



CEU

*Universidad  
San Pablo*

# PROTOCOL FOR ONLINE EVALUATION BOARDS

Governing Council on 27 May 2020

## **PROTOCOL FOR ONLINE EVALUATION BOARDS**

The students evaluation, regardless of the nature of the tests carried out for this purpose, must have two objectives equally important:

- On the one hand, to become part of their learning; and
- on the other hand, to evaluate their progress in the acquisition of competences and knowledge taught, in the context of a certain subject.

The evaluation Boards allow for assessing the students and groups learning in each of the subjects of the Degree.

### **REGULATION 6/2017 ON THE PERFORMANCE OF EVALUATION TESTS AND THEIR REVISION**

#### **Article 4. Evaluation Boards**

4.1. In order to achieve an adequate assessment of the students, Evaluation Boards will be held for each degree for both ordinary and extraordinary calls. In these meetings, an individual and joint assessment will be made on the work carried out by the students and groups in all the degrees taught.

4.2. The Group Coordinators will take minutes after the Board's meeting. In it, they will write down the overall results achieved by students (percentages of passed and failed and a range of qualifications), as well as any other evidence and incidents of the session.

4.3. Professors attendance to the Evaluation Boards is mandatory. In the event that there is an overlap between the class time and the Evaluation Board, Professors will try to adapt the class time in order to be able to attend the Evaluation Board. On the other hand, Professors that cannot attend due to other reasons, shall justify it to the Dean or Director of the Centre or Degree Coordinator to which the degree subject of the Evaluation Board belongs.

4.4. If, according to the previous paragraph, Professors cannot attend to the corresponding Evaluation Board, they shall send their Group's report to the Group Coordinator in advance.

4.5. Once the Board has taken place, if Professors have not been able to attend, the Group Coordinator shall inform them, immediately, about those decisions that have been taken in it and that affect their subjects.

### **IMPORTANCE OF THE EVALUATION BOARDS FROM A QUALITY POINT OF VIEW**

The Evaluation Boards are one of the teaching coordination mechanisms included in the Internal Quality Assurance System - SIGC (*Process PC06 Learning Outcomes*) of each Centre and Bachelor's Degree.

It is also one of the instruments used to assess progress and measure learning outcomes, as stated in Criterion 8 of our verification reports:

**Evaluation Boards.** They are carried out at the end of each Semester to assess the progress and learning of every student. They are presided by the Group coordinator. Every Professor explains in short reports the personal assessment he/she has of each of his/her students, of the development of his/her subject and of the group in general. These reports are a very useful tool to evaluate the academic results (by Degrees, courses, subjects, training activities, etc.). They are sent to the Tutor and to the Academic Year Coordinator, in case these were not present at the Board, so that they can apply the appropriate measures in each case.

For all Monitoring and Renewal processes is mandatory the submission of documents, reports or minutes that proof these coordination mechanisms, so it's mandatory to have the minutes of the Evaluation Boards.

### **THE UNIVERSITY GUIDANCE SERVICE (SOU) IN THE EVALUATION BOARDS**

The SOU consists of a team of psychopedagogues that help students' personal improvement and empower them to be aware of their own personal expectations, capacities, weaknesses and skills, so that they can later develop their projection.

#### **Objectives**

1. To help new students to adapt, integrate and participate in university life.
2. To be a strategic support point for the teaching activity. Students have the right to be guided and accompanied in their maturation process and have the duty that their responsibility entails in this process.
3. To be part of an accompaniment process in the students' challenges (essays, performance, competences development and skills, guidance, development of a broad vision, training for future employability, etc.).
4. To help in promoting the comprehensive development of the student, not only academically, but also as a complete person with a future.
5. To help them focusing on the activation and development of their potential during their educational stage, by making visible their natural talents.
6. To generate involvement and commitment in students in such a way that they assume their responsibility in their personal and professional growth.
7. To facilitate progress in students, offering quality internships, specially through personal mentor-mentee contact (GPS programme).
8. To get to know and boost those capacities that the students may have to assume the leadership, both in the present and in the future.
9. To support students psychologically to assure their emotional wellbeing, and the development of skills to improve academic performance.
10. Together with the academic tutor and the Professor, to prevent situations of vulnerability and accompany students in adversity.

