

UNIVERSIDAD DE LAS AMÉRICAS, A.C.
STUDENT ACHIEVEMENT ASSESSMENT
SYSTEM MANUAL, SEAA

CONTENT

1. PHILOSOPHY	1
2. PURPOSE	1
3. CRITERIA OF THE STUDENT LEARNNG ASSESSMENT SYSTEM (SEAA)	1
3.1 OFFICE THE REGISTRAR	2
3.2 INFORMATION TECHNOLOGY	2
3.3 ACADEMIC COORDINATORS	2
3.4 FACULTY	3
3.5 OFFICE OF PLANNING AND EVALUATION	4
4. CRITERIA FOR IDENTIFYING STUDENT ACHIEVEMENT LEVELS	5
5. ANALYSIS OF MIDTERM AND FINAL EXAMINATION RESULTS	5
6. CORRECTIVE ACTIONS	6
7. USE OF RESULTS IN FACULTY EVALUATION	6
8. REPORTS	6

APPENDIX TITLES

- Appendix 1. Mid-Semester Exam Analysis
- Appendix 2. End of Semester Exam Analysis
- Appendix 3. End of Semester Exam Analysis Results
- Appendix 4. Summary of Exam Analysis Results - End of Semester



1. PHILOSOPHY

One of the fundamental purposes of *Universidad de las Américas, A.C.* is to maintain its long-established commitment to Educational Quality through the implementation of various assessment systems that enable the institution to identify strengths and weaknesses within its undergraduate academic programs, teaching-learning processes, faculty performance, and student achievement.

With regard to student achievement, the University developed a series of assessment instruments that culminated in Fall 2000 with the implementation of the Student Learning Assessment System (SEAA). This system is based on the administration of midterm and final examinations in courses of a primarily theoretical nature, with the purpose of analyzing student learning outcomes and achievement levels as demonstrated through these assessments.

2. PURPOSE

The purpose of the Student Learning Assessment System is to evaluate student achievement in the courses they complete and to provide faculty members with feedback regarding these results, enabling them to establish and implement corrective actions that improve both student learning and instructional strategies.

The system also seeks to ensure that faculty members achieve the full range of learning outcomes approved by the Mexican Ministry of Public Education (*Secretaría de Educación Pública*) for each academic course and program of study.

Additionally, the cumulative results obtained through this assessment process over multiple academic terms provide the institution with valuable information for conducting systematic reviews of learning outcomes that have demonstrated lower levels of student achievement. This information may be used to evaluate the complexity of specific topics, expand bibliographic resources, improve teaching and learning strategies, or, when necessary, review the appropriateness of particular topics within the curriculum.

3. CRITERIA OF THE STUDENT LEARNING ASSESSMENT SYSTEM (SEAA)

The assessment process is conducted during each academic term and begins with the administration of midterm and final examinations. The dates for these examinations are established in the University's Academic Calendar.

Student achievement is determined from the results obtained on these examinations, which are subsequently analyzed statistically to identify topics and learning outcomes that demonstrate lower levels of student mastery.



Student Learning Assessment System (SEAA)

To perform this analysis, the Office of Planning and Evaluation (DPE) utilizes a specialized software application known as SEAA, developed specifically for UDLACDMX according to institutional requirements.

The successful implementation of the assessment process requires collaboration among the Office of Student Services, Information Technology, Academic Coordinators, Faculty Members, and the Office of Planning and Evaluation (DPE), which serves as the coordinating and responsible unit for the entire process.

3.1 OFFICE THE REGISTRAR

The Office of Student the registrar is responsible for preparing the University's Annual Academic Calendar, which includes the most important academic and administrative activities of each semester, including the administration of midterm and final examinations.

This office provides the Office of Planning and Evaluation with the enrollment and course scheduling databases for each academic term, which are used to populate the SEAA system.

At the conclusion of the examination analysis process, the Office of Student Services also provides student identification numbers and names requested by the Office of Planning and Evaluation.

3.2 INFORMATION TECHNOLOGY

The Information Technology Coordination is responsible for maintaining the SEAA application and safeguarding all information generated during each academic term through the recording of midterm and final examination results.

The coordination also provides technical support regarding the operation of the system and resolves any technical issues that may arise.

3.3 ACADEMIC COORDINATORS

The primary responsibility of Academic Coordinators is to serve as a communication link between the Office of Planning and Evaluation and the faculty. They respond to requests for information required from faculty members in order to conduct the assessment process.

