

SELF-STUDY REPORT



Submitted to:
Middle States Commission on Higher Education
August 31, 2020

EDP University of Puerto Rico

Hato Rey Campus
San Sebastián Campus
Manatí Branch Campus
Humacao Branch Campus
Villalba Branch Campus

EDP
UNIVERSITY
S A B E R E S P O D E R

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EXECUTIVE SUMMARY

The self-study was carried out using the seven Middle States standards as a guide. The following is a summary of the strengths and challenges that were identified for each standard.

Standard I Mission and Goals

It was verified that EDP's mission is a driving force for all activities at the institution. The institutional goals that are grounded in the mission address the quality, relevance and scope of the educational programs, while ensuring that the prudent use of resources will enhance institutional effectiveness. It was found that all constituents recognize the value EDP's mission brings to the university community. However, EDP is facing the challenges presented by frequent disruptions such as the economic insolvency of the Island, recovery of Hurricanes Maria and Irma, earthquakes throughout the Island as well as the current pandemic, which will require identifying goals that will lead to success in the global knowledge-based economy of the 21st Century.

Standard II Ethics and Integrity

The work group found that there was transparency in the disclosure of information on institution-wide assessments, reflecting a practice of ethics and integrity. Another positive finding was that the services provided to students related to financial aid help them to make the correct decision about incurring debt. There is a need to create policies to define the scope of institutional legal obligations as educational institutions are exposed to the harmful effects of the COVID-19 pandemic, which affects the health and safety conditions of students and faculty. These legal obligations include the defense and indemnification with regard to ethics complaints related to employees as well as regulatory compliance.

Standard III Design and Delivery of the Student Learning Experience

It was validated that academic programs are consistent with the Institutional mission. Measures to ensure the quality of these programs include assessment plans and training of faculty in information technology. Notwithstanding these strengths, further integration of technology into teaching and institutional research is required.

In the effort to develop an Entrepreneurial University there is a need to link curricula to real-world business challenges, to continue to create opportunities for students to participate in social entrepreneurship contests, to partner with businesses, and to help students to launch their own businesses. Course design and teaching strategies to enhance creativity and systemic thinking also need to undergo change.

Standard IV Support of the Student Experience

EDP students at all levels are given support to ensure that they are able to complete their degrees in a reasonable amount of time. Services are provided to enhance their personal, educational, emotional, recreational, and wellness needs. In addition, the data gather allows for providing timely support. One of the most significant challenges is to increase college opportunities for low-income students. At least 70% of our student body are Pell Grant recipients and many need assistance to ensure educational achievement, so that efforts directed at persistence and completion need to be reinforced. Additional sources of financial aid must be found.

Standard V Educational Effectiveness Assessment

The 2019-2023 Strategic Plan is aligned with the institutional mission through a new vision of innovation and entrepreneurship; committed to improving the institutional academic ecosystem through creativity, problem-solving, systematic thinking and innovative academic programs.

There is a strong assessment culture at EDP University, since 2000 as shown in the publications Academic Assessment at a Glance, EDP at a Glance and the Assessment Handbook. A Curricular Development and Learning Model based on Competencies as well as EDP University's Conceptual Model for Curricular Development are the foundation for educational processes at the University.

Additional strengths are the research initiatives, recognition, and international exchange through the International Congress of Health and Technology (CISTEI). In the future, EDP needs to develop new performance metrics aligned with the metrics of professional accrediting agencies. The COVID-19 pandemic has created a need to develop a plan to be followed by the School of Nursing according to the recommendations of the professional accrediting agency (ACEN).

Even though the retention rates are satisfactory, there is a need to enable growth. Data collection on placement rates should be improved and graduation rates also require improvement.

Standard VI Planning, Resources, and Institutional Improvement

EDP has been increasingly focused on best practices, transparency, accountability, processes and procedures. Fiscal and human resources as well as physical and technological infrastructure are adequate to support its operations at a sound and competitive level to report effectively to opportunities and challenges.

Issues that are to be addressed are refining expense controls and budgetary projections in each program. Electronic systems to decentralize the budget so that each academic unit is empowered to have its own budget should be put in place. Our plans should include a margin for managing unforeseen catastrophic events.

Standard VII Governance, Leadership, and Administration

EDP has grown into two main campuses and three branch campuses, with a President and key leaders that are well-qualified and experienced, and whose responsibilities and duties are specified in the by-laws. It was found that the roles and responsibilities of the key administrators, faculty, students, and staff are aligned with the Institutional mission, goals, and objectives, with a well-defined system of governance, including committees of the Board of Trustees as recommended by the Association of Governing Boards (AGB).

In terms of responsiveness and feedback, EDP has been proactive in response to its needs and to better serve its constituents. The Faculty and the student body have constant feedback and meetings with the Chancellor and the Academic Deans. Future improvements will include the systematization of services using digital platforms and introducing the use of digital workflow to improve online services, developing new projects for student and personnel entrepreneurial development, and the effective dissemination of the institutional new vision as an entrepreneurial university.

Periodic assessment of the board of trustees and the President, as well as a formal succession plan must be developed. EDP is in a strong position to leverage its strengths to overcome its internal and external challenges for the benefit of all of its constituents.

INTRODUCTION

Brief overview of the Institution

EDP University of Puerto Rico is a private non-profit institution of higher education, incorporated under the laws of the Commonwealth of Puerto Rico. It was founded as EDP College of Puerto Rico by Dr. Aníbal Nieves in 1969 in Hato Rey, as a response to the needs in Puerto Rico for personnel trained in computer related fields. In 1978, the San Sebastian Campus was established.

EDP University is licensed by the Puerto Rico Board of Postsecondary Institutions (PRBPI) previously known as the Puerto Rico Council of Education (PRCE). It held ACICS accreditation until 2006 when the institution rescinded as it obtained Middle States Commission for Higher Education's (MSCHE) official approval. MSCHE granted initial accreditation in 2006 and re-accreditation in 2011 as EDP College of PR complied with all of the new 14 Characteristics for Excellence.

In 2012, the Puerto Rico Council of Education (PRCE) approved the institution's name change from EDP College to EDP University. In 2013, the PRCE approved the establishment of two (2) additional locations, one located in Manati and the other on in the municipality of Humacao. In 2014, the PRCE approved the first Master's Degree in Naturopathic Sciences in Puerto Rico. The Institution also achieved the Accreditation Commission for Education in Nursing (ACEN) initial accreditation for the Associate Degree in Nursing in Spring of 2016. In January 2017, the PRCE approved the establishment of a new Branch Campus in the municipality of Villalba. In 2018 both additional locations in Manati and Humacao became Branch Campuses as approved by the PRCE and MSCHE.

The University's main campus is in Hato Rey, located in the metropolitan area. A second campus is located in San Sebastian on the western area of the Island. Three Branch Campuses are located in Manati, Humacao, and Villalba.

Currently, the Hato Rey Campus offers graduate degrees in Information Systems, Strategic Management, Naturopathic Sciences, and Information Security and Digital Fraud Investigation. It also offers Professional Graduate Certificates in Data Base Management, Information Systems Auditing, E-Commerce, and Project Management.

The Hato Rey Campus offers the following undergraduate programs:

1. Bachelor's Degree in Business Administration Major in Accounting
2. Bachelor's Degree in Business Administration Major in Management
3. Bachelor's Degree in Business Administration Major in Management Online
4. Bachelor's Degree in Arts Major in Digital Fashion Design
5. Bachelor's Degree in Arts Major in Interior Design and Decoration
6. Bachelor's Degree in Arts in Digital Design Major in Multimedia
7. Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences
8. Bachelor's Degree in Science of Nursing
9. Bachelor's Degree in Information Technology Science Major in Programming
10. Bachelor's Degree in Information Technology Science Major in Programming Online
11. Bachelor's Degree in Information Technology Science Major in Networks
12. Bachelor's Degree in Information Technology Science Major in Networks Online
13. Bachelor's Degree in Natural Sciences
14. Associate Degree in Business Administration
15. Associate Degree in Business Administration Online

16. Associate Degree in Office Administration
17. Associate Degree in Information Technology
18. Associate Degree in Information Technology Online
19. Associate Degree in Biotechnology
20. Associate Degree in Arts in Interior Design and Decoration
21. Associate Degree in Arts in Digital Design
22. Associate Degree in Digital Fashion Design
23. Associate Degree in Medical Emergencies Technology
24. Associate Degree in Physical Therapy Technology
25. Associate Degree in Pharmacy Technician
26. Associate Degree in Nursing
27. Associate Degree in Criminal Justice
28. Associate Degree in Executive Protection and Security
29. Associate Degree in Health Billing and Codification

In 2017, EDP University developed five existing on-site programs into on-line programs. These are the following: Bachelor's Degree in Business Administration Major in Management, Bachelor's Degree in Information Technology Science Major in Programming, Bachelor's Degree in Information Technology Science Major in Networks

The San Sebastian Campus offers the following undergraduate and graduate programs:

1. Master's Degree in Science of Nursing Major in Acute Critical Care
2. Master's Degree in Science of Nursing Major in Emergency/Trauma
3. Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences
4. Bachelor's Degree in Natural Sciences

5. Bachelor's Degree in Information Technology Science Major in Networks
6. Bachelor's Degree in Information Technology Science Major in Programming
7. Bachelor's Degree in Science of Nursing
8. Associate Degree in Arts in Interior Design and Decoration
9. Associate Degree in Criminal Justice
10. Associate Degree in Digital Fashion Design
11. Associate Degree in Information Technology
12. Associate Degree in Medical Emergencies Technology
13. Associate Degree in Nursing
14. Associate Degree in Pharmacy Technician
15. Associate Degree in Physical Therapy Technology
16. Associate Degree in Executive protection and Security
17. Associate Degree in Health Billing and Codification

Manati and Humacao Branch Campuses offer the following degrees:

1. Bachelor's Degree in Science of Nursing
2. Associate Degree in Digital Fashion Design
3. Associate Degree in Physical Therapy Technology
4. Associate Degree in Nursing
5. Associate Degree in Information Technology

Villalba Branch Campus offers the following degrees:

1. Bachelor's Degree in Science of Nursing
2. Bachelor's Degree in Business Administration Major in Accounting

3. Associate Degree in Business Administration
4. Associate Degree in Criminal Justice
5. Associate Degree in Nursing
6. Associate Degree in Information Technology

Since the last accreditation in 2010, 15 new offerings have been developed in the Hato Rey Campus and 12 in San Sebastian. Nontraditional modalities such as adults accelerated schedules and on line courses are in place, facilitating attention to student needs.

CHAPTER 1:

Mission and Goals

Standard I – Mission and Goals

As defined by MSCHE:

Standard I: *The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.*

Purpose

This work group analyzed EDP University's mission in terms of its purpose within the context of higher education and whom it serves and what intends to accomplish. The group analyzed and evaluated how our mission is contributing to the education of a global citizen and particularly how an innovation and technology-oriented mission contributes to the development of the necessary competencies for insertion into the information society. It also analyzed the assessment of the processes by which the mission and goals guide, develop, and shape its programs and practices.

The leaders of this working group were **Chair** – Prof. José Mercado and **Co-Chair** – Prof. Marcelino González. The working group was composed of faculty members, administrators, students and board members.

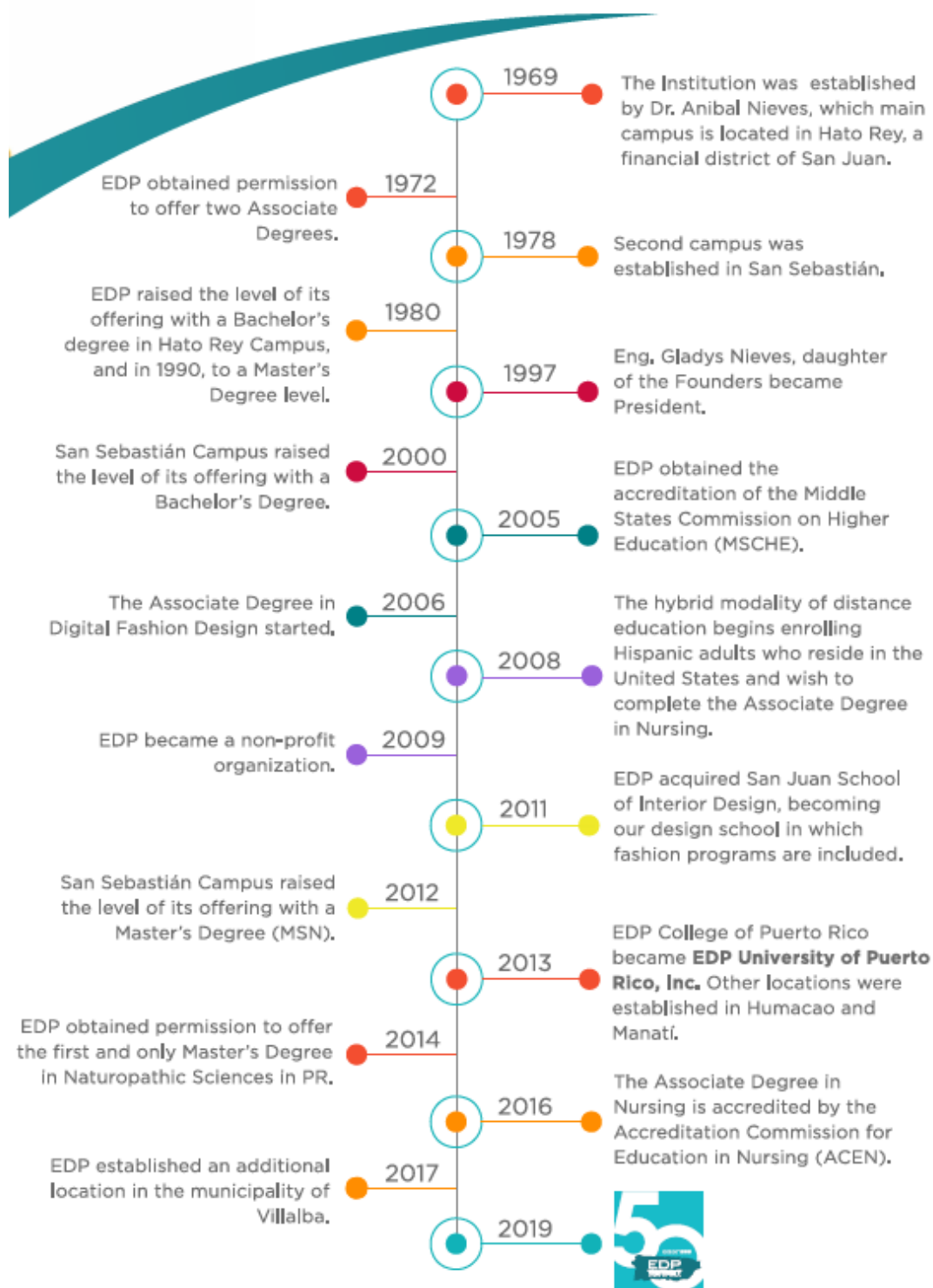
Introduction

This chapter addresses EDP University of Puerto Rico (EDP)'s mission in terms of the purpose of the University within the context of higher education: who the University serves and how it intends to accomplish its mission. EDP University has remained at the forefront in the provision of services and academic offerings at the Hato Rey Main Campus and in the San Sebastian, Humacao, Manatí, and Villalba Branch Campuses (Strategic Plan 2018-2023 p. 5). The work group reviewed the stated goals in terms of the expectations of higher education and fulfillment by EDP University of its mission. The analysis undertaken by EDP's academic

community and its governing body gave priority to the integrity of the process by which the mission and goals were developed. All academic programs and practices were considered and their effectiveness was evaluated in terms of the Institutional mission.

Since its foundation in 1969, when Dr. Aníbal Nieves addressed the technological needs of the moment, EDP University has been creating programs that respond to the needs of the labor market and the population. This way, students have more opportunities after completing their academic degrees. Through innovative programs and the excellence of its services, the University has achieved national recognition. This is especially evidenced by the successful enrollment of US mainland residents in the Nursing Associate and Bachelor's Degree programs (MAGAE and MABE).

Figure 1. EDP University's Brief Timeline



Educational Philosophy and Institutional Mission and Vision

Philosophy

We are an Institution that reaffirms a commitment to technology and social and humanistic values with excellence and integrity. Our values include tolerance, respect for diversity, and social and ethical responsibilities in all dimensions.

We reaffirm our commitment to Puerto Rican and worldwide cultures. We believe in the capacity of the human being to be self-directed, in the integration and collaboration of our Institution with the community, and in the contributions of our alumni to the social and economic development, environmental protection, healthy lifestyles, and cultural enrichment of our surrounding community.

This philosophy is represented in the Institution's revised Mission, which in essence, is an updated rewriting of the Mission that has guided the Institution for 50 years (2018–2022 Undergraduate Catalog, page 6).

Mission Statement

EDP University's mission statement reflects a philosophy based on the concept of a technological education supported by a sound social and humanistic foundation. As stated under the *General Information* section of the institutional 2018-2022 catalogs:

EDP University is a technological and socio- humanistic higher education Institution, leader in the education of professionals in the Arts, Sciences and Technology. We constitute a learning community that offers graduate and undergraduate academic programs through diverse modalities that promote active learning and the integral development of students, as they are the center of the educational process.

In its early days, EDP University's mission was aimed at various approaches, such as technology and socio-humanistic values. Under this philosophy, the Institution's mission was to expose the students to educational experiences that stimulated their integral development. During the 2010 review, through its continuous assessment processes, it was understood that the mission did not address all the strategies and approaches that were carried out in the Institution.

After a revision process, a fundamental activity for its first accreditation with MSCHE in 2005 and a second review in 2010, the mission evolved to consider all the essential components that define our Institution. The revision process was developed through collaborative engagement and participation of students, faculty, staff, alumni, and community stakeholders. These changes contextualized settings for the education of a global citizen since more nontraditional populations are seeking higher education. To meet the needs of nontraditional and diverse students, a creative and flexible context has been put in place as well as pertinent new educational offerings. The University's learning modalities and the mission continue to be student-centered.

The Institution's mission clearly defines its purpose within the context of higher education; as we approach the end of 2020 and beyond. EDP's mission is presented in Institutional catalogs, on the Institutional webpage, on bulletin boards within the campus buildings, and institutional official documents. It has evolved over its 50 years of existence, but most notably in the past two decades. The vision and mission were reviewed and revised to respond to the growth of the Institution's academic offerings and the evolving needs of a global society.

Vision

To strengthen the mission, EDP University's vision was last revisited during a Strategic Planning Institutional retreat in 2019. The different institutional constituents participated in the process. The revision took into consideration its focus on technological and socio-humanistic

values to facilitate global or international educational access through distance education in response to 21st-century demands. Accordingly, it was deemed necessary to commit to innovative and flexible processes both in academic and administrative contexts.

As part of that development and after an institutional assessment process that took place on November 29, 2017, called "Moving to the 2019-2023 Strategic Plan", an innovative and entrepreneurial university model was adopted (Alan Gibbs, 2012). The model promotes students' creativity to start businesses that are sustainable by generating their own self-employment and helping the country's socio-economic development. The new vision leads the mission into contributing to the education of the 21st Century global citizen more effectively as it continues developing information technology while creating the underpinnings for internationalization as a route to serve EDP University's constituents better. It reads as follows: EDP University of Puerto Rico adopts an Entrepreneur University Model. It assumes and seeks knowledge as an axis for innovation, sustainability, and competitive economic development of its constituents in and out of Puerto Rico.

The Institution's philosophy, its vision, and mission also focus on issues such as diversity, access to education, flexibility, and innovation. The philosophy, as expressed in the mission centers on the education of students as its reason for existence. To fulfill our mission, the Institution had to develop itself according to the historical processes occurring in the Island and the needs of the community. The mission has been developed in response to the reality as lived in Puerto Rico and world-wide. It is designed to promote individual and societal progress and sustainability.

Puerto Rico has been in an economic recession for 13 years, and as a means of controlling expenditures and to maintain a budget the PROMESA Act (Puerto Rico Oversight, Management, and Economic Stabilization Act) was established so that the Financial Oversight and Management

Board for Puerto Rico modifies the country's debt obligations as instituted by the Congress of the United States, Congressional Budget Office, 2017-2018. Responding to Puerto Rico's current reality, these conditions have been considered and incorporated into EDP University's 2019-2023 Strategic Plan, p. 7.

On the other hand, Puerto Rico's population has declined significantly, a fact that worsened after the passing of Hurricane Maria, with the migration of people in productive ages, and the recent earthquakes in the southern region of the Island. However, EDP University's strategic planning processes have allowed us to stay current and be responsive to these social and economic changes effectively and sustainably. EDP believes higher education continues to be the single greatest gateway to economic and social mobility for the Puerto Rican population. The global knowledge-based economy continues to drive rapid innovations in how colleges and universities prepare their graduates.

Institutional Goals

The goals, which are aligned with the Mission, fall into four categories: Academic, Student, Administrative and Community areas. They are appropriate to higher education and consistent with our mission and address internal as well as external contexts and constituencies.

Academic Affairs

Academic goals are to:

1. Offer and develop excellent, pertinent, and relevant graduate and undergraduate academic programs in Technology, Administration, Arts, Science, and Health-related areas.
2. Integrate information technology into the academic offerings and the Institution's administration.

3. Offer a General Education Program that promotes the development of competencies in the following areas: oral and written communication skills in Spanish and in English, computer literacy, information literacy, critical thinking, scientific and mathematic culture, and the acquisition of social, humanistic, tolerance, and diversity values.
4. Systematically assess institutional effectiveness and student learning outcomes as a basis for decision-making and institutional renewal.

Student Affairs

The goal of student affairs is to offer student support services to assist students in achieving their educational objectives in their aspired profession to and their development as integral human beings.

Administrative Affairs

These are the goals for administrative affairs:

1. To provide a physical, human, and technological infrastructure that guarantees optimal conditions for the development of academic programs.
2. To establish strategic planning processes for the strengthening of institutional resources and the achievement of academic excellence.

Community Affairs

1. Promote and sustain social and ethical responsibilities among members of the community.

2. Encourage a relationship of mutual development between the University and the community.

An analysis of the documentation related to the institutional mission and goals was carried out to assess how well our value proposition is guiding faculty, administration, staff, and growing structures in making decisions related to planning, resource allocation, program, curriculum development and the definition of institutional and educational outcomes. Evidence, included in the addendum, was identified showing the pertinence and effectiveness of the mission. It was possible to confirm how the mission is integrated into the different components of the university's community, such as academic programs, student, administrative, and community services.

Diversity, access to education, innovation, and entrepreneurship initiatives aligned with the mission of the institution

Alignment of diversity, access to education, flexibility, innovation, and entrepreneurship with the institutional mission is evidenced through the academic experiences of students of diverse population profiles and various academic programs. This is a challenge to our creative thinking and to fulfill the institutional mission, each and every day.

Diversity of students and professors from different genders and race from a wide range of cultural background and nationalities living in the US. characterize the online modality. The presentation of forums with topics related to diversity, the creation of new branch campuses, and programs in different modalities, all of which are student-centered, are also aligned with the Institution's internationalization efforts. Beyond compliance EDP has gone to broader limits. LGBTQ communities and women's movement efforts such as *Catedra de Mujeres Negras Ancestrales* are not only enforced but also published in our Editorial at EDP University with more than 10 published titles related diversity.

Access to education

The Institution's development from college-level towards a university level and changes in organization and from profit to a nonprofit institution enabled the acquisition of resources to enrich the infrastructure, technology, new academic programs, and student services. These developments have also allowed an increase on face-to-face and online offerings, technology enhancement, new laboratory facilities, more library resources, and database availability. The online academic modality has increased considerably in the last five years with the following five programs: Associate Degree in Information Technology; Bachelor's Degree in Business Administration with a Major in Management; Bachelor's Degree in Information Technology Science with a Major in Programming; Bachelor's Degree in Information Technology Science with a Major in Networks; and a Master's Degree in Information Systems with a Major in Information Security and Digital Fraud Investigation. Access to education is leveraged by the development of online courses and programs as well as partnering with different community groups.

Table 1 presents the total of student with an Expected Family Contribution of 0 for the past three years.

Table 1. Students with 0 Expected Family Contribution

YEAR	NUMBER OF STUDENTS EFC 0 DEPENDENT	NUMBER OF STUDENTS EFC 0 INDEPENDENT	TOTAL
2016 - 2017	1,051	848	1,899
2017 - 2018	1,007	962	1,969
2018 - 2019	925	996	1,921

Source: Financial Aid Institutional Director

Table 2 shows EDP's access to students through diverse academic offerings with multiple modalities to better serve their particular needs and ample reach across the Island.

Table 2. Access to students

LEVEL	PROGRAMS	MODALITIES	AREAS SERVED
Associate Degrees	17	Traditional courses Online Adults Modality (night classes) Hybrid programs Weekend courses	Metro, North, West, East and South Central regions of Puerto Rico (includes Vieques and Culebra Island)
Bachelor's Degrees	13	Traditional courses Online Hybrid programs	Metro, North, West, East and South Central regions of Puerto Rico (includes Vieques and Culebra Island)
Master's Degrees	7	Traditional courses (night classes and weekend courses) Online	Metro and West regions of Puerto Rico (face-to-face) All regions (online)
Professional Certificates	5	Traditional courses (night classes and weekend courses)	Metro region of Puerto Rico (face-to-face)

Integrating technology into the academic processes is a means to facilitate access. It also enhances the Institution's commitment to develop professional and generic competencies, specific programmatic outcomes, evidence-based teaching, and active learning. (As stated on page 2 of the 2019-2023 Strategic Plan).

Innovation is evidenced in our unique academic programs such as the: Master's Degree in Information Systems with a Major in Information Security and Digital Fraud Investigation (the first in Puerto Rico); Master's Degree in Nursing with a Major in Emergency/Trauma Care (the first in Puerto Rico), Master's Degree in Naturopathic Sciences (unique in Puerto Rico and the Caribbean); a Bachelor's Degree in Interior Design, the MAGAE and MABE modalities; and the Associate Degree in Billing and Coding in Health Services. All these offerings are considered innovative and as spearheads of the Institution, linked to the different modalities explained below. Table 1 below shows the programs created since 2010 per academic level.

Innovation

The global, knowledge-based economy continues to drive rapid innovations in higher education. The creation of infrastructures that promote and sustain innovation at EDP include, among others: a videoconference room, the use of institutional email for communication for both employees and students, free access to Microsoft products, different simulators, the simulated hospital for Health programs, distance education (evolution of different platforms), and the "Golden Portal", a resource available to the faculty, in collaboration with the Center for Entrepreneurs and EDP University, that connects people who are geographically distant. Using 40 high-tech modules or Golden Portals, this initiative enables a world where people intentionally engage with people unlike themselves as a source of creativity, positivity, and strength. The Golden Portals bring communities together in immersive spaces to talk, dance, play, and collaborate as if in the same room. The portals provide an opportunity to create common ground among communities, educators, entrepreneurs, social activists and influencers around the world. Through this, the Institution is able to be involved internationally and bring in others as a source of creativity, access, and strength.

EDP University believes in active learning based on student involvement where theory and practice go hand in hand. Informed by institutional assessments and in response to underachievement of students with regard to basic skills, the 3Force Project (Literacy with a Purpose Project: A Matter of Equity) has been developed to improve the skills of students in Spanish, Mathematics, and English. Also, the PLA (Prior Learning Assessment) project allows students to validate courses through their work knowledge, challenge exams, portfolios, and simulations.

EDP University has distinguished itself by offering unique undergraduate and graduate programs in Puerto Rico, which have favored access to education for hundreds of students throughout these years. With the recent approval of a federal grant under the Promoting Post-Baccalaureate Opportunities for Hispanic Americans (PPOHA) program, educational opportunities will be extended to graduate students in the Hato Rey and San Sebastian Campuses through scholarship incentives.

Through this federal grant the Graduate Studies Center (Centro de Estudios Graduados - CEG) was developed in Hato Rey Main Campus as an initiative that provides a space for innovation, and entrepreneurship and to expand educational opportunities for students in graduate programs.

Entrepreneurial University and EDP mission

The students begin to develop an “entrepreneurial mindset” as the research offers the opportunity to analyze and offer solutions to the problems studied, involving the student in possibilities of action beyond reflection. In other courses, the mission of the University is imbedded in the learning outcomes, generic competencies (instrumental, interpersonal and systemic) and program outcomes through the activities carried out in the daily work. A Final Application Work (FAW), is also carried out in the courses (projects, portfolios, and gateways among others).

The entrepreneurial vision is evidenced more strongly in some programs. For example, the students of the School of Fashion Design, participate in local competitions such as “Fashion Revelation” where they are exposed to the practical experience of producing and presenting new fashion proposals, to compete with different students from the same institution, as well as other participating institutions. Students from different disciplines have had the opportunity to

participate in entrepreneurial competitions such as the Santander Bank Business Fair and Corporate Innovation Awards.

To develop entrepreneurship and innovation, the president, key administrators, faculty, and students actively participate in multisector economic development initiatives such as “Echar Pa’Lante” of the Banco Popular and “Startup Weekend” of the Center for Entrepreneurs, among others. Furthermore, as part of its social responsibility, the University has had partnerships with community organizations such as the Boys and Girls Club, promoting entrepreneurship among its members in college level courses offered to high-school students.

Aligned with the Institution’s mission, the previous Strategic Plans recognized that EDP University had worked on three phases that included entrepreneurship as part of its development. The first phase focused on the national recognition of the Institution. The second phase addressed internationalization. Finally, the third and most recent phase includes innovation and entrepreneurship. This educational experience is directed at the comprehensive development of the student throughout the course of study.

The development of a culture of innovation and entrepreneurship is growing rapidly at EDP. Students from different programs and courses are participating in free enterprise activities, Start Up Weekend of the Entrepreneurship Center, and in the Product Competitions for small and medium businesses (Summer 2017 of the United Retailers Center). Faculty professional development education has been offered by Babson College and Georgia Tech University. The President’s active participation on the Puerto Rico Chamber of Commerce’s and the Hecho en Puerto Rico (Made in Puerto Rico) Board of Directors has given our learning community access to those leading the Island’s entrepreneurial spirit. Participation of students in initiatives and

multisector efforts will definitely accelerate the development of a culture of innovation and entrepreneurship that is greatly needed to restore growth on the Island.

Institutional mission and goals aligned with student learning and supported by academic programs and student support services

The mission and goals are aligned with student learning and sustained by academic programs. The Institution provides support services necessary to enable each student to pursue his/her goals. These services include admissions, financial aid, bursar and registrar offices, academic advising, counseling, peer tutoring, career placement services, student organizations, and community and cultural activities. An Information Systems Center, with an open lab for students, and an Information Resources Center, the library, are available at each of the campuses and branch campuses. All of these services assist students throughout their student life cycle. Furthermore, security services are in place, making the campus a violence and crime-free environment.

Project VIDA, where students are assisted in admissions and during their first year of college helping them develop their capacity for an autonomous and successful university life is managed by the Admissions and Support Services Center under the leadership of the Academic and Student Deans, and the Branch Director Deans, as may be the case. A challenge is to be able to develop a tracking system as an outgrowth of the first-year program into the second year and a similar structure or support system for graduate students. The admissions services have proven effective through the first year of the Project VIDA initiative. Emphasis has been placed on evaluating this project for its continued improvement.

After the admissions process, the financial aid, bursar and registrar offices monitor the student's academic records, including mandatory compliance with their financial responsibilities.

Continuous orientation sessions and follow up are also provided. Service hours are allocated in both daytime and evening schedules so that all students have access. The Counseling office offers individual and group counseling, and vocational assistance to the entire student population. The student community learns about these services through the Successful University Life (VUE 1101) course, which is a transition to academic life. They are also surveyed on their specific counseling needs. The counseling office then designs activities for each population accordingly. As an added value, office directors and coordinators can present their services through this course (VUE 1101). Another project, Kids @EDP, is a Child Care Center located at the Hato Rey and the San Sebastian Campuses. This center was developed to assist students with small children. It has been instrumental in encouraging and retaining more working mothers to finish their academic degrees at EDP. Both Centers have personnel, materials, and equipment suitable for the ages served.

Academic support services include different laboratories that are overseen by academic school directors and specialists; and complete the cycle of EDP as a learning community which has grown beyond the immediate community to include the virtual community. These laboratories are designed as a link between theory and practical educational activities. An open lab for students, located at the Information System Center, provides computers to students who cannot buy them or do not have internet access at home. Nevertheless, for the past 20 years, students have been encouraged to buy their computers as they can have Microsoft Office installed (as part of their tuition cost). EDP was the first institution in Puerto Rico to extend this product agreement to its students. Since 1998, each student had been provided with a Microsoft Office disc. Since 2014, each student enrolled at EDP University has been able to download MS Office directly to their own device using their @live account provided by the Institution.

