliminary performance indicator for each one.
- ❖ **Implementation phase** is concerned with the development of instruments and the sequence of the process and the definition of organization elements, including tools, schedules and resources assignments to execute it.

- ❖ **Data collection phase** during this phase the performance effectiveness and integrity is determined and measured through a variety of instruments and sources, including surveys, statistical reports, retention, graduation and transfer rates, state government reports, satisfaction surveys, among others. The System Central Office facilitates to UIAPR-PC databases and Institutional Statistical Reports use for institutional analysis and comparison.
- ❖ **Evaluation phase** is related with the calibration and validation of the performance indicators to make proper adjustments, if needed. Assessment results provides the basis for institutional decision making.

#### 5. Mission and goals

The Ponce Campus of the Inter American University of Puerto Rico is a private higher education, nonprofit under section 503 (c)(3) of the IRS and ecumenical Christian oriented institution. Its essential function is education, research, and community service. Its mission is to offer educational programs and services at the K-12 school, technical, vocational, professional, undergraduate, and graduate levels. The courses are offer in the traditional in-classroom, distance, and hybrid modalities with an international approach pursuant to the realities of a local and global context. Furthermore, educational process encourages integral formation (scientific, humanistic and entrepreneurship) and multidisciplinary experiences. Promotes critical thinking, leadership, continuous learning, entrepreneurship, social involvement, community services and the development of new knowledge, as per the [General](#)

[Catalog \(2022\)](#), [Graduate Catalog \(2022\)](#) and [Technical Certificate Catalog \(2022\)](#).

**Graduates of the UIPR Ponce Campus are distinguished by:**

- Acquisition of the necessary competences to do their work successfully and make a positive contribution to society
- Skill to express properly and correctly when speaking and writing
- Ability to effectively use technological tools
- Capacity to adopt a critical attitude toward current trends and situations
- Knowledge of their environment and appreciation for human nature and creativity

**The university community aspires to achieve the following goals:**

1. Offer educational programs and services of academic excellence that respond to social and labor market needs in a local and international context.
2. Provide an integral education that incorporates the use of new tendencies of knowledge and emergent technologies, through diverse learning modalities (in-classroom, distance, and hybrid).
3. Encourage research and creative activities for the development of new knowledge and problem-solving methodologies.
4. Promote holistic student experiences integrating ethical, civic, social responsibility, as well as collaborative and innovative work.
5. Ensure efficient, agile management, administrative, and transparent financial processes in support of academic work and student services.

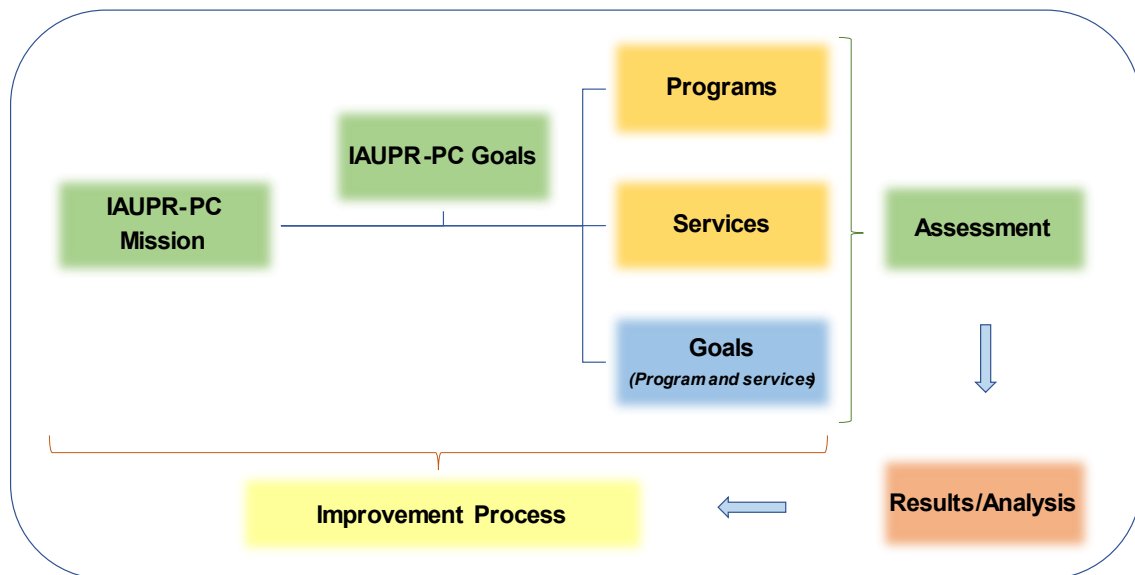
6. Develop initiatives, multi-sectorial alliances, and direct services for the academic community, in accordance institutional values.
7. Optimize sources of income and strategic sustainability through the development of auxiliary enterprises and educational extension projects.

