

Psycopedagogy Student Achievement

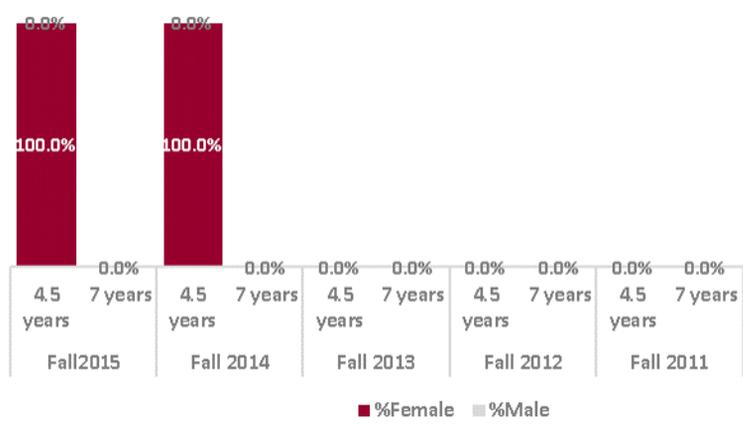
Degree Profile for the Psycopedagogy program

The graduate of Psychopedagogy of Universidad de Las Américas is a competent, analytical and enterprising professional, with solid theoretical and practical knowledge of current trends in pedagogy and psychology related to professional, educational, and societal topics that permit a permanent commitment to society in diverse professional contexts.

The psychopedagogy graduate integrates and applies knowledge of the learning process and diverse methods, concepts, and systems in the classroom, developing intervention strategies to promote inclusive educational practice. She or he designs strategies for the classroom and other scenarios based on current knowledge about prevention, diagnosis and intervention in learning disabilities, as well as developing psychopedagogical support programs oriented to community involvement and sustainable practice for a variety of learning environments, including the effective use of technology for inclusive education. The graduate collaborates in multidisciplinary teams to solve psycho-pedagogical problems and contribute to learners' development and interprets diverse educational situations based upon understanding of fundamental knowledge, research, social contexts, and professional ethics appropriate to the psychopedagogical discipline.

It is expected the UDLA psychopedagogy graduate will engage in professional, academic, and scientific undertakings related to teaching and learning and be a professional in pursuit of continuous development who acts ethically, with an attitude of service and empathy for the community

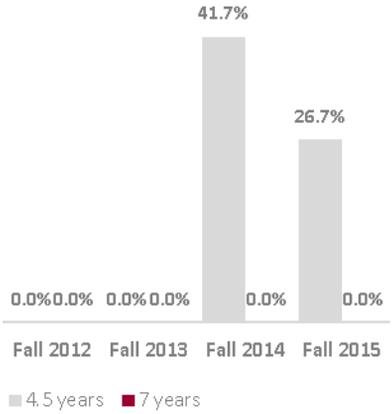
GRADUATION BY GENDER



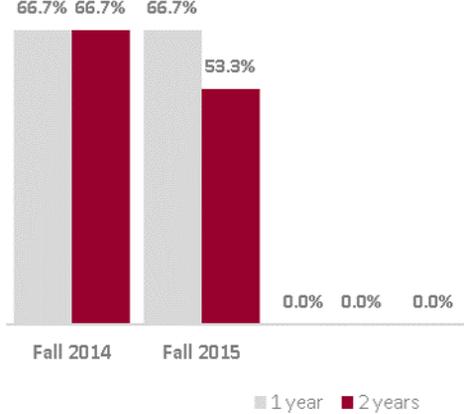
Retention and graduation rates are calculated through the 2019- 2020 academic year, based on new, first-time students entering in the fall semester, regardless of whether they enroll in the daytime or evening version of their program (if available). These rates do not consider incoming transfer students.

The duration of the Psychopedagogy program has historically been 4.5 years (9 semesters). Nevertheless, until Fall 2015, students had to first complete all coursework and then the capstone, which extended the time required to finish the program by at least one semester. Therefore, the graduation rate is calculated according to a duration of 4.5 years and 150% of that amount. The percentage of graduates in each cohort by gender considers only actual graduates, not the original makeup of the cohort.

GRADUATION



RETENTION



Program Learning Outcomes

In every semester, the program provides assessment results according to its Multiannual Assessment Plan (MAP), which typically considers one or more of its program learning outcomes (PLOs). Most programs utilize the platform VIA to collect and assess student work and to present the data and evidence of student achievement. These results and their analysis, with the objective of identifying areas for improvement, are presented in the program's annual assessment report.

In the graphic below, the most recent period in which a PLO has been assessed is indicated, with the percentage indicating achievement of the expected performance standard for that PLO, according to the rubric used to evaluate the student work. This standard can be designated at an introductory, intermediate, or final level, depending upon how the course learning outcomes (CLOs) align to each PLO in the program's curriculum map.

A graduate of the Psychopedagogy program will be able to:

1. Incorporate and apply knowledge of the learning process in the classroom.
2. Research psychopedagogy intervention strategies.
3. Design strategies for the classroom and other scenarios based on current knowledge about prevention, diagnosis and intervention in learning disabilities.
4. Demonstrate effective inclusion practices in a variety of learning environments.
5. Apply appropriate strategies to address issues and solve problems in the psychopedagogical discipline.
6. Collaborate in multidisciplinary teams to solve psychopedagogical problems and contribute to learners' development.
7. Develop psychopedagogical support programs oriented to community involvement and sustainable practice.

