



# Academic Programs Evaluation Guide



Office of the Dean of Academic Affairs.  
Rio Piedras, Campus  
University of Puerto Rico

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## INTRODUCTION

The University of Puerto Rico establishes in its mission its commitment to the offer and development of programs that respond to the needs of students, the community and the disciplines. It is essential that students develop the knowledge, skills, and attitudes that allow them to respond and contribute to the historical and social reality of Puerto Rico and the international community. With this commitment as a guide, since 1999, the Río Piedras Campus has carried out a systematic process of program evaluation, the results of which have made possible the renewal, review, establishment of changes and innovative processes for the updating of all its academic high school programs. The quality and excellence of the academic offer, which results in the training of the best graduates, are transcendental elements of it.

Certification 55 (2021-2022) of the Governing Board, amends Certification 45 (2019-2020) - Regulations for the Periodic Evaluation of Academic Programs at the University of Puerto Rico. It establishes that the academic programs of all units of the University of Puerto Rico must systematically carry out self-evaluation or review processes. In compliance with this mandate, the [Dean of Academic Affairs](#) of the Río Piedras Campus submitted to the Vice Presidency of Academic Affairs of the Central Administration, a five-year plan around the dates on which the self-evaluation corresponds to each program in the next cycle. This cycle constitutes for the Río Piedras Campus the **fourth** cycle of evaluation of all its academic programs.

Self-evaluation, as a dynamic process, has made it possible to point out the strong areas of the program to ensure its continuity, identify those that need improvement and make recommendations regarding their needs, especially in identifying what strategies would help to achieve them.

It should be noted that within this framework, the evaluation of programs is viewed as a process that contributes to the development of the faculties or schools and the Campus. Therefore, it is presented as an analytical and descriptive one, aimed at improving the offerings, which results in action and is based, primarily, on academic criteria.

The coming years impose new challenges for academic institutions. It is necessary that all members of the academic community are actively involved in these processes and that an

environment of systematic and continuous evaluation is generated that results in updated, relevant, effective and innovative programs that serve the country well.

## PRINCIPLES GUIDING EVALUATION

The principles that guide the evaluation of high school programs at the Río Piedras Campus are the following:

- Ensure the updating, relevance and effectiveness of nationally and internationally recognized academic programs.
- Contribute to the fact that the units can demonstrate their effectiveness.
- Lay the groundwork for programs to systematically assess student learning outcomes *assessment*.
- Analyze valid, reliable, and useful information and data generated by the formal bodies of the Institution.
- Take into consideration the great variability and complexity of the programs, in such a way that it provides for the process to be individualized and take into account the particularities and characteristics of the programs.
- Promote communication and effective participation among all parties.
- Be the basis for development plans and curriculum reviews.

## PURPOSES OF THE GUIDE

This document presents a guide for the evaluation of the high school programs of the Río Piedras Campus.

This guide presents a series of questions that will allow you to direct the discussion and analysis. In addition, some templates are included that will make it easier to empty the information collected by the program. The program must ensure that it uses data provided by the official sources of the Campus.

When preparing this document, the provisions expressed in Certification 55 (2021-2022) of the Governing Board, December 2021, were taken into account. In addition, the fundamental aspects discussed in the *Guide for the evaluation of academic programs at the University of Puerto Rico, Vice Presidency of Academic Affairs* were incorporated into it.

## AREAS TO EVALUATE

A copy of the mission, goals, and objectives of the program must be included. These areas were reviewed during the first cycle of the self-assessment. The sections to be evaluated include the areas of *mission, goals and objectives, graduate profile, need and relevance of the program, evaluation of results, students, teaching staff, student services and academic support*, as well as *technology, information, dissemination and service competencies, operation and effectiveness and fiscal aspects*. The area worked on in the previous report related to *Facilities, laboratories and auxiliary equipment for teaching must also be updated*.

Finally, the effectiveness of the program in achieving its mission, goals, and objectives is evaluated based on the information generated by the analysis.

