Hato Rey Campus

San Sebastián Campus

Academic
Assessment
at a Glance

Humacao & Manatí

Additional Location

2015-2016 *(September 2016)* **Number 10**

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 **tenth (10th**) edition is a historical update of indicators within three (3) years results from the General Education (Core) and the eight (8) Academics School Programs' learning outcomes. These are: General Education, Sciences and Technology, Administration, Nursing, Health, Design, **Criminal Justice** 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

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Academic Assessment
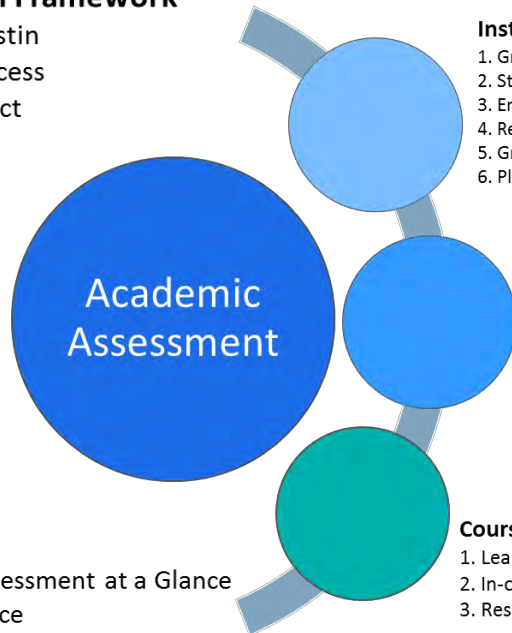
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Academic Assessment Manual

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 occasions.	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 the 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 pro-environmental 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 characteristics, installation techniques and maintenance of materials and accessories used in decorative works.	6. Apply principles that meet with applicable pro-environmental conservation and sustainable project design regulations.
7. Apply the different lighting types and techniques in projects.	7. Identify the characteristics, installation techniques and maintenance materials and accessories used in decorative 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

Mater's Degree Information Systems Major in Information Security and Fraud Investigation	Mater's Degree in Business Administration Major in Strategic Planning
1. Evaluate financial statements to detect common patterns of fraud, and develop techniques for its prevention.	1. Analyze and solve practical problems in a critical scenario and during the transformation phases of a business organization.
2. Review the risks, threats and vulnerabilities within an organization's information systems security structure for the purpose of detecting and preventing fraud.	2. Develop creative projects and innovative practices within the business organization.
3. Develop and implement policies, standards and procedures to ensure the confidentiality and integrity of information and the continuity of IT operations.	3. Outline business strategies with a global, diverse and complex perspective.
4. Develop and implement appropriate procedures and technical mechanisms of fraud prevention and detection taking into account legal and ethical aspects.	4. Apply theories and principles of accounting, management, marketing, economics and finance in a business context.
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.	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. 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.	6. Formulate strategic plans for different types of organizations.

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 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 Resources	**ADO 1101** Keyboarding and its Applications **ADO 3282** Practicum

Bachelors' Degrees in:

Business Administration	Technology Office Administration
BA 1313 Administration Theory **BA 2321** Human Resources **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 (PROGRAM) of Administration at the

San Sebastián Campus is in moratorium. REVISAR BIEN!!!!!

SCHOOL OF ADMINISTRATION

Bachelor's Degrees in Business Administration, Major in:

Accounting
ACC 2113 Introduction to Accounting I **ACC 3213** Intermediate Accounting **ACC 4218** Auditing

Management
BA 1313 Administration Theory **BA 2321** Human Resources **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

PRO 1110
Computers and Information Systems
SIC 2400
Databases
SIR 4780
Project/ Practicum

Digital Imaging

SIID 2102
Image Design
SIID 4201
Advanced Digital Diagramming
SIID 4401
Digital Imaging Portfolio

Computer Programming

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 2312
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 3302** 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		
	ACC 3213	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 Technology	TAS 1101	X		
	TAS 2312		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
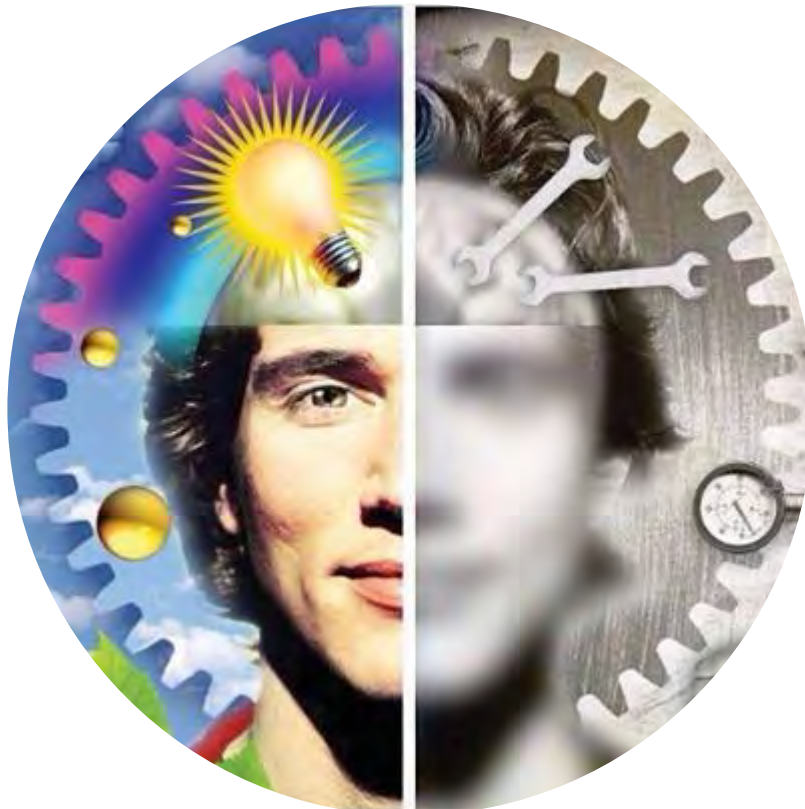
Pre and Post Assessment

General Education Core Competencies

Pre-Test Results and Analysis

Hato Rey Campus

Summer
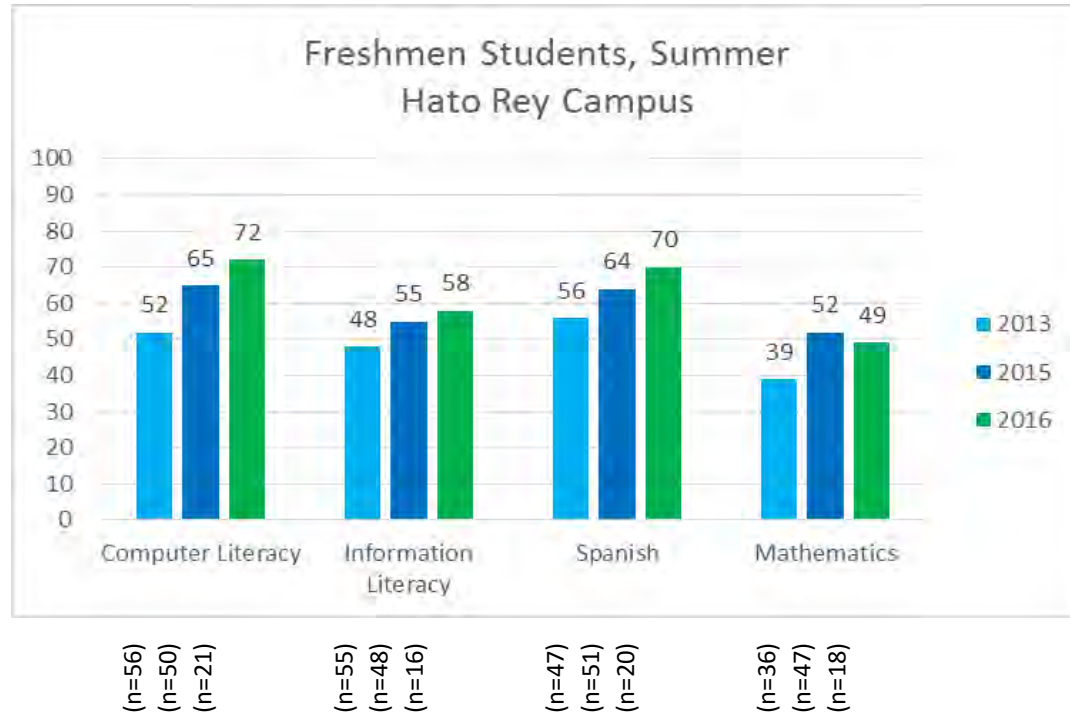
Pre-Test Results Analysis

Students showed a consistent increment in scores on computer literacy, information literacy, and Spanish 2016. On the other hand, a score decrease in mathematics was identified.

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.

4. In order to manage the results in the domain of mathematics the institution has a tutoring program (Centro de Apoyo Académico/Academic Support Center). Additional promotion of these services will be implemented in order to have students benefit from them.

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) , 2015 (N=53) and 2016 (N=26) 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 changed its assessments availability schedule.

E-LASH I Test, Summer
Hato Rey Campus
Listening Comprehension
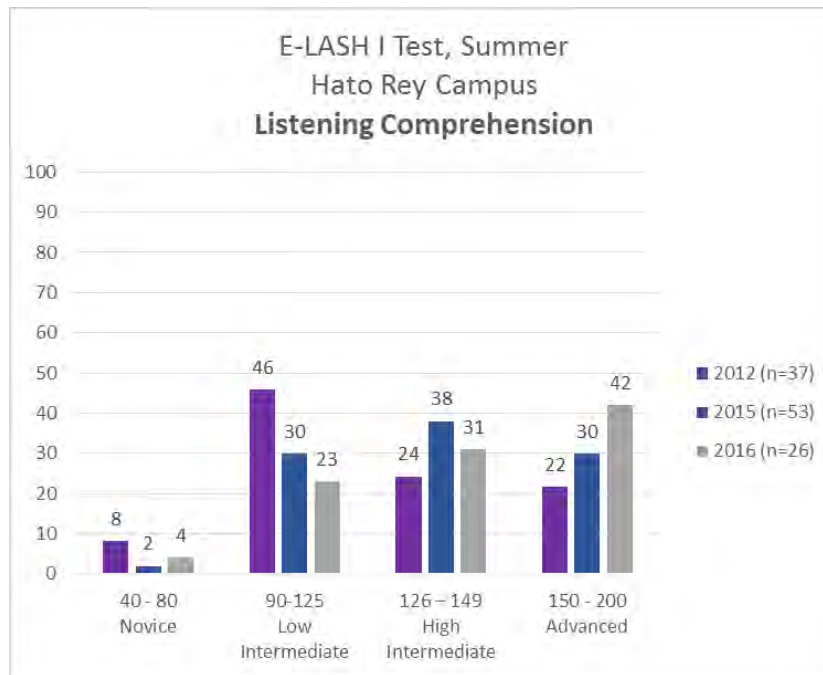
Pre-Test Results Analysis

The Hearing Comprehension Results demonstrate that 46% of freshman students in summer 2012 where in an intermediate-low level in comparison to a 30% in 2015 and a 23% in 2016 showing a decrease. However an consistent increase was observed in the advanced level. Results show that in 2012 a 22% of students were in the advanced level while in 2015 it increased to a 30% and a 42% in 2016. The College Board states that in the intermediate-high level, students understand linguistically complex text and extend the ideas by making inferences. Additionally, within context, wide range of topics including those that are abstract and unfamiliar in a variety of setting. They understand extended discourse including academic lectures, professional and business exchanges.

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

E-LASH I Test, Summer
Hato Rey Campus
Language
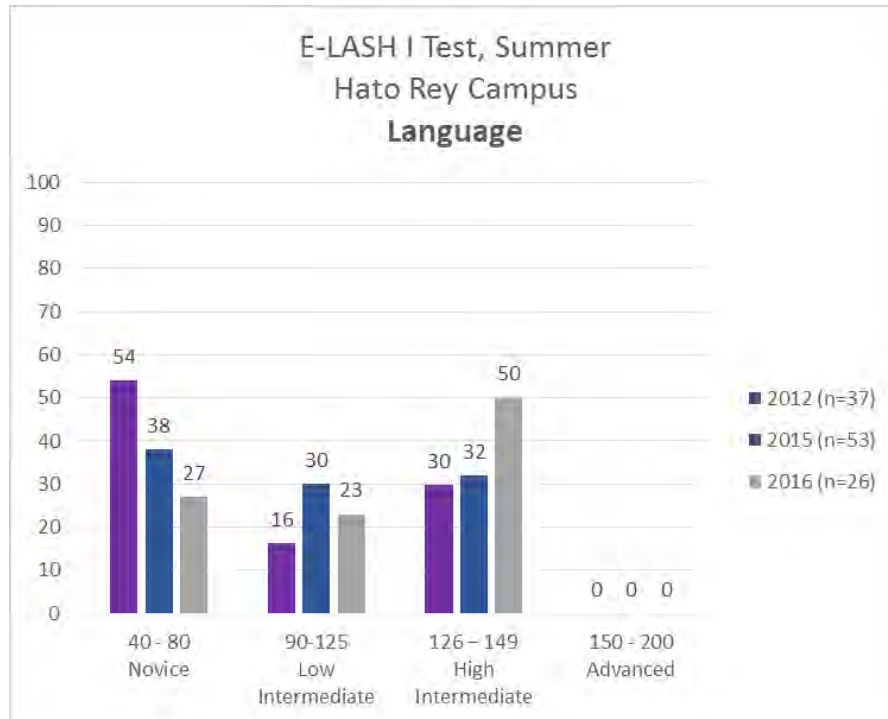
Pre-Test Results Analysis

In the language area, freshman students admitted in summer 2015 show a decrease compared with those of 2012. However, there was an increase in 2016 where 50% of students were in the high intermediate level. In addition, this shows a significant shift when compared to students in 2012 where 54% were in the novice level. This represents that current students are better prepared in this area. The College Board indicates that students in the high intermediate level use skills in novice and low intermediate stages with reasonable accuracy and little effort, and possibly master more advanced grammatical structures and writing skills.

