

EDP at a Glance

**Hato Rey Campus
San Sebastián Campus**

**Manatí & Humacao
Additional Locations**



**2014-2015
Number 14**

EDP at a Glance

2014-2015 (December 2015)

Number 14

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OVERVIEW

Created in 2005, *EDP at a Glance* aims to gather data related to the Institution's development. As a leader in the education of professionals, within the Arts, Sciences and Technology areas, EDP University continually directs its efforts towards fulfilling its mission as a technological, social and humanistic higher education institution.

Yearly collection of data provides feedback for analysis and decision making. It allows for the creation of necessary conditions in promoting active learning and the integral development of students, as they are the center of the educational process.



Integrity is our Leading Value

EDP UNIVERSITY OF PUERTO RICO

PHILOSOPHY

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

We reaffirm our commitment with 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 the past 43 years.

MISSION

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 that promote active learning and the integral development of students, as they are the center of the educational process.

VISION

EDP University aspires to be an Institution that achieves recognition in and outside of Puerto Rico, due to its innovate nature and flexible, non-traditional design, in which optimal use is made of information technology at the academic and administrative levels, integrating the Institution in the information society and adding value for its constituents.

INSTITUCIONAL GOALS

Academic Affairs

1. Offer and develop excellent, pertinent, and relevant graduate and undergraduate academic programs in the Arts, Sciences, and Technology.
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 math 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

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.

Administrative Affairs

1. Provide a physical, human, and technological infrastructure that guarantees optimal conditions for the development of academic programs.
2. 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 the members of the community.
2. Encourage a relationship of mutual development between the university and the community.

INSTITUTIONAL PROFILE

President : Eng. Gladys Nieves Vázquez

Website : www.edpuniversity.edu

Type : Master's II

Accredited by:

Control : Private (Non Profit)

The Middle States Commission on Higher Education since 2005.

Next Evaluation visit for 2020-2021

Council on Higher Education of Puerto Rico

STRATEGIC PLAN 2013-2017

Strategic Axis I

An educational model that develops academic competencies for all the alumni through programs that are relevant, flexible, efficient, focused on learning, accredited by the respective organizations, and upheld by the interaction and openness of national and international educational scenarios. The Institution has moved to a virtual setting with a large student body participating in both face to face and distance education.

Strategic Axis II

Student formation is comprehensive and inclusive, ensuring in student critical thinking, entrepreneurship, competitiveness, and commitment to society and its cultural undertakings. His or her educational formation will promote national and international mobility.

Strategic Axis III

Faculty is competent in their fields of study and accomplish their academic work, which are recognized for the intellectual contributions and participation in national and international collaborative networks.

Strategic Axis IV

The Institution will develop activities that create, generate, and apply quality knowledge characterized by its quality and relevance to the fields of study and the social needs of the environment.

Strategic Axis V

It has an institutional government and university administration whose management is transparent, flexible, effective with clear cut policies for institutional assessment and student learning effectiveness. It will use its planning features in a systematic and comprehensive permanent way to provide direction and perspective to all educational activities.

Strategic Axis VI

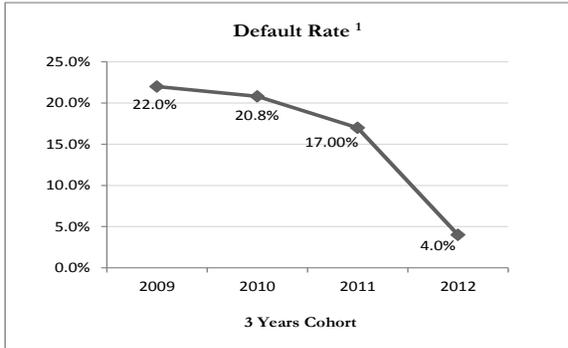
The Institution will be recognized by the external community for its contribution to the cultural and social diffusion and its recurrent educational development of professional from the Island's productive sector.

Strategic Axis VII

The Institution is proactive in facing maintenance challenges for keeping in optimal conditions the physical and technological infrastructure, its workforce, the development of human resources, and faculty, and successfully moves towards a model for generating external resources as part of its institutional strengthening endeavor.

FINANCIAL HIGHLIGHTS

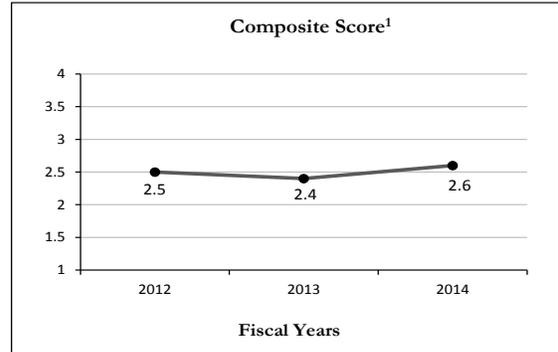
The default rate has decreased. The financial charts behavior show an increase in all the cost.



Source: National Student Loan Data System (NSLDS)

Benchmark: PR (August 2012) 16.1% (3 years)

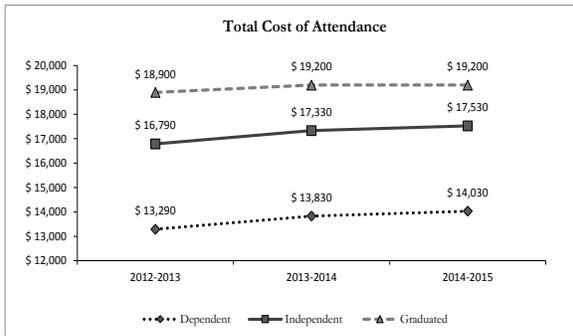
¹Default Rate indicates the percentage of students' that are in breach of their payments within the program of student loans.



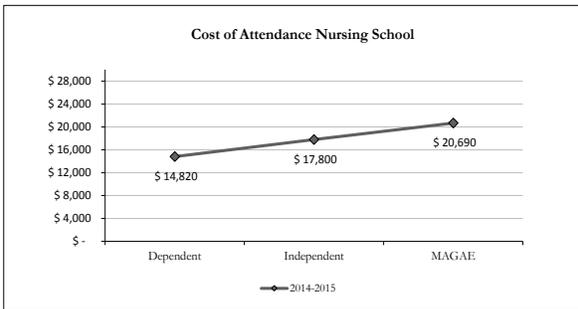
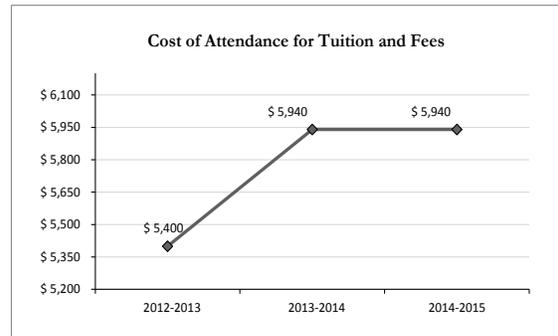
Source: Financial Statement

Benchmark: 3

¹ Composite Score indicates the fiscal health of the Institution.

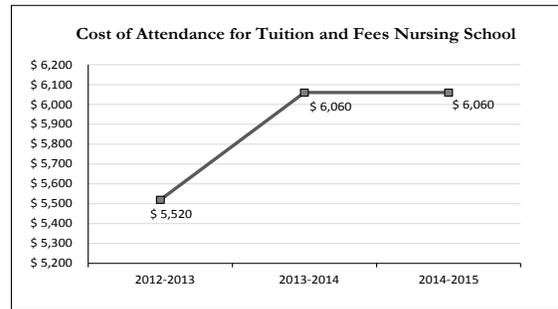


Source: Financial Office, Cost of Attendance Report



MAGAE-OUT OF STATE

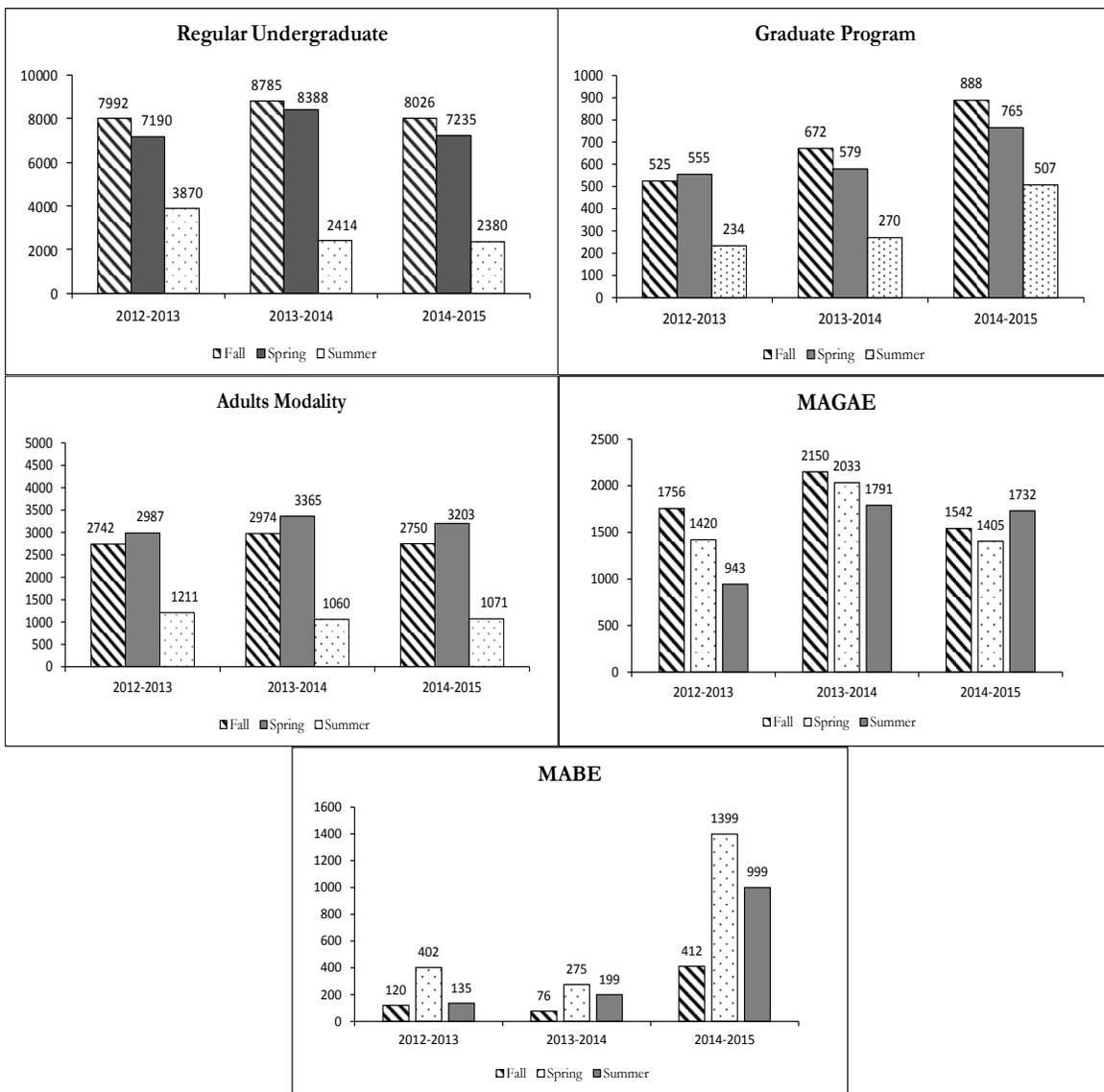
Source: Financial Office, Cost of Attendance Report



Source: Financial Office, Cost of Attendance Report

HATO REY CAMPUS CREDITS BOUGHT

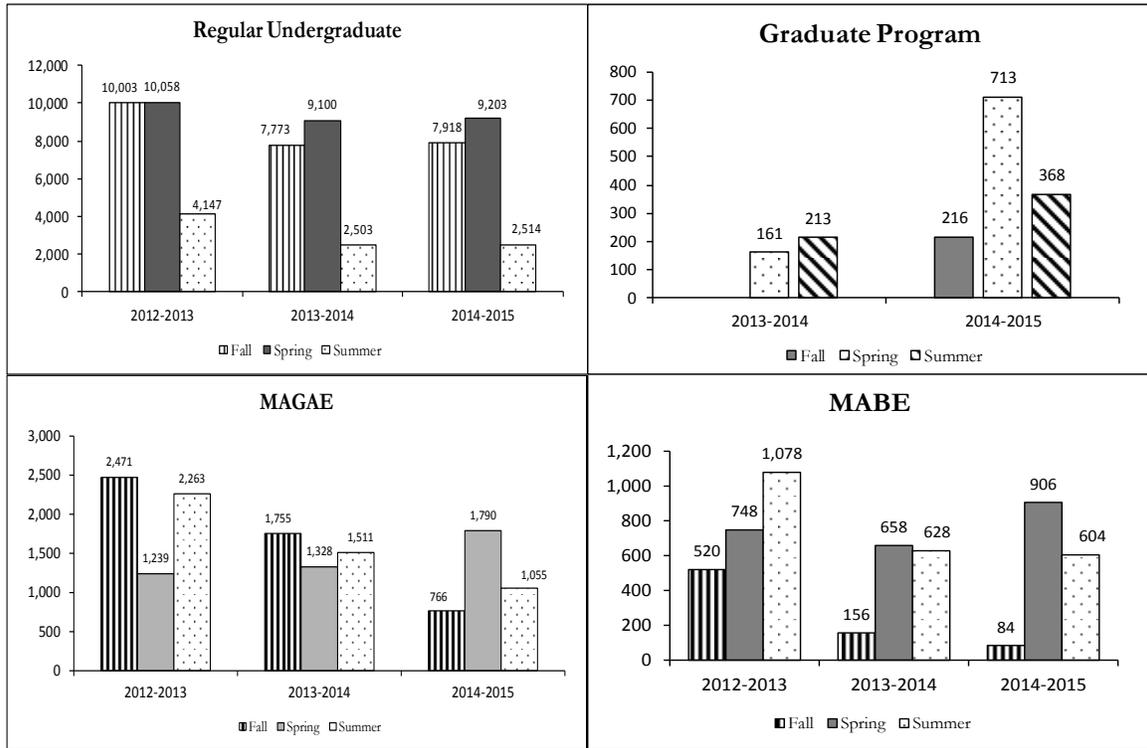
The Credits Bought for the **Regular, Adults, and MAGAE** modes, maintain a steady pattern. During the 2014-2015, the **Graduate Program** and **MABE** mode had a significant increase.



Source: Enrollment Certifications

SAN SEBASTIÁN CAMPUS CREDITS BOUGHT

The Credits Bought for the **Regular**, **MAGAE**, and **MABE** modes, maintain a steady pattern. During the 2014-2015, the **Graduate Program** has a significant increase.



Source: Enrollment Certifications

HATO REY CAMPUS (HR)

PROGRAMS OF STUDY APPROVED BY THE PUERTO RICO COUNCIL OF EDUCATION (HR)

ASSOCIATE DEGREES

Associate Degree in Business Administration	1973
Associate Degree in Computer Programming	1976
Associate Degree in Office Administration	1981
Associate Degree in Medical Emergencies Technology	1992
Associate Degree in Digital Fashion Design	2006
Associate Degree in Physical Therapy Technology	2007
Associate Degree in Nursing	2010
Associate Degree in Art in Interior Design and Decoration	2011
Associate Degree in Arts in Digital Design	2012
Associate Degree in Biotechnology	2014
Associate Degree in Information Technology	2015
Associate Degree in Criminal Justice	2015

BACHELOR'S DEGREES

Bachelor's Degree in Computer Programming	1980
Bachelor's Degree in Business Administration	1984
Bachelor's Degree in Business Administration - Management	2003
Bachelor's Degree in Business Administration - Accounting	2003
Bachelor's Degree in Information System - Digital Imaging	2003
Bachelor's Degree in Technological Office Administration	2006
Bachelor's Degree in Information System Major in Computer Programming	2006
Bachelor's Degree in Information System Major in Networking	2006
Bachelor's Degree in Arts in Interior Design and Decoration	2011
Bachelor's Degree in Science in Nursing	2012
Bachelor's Degree in Digital Design Major in Multimedia	2012
Bachelor's Degree in Arts in Digital Fashion Design	2012
Bachelor's Degree in Information Technology in Network	2015

MASTER'S DEGREES

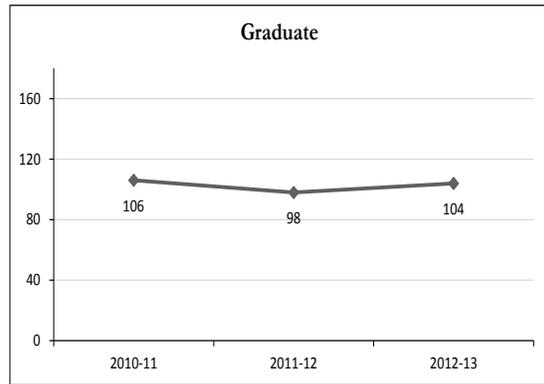
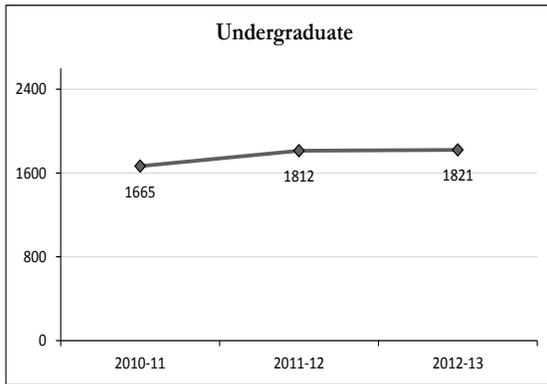
Master's Degree in Information System	1990
Master's Degree in Information Technology for Education	2005
Master's Degree in Business Administration Major in Strategic Management	2009
Master's Degree in Information System Major in Information Security and Fraud Investigation	2009
Master's Degree in Naturopathic Science	2014

GRADUATE PROFESSIONAL CERTIFICATES

Professional Certificate in Relational Database Administration	2000
Professional Certificate in Information Systems Auditing	2000
Professional Certificate in Information Technology for Education	2005
Professional Certificate in Electronic Commerce	2007
Professional Certificate in Project Management	2009, Rev. 2012
Professional Certificate in Information Security and Digital Fraud Investigation	2009

ENROLLMENT (HR)

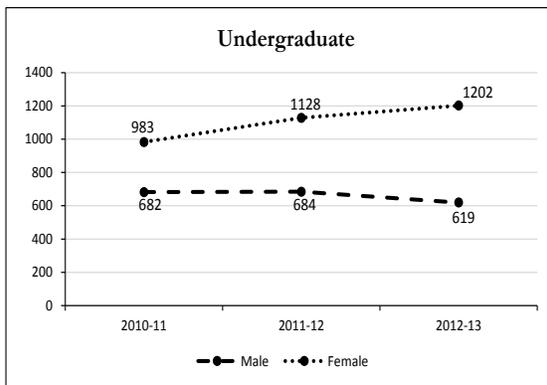
The Undergraduate and Graduate enrollment has increased.



