

INTERNATIONAL IBEROAMERICAN UNIVERSITY

**INSTITUTIONAL ACADEMIC AND
ADMINISTRATIVE EVALUATION REPORT
2024**

Arecibo, Puerto Rico, 2025

Academic assessment is a fundamental process in the educational system, as it fulfills multiple essential functions for learning, teaching and continuous improvement.

TABLE OF CONTENTS

| | |
|--|-----------|
| 1. PRESENTATION | 3 |
| MESSAGE FROM THE RECTOR..... | 4 |
| INTRODUCTION..... | 5 |
| 2. PROCESS, MODEL AND EVALUATION COMMITTEE..... | 6 |
| 2.1. EVALUATION PROCESS | 7 |
| 2.2. EVALUATION MODEL..... | 7 |
| 2.3. EVALUATION COMMITTEE..... | 8 |
| 3. LEARNING EVALUATION | 10 |
| 3.1. MASTER'S DEGREES | 11 |
| 3.2. DOCTORATES | 12 |
| 4. EVALUATION OF ADMINISTRATIVE SUPPORT UNITS..... | 13 |
| 4.1. ACADEMIC DEANSHIP | 14 |
| 4.2. EDUCATIONAL TECHNOLOGY DEPARTMENT..... | 15 |
| 4.3. DEANSHIP OF ADMINISTRATION AND FINANCE | 16 |
| 4.4. DEANSHIP OF STUDENT AFFAIRS | 17 |
| 5. EVALUATION OF ACADEMIC AND STUDENT SUPPORT UNITS | 19 |
| 5.1. STUDENT SUPPORT SERVICES..... | 20 |
| 5.2. ACADEMIC SUPPORT SERVICES..... | 21 |
| 6. CONCLUSIONS AND FINAL RECOMMENDATIONS..... | 24 |
| 6.1. RECOMMENDATIONS | 25 |
| 6.2. CONCLUSIONS | 25 |

1. PRESENTATION

Message from the Rector

Dear UNiB Community,

It is an honor to present the 2024 Academic Assessment Report, an expression of our ongoing commitment to excellence, innovation and continuous improvement in distance education.

This year's results confirm significant progress: increased student retention, high satisfaction rates in virtual methodologies and the strengthening of key competencies in our graduates. These achievements are the result of the collective efforts of students, faculty and administrative teams, adapting resiliently to global challenges.

At the same time, we also identified opportunities for growth, particularly in optimizing digital resources, enhancing tutorial support and refining competency-based assessment. We will address these areas in alignment with our Strategic Plan, always guided by our mission to deliver accessible education that shapes critical, and socially committed professionals.

I thank you for your trust. Invite you to continue building a UNiB that transforms lives through inclusive and quality knowledge.

Carol Morales Miranda
UNiB Rector

Introduction

This 2024 Academic Assessment Report of the Universidad Internacional Iberoamericana reaffirms our ongoing commitment to the continuous improvement of educational quality. Building upon the institutional effectiveness model adopted in 2014, this document reflects our commitment to excellence in all areas of the university and advances on the foundations made in previous years.

Throughout this year, we have remained focused on strengthening academic and administrative operations aligned with the Strategic Plan. Our efforts have once again focused on two main areas: (1) the assessment of learning, (2) the assessment of administrative support units, and (3) the academic and student support units. These initiatives are carried out in accordance with the highest standards of educational quality.

The purpose of this report remains twofold: to highlight the progress and achievements of the 2024 academic year, and to identify key areas that require attention to ensure continuous improvement in the future.

Through this report, we reaffirm our unwavering commitment to a culture of assessment and ongoing improvement, which remains central to the progress and innovation of our institution.

2. PROCESS, MODEL AND EVALUATION COMMITTEE

2.1. Evaluation Process

Each year, the academic departments and administrative offices undertake a comprehensive evaluation process. This process begins with the development and submission of evaluation plans to the Director of Planning and Accreditation, following internationally recognized models and standards for higher education. The planning and implementation of these plans represents a collaborative effort that engages all academic and administrative personnel. Key components of the process the administration of surveys, the review of assessment instruments and the application of necessary statistical analysis to ensure the effectiveness of the plans.