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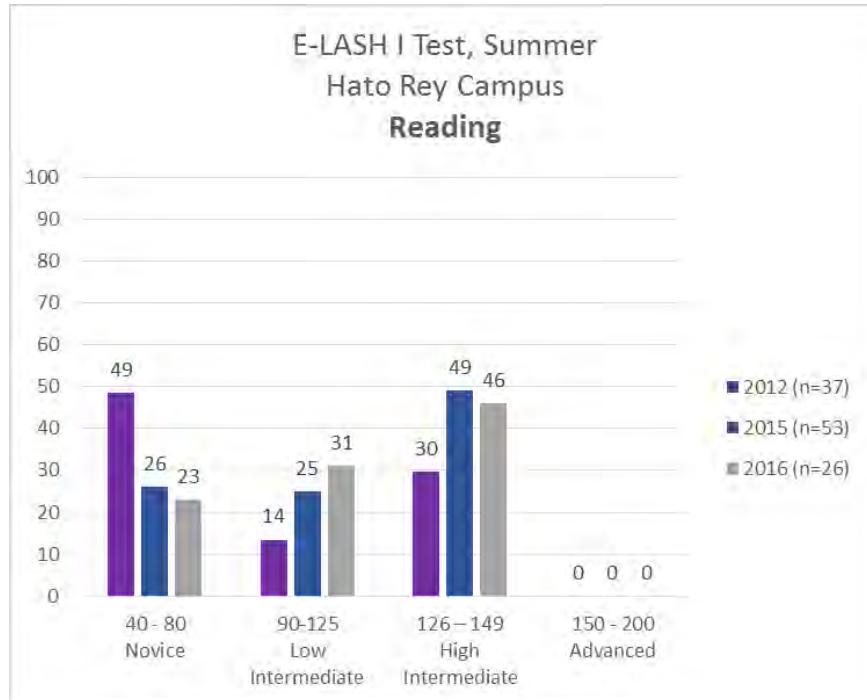
Pre-Test Results Analysis

In the reading area, 49% of freshman students in summer 2012, where in the novice level, but in 2015, 49% of students are in the high intermediate level. A slight decrease was observed in 2016 with a 46% of students in the high intermediate level.

The College Board results show that 2016 freshman students are in an high intermediate level, which indicates that they use beginner and low intermediate 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.
4. In order to manage the results obtained in this domain of mathematics the institution has a tutoring program (Centro de Apoyo Académico/Academic Support Center). Additional promotion of these services will be implemented in order to have students benefit from them.

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

Freshmen Students, Fall
Hato Rey Campus

(n=138) (n=56) (n=25)   (n=97) (n=55) (n=23)   (n=99) (n=47) (n=23)   (n=97) (n=36) (n=25)
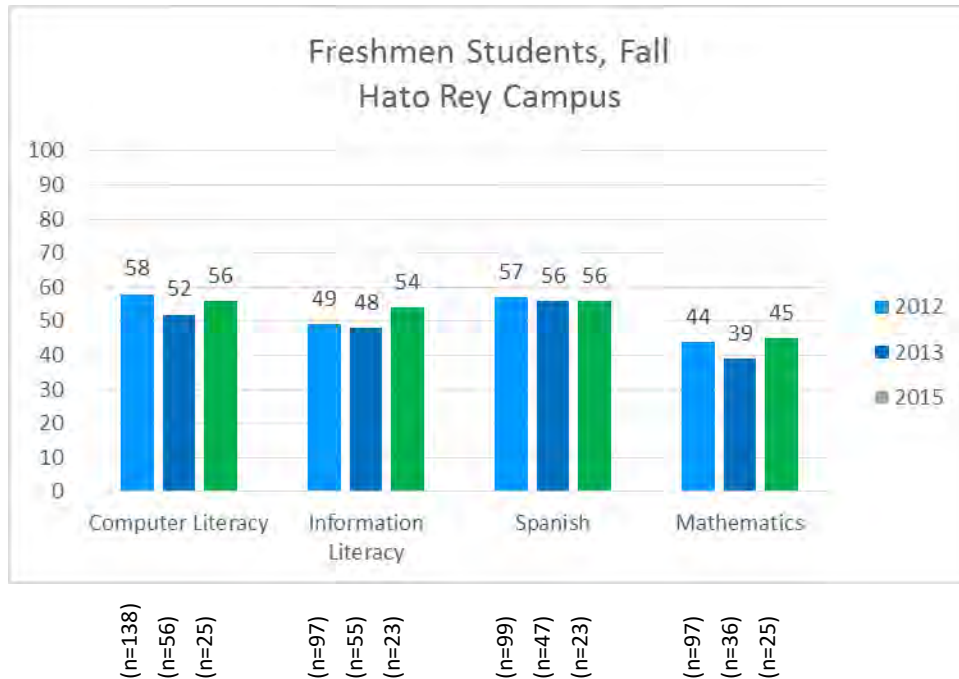
Pre-Test Results Analysis

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 changes 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.
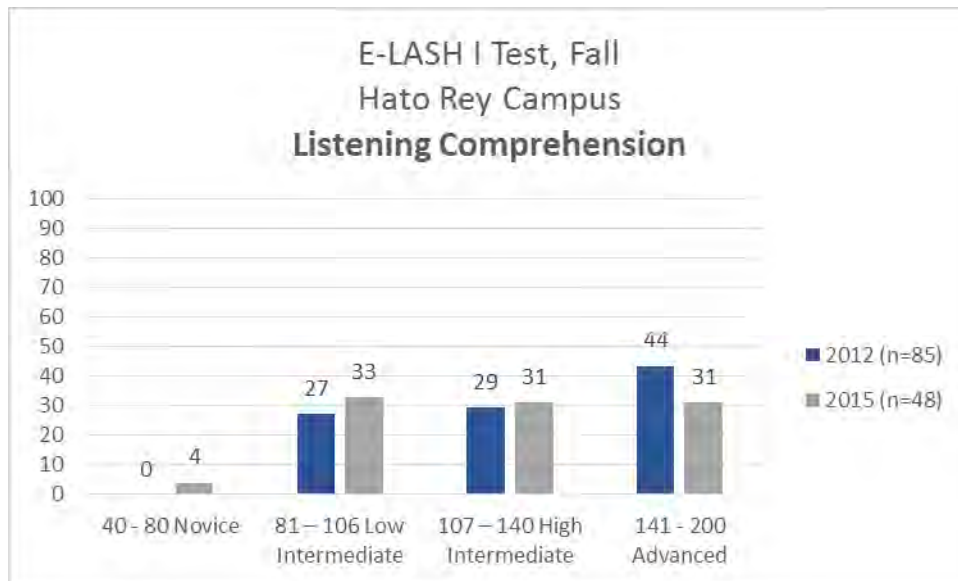
Pre-Test Results Analysis

In the reading comprehension area in 2015, 33% of students are in the low intermediate level, 31% in the high intermediate and advanced levels. A 4% of students are in the novice level. The results show increments in the novice, low intermediate and high intermediate levels, and a decrease in the advanced level when compared to the results of 2012. 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

	2012 (n=85)	2015 (n=48)
40 - 89 Novice	27	52
90 - 125 Low Intermediate	38	17
126 - 149 High Intermediate	35	31
150 - 200 Advanced	0	0
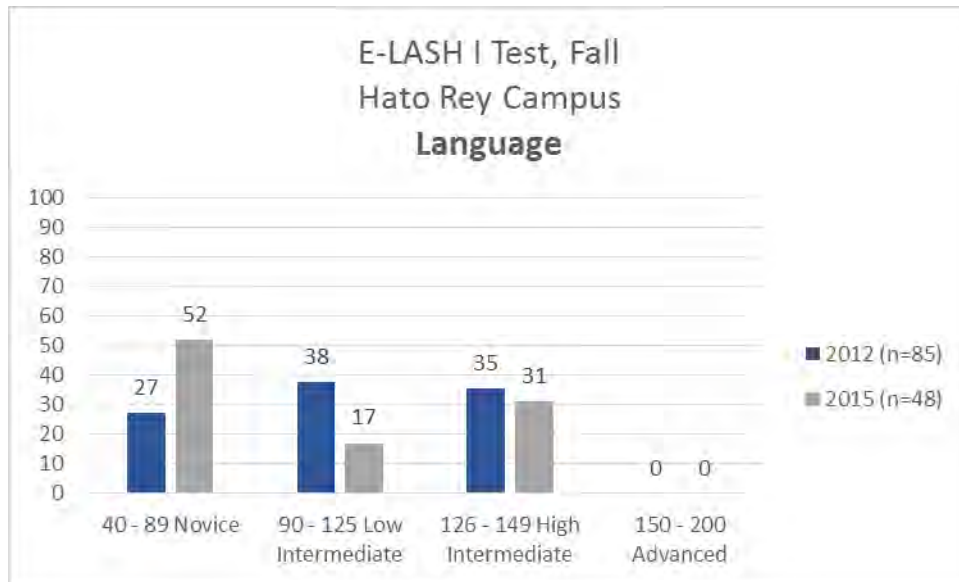
Pre-Test Results Analysis

In the 2015 assessment in the language area 52% of students are in the novice level, whereas a 31% are in the high intermediate level. In comparison with 2012 tests there is a significant increase in the novice level while there is not much difference in the high intermediate level with respect to the other findings. The College Board indicates that students in the novice 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
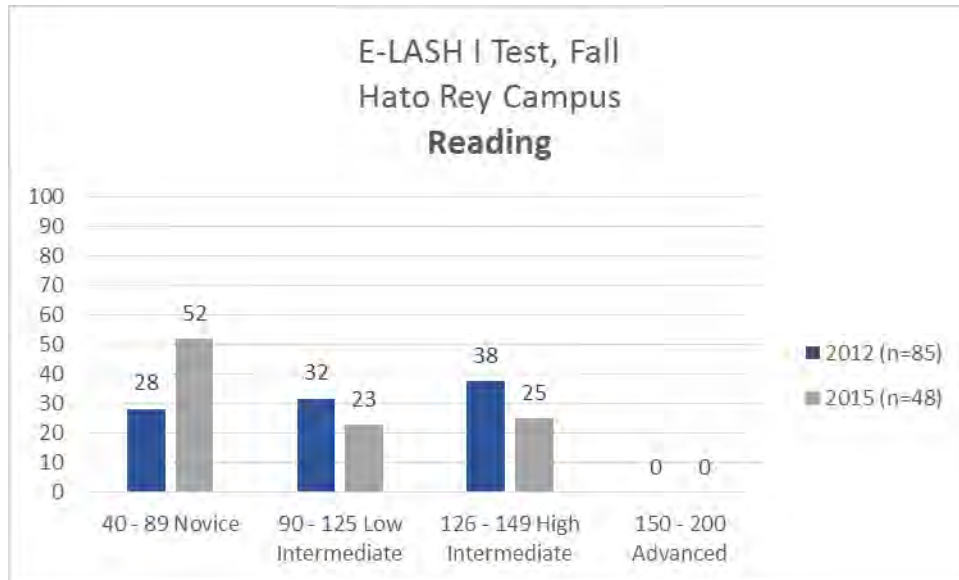
Pre-Test Results Analysis

In 2015 a 52% of students are in the novice level in the reading area. In comparison there is a significant decrease of students in the high intermediate level with 38% of students in 2012 and 25% in 2015. 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
New Students

	Computer Literacy	Information Literacy	Spanish	Mathematics
2012	82	78	62	83
2013	37	51	42	52
2015	85	68	80	78

	Computer Literacy	Information Literacy	Spanish	Mathematics
2012	(n=59)	(n=62)	(n=64)	(n=63)
2013	(n=11)	(n=13)	(n=13)	(n=13)
2015	(n=63)	(n=61)	(n=64)	(n=65)
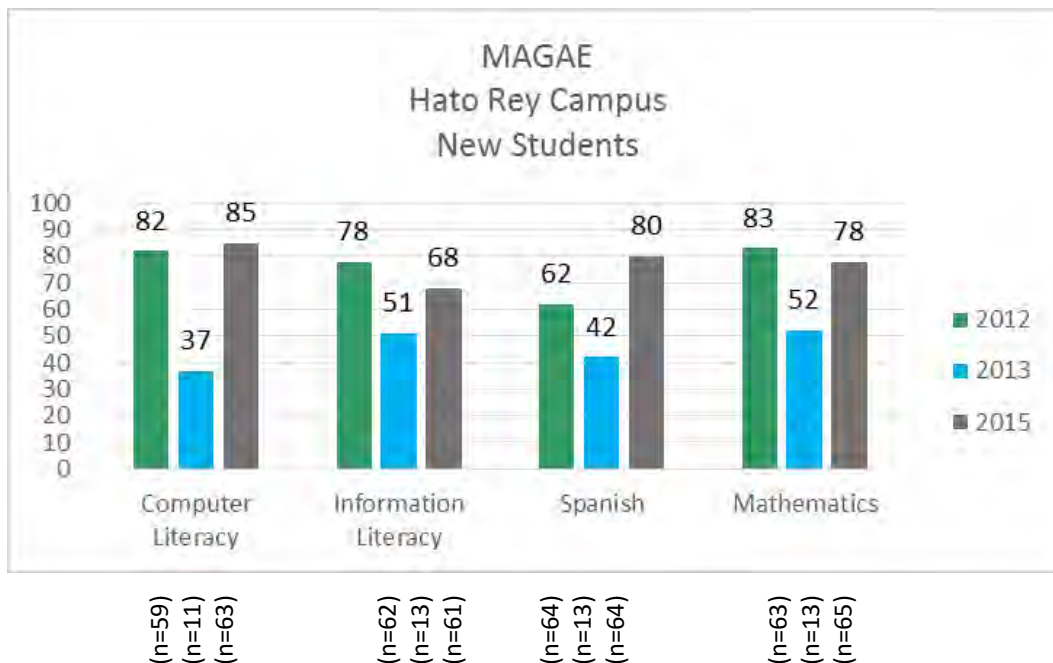
Pre-Test Results Analysis

