Hato Rey Campus
San Sebastián Campus

Academic
Assessment
at a Glance

Manatí & Humacao
Additional Locations

FOREWORD

How is EDP University using assessment to close the loop in student learning? How effective are the Institutional actions in developing competency based learning? *EDP University Academic Assessment at a Glance* gathers academic data addressing these questions. It provides a concise assessment overview of student learning for both the Hato Rey and San Sebastián campuses. The data presented in this publication are direct and indirect evidence from student's assessment results, put together by the Research, Academic Assessment and Institutional Development Office.

This sixth (6th) edition is a historical update of indicators within three (3) years results from the General Education (Core) and the seven (7) Academics School Programs' learning outcomes. These are: General Education, Sciences and Technology, Administration, Nursing, Health, Design, and the Graduate School. It includes analysis results for both campuses.

This document, also, describes Alexander Astin's Assessment model based in Talent Development used as the foundation for EDP University's Assessment Program. It includes the objectives, the General Education Core and Professional Competencies per program, the capstone courses, the academic program capstone assessment map. It also contains the implementation stages and calendar, as well as, the assessment program development chronology since its inception

Other Institutional general information, such as it's philosophy, vision, mission, goals, profile, and the Strategic Plan for 2013-2017, are presented in order to help the reader to understand EDP University's assessment initiatives.

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General Information

EDP UNIVERSITY OF PR

Philosophy

We are an Institution that reaffirms a commitment to technology and social and 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.

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.

Mission

EDP is a technological and social and 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.

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
Accredited by the Middle States Commission on Higher Education since 2006.
Next Evaluation visit for 2020-2021
Control: Private (Non Profit)   Type : Master's II
ACICS Accreditation: 1976 - 2006.

Strategic Plan 2013-2017

Strategic Axis I

An educational model to develop skills in its graduates for academic and relevant, flexible, efficient and focused on learning and accredited by the respective organizations and supported by the interaction and openness to domestic and international environment programs. The institution has been virtualized and has extensive student participation in classroom and distance education.

Strategic Axis II

The student learning process will be comprehensive and inclusive to ensure that students are critical, entrepreneurs, competitive and committed to society and its cultural management. This formation will promote national and international mobility.

Strategic Axis III

The faculty is competent in their field of study and academic work done that is recognized for their intellectual contributions and participation in national and international networks of cooperation.

Strategic Axis IV

The Institution will be realize creative activities, generating and applying a quality and relevance knowledge to the development of the fields of study and social care needs of your environment.

Strategic Axis V

Has an Institutional government and university administration whose management is transparent, flexible, efficient and clear to the assessment of the institution and the effectiveness of student learning policies. Will use planning permanently systematic and comprehensive perspective for a proportional direction for an educational activities.

Strategic Axis VI

The institution will be recognized by the outside community for their contributions to the cultural and social diffusion and the appellant educational development of professionals in the national productive sector.

Strategic Axis VII

The institution serves the challenges proactively upgrade its physical and technological infrastructure, workforce, development of human resources and faculty and staff successfully transits towards a model of generating external resources for institutional strengthening.

EDP University's

Academic Assessment Model
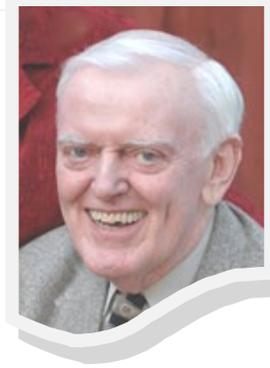
EDP UNIVERSITY ACADEMIC ASSESMENT PROGRAM

An Assessment Model Based in Talent Development

EDP University's assessment model is based on research developed by **Dr. Alexander W. Astin**. In his book, _Assessment for Excellence – The Philosophy and Practice of Assessment and Evaluation in Higher Education_, Dr. Astin reviews different approaches to assessment such as "value-added testing, incentive funding, competency testing, and challenge grants."

Astin states that educational excellence is related to the institution's ability to enhance, augment or improve its students and faculty attributes, knowledge, ability, skills and potential. It takes place as a result of structured enhancement activities developed and implemented by the institution or program of study. He also states that the assessment program should facilitate the institution's basic mission, educational goals and the values that distinguish it, as well as to enhance educational policy and practice.

Students and faculty improve their knowledge and competence as a result of the feedback received from the assessment activities. The role of educational providers from this perspective is to ensure that learners and faculty fully participate in, and contribute to, the learning process in such a way that they become responsible for creating, delivering and evaluating the product.

EDP University, from this standpoint, understands the assessment process as a tool for reflection, decision making and future planning. It is this Institution's goal to integrate the assessment process into the daily curricular activities as it is inherent to the educational process. From this perspective, qualitative and quantitative methods are paired as they better explore participants' development and perceptions of the quality of the activities developed and implemented by the Institution.

EDP University assesses students' development or attainments as they begin college, and assesses the same students after they have had the full benefit of their education through a variety of assessment activities in order to determine "value added". EDP also tracks faculty talent development through multiple assessment activities.

EDP UNIVERSITY'S

Academic Assessment Model

Theoretical Framework
Alexander Astin
Bologna Process
Tuning Project

Academic Assessment
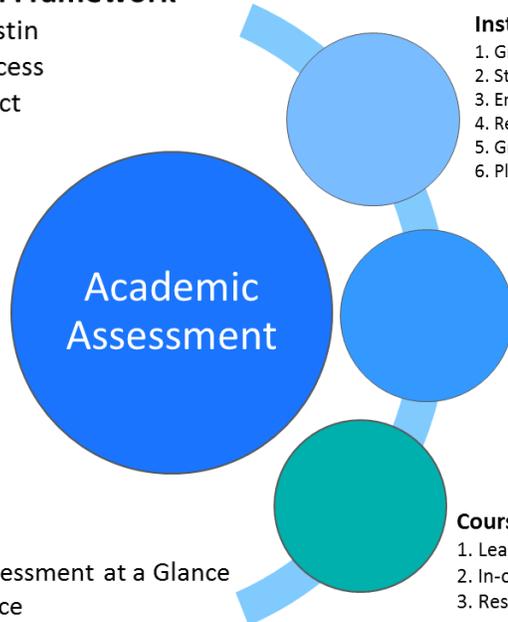
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Course
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Disclosure
Academic Assessment at a Glance
EDP at a Glance
Revista Multidiciplinaria Academia (Journal)
Academic Assessment Manual

Assessment Model Objectives

1. Assess graduate and undergraduate academic programs.
2. Follow-up on student learning outcome results.
3. Document student learning in terms of Generic Competencies for General Education, and Specific (professional) Academic Competencies.
4. Provide faculty with ongoing and high quality professional development experiences followed by "on-site" support.
5. Disseminate assessment data among students, faculty members, academic directors, administration staff and community.
6. Use data for decision making.

From Knowledge to Competency-based Learning Assessment

The new millennium's society requires of its member's an early capacity to use knowledge focused on contemporary approaches towards a better quality of life and equity for all. To achieve this, it is necessary for higher education institutions to join efforts with the working force sector, consequently, organizing their educational experiences in ways that are most relevant for the introduction of its alumni into the workplace.

This shift in perception from knowledge to a competence-based society requires a different paradigm. Competence based learning refers to an articulated chain which entails the following process: learning to learn (be), learning to know (to know), learning to do (undertake), and learning how to coexist. Due to the increasing global mobility of students, reliable information on educational program equivalency is required. The Tuning - Europe and Latin America Project has identified competencies which facilitate this equivalency. EDP University has adopted 21 of these competencies.

Based on these concepts, EDP University implements twenty-one generic competencies, which run across the curriculum identifying a series of aptitudes: knowledge, understanding, and proficiency; all of which students are expected to master after completing the program of study. These twenty-one cross-generic competencies are divided into three (3) major categories: Instrumental (from 1 to 5), Interpersonal (from 6 to 15) and Systemic (from 16 to 21). Following is a description of the process of implementation of this new model of academic assessment:

- Generic competencies are aligned against existing core competencies assessments offered by the School of General Education; these measure the students' competencies in the areas of Spanish, English, Math, Information Literacy, and Computer Literacy. As a result, each existing core competency assessed is included in the 21 generic competencies adopted.

- Faculty members identified how specialty courses relate to each of the generic competencies adopted.

- Academic Program Directors/Specialists, along with their faculty members, identified professional competencies specifically articulated for their academic program alumni's profile. These specific competencies were aligned to the generic ones in order to complete approximately thirty, all of which the alumni from EDP University academic programs must demonstrate mastery.

21 Generic Competencies → Assessment in the Classroom ← Programs Specific Competencies

General Education Core Competencies

The implementation of the assessment cycle is composed of two (2) major aspects: establishing core competencies and program learning outcomes. Core competencies are evaluated by validated multiple choice instruments. A pre-test is administered in the freshman year followed by a post-test as soon as the students have approved at least 90% of their credits. Assessment tools, except for the English Standardized Test (E-LASH), are stored within the Moodle institutional platform.

Since 2005, these instruments have been piloted, implemented, revised, and validated in a systematic continuous and participatory process overviewed by an evaluation consultant. The first full cycle of validated instruments was administered in Summer/Fall 2011, continuing into the proposed two (2) year cycle. In August, 2011, EDP University implements 21 Generic Competencies which there integrated the General Education Core Competencies. These Generic Competencies will begin to be evaluated in the next cycle of academic assessment (2013).

The instrument developed for this purpose is a questionnaire on the perception of the student & professor on the learning goal obtained. Following are the basic general education core competencies.

Communication Skills

Demonstrate ability to communicate effectively in verbal, non-verbal and written forms both in Spanish and English. Special emphasis is given to oral communication in English.

Technological Proficiency (Computer Literacy)

Demonstrate ability to collect, organize, compute and interpret quantitative and qualitative information. Demonstrate the ability to use and apply technology to make decisions.

Information Literacy

Demonstrate ability to identify, locate and use informational tools for research purposes.

Socio-humanistic Values

Demonstrate knowledge of the relationships among the social sciences and the humanities and understanding of the value of a global perspective on society with respect to past, present and future events.

Tolerance and Respect for Diversity

Demonstrate ethical and cultural awareness and understanding of cultural diversity and effective and appropriate modes of social interaction.

Critical Thinking and Problem Solving

Demonstrate ability to think critically and to solve problems using mathematical reasoning, basic research analysis and interpretation.

Academic Competency-based Learning Assessment
Implementation Phases

Phase I: Generic Competencies for General Education

The General Education (Core) Competencies are used to assess previous knowledge for each new student enrolled in EDP University. The following competencies are assessed: Communication Skills, Technological Proficiency, Information Literacy, Socio-Humanistic Values, Tolerance and Respect for Diversity and Critical Thinking and Problem Solving, plus 12 new competencies completing 21 Generic General Education Competencies adopted by the Institution. These assessment were developed, revised and validated by faculty members from both campuses led by an expert in evaluation development. For the English area, EDP University administers the English Language Acquisition System for Hispanics Test developed and validated by College Board. These results are used for course and program review and to ensure that the Institutional Mission is attained.

Phase II: Specific Professional Academic Competencies

Specific competencies development is assessed using diverse assessment instruments in order to evidence the students' learning progress in their specialized area of study. Capstone courses have been identified for each academic area.

Phase III: Classroom Assessment

Professors are encouraged to integrate assessment strategies in the classrooms to help follow their students' competency development through skills, abilities, knowledge, and attitudes. Some of the techniques implemented are: student portfolios, projects, creative presentations, research, reflexive journals, and team work, among others, embedded in action research as a teaching and learning strategy. The data gathered is used to modify the learning experiences design and to monitor student competency development. The professors provide feedback to each student in order to support and foster academic achievement.

EDP University's Generic Competencies

EDP University's Generic Competencies were adopted from the Tuning Project in 2011. Following are the twenty one (21) generic competencies that run across the curriculum in all of EDP University's study programs.

INSTRUMENTAL - Essential tools for learning and training.
1. Ability to communicate orally and in writing.
2. Basic skills in the use of information technologies and communication.
3. Skills to research, analyze, and evaluate information from multiple sources.
4. Ability to plan and organize time.
5. Ability to identify, formulate, and solve problems.
INTERPERSONAL - Ensure good working and personal relationships with third parties.
6. Capacity for reflective and critical thinking.
7. Commitment to the socio-cultural and historical conditions.
8. Appreciation and respect for diversity and multiculturalism.
9. Commitment to environmental preservation.
10. Ability to work autonomously.
11. Empathy, self-confidence, and ability to encourage the development of others.
12. Initiative, achievement motivation, and adaptability.
13. Capacity for teamwork.
14. Ethical commitment.
15. Social responsibility and civic compromise.
SYSTEMIC – Offer an overview and serve to manage the overall performance.
16. Capacity for applying knowledge in practice.
17. Knowledge of the area of study and profession.
18. Research capacity.
19. Ability to motivate and work towards common goals (leadership).
20. Ability to make decisions.
21. Ability to formulate and manage projects.

EDP University's Specific Competencies Per Program

SCHOOL OF ADMINISTRATION	
Associate Degree in **Office Administration**	**Bachelor's Degree in** **Technology Office Administration**
1. Produce business documents for a set time and following instructions.	1. Create different types of documents steadily during a prolonged time frame.
2. Transfer business documents originating from various formats, with accuracy and grammatical correctness.	2. Transcribe commercial documents, created in various types of media, with accuracy and grammatical correctness.
3. Compose simple business documents directly to the computer, given a specific situation and under the rules of language.	3. Write business documents, directly to the computer, according to a specific situation; with the required language standards as established.
4. Implement administrative processes, following the standards set by the organization.	4. Apply managerial techniques and administrative processes, according to the company standards.
5. Manage, control and properly operate equipment and materials required in the office.	5. Apply specific day-to-day tasks, according to the nature of the organization: legal, medical, educational, service, among others.
6. Delegate, monitor and evaluate tasks in support of the executive in its administrative and organizational.	6. Identify opportunities for professional development as lifelong learning experiences.
7. Coordinate and plan activities related to the company, according to their level of authority and responsibility.	7. Produce advertising documents, as instructed by the executive.
8. Demonstrate the skills, abilities and knowledge acquired through a professional portfolio.	8. Organize and maintain information in an accessible way, using various methods and interconnections.
	9. Coordinate and lead meetings, local, national and international, as well as the activities they entail.

EDP University's Specific Competencies Per Program

SCHOOL OF ADMINISTRATION

Associate Degree in **Business Administration** *(Completely online)	Bachelor Degree in **Business Administration**
1. Distinguishing knowledge, theories and principles related to organizational behavior contributing to improving the effectiveness of organizations as a system. 2. Recognizes management functions and roles a manager plays within an organization. 3. Assess the legal framework applied to business management. 4. Interpret accounting information and financial information for management decision making. 5. Apply the basic principles for the development of human resources in the organization. 6. Provide leadership in the pursuit and achievement of organizational goals. 7. Improve and innovate administrative processes. 8. Identify opportunities to start new businesses and / or develop new products. 9. Analyze the microeconomic environment, local and global organizations for decision making.	1. Apply knowledge, theories and principles related to organizational behavior contributing to improving the effectiveness of organizations as a system. 2. Apply management functions and roles a manager plays within an organization. 3. Implement the legal framework in building projects and development of any organization 4. Analyze financial data and financial information for management decision making. 5. Manage and develop human talent in the organization. 6. Develop marketing plans for the company. 7. Apply principles of strategic planning for greater efficiency and effectiveness. 8. Listening opportunities to start new businesses and / or develop new products. 9. Develop, evaluate and manage business projects in different types of organizations.

EDP University's Specific Competencies Per Program

SCHOOL OF ADMINISTRATION	
Bachelor's Degree in Business Administration, Major in Accounting	**Bachelor's Degree in Business Administration, Major in Management**
1. Apply the axioms and principles of the framework of the accounting profession. 2. Using information and communication technologies in the management of accounting and financial data of the organization. 3. Analyze, interpret and produce basic financial statements using financial ratios for managerial decision making. 4. Applying the general principles of accounting to calculate and recover balances the accounting for different types of organizations. 5. Review cost information for planning, control and decision making. 6. Complete state and federal lists, applying the relevant tax codes. 7. Analyze, develop and implement management control systems to achieve the financial goals of the company. 8. Apply audit procedures for financial reporting. 9. Investigate opportunities for professional development and lifelong learning.	1. Apply organizational behavior knowledge, theories and principles in order to contribute to the continuous improvement and effectiveness of organizations as a system. 2. Apply management functions and roles within the organization. 3. Assess the legal framework applied to business management. 4. Interpret accounting and financial information for management decision making. 5. Manage and develop human resource talent in the organization. 6. Develop marketing plans for the company. 7. Apply principles of strategic planning resulting in a greater efficiency and effectiveness for the organization. 8. Identify opportunities to start new businesses and/or develop new products. 9. Develop, evaluate and manage business projects for different types of organizations.

EDP University's Specific Competencies Per Program

SCHOOL OF SCIENCES AND TECHNOLOGY

Associate Degree in Computer Programming	Bachelor's Degree in Information System Major in Computer Programming
1. Create and update documents with productivity software.	1. Develop algorithms and programming in different languages.
2. Evidence interoffice processes of information systems both in English and Spanish.	2. Apply the knowledge and skills required in the field of electronic commerce for a company or organization.
3. Manage utility software in order to resolve any given situation in the organization.	3. Manage data centers and information systems in an organization.
4. Assist in the management of information systems of the organization, according to the knowledge, skills and experiences acquired during their professional training.	4. Use, manage and administer the databases to create queries and reports applying the specific programming structured language.
5. Update information systems by applying the available new technology.	5. Develop proposals for the solution of a problem through a prototype based on a programming language.
6. Manage input and update of organizational data within the information systems.	6. Develop an analysis and consequent design of an organization in order to identify the requirements necessary to create an information system.
7. Identify and solve technical problems in the hardware and software to provide possible solutions.	7. Use tools and software development programs in creating prototypes that meet the needs of the organization.
8. Organize company digital files applying proper techniques for storing digital information.	8. Identify and assess, through the life cycle of a system, any changes that need to be made to meet the requirements of the organization.

EDP University's Specific Competencies Per Program

SCHOOL OF SCIENCES AND TECHNOLOGY

Bachelor's Degree in Information System Major in Computer Networking	Bachelor's Degree in Information System Major in Digital Imaging
1. Manage data communications systems by using different transmission media. 2. Troubleshoot the network environment using the concepts and skills developed in the program. 3. Proper use of different diagnostic tools for data networks. 4. Proper use of different types of diagnostic software available for communications networks. 5. Manage different terminologies used throughout the problem solving processes within the network environment. 6. Analyze and design data communications networks. 7. Implement different protocols used for the security of data communications networks. 8. Implement different security models in data communication networks within an organization.	1. Develop visual works in response to a communication problem. 2. Create illustrations in digital format. 3. Edit digital images. 4. Design, develop and maintain Web pages. 5. Develop two-dimensional animations. 6. Design publications in different formats. 7. Identify type styles and know how to apply them in a design. 8. Create sketches and diagrams as part of the creative process.

EDP University's Specific Competencies Per Program

SCHOOL OF SCIENCES AND TECHNOLOGY	
Associate Degree in Information Technology	**Bachelor's Degree in Information Technology Science, Major in Network**
1. Identify needs and requirements for the design and use of programming language to solve situations including math and programming solutions expressed by algorithms and the use of syntax.	1. Provide documented solutions in the network environment given a specific situation using the concepts and skills developed in the program.
2. Updating information systems solutions and changes using new technologies in the market.	2. Analyze and design data communications networks according to the organization's needs.
3. Handle input and update data from a company in information systems using database applications and / or file management.	3. Manage from different working positions, information systems and contribute to the development of effective solutions in the organization.
4. Create and update documents with productivity programs.	4. Manage data communications systems using different transmission media: wired, wireless and optical.
5. Use of application programs in order to solve situations in the organization.	5. Provide documented solutions in the environment, manage data communications systems using different transmission media: wired, wireless and optical.
6. Identify and solve hardware and software technical problems in computer networks so that they can provide possible solutions.	6. Implement strategies for different models of security in an organization's data communications networks.
7. Designing applications for mobile devices that meet the needs of the computer industry, entertainment and education.	7. Use different types of computer programs and tools for network diagnostics.
8. Design and develop animations or interactive games in different operating system platforms.	8. Apply different terminologies learned through the program that will use in solving problems within the network environment.
9. Document and provide evidence the processes established in management information systems.	9. Implement the different protocols used for network security data communications.

EDP University's Specific Competencies Per Program

SCHOOL OF SCIENCES AND TECHNOLOGY

Associate Degree in Science of Biotechnolgy	Bachelor's Degree in Information Technology Science Major in Programming
1. Know, respect and observe the laws governing the healthy exercise of their profession.	1. Identify needs and requirements for the design and use of programming languages to solve situations including math and programming solutions expressed by algorithms and the use of syntax.
2. Possess intellectual, physical, ethical, and social skills that encourage them to maintain the ideals that give an honest job basis.	2. Identify and solve Hardware and Software technical problems as well as in computer networks, so that possible solutions may be provided.
3. Demonstrate knowledge to solve problems and use laboratory equipment effectively.	
4. Master and update the knowledge, skills and techniques required by their profession.	3. Update information systems with solutions and changes using new technologies in the market.
5. Provide knowledge to their profession through scientific research.	4. Manage the input and update of data from a company in the information systems business, using database applications and / or file management.
6. Work individually and as a team.	
7. Demonstrate basic skills such as the appropriate use of communication, planning and organizing time; identify, formulate and solve problems.	5. Create and update documents with productivity programs.
8. Demonstrate basic interpersonal skills such as reflective and critical thinking, information technology and computer technology, commitment to socio - cultural and historical, appreciation and respect for diversity and multiculturalism, commitment to the preservation of the environment, the ability to work autonomously, empathy, self-confidence and the ability to encourage the development of others, initiative, achievement motivation and adaptability, teamwork, ethical commitment, social responsibility and civic engagement .	6. Managing utility programs in order to resolve situations in the organization. 7. Design and develop animations or interactive games in different operating system platforms. 8. Designing applications for mobile devices that meet the needs of the computer industry, entertainment and educational area.
9. Demonstrate basic skills such as the ability to apply knowledge in practice in laboratories, knowledge of the field of study and profession, research capacity to motivate and work toward common goals, leadership, decision making and manage projects.	9. Document and provide evidence of the established processes for management information systems.

EDP University's Specific Competencies Per Program

SCHOOL OF HEALTH	
Associate Degree in Medical Emergencies Technology	**Associate Degree in Physical Therapy Technology**
1. Identify, categorize and evaluate medical emergencies.	1. Implement a treatment plan designed by the licensed physical therapist.
2. Take vital signs and provide first aid support.	2. Document clinical record progress notes using medical terminology.
3. Communicate the specifics of the emergency at hand via telephone or emergency frequency equipment.	3. Implement a therapeutic exercise program designed by the licensed physical therapist.
4. Apply techniques of extrication and rescue for trapped victims.	4. Apply various technological and therapeutic modalities, as required by the patient's condition, while in-keeping with all security measures.
5. Apply techniques and procedures to stabilize the patient.	5. Analyze the patient's disabling conditions and identify different treatment options necessary for his/her rehabilitation.
6. Stabilize breathing problems using mechanical instruments, procedures and techniques of cardiopulmonary resuscitation.	6. Implement security measures for patient comfort, equipment maintenance and personal safety.
7. Establish priorities for both treatment and patient transport quickly, safely and efficiently.	7. Identify risk factors that affect musculoskeletal health in order to educate the patient and/or family members in the modification or elimination of these.
	8. Use transfer and ambulation techniques in patient management.

EDP University's Specific Competencies Per Program

SCHOOL OF HEALTH

Associate Degree in Pharmacy Technician

1. Process and dispense a prescription either manually or through technological means, under the supervision of a licensed pharmacist.
2. Prepare simple solutions and syrups.
3. Manage specialized software used in the prescription area.
4. Process prescriptions with or without authorization of health plans under the supervision of a licensed pharmacist.
5. Perform pharmaceutical dosage calculations.
6. Process and dispense controlled medications under the supervision of a licensed pharmacist.
7. Identify and recommend drugs bioequivalents.
8. Catalog and file prescriptions following statutory processes.
9. Educate patients about the side effects, and drug-drug/drug-food interactions.

EDP University's Specific Competencies Per Program

SCHOOL OF NURSING

Associate Degree in Nursing	Bachelor's Degree in Science, Major in Nursing
1. Apply the nursing process methodology and theories of the discipline, to develop and implement nursing care plans and assess the client's goals.	1. Apply the nursing process methodology, theories of discipline, and evidence-based practice to provide general nursing care.
2. Apply knowledge in holistic care of individual, family, and community considering several of life cycle processes stages in the continuum health-disease process.	2. Assumes a leading role in the planning, organizing and monitoring of holistic care for the individual, family and community, taking into consideration the different stages of growth and development and the health- sickness process.
3. Report and communicate client, family and community information to provide continuity and safety care.	3. Maintain communication with the interdisciplinary health team to manage a safe and continuous care of the client, family and community.
4. Intercede to defend and protect the lives and dignity of the individual.	4. Design, implement and evaluate strategies to defend and protect the live and dignity of the individual.
5. Take decisions that are consistent with professional standards of practice, policy, procedures and current laws.	5. Assume leadership role in implementing the standards of the profession of nursing practice.
6. Develop, implements, and evaluates nursing teachings plans based on client's needs.	6. Develop and manage strategies oriented to nursing administration at different levels of the organization.
7. Apply knowledge and skills to assist in the modification of the nursing care provided to the client, family or community.	7. Using interdisciplinary resources to design, implement and evaluate comprehensive education plans to meet the learning needs of individuals, groups or communities.
8. Actively participate in local, regional, national and international organizations, that promote the development of the profession.	8. Analyze the impact of evidence-based practice and apply the findings in customer care, family and community.
	9. Participate actively in local, regional, national and international organizations, to promote the development of the nursing profession.

EDP University's Specific Competencies Per Program

SCHOOL OF DESIGN	
Associate Degree in Digital Fashion Design	**Bachelor's Degree in Arts, Major in Digital Fashion Design**
1. Conceptualize and design fashion concepts for all occassions.	1. Conceive, design, cut, make, manufacture and produce all the parts of the products designed.
2. Apply the concepts of fashion design to the human figure and its proportions to achieve an aesthetic and functional design.	2. Apply the concepts of fashion design to the human figure, and its proportions, to achieve aesthetically successful, comfortable and functional designs.
3. Implement trends in textiles and accessories that contribute to the designs.	3. Implement trends in textiles and accessories that will help in the development of their designs, as well as design their own digitally printed textiles.
4. Cut and put together the parts of the designs.	4. Express their artistic inspiration when designing individual pieces and fashion collections, including unique designs such as wedding and evening gowns.
5. Create your own clothing collection.	5. Apply their knowledge in digital design art illustrations, drawings and models.
6. Promote and market the fashion design industry.	6. Collaborate with other designers to develop designs and/or craftsmanship.
	7. Conduct the appropriate research to develop an effective business plan, in order to start their own business within the fashion industry.
	8. Work with stretch fabrics, along with designing and making men's clothing.
	9. Promote and market the fashion design industry in general.

EDP University's Specific Competencies Per Program

SCHOOL OF DESIGN

Associate Degree in Arts, Major in Digital Design	Bachelor's Degree in Arts in Digital Design, Major in Multimedia
1. Use visual elements in digital design.	1. Use visual elements in digital design.
2. Design and program websites.	2. Design and program websites.
3. Use tools to create 2D animations.	3. Use tools for creating 2D and 3D animations.
4. Identify and troubleshoot communication problems through graphic design.	4. Identify and troubleshoot communication problems through graphic design.
5. Research and develop sketches in the production of publications for print and digital media.	5. Research and develop sketches in the production of publications for print and digital media.
6. Apply knowledge in teh use of digital tools for creating designs.	6. Apply knowledge in the use of digital tools for creating designs.
7. Improve and manipulate images in digital format.	7. Improve and manipulate images in digital format.
	8. Identify marketing strategies applicable to social media.
	9. Use applicable technologies to capture and edit digital video.

EDP University's Specific Competencies Per Program

SCHOOL OF DESIGN	
Associate Degree in Arts, Major in Interior Design and Decoration	**Bachelor's Degree in Arts, Major in Interior Design and Decoration**
1. Efficiently implement principles of design and interior decoration.	1. Efficiently implement principles of design and interior decoration.
2. Develop proposals, cost estimates and contracts for the design projects.	2. Develop proposals, cost estimates and contracts for design projects.
3. Interpret and draw up plans for the designed project.	3. Interpret and draw up plans for the project.
4. Design and/or select the right furniture and its distribution, according to the project concept.	4. Design and/or select the right furniture and its distribution, according to the project concept.
5. Apply principles that meet with applicable proenvironmental conservation and sustainable project design regulations.	5. Apply the principles of the art and history of furniture that relate to the concept of the project being generated.
6. Identify the caracteristics, intallation techniques and maintenance of materials and accessories used in decorative works.	6. Apply principles that meet with applicable proenvironmental conservation and sustainable project design regulations.
7. Apply the different lighting types and techniques in projects.	7. Identify the caracteristics, installation techniques and maintenance materials and accessories used in decorrative works.
8. Apply selection principles in choosing plants for indoor use.	8. Apply the different lighting types and techniques in projects.
9. Apply management principles that promote self-management.	9. Develop a professional portfolio evidencing their competence in the profession.

EDP University's Specific Competencies Per Program

SCHOOL OF CRIMINAL JUSTICE

Associate Degree in Criminal Justice

1. Recognize and evaluate imputable conducts of crime and prosecution process.

2. Identify and understand Puerto Rico's and United States' Justice Systems.

3. Know and distinguish the Criminal Justice System procedures related with minors.

4. Guarantee the Constitutional Right that assist suspects and accuses.

5. Know the Evidence and Criminal Procedure Law.

6. Write reports, communicate and project in an assertive manner the analysis results of the investigations.

7. Know the basics of criminal and forensic investigation.

8. Apply the adequate techniques of testimony presentation in court, considering agency and the employer role.

EDP University's Specific Competencies Per Program

GRADUATE SCHOOL

Master's Degree in Information System	Master's Degree in Information Technology for Education
1. Evaluate information technology needs and requirements within an organization.	1. Integrate information technology into the educational curriculum.
2. Apply information systems theories and principles to different areas of functionality within a company.	2. Apply educational theories and principles to information technology.
3. Analyze, design and implement information systems in order to provide a competitive advantage for the company.	3. Integrate information technology into the assessment process of the teaching – learning practice.
4. Create technology applications to support the systematic processes of a company and solve their information needs.	4. Design and develop educational multimedia modules.
5. Design and manage databases to meet the information needs of an organization, taking into account aspects of validation, access control and security.	5. Design and develop learning environments that integrate information technologies.
6. Apply technical and administrative skills in managing the information systems of an organization.	6. Design, develop and manage educational resources facilitated by internet technology.
	7. Develop, manage and evaluate projects and learning systems through the use of information technology.
	8. Plan and design training programs that integrate information technology.

EDP University's Specific Competencies Per Program

GRADUATE SCHOOL

<table>
<tr>
<th>Mater's Degree Information Systems Major in Information Security and Fraud Investigation</th>
<th>Mater's Degree in Business Administration Major in Strategic Planning</th>
</tr>
<tr>
<td>

1. Evaluate financial statements to detect common patterns of fraud, and develop techniques for its prevention.

2. Review the risks, threats and vulnerabilities within an organization's information systems security structure for the purpose of detecting and preventing fraud.

3. Develop and implement policies, standards and procedures to ensure the confidentiality and integrity of information and the continuity of IT operations.

4. Develop and implement appropriate procedures and technical mechanisms of fraud prevention and detection taking into account legal and ethical aspects.

5. Plan techniques and technological tools to perform digital forensics investigation, as well as procedures to identify, retrieve and secure electronic evidence used in litigation and prosecution.

6. Review the operation of an organization's information systems, internet and telecommunication networks, from the perspective of security and data protection, aimed at fraud prevention.

</td>
<td>

1. Analyze and solve practical problems in a critical scenario and during the transformation phases of a business organization.

2. Develop creative projects and innovative practices within the business organization.

3. Outline business strategies with a global, diverse and complex perspective.

4. Apply theories and principles of accounting, management, marketing, economics and finance in a business context.

5. Analyze and integrate the international aspect of a business, according to the contemporary global market in order to diversify or expand its operations.

6. Formulate strategic plans for different types of organizations.

</td>
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EDP University's Specific Competencies Per Program

GRADUATE SCHOOL

Master's Degree in Nursing Science with
Specialty in Acute/Critical Care

1. Introduce changes and innovations in the solution of problems of health, and professional ethical practice in acute and critical nursing care.

2. Exercise leadership in the planning, implementation and evaluation of patient care, the family, and the community in different contexts of health, with a focus on acute and critical care.

3. Developing and coordinating nursing care on evidence based practice in different scenarios, including acute or critical care units, health facilities, communities or independent professional practice.

4. Implement innovative models of care services that guide the processes of health promotion and prevention of disease, and the recovery of health status within a framework of acute I critical care.

5. Demonstrate instrumental competences such as proper use of oral and written communication, information technology and informatics technology, planning and organizing time, identify, plan, and solve problems within a framework of advanced nursing practice.

6. Demonstrate interpersonal competences such as: reflective and critical thinking, their socio-cultural and historical environment commitment, assessment and respect for diversity and multiculturalism, commitment to the preservation of the environment, the ability to work autonomously, empathy, confidence in you and ability to foster the development of others. In addition, demonstrate initiative, motivation, and achievement, and adaptability, capacity for teamwork, ethical commitment, social responsibility and citizenship commitment.

7. Demonstrate systemic competences such as: ability to apply the knowledge of practice, knowledge of the area of study, and the profession, research capacity, motivate and lead toward common goals (leadership), to make decisions, to formulate and manage projects.

EDP University's Specific Competencies Per Program

GRADUATE SCHOOL

Master's Degree in Nursing Science with
Specialty in Emergency/Trauma Care

1. Introduce changes and innovations in the solution of problems of health, and professional ethical practice in emergency and trauma nursing.

2. Exercise leadership in the planning, implementation and evaluation of patient care, the family, and the community in different contexts of health, with a focus on emergency and trauma care.

3. Developing and coordinating nursing care on evidence based practice in different scenarios, including urgent care facilities, emergency room, trauma centers, health facilities, communities or independent professional practice.

4. Implement innovative models of care services that guide the processes of health promotion and prevention of disease, and the recovery of health status within a framework of emergency/trauma care.

5. Demonstrate instrumental competences such as proper use of oral and written communication, information technology and informatics technology, planning and organizing time, identify, plan, and solve problems within a framework of advanced nursing practice.

6. Demonstrate interpersonal competences such as: reflective and critical thinking, their socio-cultural and historical environment commitment, assessment and respect for diversity and multiculturalism, commitment to the preservation of the environment, the ability to work autonomously, empathy, confidence in you and ability to foster the development of others. In addition, demonstrate initiative, motivation, and achievement, and adaptability, capacity for teamwork, ethical commitment, social responsibility and citizenship commitment.

7. Demonstrate systemic competences such as: ability to apply the knowledge of practice, knowledge of the area of study, and the profession, research capacity, motivate and lead toward common goals (leadership), to make decisions, to formulate and manage projects.

EDP University's Specific Competencies Per Program

GRADUATE SCHOOL

Master's Degree in Naturopathic Sciences

1. Demonstrate naturopathic knowledge and its application to iridiology, sclerology, and anamnesis.

2. Demonstrate naturopathic knowledge and its application to Phytotherapy, Homeopathy, Psychobiology with its five (5) biological laws, Food and a Healthy Life Style.

3. Differentiate between adequate therapeutic methodologies for a client with emphasis on Phytotherapy, Homeopathy, Psychobiology and its five (5) biological laws, Food and a Healthy Life Style.

4. Know, from a naturophatic point of view, other therapeutic complementary methods such as: Aromatherapy, Hydrotherapy, Chromotherapy, acupressure/Digitpuncture/ Reflexology, Nutritional supplements, Homotoxicology, Kinesiology, Therapeutic massages, Music therapy, Biomagnetic Therapy, and Relaxation techniques, such as: yoga, Tai Chi, Chi Kung, Reiki, and meditation.

5. Discriminate between adequate naturopathic evaluation methods for a client with emphasis on iridiology, sclerology, and anamnesis.

6. Know, from a naturopathic point of view, other complementary evaluation methods such as: physiognomy, hair analysis, tongue analysis, reflexology, acupressure, digitpuncture, graphology, quirology, kinesiology, homotoxicology, pulsology, Ayurvedic traditional Chinese and Bat's method health analysis.

7. Assist patient care that is compassionate, appropriate, and effective for the promotion of health and for the treatment of health problems.

8. Demonstrate a practice based on research, self-evaluation, continued education,   and the recommended patient care, appraising and assimilating evidence to propose natural products and diets that enhances a better quality of life.

9. Show a system based practicum demonstrating awareness of and responsiveness to the administration of a naturopathic care delivery system which is derived from the ethical and legal knowledge and application of the Law to Regulate the Practice of Naturopathy in Puerto Rico, created by their Examining Board, Act 211 of December 30, 1997, as amended, who offers the certification exam in virtue of this regulation.