The Institution's mission is updated with the times and practiced by the university community. After natural phenomena such as Hurricane Maria (2017), frequent earthquake activities (2020), and the Corona Virus Pandemic (2020), EDP University has been able to work remotely and provide student services and entrepreneurship opportunities. The Institution was able to open two weeks after the hurricane, to continue providing academic services and help after the earthquakes, and continue to provide the academic offerings through alternative modalities during the pandemic. It is clear that our University has been able to adapt to new situations through technology and the social and humanistic values imbedded in the mission, grounded in values of respect, and ethical responsibility.

Assessment of our mission and institutional goals

To evidence alignment and compliance with EDP University's mission, goals and assessment processes, various activities are held at the beginning of each academic year. During the assemblies, open discussion on goals and objectives and the priorities and expectations of the Institution are discussed and reaffirmed. A Needs Assessment is carried out among faculty members as directors of the administrative offices offer general guidance. Institutional achievements and activities are reported. During the afternoon, the academic directors meet with their faculty and deliver their class programs, explaining the priorities of each program for the year and the achievement of institutional goals.

Data on the demographics of new students, retention rates, graduation rates and diversity profiles are shared and discussed. At the end of the meeting, an evaluation of the activity is carried out. It is customary to evaluate each activity as part of the assessment process of the institution's activities.

Periodic Assessment of Institutional Goals

The Institution has developed and implemented an assessment plan that evaluates its overall effectiveness in achieving its mission and goals, and its compliance with accreditation standards.

Table 3. Institutional Goals Assessment

Institutional Goals	How goals are assessed Strategies and Instruments	Results/Outcomes
Academic Affairs 1. To offer and develop excellent, pertinent, and relevant graduate and undergraduate academic programs in Technology, Administration, Arts, Science, and Health related areas. 2. To integrate information technology into the academic offerings and the Institution's administration. 3. Offer a General Education Program that promotes the development of competencies in the following areas: oral and written communication skills in Spanish and in English, computer literacy, information literacy, critical thinking, scientific	1.1 The new programs developed during the last 10 years were: seven Associate Degrees, seven Bachelor's degree and three and Master's Degrees.	1.1.1 56% of currently existing undergraduate programs were created in the last 10 years in response to current market demands.
		1.1.2 Over 23% courses are available online and six online programs have been developed.
	1.2 All programs are formally evaluated after the fifth year of implementation by Academic Dean, School Director/Coordinator and Faculty members.	1.2.1 50% of currently existing graduate programs were created in the last 10 years in response to current market demands.
		1.2.2 All undergraduate and graduate programs (100%) were reviewed (updating of textbooks, electronic references, learning outcomes and content).
	2.1 All undergraduate and graduate programs have a technological component.	2.1.1 35% of reviewed undergraduate programs underwent significant changes.
		2.1.2. 17% of reviewed graduate programs underwent significant changes.
	3.1. Undergraduate programs are aligned with the 21 Generic Competencies.	3.1.1. All of undergraduate programs (100%) include the course PRO 1101 (Computer Operations).
		3.1.2. Undergraduate and graduate programs have a technological

Institutional Goals	How goals are assessed Strategies and Instruments	Results/Outcomes
<p>and math culture, and the acquisition of social, humanistic, tolerance and diversity values.</p> <p>4. Systematically assess institutional effectiveness and student learning outcomes as a basis for decision-making and institutional renewal.</p>	<p>3.2. Identification of Capstone courses used to assess the Generic competencies in the undergraduate programs at the beginning of the program and administration of tests to assess competencies upon completion of 90% of the program.</p> <p>3.3. Development of assessment instruments to measure student' knowledge of Spanish, mathematics, computer literacy, information literacy and English.</p> <p>4.1 Continuation, review and implementation of the institutional assessment process for the fulfillment and validation of the objectives of each academic program through the academic assessment documented.</p>	<p>component integrated through the curriculum in different courses and practices such as Simulators, technological equipment, and also offer synchronous meetings and lectures through Microsoft Teams and Zoom.</p> <p>3.2.1. 100% of undergraduate programs EDP adopted and integrated the 21 Generic Competencies.</p> <p>3.2.2. PRO 1101 (Computer Operations) and VUE 1101(Successful University Life) are capstone courses used to assess the Generic competencies in the undergraduate programs.</p> <p>3.3.1. Instruments developed by the faculty of the School of Arts and General Education. They measure student knowledge in the areas of Spanish, mathematics, computer literacy and information literacy. The English area is measured by the standard ELASH test, acquired by College Board.</p> <p>4.1.1. The Academic Assessment at a Glance and the Assessment Handbook were reviewed. This document is published annually and comprises evidence from different academic processes performed in our Institution which are: Assessment of Generic Competencies, Assessment per Academic Program, Assessment in the</p>

Institutional Goals	How goals are assessed Strategies and Instruments	Results/Outcomes
		<p>Classroom (Action Research) and Focus Groups.</p> <p>4.1.2. Modifications to syllabus and course content, teaching strategies, learning outcomes and technologies according to the results.</p>
<p>Student Affairs</p> <p>1. Offer student support services to assist students in achieving their educational objectives in the profession aspired to and their development as integral human beings.</p>	<p>1.1 The increase in Online Programs and in the demand in service required an increase in service staff.</p> <p>1.2 To ensure the service for the online students received all the services that they need, staff of integration services was recruited, and Admission and Register is in process.</p>	<p>1.1.1. Three additional IT/Help Desk were recruited.</p> <p>1.1.2. One Officer of Integration Services (for Financial Aid and Bursar), another position for Integration Services</p> <p>1.2.1. A Call Center for Student Services was contracted.</p>
<p>Administrative Affairs</p> <p>1. Provide a physical, human, and technological infrastructure that guarantees optimal conditions for the development of academic programs.</p> <p>2. Continue to strengthen the Strategic Planning process for the strengthening of Institutional resources and the achievement of academic excellence.</p>	<p>1.1. To address the growth goals in the online modality, a Canvas-LMS was identified that had stability in its infrastructure and that provided resources and tools to facilitate the faculty interaction and promote student' engagement.</p> <p>1.2. A pilot courses was developed with new instructional design method and new look and feel.</p> <p>1.3. Two graduate courses were designed and administrated during fall 2018.</p>	<p>1.2.1. 96% of the participants in the Satisfaction Survey for the new design considered it is attractive, intuitive and easy to understand. (NOTE: only 45% of the sample population completed the instrument 5 of 11 students enrolled in the MISFI pilot)</p> <p>1.3.1. 100% of the participants in the Satisfaction Survey considered that the modules</p>

Institutional Goals	How goals are assessed Strategies and Instruments	Results/Outcomes
	1.4. Gradually, the courses in the 5 new online programs were developed to include a general education component.	<p>use various strategies, methods, interactive media and materials that made learning easier.</p> <p>1.4.1. 100% of the full online programs including General Education component are designed in the new LMS.</p>
Community Affairs 1. Promote and sustain social and ethical responsibilities among the members of the community. 2. Encourage a relationship of mutual development between the university and the community.	<p>1.1 EDP University develops policies and rules that are established in Institutional documents such as the Employees Handbook and Faculty Handbook. The University establishes the norms, ethical values, and responsibilities with the purpose of promoting a good relationship between the university community and the external community.</p> <p>1.2 The libraries provide services to the external community.</p>	<p>1.1.1 Annually, the Human Resources office offers conferences to employees to review policies and statements from the Employees Handbook.</p> <p>1.1.2 Also, the Academic Dean reminds the faculty members about the statements that are included in the Faculty Manual.</p> <p>1.1.3 The admission officer is the first person that orients students about norms, ethical values and their responsibilities in the university.</p> <p>1.1.4 Professors along with nursing and health program students participated in clinics organized by external community members. During the Commencement ceremony, two students who have shown philanthropic commitment to their communities are recognized with a FUANNI Award.</p> <p>1.2.1 The libraries provide services to the external community; especially receiving students from secondary schools,</p>

Institutional Goals	How goals are assessed Strategies and Instruments	Results/Outcomes
	<p>1.3 During the COVID-19 pandemic, as a university that promotes social responsibility, face masks were made and distributed to the internal and external communities.</p> <p>2.1 EDP University of Puerto Rico has agreements with the following organizations:</p> <ol style="list-style-type: none"> 1. <i>Altrusa Internacional</i> 2. <i>Caminata pepiniana luchando por la vida- (cancer patients),</i> 3. <i>Casa pepiniana de la cultura</i> 4. Municipal Government 5. Ramey Job Corps 6. Path Stone 7. Head Start/Early Head Start Program 8. Friends of EDP University Community Committee 9. Department of Education 10. Boys and Girls Club 	<p>homeschoolers, and people who need a place to study for the revalidation exam.</p> <p>1.3.1 Around 200 face masks were distributed.</p> <p>2.1.1 These organizations and EDP University work in collaboration for mutual benefit. Following are the results or outcomes of each agreement:</p> <p>1. Altrusa Local Vocational Aid (ALVA). Annually, the organization awards a scholarship of between \$150.00 to \$250.00 for selected female students. They choose from three to five low-income women enrolled at the San Sebastian Campus.</p> <p>Annually, EDP University participates in the <i>Festival de la Novilla</i> (Heifer Festival) with some parade floats. Around 15 students participate in the parade.</p> <p>Once a year, professors of our Institution evaluate binders to select the most outstanding <i>Altrusas Club</i> at the regional level.</p> <p>In the past academic year, the <i>Altrusas</i> gave monthly food vouchers, valued at \$50.00, to ten low-income students.</p> <p>2. <i>Caminata Pepiniana Luchando por la Vida-</i> (cancer patients)- EDP</p>

Institutional Goals	How goals are assessed Strategies and Instruments	Results/Outcomes
		<p>University collaborates with sales and distribution of T-Shirts, health clinics, and participation in the walk supporting cancer patients.</p> <p>3. Casa Pepiniana de la Cultura- provides a physical space in our facilities for the national encounter of poets. EDP participates in some events organized by this entity, such as the National Festival of the Hammock, an art exhibit, and EDP awards the <i>Orden de Angel Mislan</i> (19th century musician,). The Institution also sponsors <i>Guácara</i> Magazine.</p> <p>4. Municipal Government- Both used the facilities for official activities, such as, EDP used the Museum of History to announce the transitions from college to university and later to record a video. EDP collaborated with nurses on the municipal activity administering COVID-19 rapid tests and health clinics. EDP has also participated the cleaning and removal of debris after Hurricane Maria.</p> <p>5. Ramey Job Corps- Orientation and education opportunities to graduate students of this institution.</p> <p>6. Path Stone-provides assistance to farmworkers and underserved communities to improve their educational and other opportunities. There is an</p>

Institutional Goals	How goals are assessed Strategies and Instruments	Results/Outcomes
		<p>EDP student at the San Sebastian who has a scholarship under this program.</p> <p>7. Head Start/Early Head Start Program - Participates with an EDP employee on the Board and contributes with program evaluations.</p> <p>8. Friends of EDP University Community Committee- The committee includes participants from various sectors and institutions. Its objectives are emphasizing education, culture, and entrepreneurship.</p> <p>9. Through the Department of Education EDP shares interlibrary loans with different Resource Libraries in Puerto Rico.</p> <p>10. Boys and Girls Club- EDP University has had alliances with community organizations such as this one, promoting entrepreneurship among its members through a university experience that is offered to secondary level students.</p>

The Mission guides all educational activities. It is present in the creation of documents, syllabus, records, activities, and new programs. EDP University's mission and goals, held in the Strategic Plan, are evaluated annually through institutional assessment criteria in an overall evaluation plan published in the latest EDP - a Glance, 2014-2015, 2015-2016, 2016-2017 and 2018-2019. Following are Institutional developments and indicators that validate the creation of

new academic programs, integration of technology, and entrepreneurship skills in EDP that are aligned with the mission. Since September 2009, an essential institutional retention development plan is in place. It is Project VIDA (Spanish acronym for Intellectual Linkages between Development and Learning), has since evolved from the Seniors Summer Program initiative to one that organizes the educational experience to foster conditions that will help students visualize and work towards their academic and personal success. Three significant characteristics define this project for first time freshman students. One characteristic is the student support services in which the admissions director keeps track and guide the students until their second year of college. This component includes tutoring services and counseling. The second characteristic is the development of personal growth and resilience through systematic visualizations and affirmations. The third element introduces curricular activities. First year courses are scheduled in blocks so that the student can experience an integrated curriculum. Students are organized in working groups in a research project which promotes significant active learning. At the end of the semester, the three best projects are recognized.

Another innovative initiative that leads the way to Distance Education has been the accelerated, partially online associate degree in nursing called MAGAE (Spanish acronym for the Adults Modality of the Associate Degree in Nursing). This modality offers individuals living in the United States an Associate Degree in the high demand nursing professional area. These students are mostly Spanish speaking individuals living in the continental US. They benefit from a curriculum recognized by the U.S. Department of Education and accredited by ACEN while studying in their Spanish native language. For this hybrid degree modality in Nursing, students learn about the Institution's mission and its offering through special events scheduled in various cities in the US. These techniques have proven their effectiveness as more than one thousand

students are currently enrolled in the MAGAE and MABE modalities and more than 1,500 students have graduated from this modality since its beginning.

The institutional goals that guide all of the Institution's activities in alignment with the mission were developed through an exercise for the 2011 self-study and have not changed since. For Academic Goals, EDP offers and develop excellent and relevant graduate and undergraduate academic programs in Arts, Sciences, and Technology. Also, integrates information technology into the academic offerings and the Institution's administration. To achieve this goal, all educational offerings have information technology integrated into the curriculum. The Institution's administrative processes are incorporated into Campus Nexus, the student information database that supports all student services either physically at the campuses or online through the portal. As a basis for decision-making and institutional renewal, there will be systematic assessment of institutional effectiveness and student learning outcomes. This goal is evidenced through the academic and the institutional assessment plans which guide the decision making processes. **EDP at a Glance** is a document that synthesizes data that helps assess institutional effectiveness. **Academic Assessment at a Glance** is another document that evidences the students learning outcomes at both the General Education and programmatic levels.

In fulfilling its mission, EDP University's services benefit its internal and external community. First of all, as an educational institution, it opens access to educational opportunities for all, both its internal and external constituencies, as discussed below. The Institution organizes committees and councils that promote the participation of the internal university community in decision-making processes. Transparency is fundamental, which is an important reason to guarantee this broad participation. A mechanism of utmost importance is the Annual Institutional Retreat, where relevant planning issues are discussed, and decisions are made collectively. As to

the external community, EDP University fulfills its mission through activities that benefit the community, such as health clinics, health conferences, and supporting organizations such as the American Cancer Society, the American Diabetes Association, and the American Heart Association, among many other philanthropic initiatives like FUANNI.

As previously stated, the institution values integrity, diversity, and transparency. This is shown through the continuous evaluation of institutional and academic assessment plans, as well as the Strategic Plan. With this in mind, a new level of management was created to distribute authority and institutional responsibility into six associate vice presidencies. Furthermore, open discussion and active participation of the different components of the university community on issues related to organizational performance is encouraged by the president's open-door policy, making her readily available to the university community.

Given EDP's size and the complexity of the organization, on September 27, 2019, the role of Provost was created. The provost serves as EDP University's chief academic officer, working with the president to oversee university-wide academic policies and activities. The Office of the Provost works closely with the University's academic and administrative leaders.

The Institution benefits its surrounding community, while the community also benefits the University. Private and public businesses and citizens develop a sense of belonging that enriches all involved. For example, the institution is engaged in contributing to community support after Hurricane Maria, the early 2020 earthquakes, and the ongoing coronavirus pandemic.

When Hurricane Maria hit the Island, the Institution, under the President and the Provost, organized help and support in health areas, among other needs. For the earthquakes, they also gave emergency assistance to local communities, and now for the coronavirus pandemic, an initiative was developed by making much-needed masks accessible through #Lohagoporti. A programmatic

analysis preceded the assistance so that students acquire significant learning experiences, in accordance with the mission, while the community receives emergency relief that it needs. Willing to actively participate in the Island's reconstruction and economic development efforts, a comprehensive proposal was submitted to local authorities with a plan to develop a Techno-Educational Corridor that will serve the communities around EDP's academic units.

Strengths

- EDP mission is a driving force for planning, assessment, budgeting and curriculum development with integrity as a leading value. It focuses the direction and overall organizational purpose and consolidates out faith in education for all.
- The institutional goals, validate and sustain the quality, pertinence and scope, and relevance of the educational programs, the strategic nature of the institution and the wise use of resources to enhance institutional effectiveness.
- All constituents recognize the value EDP's mission brings upon it's university community.

Challenges

- Like many other institutions of higher education EDP is grappling with a wide variety of disruptions and a wide variety of challenges. The need to prepare low-income students to overcome the economic insolvency of the Island and to succeed and prosper in the global knowledge-based economy of the 21st Century are the most pressing issues EDP faces.

CHAPTER 2:

Ethics and Integrity

Standard II – Ethics and Integrity

As defined by MSCHE:

Standard II: Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Purpose

This work group analyzed how effectively EDP can show that its institutional policies and procedures are in aligned with an ethical conduct. The group analyzed and evaluated the mechanisms that EDP University has to avoid and deal with conflicts of interest and fairness of administrative and educational practices. It also analyzed how the Institution ensures a climate of respect and inclusion for the university's learning community and the community in general.

The leaders of this working group were **Chair** – Prof. María de los M. Rivera and **Co-Chair** Ms. Margarita Flores. The working group was composed of faculty members, administrators, students and board members.

Introduction

Since its establishment, EDP University has remained faithful to its mission, having ethics, honesty, and integrity as a beacon. More so, under the 10 Characteristics of Excellence of MSCHE, EDP's 2005 Self-Study was titled "Integrity is our Leading Value". True to its mission, EDP goes beyond compliance by actions that embrace certain causes for underprivileged and discriminated groups like immigrants, black women and the LGBTQ community. Such as "Polo de la Paz" (Pole of Peace), Paying our respects to Pulse Club victims in Orlando and more recently "Un día sin racismo" (A day without racism) which took place in Old San Juan. The highest standards are upheld and violations are sanctioned. Rules and procedures have been established for suspected or proven academic dishonesty, if committed by a student, a professor, or an employee.

EDP also has policies and procedures that support and defend copyrights in recognition of their importance and the responsibility to protect them. Copyright laws guide the university's community in the responsible use of their educational resources and the protection of the intellectual work of any person. An example of this is the implementation of the Distance Education Policy to establish Urkund as a tool that guarantees intellectual property rights.

EDP University respects and supports academic and intellectual freedom as stated in the Faculty Handbook: “Academic freedom is fundamental for the protection of the professor’s rights in terms of teaching and for the protection of the student's rights, in terms of freedom to learn” (2019, p. 13). Its historical background emphasizes efforts aimed at both intellectual and personal development, which is also reaffirmed in its educational philosophy, as it is the faculty’s responsibility to promote it.

EDP University encourages and supports the respectful treatment of its students, its faculty and employees. Its values are guided by a user/client approach, offering fast and effective information services. The Institution respects equality in pursuit of equity and fosters an environment conducive to learning, creativity, and efficiency. It respects and promotes student rights to develop critical thinking by differing from the professor’s opinion, thus promoting an environment where ideas and intellectual judgments can be exchanged, without exempting students from their responsibility to comply with the demands of the courses, or the expression of discernment with due consideration and respect for institutional coexistence and the rights of the professor and fellow students. EDP University expects its students, professors, and employees in all academic fields, to be treated with due respect and courtesy.

At EDP University, it has always been a matter of great concern to prevent any conflict of interest that may occur, as well as any unfair and biased practice, both in administrative and

educational settings. To this end, a series of manuals and procedures have been created to set standards, to prevent, in the first place, and to mitigate in the second place, any conflict of interests or unfair practices that may occur.

Due to the COVID-19 Pandemic, the Human Resources Institutional Director has to undergo a process to create an addendum to the Employee Handbook that includes new policies regarding remote work (telecommuting), use of personal devices and internet for work purposes in their homes (BYOD) and use of EDP University computers and internet equipment for work purposes in their homes.

EDP University provides the necessary services to apply and support its policies and the means for them to be followed and complied with. Any doubt, complaint or concern that anyone in the university community may have, whether a student or an employee, has the right to be heard and advised without discrimination. The Institution respects, values, supports, and promotes diversity in every way, it also publishes and disseminates its policies both online on its website and in printed format for anyone who requests them. The Institution is constantly conducting satisfaction surveys, basic needs questionnaires, and other assessments to alumni as well as to active students. It is consistently evaluating and updating its policies so that they are up to date with the most recent Federal and State Governments rules and regulations.

As an example, the Associate Vice President for Research and Development created the Questionnaire on the Level of Knowledge of the Academic and Institutional Assessment in order to determine the level of knowledge that administrative staff, faculty and students have about the Institutional Assessment processes and associated publications. The global sample consisted of 367 participants ($n = 367$) of which 14% belonged to the administration, 23% to the faculty, and 63% students from EDP University of Puerto Rico.

In general, the results reflect that the three (3) groups included in the sample demonstrate mastery over the general knowledge related to assessment being institutional and/or academic. However, aspects such as the difference between assessments, and their definitions, where to find information, processes for collecting assessment data and the purpose of the institutional assessment. This information can benefit the entire institutional community and, the student body, since it was the group in the sample that showed the greatest need in the aforementioned aspects.

Table 4 Questionnaire results on the Level of Knowledge of Academic and Institutional Assessment

Criteria	Administration	Faculty	Students
1. They know the difference between institutional and academic assessment.	91%	89%	61%
2. They know the definition of what the institutional assessment is.	98%	100%	2%
3. They know what the academic assessment consists of.	100%	100%	2%
4. They know the role and importance of assessment to identify financial aid.	83%	87%	6%
5. They know about the academic assessment helps in the teaching-learning process.	8%	95%	3%
6. They are aware of the academic assessment of the achievements of general competencies.	98%	99%	97%
7. They know how the results of the academic assessment serve to justify the decision-making of the Institution and the accrediting agencies.	91%	94%	94%
8. They know the execution of the academic assessment in face-to-face and online courses.	94%	96%	93%
9. They know where to find information about the institutional and academic assessment.	64%	73%	79%
10. They know the Institution's Assessment Plan.	100%	100%	95%

Criteria	Administration	Faculty	Students
11. They know the data collection process for the assessment.	55%	80%	31%
12. They know the periods in which the academic assessment is measured.	89%	95%	94%
13. They know the components of the graduate profile.	92%	96%	6%
14. They claim to have received guidance about the assessment.	66%	84%	77%
15. They claim to know the staff who work assessment.	81%	78%	63%
16. They know the instruments of academic assessment.	77%	87%	90%
17. They know who make up the institutional and academic assessment.	91%	93%	98%
18. They know what the institutional assessment analyzes.	64%	68%	72%
19. They know the documents where the results of the institutional and academic assessment are published.	53%	45%	71%
20. They know how and for what the assessment results are used.	100%	100%	100%
21. They know the periods in which the academic assessment is measured.	75%	72%	61%

EDP University has ethical conduct policies described in its Employee Handbook that are aligned with our institutional policies and procedures and best management practices. Management personnel sign an institutional statement to acknowledge receipt, review and understanding of the Conflicts of Interest Policy and Procedure, and that they have reviewed and understood it. The signed acknowledgments are filed in each employee's record. The Human Resource Department is responsible for the dissemination of the policies and procedures as part of annual employee orientations. All job descriptions include statements related to ethical conduct and integrity policies and procedures. Through this, the Institution emphasizes that all employees

shall maintain appropriate conduct in the working environment and the community, thus recognizing the freedom of action of each individual.

The Institution's induction program includes ethical conduct, policies and procedures described in our handbooks and institutional documents to foster the desired behavior. Among the policies and procedures related to ethical conduct and integrity, the Institution highlights sexual harassment, student anti-bullying, Title IX – Nondiscrimination and suicide prevention, among others. An important element related to respect and inclusion is also addressed in the Employee Handbook, in all the Human Resource's policies and procedures. University-wide, there are specific policies for Equal Employment Opportunities. They address sexual harassment, mobbing, fair work schedules, conduct in the workplace, smoking, alcohol and drug prohibition, and employee assistance program, among others.

EDP University is constantly reevaluating the profile of its constituents as a community. In compliance with federal and state regulations, it has consistently created and maintained a series of policies, programs, protocols and initiatives. This is intended to guarantee students, faculty, and administrative personnel an environment of respect and inclusion in every aspect, achieving an integral development of all the components that define our academic community.

The Student Bill of Rights (rev. May 2016) and the Student Handbook specifically define the services that should be received or requested without discrimination. These also establish a frame of reference related to the rights of each individual in the University. In addition, the Institution relies on Institutional Policies that promote an inclusive and empathetic environment, like the No Discrimination Policy (Title IX). In addition, another policy on bullying provides protective mechanisms against harassment and intimidation among students. There is another policy that defines the procedures to address the needs of handicapped students. Likewise, the

entire academic community is afforded the same protection against all types of discrimination. Policies and protocols have been created to address incidents of sexual violence, domestic violence, suicide prevention, and to prevent and deal with use and abuse of alcohol, tobacco, and other drugs.

The Institution endorses, promotes, and offers the community the space and mechanisms for diverse weekly activities, cultural events, educational trips, and competencies that promote student integration. Faculty participation, such as tutoring or mentoring within all of its locations, is also in place. Integration with the external communities is being achieved through efforts such as the Community Mobile Clinic managed by the School of Nursing. Students and professors participate in marathons, public campaigns to educate the community about suicide prevention and women rights and *Relevo por la Vida* (a cancer victims support initiative), among others.

The Editorial at EDP has served a key role in promoting a climate of respect and inclusion among the university's learning community and the community in general. Since its inception in 2012, with the purpose of creating a space for the diffusion of intellectual, historical, academic and literary thinking, it has published books that have significantly addressed diversity. Among such titles are: **“LGBT 101: Una mirada introductoria al colectivo”** by Dr. Miguel Vázquez Rivera, president of True Self Foundation Puerto Rico; and **“Pelo Bueno”** a children's book by Yolanda Arroyo Pizzaro, professor at EDP and leader of the Cátedra de Mujeres Negras Ancestrales de Puerto Rico created in as part of UNESCO's International Decade for People of African Descent (2015-2024). Since 2012, Editorial EDP has published 120 titles that address and promote a sense of pride for our Afro-Puerto Rican roots. Editorial EDP also organizes new book presentation events at the main campus and branch campuses and leads panel discussions on key diversity topics open to our learning community.

Students are exposed to socio-cultural values in each academic program. Each academic program has different courses that contribute to the development of an integral being, where the institutional values help their empowerment as individuals. In addition, when developing new programs and during the revision of existing ones, innovative requirements to promote entrepreneurship with academic integrity are implemented. A clear example of the academic rigor associated with our values is seen in the Nursing Program, that serves different segments under different modalities with the same curriculum and professional accreditation standards.

Integrity is fostered when, for example a student's identity is verified by programs with this purpose when taking on line exams. Another case in point caring for integrity and honesty is in the use of copyright laws digital instruments to hinder false authoring issues at any levels. The course work evaluation process discourages plagiarism with the implementation of programs such as Respondus Monitor™, Respondus Lockdown Browser™ and Urkund™. Academic Integrity in our Distance Education Policy establishes the process to follow when associated with a breach.

Other values are promoted through the various curricular and co-curricular activities such as the participation of students in different scenarios they can exhibit creativity. As an example, the Fashion Design students have the opportunity to participate in the making of a high fashion shows where they are exposed to a professional environment, as part of their final course project. On the other hand, students from different branches of technology constantly create innovation projects from interactive games, mobile applications and virtual reality projects. Another example is when nursing students and their professor confirm their social commitment by their integration in health fairs. Students are encouraged to achieve empowerment as soon as they are enrolled in the Institution.

EDP University is continuously engaged in an introspective process to ensure alignment of its policies with the new regulations, and to the continuous social changes that affect the profile of our academic community. The Office of Institutional Coordination for Compliance and Title IX is vigilant to the regulations that overview the evolution of social parameters that demand a revision of established policies and regulations to avoid discrimination and inequality in our Institution.

Conflicts of interest at EDP range from handling minor expenses ("Petty Cash"), and even the academic load to be assigned to faculty. As for cases of unfair practices, these can show up in many ways, such as the number of days of nonattendance granted to a student before submitting their case for an administrative withdrawal, as for how to register the entry and exit of exempt employees. No matter the nature of the conflict of interest or unfair practices, the Institution has mechanisms to address both of them according to their corresponding procedures.

In cases of domestic violence, the Institution will designate a special committee which will be responsible for evaluating each case. If the conflict of interest arises in the form of handling the disbursement of minor expenses (Petty Cash), the Institution has a prevention mechanism: the appointment of a person to be custodian of disbursements, who authorizes them, by completing a form for that purpose.

One of the many commitments that EDP University has is to offer and maintain a work environment that strictly prohibits both physical and verbal harassment and provides equal employment opportunities to anyone without discrimination. EDP University has established the Declaration of Equal Employment Opportunities. It is a program to guarantee a fair, equitable and discrimination-free treatment in all matters related to recruitment, training, compensation, benefits, promotions, suspensions, "call back" calls and dismissals, among others. All our employees and candidates are evaluated based on their qualifications.

If an employee claims to be a victim of discrimination, he/she has the right to file a complaint and must immediately inform his supervisor, the Director of Human Resources or the person designated by EDP University to initiate an investigation. It is the responsibility of the Department of Human Resources to implement and ensure that all types of engagement with our Institution comply with this policy, in addition to ensuring faithful compliance with it, subject to the provisions of the Federal Civil Rights Act of 1964, Title VII, Americans with Disabilities Act of 1990 / Title I and V, and the Age Against Work Discrimination Act of 1967.

With regard to educational practices, EDP has several tools that allow for reasonable and fair practices, including the protocols for the use of Respondus and Urkund. The use of these tools is available to the university community in a systematic and uniform way. Students also have the support of the Americans with Disabilities Act (ADA), approved in July 1990. The Act guarantees equal opportunities for people with disabilities in the areas of employment, education, transportation, government services, telecommunications and use of public facilities.

This law ensures that disabled students may obtain an education of excellence and treatment according to their needs. Not only does the ADA law protect the Student, the Institution has the student's rights letter. This letter expresses the rights and commitment of the Registrar's or Bursar's office to safeguard their physical academic record confidentially and with integrity. The freedom of expression of our students is promoted through the disclosure of their rights in written documents and through our Web page. There are also two manuals that provide us with a guide to establish rules and policies for the practice of education in our Institution. The Faculty and Student Handbook represent the rights and responsibilities of each student or professor at EDP University. All these measures have minimized the need to deal with conflicts of interest, unjust and impartial administrative and academic practices.

EDP University has institutionalized a series of fair and impartial protocols to protect the academic community (students, faculty, administration, and community) with the implementation of policies and procedures related to any type of discrimination, harassment, or any situation that may merit an investigation. Student and academic related situations will be addressed with the same document. A protocol was revised in the creation of a Disciplinary Committee which is composed of personnel representing all the sectors of the University. It also includes an appeals process. As a result, the Student Handbook was revised (June 2019). The Student Handbook guarantees academic integrity during the process of discussing a complaint.

The Institution also developed protocols and forms to address complaints on behalf of the faculty, sexual violence issues, bullying, criminal incidents, and discrimination complaints due to race, ethnic or national origin (Title IX). The information is also visibly displayed around the campuses bulletin boards and other strategically located posts. Isolated incidents related to use and abuse of alcohol, tobacco, and other drugs are also included in said protocols. Each protocol contains a definition of the institutional personnel assigned to a role to look into, investigate, compile information, or assist a victim or a complainer involved in an incident. The protocols and the forms to be completed are frequently revised to validate that the information compiled by the designated response personnel is suitable and updated.

All of these protocols are accessible to the community in general by accessing the Institutional web page and clicking on the link titled Title IX / Student Right to Know. Accessing the tab under Title IX, the Clery Act / VAWA where anyone may find information related to the management of sexual violence incidents. Under Student Right to Know/Estudiantiles, anyone can access the complaint form for Student and Academic Affairs. Under the tab titled *Institucional*,

one may access the protocols and policies that establish the procedures to follow in the event of a complaint, or to report an event that should be investigated.

In general terms, the Institution has a series of policies and procedures that promote justice and equity in a secure environment for all within the academic community. The University guarantees that its students make their own decisions regarding the responsibilities acquired when processing and requesting financial aid through individual and/or group guidance. Group orientations are targeted toward prospective individuals residing in the continental US who are interested in pursuing an Associate Degree in Nursing. Workshops for assigned employees are provided in order to validate and guarantee full compliance on recruitment trips. Prospective individuals are oriented on available financial aid programs. They complete required documents to apply for financial aid, and are oriented on tuition costs and fees, in addition to the requirements for clinical practices.