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 English Assessment
ELASH I
Pre Test Results and Analysis
Hato Rey Campus
MAGAE

E-LASH I Test, Summer
Hato Rey Campus
MAGAE - New Students 2016
Listening Comprehension
(n=24)
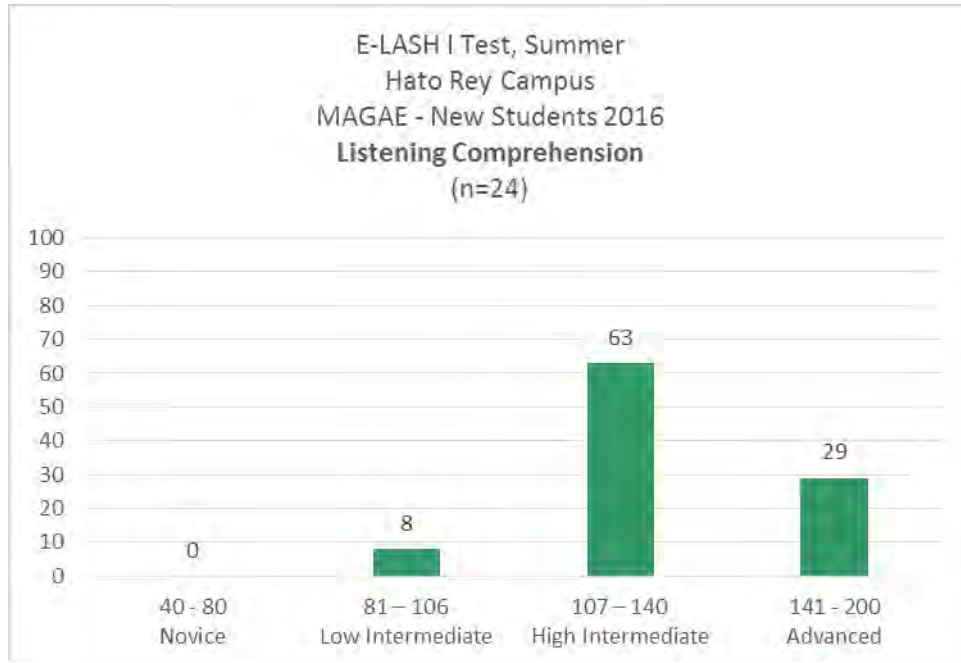
Pre-Test Results Analysis

New students of MAGAE 2016 were in the low intermediate to advanced level according to the results. An 8% were in the low interemediate level, 63% were in the high intermediate and 29% in the advanced level in the listening comprehension área.

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

E-LASH I Test, Summer
Hato Rey Campus
MAGAE - New Students 2016
Language
(n=24)
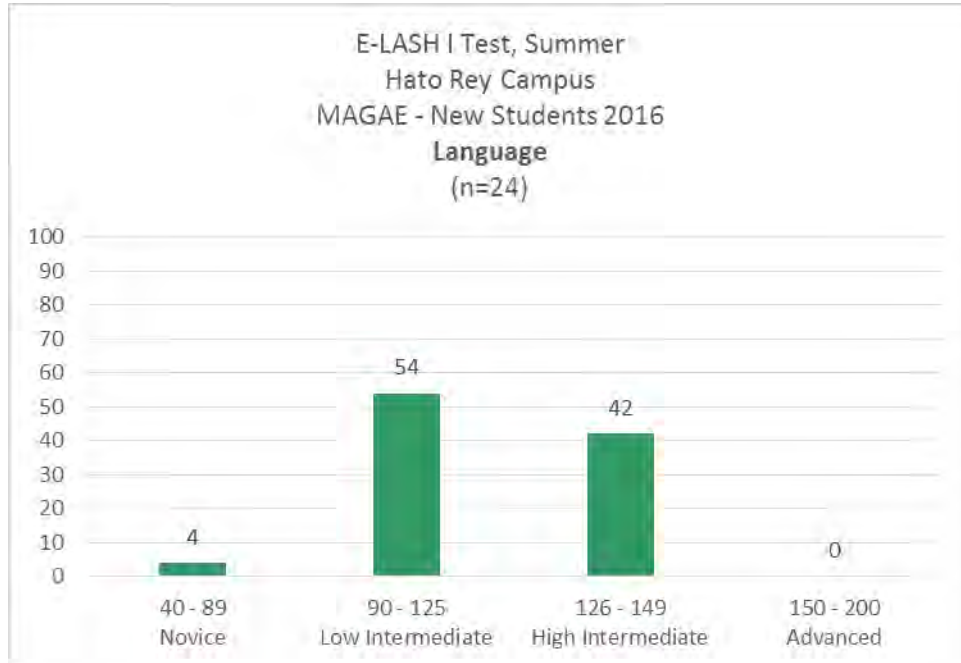
Pre-Test Results Analysis

New students of MAGAE 2016 results were as follows: 4% were in the novice level, 54% were in the low interemediate level, and 42% were in the high intermediate level in the language comprehension área.

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

E-LASH I Test, Summer
Hato Rey Campus
MAGAE - New Students 2016
Reading
(n=24)
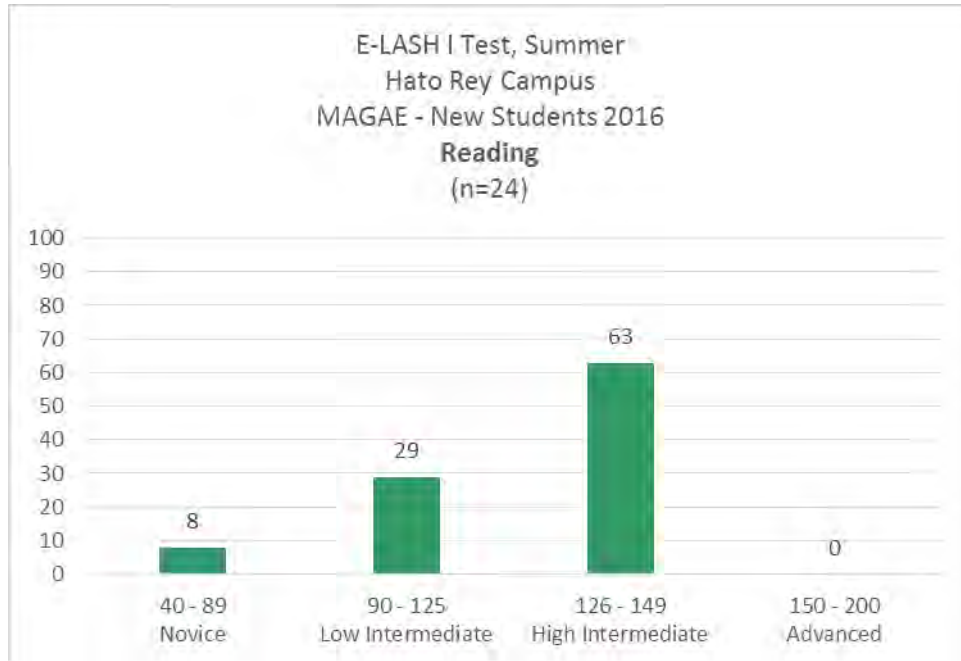
Pre-Test Results Analysis

New students of MAGAE 2016 results were as follows: 8% were in the novice level, 29% were in the low interemediate level, and 63% were in the high intermediate level in the reading área.

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

Cohorte 2011, 2014, 2016
Hato Rey Campus
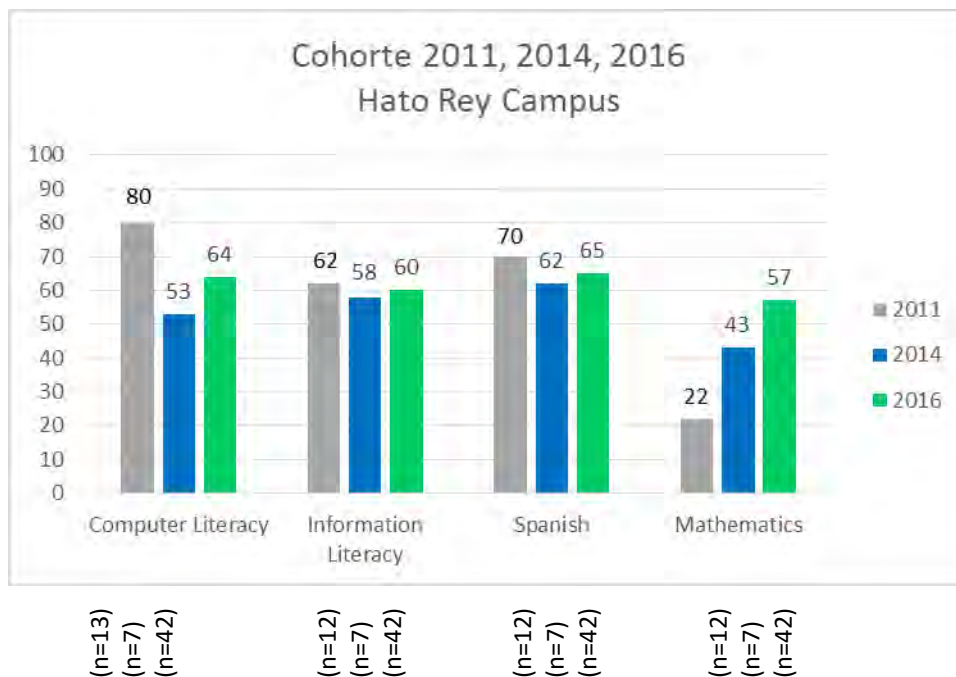
The Core Competencies assessment given to the students belonging to the 2016 Cohort showed the following:

1. The cohort assessment results show a score increase in Computer Literacy, Information Literacy, Spanish and Mathematics skills in comparison with results of 2014, yet they did not reach the minimum expected goal of 70%.

Closing the loop: Assessment Decisions

1. During 2016 the Academic Support Center was restructured as well as its services. The number of tutors increased, and they are now supervised by the Academic Dean.

2. During 2017 the faculty will receive workshops on new teaching strategies.

3. Inclusion of faculty in clasroom action research in order to assess the factors related to the teaching of Computer Literacy, Information Literacy, Spanish and Mathematics.

E-LASH-I Post Test Results and Analysis
Hato Rey Campus

E-LASH I Test
Hato Rey Campus
Cohort 2011, 2014, 2016
Listening Comprehension
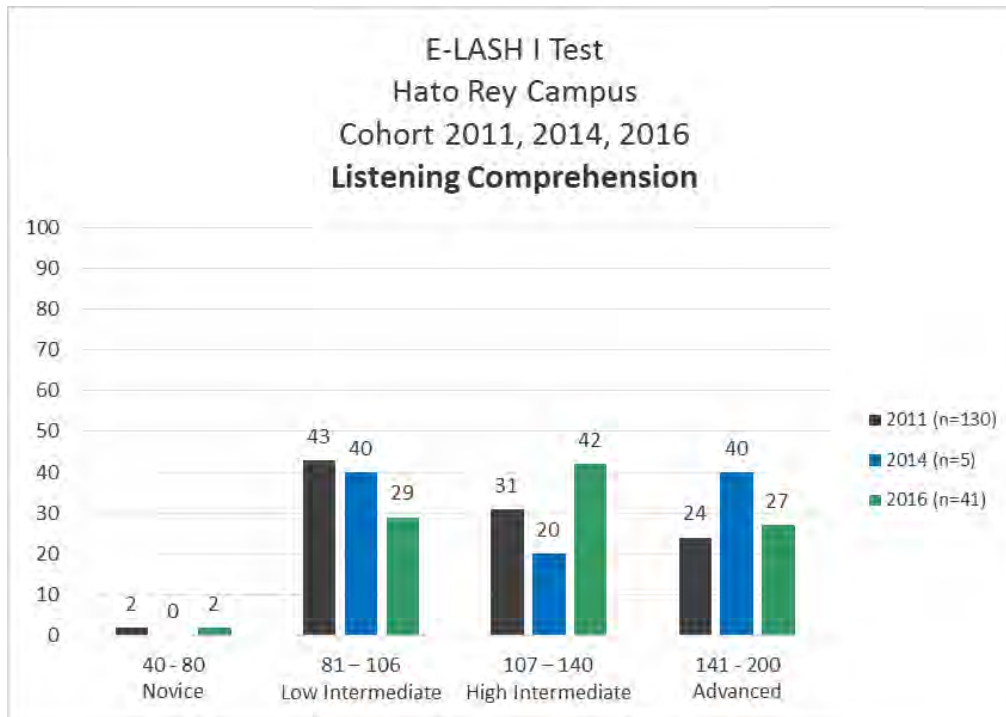
In the Listening Comprehension assessment, the novice (2%) and high intermediate (42%) levels had an increase when compared with 2014 cohort. On the other hand, in 2016 there was a 27% of students in the advanced level compared to a 40% in 2014.

Closing the loop: Assessment Decisions

1. During 2017 the faculty will receive workshops on new teaching strategies to help students develop better listening and studying skills.