Capstone Courses Per Program
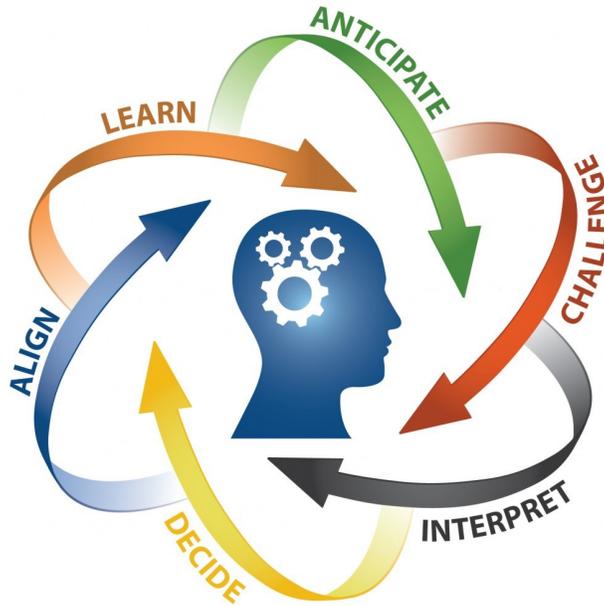
A list of courses by program has been compiled to serve as points of reference or capstones for the evaluation of learning outcomes. These selected courses report assessment results in relation to the learning outcomes as defined in their syllabi. Course syllabi are aligned to knowledge content and competencies that program profiles need to achieve. Program competencies are assessed through multiple choice instruments and rubrics.

As a result of assessment analysis decisions, three (3) capstone courses in bachelor's degrees, and two (2) in the associate degrees have been identified. The following diagrams are a quick reference which illustrate the capstone courses for each academic school.

SCHOOL OF ADMINISTRATION

Associates' Degrees in:

Business Administration (Completely Online)	Office Administration
BA 1313 Administration Theory **BA 2321** Human Recources	**ADO 1101** Keyboarding and its Applications **ADO 3282** Practicum

Bachelors' Degrees in:

Business Administration	Technology Office Administration
BA 1313 Administration Theory **BA 2321** Human Recources **BA 4350** Operation and Production Management	**ADO 1101** Keyboarding and its Applications **ADO 2261** Office Administration and Human Relations **ADO 4281** Internship

2014 - The School of Administration at the

San Sebastián Campus is in moratorium.

SCHOOL OF ADMINISTRATION

Bachelor's Degrees in Business Administration, Major in:

Accounting
ACC 1223 Introduction to Accounting I **ACC 3213** Intermediate Accounting **ACC 4218** Auditing

Management
BA 1313 Administration Theory **BA 2321** Human Recources **BA 4400** Business Development

SCHOOL OF SCIENCES AND TECHNOLOGY

Associate Degree in:

Computer Programming
PRO 1110 Computers and Information Systems **SIC 2400** Databases

Bachelor's Degrees in Information System, Major in:

Networking	Digital Imaging	Computer Programming
PRO 1110 Computers and Information Systems **SIC 2400** Databases **SIR 4780** Project/ Practicum	**SIID 2102** Image Design **SIID 4201** Advanced Digital Diagramming **SIID 4401** Digital Imaging Portfolio	**PRO 1110** Computers and Information Systems **SIC 2400** Databases **SIC 4460** System Development Project

SCHOOL OF SCIENCES AND TECHNOLOGY

Associate Degree in:

Science of Biotechnology
BIO 1101 Introduction to Biology I **BIT 2250** Molecular Biotechnology

Information Technology
PRO 1110 Computers and Information Systems **ITP 2340** Programming for Mobile Devices II

Bachelor's Degrees in Information Technology Sciences, Major in:

Networking
PRO 1110 Computers and Information Systems **ITP 2340** Programming for Mobile Devices II **ITN 4780/ ITN 4790** Project/Practicum

Programming
PRO 1110 Computers and Information Systems **ITP 2340** Programming for Mobile Devices II **ITP 4780/ ITP 4790** Project/Practicum

SCHOOL OF NURSING

Associate Degree in Nursing
NUR 1001 Fundamentals of Nursing **NUR 2250** Seminar **/NUR 2260** Nursing Integration Seminar

Bachelor's Degree in Science, Major in Nursing
NUR 1001 Fundamentals of Nursing **NUR 3230** Complex Skill in Nursing **NUR 4420** Integral Care in Health Distress Situations II

SCHOOL OF HEALTH

Associates' Degrees in:

Pharmacy Technician
APH 1101 Pharmacy Fundamentals **APH 3212** Internship II

Medical Emergencies Technology
MET 1101 Fundamentals of Medical Emergencies **MET 3213** Medical Emergencies Practice

Physical Therapy Technology
TAS 1101 Introduction to Physical Therapy **TAS 3212** Clinical Practice II (Internship)

SCHOOL OF DESIGN

Associate Degree in:

Digital Fashion Design
DMD 1203 Fashion Design I **DMD 3201** Collection Development and Construction

Associates' Degrees in Arts, Major in:

Interior Design and Decoration
DEC 1102 Fundamentals of Design **DIS 2501** Administration and Practice of the Profession

Digital Design
BADD 1101 Introduction Digital Design I **BADD 3202** Web Design I

SCHOOL OF DESIGN

Bachelor Degree in Arts in Digital Design, Major in:

Multimedia
BADD 1101 Introduction Digital Design I **BADD 3202** Web Design I **BADD 4401** Portfolio

Bachelors' Degrees in Arts, Major in:

Interior Design and Decoration	Digital Fashion Design
DEC 1102 Fundamentals of Design **DIS 2501** Administration and Practice of the Profession **DIS 4505** Portfolio	**DMD 1203** Fashion Design I **DMD 3201** Collection Development and Construction **DMD 4005** Internship

CRIMINAL JUSTICE SCHOOL

Associate Degree in:

Criminal Justice
CJU 1100 Constitutional Law **CJU 3001** Interview, Interrogation and Testimony

GRADUATE SCHOOL

Master's Degrees in:

Information Systems

MIS 5540
Organizational Functions and Management
MIS 7690
Information Systems Project

Strategic Management

MIS 5540
Organizational Functions and Management
MSM 7690
Seminar in Strategic Management

Information Technology for Education

MAED 5410
Instructional Resources Production Seminar II
MAED 6000
Degree Project

Information Security and Digital Fraud Investigation

MIS 5540
Organizational Functions and Management
MIF 7890
Seminar in Digital Fraud Investigation

Naturopathic Sciences

NSC 5000
Naturopathic History and Foundations
NCS 7010
Naturopathic Practice

Nursing Sciences with Specialty in Acute/Critical Care

NURS 5510
Physiology and Advanced Pathophysiology
NURS 7500
Advanced Internship Acute/Critical Care

Nursing Sciences with Specialty in Emergency/Trauma

NURS 5510
Physiology and Advanced Pathophysiology
NURS 7610
Advanced Internship Emergency/Trauma Care

Capstone Course Assessment Instruments

Per Program and Academic Schools

Multiple choice instruments are administered through Moodle, an institutional learning management program.   The assessment of learning outcomes data, generated by Moodle, is systematically collected and distributed. This data is presented throughout this publication for decision making efforts.   Furthermore, rubric assessment results need to be improved. Efforts have been made to identify assessment activities that demonstrate student learning and the development of the rubric instrument. Portfolios, practicum, internships and projects are some of the assessment instruments that are in place.

Annually, analysis, decision making, and implementation conclusions are made based on the assessment results. Administration key personnel, program directors, specialists, faculty and students participate in an annual "Assessment of the Assessment".   The Academic Deans, the School directors, and faculty are responsible for the decision making through the analysis of the data collected.

Activities for the continuous development of program assessment.   Issues that have been discussed follow:

- Identification of points of reference courses for the evaluation of learning outcomes.

- Program assessment instrument construction and revision.

- Results analysis of the administered assessment instruments.

- Alignment of student profile, content knowledge, and syllabi to learning outcomes.

- Informed decision making action plans.

Following is the Academic Programs Capstones map showing the assessment instruments to be used in each course.

The following table shows the established capstones courses for learning outcomes in each academic program, per academic term.

SCHOOL OF SCIENCE AND TECHNOLOGY				
Programs	**Capstones Courses**	**Instruments**		
Associate Degree in:		**Test**	**Rubric**	**Commentaries**
Computer Programming	PRO 1110	X		
	SIC 2400		Project	
Bachelors' Degrees in Information Systems with Major in:				
Computer Networking	PRO 1110	X		
	SIC 2400		Project	
	SIR 4780		Practicum/ Project	
Digital Imaging	SIID 2102		Project	
	SIID 4201		Project	
	SIID 4401		Portfolio	
Computer Programming	PRO 1110	X		
	SIC 2400		Project	
	SIC/PRO 4460		Project	
Associate Degree in:				
Information Technology	PRO 1110	X		
	ITP 2340		Project	
Biotechnology	BIO 1101	X		
	BIT 2250	X		
Bachelors' Degrees Information Technology Science, Major in:				
Networks	PRO 1110	X		
	ITP 2340		Project	
	ITN 4780/ITN 4790		Project/ Practicum	
Programming	PRO 1110	X		
	ITP 2340		Project	
	ITP 4780/ ITP 4790		Project/ Practicum	

The following table shows the established capstones courses for learning outcomes in each academic program, per academic term.

SCHOOL OF ADMINISTRATION				
Programs	**Capstones Courses**	**Instruments**		
Associates' Degrees in:		Test	Rubric	Commentaries
Business Administration (Completely Online)	BA 1313	X		
	BA 2321		Project	
Office Administration	ADO 1101	X		
	ADO 3282		Internship	
Bachelors' Degrees in:				
Business Administration	BA 1313	X		
	BA 2321		Project	
	BA 4350		Project	
Technology Office Administration	ADO 1101	X		
	ADO 2261	X		
	ADO 4281		Internship	
Bachelors' Degree in Business Administration, Major in:				
Accounting	ACC 2113	X		
	BA 2321	X		
	ACC 4218	X		
Management	BA 1313	X		
	BA 2321		Project	
	BA 4400		Project	

The following table shows the established capstones courses for learning outcomes in each academic program, per academic term.

SCHOOL OF NURSING				
Programs	**Capstones Courses**	**Instruments**		
Associate Degree in:		**Test**	**Rubric**	**Commentaries**
Nursing	NUR 1001	X		
	NUR 2250/ NUR2260	X		
Bachelor' Degree in Science, Major in:				
Nursing	NUR 1001	X		
	NUR 3230		X	
	NUR 4420		Practicum	

SCHOOL OF HEALTH				
Programs	**Capstones Courses**	**Instruments**		
Associates' Degrees in:		**Test**	**Rubric**	**Commentaries**
Pharmacy Technician	APH 1101	X		
	APH 3212		Internship	
Medical Emergencies Technology	MET 1101	X		
	MET 3213		Practicum	
Physical Therapy Technolohy	TAS 1101	X		
	TAS 3212		Practicum	

The following table shows the established capstones courses for learning outcomes in each academic program, per academic term.

SCHOOL OF DESIGN				
Programs	**Capstones Courses**	**Instruments**		
Associate Degree in:		**Test**	**Rubric**	**Commentaries**
Digital Fashion Design	DMD 1203		Portfolio	
	DMD 3201		Collection Exhibition	
Associates' Degrees in Arts, Major in:				
Interior Design and Decoration	DEC 1102		Project	
	DIS 2501		Project	
Digital Design	BADD 1101		Portfolio	
	BADD 3302		Portfolio	
Bachelors' Degrees in Arts, Major in:				
Interior Design and Decoration	DEC 1102		Project	
	DIS 2501		Portfolio	
	DIS 4505		Collection Exhibition	
Digital Fashion Design	DMD 1203		Collection Exhibition	
	DMD 3201		Collection Exhibition	
	DMD 4005		Collection Exhibition	
Bachelors' Degree in Arts in Digital Design, Major in:				
Multimedia	BADD 1101		Portfolio	
	BADD 3302		Portfolio	
	BADD 4401		Portfolio	

The following table shows the established capstones courses for learning outcomes in each academic program, per academic term.

SCHOOL OF CRIMINAL JUSTICE				
Programs	**Capstones Courses**	**Instruments**		
Associate Degree in:		**Test**	**Rubric**	**Commentaries**
Criminal Justice	CJU 1100	X		
	CJU 3001		Project	

The following table shows the established capstones courses for learning outcomes in each academic program, per academic term.

GRADUATE SCHOOL				
Programs	**Capstones Courses**	**Instruments**		
Master's Degrees in:		**Test**	**Rubric**	**Commentaries**
Information Systems	MIS 5540		Portfolio	
	MIS 7690		Thesis	
Information Technology for Education	MAED 5410		Project	
	MAED 6000		Thesis	
Strategic Management	MIS 5540		Project	
	MSM 7690		Project	
Information Security and Digital Fraud Investigation	MIS 5540		Project	
	MIF 7890		Project	
Nursing Sciences with Specialty in Acute/ Critical Care	NURS 5510	X		
	NURS 7500		Internship	
Nursing Sciences with Specialty in Emergency/ Trauma Care	NURS 5510	X		
	NURS 7610		Internship	
Naturopathic Sciences	NSC 5000	X		
	NSC 7010		Internship	

Implementation Calendar

Activity	Office/Participants	Due Date
Generic General Education (Core) Competencies Assessment (Pre & Post Tests) Pre-Test = Freshmen Students Post-Test = 90 credits completed	Hato Rey and San Sebastián Academic Affairs Deans AVP Research, Academic Assessment and Institutional Development	Every other year (Summer and Fall-Sept., Week 3 and 4)
Specific Program Competencies (Professional) Assessment Instruments Administration	Hato Rey and San Sebastián Academic Affairs Deans AVP Research, Academic Assessment and Institutional Development	Annually According to the academic offer
Classroom Assessment Activities	Hato Rey and San Sebastián Academic Affairs Deans Program Directors Professors	On going Classroom Annually (Spring)
Classroom Action Research Report	Hato Rey and San Sebastián Academic Affairs Deans Program Directors Professors	Annually (Fall)
Assessment Results Analysis	Academic Planning and Institutional Development Office	Annually August and December
Data Driven Analysis, Reflection and Planning Meeting	• President, Vice Presidents, Chancellors • Hato Rey and San Sebastián Academic and Students Deans, School Directors, Faculty • Assessment Committee • A representative student per campus	Annually Week 2 February (Spring)

Assessment Program Development Chronology

January 2001 – December 2002
 In charge of Assessment Consultant
1. Assessment Program concept development and planning with Dr. Alexander W. Astin's assessment model.
2. Assessment Program implementation calendar was developed and capstone academic courses were defined.
3. Syllabus review in order to incorporate learning outcomes as evidence of student learning.

January 2003 – May 2005
 In charge of Assessment and Technology Development Office Director
1. Assessment of General Education (Core) and Program (Professional) Competencies was put into action.
2. Learning outcomes were gathered as evidence of student learning.
3. Assessment workshops were offered for Hato Rey and San Sebastián faculty members on learning outcomes, rubrics and assessment techniques.
4. Web CT Platform development.
5. General Education (Core) and Program (Professional) Competencies evaluation material was developed using the Web CT Platform.
6. General Education (Core) and Program (Professional) Competencies assessment instruments results analysis.
7. Assessment Handbook developed for "Vida Universitaria Exitosa" (VUE) course.
8. Professors were officially required to begin using assessment activities as evidence of student learning in their classrooms.

June 2005 – December 2005 Transition
 Development of the Institutional Academic Assessment Coordinator Office
1. An Institutional Academic Assessment Coordinator Office is in place.
2. Hato Rey and San Sebastian Academic Affairs Deans took on the academic assessment leadership.
3. General Education (Core) and Program (Professional) Competencies assessment instruments results analysis.
4. Assessment Strategies in the Classroom Workshop offered for Hato Rey and San Sebastián faculty members. All professors were officially required to apply at least one (1) assessment technique.

January 2006- December 2007
In charge of Accreditation, Research and Institutional Development Office Director.
1. Assessment data analysis as input for curricular development.
2. Hands-on workshops in Rubrics and Test Construction offered for Hato Rey and San Sebastián faculty members.
3. Assessment activities were held in the classrooms.
4. General Education (Core) and Program (Professional) Competencies Post-Tests were developed.
5. Data Driven Analysis, Reflection and Planning annual meetings held by the Executive, the Analysis and Recommendation and the Implementation Committees.
6. Academic Assessment Program at a Glance- First Edition was developed.
7. An Institutional Assessment Coordinator was designated.

January 2008- December 2009

In charge of the Vice-President for Academic Planning and Institutional Development; Academic Planning and Institutional Development Associate Dean; and, Institutional Assessment Coordinator.

1. The Institutional Assessment Coordinator, the Academic Planning and Institutional Development Associate Dean and the Vice-President for Academic Planning and Institutional Development, through frequent communication, joined efforts.
2. Workshops in Test Construction offered for Hato Rey and San Sebastián faculty members.
3. A external evaluation research specialist, validated general education tests.
4. Program assessment instruments review.
5. Assessment activities held in the classrooms.
6. Systemic Assessment Plan implementation follow-up.

January 2010-December 2011

Validation and administration of core competencies tests.

1. Socio-humanistic Values and Tolerance Inventory developed and validated.
2. Presentation of classroom assessment activities through "Poster Sessions", which were attended by 27 professors from Hato Rey and San Sebastián Campuses.
3. Collection of instruments to be used in the academic programs screening courses.
4. A external evaluation research specialist, validated academic programs instruments.

January 2012 - December 2012

In charge of the Academic Affairs Deans, in both campuses.

1. Begins assessment based on competencies.
2. Core competencies are aligned with the generic and specific program's competencies.

January 2013— March 2015

In charge of the Vice-President for Research, Academic Assessment and Institutional Development.

1. Developed an Academic Assessment Handbook per School.
2. Developed a Rubric on Student and Professor Perception - The Mastery of General and Specific Competencies.
3. The Student and Professor Perception Questionnaire was administrated in selected groups.
4. A protocol for reporting data results focusing on final benchmark courses was developed.
5. A graphic representation for the Assessment Model was created.
6. Developed various faculty workshops, with emphasis in the interpretation and analysis of the rubric results.
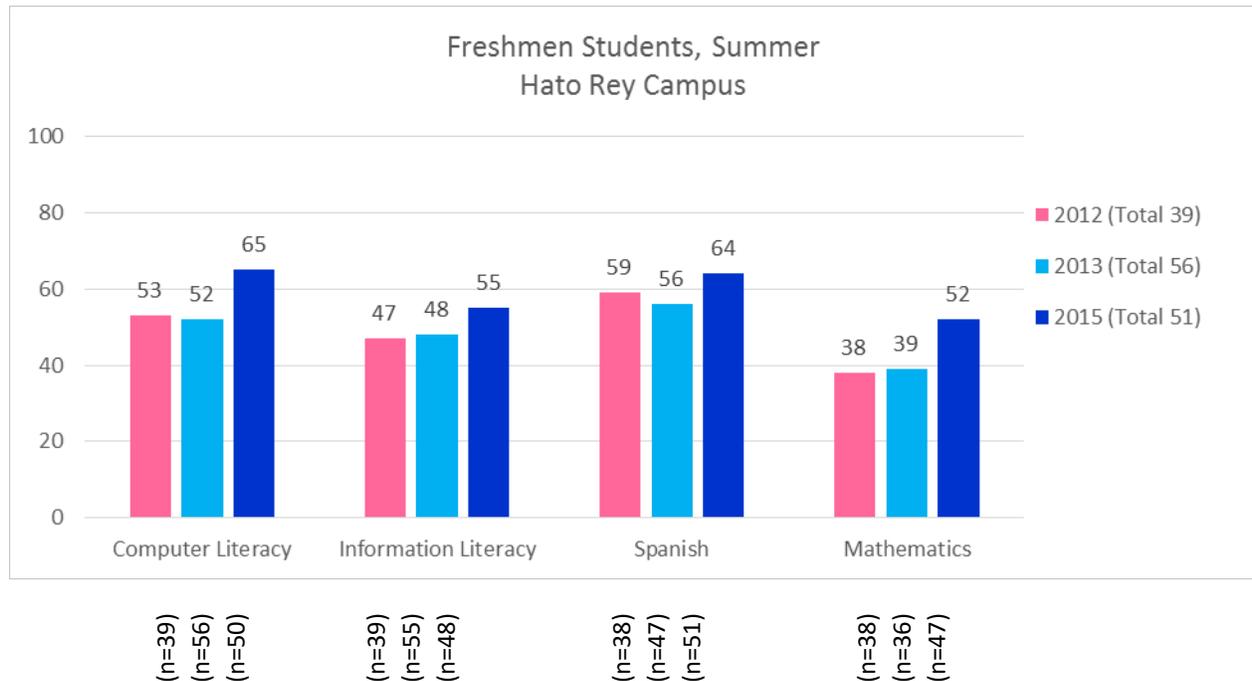7. Start of tests and rubrics revision for capstone courses.

Outcomes Results

Hato Rey Campus

General Education
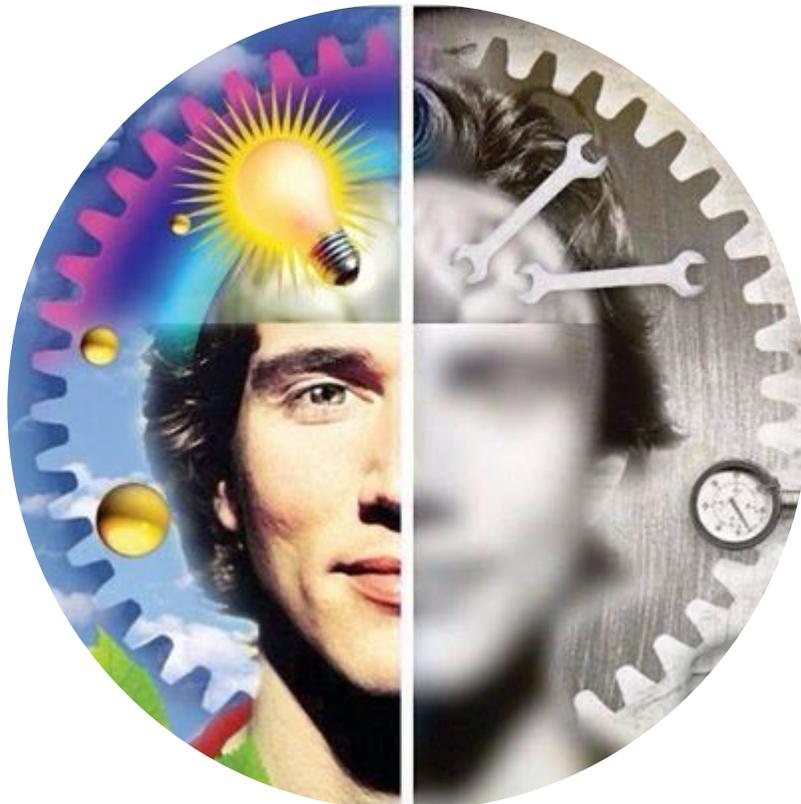
Pre and Post Assessment

General Education Core Competencies

Pre-Test Results and Analysis

Hato Rey Campus

Summer

Freshmen Students, Summer
Hato Rey Campus

Computer Literacy (n=39) (n=56) (n=50)
Information Literacy (n=39) (n=55) (n=48)
Spanish (n=38) (n=47) (n=51)
Mathematics (n=38) (n=36) (n=47)

Legend: 2012 (Total 39), 2013 (Total 56), 2015 (Total 51)

Pre-Test Results Analysis

Students showed an increment in scores on computer literacy, information literacy, Spanish and mathematics in 2015. In the areas of computer literacy (65%) and Spanish (64%) scored above 60%, while in 2012 and 2013 did not go above maintaining a range in the 50%. In information literacy (55%) and mathematics (52%) were above 50%, while in 2012 and 2013 they obtained less than 50%. The stadistics reflect that students from 2015 were better prepared then those 2012 and 2013.

Closing the loop: Assessment Decisions

1. This scores support the decision to update and strengthen the tutorial labs and the acquisition of basic skills software.

2. All student and academic services must be fully aware of this disadvantage and its implications for retention efforts in order to assure adequate institutional support for the student achieving his or her educational goal.

3. Given this information it has been projected to separate the results by program starting Summer 2016 in order to have more specific results.

General Education English Assessment
ELASH I
Pre Test Results and Analysis
Hato Rey Campus
Summer

Freshmen students from the Hato Rey Campus during 2012 (N=37) and 2015 (N=53) were tested using the College Board standardized Level 1 ELASH Test. This test measures English listening comprehension, reading and language. In the Fall of 2013, this test was not administered in the Hato Rey Campus. The College Board

E-LASH I, Summer
Hato Rey Campus
Listening Comprehension
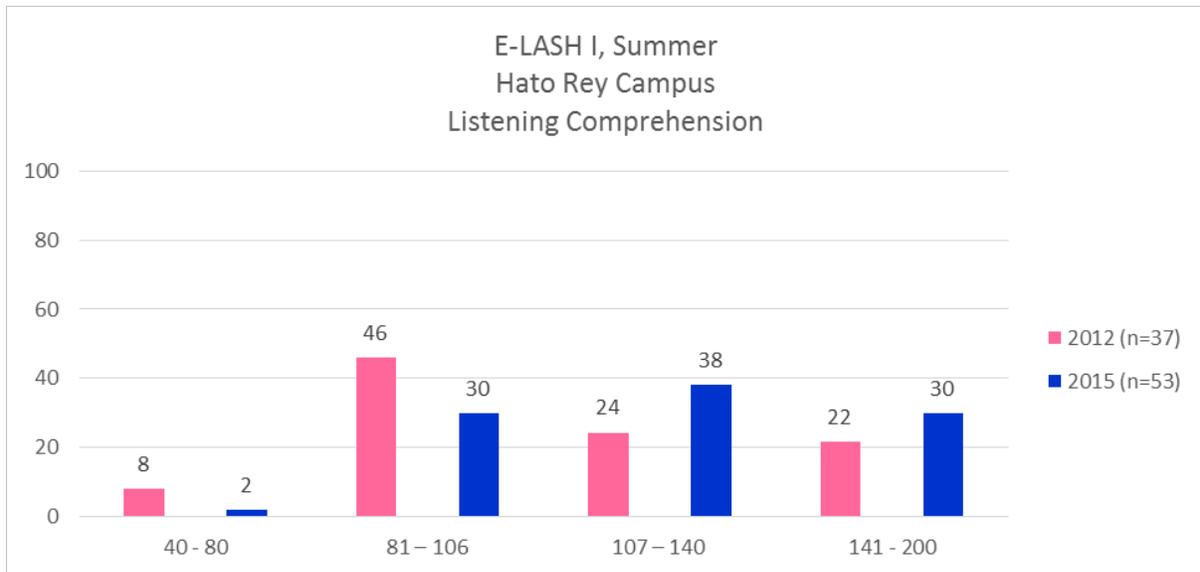
STAGES: **40-80** = Novice; **81-106** = Low Intermediate; **107-140** = High Intermediate; **141-200** Advanced

Pre-Test Results Analysis

The Hearing Comprehension Results demonstrate that most freshman students in summer 2012 where in an intermediate- low level (46%) in comparison with those of 2015, which is 30% of the students who took the test. However, the highest percentage in 2015, 38%, is in an intermediate-high level. The College Board states that in the intermediate- high level, students understand the main idea and details of the longest and most complicated discourse, beyond the immediate situation. Additionally, within context, different themes include practical, social and academic adjustments. They understand longer conversations, brief narrations, news reports and advertisements.

General Education English Assessment
ELASH I
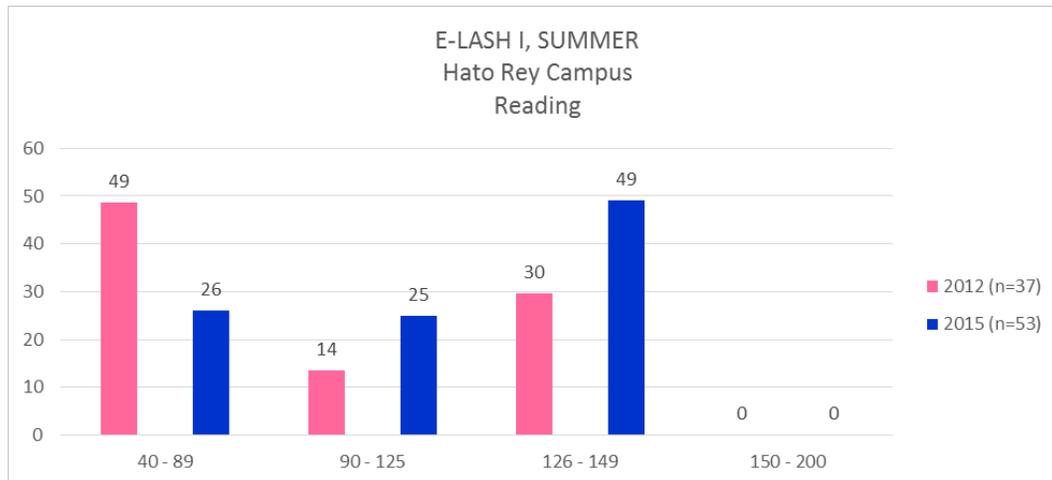**Pre Test Results and Analysis**
Hato Rey Campus
Summer

E-LASH-I, SUMMER
Hato Rey Campus
Language
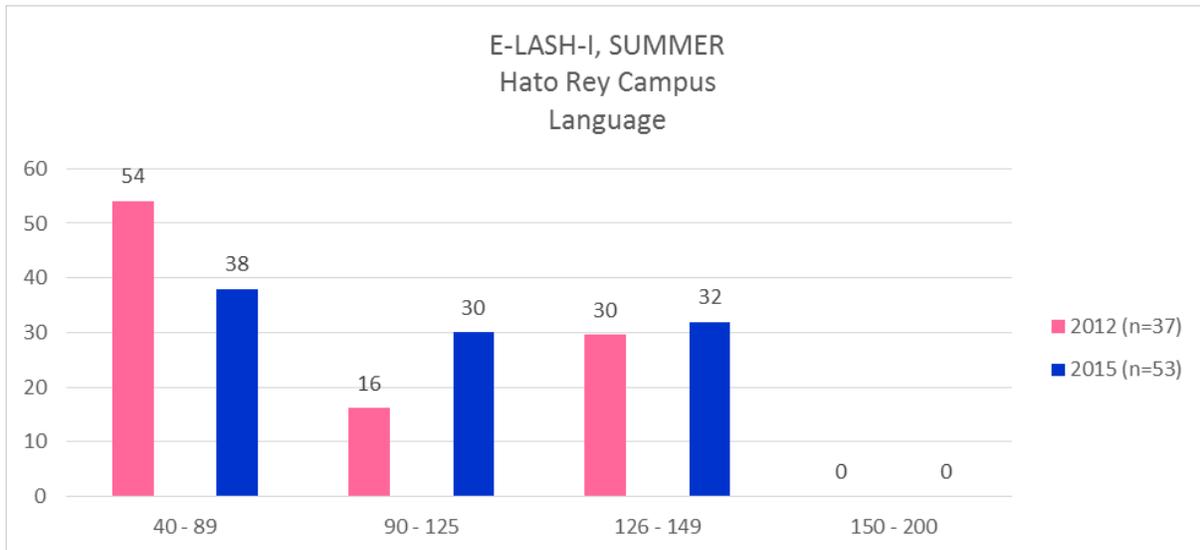
STAGES: 40-89 = Novice; **90-125** = Low Intermediate; **126-149** = High Intermediate; **150-200** Advanced

Pre-Test Results Analysis

In the language area, freshman students admitted in summer 2105 show a decrease compared with those of 2012. Even if in 2015 38% of students where in a beginner level, in 2012 54% of the students where on this level. However, in 2012, 30% of students where in the intermediate- high level, now there are 32%. Lastly, in 2015 30% of students are in the intermediate- low level, compared to 16% in 2012. The College Board indicates that students in the beginner level use a basic grammatical structure, but in an incorrect manner, answer yes or no questions, order words incorrectly, generally those in present and past tense, and subject and pronouns. They also combine words and phrases in sentences in an acceptable manner. Regarding context, they use every day language and highly predictable daily adjustments. They use short, linguistically simple phrases.

General Education English Assessment
ELASH I
Pre Test Results and Analysis
Hato Rey Campus
Summer

E-LASH I, SUMMER
Hato Rey Campus
Reading

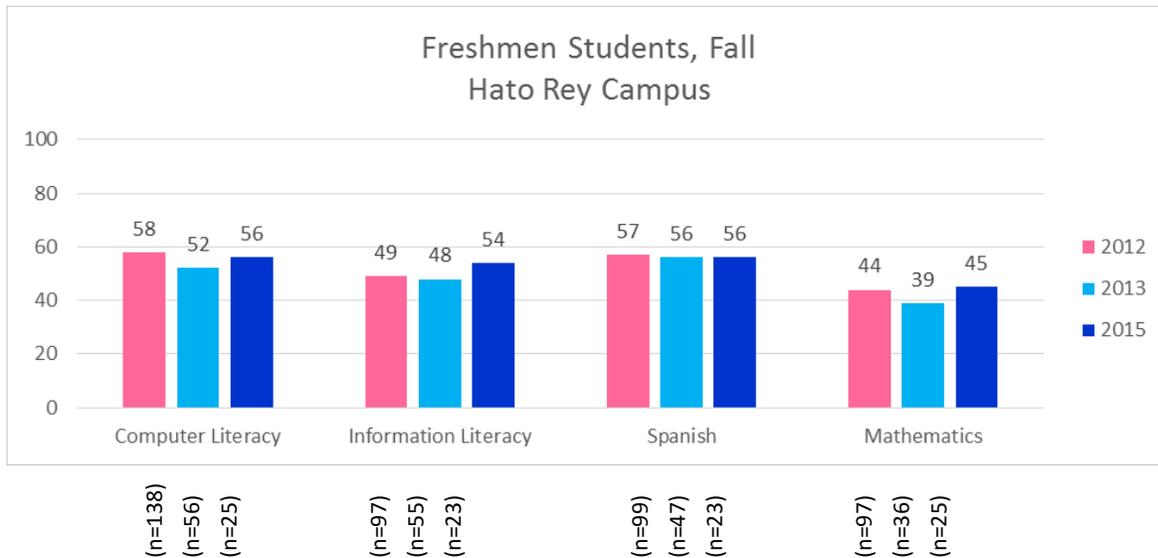**STAGES: 40-89** = Novice; **90-125** = Low Intermediate; **126-149** = High Intermediate; **150-200** Advanced

Pre-Test Results Analysis

In the reading area, 49% of freshman students in summer 2012, where in the beginner level, but in 2015, 49% of students are in the intermediate-high level, followed by 26% in the beginner level and 25% in the intermediate- low level. This demonstrates an increase in this area. The College Board results show that 2015 freshman students are in an intermediate – high level, which indicates that they use beginner and intermediate- low level skills with reasonable precision and little effort. Regarding context, they use more themes than in previous levels. In text types, they demonstrate that they have better mastery of sentences and paragraphs.

Closing the loop: Assessment Decisions

1. The General Education School Director will follow up through analysis and discussions with the faculty and student services such as English labs and innovative teaching and learning approaches, among others.

2. Listening comprehension skills should be taken in consideration when determining innovative strategies to develop language and reading skills. Hear what is read, write what you hear, and read what you write can be used as a whole language teaching approach.

3. According with the results, new tutorial application programs are being evaluated.

General Education Core Competencies
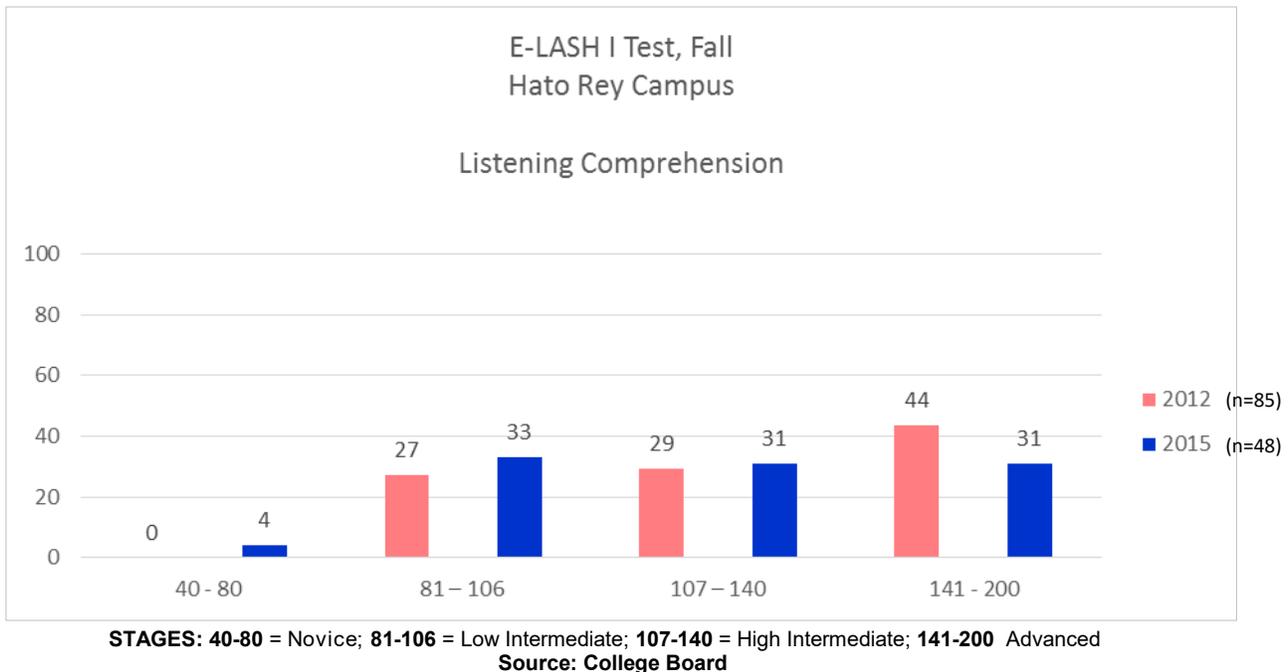**Pre-Test Results and Analysis**
Hato Rey Campus
Fall

Freshmen Students, Fall
Hato Rey Campus

	2012	2013	2015
Computer Literacy	58	52	56
Information Literacy	49	48	54
Spanish	57	56	56
Mathematics	44	39	45

Computer Literacy (n=138) (n=56) (n=25)

Information Literacy (n=97) (n=55) (n=23)

Spanish (n=99) (n=47) (n=23)

Mathematics (n=97) (n=36) (n=25)

Pre-Test Results Analysis

Fall 2015 freshman students demonstrate a decrease of 2% in the computer literacy test, compared with students in 2012. The 2012 and 2015 Spanish tests show a decrease of 1%, but in 2013 and 2015 both remain with 56% student knowledge. However, in the information literacy area, there is a 5% increase, compared with 2012. In the math test there is a 1% increment in comparison with 2012 and 2015, even when there was a 5% decrease in 2013 compared with 2012. In conclusion, there is an improvement in the computer literacy test, information literacy test and math test, but it is not significant. The Spanish test doesn't show a significant change either.