The Planning and Accreditation Office has the important task of coordinating and recording all evaluation activities. Below is a table specifying the phases of the process.

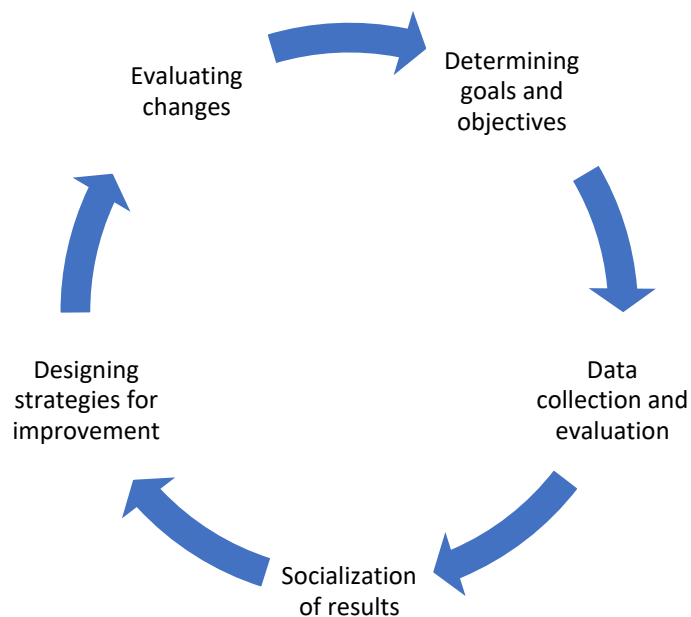
| Phase | Activity |
|---|--|
| 1 | Identify the goals and objectives to be assessed for each program or office. |
| | Select the means of evaluation and indicators of success for each goal or objective |
| 2 | Carry out evaluation activities: application of means for data collection. |
| | Communicate findings and proposed use of results |
| | Implement changes to improve effectiveness based on the results of evaluation activities |
| 5-year appraisal plan in line with the strategic plan | Five-year appraisal process planning |

2.2. Evaluation Model

The evaluation model is based on continuous feedback from the results of the previous cycle, following an approach similar to Deming's model, one of the foundational frameworks in contemporary quality assurance. The model's approach is based on the following key principles:

1. Quality as satisfaction of user needs

2. Focus on continuous improvement
3. Decrease process variability
4. Administrative responsibility
5. Quality as the result of an integral system



2.3. Evaluation Committee

To ensure institutional effectiveness, the Institutional Appraisal Committee (CIA) is responsible for coordinating, compiling, documenting and communicating the results of the appraisal to all areas of the University. During the evaluation year, the committee included at least one representative from each dean's office, working in active collaboration with faculty and students. Surveys were distributed via mail and interviews were conducted through Google Meet.

Individual meetings were held with representatives of each area, academic coordinators and a representative sample of students. These sessions proved highly productive; in addition to obtaining information, they also helped familiarize participants, particularly those previously unfamiliar, with quality assurance processes.

The activities of the evaluation committee included:

- Presenting the evaluation plan
- Orientating new personnel
- Programming the evaluation
- On-site and remote evaluation
- Writing reports by area
- Writing of the final report

3. LEARNING EVALUATION

3.1. Master's degrees

The 2024 assessment results have driven a systematic transformation of our academic offerings, establishing an integrated quality improvement framework that enhances all programs while respecting their disciplinary uniqueness. Our evidence-based approach focuses on pedagogical innovation, alignment with industry needs, and student success across all master's degrees.