E-LASH-I Post Test Results Analysis
Hato Rey Campus
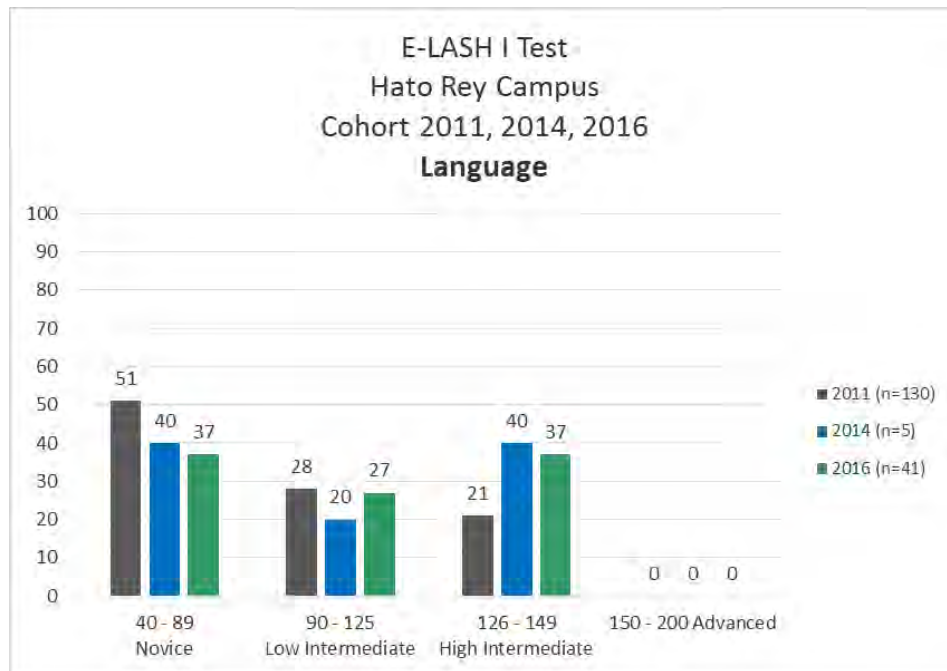
The Language Comprehension assessment shows a that in 2016 a 37% of students were in the high intermediate level showing a decrease of 3%. The same pattern was seen in the novice level. On the other hand there was an increase in the intermediate level where 20% of students were in this classification in 2014 while there was a 27% in 2016. 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.

Closing the loop: Assessment Decisions

1. During 2017 the faculty will receive workshops on new teaching strategies to help students develop better listening and studying skills.

E-LASH-I Post Test Results Analysis
Hato Rey Campus

E-LASH I Test
Hato Rey Campus
Cohort 2011, 2014, 2016
Reading
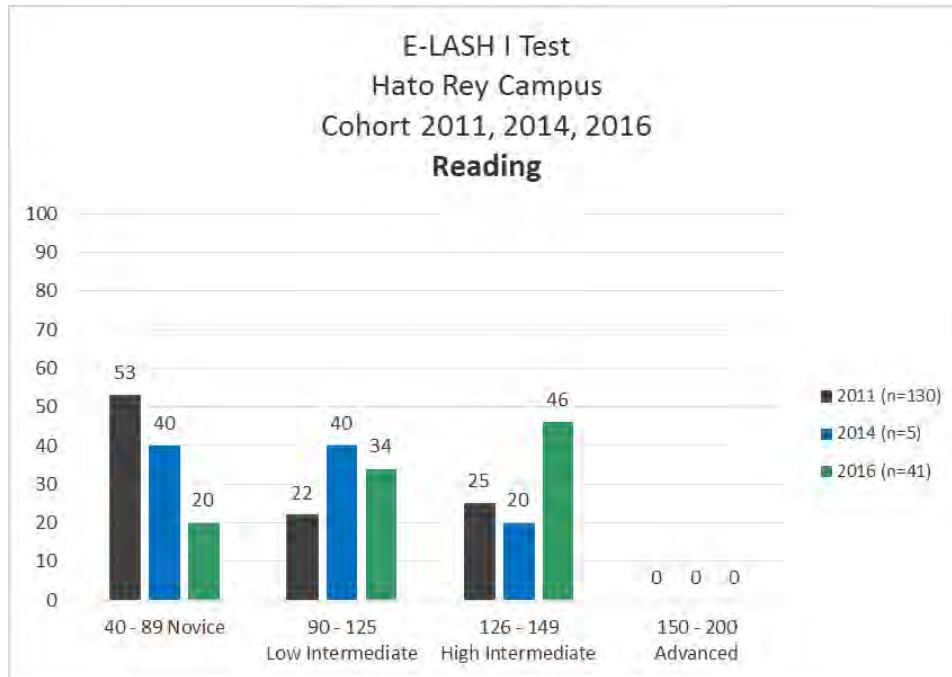
The Reading assessment of 2016 there was a significant increase of 46% of students in the high intermediate level versus a 20% in 2014. On the other hand there was a decrease in the low inter-mediate level from 40% in 2014 versus 34% of students in 2016. Finally, a 20% of students were on the novice classification in 2016 versus 40% in 2014.

Closing the loop: Assessment Decisions

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

E-LASH-I Post Test Results Analysis
Hato Rey Campus
MAGAE - Cohort 2016

E-LASH I Test, Summer
Hato Rey Campus
MAGAE - Cohort 2016
Listening Comprehension
(n=23)

Range	40 - 80 Novice	81 – 106 Low Intermediate	107 – 140 High Intermediate	141 - 200 Advanced
Value	0	4	30	65
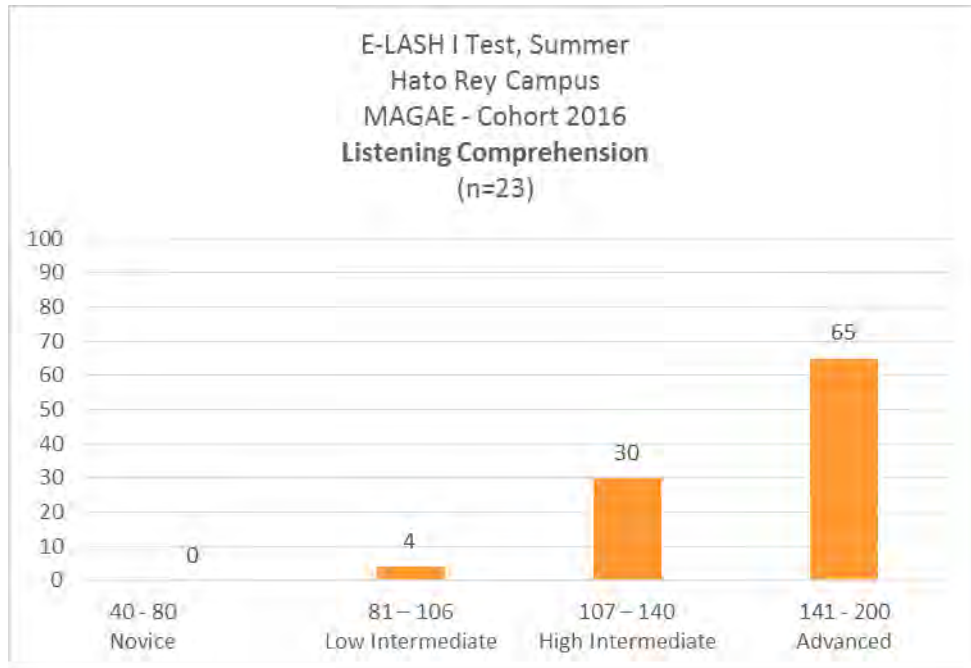
MAGAE students 2016 assessment of Listening Comprehension showed that 65% were in the advanced level, 35% in the high intermediate level and 4% in the low intermediate level. No students were in the novice level.

E-LASH-I Post Test Results Analysis
Hato Rey Campus
MAGAE - Cohort 2016

E-LASH I Tests, Summer
Hato Rey Campus
MAGAE - Cohort 2016
Language
(n=23)
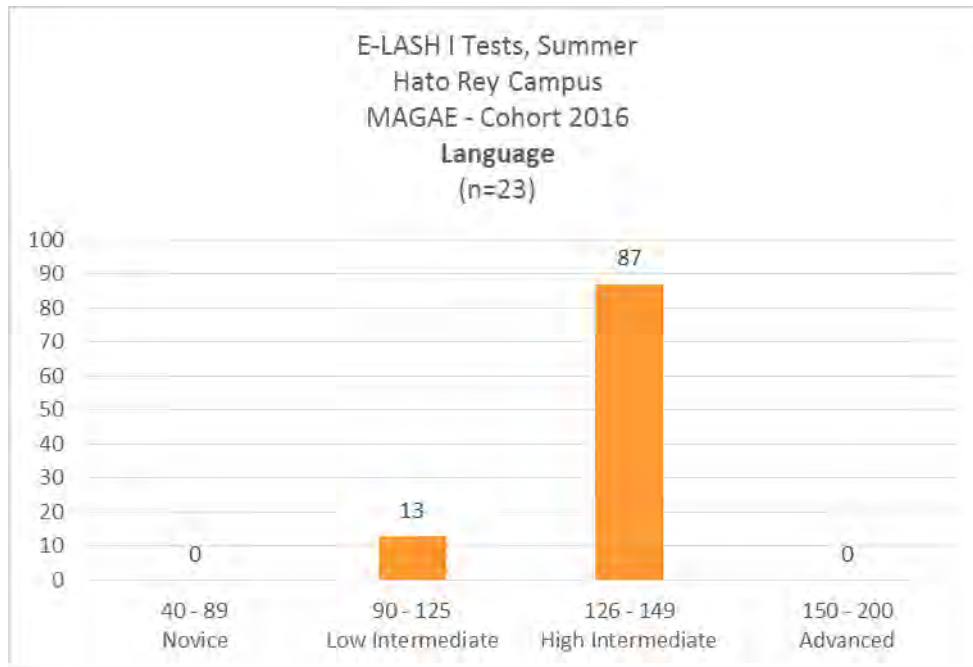
MAGAE students 2016 Language assessment showed that 87% were in the high intermediate level and 13% in the low intermediate level. No students were in the novice or advanced levels.

E-LASH-I Post Test Results Analysis
Hato Rey Campus
MAGAE - Cohort 2016

E-LASH I Test, Summer
Hato Rey Campus
MAGAE - Cohort 2016
Reading
(n=23)
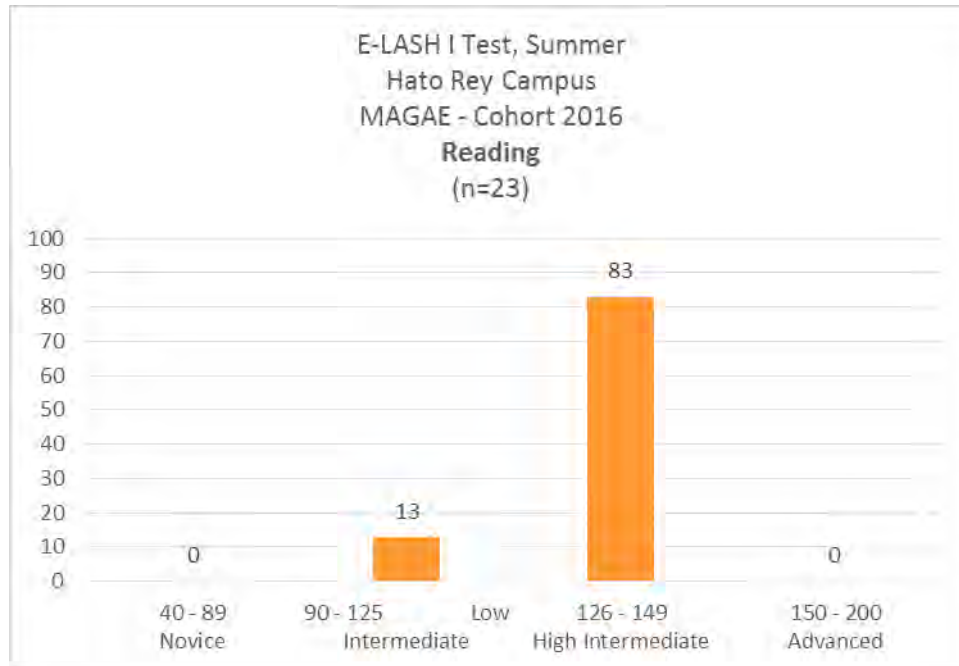
MAGAE students 2016 Reading assessment showed that 87% were in the high intermediate level and 13% in the low intermediate level. No students were in the novice or advanced levels.

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, Hato Rey Campus

Students of 2014-15 obtained a 95% in Capstone Course PRO 1110 while in 2015-16 they obtained 83% in SIC 2400. Even though there was a decrease, students surpassed the 70% goal established.