As a first step, Academic Coordinators collect midterm and final examinations and verify that each assessment contains the information necessary for inclusion in the



Student Learning Assessment System (SEAA)

SEAA system. Each examination item must be linked to one or more expected learning outcomes established in the course syllabus and assigned a specific point value. Additionally, each examination must indicate the scoring method used, whether open-point scoring or right/wrong scoring.

In a second phase of the process, Academic Coordinators distribute the passwords required for faculty members to access the SEAA application and communicate to the Office of Planning and Evaluation any observations, comments, or difficulties encountered by faculty during data entry or regarding the results provided at the conclusion of the student achievement assessment process.

The Office of Planning and Evaluation provides each Academic Coordination with the results obtained from the statistical analysis of midterm and final examinations. Academic Coordinators review these results together with faculty members from an academic perspective and establish corrective actions aimed at improving student achievement.

Finally, Academic Coordinators are responsible for monitoring the implementation of corrective actions established with faculty members and reporting the outcomes of those actions to the Office of Planning and Evaluation.

3.4 FACULTY

Faculty participation constitutes one of the central components of the Student Learning Assessment System, since the system relies on the results obtained from midterm and final examinations to conduct its statistical analyses.

Faculty members are responsible for preparing their examinations and retain academic freedom in determining the number, type, and point value of examination items. However, they must comply with the criteria established by the Office of Planning and Evaluation, since these are necessary for the integration of examinations into the SEAA system.

After administering their midterm and final examinations and receiving access credentials to the SEAA application, faculty members enter student performance data into the system. A schedule is established for each stage of the process.

Upon completion of the statistical analysis, faculty members receive the resulting reports and are expected to carefully review the findings, reflect on possible causes of the results obtained, and determine corrective actions designed to improve student achievement.



Student Learning Assessment System (SEAA)

Faculty members are directly responsible for implementing corrective actions derived from the midterm and final examination analyses, as they are the instructors who work directly with students and oversee the teaching-learning process.

3.5 OFFICE OF PLANNING AND EVALUATION

As previously stated, the Office of Planning and Evaluation (DPE) is responsible for coordinating and administering the Student Learning Assessment System (SEAA).

Its first responsibility is to establish the annual SEAA calendar for each academic cycle, defining deadlines for every stage of the process and ensuring the timely delivery of results to all participating units. This calendar is distributed to Academic Coordinations and published through institutional channels.

Approximately one and a half weeks prior to the administration of examinations, the Office of Planning and Evaluation requests copies of the midterm and final examinations for every course offered during the academic term.

Each examination item must be associated with one or more expected learning outcomes and assigned a specific point value. In addition, faculty members must indicate whether the item will be evaluated through open-point scoring or right/wrong scoring.

Simultaneously, the Office of Planning and Evaluation requests enrollment and course scheduling databases from Student Services in order to populate the SEAA system and prepare the examination structures required for data entry.

Upon completion of the examination structures, the Office prepares password cards for each faculty member, indicating the examination structures associated with the courses they teach. Academic Coordinators are then informed that the data-entry process may begin, allowing faculty members to enter student scores for each examination item and the final course grade awarded.

After all examination data have been entered, the Office exports the information into spreadsheet format and organizes it into what are known as "Results Matrices." These matrices serve as the basis for analyzing each examination item in order to identify learning outcomes with lower achievement levels and to verify the adequacy of content coverage.



4. CRITERIA FOR IDENTIFYING STUDENT ACHIEVEMENT LEVELS

The criteria used to identify learning outcomes demonstrating lower levels of student achievement are as follows:

A. Satisfactory Achievement

A learning outcome is considered satisfactory when student performance on the related examination items ranges from 50% to 100% correct responses.

These results indicate that the majority of students have successfully demonstrated mastery of the corresponding learning outcome.

B. Low Achievement

A learning outcome is considered to demonstrate low achievement when student performance on the related examination items ranges from 0% to 49% correct responses.

When a learning outcome is assessed through a single examination item and that item receives a success rate below 50%, the topic is identified as requiring reinforcement.

Likewise, when a learning outcome is assessed through multiple examination items and the combined percentage of correct responses remains below 50%, the learning outcome is also designated as requiring reinforcement because of insufficient student mastery.