The Institutional Financial Aid Office has developed a Financial Aid Handbook to ensure that the processes are standardized at the five academic units. The Institutions website includes the “Student Right to Know” section in which the Student Handbook is located. On pp 30-38, the definitions of financial aid and its categories are presented. It describes eligibility requirements for financial aid and the documents to be submitted. The Refund Policy and applicable formula is also presented. On the other hand, the Satisfactory Academic Progress Policy is included so the student has clear knowledge on how to maintain eligibility to Title IV funds. The Admissions Office also guarantees the student’s orientation on the Academic Progress Policy which is signed by the students for validation and evidence purposes. The College Navigator is accessible in the Institutional website so that prospective students may navigate and choose the program options.

After 25 years without a Program Review from the Federal Department of Education, EDP University passed a 2019 evaluation visit with flying colors. This is an example of the Institution's integrity and ethical values which results from the good practices and fiscal management of its student services offices represented by its officers.

EDP University, through its Office of the Associate Vice President of Institutional Compliance and Title IX Coordinator, seeks to comply with all federal and state reporting policies, regulations and requirements. As an inclusive and empathic Higher Education Institution that values diversity, it does not discriminate on the basis of sex, affective orientation, identity of sex, disability, race, ethnic or national origin, against students or employees or any other person who in association is linked to the Institution in full or part time status and to participate in its education programs or activities. All students and individuals in institutions receiving federal assistance are protected by Title IX of the Education Amendments of 1972 (CFR, Part 106). The University in the transparency process through its website has the Title IX area which provides the contact information of the Institutional Compliance Coordinator and Title IX. Several policies are included among them: NO Discrimination Policy and Discrimination Complaint Form, Disclosure Policy p. 5, FERPA Policy among others.

EDP University has recently revised its Non-Discrimination Policy as requested by the Title IX of the Amendments of Education Department (1972), Final Rules published on May 6, 2020 (to be implemented by August 14, 2020). Through this Policy revision the Institution complies and responds or conducts an investigation in a case of sexual discrimination, and also responds or conducts an investigation or intervention for the following possible situations or allegations when these occur on the University grounds or in activity sponsored by the Institution:

- Discrimination based on gender and / or gender identity

- Discrimination based on race or national origin
- Sexual violence (as defined in the Clery Act) or dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act (VAWA))
- Sexual harassment (harassment)
- An employee of the Institution who conditions the provision of help, benefits, or services to the participation of an individual in unwanted sexual conduct.

EDP University is implementing the Final Rule requirements through the policy revision which has been uploaded to the Institutional Webpage under Title IX / Student Right to Know section. Additional Deputy Coordinators have been assign to this duty at the University Branches (Humacao, Manatí and Villalba) and the Hato Rey Main Campus. San Sebastian Branch Campus has a Deputy Coordinator in function since 2018. These revisions have to be performed in order to align this Policy and the Protocol with the new objective and focus of the Title IX Non-Discrimination Policy. The next step in EDP's effort to enforce the Final Rule will be revising the following documents:

- Policy and Procedure for The Handling of Incidents of Sexual Violence and the Confidentiality
- Protocol and Options to deal with Incidents of Sexual Violence

On the other hand, the Associate Vice President of Compliance ensures and guarantees 100% of the accreditation and re-accreditation processes of the Institution through the Puerto Rico Board of Education, Middle States Commission on Higher Education and/or professional agencies. Likewise, accreditations and certifications are fully available on the website in the "About Us"

area; the address for each entity is provided. Also, the EDP at a Glance publication is issued, providing, per program, analysis on retention, placement, and graduation rates.

The Strategic Plan is operationally framed on the existing regulations and refers to all levels of the Institution. Creativity and innovation are among the values that comprises EDP University's learning community: they govern its actions and informs its strategic priorities. Based on these values, the integration of Innovation and Entrepreneurship into the academic contexts of all its programs contribute to the formation of an ecosystem of innovation and entrepreneurship (Strategic Plan 2019-2023, p. 14).

EDP University invests in capacity building for its managers to empower and implement strategies that promote creative, innovative, and entrepreneurial thinking in all areas of its units. To this effect, EDP University focused its Institutional Strategic Retreat in September 2019 on the central topic of The Entrepreneur University. All campuses and branch campuses managers participated in this event. The objective of the retreat was to create a collaborative space in which all parties learned what the creation of an entrepreneurial and innovative university implies. Since 2012, the Center for Entrepreneurs leads one of the initiatives to promote this culture, by offering workshops across all the units and individualized student guidance among those interested in developing a start-up project.

EDP University is in compliance with all applicable federal, state, and commission reporting policies, regulations, and requirements to include reporting regarding disclosure of information on institution-wide assessments and the Institution's compliance with the Commission's Requirements of Affiliation. Furthermore, addresses discrimination invisibly to ensure that the student community understand and live in a nondiscrimination and peaceful environment within

campuses. Thus creating public and open discussions and the opportunity to write and promote research engagement within the learning community and beyond.

Strengths

- Services to enable students to understand funding sources, and options and methods to make informed decisions incurring debt.
- EDP's Editorial as a vehicle to promote topics related to minorities, marginalized and diverse communities.

Challenges

- Universities are exposed to the harmful effects of the pandemic, which affects the health and safety conditions of students and faculty. There is a need to create policies to define the scope of institutional legal obligations.
- The defense and indemnification related to employees' ethics complaints and compliance policies need to be reviewed in the context of the pandemic.
- There is a need to develop and divulge comprehensive plans related to academic and institutional assessment processes.

CHAPTER 3:

Design and Delivery of the Student Learning Experience

Standard III – Design and Delivery of the Student Learning Experience

As defined by MSCHE:

Standard III: An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Purpose

This work group analyzed how the University ensures that the academic design, teaching, and evaluation of student learning processes are rigorous, and are implemented by competent faculty in their areas of expertise and in accordance with the institutional mission. The group analyzed and evaluated how the competency-based academic model promotes the development of basic skills in different areas. It also analyzed the mechanisms of academic support or resources the Institution provides for students, and what institutional processes are used to support the academic progress of the student. Lastly, they analyzed how does the distance education modality (hybrid and fully online courses) can evidence that it enables students to attain the competencies and goals of each academic program.

The leaders of this working group were **Chair** – Prof. Sandra Arroyo and **Co-Chair** – Prof. Ileana Ortiz. The working group was composed of faculty members, administrators, students, and board members.

Introduction

EDP University of Puerto Rico, Inc. is licensed by the Postsecondary Institution Board. The Institution offers an education of excellence that includes a variety of experiences and programs that address professional needs in the arts, sciences, and technology. The Institution offers Associate, Bachelor's, Master's Degrees and Professional Certificates. It is part of EDP's mission to offer undergraduate (Associate and Bachelor's) and graduate (Master's and

Professional Certificates) programs in diverse modalities with the student as center of our endeavors. The following table presents the academic offering by main campus and branch campuses:

Table 5. Academic Offerings by Main Campus and Branch Campuses

Academic offering	Hato Rey	San Sebastian	Humacao	Manati	Villalba	Online
Associate Degrees	15	10	4	4	4	2
Bachelor's Degrees	10	5	1	1	2	3
Master's Degrees	4	2	0	0	0	1
Professional Certificates	5	0	0	0	0	
Total	34	17	5	5	6	6

* Online programs are included in Hato Rey Main Campus license to operate but counted separately in this table.

Students' Learning Experiences

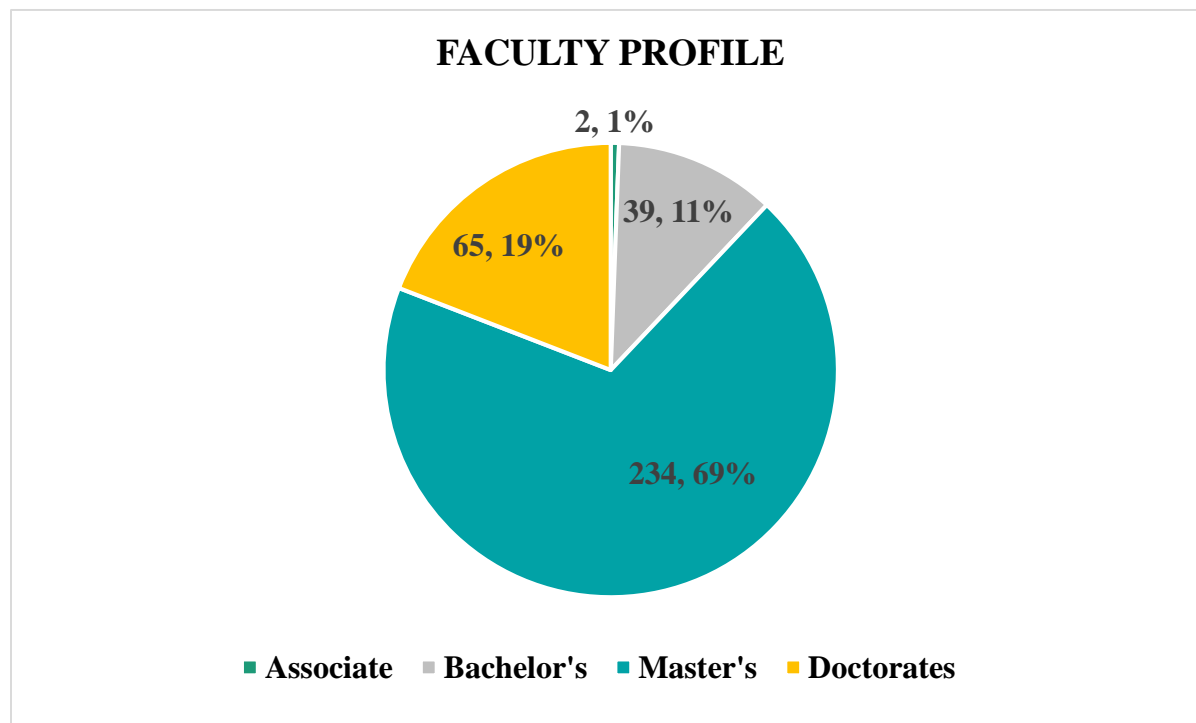
EDP designs and delivers student learning experiences consistent with the expectations of higher education. Furthermore, it responds to opportunities and overcomes challenges in a conscious, critical, efficient, and innovative way. EDP prepares individuals who must perform and respond according to the current and future work demands and social contexts.

EDP is committed to support and strengthen faculty through recruitment, development and retention of outstanding scholars, and educators. It promotes the growth of academic leaders through professional development programs and institutional policies designed to strengthen the University's collective faculty who advance its mission of learning and engagement. Aligned with the mission, it favors an active role for students in developing general and professional competencies, significant learning experiences, collaboration and teamwork, internal motivation, creativity, and autonomy. Our institution provides students with learning experiences that are characterized by rigor and consistency at the program level, certificates, and career in all the learning/teaching modalities.

As an example, the School of Design recruits' faculty members not only based on their educational achievements but also on their professional experiences. The well-known established designers that are members of EDP's faculty are also professionals from the local fashion industry who provide our students with first-hand knowledge of the field.

The length of the program/schedule, level, and environment are consistent with the expectations of higher education. EDP University continues to be transformed using innovative strategies by offering academic programs that address diverse populations. Notably, the instructor, through classroom strategies, encourages students to develop the necessary skills, knowledge, attitudes, and capacities that will allow them to be successful academically, professionally, and personally. Recruiting faculty with proper credentials, as can be validated through their records at the Human Resources Office ensures successful, comprehensive, and relevant learning experiences for students led by competent instructors. EDP faculty consists of committed and qualified professionals who have made valuable contributions to their field of expertise. It is expected that faculty have at least one-degree level over the courses they teach. Therefore, a strong emphasis is put on both Professional Development and In-service training for faculty members. Both full-time and part-time faculty need to keep up with their professional competencies.

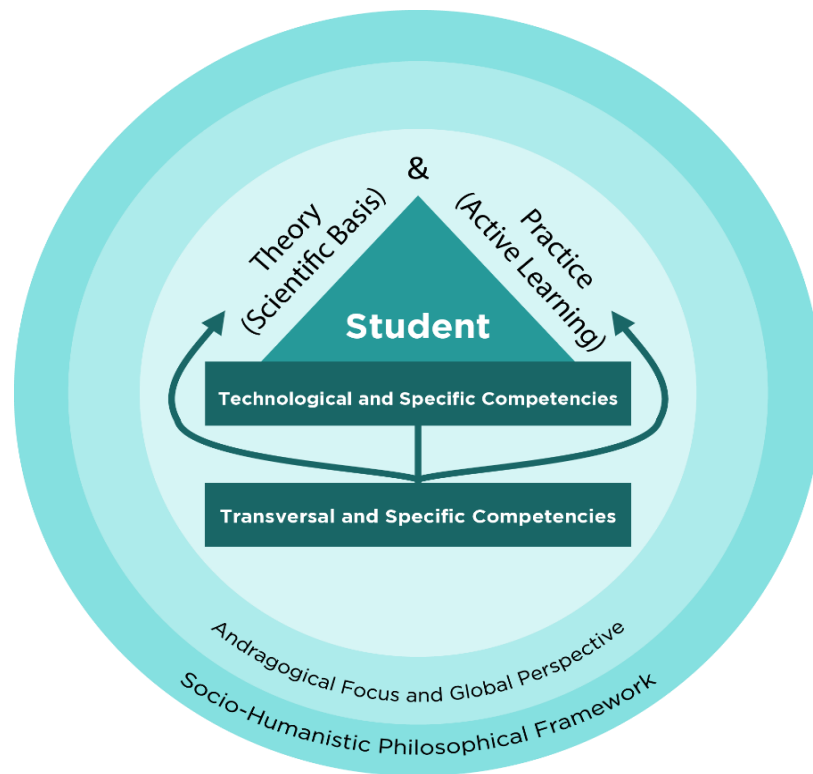
Graph 1. Faculty Profile Per Academic Degree



The instructor's strategies are aligned with the Curriculum Development and Learning Model at EDP University which is comprised of student experiences of working under academic supervision. Similarly, there is a written plan that includes the strategies that will enable students to reach their goals or desired objectives. For this curriculum, the student is the center of the learning process, and all learning activity takes place in view of the overarching goal to contribute to the formation of capable human beings that will contribute to the society they belong to.

In 2018, EDP University designed a unique comprehensive and holistic curricular and learning model where students continue to be the center of attention. Additionally, specific and generic competencies are expected to be mastered through the constant interaction of scientific content (theory) and active learning as educational strategy (practice) embedded in technological and educational innovations. The curricular and learning development will be developed with an andragogic focus and global perspective.

Figure 2. Curriculum Development and Learning Model at EDP University



Through this model, EDP University frames the educational practice based on the planning, implementation, and evaluation of the curriculum development, teaching, and learning processes. In turn, it establishes the alignment of these processes within the framework of the institutional philosophy and mission.

In this model the student is at the center of the processes, which means that the needs, interests, and participation of the student directed at the construction and development of their competencies will be a starting point and a standard for the development of institutional educational planning. Placing the student as the center of the model also implies recognition of the student as an integrated holistic being. All institutional initiative associated with curriculum

development and learning take place from and for the optimal development of the student's competencies.

The transversal and professional competencies that students are expected to master are developed through the constant interaction of theoretical-based content and active learning strategies through practice supported by technology and educational innovations. Therefore, all the corpus of knowledge that coexists and is taught as part of the educational process at EDP University is designed to foster a coherent learning experience. The constant search for such knowledge is encouraged through valid and reliable resources and high academic rigor. Learning will be developed in significant experiences for students to learn and understand the concepts and skills based on practical applications. In this way, the apprentice-student is empowered with an active role in the knowledge construction process while the teacher assumes the role of facilitator of experiences.

Sufficient learning opportunities and resources to support a diverse student population resulted in the use of andragogic approaches. Andragogy proposes a series of principles, practices, and guidelines to ensure the success of adult learning and recognizes the ability of adults to learn and build their own knowledge. The purpose of adult education processes goes between stimulating the self-generation of knowledge and training processes and self-management of constant improvement. On the other hand, the processes of online education and globalization are mega-trends that have decisively impacted the flow of information, experiences, and therefore, learning. At EDP University, where 75% of students are adults, the processes associated with the curriculum and learning are focused on the recognition of the appropriate practices for adult learning and from the focus that they will be professionals capable of serving their country and the world. Table 5 presents the student population segregated in three age groups to better evidence

that most of EDP's students are adults.

Table 6. Student Population Per Group

SOURCE	PERIOD	AGE	HATO REY*	SAN SEBASTIAN	VILLALBA	TOTAL
IPEDS FALL ENROLLMENT 2011-12	FALL 2011	UNDER 18-21	322	319	0	641
		22 - 34	572	490	0	1062
		35 - OVER	299	268		567
IPEDS FALL ENROLLMENT 2013-14	FALL 2013	UNDER 18-21	336	482	0	818
		22 - 34	633	459	0	1092
		35 - OVER	378	254		632
IPEDS FALL ENROLLMENT 2015-16	FALL 2015	UNDER 18-21	517	468	0	985
		22 - 34	701	420	0	1121
		35 - OVER	498	226		724
IPEDS FALL ENROLLMENT 2017-18	FALL 2017	UNDER 18-21	492	408	0	900
		22 - 34	896	413	0	1309
		35 - OVER	691	257		948
IPEDS FALL ENROLLMENT 2019-20	FALL 2019	UNDER 18-21	270	410	25	705
		22 - 34	635	386	65	1086
		35 - OVER	483	304	74	861

*Hato Rey Main Campus includes Manatí and Humacao Branch Campuses as previous Additional Locations

All the activity that generates learning will take place from a maximum goal, to contribute to the formation of complete human beings who serve the societies of which they are part well. By framing the processes referred to in a socio-humanistic philosophical trend, EDP University affirms and recognizes that all its educational management must enhance human capacities, so that they are put at the service of others. Thus, this is a process that values the human being who lives in society and that his actions are focused on human quality in education.

Our Institution recognizes that the development of its faculty is key in the implementation

and sustainability of the Entrepreneur University Model adopted by EDP. The continuous education and training of professors will expand their performance in the classroom. From the Entrepreneurship's Office (*Emprende@EDP*) and private enterprise (free of charge) training is offered on innovation and entrepreneurship in order to bring to the classroom, new approaches to teach the students and assess their learning outcomes. Problem-based learning, systemic thinking, searching for opportunities, and creative thinking are among the new competencies to improve our students and faculty capacities to enhance our knowledge-base to enter, grow, and compete in global markets. Table 6 provides a brief overview of training offered to faculty per academic year.

Table 7. Number of training sessions offered to professors by Academic Year

Academic Year	Number of training offered to instructors
2017-18	10
2018-19	11
2019-20	10

Source: Information provided by the Academic Affairs Dean of the Campuses

The current situation with COVID-19 has been a self-discovery journey for all of EDP's constituents and an opportunity to innovate, explore, pivot and improve strategies. An example of this is the Andragogy Certification which was offered to 20 faculty members using Microsoft Teams. Four projects were produced to study the impact of COVID-19 and the new technological tools and modalities implemented in different aspects of faculty, students and society as a whole including emotional stress and learning.

Academic Program Design: Competencies and Time to Completion

Academic offerings at EDP are clearly and accurately described in official publications of the institution. Each academic program possesses content, rigor, and depth appropriate to their degree level. They have also established the relationship between academic activities and program goals. Likewise, each program is structured coherently based on goals, activities, and

competencies that include cognitive, affective, and experiential dimensions. At the Institutional level, all educational objectives and goals are based on 21 transversal general education competencies as well as nine professional ones, stemming from the Institutional mission and leading the uniqueness of EDP University graduates, acknowledged in all official programmatic documents.

Students are able to understand and follow degree and program requirements and expected time of completion. At the course level, each program establishes the objectives and competencies to be developed which are specified in the course syllabus and are congruent with each program's goals and objectives. Being specific, those coherent learning experiences are based on curriculum revision processes which are conducted by different academic programs with the purpose of developing competencies that are structured in a logical and sequential order according to different levels of complexity as required by each program and academic level. The Institution has developed a master syllabus format which describes competencies for each academic program for this purpose. Moreover, the Institutional Catalog also details the goals of each program, which are based on the knowledge, skills, and attitudes that students must develop as a result of the learning process, all related to the Institutional mission.

Academic Advisors

EDP University has established an Academic Advisor's Program that helps students each semester during their enrollment processes. The advisors are principally faculty members who are well-acquainted with the programs. Our academic advisors guide the students through the selection of the courses they need during each academic period, so they are able to complete their studies as suggested in the curricular sequence. They take into consideration program changes that may hinder or advance a set course. Since 1969, the original programs may have changed in level status, number of credits, updated content or declared in moratorium. The advisor will always be aware

of changes and benefits the student may have. Table 7 provides a list of academic programs and the revisions undergone in recent years.

Table 8. Academic programs revisions

Academic Program	Credits	Revisions	Comments
Associate Degree in Business Administration	68	2012 2018	Created online. Revised Syllabus, Learning Outcomes and Rubric for Capstone Courses.
Associate Degree in Office Administration	68	2018	Revised Syllabus and Learning outcomes.
Associate Degree in Arts in Digital Design	74	2020 – In Progress	Start full review of the program in 2019, the Academic Council approved. Revised Syllabus, Sequences, Design, and Learning Outcomes.
Associate Degree in Arts in Interior Design and Decoration	117	2015	Revised Learning Outcomes and rubrics.
Associate Degree in Biotechnology	63	2018	Revised Syllabus, Sequences, Design, and Learning Outcomes.
Associate Degree in Nursing	72	2016	Review of all assessment rubrics and exams aligned to competencies. Before 74 credits. Revised all program. Revised Syllabus, Sequences, Design, and Learning Outcomes.
Associate Degree in Health Billing and Codification	71	2020	Revised and created rubrics for capstone courses.
Associate Degree in Criminal Justice	66	2020	Revised exam and created rubrics for capstone courses.
Associate Degree in Executive Protection and Security	71	2020	Revised and created rubrics for capstone courses.
Associate Degree in Pharmacy Technician	72	2015	Revised capstone courses, rubrics and exams. The number Internship hours increased, from 860 to 1,000.
Associate Degree in Medical Emergencies Technology	74	2012	Add the course Basic Sign Language. Revised the exams of capstone course. Before 71 credits.
Associate Degree in Information Technology	64	2015	Full review of the program, including renaming of the program, credits, and courses. The practical component has been increased.

		2018	Before Associate Degree in Computer Programming (71 credits.) Created online.
Associate Degree in Physical Therapy Technology	74	2019	Revised all program Changed the name program by Associate Degree in Physical Therapy. Revised Syllabus, Sequences, Design, and Learning Outcomes.
Bachelor's Degree in Business Administration Major in Accounting	115	2018	Revised Syllabus, Sequences, Design, and Learning Outcomes. Before 133 credits.
Bachelor's Degree in Business Administration Major in Management	110	2018	Revised Syllabus, Sequences, Design, and Learning Outcomes. Before 131 credits. Created online.
Bachelor's Degree in Arts Major in Digital Fashion Design	129	2020 - In Progress	Start revision in 2019. Revised Learning Outcomes and rubrics.
Bachelor's Degree in Arts Major in Interior Design and Decoration	126	2015	Revised Learning Outcomes and rubrics.
Bachelor's Degree in Science in Nursing	124	2017	Creation new courses by input from hospitals on areas to strengthen in the profile of university graduates. Increase in practical hours to 90 hours required by ACEN and the hospitals. Review of all assessment rubrics and exams aligned to competencies.
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences	122	2020	Revised and created rubrics.
Bachelor's Degree in Information Technology Science Major in Networks	119	2015 2018	Full review of the program, including renaming of the program, credits, and courses. The practical component has been increased. Before Bachelor's Degree in Information Systems, Major in Networks (121 credits) Created online.
Bachelor's Degree in Information Technology Science Major in Programming	119	2015	Full review of the program, including renaming of the program, credits, and courses. The practical component has been increased. Before Bachelor's Degree in Information Systems, Major in Programming (122 credits)

		2018	Created online.
Bachelor's Degree in Natural Sciences	121	2020	Revised and created rubrics.
Master's Degree in Business Administration Major in Strategic Management	43	2018	Revised syllabus and sequences.
Master's Degree in Naturopathic Sciences	55	2017	Revised practical component, credits and hours. Before 47 credits
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation	37	2018	Before 36 credits Created online.
Master's Degree in Information Systems	40	2018	Revised syllabus.
Master's Degree in Science of Nursing Major in Acute/ Critical Care	46	2016	Revised courses, certification for students needs and more time was provided to students to finish their thesis.
Master's Degree in Science of Nursing Major in Emergency Trauma	46	2016	Revised courses, certification for students needs and more time was provided to students to finish their thesis.

Source: Associate Vice-President for Research and Development

EDP encourages faculty to refer to the academic advisor all students, especially those who are having difficulty with academic achievement.

Faculty participation in curriculum development and revisions

The processes of curriculum revisions and creation of new programs are initiated by faculty and approved by the Institution's Academic Council. The Academic Council body serves a dual function. It also reviews the recommendations for possible program improvement from various constituents (e.g., students, alumni, field experts, employers) that bring their unique perspective and provide a venue through which all programs must route all new curricular initiatives to meet the needs of the knowledge society.

All undergraduate offerings have a strong Arts and General Education component to foster a strong socio humanistic base for the competencies the citizen of the 21st Century. Therefore, the

knowledge, skills, and attitudes congruent with the objectives and competencies of each program are followed through by an Academic Assessment Plan, which will be fully described further on in Chapter VI.

The Institution promotes innovation, quality, rigor and excellence in academic programs through various means, which include full compliance with licensing and accrediting agencies. For instance, in 2015, the Puerto Rico Council of Higher Education licensed the first and only Master's Degree in Naturopathic Science. In addition, in 2016, the Accrediting Commission in Nursing (ACEN) granted professional accreditation for the Associate Degree in Nursing. This achievement resulted in a significant growth of the Nursing School especially with students traveling from the US mainland that go back home with a fully accredited degree and expanded work opportunities.

Learning assessment

EDP University pursues academic excellence through rigorous assessment and evaluation processes. To offer excellent student learning experiences, continuous revisions of our academic programs is in place. Therefore, all curriculum syllabi go through periodic academic revisions in which program directors, specialists, and faculty examine, design, and evaluate students' learning outcomes. These are continuously examined as the faculty feels more empowered to deal with assessment issues.

Students' learning outcomes results are published, analyzed, and discussed for academic decision-making purposes. Notably, programmatic reviews have been the principal activity generated by the analysis of the results. *EDP Academic Assessment at a Glance* is the official document that comprises the thorough, continuous, and systematic advancement of assessment efforts.

The faculty evaluation process is implemented through three instruments: faculty self-evaluation, students' evaluation, and the department chairman/coordinators evaluation. Through the administration of these data is gathered and analyzed. Based on evaluation results the following are in order: meetings with the instructors, meetings for recommendations with the Dean of Academic Affairs, and In-Services/Workshops. With the results of the faculty's evaluation process, EDP University identified challenges which were attended to through workshops and training. These findings were according to the new faculty profile developed in the 2015 faculty meeting.

Student Learning and Development of Skills

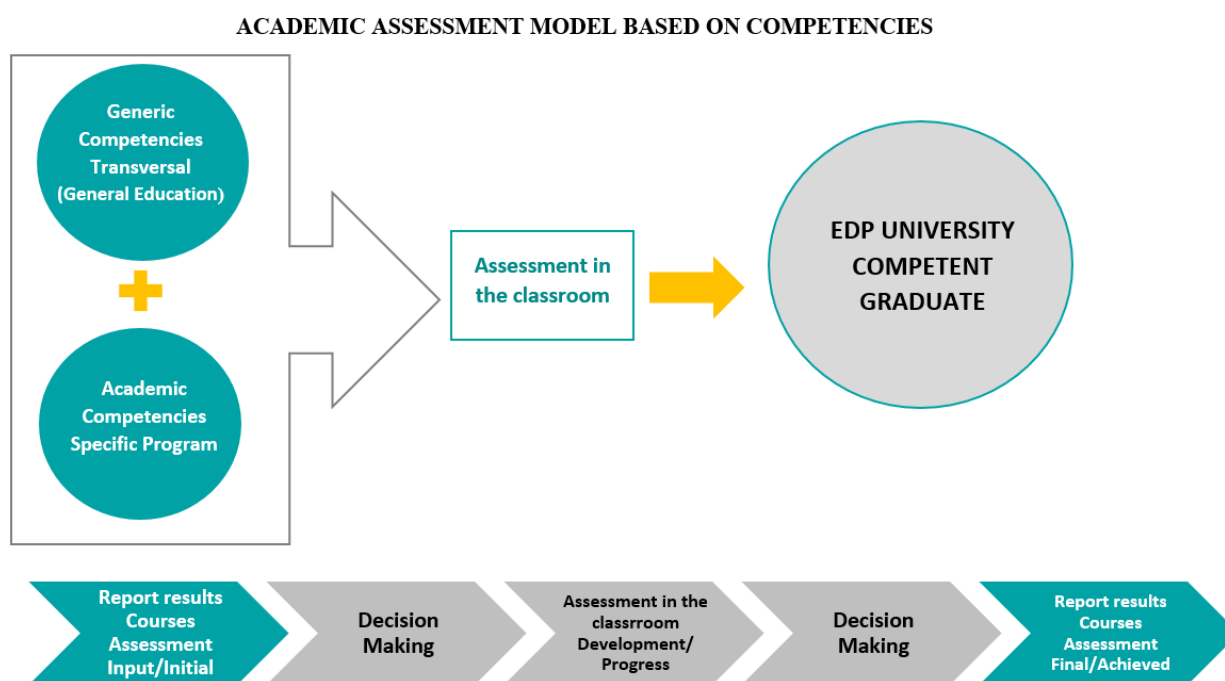
Since 2005, EDP University began developing an assessment culture. Subsequently, among other things, EDP University adopted a Competency – Based Learning Model based on the Tuning Project Approach. This model plays a relevant role worldwide to support higher education institutions in reforming curricula in order to respond to new evolving societies and to prepare workers and citizens of the knowledge society, (Serbati, 2015). Academic programs are systematically assessed focusing on the competency-based approach.

For example, the School of Fashion Design, competencies are measured by different learning products including portfolio reviews for design courses, draped finished looks for sewing and patternmaking, and final garments for the student's collection as part of the final show presentation. By demonstrating their abilities to create design concepts in various categories, identifying their customer' preferences, choosing the correct textiles. and creating their final total looks, our students live the experience of a real industry process by starting their own brand. Moreover, faculty members regularly meet as a team to discuss, improve, or design scoring rubrics

and other evaluation systems that serve as tools to ensure the understanding and guarantee transparency of the evaluation process, allowing faculty to have consistent criteria for grading.

Additionally, oral and writing communication are fundamental through all the individual and group presentations throughout our program. Design, Fashion History, and Textiles are among the courses that include research, visual presentations, critical analysis of cases, as well as the customer's profiles and market's tendencies. Furthermore, all theory discussed in our courses are put into practice by designing and completing a collection from the digital presentations that are included on the inspirational board, customer profile, and technical flats. Based on the Competency-Based Learning Model, (Up to nine specific professional and 21 transversal generic competencies).

Figure 3. Academic Assessment Model Based on Competencies



EDP University follows through the 21 generic competencies which run across the curriculum identifying capacities such as knowledge, understanding, and proficiency. The

competencies that students are expected to have mastered upon completing the course of study are divided into three major categories: Instrumental (from 1 to 5), Interpersonal (from 6 to 15) and Systemic (from 16 to 21). Generic competencies are aligned against existing core competencies assessments offered by the School of General Education; these measure the students' competencies in the areas of Spanish, English, Mathematics, Information Literacy, and Computer Literacy. Support is provided by learning platforms such as *EducOSOFT* which will be discussed in detail on Chapter 5. Overall, each existing core competency assessed is included in the 21 generic competencies adopted. The nine specific professional competencies are followed through the learning products in each of the programmatic specialty courses.

The implementation of the assessment cycle is composed of two major aspects, which are establishing core competencies and program learning outcomes. Core competencies are evaluated by validated multiple choice instruments. A pre-test is administered in the freshman year followed by a post-test as soon as the students have passed at least 90% of their credits. Assessment tools, except for the English Standardized Test (E-LASH) are stored within the institutional Canvas platform for distance learning education. Since 2005, these instruments have been piloted, implemented, revised, and validated in a systematic continuous and participatory process supervised by an evaluation consultant. The first full cycle of validated instruments was administered in Summer/Fall 2011, continuing into the proposed two-year cycle. These assessments were developed, revised and validated by faculty members from both campuses led by an expert in evaluation development. For English, EDP University administers the English Language Acquisition System for Hispanics Test developed and validated by the College Board. Consequently, these results are used for course and program review and to ensure alignment with the Institutional Mission.