**a. Relationship to mission and goals**

The design of IAUPR-PC Assessment Plan focuses on two general areas and its relation to the IAUPR-PC mission and goals. These areas are programs and services (See Figure 2).

**Figure 2**

***IAUPR-PC Assessment plan general areas: program and services***



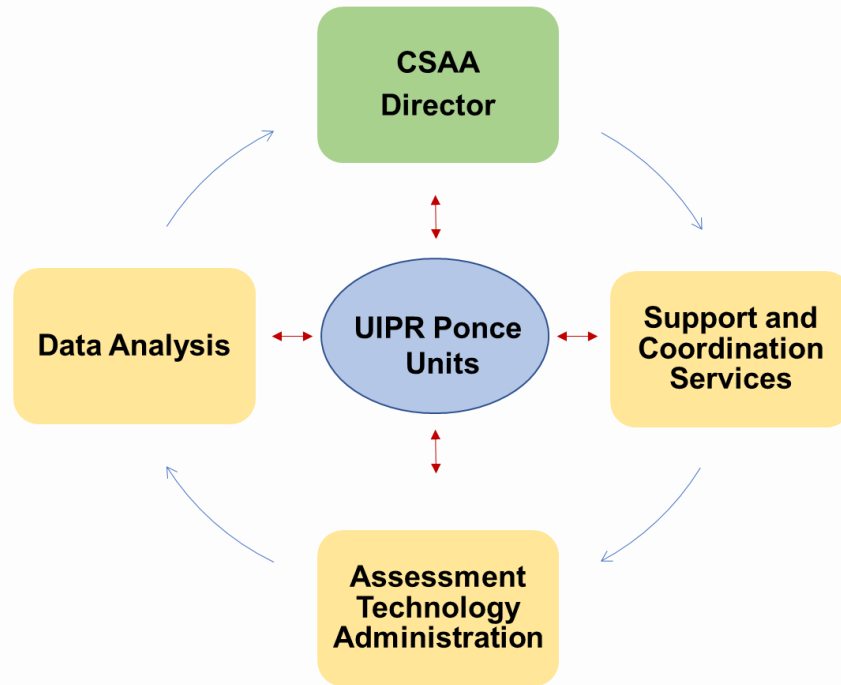
## 6. **Programs level assessment**

The IAUPR-PC offers educational programs at the K-12 school, technical, vocational, professional, undergraduate, graduate, and doctoral levels. The programs level assessment includes information about institutional goals as stated by the IAUPR-PC governance statements. The Center of Statistics and Academic Assessment (CSAA), as a component of the Office of the Dean of Academic Affairs and overseen by the Academic Associate Dean, have been working with the academic departments on the development of strategic academic assessment plans for every academic program based on Nichols and Nichols (2005) framework.

CSAA is composed of four full-time employees directly involved in data analysis and report generation, assessment technology platform administration, support, and coordination efforts with academic units. CSAA Director main roles include coordinating with the unit staff for annual assessments institutional and accreditation reports generation, data analysis among directors and program coordinators, as well as users support and training of assessment platforms. CSAA non-faculty personnel matters are administered by an Auxiliary Dean. Additional in-house staff is available to support CSAA administrative, technical, and operational activities. Figure 3 represents the flow of activities and responsibilities at the CSAA.