It should be noted that it is necessary, once each area has been evaluated, to highlight in each of the sections, the strengths and limitations found. This will make it easier to establish at the end of the report the areas that the program should work on as a priority, which must be addressed in the development plan.

## DATA FROM PAST YEARS

The [Division of Institutional Research and Appraisal \(DIIA\)](#) will provide the evaluation team with the quantitative data of the program necessary to analyze each area evaluated and validly and reliably support the conclusions, recommendations, and expectations.

The **DIIA** supports this process by providing the official statistical data tables of the Campus, relevant to the evaluation and fundamental for the programs for the analysis of some areas.

## GENERAL ASPECTS TO BE TAKEN INTO ACCOUNT FOR ANALYSIS AND DISCUSSION

The stage of analysis and discussion of the area is essential to subsequently write the evaluation report, since it allows us to verify and compare the essential elements of the evaluated area. It is important that:

- Be clear about the essential elements of the mission of the University, the Campus and the Faculty.
- Describe how you obtained the information to formulate the program's mission, goals, and objectives.

- Keep the evidence you have accumulated in the process, such as: meetings, consultations, or any instruments used. This supports and validates the information and analysis.
- Be sure to identify the strengths and limitations, i.e., the capabilities of the program that distinguishes you and those aspects that need attention. Also list recommendations or issues that if carried out would have a positive impact on the achievement of the mission.
- If you have administered any instruments, organized focus groups, or any other method of gathering perceptions or opinions, analyze the information collected in the light of the objectives or criteria set.
- After the document has been approved by the faculty, write the entire process following the suggested format

## PREPARATION OF THE REPORT AND EVALUATION QUESTIONS BY AREAS TO BE EVALUATED

### **Cover**

The cover page of the report must include the following information:

- Program Name
- Department
- Faculty or School
- Program Director
- Members of the Evaluation Committee
- Date of report
- Bodies that considered the report and dates

### **Executive Summary**

The executive summary should briefly and concisely include the main findings of the report. It must reflect the core aspects of the report, mainly its essence and salient details, taking into account the following aspects:

1. Brief description of the academic program
2. Synthesis of the goals and objectives of the programme
3. Overview of the evaluation process
4. Outstanding findings from the evaluation process:
  - a. Progress demonstrated by the program in light of goals and objectives
  - b. Program Strengths

- c. Areas for improvement
- 5. Recommendations for improving the program
    - a. Conclusions on the current and projected status of the programme
    - b. Proposed actions to address critical issues to improve or maintain the quality of the academic program
  - 6. Professional Accreditation Status<sup>1</sup>
    - a. Programs evaluated by accrediting agencies will notify the Vice Presidency of Academic Affairs and submit the most recent report processed to the accrediting agency and its response. **These programs are exempt from an additional evaluation process.**

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<sup>1</sup> Certification No. 138 (2003-2004) of the former Board of Trustees establishes as a policy to maintain the accreditation of academic programs already accredited and promotes meritorious accreditation of those academic programs and services that are susceptible to it. This includes those programs that, although not accredited, have recognized organizations that promulgate standards and best practices based on research and evaluation.

## Introduction, Purpose of the Evaluation and Background of the Program

Provide the current description of the program, including a table with the following information:

<b>Program Name</b>	
<b>Degrees awarded</b>	
<b>Report Date</b>	
<b>Five-year period to be assessed</b> (indicate the academic years covered by the assessment)	
<b>Specialized or professional accreditations (if applicable)</b>	
<b>Authorizations and License</b>	
<b>Program Director</b>	
<b>Date of last curricular revision</b>	
<b>Other program information that you consider relevant</b>	

In this section, you should include information pertinent to the program that helps put the reader in context.