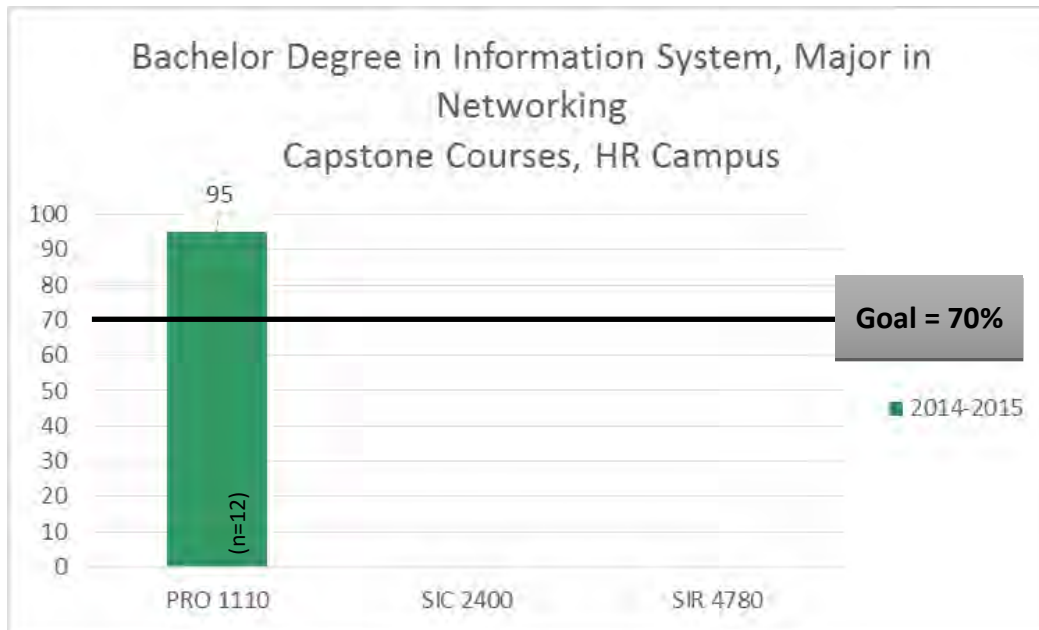Associate Degree in Information Technology
Capstone Courses, HR Campus
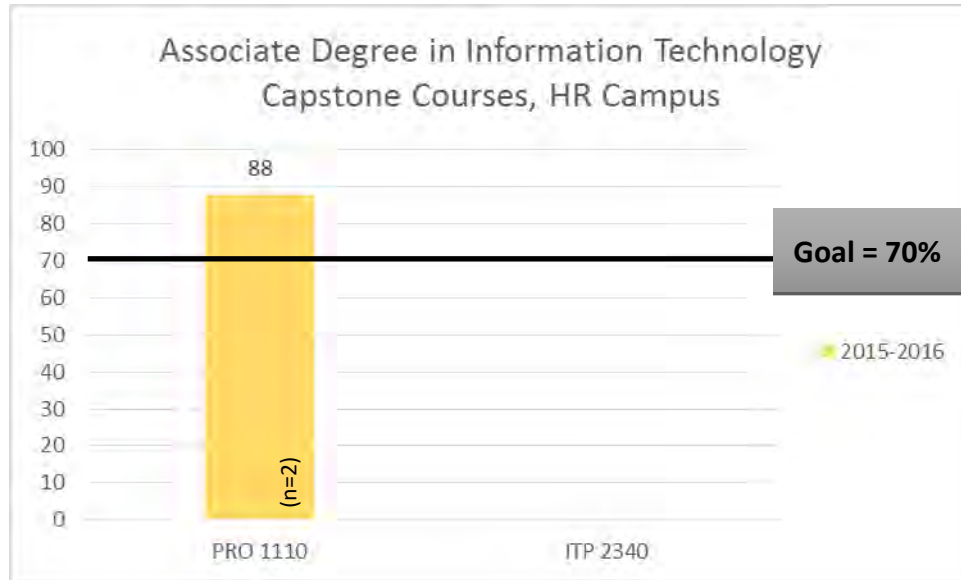
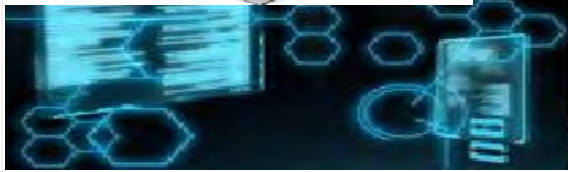**Associate Degree in Computer Technology**

Capstone Course, Hato Rey Campus

Students of 2015-16 obtained a 88% in Capstone Course PRO 1110 surpassing the 70% goal established.

Associate Degree in Biotechnology
Capstone Courses, HR Campus
2015-2016
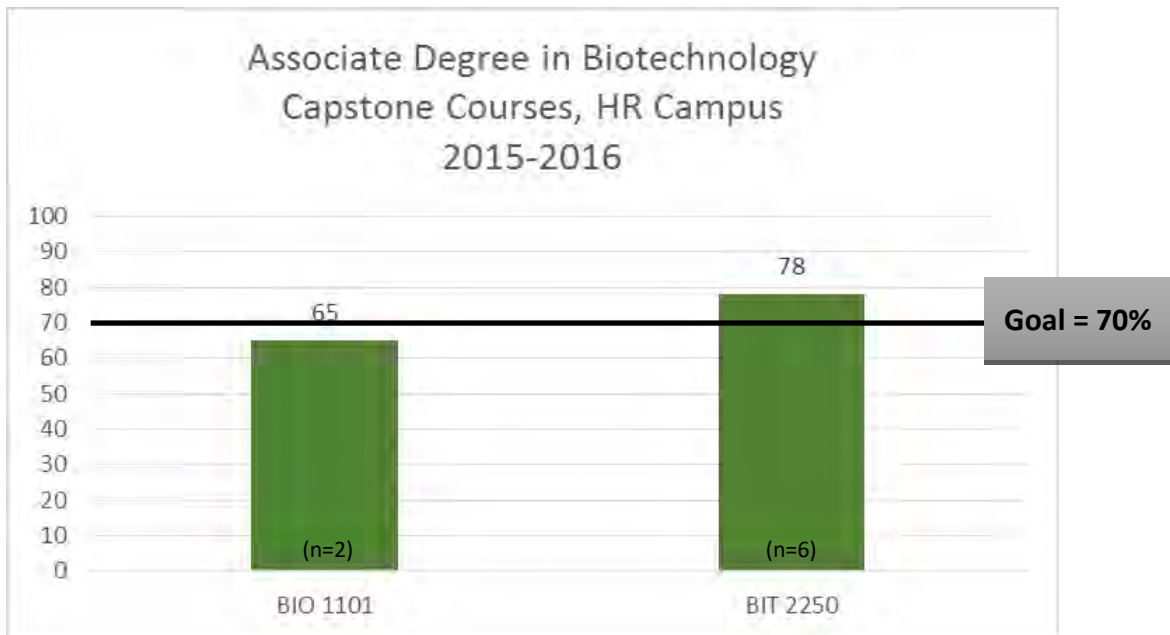
Associate Degree in Biotechnology

Capstone Course, Hato Rey Campus

Students obtained a 65% in Capstone Course BIO 1101 while increasing the score to 78% in BIT 2250 surpassing the 70% goal established.
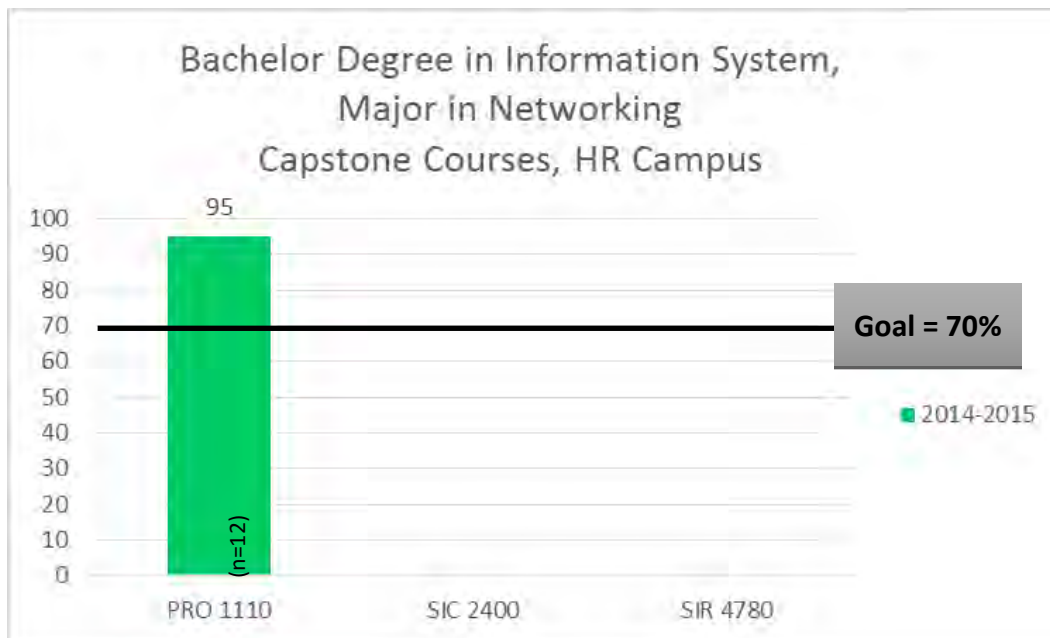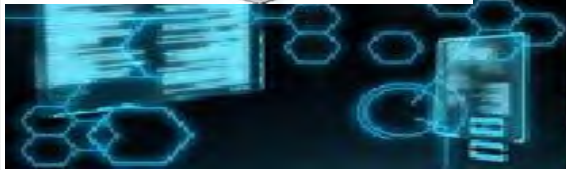
Bachelor's Degree in System Information—Networking

Capstone Course, Hato Rey Campus

Students of 2014-15 obtained a 95% in Capstone Course PRO 1110 surpassing the 70% goal established.

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.
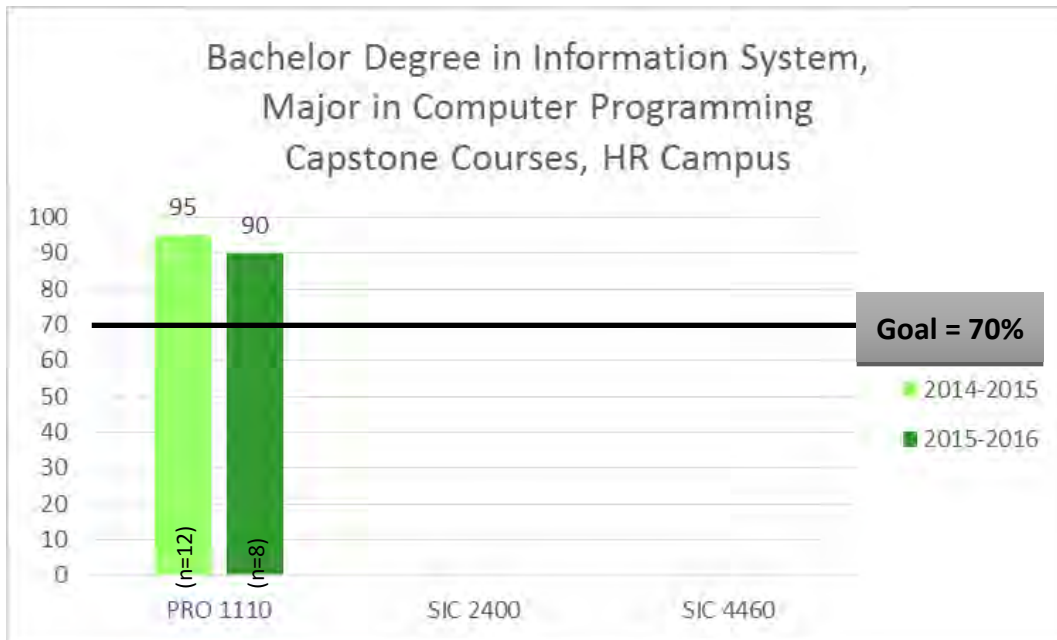
Students of period 2014-15 obtained a 95% in Capstone Course PRO 1110 and 90% 2015-16 surpassing the 70% goal established.

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.

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.

Bachelor Degree in Information Technology
Sciences, Major in Programming
Capstone Courses, HR Campus

Bachelor Degree in Information Technology

Capstone Course, Hato Rey Campus

Students of 2015-16 obtained a 90% in Capstone Course PRO 1110 surpassing the 70% goal established. During Fall 2016 semester data will be collected in the ITP 2340 course.

Bachelor Degree in Information System, Major in Networking
Capstone Courses, HR Campus

Bachelor Degree in Information System-Networking

Capstone Course, Hato Rey Campus

Students of 2014-15 period obtained a 95% in Capstone Course PRO 1110 surpassing the 70% goal established. During Fall 2016 semester data will be collected in the SIC 2400 course.
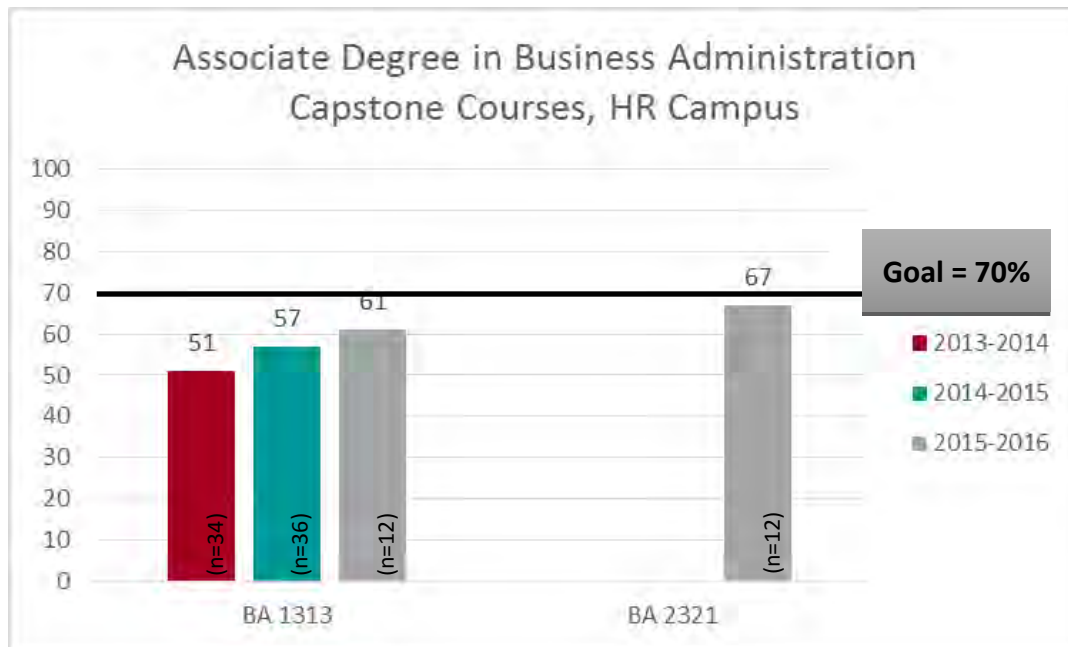
Associate Degree in Business Administration
Capstone Courses, HR Campus