EDP University of Puerto Rico, San Sebastian Campus offers a master's degree nursing program with two specialties: Acute/Critical Care and Emergency and Trauma care. It follows the Consensus Model for APRN Regulation, and include, three separate comprehensive graduate-level courses in advanced physiology/pathophysiology; advanced health assessment; and advanced pharmacology. The curriculum plan demonstrates an appropriate course sequencing from basic to advanced concepts. The program has 450 supervised direct patient care clinical hours plus 90 advanced health assessment laboratory and an additional 90 supervised hours in a secondary role: administration or nursing education.

Clinical settings are diverse and sufficient in number to ensure that the student meet core curriculum guidelines and program goals. The clinical resources support the educational experiences as students from the Emergency and Trauma program practice in the only supra tertiary trauma hospital in the Caribbean. In addition, critical care nursing students have the opportunity to practice at the Cardiovascular Center of Puerto Rico and the Caribbean in San Juan, PR, and at the Mayaguez coronary and critical care units at the Mayaguez Medical Center.

The MSN Program at the San Sebastian Branch Campus includes didactic and clinical education experiences necessary to prepare master's degree nursing students with advanced nursing skills and knowledge. One hundred percent of our students are Certified on Advanced Cardiovascular Life Support (ACLS) and on Pediatric Advanced Life Support (PALS). Also, emergency and trauma nurses are certified on Advanced Trauma Care for Nurses (ATCN) and Prehospital Trauma Life Support (PHTLS). Students have had the opportunity to participate in local and international conferences, such as the National Flight Nurse Academy Summer Camp, sponsored by the Frances Payne Bolton School of Nursing, Case Western University; the Trauma and Critical Care Symposium sponsored by Harvard University; and for the last three years, to the

National Teaching Institute & Critical Care Exposition, sponsored by the American Association of Critical Care Nurses. The program requires students to complete and present a thesis.

The master's degree programs offered in Hato Rey Main Campus require students to complete a research on a case study, a project in which they demonstrate the integration of theory and practice. The goal of these learning projects is for students to provide solutions to current problems confronted by organizations and professionals in the field. In this research, students analyze different aspects of the problem or case being studied, evaluate alternative solutions, provide recommendations, and make reflections on the lessons learned in the process.

Learning Opportunities and Resources

To comply with their academic degree plan, EDP University provides support and resources to students, both on campus and online, through the Information Resource Center. Thus, the Library holdings are closely related to the curricula and provide necessary research and development for scientific thinking support EDP University's educational process. Also, the general collection includes books, dictionaries, encyclopedias, almanacs, yearbooks, handbooks, indexes, digests, atlases and periodicals. Additional services available through the library are audiovisual materials and equipment, online databases, high speed Wi-Fi Internet access, interlibrary loans, among others.

Online resources include:

1. **EBSCO** Database: Full-Text Journals (Academic Search Premier, Business Source Premier, Regional Business News, Computer Source, Health Source; Nursing/Academic Edition, Clinical Pharmacology Academic Source, ERIC, LISTA and Green FILE). It also includes two databases in Spanish: Economía y Negocios and Fuente Académica.

2. **OCENET** (Universitas/Health and Medicine, Salus): Universitas is a tool to help in the learning and research process; it has the most subject coverage in the Spanish language. Health and Medicine are information centers, with contents about Health, Nursing, and Medicine oriented towards the patient, the consumer, and the paramedic careers alike. They provide a support tool to the learning process of students and to the daily tasks of professionals. Science Full Text database (H.W. Wilson) feature professionally produced abstracts, indexing, and full text of thousands of leading publications.
3. **SIRS Mandarin M-5** is the Library On-line Catalog. It allows students to access the collection of books, journals and other resources available at the library from anywhere.
4. **Cengage (Virtual Library)** - A virtual reference text consultation library, which now has 45 e-books in Spanish and English. Cengage is an education and technology company created for students. The company serves the higher education libraries markets worldwide, providing electronic resources for research, which are characterized by the precision, reliability, and organization of the contents.
5. **HETS** - HETS is the first bilingual consortium constituted by more than 40 higher education institutions in Puerto Rico, United States and Latin America. The organization's mission is to expand the educational opportunities and the access to post-secondary education to the Hispanic community. Promote and support the strategic and efficient use of technology to facilitate educational opportunities for Hispanic/Latino students. Create ongoing development opportunities for faculty and administrators from member institutions in the use of technology to foster quality teaching, online learning, student access, and student retention. Provide access to up-to-date resources for faculty, administrators, and students from member institutions.

6. **Science Magazine** - Science is a weekly, peer-reviewed journal that publishes significant original scientific research, plus reviews and analyses of current research and science policy. This is one of the best Scientific Journals worldwide. In it you can find scientific news and articles on topics of Health, Research, Environment and Agriculture among many others.
7. **e-forensics Magazine** - eForensics Magazine is a monthly magazine specialized in the topic of Digital Forensic Investigation. It includes articles on different aspects of digital forensic investigations and provides practical explanations, instructions, and tutorials on how to perform different forensic tests and procedures. It also offers complete training courses on digital forensic investigation procedures and techniques. Students can subscribe to courses and take the course at their own pace.
8. **e-libro** is the first and only electronic Spanish-language platform devoted to research, with a focus on academic institutions. This site enables the student to search, browse, and preview all of the e-books and other authoritative material that e-libro offers from leading publishers. It hosts more than 80,000 titles from over 500+ publishers – with 95% of them from Latin America and Spain.
9. **e-brary** offers authoritative e-books in a wide range of subject areas devoted to research, with a focus on academic institutions. This site enables the student to search, browse, and preview all of the e-books and other authoritative material. E-brary currently hosts 948,112 documents.
10. **Alexander Street Streaming Video Resources** content is selected by expert editors with the student in mind. Nursing Assessment, Nursing Education and Nursing Assistant

provide thousands of learning resources in Nursing videos for the classroom. Rehabilitation Therapy provides the same resources for the Physical Therapy Assistant Program.

11. **NNN Consult** allows the agile search in each of these standardized languages: NIC, NOC, NANDA or simultaneously in all, also offering the links between them. It is updated with the latest editions of nursing reference works.

12. **LexJuris** offers legal and, educational information of Puerto Rico. It is a powerful legal research tool. In addition, it provides information and educational tutorials for all levels of education in Puerto Rico.

13. **MicroJuris** is a powerful legal research tool that offers legal information related to Puerto Rico and USA state and federal laws.

Currently, the library staff and faculty provide training on knowledge and skills to use information and technology resources. Information literacy competencies and the use of technology are part of the general education component of all EDP programs. In order to develop those skills, professors are encouraged to have their students develop collaborative research projects as part of their teaching and learning strategies. At EDP University ACRL Standards and reference framework are used for the development of information management skills. The following tables present frequent services students require by each campus or branch campuses.

EBSCO database statistics only include in the Hato Rey Main Campus because it covers all Campuses and Branch Campuses. Excluding EBSCO, the library services for which there was the most demand was the reserve section, with 20.56 % in 2017-2018, 24.65% in 2018-2019, and 16.60 2019-2020 academic years. The service with the least demand, in descending order, was different every academic year. Periodicals were in the least demand in all academic years.

Table 9. Instructional Resources Center Services, Hato Rey Main Campus, 2017-2020

SERVICE	2017 - 2018*	%	2018 - 2019	%	2019 - 2020**	%
Reserve	3,086	20.56	6,283	24.65	1,623	16.60
Reference	988	6.59	4,085	16.04	898	9.18
Circulation	1,041	6.94	4,109	16.12	525	5.37
Magazines	10	0.06	39	0.15	17	0.17
Internet	1,994	13.29	2,278	8.94	1,222	12.50
EBSCO*	7,889	52.56	8,691	34.10	5,493	56.18
SERVICE TOTAL	15,008	100.00	25,485	100.00	9,778	100.00

*EBSCO statistics covers all Campuses and Branch Campuses. ** Information until May 18, 2020
Source: Information provided by the Information Resources Center Director of the Campus

At the San Sebastian Campus, the library services for which there was the most demand was the Internet, with 72.09 % in 2017-2018, 81.13 % in 2018-2019, and 80.38 in 2019-2020 academic years. The service with the least demand, in descending order, were audiovisual equipment, reserve materials, reference, circulation, and periodicals for all academic years.

Table 10. Instructional Resources Center Services, San Sebastian Main Campus, 2017-2020

SERVICE	2017-18	%	2018-19	%	2019-20*	%
Reserve	3,006	10.27	1,744	4.82	1,239	5.20
Reference	667	2.27	417	1.15	339	1.42
Circulation	436	1.48	239	.66	184	.77
Magazines	13	.04	17	.04	149	.62
Internet	21,102	72.09	29,341	81.13	19,130	80.38
Audiovisual Equipment	4,045	13.82	4,405	12.18	2,758	11.58
TOTAL	29,269	100 (99.97)	36,163	100 (99.98)	23,799	100 (99.97)

*Information until May 18, 2020 Source: Information provided by the Information Resources Center Director of the Campus

At the Manati Branch Campus, the library services for which there was the most demand was the reserve area, with 0.80 % in 2017-2018, 2.9 % in 2018-2019, and 2.81 in 2019-2020 academic years. The service with the least demand, in descending order, was different every academic year.

Table 11. Instructional Resources Center Services, Manati Branch Campus, 2017-2020

SERVICE	2017-18	%	2018-19	%	2019-20*	%
Reserve	255	80%	262	80.6%	160	80.8%
Reference	13	4%	4	1.2%	3	1.5%
Circulation	9	3%	7	2.2%	2	1%
Magazines	3	0%	1	0.3%	0	0%
Internet	40	13%	51	15.7%	33	16.7%
TOTAL	320	100%	325	100	198	100

*Information until May 18, 2020 Source: Information provided by the Information Resources Center Director of the Branch Campus

At the Humacao Branch Campus, the library service that had the most demand was the reserve area, with 0.76 % in 2017-2018, 0.79 % in 2018-2019, and 0.84 in 2019-2020 academic years. The service with the least demand, in descending order, Internet, reference, circulation and magazine in 2017-2018 and 2018-2019. But in 2019-2020 was different, the followings were Internet with 0.13%, and circulation, reference, and magazine with the same percent, 0.01%.

Table 12. Instructional Resources Center Services, Humacao Branch Campus, 2017-2020

SERVICE	2017-18	%	2018-19	%	2019-20*	%
Reserve	170	75.9%	232	79	130	84.4%
Reference	9	4%	5	2	1	0.65%
Circulation	6	2.7%	5	2	2	1.3%
Magazines	4	1.8%	2	1	1	0.65%
Internet	35	15.6%	48	16	20	13%
TOTAL	224	100 %	292	100 %	154	100 %

*Information until May 18, 2020

Source: Information provided by the Information Resources Center Director of the Branch Campus

For the Villalba Branch Campus, the library service that had the most demand was the internet, with 37.42 % in 2017-2018, 35.12 % in 2018-2019, and 27.81% in 2019-2020 academic years. The services with the least demand were different every academic year.

Table 13. Instructional Resources Center Services, Villalba Branch Campus, 2017-2020

SERVICE	2017-18	%	2018-19	%	2019-20*	%
Reserve	100	22.4%	165	20.4%	210	17.44%
Reference	70	15.7%	140	17.3%	199	16.53%
Circulation	96	21.5%	205	25.4%	441	36.63%
Magazines	0	0	2	0.3%	4	0.33%
Internet	180	40.4%	295	36.6%	350	29.07%
TOTAL	446	100%	807	100%	1,204	100%

*Information until May 18, 2020 Source: Information provided by the Information Resources Center Director of the Branch Campus

Distance Education Modality

EDP University is committed to the use of technology to improve the teaching-learning process and promoting research. On an Institutional level, one of the goals of the strategic plan emphasizes the use of emerging technologies. To that effect, current facilities provide students and faculty access to computers and technological equipment in most classrooms. A good example is the use of Canvas as the institutional online course management platform to offer Distance Education courses.

Distance Education is completely aligned with the philosophy, the mission, and the vision of the Institution. EDP University of Puerto Rico recognizes the importance of integrating technology within the educational experience. Therefore, it enhances the quality of higher education opportunities. Each one of EDP University's General and Arts Education courses is offered in our Distance Education Platform: Canvas. That means that in our distance education

courses, the twenty-one generic competencies which run across the curriculum are already embedded in content activities.

Distance Education is improving through the years providing our students the best tools to acquire a quality distance education learning experience. Learning platforms have varied since the first implementation of distance education. Early on, Learning Space was adopted. Later on, as more friendly and efficient platforms became available they were subsequently substituted. The history of different learning platforms is as follows.

Table 14. Learning Manager Systems used from 2001 to 2020

LEARNING MANAGEMENT SYSTEMS		
PLATFORMS	FROM	TO
WB-CT	2001	2008
MOODLE	2009	2012
MOODLEROOMS	2013	OCTOBER 2018 – MISFI APRIL 2019 – ALL PROGRAMS
CANVAS	OCTOBER 2018 (MISFI) MAY 2019 (ALL PROGRAMS)	PRESENT

Other tools include HETS Consortium membership and increasing use of online resources for academic research, Board certifications and testing, among others. These changes are aligned with the Mission which guides the Institution’s educational endeavors. Moreover, the Institutional Distance Education Academic Dean’s Office oversees access to academic courses and program growth. In charge of managing IT infrastructure are a Dean of Technology, and support personnel at all campuses and branches.

Equally important, the creation of conditions and contexts for the distance education offerings have generated an opportunity for Institutional development and the advancement of

faculty development as well as institutional renewal. Institutional development is favored as a different student's access EDP educational offerings, not only impacting the diversity of its enrollment, but all Institutional services.

As part of the norms that guide the distance education modality, the distance education policies regulate the design of the course and the interactions of the faculty and students. From the course design, as part of the academic freedom, the professors, select the best way to engage the student with this matter. The rules on participation and requirements of interaction between members, faculty with students, and students with other students are described in several key documents.

The Institution acquired Urkund software to ensure the honesty of the students in their work and offered workshops on the software for the faculty. In addition, Respondus software was acquired to protect the honesty and integrity for the online tests that are administered.

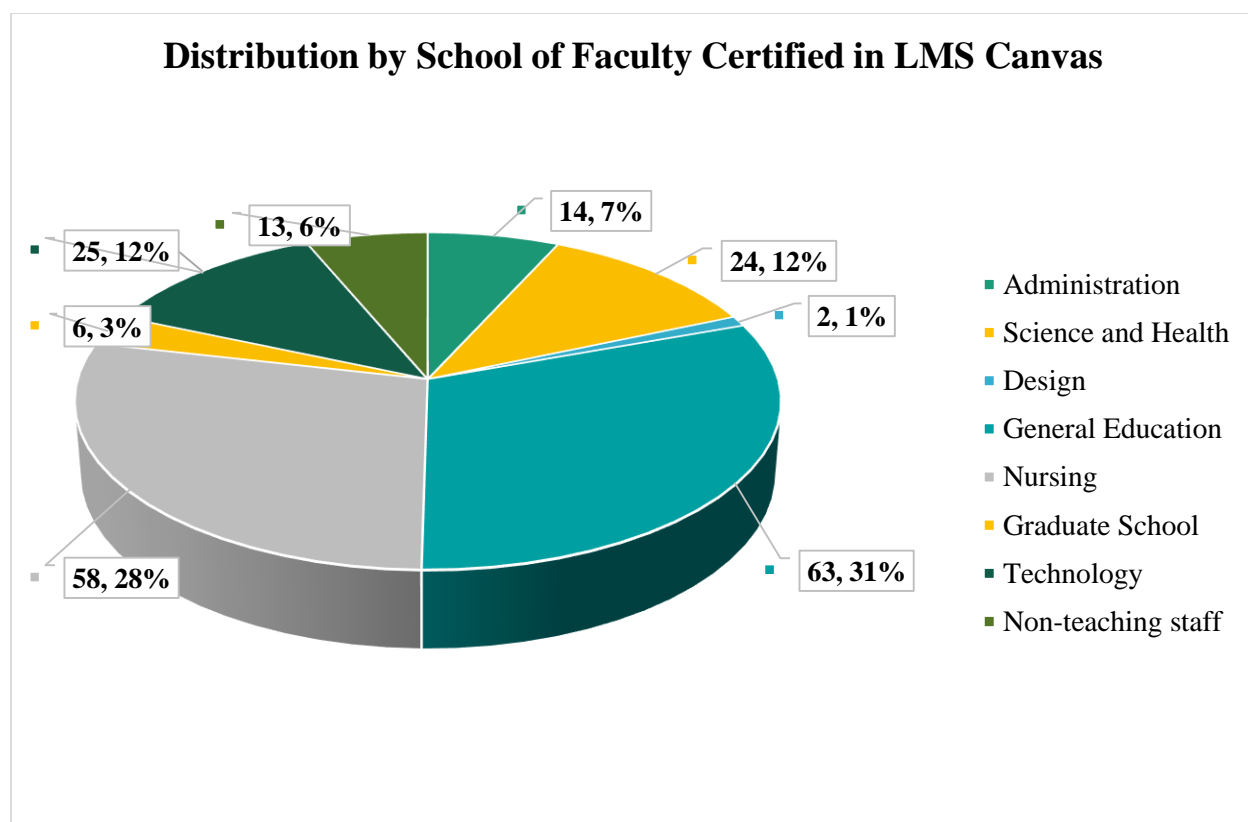
Courses offered through Distance Education have the same rigor as those offered following the traditional classroom format. In keeping with the current educational goals, EDP has incremented the availability of academic offerings for its traditional and nontraditional adult students by designing more online academic offerings.

In 2017, EDP University transformed five existing on-site programs into complete online programs: Associate Degree in Information Technology, Bachelor's Degree in Business Administration, Major in Management; the Bachelor's Degree in Information Technology Science Major in Programming; the Bachelor's Degree in Information Technology Science Major in Networks; and the Major in Information Security and Digital Fraud Investigation (MISFI). Distance education accreditation was granted in October 31, 2012 with the 51% online Associate Degree in Nursing and the online Associate in Business Administration.

In October 2008, the Associate Degree in Nursing Adult Modality (MAGAE) by its Spanish acronym, was created. This modality is an accelerated adaptation of the Associate Degree in Nursing approved by the Puerto Rico Council of Education. Its main characteristic is the blended design between online courses and face-to-face clinical practice. Clinical practices will be offered in a hospital institution authorized by the Department of Health of Puerto Rico. The group profile consists of a majority of Latin-American professionals, mostly Spanish-speaking living in the continental USA. In 2016 the Accreditation Commission for Education in Nursing granted the initial accreditation for the associate degree level.

This program will address the demand for change in higher education, in terms of innovative ways of teaching and learning, and the use of technology to enable new skillsets for 21st Century students. Innovation and the development of information and communication technologies have not only transformed the way of doing business, but the way in which we learn, including through online courses. Faculty for online courses must be certified and trained in the management of the platforms and provide relevant and constant assistance to all students enrolled in the online courses.

Graph 2. Distribution of Faculty Certified in LMS Canvas by School



Budgeting, Innovation, and Entrepreneurship

The Strategic Plan guides EDP University's academic pathway and the resources allocation planning process, as established in our 2019-2023 Strategic Plan, Axis III: Renovation and Growth in the Academic Offer, and Fiscal Sustainability of the Institution. It states that, "The Institution will maintain a dynamic and competitive academic offer which will integrate activities that involve creativity, generation and applicability of knowledge with quality and pertinent attention to social and economic needs or its surroundings and will provide governance directed to strengthening the Entrepreneurial University Model."

In order to sustain the afore mentions 2019-2023 Strategic Plan Axis III, EDP University follows a rational and consistent allocation plan that supports faculty, staff, and administration needs through an institutional budgeting process. Annually, the administration develops strategies

to assess the overall budgeting process and incorporate the outcomes into the Institutional Strategic Plan. During this process, each academic and administrative department is required to plan their annual work plans and activities, including the specific resources to comply with the Institutional Strategic Plan. This process requires the advance allocation of resources, through departmental budgeting, taking in consideration the long-term goals of the Institutional Plan, prior year experiences, and future plans. Once this process is concluded, each department submits their requests to be evaluated for its final approval. This approved budget is monitored against enrollment results to identify any variance and make any necessary adjustments.

In the past 10 years, EDP University competed for and was awarded several federal and state proposals. As a result, the Institution received \$9,175,319.00 to improve capital and academic resources. Students and faculty were benefited during 2011-2016 with activities such as a bioscience symposium; a stem cell workshop; bioinformatics workshops; and conferences like PR STEM UP TO THE CHALLENGE and PR SCIENCE TRUST – FORWARD SUMMIT. Innovation in the design and delivery of academic programs such as the MAGAE modality ensure the fiscal sustainability with a rapid and consistent growth representing the 40% of our annual budget.

In 2014, during EDP University's 45th anniversary, international affairs came into focus for the Institution. Several initiatives were put in place to enhance the students learning experience through innovation.

Initiatives such as "Curriviajes" were developed. In this initiative, an academic event is combined with a field educational experience consisting of a visit countries as academic scenarios, either by sea or by air. The Curriviaje (Spanish word created from the united of two words: curriculum and trip "viaje") is a dynamic initiative created by our Provost, to respond to new ways

to teach and generate content and cultural knowledge. During the course-trips, students can complete the curricular content of a course and earn credit hours. The rigor of the course is important, it is evaluated by projects, exams and essays, among others. This is a unique experience that has had participants from the Social Science General Education courses, the Interior Design program, and the Technology programs.

For the Social Science courses, students traveled by cruise ship to the Virgin Islands and explored each island's social context. For the Interior Design experience, they traveled to an Interior Design Convention in the Dominican Republic. The technology group traveled to San Francisco and California to appreciate and learn from technological companies such as Mozilla, Cisco, Google, Oracle, Facebook, and Google in Silicon Valley.

Another academic initiative was the IV International Congress for Human Quality in Education. EDP University, as a sponsor, host and organizer was able to open new opportunities by addressing collaborative liaisons with Mexico and the Dominican Republic. EDP University put in place a "Fondos Semilla" Project to promote academic research alliances, jointly with the University of Cuautitlan Izcalli in Mexico. Research titled *Managing Stress Levels, Resilience, and Respect for a Humanistic Quality Education*, in Spanish, *El Manejo del nivel del estrés, la resiliencia y el respeto para una educación de calidad humana* was published in the Asociación Mexicana de Pedagogía A.C. at www.asociacionmexicanadepedagogia.com, Folio # 2015007-1. As members of PALECH (Pacto por una Educación con Calidad Humana) since 2013, EDP University has participated in international conferences in Mexico, Colombia and Peru, among others. Committed to be part of a solution, during 2019 for the 50th anniversary, EDP hosted two International Conferences. The first International Conference: Congreso Internacional de Salud y

Tecnología: Avances en la Educación e Investigación (CISTEI) and HACU's International Conference for Climate Change.

EDP University has had to adapt to very precarious scenarios to maintain sustainability. Precipitous demographic and economic global changes and challenges have forced the Institution to embrace innovation and entrepreneurship. Although the future is a long route forward, we have a commitment to transform the lives of our students through the education.

Strengths

- Academic programs are consistent with the Institutional mission.
- Assessment Plans are implemented to assess program effectiveness.
- Faculty are trained in technological skills and information technology literacy
- The Institution assures quality, rigor, and excellence in academic programs through the necessary measures and systematic academic procedures and policies.

Challenges

- Technology needs to be integrated into teaching and institutional research.
- EDP University is working toward the creation of an Entrepreneurial University. To move forward with this initiative, there is a need to link curricula to real-world business challenges, to continue to create opportunities for students to participate in social entrepreneurship contests, to partner with businesses, and to help students to launch their own businesses. Course design and teaching strategies to enhance creativity and systemic thinking also need to undergo change.

CHAPTER 4:

Support of the Student Experience

Standard IV Support of the Student Experience

As defined by MSCHE:

Standard IV: Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Purpose

This work group analyzed how EDP ensures that prospects and new students know and understand university processes, academic norms, expected learning, and expected levels of competencies. The group analyzed and evaluated the strategies used to promote new student retention and their effectiveness as well as, the correlation between satisfaction level and the Institution's retention rate. It also analyzed the effectiveness, agility, honesty, and justice in the processes of identification, management, and solving of student's grievances, and mechanisms that have been evaluated and modified as a result of those processes. The group analyzed services offered to promote healthy life styles among its students and the mechanisms developed to promote and foster the success its students.

The leaders of this working group were the **Chair**, Prof. Enid Cartagena, and the **Co-Chair**, Dr. Lillian Alers. The working group was composed of faculty members, administrators, students, and board members.

Introduction

EDP University student population is composed mostly of undergraduate students which represent over 94% of the enrollment. Continuing the trend in higher education in PR, the gender distribution shows a higher number of female students with 67% in the undergraduate enrollment and over 56% in graduate programs. The Institution also receives a high number of adult students

which represent over 70% of the student population. The profile also varies in each academic unit, for example, the San Sebastián Branch Campus which receives a higher number of freshman students in comparison with the Hato Rey Main Campus students are mostly transfers. The following table includes transfer students admitted to each academic unit from 2015 through 2020.

Table 15 Transfer Student Population

2015-2016 Academic Year	
Academic Unit	Transfer students
Hato Rey	504
San Sebastián	169
Manatí	73
Humacao	71
Villalba	***
<i>TOTAL</i>	817

2016-2017 Academic Year	
Academic Unit	Transfer students
Hato Rey	618
San Sebastián	259
Manatí	63
Humacao	80
Villalba	38
<i>TOTAL</i>	1058

2017-2018 Academic Year	
Academic Unit	Transfer students
Hato Rey	560
San Sebastián	260
Manatí	167
Humacao	45
Villalba	48
<i>TOTAL</i>	1080

2018-2019 Academic Year	
Academic Unit	Transfer students
Hato Rey	597
San Sebastián	285
Manatí	205
Humacao	84
Villalba	41
<i>TOTAL</i>	1212

2019-2020 Academic Year	
Academic Unit	Transfer students
Hato Rey	527
San Sebastián	280
Manatí	141
Humacao	62
Villalba	68
<i>TOTAL</i>	1078

Source: Institutional Director for Admission

At EDP University there are several ways of communicating to new undergraduate and graduate students the institution's vision, mission, and goals, starting with the academic program orientation and the admission process. Students are also oriented as to where they can find the information on the Institution's website. The Student Handbook, the undergraduate and graduate catalogs, and the Institutional Policies are disseminated on the website. They are also delivered by email and discussed during the first Student Successful Life course. One of the purposes of the course is to provide information on regulations and ethics, so that as a freshman student, he or she can appropriately engage in college life.

During the participation of first-year students in the VUE 1101 course, a questionnaire entitled "Study of Needs" is administered. The data collected is analyzed and the results are used by the Counseling Offices to offer motivational speeches, workshops, and early identify at-risk students with academic and technological deficiencies, alliances with the Department of Health and Non-profit organizations for the prevention of suicide, HIV, domestic violence, gender, racism and LGBTQ Community issues. It also gives us the opportunity to identify and refer students who require emotional and psychological support from Psychologists, Social Workers and Thanatologists.

Regulations regarding academic progress are discussed in order to ensure that students know and understand the Institution's processes, academic norms, and expected learning outcomes. Each student has access to the syllabus, course description, objectives, strategies, and the evaluation methods for each specific course.

Some of our programs such as Nursing, Biotechnology, Pharmacy Technician, Medical Emergencies Technology, Physical Therapy Assistant, Security and Executive Protection, Criminal Justice, and all Graduate programs have interview processes in which students bring up any question or concern and the interviewer can validate that the prospect or new student understands the regulations regarding the profession they are seeking to enter and validate they have a genuine vocational interest.

EDP University guides prospects and students from the beginning of their admission process. EDP as an institution believes that any student can achieve success with adequate support. The Institution feels responsible for the learning process and guarantees that every student receives the same quality services, as will be discussed later in this chapter. Students with special needs are identified early on. The admission's officer, during the initial orientation, explains the reasonable

accommodation policy that EDP University has in place. Also, if during the admission process or during the formal interviewing for an academic program a person expresses a special need, they may be referred for assistance. Policies and procedures for services for students with functional diversity that require reasonable accommodations are focused on ensuring that the programs offered, including extracurricular activities, are accessible to students.

A professional counselor completes a formal interview with special needs students. During the interview the counselor determines any special accommodation needed. To maintain confidentiality, only faculty members are formally notified so they can collaborate in the special needs accommodation process. Records are safely stored in the counselor's office. The institution provides tutoring services, counseling, and psychological support, even if the student is not classified as having a special need or does not have any reasonable accommodation.

The Institution has a **Retention Plan** for which each unit develops the strategies that are beneficial for them according to their own realities and circumstances. Since 2013, the Institution initiated a consultant's relationship with Noel Levitz, focused on recruitment and retention. Their academic advisory process was validated at the San Sebastian Branch Campus and its use was approved for the other units. The most significant achievement from this consultation process was to involve each administrative office and academic area to work as a team in their recruitment and retention efforts. The retention committee identified the following eight institutional goals:

1. Having newly enrolled students continue to enroll until reaching graduation.
2. Increasing the retention rates of newly-enrolled and regular students during the first two years of the implementation of the Retention Plan.
3. Increasing the rate of graduation by 2% for the six- year period/cohort of undergraduate students.

4. Ensuring that 100% of the enrolled students complete all the required processes before the first day of class.
5. Ensuring that students complete courses and request graduation in a period of no more than six years (for bachelor's degrees).
6. Using the results of the Satisfaction Survey so that there will be a quality experience for our students addressing:
 - a learning experience based on courses passed and grades earned
 - student satisfaction and commitment of the faculty to students
 - academic and student services
 - student life, assisting students to reach their goals at EDP University
7. Developing a more pervasive and systematic advisory process during academic terms, especially with new students, to ensure that the highest number of students engage in the process, allowing to measure efficacy.
8. Managing the enrollment retention strategy in a more strategic manner, using numeric data aligned with the recommendations made by the Enrollment Management Committee. The following Key Performance Indicators (KPI) were selected in consensus by the Enrollment Management Committee as areas that require more extensive study in order to understand the main issues of student retention at EDP University:
 - a. Average College Board Score
 - b. Average GPA
 - c. Fall new freshman first-to-second year retention
 - d. Fall new freshman second-to-third year retention

- e. Fall new freshman third-to-four-year retention
- f. Fall new freshman four, five, and six-year graduation rates
- g. Fall new transfer four-year graduate rate

To address the goals established by the Retention Committee, in 2019 a Retention Plan was developed that includes twelve action plans with their respective strategies and activities.

The transition from high school to college is a challenging experience. To reach that population in transition an innovative first year experience project was developed as an outgrowth from the existing initiative. In 2000, the Successful University Life course was developed and led by the then Academic Dean. The initial purpose of this course was to make this transition easier, while also addressing any lag in academic performance, which continues to be its purpose. Table 15 details the retention rate for students enrolled in the Successful University Life course from 2015 to Spring of 2020.

Table 16. Successful University Life Course Retention

2015-2016 Academic Year			
Academic Unit	Enrolled Student	Retention	Percent
Hato Rey	414	290	70%
San Sebastián	450	351	78%
Manatí	118	78	66%
Humacao	82	62	76%
Villalba	***	***	***
<i>TOTAL</i>	1064	781	73%

2016-2017 Academic Year			
Academic Unit	Enrolled Student	Retention	Percent
Hato Rey	502	373	74%
San Sebastián	472	371	79%
Manatí	102	69	68%
Humacao	140	85	61%
Villalba	108	70	65%
<i>TOTAL</i>	1324	968	73%

2017-2018 Academic Year			
Academic Unit	Enrolled Student	Retention	Percent
Hato Rey	418	352	84%
San Sebastián	478	345	72%
Manatí	162	140	86%
Humacao	72	58	81%
Villalba	100	66	66%
<i>TOTAL</i>	1230	961	78%

2018-2019 Academic Year			
Academic Unit	Enrolled Student	Retention	Percent
Hato Rey	474	375	79%
San Sebastián	450	362	80%
Manatí	214	191	89%
Humacao	102	81	79%
Villalba	70	51	73%
<i>TOTAL</i>	1310	1060	81%

*2019-2020 Academic Year			
Academic Unit	Enrolled Student	Retention	Percent
Hato Rey	428	350	82%
San Sebastián	367	315	86%
Manatí	140	120	86%
Humacao	79	65	82%
Villalba	112	90	80%
<i>TOTAL</i>	1126	940	83%

**Last registered term: Spring 2020 (january to may)*

Strategies such as Proyecto VIDA were also developed as part of this effort and proved to be an important pillar for retention. Since September 2009, as a tool for student retention, the Proyecto VIDA (Intellectual link between personal development and learning, from acronyms in Spanish) began. Through this project, support is provided to new freshman students so that they can obtain the tools that will help them in the process of adapting to college life. The student affair deans, and staff support the student throughout his or her first year of studies. Tutoring and counseling services are provided. In addition, a planned schedule is developed to assign students to groups so that the student can benefit from sharing courses with classmates of their cohort, generating a support network, enabling them to experience an integrated curriculum.