Source: IPEDS 12-month Enrollment Data

ENROLLMENT GENDER DISTRIBUTION (HR)

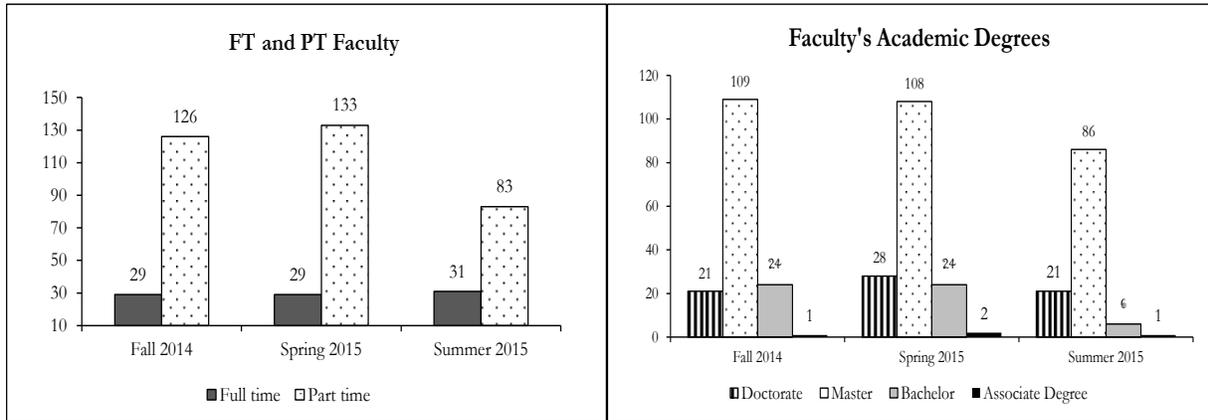
In the Undergraduate Student Enrollment increase by 18% in female and in male decrease by 9%. The Graduate Student Enrollment increase by 3% in male and in female decrease by 8%.



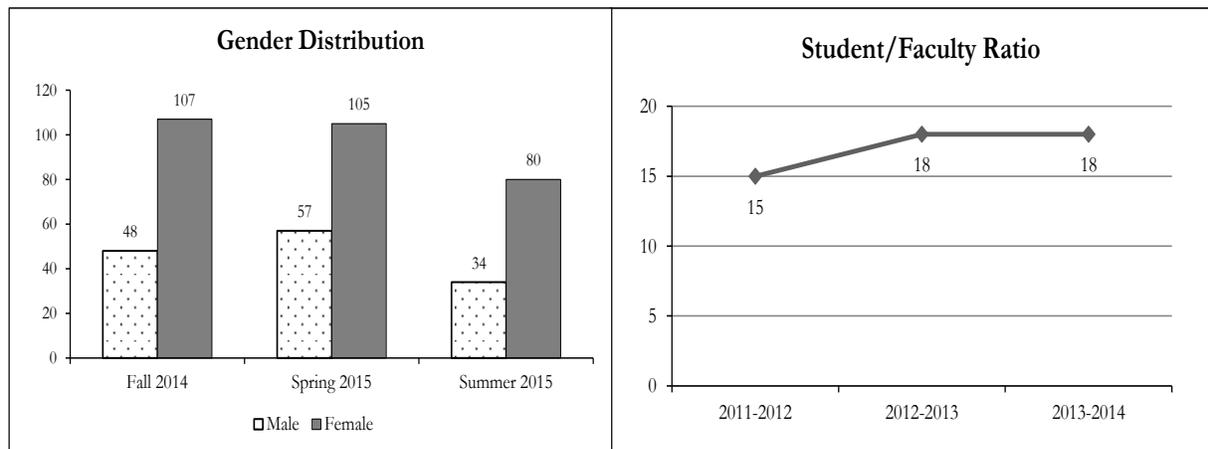
Source: IPEDS 12-month Enrollment Data

FACULTY PROFILE (HR)

The academic load for full-time faculty remains at 15 credits and a maximum of six (6) credits per semester overload. The maximum load for part-time faculty is 12 credits per semester (Faculty Handbook, 2003).



Source: Academic Dean Office (Formula: FT+PT/Fall Enrollment)



Source: Academic Dean Office

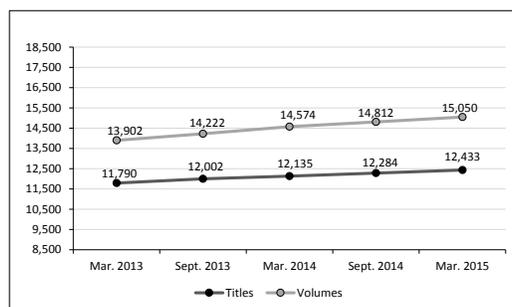
Source: IPEDS

LEARNING RESOURCES (HR)

The Resource Center for Information continues its efforts to provide an array of efficient and quality services to the university community. Various electronic databases collections have been updated: EBSCO, Ocenet, and SIRS Mandarin M-3. They contain a variety of topics such as health, trade human resources, nursing, computer science, clinical pharmacology, nursing, arts and architecture, alternative medicine and general academic areas, among others. In addition three digital libraries were included last year: elibro, E-brary and Biblioteca Virtual Pearson. E-Libros is a digital books library in Spanish, ebrary is a digital library in English and, Pearson Virtual Library contains Spanish e-books published by Pearson.

The Instructional Resource Center provides access to:

- EBSCO Database—Full text journals (Natural & Alternative Treatments, Alt HealthWatch, Academic Search Premier, Art & Architecture Complet, Business Source Premier, *CINAHL Plus® with Full Text*, Health Source: Nursing/Academic Edition, Education Research Complete, *Computer Source*, ERIC, GreenFILE, Library Information Science & Technology Abstracts, Regional Business News and Teacher Reference Center and, AHFS Consumer Medication Information. Also includes two Spanish language databases: Economía y Negocios y Fuente Académica.
- OCENET (Universitas, Health and Medicine and Business Administration). Universitas is a tool to help through the learning and research process; it has the most subject coverage in the Spanish language. Health and Medicine is an information center, with contents about health, nursing and medicine, oriented toward the patient, the consumer and the health careers alike. Business administration is an information center, with contents about economy, business and management oriented toward the student and the business professional. It provides a support tool to the learning process of students and to the daily tasks of professionals.
- SIRS Mandarin M-3 is the Library On-line Catalog. Allow students to access the collection of books, journals and other resources available at the library from anywhere.
- 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.
- Ebrary offers authoritative ebooks 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. Ebrary currently hosts 948,112 documents.
- Pearson Virtual Library its a repository of eBooks ready to be consulted via the internet, is based on the model of a traditional library with the difference that the contents are digital. Hosts Spanish e-books published by Pearson.



Source: IRC

RETENTION (HR)

<i>Academic Programs</i>	2012-2013	2013-2014	2014-2015
Associate Degree in Arts in Interior Design and Decoration	(142) 70%	(171) 62%	(154) 73% ↑
Associate Degree in Office Administration	(107) 60%	(82) 65%	(58) 67% ↑
Associate Degree in Business Administration	(71) 72%	(72) 65%	(94) 62% ↓
Associate Degree in Medical Emergencies	(55) 71%	(56) 57%	(48) 71% ↑
Associate Degree in Computer Programming	(63) 62%	(60) 57%	(71) 61% ↑
Associate Degree Biotechnology*		(6) 100%	(35) 63% ↓
Associate Degree in Digital Fashion Design	(192) 58%	(190) 64%	(195) 71% ↑
Associate Degree in Physical Therapy Technology	(169) 72%	(221) 80%	(291) 77% ↓
Associate Degree in Digital Design	(7) 86%	(12) 67%	(18) 56% ↓
Associate Degree in Nursing	(473) 78%	(630) 69%	(770) 75% ↑
Associate Degree in Information Technology*			(3) 100%
Associate Degree in Criminal Justice*			
Bachelor's Degree in Arts of Interior Design and Decoration	(93) 75%	(89) 65%	(65) 80% ↑
Bachelor's Degree in Technological Office Administration	(45) 80%	(49) 80%	(34) 74% ↓
Bachelor's Degree in Business Administration	(29) 72%	(11) 45%	(6) 100% ↑
Bachelor's Degree in Business Administration – Management	(80) 84%	(82) 81%	(74) 82% ↑
Bachelor's Degree in Business Administration - Accounting	(66) 77%	(61) 79%	(54) 78% ↓
Bachelor's Degree in Computer Programming	–	(2) 100%	
Bachelor's Degree in Information System - Digital Imaging	(40) 70%	(15) 60%	(9) 78% ↑
Bachelor's Degree in Information System - Computer Programming	(85) 77%	(69) 73%	(46) 83% ↑
Bachelor's Degree in Information System - Networking	(119) 78%	(109) 77%	(93) 78% ↑
Bachelor's Degree in Science Major in Nursing	(65) 94%	(167) 90%	(221) 86% ↓
Bachelor's Degree in Digital Design in Multimedia	(9) 67%	(13) 85%	(14) 86% ↑
Bachelor's Degree in Arts in Digital Fashion Design	(23) 96%	(61) 79%	(65) 82% ↑
Bachelor's Degree in Information Technology in Network*			
Master's Degree in Information Technology for Education	(13) 62%	(12) 42%	(4) 75% ↑
Master's Degree in Information System	(22) 73%	(20) 65%	(13) 77% ↑
Master's Degree in Information System Major in Information Security and Fraud Investigation	(48) 88%	(73) 88%	(68) 72% ↓
Master's Degree in Business Administration Major in Strategic Management	(20) 80%	(18) 72%	(18) 94% ↑
Master's Degree in Naturopathic Sciences*			(36) 92%
Professional Certificate in Information Technology for Education	(2) 50%		
Professional Certificate in Relational Database Administration	(3) 100%	(1) 100%	(2) 100% =
Professional Certificate Project Management		(3) 100%	(2) 50% ↓
Professional Certificate Information Security and Fraud Investigation		(1) 100%	(2) 100% =
Professional Certificate in Information Systems Auditing	(2) 80%	(6) 50%	(9) 89% ↑
Professional Certificate in E-Commerce	N/A	N/A	N/A
Institutional	(1925) 72%	(2257) 70%	(2411) 74% ↑

Source : AIR
(n=Enrollment) Formula: (Total Enrollment - Drops)/Total Enrollment
* New Programs

PLACEMENT (HR)

<i>Academic Programs</i>	2012-2013	2013-2014	2014-2015
Associate Degree in Arts of Interior Design and Decoration	(2) 25%	(4) 31%	(1) 20% ↓
Associate Degree in Office Administration	(4) 57%	(6) 75%	(0) 0% ↓
Associate Degree in Business Administration	(2) 50%	(4) 57%	(0) 0% ↓
Associate Degree in Medical Emergencies Technology	(1) 17%	(3) 75%	(1) 33% ↓
Associate Degree in Computer Programming	(2) 33%	(2) 67%	(1) 100% ↑
Associate Degree in Arts in Digital Fashion Design	(1) 8%	(3) 25%	(0) 0% ↓
Associate Degree in Physical Therapy Technology	(24) 77%	(1) 4%	(2) 23% ↑
Associate Degree in Arts in Digital Design	N/A	N/A	N/A
Associate Degree in Nursing	(13) 38%	(15) 40%	(10) 26% ↓
Associate Degree in Biotechnology*			
Associate Degree in Information Technology*			
Associate Degree in Criminal Justice*			
Bachelor's Degree in Technological Office Administration	(4) 57%	(7) 58%	(1) 100% ↑
Bachelor's Degree in Business Administration	(3) 100%	(1) 100%	(1) 100% =
Bachelor's Degree in Business Administration – Management	(19) 100%	(8) 62%	(4) 40% ↓
Bachelor's Degree in Business Administration - Accounting	(7) 88%	(5) 100%	(2) 40% ↓
Bachelor's Degree in Computer Programming	(3) 50%		
Bachelor's Degree in Information System - Digital Imaging	(3) 33%		
Bachelor's Degree in Information System - Computer Programming	(3) 50%	(3) 33%	(2) 67% ↑
Bachelor's Degree in Interior Design and Decoration	(2) 100%	(2) 40%	(6) 100% ↑
Bachelor's Degree in Information System - Networking	(8) 44%	(10) 23%	(4) 57% ↑
Bachelor's Degree in Science Major in Nursing	N/A	(8) 24%	(13) 42% ↑
Bachelor's Degree in Digital Desing in Multimedia	N/A	N/A	N/A
Bachelor's Degree in Arts in Digital Fashion Design	N/A	N/A	(1) 50%
Bachelor's Degree in Information Technology in Network *			
Master's Degree in Information Security and Fraud Investigation	(4) 80%	(14) 82%	(5) 63% ↓
Master's Degree in Business Administration Major in Strategic Management	(4) 100%	(1) 50%	(1) 34% ↓
Master's Degree in Information Technology for Education	(3) 100%	(1) 25%	(0) 0% ↓
Master's Degree in Information System	(3) 100%	(1) 33%	(0) 0% ↓
Master's Degree in Naturopathic Science*			
Professional Certificate in Relational Database	(1) 50%	N/A	(0) 0%
Professional Certificate in Systems Auditing	N/A	(1) 100%	(1) 100% =
Professional Certificate in Information Technology for Education	N/A	N/A	N/A
Professional Certificate in Information Security and Fraud Investigation		(1) 100%	N/A
Professional Certificate in E-Commerce	N/A	N/A	N/A
Instititutional	57%	45%	40% ↓

Source : AIR

(n)=(Graduate + Complete)

Formula: $\frac{\text{SUM}(\text{Infield}+\text{Relfield})}{(\text{Graduate} + \text{Complete})} - \text{Outfield}$

* New Programs

PERCENTAGE OF STUDENTS GRADUATED PER PROGRAM (HR)

<i>Academic Programs</i>	2012-2013	2013-2014	2014-2015
Associate Degree in Arts of Interior Design and Decoration	(8,142) 6%	(13,171) 8%	(14,154) 9% ↑
Associate Degree in Office Administration	(7,107) 7%	(9,82) 11%	(7,58) 10% ↓
Associate Degree in Business Administration	(4,71) 6%	(8,72) 11%	(5,94) 10% ↓
Associate Degree in Medical Emergencies Technology	(6,55) 11%	(5,56) 9%	(4,48) 8% ↓
Associate Degree in Computer Programming	(7,63) 10%	(3,60) 5%	(2,71) 3% ↓
Associate Degree in Arts in Digital Fashion Design	(13,192) 7%	(9,190) 5%	(6,195) 3% ↓
Associate Degree in Nursing	(36,473) 7%	(41,630) 7%	(106,770) 14% ↑
Associate Degree in Physical Therapy Technology	(31,169) 18%	(25,221) 11%	(25,291) 9% ↓
Associate Degree in Arts in Digital Design	(0,7) 0%	(0,12) 0%	(0,18) 0% =
Associate Degree in Biotechnology*		(0,6) 0%	(0,35) 0% =
Associate Degree in Information Technology*			(0,3) 0%
Associate Degree in Criminal Justice*			
Bachelor's Degree in Technological Office Administration	(7,45) 16%	(13,49) 27%	(2,34) 6% ↓
Bachelor's Degree in Business Administration	(3,29) 10%	(1,11) 9%	(1,6) 17% ↑
Bachelor's Degree in Business Administration – Management	(19,80) 24%	(14,82) 17%	(16,74) 22% ↑
Bachelor's Degree in Business Administration - Accounting	(8,66) 12%	(5,61) 8%	(10,54) 19% ↑
Bachelor's Degree in Computer Programming	–	(2,2) 100%	
Bachelor's Degree in Information System - Digital Imaging	(9,40) 23%	(1,15) 7%	(3,9) 33% ↑
Bachelor's Degree in Information System - Computer Programming	(7,85) 8%	(11,69) 16%	(3,46) 7% ↓
Bachelor's Degree in Information System - Networking	(14,119) 12%	(16,109) 15%	(15,93) 16% ↑
Bachelor's Degree in Arts Major in Interior Design and Decoration	(2,93) 2%	(33,64) 6%	(6,65) 9% ↑
Bachelor's Degree in Science Major in Nursing	(4,65) 0%	(30,167) 18%	(33,221) 15% ↓
Bachelor's Degree in Digital Desing in Multimedia	(0,9) 0%	(0,13) 0%	(0,14) 0% =
Bachelor's Degree in Arts in Digital Fashion Design	(0,23) 0%	(0,61) 0%	(4,65) 6% ↑
Bachelor's Degree in Information Technology in Network*			
Master's Degree in Information Technology for Education	(3,13) 23%	(5,12) 42%	(3,4) 75% ↑
Master's Degree Information Systems Major in Information Security and Fraud Investigation	(5,48) 10%	(17,73) 23%	(17,68) 25% ↑
Master's Degree in Information System	(3,22) 14%	(3,20) 15%	(2,13) 15% =
Master's Degree in Business Administration Major in Strategic Planning	(4,20) 20%	(2,18) 11%	(5,18) 28% ↑
Master's Degree in Naturopathic Science*			(0,36) 0%
Professional Certificate in Relational Database	(2,3) 67%	(0,1) 0%	(1,2) 50% ↑
Professional Certificate in Systems Auditing	(0,2) 0%	(1,6) 17%	(2,9) 22% ↑
Professional Certificate in E-Commerce	(0,0) 0%		
Professional Certificate Project Management		(2,3) 67%	(0,2) 0% ↓
Professional Certificate Information Security and Fraud Investigation	(0,1) 0%	(0,1) 0%	(0,2) 0% ↓
Institutional	(207,1925) 11%	(247,2257) 11%	(221,2411) 9% ↓

Source : AIR

(n=Graduate+Complete, Total Enrollment)

Formula: SUM(Graduate+Complete)/Total Enrollment

* New Programs

IPEDS Graduation Rates		
2011-2012	2012-2013	2013-2014
12%	18%	29%

National Average for PR Non Profit Institutions 2004-05— 22%.¹

¹ Source: CESPR. (2008). *Guía para el desarrollo y fomento de la educación superior en PR.*

RETENTION, PLACEMENT, AND PERCENTAGE OF STUDENTS GRADUATED PER PROGRAM ANALYSIS (HR)

Retention

During the academic year of 2014-2015, institutionally more programs increased their retention rate in comparison to the previous year. In 2014-2015, seventeen (17) programs increased their retention rates. They are: Associate Degrees in Medical Emergencies (14%), Arts in Interior Design and Decoration (11%), Digital Fashion Design (7%) Nursing (6%), Computer Programming (4%), and Office Administration (2%). In the Bachelor's Degrees: Business Administration (55%), Information System/Digital Imaging (18%), Arts of Interior Design and Decoration (15%), Information System/Computer Programming (10%), Arts in Digital Fashion Design (3%), Business Administration/Management (2%), Information System/Networking (1%), and Digital Design in Multimedia (1%) increased their retention rate. In the Master's Degrees: Information Technology for Education (33%), Business Administration Major in Strategic Management (22%) and, Information System (12%).