## FINDINGS AND EFFECTIVENESS OF THE PROGRAM

### SECTION I FINDINGS BY AREA EVALUATED

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#### I. Mission, Goals and Objectives

In this section, include the most recent version of the mission, goals, and objectives, approved by the constituents of the program. See table #1. In addition, in this section, fill out a table that shows the alignment and matching between the mission of the Campus, the Faculty, and the evaluated program. See table #2. Together with the program evaluation team, answer the following questions:



1. What modifications, if any, and in what academic year, were made to the mission, as well as to the goals and objectives of the program for its actualization?

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2. What means are used to make the mission of the program known to the academic community of the unit?

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3. Present evidence of achievement of program goals and objectives.

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4. To what extent did the program meet the scope and expected purposes?

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**TABLE 1. MISSION, GOALS AND OBJECTIVES OF THE PROGRAM**

Mission		
Write in this space the mission program		
Goals	Objectives	
		
		
		
		

**Table 2. Alignment between the mission of the Campus, Faculty or School and Academic Program**

<b>Faculty or School</b>	
<b>Program Name</b>	

<b><u>Mission of the Río Piedras Campus</u></b>	<b>Mission of the Faculty or School</b>	<b>Mission of the Program</b>
To promote the comprehensive training of students through study programs that promote: intellectual curiosity, critical capacity, continuous learning, effective communication, appreciation and cultivation of ethical and aesthetic values, participation in the processes of the Campus, as well as awareness and social responsibility		
To provide graduate education of the highest quality whose core elements are research and creation, and that helps to strengthen undergraduate education. In addition, to provide post-baccalaureate programs for the training of professionals of the highest caliber, committed to the ideals and values of Puerto Rican society.		
To provide undergraduate education of excellence that offers a comprehensive vision of knowledge. This should include general education and specialized training and develop capacities for independent study and research.		
To develop teaching, research, and service and integration into the community in accordance with the historical-social reality of Puerto Rico, in harmony with its Caribbean and Latin American environment, and projecting itself to the international community. The stock of knowledge relevant to		

<b><u>Mission of the Río Piedras Campus</u></b>	<b>Mission of the Faculty or School</b>	<b>Mission of the Program</b>
the consolidation of the Puerto Rican nationality, its history, language and culture will be enriched and strengthened. But the development and dissemination of knowledge at an international level will also be promoted.		
To develop innovative and relevant research, community service, and continuing education programs that respond to and contribute to the academic and professional work of the Campus. They should also contribute to the transformation and continuous progress of Puerto Rican society, to the analysis and formulation of solutions to the country's socio-economic and political problems, and to the improvement of the quality of life.		

**TABLE 3. PROFILE OF THE PROGRAM GRADUATE**

*Include the profile of the graduate of the program that was approved in the most recent curriculum review.*

*Present the competencies as expressed in your profile.*

<b>A. Knowledge</b>
<b>B. Skills</b>
<b>C. Attitudes and Values</b>

## II. Need and relevance of the program

This section describes the scope of the program in response to the needs of the population. In addition, the unique characteristics of the program, the existence of other similar programs within the Campus, the university system and other institutions, the relationship with other programs, demand for the program and other relevant aspects are recognized.

1. What characteristics make the program under evaluation a distinguishable and valuable study alternative in the unit, in the university system and in comparison with other institutions?

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2. What is the impact of the program on other programs or departments of the unit or system? Include topics such as shared courses, or lines of research, articulations, interdisciplinary activities, and others.

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3. If programs of another level are offered in the discipline or professional area, what is their relationship with the program under evaluation?

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4. What data shows that the program was adequate to meet the identified needs and opportunities?


### III. Curriculum

1. How adequate has the curriculum proven to be in achieving the development of the competencies included in the graduate's profile?


2. Please indicate the number of new, modified, or eliminated courses in the past five years, please indicate the course code:

YEARS	New		Modified		Deleted	
	Quantity	Course Code	Quantity	Course Code	Quantity	Course Code
2017						
2018						
2019						
2020						
2021						
Total						

3. What curricular changes, if any, would you incorporate into the program?


## SECTION II EFFECTIVENESS OF THE PROGRAM

### I. Students and learning assessment

#### A.1 Quota, recruitment and admissions of new entrants from high school

Analyze the following tables provided by DIIA and fill in the information as applicable:  
[Undergraduate Statistics by Subject](#) Click on the Applicants, **Admitted**, and **Enrolled** links to obtain the corresponding information about your program. **Only include the first alternative data.**  
 For quota information, please click on the word Quotas in the table.

