



**PLAN DATA ENTRY
(INFORME ANUAL TK20)** |

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RECENT MESSAGES

Name	From	Received
NUEVA VERSIÓN Tk20 GRAPHITE PLUS 8.2	WOOLCOCK RODRIGUEZ, KAREN	09/26/2016
Nueva versión de Tk20 8.1	WOOLCOCK RODRIGUEZ, KAREN	07/05/2016

Presionar el botón de **Planning**.

PENDING TASKS

Name	Type	From	Due Date
There is no data to display.			

NEWS

Today's News Archived News

There is no data to display.

PROGRAM TRANSITION POINTS

Unassigned

Admission Date:

Graduation Date:

There are no previous transition points for this program

Plan Data Entry

Organization: Academic Program Example Biology

Plan: InterAmerican University of Puerto Rico

⚠ Data entry

Inter American University of Puerto Rico

View By: Goals

Goal

Goal 1: [Inter American University of Puerto Rico](#)

Goal 2: [Inter American University of Puerto Rico](#)

Arecibo Campus Computer Science (BS)

Arecibo Campus Criminal Justice (BA)

Arecibo Counseling Program

Arecibo Dean of Students Office

Arecibo Educational Management and Leadership (MA)

Arecibo Elementary Level M Ed

Arecibo Entrepreneurial and Managerial Development (BBA)

Arecibo General Education Program

Arecibo Human Resources BBA

Arecibo Marketing BBA

Arecibo Nursing BSN

Arecibo Nursing MSN

Arecibo Office Systems Administration (BA)

Arecibo Social Work BA

Arecibo Student Activities

Arecibo Student Organizations

Arecibo Student Services

Arecibo Teacher Education BA

Arecibo Teacher Education Program (BA)

Inter American University of Puerto Rico

Example Biology > Plans

	Feedback Status	Is Data Entry Complete?
Inter American University of Puerto Rico		⚠ Not Complete
Inter American University of Puerto Rico		⚠ Not Complete

Seleccionar programa.

Plan Data Entry

Organization:

Plan: InterAmericana Assessment Plan, Version 1

⚠ Data entry is not complete

Inter American University of Puerto Rico > Arecibo Campus > Arecibo Teacher Education Program (BA) > Plans

View By: Assessment Period:

Outcome	Feedback Status	Is Data Entry Complete?
<input type="checkbox"/> 1. The philosophical, psychological and sociological foundations that serve as a base for education and give direction to the pedagogical practice.	⚠ No	Complete
<input type="checkbox"/> 2. The processes of construction of cognitive, affective and psychomotor learning through the different stages of human development.	⚠ No	Complete
<input type="checkbox"/> 3. The importance of the creation of a harmonious physical and social environment that is adjusted to the diversity of the social groups and to the individual needs and interests of the students.	⚠	Not Complete
<input type="checkbox"/> 4. The laws, regulations and procedures of the educational system, as well as the ethical, legal and social implications of their professional performance.	⚠	Not Complete
<input type="checkbox"/> 5. The implications and importance of the integration of parents and other sectors of society in the educational task of the school community.	⚠	Not Complete
<input type="checkbox"/> 6. Integrate into the pedagogical practice the theoretical principles that serve as the basis for education	⚠	Not Complete
<input type="checkbox"/> 7. Plan student learning by integrating educational strategies with a scientific base into instructional design	⚠	Not Complete
<input type="checkbox"/> 8. Use a variety of teaching strategies to facilitate the effective learning of the complexity of the concepts, skills and attitudes of the subject matter they teach	⚠	Not Complete
<input type="checkbox"/> 9. Apply the complementary processes of evaluation, assessment and measurement to determine the effectiveness of the teaching-learning processes and make decisions, which facilitate the improvement of all students' learning.	⚠	Not Complete
<input type="checkbox"/> 10. Apply research and the technological advances as resources to expand knowledge and to innovate and improve the pedagogical practice.	⚠	Not Complete
<input type="checkbox"/> 11. Use the existing computerized and educational resources to integrate technology in their teaching area or discipline.	⚠	Not Complete
<input type="checkbox"/> 12. Use a variety of educational and technological resources to facilitate learning in diverse student populations.	⚠	Not Complete
<input type="checkbox"/> 13. Use communication skills in an effective way to develop in the students the understanding of how they learn.	⚠	Not Complete
<input type="checkbox"/> 14. Show respect and tolerance to individual and cultural differences of students in the educational scenario.	⚠	Not Complete
<input type="checkbox"/> 15. Show a positive and binding attitude between professional development and the academic needs of the students.	⚠	Not Complete
<input type="checkbox"/> 16. Show a critical and creative attitude towards the management of information available in different sources related to the teaching discipline and to the field of education.	⚠	Not Complete
<input type="checkbox"/> 17. Assume leadership roles and professional responsibility in the different educational scenarios and communitarian contexts to promote learning and the integral development of students.	⚠	Not Complete

Seleccionar Outcome.

Presionar el outcome deseado.

ASSESSMENT PLANNING

PLANNING SETUP

1. The philosophical, psychological and sociological foundations that serve as a base for education and give direction to the pedagogical practice.

Seleccione "Measures"

Relevant Items

Assessment Plan: Interamericana Assessment Plan

Measures Results Analysis Recommendations Actions

Measures

Measures

Measure 1:

- Ejemplos
 1. Rúbrica (Portafolio, Mapa de Concepto, Análisis de Caso)
 2. Cuestionario (Actitudes, Satisfacción, Patronos)
 3. Prueba Escrita
 4. Prueba Oral
 5. Observación Directa
 6. Log
 7. Simulación

Estos son algunos ejemplos de instrumentos que pueden utilizar.

