

Student Learning Assessment Policy

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Purpose

Universidad del Sagrado Corazón (hereinafter "Sagrado" or "University") establishes this policy recognizing that the primary purpose of the student learning assessment is to identify changes deemed necessary to improve the effectiveness of student learning and other factors that may impact student learning at both the institutional and programmatic levels.

Regulatory Framework

The assessment of the effectiveness of the learning process is based on the standards of the *Middle States Commission on Higher Education* (MSCHE) and those professional accrediting agencies that apply. It is recognized that student learning outcomes and their alignment with the graduate profile of academic programs are an integral part of strategic planning and a measure of the execution of curricular and co-curricular efforts.

Scope

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

Definitions

- *Learning activities.* Interventions designed to actively involve students in their learning process and have the objective of facilitating the acquisition of knowledge, skills, competencies and attitudes.
- *Learning assessment.* Continuous process of collecting, organizing and analyzing information to determine the effectiveness of the student's educational experience. The information collected and analyzed (quantitative and qualitative) allows determining the achievement of the institutional mission, the mission and values of the academic units and the profile of the graduate and objectives of the academic programs.
- *Formative assessment.* An ongoing process that occurs during teaching and learning. It provides feedback on student progress as they are learning new material. It also provides faculty with valuable information about the effectiveness of their teaching methods and helps identify areas where immediate adjustments may be needed.
- *Summative assessment.* Measures and evaluates the level of learning and mastery achieved by students at the conclusion of an instructional unit or course and compares it against a performance standard or objective. Provides information and feedback on the effectiveness of teaching methods and learning outcomes.
- *Assessment cycle.* The ongoing process of setting objectives, designing learning opportunities, collecting and analyzing data or evidence, evaluating results, making decisions, and implementing pedagogical changes. In addition to the Unit Assessment Committee, representatives from the VPAA, students and staff from other units may also participate in the discussion and development of recommendations. The student learning assessment cycle will be conducted semi-annually at the undergraduate level and quarterly

at the graduate level.

- *Institutional competencies*. These are the institutional goals of student learning that are worked transversally across the curriculum.
- *Programmatic competencies*. The knowledge, skills, and attitudes embodied in the graduate profile of the academic program, as approved by the VPAA and submitted to the *Junta de Instituciones Postsecundarias*. Programmatic competencies must be aligned with institutional competencies. In addition, in accredited programs or those seeking accreditation, the programmatic competencies shall be aligned with the standards, competencies or criteria of the accrediting entity.
- *Unit evaluation committee*. It is led by the dean of the academic unit and integrates the academic leaders, academic coordinators and full and part-time faculty.
- *Curriculum review committee*. As needed, the dean will activate this committee upon completion of the assessment plan to make curricular revisions based on the analysis and discussion of the assessment results in each academic unit. The dean of each unit will appoint the members of this committee, who may be academic leaders, academic coordinators, professors and any other member that the dean deems necessary.
- *Statistical report*. Document issued by the academic researcher with the analysis of the data from the assessment exercises and that the Unit Assessment Committee discusses and uses to decide the next actions to improve the learning experience.
- *Final report*. Document issued by the academic researcher with the methodology, results, analysis, conclusions and recommendations at the end of the assessment cycle. It must be submitted after the discussion of the committees in each academic unit and on the date established by the VPAA at the beginning of the semester or quarter.
- *Curriculum map*. Official document approved by the VPAA that includes a matrix that aligns the institutional and programmatic competencies with the courses where the contents are taught that will allow measuring the mastery of these competencies. In the case of accredited programs or those seeking accreditation, they will also align the standards, competencies or criteria of the accrediting entity. This document will be prepared by the academic leadership together with the faculty of the area.
- *Quantitative measures*. Methods or techniques through which numerical data are obtained and analyzed with the purpose of evaluating the knowledge, skills and academic performance of the student body.
- *Qualitative measures*. Methods or techniques through which descriptive information is obtained and analyzed that, in addition to serving to evaluate the knowledge, skills, and academic performance of the student body, allow contextualizing, complementing, and providing a greater understanding of the quantitative results obtained.
- *Direct measures*. Methods or techniques of data or information collection that require students to demonstrate knowledge, skills and performance. For example, assignments, tests and quizzes, research projects, *capstone* projects, field experiences, class discussion participation, case study analysis, performances and artistic 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, opinion or attitudes about their learning, skills and performance without having to demonstrate mastery. For example, course evaluation, self-assessment of learning, course data, interviews or focus groups, perception or opinion surveys, percentage of job placement, graduate and employer surveys, among others. Indirect measures can be both quantitative and qualitative.
- *Learning improvements*. Curricular and/or pedagogical changes in general education components or academic programs that positively influence student learning. The effectiveness of the changes is determined through reassessment of learning.
- *Assessment Plan*. Official document approved by the VPAA that defines when and where in