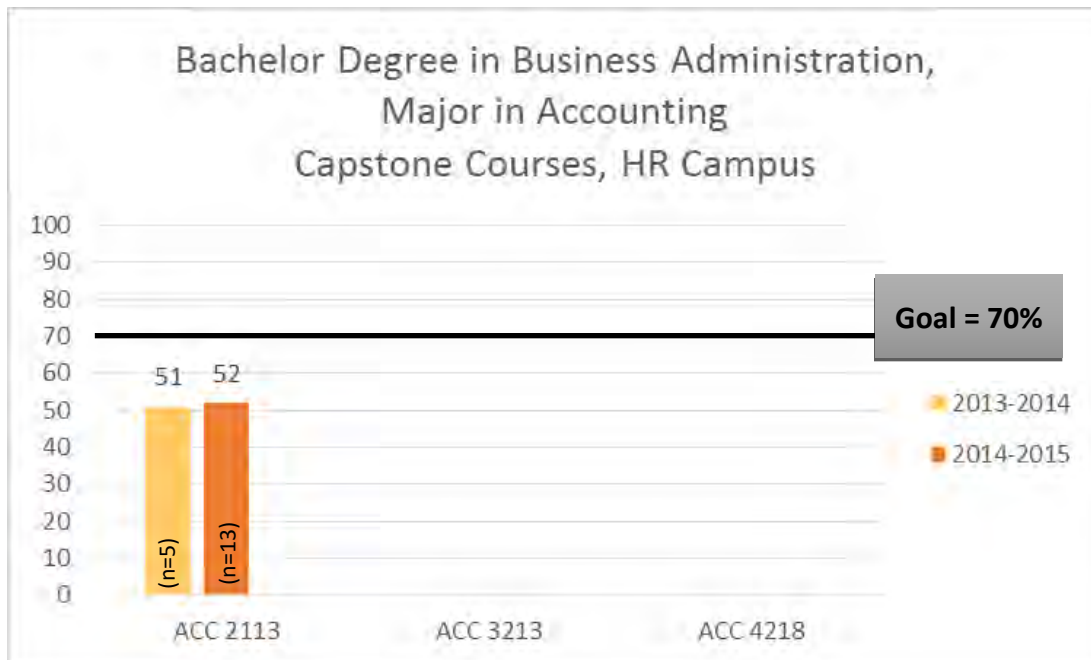**Associate Degree in Business Administration**

Capstone Course, Hato Rey Campus

Students of 2013-14 period obtained a 51% in Capstone Course BA 1313 incrementing to 57% in 2014-2015 and to 61% in 2015-16. During 2015-16 period scores increased to 67% in the BA 2321 course. No group reached the 70% goal.

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.

Associate Degree in Office Administration
Capstone Courses, HR Campus
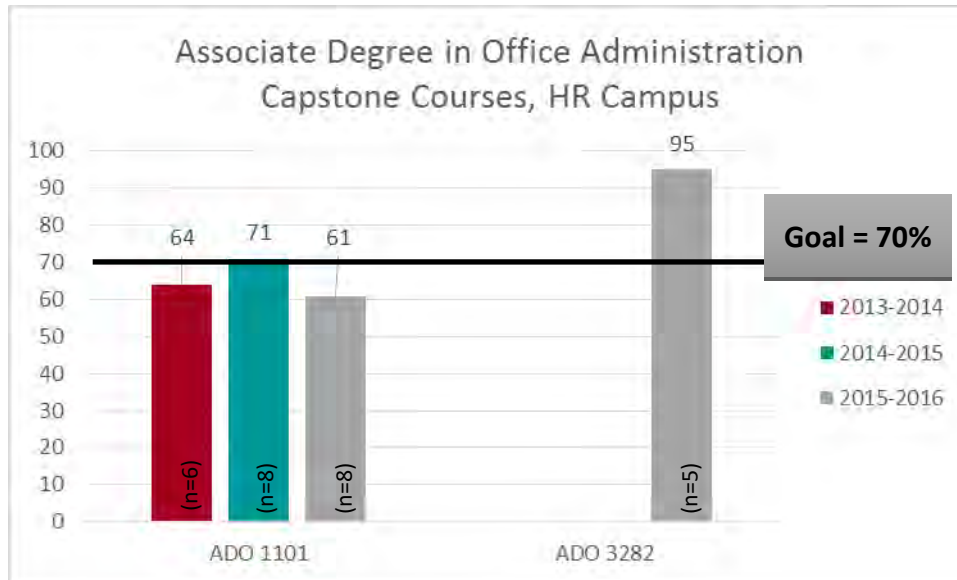
Associate Degree in Office Administration

Capstone Course, Hato Rey Campus

Students of 2013-14 period obtained a 64% in Capstone Course ADO 1101 incrementing to 71% in 2014-2015 and a decrease to 61% in 2015-16. A significant increase to 95%during 2015-16 period in the ADO 3282 course surpassing the 70% goal.
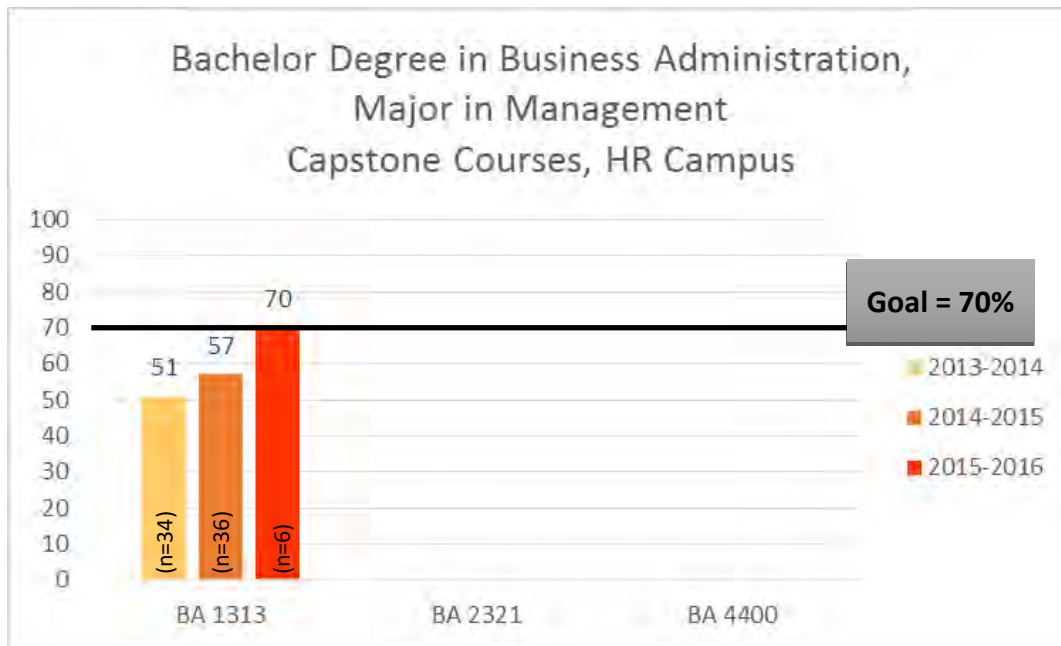
Closing the loop: Assessment Decisions

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.

Bachelor Degree in Technology Office
Administration
Capstone Course, HR Campus
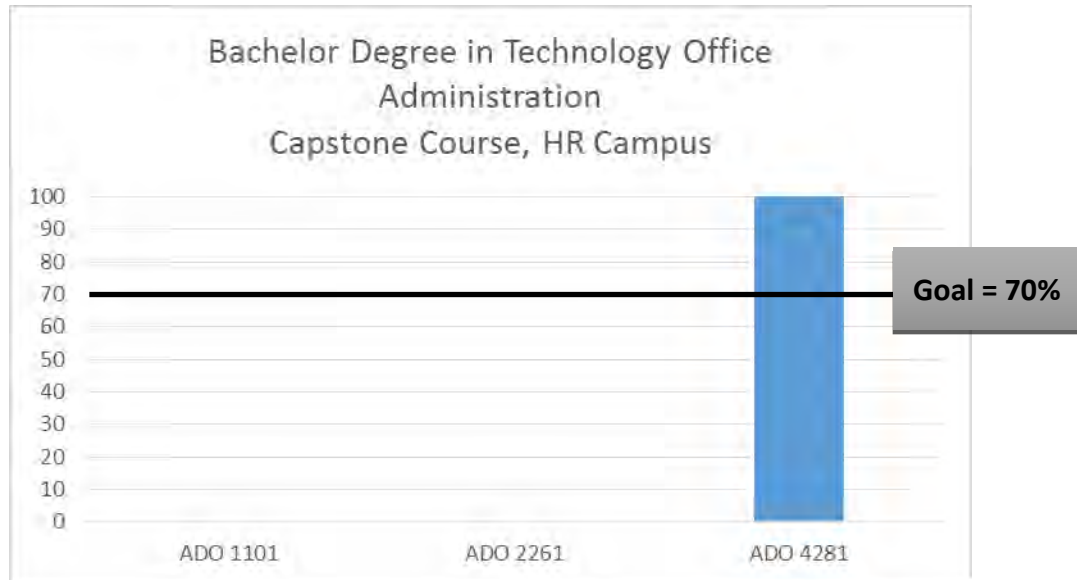
Bachelor Degree in Technology Office

Capstone Course, Hato Rey Campus

Students of 2015-16 period obtained a 100% in Capstone Course ADO 4281 course surpassing the 70% goal.
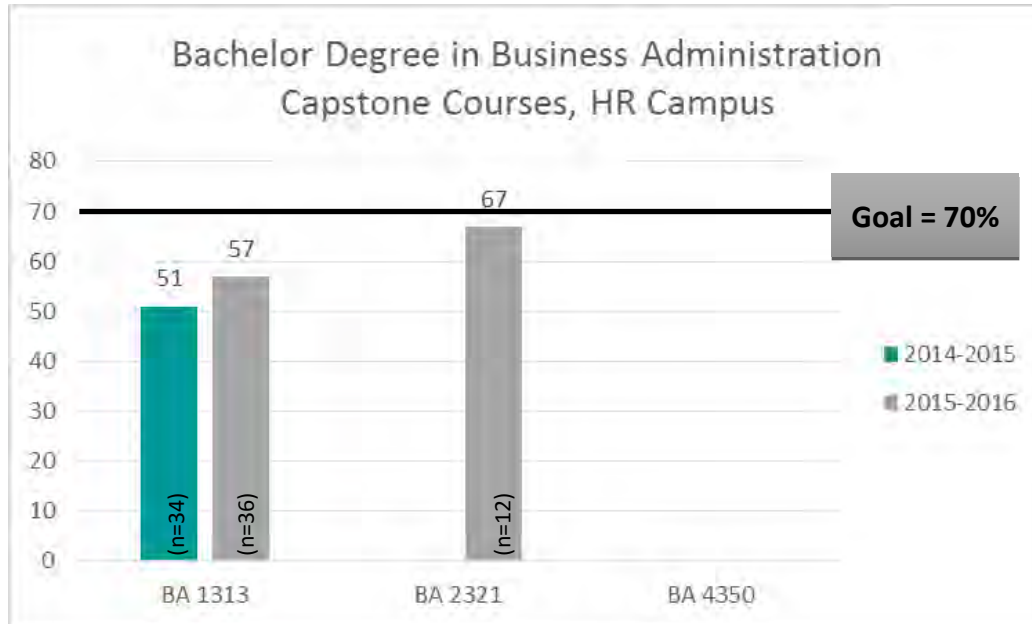
Bachelor Degree in Business Administration

Bachelor Degree in Business Administration
Capstone Courses, HR Campus

Bachelor Degree in Business Administration
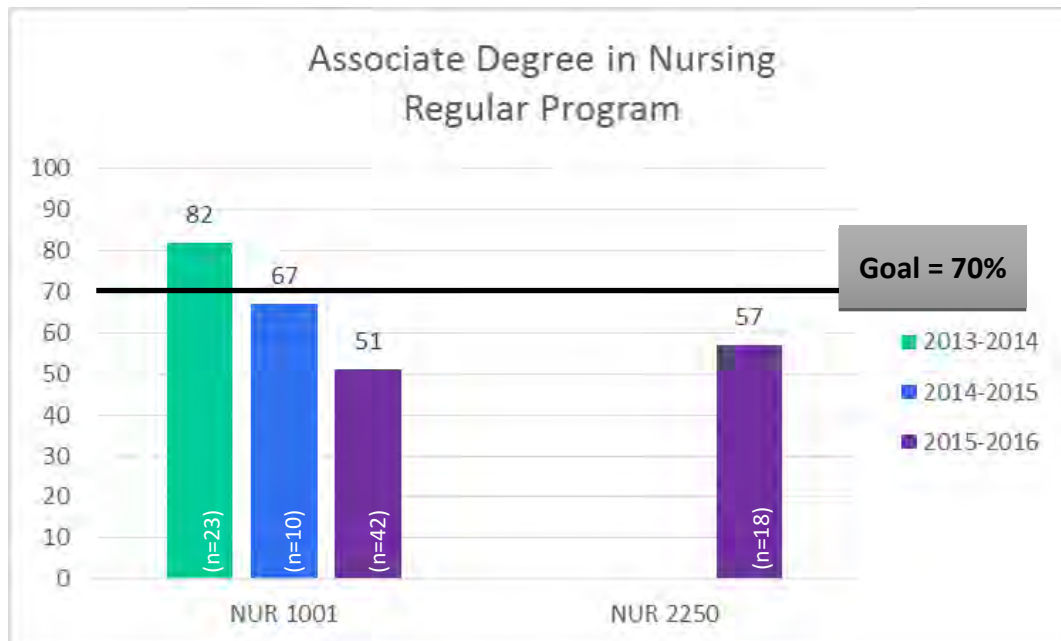
Capstone Course, Hato Rey Campus

Students of 2014-15 period obtained a 51% in Capstone Course BA 1313 incrementing to 57% in 2015-2016. A significant increase to 67% during 2015-16 95% in the BA 2321 was identified. However, they did not meet the 70% goal.

