

# UPRH

INSTITUTIONAL | 2024  
ASSESSMENT PLAN | 2029



*“Assessment is the means of today to  
Modify the instruction of tomorrow”.*

**Carol Ann Tomlinson**

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Dr. Carlos A. Galiano Quiñones  
**Chancellor**

**Institutional Assessment Office**

Dr. Mildred Cuadrado Cuadrado  
Director

Mrs. Emma E. Santana Ruiz  
Collaborator

Prepared by  
Dr. Ivette Irizarry Santiago  
Institutional Assessment Committee  
Service Assessment Committee  
Institutional Planning Committee

Dr. Mildred Cuadrado Cuadrado  
Front page, graphic design, typography, and editor

Reactions of the university body and external community  
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**Institutional Planning Committee (CPI)**

**OPAI Director and CPI Coordinator**  
Dr. Ivette Irizarry Santiago

**OPAI Liaisons**  
Dr. Mildred Cuadrado Cuadrado

**Representative of the Library**  
Mrs. Milagros O. Vázquez Roca

**Representative of the Area of Arts**  
Dr. Juan E. Marcano Medina

**Representative of the Area of Sciences**  
Dr. Deborah Parrilla Hernández

**Representative of the Area of Administrative Sciences**  
Dr. Betzabeth López Ríos

**Representative of the Administrative Board**  
Prof. Alba I. Pérez Ramos

**Representatives of the Academic Senate**  
Dr. Eneida Silva Collazo  
Dr. Evelyn Cruz Llópez

**Representative of the Budgeting Office**  
Mrs. Adiary Laviena Rodríguez

**Representative of the Offices of Student Services**  
Mr. José R. Jiménez Castro

**Representatives of the Non-Teaching Exempt Personnel from the Academic  
Departments and from the University Body and External Community Service  
Areas**

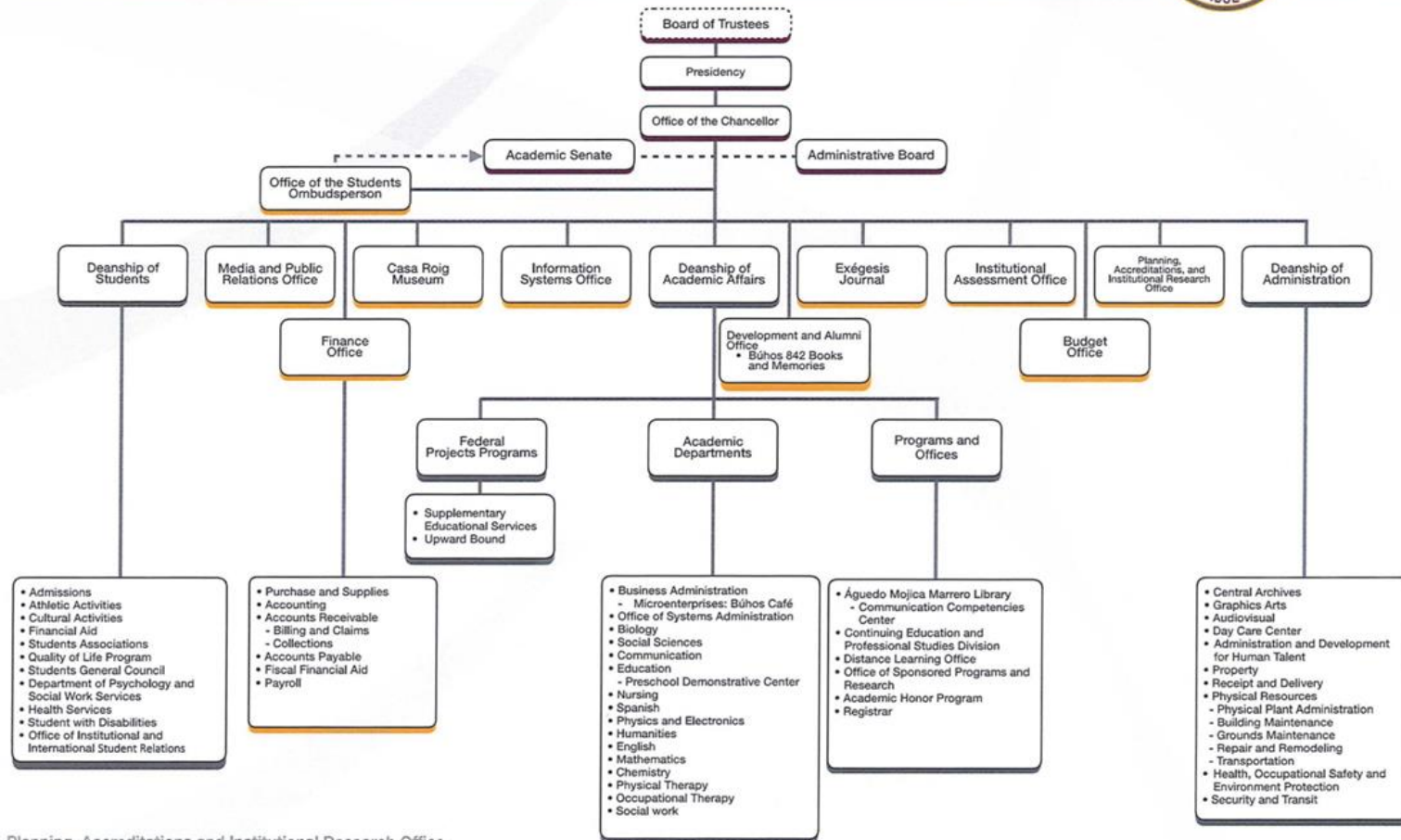
Mr. José M. Moreira Barreto      Mr. David López Rodríguez  
Dr. Liz M. Pagán Santana      Mrs. Lynette Rivera Morges

**Student**  
Mr. Kensar J. Cruz Estrada

**External Community**  
Mr. Francis Bermúdez Vázquez



UPR HUMACAO Organization Chart UNIVERSIDAD DE PUERTO RICO HUMACAO • 1962 •



Planning, Accreditations and Institutional Research Office  
Planning Area and Budget Office  
Revision: March 17, 2025  
Design and collaboration: Dr. Ernesto Soto

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ASSESSMENT PLAN | 2024-2029

Introduction

Justification

Historical background

## Introduction

The Assessment Plan of the University of Puerto Rico at Humacao (URPH) is the management tool that guides institutional efforts toward continuous improvement. At the UPRH, assessment is defined as: *Continuous process of reflection about the information collected, which provides evidence of the success achieved in educational activities and programs, with the specific purpose of improving the quality of the learning process and its product: the student.* Assessment is conceptualized as a systemic and systematic process of collecting, reviewing, and using information from educational programs with the purpose of improving student learning and development (Marchese cited in Banta and Palomba, 2015).