**Figure 3**

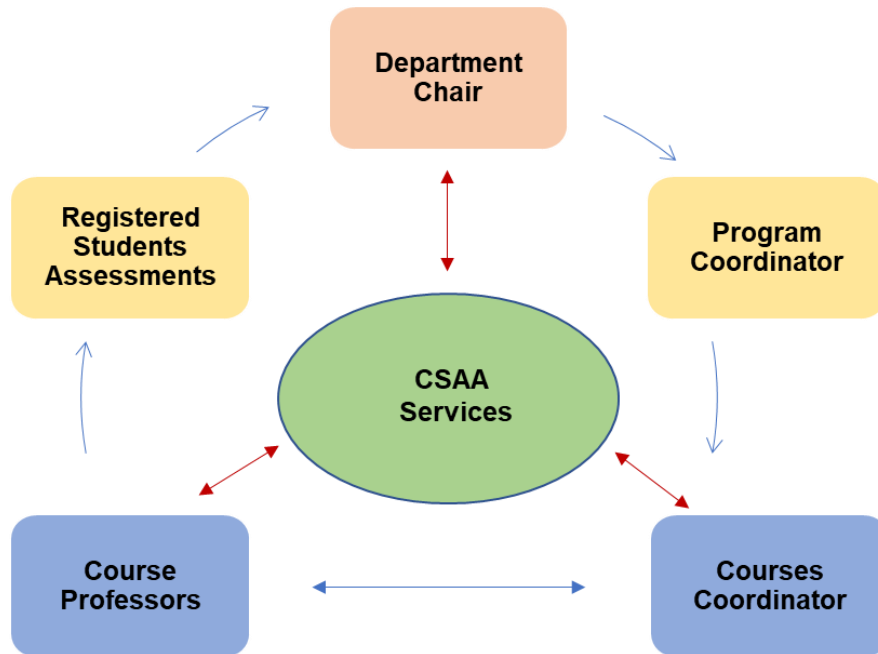
***Activities and responsibilities flow at the CSAA Level***



CSAA provides assessment activities and support services to each academic unit of the UIPR Ponce Campus. These services include appropriate access to assessment platforms, data analysis and reports generation, training, support and coordination efforts to department heads and program coordinators. Figure 4 depicts the assessment structure of the academic departments and information flows. The main purpose of this structure is to promote a culture continuous improvement of student learning through assessment, at the departmental level.

**Figure 4**

***Assessment structure at the department level***



**7. Services level assessment**

This level comprises information about the services provided to the academic community and its corresponding goals. According to the Campus definition, services include all the Campus support activities available for students, faculty, staff, and the outside community. These include admission, registration, financial aid, professional counseling, the information access center, computer, and science labs, first aid, and others. See the organizational chart of IAUPR-PC in Appendix A.

Among the activities at both levels are:

- Identification of programs/units (including general education)

- Description of institutional assessment cycle
  - Generic format for assessment planning and reporting (consider using 6-column model)
  - Institutional level means of assessment
  - Procedures to validate results and “closing the loop” (linkage, if any, to strategic planning/budgeting)
8. Roles in Implementation

***Faculty roles***

- Design, implementation, and evaluation of student learning outcomes
- Policy level substantive guidance
- Responsibility of department chairs, program coordinators, liaison professors and professors
- Primary leadership within instructional programs
- Improvement of learning strategies and outcomes

***Administrative roles***

- Design, implementation, and evaluation of services and procedures
- Responsibility of deans, associate deans, office administrators, and educational program directors
- Ongoing improvement of support services