5. ANALYSIS OF MIDTERM AND FINAL EXAMINATION RESULTS

The statistical analysis conducted by the Student Learning Assessment System presents certain differences between midterm and final examinations, as described below:

A. Midterm Examination Analysis

For midterm examinations, the entire enrollment of the course section is considered when determining student achievement levels.

The indicators "Students Passing" and "Students Failing" are reported, referring to students who successfully passed or failed the examination.

An important aspect of the midterm assessment process is that faculty members have the opportunity to implement corrective actions, revisit learning outcomes identified as problematic, and reassess those outcomes during the final examination in order to verify improvement.



B. Final Examination Analysis

When analyzing final examination results, students who have failed the course are excluded from certain statistical calculations because they will be required to repeat the course.

This procedure is intended to provide a more accurate representation of student achievement among those who successfully completed the course.

6. CORRECTIVE ACTIONS

For learning outcomes that demonstrate low levels of student achievement, faculty members are expected to establish appropriate corrective actions.

Examples of corrective actions may include:

- Assigning additional readings or instructional materials.
- Providing academic tutoring or advising sessions.
- Conducting review sessions focused on difficult topics.
- Developing supplementary exercises or assessment activities.
- Implementing alternative instructional strategies designed to improve student learning.

The selection of corrective actions is determined by the faculty member in consultation with the Academic Coordinator and is based upon the specific learning outcomes identified as requiring reinforcement.

7. USE OF RESULTS IN FACULTY EVALUATION

The results generated through the Student Learning Assessment System are incorporated into the Faculty Evaluation Process.

The purpose of incorporating these results is to recognize, encourage, and support effective teaching practices, while simultaneously identifying opportunities for instructional improvement.

The use of assessment findings within faculty evaluation contributes to continuous improvement in teaching effectiveness and student learning outcomes.

8. REPORTS

The information generated and processed through the Student Learning Assessment System is distributed to the institutional units that require it for decision-making and academic improvement purposes.



Student Learning Assessment System (SEAA)

All official reports and supporting documentation are maintained by the Office of Planning and Evaluation and are available for institutional review and consultation.

The Student Learning Assessment System generates the following reports:

1. Midterm and Final Examination Results Matrices (Appendix 1)

These reports present the statistical analysis of examination items and their relationship to expected learning outcomes.

2. Midterm and Final Examination Analysis Reports by Academic Coordination (Appendix 2)

These reports summarize student achievement levels by academic area and identify learning outcomes requiring reinforcement.

3. Summary Report of Midterm and Final Examination Results for Faculty Evaluation (Appendix 3)

These reports provide a concise summary of assessment results used as one component of the institutional Faculty Evaluation System.

APPENDIX TITLES

Appendix 1 Mid-Semester Exam Analysis

Appendix 2 End of Semester Exam Analysis

Appendix 3 End of Semester Exam Analysis Results

Appendix 4 Summary of Exam Analysis Results – End of Semester



Análisis de Exámenes de Medio Semestre Otoño 2022

Curso: CH108 71 Educación Especial

Profesor: Rodríguez Ochoa Concepción

I. Descripción del examen

Tamaño 7

Tipo de reactivos

a) Opción Múltiple	0
b) Falso - Verdadero	0
c) Respuesta Corta Cerrada	0
d) Respuesta Abierta	7
e) Ensayo	0
f) Problemas Abiertos	0
g) Escala Likert	0
h) Otros	0

Método de Calificación El valor de cada reactivo es variable.

II. Procesamiento Estadístico

No.	Matrícula	T1.1				T1.2	T1.3	T1.5	T2.1	Sumas	Calificación Otorgada por el profesor
		R1	R2	R3		R4	R5	R6	R7		
1	78857	2	2	1		2	1	1	1	10	10
2	78862	2	2	1		2	1	1	1	10	10
3	78863	1.5	2	1		2	0	1	1	8.5	8.5
4	78893	2	2	1		0.5	0.5	0	1	7	7
Respuestas		7.5	8	4		6.5	2.5	3	4		
Correctas		94%	100%	100%		81%	63%	75%	100%		
										8.87	Promedi

III Resultados del análisis del examen

Total de Alumnos	4
Total de Alumnos Aprobados	4
Total de Alumnos Reprobados	0
No. de Alumnos Considerados para el análisis	4
Temas de Bajo Aprovechamiento	Ninguno
Temas Evaluados	2 de 5