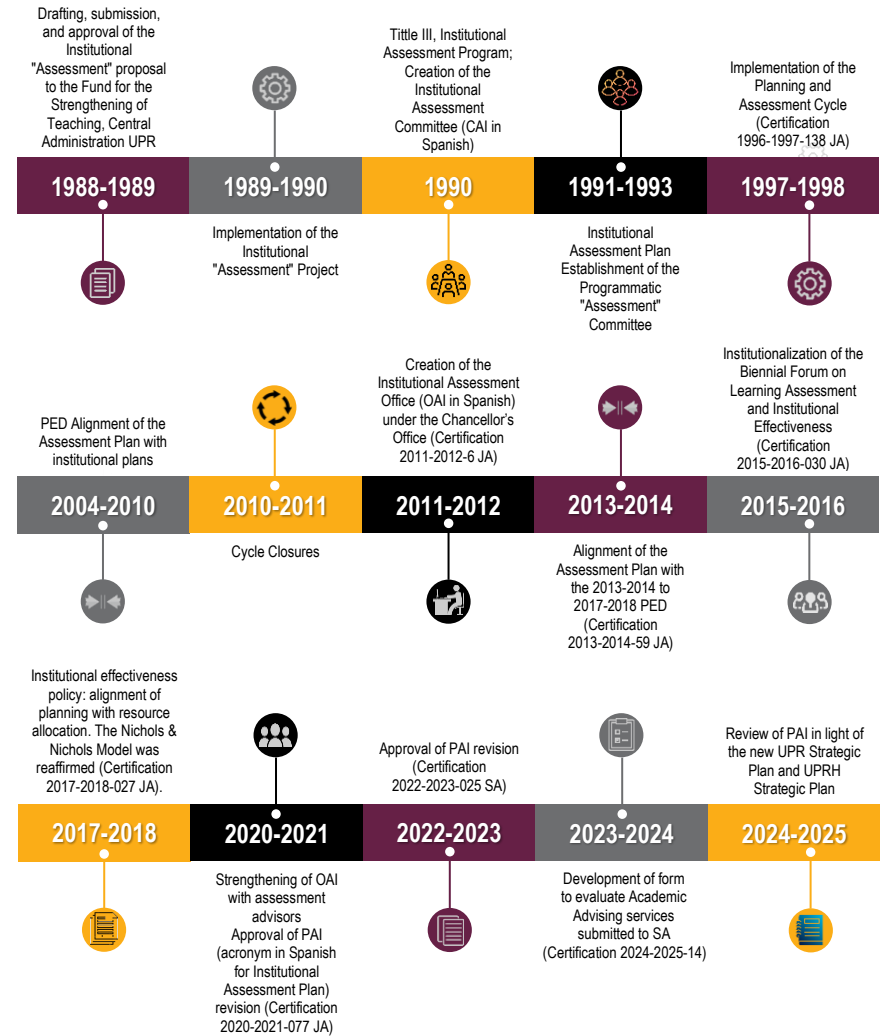
The Middle States Commission on Higher Education (2023) establishes that a higher education institution is a community dedicated to students, the search and dissemination of knowledge, the study and clarification of values, and the advancement of the society it serves. Through assessment, UPRH reflects on the processes carried out in its programs and services to promote continuous improvement and, above all, student success. Therefore, the Assessment Plan was conceptualized through a working team representative of all sectors that make up the university and external community. This provides legitimacy and transparency to the institutional assessment process.

## Justification

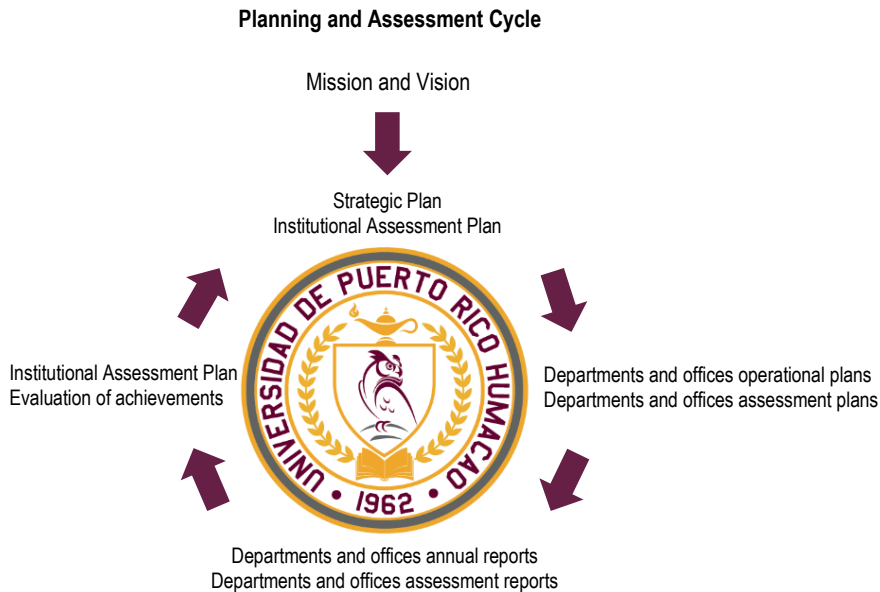
UPRH has had an Assessment Plan for more than a decade. The latest revision of the Institutional Assessment Plan was approved by the Administrative Board (Certification 2020-2021-077) and the Academic Senate (Certification No. 2022-2023-025). This revision is presented with the alignment to the institution's Strategic Plan and the 2023-2028 University of Puerto Rico's Strategic Plan: a roadmap of creative and innovative actions.

## Historical background

Since the initiation of institutional assessment initiatives (Rodríguez Roig, 1988), assessment activities have been coordinated at the institution, both at the level of academic departments and administrative offices. The following figure presents the timeline.



The assessment of institutional effectiveness is based on the Planning and Assessment Cycle. This consists of the development of operational plans and annual reports that respond to the process of planning and its product. It also includes assessment plans and reports from academic departments and administrative offices. The objectives of the academic departments and administrative offices are aligned with the institutional goals, and the objectives of the courses with the objectives of the academic programs. In this way, the extrapolation of activities at all levels that contribute to fulfilling the institution's mission is ensured through the achievement of the goals and objectives established in the approved Strategic Plan. The cycle is presented in the following figure.



According to the Planning and Assessment Cycle, each department and office prepares an operational plan and an assessment plan. The assessment plan outlines the objectives, activities or methods of assessment, expected outcomes, responsible individuals, the assessment instance, and the use of results. Assessment projects and tasks are carried out based on initiatives to perform specific activities, considering accreditation processes. To support this process, the Administrative Board, through Certification No. 2015-2016-050 and its corresponding amendment Certification No. 2017-2018-027, approved the *Institutional Effectiveness Policy: alignment of planning with resource allocation* with the purpose of ratifying the institutional effectiveness through the analysis of plans evaluation, which is achieved through the results of the assessment process and the use of resources and funding sources from the institutional budget. The entire process is integrated and participatory within the framework of the planning process. With the policy's approval, the adoption of the Nichols and Nichols (2000) Institutional Effectiveness model was also recertified. The focus of this model is based on measures of expected outcomes in compliance with the institutional mission, and integrates, at all institutional levels, operational plans, assessment processes, and resource allocation. This Paradigm has been recognized by regional agencies of external evaluation and was recommended in the Institutional Effectiveness Handbook: A Practical Guide for Planning and Assessing Effectiveness as successful in integrating these processes. The following figure illustrates the model graphically.

**Relationship between strategic planning and institutional effectiveness planning**



Adapted from The Department Head's Guide to Assessment Implementation in Administrative and Educational Support Units, by James O. Nichols and Karen W. Nichols, Agathon Press, New York, 2000.