General Education English Assessment
ELASH I
Pre Test Results and Analysis
Hato Rey Campus
Fall

In the Fall of 2013, this test was not administered in the Hato Rey Campus. The College Board changed its assessments availability schedule.

E-LASH I Test, Fall
Hato Rey Campus

Listening Comprehension

STAGES: 40-80 = Novice; **81-106** = Low Intermediate; **107-140** = High Intermediate; **141-200** Advanced
Source: College Board

Pre-Test Results Analysis

In the reading comprehension area, most students, 33%, are in the intermediate- low level. 31% of students are in the intermediate- high and advanced levels. 4% of students are in the beginner level. According to the College Board, advanced level students understand linguistically complex texts and can extend ideas to make inferences. Regarding context, they have a wide range of topics, including abstract and unfamiliar themes in a variety of environments. Speech covers academic and professional conferences and commercial trade.

General Education English Assessment
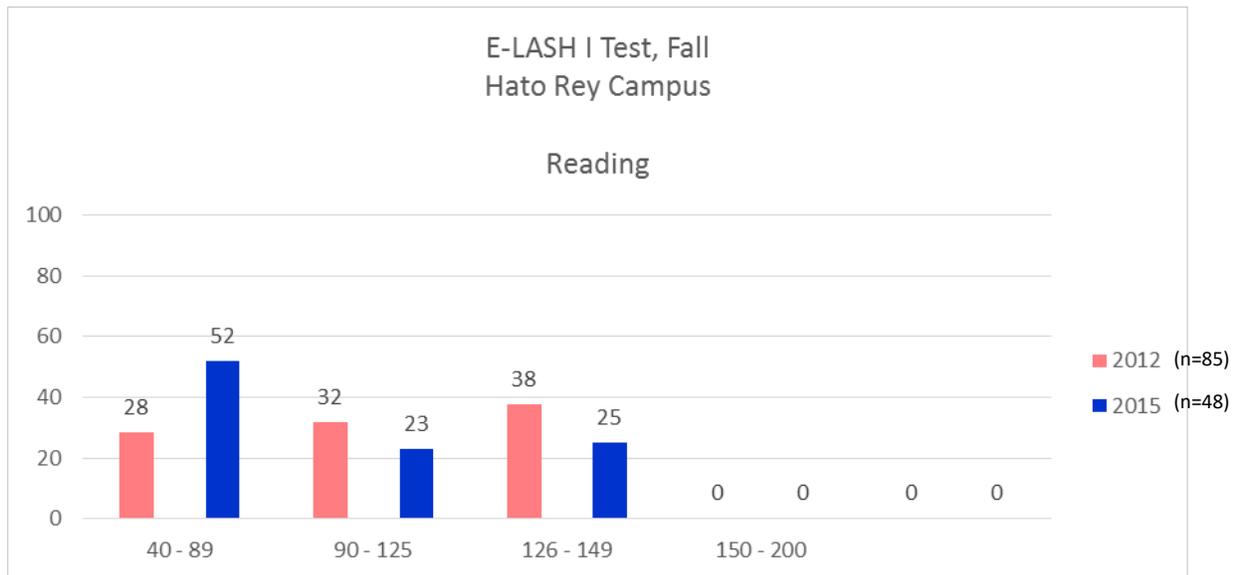**ELASH I**
Pre Test Results and Analysis
Hato Rey Campus
Fall

E-LASH I Test, Fall
Hato Rey Campus
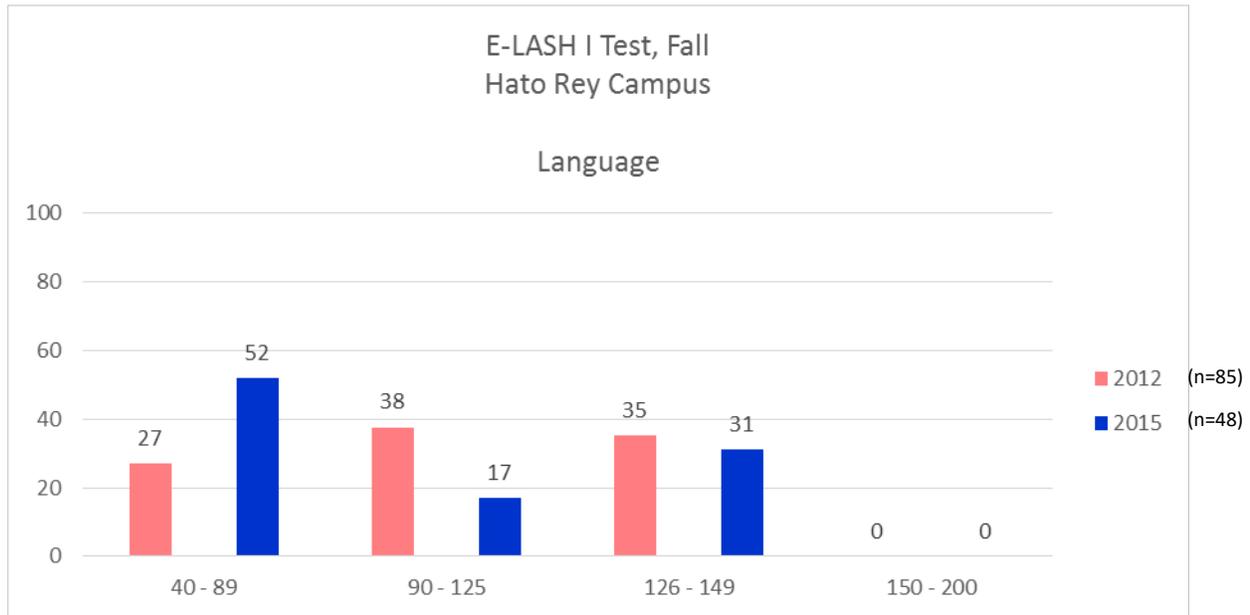
Language

STAGES: 40-89 = Novice; **90-125** = Low Intermediate; **126-149** = High Intermediate; **150-200** Advanced
Source: College Board

Pre-Test Results Analysis

In the language area, most students, 52%, are in the beginner level. 31% are in the intermediate-high level. In comparison with 2012's tests, there is a significant increase in the beginner level. The College Board indicates that students in the beginner level use a basic grammatical structure, but in an incorrect manner, answer yes or no questions, order words incorrectly, generally those in present and past tense, and subject and pronouns. They also combine words and phrases in sentences in an acceptable manner. Regarding context, they use every day language and highly predictable daily adjustments. They use short, linguistically simple phrases.

General Education English Assessment
ELASH I
Pre Test Results and Analysis
Hato Rey Campus
Fall

E-LASH I Test, Fall
Hato Rey Campus

Reading

STAGES: 40-89 = Novice; **90-125** = Low Intermediate; **126-149** = High Intermediate; **150-200** Advanced
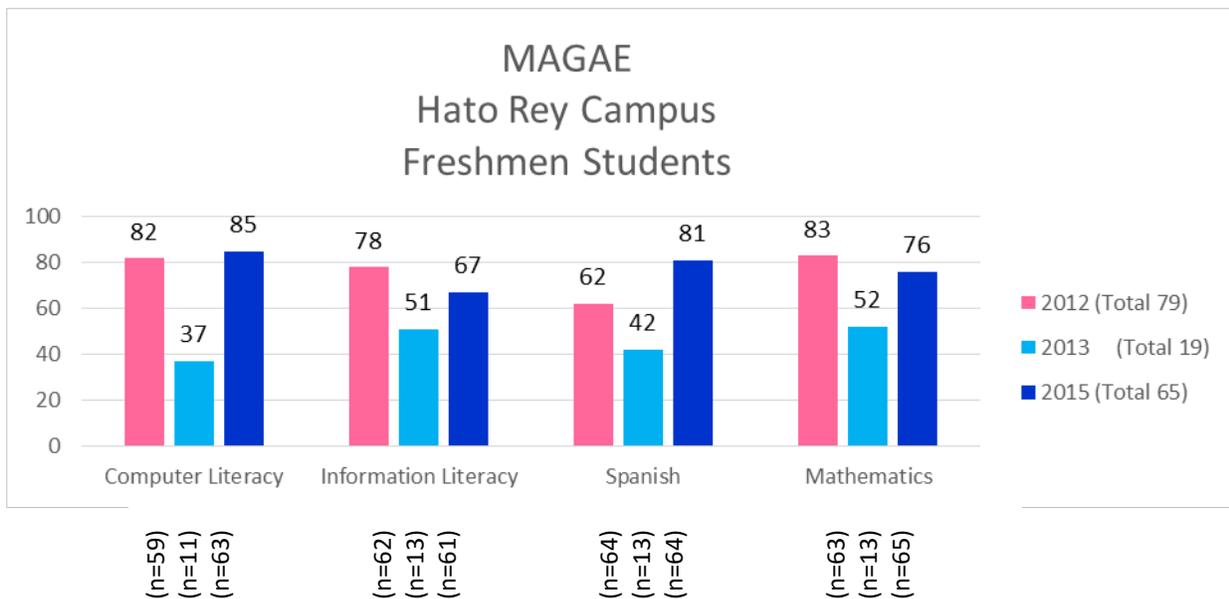**Source: College Board**

Pre-Test Results Analysis

In the reading area, 52% of students are in the beginner level. In comparison with 2012, there is a significant decrease of students in the intermediate- low level. According to the College Board, these students can identify main ideas, distinguish between facts and opinions and make conclusions. They also understand vocabulary form certain topics. Regarding context, they understand personal, academic and work- related situations. They have a clear structure of academic topics. Text type has sentences, simple narratives and descriptive paragraphs with up to 280 words.

General Education Core Competencies
Pre-Test Results and Analysis
MAGAE
Hato Rey Campus

The Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym) program is an accelerated adaptation of the Associate Degree in Nursing approved by the Puerto Rico Council of Education. This group profile consists of a majority of Latin-American students who live in the continental United States, mainly in Miami and New York. They are not fluent in the English language, but aspire to obtain a valid degree in the United States. EDP University offers the opportunity to study for their American credentials in Spanish.

MAGAE is a hybrid distance education modality, where the students complete all of their General Education courses online. Most of the concentration courses and the clinical experience are onsite.

MAGAE
Hato Rey Campus
Freshmen Students

Computer Literacy	Information Literacy	Spanish	Mathematics
82 / 37 / 85	78 / 51 / 67	62 / 42 / 81	83 / 52 / 76
(n=59) (n=11) (n=63)	(n=62) (n=13) (n=61)	(n=64) (n=13) (n=64)	(n=63) (n=13) (n=65)

2012 (Total 79)
2013 (Total 19)
2015 (Total 65)

Pre-Test Results Analysis

Freshmen of MAGAE 2015 increased their computer and information literacy, Spanish and mathematics in comparison with 2013. However, when compared with 2012 information literacy and mathematics decreased.

Closing the loop:

1. Since this is an online experience, authentication processes should be revised.

General Education Core Competencies
Post Test Results and Analysis, Hato Rey Campus

Cohort 2016
Hato Rey Campus

Goal = 70%

Legend:
- 2011 (n=130)
- 2014 (n=7)
- 2016 (n=42)

Data:
- Computer Literacy: 59, 53, 64
- Information Literacy: 51, 58, 60
- Spanish: 61, 62, 65
- Mathematics: 52, 43, 57
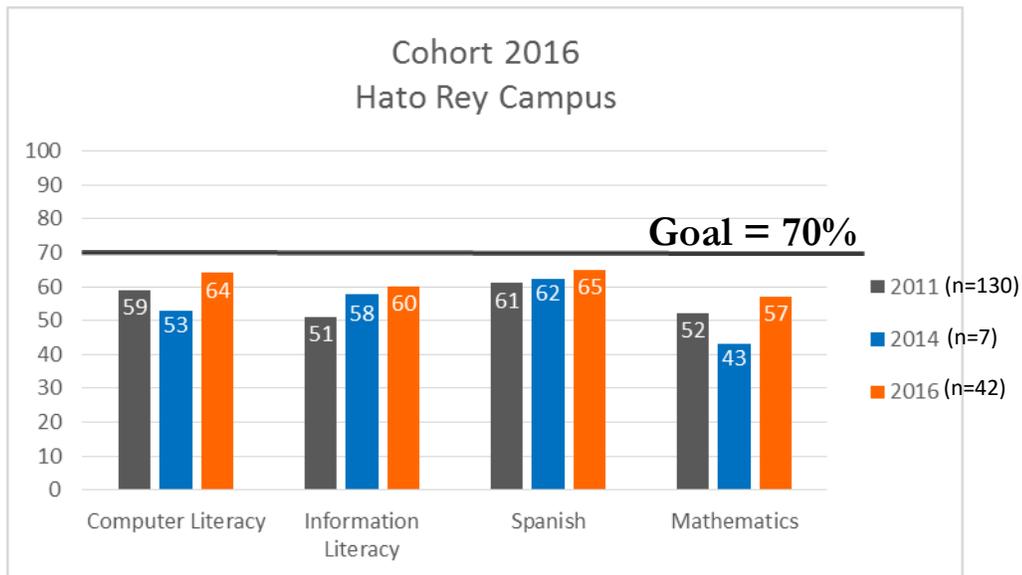
2016 Cohort

The Core Competencies assessment given to the students belonging to the **2016** Cohort showed the following:

1. The cohort assessment results show a score increase (+) in Computer Literacy, Infotmation Literacy, Spanish and Mathematics skills, but do not yet reach the minimum expected goal of 70%.

2. Even though the 70% goal was not met, when compared with cohorts from 2011 and 2014 an increase in all core competencies was identified.

Closing the loop: Assessment Decisions

1. During 2016 the Academic Support Center will be restructured as will its services. Tutors were increased, they will now be supervised by the Academic Dean.

E-LASH-I Post Test Results and Analysis
Hato Rey Campus
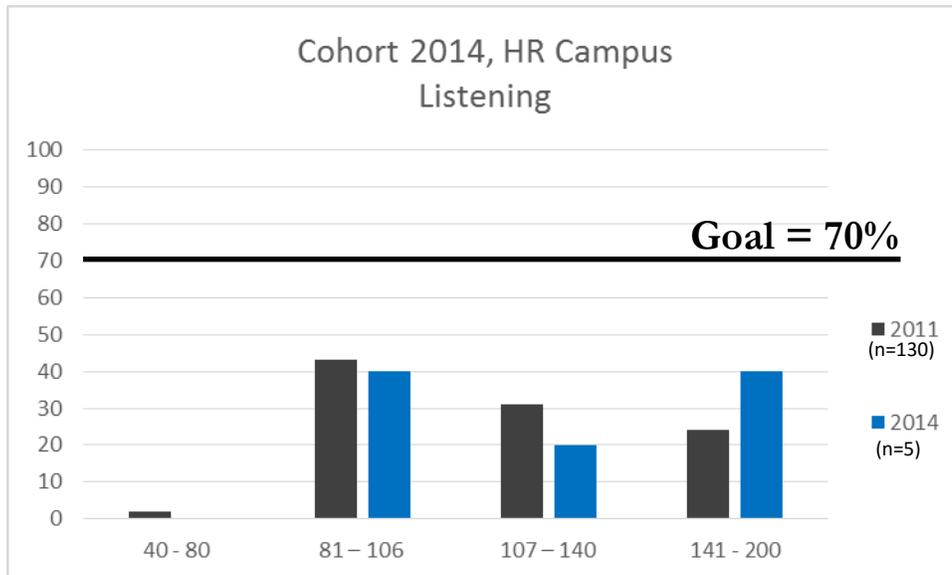
STAGES: 40-80 = Novice; **81-106** = Low Intermediate; **107-140** = High Intermediate; **141-200** Advanced
Source: College Board

2014 Cohort

1. In the Listening Comprehension assessment, the novice level had a positive **(+)** movement towards the low, high intermediate, and advanced levels.

Closing the loop: Assessment Decisions

1. Listening comprehension skills can be taken in consideration when determining strategies to develop language and reading skills. Hear what is read, write what you hear, and read what you write can be used as a whole language teaching approach.

E-LASH-I Post Test Results Analysis
Hato Rey Campus
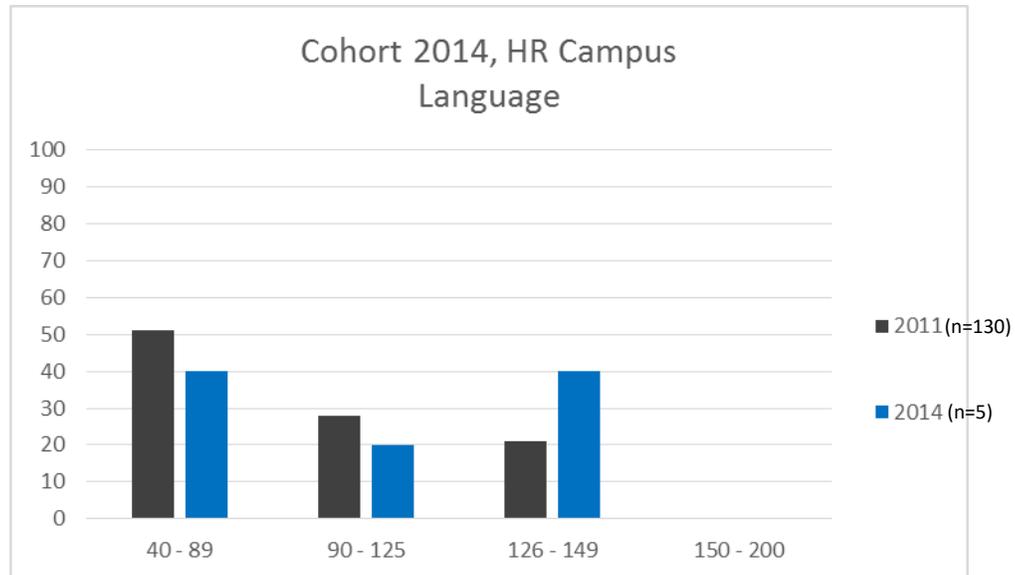
Cohort 2014, HR Campus
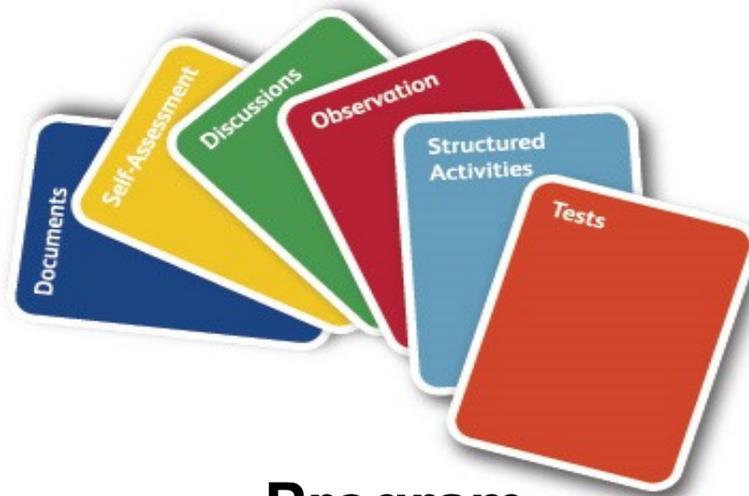### Language

STAGES: **40-89** = Novice   **90-125** = Low Intermediate   **126-149** = High Intermediate   **150-200** Advanced
Source: College Board

2014 Cohort

1. The Language Comprehension assessment shows a positive **(+)** movement towards the low and high intermediate levels.

2. The results ranged in the novice (40%), and high intermediate (40%) levels.

3. No one reached the high advanced level **(-)**.

Closing the loop: Assessment Decisions

1. Listening comprehension skills can be taken in consideration when determining innovative strategies to develop language and reading skills. Hear what is read, write what you hear, and read what you write can be used as a whole language teaching approach. Reinforce skills with tutorial labs.

E-LASH-I Post Test Results Analysis
Hato Rey Campus
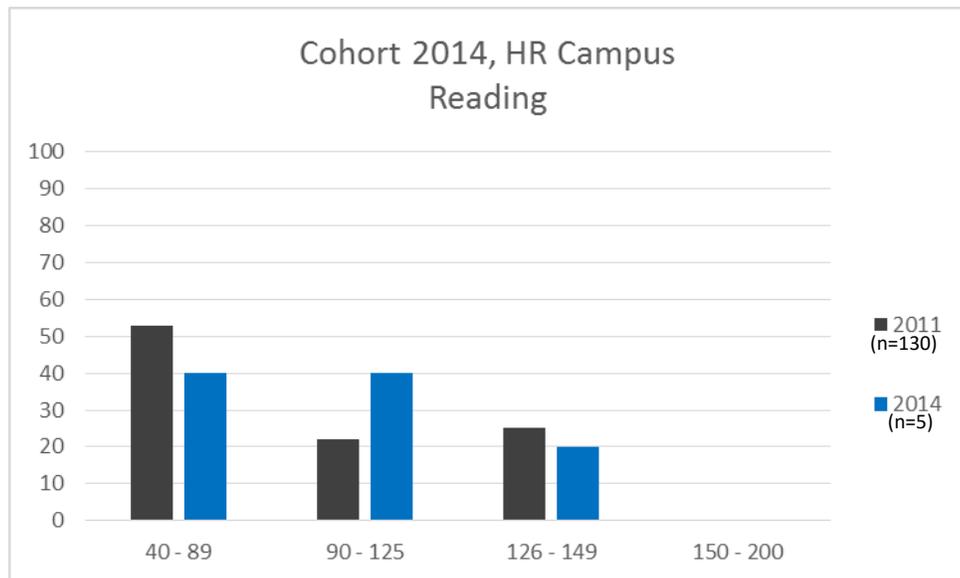
Cohort 2014, HR Campus Reading

STAGES: **40-89** = Novice; **90-125** = Low Intermediate; **126-149** = High Intermediate; **150-200** Advanced
Source: College Board

2011 Cohort

1. The Reading Comprehension area shows a positive **(+)** movement to the low intermediate level. The results ranged in the novice (40%), and low intermediate (40%) levels.

2. The results of the assessed sample, in the high intermediate of the Language and Reading Skills decreased **(-)**, in comparison with the 2010 results; as well in the advanced level.

3. No one reached the high advanced level **(-)**.

Closing the loop: Assessment Decisions

1. Reinforce the listening, language, and reading skills with tutorial labs, basic skills software, and innovative teaching and learning approaches such as student classroom research activities.

Program

Assessment Outcome Results

A program assessment plan has been developed which allows follow-up on student's learning at three (3) stages. The students are assessed at the beginning, the middle, and at the final stage of the study program. Capstone courses were identified for each program. These assessments allow student follow-up and program decision making for continuous improvement.

The Academic Program Assessment Capstone Courses were revised in order to maintain sustainability. The Bachelors' Degree programs were narrowed down from four to three capstone courses. The Associate Degrees programs were narrowed down from two capstone courses.

The results are shown in percentages for three (3) years at a time.

Information System in Computer Programming
Capstone Course, HR Campus
PRO 1110 Computer and Information System

PRO 1110 is the first capstone course to be offered in every programas of the School of Science and Technology, is the course of initial screening. A test offered durin the semestres from September to December each year. The test was provided in December 2015 was revised before offering. As show in the graph during the 2014-2015 and 2015-2016 spend about 70%. Compared with the year 2014-2015 they decrease **(-)** by 22% in 2015-2016.

Bachelor Degree in System Information Computer Program

PRO 2400—Databases

This capstone is an intermediate course for the Bachelors' degree and final for the Associate degree. Not data available for this capstone course.

SIC 4460—System Development Project

This capstone is the final course for the Bachelors' degree.

Data for this capstone course is in process of analysis.

SCHOOL OF SCIENCE AND TECHNOLOGY

Bachelor's Degree in System Information—Networking

Capstone Course, Hato Rey Campus

SIR 4780—Project/Practicum (N = 7)

2010

This final capstone assessment course is the development of the project. In this case, the instrument to assess the project is a rubric, focusing on the achieved program competencies.

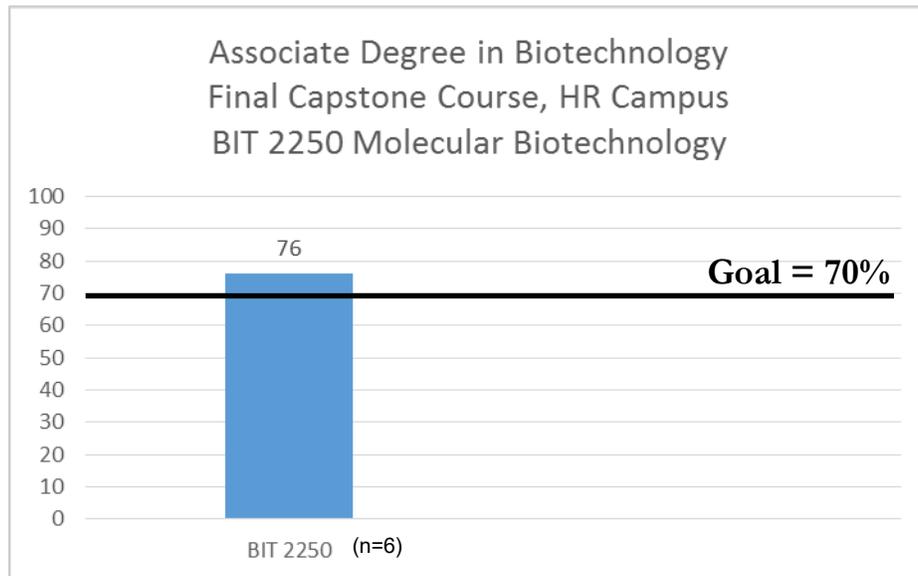Based on the results, 55% of the group (11/20) demonstrated proficiency in all of the competencies **(-)**.

Closing the loop: Assessment Decisions

School of Sciences and Technology

1. The program and its methodology were revised in order for students to gain in their learning goals.

2. A new revised bachelor degree is to be submitted to the Puerto Rico Education Board.

3. Awareness of the assessment schedule and its importance must be acquired and reported.

4. The revised bachelor degree was approved by Puerto Rico Council on Education.

5. The assessment exams were revised.

Associate Degree in Biotechnology
Final Capstone Course, HR Campus
BIT 2250 Molecular Biotechnology

Goal = 70%

BIT 2250 (n=6)

The assessment exam was offered for the first time.

The students surpassed the 70% goal obtaining a 76% on the test.

Office Administration Program
Capstone Course, HR Campus
ADO 1101 Keyboarding and its Applications
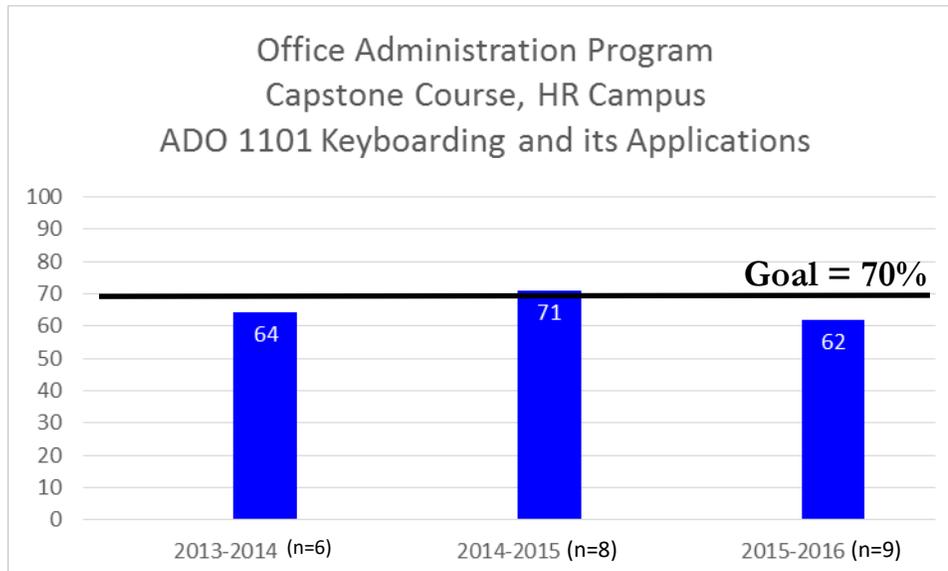
ADO 1101, Keyboarding and its Applications, is the first course of the Associate Degree in Office Administration and the Bachelor's Degree in Technological Office Administration, it is also the initial capstone course. A test is given each year during the September to December semesters. The December 2015 test was revised before it was given. In comparison with the 2014-2015 academic year, there was a 9% diminution (-) in 2015-2016.

Office Administration Associate Degree Program
   ADO 3281
   Data for this capstone course is in process of analysis.
Bachelor Degree in Technology Office Administration
   ADO 4281
   Data for this capstone course is in process of analysis.

Closing the loop: Assessment Decisions

Office Administration Program

1. The program and its methodology were revised in order for students to gain in their learning goals.

2. Awareness of the assessment schedule and its importance must be acquired and reported.

BA Business Adminitration-Accounting
Capstone Course, HR Campus
ACC 2113 Introduction to Accounting
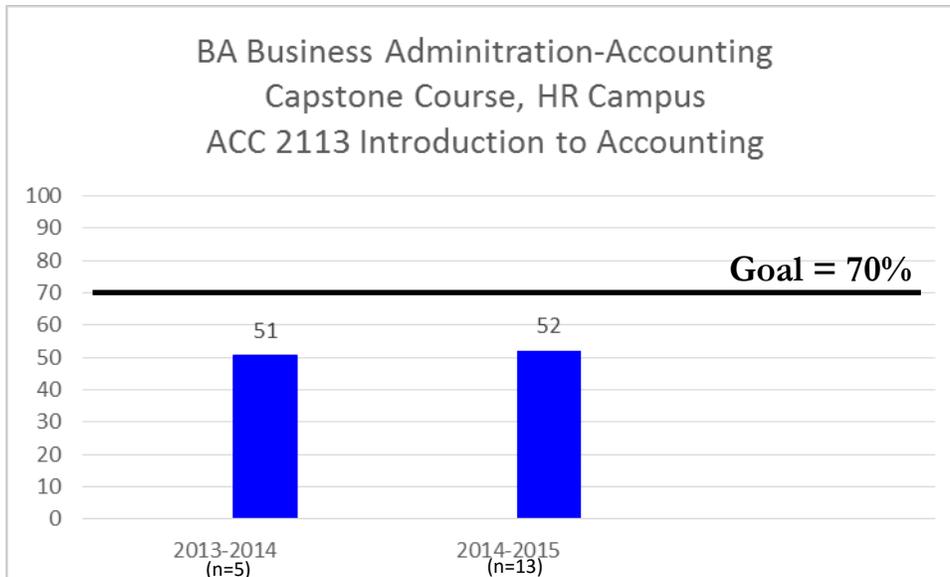
ACC 2113, Introduction to Accounting, is the first course of the Bachelor's Degree in Business Administration with a Major in Accounting, it is also the initial capstone course. A test is given each year during the September to December semesters. In comparison with the 2013-2014 and 2014-2015 academic years, there was a 14% diminution (-) in 2015-2016.

ACC 3213—Intermediate Accounting
        Data is not available.
ACC 4818—Auditing
        Data is not available.

Closing the loop: Assessment Decisions

Business Administration—Accounting Program

1. The program and its methodology were revised in order for students to gain in their learning goals.

2. Awareness of the assessment schedule and its importance must be acquired and reported.

3. Agreements with the private and public sector are been made in order to develop an internship or practicum for final capstone courses.

BA Business Adminitration, Major in Management
Capstone Course, HR Campus
BA 1313 Administration Theory
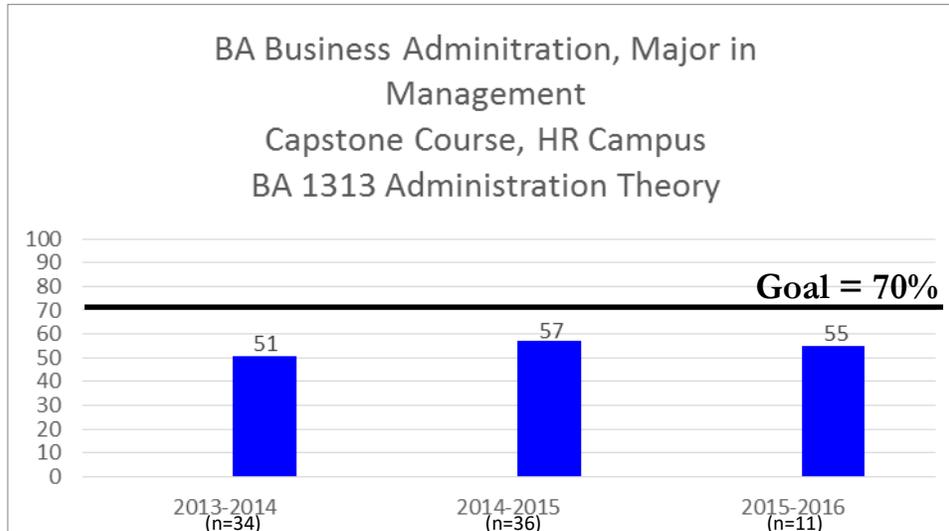
BA 1313, Administrative Theory, is the first course offered in all Administration Programs, it is also the initial capstone course. A test is given each year during the September to December semesters. The December 2015 test was revised before it was given. In comparison with the 2014-2015 academic year, there was a 2% diminution (-) in 2015-2016, but the results are still higher than those from 2013-2014.

BA 2321 - Human Resources
Data is not available.
BA 4440—Business Development
Data is not available.

Closing the loop: Assessment Decisions

Business Administration—Management Program

1. Both the Associate and Bachelors' degree programs were revised in order for students to gain in their learning goals.

2. The Associate Degree in Business Administration is been offered online.

3. Awareness of the assessment schedule and its importance must be acquired and reported.

Nursing Program
Capstone Course, HR Campus
NUR 1001 Fundamental of Nursing
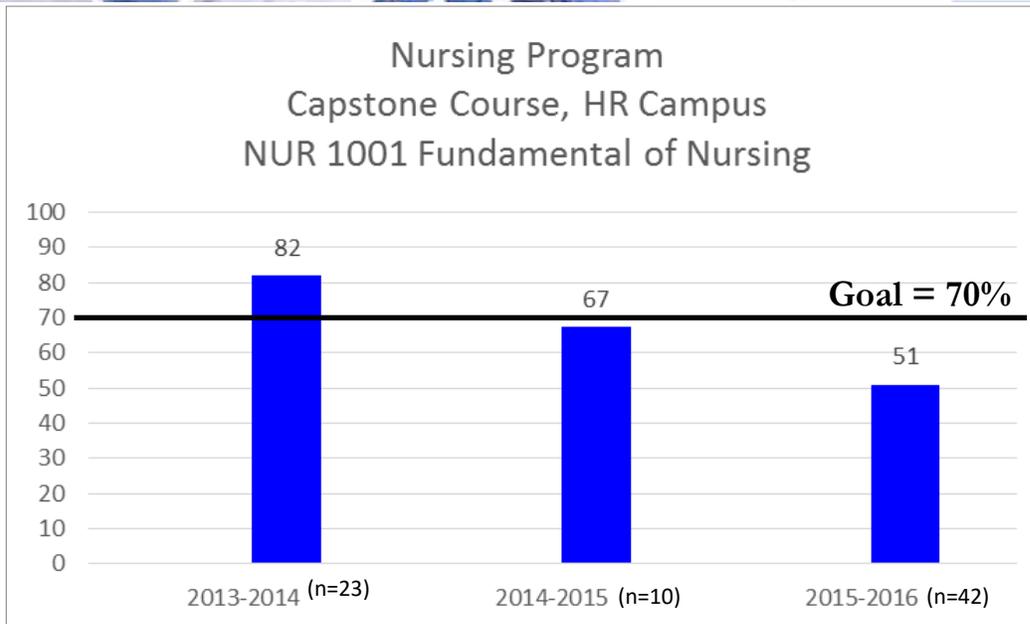
The course NUR 1001 Fundamentals of Nursing, is the first offered in the School of Nursing and is the course of initial screening. A test is offered during the semesters of September and December of each year. The December 2015 test was revised before being administered. In comparison between 2013-2014, 2014-2015 and 2015-2016 a reduction in the results was observed. During 2015-2016 the reduction was of 16%.

Associate Degree in Nursing

    NUR 2250-Seminar/ NUR 2260-Nursing Integration Seminar

    Data is not available.

Bachelor's Degree in Nursing

    NUR 3230-Complex Skills in Nursing

    Data is not available.