Nomenclatura

1. La Educación y la Educación Especial
 - 1.1 Determinantes del fenómeno educativo
 - 1.2 Visión histórica de la Educación Especial a nivel internacional
 - 1.3 Visión histórica de la Educación Especial en México
 - 1.4 Evolución de las concepciones en torno a la discapacidad
 - 1.5 Atención de la Educación Especial en México
2. Discapacidades
 - 2.1 Discapacidad intelectual



Análisis de Exámenes de Fin de Semestre Otoño 2022

Curso: CH108 71 Educación Especial

Profesor: Rodríguez Ochoa Concepción

I. Descripción del examen

Tamaño 8

Tipo de reactivos

a) Opción Múltiple	0
b) Falso - Verdadero	0
c) Respuesta Corta Cerrada	8
d) Respuesta Abierta	0
e) Ensayo	0
f) Problemas Abiertos	0
g) Escala Likert	0
h) Otros	0

Método de Calificación

El valor de cada reactivo es variable.

II. Procesamiento Estadístico

No.	Matrícula	T1.1 R1	T2.2 R2	T2.3 R3	T2.3.2.4 R4	T3.1 R5	T3.5 R6	T4.2 R7	T5.1 a 5.3 R8	Sumas	Calificación Otorgada por el profesor
1	78857	2	2	1	1	0	1	1	0.5	8.5	8.5
2	78862	2	2	1	1	1	1	1	1	10	10
3	78863	1	2	1	0.5	1	1	1	1	8.5	8.5
4	78893	1	2	1	0.5	0	1	1	0	6.5	6.5
Respuestas		6	8	4	3	2	4	4	2.5		
Correctas		75%	100%	100%	75%	50%	100%	100%	63%		Promedio
										8.37	

III Resultados del análisis del examen

Total de Alumnos	4
Total de Alumnos Aprobados	3
Total de Alumnos Reprobados	1
No. de Alumnos Considerados para el análisis	4
Temas de Bajo Aprovechamiento	Ninguno
Temas Evaluados	5 de 5
TOTAL	5 DE 5

Nomenclatura

1.1 Determinantes del fenómeno educativo	3.2 Problemas para aprender
1.2 Visión histórica de la Educación Especial a nivel Internacional	3.3 Problemas de lenguaje
1.3 Visión histórica de la Educación Especial en México	3.4 Problemas de habla
1.4 Evolución de las concepciones en torno a la discapacidad	3.5 Problemas de audición
1.5 Atención de la Educación Especial en México	4. El Sistema Familiar y el Especialista en Comunicación Humana
2. Discapacidades	4.1 Impacto en la familia
2.1 Discapacidad intelectual	4.2 Intervención de la familia
2.2 Discapacidad visual	Humana en la intervención
2.3 Discapacidad motriz	4.3 Papel del especialista en Comunicación Humana
2.4 Discapacidades múltiples	5. Integración, inclusión y Adecuaciones Curriculares
2.5 Tratamientos generalizados del desarrollo	5.1 Concepciones y modelos de integración
2.6 Problemas emocionales y de conducta	5.2 Concepciones y modelos de inclusión
2.7 Sobresalientes	5.3 Concepciones y metodologías en torno a las adecuaciones curriculares
3. Necesidades Educativas Especiales en el Ámbito de la Comunicación Humana	
3.1 Problemas de aprendizaje	