**ASSESSMENT PLAN | 2024-2029**

**Learning assessment**

**General education competencies assessment**

**Services assessment**

## Learning assessment

The assessment of learning is a systematic process based on the competencies of graduates, which include both professional and general education competencies. These are aligned with the department's goals and, in turn, with the institutional mission and goals. The Institutional Assessment Committee (CAI in Spanish) channels the efforts of systematizing learning assessment plans and reports using uniform instruments to align departmental plans with institutional goals.

In order to align institutional goals with the assessment of learning, three instruments are used (Appendices A, B, and C). In [Table I](#), starting from the graduate profile, the general education competencies, professional competencies, and the courses in which these competencies will be assessed are identified. In [Table II](#), information on success indicators, assessment instruments, direct and indirect measures, assessment instances, responsible persons, and the approximate date is added. [Table III](#) focuses on collecting data on learning effectiveness. In it, the results of the assessment, the analysis, and the actions taken to improve student learning are specified. These instruments facilitate the closure of the learning assessment cycle (Appendix D).

## General education competencies assessment

The *General education component (CEG in Spanish)*, approved by the Academic Senate through Certification No. 2012-2013-32, provides an academic foundation that enriches processes related to the development of knowledge, skills, and values, and prepares students to achieve success in all aspects of their lives and consciously become lifelong learners. In alignment with this goal, the CEG has the following objectives:

1. Foster creativity and the innovative capacity of the university community through components, courses, and special projects of a transdisciplinary nature that significantly contribute to the development of an integrative vision of knowledge.

2. Foster the development of complex thinking within an efficient information management framework that generates autonomous learning, independence of judgment, the construction of new knowledge, and the ability to "learn how to learn."
3. Promote the development of knowledge, skills, and values that enable students to adapt to new environments, positively transform their community, and interact effectively in a complex, pluralistic society affected by personal, social, economic, and ecological challenges.
4. Integrate technology in the search, processing, and creation of knowledge as a means of enriching the educational process and preparing students for the workforce.
5. Promote the development and strengthening of ethical and aesthetic values, thereby enhancing the student's ability to understand and enrich Puerto Rican culture and those that have historically interacted with it.
6. Foster a climate of scientific research and artistic creation that stimulates reflection, sensitivity, and the development of innovative alternatives to facilitate the solution of personal, social, and environmental problems.

The elements that make up the structure of the CEG curriculum are:

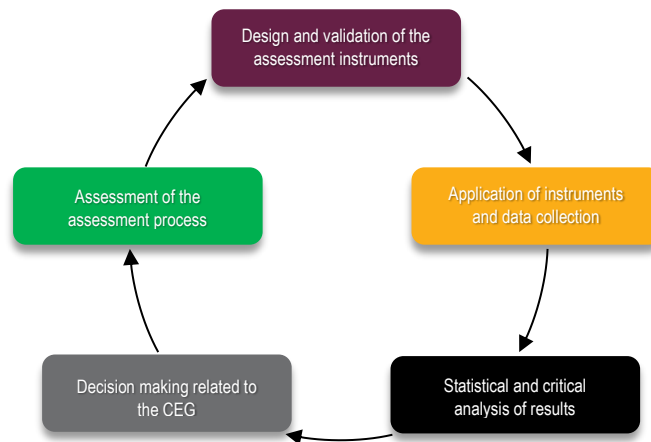
- ◆ Curricular areas: humanities, social sciences, mathematics, Spanish, English, history of Puerto Rico, and the elective courses for each program
- ◆ Course sequence: consists of core courses and second-level courses for each curricular area
- ◆ Course content: established in the course syllabi
- ◆ Competencies: approved by the Academic Senate (Certification No. 2005-2006-46, amendment Certification No. 2010-2011-13)
  1. Ability to communicate orally and in writing in Spanish as the native language
  2. Ability to communicate orally and in writing in English as a second language



3. Quantitative and analytical reasoning
4. Critical analysis in problem-solving and decision-making
5. Ability to access diverse sources of information and critically manage them
6. Management and use of technology
7. Application of different research methods
8. Ability to work in teams
9. Ethical conduct
10. Respect for the diversity of human cultural experience
11. Responsibility and social commitment
12. Knowledge and defense of Puerto Rican culture
13. Sensitivity, appreciation, and respect for creative capacity expressed in artistic and scientific works and manifestations

The Deanship of Academic Affairs and the Advisory Committee of the General Education Component are responsible for the functioning of the CEG. In this process, efforts and resources of various institutional bodies are integrated. Consequently, a CGE process consisting of five stages has been established as demonstrated in the following figure.

**Model of assessment for the general education component**



## Services assessment

The results of an organization's processes are conceptualized as services when at least one activity is carried out between the organization and the customer. Services involve different activities at the interface with the customer. Typically, they are made up of the core service, which is focused on the customer's needs, and the complementary services, which facilitate the core service and, at the same time, increase its value and appeal to the customer (Guerra et al., 2022).

As described by Guerra et al. (2022), focusing on educational quality through continuous improvement reinforces the idea of its relative and dynamic nature, aiming for increasingly higher quality standards in alignment with changes in the socioeconomic context and advancements in knowledge. This implies that quality educational institutions are those that achieve their objectives and continuously improve their performance compared to their previous results.

The UPRH, through various committees, coordinates the tasks related to the assessment of student services. The Committee on Service Assessment (CAS in Spanish) is responsible for coordinating assessment efforts, identifying training needs, providing support in processes, clarifying doubts, and sharing findings from the assessment work of service offices. This committee evaluates the findings from various institutional, departmental, and office studies related to the services offered at the institution and sets work priorities based on information about student needs, user profiles, and their satisfaction with the services provided. Furthermore, the committee establishes mechanisms to systematize the service assessment processes. The expected outcome is to increase the effectiveness of service offices, provide an environment that stimulates the teaching and learning process, and promote the physical, emotional, mental, and spiritual well-being of the university community.

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**Institutional Assessment Office**