Placement

During 2014-2015, seven (7) programs increased the placement rates: Associate Degree in Computer Programming, Associate Degree in Physical Therapy Technology, Bachelor's Degree in Technological Office Administration Bachelor's Degree in Information System in major Computer Programming, Bachelor's Degree in Interior Design and Decoration, Bachelor's Degree in Information System - Networking and Bachelor's Degree in Nursing.

According to AIR data for 2014-2015, the percent of employability dropped because the Physical Therapy Program graduates can't practice with a temporal license and this group will revalidate in September of 2016 by changes in the Regulatory Board Physical Therapy. In addition, the data for the Nursing Associate and Bachelor Degree Programs was affected because many students from the MAGAE and MABE modalities failed to report if they were employed or not.

Percentage of Students Graduated per Program

In 2014-2015, fourteen (14) programs increased their student graduation percentage rates. The following academic programs are: Associate Degree in Arts of Interior Design and Decoration (11%), and Arts in Digital Fashion Design (7%). In the Bachelor's Degrees: Information System/Digital Imaging (26%), Business Administration/Accounting (11%), Business Administration (8%), Arts in Digital Fashion Design (6%) Business Administration/Management (5%), Arts Major in Interior Design and Decoration (3%), and Information System/Networking (1%). In Master's Degrees: Information Technology for Education (33%), Business Administration Major in Strategic Planning (17%), and Information System Major in Information Security and Fraud Investigation (2%). These results can be considered as one criterion in establishing the projected enrollment numbers.

IPEDS

Also, the IPEDS Graduation Rates 2013-2014 increased 11% in comparison to the previous year (18% in 2012-2013 – 29% in 2013-2014).

R³

RECRUITMENT, READMISSION AND RETENTION (HR)

R³ represents the outcome of efforts aimed at reaching a projected enrollment number from three available areas. These are recruitment, readmission, and retention. The offices responsible for this area are the Promotion's, Admission's, the Registrar's and the Academic Dean's Offices, accordingly.

R³ outcome numbers allow the Institution to make an enrollment projection as well as its composition. It also indicates how these areas relate to the enrollment plan in order to uphold a healthy sustainable growth.

The following table shows the projected enrollment of students minus students enrolled in both, the regular program as well as in the adult modality.

In the Fall and Spring of 2013, 2014 and 2015, the enrollment rate surpassed the projected distribution. The Fall of 2014 and Spring of 2014 and 2015, had a significant increase in the enrollment. Nonetheless, an decrease in Summer of 2015 is observed.

HATO REY CAMPUS R³ DISTRIBUTION

P = Projected R = Real	FALL 2013		SPRING 2014		SUMMER 2014		FALL 2014		SPRING 2015		SUMMER 2015	
	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Promotion Office)	359	444	156	238	110	186	333	327	156	182	117	107
Retention (Academic Affairs)	952	1182	1079	1632	716	760	883	1365	1079	1658	765	692
Readmission (Student Affairs)	69	76	65	61	17	14	64	76	65	64	18	28
TOTALS	1380	1702	1300	1931	843	960	1280	1768	1300	1904	900	827

Source: Project Enrollment Analysis and Enrollment Certifications

CAMPUS CRIME REPORT (HR)

Institutions of postsecondary education that participate in federal student financial assistance programs are required by the Higher Education Act (HEA), Section 486 (a) and (f), to report criminal offenses. The Institution keeps statistics concerning the occurrences at on-campus and off-campus buildings, including nearby public property. For the last three (3) years, the Institution must report the following criminal offenses which have been notified to on-campus security and/or local police: robbery, aggravated assault, burglary, motor vehicle theft, manslaughter, arson, sex offenses, arrests or persons referred for campus disciplinary action for alcohol law violations, drug-related violations, and weapons possession, and other crimes involving bodily injury to any person in which the victim is intentionally selected because of the actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability of the victim.

As can be observed, EDP University can be considered a safe campus as these offenses have not occurred.

Offense	Year	Quantity	Site
Robbery	2012	1	Public Property
Robbery	2013	0	N/A
Robbery	2014	0	N/A
Robbery	2015	0	N/A

Source: Student Dean's Office

SAN SEBASTIAN CAMPUS (SS)

**PROGRAMS OF STUDY APPROVED BY THE
PUERTO RICO COUNCIL OF EDUCATION (SS)**

ASSOCIATE DEGREES

Associate Degree in Computer Programming	1978
Associate Degree in Medical Emergencies	1992
Associate Degree in Nursing	1992
Associate Degree in Pharmacy Technician*	2004, Rev. 2012
Associate Degree in Physical Therapy Technology	2007
Associate Degree in Digital Fashion Design	2013
Associate Degree in Interior Design	2014
Associate Degree in Information Technology	2015
Associate Degree in Criminal Justice	2015

BACHELOR'S DEGREES

Bachelor's Degree in Computer Programming	2001
Bachelor's Degree in Science of Nursing	2002
Bachelor's Degree in Information System Major in Computer Programming	2006
Bachelor's Degree in Information Technology in Network	2015

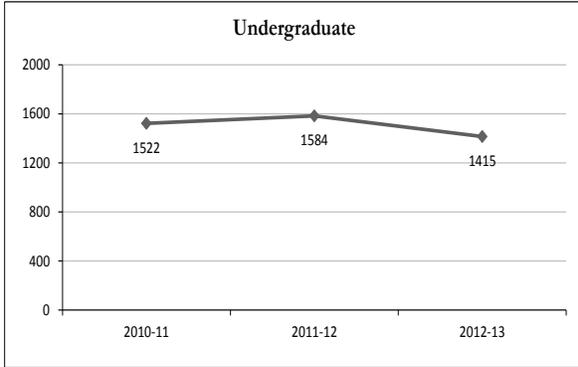
MASTER'S DEGREES

Master's Degree in Science of Nursing, Major in Emergency/Trauma Care (MSN)	2013
Master's Degree in Science of Nursing, Major in Acute/Critical Care (MSN)	2013

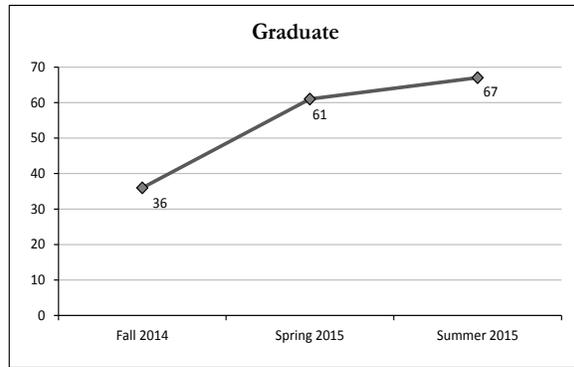
*As change in the Puerto Rico Law No. 247, September 3, 2004, as amended.

ENROLLMENT(SS)

The Undergraduate Enrollment decreased by 10%, and the Graduate Enrollment has increased by 9%.



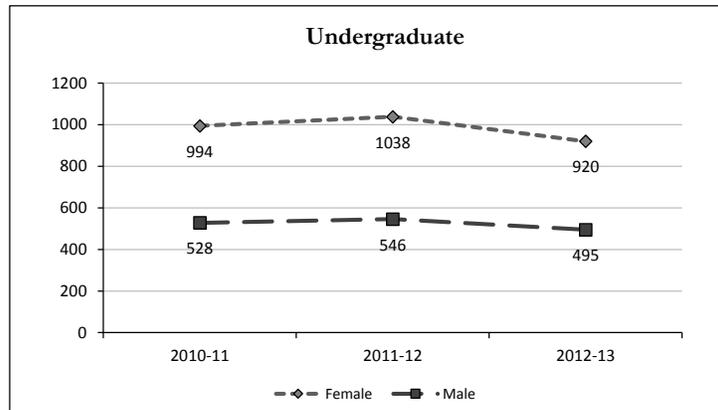
Source: IPEDS 12-month Enrollment Data



Source: Enrollment Certifications
(The Graduate Programs began in Spring 2014)

ENROLLMENT GENDER DISTRIBUTION (SS)

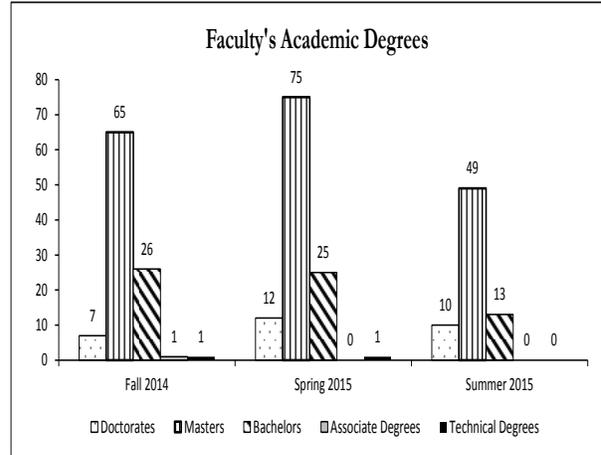
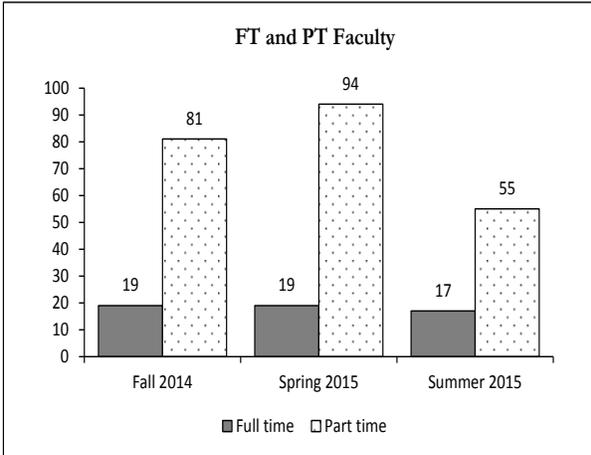
In the Undergraduate Student Enrollment decrease by 7% in female and in male by 6%.



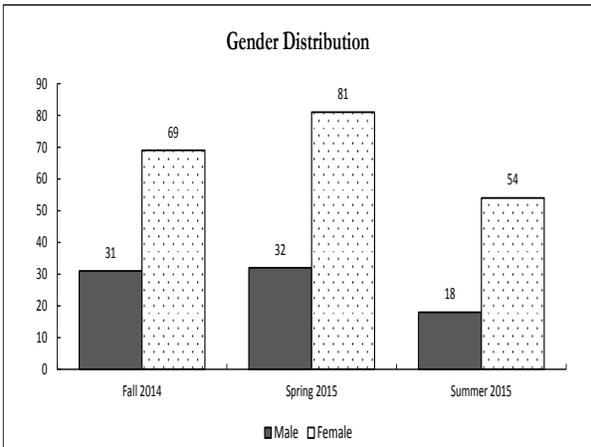
Source: IPEDS 12-month Enrollment Data

FACULTY PROFILE (SS)

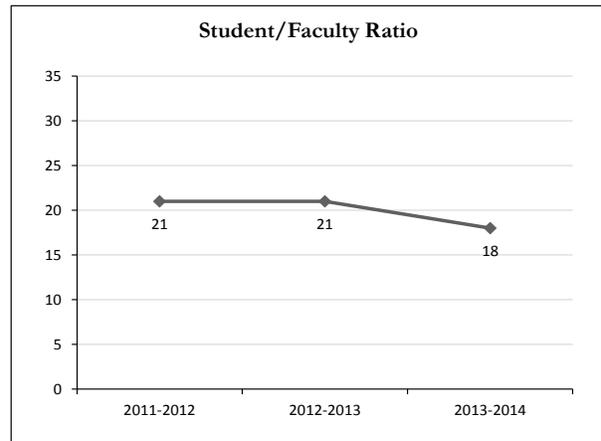
The academic load for full-time faculty remains at 15 credits with a maximum of six (6) credits per semester overload. The maximum load for part-time teachers is 12 credits per semester (Faculty Handbook, 2003).



Source: Academic Dean Office



Source: Academic Dean Office



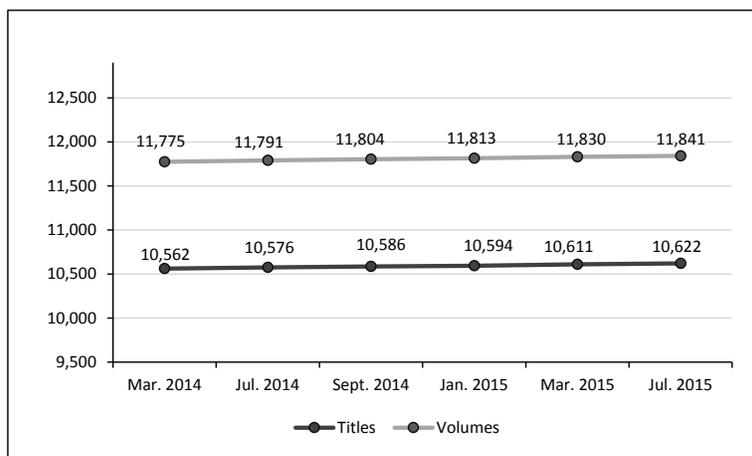
Source: IPEDS

LEARNING RESOURCES (SS)

The Center for Information Resources continues its efforts to provide a quality service to the community, faculty and students. On July 2015, both titles and volumes were increased (11 titles and volumes). Additionally, book collections and electronic databases were updated. They contain a variety of topics such as health, trade, human resources, nursing, computer science, clinical pharmacology, and general academic areas, among others. By July 2015, the Center for Information Resources had 10,622 titles and 11,841 volumes.

The available databases are:

- EBSCO Database - Full Text Journals (SMART Imagebase, Academic Search Premier, Business Source Premier, Computer Source, Education Research Complete, ERIC, GreenFILE, Health Source: Nursing/Academic Edition, Library Information Science & Technology Abstracts, Regional Business News and Teacher Reference Center). It also includes two Spanish language databases: *Economía and Fuente Académica*.
- OCENET (Universitas, Health and Medicine, and Business Administration). Universitas is a tool to help through the learning and research process. It has the most subject coverage in the Spanish language. Health and Medicine is an information center, with contents about health, nursing and medicine, oriented toward the patient, the consumer, and the health careers alike. Business Administration is an information center, with contents about economy, business and management oriented toward the student and the business professional. It provides a support tool to the learning process of students and to the daily tasks of professionals.
- SCIENCE FULL TEXT (H.W. WILSON) DATABASE - features professionally produced abstracts, indexing, and full text of thousands of leading publications in science and technology.
- ADENDI (*El Nuevo Día* Newspaper Digital Archive). It provides access to the full text of articles published since 1990.
- SIRS Mandarin M-3 is the Library On-line Catalog. Allows students to access the collection of books, journals and other resources available at the library from anywhere through the Internet.



Source: IRC

RETENTION (SS)

<i>Academic Programs</i>	Retention		
	2012-13	2013-14	2014-15
Associate Degree in Nursing	(822) 74%	(831) 65%	(662) 76% ↑
Associate Degree in Pharmacy Technician	(245) 75%	(264) 74%	(283) 72% ↓
Associate Degree in Office Administration	(74) 71%	(70) 61%	(47) 60% ↓
Associate Degree in Business Administration	(52) 67%	(60) 53%	(33) 61% ↑
Associate Degree in Medical Emergencies	(50) 60%	(27) 48%	(13) 85% ↑
Associate Degree in Computer Programming	(66) 72%	(80) 68%	(55) 53% ↓
Associate Degree in Physical Therapy Technology	(120) 75%	(118) 72%	(129) 82% ↑
Associate Degree in Digital Fashion Design		(23) 100%	(41) 68% ↓
Associate Degree in Interior Design*			(12) 75%
Associate Degree in Information Technology*			(35) 94%
Associate Degree in Criminal Justice*			
Bachelor's Degree in Technological Office Administration	(23) 65%	(22) 70%	(16) 88% ↑
Bachelor's Degree in Business Administration	(10) 30%	(3) 0%	
Bachelor's Degree in Business Administration – Management	(15) 83%	(17) 53%	(10) 60% ↑
Bachelor's Degree in Business Administration - Accounting	(19) 88%	(24) 82%	(20) 80% ↓
Bachelor's Degree in Information System -Computer Programming	(39) 63%	(29) 88%	(19) 79% ↓
Bachelor's Degree in Information Technology in Network*			(16) 100%
Bachelor's Degree in Nursing	(281) 75%	(303) 76%	(306) 83% ↑
Master's Degree in Science of Nursing, Major in Emergency/Trauma Care (MSN) with Administrative Role		(7) 86%	(17) 100% ↑
Master's Degree in Science of Nursing, Major in Emergency/Trauma Care (MSN) with Educational Role		(20) 90%	(35) 91% ↑
Master's Degree in Science of Nursing, Major in Acute/Critical Care (MSN) with Administrative Role		(5) 100%	(8) 100% =
Master's Degree in Science of Nursing, Major in Acute/Critical Care (MSN) with Educational Role		(10) 70%	(12) 100% ↑
Institutional	(1816) 79%	(1803) 74%	(1768) 77% ↑

Source : AIR

(n=Enrollment)

Formula: $(\text{Total Enrollment} - \text{Drops}) / \text{Total Enrollment}$

* New Programs

PLACEMENT (SS)

<i>Academic Degrees</i>	2012-2013	2013-2014	2014-2015
Associate Degree in Nursing	(18) 20%	(60) 56%	(36) 35% ↓
Associate Degree in Pharmacy Technician	(12) 44%	(8) 53%	(4) 27% ↓
Associate Degree in Office Administration	(5) 38%	(3) 75%	(3) 50% ↓
Associate Degree in Business Administration	(0) 0%	(2) 67%	(3) 60% ↓
Associate Degree in Medical Emergencies	(0) 0%	(5) 83%	(2) 50% ↓
Associate Degree in Computer Programming	(0) 0%	(3) 100%	(4) 80% ↓
Associate Degree in Digital Fashion Design			
Associate Degree in Interior Design*			
Associate Degree in Physical Therapy Technology	(8) 31%	(9) 53%	(2) 14% ↓
Associate Degree in Information Technology *			
Associate Degree in Criminal Justice *			
Bachelor's Degree in Technological Office Administration	(3) 50%	(1) 50%	(3) 60% ↑
Bachelor's Degree in Business Administration – Management	(0) 0%	(1) 50%	(2) 100% ↑
Bachelor's Degree in Business Administration - Accounting	(0) 0%	(1) 50%	(2) 67% ↑
Bachelor's Degree in Information System -Computer Programming	(3) 43%	(3) 100%	(4) 67% ↓
Bachelor's Degree in Nursing	(22) 40%	(55) 72%	(40) 53% ↓
Bachelor's Degree in Information Technology in Network*			
Master's Degree in Science of Nursing, Major in Emergency/Trauma Care (MSN) with Administrative Role			
Master's Degree in Science of Nursing, Major in Emergency/Trauma Care (MSN) with Educational Role			
Master's Degree in Science of Nursing, Major in Acute/Critical Care (MSN) with Administrative Role			
Master's Degree in Science of Nursing, Major in Acute/Critical Care (MSN) with Educational Role			
Institutional	28%	63%	45% ↓

