SAGRADO

Universidad del Sagrado Corazón

Student Learning Assessment Policy

Effective: August 1, 2022

Purpose

The Universidad del Sagrado Corazón (hereinafter "Sagrado" or "University") establishes this policy recognizing that the main purpose of assessing student learning is to identify changes that are considered necessary to improve the effectiveness of students learning and other factors that could affect it both at the institutional and programmatic levels.

Regulatory Framework

The effectiveness of the learning process is assessed based on the standards of the *Middle States Commission on Higher Education* (MSCHE) and those professional accreditors that apply. Student learning outcomes and their alignment with the graduate profile of each academic program are an integral part of the University's strategic planning and serve as a gauge of the execution of the curricular and co-curricular efforts conducted.

Scope

This Policy applies to all faculty, as described in the Faculty Manual, to the leadership of academic units, to the Vice Presidency of Academic Affairs (VPAA), and to other related units. The Policy does not apply to Sagrado Global courses, degree or thesis project courses, exchange courses, or independent study courses.

Definitions

Learning Assessment. Ongoing process of collecting, organizing, and analyzing information to determine the effectiveness of students' educational experience. The collected and analyzed (quantitative and qualitative) information allows the University to determine the achievement of the institutional mission, vision, goals, and objectives.

Assessment Cycle. Process of setting goals, identifying information-gathering strategies, collecting, and analyzing data, disclosing results, and establishing action plans to work with the findings. Each student learning assessment cycle will begin in August and end in June.

Closing the Assessment Cycle. Process of disclosing and making decisions based on the results obtained from the assessment cycle. Professors, academic leadership, representatives of the VPAA, students, and staff from other units who can

collaborate in the discussion and elaboration of recommendations will participate in the closing of the cycle.

Rubric. Instrument that establishes the competences, criteria, and levels of execution needed for faculty to evaluate a student's performance in the assessment exercise.

Institutional Assessment Exercise. Exercise built by the academic leader, in conjunction with the faculty of the area, considering the institutional and/or professional competences to be evaluated. It includes, but is not limited to, written exercises, capstone projects, portfolios, and field experiences, among others.

Institutional Competences. Student learning objectives or outcomes that are worked on throughout the curriculum.

Professional Competencies (programmatic). Student learning objectives or outcomes that are worked on in each academic program. The outcomes of accredited programs are derived from the regulations established by the accrediting body, as well as the profile analysis, and the objectives of each program (tasked to the faculty and academic units' leadership). Professional competencies must be aligned with institutional ones. In the case of non-accredited programs, outcomes will emerge from the analysis of the profile and objectives of each program (tasked to the faculty and the academic units' leadership).

Assessment Map. Charting evaluations for each program. It establishes the main competence (institutional or professional) in each course and at what time it should be measured throughout the program.

Related Units. All units that collect information from students and graduates. They include, but are not limited to, Admissions, Development and University Relations, Deanship of Student Affairs, and Sagrado Careers, among others.

Student Learning Assessment Institutional Committee. This committee is composed of the Assistant VP of Academic Quality, academic researchers, the leadership of the academic units and the coordinators or those responsible for the evaluation of the accredited programs.

Assessment Committees per Unit. It is composed of the leadership of each academic unit and its faculty (full-time and part-time).

Curriculum Review Committee. The Dean will activate this committee when curricular revisions are required and once the results of the assessment in each academic unit have been analyzed and discussed. The Dean of each unit will appoint the members of this committee, who may be academic leaders, professors, and/or any other member that the Dean deems necessary.

Data Statement. Document issued by academic researchers with data from assessment exercises and discussed and analyzed by the Assessment Committees of

each academic unit.

Report. Document issued by academic researchers with the methodology, results, analysis, conclusions, and recommendations at the end of the assessment cycle. It must be delivered after the discussion of the committees in each academic unit, on the date established by the VPAA at the beginning of the semester or term.

Direct Measures. Methods or techniques of data or information collection that require students to demonstrate knowledge, skills, and performances. For example, assignments, exams and short tests, research projects, participation in class discussion, case study analysis, and artistic functions and productions, among others. Direct measures can be both quantitative and qualitative.