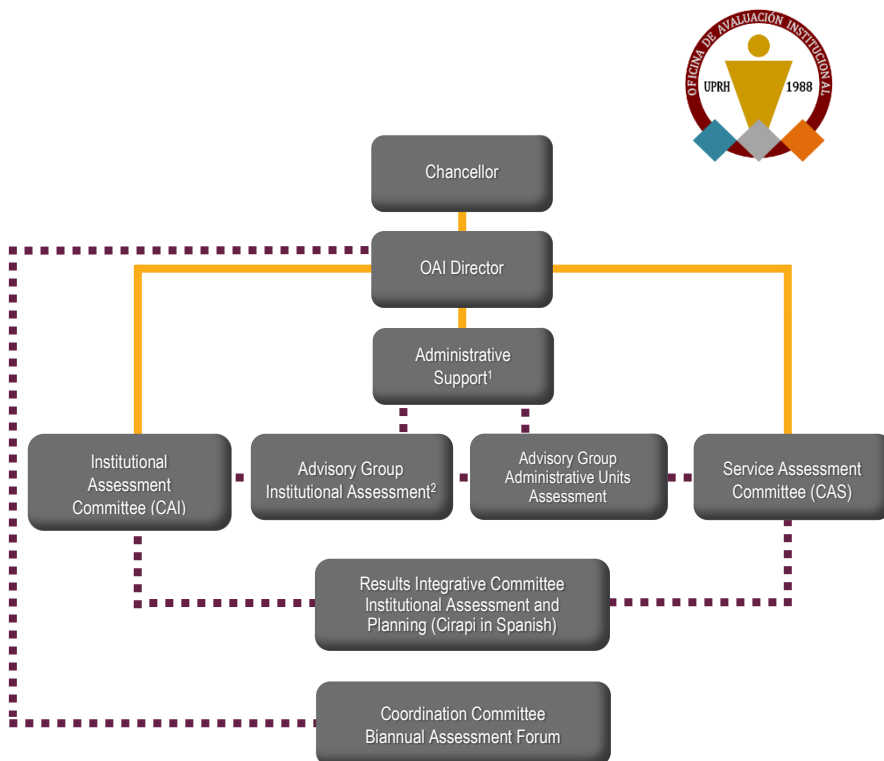
**Advisory groups**

**Institutional committees**

**Institutional assessment forum**

## Institutional Assessment Office

The coordination of assessment activities is the responsibility of the [Institutional Assessment Office](#), which is ascribed to the Chancellor's Office (Certification No. 2011-2012-6 of the Administrative Board). The administrative and academic support personnel assigned to the office, as well as the support for institutional committees, are shown in the organizational chart.



----Provides support

<sup>1</sup> Vacant position; support is received with a salary differential from a secretarial resource.

<sup>2</sup> These advisors receive additional compensation for providing support according to their academic areas.

## Advisory groups

*Institutional Assessment Advisory Group (Gaavi in Spanish)*

The Institutional Assessment Advisory group has the task of advising and supporting academic departments. Also, to advise members if the institutional assessment committees, as required.

Composition. The Gaavi will be appointed by the nominating authority. It will be composed of a representative from each academic area: Arts, Administrative Sciences, and Natural Sciences. These representatives will receive additional compensation equivalent to three credits every academic semester. The functions of the Gaavi are as follows:

1. Advise members of the Institutional Assessment Committee and working groups related to the assessment process.
2. Advice on academic matters, members of the Services Assessment Committee and working groups related to the assessment process.
3. Advise on assessment projects and activities coordinated by the office.
4. Collaborate with the director in the development of assessment plans and projects.
5. Collaborate on activities of guidance, training, and disclosure of assessment results.
6. Collaborate on the operationalization of the Institutional Assessment plan.
7. Offer assessment workshops to academic department directors and other university personnel.

*Administrative Units Assessment Advisory Group (Gaada in Spanish)*

Administrative Units Assessment Advisory Group has the task of advising and supporting administrative offices in the assessment processes. This committee also advises on assessment projects and activities of the administrative offices.

Composition. The Gaada will be appointed by the nominating authority. will be composed of one representative of the administrative offices of each managerial unit: Office of the Chancellor, Deanship of Academic Affairs, Deanship of Administration, and Students Deanship. The functions of the Gaada are as follows:

1. Advise on assessment projects and activities of the administrative offices, in coordination with the Institutional Assessment Office.
2. Collaborate with directors of the administrative offices in the development of assessment plans and projects.
3. Collaborate in activities of guidance, training, and dissemination of the assessment results.
4. Collaborate on the operationalization of the Institutional Assessment Plan.

## Institutional Assessment Committee

The Institutional Evaluation Committee (CAI in Spanish) coordinates the assessment of student learning. The main objective is to collect useful information to improve the teaching and learning process and provide a conducive environment for it. The structure, centered on the student, is based on collaborative principles of broad participation from all components of the university community. Once established, the CAI will meet a minimum of twice per semester.

Composition. As an institutional committee, the members of the CAI will be appointed by the nominating authority. It will be composed of the assessment coordinators from the academic departments, a representative from the Deanship of Academic Affairs, a representative from the Planning, Accreditation, and Institutional Research Office (OPAI), a representative from the Águedo Mojica Marrero Library, and a representative from the General Student Council. The director of the Institutional Assessment Office will preside over the CAI. The functions of the CAI are as follows:

1. Participate in meetings called by the president of the CAI.
2. Serve as a liaison between the CAI and the academic department they represent for matters related to student learning assessment, program assessment, and institutional assessment.
3. Actively collaborate in the CAI's efforts to systematize assessment plans and reports for student learning using uniform instruments to align departmental plans with institutional goals.
4. Preside the departmental assessment committee.
5. Keep the department director, program coordinator, departmental assessment committee, and faculty members informed on matters relevant to student learning assessment, program assessment, and institutional assessment, including the actions taken as a member of the CAI.
6. With the direct and proactive support of the department director, program coordinator, departmental assessment committee, and faculty members, collaborate directly with the department on aspects related to assessment. These include:
  - a. Design the departmental assessment plan
  - b. Design and implement the process
  - c. Develop the working documents and instruments
  - d. Analyze the findings
  - e. Determine concrete actions based on the findings
  - f. Implement the concrete actions based on the findings
  - g. Prepare the corresponding documentation
  - h. Collect evidence
  - i. Organize the "exhibit room" (if applicable)
  - j. Disseminate the process
  - k. Others
7. Coordinate an educational activity on assessment at the departmental level, at least once per semester, which could include meetings, presentations, workshops, forums, discussions, etc.
8. Submit an annual report on the tasks performed.



## Services Assessment Committee

The Services Assessment Committee (CAS in Spanish) coordinates the assessment of services in support to the teaching and learning process. The main objective is to collect useful information to enhance institutional effectiveness. Like the Institutional Assessment Committee (CAI), the structure of the CAS is based on collaborative principles of broad participation from all components of the university community. Once established, the CAS will meet a minimum of twice per semester.

Composition. Since it is an institutional committee, the members of the CAS will be appointed by the nominating authority. It will be composed of representatives from all administrative offices and student service offices. Among these, a liaison from the Chancellor's Office, the Deanship of Academic Affairs, the Deanship of Administration, and the Deanship of Student Affairs will be appointed, and they will support the offices assigned to their respective managerial departments/offices. The functions of the CAS are as follows:

1. Participate in meetings called by the president of the CAS.
2. Serve as a liaison between the CAS and the office they represent for matters related to assessment activities.
3. Actively collaborate in the CAS's efforts to systematize assessment plans and reports using uniform instruments to align the offices' plans with institutional goals.
4. Coordinate assessment works of the office they represent.
5. Keep their director or dean and work colleagues informed on matters regarding the assessment processes, including the actions taken as a member of the CAS.

6. Collaborate on aspects related to the assessment topic. These include:
  - a. Design of the office assessment plan
  - b. Design and implementation of the process
  - c. Prepare work documents and instruments
  - d. Analyze findings
  - e. Determine concrete actions based on findings
  - f. Implement the concrete actions based on the findings
  - g. Prepare the corresponding documentation
  - h. Collect evidence
  - i. Organize the "exhibit room" (if applicable)
  - j. Disseminate process
  - k. Others
7. Identify training needs.
8. Make judgements about the findings of the different institutional studies related to the services on the UPRH.
9. Establish work priorities based on the information about students' needs, user profiles, and their level of satisfaction with services.
10. Promote projects for the assessment of the effectiveness of offices' processes.
11. Submit and annual report of the tasks performed.



## Integrating Committee for Institutional Assessment and Planning Results (Cirapi in Spanish)

The Institutional Assessment and Planning Results Committee is the committee tasked of working with summaries of the assessment results, identifying the actions to be taken, and integrating them in the institutional planning and in the resource allocation.