This model is focused on the rigorous attention to the first year experience for freshmen. The students are given continuous support in academic and personal development. Students research on a topic using the library resources and learn about plagiarism and copyright, among other things. The project provides them with higher education academic experiences that promote cognitive, social and psychological competencies. As an academic strategy, freshmen are grouped together to facilitate team-building. Cultural and social activities, research skills, and collaboration between students and faculty are developed in a scenario that helps students transition into a higher education culture. The project focuses on classroom research skills and personal growth through visualization and affirmations, strategies that have been used in clinical scenarios to reach developmental goals. The students also increase team-building skills while exploring issues of interest as part of a research experience. The results are then presented in a formal activity at the end of the academic period, and a panel of judges awards first, second and third places for excellence. Students research is often related to important social relevant topics.

Proyecto VIDA retention results for this population are significant. This improvement was the result of a revisit to the program goals and retraining of the administration and faculty members given by the Institutional Vice President, now Provost who also created the Project VIDA conceptual model with two other consultants; one specialized in curriculum integration and the other in personal development.

In 2019, an Institutional Retention Committee was created. This committee included participants from each campus units. The retention goals that were established are a 1% retention increase at the undergraduate level and improve the graduation rate by 2%.

At the San Sebastián Campus, there is an initiative that works very well for its student body, the Late Enrollment and Retention Support Committee (CAMTAR), which offers follow-up and support to students who complete late enrollment. This support and follow-up are provided by professor/mentors who make phone calls, conduct face-to-face interviews, and/or send messages through the student's email. The purpose is to help the students to complete the academic period and continue enrollment during the next term. In 2019 retention by academic program varied from 85% to 100%.

The Annual Institutional Report (AIR) for 2017-2018 showed an institutional retention rate of 74%. Even though EDP completes the IPEDS Report, the Institution also uses the Annual Institutional Report (AIR) to obtain Retention Rates, because of the EDP student profile. The AIR report provides data that reflects more accurately the reality of the Institution. Most of our students are admitted to the Associate Degree level or have transferred from another higher education institution. The IPEDS Report only takes into account Full-Time Freshman Students admitted to a Bachelor's Degree program of study which results in a lower Retention Rate than what actually exists.

Table 17. Campuses and Branch Campuses Retention Rate for 2016-17 through 2018-19 academic years

Campuses and Branch Campuses	2016-2017	2017-2018	2018-2019
Hato Rey	75%	76%	77%
San Sebastian	78%	73%	75%
Manati	77%	83%	86%
Humacao	68%	72%	78%
Villalba	86%	50%	80%

Source: Annual Institutional Report (AIR)

Legend: Includes Manati and Humacao Branch Campuses as previous Additional Locations allotted to the Hato Rey Main Campus.

Having all learning activities centered on students allows us to create and increase services for students who need support in order to achieve their graduation goals, the reason behind the EDP University Academic Support Center. This is a tutoring service delivered by peer and faculty members. Since 2013, the Center has served students in various ways, such as support in online classes and in almost all the academic areas. The faculty provides one-hour of tutoring for each class in the course schedule. A challenge has been for faculty members to participate because most of them are part-time, even so, they have shown a significant commitment with their collaboration.

Students have evaluated through satisfaction surveys the academic support services as very helpful and mention that to be able to talk with a faculty member, even if they are not taking classes with them, is very helpful in better understanding academic concepts. Related to the tutoring services, it is expected that students with struggling academic progress or enrolled in pre requirement courses (0100 preparatory courses in Mathematics, English, and Spanish) to assist tutoring services. A variety of strategies and techniques are used to support the student: peer tutoring, one-on-one, email consultations, reviews, and study groups. For example, during the first 2020 term at the San Sebastian Campus, 106 students enrolled in 0100 courses received tutoring

services. Of the 52 students enrolled in MAT0100, 42 or 81% earned grades of A, B, or C; in the SPA0100 course, 25 of 27 students or 93% passed with grades of A, B or C, and 100% of the 27 students enrolled in ENG0100 earned A, B or C.

Table 18. Number of students enrolled in 0100 courses at the San Sebastián Campus

Courses	Number of Students
MAT0100	52
SPA0100	27
ENG0100	27
Total	106

Source: Information provided by the Coordinators of the Academic Support Center

The Activities designed and organized by EDP University to foster student engagement and sense of belonging include the welcoming activities in which the students have the opportunity to meet all the Student Services Directors, the Student Affairs Dean, the Academic Program Directors, the Academic Dean, the Chancellor, and in most cases, the Provost and the President. They also meet other new students in get-to-know-your activities. One of the most significant activities during the welcome is when they reflect upon and articulate what they are expecting from the Institution and the talents they bring to us.

To maintain student interested in university life and promote retention, EDP University has 17 student organizations. Through participation in these organizations, students develop leadership skills as well as engagement in activities that enrich their educational experience. Many of the activities are developed, at the request of the students themselves, and always with the support of the Institution. An annual initiation of student organizations is held, in which students are recognized for their participation and leadership. Each president from the student organizations

participate in the welcoming activities, thus promoting affiliation to an organization that may be of interest.

At the San Sebastian Campus there are 12 student organizations and in Hato Rey three. Branch campuses have one organization each. Also, being part of the student council gives an ownership sensation that promote retention. Being part of the Student Council is an honor for students because they can represent the whole student body in the Institution's official activities. The student council is a formal body in which students participate, contribute and come forward with their worries and challenges.

At EDP University, student services meet the needs of students who pursue and complete their academic degrees, whether offered on site or to online distance education. Student participation in satisfaction surveys can be seen on Graph 3. The University provides services to its students through the Student Affairs Dean and its affiliated offices. All of these offices keep web pages up to date and provide services in person, online, by telephone, or through other available electronic formats. To meet the needs of our diverse student population, EDP University presents an orientation available on CANVAS. All services are also described on the website: www.edpuniversity.edu. The service offices are described further on in more detail.

Services to online students

To ensure that services provided to online student are of the same quality as onsite courses, EDP University has implemented several strategies. The service offices have personnel who are directly in charge of online or out of state students. An external Call Center service is in place, making sure that every call is answered and followed through. Also, every office receives emails pertaining requests for their services. Since 2017, there is an Academic Dean for Distance Education in place who oversees that services are appropriate.

Online services are assessed before being modified or eliminated in order to support the participation and integration of those distance education students. An average of student services requested during the past three years was 9,523. The results of the institutional assessment reveal an increase in the demand for service. Table 16 presents the increase of service requested by student from 4,253 during 2017-2018 to 18,644 until May 18, 2020. Table 18: Total of Activities by Distance Education Help Desk per Academic Year and Campuses and Branch Campuses.

Table 19. Total of Activities by Distance Education Help Desk per Academic Year and Campuses and Branch Campuses

Academic Year	Hato Rey	Humacao	Manatí	San Sebastián	Villalba	Total Activities
2015-2016	8,440	30	124	7,382	12	15,988
2016-2017	5,918	144	193	3,831	151	10,237
2017-2018	2,208	125	211	1,604	105	4,253
2018-2019	2,563	484	692	1,776	157	5,672
2019-2020*	8,259	1,220	2,048	6,100	1,017	18,644
Total	27,388	2,003	3,268	20,693	1,442	54,794
Information until May 18, 2020 at 11:55 am						

To keep the support of our students, an access to computers with internet, cameras (on request) and printers are provided so that students can complete their work for both classroom and online courses. The academic support is provided to the student through individual advising by trained staff. Each advisor has the knowledge and necessary skills to assist the student in the enrollment process and direct them to complete the degree.

The Dean of Students Affairs and Director Dean oversees all non-academic issues that may distress students and their studying process. Care is taken to include the diversity in students enrolled for services offered and planned activities. Necessary resources and services are provided

to care for their physical, psycho-social, emotional, cultural, educational and occupational-professional development.

When a student has a problem related to the mentioned areas, the deanship has in place, counselors, psychologists, and tutors, to assist them. The said structure helps them back to stability to be able to continue with their academic goals. This personalized attention serves as an important means for student retention. It is accessible for both on site and online distance education. We serve all our students equally with the same sense of commitment and urgency that characterizes us.

There are services provided through the following offices: Promotion and Admission, Financial Aid, Bursar's Office, Registrar, Adult's Modality, the Learning Resource Center, Academic Support Services (tutoring), Personal and Emotional support in the Psychosocial Support Office, Kids@edp, Career Services, and Distance Education Services with a Help Desk for those who need distance support with the learning process or IT.

For guidance and counseling, the Institution has an Institutional Director for Psychosocial Support who is a Professional Counselor. Her main responsibility is to warrant that services are fully available to all students regardless of the educational modality chosen by them at the five academic units. We also have two psychologists that give service to students at each unit. The Hato Rey psychologist also sees students from other Branch Campuses. The San Sebastian Campus has a psychologist who also specializes in thanatology. His services have been significant during the ongoing January 2020 earthquakes and the current Coronavirus pandemic. These psychosocial services are a direct assessment outcome as they were identified through the student satisfaction survey and the student needs survey given at the beginning of each academic term.

Another important student support service is delivered by the Distance Education Academic Dean that is in charge of the Online Help Desk. The staff offers orientation and technical support for those in online environments and classes. There are five people who keep track of the students by giving support in technical issues but also keeping track of absentees and other essential services for online students.

Table 20. Total Students Served by Distance Education Help Desk by Academic Year and academic unit

Academic Year	Hato Rey	Humacao	Manatí	San Sebastián	Villalba	Total Students
2015-2016	2,749	11	30	1,950	2	4,742
2016-2017	1,119	26	35	693	24	1,897
2017-2018	999	52	90	832	57	2,030
2018-2019	625	105	162	464	39	1,395
2019-2020*	1,997	268	445	1,473	233	4,416
Total	7,489	462	762	5,412	355	14,480
Information until May 18, 2020						

It is through this deanship that capacity building in the use of the learning platforms develops. They deliver workshops for both, the faculty and the students, fostering an opportunity to navigate and better understand the learning platforms. The workshops are systematically offered at the beginning of each academic period. This deanship has also developed tutorials that are posted in the Institution's website.

There is a grievance procedure in which a student may formulate a complaint through a specific Institutional email address. In the past three years, five complaints in all the units have been solved following the established process according to the level or degree of the grievances. One is pending for solution due to the Pandemic.

Table 21. Total number of Grievances by Campuses or Branch Campuses and Academic Year

Campuses or Branch Campuses	2017-2018	2018-2019	2019-2020*
Hato Rey	7	14	3
Humacao	0	0	0
Manatí	0	0	0
San Sebastián	0	0	3
Villalba	0	3	2
Online Student	0	0	0

*Information until May 18, 2020

For EDP University, student satisfaction, security, well-being and learning community's confidence in the Institution are issues of up most importance. For decades, the Institution has been recognized mainly by its good reputation in the community and by graduates recommending us with their families and friends. This reputation has been earned due to the Institution's commitment to being proactive in incorporating best practices, a high sense of justice, attention to detail, and the ability to efficiently act upon and resolve relevant issues that concern our students. Being a medium size university, makes our commitment to offer the best education and attention to the students in a highly personalized way.

Each complaint or grievance is handled promptly, professionally and ethically. The University has created several forms to systematically address the complaints of our students so that each process is as clear and precise as possible. To document complaints of different types, different protocols, mechanisms, processes and forms have been established. As an example, we can cite the Intervention Sheet and Complaint Form for Student and Academic Affairs.

The Student Affairs's Dean in each campus or the Dean/Director at the Branch Campuses are the first to personally respond to a complaint. There may be a designated person, but always someone at hand. They have been resolved as evidenced by the records kept of each one.

In 2018, EDP decided to revisit and redesign the complaint process, by adding a mediation committee. The student's handbook describes the process, so the student is aware it exists and can activate the committee. This group is composed by a faculty member, an administrator, counseling personnel, and a student from the Student Council. The main objective is to manage those issues that can be resolved through a mediation process, such as a possible student's attitude dispute that could be misinterpreted, lack of communication between a faculty member and students, among other. Since this process has been established, cases have been completed, with satisfactory results for those involved.

When a student decides to start a complaint, he or she receives an orientation of the process and then decides which route to take. There are some cases when mediation cannot be used, cases such as serious misconduct, sexual assault or issues that violated the law in PR such as selling drugs in campus.

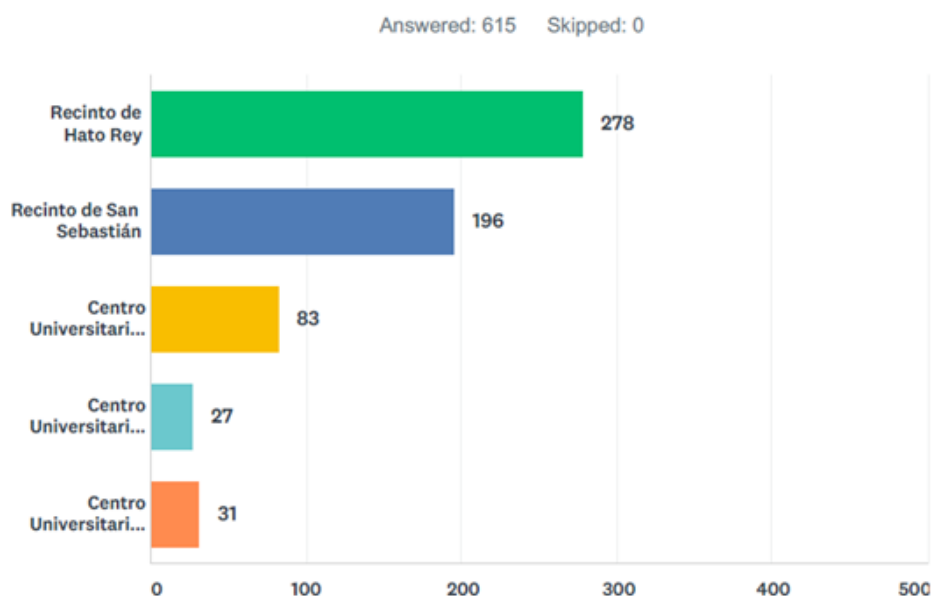
Under the Jean Cleary Act, the Institution created and Institutional Compliance Coordinator position. Among many other tasks, the Coordinator developed the Protocols for Title IX compliance. In addition, the Student Handbook explains the process that must be followed to address complaints. The complaint filing process is divided into a formal and informal process (mediation process). Once the complaint is received, the Dean of Student Affairs or the Director/dean in the Branch Campuses, initiates an investigation of the facts and will receive a report from the people involved in the complaint.

As stated before, after reviewing the reports and conducting the investigation of the facts, the Dean of Student Affairs, or a person designated in the Branch Campuses determines if the conduct in question constitutes a minor offense as stipulated in the Student Manual, these administrators will guide the people involved on possible sanctions. The student involved is

warned that in the event that a second complaint is filed due to the same situation, the matter will be referred to the Discipline Committee. The formal complaint process will be filed as soon as possible and no later than 60 days after the incident occurs or becomes known and can be filed after exhausting the informal mediation process. (Student Handbook, 2018).

For EDP University, student satisfaction with services, academic learning and even the complaint process is very important. We design a formal and structured student's satisfaction survey in 2016, that is administered to all students every two years in Fall term. The last survey was in 2018. It revealed important information about student's satisfaction with services. We received a response from 615 participants from all units.

Graph 3. 2018 Student Satisfaction with Services Survey -Number of Participants



In general, the students were satisfied with the services and education they receive and with the complaint process. Some of them manifested they did not know about the grievance process because they were studying online, after that we decided to incorporate more visible processes in the Canvas Platform to assure they have access and can use it. For those students fully online, they

can reach the complaint process calling the student affairs or sending an email with the intention of making a complaint, but the rest of the process is the same. Most of the online issues were solved by mediation. The complaints were the lack of communication between faculty members and Financial Aid Office issues.

The distance learning deanship solved the issues by establishing in the Students Handbook the process to manage communication with students during online classes and to evaluate the faculty each time they teach online to assure quality and service for those in online environment.

Financial Aid

Part of EDP University's mission is that of being a socio-humanistic higher education Institution where the student is the center of the educational process. Therefore, efforts are made to identify students with significant economic needs. Students are identified through referrals from faculty or administrative staff, through student referrals, or because the student has communicated his or her need. Once a student's need is known, he/she is referred to the Financial Aid Office or Guidance and Counseling Office for an interview. The student is then referred to the Student Assistance Committee, the Financial Aid Office or the Dean's Office, depending on the need expressed.


Work study is a very popular financial aid among our students. They want to work so we provide a platform for that. The financial aid for Work Study is limited and every academic period we have to choose those in more need. To close the loop EDP decided to generate, with private EDP funding, an internal work study for those who can do peer tutoring at each unit. Great!

Other efforts are the Auxiliary Enterprises generated to assure students can keep studying while working in their field of study. For now, we have two enterprises, one of which is a health related basic home care practice, a patient support services organization, SAP for its acronym in

Spanish for nursing students. The other is REDD (Resources of Entrepreneurship Development and Design) for Fashion Design students. This enterprise is a multiphase platform for education, development and training in entrepreneurship and innovation, and is part of our vision as an Entrepreneurial University. There are five main activities in the enterprises: making, learning, collaborating, partnerships, and training.

Since 2011, a Default Prevention Office was created at EDP University to educate our student population in finance management and establish a plan for identified preventive methods to succeed. The last two default rates and composite scores reported reflect positive values that continue to show an institutional healthy fiscal scenario. Table 19, shows the Cohort Default Rate (CDR) for 2016 with the three-year results.

Table 22. Cohort Default Rate (CDR) 2016 with the three year results (2014-2016)



School Default Rates
FY 2016, 2015, and 2014

[RETURN TO RESULTS](#)

Record 1 of 1

OPE ID	School	Type	Control	PRGMS		FY2016	FY2015	FY2014
021651	EDP UNIVERSITY OF PUERTO RICO 560 PONCE DE LEON AVENUE HATO REY PR 00919-2303	Master's Degree or Doctor's Degree	Private	Both (FFEU/FDL)	Default Rate	1.9	2.5	2.6
					No. in Default	13	10	11
					No. in Repay	671	392	420
					Enrollment figures	4,179	3,990	3,340
					Percentage Calculation	16	9.8	12.5

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2016 CDR Year will use 2014-2015 enrollment).

Current Date : 10/01/2019

EDP University has two other kinds of financial aid for its students, that are unrelated to federal or local government. One is an SOS Scholarship grant by the Anibal Nieves University Foundation (Spanish acronym, FUANNI). To determinate students in need and establish the requirement, we use the FAFSA parameters, the EFC expected family contribution, combine with other criteria to consider eligibility. A grant of \$300.00 is awarded each semester to 12 students

who meet the requirements. Students complete an application, write an essay explaining why they need the grant, and submit a letter of recommendation from a member of the teaching or non-teaching community. They also must submit a class schedule and transcript and must have a minimum GPA of 2.50. A committee selects the students who are notified by letter and are given an appointment to receive the grant in person from the Institution's President.

Another kind of aid is the ALVA Scholarships (Altrusa Local Vocational Aid). Among the requirements for this scholarship are to be a woman between the ages of 16 and 45, to be a resident of the municipality of San Sebastian, to fill out the application form in print and to submit it together with the requested documents on or before the deadline established in the notice.

There is also an Emergency Student Aid Fund. The funds goal is to alleviate immediate unforeseen student's emergencies. A Committee was established under the Student Affairs Deanship consisting of a Counselor (Committee Spokesperson), a Treasurer, Director of Financial Aid, the Dean of Students (Committee Advisor) to allot the emergency fund. The student is referred to the Guidance and Counseling Office to complete the application. A maximum of aid is not established but usually in not more than \$50.00. Most of the times, the students need money for food, transportation, or other critical issues. The student must submit written evidence (receipts, bills, etc.) of the use for the assigned money, on or before the next two weeks to the date of the award.

Services for distance learning students

During evaluations of the service offered and considering the personnel who directly serve students, through meetings and interviews, the need to strengthen student care systems was identified and a CRM has been developed for this purpose. One assessment identified the need for improvement in our programming. It recommended the acquisition of new computer programs,

designed specifically to provide support services to online students. This could be part of next steps to improve our online community services.

For the Online Student EDP created some Service Areas, such as enrollment and follow-up. This is helping students establish realistic expectations and to take ownership of their own study process, considering their personal strengths, challenges and limitations. Improvements to the physical facilities of the Institution, in its five units, are continuously being considered. The possibility of an Online Student Center, where students have space to interact in a more informal way, among themselves, as students, and with all the other components of the Institution, would increase our sense of community and make our presence more visible in the online sector.

Another area serving onsite and online students is academic counselling. Currently, each unit has at least one licensed professional counselor and academic advisors, per school with a ratio of advisors to students of 30 students per advisor. The creation of specific positions for student retention, the appointment of Student Retention Officers, would provide online enrollment with another resource for communication, timely guidance and inclusion, and improve total integration, in the services offered to enrollment. In addition, this staff can be instrumental in identifying early warnings in students with high risk of dropping out, and contacting students with NS (no show), WA (administrative withdrawal), W (withdrawal).

As of June 2018, EDP University offers six 100% on-line programs with students enrolled. The strategies have been evolving since that date. As the Institution is committed to offer educational options to students learning outside of Puerto Rico. Currently, the University has around 100 active students who are 100% online. For the campaigns to be successful, EDP combined coordinated actions, "online" and "offline", through events and direct contact with potential prospects. The success of the digital strategy consists of monitoring the measurement

indicators. To do this, the first thing EDP did was is to clearly establish what our objective, goal and budget would. The indicators are different, depending on the platform. EDP evaluated the most successful digital platform, the one that provides us with the greatest number of prospects, and thereby measure which media attract the greatest attention from the public that conforms our prospects or potential students. Offline events are also measured according to the goals set. Depending on the outcome, we modify and adjust the actions and budget.

General support

In order to promote healthy lifestyles, the Counseling staff offers guidance on their services, workshops on topics such as Self-Esteem, Study Habits and Skills, Time Management, Assertiveness, Suicide Prevention, Drug and Alcohol Abuse Prevention, and Decision Making, among others. In addition, it administers a needs assessment study that allows for the identification of areas and topics of greatest need for the population, in order to develop pertinent activities to address them. The Guidance and Counseling Office offers individual counseling services, group counseling, and guidance on services, institutional policies, occupational interest tests, and coordination of services with external offices.

We provide aid for Vocational Rehabilitation program participants and all students with disabilities (notification to teachers of reasonable accommodation and certification of books and materials), and coordinate prevention activities, among other services. One of the mechanisms used to identify students with needs is a referral to the Guidance and Counseling Office. Through referrals, teachers identify areas where students need support. Once referrals are received, students are interviewed and, if warranted, referred as needed to another professional, agency or service office. Also the students have the opportunity to seek for psychosocial services, free clinical psychology and thanatology services are offered for loss management.

The institution is an active member and is part of the Consortium of University Resources *Sembrando Alianza de Alerta a las Drogas, el Alcohol y la Violencia en Puerto Rico*, known as C.R.U.S.A.D.A. Its purpose is to promote prevention, integral health and positive and healthy lifestyles. It has been a key instrument for training personnel, developing safer university environments, assisting in the development of public policies and in the compliance of universities with the federal regulations required for higher education institutions. Every two years, this Consortium conducts research on the lifestyles of university students in Puerto Rico in relation to the areas of alcohol, drugs, violence, sexuality, and suicide ideation (CORE Study). Our Institution participated in this research and the data obtained is used to implement or strengthen education, prevention and support services for our students.

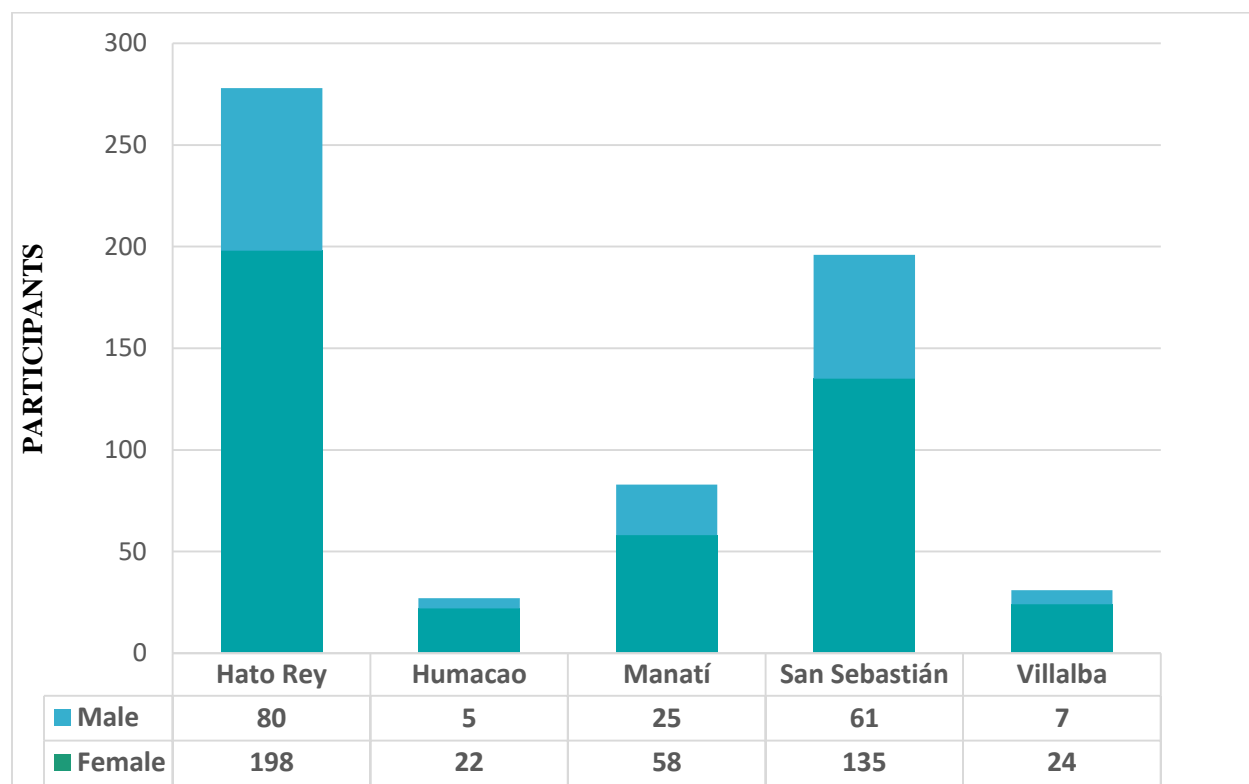
Employment support

Support in seeking for a job is an important element from the service area. This is a very important element for student success as it prepares them to enter the workforce. The office establishes a link between private and public sector companies in order to provide job offers so that students and graduates can attend job interviews within their field of study. In addition, they offer workshops related to job searches, job orientation talks by School, assistance in finding job offers inside and outside of Puerto Rico, resume verification, simulated job interviews, and coordinate job fairs and internships.

Student Satisfaction

Considering these opportunities areas, measures have been taken to guarantee student satisfaction in terms of service hours, modalities for requesting service and meeting particular needs. The distribution of the sample that answered this questionnaire was distributed between evening, daytime, and Out of State students.

Graph 4. Distribution of the Participants by Gender by Campuses and Branch Campuses



Source: Annual Graduate Satisfaction Questionnaire, 2018

Strengths

1. Whether a student is seeking a short-term certificate or a graduate degree EDPU ensures that they are able to complete their degrees in a reasonable amount of time.
As an institution we can fairly state that all staff is seriously concerned about our students' safety, well-being, and success; an array of services is provided to enhance their personal, educational, emotional, recreational, and wellness needs.
2. EDPU uses data to deliver timely support for all students at a scale which can help both the students and the institution; students are put on the path to attain their degrees on time and the institution can see greater effectiveness through increased persistence and graduation rates.

Challenges

- Increasing college opportunities for low income students is one of our biggest challenges. At least, 70% of our student body are Pell Grant recipients. Low income college students face barriers to college access and success and as a result, large gaps remain in educational achievement.
- The efforts to increase persistence and completion must be reinforced. We need to reach, inspire, and empower every student as we do, regardless of background to make sure they can succeed in completing a college education.
- The biggest challenge is to translate student services traditionally rendered in the campuses. Especially for newcomers, so they can still feel the “human touch” EDP students usually experience.
- Maintain academic rigor and quality of student services during COVID-19 Pandemic.

CHAPTER 5:

Educational Effectiveness Assessment

Standard V - Educational Effectiveness Assessment

As defined by MSCHE:

Standard V: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Purpose

This work group analyzed how does EDP translate the institutional assessment results in terms of strategic actions and budget for the improvement and development of the academic offerings, retention strategies, graduation and placement rates, and are used to improve the administrative and academic process. The group analyzed and evaluated the innovation and pertinence of assessment methods used by the Institution to demonstrate the achievement of goals of the academic and institutional programs. It also analyzed the how institutional evaluation and assessment processes achieved are used to establish priorities for resource allocation to improve student services. The group evaluated to what extent has the Institution created the mechanism to link the student learning assessment with other consistent areas to generate a systematic and cohesive direction in the planning of institutional processes, and innovation.

The leaders of this working group were the Chair, Prof. Nydia Rivera and Co-Chair, Dr. Alice Casanova. The working group was composed of faculty members, administrators, students and board members.

Introduction

The Institution continues to evolve its assessment systems, processes, and reporting to enable data-driven decision-making for continuous institutional improvement. The Self-Study process, as well, helps and enables our Institution in areas such as decision-making, good judgement, and team building for the future growth.

EDP University maintains a robust program of assessment of student learning outcomes, based on Alexander Astin Talent Development Model that consists of three phases of evaluation. The institutional assessment is carried out through a series of questionnaires. All decision-making processes are done with the information obtained in the reports made, which includes metrics on retention, placement and graduation rates of students. These data inform critical academic processes and help us improve them. The information that we present through this chapter supports through evidence how the Institution meets the five criteria and all applicable sub-criteria of Standard V.

Educational Effectiveness and Student Success

Economists and business leaders often describe the importance of leading to result-oriented perspectives. Our Institution demonstrates its educational effectiveness in accordance with the mission, through its strategic planning process, and the Talent Development Assessment Model used to assess graduate and undergraduate academic programs, follow-up on students learning outcomes, document student learning in terms of Generic Competencies for General Education, and Specific (professional) Academic Competencies, Provide faculty with ongoing and high-quality professional development experiences followed by “on-site” support, disseminate assessment data among students, faculty members, academic directors, administration staff and community, and use data for decision making.. The strategic planning process starts with the assessment of the internal environment (context) and the external environment (events of an economic, sociological, technological, legal nature and of external policies) through intense and broad discussion and analysis sessions. The framework of the discussion was the general context of the United States, the general environment of Puerto Rico, the global challenges of higher education, the macro tendencies generated by the changes that the emerging knowledge society

has brought, as well as the transformations that have suffered the massive incorporation of information technologies to teaching, research and service in diverse community contexts. The strategic plan consists of five axes (Axis I: Innovation and Entrepreneurship, Axis II: Institutional Capacity Building, Axis III: Renovation and Growth of the Academic Offer, and Fiscal Sustainability of the Institution, Axis IV: Social Responsibility and the Third Mission, Axis V: Strategy and Governance). Systematic assessments conducted by faculty and appropriate professionals are carried out for evaluating the extent of students' achievement of institutional degree/program goals and strategic goals.

EDP University of Puerto Rico recognizes the importance of integrating technology within the educational experience and therefore, enhances the quality of higher education opportunities. The Institution aims to provide students with the experience of taking at least one online course. This responds to the Mission which guides the Institution's educational endeavors. For EDP University as an institution with a technological and a socio-humanistic framework, the combination of its strengths in the technological area with sustainability-oriented strategies is a key aspect for the training of flexible professionals in face of diversification and evolution of the working world, capable of contributing to innovation and being creative, and at the time they develop skills to solve problems. As a way to keep the faculty and students up to date in the assessment process, the online courses; AVA 0100 Academic Assessment for Students and AVA 1101 Academic Assessment for Professors, were created.

With these goals and the institution's mission in mind is that all educational experiences are developed. According to the mission, the Institution establishes learning goals for its students in a safe environment that fosters intellectual and personal development. It guarantees the success of its students, through the resources and services provided to achieve the purpose of the

educational programs as specified in the official documents published institutionally. The Institution's interactions with students and future students are characterized by integrity and equality, among other things, by informing them adequately about the processes of assessment, evaluation and admission, the academic support programs, and other services available to them. In 2001, EDP University adopted Dr. Alexander Astin's Talent Development Model and the core competencies were identified. In 2011, based on the Tuning-Europe Project, 21 generic transversal competencies were adopted and in 2012, academic programs directors and specialists developed up to nine specific skills for their programs.