Source : AIR

(n)=(Graduate + Complete)

Formula: $\frac{\text{SUM}(\text{Infield} + \text{Relfield})}{(\text{Graduate} + \text{Complete})} - \text{Outfield}$

*New Programs

PERCENTAGE OF STUDENTS GRADUATED PER PROGRAM (SS)

<i>Academic Degrees</i>	2012-13	2013-14	2014-15
Associate Degree in Office Administration	(16,74) 22%	(4,70) 6%	(7,47) 15% ↑
Associate Degree in Business Administration	(4,52) 8%	(3,60) 5%	(6,33) 18% ↑
Associate Degree in Medical Emergencies	(8,50) 16%	(6,27) 22%	(3,13) 23% ↑
Associate Degree in Computer Programming	(6,66) 9%	(4,80) 5%	(5,55) 9% ↑
Associate Degree in Physical Therapy Technology	(29,120) 24%	(21,118) 18%	(13,129) 10% ↓
Associate Degree in Pharmacy Technician	(29,245) 12%	(11,264) 4%	(18,283) 6% ↑
Associate Degree in Nursing	(122,822) 15%	(106,831) 13%	(95,662) 14% ↑
Associate Degree in Digital Fashion Design		(0,23) 0%	(0,41) 0% =
Associate Degree Interior Design *			(0,12) 0%
Associate Degree in Information Technology *			(0,35) 0%
Associate Degree in Criminal Justice *			
Bachelor's Degree in Technological Office Administration	(6,23) 26%	(4,22) 18%	(5,16) 31% ↑
Bachelor's Degree in Business Administration	(0,10) 0%	(0,3) 0%	
Bachelor's Degree in Business Administration – Management	(3,15) 20%	(4,17) 24%	(2,10) 20% ↓
Bachelor's Degree in Business Administration - Accounting	(2,19) 11%	(4,24) 17%	(3,20) 15% ↓
Bachelor's Degree in Information System - Computer Programming	(7,39) 18%	(3,29) 10%	(7,19) 37% ↑
Bachelor's Degree in Nursing	(60,281) 21%	(77,303) 25%	(76,306) 25% =
Bachelor's Degree in Information Technology in Network *			(0,16) 0%
Master's Degree in Science of Nursing, Major in Emergency/Trauma Care (MSN) with Administrative Role		(0,7) 0%	(0,17) 0% =
Master's Degree in Science of Nursing, Major in Emergency/Trauma Care (MSN) with Educational Role		(0,20) 0%	(0,35) 0% =
Master's Degree in Science of Nursing, Major in Acute/Critical Care (MSN) with Administrative Role		(0,5) 0%	(0,8) 0% =
Master's Degree in Science of Nursing, Major in Acute/Critical Care (MSN) with Educational Role		(0,10) 0%	(0,12) 0% =
Institutional	(292,1708) 17%	(253,1803) 14%	(240,1768) 14% =

Source : AIR

(n=Total G+C,TE)

Formula: $\text{SUM}(\text{Graduate}+\text{Complete})/\text{Total Enrollment}$

* New Programs

IPEDS Graduation Rates		
2011-2012	2012-2013	2013-2014
23%	23%	28%

Benchmark for PR Non Profit Institutions 2004-05— 22%¹

¹ Source: CESPR. (2008). *Guía para el desarrollo y fomento de la educación superior en PR.*

RETENTION, PLACEMENT, AND PERCENTAGE OF STUDENTS GRADUATED PER PROGRAM ANALYSIS (SS)

Retention

During the academic year of 2014-2015, institutionally and more programs increased the retention rate in comparison to the previous year. In 2014-2015, ten (10) programs increased in the retention rates. The programs were the following: Associate Degree in Medical Emergencies (37%), Nursing (11%), Physical Therapy Technology (10%) and, Business Administration (8%). In the Bachelor's Degrees: Technological Office Administration (18%), Business Administration-Management (7%), Nursing (7%) increased their retention rate. In Master's Degrees: Science of Nursing-Major in Acute/Critical Care with Educational Role (30%), Science of Nursing-Major in Emergency/Trauma Care with Administrative Role (14%) and, Science of Nursing-Major in Emergency/Trauma Care with Educational Role (1%).

Resulting from this data, the Associate Degree in Office Administration was revised; and the Bachelor's Degree in Business Administration is be considered to be placed in moratorium.

Placement

During 2014-2015, three (3) programs increased the placement rates: Bachelor's Degree in Technological Office Administration, Bachelor's Degree in Business Administration/Management and, Bachelor's Degree in Business Administration/Accounting

According to AIR data for 2014-2015, the percent of employability dropped because the Physical Therapy can't practice with a temporal license and this group will revalidate in September of 2016 by changes in the Regulatory Board Physical Therapy. The graduates of Pharmacy Technician indicated that do not allow to work until they have a permanent license and there are still graduates have not been able to contact. In addition, the data for the Nursing Associate and Bachelor Degree Programs was affected because many students from the MAGAE and MABE modalities failed to report if they were employed or not.

Percentage of Students Graduated per Program

In 2014-2015, eight (8) programs increased in their student's graduation rate. The programs were the following: Associate Degrees in Business Administration (13%), Office Administration (9%), Computer Programming (4%), Pharmacy Technician (2%), Medical Emergencies (1%), Nursing (1%), In Bachelor's Degrees: Information System Major in Computer Programming (27%), and Technological Office Administration (13%).

IPEDS

Also, the IPEDS Graduation Rates 2013-2014 increased 11% in comparison to the previous year (18% in 2012-2013 – 29% in 2013-2014).

R³

RECRUITMENT, READMISSION AND RETENTION (SS)

R₃ represents the outcome of efforts aimed at reaching a projected enrollment number from three available areas. These are recruitment, readmission, and retention. The offices responsible for this area are the Promotion's, Admission's, the Registrar's and the Academic Dean's Offices, accordingly.

R₃ outcome numbers allow the institution to make an enrollment projection as well as its composition. It also indicates how these areas relate to the enrollment plan in order to uphold a healthy sustainable growth.

In the Spring 2014, the enrollment increased the projected distribution. Nonetheless, there was an enrollment decrease in the Fall 2013, Summer 2013, and all the academic terms of 2014.

SAN SEBASTIAN CAMPUS R³ DISTRIBUTION

P = Projected R = Real	FALL 2013		SPRING 2014		SUMMER 2014		FALL 2014		SPRING 2015		SUMMER 2015	
	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Promotion Office)	338	283	126	124	98	97	260	259	160	138	100	70
Retention (Academic Affairs)	897	791	872	917	638	515	861	794	898	990	536	506
Readmission (Student Affairs)	65	95	53	56	15	20	59	66	42	27	14	35
TOTALS	1300	1169	1050	1097	750	632	1180	1119	1100	1155	650	611

Source: Project Enrollment Analysis and Enrollment Certifications

**Manati and Humacao
Additional Locations**

**PROGRAMS OF STUDY APPROVED
BY THE PUERTO RICO COUNCIL OF EDUCATION (CEPR)
MANATI ADDITIONAL LOCATION**

The Manati Additional Location was approved by the CEPR since in September 2013. Following are the academic program offerings for the location.

ASSOCIATE DEGREES

Associate Degree in Computer Programming

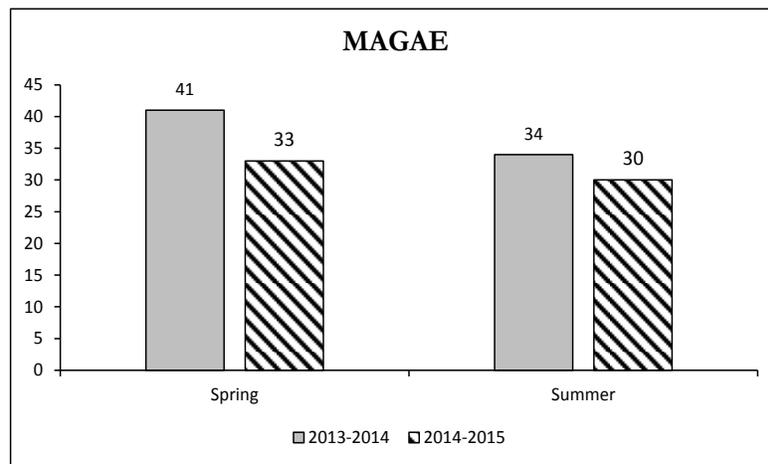
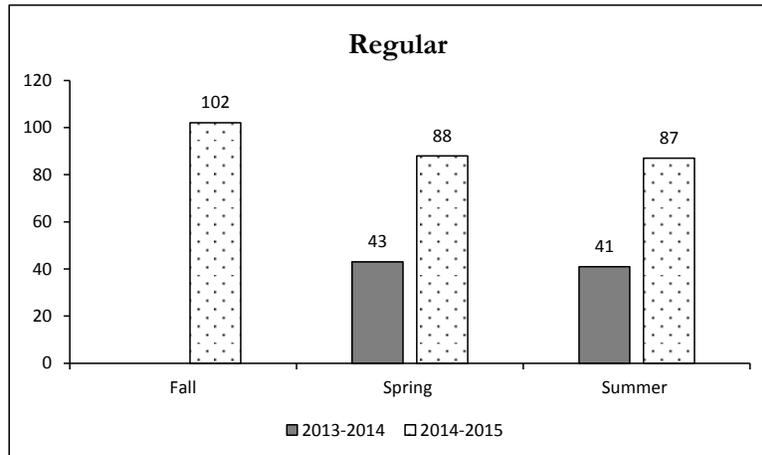
Associate Degree in Nursing

Associate Degree in Physical Therapy Technology

Associate Degree in Digital Fashion Design

MANATI ADDITIONAL LOCATION ENROLLMENT

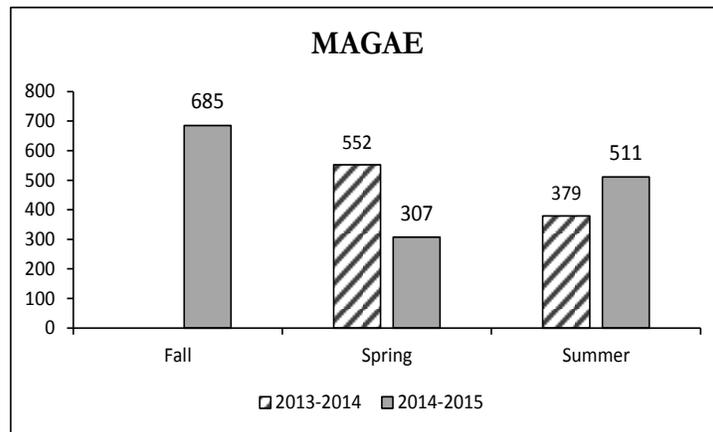
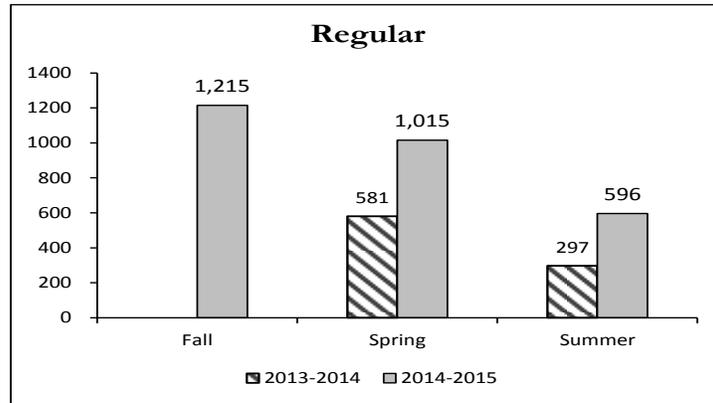
In 2014-15, the **Regular** Enrollment increased in all the academic terms. **MAGAE** mode maintains a steady pattern.



Source: Enrollment Certifications

MANATI ADDITIONAL LOCATION CREDITS BOUGHT

All the Credits Bought maintain a steady pattern. **MAGAE** mode shows a decrease in the Spring session.



Source: Enrollment Certifications

MANATI ADDITIONAL LOCATION RETENTION

The total retention rate for the academic year 2014-15 was 71%.

<i>Academic Programs</i>	2014-2015
Associate Degree in Computer Programming	(10) 80% *
Associate Degree in Digital Fashion Design	(25) 64% *
Associate Degree in Physical Therapy Technology	(71) 68% *
Associate Degree in Nursing	(124) 73% *
Total Retention	(230) 71%

*Data recorded in Hato Rey Campus Retention Table (page 13).

MANATI ADDITIONAL LOCATION
R³
RECRUITMENT, READMISSION AND RETENTION

R₃ represents the outcome of efforts aimed at reaching a projected enrollment number from three (3) available areas. These are recruitment, readmission, and retention. The offices responsible for this area are the Promotion's, Admission's, the Registrar's and the Academic Dean's Offices, accordingly.

R₃ outcome numbers allow the institution to make an enrollment projection as well as its composition. It also indicates how these areas relate to the enrollment plan in order to uphold a healthy sustainable growth.

In the Fall of 2014, enrollment increased the projected distribution in the Regular Modality, MAGAE as well as in the Total distribution.

MANATI ADDITIONAL LOCATION R³ DISTRIBUTION

P =Projected R= Real	REGULAR						MAGAE						TOTAL					
	Fall 2014		Spring 2015		Summer 2015		Fall 2014		Spring 2015		Summer 2014		Fall 2014		Spring 2015		Summer 2015	
	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Academic Affairs)	20	65	9	16	12	31	20	26	9	0	5	0	39	91	18	16	16	31
Retention (Promotion Office)	52	37	62	72	77	56	52	58	62	51	30	30	104	95	125	123	106	86
Readmission (Student Affairs)	4	0	4	0	2	0	4	0	4	0	1	0	8	0	8	0	3	0
Total	75	102	75	88	90	87	75	84	75	51	35	30	150	186	150	139	125	117

Source: Project Enrollment Analysis and Enrollment Certifications

**PROGRAMS OF STUDY APPROVED
BY THE PUERTO RICO COUNCIL OF EDUCATION (CEPR)
HUMACAO ADDITIONAL LOCATION**

The Humacao Additional Location was approved by the CEPR since in September 2013. Following are the academic program offerings for the location.

ASSOCIATE DEGREES

Associate Degree in Computer Programming

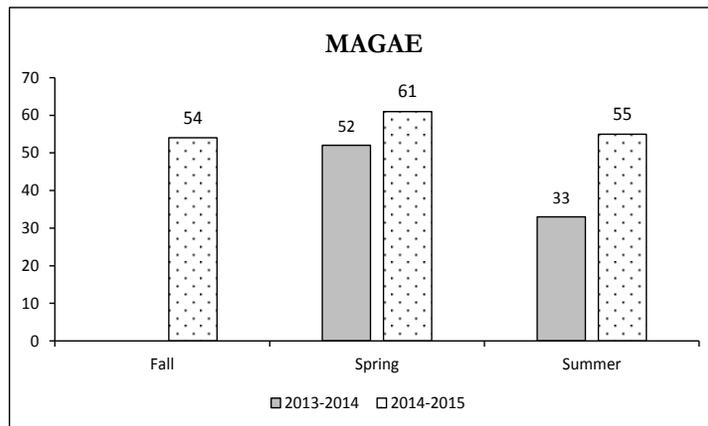
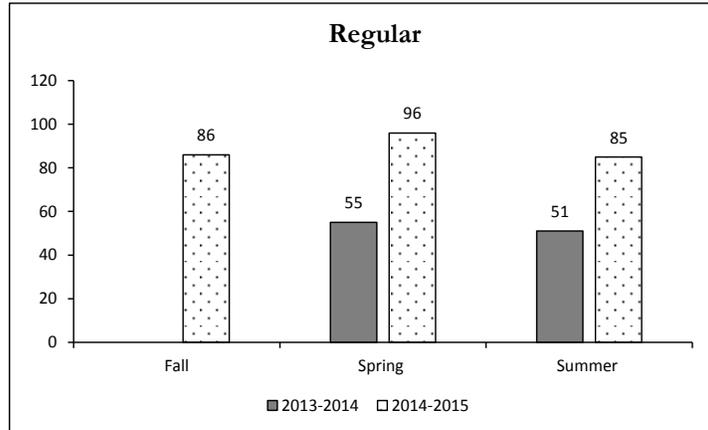
Associate Degree in Nursing

Associate Degree in Physical Therapy Technology

Associate Degree in Digital Fashion Design

HUMACAO ADDITIONAL LOCATION ENROLLMENT

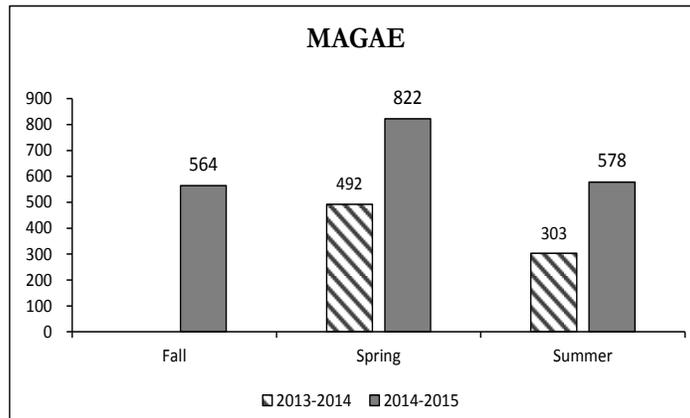
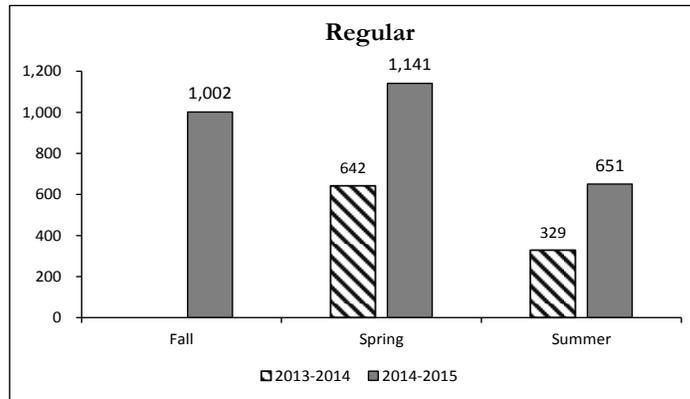
In the 2014-15, the **Regular** and **MAGAE** mode enrollment increase in all the academic terms.



Source: Enrollment Certifications

HUMACAO ADDITIONAL LOCATION CREDITS BOUGHT

All the Credits Bought maintain a steady pattern. The **Regular** and **MAGAE** mode shows an increase in the Spring session.



Source: Enrollment Certifications

HUMACAO ADDITIONAL LOCATION RETENTION

The total retention rate for the academic year of 2014-15, was 73%.

<i>Academic Programs</i>	2014-2015
Associate Degree in Computer Programming	(10) 60% *
Associate Degree in Digital Fashion Design	(15) 67% *
Associate Degree in Physical Therapy Technology	(68) 72% *
Associate Degree in Nursing	(138) 75% *
Total Retention	(231) 73%

*Data recorded in Hato Rey Campus Retention Table (page 13).