Composition. As an institutional committee, the members of the Cirapi will be appointed by the nominating authority. It will be composed of representatives from all university sectors. Among these, a representative will be appointed from: the Chancellor's Office, the Deanship of Academic Affairs, the Deanship of Administration, the Deanship of Student Affairs, the Academic Senate, the Administrative Board, the Student Body, the Institutional Assessment Committee, and the Services Assessment Committee. The director of the Institutional Assessment Office and the director of the Planning, Accreditation, and Institutional Research Office will serve as ex officio members. The representatives to the committee will be designated by the body they represent. To ensure continuity in the work, once the committee is established, the term of the members will be for a period of three years. The functions of the CIRAPI are as follows:

1. Collect the results of the institutional planning and assessment processes and promote their use in the budget distribution.
2. Establish the instruments to carry out the corresponding analyses.
3. Analyze the results to determine the achievement of goals and objectives.
4. Propose recommendations that facilitate continuous assessment practices to improve institutional effectiveness.
5. Evaluate the assessment processes to determine institutional effectiveness.

6. Submit a report to the nominating authority that includes, among other things, an executive summary describing the assertion of institutional effectiveness and the promotion of improvements to facilitate decision making by the university administration.

## Institutional assessment forum

The Administrative Board, through Certification No. 2015-2016-030, institutionalized the assessment forum in UPRH. The official name is: *Biannual Forum on Learning Assessment and Institutional Effectiveness*. Its purpose is to disseminate the assessment cycle closures and report the findings and actions of the process. This leads to a contextualized reflection of the participants. The forum will be held every two years in March of even numbered years and will last one day. It will take place on a Wednesday or Friday to minimize conflict with other activities in the institution. It will be established in the academic calendar, and a partial academic recess (9:30 a. m. to 3:30 p. m.) will be granted to promote participation from various sectors on the university community.

The planning of the forum will be managed by a Coordinating Committee composed of representatives from the Institutional Assessment Office (OAI), the Institutional Assessment Committee, the Services Assessment Committee, the General Education Component Advisory Committee, the Integrating Committee for Institutional Assessment and Planning Results, and any other member deemed necessary. The candidates will be identified and recommended by the director of the OAI for appointment by the Chancellor. Once appointed, the committee will receive active and direct support from the three deanships.

The committee will be activated during the same academic year as the forum's development, in the semester from August to December, after the academic semester begins and the CAI, CAS, Caceg, and Cirapi are reactivated. Among the functions of its members are the conceptualization of the activity, coordination, and follow-up of logistical aspects. The certification that institutionalized the forum establishes a minimum of \$750 for expenses related to printing and reproducing materials, refreshments, and other costs. This budget will be managed by the director of the OAI.



ASSESSMENT PLAN | 2024-2029

# Development of the Assessment Plan

## Development of the Assessment Plan

The latest revision of the Assessment Plan was approved by the Administrative Board (Certification No. 2020-2021-077) and by the Academic Senate (Certification No. 2022-2023-025). This revision is presented with the alignment to the institution's Strategic Plan, and the 2023-2028 University of Puerto Rico Strategic Plan: a cartography of creative and innovative actions, which, in turn, are aligned with accreditation standards of the Middle States Commission on Higher Education. Furthermore, they are consistent with Puerto Rico's economic development plan and with the United Nations' objectives for sustainable development.

The UPR Strategic Plan, as part of Goal 1, establishes as an objective to create academic and administrative processes that are agile and susceptible to continuous assessment. Also, to strengthen continuous processes of evaluation and assessment of all academic programs. Consequently, the development of the Assessment Plan was supported by the personnel from the Institutional Assessment Office and related institutional committees. The draft was presented in committee meetings and distributed to the directors of the academic departments and administrative offices, who provided their recommendations.

### *Alignment*

One of the essential activities in the strategic planning process is the development of the mission that reflects the fundamental purpose of the organization. The mission and purpose statement of the UPR is as follows:

### Mission

The University of Puerto Rico at Humacao, centered in the student success: *Promotes academic excellence, innovation, and in forming professionals who contribute to the social, economic, and cultural development of the eastern area, Puerto Rico, and the Caribbean.*

### Vision

*The University of Puerto Rico at Humacao aims to be a higher education center that provides services to non-traditional populations on different modalities that will broaden its local and international projection.*

The foundations of institutional evaluation are contained in Certification No. 1992-93-53 from the Academic Senate, among which it is established that, in order to improve the quality of teaching, the institution needs to explicitly set its goals and objectives. The learning process becomes more effective when there is consensus on what students should learn. On the other hand, the hierarchical alignment of university actions seeks to ensure that the university's activities, services, and projects reflect and respond to the institutional mission and goals. Consequently, the institutional goals serve as a guide for academic departments and administrative and service offices in the development of objectives and activities for their work plans.

The goals of the UPRH are:

- Goal A** Innovate the academic offering in various modalities to enhance the holistic development of the student
- Goal B** Expand educational programs, services, and community projects through strategic alliances that promote the development of the external community and the fiscal sustainability of the institution
- Goal C** Promote the optimization of institutional operations through best administrative and process reengineering practices that drive an agile service

### *Description of the assessment process*

The primary objective of the assessment process is the use of assessment results to:

- ◆ Document student learning achievements
- ◆ Document the effectiveness of services
- ◆ Promote changes or modifications to improve aspects of teaching, experience, or service
- ◆ Take decisions based on informed judgements
- ◆ Integrate results in the planning process
- ◆ Allocate the budget



In the UPRH the assessment process responds to the following cycle.



#### *Plan operationalization*

The operationalization of the Institutional Assessment Plan (PAI in Spanish) is based on the description of the UPRH Strategic Plan (PLES) operationalization. Consequently, the implementation of the plan will be carried out through the Institutional Planning and Assessment Cycle. The cycle is focused on the preparation of reports and short-term plans of all the dependencies of the UPRH (Appendix E) to align them with the medium-term institutional plans (UPRH, 2013b). This paradigm links both efforts into a single cycle that includes:

- ◆ Development of objectives aligned with institutional mission and goals
- ◆ Budget project to support objectives
- ◆ Evaluation of the measures of the expected outcomes

The departments and offices contribute to the fulfillment of the institutional mission and goals through:

- ◆ Identification of priorities
- ◆ Alignment of goals with common objectives
- ◆ Contribution to the continuous improvement of the institution in a sustained manner
- ◆ Continuous improvement of student learning and of the services provided to them, the faculty, and non-faculty personnel

The purpose of preparing the plans and annual reports is to identify the needs, request the allocation of resources, and evidence achievement and progress. The forms that make up the cycle are: Operational plan, Assessment Plan, Annual report on work done concerning the Operational plan, and Annual assessment report.

The assessment process is an essential part of the cycle; during the duration of this plan, both formative and summative evaluations will be carried out. This will determine whether the efforts are aligned with the desired direction and the gap between the proposed expectations and the achieved outcomes. The formative evaluation will examine the progress in meeting the objectives and provide feedback; the results achieved are compared to the established indicator. The summative evaluation will determine the degree to which the objectives were achieved at the end of the plan's validity period; it indicated the extent to which the objectives were reached.