YEARS	QUOTAS	APPLICANTS*	ADMITTED	ENROLLED
2017				
2018				
2019				
2020				
2021				

\*First Choice Applicants.

**A.2** What trends have been observed over the past five (5) years in terms of **applicants and those admitted** to the program?


**A.3** How effective has the program been in achieving the **quota** for new entrants?


#### **A.4 Transfers**

Analyze the following tables provided by DIIA and fill in the information as applicable:  
[Undergraduate Level Statistics by Subject](#) Look for the corresponding years in the report  
 Readmissions, Transfers, Reclassifications and Transfers.



TRANSFERS			
YEARS	APPLICANTS	ADMITTED	ENROLLED
2017			
2018			
2019			
2020			
2021			

### A.5 Transfers

Analyze the following tables provided by DIIA and fill in the information as applicable:  
[Undergraduate Level Statistics by Subject](#) Look for the corresponding years in the report  
 Readmissions, Transfers, Reclassifications and Transfers.

TRANSFERS			
YEARS	APPLICANTS	ADMITTED	ENROLLED
2017			
2018			
2019			
2020			
2021			

### A.6 Readmissions

Analyze the following tables provided by DIIA and fill in the information as applicable:  
[Undergraduate Level Statistics by Subject](#) Look for the corresponding years in the report  
 Readmissions, Transfers, Reclassifications and Transfers.

READMISSIONS			
YEARS	APPLICANTS	ADMITTED	ENROLLED
2017			
2018			
2019			
2020			
2021			

### A.7 Reclassifications

Analyze the following tables provided by DIIA and fill in the information as applicable:

[Undergraduate Level Statistics by Subject](#) Look for the corresponding years in the report Readmissions, Transfers, Reclassifications and Transfers.

RECLASSIFICATIONS			
YEARS	APPLICANTS	ADMITTED	ENROLLED
2017			
2018			
2019			
2020			
2021			

### A.8 Total enrolment

Analyze the following tables provided by DIIA and fill in the information as applicable:  
[Undergraduate level statistics by subject](#) then click on the Total **Enrollment** link

YEARS	First Semester Enrolment	Second Semester Enrollment
2017		
2018		
2019		
2020		
2021		

### A.9 What has been the trend in the total enrollment of the program in the past 5 years?


### A.10 Degrees conferred

Analyze the following tables provided by DIIA and fill in the information as applicable:).  
[Undergraduate level statistics by subject](#) then click on the Degrees conferred link .

YEARS	NUMBER OF DEGREES CONFERRED
2017	
2018	
2019	
2020	
2021	

**A.11** What has been the trend in the **degrees conferred** by the program in the past 5 years?


### A.12 Graduation Rates

Analyze the following tables provided by DIIA and fill in the information as applicable:  
[Undergraduate level statistics by subject](#) then click on the Graduation Rate link .

YEARS	Cohort	Graduation Rate (%)
2017-18	2011	
2018-19	2012	
2019-20	2013	
2020-21	2014	
2021-22	2015	

**A.13** According to graduation rate data, were students able to complete the program in the established time?



**A.14** What actions have been implemented or will be implemented to maintain or improve the results obtained?


## **B. Student Learning Assessment**

For information on your program's student assessment provided by the [Office of Student Learning Assessment](#), please visit the following link: [Undergraduate Student Learning Assessment](#). This link will take you to a dashboard where you can filter the data by undergraduate program, semester, academic year, and *learning outcomes*. On page 3 of the dashboard you can find the Transformative Actions by program and academic semester from 2019 onwards.