HUMACAO ADDITIONAL LOCATION R³ RECRUITMENT, READMISSION AND RETENTION

R₃ represents the outcome of efforts aimed at reaching a projected enrollment number from three (3) available areas. These are recruitment, readmission, and retention. The offices responsible for this area are the Promotion's, Admission's, the Registrar's and the Academic Dean's Offices, accordingly.

R₃ outcome numbers allow the institution to make an enrollment projection as well as its composition. It also indicates how these areas relate to the enrollment plan in order to uphold a healthy sustainable growth.

In the Fall and Spring of 2014, the enrollment increase the projected distribution in the Regular Modality, MAGAE as well as in the Total distribution.

HUMACAO ADDITIONAL LOCATION R³ DISTRIBUTION

P =Projected R= Real	REGULAR						MAGAE						TOTAL					
	Fall 2014		Spring 2015		Summer 2015		Fall 2014		Spring 2015		Summer 2014		Fall 2014		Spring 2015		Summer 2015	
	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Academic Affairs)	20	22	9	17	12	21	20	31	9	0	8	0	39	53	18	17	20	21
Retention (Promotion Office)	52	63	62	79	77	64	52	55	62	85	55	54	104	118	125	164	132	118
Readmission (Student Affairs)	4	0	4	0	2	0	4	0	4	4	1	2	8	0	8	4	3	2
Total	75	85	75	96	90	85	75	86	75	89	65	56	150	171	150	185	155	141

Source: Project Enrollment Analysis and Enrollment Certifications

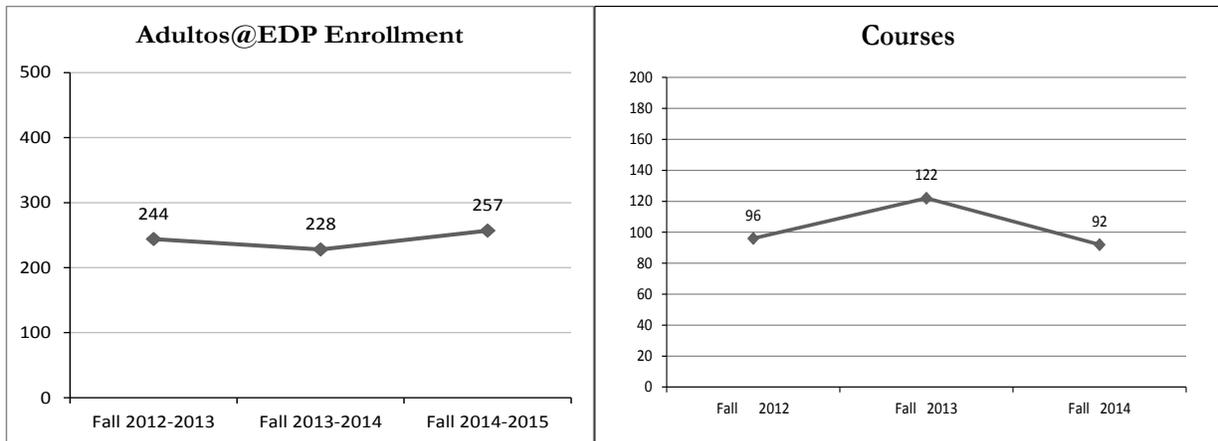
**INSTITUTIONAL
INNOVATIVE INITIATIVES**

ADULTOS@EDP (HR)

The Adults Modality of learning is a nontraditional accelerated calendar of study for students 21 years of age or older. Meeting once a week per cycle it concentrates two (2) -nine (9) weeks cycles-into one semester. Each course has a study guide which helps lead the student through the content areas.

A student may complete nine (9) credits per cycle thus completing 18 credits per semester. Nevertheless, students tend to complete six (6) credits per cycle. This calendar has evidenced positive feedback for nontraditional students whose goals are to complete an academic degree as part of their professional development.

More students are attending less courses for which an analysis must be in place to identify programs on demand.



Sources: Enrollment Certifications

Sources: Campus VUE

ADULTS MODALITY PROGRAM OFFERINGS

Associate Degree in Office Administration

Associate Degree in Business Administration

Associate Degree in Computer Programming

Associate Degree in Nursing

Bachelor's Degree in Business Administration

Bachelor's Degree in Technological Office Administration

Bachelor's Degree in Business Administration – Management

Bachelor's Degree in Business Administration - Accounting

Bachelor's Degree in Information System major in Computer Programming

Bachelor's Degree in Science Major in Nursing

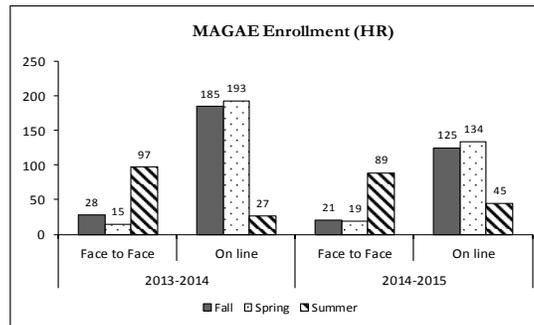
ASSOCIATE DEGREE IN NURSING ADULT MODALITY (HR) (MAGAE)

The Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym) program is an adaptation of the Associate Degree in Nursing approved by the Council for Higher Education. The program schedule was formatted to accommodate the fast track pace of the adult modality.

HATO REY CAMPUS (HR)

The MAGAE mode requires courses taken through both distance education (49%) and traditional in-classroom (51%) modalities. On-line courses are accessed through EDP's virtual campus (www.campusvirtualedp.net). Face to face courses, and clinical practice, require students to travel to Puerto Rico for two (2) consecutive periods, including the months of February, March, April, June, July, October and December. During this time period, clinical placements are provided at hospitals currently licensed by the Puerto Rico Department of Health.

In the Summer of academic year 2014-2015, the Online enrollment increased. In the Spring of 2014-2015, the Face to Face enrollment increased in comparison to the previous year.

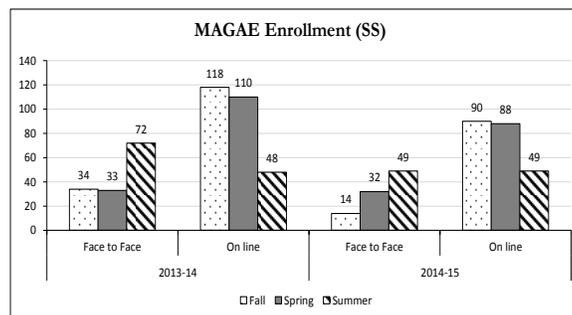


Source: Enrollment Certifications

SAN SEBASTIAN CAMPUS (SS)

The MAGAE program requires courses taken through both distance education (55%) and traditional in-classroom (45%) modalities. On-line courses are accessed through EDP's virtual campus (www.campusvirtualedp.net). Face to face courses, along with their clinical practice, require students to travel to Puerto Rico for two (2) consecutive summers, including the months of June, July and August. During this time period, clinical placements are provided at hospitals currently licensed by the Puerto Rico Department of Health.

In the academic years of 2013-2014, the enrollment increased in all the terms. Although, in the 2014-2015, we observe a decrease in the number of Face to Face and Online students.

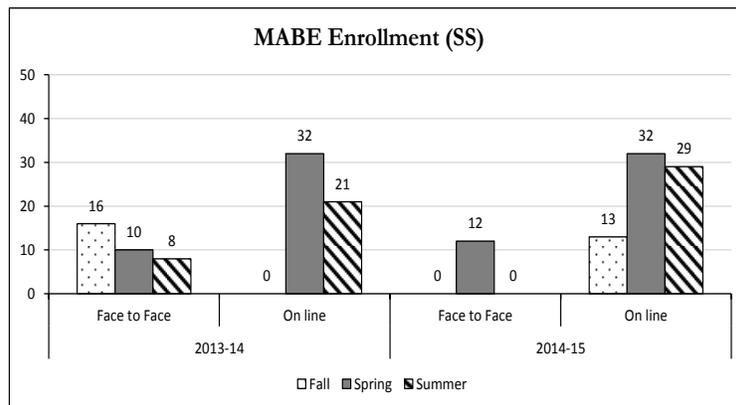


Source: Enrollment Certifications

BACHELOR'S DEGREE IN NURSING ADULT MODALITY (SS) (MABE)

The Bachelor's Degree in Nursing Adult Modality (MABE by its Spanish acronym) consists of an adaptation in the course of study from the existing curriculum. The students take 60% of their course work online and 40% face to face. The program requires students to travel to Puerto Rico for the three (3) consecutive summers (during the months of June, July and August) to take specialty courses, including their clinical practices. Clinical practices are offered throughout hospitals licensed by the Department of Health of Puerto Rico. Online courses are taken through our virtual campus, www.campusvitualedp.net. The program integrates theoretical instruction with clinical practice to ensure compliance with the highest standards of education.

In the academic year of 2014-2015, the Online enrollment increased. Nevertheless, in 2014-2015 the enrollment sustained as the 2013-14.

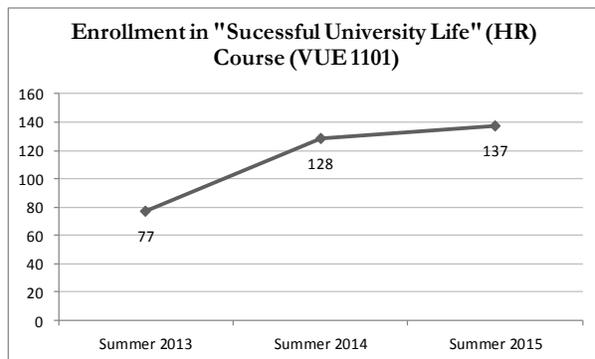


Source: Enrollment Certifications

FRESHMEN SUMMER (HR)

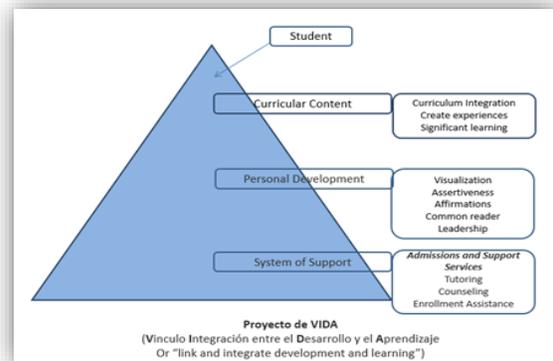
For many students, the transition from high school to university is a challenging experience. In the Summer of 2003, starting with an enrollment of 34 freshmen, the Institution developed a program directed at helping them make a smoother transition from high school. The Freshmen Summer project provides students with higher education academic experiences, integrative activities both cultural and social, study skills, collaboration between students and faculty, and field trips. Furthermore, the program develops competitions and presentations of work produced by its students. Since 2009, the students also participated in Project VIDA.

In the Summer of 2014, the number of enrolled students increased 40% in comparison with the Summer of 2013. On the other hand, a 7% increase resulted in the Summer of 2015. This increase in enrollment may be attributed to the opening of additional academic programs such as: Associate Degree in Biotechnology, Associate Degree in Information Technology and Bachelor's Degree in Information Technology in Network.



Source: Campus VUE Systems

Project VIDA Model

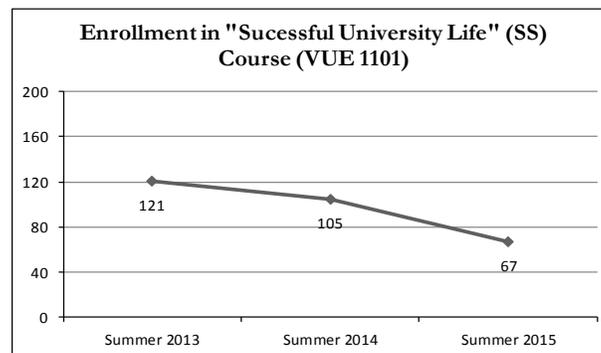


FRESHMEN SUMMER (SS)

For many students the transition from high school to university is a challenging experience. In the Summer of 2004, starting with an enrollment of 45 freshmen the San Sebastian Campus started a program directed at helping them make a smoother transition from high school.

The Freshmen Summer project provide students with higher education academic experiences, integrative activities both cultural and social, study skills, collaboration between students and faculty, and visits to museums, botanical gardens, and exhibitions. Furthermore, the program develops competitions and presentations of work produced by its students.

In the Summer of 2013 and 2014 we observed a sustained enrollment more than 100 students. The Summer of 2014 and 2015 reflects a decrease of students respect the previous Summer.



Source: Campus VUE Systems

PROJECT VIDA

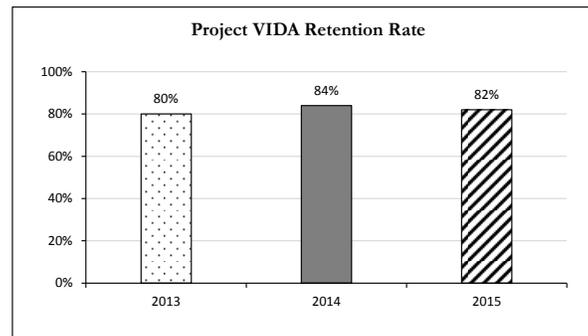
The Admissions and Student Support Services Office is in charge of the Project Intellectual Link between Personal Development and Learning (VIDA by its Spanish acronym). This is a student retention project directed towards first year students with no prior college experience. Three (3) major characteristics define this project. One characteristic is in student support services where the admissions director keeps track and guide the students until their second year of college. During their first year of college, students develop their capacity for an autonomous and successful university life there on. 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 characteristic introduces changes to the curricular activities. Courses are scheduled in blocks so that the student can experience an integrated curriculum.

Goals:

1. To achieve a 5% increase for the first year retention rate.
2. To develop personal growth and resilience through systematic visualizations and affirmations.
3. To support academic achievement through an integrated curriculum.

Outcomes:

Since its inception in 2008, the 5% retention rate increased, until 2012. There on an 80% or more retention rate has been in place.



Source: Admissions and Student Services Office

Project Evaluation

This project was evaluated in 2012, for both, the San Sebastián and for the Hato Rey Campus. David Fetterman Empowerment Evaluation model was used. The goal was to examine the level of empowerment that faculty members and other administrative employee's manifested in terms of three (3) elements from the Project VIDA: professional development, meaningful learning experiences, and student support services.

Findings

1. There is a great affinity between the goals set for the project against those expressed by the participants themselves.

As result of the recommendations made by the evaluation participants, stems the need to address the student support services and ongoing professional development components, focusing on establishing affirmations, research, and information literacy.

VIDA PROJECT ENROLLMENT PER PROGRAM

HATO REY CAMPUS			
Programs	Fall 2012	Fall 2013	Fall 2014
Associate Degree in Office Administration	7	4	3
Associate Degree in Business Administration	5	9	6
Associate Degree in Computer Programming	8	4	6
Associate Degree in Digital Fashion Design	28	10	20
Associate Degree in Physical Therapy Technology	3	13	3
Associate Degree in Medical Emergencies	14	11	5
Associate Degree in Nursing	27	38	40
Associate Degree in Arts Digital Design	4	0	3
Associate Degree in Interior Design and Decoration	19	12	25
Associate Degree in Biotechnology			13
Bachelor's Degree Information System- Computer Programming	2	1	0
Bachelor's Degree Information System-Digital Imaging	1	0	0
Bachelor's Degree Information System in Networking	3	0	2
Bachelor's Degree in Business Administration	1	0	0
Bachelor's Degree in Business Administration - Accounting	1	2	1
Bachelor's Degree in Business Administration -Management	2	1	0
Bachelor's Degree in Technological Office Administration	0	1	0
Bachelor's Degree in Interior Design and Decoration	11	1	2
Bachelor's Degree in Digital Fashion Design	0	6	2
Bachelor's Degree in Digital Design with Major in Multimedia	2	1	0
Bachelor's Degree in Science of Nursing	0	1	0
TOTAL	138	115	131

SAN SEBASTIÁN CAMPUS			
Programs	Fall 2012	Fall 2013	Fall 2014
Associate Degree in Nursing	79	77	77
Associate Degree in Pharmacy Technician	37	43	34
Associate Degree in Office Administration	8	11	1
Associate Degree in Business Administration	10	6	1
Associate Degree in Medical Emergencies	10	2	0
Associate Degree in Computer Programming	10	17	17
Associate Degree in Information Technology			
Associate Degree in Digital Fashion Desing		4	9
Associate Degree in Interior Design and Decoration		1	3
Associate Degree in Physical Therapy Technology	12	10	15
Bachelor's Degree in Technological Office Administration	1	0	1
Bachelor's Degree in Business Administration	0	0	0
Bachelor's Degree in Business Administration -Management	3	2	0
Bachelor's Degree in Business Administration - Accounting	0	2	0
Bachelor's Degree in Computer Programming			
Bachelor's Degree in Information System- Computer Programming	3	3	5
Bachelor's Degree in Information System-Digital Imaging			
Bachelor's Degree in Science of Nursing	3	10	7
TOTAL	176	188	170

Source: Campus VUE

VIDA PROJECT ENROLLMENT PER PROGRAM

HUMACAO ADDITIONAL LOCATION	
Programs	Fall 2014
Associate Degree in Nursing	8
Associate Degree in Digital Fashion Design	2
Associate Degree in Physical Therapy Technology	3
TOTAL	13

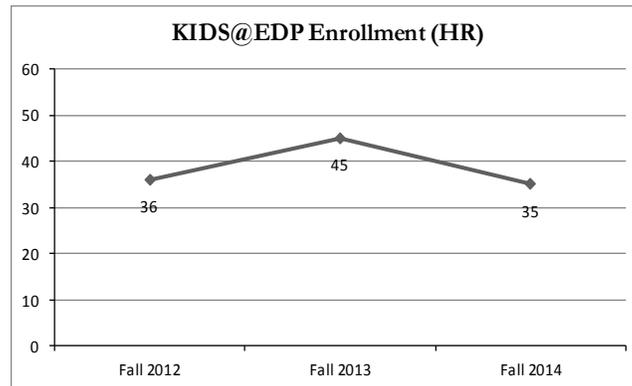
MANATÍ ADDITIONAL LOCATION	
Programs	Fall 2014
Associate Degree in Nursing	15
Associate Degree in Computer Programming	3
Associate Degree in Digital Fashion Design	3
Associate Degree in Physical Therapy Technology	30
TOTAL	51

KIDS@EDP (HR)

Since June 2003, KIDS@EDP, Day Care and Development Center, offers its services to the children of students, employees, and community members in general. Among its goals is being able to work with children from a multiple intelligence perspective through family support services, recreation and early childhood development. The Center counts with all the required permits for operation, such as those from the PR Department of Health, PR Planning Board, PR Fire Department, PR Family Department, and PR Food Management.

By taking advantage of the daycare service, students can fully concentrate on their college education, with confidence and dedication.

Since 2006, the average enrollment has been 42 children per year. In Fall of 2014, a 7% decrease from the average enrollment can be observed.