    NUR 4420-Integral Care in Health Distress Situations II
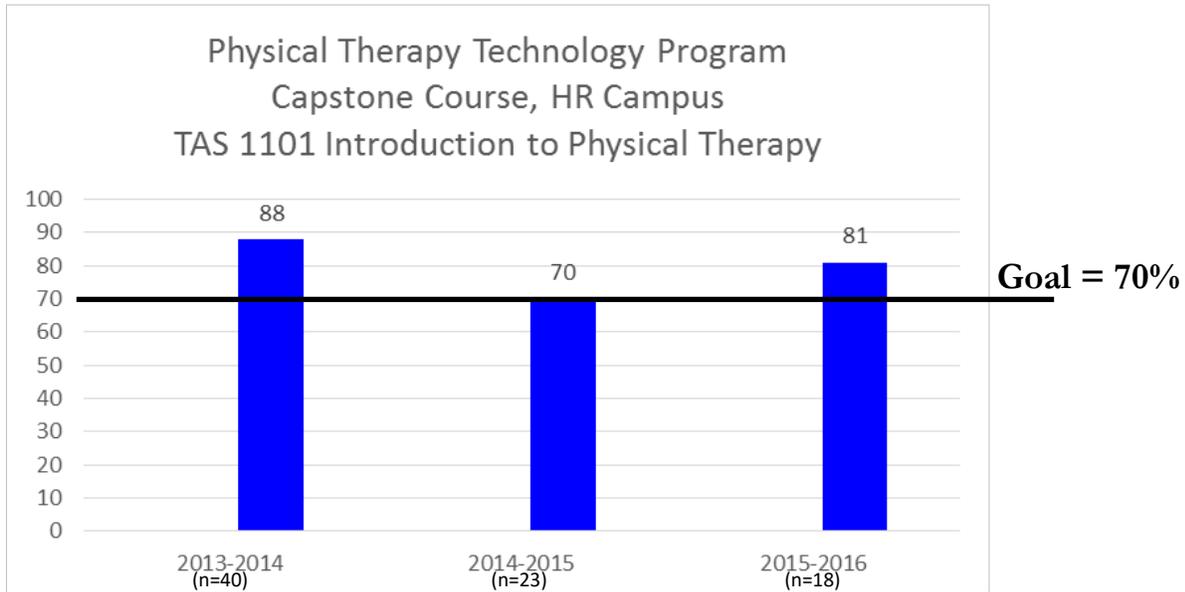
    Data is not available.

Closing the loop: Assessment Decisions

School of Nursing

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. A clinical lab (Centro Tecnológico de Simulación Clínica y Aprendizaje Holístico Modelado, CT-SCAHM) with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices was developed.
3. The Associate Degree in Nursing was revised in 2015. NUR 1001 (Fundamental of Nursing) in the first capstone course offered in the School of Nursing. The test for the course was revised to align with changes. The final capstone course are NUR 2250 (previous program) or NUR 2260 (revised program). An I ntegrative test os given in both courses.

Nursing Program
Capstone Course, MAGAE HR Campus
NUR 1001 Fundamental of Nursing

It is the first time that the examination of NUR 1001 for MAGAE modality. The test showed a 69% result.

Closing the loop: Assessment Decisions

School of Nursing

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.

2. A clinical lab with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices was developed.

3. The Associate Degree in Nursing was revised in 2015. NUR 1001 (Fundamental of Nursing) in the first capstone course offered in the School of Nursing. The test for the course was revised to align with changes. The final capstone course are NUR 2250 (previous program) or NUR 2260 (revised program). An Integrative test on given in both courses.

SCHOOL OF HEALTH

Physical Therapy Technology Program
Capstone Course, HR Campus
TAS 1101 Introduction to Physical Therapy

The test was administered in December 2015 was revised before offering. During the year 2015-2016 an increase (+) reflected compared to 2014-2015.

Although in 2013-2014 the percentage was higher than that obtained this year.
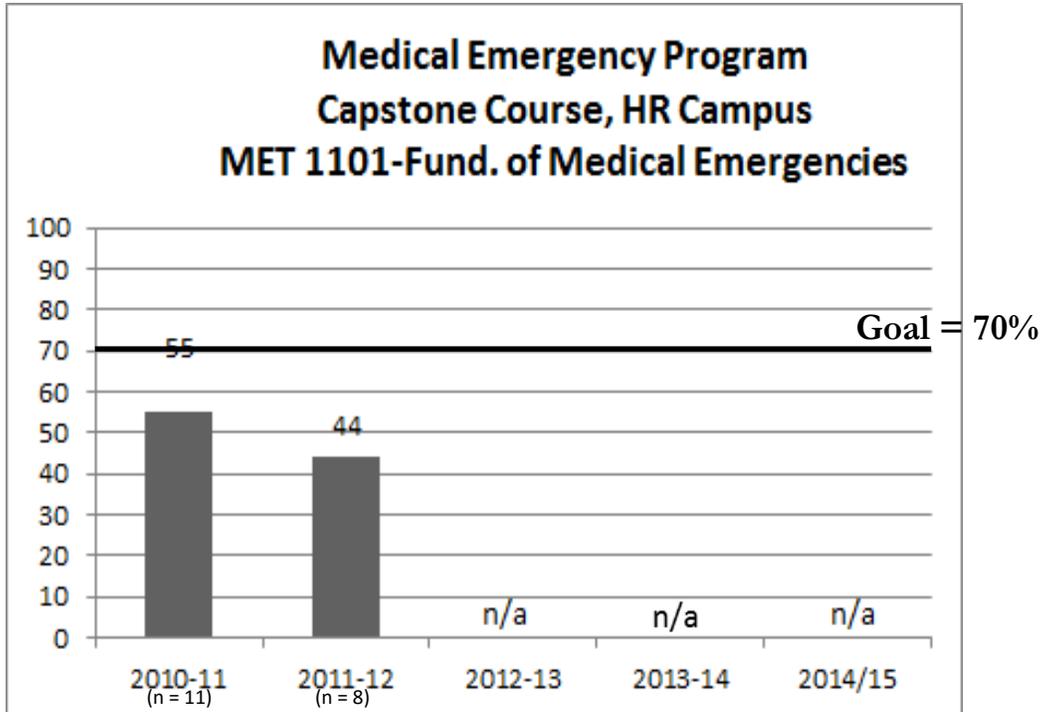
TAS 2312—Clinical Practice II (Internship)

Data for this capstone course is in process of analysis.

Closing the loop: Assessment Decisions
Physical Therapy Technology Program
1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. Recommendations from a focus group interview were implemented to strengthen the Physical Therapy Technology Program. Also, this program is being revised for a professional accreditation.
3. Agreements with the private and public sector are being made in order to develop an internship or   practicum for all final capstone courses.
4. Awareness of the assessment schedule and its importance must be acquired and reported.
5. The test for TAS 1101 was revised.

Medical Emergency Program
Capstone Course, HR Campus
MET 1101-Fund. of Medical Emergencies

This is the first capstone course in this program. A decreased **(-)** percentage of competency from the previous year is observed. The assessment for the last two (2) years were not given on time.

MET 3213—Medical Emergencies Practice

Data is not available.

Closing the loop: Assessment Decisions

Medical Emergency Program

1. Awareness of the assessment schedule and its importance must be acquired and reported.
2. The program and assessments instruments are being reviewed.

Hato Rey Focus Groups for
Program Assessment
2009

A focus group was completed to assess the learning experience of the Associate Degree in Physical Therapy Technology Program at the Hato Rey Campus. The information gathered was used to develop corrective and preventive actions and thus promote its continuous improvement and strengthening. Participants included eight (8) students, seven (7) faculty members, three (3) clinical instructors; and nine (9) administrators. These interviews were conducted between October and November 2009.

Findings: In general, a high degree of satisfaction was perceived among participants. However, in order to strengthen the program it was essential to address educational aspects that were expressed.

The recommendations addressed were classified into two (2) main areas: Curriculum and Administration. Among the curricular aspects considered were: content emphasis, reconceptualization of the practicum experience and professional faculty development in teaching and learning. The administrative aspects included were to increase the number and type practicum centers, laboratories, and scheduling.

Participants	Curriculum	Administration
Students	• Develop a biology class with a physical therapy perspective.	• Interchange the practice set as it includes a total of 200 hours.
Faculty	• Separate groups of health students, as they have different dynamics.	• Improve the registration and program orientation processes, expand laboratories, and increase the numbers of practice centers.
Clinical instructors	• Provide a solid base for anatomy and physiology. • Provide additional assignments and hands-on therapy exercises.	• The equipment needs to be available in a variety of models, so that students can learn different techniques.
Administrators	• Locate practice centers outside the metropolitan area.	• Consider a more diverse schedule, open afternoon sessions.

SCHOOL OF DESIGN

Capstone Courses, Hato Rey Campus

Associate Degree and Bachelor's Degree in Digital Fashion Design

DMD 1203—Fashion Design I

Data is not available

DMD 3201—Collection Development and Construction

Data for this capstone course is in process of analysis.

Bachelor's Degree in Digital Fashion Design

DMD 4005—Internship

Closing the loop: Assessment Decisions

Digital Fashion Design Program

1. Awareness of the assessment schedule and its importance must be acquired and reported.

Associate Degree in Interior Design

DEC 1102—Fundamentals of Design

Data for this capstone course is in process of analysis.

PHY2401—Space-Materials-Sensations

Data for this capstone course is in process of analysis.

Bachelor's Degree in Interior Design

DIS 2501—Administration and practice of the profession

Data for this capstone course is in process of analysis.

DIS 4505—Portfolio

No data available for this capstone course.

Closing the loop: Assessment Decisions

Interior Design Program

1. The assessment instruments of School of Design are being reviewed in the 2015-2016.

Capstone Courses, Hato Rey Campus

Associate and Bachelor's Degree in Digital Design Major in Multimedia

BADD 1101—Introduction Digital Design I

Data is not available.

BADD 3302—Web Design I

Data is not available.

Bachelor's Degree in Digital Design Major in Multimedia

BADD 4401—Portfolio

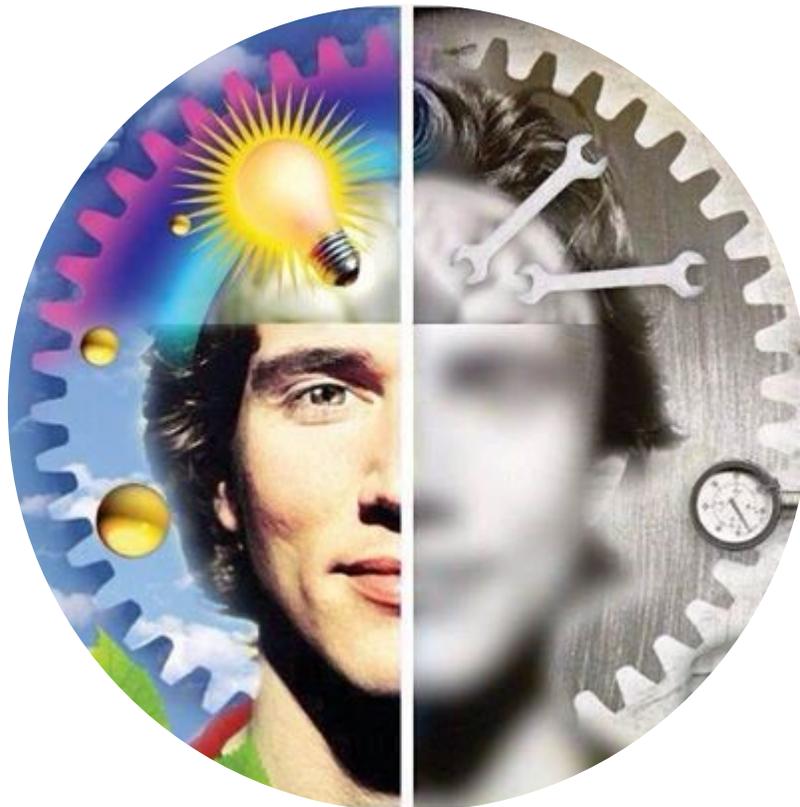Data is not available.

Closing the loop: Assessment Decisions

Degital Design Major in Multimedia

1. The assessment instruments of School of Design are being reviewed in the 2015-2016.

Additional Location

Outcomes Results

Humacao

General Education

Pre and Post Assessment

General Education Core Competencies
Pre-Test Results and Analysis
# Humacao Additional Location
Summer

The Humacao Additional Location commenced operations in September 2013. The academic assessment tests were first offered during the fall of that year.

Freshmen Students, Summer 2015
Humacao Additional Location

Test	Score
Computer Literacy (n=12)	55
Information Literacy (n=12)	52
Spanish (n=12)	60
Mathematics (n=13)	52
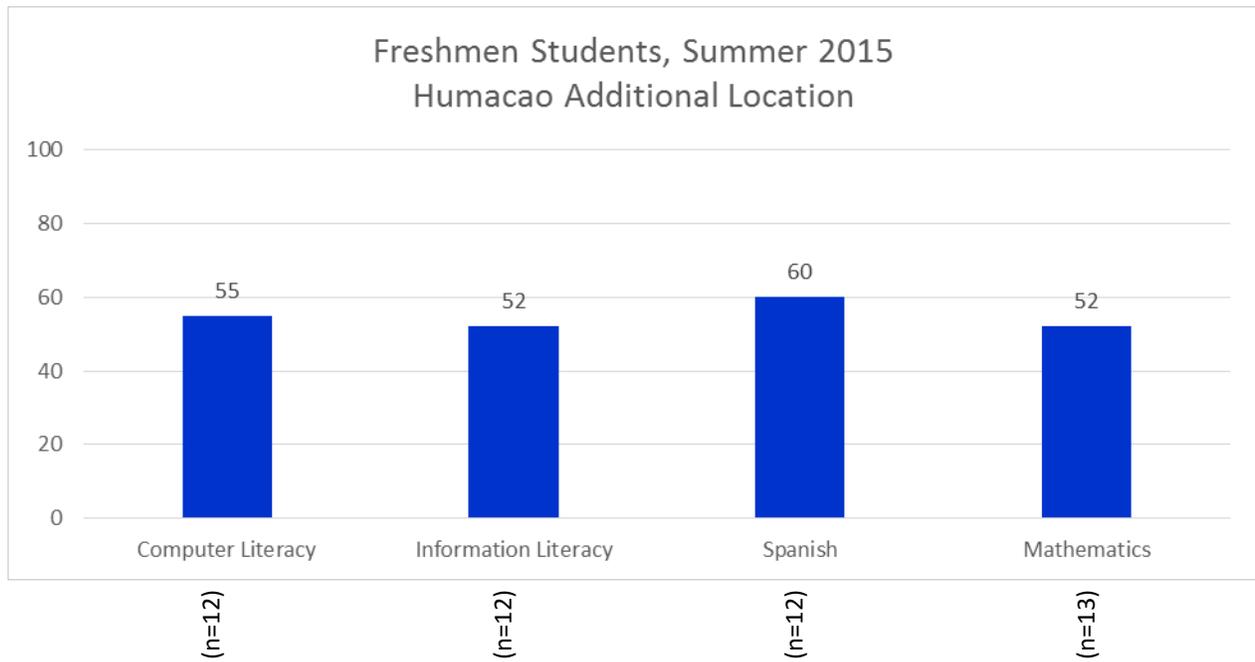
Pre-Test Results Analysis

Freshman students of summer 2015 obtained 60% in the Spanish test. They obtained 55% in the computer literacy test and 55% in the information literacy and math tests.

General Education Core Competencies
E-LASH I
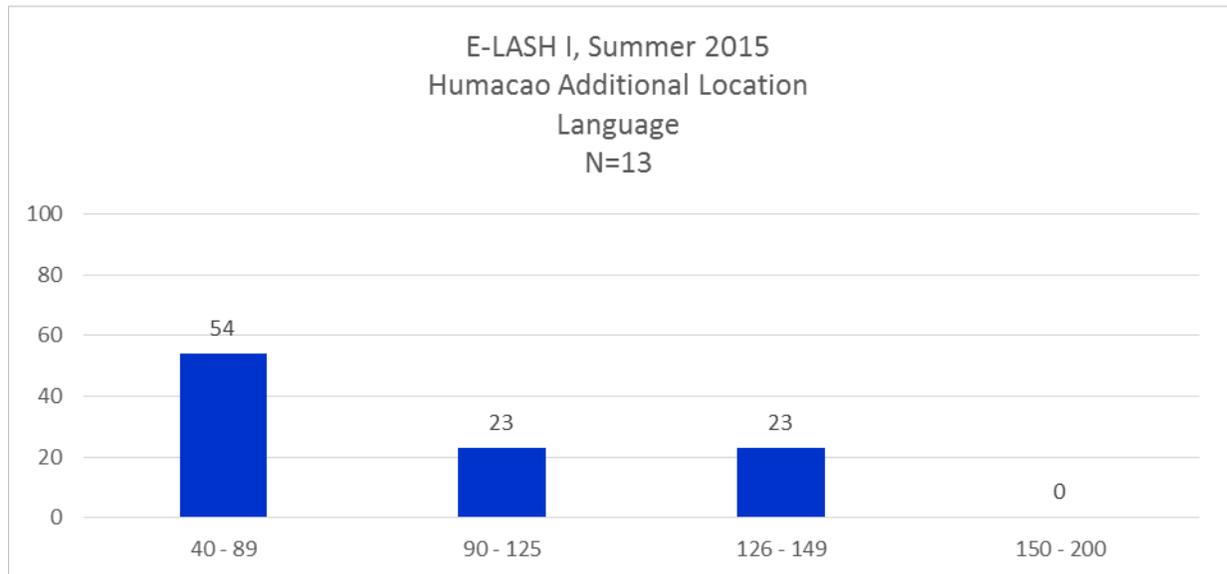**Pre-test Results and Analysis**
Humacao Additional Location
Summary

E-LASH I, Summer 2015
Humacao Additional Location
Listening Comprehension
N=13
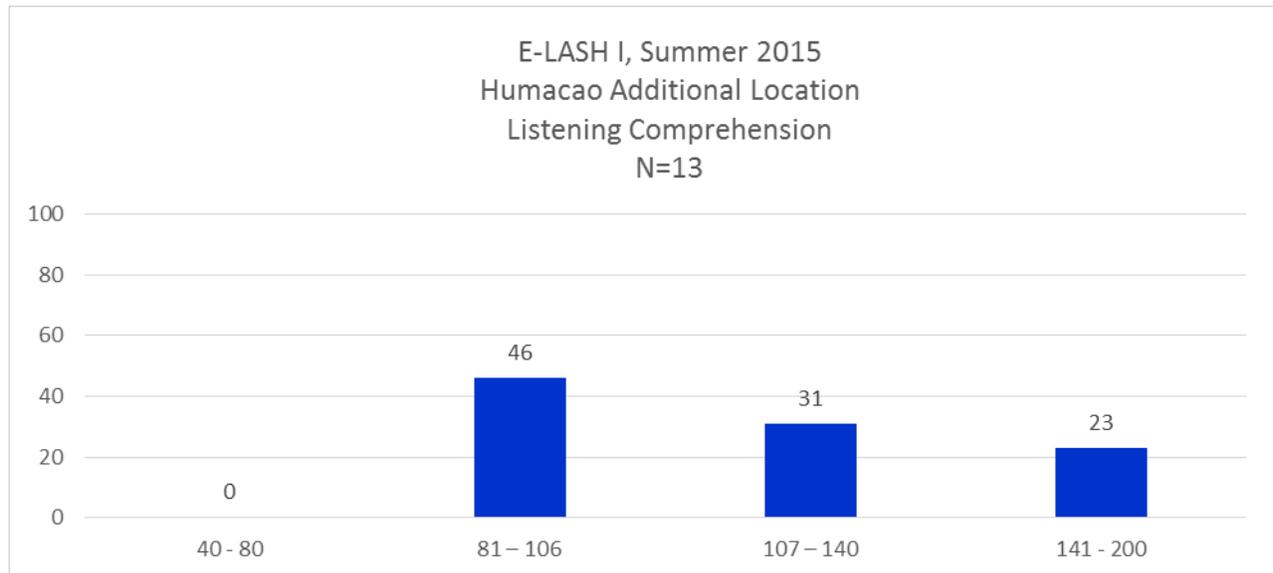
STAGES: 40-80 = Novice; **81-106** = Low Intermediate; **107-140** = High Intermediate; **141-200** Advanced

Source: College Board

Pre-Test Results Analysis

In the reading comprehension area, 46% of 2015 summer freshman students are in the intermediate-low level. 23% are in the advanced level.

General Education Core Competencies
E-LASH I
Pre-test Results and Analysis
Humacao Additional Location
Summer

E-LASH I, Summer 2015
Humacao Additional Location
Language
N=13

STAGES: 40-89 = Novice; **90-125** = Low Intermediate; **126-149** = High Intermediate; **150-200** Advanced
Source: College Board

Pre-Test Results Analysis

In the language area, 54% of freshman students are in the beginner level. 23% are in the intermediate- high level.

General Education Core Competencies
E-LASH I
Pre-test Results and Analysis
Humacao Additional Location
Summer

E-LASH I, Summer 2015
Humacao Additional Location
Reading
N=13
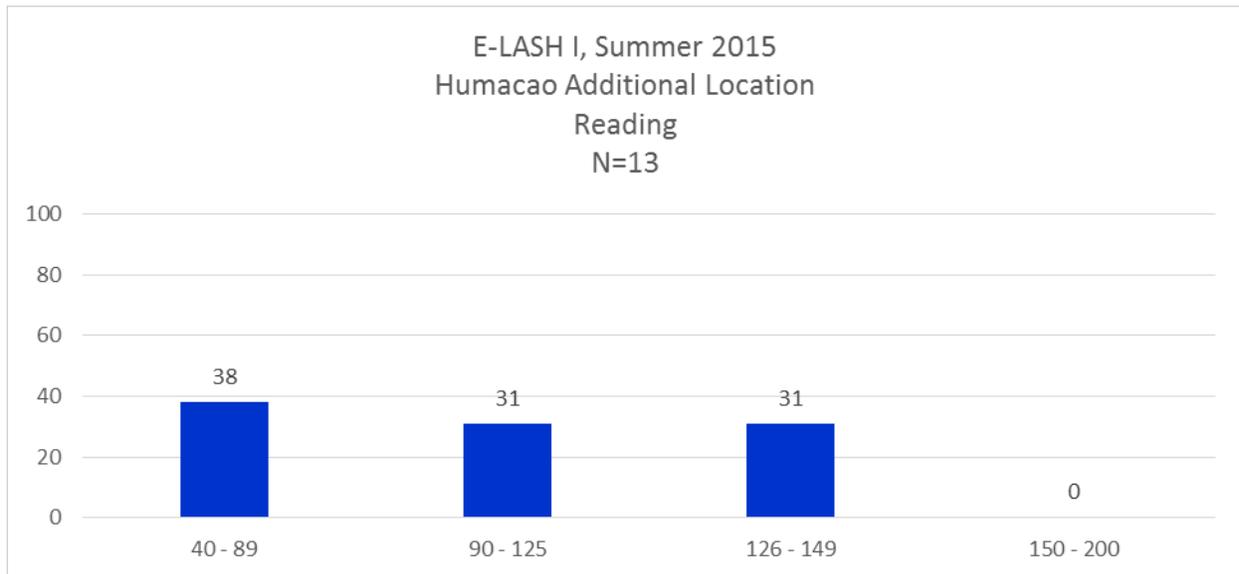
STAGES: **40-89** = Novice; **90-125** = Low Intermediate; **126-149** = High Intermediate; **150-200** Advanced
Source: College Board

Pre-Test Results Analysis

In the reading area, students showed 31% in the intermediate- high and intermediate- low levels. 38% are in the beginner level.

This is the first time the test was administered to students of the Humacao Additional Location.

General Education Core Competencies
Pre-test Results and Analysis
Humacao Additional Location
Fall

Freshmen Students, Fall
Humacao Additional Location
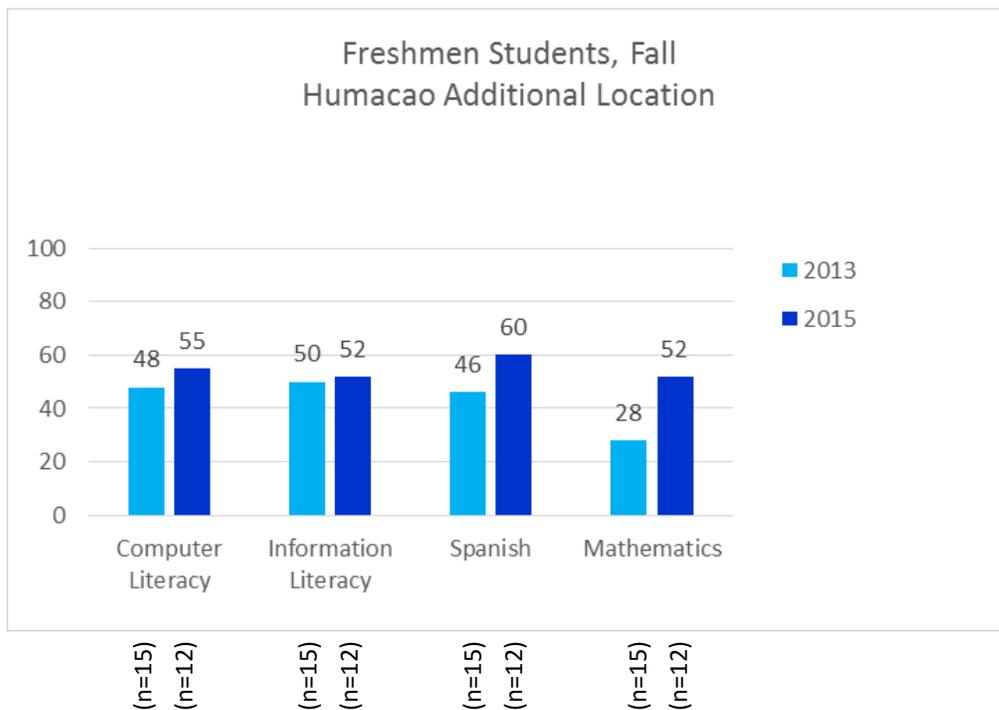
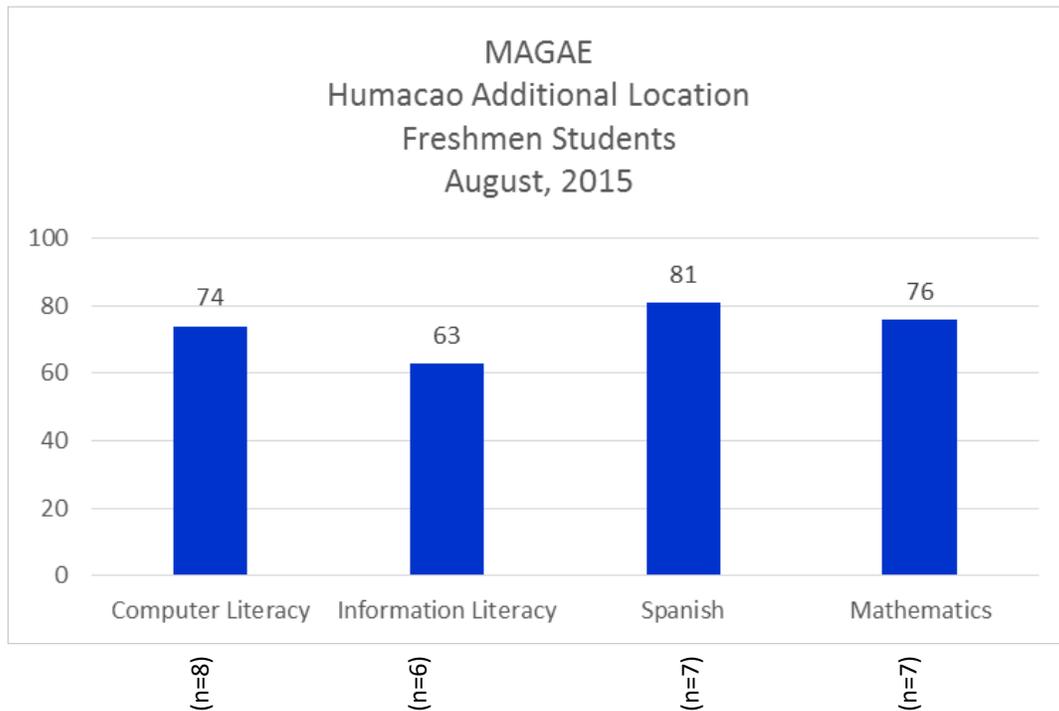## Pre-Test Results Analysis

Freshman students in 2015 showed an increment tin comparison with those of 2013. In the Spanish area they obtained 60%, in Computer Literacy 55% and in Information Literacy and Math 52%.

The statistics reflect that students from 2015 were better prepared than those from 2013.

General Education Core Competencies
Pre-Test Results and Analysis
MAGAE
Humacao Additional Location

MAGAE
Humacao Additional Location
Freshmen Students
August, 2015

Competency	Score	n
Computer Literacy	74	(n=8)
Information Literacy	63	(n=6)
Spanish	81	(n=7)
Mathematics	76	(n=7)

Pre-Test Results Analysis

Freshmen from MAGAE 2015 obtained 81% in Spanish, 76% in mathematics, and 74% in computer literacy, while they obtained a 63% in information literacy. This is the first tome the test was offered to a MAGAE group from the Humacao Additional Location.

Nursing Program
Capstone Course, Humacao Additional Location
NUR 1001 Fundamentals of Nursing
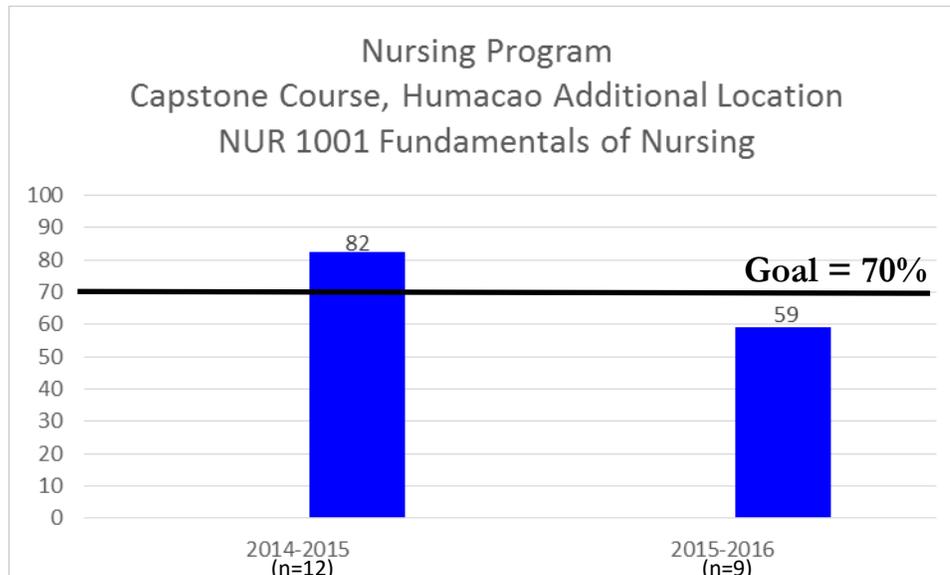
In comparison with 2014-2015 a reduction of 23% was identified.

Closing the loop: Assessment Decisions

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.

2. A clinical lab with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices was developed.

3. The Associate Degree in Nursing was revised in 2015. NUR 1001 (Fundamental of Nursing) in the first capstone course offered in the School of Nursing. The test for the course was revised to align with changes. The final capstone course are NUR 2250 (previous program) or NUR 2260 (revised program). An Integrative test on given in both courses.

Physical Therapy Technology Program
Capstone Course
Humacao Additional Location
TAS 1101 Introduction to Physical Therapy

Goal = 70%

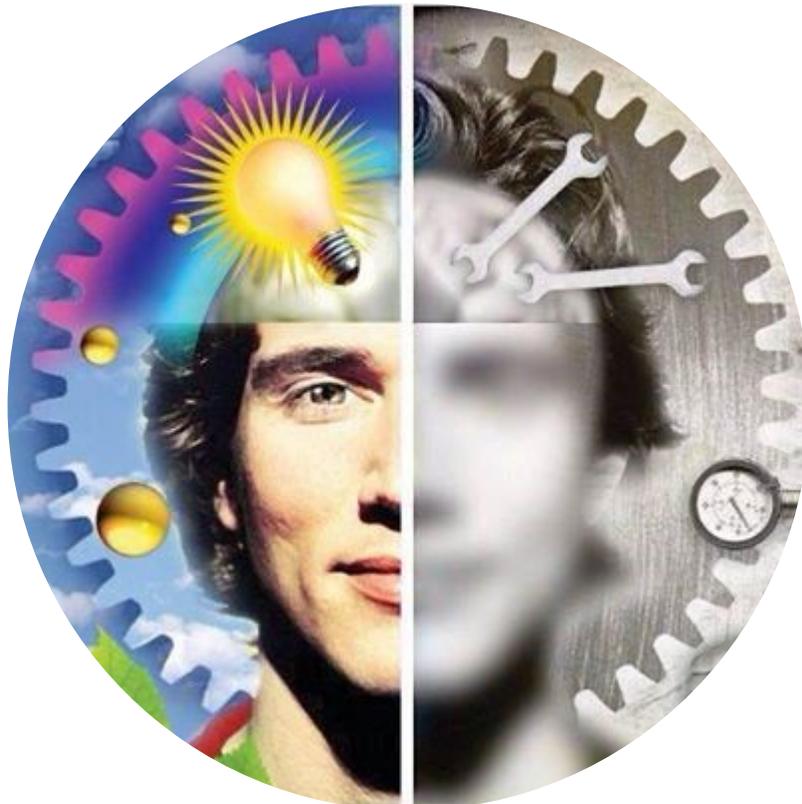2014-2015 (n=9): 68
2015-2016 (n=6): 82

The test was administered in December 2015 was revised before offering. During the year 2015-2016 an 14% increase **(+)** reflected compared to 2014-2015.
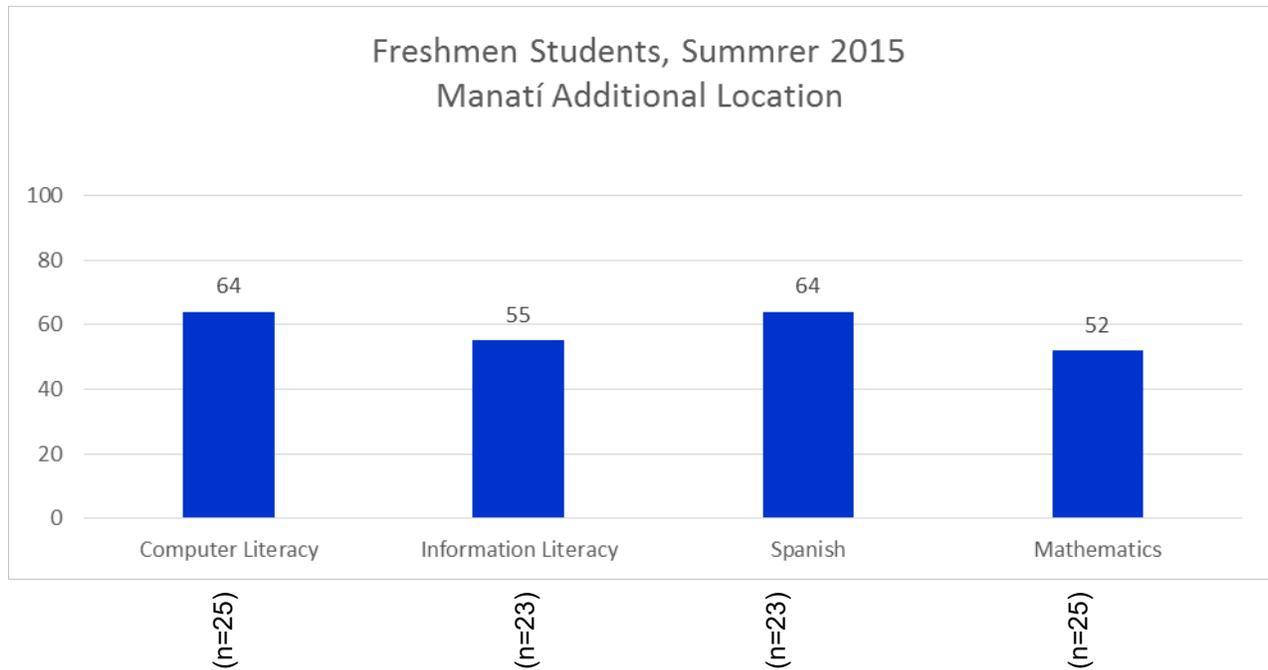
Additional Location

Outcomes Results

Manatí

General Education

Pre and Post Assessment

General Education Core Competencies
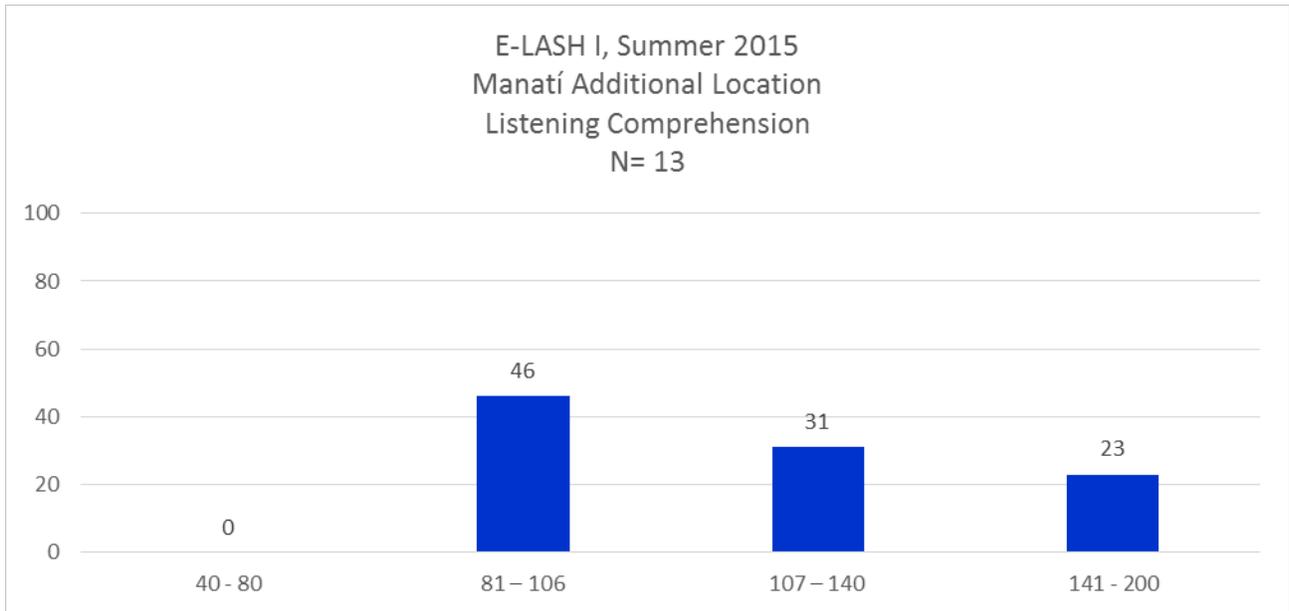## Pre-Test Results and Analysis
Manatí Additonal Locations
Summer

Manatí Additonal Locations began its work in September 2013. The assessment tests began to offer during the fall of that year.