**B.1. Do you** have a student learning assessment plan developed by your program?

☐ Yes ☐ No

**B.2.** Present the competencies of the profile that have been evaluated according to what is established in your student learning evaluation plan. (This may include the student learning assessment plan or the program's particular assessed competencies.)


**B.3.** What information or evidence of the learning of these competencies does the data collected and analyzed reflect?


**B.4** What actions have been implemented or will be implemented to ensure the quality of learning. Include whether curricular and instructional changes were made in light of the data on program performance and students.

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### C. Retention

Analyze the following tables provided by DIIA and fill in the information as applicable: [Undergraduate level statistics by subject](#) then click on the retention rate link .

#### Withholding data

YEARS	Cohort	Retention Rate (%)
2017-18	2016	
2018-19	2017	
2019-20	2018	
2020-21	2019	
2021-22	2020	

**C1.** What actions or strategies have been implemented or will be implemented to increase the retention rates of the program?

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**C.2.** How effective are the strategies implemented to achieve student retention?

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## II. Teaching staff

**To. Complete the following table:** Total number of publications, lectures, and other creative work activities of the program's faculty.

YEAR	NUMBER OF PUBLICATIONS						NUMBER OF CONFERENCES						NUMBER OF RESEARCH AND/OR PROJECTS		
	In peer-reviewed journals			Other			Lectures given in PR and USA			Lectures given internationally					
	R	NT -C	NT -P	R	NT -C	NT -P	R	NT -C	NT -P	R	NT -C	NT -P	R	NT -C	NT -P
2017															
2018															
2019															
2020															
2021															
TOTAL															

R = number of regular teachers

NT C = number of full-time temporary appointments

NT P = number of temporary part-time appointments

### B. Diversity in teacher training:

Indicate the number of professors per academic year, according to type of appointment and highest grade obtained:

	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>		<b>2020-21</b>		<b>2021-2022</b>	
Number of Teachers by Type of Appointment	Number of teachers with the highest degree of:		Number of teachers with the highest degree of:		Number of teachers with the highest degree of:		Number of teachers with the highest degree of:		Number of teachers with the highest degree of:	
	M*	D*	M	D	M	D	M	D	M	D
Regular appointment										
Temporary appointment full task										
Temporary appointment part-time assignment										
<b>Total</b>										

\*M = Mastery

D = Doctorate



### C. Geographical region of university of origin

Indicate the number of professors that the program currently has, according to type of appointment and geographical region of the university of origin

Number of Teachers by Type of Appointment	Puerto Rico		Caribbean		Latin America		United States and Canada		Europe		Asia		Africa		<a href="#">Oceania</a>	
	M*	D*	M	D	M	D	M	D	M	D	M*	D*	M	D	M	D
Regular appointment																
Temporary appointment full task																
Temporary appointment part-time assignment																
Total																

\*M = Mastery  
D = Doctorate

## Recruitment

**C.1** Please complete in the following tables the number of teachers who have retired from the program in the last five (5) years and the projected number of teachers to retire in the next five (5) years:

Years	Number of retired teachers, last five years
2017-18	
2018-19	
2019-20	
2020-21	
2021-22	
<b>Total</b>	

Years	Projected number of teachers to retire in the next five years
2022-23	
2023-24	
2024-25	
2025-26	
2026-27	
<b>Total</b>	

**C.2** What changes or revisions did you make to the program's faculty recruitment and retention plan to respond to market and discipline conditions and trends?


**C.3** How did the program ensure that the faculty is up to date on emerging knowledge and practices, appraisal, diversity, integration of technology into learning, among other topics pertinent to its mission?


### III. Student Services & Academic Support

1. How does the program collect information on student satisfaction in relation to: guidance and counseling services, academic advising, classrooms, laboratories, and other student services?


If the program collected information on student satisfaction in relation to guidance and counseling services, please indicate the percent (%) satisfaction rate for each academic year. (The number will represent the percent, the form does not accept percent symbol.) If not, continue to the next question.