### ***The Center of Statistics and Academic Assessment***

- Collaboration in the design and development of assessment plans by academic programs and administrative units (assessment projects, instrument design, data analysis and statistics, other)
- Planning and articulation of documentation efforts and closing cycles (For example, platforms such as Tk20, VIA, Planning and Self-Study)
- Coordination of training sessions
- Support to subcommittees by standards: MSCHE Self-Study
- Development of an educational assessment repositories

### **Formulation and administrative assessment coordination**

- Identification of tools and instruments
- Establishment of a feasible timeframes
- Resources assignment

### **Implementation and use of results**

- Review of program and unit assessment plans and reports
- Monitoring of the assessment process
- Analysis of overall implementation results
- Validation of process
- Dissemination of results

### **Evaluation**

- Evaluation of program and unit assessment plans and reports
- Monitoring of the assessment process
- Evaluation of the assessment processes
- Assessment planning revisions and improvements
- CSAA cycle closeout

Table 1 represents an instance of an implementation model in a Gantt chart format, PMBOK Guide (2021).

**Table 1**

*Model for Institutional Assessment Plan Implementation*

Activities for the formulation and implementation of the assesment plan										
Activities	Start	Finish	Oct	Dec	Feb	Apr	Jun	Aug		
<b>Institutional Assesment Plan</b>	Sept	Aug								
<b>A. Formulating Assesment Plan</b>	Sept	Apr								
1. Association to Institutional Purpose	Sept	Oct								
2. Unit mission statement	Nov	Dec								
3. Administrative objectives	Jan	Feb								
4. Means of assesment and criteria for sucess	Mar	May								
5. Validation process	Mar	May								
<b>B. Implementation and Use of Results</b>	Nov	Aug								
1. Assesment activities/data collection	Nov	Jun								
2. Validation and results analysis process	Dec	Aug								
3. Discussion and dissemination of results	May	Aug								
<b>C. Evaluation and CSAA cycle closeout</b>	May	Aug								
1. Evaluation of assesment process	May	Jun								
2. Planning revisions and improvements process	May	Aug								

**Note: Some cycles may need two years to close because the data is available next year. For example: teacher certification exam, nursing exam, and alumni survey results.**

9. Instructional programs, administrative and educational support units  
strategic assessment plan templates

The six column model template serve as a guideline for the development of the assessment plan for all major institutional components. The programs or AES units are reviewed regularly to confirm that program and services provided supports institutional goals. This will strengthen the association of program/unit to the institution’s statement of purpose. For assessment purposes, the template will also contain the mission statement and goals the program/unit addresses. (Appendix B).

- **First Column - formulate program/unit objectives**

At this initial planning stage, program or units are seeking answers, to validate the objective/outcome are linked to a program/service describe in the mission statement. Program directors and coordinator depicts mission, goals, assessment summary, and curricular mapping in planning templates are first stored in the SharePoint application, for review and updates. The assessment summary template will include objectives, learning outcomes, measures, and goal alignment to campus mission. The curricular maps template incorporates program objectives, outcomes and courses alignment and learning level. CSAA gives direct support and validation to input provided, for further processing into an external hostage information platform. The goal is to obtained answers to these questions during the assessment process.

1. *How will the program/unit know it is accomplishing its purpose and is providing the described learning/services to its client?*
2. *How well do our current academic/administrative services function?*
3. *What is the skill/knowledge we want our clients to receive from the current services offered?*
4. *Are the students we serve learning from the current services offered?*
5. *What is the level of satisfaction of our clients with current program/services offered?*

- **Second column - identify unit means of assessment**

The program/unit must ask, *what will provide us with the information as to whether we are accomplishing this objective/outcome?* (See Strategic Assessment Model Template, Appendix B)

- **Third column - Identify intended outcomes**

*What level of accomplishment will we expect to see?*

- **Fourth column - planning to implementation, results and assessment activities.**

Data collection varies according to the type of program/services offered by the AES unit. Furthermore, courses and liaison professors should collect sufficient data to validate assessment activity.

- **Fifth column - document use of results for service improvements**

Data collected from doing assessment often will lead to informing the future planning. The program or unit of AES describes the actions taken based of the data collected.