Freshmen Students, Summrer 2015
Manatí Additional Location

Category	Value	n
Computer Literacy	64	(n=25)
Information Literacy	55	(n=23)
Spanish	64	(n=23)
Mathematics	52	(n=25)

Pre-Test Results Analysis

The new students in summer 2015 obtained 64% in testing computer literacy and Spanish. While the literacy test information obtained 55% and 52% in mathematics, being the lowest percentage. This is the first time the test were administered at the Manatí Additional Location.

General Education Core Competencies
E-LASH I
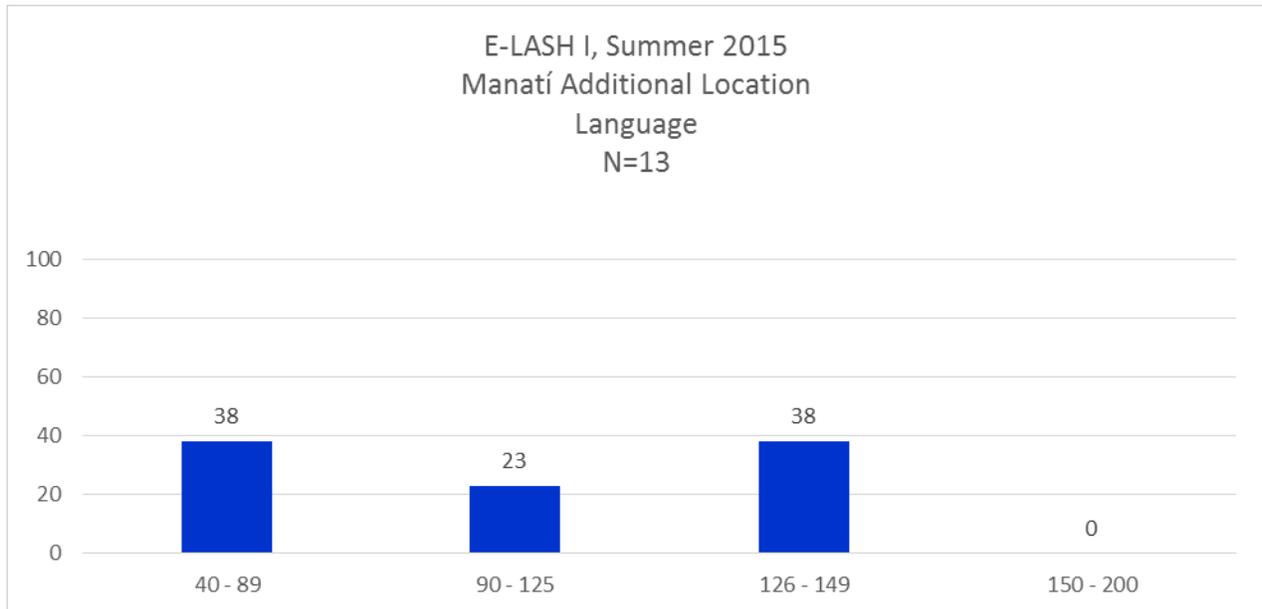**Results and Analysis**
Manatí Additional Location
Summer

E-LASH I, Summer 2015
Manatí Additional Location
Listening Comprehension
N= 13

STAGES: 40-80 = Novice; **81-106** = Low Intermediate; **107-140** = High Intermediate; **141-200** Advanced
Source: College Board

Pre-Test Results Analysis

Students are in the intermediate level under 46%. While 31% are in the high intermediate level and 23% are in the advanced level.

General Education Core Competencies
E-LASH I
Results and Analysis
Manatí Additional Location
Summer

E-LASH I, Summer 2015
Manatí Additional Location
Language
N=13

STAGES: 40-89 = Novice; **90-125** = Low Intermediate; **126-149** = High Intermediate; **150-200** Advanced
Source: College Board

Pre-Test Results Analysis

The new students in the area of language show an equal level of beginner and intermediate high, both with 38%. While 23% are in the low level intermediate.

General Education Core Competencies
E-LASH I
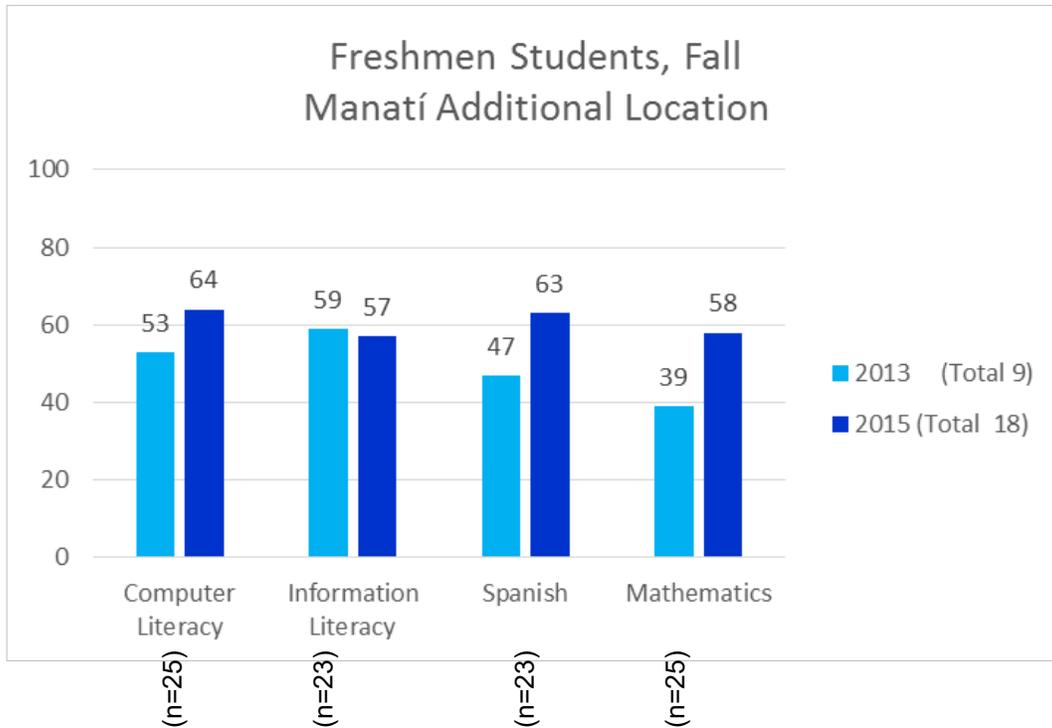**Results and Analysis**
Manatí Additional Location
Summer

E-LASH I, Summer 2015
Manatí Additional Location
Reading
N=13
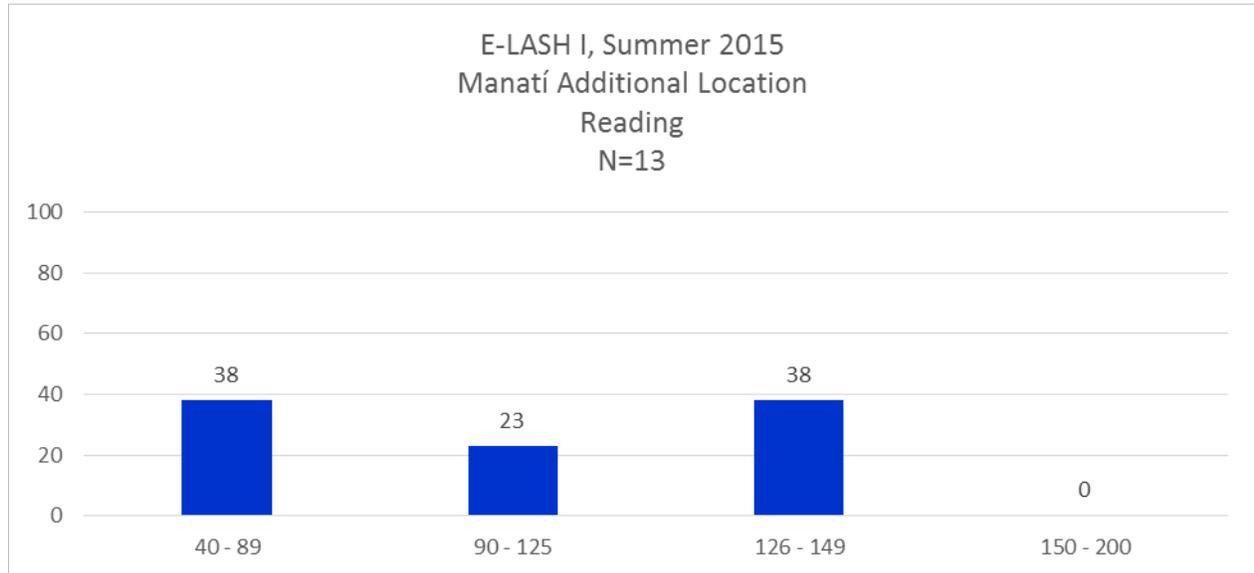
STAGES: 40-89 = Novice; **90-125** = Low Intermediate; **126-149** = High Intermediate; **150-200** Advanced
Source: College Board

Pre-Test Results Analysis

Just as in the area of language, reading area students obtained the same scores on the beginner level and high intermediate, 38%. While in the area under intermediate they obtained 23%.

General Education Core Competencies
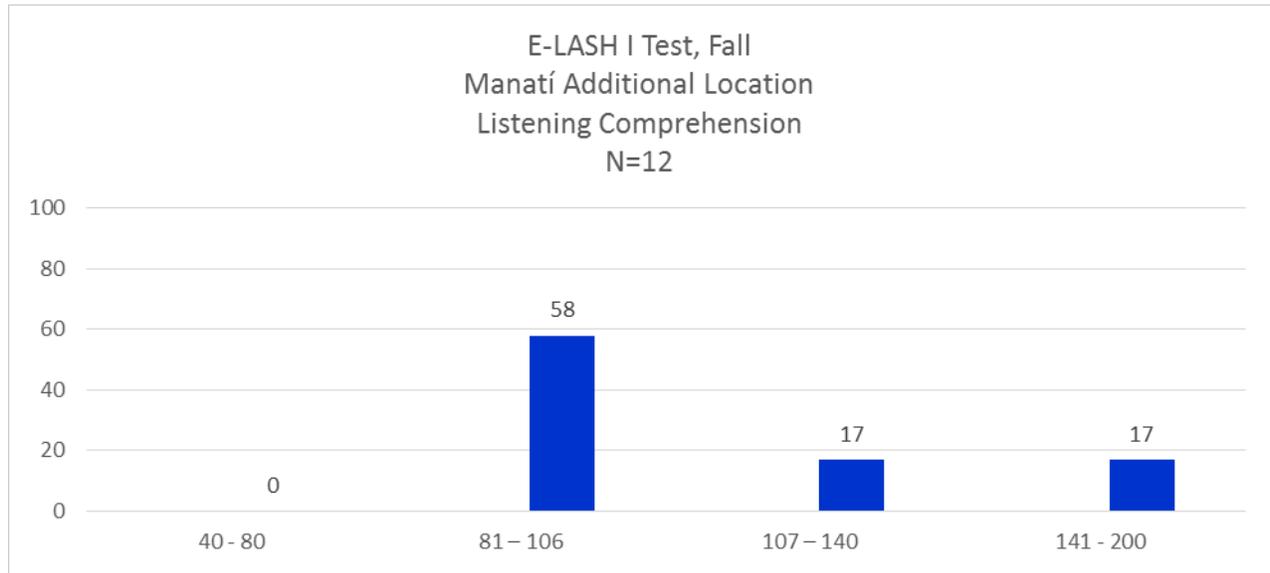## Pre-Test Results and Analysis
Manatí Additonal Locations
Fall

Manatí Additonal Locations commenced operations in September 2013. The academic assessment tests began to offered during the fall of that year.

Freshmen Students, Fall
Manatí Additional Location

Pre-Test Results Analysis

Fall 2015 freshman students have obtained similar scores in computer literacy (64%) and Spanish (63%). They obtained 58% in math. There was a decrease in information literacy. In comparison with 2013 results, there is an increase in the computer literacy, Spanish and math scores.

General Education Core Competencies
E-LASH I
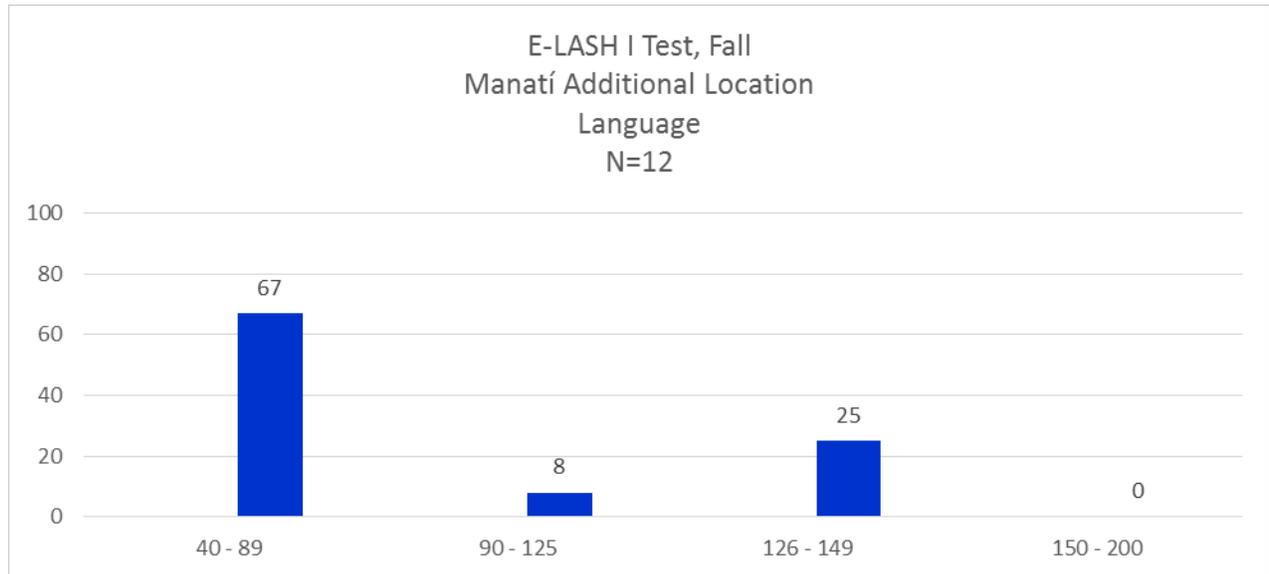**Results and Analysis**
Manatí Additional Location
Fall

E-LASH I Test, Fall
Manatí Additional Location
Listening Comprehension
N=12

STAGES: **40-80** = Novice; **81-106** = Low Intermediate; **107-140** = High Intermediate; **141-200** Advanced
Source: College Board

Pre-Test Results Analysis

2015 freshman students obtained 58% in the listening comprehension area on the intermediate- low level. The intermediate- high and advanced level obtained 17% each.

General Education Core Competencies
E-LASH I
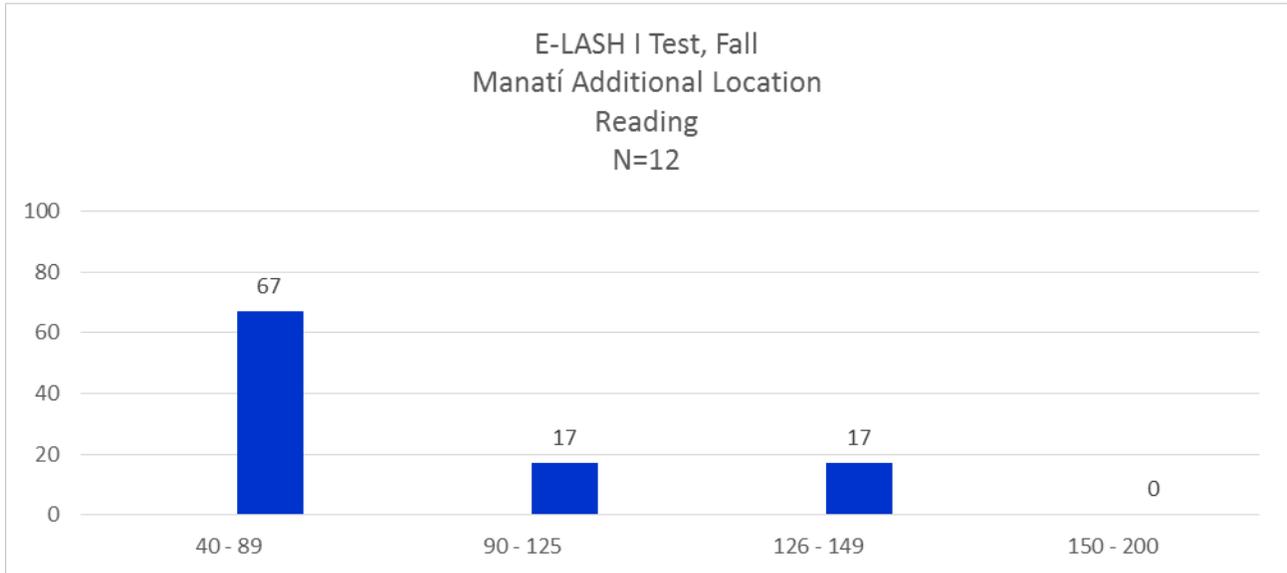**Results and Analysis**
Manatí Additional Location
Fall

E-LASH I Test, Fall
Manatí Additional Location
Language
N=12

STAGES: **40-89** = Novice; **90-125** = Low Intermediate; **126-149** = High Intermediate; **150-200** Advanced
Source: College Board

Pre-Test Results Analysis

In the language area, 67% demonstrated a beginner level, followed by 8% in the intermediate- low level and 25% in the intermediate- high level.

General Education Core Competencies
E-LASH I
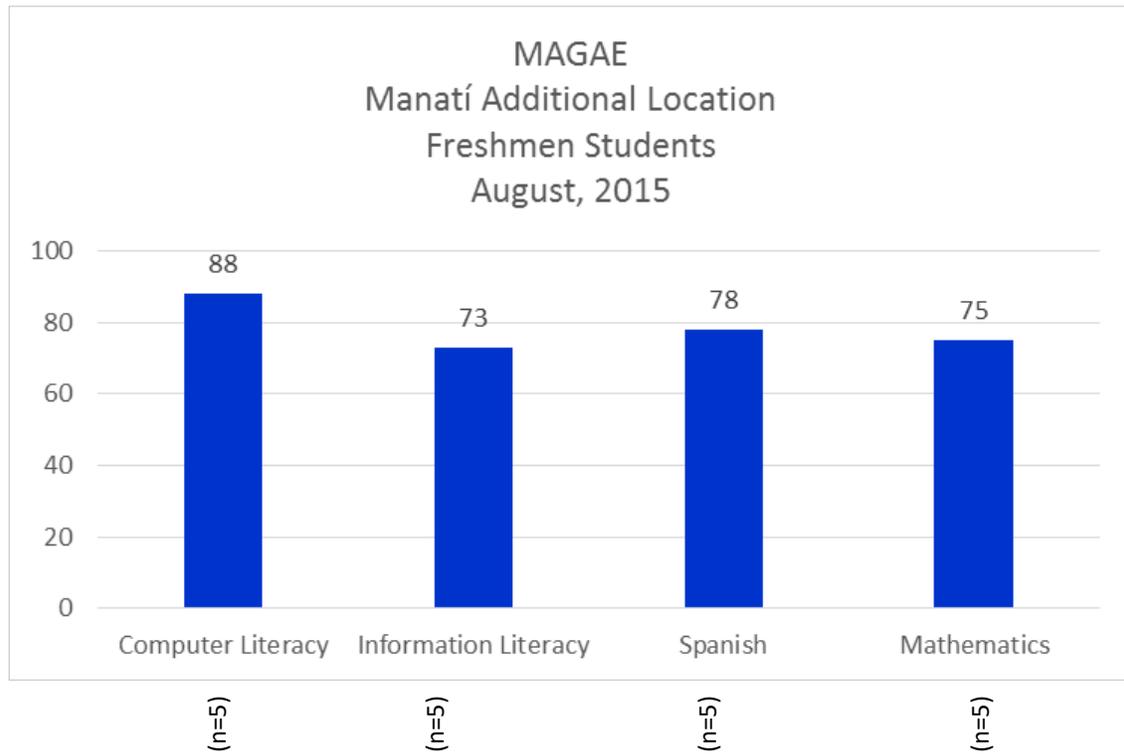**Results and Analysis**
Manatí Additional Location
Fall

E-LASH I Test, Fall
Manatí Additional Location
Reading
N=12

STAGES: **40-89** = Novice; **90-125** = Low Intermediate; **126-149** = High Intermediate; **150-200** Advanced
Source: College Board

Pre-Test Results Analysis

In the reading area, 67% of students where in the beginner level, The intermediate- high and intermediate- low levels obtained 17% each.

General Education Core Competencies
Pre-Test Results and Analysis
MAGAE
Manatí Additional Location

MAGAE
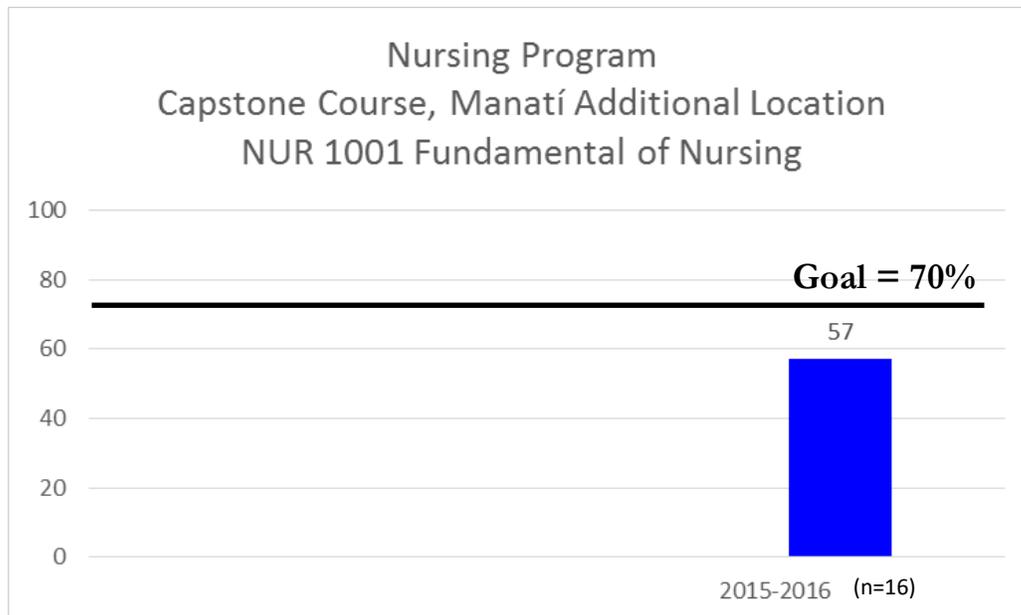Manatí Additional Location
Freshmen Students
August, 2015

Pre-Test Results Analysis

Freshman MAGAE students obtained 88% in the computer literacy area in 2015. They obtained 78% in Spanish, 75% in math and 73% in information literacy, which was the lowest score.

Nursing Program
Capstone Course, Manatí Additional Location
NUR 1001 Fundamental of Nursing

The course NUR 1001 Fundamentals of Nursing, is the first offered in the School of Nursing and is the course of initial screening. A test is offered during the semesters of September and December of each year. In Manatí the test was administered for the first time and the results showed a 57%.
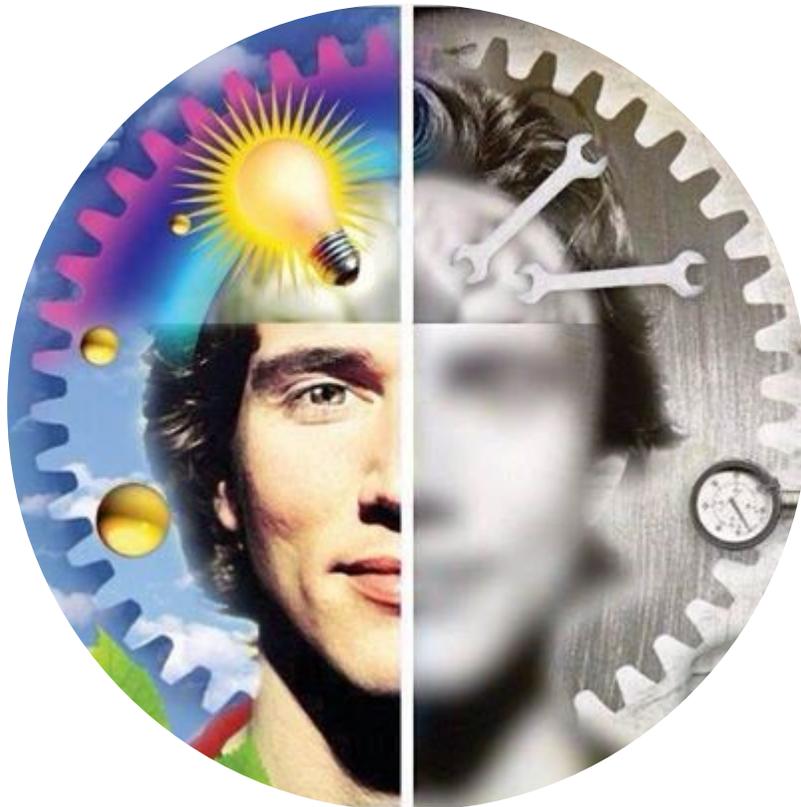
Closing the loop: Assessment Decisions

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.

2. A clinical lab with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices was developed.

3. The Associate Degree in Nursing was revised in 2015. NUR 1001 (Fundamental of Nursing) in the first capstone course offered in the School of Nursing. The test for the course was revised to align with changes. The final capstone course are NUR 2250 (previous program) or NUR 2260 (revised program). An Integrative test on given in both courses.
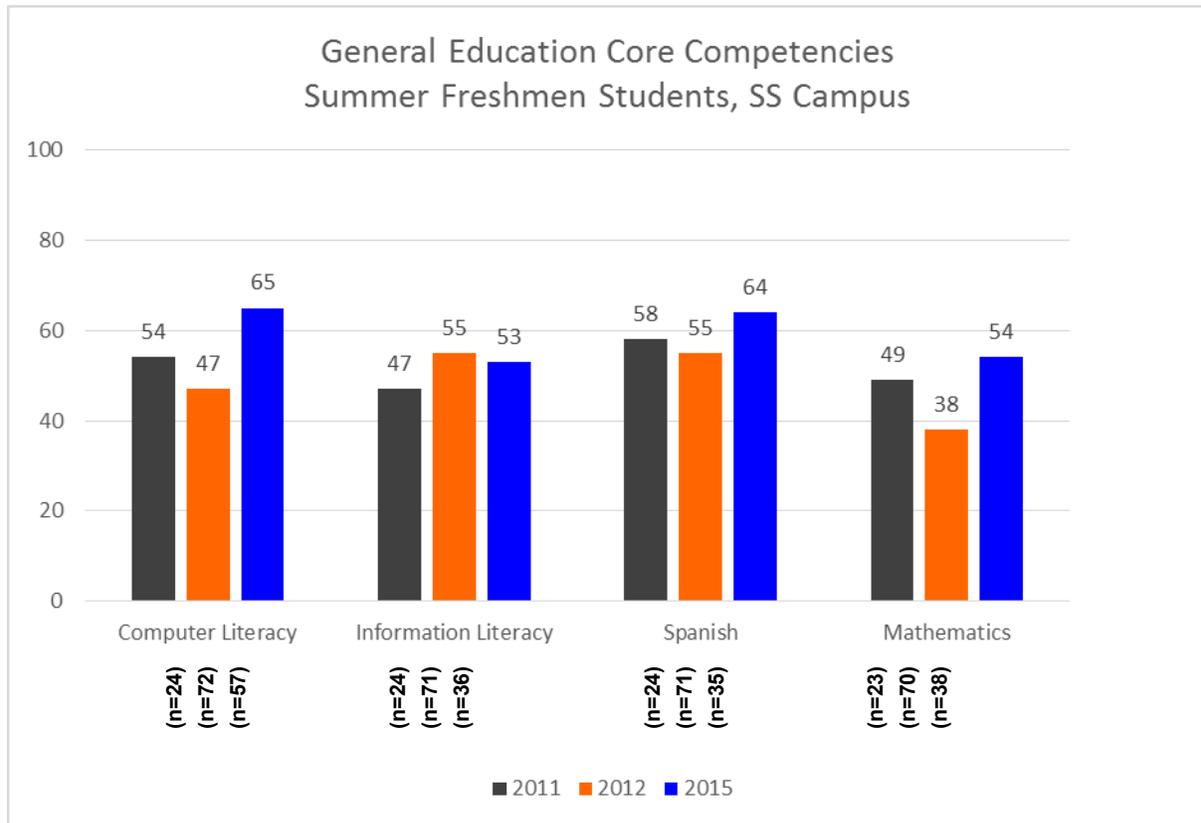
Outcomes Results

San Sebastián Campus

General Education

Pre and Post Assessment

General Education Core Competencies
Pre Test Results
San Sebastián Campus
Summer

General Education Core Competencies
Summer Freshmen Students, SS Campus

Computer Literacy: 2011=54, 2012=47, 2015=65 (n=24)(n=72)(n=57)
Information Literacy: 2011=47, 2012=55, 2015=53 (n=24)(n=71)(n=36)
Spanish: 2011=58, 2012=55, 2015=64 (n=24)(n=71)(n=35)
Mathematics: 2011=49, 2012=38, 2015=54 (n=23)(n=70)(n=38)

■ 2011 ■ 2012 ■ 2015

Pre-Test Results Analysis

Freshmen students in September have demonstrated a decrease **(-)** in proficiency in the assessments given at the beginning of the study program during the past three (3) years: 2012, 2013, and 2015 in Computer Literacy. The assessment that measures Mathematics skills, shows an increase **(+)** in proficiency. In addition, in 2015 the assessment that measures Information Literacy, Spanish and Mathematics shows an increase **(+)** in proficiency.

Closing the loop: Assessment Decisions

1. This scores support the decision to update and strengthen the tutorial labs and the acquisition of basic skills software.

2. Revise the Information Literacy exam.

General Education Core Competencies
E-LASH I
Pre Test Results and Analysis
San Sebastián Campus
Summer

Freshmen students from the San Sebastián Campus during summer 2012 (n=67); and, 2015 (n=61) were assessed using the College Board Standardized ELASH, Level 1 evaluation instrument. This assessment measures English listening comprehension, reading and the use of the language.
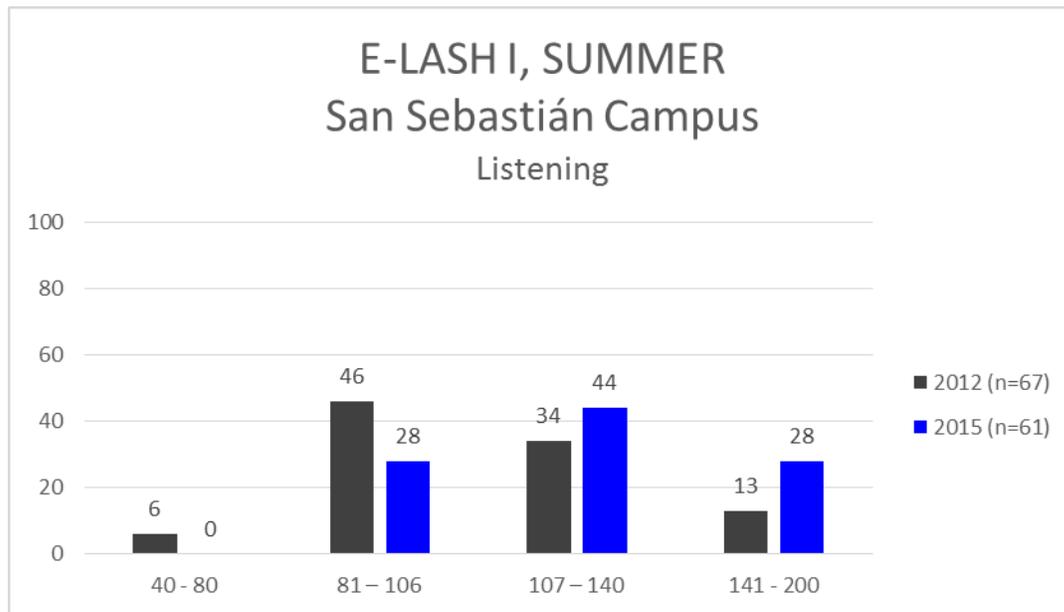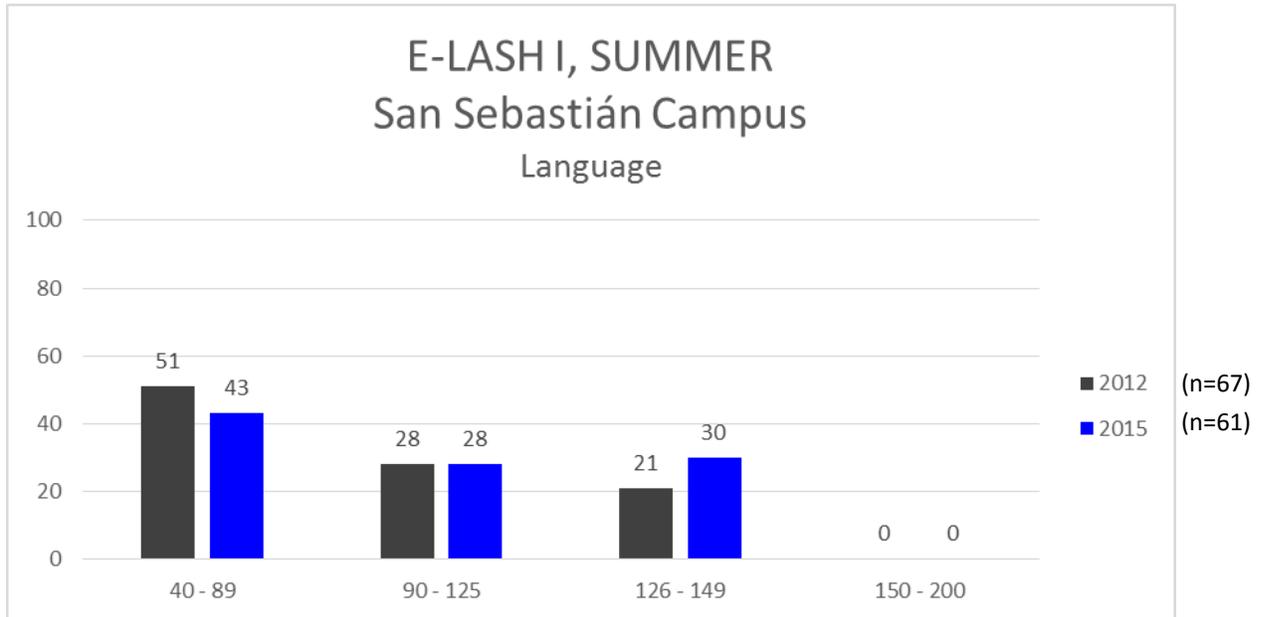

STAGES: **40-80** = Novice; **81-106** = Low Intermediate; **107-140** = High Intermediate; **141-200 =** Advanced

Source: College Board

Pre-Test Results Analysis

In the listening comprehension area, in 2015, a decrease **(-)** in novice level, and increased **(+)** in the high intermediate level and advanced level were observed.