Years	Satisfied – Guidance and counseling (%)	Regular Guidance and counseling (%)	Unsatisfied Guidance and counseling (%)
2017-18			
2018-19			
2019-20			
2020-21			
2021-22			

Years	Satisfied – Academic Counseling (%)	Regular Academic Counseling (%)	Unsatisfied Academic Counseling (%)
2017-18			
2018-19			
2019-20			
2020-21			
2021-22			

Years	Satisfied – Salons & Laboratories (%)	Regular Salons and Laboratories (%)	Unsatisfied Salons and Laboratories (%)
2017-18			
2018-19			
2019-20			
2020-21			
2021-22			

2. What changes or revisions – if any – were made to the services offered by the program to students?

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#### **IV. Learning Technology and Resources**

1. What changes or revisions were made to ensure the effectiveness of the integration of learning resources and information in the academic components?

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2. How does the program demonstrate its progress and achievements in the use and integration of technology? Consider the following:

- Integration of information competencies into the curriculum, including computer skills and computer literacy
- Strengthening research
- Strengthening services
- Development of the Faculty in the use of information technologies.

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## V. Disclosure and Service

1. To what extent the program engaged students and staff in public professional service opportunities, community projects, and internships. Indicate the number of students who participated in boarding schools, community projects, etc. per academic year.

YEARS	Number of students participated in Boarding Schools	Number of students participated in Community Projects	Public Professional Services	Other related services
2017				
2018				
2019				
2020				
2021				
<b>Total</b>				

2. How up-to-date are the program website and other electronic media in which program information is disseminated? Are curriculum sequences, course descriptions, and related information posted on the program's website?

**Please include links to the program website and social media pages, where applicable.**


## VI. Program Operation and Effectiveness

1. How was the participation of faculty, support staff, and students promoted in the operation of the program?



2. What changes or revisions did the program make in the administrative and managerial components to ensure its effective operation?


## VII. Fiscal and budgeting aspects

1. Describe how the program works in relation to available fiscal resources


2. What external resources did the program manage to provide – if any – for its operation and continuity and what was its impact?

YEARS	Number of Projects or Research	Amount of External Funds received (\$)	Name(s) Research(es) or Project(s)
2017			
2018			
2019			
2020			
2021			
<b>Total</b>			

Comment:

### **VIII. Teaching facilities, laboratories and auxiliary equipment.**

*Update this section, (if applicable), from the last self-assessment report.*

1. Did the program have the facilities, laboratories, equipment, instruments, and other auxiliary resources projected five years ago?

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2. Have the facilities, laboratories and auxiliary equipment been updated to meet the advances in the program and in the discipline?

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### **IX. Distinctive Achievements of the Program in the Past Five Years**

Describe the concrete actions completed as a result of the implementation of the development plan that was drafted during the relevant evaluation cycle and the achievements achieved.

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**X. Analysis of strengths and areas for improvement based on the lines included in this report. Include the corrective actions that are proposed.**



University of Puerto Rico, Río Piedras Campus  
Development Plan

Program Name:

Faculty or School:

Report Date:

**Development Plan** – This section requires the development of a specific plan to execute the actions that arise from the findings. *According to Article 8: A-4 of Cert. 55 (2021-2022) "Based on the analysis of the findings of the evaluation process, the Evaluation Committee of each program shall prepare a written report in accordance with the provisions of these Regulations and the aforementioned guidelines. The report must include the most relevant data to the areas of evaluation and effectiveness indicators, including a development plan for the next three years, with the actions defined by the unit or facility and specific to the program to address the areas that require attention."*

<b>Program Mission:</b>
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Goal	Objective(s)		Strategies and activities to be carried out	Date to be completed	Measure of achievement
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				

Goal	Objective(s)		Strategies and activities to be carried out	Date to be completed	Measure of achievement

Goal	Objective(s)		Strategies and activities to be carried out	Date to be completed	Measure of achievement

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