the General Education curriculum and academic programs the assessment exercises, data collection and analysis, interpretation of results, and implementation of changes during the assessment cycles will take place. This document will be prepared by the dean together with the academic leader or coordinator and the faculty of the area. At the undergraduate level the assessment plan will be for four years. At the graduate level the assessment plan will be for two years.

- *Rubric.* Instrument that establishes the competencies, criteria and levels of execution and that the professor uses to evaluate the student's performance in the assessment exercise. This document will be prepared by the academic leader or coordinator together with the area faculty.
- *Assessment techniques and instruments.* The techniques and instruments are the tools that the assessment committee by unit selects with the objective of measuring institutional and programmatic competency(ies). These measures or assessments can be direct or indirect, formative or summative. Techniques and instruments will be updated as determined by the unit assessment committee during assessment cycles.
- *Related units.* These are all units that collect information from the student body and graduates. They include, but are not limited to, Admissions, Development and University Relations, the Dean of Students, the Center for Professional and International Experiences, among others.

General Policy - *Guiding Principles for Assessment in Sagrado*

- The student learning assessment process is derived from the institutional and programmatic mission of the university.
- It is aligned to the institutional transversal competencies and to the programmatic competencies in each of the academic programs. These competencies are contained in the syllabus of each course.
- The objective of the general curriculum at the baccalaureate level is the development of transversal competencies. On the other hand, the objective of each academic program is to develop programmatic competencies and to contribute to the reinforcement of institutional competencies.
- The student learning assessment model used at Sagrado must offer reliable information to determine whether the components of the general curriculum are conducive to the effective development of cross-cutting competencies. Likewise, if the academic programs are conducive to the development of programmatic competencies.
- The data collection process is systematic and provides information to help generate recommendations for courses, programs, curricula and pedagogical strategies.
- Each semester or quarter, the start and end dates of the assessment cycle, orientations on the assessment process and its documentation in the *Learning Management System (LMS)*, as well as the dates for submitting documentation and reports will be scheduled. These dates take into consideration the dynamics, content and particular experiences of each course and of those programs that are accredited.
- The assessment of institutional and programmatic student learning is assigned to the VPAA.
- The techniques and instruments for documenting the assessment, as well as the learning activities, are the product of reviews by the Provost, VPPA, academic researcher, academic unit leadership and faculty.


- At the beginning of each semester and quarter, the VPAA will share a calendar with the deadlines for assigning, correcting and documenting the assessment, as well as the dates for reports, discussions by academic unit and submission of closing reports, considering the input from the faculty.
- Units such as Admissions, Development and University Relations, the Dean of Students and the Center for Professional and International Experiences will provide information that will allow contextualizing the results of the student learning assessment and will collaborate in obtaining relevant data from our student body.
- Direct and indirect measures, as well as quantitative and qualitative measures, will be integrated for the collection of relevant data. The academic researcher will determine in conjunction with the institutional committees and academic units what the measures will be and at what time they will be collected.
- The evaluation of satisfaction with the services received and the quality of the experience of the programs attached to the VPAA will be part of the evaluation of student learning and will oversee the academic researcher together with the leadership of these projects and services. They will jointly design the instrument to be used.
- The student evaluation of the faculty, as well as the peer evaluation will be components that will be integrated into the institutional assessment process and will be scheduled in each assessment cycle.
- The results of the institutional assessment will be shared and discussed after the close of each cycle with the faculty, the student body and the administrators of the programs or services involved.

Questions about this policy

Academic Affairs will address any questions regarding the scope and interpretation of this policy.

Reporting of infractions

Violations of this Policy should be directed to the Compliance, Internal Audit and Institutional Integrity office at cumplimiento@sagrado.edu. Any violation of this Policy will be dealt with 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 up to and including expulsion from the University (students) or termination of employment (faculty and staff) or other appropriate legal action.


Gilberto J. Marxuach Torrós
 President