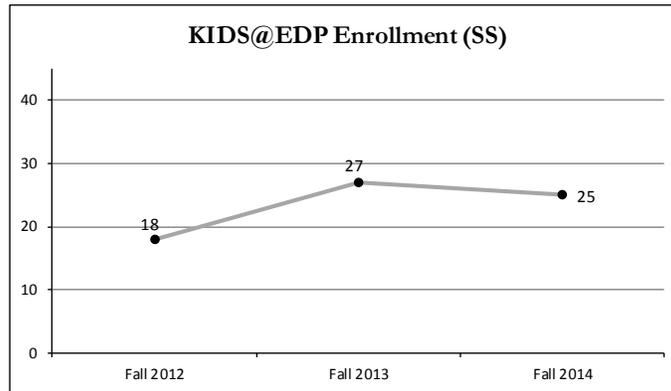
2013-2014	
Age Months	Child/Employee Ratio
3-18	20/6
19-35	11/2
36-59	14/2
2014-2015	
Age Months	Child/Employee Ratio
2-18	14/5
19-35	9/3
36-59	12/2

KIDS@EDP (SS)

KIDS@EDP, in San Sebastian Campus, since September 3, 2012, and offer its services to the children of students, employees, and community members in general. Among its goals is being able to work with children from a multiple intelligence perspective through family support services, recreation and early childhood development. The Center counts with all the required permits for operation, such as those from the PR Department of Health, PR Planning Board, PR Fire Department, PR Family Department, and PR Food Management. The Center since Fall 2012 with nine children and finished the half with 18.

The average enrollment since 2012, is 17 children per year. An increase from average can be observed.

By taking advantage of the daycare service, students can fully concentrate on their college education, with confidence and dedication.



2013-2014	
Ages Month	Child/Employee Ratio
3-18	5/1
19-35	8/1
36-59	12/1
2014-2015	
Ages Month	Child/Employee Ratio
3-18	8/1
19-35	9/1
36-59	10/2

**DISTANCE LEARNING
EDUCATION ENROLLMENT**

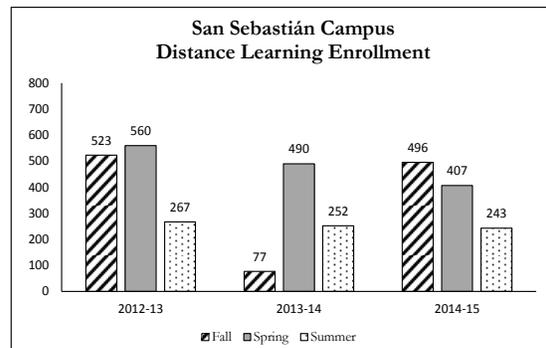
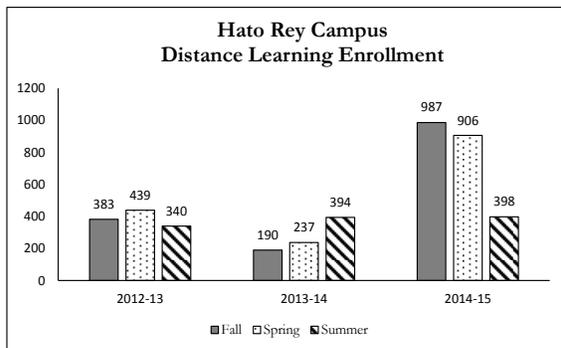
DISTANCE LEARNING

EDP University of Puerto Rico recognizes the importance of technology integration within the educational experience and; therefore, enhance the quality of higher education opportunities. The Institution aims to provide students with the experience of taking at least one on-line course. This responds to the Mission which guides all of the Institution’s educational actions. The Office of Distance Education and Technological Development oversees the development of accessible college courses and programs.

In 2003-2004, the Institution began the process of offering distance learning courses. During this period, the proposed on-line courses had to go through the ACICS’s rigorous process of approval. As a result, the Office of Technology Development at EDP was created. This Office is responsible for the design and enrichment of new on-line offerings. One of the goals for the 2008-2013 Strategic Plan is to develop a virtual campus. This goal is an indicator of the outcome for this nontraditional modality of study.

In 2014-15, all the academic terms have a significant increase of enrollment in Hato Rey Campus, as observed in the following tables. In addition, in Fall 2014-15, there is a significant increase of 797 students.

The Fall 2014-15, shows a significant increase of enrollment in San Sebastián Campus. Nevertheless, in the Spring and Summer of 2014-15 a decrease is observed.



Source: Campus VUE

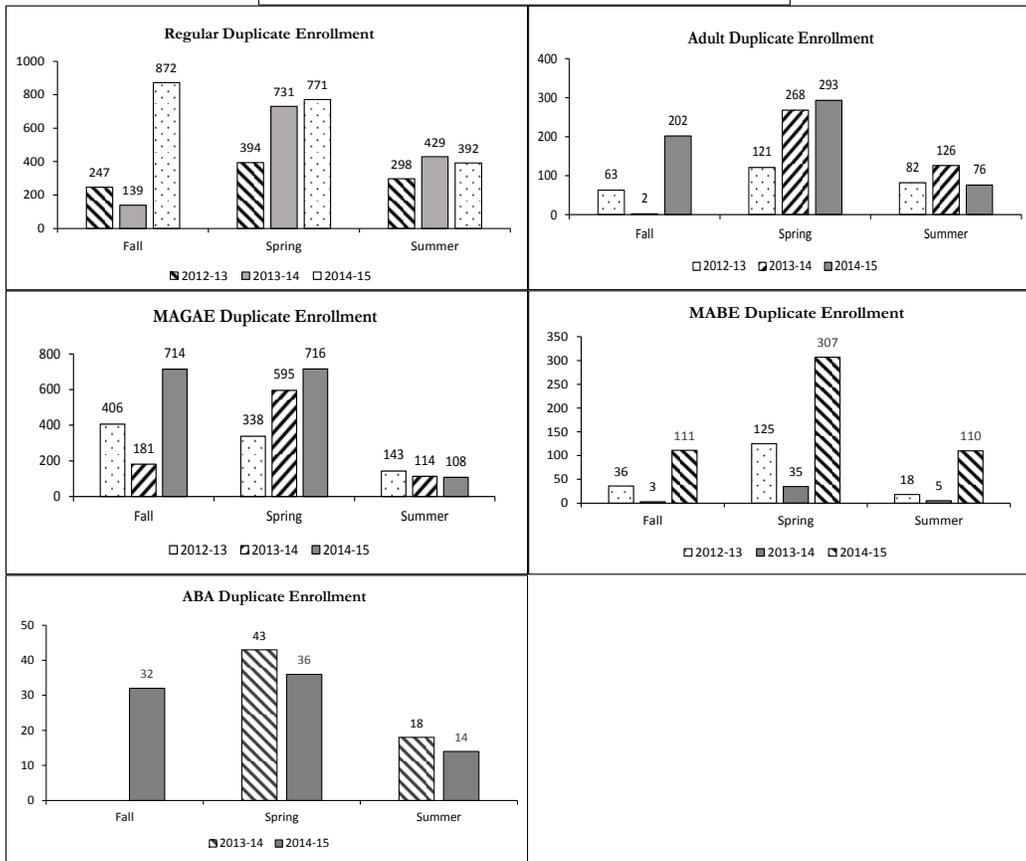
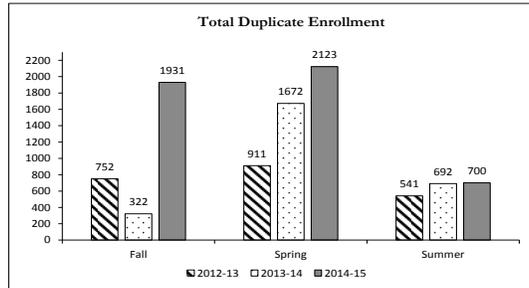
DISTANCE LEARNING ENROLLMENT PER COURSE HATO REY CAMPUS

A first year, face to face program is usually organized around a scheduled block which includes BIO, ENG, SPA, NUR, PRO, PSY, STA and VUE courses. The 2015 enrollment reflects the schedules block approach for the Distance Learning Modality.

Courses	Fall 2014	Spring 2015	Summer 2015
ACC 2113	22		
ACC 2114	10		
BA 1110		21	
BA 1313	48	67	43
BA 2301		24	
BA 4330	16		
BA 3332	24		
BIO 1201	183	69	17
BIO 1202	39	38	49
BIO 2203	106	35	16
CHE 1163		53	36
ECON 2101		20	
ENG 1101	72	109	49
ENG 1102	55	92	68
FIN 2105		21	
HUM 1101	61	61	41
HUM 1102	19	70	
HUM 1105	45	47	34
MAT 1101	44	20	
MAT 1111	31	34	20
MAT 1113	45	20	18
MAT 2301	64	54	19
MAT 3302	17	15	
MAT 4303			11
MET 3102	11		
NUR 1115	97	48	
NUR 1140	10	2	
NUR 3250	13	56	17
PHY 1102		12	
PRO 1101	189	60	39
PRO 1110	35	26	12
PRO 2212		16	
PSY 1101	97	43	70
PSY 1102		45	25
SOC 1101	81	90	
SOC 1102	22	67	
SPA 1101	148	39	44
SPA 1102	67	107	36
STA 3207	18	84	
SIC 1103	15	4	
SIR 2240		18	
VUE 1101	175	36	
TOTAL	1879	1623	664
* Double count			

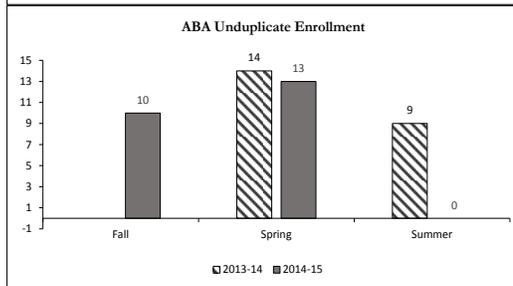
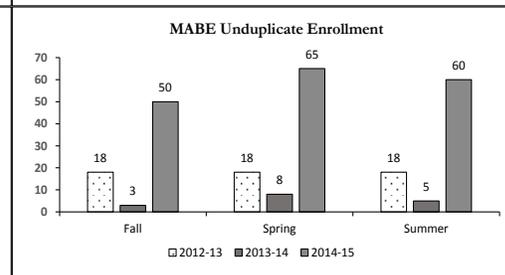
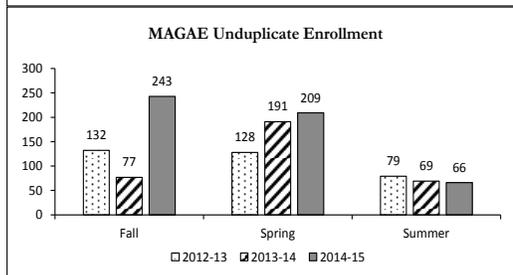
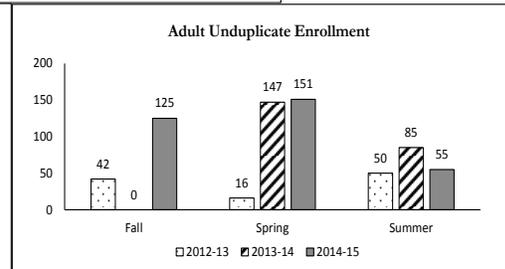
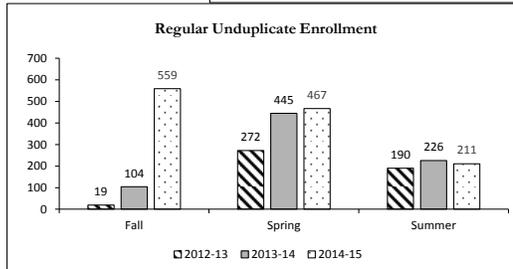
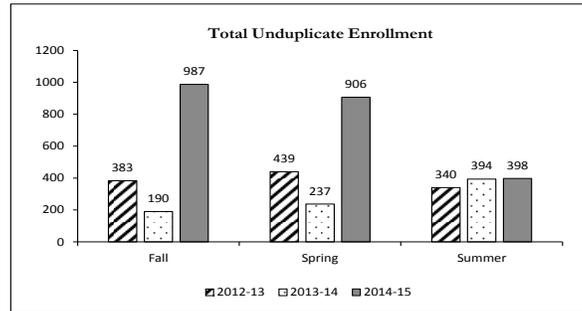
DISTANCE LEARNING DUPLICATE ENROLLMENT HATO REY CAMPUS

The Fall and Spring of 2014-15, shows an increase in the Total, Regular, Adult, MAGAE and MABE Duplicate Enrollment, in comparison to the previous year. Nevertheless, the Spring of 2014-15 reflects a decrease.



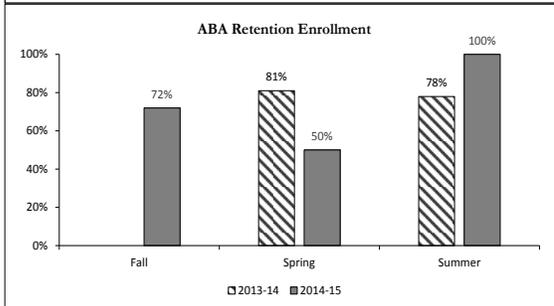
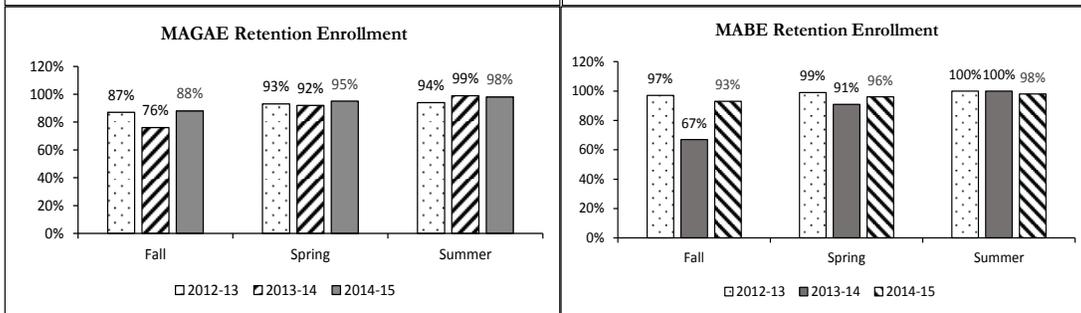
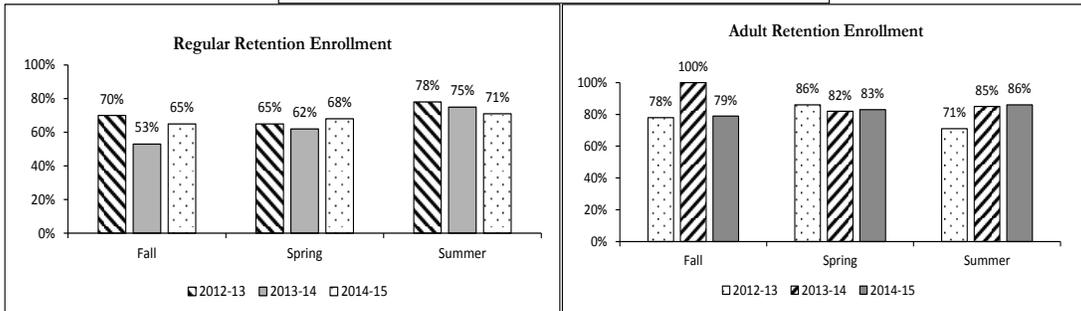
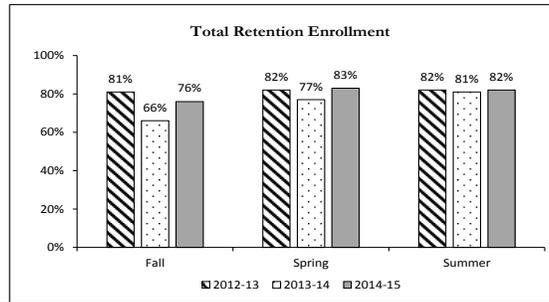
DISTANCE LEARNING UNDUPLICATE ENROLLMENT HATO REY CAMPUS

The Fall and Spring of academic year 2014-15 an increase in the Total, Regular, Adult, MAGAE and MABE Unduplicate Enrollment is observed. Nevertheless, in Spring of 2014-15, the ABA Unduplicate Enrollment reflects a decrease.



DISTANCE LEARNING RETENTION RATE HATO REY CAMPUS

In the Fall and Spring of the academics years 2013-14 and 2014-15 , reflects higher retention rate of 77% in the Total Enrollment, 53% in Regular, 79% in the Adult 76% in MAGAE and, 50% in ABA.



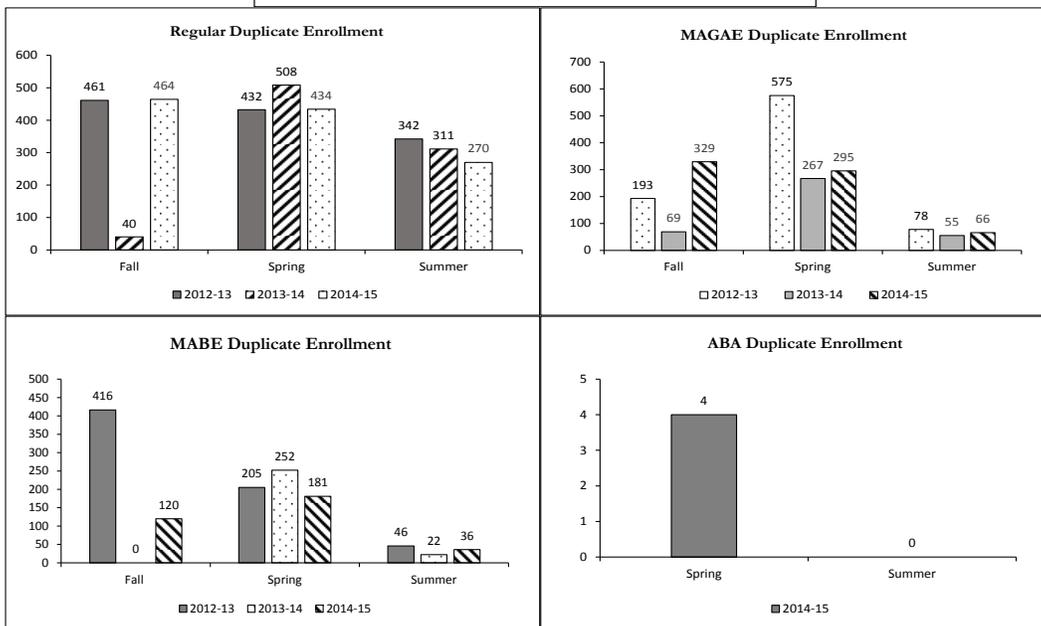
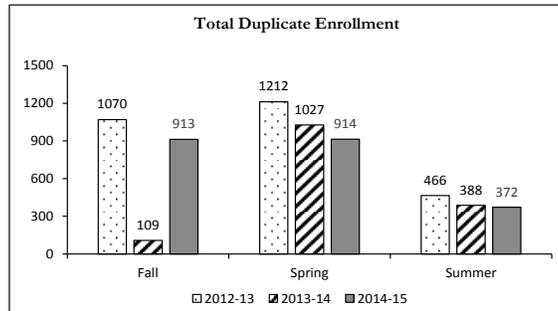
DISTANCE LEARNING ENROLLMENT PER COURSE SAN SEBASTIAN CAMPUS

A first year, face to face program is usually organized around a scheduled block which includes ENG, HUM, NUR, and PRO courses. The 2015 enrollment reflects the schedules block approach for the Distance Learning Modality.