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.

Bachelor Degree in Business Administration,

Major in Accounting

Bachelor Degree in Business Administration-Accounting

Capstone Course, Hato Rey Campus

Students of 2013-14 period obtained a 51% in Capstone Course ACC2113 incrementing to 52% in 2014-2015. They did not meet the 70% goal.

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.

Bachelor Degree in Business Administration,

Major in Management

Bachelor Degree in Business Administration,
Major in Management
Capstone Courses, HR Campus

Bachelor Degree in Business Administration

Capstone Course, Hato Rey Campus

Students of 2013-14 period obtained a 51% in Capstone Course BA 1313 incrementing to 57% in 2014-2015 and to the goal of 70 in 2015-16.

Associate Degree in Nursing

Associate Degree in Nursing
Regular Program

Goal = 70%

2013-2014
2014-2015
2015-2016

82 (n=23)
67 (n=10)
51 (n=42)
NUR 1001

57 (n=18)
NUR 2250

Associate Degree in Nursing

Capstone Course, Hato Rey Campus

Students of 2013-14 period obtained an 82% in Capstone Course NUR 1001 with a decrease 67% in 2014-2015 and to 51% in 2015-16. An increase to 57% during 2015-16 period in the NUR 2250 course was identified. However, the 70% goal was not met.

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.

Bachelor Degree in Science, Major in Nursing

Bachelor Degree in Science, Major in Nursing
Regular Program

Goal = 70%

- 2013-2014
- 2014-2015
- 2015-2016
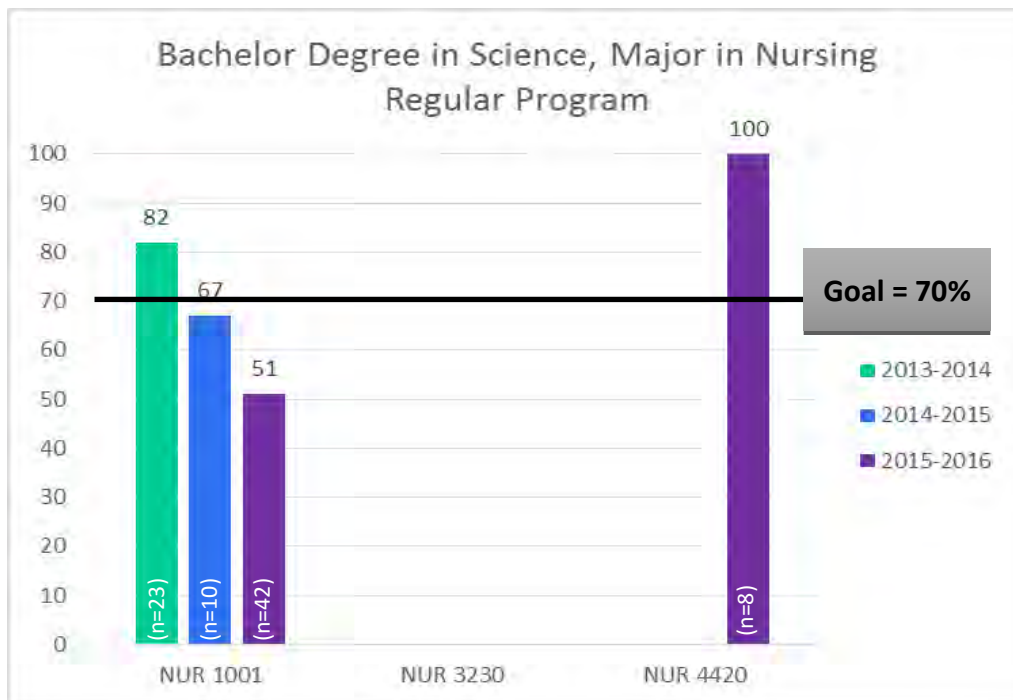
Bachelor of Science-Nursing

Capstone Course, Hato Rey Campus

Students of 2013-14 period obtained an 82% in Capstone Course NUR 1001 with a decrease 67% in 2014-2015 and to 51% in 2015-16. A significant increase to 100% during 2015-16 period in the NUR 4420 course was identified surpassing the 70% goal.
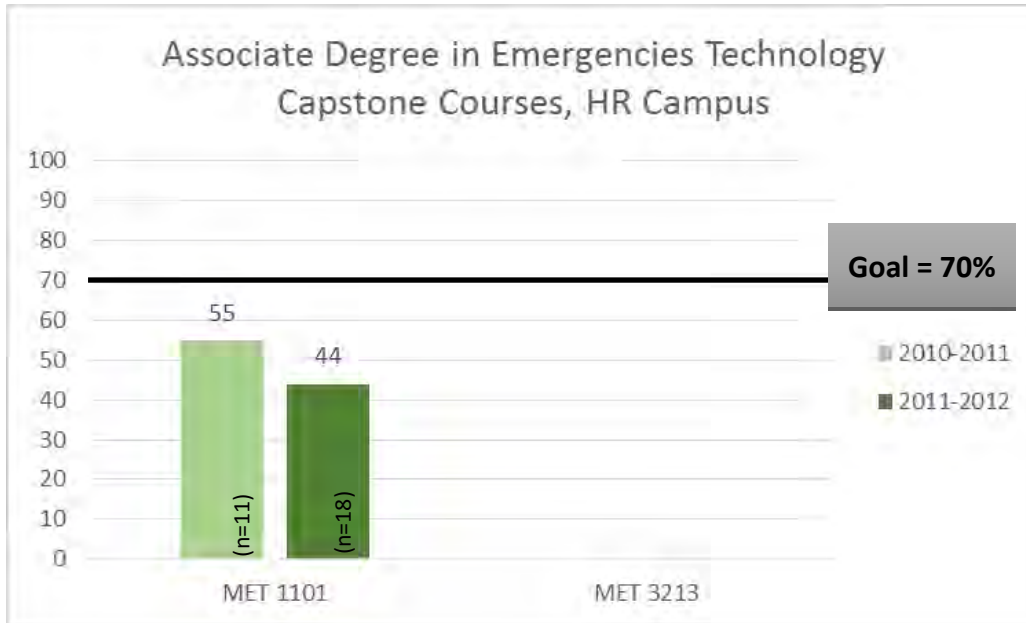
Closing the loop: Assessment Decisions

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

MAGAE

Associate Degree in Nursing
MAGAE Hato Rey

Goal = 70%

2014-2015
2015-2016

(n=14) (n=30) NUR 1001

(n=12) NUR 2250

Associate Degree in Nursing

Capstone Course, Hato Rey Campus

Students of 2014-15 period obtained an 69% in Capstone Course NUR 1001 with an decrease to 57% in 2015-2016. A significant increase to 95% during 2015-16 period in the NUR 2250 course was identified surpassing the 70% goal.

Associate Degree in Nursing

MAGAE MD
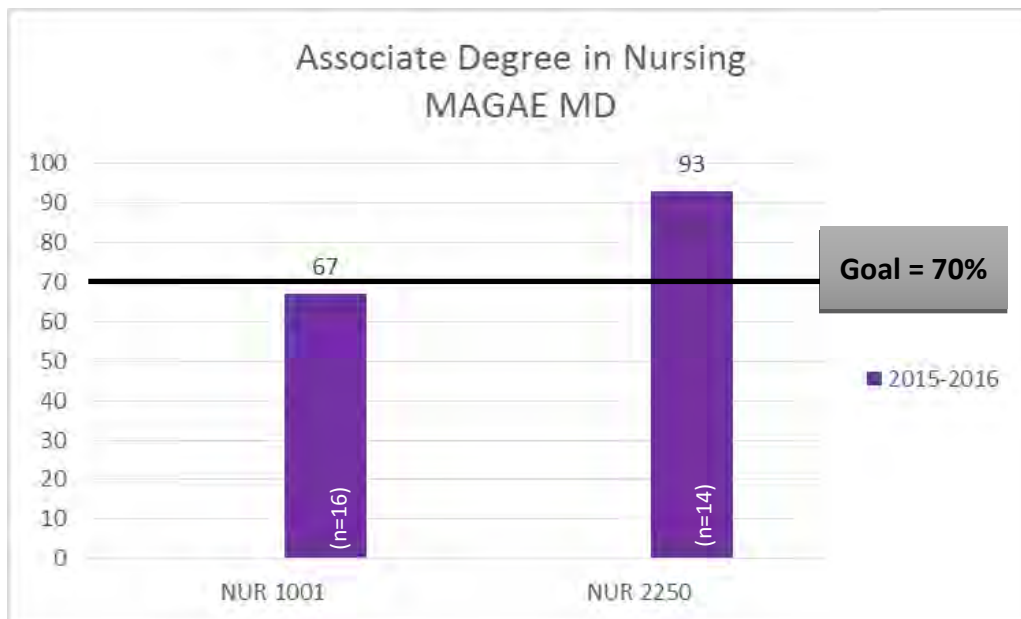
Associate Degree in Nursing

Capstone Course, Hato Rey Campus

Students of 2014-15 period obtained an 67% in Capstone Course NUR 1001. A significant increase to 93% during 2015-16 period in the NUR 2250 course was identified surpassing the 70% goal.

Associate Degree in Physical Therapy Technology

Associate Degree in Physical Therapy Technology
Capstone Course, HR Campus

Goal = 70%

- 2013-2014
- 2014-2015
- 2015-2016

(n=40) (n=23) (n=18)   (n=4)

TAS 1101   TAS 2312
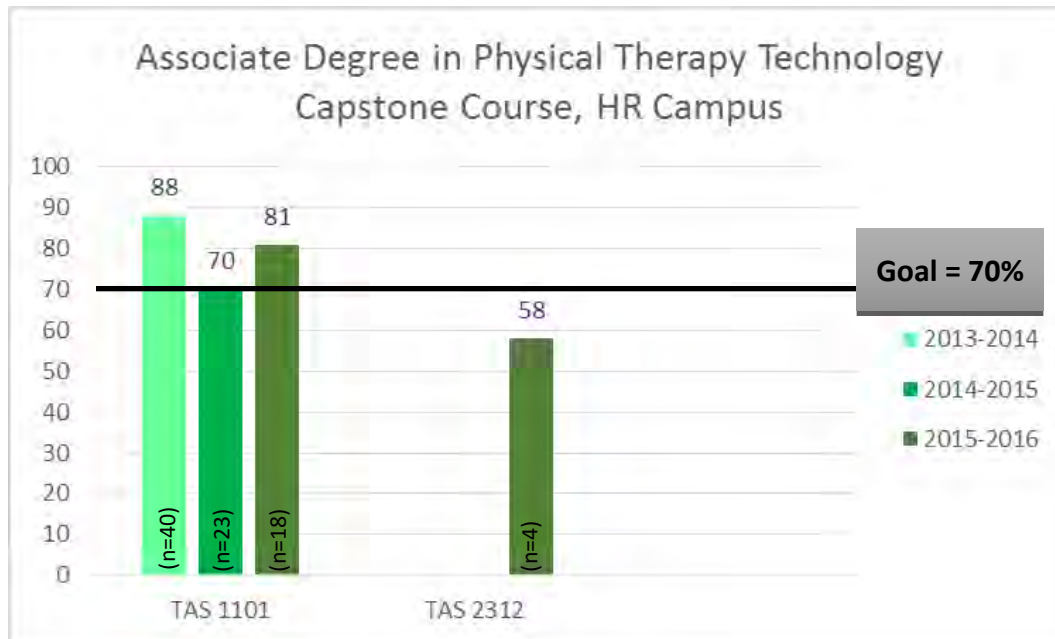
Associate Degree in Physical Therapy Technology

Capstone Course, Hato Rey Campus

Students of 2013-14 period obtained an 88% in Capstone Course TAS1101 with a decrease to 70% in 2014-2015 and an increase to 11% in 2015-16. A decrease to 58% during 2015-16 period in the TAS2312 course was identified. However the 70% goal was not met.

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.

SCHOOL OF HEALTH

Associate Degree in Medical Emergencies Technology

Associate Degree in Emergencies Technology
Capstone Courses, HR Campus

Goal = 70%

55 (n=11) MET 1101
44 (n=18) MET 3213

2010-2011
2011-2012

Associate Degree in Emergencies Technology

Capstone Course, Hato Rey Campus

Students of 2010-11 period obtained a 55% in Capstone Course MET 1101 decreasing to 44% in 2011-2012. No group reached the 70% goal.