#### *Plan evaluation*

During the duration of the Assessment Plan, both formative and summative evaluations will be carried out. The success indicator to comply with the plan will be 75% or higher by the end of the period.

UNIVERSITY OF PUERTO RICO AT HUMACAO

# 2024-2029 Institutional Assessment Plan

**Goal A: Innovate the academic offering in various modalities to enhance the holistic development of the student**

PE-UPR/MSCHE	PE-UPRH	Objective	Activity/Assessment method	Expected result (Success indicator)	Responsible	Assessment instance (Time)
<b>Strategic Issue 4</b> M_10: O10:4 MSCHE STDS: I, II, III, V, VI	A2	A1. Constitute the Institutional Assessment Committee (CAI).	1. CAI constituted	A1.1 Annual reports committee	Chancellor	Annual
			2. Uniform assessment instrument	A1.2 Curricular, programmatic, and departmental renewal	Dean of Academic Affairs; CAI	Annual
<b>Strategic Issue 1</b> M_01: O1.7, O1.9, O1.12 MSCHE STDS: I, II, III, V	A4	A2. Constitute the Advisory Committee for the General Education Component (Caceg).	1. Caceg constituted	A2.1 Annual reports committee	Dean of Academic Affairs	Annual
	A6		2. Uniform assessment instruments	A2.2 Evaluation of the General Education Component	Caceg	Annual
<b>Strategic Issue 1</b> M_01: O1.12 MSCHE STDS: I, II, III, V	A7	A3. Consolidate the 13 competencies of General Education in accordance with the <i>New paradigm for the assessment of the General Education Component</i> .	1. Approval of proposal <i>Assessment of the general education in the UPRH: innovative paradigm</i>	A3.1 Implementation of the innovative paradigm	Academic Senate; Dean of Academic Affairs; Caceg	2024-2026
			2. Training workshops on the new paradigm	A3.2 Tables I y II updated and Table III adjusted to the new paradigm by 100% of the academic programs	CAI; Caceg	2026-2029
<b>Strategic Issue 1</b> M_01: O1.12 MSCHE STDS: I, II, III, V	A7	A4. Train directors and assessment coordinators of academic departments and programs, respectively, on topics related to the assessment of student learning.	1. Assessment workshops	A4.1 Innovated and uniformed techniques, methods, instruments, and strategies to evaluate the student learning in general education and concentration courses	CAI; OAI Director; academic departments directors	Annual
			2. Operationalization of the Planning and Assessment Cycle established in the academic departments	A4.2.1 Electronic platform approved	OAI Director; Academic area advisors; academic area directors	Assessment plans (According to the established cycle)
				A4.2.2 80 % or more of academic departments submit their assessment plans and annual reports to the OAI		
				A4.2.3 Number of cycle closures		
A4.2.4 Annual dissemination of assessment results						



Goal A: Innovate the academic offering in various modalities to enhance the holistic development of the student							
PE-UPR/MSCHE	PE-UPRH	Objective	Activity/Assessment method	Expected result (Success indicator)	Responsible	Assessment instance (Time)	
<b>Strategic Issue 4</b> M_10: O10.4 MSCHE STDS: I, II, III, V, VI	A2	A5. Promote the analysis of the assessment process results and the dissemination of curricular actions related to language skills, and academic and cultural experiences.	1. Disseminations of assessment processes, results, and actions related to general education skills	A5.1.1	Number of cycle closures	Academic department directors  According to cycles established by academic programs	
				A5.1.2	Assessment bulletins		
				A5.1.3	Information on web pages		
<b>Strategic Issue 1</b> M_01: O1.12 MSCHE STDS: I, II, III, V	A7		2. Implementation and evaluation of the UPRH Assessment Plan	A5.2	75 % or more of compliance at the end of the validity period (summative evaluation)	OAI Director  Formative evaluation (Annual: September to February)	

Goal B: Expand educational programs, services, and community projects through strategic alliances that promote the development of the external community and the fiscal sustainability of the institution							
PE-UPR/MSCHE	PE-UPRH	Objective	Activity/Assessment method	Expected result (Success indicator)	Responsible	Assessment instance (Time)	
<b>Strategic Issue 1</b> M_1: O1.5 MSCHE STDS: I, II, III, V	B5	B1. Determine effectiveness of the services offered by the UPRH and the perceptions that the community has of them.	1. Questionaries of effectiveness and satisfaction of the services, programs, and initiatives offered to the community	B1.1	75 % or more of the external community is satisfied with the offered services	CAS  Annual	
<b>Strategic Issue 4</b> M_10: O10.3 MSCHE STDS: I, II, III, V, VI	B1	B2. Lead efforts of continuous improvement of the effectiveness in educational programs, services, and community projects that support student experience.	1. Assessment workshops	B2.1	Uniformed assessment techniques, methods, instruments, and strategies to evaluate community service	CAI; CAS; OAI Director; departments and offices directors  Annual	
<b>Strategic Issue 1</b> M_1: O1.5 MSCHE STDS: I, II, III, V	B5		2. Implementation and evaluation of the UPRH Assessment Plan	B2.2	75 % or more of compliance at the end of the validity period (summative evaluation)	OAI Director  Formative evaluation (Annual: September to February)	



Goal C: Promote the optimization of institutional operations through best administrative and process reengineering practices that drive an agile service							
PE-UPR/MSCHE	PE-UPRH	Objective	Activity/Assessment method	Expected result (Success indicator)	Responsible	Assessment instance (Time)	
Strategic Issue 1 M_1: O1.5 MSCHE STDS: I, II, III, V	C5	C1. Offer services based in a culture grounded in measurement and assessment for the continuous improvement of processes.	1. Institutional Assessment Office strengthen with support resources	C1.1 Administrative support personnel and advisors by academic area assigned to the OAI	Chancellor Deans	Annual	
			2. Forum evaluation	C2.2 75 % or more of satisfaction among participants	Coordinating Committee; OAI Director	Activity completed	
Strategic Issue 1 M_1: O1.5 MSCHE STDS: I, II, III, V	C5	C2. Hold the Institutional Assessment Forum.	1. Establishment of the Coordinating Committee	C2.1 Dissemination of institutional assessment results	Chancellor; Coordinating Committee; OAI Director	Biannual	
			2. CAS established	C3.1 Committee annual reports	Rector	Annual	
Strategic Issue 1 M_1: O1.5 MSCHE STDS: I, II, III, V	C5	C3. Establish the Services Assessment Committee (CAS).	2. Uniformed assessment instruments	C3.2 Improvement of institutional effectiveness	CAS; OAI Director	Annual	
			1. Assessment workshops	C4.1 Innovated and uniformed techniques, methods, instruments, and strategies of services assessment	CAS; OAI Director; administrative and student services directors	Annual	
Strategic Issue 1 M_1: O1.5 MSCHE STDS: I, II, III, V	C5	C5. Determine effectiveness of the services offered in the UPRH.	1. Operationalization of the Planning and Assessment Cycle established in administrative and student services offices	C5.1.1 Electronic platform approved	CAS; OAI Director	Assessment plans (According to the established cycle)  Assessment report (Annual)	
				C5.1.2 90 % of the offices offering services that support student success use the assessment process results			
				C5.1.3 Level of satisfaction of the students with the services			
				C5.1.4 Number of cycle closures			