The Institution also, provides students with information and guidance on opportunities and experiences that can safeguard their educational success, such as individual tutorials, technology support from the distance education office, free programs with a Word Office license to carry out their documents and work. Tutoring is offered on basic courses like Math, English and Spanish. The Nursing Program also offers tutoring to students on nursing skills and documentation. These tutoring services are free of cost. The Institution also offers advisory services and academic support services appropriate for our student population.

The Institution's Academic Assessment process is based on academic competencies. In **the first phase** of the Plan, the General Education competencies, **communication, technological and information literacy, critical thinking, problem solving and respect for diversity** are systematically assessed. These assessment results were used to review courses and programs to warrant that the institutional mission is being accomplished. In response to the most recent assessment of the General Education component the faculty and administrators took actions with regard to resource allocation for student services in order to develop a series of tutoring initiatives,

3Force Project, with the purpose of strengthening and reinforcing knowledge in Spanish, English and Mathematics.

In the second phase, assessment of specific professional competencies is carried out by using different instruments to evaluate the progress of the students' learning in their specialized study areas. Capstone courses have been identified in each academic area. **The third phase** consists of classroom assessment and research initiatives. In this phase, professors are encouraged to integrate assessment techniques into their classroom to research and map required and desired competencies evidenced through skills, knowledge and attitudes.

Some of the assessment techniques implemented are student portfolios, projects, creative presentations, among others. Data generated from classroom research on different teaching and learning strategies is used to modify the learning experience and it also serves to oversee the attainment of competencies. The rubrics and assessment exams for all courses are developed and aligned according to the competencies of each program and the 21 General Education competencies. The courses' learning product measures what is learned in the course. This strategy or action allows a critical and specific analysis of the competencies that have been successfully achieved and those that must be reinforced according to the results obtained. Based on this analysis, an action plan is established that includes strategies and recommendations. In addition, the realization of the evaluation in the entrance and exit courses allows to identify needs in the teaching-learning process and in this way to continuously direct students towards the achievement of said competences.

The results of the Academic Evaluation Plan are available at the *Academic Assessment at a Glance* publication posted on the University's official website. Results of the assessment plan are discussed with the faculty and the administrators. Faculty provides input on how to improve

the results of the academic outcomes assessment to guarantee that students receive quality education and fulfill generic and professional competencies. Meeting minutes are kept to evidence faculty participation.

Faculty Support

EDP University supports, develops and assess its faculty to improve teaching and curriculum development. The Dean of Academic Affairs, Distance Education, and Branch Campus Directors develop Faculty professional development plans for its members. Its objective is to update the professor's knowledge, teaching and learning strategies, evaluation approaches, and on-line course development. The plan includes new developments in education, specific program certifications and classroom research activities.

EDP University's 2019-2023 Strategic Plan upholds the importance of educational effectiveness and faculty professional development in its new venture as an innovation and entrepreneur university. Axis I of the Strategic Plan is an example of the Institutions commitment. It begins by declaring that EDP will integrate social value and entrepreneurship and innovation as a consequence of the academic context of its student's formation programs. It will provide academic experiences to the students and faculty so these can contribute to co-create an active ecosystem of learning.

In Axis II there is a commitment to develop institutional capacity building. Axis III: pledges renovation and growth for the Institution's academic offerings and fiscal sustainability. The Institution will maintain a dynamic and competitive academic offer which will integrate activities that involve creativity, generation and applicability of knowledge with quality and pertinent attention to social and economic needs or its surroundings. It will also provide for strategies strengthening the Entrepreneur University Model.

The 2019-2023 Strategic Plan states that the Institution's mission is to expose the students to educational experiences that stimulate their integral development. To this avail, there is an adequate number of committed professors to certain the fulfillment of class and out-of-class responsibilities. Their responsibilities include instruction, accessibility to students and the systematic understanding of effective teaching-learning processes. They are accountable for the learning results in the courses and programs they represent. Additional tasks include student counseling, academic planning and participation in policy formulation, course and study plans development, classroom research, and institutional governance.

The Institution upholds the teaching and learning process by ensuring that the faculty is well-qualified along with the structures and processes appropriate to the Institution's mission. Faculty classification and categories are clearly established in the Faculty Handbook, as well as the roles that each category plays in fulfilling the Institution's mission. As declared in the vision, we aim for EDP University's educational model to be acknowledged externally due to its innovative character focused on competencies, versatility, and tempered to the diverse profile of the its students and the global market needs.

The academic background and qualifications of all teaching and academic staff are appropriate for the nature and complexity of their courses. The qualifications are measured by advanced degrees, evidence of scholarships, advanced studies, creative activities and teaching skills, as well as relevant professional experience, training, and credentials. All faculty members are adequately integrated into the corresponding department in the Institution and have adequate opportunities for professional development. The faculty reflects the mission and programs of the Institution.

The Institution consistently evaluates the sufficiency of the faculty and their effectiveness in teaching and advising in accordance with the Institution's mission. Representatives of the college community, teaching staff, academic administrator and students, as well as the instructor being evaluated participate in the direct evaluation. The process takes place annually using the Faculty Evaluation plan principally consisting of an evaluation calendar and the following three instruments: Self-evaluation Questionnaire for instructors, the Course Evaluation Questionnaire completed by students, and the Supervisor's Evaluation Questionnaire by the director and an instructor in the respective schools. In the case of full-time instructors, the evaluation should be at least once a year. Furthermore, if the instructor is a part-time staff member, the evaluation may be made by semester, but if an instructor is teaching a course for the first time he or she will be evaluated regardless of being a full or part-time faculty member. The results of the evaluation are discussed with the instructor and used to improve performance.

Faculty are required to participate in workshops and seminars directly related to the teaching process. Every faculty member is required to participate in at least two activities per year of institutional development. Each year, Deans of Academic Affairs and Branch Campus Director develop an In-service Plan which includes a list of the workshops that will be offered to faculty members. In addition, a faculty meeting is carried out at the beginning of each academic period that also includes a training workshop. In support of the new vision adopted by the Institution, the faculty began to be trained on topics related to entrepreneurship.

One of the duties of the faculty as stated in the Faculty Handbook (2019, p. 83) is to keep current in their specific areas of professional field and education. They are required to take at least two trainings per year. Evidence of these workshops, seminars, and continuous education is maintained in the human resources file of each faculty member.

In order to integrate research and education, the Institution's Office of the Associate Vice President for Research and Development has a budget to promote research by faculty members. A stipend is offered to faculty members that submit a proposal, and once approved, they carry out the research and produce a professional article. The following papers were published in local and international journals: Characteristics of Academic Success of Nursing Students of the MAGAE Modality; Relationship Between Relaxation Music and Academic Productivity in the Basic Mathematics Course (MAT 0100) at EDP University, San Sebastián Campus; Case Study as Assessment Strategy in the Psychobiology Course.

Furthermore, the Faculty has participated in international conferences, such as CLIE (Latin-American Congress of Educational Research) in 2014, 2015, 2016 and 2017; Virtual Educa in 2016; XXII International Congress on Education and Learning in 2015. Another activity developed by the Institution's Research and Development AVP with the purpose of promoting faculty engagement in professional teaching and learning was the 1st International Congress of Health and Technology: Advancements in Research and Education (CISTEI 2018).

The creation of a peer reviewed journal entitled CISTEI International Journal of Health and Technology is on its way and the first issue is expected to be released in July 2020.

Institutional improvement through strategic academic actions and budget relies on a continuous assessment that serves as the basis to identify strengths and opportunity areas. Information gathered from the Annual Institutional Report (AIR), EDP at a Glance, the Academic Assessment at a Glance, and the Integrated Postsecondary Education Data System (IPEDS) guide and sustain actions and measures undertaken at the University. These assessment documents are distributed and discussed throughout the five educational units.

During the 2013-2017 period, the Institution performed an assessment to determine the careers of greater demand on local and international markets to use it as a base to create new offerings or revise existing ones. Statistics of Labor Department in Puerto Rico and the United States and a survey to assess areas of interest for future studies was also carried among Puerto Rico Department of Education (PRDE) schools and community. Outcomes from this process were a) full revision to the three Technology Programs; b) change of the names to Information Technology in accordance to current trends in the area, and c) the review and creation of; new courses to broaden competencies in areas such as videogames and mobile technology.

Retention, Graduation, and Placement Rates

Retention

Retention, placement, and graduation rates are critical measures for informed decision making. According to the EDP at a Glance's Retention Analysis, in the 2016-2017 fiscal year, the Hato Rey Campus (including Manatí and Humacao University Centers) the total retention rate increased by 1% in comparison to the previous year, and increased by an additional 1% 2017-2018, and another percent (1%) in the 2018-2019 period.

With regard to the San Sebastián Campus, during the academic year 2016-2017, the retention rate increased by 3% in comparison to the previous year. However, it decreased by 5% during the academic year 2017-2018. It increased by 2% in the 2018-2019 period. In the 2016-2017 period, the Villalba Branch Campus had an 86% retention rate, which decreased by 36% in the 2017-2018 period. These decreases were related to the devastating consequences of category five Hurricane Maria which hit Puerto Rico in 2017.

During this period the Institution and its faculty, in addition to strengthening the use of online courses, implemented alternative modalities such as emailing lectures, using essays,

monographs, reflections, and modalities as WhatsApp, Texts, Teams, Zoom, Edmodo, Emails. These strategies proved effective and have been implemented during the Earthquakes at the beginning of 2020 and also currently during the COVID-19 pandemic. Nonetheless, during the 2018-2019 period, retention rate increased by 30%. Retention rates for the 2018-2019 period were 80% for the Villalba Branch Campus, 78% for the Humacao Branch Campus and 86% for the Manatí Branch Campus.

Table 23. Retention Rates

EDP University Units	Retention
Hato Rey Campus (Including Humacao and Manatí Centers*)	2016-2017: 75% 2017-2018: 83% 2018-2019: 86%
San Sebastián Campus	2016-2017: 78% 2017-2018: 73% 2018-2019: 75%
Humacao Branch Campus	2016-2017: 68% 2017-2018: 72% 2018-2019: 78%
Manatí Branch Campus	2016-2017: 77% 2017-2018: 83% 2018-2019: 86%
Villalba Branch Campus	2016-2017: 86% 2017-2018: 50% 2018-2019: 80%

Source: EDP University of Puerto Rico, Inc. (2019). *EDP at a Glance, Number 18*.
<http://edpuniversity.edu/wp-content/uploads/EDP-at-a-Glance-Final-2018-19-Feb-21-2020.pdf>

Graduation

Graduation rates are an integral part and one of the main goals of academic institutions. During 2016-2017, Hato Rey Campus graduation rate increased by 1% in comparison to the previous year, and an additional 1% in the 2017-2018 period. During the 2018-2019 period, graduation rate increased by 7%. In the San Sebastián Campus 2016-2017 period, the graduation rate stayed unchanged when compared to the previous year; however, increased by 3% in the 2017-2018 period. There is no data available for graduation rates for the 2016-2017 and 2017-2018

periods for the Villalba Branch Campus. These findings are explained by the fact that the Villalba Branch Campus was established in 2016; therefore, no students had completed their academic programs. Graduation rates for the 2018-2019 period were 24% for the Villalba Branch Campus, 9% for the Humacao Branch Campus and 16% for the Manatí Branch Campus.

Table 24. IPEDS Graduation Rates

IPEDS Graduation Rates			
EDP University Units	2016-2017	2017-2018	2018-2019
Hato Rey Campus (Including Humacao and Manatí Centers*)	30%	36%	35%
San Sebastián Campus	23%	3%	18%
Humacao Branch Campus	n/a	n/a	n/a
Manatí Branch Campus	n/a	n/a	n/a
Villalba Branch Campus	n/a	n/a	n/a

Source: EDP University of Puerto Rico, Inc. (2019). *EDP at a Glance, Number 18*.

<http://edpuniversity.edu/wp-content/uploads/EDP-at-a-Glance-Final-2018-19-Feb-21-2020.pdf>

Placement

With regard to placement rates documented on the EDP at a Glance, the Annual Institutional Report (AIR) and Placement Office data for the Hato Rey Campus (including Manatí and Humacao Branch Campuses) from 2016-2017, reflected a decrease in employment rates by 38% in comparison to the previous year. This was due to the fact that some students were not working in their fields of study or were continuing studies to achieve a higher degree. Others, as in the case of graduates from the Master's Program in Naturopathic Science had not completed the required state's license. The same circumstances apply to the Associate and Bachelor's Degree Programs in Nursing Science, Associate's Degrees in Physical Therapy, Medical Emergency Technology, Pharmacy Technician, which require the approval of a board in order to get licensed and work in their field. Nonetheless, data from 2017-2018, reflect a 4% increase in placement rates in comparison to the previous year. In the case of the San Sebastián Campus, the data for the 2016-2017 period reflects a 5% increase in placement rates in comparison to the previous year. However,

it decreased by 2% in the 2017-2018 period. These findings are explained by the fact that the Villalba Branch Campus was established in 2016; therefore, no students had completed their academic programs. The data for placement rates is expected for the 2018-2019 period.

Placement rates for the 2018-2019 period were 66% for Hato Rey Campus, 68% for San Sebastián Campus, 40% for Humacao Branch Campus, 64% for the Manatí Branch Campus, and 46% for the Villalba Branch Campus.

Table 25. Placement Rates

EDP University Units	Placement
Hato Rey Campus (Including Humacao and Manatí Centers*)	2016-2017: 40% 2017-2018: 44% 2018-2019: 86%
San Sebastián Campus	2016-2017: 65% 2017-2018: 63% 2018-2019: 68%
Humacao Branch Campus	2018-2019: 40%
Manatí Branch Campus	2018-2019: 64%
Villalba Branch Campus	2018-2019: 46%

Source: EDP University of Puerto Rico, Inc. (2019). *EDP at a Glance, Number 18*.

<http://edpuniversity.edu/wp-content/uploads/EDP-at-a-Glance-Final-2018-19-Feb-21-2020.pdf>

There are currently two formulas used to calculate students' placement rate due to accreditation requirements from ACEN. The traditional formula results are published in EDP at a Glance and its calculated as follows:

Traditional Job Placement Formula: $\text{SUM}(\text{In-field} + \text{Related field}) / (\text{Graduate} + \text{Complete} - \text{Outfield})$

+Outfield are graduates unavailable for placement due to pregnancy, death or other health-related issues, continuing education, military service, and others situations.

ACEN Job Placement Formula:

1. To get the sample:

Sample: Infield + related + not working + outfield

2. To tabulate the job placement, we eliminated from the total of graduates: those who continued study BSN, could not be contacted and exceptions. Exemptions = those in the Armed Forces and those with a catastrophic or disabling illness
3. Formula for the job placement rate:

$$\frac{\text{Those who work}}{\text{Total sample}} \times 100 = \% \text{ Job Placement Rate}$$

A major difference between the two is that ACEN Placement Formula does not count former students that the Institution was unable to contact. On the other hand, the Traditional Placement Formula counts unreached alumni as non-working, resulting in different rates for the same academic programs. Another difference is that the Traditional Formula uses data from a year which closes on June 30 of each year, so former students who completed their studies in May of the same year are counted. While ACEN Formula only counts former students within one year after graduation. The ACEN Placement Formula was recently established and EDP is working towards determining if it should adopt the ACEN Formula or a modified version of it for all academic programs.

Even though continuous assessment and data collection provides feedback for analysis, identification of strengths and opportunity areas, and responsible decision making, there is always room for improvement. The fact is that the Hato Rey Campus' assessment included the Manatí and Humacao Branch Campuses as previous Additional Locations, so the information will not necessarily reflect retention rates per unit till the following years.

Although graduation rates reflected an increase, it was not as expected by the Institution. When further assessment was performed it was identified that students confronted difficulties in finishing their academic goals because the University Centers did not provide the infrastructure for them to complete the degree. As a consequence, they were not able to finish the degree due to

difficulties to transfer to the Hato Rey Campus. Therefore, the Institution decided to develop the University Centers into Branch Campuses.

In 2018, EDP University established two separate Branch Campuses: Manatí Branch Campus and the Humacao Branch Campus. This measure would also promote an individualized assessment per campus and branch campus, delivering more specific data.

When analyzing the way in which this data had been collected, the Institution identified that placement rates were assessed at the conclusion of student's academic formation which, even though timely placement rates information was being provided, it did not contemplate other factors that were affecting the results. Being identified as an area of opportunity EDP University decided to extend the placement rate assessment period for six months and follow up on students in order to give them time to get licensure, find a job as well as offer aids to find job opportunities.

Program Evaluation

EDP University has a Policy (#004-2016) for the Review and Evaluation of Academic Programs which includes period review, every three years, of current academic programs to ensure their continued relevance to a changing social reality, new technologies, and the needs of the market. An exception is those areas that are required by law or regulation to be reviewed in a shorter cycle.

The Deans of Academic Affairs, the Directors of the Schools, the Program Specialists, and the Faculty are responsible for carrying out the review and evaluation. A report is drafted and submitted to EDP University Academic Council. The report includes data such as retention rates, employability, and graduation, as well as the academic assessment. Course descriptions and syllabi that have been revised to ensure the currency of their content, as well as the proposed design and course of study must be submitted.

All academic and institutional assessment data results provide feedback for the planning process, the strategic plan, and decision making. They are also used to make operational decisions for improving the Institution. The evaluation of EDP's institutional assessment has several components. An institutional example are the managerial retreats. The retreats began in 2000 and have been in continuous use for 20 years. The topics are distributed from the Strategic Plan, new projects and accreditation processes. Through "intense days" in a hotel, the Institution is able to pass judgment on the initiatives of the previous year and project them into the future.

Some of the decisions made were to develop and offer new academic programs to include Bachelors' degrees in Criminal Justice Sciences, with a Major in Forensic Sciences and Natural Sciences, three online versions of existing Associate Degrees in Information Technology, a Bachelor's Degree in Information Technology Science, with a Major in Programming, and a Bachelor's Degree in Information Technology Science with a Major in Networking. Finally, a decision was made to temporarily suspend academic programs that were no longer in demand in terms of student interest and job offerings.

Programmatic reviews were in place for the following five degrees: Associate Degree in Computer Programming, and Bachelors' Degrees in Information Systems with a Major in Computer Programming, Information Systems with a Major in Networks, Business Administration, and Science with a Major in Nursing. Some reviews resulted a temporary suspension, as was the case with the Associate Degree in Computer Programming, Bachelor's Degrees in Business Administration, Technological Office Administration, Information Systems Major in Digital Imaging, Information Systems Major in Computer Programming, Information Systems Major in Networks, the Professional Certificate in Information Technology for Education, and the Master's Degree in Information Technology for Education. The assessment methods used

by the Institution have proven effective in taking on the achievement of goals of the academic offerings and institutional programs in relation to the institutional mission.

Since its foundation in 1969, EDP University's continuously focused on addressing needs and filling the academic and professional gaps in Puerto Rico, beginning with the inclusion of technology programs and subsequently healthcare with nursing programs. The latter is currently the largest program of the University, with an outreach to the underserved Hispanic population in the United States through innovative programs such as the Nursing Associate Adult's Modality (MAGAE for its Acronym in Spanish).

The use of assessment results to improve educational programs and services

It is evident that results from these assessments are used for, but not limited to: a) identifying strengths and areas of opportunity to improve student's learning, b) identifying remedial strategies, c) reviewing teaching strategies in order to make learning more effective, d) identifying new tools available in the market to improve student's learning, e) reviewing the technology used in classroom to promote learning, f) making changes in course content, change of courses in different programs, g) analyzing the adequacy of the chosen capstone courses for the assessment and change it when necessary, h) reviewing program and assessments instruments, and i) making decisions about the relevance of programs in the context of student competencies versus mainstream demands for workforce.

According to the latest assessment results a diverse group of strategies were developed in order to meet the needs and areas of opportunity. In the socio-humanistic component initiatives such as Boys and Girls Club, Counselor Students group, and a student singing group were developed to promote further student participation and development of competencies such as commitment to the social-cultural and historical conditions, appreciation and respect for diversity

and multiculturalism, empathy, self-confidence, and ability to encourage the development of others, initiative, achievement motivation, and adaptability, and capacity for teamwork. The technology area SITA (Information Technology Students Association) Radio was developed by students, to foster competencies such as basic skills in the use of information technologies and communication, the ability to plan and organize time, and the ability to identify, formulate, and solve problems.

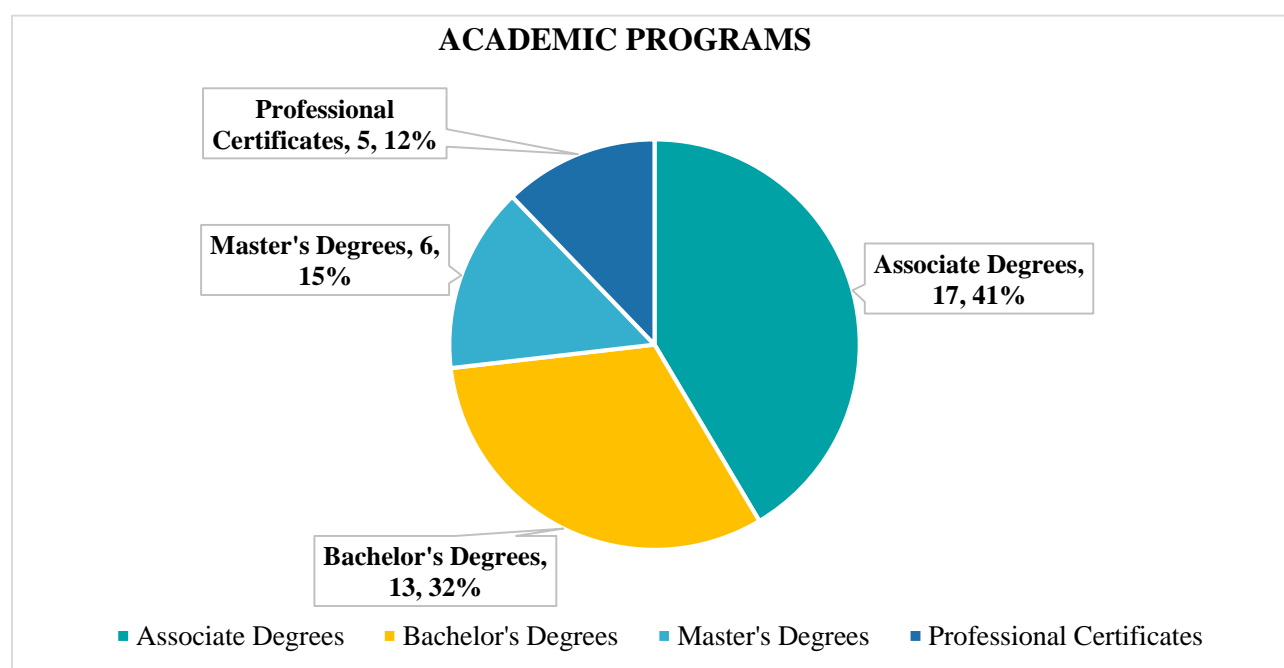
The Fashion Design Program developed runway type activities called Fashion Boosters, to develop, among others, the capacity for applying knowledge in practice, knowledge of the area study and profession, c) ability to formulate and manage projects, and d) ability to motivate and work towards common goals (leadership). Finally, in order to promote retention, and facilitate student's learning through additional support, the Institution created EDP Kids in Hato Rey and San Sebastian Campuses (daycare services for student's children).

Being aware of the need to focus on development and academic assessment processes, the Directors and Faculty of the Schools have developed an information Handbook about Academic Assessment and an Academic Assessment Brochure which aims to educate and disseminate the importance of Academic Assessment to faculty members, students, and other institutional personnel. Academic assessment is documented in the Academic Assessment at a Glance institutional publication. This document is printed annually and comprises evidence from different assessment processes at our Institution such as Assessment of General Education and Generic/Transversal Competencies; Assessment of Academic Programs; Classroom Assessment and Classroom Research, and Student Satisfaction Surveys.

Through the use and discussion of assessment results, faculty and administrators take actions with regard to resource allocation and student services. An example is the case of

Mathematics, the Institution evaluated different programs and chose *Educo Soft*, which is an online learning system for university level courses. This platform enables students to access different types of assessments such as practice exercises, homework, quizzes and exams. These tutorials are integrated to the courses through programs designed for each area in order to offer educational equality to all students. In addition, with regard to more examples, specific information can be found at the Academic Assessment at a Glance.

Graph 5. Academic Programs per level



The Institution has created systemic mechanisms to develop and implement results of effective evaluation processes. Through the results, action plans are established to address the identified areas and the decisions taken close the cycle. An example of this is the change of LMS platform for distance education. Users - teachers and students - had the opportunity to evaluate the LMS used during the past years and identify areas of opportunity such as some elements of accessibility, synchronous interaction spaces and more fluid interactions (students-professor; students-students). An evaluation of the LMS was carried out and compared with others in the

market, identifying Canvas-Instructure as a tool that dealt with aspects of interaction facilitating communication, and the instructional design of the courses was reviewed to make them more accessible, agile, adaptable and user friendly. Diversifying the academic offering in the different modalities has been a goal of the Institution, so we have increased the full online academic offering in recent years to have six programs fully online. This growth of the modality has required rethinking the services offered. From this appraisal to services, the need to expand technical support to students and strengthen the existing one, was identified; therefore, additional personnel were hired to meet this need.

The Institution has identified the need to adjust the model used for face-to-face programs to the new fully online programs. A process of adaptation and creation of instruments has been initiated to ensure that the results of evaluation are used in decision making according to the modality. To address this issue, the Institution is in the process of developing an English assessment test to offer it online. However, in the case of the program assessment, the Institution has the same instruments for both face-to-face and online courses.

Students and Faculty involvement in Educational Effectiveness Assessment

The assessment process requires student's active participation in the implementation of assessment strategies which enables students to offer recommendations and collaborate during the implementation process. These activities have been designed with the purpose of developing student body capabilities. Through focus groups, students participate in the review of academic programs and their recommendations are taken into consideration in the decision-making process to improve programs and services. Student's participation in alumni associations also contributes to program improvements as well as educational processes, given the fact that these associations represent the opinion of their constituents.

For example, a Focus Group with students of the Master's Degree in Naturopathic Science was performed to evaluate the learning experience offered in the Naturopathic Science program at the Hato Rey Campus with a group composed of 15 students, six faculty members and seven administrative members in July of 2016. The results were used in the decision-making to develop corrective and preventive actions, to promote a continuous improvement.

In general, a high level of satisfaction was perceived among participants. However, the scope and depth of some courses was pointed out as an improvement area, as well as the need of implementing laboratory experiences in some courses, the time dedicated to the practicum, the duration of the program, assessment processes, amount of students per class, program admission and the suggestion to create a doctorate degree.

In addition, EDP University has institutionalized a process for the assessment of the assessment. In this meeting, faculty and administrative personnel evaluate the methods and processes used in the assessment in order to evaluate effectiveness, strengths and weaknesses, suggest modifications, and refine objectives. Faculty participates in conferences of: Middle States Commission on Higher Education (MSCHE), Accreditation Commission for Education in Nursing (ACEN).

Strengths:

- The institution is directed under result oriented and proactive perspectives. Its Strategic Plan (2019-2023) is aligned with the institutional mission through a new vision of innovation and entrepreneurship; committed to improve the institutional academic ecosystem through creativity, problem-solving, systematic thinking and innovative academic programs. Thereby growing new possibilities and quality for the community, our country and the world.

- A strong assessment culture has been established at EDP University since 2000 as evidenced in the uninterrupted assessment process and divulgation of findings, actions taken and future plans through the publication of the Academic Assessment at a Glance, EDP at a Glance and the Assessment Manual.
- The institution has developed and implemented comprehensive assessment processes that informs its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards. EDP University developed institutional assessment plans with a variety of metrics and indicators. These are written expectations in six strategic areas: Financial Resources, Enrollment and Retention Management, Physical and Technological Infrastructure, Academic Offerings, Quality of Students Experiences, and Innovation and Entrepreneurship.
- Curricular Development and Learning Model based on Competencies as well as EDP University's Conceptual Model for Curricular Development used as the foundation of the educational process at the University.
- Research initiatives, recognition, and international exchange through International Congress of Health and Technology: Advancements in Education and Research (CISTEI).

Challenges:

- There is a need to develop new methodologies to measure indicators of performance based on the formulas implemented by professional accrediting agencies that evaluate and endorse academic programs.
- To develop a plan to be followed by the School of Nursing in the face of the COVID-19 pandemic, according to the recommendations of the professional accrediting agency

(ACEN), to demonstrate the achievement of new competencies in its theoretical and practical courses.

- Improve the manner in which placement rates collected and calculated.
- Improve graduation rates by identifying a formula that better represents EDP's profile.

CHAPTER 6:

Planning, Resources, and Institutional Improvement

Standard VI - Planning, Resources, and Institutional Improvement

As defined by MSCHE:

Standard VI: The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Purpose

This work group analyzed EDP's budgeting practices to ensure that resource allocation is strategically aligned to support desirable institutional outcomes and that institutional constituencies have a sense of shared ownership in those outcomes. The group analyzed and evaluated how the Institution guarantees compliance with its institutional values through administrative and academic processes to achieve student empowerment. It also analyzed the how the organizational structure has been defined to meet and serve growing and diverse student population. They also analyzed how the processes and strategies established by the Institution's leadership have been instrumental in the sustainably planned growth of the Institution.

The leaders of this working group were the Chair, Ms. Marie Luz Pastrana and Co-Chair, Prof. Luis Fuster. The working group was composed of faculty members, administrators, students, and board members.

Introduction

As already established in previous chapters, EDP University of Puerto Rico Inc.'s historical background has always had an innovative entrepreneurial and technological vision. Since its first Associates, Bachelor's and Master's degrees in Computer Programming and Information Systems on the Island it became recognized as visionary. Within its continuous growth, the Institution's administration unceasingly evaluates its campuses and branch campuses' internal and external community to determine academic, infrastructure and human resource needs. Regional economic,

environmental, cultural and socio-humanistic limitations and potential growth are always taken into consideration. These considerations have led the Institution into developing the latest nursing, health, design and science academic programs.

Nevertheless, there have been changes in the traditional higher education business model. As a result of economic and budgetary changes, universities are increasingly asked to “act like a business”, which leads to new revenue models, cost cutting, on-line education and other developments which by their nature are extremely intensive. The heart of EDP University’s institutional improvement lies in its strategic planning model. It is carried out considering the proactive assessment of those needs according to the trends or projections of Puerto Rico and the countries that we aspire to impact with an academic offer. With this continuous innovative vision, the Institution has throughout the years incorporated into its academic programs and degrees an advanced critical practice.

For example, in 2006, there was a need in the fashion design industry to have and prepare students locally with a technological background. Then EDP College had a strong and long history with technological education, but was fairly new to disciplines in the Arts. Therefore, Associate degree in Fashion Digital Design on the Island was developed collaboratively with Lisa Thon, renowned Fashion designer and then owner of her Fashion Design School CentroModa. The state licensing board, had to extended an invitation to Dr. Leonard F. Bess, from FIT in New York to evaluate this innovative curriculum. That first opportunity turned into the acquisition of then San Juan School of Interior Design and grew into Bachelor’s Degrees in Fashion, Interior Design, and Multimedia Digital Design. The last development in that Industry was the acquisition of Lisa Thon’s School CentroModa operation and building that not only serves an additional number of students that may already have college education, and/or are exploring design skills for other

reasons. The new space is the centerpiece for REDD (Resources for Entrepreneurship, Design and Development) and is currently writing Proposals to grow a Design and Development business incubator with advanced technology to imprint textiles locally that may become from High Fashion to reusable facemasks for the current COVID-19 pandemic.

The Adults Modality Associate Degree in Nursing (MAGAE) for Hispanics living in the United States was initiated in 2008. Ten years after that need was identified, when other Universities in Puerto Rico are struggling with emigration of Puerto Ricans to the continental USA, EDP University had grown from two to five campuses and more than third of its students do not live in Puerto Rico. While strengthening online learning for a more global community, MAGAE has also supported an economic development for the communities around EDP's campuses, with the injection of student visitors every year that eat, live and learn in Puerto Rico for three (3) to four (4) months at a time.

In 2014, we engaged in the creation of the first and only Master's Degree in Naturopathic Science on the Island. Almost 20 years after the local legislature regulated the licensing of professionals to practice Naturopathic Sciences, there was no program in any university in Puerto Rico and Latin America that would prepare a new generation of licensed naturopathic professionals. Among the first three graduating classes, there are many examples of alumni across the Island who already have their own or shared offices to promote a more natural lifestyle, products, and services. Each new program offered at EDP University results from opportunities and needs that have arisen linked to our mission.