Recuerde siempre presionar el botón de *Save* que se encuentra al final del documento.

1. The philosophical, psychological and sociological foundations that serve as a base for education and give direction to the pedagogical practice.

Assessment Plan: InterAmericana Assessment Plan

▶ Relevant Items

Measures **Results** Analysis Recommendations Actions

Seleccione "Results"

Results

This outcome was:

Met Partially Met Not Met

Assessment Plan Information

Findings

Datos fácticos sobre los resultados de assessment en relación con las competencias de egresado (SLO) que aparecen en su Mapa Curricular(Catálogo)

Ejemplo:

Competencia 1(SLO 1)

1. Durante el año académico 2017-2018 sesenta (n=60) estudiantes fueron evaluados en el curso de Proyecto _____ Este es considerado un curso focal de assessment para las diferentes especialidades del Programa _____. Los porcentos de dominio de los estudiantes en los dos instrumentos de assessment son los siguientes: A. Rúbrica Analítica _____ = 79.6% B. Examen Sumativo _____ = 83.3 %



Aquí se escriben solamente datos fácticos (resultados). No se hace ningún análisis, ni recomendación.

Target Level Achievement

Met
 Partially Met
 Not Met

*If less than Met, program should plan further action to improve performance.

Further Action Planned
 Further Action Unnecessary



En este área se marca si se cumplió, parcialmente se cumplió o no se cumplió la competencia (outcome)

Data Collection Status

Is data collection complete?

Yes No

Save Cancel

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1. The philosophical, psychological and sociological foundations that serve as a base for education and give direction to the pedagogical practice.

▶ Relevant Items

Assessment Plan: InterAmericana Assessment Plan

Measures Results **Analysis** Recommendations Actions

Analysis

Seleccione "Analysis"

Analysis

After reviewing the results, what analyses can be derived?

What strengths were displayed through the assessments of your measures?

Basado en los datos provistos de cuatro (4) secciones, la competencia 1 (SLO 1) se logra. Los resultados demuestran un nivel superior de conocimiento en el componente sociológico de la educación. Además, se evidencia un aumento significativo en el nivel de conocimientos sobre los conceptos filosóficos, principalmente en la filosofía educativa contemporánea.

En esta área se escribe un análisis de las fortalezas que se pueden distinguir con los resultados.

What weaknesses were displayed through the assessments of your measures?

El 25% de los estudiantes matriculados en las 4 secciones no completó el curso. El estudio de los componentes filosóficos de la Antigua Grecia demostraron la necesidad de reforzar dicho grupo de conocimientos.

En esta área se escribe un análisis de las debilidades que se pueden distinguir con los resultados.

Additional Comments:

No tenemos comentarios adicionales

Si entiende que debe hacer un comentario adicional puede utilizar esta área.

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Recommendations

Recommendations

Based on the results and analysis, what recommendations will be made to better achieve the desired outcome?

1.

[Rich Text Formatting](#)

1. Para aumentar el nivel de desempeño en el estudiantado se recomiendan tres actividades de aprendizaje, basadas en la teoría de aprendizaje activo.

Entre estas estarán:

- A. trabajo colaborativo
- B. la simulación
- C. la dramatización

Se hacen las recomendaciones individuales.

2.

[Rich Text Formatting](#)

2. Además, se promoverá el uso de la nueva dirección web para acceder a materiales departamentales.

Puede hacer todas las recomendaciones que la facultad entienda pertinente.

3.

[Rich Text Formatting](#)

3. También se utilizará la herramienta de ERDU Advising como herramienta de intervención temprana en aquellos estudiantes que al completar la calificación de Midterm no exhiban el progreso académico deseado.

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Seleccione "Recommendations"

1. The philosophical, psychological and sociological foundations that serve as a base for education and give direction to the pedagogical practice.

Assessment Plan: InterAmericana Assessment Plan

▶ Relevant Items

Measures Results Analysis Recommendations **Actions**

Seleccione "Actions"

Actions

Action Plan

Assessment Changes

Restructure Outcome Statement	<input type="checkbox"/> Implemented Changes
	<input type="checkbox"/> Planned Changes
Revise Measurement Approach	<input type="checkbox"/> Implemented Changes
	<input type="checkbox"/> Planned Changes
Collect and Analyze Additional Data and Information	<input type="checkbox"/> Implemented Changes
	<input type="checkbox"/> Planned Changes
Change Methods of Data Collection	<input type="checkbox"/> Implemented Changes
	<input type="checkbox"/> Planned Changes

Other

Describe Changes

Puede presionar el botón sobre los cambios propuestos o implementados. En el cuadrante inferior puede hacer un narrativo de los cambios realizados. [Pase a la próxima página.](#)

Programmatic Changes

Revamp Services

- Implemented Changes
 Planned Changes

Make Technology Related Improvements

- Implemented Changes
 Planned Changes

Make Personnel Related Changes

- Implemented Changes
 Planned Changes

Implement Additional Training

- Implemented Changes
 Planned Changes

Add New Service(s) or Program(s)

- Implemented Changes
 Planned Changes

Delete Service(s) or Program(s)

- Implemented Changes
 Planned Changes

Other

Describe Changes

Puede presionar el botón sobre los cambios programáticos propuestos o implementados. En el cuadrante inferior puede hacer un narrativo de los cambios realizados. Pase a la próxima página.

Additional Information

Person/ Group responsible for action

Target Date for implementation of the action

 [Choose date](#)

Priority

- High
 Medium
 Low

Describe any additional resources needed (Leave blank if no additional resources are needed.)

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Data Collection Status

Is data collection complete?

- Yes No