- **Sixth column: goal alignment**

Relates the objective and intended outcomes with the program or unit goal.

## **10. Types of assessment**

- Attitude Assessment
  - Measuring the levels of client satisfaction
- Direct Measures
  - Counting the degree/volume of service
- External Validations
  - Offered by agencies or peers not associated with the institution
- Observation or performance
- Means of Assessment should include:
  - Specificity when naming the instrument or report
  - Description to whom and when to administer the assessment

- A statement referencing by whom and on what to evaluate the results
- An indication of expected level of success

#### 11. Closing statement

- The ability to implement – evidence that plan implementation progress
- The will to implement - commitment of chief executive officer to plan implementation

#### 12. Master assessment plan framework and data collection

Institutional Level: Addresses learning of students that may vary from the institution's mission and developed an effective a collegial process.

To collect data of the program, services, and student outcomes some suggested strategies and techniques to collect data are:

1. Direct evidence of student learning: exit exam, practice evaluation, case study, projects, portfolio, observation card, external supervisor evaluation, licensure or certification exams, exhibitions, performances, dissertations, oral defenses, among others. These activities will be score on a rubric.
2. Indirect evidence of student learning: course grades and grade distributions, retention, and graduation rates, student, alumni and employer satisfaction with learning, honors, awards, and scholarships earned by students and alumni, among others.
3. State Boards and Certification Tests: professionals, like teachers, nurses, and radiologists, required a state or board licensing. As an external evaluation of those programs. data about the passing rates is collected. The changes and improvements are made to the programs, when needed.
4. Five-year Cycle Curriculum Review Plan: This plan resumes the revision cycle for every program in the Institution.
5. Faculty institutional evaluation from students: Every semester, students complete a faculty evaluation. A report is generated for every faculty member.

Tables 2, 3, and 4 present a brief description of institutional and external studies.

**Table 2**

*Institutional Level: Ponce Campus*

Name	Description	End of term
<p><b>First-time Freshman Students Survey</b>  <b>First-time Freshman Student Profile</b>  <b>Needs and interests</b></p>	<p>The survey collects demographic and personal information of first-time first-year student. Identifies the most important needs or deficiencies of new students on the following skills: Personal and Professional Development Skills, Communication Skills in English, and Spanish, Interpersonal and Group Work Skills, Decision Making and Critical Thinking Skills.</p>	Fall Semester
<p><b>Student Satisfaction Questionnaire (Face-to-Face/Online Modality, Undergraduate students)</b></p>	<p>The data collection of distance education students' is stored on the institutional database. The questionnaire measures the degree of undergraduate student satisfaction with the areas and services provided by the Inter-American University of Puerto Rico Ponce Campus. This questionnaire is used to evaluate the following services or areas.</p> <ul style="list-style-type: none"> <li>• <b>Enrollment Management</b> (Admissions, Registration, Financial Aid, Bursar)</li> <li>• <b>Student Deanship</b> (Professional Counseling Center, Health Services, Sports/Gymnasium, University Chaplaincy, University Integration Service Center).</li> <li>• <b>Dean of Administration</b> (Auxiliary and Educational Enterprises: Cafeteria, Bookstore, CaféLIP; Physical Facilities: Parking, Roads/Sidewalks, Lighting, Green Areas, Bathrooms/Hallways, Entrance and Exit Accesses, Classrooms, Biology, Chemistry, Physics and Computers Laboratories)</li> <li>• <b>Dean of Academic Affairs</b> (Resource Center for Educational Excellence and Competencies (CRECE), Access to Information Center (CAI), Online Course Support Staff (PACLIP), Technical and Vocational Certificates (INTERTEC), Adult Program (Avance), Honor Program, Academic Management.)</li> </ul> <p>The results are used to determine changes and improvements in the services areas, if needed. This instrument is under revision to include other offices or services.</p>	<p>Spring Semester            Every other year (One year is administered by the IAUPR-Ponce Campus, the next year by the Central Office. Although both instruments, measures students' satisfaction, they are not the same.)</p>
<p><b>Exit Questionnaire</b></p>	<p>Measures the degree of student satisfaction with academic preparation obtained, employability and established professional goals. It measures</p>	Spring Semester