Goal C: Promote the optimization of institutional operations through best administrative and process reengineering practices that drive an agile service							
PE-UPR/MSCHE	PE-UPRH	Objective	Activity/Assessment method	Expected result (Success indicator)	Responsible	Assessment instance (Time)	
				C5.1.5	50 % or more of the offices by deanship have an assessment plan	CAS; OAI Director	Assessment plans (According to the established cycle)
				C5.1.6	50 % or more of the offices by deanship submit an annual assessment report to the OAI		Assessment report (Annual)
				C5.1.7	Dissemination of annual assessment results		
			2. Establishment of the Integrating Committee of Institutional Assessment and Planning Results (Cirapi)	C5.2.1	Systemic evaluation of services rendered	Chancellor	Annual
				C5.2.2	Use of results for decision making		
			3. Implementation and evaluation of the Institutional effectiveness policy: alignment of planning with resource allocation	C5.3	Evaluation of assessment plans and reports of all institutional dependencies	OAI Director; Cirapi	Annual
			4. Implementation and evaluation of the UPRH Assessment Plan	C5.4	75 % or more of compliance at the end of the validity period (summative evaluation)	OAI Director	Formative evaluation (Annual: September to February)



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# References

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ASSESSMENT PLAN | 2024-2029

# Certifications

## Certifications

### Administrative Board

Certification No. 2011-2012-6	Establishment of the Institutional Assessment Office attached to the Chancellors Office
Certification No. 2015-2016-030	Institutionalization and Development Policy of the UPRH Assessment Forum
Certification No. 2015-2016-050 Certification No. 2017-2018-027 (amendment)	Institutional Effectiveness Policy: Alignment of Planning with Resource Allocation
Certification No. 2019-2020-047	2014-2018 UPRH Strategic Development Plan, extended to 2022
Certification No. 2020-2021-077	Institutional Assessment Plan

### Academic Senate



Certification No. 1992-1993-53	Establishment of the UPRH Assessment Program
Certification No. 2005-2006-46 Certification No. 2010-2011-43 (amendment)	Proposal for the establishment of the general education competencies
Certification No. 2012-2013-32	General education component
Certification No. 2022-2023-025	Institutional Assessment Plan



ASSESSMENT PLAN | 2024-2029

# Appendices

### Appendix A

	<b>UNIVERSITY OF PUERTO RICO AT HUMACAO</b>								
DEPARTMENT: _____									
<b>Table I: Alignment of program's goals, competencies, and courses<sup>1</sup></b>									
Date of update: _____			Academic program: _____						
Institutional goals	Graduate profile (a)	General education competencies (b)	Professional competencies (c)	Course (d)	Course (d)	Course (d)	Course (d)	Course (d)	Course (d)



- Legend:
- (a) Graduate profile: based on the certification of the academic program
  - (b) General education competencies: General Education competencies approved by the Academic Senate
  - (c) Professional competencies: demonstration of student's performance in the professional area
  - (d) Course: course code and name, general objectives aligned with the competencies, program profile. The level of competency development is indicated by placing the following letters in parentheses: I (Initial), P (Practice and development), D (Mastery)

Prepared by: Prof. Luis Negrón, Academic Assessment and approved in meeting of the Institutional Assessment Committee (CAI), January 2008  
 Revised by: Prof. Milagros Marrero, Academic Assessment Advisor, January 2008  
 Revised by: Dr. Lizette Candelaria (ODU) and Prof. Luis Negrón, Academic Assessment, November 2008  
 Revised by: Prof. Luis Negrón González and Dr. Denise Rodríguez, February 2013  
 Updated by: Dr. Mildred Cuadrado, May 2014

<sup>1</sup> An electronic template will be created that will merge the three tables to facilitate data entry.



## Appendix B

	<b>UNIVERSITY OF PUERTO RICO AT HUMACAO</b>									
DEPARTMENT: _____										
<b>Table II: Alignment of goals, competencies, and learning outcomes<sup>1</sup></b>										
Year: _____		Academic program: _____								
Institutional goals	Graduate profile (a)	General education competencies (b)	Professional competencies (c)	Success indicator (d)	Instrument (e)	Direct measures (f)	Indirect measures (g)	Assessment instance (h)	Personnel in charge (i)	Date (j)

**Legend:**



- (a) Graduate profile: based on the certification of the academic program
- (b) General education competencies: General Education competencies approved by the Academic Senate
- (c) Professional competencies: demonstration of student's performance in the professional area
- (d) Success indicator: indicate the expected outcome in qualitative or quantitative form
- (e) Instrument: construct used to obtain measures of learning
- (f) Direct measures: instrument used to measure competencies
- (g) Indirect measure: instrument used to measure the learning competency that aligns with programmatic and institutional competency
- (h) Assessment instance: at what point is the instrument administered and to whom is the assessment given (at the end of the third semester, fourth year, after taking courses, etc.)
- (i) Personnel in charge: indicate the person responsible for carrying out the activities related to direct or indirect measures
- (j) Date: indicate the month and year on which the information is completed and collected for analysis and discussion

Prepared by: Prof. Luis Negrón, Academic Assessment, January 2008  
 Presented in meeting of the Institutional Assessment Committee (CAI), January 2008  
 Revised by: Prof. Milagros Marrero, Academic Assessment Advisor, January 2008  
 Revised by: Dr. Lizette Candelaria (ODU) and Prof. Luis Negrón, Academic Assessment, November 2008  
 Updated by: Dr. Mildred Cuadrado, May 2014

<sup>1</sup> An electronic template will be created that will merge the three tables to facilitate data entry.



### Appendix C

 Universidad de Puerto Rico	UNIVERSITY OF PUERTO RICO AT HUMACAO DEPARTMENT: _____ Table III: Learning effectiveness assessment <sup>1</sup> Year: _____ Academic program: _____							
Institutional goals	Graduate profile (a)	General education competencies (b)	Professional competencies (c)	Success indicator (d)	Results (e)	Actions (f)	Personnel in charge (g)	Date (h)

**Legend:**

- (a) Graduate profile: based on the certification of the academic program
- (b) General education competencies: General Education competencies approved by the Academic Senate
- (c) Professional competencies: demonstration of student's performance in the professional area
- (d) Success indicator: indicate the expected outcome in qualitative or quantitative form
- (e) Results: obtained data and information – (Interpretation of the results and its implications)
- (f) Actions: strategies or interventions that lead to improving an outcome
- (g) Personnel in charge: indicate the person responsible for carrying out the activities related to direct or indirect measures
- (h) Date: indicate the month and year on which the information is completed and collected for analysis and discussion

Prepared by: Prof. Luis Negrón, Academic Assessment, January 2008  
 Presented in meeting of the Institutional Assessment Committee (CAI), January 2008  
 Revised by: Prof. Milagros Marrero, Academic Assessment Advisor, January 2008  
 Revised by: Dr. Lizette Candelaria (ODU) and Prof. Luis Negrón, Academic Assessment, November 2008  
 Revised by: Dr. Denise Rodríguez and Prof. Luis Negrón, Institutional Assessment, March 2013  
 Updated by: Dr. Mildred Cuadrado, May 2014

<sup>1</sup> An electronic template will be created that will merge the three tables to facilitate data entry.