[Master in Environmental Management and Audits](#)

[Master in Strategic Management with a Specialty in Management](#)

[Master in Strategic Management with a Specialty in Information Technology](#)

[Master in Strategic Management with a Specialty in Telecommunications](#)

[Master in Teaching Spanish as a Foreign Language](#)

[Master in Teaching English as a Foreign Language](#)

[Master in Education With a Specialty in Higher Education](#)

[Master in Education with a Specialty in the Organization and Management of Education Centers](#)

[Master in Education with a Specialty in ICT in Education](#)

[Master in Education with a Specialty in Teacher Training](#)

[Master in Physical Activity: Sports Training and Management](#)

[Master in Naturopathic Sciences](#)

[Master In Project Design, Administration And Management](#)

[Master in Project Design, Administration and Management with a Specialty in Innovation and Product](#)

[Master in Project Design, Administration and Management with a Specialty in Architecture and Urban Planning](#)

3.2. Doctorates

[Doctorate in Education with a Specialty in Research \(DODE\)](#)

[Doctorate in Projects with a Specialty in Research \(DODP\)](#)

4. EVALUATION OF ADMINISTRATIVE SUPPORT UNITS

4.1. Academic Deanship

| Academic Support Unit | Expected outcome | Metric (2024) | Evaluation | Action for Improvement |
|----------------------------------|--|--|---|---|
| All program administrative areas | Implement a system of continuous evaluation for academic programs to ensure that 100% of the courses meet quality standards in distance education. This will be achieved through annual reviews based on indicators of student performance and faculty feedback. | Teacher satisfaction questionnaire (effectiveness plan) | 6.15 out of 7 points on the Likert scale administered to faculty | Establish more accurate key performance indicators (KPIs) |
| All program administrative areas | Ensure that 90% of faculty participate in at least one annual training sessions focused on digital tools, online assessment methods and student engagement strategies. Target a post-training satisfaction rate of 85% or higher. | Teacher satisfaction questionnaire (effectiveness plan) | 6 out of 7 points on the Likert scale applied to faculty | Diagnosis and Strategic Planning <ul style="list-style-type: none"> Identify Training Needs Design an Annual Training Calendar Promotion and Motivation Incentives: Offer certificates, digital badges or institutional recognition. |
| All program administrative areas | Increase student retention rate by 5% through personalized academic support strategies, such as virtual tutoring and early alerts for at-risk students. | Comparison of the retention rate with respect to the prior year. | 56.5% retention rate in the last year. | Early Warning System Implementation Academic Risk Indicators: Low evaluation performance, recurrent absences, lack of participation in virtual activities. |
| All program administrative areas | Achieve a minimum satisfaction rating of 5 out of 7 on the Likert scale in student perception surveys regarding the clarity of materials, the quality of teacher feedback and | Student satisfaction questionnaire (plan of effectiveness). | 5.56 out of 7 points on the Likert scale administered to faculty. | Conduct focus groups with students per program. Establish an improvement plan based on results |

| Academic Support Unit | Expected outcome | Metric (2024) | Evaluation | Action for Improvement |
|-----------------------|--|---------------|------------|---|
| | the effectiveness of online assessments. | | | and opinions of randomly selected teachers. |

4.2. Educational Technology Department

| Academic Support Unit | Expected outcome | Metric (2024) | Evaluation | Action for Improvement |
|---|---|---|--|---|
| Educational Technology Department. | Ensure that 100% of UNiB courses have optimized virtual classrooms in Moodle, integrating interactive tools (forums, videoconferences, gamification) while maintaining 99% platform availability with no technical failures to enhance the online educational experience. | Monitor the number of complaints received via the Technical Support email. | Ensure a 90% effectiveness rate in responses to academic-related support requests. | Train 100% of teachers in the advanced use of Moodle. |
| Organizational technology and systems management. | Ensure 99.9% uptime of critical systems (LMS platform, cloud services and databases) by upgrading IT infrastructure, implementing cybersecurity protocols and enacting contingency plans, resulting in a 40% reduction in reported downtime during the academic year. | Track the number of complaints received and ensure they are properly categorized and addressed through the Technical Support email channel. | Ensure 90% effectiveness rate in responses to technical-related support requests. | Implement digital signature and blockchain for validation of academic documents. Train administrative personnel in automation tools. |