	satisfaction with the following areas: teaching and learning process, faculty, services, facilities, employment opportunity and acquired skills, among others.	
<b>Alumni Questionnaire</b>	Measures the degree of student satisfaction with academic preparation, employability and established professional goals. It measures satisfaction with the following areas: teaching and learning process, faculty, services, facilities, employment opportunity and acquired skills, among others.	Spring Semester, is administered after two years of graduation
<b>Academic Program Profile</b>	This report presents a nine-year profile of students from all academic programs at the Ponce Campus. The data is segmented by three areas: <ul style="list-style-type: none"> <li>• New Students - includes the following variables: high school GPA, College Board (CEEB) Scores and number of credits enrollment.</li> <li>• All students - includes the following variables: gender, program, age, year classification, academic load, number of credits enrollment (average) and college GPA.</li> </ul>	Spring Semester
<b>Analysis of Academic Programs</b>	Graduates - includes the following variables: gender, precent graduates This report breaks down the total enrollment of academic programs by department. In addition, it reports the gain and loss of undergraduate and graduate students by program.	Fall Semester
<b>Study of Academic Needs of Students during the Pandemic</b>	Measure the degree of student satisfaction in relation to remote services provided during COVID-19 Pandemic.	The digital questionnaire was administered in the academic terms of Spring 2020 and Fall 2021 only to students in the face-to-face modality.

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**Table 3**

*Institutional Level: Office of Research, Assessment and Planning*

<b>Name</b>	<b>Description</b>	<b>End of term</b>
<b>Student Satisfaction Questionnaire (Face-to-Face/Online Modality, Undergraduate/Graduate)</b>	The questionnaire measures the degree of undergraduate student satisfaction with the services provided by the Inter-American University of Puerto Rico. Faculty, Academic Offerings, Processes Related to Enrollment, Physical Facilities, Student Academic Support Services, University Climate, Complementary Student Services, and University Life.	Spring Semester Every other year (One year is administered by the IAUPR-Ponce Campus, the next year by the Central Office. Although both instruments, measures students' satisfaction, they are not the same.)
<b>Alumni Questionnaire – undergraduate level</b>	The questionnaire determines the relationship between undergraduate-level academic programs and the current employment status of graduates of the Inter-American University of Puerto Rico. It also measures the student's satisfaction with the academic preparation received at the Inter-American University of Puerto Rico.	Spring Semester
<b>Alumni Questionnaire – graduate level</b>	The questionnaire determines the relationship between graduate-level academic programs and the current employment status of graduates of the Inter American University of Puerto Rico. It also measures the student's satisfaction with the academic preparation received at the Inter-American University of Puerto Rico.	Spring Semester
<b>Employers Questionnaire</b>	The questionnaire determines how employers evaluate graduates of the baccalaureate programs of the Interamerican University of Puerto Rico. The results will be used to determine changes and improvements of the programs.	Spring Semester
<b>Retention and Graduation Rates</b>	The report presents the retention and graduation rates by the cohort. This information is used to explore trends related with students' cohorts.	Annually, by cohort