**Process:**

1.-The SOU team will attend the Evaluation Boards

2.-After the Evaluation Boards, received their reports, the students will be contacted to work with them individually or in groups. Special attention will be paid to first-year students with regard to the selective exam they must pass in order to continue with their degree.

**PARTICIPANTS NECESSARY FOR THE EVALUATION BOARD:**

- **Degree and Simultaneous Degrees Director.** He/she will participate in all the Evaluation Boards of the groups of his/her Degree due to his/her responsibility in the Degree.
- **Group or Course/Degree/Centre Coordinator.** He/she will participate in the Assessment Boards of his/her Group or Academic Year of the corresponding Degree, leading the filling in of the Forms that generate the Minutes of the Evaluation Board and being the spokesperson for all the teachers in the group or academic year.
- **Academic Secretary of the Centre.** He/she will participate in all Evaluation Boards of his/her Centre, being able to be replaced by a Vice-Dean. His/her function is to lead and coordinate the Evaluation Boards of the Centre.
- **Professors** that teach in that group or academic year in the corresponding call.

**ISSUES TO BE ADDRESSED IN THE EVALUATION BOARD:**

A form that includes all the aspects that must be dealt with in an Evaluation Board has been developed. *It includes* the roles of each participant, the necessary information to fill in the Forms (list of Centres, list of Undergraduate and Simultaneous Degrees by Centre in those centres where a specific Evaluation Board is called for Simultaneous Degrees, list of Coordinators of Undergraduate and Simultaneous Degrees, and data for Basic Statistics, i.e. Statistics of Grades by Subjects and Groups generated from SAUCE).

The issues that have been gathered in the form are the following:

**1. Academic Information of the Evaluation Board:**

- a. Centre
- b. Degree
- c. Degree Director
- d. Academic Year
- e. Group/s
- f. Group/Academic Year Coordinator
- g. Semester:
- h. Call:
- i. Date:
- j. Evaluation Board Attendees:
- k. Excuse their attendance and submit a written report
- l. Do not excuse their attendance

**2. Groups' General Information**

The following are the strengths and weaknesses that, by consensus, the School involved in the teaching of the group has decided to reflect in the Minutes of this call for proposals (they are selected from a drop-down menu), and may include such general comments as they deem appropriate:

**3. Analysis of Academic Results**

Later, the analysis of the Academic Results according to the information stated in the annex by subject and group is carried out (both in the particular analysis of subjects, students or groups: Selective -in first years-, last exams or graduation situation -in last years-). These data are facilitated from the SAUCE Academic Management System, not being necessary for the compliance with the form. They can also be included in the additional observation on the Academic Results.

**4. Proposals for actions** of the University Senate to eliminate the detected weaknesses (they are selected from a drop-down menu).

**5. Analysis of the COVID-19 effect on academic performance**

In this exceptional occasion, in which the 2S Evaluation Board is held, there is an opportunity for the whole group of Professors to reflect, based on their experience and analysis of academic results, what effect they perceive the COVID19 has had on students' academic results (they are selected in a drop-down menu).

**6. Requirements for SOU to work (University Guidance Service)**

In those cases in which this Evaluation Board's analysis has perceived as necessary the University Guidance Service action (SOU) for students or groups' support, this shall be indicated in the Minutes.

The filling in of the form carried out by the Group/Academic Year Coordinator of each Degree and Centre. After its filling in, an Evaluation Board's Minutes will be drafted (See Annex 1), which will be submitted to the Group/Academic Year Coordinator, the Academic Secretary of the Centre, the Degree Director, and the Statistics and Quality Unit.

ANNEX: EVALUATION BOARD'S MINUTES MODEL

**MINUTES OF THE EVALUATION  
BOARD - ACADEMIC YEAR 2019-20**

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**Centre:**

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**Degree:**

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**Degree Director:**

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**Academic Year:**

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**Group/s:**

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**Group/Academic Year**

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**Coordinator:**

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**Semester:**

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**Call:**

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**Date:**

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**Evaluation Board**

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**Attendees:**

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**Excuse their attendance and  
submit written report:**

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**Do not excuse their attendance:**

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### 1. Group's General Information

The following are the strengths and weaknesses that the School involved in the teaching of the group in this call have decided by consensus to reflect in these Minutes:

**STRENGTHS: Only the items selected in the Form will appear in the Minutes**

Knowledge and command of basic general concepts.
Harmonious integration of the group. Interpersonal relations.
Behaviour in Classroom: effort, interest, attention, discipline.
Appropriate language level for the majority of students to follow the subject.
Other:

**WEAKNESSES: Only the items selected in the Form will appear in the Minutes**

Lack of academic standards adequate to the demands of the current course.
Disintegrated group, students do not collaborate with each other.
Behavioural problems; lack of effort, interest, attention, discipline.
Language level not appropriate for all students to follow the subject.
Other:

Additional comments on Group Characteristics.