General Education Core Competencies
E-LASH I
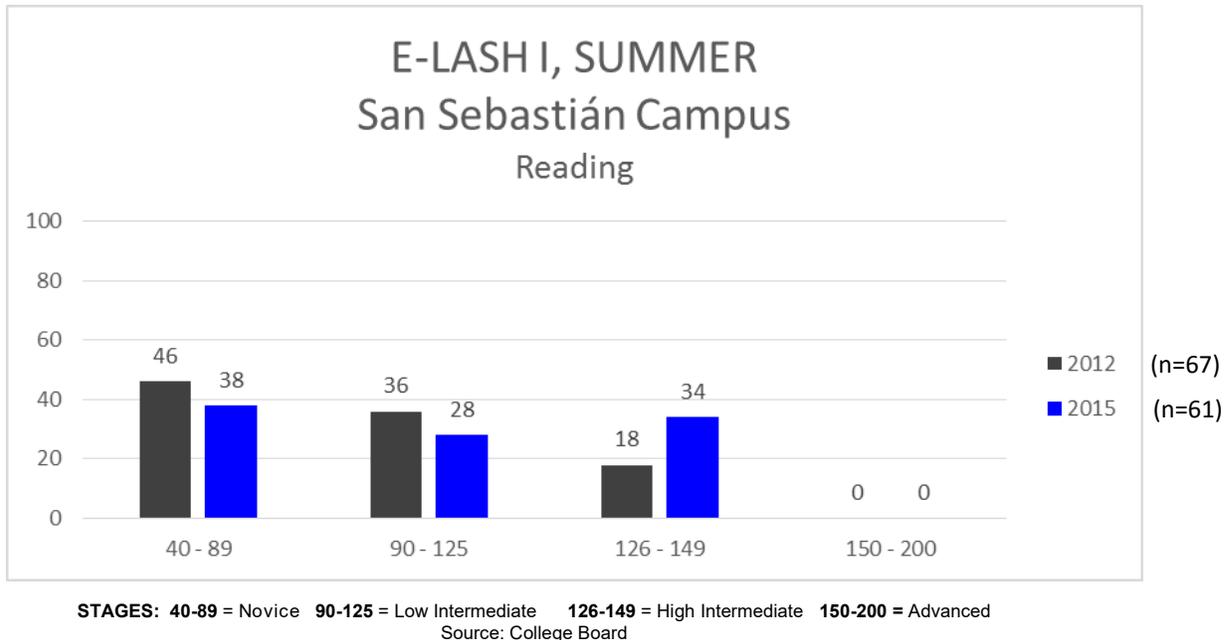**Pre Test Results and Analysis**
San Sebastián Campus
Summer

E-LASH I, SUMMER
San Sebastián Campus
Language

STAGES: 40-89 = Novice   **90-125** = Low Intermediate   **126-149** = High Intermediate   **150-200 =** Advanced
Source: College Board

Pre-Test Results Analysis

In the area related to language, in 2012 and 2015 similar scores were observed in the low intermediate level. The highest percentages were in the novice level **(+)**. The high intermediate level present the percent increase **(+)**. The assessed group did not register scores in the advanced level.

E-LASH I, SUMMER
San Sebastián Campus
Reading

STAGES: **40-89** = Novice   **90-125** = Low Intermediate   **126-149** = High Intermediate   **150-200 =** Advanced
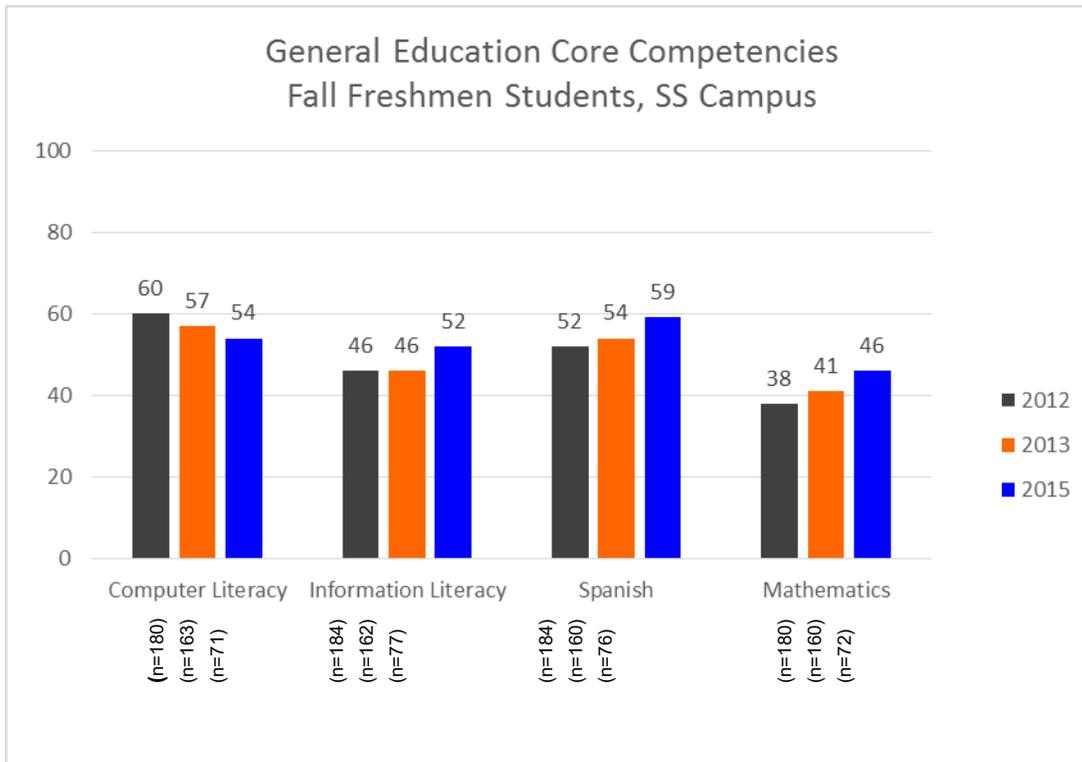Source: College Board

Pre-Test Results Analysis

In the area related to reading, the assessed group demonstrated a minimum competency **(-)**. The novice level and the low intermediate level show in the 2015 decrease **(-)**. The high intermediate level present the percent increase **(+)**. The advanced level was not achieved **(-)**.

Closing the loop: Assessment Decisions

1. The ELASH results for summer freshmen students during, 2012, and 2015 suggest more attention should be given to the development of the competencies related to the areas of language and reading. There is also a need to reinforce the listening comprehension skills.

2. These will be followed through analysis and discussions with the faculty and student services such as English labs.

General Education Core Competencies
Pre Test Results
San Sebastián Campus
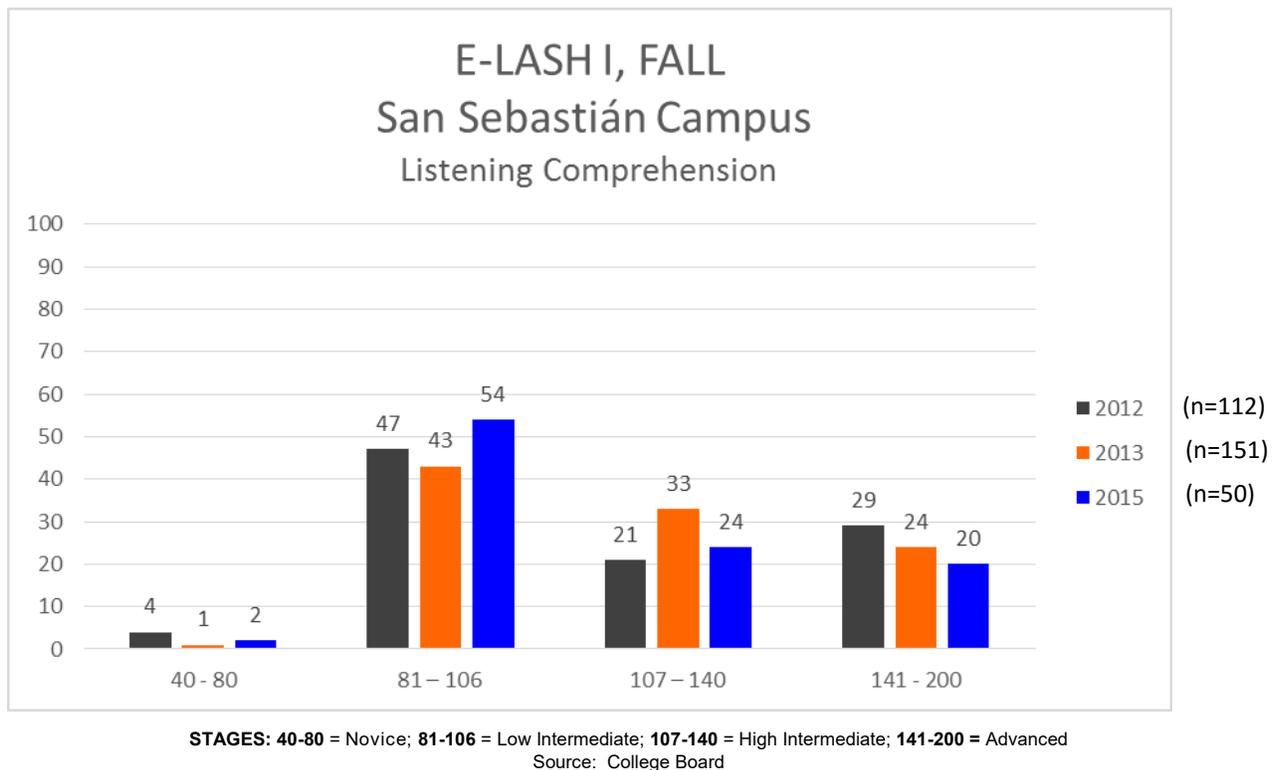**Fall**

Pre-Test Results Analysis

Freshmen students in September have demonstrated a decrease **(-)** in proficiency in the assessments given at the beginning of the study program during the past three (3) years: 2012, 2013, and 2015 in Computer Literacy. The assessment that measures Mathematics skills, shows an increase **(+)** in proficiency. In addition, in 2015 the assessment that measures Information Literacy, Spanish and Mathematics shows an increase **(+)** in proficiency.

Closing the loop: Assessment Decisions

1. This scores support the decision to update and strengthen the tutorial labs and the acquisition of basic skills software.

2. Revise the Information Literacy exam.

General Education Core Competencies
E-LASH I
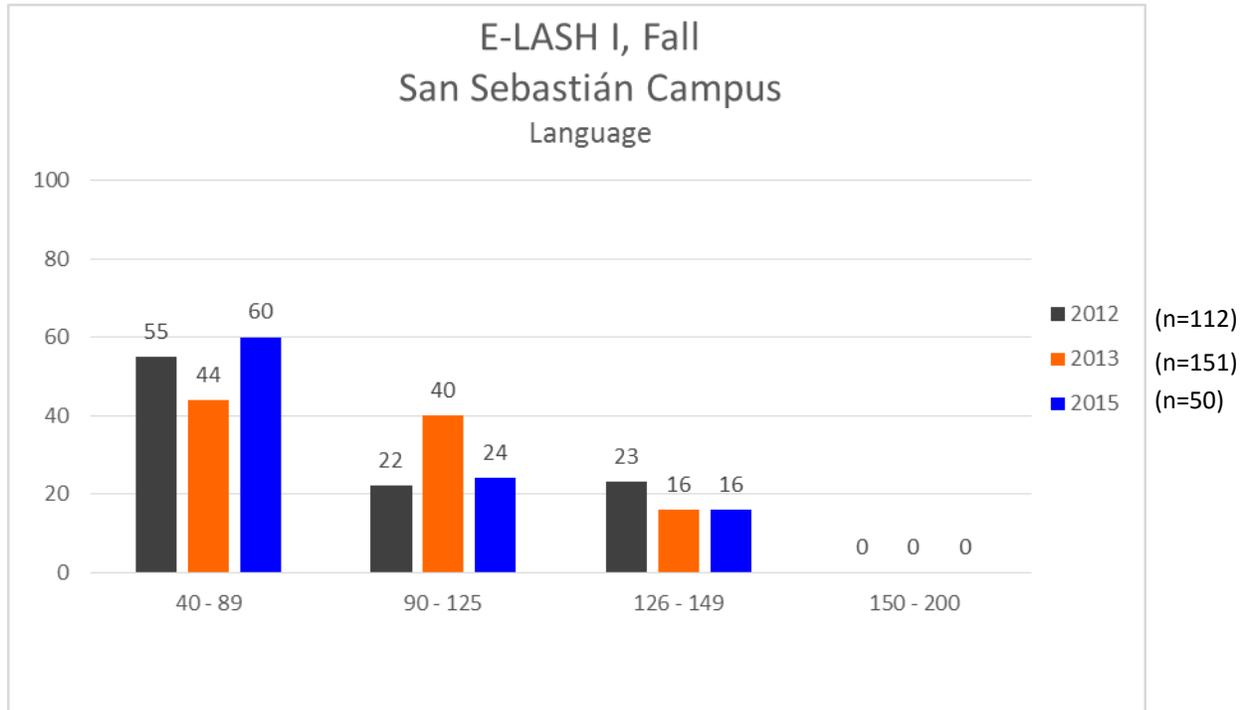**Pre Test Results and Analysis**
San Sebastián Campus
Fall

Freshmen students from the San Sebastián Campus during September 2012 (n=112); 2013 (n=151); and, 2015 (n=50) were assessed using the College Board Standardized ELASH, Level 1 evaluation instrument. This assessment measures English listening comprehension, reading and the use of the language.

STAGES: **40-80** = Novice; **81-106** = Low Intermediate; **107-140** = High Intermediate; **141-200 =** Advanced
Source: College Board

Pre-Test Results Analysis

In the listening comprehension area, in 2013, a decrease **(-)** in novice level, and increased **(+)** in the high intermediate level were observed. The low intermediate level registered the highest percentage for the aforementioned three (3) years.

General Education Core Competencies
E-LASH I
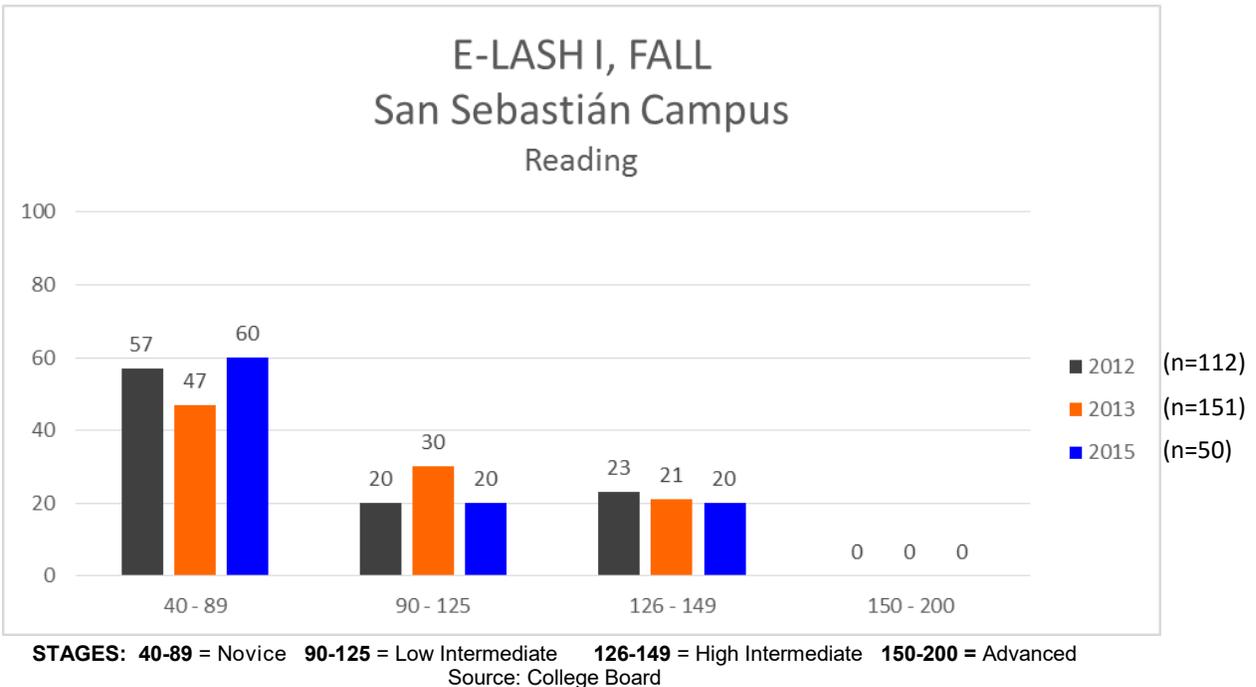**Pre Test Results and Analysis**
San Sebastián Campus
Fall

E-LASH I, Fall
San Sebastián Campus
Language

STAGES: **40-89** = Novice **90-125** = Low Intermediate **126-149** = High Intermediate **150-200 =** Advanced
Source: College Board

Pre-Test Results Analysis

In the area related to language, in 2013 and 2015 similar scores were observed in the high interme-diate level. The highest percentages were in the novice level **(+)**. On the other hand, the 2013 assessed group scored the highest in the low intermediate level **(+)**.The high intermediate level show that the percentage decreases **(-)**. The assessed group did not register scores in the advanced level during these past three (3) years **(-)**.

General Education Core Competencies
E-LASH I
Pre Test Results and Analysis
San Sebastián Campus
Fall

E-LASH I, FALL
San Sebastián Campus
Reading

STAGES: 40-89 = Novice   **90-125** = Low Intermediate   **126-149** = High Intermediate   **150-200 =** Advanced
Source: College Board

Pre-Test Results Analysis

In the area related to reading, the assessed group demonstrated a minimum competency **(-)**. The high intermediate level shows that the percentage decreases
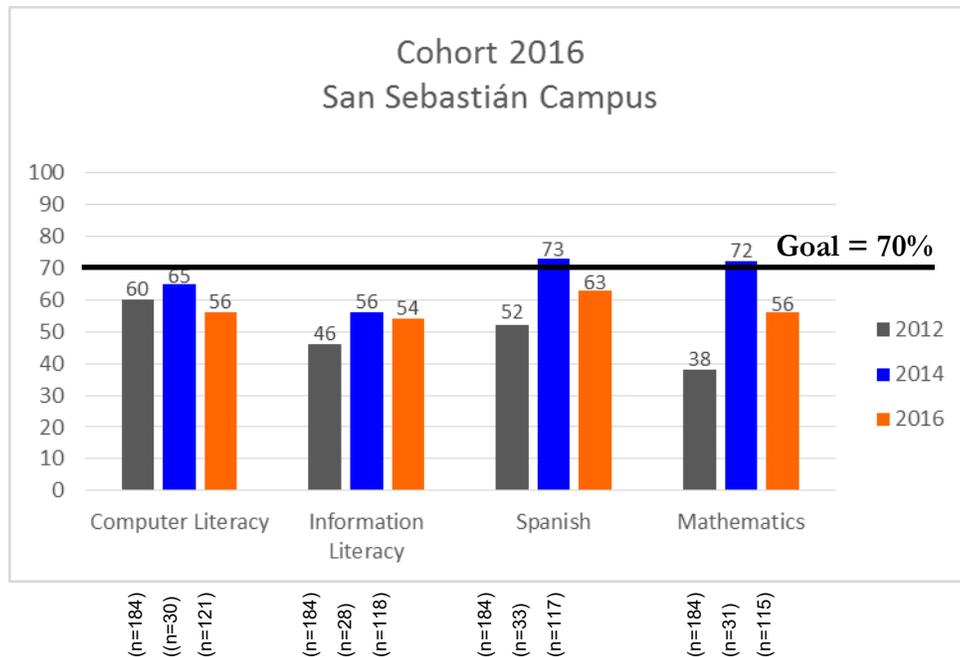
(-). The advanced level was not achieved **(-)**.

Closing the loop: Assessment Decisions

1. The ELASH results for freshmen students during, 2012, 2013 and 2015 suggest more attention should be given to the development of the competencies related to the areas of language and reading. There is also a need to reinforce the listening comprehension skills.

2. These will be followed through analysis and discussions with the faculty and student services such as English labs.

General Education Core Competencies
Post Test Results and Analysis
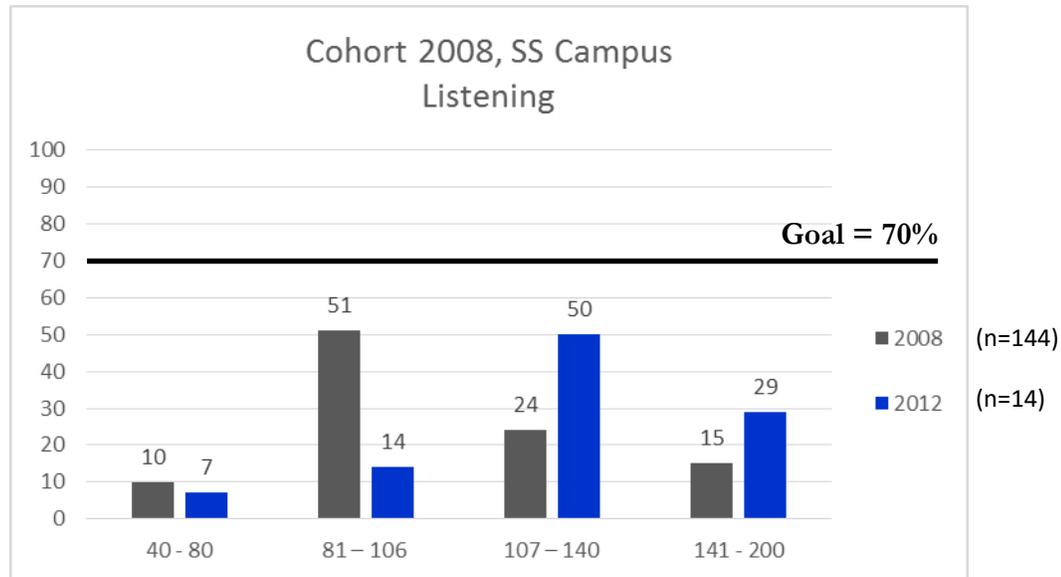## San Sebastián Campus

Cohort 2016
San Sebastián Campus

Goal = 70%

Data labels:
- Computer Literacy: 2012 = 60, 2014 = 65, 2016 = 56
- Information Literacy: 2012 = 46, 2014 = 56, 2016 = 54
- Spanish: 2012 = 52, 2014 = 73, 2016 = 63
- Mathematics: 2012 = 38, 2014 = 72, 2016 = 56

Legend: 2012, 2014, 2016

Sample sizes:
- Computer Literacy: (n=184) ((n=30) (n=121)
- Information Literacy: (n=184) (n=28) (n=118)
- Spanish: (n=184) (n=33) (n=117)
- Mathematics: (n=184) (n=31) (n=115)

2016 Cohort

1. The scores show an decrease**(-)** in all the assessments (Computer Literacy, Information Literacy, Spanish, and Mathematics).
2. The assessment that achieved a major increase **(+)** in 2014 cohort.

Closing the loop: Assessment Decisions

1. Reinforce the Literacy Information and Mathematics skills with tutorial labs.
2. Renew the information literacy modules, and establish a systematic program at the Information Literacy Center.

General Education English Assessment
ELASH Post Test Results and Analysis
San Sebastian Campus

Cohort 2008, SS Campus
Listening

Stage	2008	2012
40 - 80	10	7
81 – 106	51	14
107 – 140	24	50
141 - 200	15	29

Goal = 70%

■ 2008 (n=144)
■ 2012 (n=14)

STAGES: 40-80 = Novice; **81-106** = Low Intermediate; **107-140** = High Intermediate; **141-200** Advanced
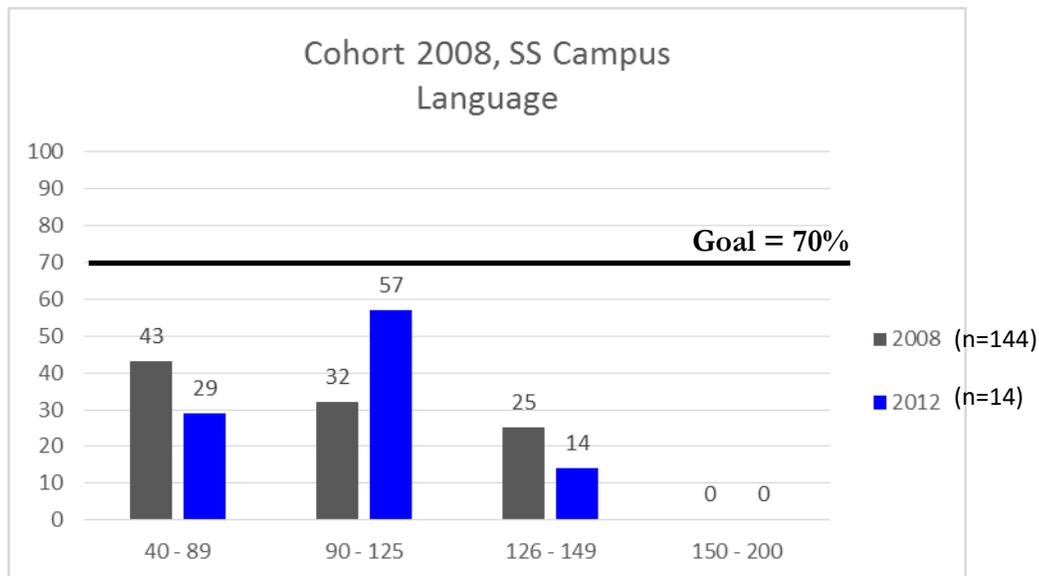Source: College Board

2008-2012 Cohort

In the 2008 Cohort, the assessed group obtained scores that reflect the following:

1. The Listening Comprehension skills achieved an increase **(+)** from the novice and low intermediate level, to the high intermediate and advanced level.

Closing the loop: Assessment Decisions

1. Reinforce the listening, language, and reading skills with tutorial labs and basic skills software.
2. Listening comprehension skills can be taken in consideration when determining strategies to develop language and reading skills. Hear what is read, write what you hear, and read what you write can be used as a whole language teaching approach.

General Education English Assessment
ELASH Post Test Results and Analysis
San Sebastian Campus

Cohort 2008, SS Campus
Language

Goal = 70%

■ 2008 (n=144)
■ 2012 (n=14)

40 - 89: 43, 29
90 - 125: 32, 57
126 - 149: 25, 14
150 - 200: 0, 0

STAGES: **40-89** = Novice; **90-125** = Low Intermediate; **126-149** = High Intermediate; **150-200** Advanced
Source: College Board

2008-2012 Cohort

1. The language skills area show a decrease **(-)** in the novice level percentage, even though, the majority stayed at the low intermediate level.

2. The advanced level was not achieved **(-)**.

Closing the loop: Assessment Decisions

1. Reinforce the Language skills with tutorial labs and basic skills software.

2. Listening comprehension skills can be taken in consideration when determining strategies to develop language and reading skills. Hear what is read, write what you hear, and read what you write can be used as a whole language teaching approach.

General Education English Assessment
ELASH Post Test Results and Analysis
San Sebastian Campus

Cohort 2008, SS Campus
Reading

STAGES: **40-89** = Novice; **90-125** = Low Intermediate; **126-149** = High Intermediate; **150-200** Advanced
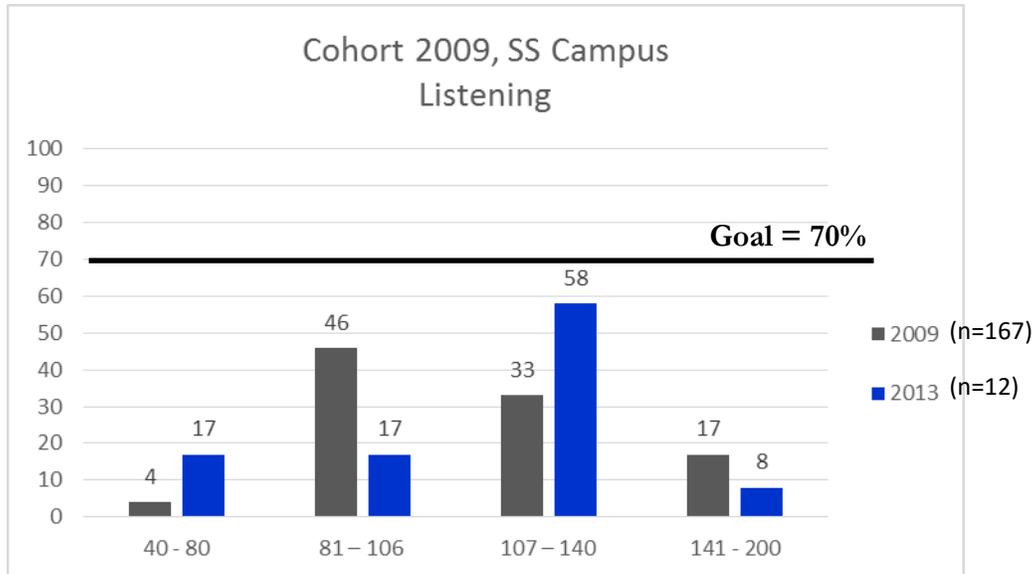
Source: College Board

2008-2012 Cohort

1. The reading skills area show a displacement to the high intermediate level **(+)**.

2. The advanced level was not achieved **(-)**.

Closing the loop: Assessment Decisions

1. Reinforce the listening, language, and reading skills with tutorial labs and basic skills software.

2. Listening comprehension skills can be taken in consideration when determining strategies to develop language and reading skills. Hear what is read, write what you hear, and read what you write can be used as a whole language teaching approach.

General Education English Assessment
ELASH Post Test Results
San Sebastian Campus

Cohort 2009, SS Campus
Listening

Goal = 70%

■ 2009 (n=167)
■ 2013 (n=12)

STAGES: **40-80** = Novice; **81-106** = Low Intermediate; **107-140** = High Intermediate; **141-200** Advanced
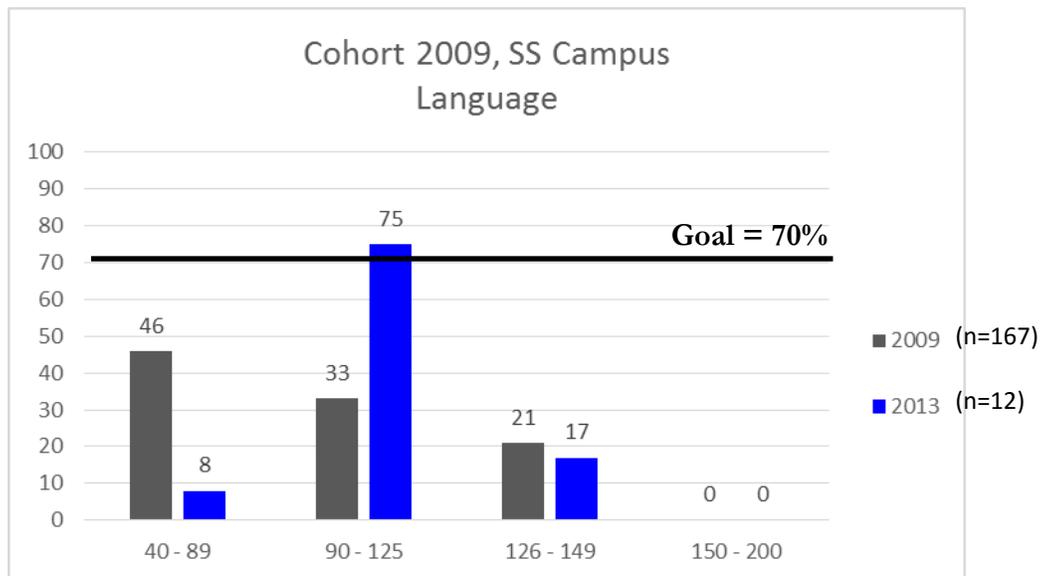Source: College Board

2009 –2013 Cohort

In the 2009 and 2013 Cohort, the examined group obtained scores that reflect the following:

1. The Listening Comprehension skills shows a positive **(+)** movement to the high intermediate level.

Closing the loop: Assessment Decisions

1. Reinforce the listening, language, and reading skills with tutorial labs and basic skills software.

2. Listening comprehension skills can be taken in consideration when determining strategies to develop language and reading skills. Hear what is read, write what you hear, and read what you write can be used as a whole language teaching approach.

General Education English Assessment
ELASH Post Test Results
San Sebastian Campus

Cohort 2009, SS Campus
Language

STAGES: **40-89** = Novice; **90-125** = Low Intermediate; **126-149** = High Intermediate; **150-200** Advanced
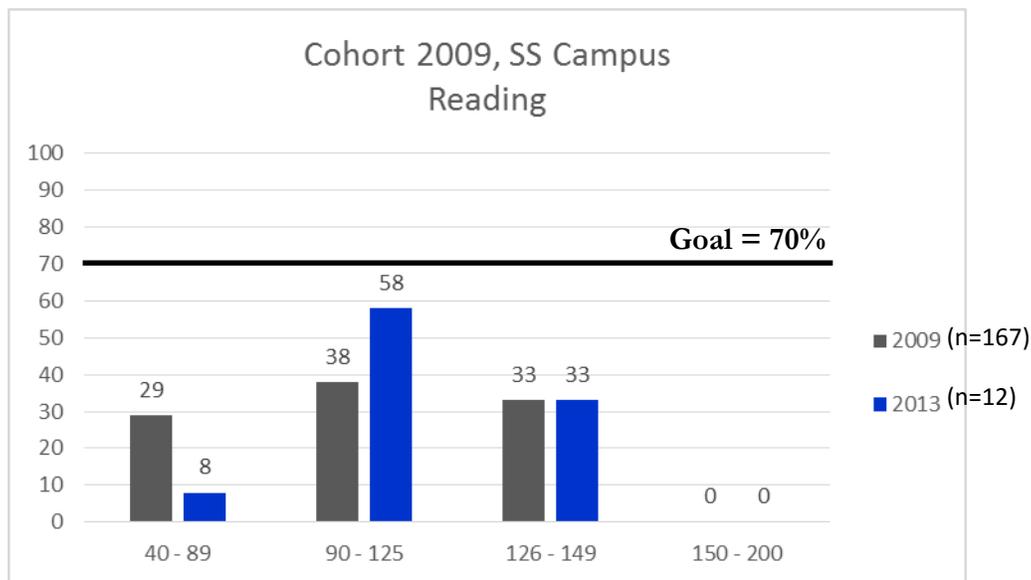Source: College Board

2009-2013 Cohort

In the 2009 and 2013 Cohort, the examined group obtained scores that reflect the following:

1. The language skills area show a displacement to the low intermediate level **(-)**.

2. The advanced level was not achieved **(-)**.

Closing the loop: Assessment Decisions

1. Reinforce the listening, language, and reading skills with tutorial labs and basic skills software.

2. Listening comprehension skill can be taken in consideration when determining strategies to develop language and reading skills. Hear what is read, write what you hear, and read what you write can be used as a whole language teaching approach.

General Education English Assessment
ELASH Post Test Results
San Sebastian Campus

Cohort 2009, SS Campus
Reading

STAGES: 40-89 = Novice; **90-125** = Low Intermediate; **126-149** = High Intermediate; **150-200** Advanced
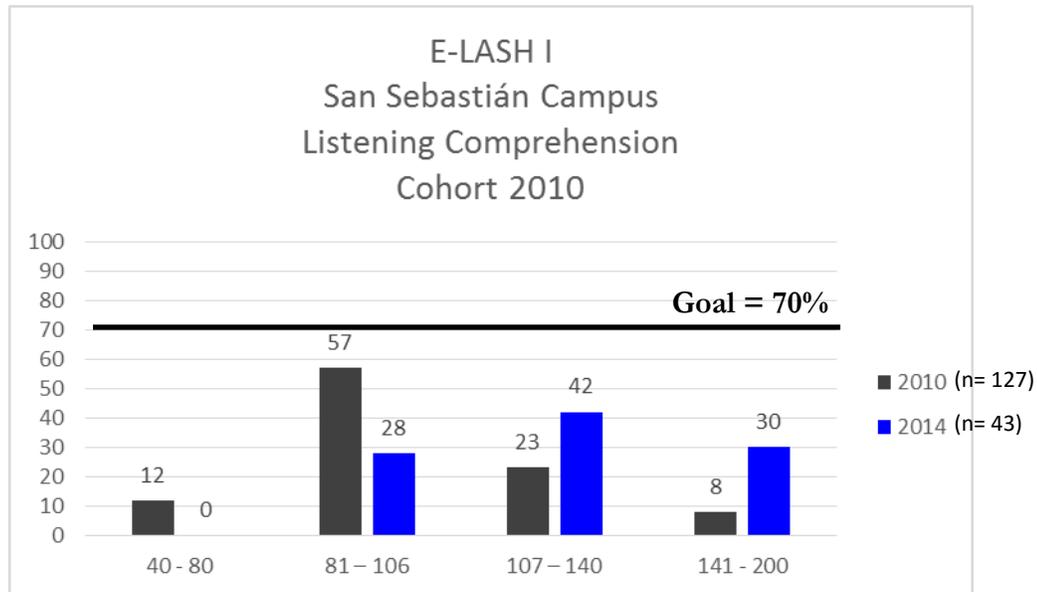Source: College Board

2009-2013 Cohort

In the 2009 and 2013 Cohort, the examined sample obtained scores that reflect the following:

1. The reading skills area show a positive **(+)** movement to the low intermediate level, even thought, the high intermediate and advanced level stayed similar percentage in both years.

2. The advanced level was not achieved **(-)**.

Closing the loop: Assessment Decisions

1. Reinforce the listening, language, and reading skills with tutorial labs and basic skills software.

2. Listening comprehension skill can be taken in consideration when determining strategies to develop language and reading skills. Hear what is read, write what you hear, and read what you write can be used as a whole language teaching approach.