<b>Name</b>	<b>Description</b>	<b>End of term</b>
<b>Work Environment of Non-Teaching Collaborators</b>	The study presents the perception of non-teaching employees of the Inter-American University on various aspects of the work environment, in the context of the Covid-19 pandemic.	Fall Semester
<b>Statistical Report</b>	Report on Institutional Statistical Data	Fall Semester Spring Semester Summer
<b>Study of Academic Needs of Students during the Pandemic</b>	The study identifies the academic needs and course experience of the students in the virtual modality (Blackboard Collaborate), during the past months, during COVID-19 pandemic.	The digital questionnaire was administered during the month of December 2020 only to students in the face-to-face modality.
<b>Assessment indicators</b>	The report includes: Approved Academic programs by the Board of Postsecondary Institutions Professors in research projects, with publications and presentations Compliance with accreditation governmental agencies Extracurricular activities to promote ethical, democratic, and Christian-ecumenical values in our students Faculty development activities for promoting ethical, democratic, and Christian-ecumenical values	The UIPR-PC, at the end of every academic year (July), reports results to the Central Offices, using an electronic system, Electronic Platform of Assessment Indicators (EPAI)

**Table 4**

*External Study*

<b>Name</b>	<b>Description</b>	<b>End of term</b>
National Survey of Students Engagement (NSSE) <ul style="list-style-type: none"><li>• Undergraduate</li></ul>	<ul style="list-style-type: none"><li>• Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement.</li><li>• The ten indicators are organized within four broad themes. 1) Academic Challenge, 2) Learning with Peers, 3) Experiences with Faculty, and 4) Campus Environment.</li></ul>	Spring Semester

### 13. Dissemination of results

Within the campus, educational effectiveness is communicated to community members through the Academic Senate, the Student Council, student organizations, and faculty and administrative meetings, among others. Beyond the immediate campus, the Campus' Annual Report, which describes the years' accomplishments and indicators of success informs educational effectiveness. The Chancellor's Advisory Board that meets three times annually is also involved in Campus events and accomplishments. At the same time, it allows representatives of the Campus community to communicate their concerns and priorities from a community perspective. The Campus has developed and maintains a Web page that is available to all interested community members and expands the Campus to a community without geographical boundaries.

The SharePoint application is used for collecting initial planning information, plans, curricular maps, reports, and documents. This application provides a management and storage system for documents generated by each unit. For the assessment and planning process the IAUPR-PC uses an externally hosted application, *Tk20*. This system is a hosted solution with world-class data storage, backup, and security. It is an assessment system that allows to manage the academic or non-academic data of a program, department, office, or institution. Information and documents about goals, objectives, activities, measures, expected outcomes, and findings are up-loaded in the system. All academic and administrative units in IAUPR-PC use this system for program

review, collecting evidence for the annual performance reports, and outcome accomplishment.

New platforms will be used to document assessment and accreditation procedures. These are:

- b. Student Learning and Licensure (formerly Via) by Watermark is a modern and flexible platform to assess student learning in the classroom, field, and co-curricular activities, report on learning outcomes achievement, and provide students with timelines of work and portfolios to track and share their learning journeys.
- c. Planning and Self-Study by Watermark is a planning and management platform that allows documentation, analysis, and archival of outcomes assessment at any or all levels of the institution by utilizing an evidence-based approach to continuous improvement. Watermark Planning & Self-Study helps institutions more easily collect and report on assessment planning efforts across departments, programs, and colleges to meet goals for continuous improvement and accreditation. Watermark Planning & Self-Study centralizes planning, program review, and accreditation reporting processes, directly connects planning and assessment data, and integrates with other campus data sources. (Drury University, n.d)

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Appendix A

Organizational Chart IAUPR-PC

(to be cross-reference to the accreditation report)

Appendix B  
Strategic Assessment Plan Templates  
Academic Programs  
Process/Service

DEPARTMENT / OFFICE:

LEADERS:

**STRATEGIC ASSESSMENT PLAN**

ACADEMIC PROGRAM:

ACADEMIC YEARS  
CYCLE:**MISSION****GOALS****ASSESSMENT SUMMARY**

<b>OBJECTIVES</b>	<b>OUTCOMES</b>	<b>COURSE</b>	<b>INSTRUMENT</b>	<b>MEASURES</b>	<b>ADMINISTRATION DATE</b>



**MISSION****GOALS****ASSESSMENT SUMMARY**

OBJECTIVES

OUTCOMES

MEASURES

ADMINISTRATION  
DATE