4.3. Deanship of Administration and Finance

| Administrative Support Unit | Expected outcome | Metric (2024) | Evaluation | Action for Improvement |
|-----------------------------|---|---|---|--|
| Administration | Comply with 100% of the institutional permits to operate as a university institution. | Internal reports on permit applications and renewals. | Obtaining 100% of permits. | Anticipate an analysis of processes and documentation required for permit renewals. |
| Administration | Student Services. Guidelines on charging, payments and costs of registration, tuition, fees and other additional charges. | University System Report | Saco Report | Improve the process to meet 100% of student collections, payments and costs for enrollment, tuition, fees and other additional charges in a timely manner. |
| Administration | -Evaluate potential U.S. accrediting agencies. | - CHEA - Council on Higher Education Accreditation. | Evaluation requirements selection table. | Rigorously evaluate all agency processes and requirements. |
| Human Resources | Complete 100% of the entire recruitment, orientation and documentation process. | Files | An audit is performed annually and was 90% compliant. | Review processes and minimize bureaucratic processes. |
| Human Resources | 100% completion of employee evaluations. | Employee evaluation | 100% compliant | Evaluate the document and update. Establish a date for the evaluation process. |
| Finance | Submit budget report to the Board of Directors on or before December 31. | Budget | Corporate Resolution of approval by the Board of Directors. | |
| Finance | Obtain satisfactory audited financial statements | Audit | Management letter received with no flagging. | Maintain 100% audit without flagging. |
| Finance | Perform the complete accounting cycle. | Internal Audit | Timely completion of the audit | Implement monthly controls to minimize errors and maximize assets. |

4.4. Deanship of Student Affairs

| Academic Support Unit | Expected outcome | Metric (2024) | Evaluation | Action for Improvement |
|------------------------|--|--|---|--|
| Student Affairs | Guarantee that 100% of new students are trained in the use of the Virtual Platform and have the required access credentials. | According to the percentage of progress in the virtual campus. | Ensure that 100% of incoming students are trained in the use of the virtual platform. | Ensure the delivery of the Welcome Letter with access credentials and tutorial guides, and initiate the first call for personalized training. Oversee the ongoing updating of the virtual campus. |
| Student Affairs | Guarantee continuous support and follow-up for active students throughout each stage of their academic journey, from enrollment to graduation. | Conduct calls, emails and follow-up in the management system. | Monitor the total number of students enrolled and that the pertinent management of each application is carried out. | Channel student inquiries to ensure a timely response. Maintain support staff. |
| Registrar's Office | Ensure that 100% of the Diplomas are issued within 30 to 90 days. | Progress report and progress report of titling remittances. | Current progress reports indicate that 90% are delivered within the estimated time frame. | Continue to streamline the issuance process of the diploma package to achieve 100% issuance within a maximum of 90 days. |
| Registrar's Office | Fulfill transcript, certificate of enrollment, and course syllabus requests within two weeks of submission. | Requests made through the Management System. | Current progress reports indicate that 90% are delivered within the estimated time frame. | Periodically review the requests made through the Management System to complete 100% of the requests within the estimated time. |
| Professional Counselor | Evaluate 100% of requests for student orientation and counseling. | Requests received by e-mail. | 100% of the requests were fulfilled. | Constantly review emails to ensure 100% of the requests received are replied to in a timely manner. |

| Academic Support Unit | Expected outcome | Metric (2024) | Evaluation | Action for Improvement |
|-----------------------------------|---|---|--|---|
| Records and Archives | Periodically audit the files of new and active students to ensure that 100% of the files have all the required documents according to grade level. | Maintain physical files and information uploaded to the Management System. | 93% of active students completed their academic transcripts within the established time frame. | Maintain the register of document debtors up to date to ensure that the file is complete. |
| Logistics and Shipping Department | Ensure that 100% of new and active students receive their printed or digital material prior to them beginning their corresponding subjects according to their progress. | Management System and Virtual Campus Report. | 100% of the students obtained the material prior to the start of the courses. | Periodically verify the Management System and Virtual Campus of active students to maintain 100% effectiveness. |
| Logistics and Shipping | Manage shipments through the corresponding agencies (USPS, FedEx, DHL, UPS) within 3 days of receiving the material for shipment and ensure that it arrives at its destination. | Monitor Tracking Number through the different platforms of the shipping agencies. | 100% of the shipments were received at their destination. | Continue with the established processes to ensure 100% compliance. |
| Admissions Department | Complete 100% of the information requests in the management system. | Management system report. | 100% of the requests were worked and processed. | Continue with the established processes to ensure 100% compliance. |
| Admissions Department | Participate in at least three promotional and marketing activities. | Registration of knowledge path in the management system. | Exceeded 100% participation in promotional activities. | Search for new markets to continue compliance. |
| Admissions Department | Maximize orientations to convert them into enrollments. | Management system report. | 8% conversion rate in 2024. | Improve conversion processes. |