General Education English Assessment
E-LASH I Post Test Results and Analysis
San Sebastián Campus

E-LASH I
San Sebastián Campus
Listening Comprehension
Cohort 2010

STAGES: 40-80 = Novice; **81-106** = Low Intermediate; **107-140** = High Intermediate; **141-200 =** Advanced

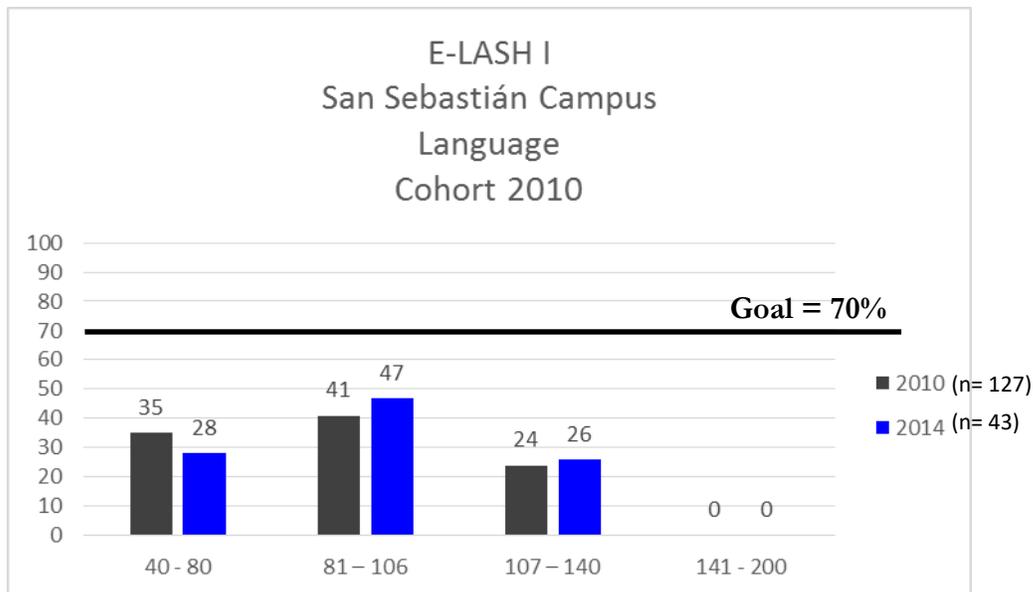Source: College Board

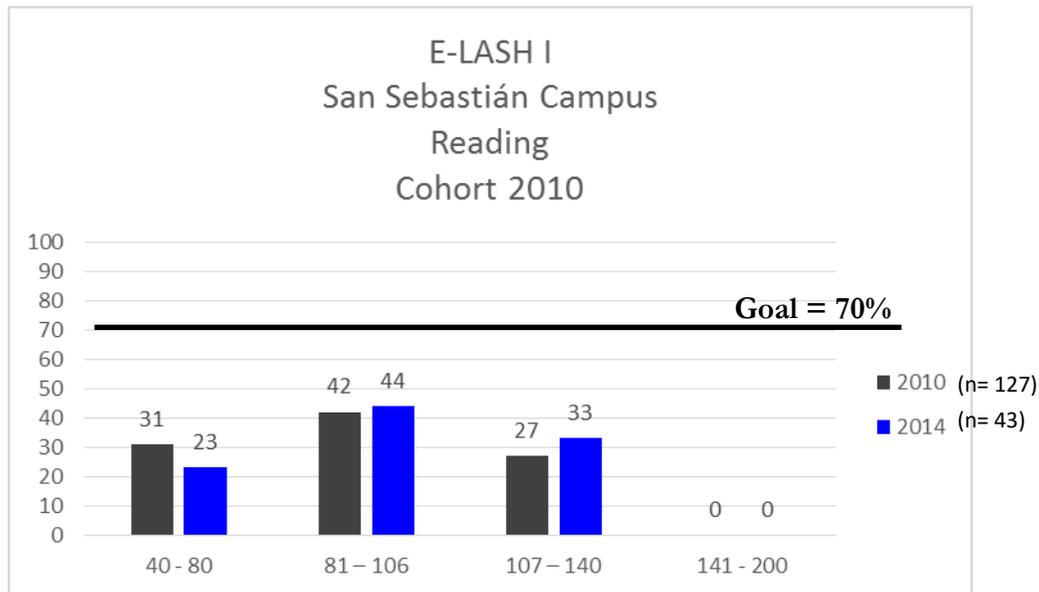# Pre-Test Results Analysis

2010-2014 Cohort

In the 2010 and 2014 Cohort, the examined group obtained scores that reflect the following:

1. The Listening Comprehension skills shows a positive **(+)** movement to the high intermediate level.

   Closing the loop: Assessment Decisions

1. Reinforce the listening, language, and reading skills with tutorial labs and basic skills software.

2. Listening comprehension skills can be taken in consideration when determining strategies to develop language and reading skills. Hear what is read, write what you hear, and read what you write can be used as a whole language teaching approach.

General Education English Assessment
E-LASH I Post Test Results and Analysis
San Sebastián Campus

E-LASH I
San Sebastián Campus
Language
Cohort 2010

STAGES: 40-80 = Novice; **81-106** = Low Intermediate; **107-140** = High Intermediate; **141-200 =** Advanced
Source: College Board
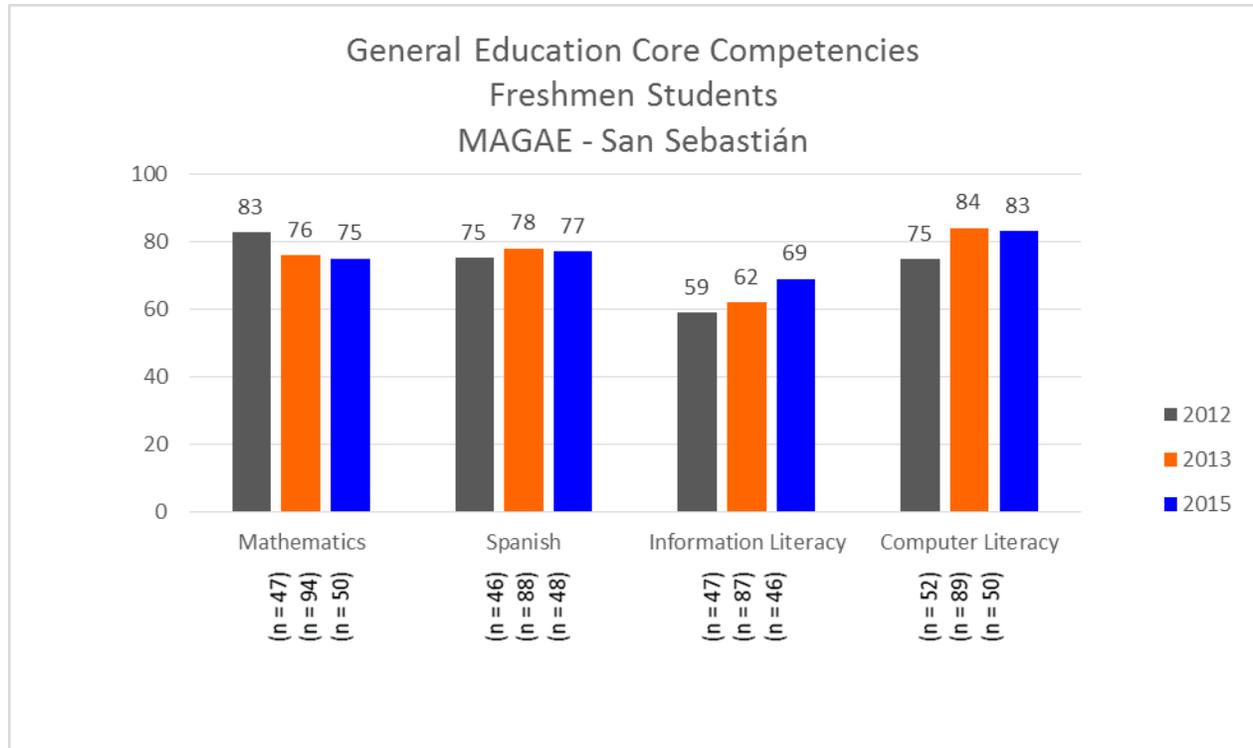
Pre-Test Results Analysis

2010 -2014 Cohort

In the 2010 and 2014 Cohort, the examined group obtained scores that reflect the following:

1. The Language skills area show a displacement to the novice level **(-)**.

2. The Language Comprehension skills shows a positive **(+)** movement to the low intermediate and high intermediate level.

3. The advanced level was not achieved **(-)**.

Closing the loop: Assessment Decisions

1. Reinforce the listening, language, and reading skills with tutorial labs and basic skills software.

2. Listening comprehension skill can be taken in consideration when determining strategies to develop language and reading skills. Hear what is read, write what you hear, and read what you write can be used as a whole language teaching approach.

General Education English Assessment
ELASH Post Test Results and Analysis
San Sebastián Campus

E-LASH I
San Sebastián Campus
Reading
Cohort 2010

STAGES: **40-80** = Novice; **81-106** = Low Intermediate; **107-140** = High Intermediate; **141-200 =** Advanced
Source: College Board

Pre-Test Results Analysis

2010-2014 Cohort

In the 2010 Cohort, the examined sample obtained scores that reflect the following:

1. The reading skills area show a positive **(+)** movement to the low intermediate level, and the high intermediate. The advanced level stayed similar percentage in both years.

2. The advanced level was not achieved **(-)**.

Closing the loop: Assessment Decisions

1. Reinforce the listening, language, and reading skills with tutorial labs and basic skills software.

2. Listening comprehension skill can be taken in consideration when determining strategies to develop language and reading skills. Hear what is read, write what you hear, and read what you write can be used as a whole language teaching approach.

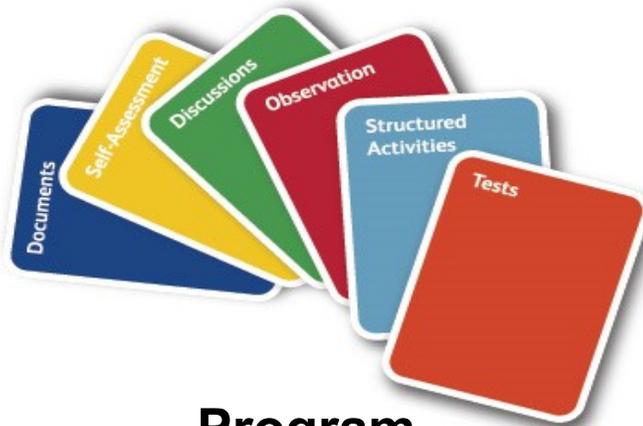# General Education Core Competencies Results
MAGAE
San Sebastián Campus

General Education Core Competencies
Freshmen Students
MAGAE - San Sebastián

Mathematics: 83 (2012, n = 47), 76 (2013, n = 94), 75 (2015, n = 50)
Spanish: 75 (2012, n = 46), 78 (2013, n = 88), 77 (2015, n = 48)
Information Literacy: 59 (2012, n = 47), 62 (2013, n = 87), 69 (2015, n = 46)
Computer Literacy: 75 (2012, n = 52), 84 (2013, n = 89), 83 (2015, n = 50)

Pre-Test Results Analysis

The MAGAE modality at the San Sebastián Campus has the same profile as in the Hato Rey main campus. In 2012, the Core Comprehensive tests show a high achievement score **(+)**, except in Information Literacy (59%) **(-)**. It is recommended that the Information Literacy skills be developed throughout the academic program.

The 2013 and 2015 Core Comprehensive tests results show a higher achievement score in all tests, with respect to the prior year **(+)**. Only the Information Literacy test result obtained less than the 70 % goal benchmark **(-)**.

Closing the loop: Assessment Decisions

1. Since this is an online experience, authentication processes should be revised.
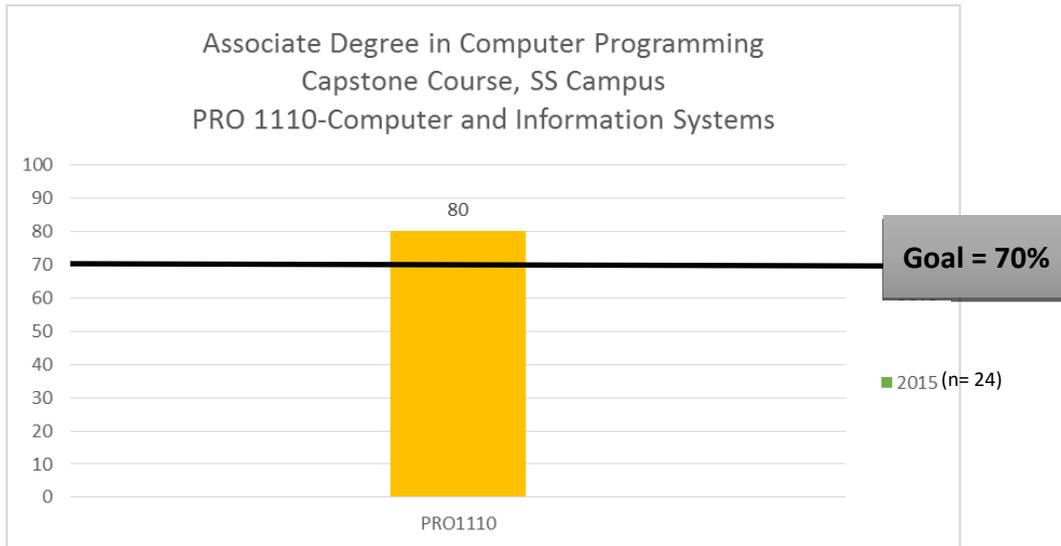
Program

Assessment Outcome Results

A program assessment plan has been developed which allows follow-up on student's learning at three (3) stages. The students are assessed at the beginning, the middle, and at the final stage of the study program. Capstone courses were identified for each program. These assessments allow student follow-up and program decision making for continuous improvement.

The Academic Program Assessment Capstone Courses were revised in order to maintain sustainability. The Bachelors' Degree programs were narrowed down from four to three capstone courses. The Associate Degrees programs were narrowed down from two capstone courses.

The results are shown in percentages for three (3) years at a time.

Associate Degree in Computer Programming
Capstone Course, SS Campus
PRO 1110-Computer and Information Systems

Goal = 70%

■ 2015 (n= 24)

In the 2014 obtained more than the 70% goal benchmark (+).

Associate Degree in Science in Information Technology
Capstone Course, SS Campus
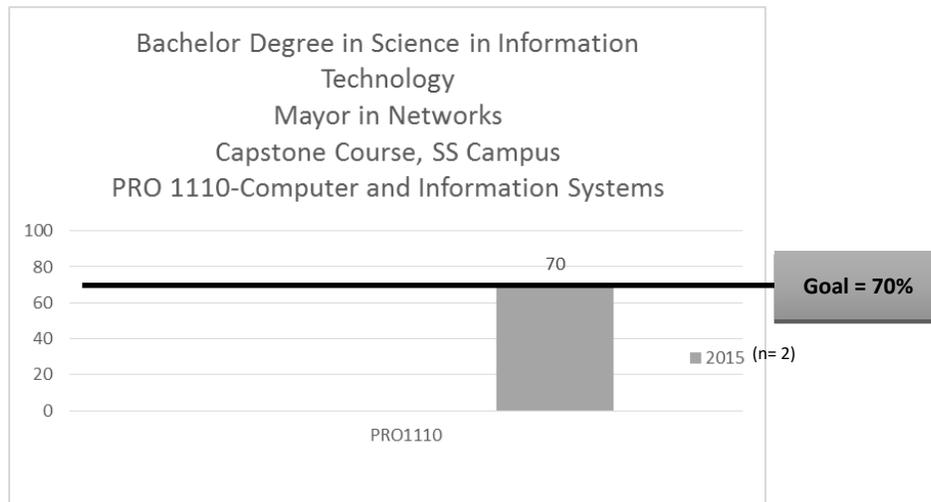PRO 1110-Computer and Information Systems

Goal = 70%

■ 2015 (n= 13)

In 2015 it is the first year in which the exam is offered to the Associate Degree in Science in Information Technology.
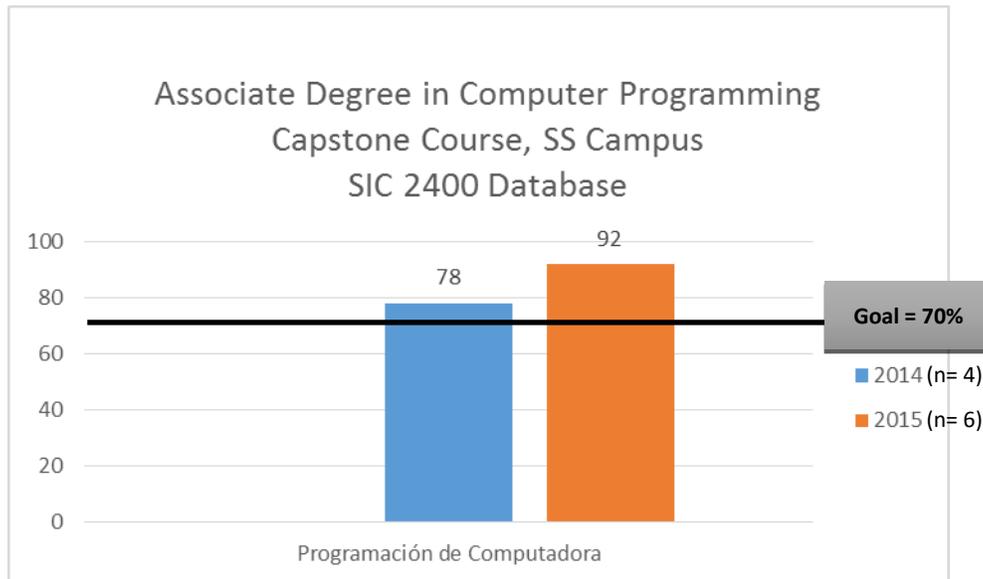
Bachelor Degree in Information Systems
Mayor in Computer Program
Capstone Course, SS Campus
PRO 1110-Computer and Information Systems

Goal = 70%

76

2014 (n= 6)

PRO1110

In the 2014 obtained more than the 70% goal benchmark (+).

Bachelor Degree in Science in Information Technology
Mayor in Networks
Capstone Course, SS Campus
PRO 1110-Computer and Information Systems

Goal = 70%

70

2015 (n= 2)

PRO1110
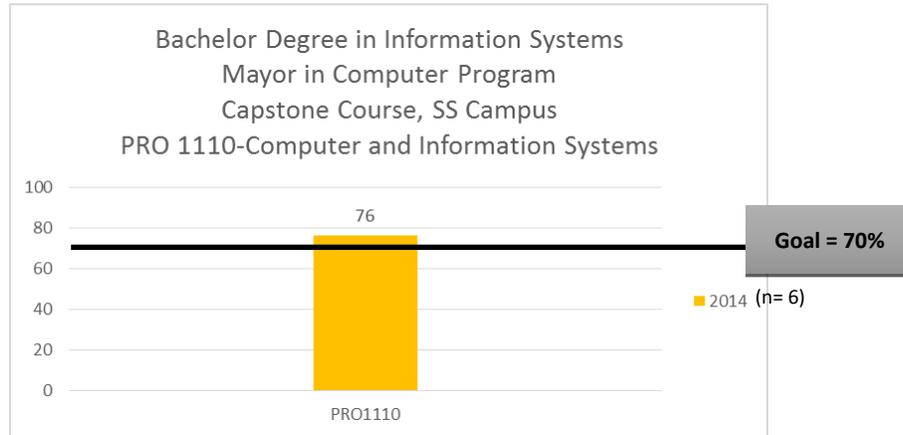
This program began in March 2015, in it's first year, the student obtained a score of 70% on the test.

Associate Degree in Computer Programming
Capstone Course, SS Campus
SIC 2400 Database

In the 2014 and 2015 obtained more than the 70% goal benchmark (+).

Bachelor Degree in Information Systems
Mayor in Computer Programming
Capstone Course, SS Campus
SIC 2400 Database
SIC 4460 System Development Project
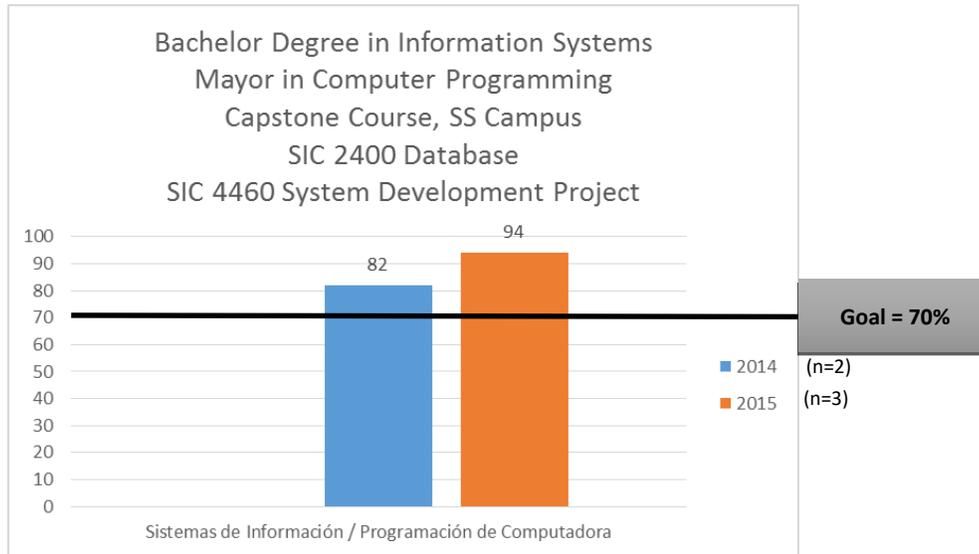
In 2014 and 2015 the students obtained more than the 70% goal benchmark (+).

Bachelor Degree in Information Systems Mayor in Computer Programming Capstone Course, San Sebastian Campus SIC 4460 System Development Project
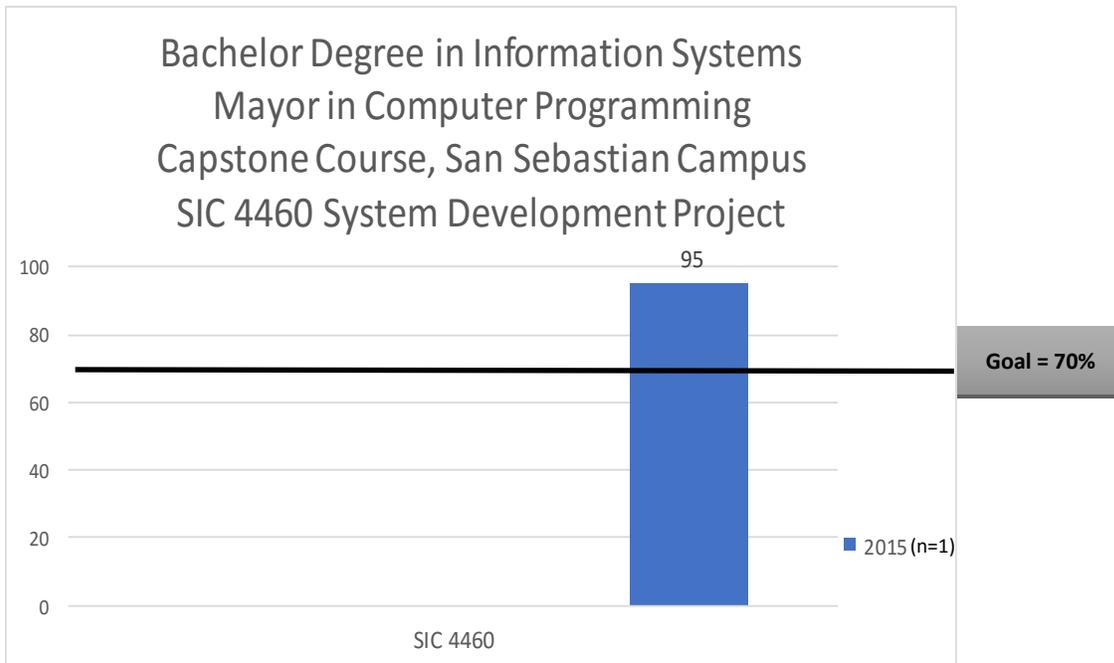
In 2015 the students obtained more than the 70% goal benchmark (+).

Closing the loop: Assessment Decisions

School of Sciences and Technology

1. A new revised bachelor degree is to be submitted and approved by Puerto Rico Council on Education.

2. The assessment exams were revised.

Associate Degree in Business Administration
Capstone Course, SS Campus
BA 1313 Administration Theory
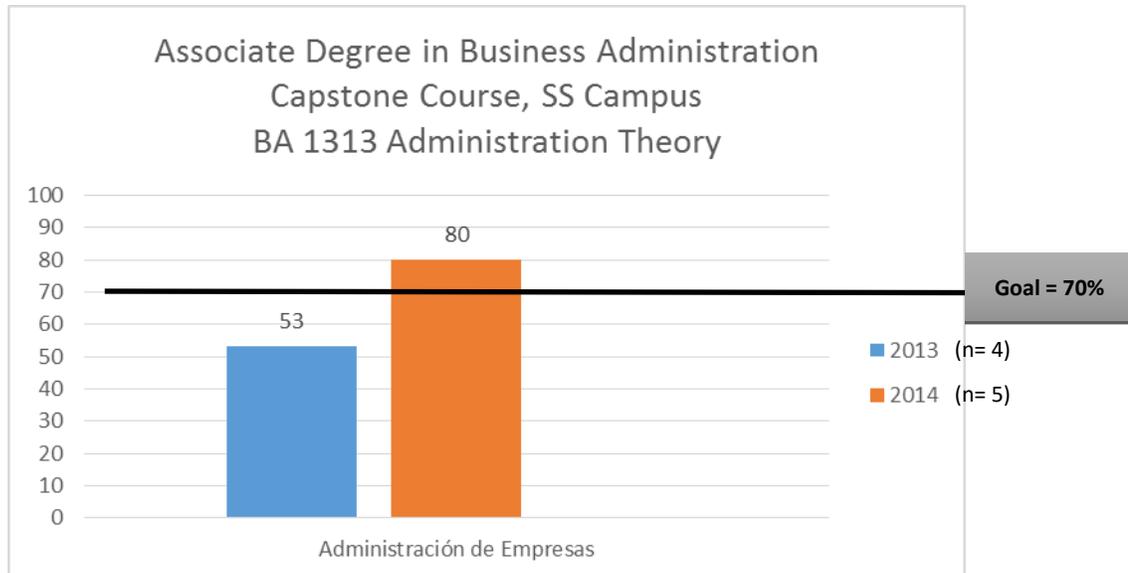
In the 2014 increase (+) in proficiency. Only in 2014 the initial course BA 1313 of the Associate in Business Administration obtain more than the 70% goal benchmark (+).
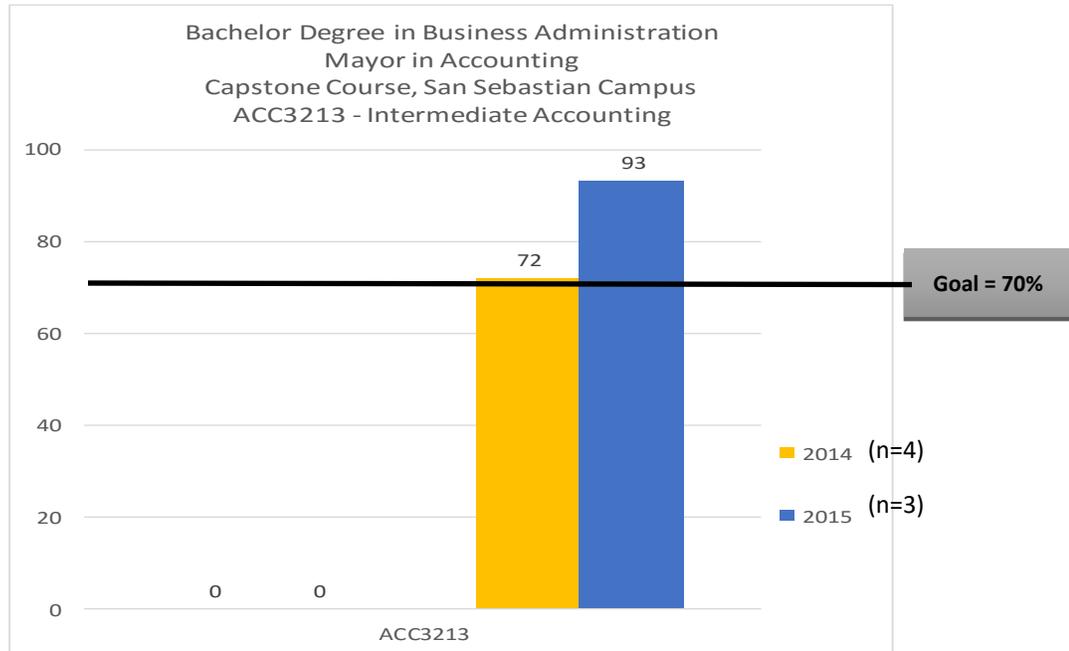
This program is in moratorium in 2015.

Bachelor Degree in Business Administration
Mayor in Accounting
Capstone Courses, SS Campus
ACC 2113 - Introduction Accounting 1
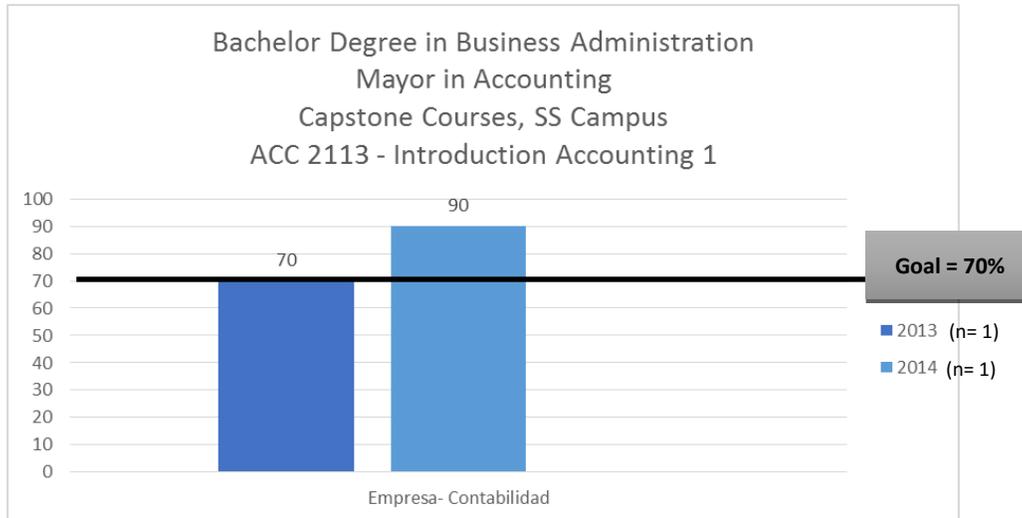
In the 2014 increase (+) in proficiency in a 20%. In both years the initial course ACC2113 of the Bachelor in Business Administration with Major in Accounting obtain more than the 70% goal benchmark (+).

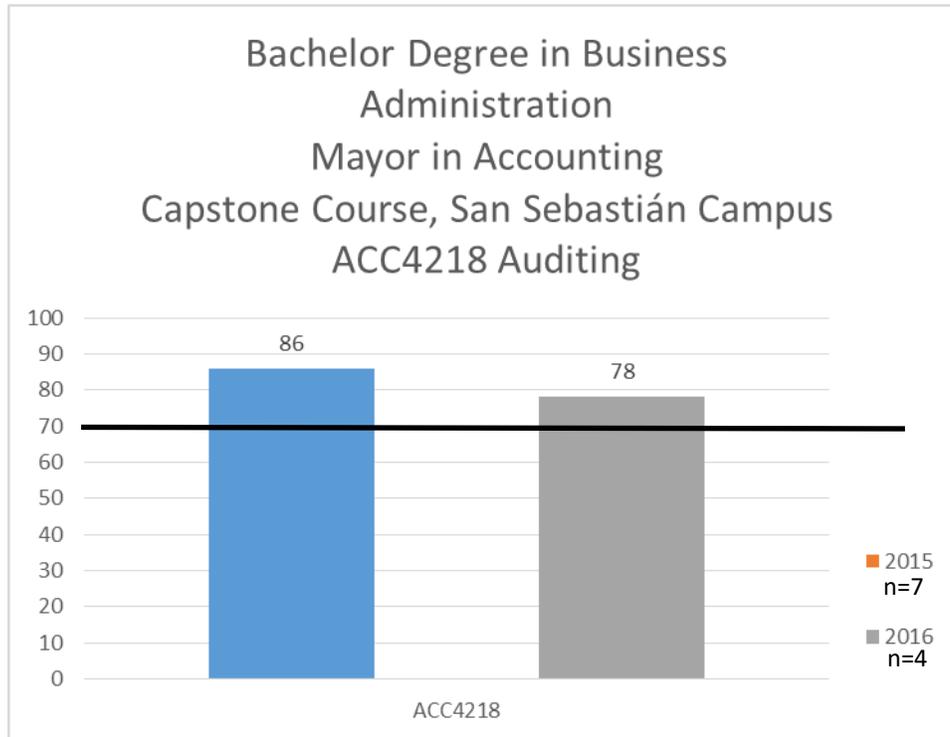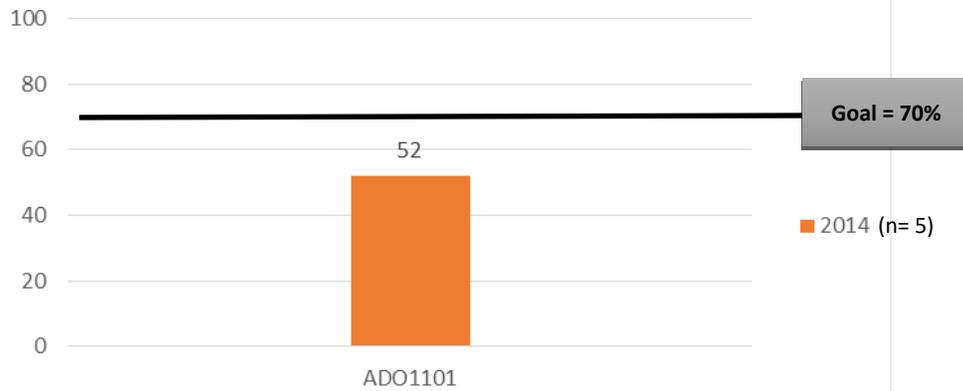This program is in moratorium in 2015.

Bachelor Degree in Business Administration
Mayor in Accounting
Capstone Course, San Sebastian Campus
ACC3213 - Intermediate Accounting

In the 2015 increase (+) in proficiency in ACC3213 middle course. In both years the middle course of the Bachelor in Business Administration with Major in Accounting obtain more than the 70% goal benchmark (+).

This program is in moratorium in 2015.

Bachelor Degree in Business Administration
Mayor in Accounting
Capstone Course, San Sebastián Campus
ACC4218 Auditing

Goal = 70%

In 2014 the final course of the Bachelor in Business Administration with Major in Accounting obtain more than the 70% goal benchmark (+).

In the 2015 we offered the exam for course ACC4218 but the student never came.

This program is in moratorium in 2015.

Associate Degree in Office Administration Capstone Course, SS Campus ADO 1101 - Keyboarding and its Applications

- Goal = 70%
- 52
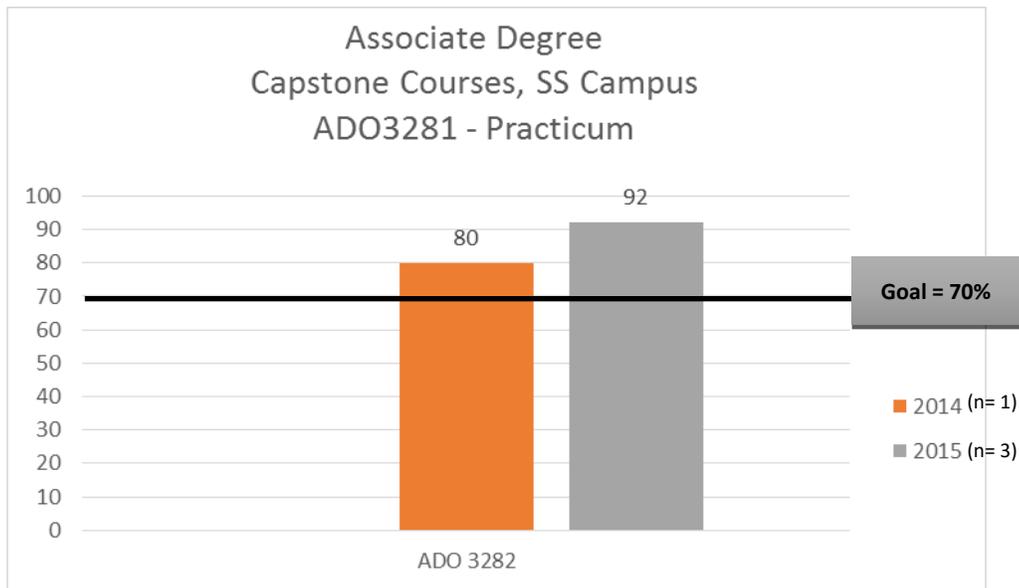- 2014 (n= 5)
- ADO1101

Associate Degree Capstone Courses, SS Campus ADO3281 - Practicum

- 92
- 80
- Goal = 70%
- 2014 (n= 1)
- 2015 (n= 3)
- ADO 3282

In 2015 the middle course of the Bachelor in Technology Office Administration obtain more than the 70% goal benchmark (+).

This program is in moratorium in 2015.