Resultados del Análisis de Exámenes - Fin de Semestre Otoño 2022-

LICENCIATURA EN COMUNICACIÓN HUMANA

No.	Clave	Secc	Ciclo	Nombre del Curso	Nombre del Profesor	Sugerencia de Temas a Reforzar	Promedio del Grupo	N° de Temas Evaluados	FIN DE SEMESTRE				Promedio del Grupo	N° de Temas Evaluados
									CM*	SM*	NE*	Sugerencia de Temas a Reforzar		
1	CH108	71	1	EDUCACIÓN ESPECIAL	RODRÍGUEZ OCHOA CONCEPCIÓN		8.87	2 de 5					8.37	5 de 5
2	CH112	71	1	PSICOLOGÍA DEL DESARROLLO	BIBIESCA RUIZ JUAN LEOBARDO	2.3 Humanismo: Carl Rogers	8.16	2 de 4	X			4.6 Tipos de currículum	9	4 de 4
3	CH114	71	1	BASES DE LA COMUNICACIÓN HUMANA	RODRÍGUEZ OCHOA CONCEPCIÓN		8.25	1 de 4					8.36	3 de 4 T2. Lengua y habla
4	CH115	71	1	DESARROLLO NORMAL DEL LENGUAJE	GORDILLO MORALES MARIANA	3.2 Modelos fonológicos,	6.31	3 de 5	X				8.2	5 de 5
5	CH116	71	1	DESARROLLO COGNOSCITIVO Y	SANDOVAL RAMÍREZ ROSA LAURA		9.65	2 de 4					9.51	4 de 4
6	CH122	71	3	DESARROLLO NEUROMOTOR	VALVERDE DÍAZ MARTHA ELENA		9.32	1 de 5				1.4 Neurología neonatal	8.05	5 de 5
7	CH216	71	3	NEUROPSICOLOGÍA	GORDILLO MORALES MARIANA		8	1 de 3					8.43	3 de 3
8	CH217	71	3	PROBLEMAS DE APRENDIZAJE	DOMINGUEZ SANCHEZ MARIA FERNANDA		8.97	3 de 6					9.11	6 de 6
9	CH218	71	3	AUDICIÓN, ACÚSTICA Y AUDIOLOGÍA	CORVERA BEHAR LEÓN GONZALO		7	2 de 4				2.3 Psicoacústica	6.91	4 de 4
10	CH247	71	3	TRANSFORMOS DE LA COMUNICACIÓN HUMANA ASOCIADOS A OTRAS CONDICIONES	RODRÍGUEZ OCHOA CONCEPCIÓN		9.25	1 de 2					8.95	2 de 2
11	CH363	21	5	AUGMENTATIVE AND ALTERNATIVE COMMUNICATION SYSTEMS	BIBIESCA RUIZ JUAN LEOBARDO		8.93	3 de 4					9.9	4 de 4
12	CH366	71	5	INTERVENCIÓN CON ADULTOS	MORALES SALINAS ELLYS		8.35	2 de 4					8.87	4 de 4

* CM= Temas con observación en medio semestre por lo que fueron evaluados nuevamente con mejoría en sus resultados.
 * SM= Temas con observación en medio semestre por lo que fueron evaluados nuevamente sin mejoría en sus resultados
 * NE= Temas con observación en medio semestre y no fueron evaluados nuevamente.



Student Learning Assessment System (SEAA)

Appendix 4

SÍNTESIS
Resultados del Análisis de Exámenes - Fin de Semestre Otoño 2022-

LICENCIATURA EN COMUNICACIÓN HUMANA

a) Cursos con promedio menor a 7.

No.	Clave	Secc	Ciclo	Nombre del Curso	Nombre del Profesor	MEDIO SEMESTRE		FIN DE SEMESTRE					N° de Temas Evaluados
						Sugerencia de Temas a Reforzar	Promedio del Grupo	CM*	SM*	NE*	Sugerencia de Temas a Reforzar	Promedio del Grupo	
1	CH218	71	3	AUDICIÓN, ACÚSTICA Y AUDIOLOGÍA	CORVERA BEHAR LEÓN GONZALO		7				2.3 Psicoacústica	6.91	4 de 4

b) Cursos con temas a reforzar

						MEDIO SEMESTRE		FIN DE SEMESTRE					N° de Temas Evaluados
No.	Clave	Sec	Ciclo	Nombre del Curso	Nombre del Profesor	Sugerencia de Temas a Reforzar	Promedio del Grupo	CM*	SM*	NE*	Sugerencia de Temas a Reforzar	Promedio del Grupo	
1	CH218	71	3	AUDICIÓN, ACÚSTICA Y AUDIOLOGÍA	CORVERA BEHAR LEÓN GONZALO		7				2.3 Psicoacústica	6.91	4 de 4

c) Cursos que no evaluaron todos los cursos

No.	Clave	Secc	Ciclo	Nombre del Curso	Nombre del Profesor	MEDIO SEMESTRE		FIN DE SEMESTRE			N° de Temas Evaluados	
						Sugerencia de Temas a Reforzar	Promedio del Grupo	CM*	SM*	NE*		Sugerencia de Temas a Reforzar
1	CH114	71	1	BASES DE LA COMUNICACIÓN HUMANA	RODRÍGUEZ OCHOA CONCEPCIÓN		8.25				8.36	3 de 4 T2