ENROLLMENT PER COURSE *			
Courses	Fall 2014	Spring 2015	Summer 2015
ACC 2113			1
BIO 1201	49	48	
BIO 1202	25	49	34
BIO 2203	37	13	17
CHE 1163	8	54	
ENG 1101	38	85	25
ENG 1102	30	68	35
HUM 1101	75	22	20
HUM 1102	25	44	29
HUM 1105	24	52	34
MAT 2301	43		
NUR 1115	107	55	24
NUR 3250	36	75	31
PRO 1101	91	28	10
PSY 1101	22	46	18
PSY 1102	10	52	7
SOC 1101	46	66	10
SOC 1102	21	52	37
SPA 1101	48	18	23
SPA 1102	22	38	26
STA 3207	9	31	
VUE 1101	57	19	16
TOTAL	823	915	397
* Double count			

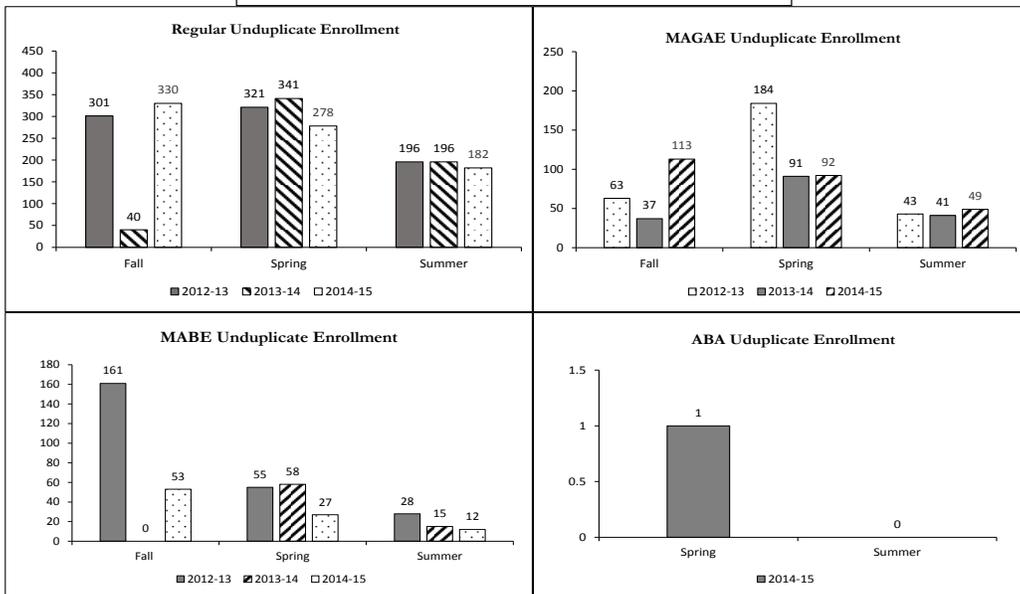
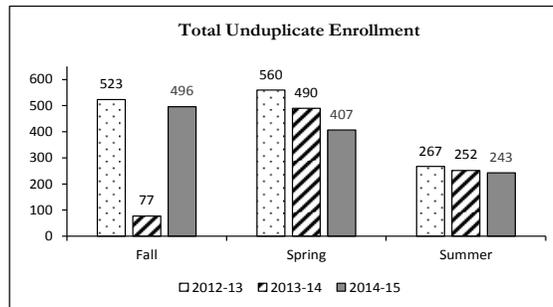
DISTANCE LEARNING DUPLICATE ENROLLMENT SAN SEBASTIAN CAMPUS

The Fall of academic year 2014-15, shows an increase in the Total, Regular, MAGAE and MABE Duplicate Enrollment. In addition, the Spring of 2014-15 shows an increase in MAGAE Duplicate Enrollment in comparison to the previous year. Nevertheless, in Spring of 2014-15, a decrease in the Total, Regular, and MABE is observed. During the Spring of 2015, the ABA Online Program began with an Duplicate Enrollment of 4 students.



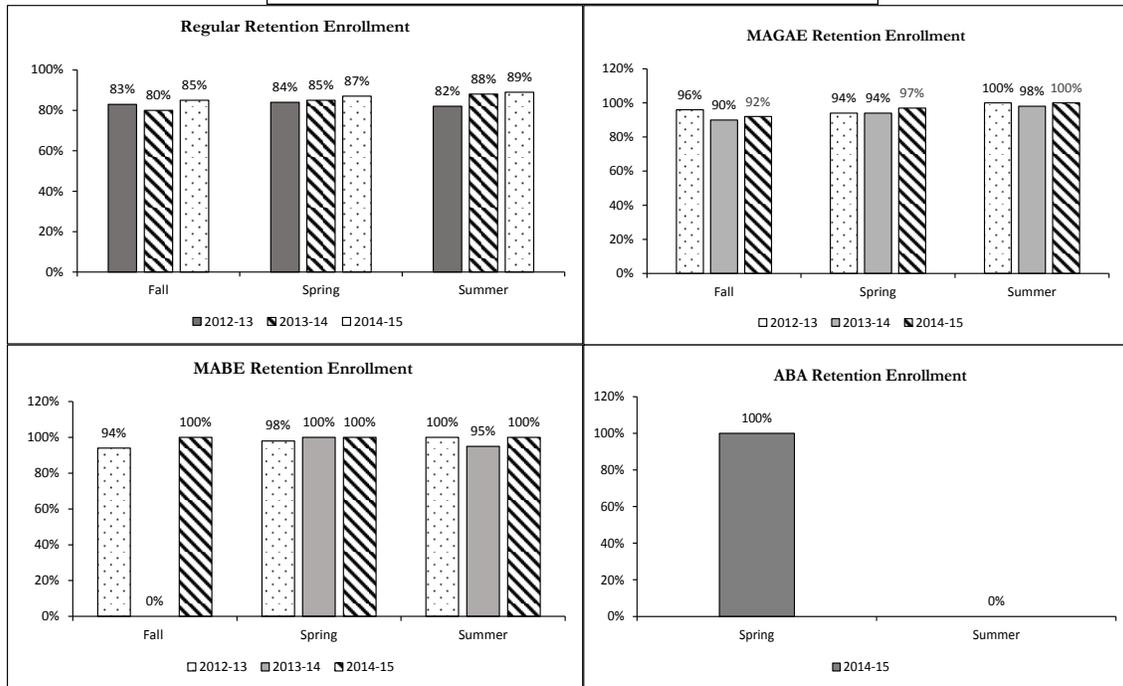
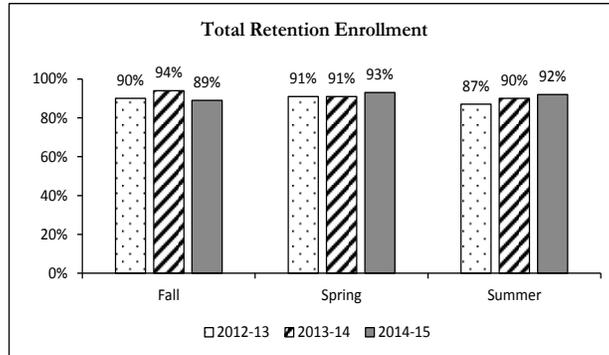
DISTANCE LEARNING UNDUPLICATE ENROLLMENT SAN SEBASTIAN CAMPUS

The Fall of 2014-15, shows an increase in the Total, Regular, MAGAE and MABE Unduplicate Enrollment. In addition, the Spring of 2014-15 shows an increase in MAGAE Unduplicate Enrollment in comparison to the previous year. Nevertheless, in Spring of 2014-15 a decrease in the Total, Regular and MABE Unduplicate Enrollment is observed. During the Spring of 2015 the ABA Online Program began with an Unduplicate Enrollment of 1 student.



DISTANCE LEARNING RETENTION RATE SAN SEBASTIAN CAMPUS

In the Fall and Spring of the academics years 2013-14 and 2014-15, reflects higher retention rate of 89% in the Total Enrollment, 80% in Regular, 90% in Adult, 90% in MAGAE and, 100% in ABA.



EXTERNAL FUNDS
2014-2015



21st Century Community Learning Centers - *Reto Estudiantil* Center - San Sebastian Campus

This project was approved in the Fall of 2013 to operate for five (5) years under the Puerto Rico Department of Education through the Federal Affairs Office. Federal funding comes from 21st Century Community Learning Centers (21st CCLC) program as authorized under Title IV, Part B, of the Elementary and Secondary Education Act of 1965 (ESEA) (P.L. 89-10), as amended by the No Child Left Behind Act of 2001. The purpose of this program is to create community learning centers that provide academic enrichment opportunities for students who attend high-poverty and low-performing schools. Students are served through an array of afterschool activities of the University Campus. The core focus is in Mathematics and Science.

Assigned Funds	
2013-2014	2014-2015
\$1,380,323.00	\$1,279,280.00

Participating Middle and High Schools		
School	2013-2014	2014-2015
Public	5	5
Private	1	1
Total	6	6

Students		
Grade/ Numbers of Students	2013-2014	2014-2015
7 th	62	82
8 th	36	67
9 th	48	80
10 th	130	66
11 th	84	87
Total	360	382

Outcomes:

- The academic achievement rate was over 5% as per objectives.
- The Center had 90% of retention rate.



United States Department of Education
Ensuring Hispanic Students Success
in Attaining STEM Careers
Inter American University of PR,
Barranquitas Campus and EDP University of PR

This project was approved in the fall of 2011 to operate for five (5) years under a subaward agreement between Inter American University of PR, Barranquitas Campus and EDP University of PR under the United States Department of Education STEM, Grant Number P031C110181. The purpose of this Project is to create an environment that supports intellectual growth in life sciences, engineering, and computer sciences for Hispanic students. The Project addresses the priorities of HSI STEM and Articulation Programs by increasing the number and retention rates of participating students.

Assigned Funds			
2011-2012	2012-2013	2013-2014	2014-2015
\$221,601.00	\$351,471.00	\$231,099.00	\$183,034.00

Enrollment	
Academic Year	Enrollment
2011-2012	N/A
2012-2013	N/A
2013-2014	45
2014-2015	45

Workshops and Activities 2014-2015:

- 1st EDP University Biotechnology Encounter
- Smart Board Workshop
- Laboratory Explosives Workshop
- Laboratory Safety Workshop
- Use of Eppendorf Laboratory Equipment Workshop
- Chemical Solutions Use in the Laboratory Workshop
- Mimeo/Smart Board Workshop
- Specialized Tutoring Sessions for Program Students – Biotechnology
- Videoconference Classes (UIPR Barranquitas and EDP University)
- Technical Laboratory Training
- PCR Training in Real Time
- Investigation Symposiums in Bioscience at UIPR Barranquitas
- Education and Technology Congress – UIPR
- Microbiology Annual Meeting



**United States Department of Education
Ensuring Hispanic Students Success
in Attaining STEM Careers
Inter American University of PR,
Barranquitas Campus and EDP University of PR**

Outcomes:

- Proposal to CESPR was developed for the creation of the GA Program in Biotechnology in August 2012.
- It was approved by CESPR in March 2014.
- Since August of 2012, three (3) Laboratories were created: Biotechnology, Chemistry, and Microbiology.
- A 90% retention rate was achieved.
- The academic rate went over 80%.



**National Science Foundation
EDP/NSF S-STEM Project
Promoting the Success of Hispanic Students in the
Computer and Information Science Field**

During academic year 2011-2012, a proposal was submitted to the National Science Foundation (NSF) to provide scholarships in Science, Technology, Engineering and Mathematics (S-STEM) for EDP students seeking graduate and undergraduate degrees in Computer and Information Sciences. The proposal was approved in 2012 for a period of three (3) years with an annual allocation of \$193,660.00 until the fall of 2015. The purpose of this project is to avail Puerto Rico with additional highly technological human resources that can compete in equitable conditions in today's highly technological global market. Through this project, EDP University provides scholarships to qualified graduate and undergraduate students in the fields of Computer and Information Science that are working toward their Associate, Bachelor, or Master degrees in in majors such as: Information Systems, Computer Programming, Networks, Information Security and Fraud Investigation, and Digital Imaging.

Assigned Funds		
2012-2013	2013-2014	2014-2015
\$193,660.00	\$193,660.00	\$193,660.00

2012-2013				
Degrees	Participants		Total Scholarship Awards	
	HR	SS	HR	SS
Master's	12	0	\$ 42,000.00	0
Bachelor's	12	5	\$ 20,256.00	\$ 8,440.00
Associate	2	4	\$ 3,376.00	\$ 6,752.00
Sub-total	26	9	\$ 65,632.00	\$ 15,192.00
Total	35		\$ 80,824.00	
2013-2014				
Degrees	Participants		Total Scholarship Awards	
	HR	SS	HR	SS
Master's	26	0	\$ 91,000.00	0
Bachelor's	16	14	\$ 38,909.00	\$ 23,099.00
Associate	1	3	\$ 3,388.00	\$ 11,803.00
Sub-total	43	17	\$ 133,297.00	\$ 34,902.00
Total	60		\$ 168,199.00	

**National Science Foundation
EDP/NSF S-STEM Project
Promoting the Success of Hispanic Students in the Computer
and Information Science Field**

2014-2015				
Degree	Participants		Total Scholarship Awards	
	HR	SS	HR	SS
Master's	26	13	\$ 87,500.00	0
Bachelor's	12	19	\$ 46,241.00	\$ 15,177.00
Associate	1	6	\$ 804.00	\$ 8,340.00
Sub-total	39	38	\$ 134,545.00	\$ 23,517.00
Total	77		\$ 158,062.00	

Outcomes:

During the 3 years of the Program, a total of 149 participants have been awarded grants (112 from the Hato Rey Campus and 37 from the San Sebastian Campus) for a grand total of \$407,085.00.



**U.S. Department of Education's English Literacy/Civics Education
 Workforce Investment Act of 1998,
 Title II: Adult Education and Family Literacy
 Adult Education Program –
 PEA, Puerto Rico Department of Education
 Project: “INMIGRANTES APODERADOS PARA OBTENER
 LA CIUDADANÍA”**

The Adult Education Program of the Puerto Rico Department of Education approved this federal proposal for the Hato Rey Campus through the USDE in the fall of 2013 for one (1) year with the option of yearly renewal to provide and increase access to an English literacy program for immigrants in which civics education takes place. The project titled: “INMIGRANTES APODERADOS PARA OBTENER LA CIUDADANÍA”, or “IMMIGRANTS EMPOWERED TO OBTAIN CITIZENSHIP” emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government. The main purpose of the project was to help immigrant participants acquire the skills and knowledge they will need to challenge the required test given by the Immigration and Naturalization Service to become US citizens. EDP University offered the 60 hours course to qualifying immigrant adults (18 years of age or older) in groups of up to 15 students.

Allocated Funds		
Year	Total Allocated	Additional Contribution
2013-2014	\$70,825.00	\$23,000.00
2014-2015	\$52,838.00	\$17,613.00

Participants		
Year	Participants	Hours
2013-2014	70	Two (2) cycles of 60 hours each
2014-2015	92	Two (2) cycles of 60 hours each

Outcomes:

- For the year of 2013-2014, the achievement rate resulted in 84%.
- For the year of 2014-2015, the achievement rate resulted in 96%.



**Commonwealth of Puerto Rico
Special Commission on Legislative Donations
Project: “Proyectos con Impacto Significativo
a la Comunidad”**

The Commonwealth of Puerto Rico approved funding to EDP University in the Fall of 2013 through its Special Commission on Legislative Donations. The Puerto Rico Legislature provides monetary donations to non-profit entities on the Island for projects that impact communities with educational or cultural efforts.

With that purpose in mind, EDP University presented the proposal: “Proyectos con Impacto Significativo a la Comunidad” or “Projects with Significant Impact in the Community” to request a donation during this first year for the purchase of a Mobile Clinic to serve the communities surrounding the San Sebastián Campus.

The first proposal consisted of preparing a Mobile Health Clinic to provide free orientation services to by promoting a better quality of life, general well-being, healthy lifestyles, personal hygiene, and by conducting prevention clinics (Flu shots, Diabetes, Cholesterol, and Blood Pressure monitoring) to individuals the neighboring communities. The individuals responsible for these activities would be students and faculty from the School of Nursing at the San Sebastián Campus. This community effort will foster awareness of a healthier lifestyle, which will promote positive conduct and conditions in said communities.

The purpose of the second proposal was to request a donation for the EDP University Editorial for this second year to provide support for the publication, presentation and dissemination of books that perpetuated topics on Puerto Rican culture. The Editorial published over nine books, some of which were presented in Spain for the commemoration of the first Centennial of the birth of Julia de Burgos (poet, educator, and writer known worldwide for her literacy work).

Allocated Funds		
Proposal	Year	Total Allocated
First	2013-2014	\$25,000.00
Second	2014-2015	\$13,500.00

Outcomes:

- Major diffusion in the community
- Promoted a culture of appraisal, identity, and socio-humanistic value.



ESTADO LIBRE ASOCIADO DE
PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN



Puerto Rico Department of Education
Title I, Part A
Project: “Apoderando a los Padres para el Éxito
de sus Hijos en el Siglo 21”

The Puerto Rico Department of Education (DEPR) approved a proposal in the Fall of 2014 until the year 2017 as dictated in public policy of the DEPR’s Circular Letter No. 15-2013-2014 with a grant through Section 1118, Title I, Part A of the federal Elementary and Secondary Education Act of 1965 (ESEA), as amended. The Project titled: “Apoderando a los Padres para el Éxito de sus Hijos en el Siglo 21” or “Empowering Parents for the Success of their Children in the 21st Century” provides funds for activities and participative workshops for parents and tutors of public school students with the purpose of actively involving them in the academic development of their children. This effort should increase active parent involvement to support their children’s academic development.

The workshops evolve around three major areas: Facilitating Learning at Home, Strengthening the Home, and School Affairs. The DEPR’s four (4) standards for the Project are: 1-Family integration in school environment, 2-Effective communication, 3-Support student success, 4-Parent empowerment, 5-Shared power, 6-Collaboration with the school community. EDP University began operations in January 2015 as a certified provider of workshops for the DEPR throughout the San Juan Metropolitan Area and the Central Western Area.

Workshops Offered	
Period	Earnings
January-May 2015	\$20,254.00

Outcomes:

- Conducted 43 professional workshops facilitators.
- Incorporating new schools to double the participation rate in PR.

