

SAGRADO

Universidad del Sagrado Corazón

Procedure for the assessment of student learning

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Purpose

Universidad del Sagrado Corazón (hereinafter "Sagrado" or "University") establishes this procedure for the assessment of student learning. The main purpose of this process is to identify changes deemed necessary to improve the curriculum and the effectiveness of teaching in the student learning process and other factors that may impact student learning at both the institutional and programmatic levels.

Duties and responsibilities

All faculty, as described in the Faculty Handbook, the leadership of academic units, the Vice President for Academic Affairs (VPAA) and related units, have the duty and responsibility to complete the student learning assessment processes as described herein.

Assessment Procedure

Steps to design the assessment

1. **Establish learning goals and objectives.** At the institutional level, the learning goals will be the institutional competencies. At the programmatic level, the learning goals and objectives will be the knowledge, skills and attitudes that appear in the graduate profile. At the course level, the learning objectives are those that appear in the syllabus.

The wording of the goals and objectives should consider that they are achievable in terms of time, the backgrounds of the students, the content covered in the courses, and the resources available.

2. **Complete the curriculum map.** In the curriculum map the Unit Assessment Committee (CAU) will determine where in the curriculum the learning will take place. The curriculum map will show the course or learning experience that contributes in whole or in part to each of the goals. Courses may contribute to multiple learning goals.

In academic programs, programmatic competencies must be aligned with institutional competencies. In addition, in those programs accredited or seeking accreditation, the programmatic competencies shall be aligned to the standards, competencies or criteria of the accrediting entity.

As part of this step, the CAU should **select the assessment topic**. In order to decide in which course a learning goal will be measured, the CAU must determine the course topic or content that is aligned with the goal to be measured. This will require that the goals, objectives, and topics or content are aligned. The topics are established in the content of the course syllabi.

3. **Plan the assessment.** The CAU will complete an assessment plan where they will determine how the general education component or academic program plans to assess whether the student body is meeting expectations and when they will assess each of the learning goals. While it is not necessary for general education components or programs to assess each learning goal every year, all goals must be assessed over a period of no more than four years.
4. **Identify or design learning activities and assessment techniques and instruments.** As part of the assessment design, the CAU should identify or design the learning activities and assessment techniques and instruments to be used to collect data relevant to the learning goals and objectives. The instruments may be direct measures such as rubrics, behavioral observation scales, pre-/post-tests, exams, among others, or indirect measures such as alumni surveys, exit surveys, student surveys and evaluations, focus groups, among others. The learning activities and the techniques and instruments should be the same across all sections of the same course.
5. **Integrate the learning activities and assessment techniques and instruments into the Learning Management System (LMS).** After the CAU has identified or designed the learning activity and assessment technique and instrument, the dean or academic leader will coordinate with the Pedagogical Innovation Unit (PIU) to integrate them into the LMS. The PIU will ensure that the instrument is tied to a Learning Outcome in the LMS so that once data is collected, the academic researcher can download it from the LMS.

In the LMS, the contents of the workbook are organized into units or modules that contain learning materials designed to give structure and direction to the learning experience. Therefore, the learning activities and assessment techniques and tools will be included in the unit or module of the previously selected assessment topic.

Steps to implement the assessment

6. **Orient and train faculty.** Prior to the beginning of each semester, an orientation on the assessment procedure will be conducted for newly hired faculty. In addition, during each semester there will be at least one training to strengthen the assessment culture and will be directed to deans, academic leaders and faculty. The academic researcher will oversee the orientation and training and will have the collaboration of the Pedagogical Innovation Unit.
7. **Communicate the assessment plan.** Prior to the beginning of each semester and quarter, the deans will communicate to the faculty the assessment plan for the current semester and quarter. This communication will include the learning goals that will be measured, the courses where they will be measured, in which unit or module they will be measured, what the learning activity and assessment techniques and instrument will be, and any other information that will facilitate the implementation of the assessment plan.
8. **Discuss the profile of incoming students.** At the initial semester meeting of each academic unit, the deans will discuss with the faculty the profile of the incoming student. This profile will be prepared by the academic researcher.
9. **Assign, correct and document the assessment.** Each teacher will assign, correct and document the assessment in the LMS. When documenting the assessment, the teacher must document if the student did not complete the exercise.

- 10. Analyze and evaluate the results.** The academic researcher will download the data from the LMS and analyze it to write a statistical report with the results on the date stipulated in the calendar prepared by the VPAA.

Subsequently, the dean will convene the full and part-time faculty together with the academic leaders on the date stipulated in the calendar prepared by the VPAA to discuss and evaluate the results. The outcome of this evaluation will be observations and recommendations for curricular and pedagogical changes and an action plan to improve learning related to those goals that were not successfully met.

The dean will document the recommendations and action plans in the statistical report by the date stipulated in the calendar prepared by the VPAA. The academic researcher will review the documentation and issue the final report to the VPAA.

Steps to demonstrate learning improvement

- 11. Investigate and plan for change.** The dean will activate a unit assessment subcommittee composed of an academic leader or coordinator and faculty members to probe for specific reasons why the student body is not achieving the intended goal. As part of this step, they will use the CAU's observations and recommendations for curricular and pedagogical changes and may collect and use qualitative data from students about their educational experience in the program. It is recommended that the subcommittee members be from the same academic program.

As a result, the subcommittee will plan changes in curriculum or pedagogy. Examples of changes include better alignment of course content with learning goals, modification of the techniques or strategies that faculty use to teach content related to the learning goals, introduction of new material, changing the time and place in the program where students learn the content, among others.

The subcommittee will document its findings and the changes it will implement in a report and send a copy to the dean.

- 12. Implement changes.** The dean will coordinate a meeting with the faculty offering the courses where the changes will be implemented. The dean will discuss the findings of the subcommittee and the curricular and/or pedagogical changes being implemented. It will also ensure that the faculty is prepared to implement the changes. If not, training may be arranged. It is important that faculty feel prepared and supported during the implementation of the changes.
- 13. Reassess learning goals.** The dean or academic leader will add to the assessment plan when the unachieved learning goal will be reassessed. This should be done after the implementation of curricular and/or pedagogical changes. The purpose is to determine if there is an improvement in learning. For this, each teacher will assign, correct and document the assessment in the LMS. Then, the results will be discussed and evaluated in a meeting called by the dean. A change will be an improvement only if it can be evidenced that the changes positively affected student learning.

Co-curricular projects

1. Co-curricular projects will be evaluated through a general survey of co-curricular projects that will be administered every two years. This survey will be developed by the academic researcher and the directors and managers of the projects and will have the purpose of knowing the students' perception of whether they are achieving the learning objectives of


- the co-curricular activities.
2. Some of the co-curricular projects that will be included in this survey are:
 - a. Academic Advising
 - b. PAE and PAE+
 - c. Title V
 - d. Library
 - e. Center for Professional and International Experiences
 - f. Neeuko
 - g. Language Laboratory
 - h. Centro Sofia
 - i. Community Outreach Center
 - j. Nuestro Barrio
 - k. Volunteer Program
 3. The information gathered will be analyzed by the academic researcher and will be evaluated by the project directors and managers with their teams, who will make recommendations to optimize the experience or services offered. A report will be submitted to the VPAA during the semester following the administration of the questionnaire. The results will be communicated to the faculty and students.

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.


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