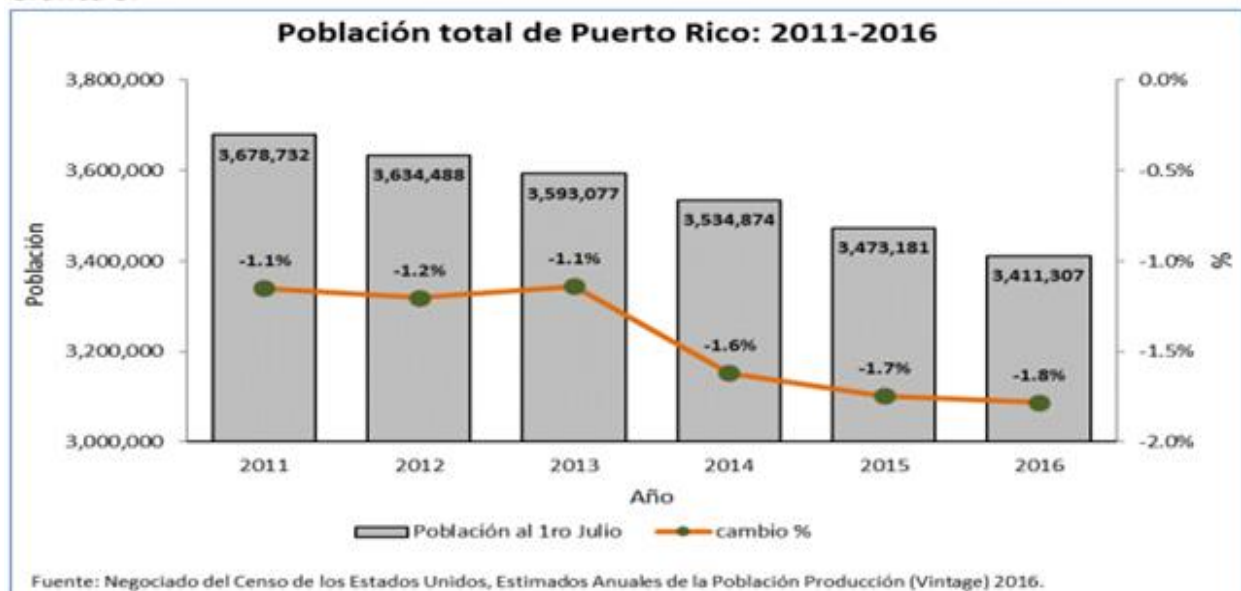
In September 2017, Puerto Rico suffered the onslaught of Hurricane Maria (category 4/5). In that instance the administration, in coordination with the administrators of its five academic unit worked in record time, in an orderly manner within the disruption, to restore its academic and

administrative services to students. With a visionary view and the correct allocation of physical and human resources a sustainable outcome was generated. At the time, the Institution was being recognized, by the internal and external community as a resilient one. The impact that the atmospheric phenomenon had on the already battered economy of Puerto Rico was analyzed, and opportunities for new academic ventures were identified. For example, the Institution has submitted proposals and quantified all costs associated to the continued operation during and after the Hurricane, to apply for every possible reimbursement opportunity, from FEMA, the Department of Education and Community Resilience Funds, in order to foster economic development around our campuses, while serving as a Techno-educational Corridor across the Island.

The aftermath of Hurricane Irma and Maria contributed to the reactivation of the migratory phenomenon. The Institute of Statistics of Puerto Rico (IEPR), revealed that between September and November 2017, about 184,000 people, that is, 6% of the population, left the Island (Ortiz, 2019). Social inequality and poverty in Puerto Rico is triggered, among other things, by its declining population. We are facing one of the most challenging times; each year fewer people are born, more and more people decide to leave the Island looking for better employment opportunities, and each year fewer students finish their high school. Also, the population of older people is higher, thus requiring different services. The population on the Island has shrunk (Graph 6).

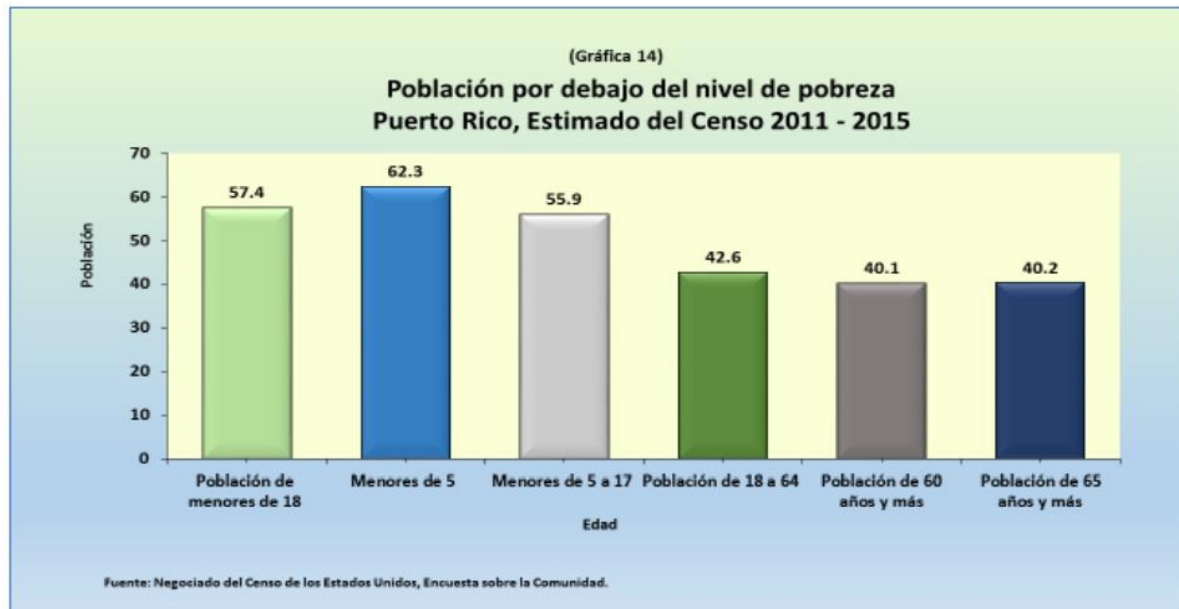
There is widespread poverty in the Island. This is evidenced when we find that for the Fall of 2019, 82% of EDP University's students received some type of financial aid either through Pell Grant or Student Loans.

Graph 6. 2011-2016 Declining Population in Puerto Rico



The financial aid office is the only hope most of our students have to start and continue their academic degree. The population in Puerto Rico is classified below poverty standards, (Graph 7). Aware of our socio-humanistic character, and the central role of our Institution, systematic and consistent efforts are made to identify students with significant economic needs. They are identified through referrals from the professors, administrative staff, student referrals, or because the student has communicated his or her need.

Graph 7. Puerto Rico's Population Poverty Level



EDP students have many needs, and we identified some to help them reach the graduation goal. From food aid, transportation, uniforms, materials and equipment, to referrals to local government organizations that apply, the Institution makes every effort to alleviate the pressing needs and emergencies, of a tuition that is mostly described, under the level of poverty.

Given this, the University took action with new recovery strategies both internally and in support of the Island. As a consequence, the Institution identified the need to reevaluate and reinforce the academic structure by formally declaring the creation and development of entrepreneur ventures.

The challenge steered the Institution to consider in its Strategic Plan (2019-2023), the needs for the new Puerto Rico and how to prepare students for it. This led to develop and adopt a new Vision for the Institution. In this context, EDP University of Puerto Rico adopts the Entrepreneurial University Model and undertakes the axis for innovation and competitive sustainable economic development in and outside of Puerto Rico.

EDP University has stood out for offering a high standards education to a diverse population through varied modalities and in an innovative platform. In the past years, it has been able to serve more students with the opening of three Branch Campuses, strategically positioned geographically throughout the Island. Currently there is an academic Campus in the metropolitan area and one in the northwest. The branch campuses are located in the north, east and south region making innovation and entrepreneurship outreach efforts more extensive. Academic programs have been revised focusing on the Institutions philosophy and mission to expose our students to academic experiences that stimulate their integral development. Also considered is the integration of general and specific professional competencies as underpinnings that sustain the quality education that is being pursued.

As part of the previous Strategic Plan, the Institution has invested around \$300,000 annually in professional accreditations, professional alliances, the creation of a Central Administration component, development of new academic programs, the implementation of academic support systems, distance education, professional development and experiential learning.

Professional Accreditations and Alliances

The main reason for the Institution to exist is its students. The Institution focuses on identifying ways to provide a unique and better academic experience. In 2016, the Associates Degree in Nursing was certified by the Accreditation Commission for Education in Nursing (ACEN), and accreditation for the Nursing Bachelor's Degree is currently in process. The Associate Degree in Physical Therapy for Physical Therapy Assistant is also undergoing an accreditation process.

EDP University has been recognized for maintaining strong relationships with professional and public sectors. Those efforts involve investing in local private and public health facilities so that students can be exposed to hands on experience in their related field of study. In the nursing field, the Institution has also invested in installing high tech simulation facilities in all our academic sites. These simulated hospitals represent an investment of \$500,000.00 (2019-20)

Creation of a Central Administration component

As part of the 2019-23 Strategic Plan, EDP University has strengthened its organizational structure to promote the fulfillment of its goals. The Central Administration level, created in 2013, is comprised of six Associate Vice-presidents. They systematically oversee the operational areas for the five academic units strengthened the integrity and systematization of all processes. The academic structure was strengthened with the creation and installment of its first Provost. To focus on the Institutions entrepreneurship endeavors, the position of Entrepreneurship Institutional Director has been created.

Distance education

Another area of readiness and strengthening that addresses innovation and entrepreneurship is the distance education division. In recent years EDP University has strengthened and supported innovations in distance education with an institutional structure that has guaranteed the integrity and process of systematization. Through this division, the Institution implements its academic mission in a competitive and sustainable way for its constituents in and outside of Puerto Rico.

There is an instructional design method focused on the use of a rapidly emerging technology infrastructure, including the creation of procedures, handbooks, tutorials, and quick

guides to ensure that the student receives the same academic rigor and excellence as in a face to face environment.

Another innovative strategy in this division is the fortified student support system. EDP offer students a way to connect with the Institution and receive online tutoring, counseling and typical technology support. EDP University is continuously investing in cutting-edge technology, online learning tools, recruitment and training for its human capital and the creation of academic programs that are relevant to an innovative and entrepreneurial learning and growth experience. A strong and redundant support system proved necessary during Hurricane Maria, when the electrical and telecommunications infrastructure was weakened or nonexistent for an extended period of time. The lessons learned in the 2017 hurricane season, paid off when 2020 started with a series of earthquakes and a pandemic, and within hours all students were transferred to distance learning to complete their current semester uninterrupted.

Professional development and experiential learning

Also, as an innovative entrepreneurial University, the Institution has assumed the responsibility to implement strategies in the academic programs that provide professional development and experiential learning. An example is the Auxiliary Enterprise Projects in the nursing, health, design and technology areas. In these projects, a cadre of advanced students offer services to a claiming public.

The Institution' newest challenge with an unprecedented international health pandemic (COVID-19) is the reevaluation of our face-to-face academic services, our administrative services and the ways to continue serving our internal and external community. Used to changes that challenges may bring; the Institution has immediately strengthened its technology infrastructure. New platforms were put in place to move the face to face classes, students and faculty to an online

environment. Central Administration, in a joint effort with campuses administration, has allocated resources to support faculty and administrative needs in their efforts to continue classes and services.

The Institution plays a part in the international movement to provide local communities with the fabrication of face masks, made by students and distributed to frontline groups fighting the virus. We have activated our internal entrepreneurial ecosystem supporting and recruiting our current fashion design students for the confection of these masks to be handed out to our employees and to Police Departments of the Municipalities where we have our Campuses and Branch Campuses.

The Institution's academic and administrative day by day decisions are an integral part of how it has grown internally and externally. From student processes to program creations, revisions, and cessation, the Institutions hierarchy leadership has been instrumental in its sustainably planned growth and transformation.

To determine the perceived feasibility by the internal and external communities, regarding the processes of entrepreneurship and innovation, an online questionnaire was implemented. This questionnaire's purpose was to determine the readiness of the university's community for entrepreneurship and innovation. The electronic questionnaire was distributed to students, administration and the community. The 685 responses received represented 30% of the student body and 70% from the administration area. The results revealed that the participants in general understood that the University was prepared to be an Entrepreneurial University.

The results of the questionnaire established that 96% of the community recognizes that EDP has the human and fiscal resources to become an entrepreneurial university. Meanwhile, an 85% recognized it as an innovative Institution. The trust that the internal community has in the

leadership of the institution, as well as the appreciation of the external community results from a planned and sustainable growth. The planning processes established by the Institutions hierarchy leadership have allowed it to continue with the creation of innovative programs and modalities. They have established strategic alliances, obtained results in bidding for external funds and created projects that enrich the student experience with innovative activities, such as an Academic Travel Experience (Currviajes). Which is an initiative that establishes a travel experience for the student through the integration a course learning experience in an out of the Island trip.

Among the actions for research and development asserted in the strategic plan is the implementation of an Economic Development Office. Its goal is to identify and submit proposals to access funds. With a continuous and projected growth since 2011, the Institutions administration has identified infrastructure and regional opportunities to provide education opportunities to a more extensive rural population. With an investment of around \$12 million, it has three strategically developed branch campuses around the Island. Included in the sustainably planned growth of the Institution is the development of the distance education division, which has allowed the University to serve diverse populations and reach places outside of Puerto Rico. The distance education division has also proved pivotal in moving the institution through the unforeseen events that have hit the Island and the rest of the world.

Since 2017 the estimated investment in this division amounts to \$2.5 million, which includes the development of a new online academic offering and a change in the Learning Management System (LMS)” or online platform to strengthen the interaction and the creation of ten new positions.

An identified area of opportunity to improve student recruitment, retention and support systems, is the total automation processes for admissions, financial assistance, registration, and

disbursement procedures. This project is currently at approximately 35% of its development. In addition to investing \$850,000 annually in the Technology Department, an investment of \$1.5 million is also projected to update the Student Information System (SIS), the student data base

In the development of the 2019-23 Strategic Plan, the Institution's Central Administration, and the Board of Trustees assess student admissions, program performance, infrastructure utility and maintenance, and operational costs. Areas of growth are then identified. For example, in 2012, student admissions and retention efforts documentation process needed strengthening. An investment of \$150,000 was made with Noel & Levitz to evaluate the Institution's student services process in a two-and-a-half-year time frame. As a result, resources were established for the documentation and improvement of the academic counselling strategies which incremented student admission and retention rates.

To support administrative activities, there is a projected forecasted resource increment of 4% by year for all academic programs. Operational plans are consolidated seeking self-sustainability and the distribution of resources in accordance to the established goals. The Vice President of Financial Affairs is responsible for the consolidation of plans that are validated by the President and subsequently approved by the Board of Trustees. Due to the infrastructure and economic growth of the Institution, a new structure in the finance division was indispensable. A position for an Institutional Budget Director was then established to safeguard that the management and consolidation of the day by day processes were participatory, transparent and effective. The Institutional Budget Director is charged with maintaining and controlling project funds that meet institutional needs. In addition, the Board of Trustees has established an Infrastructure and Finance Committee, to advice and support significant projects or purchases that impact the budget in general.

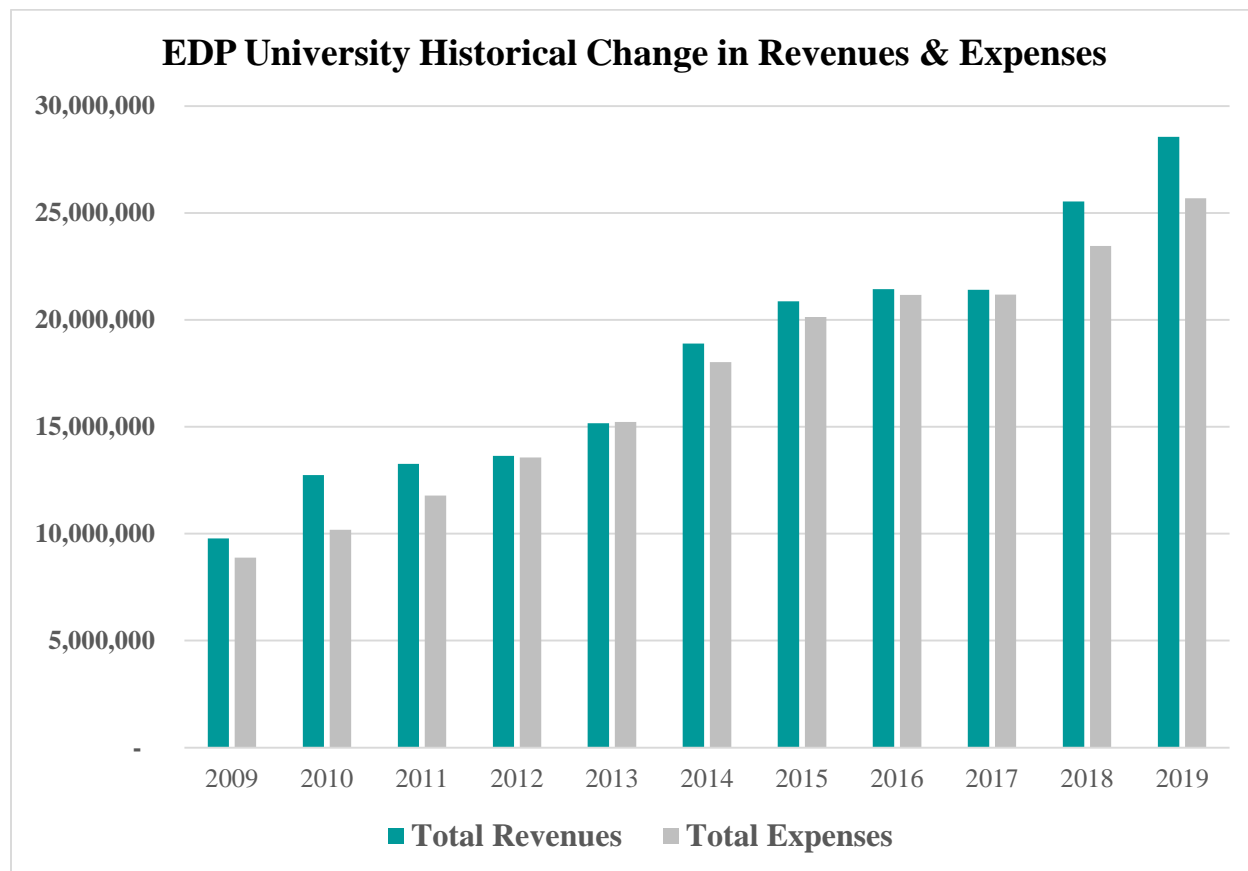
On the other hand, the economy of Puerto Rico has declined in recent years; currently an increase in the poverty rate is calculated from 43.4% to 52.3%. In November 2017, the unemployment rate was estimated at 10.8% and Puerto Rico's public debt is 73 billion. However, the administrative maturity of EDP University has shown in the past few years that its budget process and strategic distribution of resources is responsible, aware and effective with a staff capable of facing difficult challenges. This process is a participatory one, where needs studies are carried out by the administrators of the institutional units and the operational plan of each one is created based on these results.

As per the Puerto Rico Fiscal Plan approved by the Financial Oversight and Management Board on May 9, 2019, the Real GNP Growth rate after fiscal measures, structural reforms and disaster relief spending will be 1.5%, -0.9%, 0.2%, 0.1% and 0.5% from fiscal year 2020 to 2024, respectively. The Puerto Rico's population has trended downward by 1 to 2% in the last five years. It is estimated that by 2024, the population will be 8% lower than in 2018 and by 2049 the fall will be 32%. As reported by the Puerto Rico Department of Labor. The seasonally adjusted unemployment rate in December 2019 was 8.4% and the formal labor force participation rate is ~40%. There is a calculated increase in the poverty rate from 43.4% to 52.3%. All these data benchmarks are being taking into consideration in the Institutions budgeting processes.

EDP University's financial statements are discussed during the quarterly meeting of the Board of Trustees, emphasizing the comparison of actual operational results versus the approved budget. In addition, the Finance Committee, composed of the treasurer and other members of the Board of Trustees, meets regularly to discuss situations that require financial decision-making. Since 2014, EDP University has closed its books without losses and also reflects an increase of

about a 30% in the past five years, thus ensuring a balanced budget that allows the allocation of resources to meet the goals for each unit.

Graph 8. EDP Historical Change in Net Assets



Include budget comparison - FY 2013 - FY 2018 how it has increased, justifications, extensions, additional resources, physical facilities, etc.

External Resources

The Office of External Funds was created in 2014, to systematize the compliance of the projects obtained through federal, state, and private funds. The Office works in identifying of opportunities, funding, preparation, and creation of proposals to ensure the compliance with the different regulations. Identifying and pursuing external resources has upheld a basis for

improving and supporting the mission and goals. There have been a total of 35 proposals submitted from which the ones that have been approved have produced \$9,175,319.56. These are the different proposals with the approved funds named below.

Table 26. Approved External Resources 2011-2020

Date	Campus	Title	Award
2011-12	HR	21ST Century Community Learning Centers – Imagina tu Éxito	\$357,218
		SDE STEM Biotechnology	\$221,601
			TOTAL \$578,819
2012-13	HR	21ST Century Community Learning Centers – Imagina tu Éxito-	\$307,499
		USDE STEM Biotechnology	\$351,471
			TOTAL \$658,970
2013-14	HR	21ST Century Community Learning Centers/FEDERAL – Imagina tu Éxito-	\$261,876
	SS	21ST Century Community Learning Centers/FEDERAL – Student Challenge	\$1,380,323
		National Science Foundation NSF S-STEM Project	\$193,660
		USDE STEM Biotechnology	\$231,099
		DEPR/PEA Inmigrantes Apoderados para Obtener la Ciudadanía (Empowerment of Immigrants to Obtain Citizenship)	\$70,825
		Special Joint Committee with Legislative Funds	\$25,000
			TOTAL \$2,162,783
2014-15	SS	21ST Century Community Learning Centers/FEDRAL – Student Challenge	\$1,279,280
		National Science Foundation NSF S-STEM Project -	\$193,660
		USDE STEM Biotechnology	\$183,034
		DEPR/PEA Inmigrantes Apoderados para Obtener la Ciudadanía - (Empowering Immigrants to Obtain Citizenship)	\$52,838
		Special Joint Committee with Legislative Funds-	\$13,500

		DEPR Apoderando a los Padres para el Exito de sus Hijos en el Siglo 21 - (Empowering Parents for the Success of their Children in the 21st Century)	\$20,254
			TOTAL \$1,742,566
2015-16	SS	21ST Century Community Learning Centers – Reto Estudiantil -	\$1,093,784
		National Science Foundation NSF S-STEM Project -	\$122,677
		USDE STEM Biotechnology	\$149,760
		DEPR/PEA Inmigrantes Apoderados para Obtener la Ciudadanía -	\$6,120
		Special Joint Committee with Legislative Funds-	\$15,000
		DEPR/PEA Adultos Alcanzando Horizontes	\$117,632
		DEPR Apoderando a los Padres para el Éxito de sus Hijos en el Siglo 21 -	\$52,976
			TOTAL \$1,557,949
2016-17	SS	21ST Century Community Learning Centers/FEDERAL – Reto Estudiantil	\$506,294
		DEPR/PEA Adultos Alcanzando Horizontes	\$140,068
		Special Joint Committee with Legislative Funds-	\$15,000
		DEPR Apoderando a los Padres para el Exito de sus Hijos en el Siglo 21 -	\$52,304
	SS	DEPR Library Services and Technology Act (LSTA)	\$8,448
			TOTAL \$722,114
2017-18	SS	21ST Century Community Learning Centers/FEDRAL – Reto Estudiantil	\$196,620
		DEPR/PEA Adultos Alcanzando Horizontes	\$140,004
	HR	DEPR Library Services and Technology Act (LSTA)	\$13,717
			TOTAL \$350,341
2018-19	Manatí	DEPR Library Services and Technology Act (LSTA) -	\$13,740.56
		Special Joint Committee with Legislative Funds-	\$4,000
			TOTAL \$17,740.56

2019-20	SS	21ST Century Community Learning Centers – Superando Mis Metas	\$360,000
		Alianza Municipal de Servicios Integrados (AMSI)- CREALO (Creciendo a Través del Liderazgo) -	\$60,000
		DEPR/PEA Adultos Alcanzando Horizontes	\$361,724
		Special Joint Committee with Legislative Funds-	\$2,292
		PPOHA Promoting Post Baccalaureate Opportunity for Hispanic American - (year one of five).	\$600,000
			TOTAL \$1,384,016

The proposals that were approved resulted in the following benefits: construction of the science laboratories, technological equipment, equipment for the Academic Tutoring Center (CAA), building improvements, scholarships for students in Associate, Bachelor's, and Master's degrees in Technology at the Hato Rey and San Sebastián campuses, scholarships for students in the Master's Degree in Nursing at the San Sebastián Campus, the Center for Graduate Students, the Community Traveling Clinic, the creation of the Associate degree in Biotechnology, the change of face to face courses to the online environment, improving graduate opportunities through distance learning, and financial literacy.

Since its foundation in 1969, EDP University has been focused on an established and clear mission whose purpose is to transform lives through education. The Institution's vision has transformed according to the needs of the times and the institutional commitment to its student community. These institutional values are demonstrated in each official project and action.

The commitment to the population segments it serves, loyalty, trust and honesty in its human capital; as well as creativity and innovation are values that the University upholds. In addition, discretion in its expenditures and productivity is promoted as the basis of a self-sustaining and growing Institution. These are values that are presented in our daily attitudes and the

Institutions Plan, the Employee and Student Manuals, as well as in the institutional policies that govern each unit.

The University's strategic plan is developed with the ongoing social and economic challenges in mind. It responds to such changes, contributing to an internal sustainable economy and also focused towards future goals. The economic strength that is evident in the audited budgets has been possible through the commitment of each institutional segment and the support of a Central Administration who oversees the operation of each institutional unit. The existence of a Central Administration secures that the different goals of the University are being accomplished in all of its units. Finances, compliance, accreditation, licensing, academic development, investigation and evaluation, technology, distance education and administration are overseen areas that guarantees long term sustainable organizational leadership. The systematization of processes, their integrity, as well as the rigor in everything related to the academia is guaranteed from the Provost Office.

The different modalities that have been developed by EDP University respond to social changes. An 87% of EDP student population are adults with additional responsibilities aside from their studies. As a result, "Adultos@EDP" (Adults@EDP) was created in 1999-2000, and most recently "Virtual@EDP". Two modalities designed to pay attention to the particular needs of the adult student population.

In 2017, six existing programs were developed into online programs, which at the moment had 109 students. An 87% of our student population is older than 21 years old. This student population has a tendency to combine the modalities between the regular term, accelerated term and, and the online courses in order to accomplish their academic goals. The Institution provides for such flexibility in scheduling with the best interest of the student in mind.

As an additional strategy to reinforce the online academic programs and endeavors in 2018, through a \$1.3 million investment, the Institution allied with a global academic group called Ilumno. This alliance provided EDP University with new forms of doing and creating online education and academic experiences for our faculty and students.

That relationship caused an awareness in which the Institution realized that it was capable of doing all of this internally and that there were procedures already in place, sometimes even more efficient than the ones encountered in the alliance. The venture with Ilumno brought to the table a need for a supporting call center in the event to capture all prospect students. Also identified was a way of empowering students by their inclusion in the media campaigns. Another lesson learned was that the Institution was also empowered with the confidence to entrust its resources and human capital to elevate the online academic development to the next level. As a result of the Ilumno collaboration, the distance education division had been strengthened through human capital and technological infrastructure. Moving forward to an automation project that will promote the student body to carry out a study plan aimed at meeting their goals, while guaranteeing a high percentage of retention and academic achievement is one of the outcomes from the Ilumno experience.

Recognizing the particularity of each modality, to assist the online student, there is the Help Desk, from the needs of the students are taken care of and channeled online, the service schedule is adjusted according to the student's profile.

EDP has Call Center and an online student support center. Its job consists of rescuing calls that have not been answered by service personnel (overflow) and redirect these to the corresponding service offices. The development of the service areas, as that of automation of processes is an area of opportunity as identified through this self-study. Providing completely

online services, as well as starting a document digitalization process, becomes a priority in the face of the expectation of growth in online learning and in the maximization of resources. Within the growth of our institutional services and systems, a CRM system through Microsoft Dynamics was implemented for enrollment and student activities.

The Canvas learning management system was integrated as the official online academic platform. Also high tech internet infrastructure and a group of outsourced instructional designers for class development are in place.

EDP University has implemented a strategic, innovative and entrepreneurial Auxiliary Enterprise Project. The project allows students integrative experiences related to their area of study and at the same time a way to generate an income, which translates into a sustainably economical venture. SAP (Servicio Apoyo al Paciente), Wellness@EDP, Estudio Diseño Interior and SITA Radio are some of the project's examples. All these initiatives are integrated into different axes of the strategic plan to guarantee the equitable distribution of resources. Approximately 100 students have benefited from these initiatives during the last five years.

For the past 10 years, the Institution has had a limited accounting system that did not have an interface with the student information system (SIS-CampusVue). Therefore, the return on investment was based on a general number of students per academic school and not by program or modality. Which incurred in a not so efficient way of identifying the return of investment per school, program and/or modality. As a consequence, resources were allocated to the academic school or program based on quantity of enrolled students per school. To resolve this particular, the Board of Trustees Finance Committee recently approved the acquisition of an accounting system that could interface with our SIS-CampusVue. For that matter Fusion Works was subcontracted as the accounting database project manager. At the moment, undergoing meetings between them and

the Institution's financial aid, bursar's and accounting division directors are learning how students accounts behave to be able to determine proper procedures for the information system interface. EDP University looks forward into being able, in an immediate future, to implement procedures, process and transparent system interface that will provide an efficient and accountable way to provide fast pace growing academic schools, programs and modalities with the most needed financial allocation.

EDP University is an Institution centered on its students. The organizational structure has been designed to attend the institutional growth, augment productivity, adaptability, efficiency and the needs of each population. The University's priority is to comply with the Institution's mission and vision while assuring the transformation of the community which it serves.

In 2019, to meet and serve growing and diverse student population, the Provost position was created. This position has the primary responsibility in establishing the statutes that will govern the academia and warrant its compliance commitments within the Institution. The Provost leads the Central Administration Division. They collaborate in the compliance of institutional policies and processes while maintaining open lines of communication between vice-presidencies. The Central Administration Division is charged with organizing the necessary support in the fulfillment of goals, while advancing the welfare of the Institution, and by guiding its constituents through emerging needs and ensuring the systematization, integrity and rigor of all processes.

The institutional resources are distributed proportionately, according to the needs of each institutional unit. A needs assessment is performed annually to determine the resources needed to meet the operation of the institutional unit and the projections of each one. The various units are upheld by the Central Administration so that responsible use of resources is guaranteed. The administrative structure of each unit identifies its needs and through the Central Administration,

strategies are defined and established to meet priorities. There is an executive committee, composed of various operational leaders, deans and members of the Central Administration where priority issues for each unit are discussed and decisions made for the fulfillment of the goals, as well as the identification of resources to meet the various needs.

The physical, technological and infrastructure resources are requested by each institutional unit through its operational leader and evaluated by the Associate Vice President for Administration, Technology and Distance Education. From there the resources are identified and the time lines are created to comply with the different infrastructural projects. Any physical structures and technological changes takes into consideration growth, regulations or the needs of academic programs. EDP University systematically evaluates its infrastructure adjusting it to existing changes and employment needs.

The innovative technologies in the simulated hospitals, the creation of Auxiliary Enterprise Projects such as SAP (Servicio Apoyo al Paciente), Wellness@EDP, Estudio Diseño Interior and SITA Radio are some examples of different infrastructural projects serving differentiated social and economic sectors. Also, the acquisition of two technical design schools (Centro Moda (2016) and San Juan School of Design (2011)) developed into the second fastest growing school, in the University. San Juan School of Design grew into the higher academic level from a certificate level to an associate and bachelor's degrees recognized throughout the Island.

Strengths

- EDP has been increasingly focused on best practices, transparency, accountability, processes and procedures. These developments have led to the growth of good internal practices and standards, and also to public recognition.

- Fiscal and human resources as well as physical and technological infrastructure are adequate to support its operations at a sound and competitive level to report effectively to opportunities and challenges.

Challenges

- To refine expense controls and budgetary projections in each program.
- To establish electronic mechanisms to decentralize the budget so that each academic unit is empowered to have its own budget.
- Our plans should include a margin for managing unforeseen catastrophic events.

CHAPTER 7:

Governance, Leadership, and Administration

Standard VII - Governance, Leadership, and Administration

As defined by MSCHE:

Standard VII: The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Purpose

This work group analyzed the Board of Trustees roles and responsibilities, how it self-evaluates its fiduciary responsibilities, and how it is held accountable for its own processes/duties. The group analyzed and evaluated how the Board of Trustees assigns the roles and responsibilities that measure the performance of the President in order to meet with the institution's mission and objectives. They also analyzed assessment processes done in order to achieve efficiency of the EDP University governance, leadership, and administration. Lastly, they analyzed what tools are used by the Board of Trustees to protect academic quality and the development of innovative projects and the processes implemented in order to safeguard autonomy, integrity, transparency, and fiscal health of daily operations.