Associate Degree
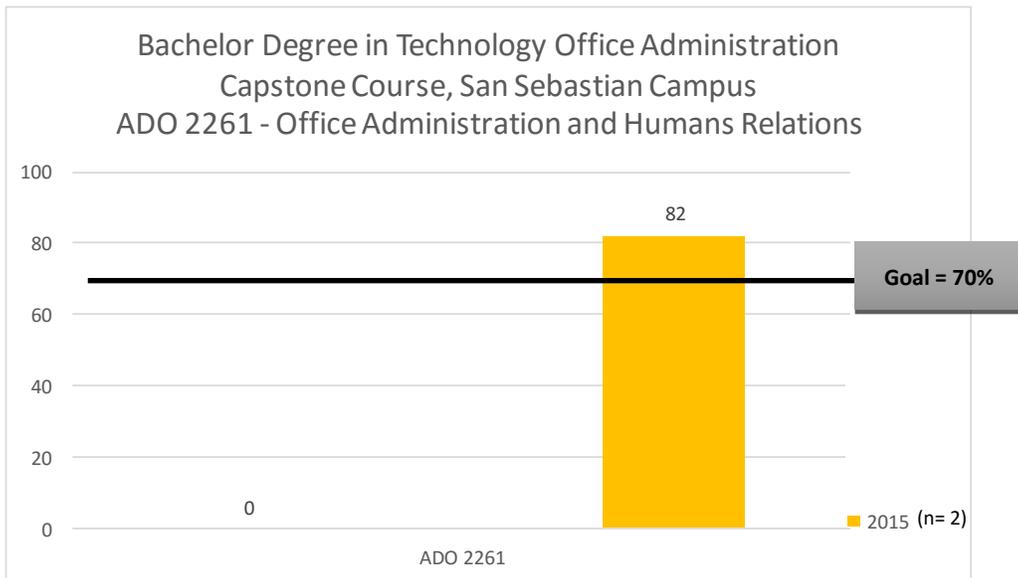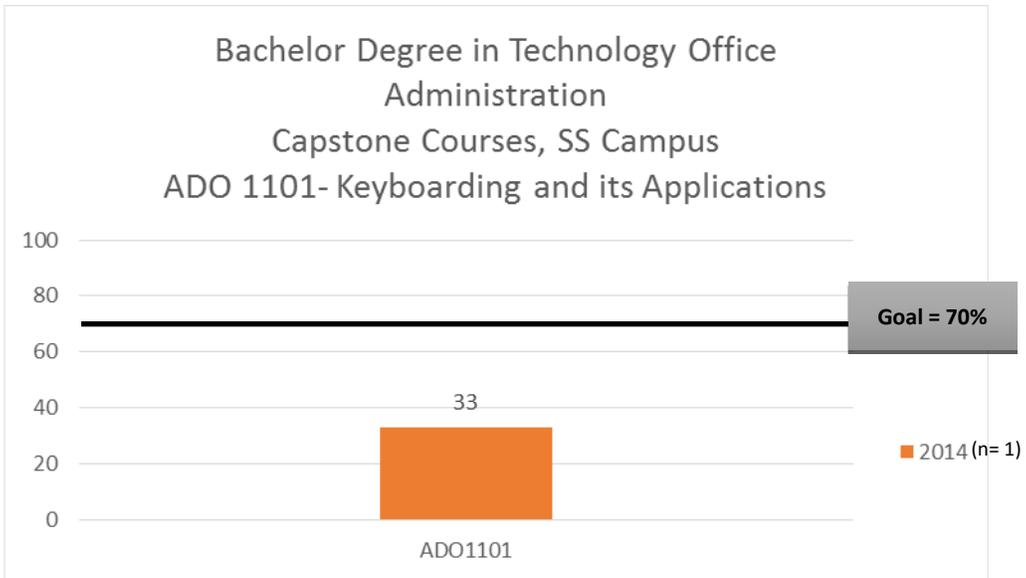Capstone Courses, SS Campus
ADO3281 - Practicum
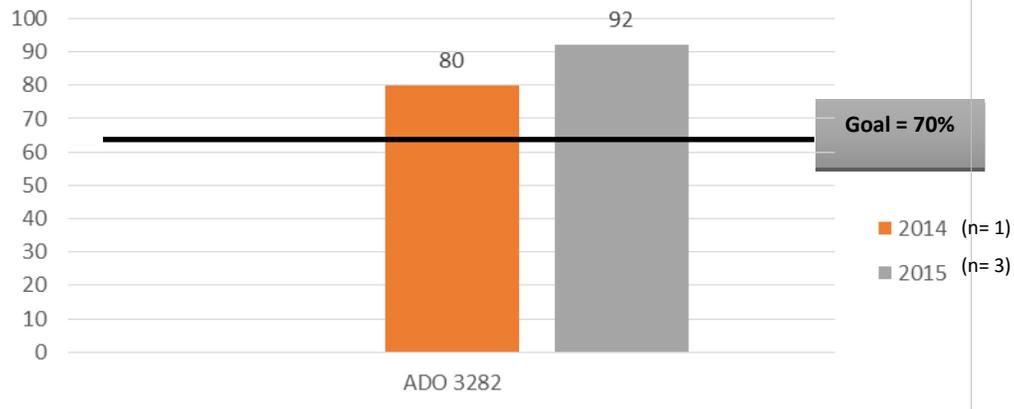
In 2015 the middle course of the Bachelor in Technology Office Administration obtain more than the 70% goal benchmark (+).

In the 2015 increase (+) in proficiency in a 12%. In both years the final course ADO 3282 of the Associate in Office Administration obtain more than the 70% goal benchmark (+).
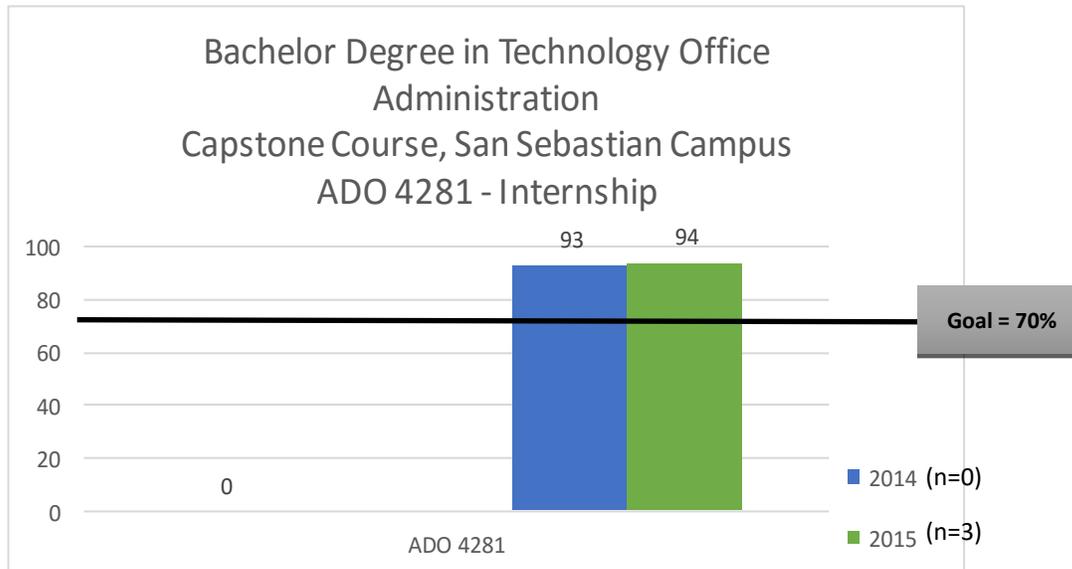
This program is in moratorium in 2015.

Bachelor Degree in Technology Office Administration
Capstone Courses, SS Campus
ADO 1101- Keyboarding and its Applications

Chart showing ADO1101 bar at 33, Goal = 70%, 2014 (n= 1)

Bachelor Degree in Technology Office Administration
Capstone Course, San Sebastian Campus
ADO 2261 - Office Administration and Humans Relations

Chart showing ADO 2261 bar at 82 (2015 n= 2), value 0, Goal = 70%

In 2015 the middle course of the Bachelor in Technology Office Administration obtain more than the 70% goal benchmark (+).

This program is in moratorium in 2015.

Bachelor Degree in Technology Office Administration
Capstone Course, San Sebastian Campus
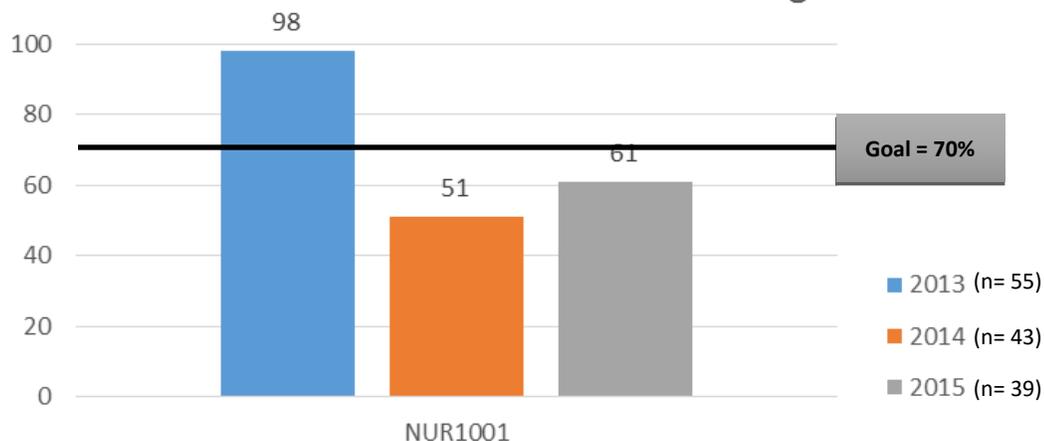ADO 4281 - Internship

In the 2015 increase (+) in proficiency in ADO 4281 final course one percent. In both years the final course of the Bachelor in Technology Office Administration obtain more than the 70% goal benchmark (+).

This program is in moratorium in 2015.

Associate Degree in Nursing
Capstone Course, SS Campus
NUR 1001 - Fundamentals of Nursing

In the 2014 decrease (-) in proficiency. In the 2015 increase (+) 10% in proficiency. Only in 2013 the initial course NUR1001 of the Associate Degree in Nursing obtain more than the 70% goal benchmark (+).
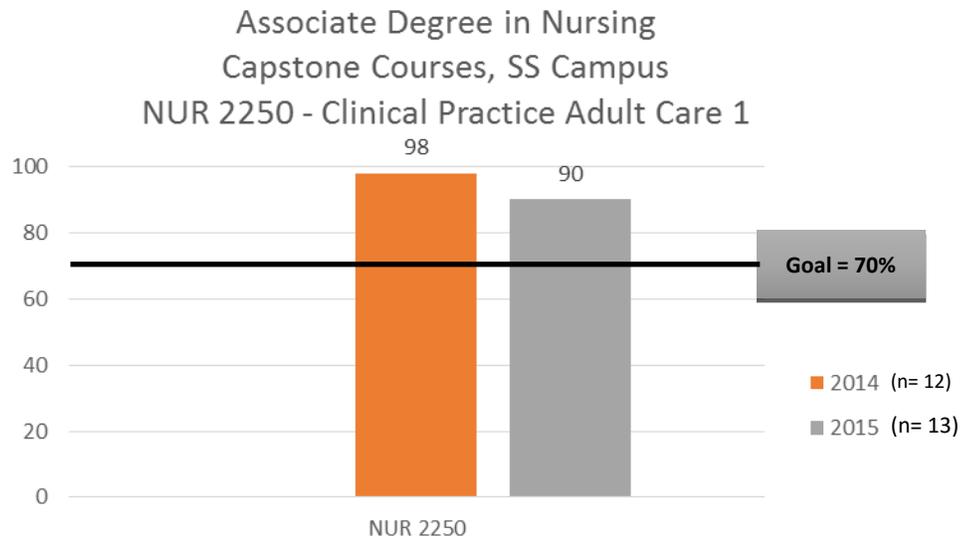
Closing the loop: Assessment Decisions

School of Nursing

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.

2. A clinical lab with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices was developed.

3. The Associate Degree in Nursing was revised in 2015. NUR 1001 (Fundamental of Nursing) in the first capstone course offered in the School of Nursing. The test for the course was revised to align with changes. The final capstone course are NUR 2250 (previous program) or NUR 2260 (revised program). An Integrative test on given in both courses.

Associate Degree in Nursing
Capstone Courses, SS Campus
NUR 2250 - Clinical Practice Adult Care 1

In the 2015 decrease (+) in proficiency in NUR2250 final course. In both years the final course of the Associate Degree in Nursing obtain more than the 70% goal benchmark (+).
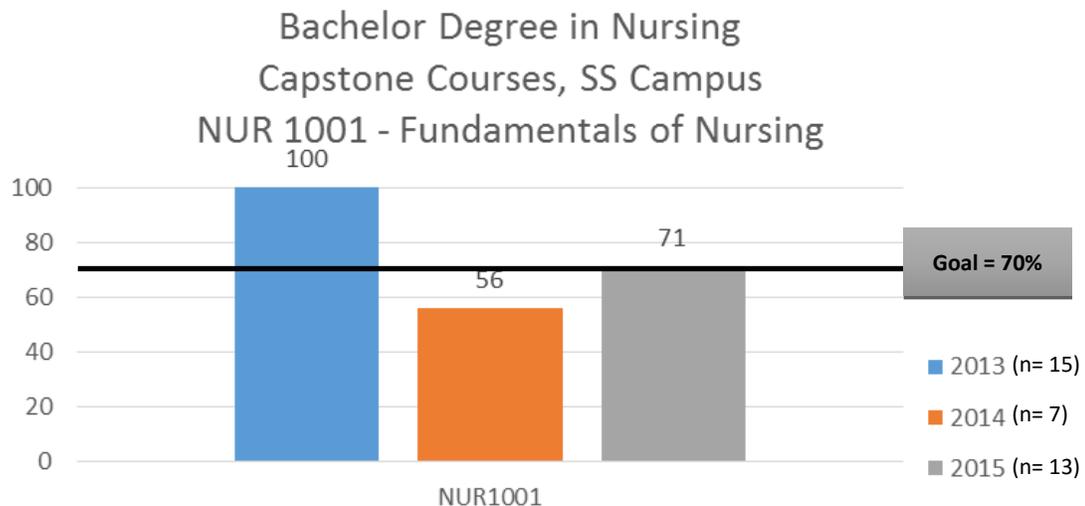
Closing the loop: Assessment Decisions

School of Nursing

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.

2. A clinical lab with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices was developed.

3. The Associate Degree in Nursing was revised in 2015. NUR 1001 (Fundamental of Nursing) in the first capstone course offered in the School of Nursing. The test for the course was revised to align with   changes. The final capstone course are NUR 2250 (previous program) or NUR 2260 (revised program). An Integrative test on given in both courses.

Bachelor Degree in Nursing
Capstone Courses, SS Campus
NUR 1001 - Fundamentals of Nursing

In the 2014 decrease (-) in proficiency. In 2013 and 2015 the initial course NUR1001 of the Bachelor Degree in Nursing obtain more than the 70% goal benchmark (+).

Bachelor's Degree in Nursing

NUR 3230-Complex Skills in Nursing

Data is not available.

NUR 4420-Integral Care in Health Distress Situations II

Data is not available.

Closing the loop: Assessment Decisions

School of Nursing

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.

2. A clinical lab with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices was developed.

3. The Associate Degree in Nursing was revised in 2015. NUR 1001 (Fundamental of Nursing) in the first capstone course offered in the School of Nursing. The test for the course was revised to align with   changes. The final capstone course are NUR 2250 (previous program) or NUR 2260 (revised program). An Integrative test on given in both courses.

San Sebastian Focus Groups

for Program Assessment, 2009

Several focus groups were conducted to identify the program outcome results for the Associate Degree in Nursing Accelerated Modality (MAGAE by its Spanish acronym). Participants included students, faculty, administrators and clinical supervisors. These interviews took place in Fall 2009.
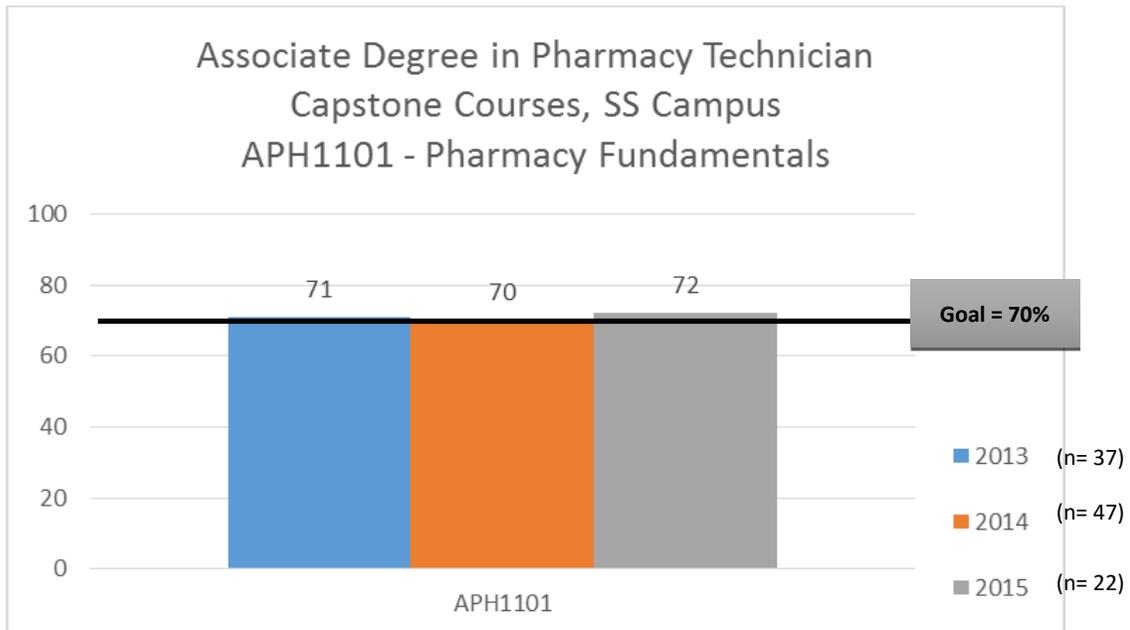
Findings: While most participants noted the value of the Nursing Associate Degree Accelerated Modality, they expressed dissatisfaction with various academic aspects, administrative processes and the services provided. The following actions were taken in order to strengthen MAGAE: curriculum review; increase in practice experience hours; continued faulty training; increased and improved infrastructure and resources; extended hours at the computer center, library and laboratory for skills development; added transportation and tutoring services; creation of newsletter with information about accommodations. The Institution implemented an action plan based on these findings.

As follow-up, a second focus group was held. By Spring 2010, these were the findings: They no longer expressed dissatisfaction in general, the teaching and learning activities provided were considered excellent, the most significant aspect was the adjustment and increase of practice experience hours, participants stated that they have fulfilled their expectations, and 88% of them definitely would recommend this experience to others.

Associate Degree in Pharmacy Technician
Capstone Courses, SS Campus
APH1101 - Pharmacy Fundamentals

There was a 2% increase in 2015 in comparison with 2013. Students obtained more than the 70% goal benchmark (+) in all years.
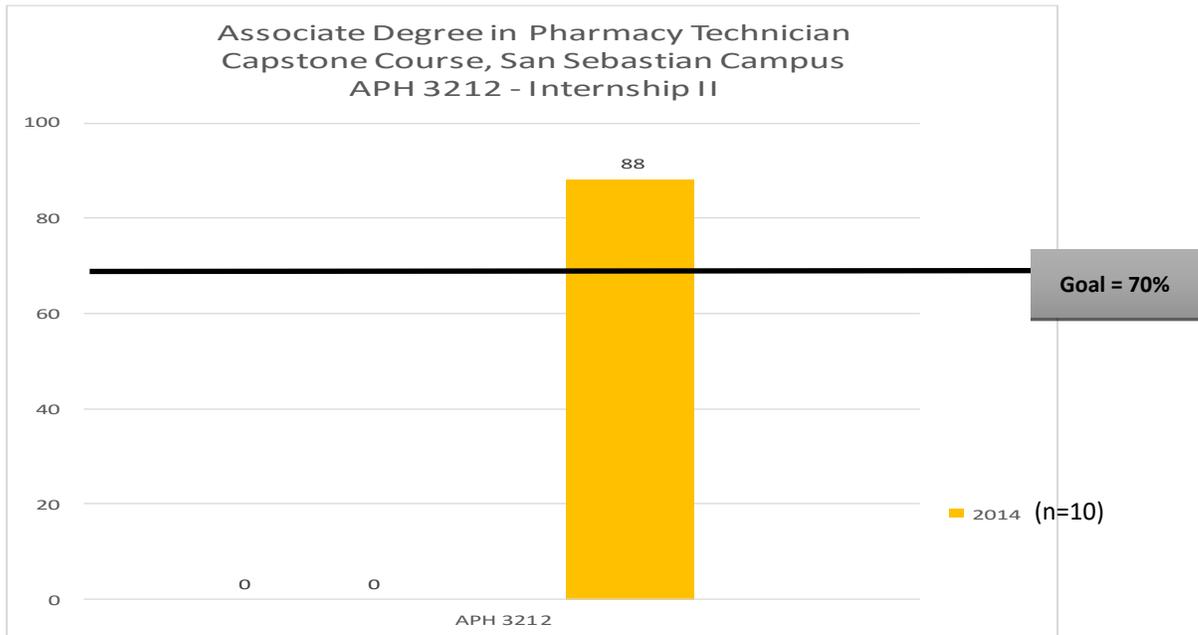
Closing the loops: Assessment Decisions

School of Health

1. A new Pharmacy Skills lab was created in 2015.

2. The test and assessment instruments for APH 1101 was revised.

Associate Degree in Pharmacy Technician
Capstone Course, San Sebastian Campus
APH 3212 - Internship II

Students obtained more than the 70% goal benchmark (+) in 2014.

Closing the loops: Assessment Decisions

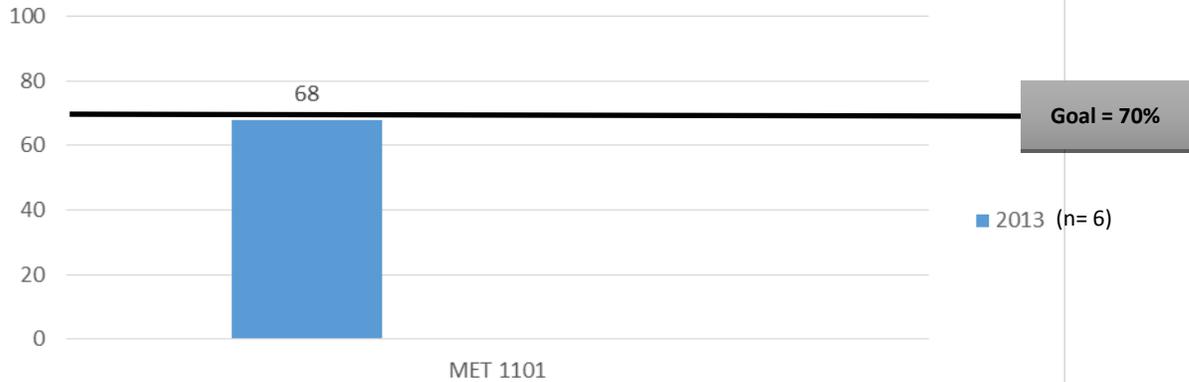**School of Health**

1. A new Pharmacy Skills lab was created in 2015.

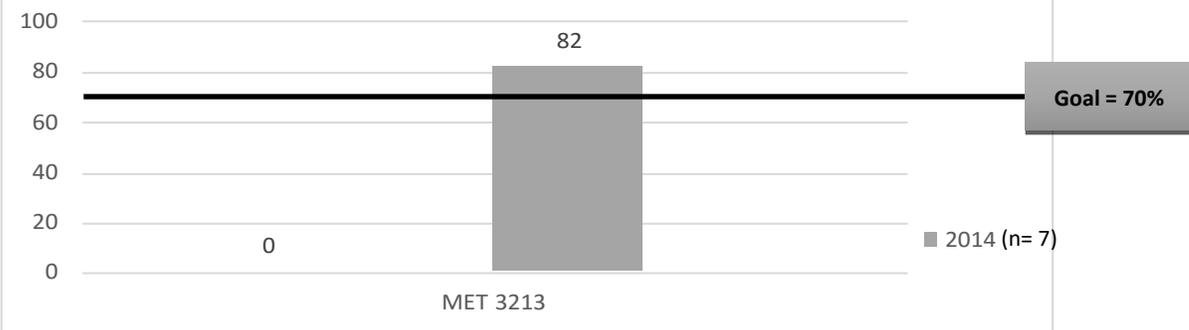2. The test for APH 1101 was revised.

Associate Degree in Medical Emergencies Technician Initial Capstone Courses, SS Campus MET 1101 - Fundamentals of Medical Emergencies

Associate Degree in Medical Emergency Technology Capstone Course, San Sebastián Campus MET 3213 - Medical Emergencies Practice

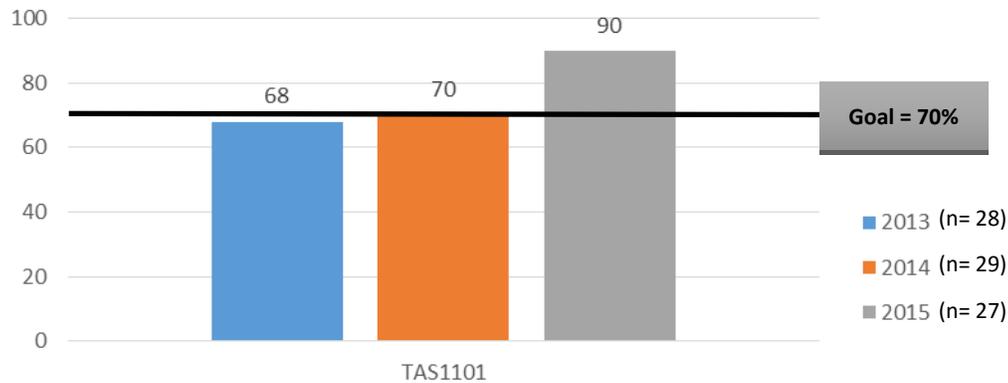Students obtained more than the 70% goal benchmark (+) in 2014.

This program is in internal moratorium during 2014-2015.

Associate Degree in Physical Therapy Technology
Initial Capstone Courses, SS Campus
TAS 1101 - Introduction to Physical Therapy

In the 2013 decrease (-) in proficiency. The initial course TAS1101 of the Associate Degree in Physical Therapy Technology in the 2014 and 2015 obtain more than the 70% goal benchmark (+). In 2015 the examination of TAS 1101 is changed, this change comes an increase by 20% the previous year.
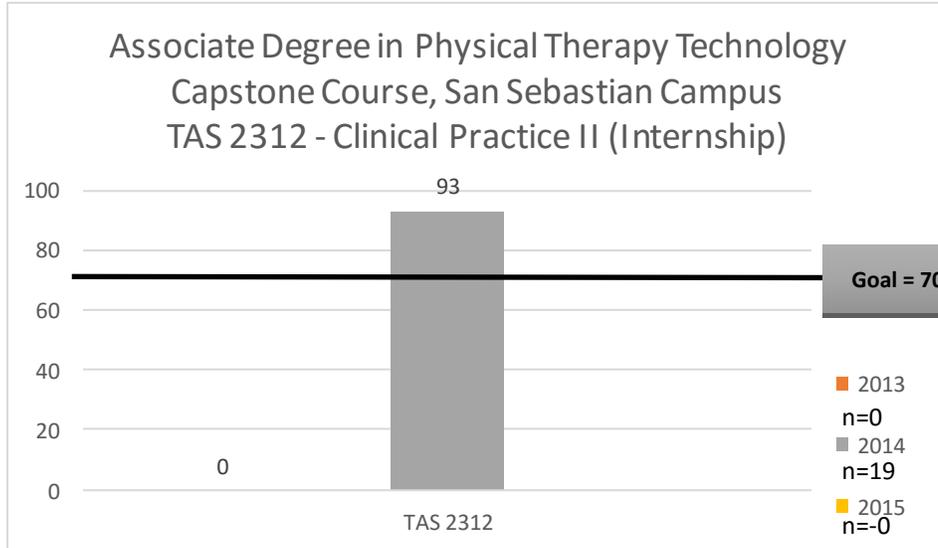
Closing the loop: Assessment Decisions

Physical Therapy Technology Program

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. Recommendations from a focus group interview were implemented to strengthen the Physical Therapy Technology Program. Also, this program is being revised for a professional accreditation.
3. Agreements with the private and public sector are being made in order to develop an Internship or practicum for all final capstone courses.
4. Awareness of the assessment schedule and its importance must be acquired and reported.
5. The test for TAS 1101 was revised.

Associate Degree in Physical Therapy Technology
Capstone Course, San Sebastian Campus
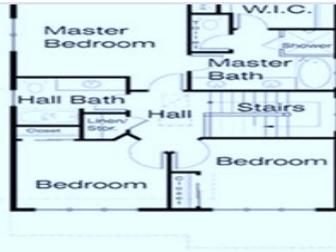TAS 2312 - Clinical Practice II (Internship)

The final course TAS2312 of the Associate Degree in Physical Therapy Technology in the 2014 obtain more than the 70% goal benchmark (+).

Closing the loop: Assessment Decisions

Physical Therapy Technology Program

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.

2. Recommendations from a focus group interview were implemented to strengthen the Physical   Therapy Technology Program. Also, this program is being revised for a professional accreditation.

3. Agreements with the private and public sector are being made in order to develop an internship or practicum for all final capstone courses.

4. Awareness of the assessment schedule and its importance must be acquired and reported.
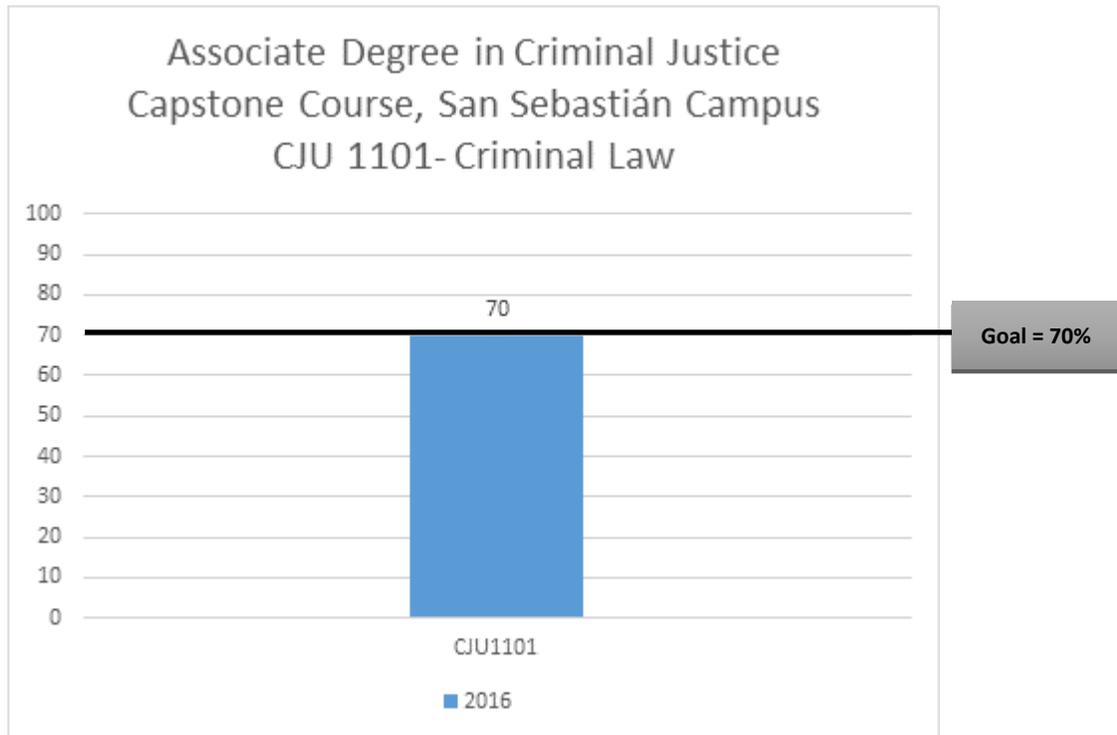
5. The test for TAS 1101 was revised.

Associate Degree in Digital Fashion Design
Initial Capstone Courses, SS Campus
DMD 1203 - Fashion Design 1
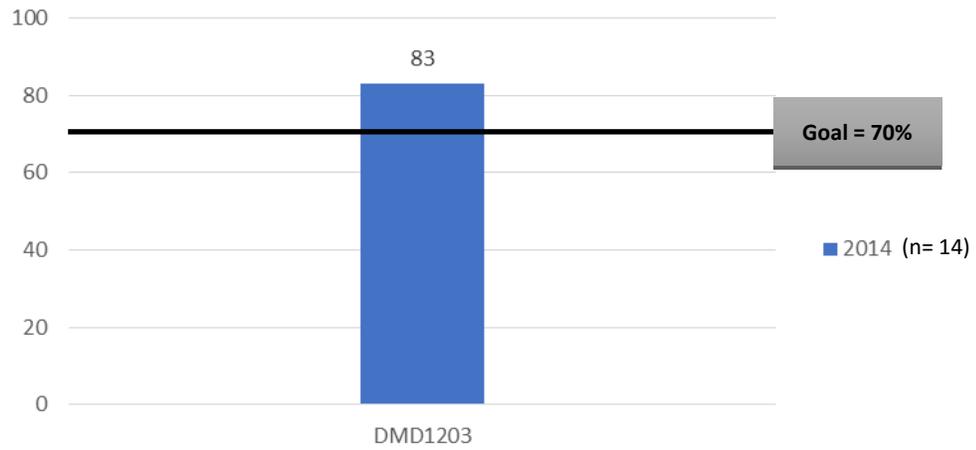
During 2014 we offer the first assessment.

Associate Degree in Criminal Justice Capstone Course, San Sebastián Campus CJU 1101- Criminal Law

This course is being offered for the first time.

Outcome Results

Hato Rey Campus

The Graduate Program is using rubrics as their main assessment instrument. The faculty has been developing a systematic reporting process.   Following are the Graduate Program assessment results.

Master in Information System (MIS)

MIS 5515-Computer Concepts and Software Tools

1. This is the first capstone course in this program.

2. In 2009, and 2012 AY, a rubric for portfolio assessment, focusing on the student's performance of Word, Excel, and Access programs was administered. The results for the average group showed:

AY	N	Word	Excel	Access
2009	13	100%	83%	67%
2012	6	100%	92%	92%

3. Based on the rubric results, students demonstrated competency in all the Microsoft Office applications.

MIS 7690-Information System Project

2013 (N = 3)

1. A rubric for the project and its oral presentation was administered. All the students demonstrated proficiency in the evaluated competencies.

Closing the loop: Assessment Decisions

Master in Information System (MIS)

1. A program revisión is recommended to include more recent common applications, other than Word, Excel and Access.

Master in Strategic Management
(MSM)

MIS 5540 - Organizational Functions and Management

This course is the first capstone course for the Master in Strategic Management Program, and Master in Information Security and Digital Fraud Investigation.

2011

Data are not available.

2012 and 2013

1. In August 2012 and August 2013, the professor administered a rubric for portfolio assessment. The results for the average group showed:

Criteria	2012 (N = 18)		2013 (N=20)	
	Average	Calification	Average	Calification
Conceptualization	1.91	Proficiency	1.60	Proficiency
Critical Thinking	1.9	Proficiency	1.56	Partial Proficiency
Data Analysis	1.76	Proficiency	0.55	Non Proficiency
Research	1.34	Partial Proficiency	0.99	Non Proficiency
Writing Report	1.42	Partial Proficiency	1.39	Partial Proficiency

MSM 7690 - Seminar in Strategic Management

Data is not available.

Closing the loop: Assessment Decisions

Master in Strategic Management (MSM)

1. Improve the critical thinking and writing report skills.

2. Offer workshops in writing composition and the use of APA Manual Style in academic reports for all students beginning at the Graduated Program.

Master in Information Security and Digital Fraud Investigation (MIF)

MIS 5540 - Organizational Functions and Management

This course is the first capstone course for the Master in Strategic Management Program, and Master in Information Security and Digital Fraud Investigation.

MIF 7890—Seminar in Digital Fraud Investigation

Data is not available.

Closing the loop: Assessment Decisions

Master in Information Security and Digital Fraud Investigation (MIF)

1. Offer workshops in writing composition and the use of APA Manual Style in academic reports for all freshmen students in Graduated Program.

Master in Information Technology for Education
(MAED)

MAED 5410—Instruction Resources Production Seminar II

Data is not available.

MAED 6000—Degree Project

2013 (N = 5)

1. The professors used a rubric for a project and its oral presentation. All the students demonstrated proficiency in the evaluated competencies.

Closing the loop: Assessment Decisions

Master in Information Technology for Education (MAED)

1. Improve the style and writing skills for the final project.

2. Offer workshops related to qualitative research methods, and composition and writing skills.

Collaborators:

Prof. Nydia Rivera, Associate Vice President of

Research, Academic Assessment and Institutional Development

Miss Sarybell Santiago, Academic Assessment and Research Officer
Hato Rey Campus

Prof. Rocío Rosario, Academic Assessment Officer

San Sebastián Campus

Miss Adriana C. García , AVP, Research, Academic Assessment
and Institutional Development
Administrative Assistant

Dra. Rosa H. Alicea, Consultant

May 2016