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## 2. Analysis of Teaching Coordination

This section reflects the position expressed by consensus among the lecturers who teach in this group for this call, in terms of their perception of different cases related to Teaching Coordination in this semester (*for Extraordinary Call only the last two items and 'Other' would be applicable*).

TEACHING COORDINATION	YES	NO	N/A
Overlap in the curricula of different subjects.			
Adequate coordination of theory and practice in subjects.			
Adequate coordination in subjects taught in several languages.			
Continuous evaluation tests: assignments, presentations, exams, etc. have been distributed in such a way as to avoid overloading students with work.			
The logistics of the exam schedule for Official Calls is adequate.			
The means available for the group: classroom, projector, computers, laboratories,..., have been adapted to students' learning and evaluation.			
Other:			

Additional remarks on Teaching Coordination (*If 'Other' has been selected in the previous section, please indicate in this section what the Teaching Coordination Analysis of this Group/Academic Year consists of*).

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## 3. Analysis of Academic Results

The following is an analysis of the Academic Results according to the information in the appendix by subject and group. These data are provided by the SAUCE Academic Management System.

The Qualifications Statistics are analysed by subject and group or academic year, both the particular analysis of subjects, students or groups: Selective -in first academic years-, last calls or graduation situation -in the last years-.

Additional Observations of the Academic Results. *(Contextual situations that can help to explain academic results in particular cases, can be mentioned. For example: above-average subjects in terms of number of failures, number of passes, number of repeaters or number of ERASMUS students, timetables of subjects that are not favourable to learning, subjects taught in another language, analysis of last exams...)*

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#### 4. Proposals for actions to eliminate the weaknesses detected in:

The agreement achieved by the Professors of the Group in this call as a proposal for improvement actions, according to the weaknesses detected in the previous sections are: *(in Extraordinary Call only, those marked with an asterisk would proceed, as it is understood that during the Ordinary Call 1S and 2S the corresponding improvement actions have already been reflected).*

**Only those items selected in the Form will appear in the Minutes for each section.**

#### Proposal for Improvement Actions for Weaknesses on Group Characteristics:

To boost tutorial action.
To boost collaborative work, team work or activities that promote group's cohesion.
Actions to correct specific behavioural problems.
Other:

#### Proposal for Improvement Actions for Weaknesses on Teaching Coordination

To review the Teaching Guide content to avoid overlaps.
To improve subject coordination with theory and practice.
To improve Coordination in subjects taught in several languages.
Continuous Evaluation Tests: essays submission, presentations, exams,... have been distributed in order to avoid overloading students with work.
The logistics of the Exams Calendar of Official Calls is adequate*.
The means available for the group: classroom, projector, computers, laboratories,..., have been adapted to students' learning and evaluation*.
Other:

#### Proposals for Improvement Actions for Weaknesses in Academic Performance



To boost tutorial action.
Inclusion of analysis and improvement proposals in the coordination of minutes of those responsible for subjects with low academic performance.
Proposal for Specific Teaching Innovation Actions.
Other:

### 5. Analysis of the COVID-19 effect on academic performance

In this exceptional occasion, in which the 2S Evaluation Board is held, there is an opportunity for the whole group of Professors to reflect, based on their experience and analysis of academic results, what effect they perceive COVID19 has had on students' academic results (they are selected in a drop-down menu).

**Only those items selected in the Form will appear in the Minutes for each section.**

It has not had any significant effect on academic results.
The overall rate of exam takers has improved.
Overall academic performance has improved (more ECTS passed/enrolled).
Overall qualifications are better now.
Other effects:

### 6. Requirements for SOU to work (University Guidance Service)

In those cases in which this Evaluation Board's analysis has perceived as necessary the University Guidance Service action (SOU) for students or groups' support, this shall be indicated in the Minutes.

YES/NO

**Signed:**  
Degree Director

**Signed:**  
Group/Academic Year Coordinator