The leaders of this working group were the Chair, Dr. Glorimar Santini and Co-Chair, Prof. Mayra Rivera. The working group was composed of faculty members, administrators, students and board members.

Introduction

The following describes how the institution and its governing board are providing key leadership for greater accountability and innovation in the accreditation process. The challenges

posed by the trends shaping the landscape of higher education in Puerto Rico and globally are also explored.

EDP University has been authorized by the Puerto Rico Council on Higher Education to operate as an educational institution and to award post-secondary degrees, since 1976. For over 50 years, EDP has been committed to serve and educate. Its recently updated vision declares the university as a hub for entrepreneurship and innovation, with a clear mission to serve the community and to collaborate with social and economic advancement within and around its main and branch campuses. Through this vision EDP strives to continue the path of increase accessibility to education and strength the already stablished relations with the communities where the campuses are located. The institutional goals strive to achieve sustainable growth and an overall strengthening of the Institution.

The institution has been accredited by Middle States Commission on Higher Education since 2006. EDP has a clearly articulated and transparent functioning governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students. The Institution has a functioning government body that is responsible for its quality and integrity. The government body makes sure that the institutional mission and goals are being fulfilled. Institutional compliance is safeguarded with the pertinent controls to guarantee proper administrative functioning and adequate budgeting.

The Chief Executive Officer, the President, has a primary responsibility to manage the Institution, ensuring that there is a competent and well-qualified staff to provide administrative services that support the achievement of the mission. As such, the organizational structure is qualified and designated to foster a culture of innovation and entrepreneurship. All areas,

governance, leadership and administration, are in tune and aligned with the institutional vision, recently revised and approved in 2019. Said revision now states that EDP University has adopted the model to perform as an entrepreneurship university.

EDP University's President is responsible for leading the Institution in achieving its goals and the implementation and execution of administrative policies. The President acts according to the bylaws of the Institution, the mission, objectives, and vision, and is responsible for monitoring or creating new Institutional policies. She is also responsible for the authenticity and correction of all the certifications and documents that are submitted to governmental agencies, external auditors, and to the Board of Trustees. The President represents the Institution in official activities and in accrediting organizations and has the authority and autonomy required to fulfill these responsibilities, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources.

She possesses a combination of an excellent academic background, professional training and other appropriate qualities useful toward the Institutional mission. The President holds a degree in Industrial Engineering and a Master's Degree in Business Administration. Additionally, she has 22 years of experience as a higher education administrator. For eight years, she represented Industrial Engineers as a Board Member of the Disciplinary and Professional Ethics Committee of the Puerto Rico College of Engineers and Surveyors.

Currently, she is an active member in seven organizations consistent with EDP's mission. She chairs the Center for Entrepreneurs Board, is the second Vice President of the Association of Private Colleges and Universities of Puerto Rico (ACUP), a member of the Association of Private Education of Puerto Rico Board of Directors, Secretary of the Hispanic Educational Technology

Services (HETS) Board, member of the Association of Made in Puerto Rico Products, and a member of the Foundation for Assistance of the Trauma Center (FACT)

Her leadership has developed initiatives to strengthen EDP's relationship with the community. EDP, as an institution, has been led by example and makes efforts to connect and collaborate with the social ecosystem surrounding each academic unit. Projects such as the travelling clinic, health evaluations, conferences and workshops and hosting initiatives with a social focus attest to the social entrepreneurship of the Institution.

To support the President, EDP's administrative leaders are qualified with the appropriate skills, degrees, and training to carry out their functions. The work of the administrative leaders is supported by an appropriate decision-making system. The Institution also benefits from the fact that most of its key personnel has grown from several positions within, providing them with the knowledge, experience and overview of the organizational culture.

Considering the curricular and learning model, the Institution clearly strives to develop competencies and achieve permanent learning, based on a combination of theory (scientific based) and practice (active learning). By becoming an entrepreneur university, the Institution commits to go a step further promoting and supporting the emergence of entrepreneurship and innovation initiatives, thus translating the academic experience into experiential learning within the ecosystem. There is to provide an integral education, ensuring citizens that are not only able, but also committed, to economic and social development in and out of Puerto Rico. There are pertinent controls to warrant proper administrative functioning and adequate budgeting to pursue the institutional goals.

Throughout its trajectory, EDP has transitioned from a for-profit institution, with a Board of Directors, to a non-profit institution with a Board of Trustees. Following the recommendations

of previous accreditation processes and in the search for the best administrative model, the composition, quantity and diversity of the members of the Board of Trustees has been reviewed. At the moment, the Institution has a legally constituted governing body, the Board of Trustees, of an appropriate size to fulfill all its responsibilities. The Board of Trustees bylaws states a minimum number of eleven members. Currently, the Board is composed of six men and five women members, with a vast array of expertise in professional fields such as Accounting, Administration, Engineering, Law, Health, Education and Information Systems, thus reflecting the student body profile. It is worth mentioning that a person with academic credentials related to higher education will need to be recruited in the future. The Board of Directors composition is disclosed in the institutional Web page.

The Board of Trustees has established six committees as a mechanism to optimize and expedite processes. Originally the Board of Trustees had four Committees. As EDP grew in size and complexity the Board decided to add two new committees. The Committees are the Executive Committee, the Development and Philanthropy Committee, the Trusteeship Committee, the Auditing and Financial Committee, the Academic and Students Affairs Committee, and the Improvement and Construction Committee. The Board general meetings are regularly scheduled quarterly; in March, June, September and December as stated in the bylaws. The September meeting is the annual meeting where the constitution of the committees take place. The Auditing and Financial Committee and the Academic and Students Affairs Committee follow the same calendar of meetings. The Executive Committee, the Development and Philanthropy Committee and the Trusteeship Committee convene extraordinary meetings as needed. It arises from the document's revision that the autonomy to actively perform within the committees allow for an agile decision-making process and communication flow (2013-2017 Strategic Plan, Axis 5.5).

The Board of Trustees is tasked with multiple demanding areas of oversight: enrollment, risk management, financial stability, student learning outcomes, freedom of expression, strategic planning and more (Trusteeship, AGB, 2019). While none of these areas are new to governing boards, without question, educational oversight is a central and essential part of trustee's work. Each member undertakes to fulfill these functions and annually signs a document identified as Commitment of the Trustees. Their functions within the Board of Trustees are to contribute with their expertise, defend impartiality, institutional autonomy, financial health, provide for and deter third-party interventions and enable procedural management in the light of appropriate and pertinent policies and regulations to the Institution.

For example, the Committee on Academic and Student Affairs analyzes, evaluates and suggests ways to safeguard the quality of the academic experience and is responsible for closely observing issues related to the integrity of the academic processes at EDP. This committee informs the Board about matters such as enrollment, accreditation, assessment, research, new programs, and special needs of the students in the education process. While the board's role is not to create curricula, it is to oversee the academic programs at the appropriate level of governance.

In contrast, the Development and Philanthropy Committee, the Trusteeship Committee, the Finance and Audit Committee, and the Improvement and Construction Committee receive information on the needs and proposed action plans to route projects and processes that address the autonomy, integrity, transparency and fiscal health of the Institution. The Development and Philanthropy Committee focuses on generating additional income to sustain and improve the institutional fiscal health. All meetings and activities of the Board and its committees are

documented through minutes, as part of the record-keeping of the decision-making processes. These documents serve as reference to verify the required fiduciary compliance.

EDP's governing board, self-assesses and initiated procedures to examine its effectiveness in terms of its institutional leadership and governance through the implementation of a Self-Assessment Instrument. However, upon review, it was identified that the self-assessment instrument had not been carried out consistently, but was conducted this year. Before the 2019 election, former president of the Board made this a priority in the Board's prospective agenda. The current president of the Board of Trustees has included the self-assessment process in the current work plan and expects to have it approved by the Board June of 2020.

As for their own professional development, all trustees are members of the Association of Governing Boards (AGB) and have participated in AGB Annual Conventions, as shown in the following table. The board holds an annual strategic retreat and exercises objective assessment of its decision process, based on principles of good practices in board governance. In addition to these experiences, they have a consultant and advisor to the Board of Trustees. The consultant is recognized island wide for her vast experience in higher education administration and strategic planning, and academic affairs.

Table 27. Board of Trustees Retreats and AGB Conventions

Board of Trustees-List of Retreats

Retreat	Date
First Retreat: A Strategic Look at EDP College	February 10, 11 and 12 of 2012
Board of Trustees Retreat (various topics)	February 8 and 9 of 2013
Board of Trustees Retreat (various topics)	February 26 and 27 of 2016
Board of Trustees Retreat (various topics)	February 22 and 23 of 2019

Board of Trustees- AGB Conventions and Participants

Participants	Location/Date
Guillermo Cruz	Orlando- March 2010
Marc Zubrzycki	Orlando- March 2010
Gladys B. Nieves	California- April 2011
Guillermo Cruz	California- April 2011
Gladys B. Nieves	Washington, DC-2012
Wanda Betancourt	Washington, DC-2012
Liza M. Estrada	Washington, DC-2012
Marc Zubrzycki	Washington, DC-2012
Ivette Castro	Washington, DC-2012
Rafael Del Valle	Washington, DC-2012
Gladys T. Nieves	Washington, DC-2012
Guillermo Cruz	Washington, DC-2012
Marc Zubrzycki	Orlando- April 2014
Saribel Estrada	Orlando- April 2014
Alvin Cardona	Orlando- April 2014
Guillermo Cruz	Orlando- April 2014
Ada Zubrzycki	Orlando- April 2019
Guillermo Cruz	Orlando-April 2019
María de los Ángeles Ortiz	Orlando- April 2019
Luis F. Cruz	Orlando- April 2019
Rosa T. Castro	Orlando-April 2019

The Board of Trustees is responsible for identifying suitable resources to replace outgoing members of the board and oversee the ongoing processes based on status reports received from the President, the Provost/ Executive Vice-President and the Finance Vice-President. During

meetings, the Board of Trustees evaluates institutional documents such as budget proposals, institutional reports, minutes, reports, and letters, among others, as provided by the President and the Vice-presidencies. These reports enable the members of the Board to understand the organization's status in order to propose strategies. Respecting the institutional autonomy, the Board of Trustees oversees, recommends, and suggests but does not impose or determine actions.

In addition, the Board oversees the financial health and the operations of the Institution. External audits to monitor the effectiveness of the decision-making process and monitor fiscal health in the opinion of impartial experts (Baker-Tilly, 2010; Cruz Aldecoa, PSC, 2019 in progress). On this matter, the Board of Trustees has established clear policies regarding conflicts of interest, which address matters such as transparency in remuneration, employment, and financial conflicts.

The Board of Trustees appoints, evaluates and supports the President in the exercise of her leadership respecting the autonomy of the institution. The President regularly reports to the Board and serves as the link between the Board of Trustees and the rest of the Academic Community. The Board oversees strategic growth, fiscal policy implementation and are charged with providing the insights, resources, support, and accountability needed to fuel high quality academic programs. Changes to be implemented, as recommended by the Board of Trustees, are communicated to the rest of the community by the President. Any information is communicated through the levels of command and go from the President to the Vice President level, and from them on to the appropriate chain of commands (Associate Vice Presidents, Chancellors, Deans and Institutional Directors). The Board of Trustees is in charge of the final approval of the institutional budget.

As governing board are well aware, higher education is experiencing significant diversification, and colleges, universities and accreditors are being called upon to respond. Diversification includes the changing student population and a major emphasis is on higher

education responsiveness in more robustly addressing social justice and equity within society. The President of EDP has been very active in efforts put forth to expand enrollment and serving students from outside PR, developing online offerings, advising new prospects, and managing enrollment.

The Board of Trustees has approved a 360 spectrum board evaluation process to evaluate the President of the Institution. The process and methodology were approved by the Board and the evaluation is being implemented as of August 2020. The results of the President evaluation will be part of the Board of Trustees' files and EDP's Human Resources Department. Even though a new evaluation model is being implemented, the President has been evaluated by the results of her performance, through the reports presented at the regularly scheduled meetings of the Board.

EDP has a share governance model. Regardless of whether it is a public or private Institution, the governing board has all legal authority. Through the board authority, they delegate authority for day-to-day operations to the University President. This model has worked very well at EDP. The information generated from these efforts and initiatives is crucial for assessing compliance with the institutional objectives and is channeled through documents, presentations and/or official meetings. The information flow generated effectively links the level of governance with the administration. For example, the Institutional Compliance Associate Vice-president generates an annual report about the status of Compliance with the Strategic Plan and the Strategic Cycle. Closing the Loop Report is generated and analyzed.

Last year, the Board of Trustees elected a new Board President. Committed to the new culture of innovation and entrepreneurship, his initiatives intend to advance innovation and processes in alignment with the institutional vision. Such initiatives include establishing an integrated data dashboard linked to the strategic goals and their status, Key Performance Indicators

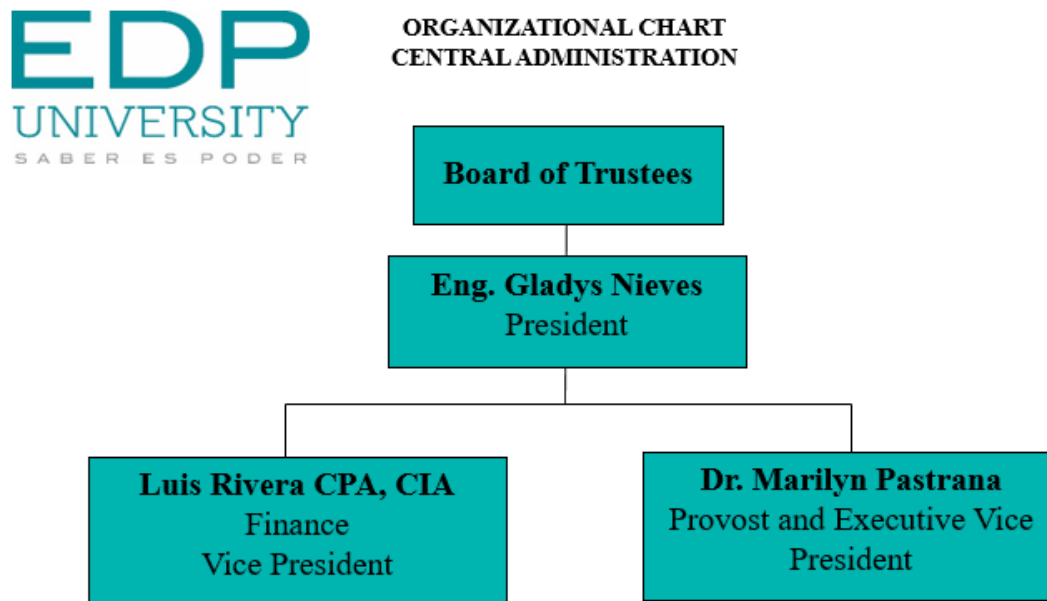
(KPI), electronic communication flow and record keeping, among others. On the matter of KPIs, there is an opportunity to assure the Institution's progress by designing and implementing measures that monitor the personnel rotation and performance assessment.

Leadership

As a growing mid-size institution, EDP is increasingly confronting the complexities of a larger one. It has an upper administrative central level in place. Clear lines of organization and authority are evidenced in the organizational chart which provides an overview of the Institution showing the hierarchical order of the various positions and leadership. The current structure is a result of the planning and administrative assessment processes and a response to the growth and innovation required to provide better service to the academic community in and outside of the island.

Along with the growth and strengthening of the Institution, it continued to evolve into a more comprehensive organizational structure. It is currently composed of the President, a Provost and Executive Vice President and a Finance Vice President and six Associate Vice Presidents (Associate Vice President for Institutional Compliance, Associate Vice-President for Research and Development, Associate Vice President for Academic Innovation, Associate Vice President for Administration, Technology and Distance Education, Associate Vice President for Financial Affairs, Associate Vice President for Strategic Growth); and the Institutional Directors.

Figure 4. Central Administration Organizational Chart



The Institution's administrative structure is organized in two areas, each one with a Vice President. The Provost/Executive Vice-president and the Financial Affairs Vice-President. The Provost/Executive Vice-president is responsible for the overall administration and management of the five academic units, the development of new organizational initiatives, and the establishment and implementation of international academic alliances and consortia. The increase in complexity, diverse modalities and campuses aims to the need of the appointment of a Chief Academic Officer for the Institution, a Provost. Since October 2019, the existing Institutional Vice-President has been appointed as Provost/Executive Vice-president, becoming the Chief Academic Officer of the Institution. Six Associate Vice-Presidents report and support the Executive Vice-President in the pursuit, and achievement of the institutional mission and goals. The Provost and Executive Vice-president also represents the Institution in official activities and in accrediting organizations.

The Financial Affairs Vice-President is responsible for Institutional fiduciary compliance, budgetary and financial matters. He develops and recommends the fiscal policy of the Institution, guaranteeing it is aligned with identified goals, internal and external regulations.

The executive team is composed by the Vice Presidents, Associate Vice-Presidents, Chancellors, Dean Director, and Institutional Directors, which work closely to make strategy operational decisions and important communications. The President makes final decisions on budgetary matters, inter-institutional agreements, and new projects. The President's approval is needed on all Institutional contracts, major policies and manuals. Having a central level allows to safeguard the institutional integrity in a multi-campus configuration and safeguard continuity of the operation during emergency situations. For example, during Hurricane Irma and María 2017 emergency, 2020 earthquake, and COVID-19 2020 emergency, also the Central Administration led the adaptation of administrative and academic processes to safeguard an ongoing healthy operation.

Administration

At EDP University, there is a clear line of organization and authority. At the campus level, the Chancellors meets with their respective staff to address routine and special matters as well as the campus agenda. The Deans hold meetings with their departmental staff to share and/or clarify information; discuss work plans, and the Institution's agenda. At these meetings, office directors analyze data related to satisfaction and the effectiveness of their units in contributing to the achievement of the Institutional mission and goals. The President, Provost and Vice President, Associate Vice Presidents, Chancellors, Dean Director and their immediate staff at the academic units, have an open-door policy in order to respond to their constituent's concerns.

A concern identified in 2013 was the increasing need of real-life practice environments based on the rising number in recruitment of out of state nursing students. Consequently, two new

academic units began operations in 2013, the Hato Rey Campus Additional Locations in Manatí and Humacao. The Additional Locations originated as a means to meet the increasing demand for MAGAE recruitment and to allocate students in additional real-life practice environments. Each Additional Location was led by a director who reported to the Hato Rey campus Chancellor. As the demand continues to increase, in 2017 the Villalba Branch Campus began operations. It was run by a director who reported directly to the Executive Vice-President. As part of the institutional assessment, the students pointed out their preference to complete their academic programs in the Additional Location, instead of the requirement to commute to the Hato Rey Campus to finish their degrees. Therefore, to better serve the students concern in 2018 the Additional Locations were reclassified as Branch Campuses in Manatí and Humacao by the Puerto Rico Council of Education (PRCE) and MSCHE. All branch campuses are autonomous and operate independently from the main campuses.

Table 28. Evolution of new academic units

ACADEMIC UNIT	YEARS	LEVEL
Manati	2013	Additional Location
	2017	Branch Campus
Humacao	2013	Additional Location
	2017	Branch Campus
Villalba	2017	Branch Campus

The administrative assessment process and strategic planning carried out in 2019, evidenced the need for a position to manage and supervise the branch campuses. The directors of the Branch Campuses respond to the Dean Director position. Her duties are focused on the academic requirements and on the supervision of compliance with student service and operational

implementation of strategies. The Branch Campus Directors are assisted by Administrative Sub Directors. The Institution demonstrates both autonomy and integrity within the structure of the governance and the administration system. The system functions in a manner that allows those in charge of managing, to do so flawlessly. The administration provides those in charge with means to effectively fulfill their obligations and responsibilities.

There are committees at different levels of the Institution that allow for the representation and involvement of the diverse constituencies at the different academic units. Some of these committees are: Academic Council, the Academic Progress Committee, Student Associations, Amigos de EDP and Title IX Compliance Committees.

These committees include faculty, staff, and students providing input on the development of Institutional plans, policies and procedures. Policy matters are discussed, and input from concerned constituents is sought and pondered. At least once a year, this input is gathered using 2-3 days' institutional retreats where, according to the issues to be discussed, concerned constituents are invited to participate. Once the different perspectives are taken into consideration, the President and the administrators develop and implement Institutional plans, policies and procedures. They identify and provide resources and financial support for the achievement of the Institution's goals and objectives.

An important component of the institutional structure is the Academic Council. The institutional Academic Council includes representation of the faculty and staff from all academic programs and meets to provide feedback about proposed curricular or academic policy changes. The composition of the Council, as defined in its statutes, provides specific positions for student participation from the academic units. It is constituted by different members of the academic community (deans, faculty, academic directors, careers office directors, library directors, computer

center directors, and students), who gather to democratically decide on academic matters, taking into account the opinion of the various representatives who comprise it.

These decisions are then channeled to the Provost/Executive Vice President. The results of these efforts are channeled to the chancellors, deans and other concerned offices through formal letters. Another key instrumentality involved in assessment and communication flow is the Human Resources Department. This is the resource, within the administrative level, that receives input and channels information on issues such as: appointments, projects, initiatives and events of relevance to the community. In addition to the student participation in the academic council, the student's voice is also heard through the Student Council that is the representative body for the students (Student Handbook, P. 45).

Among the significant changes undergone by the Institution, in August of 2019, EDP University divulged its new vision and its new definition as an entrepreneurship university. The Strategic Plan 2019-2023 has been constructed in alignment with a new vision, which reads:

EDP University of Puerto Rico adopts the model of entrepreneurial university and assumes the knowledge and its search as a hub for innovation and the sustainable and competitive economic development of its constituents in and outside Puerto Rico (Strategic Plan, 2019-2023).

The Strategic Plan is operationalized within the framework of existing regulations and refers to all levels of the institution.

In addition, EDP University created an Institutional Entrepreneurship Director 's office also known as Emprende@EDP. Both the policies and the Emprende@EDP responsibilities respond to the mission, the vision and the 2019-2023 Strategic Plan. This office will facilitate the processes of analysis, evaluation and strengthening of programs in continuous communication

with the Academic Affairs Deans. A plan has been established to achieve the scope of all the programs, thus becoming an Entrepreneurial University.

Similarly, this Entrepreneurship Director 's office will collaborate with Human Resources to design an institutional Train-the-Trainer program and an induction process for all personnel and all new hiring. The induction process would be a comprehensive conceptual and applied coaching on the new vision and the best practices in entrepreneurship and innovation.

As part of the Institution's efforts to establish itself as an entrepreneurial university, a group of leaders and administrators, from all the main campus and all branch campuses, are currently undergoing a year-long training program with Crestcom, Inc. These workshops are meant to create a leading coalition to guide the community and implement the new institutional vision. These efforts evidence the Institution's commitment, in providing the community, including the faculty, the personnel and the students, a capacity building venture offering the opportunity to become educated on entrepreneurship and innovation.

On that matter, over time the university has sought out opportunities to train its faculty and administrators within programs like, Crestcom, Inc, the Babson Fellows of Education on Entrepreneurship, Babson Symposium of Education in Entrepreneurship, Georgia Tech workshops in entrepreneurship, Echar Pa'lante workshops, and the I-Corps entrepreneurship program. Prospectively, the institution will continue to seek resources and has already enrolled some of the faculty and administrators in an upcoming summer edition of Babson SEE. During the month of April 2020, 10 of the institution's directors, deans and professors participated in a four-day Mentalidad Emprendedora Workshop. Due to the COVID-19 pandemic, the event took place using a digital platform to comply with health and safety requirements. EDP is currently surveying students and faculty in all academic units to determine the community's current profile with regard

to its entrepreneurial experience and business capacity. The Entrepreneurship and Business Capacity Questionnaire has been administered through the Chancellors and Dean's offices at the main campus and all branch campuses. Its purpose is to outline student and faculty profiles related to entrepreneurship and entrepreneurial capacity. The results will be used to identify the areas of opportunity for the development of the competencies required to meet the institutional goals in alignment with the adopted Entrepreneurial University Model.

Table 29. Average Value and Percentages Per Dimension for Students, Faculty and Aggregated

Entrepreneurship and Business Capacity dimensions (Premises)	Students Average value (n=631)	Students Percentage (n=631)	Faculty Average value (n=91)	Faculty Percentage (n=91)	Aggregate Average value (n=722)	Aggregate Percentage (n=722)
Focus on business (1-5)	17.46	87.30%	17.65	88.25%	17.48	87.40%
Self-knowledge (6-10)	17.21	86.05%	18.34	91.70%	17.36	86.80%
Creativity (11-15)	17.08	85.40%	17.86	89.30%	17.18	85.90%
Empowered (16-20)	17.11	85.55%	18.03	90.15%	17.21	86.05%
Determined (21-25)	16.75	83.75%	17.99	89.95%	16.96	84.80%
Self-motivated (26-30)	17.05	85.25%	17.75	88.75%	17.14	85.70%
Knowledge seeker (31-35)	17.26	86.30%	18.05	90.25%	17.36	86.80%
*Inspirator (36-40)	15.65	78.25%	17.43	87.15%	15.88	79.40%
Relationship builder(41-45)	16.62	83.10%	17.9	89.50%	16.78	83.90%
Risk-taking capacity (46-50)	16.59	82.95%	16.88	84.40%	16.64	83.20%

*Lower dimension value: Implement strategies to increase the proficiency and prevalence of the dimension within the population.

Finally, EDP University is actively working on a massive campaign to educate both the internal and the external community about the new vision and its implications. This endeavor will respond to a carefully designed work plan and will incorporate all academic units. As an

entrepreneurial university, even before the revision of its vision, EDP has pursued professional accreditations, certifications and memberships such as ACEN (professional accreditation for the nursing program and SARA for distance education. In these instances, the Institution describes itself in comparable and consistent terms to all its accrediting and regulatory agencies, and communicates any changes in accredited status. These efforts have allowed for a critical self-evaluation of the institutional persona and have propelled institutional evolution and strengthening.

Upon the organizational growth observed, and, in an effort to share and divulge key information, over the years, EDP has implemented a tradition of holding retreats and periodical meetings, at the different levels. Recently, in September 2019, EDP held its Institutional Strategic Retreat. The central theme of the retreat was mostly related to the Entrepreneurial University. These opportunities allow to formally disseminate information and institutional changes among the stakeholders. The president, vice presidents, associate vice presidents, office directors and institutional directors, chancellors, deans and directors of branch campuses, participated in this event. The retreat served a dual purpose of presenting the new vision and new institutional definition and the provision of a collaborative space in which all parties received input on institutional decisions, changes, prospective projects and the implications of becoming an entrepreneurial and innovative university. Although the retreats are held yearly, the Institution has a definite design for the communication flow inclusive of all institutional levels. An example of these efforts are the Provost News Covid-19 digital bulletin communication, released initially weekly and recently bi-month, distributed among the president, vice-presidents, associate vice-presidents, chancellors and institutional deans and directors, about decisions, especially project and among other a voice of hope.

The regular engagement with the stakeholder's interested in advancing the Institution's goals and objectives is evidence by the meetings detailed in the Itinerary Meetings by Committee (Table 30). The meetings detailed are the ordinary meetings. However extraordinary meetings can be called as required to ensure the fiscal health and the institutional strengthening. This flow of communication seems to be adequate. The community is kept informed by decisions made by means of reports and assessment results available at the institutional website. In addition, official communications and memos are sent via blast to keep the community informed of new designations, projects, initiatives and opportunities. Social media is also used to provide and promote information of interest within the community.

Table 30. Itinerary of Meetings by Committee

Stakeholders	Number of meetings	Frequency
Board of trustees	4 meetings a year	Quarterly
Vice President meetings	4 meetings a year	Quarterly
Associate Vice Presidents	6 a year	Every two months
Executive committee	12 meetings a year	Monthly
Operational Leaders	24 meetings a year	Bi-weekly
Academic Council	3 meetings year	Feb; July; October
Staff Meetings	12 a year	Monthly
Faculty Meetings	2 a year	August; January
Alternate itinerary of video meetings during the COVID-19 pandemic (Provost News)		
President's Meeting	1 per week	Weekly
Associate Vice Presidents	2 per week	Weekly
Operational Leaders	3 per week	Weekly

Some of the resources available to disseminate data on the topic of institutional assessment to the community are: EDP at a Glance, Academic Assessment at a Glance EDP University

Strategic Plan 2019-2023, security policies, and reports. These documents are available in physical format and through the EDP University portal, for the benefit of the University Community.

Technology

Over time EDP has incorporated the use of innovative technologies in order to better serve the stakeholder's needs. A significant initiative in this area was the EDP/Ilumno alliance. Even before revising its vision and, now more so, EDP visualized itself as an entrepreneurial university, capable of being an academic option in and outside of Puerto Rico. The EDP/Ilumno venture was a step towards internationalization. Upon closer evaluation, EDP realized it had already reached a level of maturity that did not match said alliance. Nonetheless, the experience served to identify needs and opportunities to strengthen and grow, implementing the use of a call-center and the initiative of an online campus. These areas are nested under the Administration, Technology and Distance Education Associate Vice-presidency. This position, along with the Dean of Technology, oversees and confirms the availability of all the technological requirements. Their scope of work entails both a constant assessment of the infrastructure in place for the main campus and all branch campuses, and meeting the technological necessities required at the institutional level and for all academic units, in pursuit of institutional goals and meeting the academic program's needs. With regards to the online education arena, the institution offers complete on-line academic programs, both at the undergraduate and graduate level. The Institutional Deanship of Distance Education oversees the platform administration and the curricular transformation into online offering. This position was created in 2014, to bestow the need of a specialist in charge of online education

development and growth (Axis 3.3 &3.6, 2013-2017 Strategic Plan). This deanship is supervised by the Associate Vice-president of Administration, Technology and Distance Education.

EDP's evolution and the ever-growing complexities associated to it, have pushed the Institution into a constant assessment to obtain the data needed to improve operations. Once again, to better serve in and outside its geographical location, EDP has incorporated technological tools such as Time Aide for Human Resources, Sage for Finances, Campus updates, LMS platforms (CANVAS and Moodlerooms), CRM for Admissions, Regroup for mass notifications, Clearinghouse for the Registrar's Office and electronic payment systems for the Bursar's office. These tools have the capability to convert data into reports for proper analysis and the accountability required. Stemming from the EDP/ILUMNO alliance, the institutional assessment identified the need to strengthen remote access and connectivity in all service areas (admissions, financial aid, bursars, advising, tutoring, registrars, and placement, among others). In order to warrant accessibility and improve the student and faculty's experience, the institution is striving to improve over 75 different procedural issues.

Leaders from the academic, student, financial, technological and institutional services areas met to identify the services that needed to be available online. processes were classified into accounts and invoicing, studies/enrollment, financing, informational, platforms and technological support, graduation application/degree, and administrative procedures. For each process, a description of the face-to-face process was developed, including the required forms and if it required the intervention of another office. For example, a procedure in the registry office to request a certification of studies, requires a payment in the bursar's office before formalizing it. The challenge to face onward is the proper training of all personnel within a remote work scenario.

Lastly, the Administration, Technology and Distance Education Associate Vice-presidency supervises the support services to guarantee technical assistance, connectivity, and tools availability for a proper communication flow. Although both official and informal communication is maintained with students, through bulletin boards, letters and memorandums, social networks and student emails are widely used. Written communications about policies, rules and procedures can be found in the digital versions of catalogs and student handbooks. Procedures are circulated as needed and made available through the Institutional Web Page, Campus Nexus, Social Media, Regroup (Massive Communication Application) and Distance Education.

Strengths

- There is a well-defined system of governance; which includes the governance responsibilities of the administration and the faculty.
- The by-laws specify the responsibilities and duties of the Board of Trustees and the President.
- The Board of Trustees has number of committees that attend to fiduciary and conflict of interest issues that are important for the proper governance of the Institution, as recommended by the Association of Governing Boards (AGB).
- The President and key leaders are well-qualified and experienced to lead the Institution.
- The roles and responsibilities of the key administrators, faculty, students, and staff are consistent with achieving the Institutional mission, goals, and objectives.
- EDP has been proactive in response to its needs and to better serve its constituents.
- EDP has grown into five units: two main campuses and three branch campuses.
- There are several committees to ensure communication flow and promote the efficiency of the Institution.

Challenges

- Maintaining a periodic assessment of the board of trustees and the president's position.
- Currently, the institution does not have a formal succession plan process.
- Developing new projects for student and personnel development in entrepreneurship and business capacity and the effective dissemination of the institutional new vision as an entrepreneurship university.
- The systematization of services using digital platforms and introducing the use of digital workflow to improve online services provided.