Indirect Measures. Methods or techniques of data or information collection where students reflect or express their perception or opinion about their learning, skills, and performances without having to demonstrate mastery. For example, course evaluations, learning self-assessments, course data, interviews or focus groups, perception or opinion surveys, percentage of job placement, surveys of graduates and employers, among others. Indirect measures can be both quantitative and qualitative.

Quantitative measures. Methods or techniques to obtain and analyze numerical data for the purpose of evaluating student knowledge, skills, and academic performance.

Qualitative measures. Methods or techniques to obtain and analyze descriptive information that, in addition to serving to evaluate student knowledge, skills and academic performance, allow contextualizing, complementing, and providing a greater understanding of the quantitative results obtained.

General Policy

Guiding Principles of Assessment at Sagrado
- The student learning assessment process follows from the institutional and programmatic mission of the University.
- It is aligned with the transversal institutional competencies and the professional or programmatic competencies in each of the academic programs. These competencies are contained in each course's syllabus.
- The objective of the general curriculum at the bachelor's level is the development of these transversal competencies. On the other hand, the objective of each academic program is developing its professional or programmatic competencies and contributing to the development of institutional competencies.
- The student learning assessment model used in Sagrado must provide reliable information to determine if the components of the general curriculum promote the effective development of transversal competencies, and also, if academic

programs promote the development of professional or programmatic competencies.

- The data collection process is systematic and allows obtaining information that helps generate recommendations on courses, programs, lesson plans, and pedagogical strategies.

- Each semester or term, the University will schedule the start and end dates of the assessment cycle, orientations on the assessment process and its documentation in the Learning Management System (LMS), and the submission dates of documents, statements, and reports. These dates take into consideration the dynamics, content, and particular experiences of each course and those programs that are accredited.

- The assessment of institutional and programmatic student learning is assigned to the VPAA.

- Rubrics to document the assessments, as well as the assessment exercises, are product of the revisions made by the Provost, Assistant VP of Academic Quality, academic researchers, leadership of the academic units, and faculty.

- At the beginning of each semester or academic term, the VPAA will share the due dates for managing, correcting, and documenting the assessment. They will also share the due dates for statements, discussions by academic unit, and the submission of closing reports, considering faculty input.

- Every semester or academic term, VPAA will evaluate a random sample of the assessment exercises to identify training needs for faculty and/or any adjustments needed during the process.

- Units such as Admissions, Development and University Relations, the Deanship of Student Affairs, and Sagrado Careers will provide information that helps contextualize the student learning assessment results and will collaborate in the collection of relevant data of our student body.

- The collection of relevant data will integrate direct, indirect, quantitative, and qualitative measures. Together with the institutional committees and the academic units, academic researchers will determine what these measures will be and when will the data be collected.

- An evaluation of the satisfaction with the services received and the quality of VPAA's programs will be part of the student learning assessment and will be the responsibility of the academic researchers together with the leadership of these programs and services. They will jointly design the instrument(s) to be used.

- Student and peer evaluations of faculty will be integrated into the institutional assessment process and scheduled in each assessment cycle.

- The results of the institutional assessments will be shared and discussed at the end of each cycle with the faculty, students, and the program or service administrators involved.
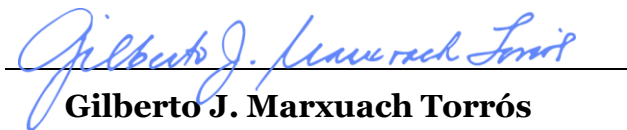
Questions About this Policy

Questions about the scope and interpretation of this policy should be directed to the VPAA's Assistant Vice Presidency for Academic Quality by email at VPAA@sagrado.edu.

Reporting Violations

Violations of this Policy should be directed to the Office of Compliance, Internal Audit, and Institutional Integrity via email at cumplimiento@sagrado.edu. Any violation of this Policy will be addressed in accordance with institutional policies and procedures.

Universidad del Sagrado Corazón reserves the right to interpret this Policy in its administration, implementation, and application. Any violation of this Policy by a student, faculty or staff, or any other person may result in disciplinary action which may include expulsion from the University (students) or termination of employment (faculty and administrative staff) or other appropriate legal actions.

Gilberto J. Marxuach Torrós

President