Appendix D

**UPR**  
Universidad de Puerto Rico

UNIVERSITY OF PUERTO RICO AT HUMACAO  
DEPARTMENT/OFFICE: \_\_\_\_\_

Assessment of: \_\_\_\_\_

**CYCLE CLOSURE**

Goals

Actions/Disclosure

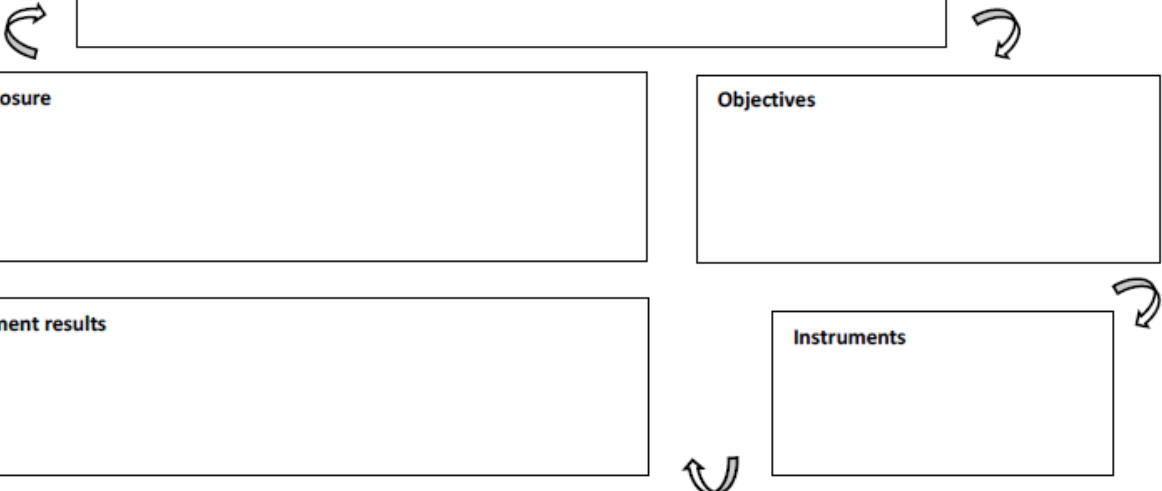


Objectives

Assessment results


Instruments

*Design by: Dr. Graciela Roig*

Prepared by: \_\_\_\_\_  
Date: \_\_\_\_\_



### Appendix E

		UNIVERSITY OF PUERTO RICO AT HUMACAO <input type="checkbox"/> ASSESSMENT PLAN / <input type="checkbox"/> ASSESSMENT REPORT <sup>1</sup> DEPARTMENT/OFFICE: _____								
Fiscal years: _____										
UPRH Goal										
PE UPR 2023-2028 Strategic Issue Goal/Objective	UPRH Strategic objective	UPRH Assessment objective	UPRH Assessment indicator	Department/Office assessment objective	Assessment activities/methods	Results		Responsible	Assessment instance (Time)	Use of the results (Transformative action)
						Expected (Success indicator)	Achieved (Annual report)			

<sup>1</sup> An electronic template will be created that will merge the three tables to facilitate data entry.



ASSESSMENT PLAN | 2024-2029

Plan's approval

Plan's approval

UPR HUMACAO JUNTA ADMINISTRATIVA

CERTIFICATION NUMBER 2024-2025-020

I, Amelia Maldonado Ruiz, Executive Secretary of the Administrative Board of the University of Puerto Rico at Humacao, DO HEREBY CERTIFY THAT:

The Administrative Board, at its ordinary meeting held on Thursday, December 5, 2024, approved with nine (9) votes in favor and two (2) votes abstained the **2024-2029 Institutional Assessment Plan of the University of Puerto Rico at Humacao**, prepared by the 2024 Institutional Planning Committee (CPI) in coordination with the Institutional Assessment Office.

IN WITNESS WHEREOF, and to remit to the corresponding university authorities, this certification is issued in Humacao, Puerto Rico, on December nine of two thousand twenty-four.

Dr. Carlos A. Galiano Quiñones  
Chancellor and President  
CGQ:AMR:shn

Prof. Amelia Maldonado Ruiz  
Executive Secretary

Attachment

UNIVERSIDAD DE PUERTO RICO EN HUMACAO, CALL BOX 860 HUMACAO, PUERTO RICO 00792  
Junta-Senado uprh@upr.edu • T. 787.850.9327 • F. 787.850.9338 Patrón con igualdad de Oportunidades de Empleo M/M/V

WWW.UPRH.EDU

UPR HUMACAO JUNTA ADMINISTRATIVA

CERTIFICATION NUMBER 2024-2025-043

I, Amelia Maldonado Ruiz, Executive Secretary of the Administrative Board of the University of Puerto Rico at Humacao, DO HEREBY CERTIFY THAT:

The Administrative Board, at its ordinary meeting held on Thursday, May 15, 2025, unanimously approved to **amend** the *2024-2029 Institutional Assessment Plan of the University of Puerto Rico at Humacao*, approved through Certification Number 2024-2025-020.

The amendment consists of removing the explicit use of the terms **diversity, equity, and inclusion** in light of changes in the Federal Government. In this Institutional Assessment Plan, the Mission, Goal A, and Goal C on page 13 are replaced, as amended in the 2024-2029 UPRH Strategic Plan.

The compiled version of the aforementioned *2024-2029 UPRH Institutional Assessment Plan* is made part of this certification.

IN WITNESS WHEREOF, and to remit to the corresponding university authorities, this certification is issued in Humacao, Puerto Rico, on May twenty-seven of two thousand twenty-five.

Dr. Carlos A. Galiano Quiñones  
Chancellor and President  
CGQ:AMR:shn

Prof. Amelia Maldonado Ruiz  
Executive Secretary

Attachment


UNIVERSIDAD DE PUERTO RICO EN HUMACAO, CALL BOX 860 HUMACAO, PUERTO RICO 00792  
Junta-Senado uprh@upr.edu • T. 787.850.9327 • F. 787.850.9338 Patrón con igualdad de Oportunidades de Empleo M/M/V

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**UPR**  
HUMACAO

SENADO ACADÉMICO





**CERTIFICATION NUMBER 2024-2025-034**


I, Amelia Maldonado Ruiz, Executive Secretary of the Academic Senate of the University of Puerto Rico at Humacao, DO HEREBY CERTIFY THAT:

The Academic Senate, at its ordinary meeting held on Thursday, December 19, 2024, unanimously accepted as received the **2024-2029 Institutional Assessment Plan of the University of Puerto Rico at Humacao**, prepared by the Institutional Planning Committee (CPI) in coordination with the Institutional Assessment Office.

IN WITNESS WHEREOF, and to remit to the corresponding university authorities, this certification is issued in Humacao, Puerto Rico, on January nine of two thousand twenty-five.


  
Dr. Carlos A. Galiano Quiñones  
Chancellor and President

  
Prof. Amelia Maldonado Ruiz  
Executive Secretary



CGQ-AMR:abm on 19 diciembre 2024

UNIVERSIDAD DE PUERTO RICO EN HUMACAO, CALL BOX 860 HUMACAO, PUERTO RICO 00792  
Junta-senado.uprh@upr.edu • T. 787.850.9327 • F. 787.850.9338 Patrón con igualdad de Oportunidades de Empleo M/M/VII

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