5. EVALUATION OF ACADEMIC AND STUDENT SUPPORT UNITS

5.1. Student support services

| Academic Support Unit | Expected outcome | Metric (2024) | Evaluation | Improvement Action |
|----------------------------------|---|--|--|--|
| Counseling and Wellness Services | <p>Provide timely support to all students who express any kind of distress and have the courage to share it through forums or private messaging.</p> <p>Identify forum posts or practical casework submissions that suggest a psychologically concerning situation.</p> | Student Satisfaction and Support Survey (Effectiveness Plan). | Score of 6 on a 1–7 Likert scale based on student feedback. | <p>Immediate Response Protocols</p> <p>Create a first-response team (staff trained in emotional support) to offer empathetic initial responses and refer complex cases.</p> <p>Training and Awareness</p> <ul style="list-style-type: none"> • Train forum moderators to detect warning signs (e.g., messages suggesting suicidal ideation) and provide basic psychological first aid. <p>Follow-Up and Recordkeeping</p> <ul style="list-style-type: none"> • Implement a ticketing system with prioritization (e.g., red/yellow/green codes) based on urgency. |
| Technical Support | <p>Resolve technical issues with at least 90% efficiency and effectiveness.</p> <p>Respond to 100% of messages received in the technical support inbox in the best possible manner.</p> | Student Satisfaction and Support Survey and tracking of unanswered technical support emails. | Identify backlogs of emails left unanswered or answered with significant delay (more than 5 days). | <p>Optimization of Support Processes</p> <ul style="list-style-type: none"> • Establish escalation protocols for complex problems, with maximum resolution times set per level (e.g., Level 1: 24 h, Level 2: 48 h). <p>Team Training and Resources.</p> <ul style="list-style-type: none"> • Monthly drills of frequent technical problems to improve response times. • Assign specialized roles (e.g., hardware support, academic software support). |

| Academic Support Unit | Expected outcome | Metric (2024) | Evaluation | Improvement Action |
|-----------------------|------------------|---------------|------------|---|
| | | | | <p>Monitoring and Continuous Improvement:</p> <ul style="list-style-type: none"> • Real-time dashboard with metrics: % of problems solved in the first instance, average time of resolution. • Conduct weekly reviews of unresolved cases to identify patterns and improve processes. <p>Technology and Automation:</p> <ul style="list-style-type: none"> • Implement a support chatbot to automatically resolve basic queries (e.g., password resets). • Set up proactive alerts for widespread issues (e.g., server outages), with notifications sent to affected users. |

5.2. Academic Support Services

| Academic Support Unit | Expected outcome | Metric (2024) | Evaluation | Action for improvement |
|-------------------------------|---|---|--|--|
| Support for academic progress | <p>Provide prompt and effective assistance to 100% of students who request support for specific academic issues.</p> <p>Offer periodic, random outreach to 100% of students to monitor their academic progress.</p> | Student Satisfaction and Support Survey (Effectiveness Plan). | Score of 5.32 on a 1–7 Likert scale based on student feedback. | <p>Optimization of Support Channels</p> <ul style="list-style-type: none"> • Implement a digital ticketing system to log and prioritize academic support requests. • Create an automated chatbot on the institutional platform for initial guidance and referral based on the type of issue. • Establish extended support hours (in-person/virtual) during high-demand periods. <p>Standardized Processes</p> <ul style="list-style-type: none"> • Define maximum response times |