**ACHIEVEMENTS OF THE
STRATEGIC PLAN
2013-2017**

ACHIEVEMENTS

STRATEGIC AXIS I

An educational model that develops academic competencies for all the alumni through programs that are relevant, flexible, efficient, focused on learning, accredited by the respective organizations, and upheld by the interaction and openness of national and international educational scenarios. The Institution has moved to a virtual setting with a large student body participating in both face to face and distance education.

Strategic Goal 1: Revise all of EDP's academic offerings to assure they are expressed in generic and professional competencies by the year 2015.

Objective 1.1.1. Integrate the competencies of general education and professional into courses syllabi for all academic programs.

Achievements :

- The competencies have been integrated into the School of Nursing and the School of Arts and General Education courses.
- Specific competencies for each program and its courses have been identified.

Objective 1.1.2. Design learning strategies that are aligned with the development of competencies and assessment techniques that allow the calibration of the level of achievement throughout their curriculum.

Achievements :

- Successful Virtual Teacher Certification.
- Different courses are being revised and strategies integrated throughout the Successful Virtual Teacher Certification.
- Some faculty members attended conventions, such as: *AEPPR (Asociación de Educación Privada de PR)*, *APEC (Asociación de Profesores de Educación Comercial)*, *ACUP (Asociación de Colegios y Universidades Privadas de PR)*.

Strategic Goal 2: Strengthen EDP's academic quality to comply with accreditation standards in professional careers by the year 2017.

Objective 1.2.1. Obtain professional accreditations for all programs that require them.

Achievements :

- ACEN (Accreditation Commission for Education in Nursing) candidacy status was obtained, and we are currently working towards the accreditation.
- Faculty attended a conference on self-study (ACEN in Puerto Rico).
- Attended ACEN annual accreditation conference in Chicago.
- Working towards accreditation by CAPTE (Commission on Accreditation in Physical Therapy Education).

Objective 1.2.2. Complete the process to obtain the accreditation for the Nursing Program. Identify other programs that require professional accreditations.

Achievements :

- ACEN (Accreditation Commission for Education in Nursing) candidacy status was obtained.

ACHIEVEMENTS

Strategic Goal 3: Revise 100% of the curriculums for all of EDP's academic programs to integrate international trends and standards for accreditation agencies by the year 2015.

Objective 1.3.1. Provide experiences on international scenarios for students and faculty members through internships, academic exchanges and collaborative projects.

Achievements :

- Signing of collaborative agreement with UCI (*Universidad de Cauatitlán Izcalli-Méjico*).
- UCI- Dr. Alicea was recruited as a research faculty.
- An agreement request letter was sent to the Open University of Dominican Republic.
- "Curriviaje" went to the "4ta Jornada de Diseño" in the Dominican Republic.
- "Curriviaje" of Social Sciences.
- Restructuring of the PLA (Prior Learning Assessment) modality.

Objective 1.3.2. Improve academic services by optimizing institutional resources to ensure the formation of competitive professionals on an international level.

Achievements :

- Universia's Workshop.
- Contracts with Auffant, Colombia, Dominican Republic, and Panama.
- UCI (*Universidad de Cauatitlán Izcalli-Méjico*) and UDEFA(*Universidad de Falcón-Venezuela*), among other institutions.
- Educational Innovation - Mexico.
- XXII International Congress on Education and Learning - Spain .
- Virtual Educa- Perú.
- Universia - Brazil.
- Internationalization of the University - Miami Universia Development Center.
- NASFA (Association of International Educators) -San Diego, California (2014).
- NASFA (Association of International Educators) - Boston (2015).
- We are working with the Operational Model of International Affairs.
- 2nd Latin American Congress of Educational Research focused on Leadership in Education Human Quality - sponsored by EDP in Puerto Rico.

Objective 1.3.3. Strengthen the knowledge of English language among faculty members and students.

Achievements :

- Computer programs are being considered to transform English laboratories into language communication skills laboratories.
- *MAGAE (Modalidad de Adulto Grado Asociado en Enfermería)* group took the course of conversational English with an emphasis in nursing.
- The Expanding Horizons proposal (project on conversational English for adults) was submitted to *DEPR (Departamento de Educación de Puerto Rico)*.

ACHIEVEMENTS

Strategic Goal 4: Provide flexible academic offerings with fully online and hybrid options in diverse geographical locations in Puerto Rico by the year 2017.

Objective 1.4.1. Diversify academic offerings by developing new academic programs at an undergraduate level and two (2) at a graduate level, focusing on areas not served by EDP University.

Achievements :

- The development of the following programs are in process: Bachelor's Degree in Criminal Justice with a Major in Forensic Sciences, Bachelor's Degree Natural Sciences and Master's Degree in Nursing with a specialty on Thanatology.
- Master's Degree in Naturopathic Sciences.

Objective 1.4.2. Develop online options for programs presently designed for a classroom format.

Achievements :

- We are currently working with the Master's Degree of Information Security and Fraud Detection, and Bachelor's Degree in Management so that they are fully available online.
- New IT programs: Associate Degree in Information Technology, Bachelor's Degree of Science in Information Technology with Major in Networks, and Bachelor's Degree of Science in Information Technology with Major in Programming.
- The Associate Degree in Criminal Justice was submitted and approved by the *CEPR (Consejo de Educación de Puerto Rico)*.

Objective 1.4.3. Strengthen the on-site offerings through the development of technological tools.

Achievements :

- Classrooms have been developed through the Biotechnology Proposal.
- Faculty workshops.

Objective 1.4.4. Ensure that most faculty members offer at least one online course as part of their annual academic load.

Achievements :

- Distance Education Training.

Objective 1.4.5. Develop and strengthen the tutoring programs and student counseling online.

Achievements :

- Student Orientation and Resources Course (SOR 1101).

ACHIEVEMENTS

STRATEGIC AXIS II

Student formation is comprehensive and inclusive, ensuring in students critical thinking, entrepreneurship, competitiveness, and commitment to society and its cultural undertakings. His or her educational formation will promote national and international mobility.

Strategic Goal 1: Evaluate and revise EDP's teaching and learning model to develop alumni competencies that promote entrepreneurship, social commitment, and international scenarios mobility by 2017.

Objective 2.1.1. Develop abilities in faculty members that leads to the design of projects that generate social compromise.

Achievements :

- Prominent Teacher Workshop.
- Faculty Academic calendar creation.
- Evidenced through the sponsorships and health clinics, among others.

Objective 2.1.2. Develop courses that promote student mobility into international scenarios.

Achievements :

- We are working on the course equivalence with *UCI (Universidad de Cauatitlán Izcalli-Méjico)*.

Objective 2.1.3. Establish a business development center to promote student self-management and entrepreneurship.

Achievements :

- We are working on the Auxiliary Businesses Project.
- We are working on sewing workshops (*Fashion Lab*).

Strategic Goal 2: Integrate all students into collaborative community projects that are aligned with the professional competencies of each program by the year 2017.

Objective 2.2.1. Design collaborative community projects where students exercise their professional competencies through community service as a field experience.

Achievements :

- *MAGAE (Modalidad de Adulto Grado Asociado en Enfermería)* Homeless Project.
- We are working with the Universia boarding project.
- Mobile Clinic Acquisition.

Objective 2.2.2. Review the adequacy of the courses per major that will evaluate the competencies that every student should have by the time they graduate. Published on Academic Assessment at a Glance.

Achievements :

- Review of the instrument used for capstone courses.
- Academic assessment processes were revised and restructured.
- The Academic Assessment Plan was revised and restructured.

ACHIEVEMENTS

STRATEGIC AXIS III

Faculty is competent in their fields of study and accomplish their academic work, which are recognized for the intellectual contributions and participation in national and international collaborative networks.

Strategic Goal 1: Develop a map of EDP's faculty professional competencies according to the desired profile for the 21st Century faculty by the year 2013.

Objective 3.1.1. Determinate the competencies desired profile for EDP's faculty at an undergraduate and graduate level in accordance with the professional competencies they have develop.

Achievements :

- To be developed

Objective 3.1.2. Align the desired competencies with the competencies possessed by faculty members and identify the gaps following: (1) literacy and mastery of TIC'S for teaching and research, (2) language competencies in a second or third language dimensions, (3) cultural competencies, (4) leadership competencies, (5) community outreach, (6) creativity and innovation, (7) self-management, (8) investigative competencies, (9) intellectual creations, (10) respect for diversity, and (11) critical thinking.

Achievements :

- In January 2015, at a workshop for the faculty it was determinated that they needed to the develop competencies in the use of technology.
- Faculty evaluation calendar.
- Publications in the Academia Journal.
- Successful Virtual Teacher Certification.
- Faculty training for the Moodleroom platform.

Strategic Goal 2: By the year 2017, develop partnerships with researches in Puerto Rico and internationally with interdisciplinary research perspectives, that can carry out projects with EDP's faculty.

Objective 3.2.1. Establish incentives (seed funding) for faculty to conduct five (5) collaborative research projects along with national and international colleagues.

Achievements :

- Faculty research was opened for proposal submittals.
- Two (2) investigations where presented in the fiscal year 2014-2015.
- Eight (8) proposals were submitted for 2015-2016.
- An investigation workshop was offered to the faculty.
- An academic agreement with UCI (*Universidad Cauatitlán Izcalli-Méjico*) (Research Chair Dr. R. Alicea) was reached.
- Economic incentive was offered and resulted in additional proposals.

Objective 3.2.2. Implement research proposals that may be submitted to external funds.

Achievements :

- To be developed.

ACHIEVEMENTS

STRATEGIC AXIS IV

The Institution will develop activities that create, generate, and apply quality knowledge characterized by its quality and relevance to the fields of study and the social needs of the environment.

Strategic Goal 1: Develop in each program a project of a creative nature and research, and a project of community development with, national impact for the years 2013-2017.

Objective 4.1.1. Formulate and present research projects to create sources of national and international cooperation aimed at solving social, economic, educational and environmental problems in the communities.

Achievements :

- A Summer Nursing Camp aimed at high school students was offered for the first time.
- KID'S@EDP Summer Camp offered.
- A state proposal, *AMMI (Asociación por un Mundo Mejor para el Impedido)* was submitted.
- A federal proposal, *Departamento de la Familia Title 2, CSBG (Community Service Block Grant)* for Seniors citizens was submitted.
- Computer course offered to the Boys and Girls Club.

Challenges: Continue with the Boys and Girls Club alliance.

Objective 4.1.2. Create and implement reunions to develop institutional policies related to research and creation projects.

Achievements :

- Incentive of \$600.00. There are currently three(3) research proposals.

Objective 4.1.3. Offer support to researchers by accessing: programs, training and external research groups to strengthen the development of their creative potential.

Achievements :

- To be developed.

Strategic Goal 2: Publish research, creative, and community projects in professional journals, on social networks, and in both paper and digital media for the years 2015-2017.

Objective 4.2.1. Access scientific databases to support and promote the publication of articles and magazines work.

Achievements :

- Published: Dr. Melba Rivera and Prof. Anadeliz Sánchez Rivera.
- In progress: Dr. Damarys Varela.

Objective 4.2.2. Use the results of research carried out by EDP's faculty members to promulgate the institutional image as an Urban University.

Achievements :

- 3rd Congress of *ACUP (Asociación de Colegios y Universidades Privadas)* was presented.
 - 2nd Latin American Congress of Educational Research was presented.
 - Annual Ruffalo Noel & Levitz Convention was presented.
 - 2nd Biennial of Educators at the Pontifical Catholic University was presented.
 - A special edition of the Academia Journal on the *CLIE (Congreso Latinoamericano de Investigación Educativa)* 2014, was published.
- XXII International Congress on Education and Learning.

ACHIEVEMENTS

STRATEGIC AXIS V

It has an institutional government and university administration whose management is transparent, flexible, effective with clear cut policies for institutional assessment and student learning effectiveness. It will use its planning features in a systematic and comprehensive permanent way to provide direction and perspective to all educational activities.

Strategic Goal 1: Revise institutional policies by aligning them to emerging developments in the compliance with regulatory agencies, changes in the global scenario for higher education and a planned transformation into an Urban University for the years 2013-2016.

Objective 5.1.1. Develop an inventory of institutional policies that need to be updated and revised in various functional areas.

Achievements :

- 28 Institutional Policies are being updated as part of the review process with Title IX and other regulations.
- The Academic Faculty Credentials Policy was created.

Objective 5.1.2. Identify areas in need of academic, student, administrative and financial policies that strengthen our academic excellence.

Achievements :

- To be developed.

Strategic Goal 2: Create a strategic team between management and the Board of Trustees to achieve: (1) the adoption of new policies that position EDP as an internationally recognized national leader in higher education and (2) the development of an endowment fund for the years 2013-2015.

Objective 5.2.1. Establish an endowment fund and create investment policies as needed.

Achievements :

- To be developed.

Objective 5.2.2. Support the Board of Trustees in developing its Strategic Plan for the years 2013-2017.

Achievements :

- A strategic retreat with the Board of Trustees was conducted during February 8-9, 2013.

Strategic Goal 3: Annually assess the results for the following plans: (1) Institutional Assessment and Academic Assessment, (2) Enrollment Management Plan, Technology Plan (3) Capital Improvement Plan, (4) Financial and Investment Plan, (5) Human Capital Development Plan, and Technology Plan, also submit annual reports to the Board of Trustees through its President for the years 2013-2015.

Objective 5.3.1. Develop a timetable for presenting the assessment results for learning and institutional effectiveness and integrate them to the annual action plans.

Achievements :

- Creation and circulation of booklet on the assessment for faculty and students.
- We are currently working on the 2013-2014 and 2014-2015 edition of EDP at a Glance and Assessment at a Glance.
- The assessment report was presented on March 19, 2015.

ACHIEVEMENTS

Objective 5.3.2. Present and circulate the assessment results for the following the plans: Enrollment Management, Capital Improvement, Financial Plan and Investment, Development Plan Human Capital, and the Technology Plan. Analyze the gaps and define strategic actions.

Achievements :

- VP of Finance Reports.
- VPA of Management and Technology Reports.

Objective 5.3.3. Determine the fiscal impact of the implementation of the strategic actions and set deadlines for their completion.

Achievements :

- VPA of Management and Technology Reports.

ACHIEVEMENTS

STRATEGIC AXIS VI

The Institution will be recognized by the external community for its contribution to the cultural and social diffusion and its recurrent educational development of professional from the Island's productive sector.

Strategic Goal 1: Strengthen the socio-cultural and professional identity of the external community by creating a diverse program based on flexible and cost effective investigation of Continuing Education in various professional and service fields by 2014.

Objective 6.1.1. Determine the training and development needs for different professional sectors in the Island.

Achievements :

- Opened a dialogue with the State Department of Labor and other Universities.
- The Employer Satisfaction questionnaire was submitted.
- The Student Satisfaction Survey will be utilize.
- The permit from the American Heart Association was renewed to continue offering courses for the *CPR* (Cardiopulmonary Resolusion) certification.

Objective 6.1.2. Design a training and professional development program in continuing education aligned with the demands and trends of various professional fields and disciplines.

Achievements :

- To be developed.

Strategic Goal 2: Manage logistics and optimal resources to promote interdisciplinary actions through teams specialized in extension and social projection for the years 2014-2015.

Objective 6.2.1. Establish an operational structure and a diverse resources database to circulate the training options offered by the institution and guarantee. A profitable operation of the Continuing Education Program.

Achievements :

- Promotion and Marketing, most of the work has focused an press advertising, TV, radio, and cultural activities.
- Widespread promotion of EDP's events that influence the cultural and vocational development related to our educational programs.
- Restructuring of the Continuing Education School.

Objective 6.2.2. Develop a three (3) years Business Plan.

Achievements :

- To be developed.

ACHIEVEMENTS

Strategic Goals 3: Implement assessment, monitoring, and supervision processes in areas of intervention with the community and the productive sector for the years 2015-2017.

Objective 6.3.1. Identify areas in need of intervention and develop assessment, monitoring and supervision plans for the services offered under the Continuing Education Program.

Achievements :

- To be developed.

Objective 6.3.2. Revise the curriculum for the Continuing Education Program constantly after its implementation.

Achievements :

- To be developed.

ACHIEVEMENTS

STRATEGIC AXIS VII

The Institution is proactive in facing maintenance challenges for keeping in optimal conditions the physical and technological infrastructure, its workforce, the development of human resources, faculty, and successfully moves towards a model for generating external resources as part of its institutional strengthening endeavor.

Strategic Goal 1: Optimize institutional resources for faculty, researchers, and non faculty professional development activities to improve their competencies in the intensive use of TIC'S for teaching, learning, and service, for the years 2013-2017.

Objective 7.1.1. Design a Plan of Development for EDP's Human Capital with an emphasis on professional competencies, research and service.

Achievements :

- To be developed.

Objective 7.1.2. Develop agreements with higher education institutions offering doctoral degrees in areas with a high level of need to strengthen the teaching formation of EDP's faculty.

Achievements :

- To be developed.

Strategic Goal 2: Increase academic offerings in both undergraduate and graduate levels to attract students from other areas that have not been served by EDP University.

Objective 7.2.1. Conduct an academic and fiscal viability study to determine which programs will be introduced in regions presently not served by EDP University.

Achievements :

- We are working with the consulting services of Ruffalo Noel-Levitz.
- Moving Manati's Additional Location to larger facilities.
- Establishment of an Additional Location in Villalba.

Objective 7.2.2. Develop a business plan for the implementation of new academic units in selected regions, which will consider the enrollment targets, income projections, physical and technological infrastructure, and academic and administrative human resources.

Achievements :

- VP of Finance Reports.
- VPA of Management and Technology Reports.

Objective 7.2.3. Systematically assess the growth and development of academic units created in the various regions.

Achievements :

- To be developed.

ACHIEVEMENTS

Strategic Goal 3: Promote research through the acquisitions of external resources for the development of the Institution, the intellectual production of the faculty and the student services for the years 2013-2017.

Objective 7.3.1. Develop a plan to expand and diversify sources of income for the development and strengthening of EDP's academic excellence.

Achievements :

- To be developed.

Objective 7.3.2. Identify and design projects that can be financed with external funds and develop a Business Plan.

Achievements :

- To be developed.

Objective 7.3.3. Establish indicators to annually assess the implementation of the Business Plan.

Achievements :

- To be developed.

Strategic Goal 4: Implement a model for the management, administration and compliance for financed restricted funds, that contemplates human physical infrastructure, its prospects (foundations, agencies and private donors) and general policies implemented by the year 2014.

Objective 7.4.1. Generate \$25 million dollars through projects funded by external funds.

Achievements :

- Personnel has been hired to collaborate with the development of proposals.
- A lobbyist was hired.
- Submitted state and federal proposals have generated \$ 6,535,495.00 so far.

Objective 7.4.2. Propose an efficient searching, management and implementation structure of external funds.

Achievements :

- Agreements with the following agencies were created: *DEPR (Departamento de Educación de Puerto Rico)*, Department of Health, Walgreens, Architect's Firm, and Universia.
- Prof. Carmen Negrón was appointed as Institutional Director for the External Funds Office.

NOTES

Collaborators:

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