| Academic Support Unit | Expected outcome | Metric (2024) | Evaluation | Action for improvement |
|-------------------------|--|---|--|---|
| | | | | <p>according to the type of issue.</p> <ul style="list-style-type: none"> • Create accessible guides or FAQs with solutions to common problems. |
| Student Services Office | <p>Provide prompt and accurate processing of student transactions at least 95% of the time, from receiving documents to issuing diplomas.</p> <p>Provide accurate guidance to students within five business days at least 95% of the time.</p> | Student Satisfaction and Support Survey (Effectiveness Plan) | Score of 5.95 on a 1–7 Likert scale based on student feedback. | <p>Process Optimization</p> <ul style="list-style-type: none"> • Mapping and standardizing process flows. • Automate repetitive processes. • Implement a digital checklist to verify that each stage of the process. <p>Training and Resources</p> <ul style="list-style-type: none"> • Train staff in agile administrative procedures. • Assign “procedure managers” by area (academic, administrative) to avoid bottlenecks. • Standardized response bank for common errors. |
| Online tutoring | <p>Provide virtual tutoring to at least 90% of students identified as needing academic performance support.</p> <p>Provide virtual tutoring to 100% of students who request it for specific and concrete questions.</p> | Student Satisfaction and Support Survey (Effectiveness Plan). | Score of 5.97 on a 1–7 Likert scale based on student feedback. | <p>Student Identification and Segmentation:</p> <ul style="list-style-type: none"> • Early warning system: Automatically identify students with low performance (e.g., low grades, absences). • Diagnostic Surveys: Administer quick assessments to detect specific difficulties. • Academic Risk Prioritization: Focus tutoring efforts on students with the highest probability of failing or dropping out. <p>Technology and Accessibility:</p> <ul style="list-style-type: none"> • Automatic Reminders: Send notifications via email or mobile app for scheduled sessions. |

| Academic Support Unit | Expected outcome | Metric (2024) | Evaluation | Action for improvement |
|-----------------------|---|---|--|---|
| | | | | <ul style="list-style-type: none"> Digital repository: Virtual library with session recordings and downloadable materials. |
| Library Services | <p>Provide students with high-quality and efficient library services.</p> <p>Respond to at least 80% of requests for specialized materials.</p> | Student Satisfaction and Support Survey (Effectiveness Plan). | Score of 5.14 on a 1–7 Likert scale based on student feedback. | <ul style="list-style-type: none"> Active Outreach: Launch semi-annual campaigns to promote services (e.g., "Library Week"). Participatory Budgeting: Allow students to vote on new acquisitions. |

6. CONCLUSIONS AND FINAL RECOMMENDATIONS

6.1. Recommendations

As part of the Institutional Academic and Administrative Evaluation Report for the 2024 academic year, the following general recommendations are proposed. These remain consistent with those made the previous year due to their relevance and applicability. The aim is to strengthen the institutional evaluation process and provide a framework for future improvements:

1. Strengthen the allocation of financial resources to ensure the continuity and completion of important projects, such as the SACSCOC accreditation process and the expansion of undergraduate academic offerings.
2. Expand the use of digital tools and emerging technologies in administrative processes to improve operational efficiency and streamline the collection and accessibility of critical information.
3. Periodically evaluate the services offered across all departments by means of satisfaction surveys. Use the feedback collected to refine strategies and foster continuous improvement in services offered.

6.2. Conclusions

This report provides a comprehensive analysis of the evaluation processes carried out across the various offices and departments of our Institution during the 2024 academic year. Despite facing certain challenges, such as the absence of some complete reports, significant progress was made in aligning evaluation activities with the university's objectives and goals.

The commitment and active participation of all contributors were key factors in achieving these milestones. Nevertheless, opportunities remain to further enhance the effectiveness of the evaluation processes and ensure their sustained contribution to institutional development.

Given the success and relevance of previously established internal recommendations, their continued implementation is strongly encouraged during the current academic cycle. These guidelines have played a pivotal role in promoting continuous improvement, advancing strategic alignment and fostering a robust institutional culture of evaluation and excellence.



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