Closing the loop: Assessment Decisions

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

2. The program and assessments instruments are being reviewed.

Associate Degree in Digital Fashion Design
Capstone Course, HR Campus
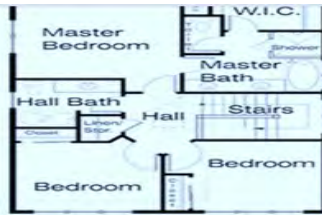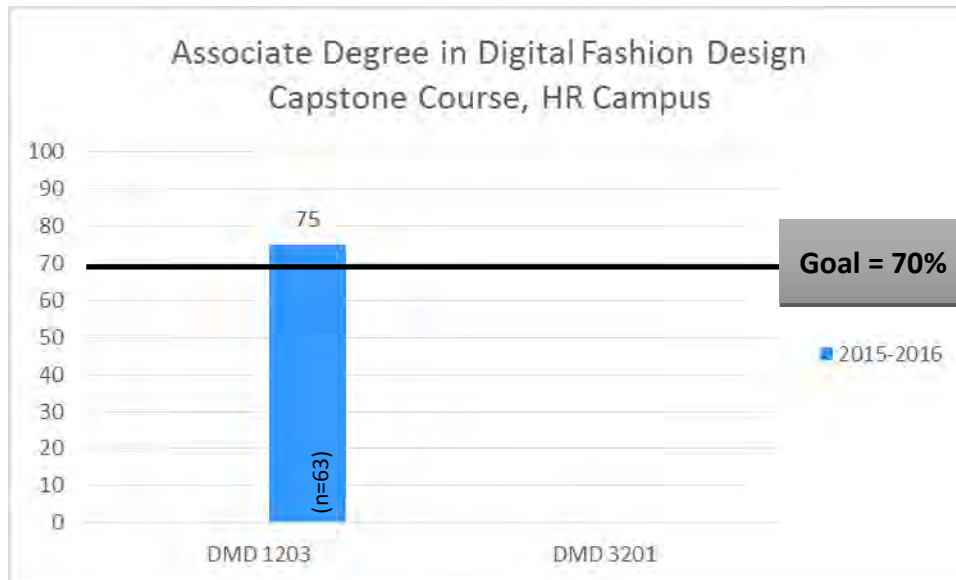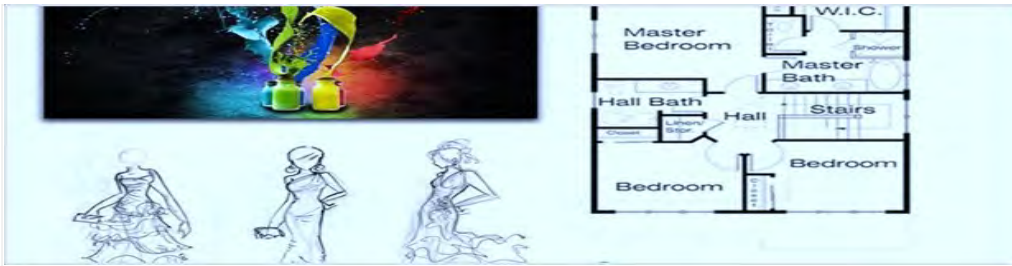
Associate Degree in Digital Fashion Design

Capstone Course, Hato Rey Campus

Students of 2015-16 period obtained a 75% in Capstone Course DMD 1203 surpassing the 70% goal.

Closing the loop: Assessment Decisions

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

2. The program and assessments instruments are being reviewed.

Bachelors Degree in Arts,
Major in Interior Design and Decoration
Capstone Course, HR Campus

Goal = 70%

2015-2016

(n=1)

DEC 1102   DIS 2501   DIS 4505
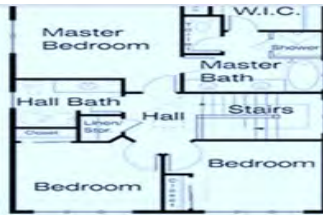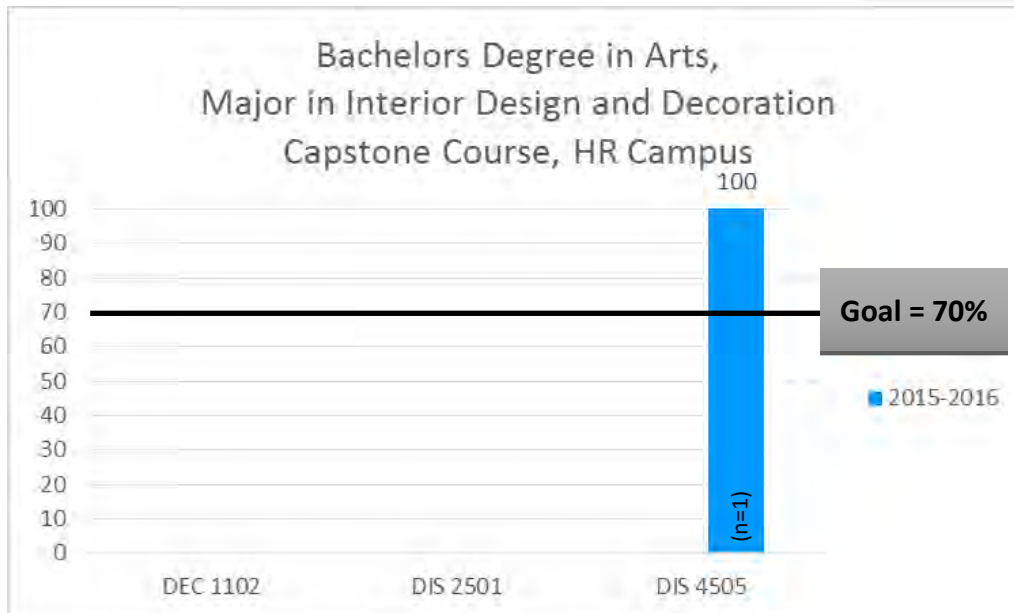
Associate Degree in Arts, Interios Design and Decoration

Capstone Course, Hato Rey Campus

Students of 2015-16 period obtained a 100% in Capstone Course DIS 4505 surpassing the 70% goal.

Closing the loop: Assessment Decisions

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

2. The program and assessments instruments are being reviewed.

Bachelor Degree in Arts, Major in Digital Fashion Design Capstone Course, HR Campus
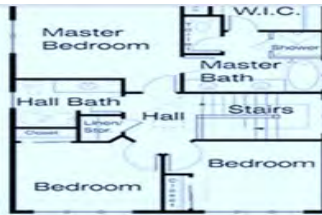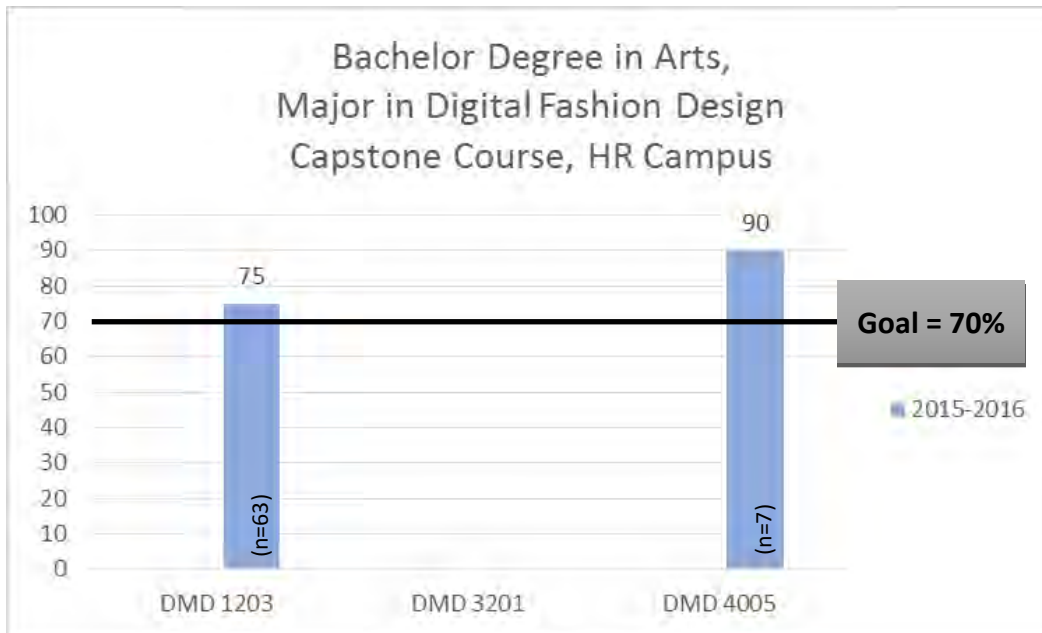
Bachelor Degree in Arts, Digital Fashion Design

Capstone Course, Hato Rey Campus

Students of 2015-16 period obtained a 75% in initial Capstone Course DMD 1203 surpassing the 70% goal. On the other hand on the same period students obtained a 90% in final Capstone Course DMD 4005 increased 90%, surpassing the 70% goal.

Closing the loop: Assessment Decisions

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

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.

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.

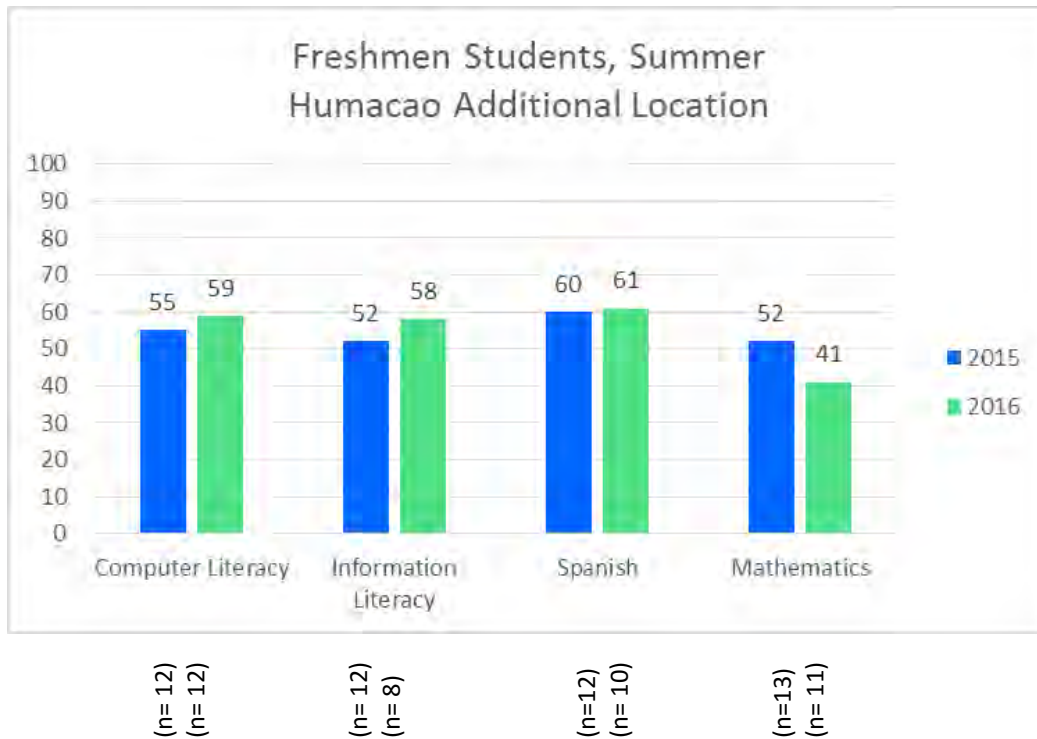| Participants	Curriculum	Administration
Students	• Develop a biology class with a physical therapy perspective.	• Interchange the practice set as it includes a total of 200 hours.
Faculty	• Separate groups of health students, as they have different dynamics.	• Improve the registration and program orientation 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.

Additional Location
Outcomes Results

Humacao

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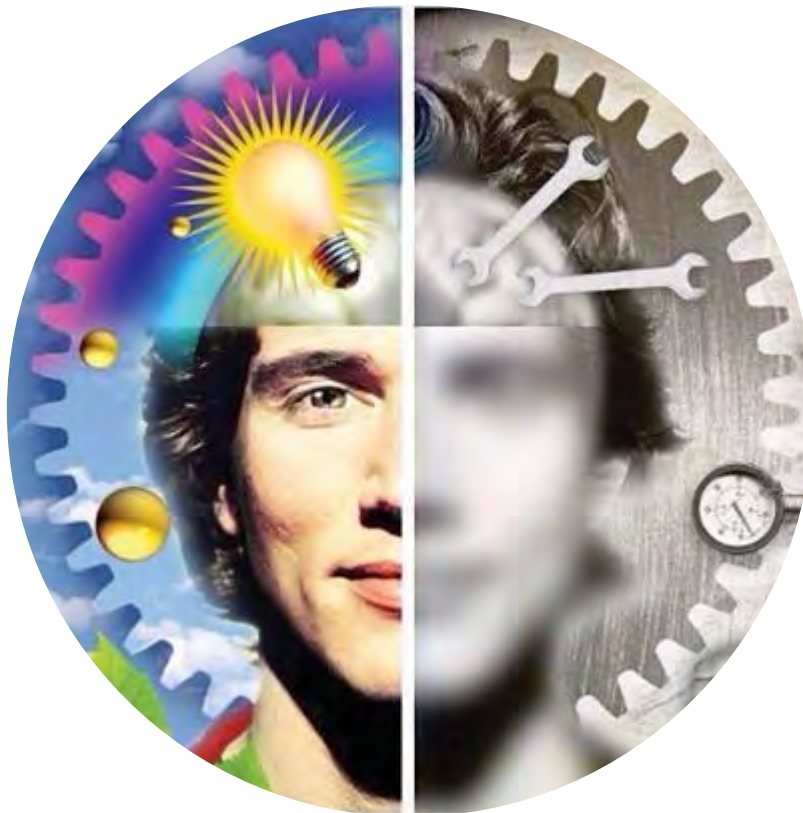
General Education Core Competencies
Pre-Test Results and Analysis
Humacao Additional Location
Summer

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
Humacao Additional Location

Competency	2015	2016
Computer Literacy	55 (n= 12)	59 (n= 12)
Information Literacy	52 (n= 12)	58 (n= 8)
Spanish	60 (n=12)	61 (n= 10)
Mathematics	52 (n=13)	41 (n= 11)

Pre-Test Results Analysis

Freshman students of summer 2015 obtained 60% in the Spanish test. They obtained 55% in the computer literacy test and 52% in the information literacy and math tests.

Freshman students of summer 2016 obtained higher scores in comparison with students of 2015 except in the math test. They obtained 61% in Spanish, 59% in the computer literacy and 58% in the information literacy. In the math test there was a decrease to 41%.

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

E-LASH I Test, Summer
Humacao Additional Location
Listening Comprehension
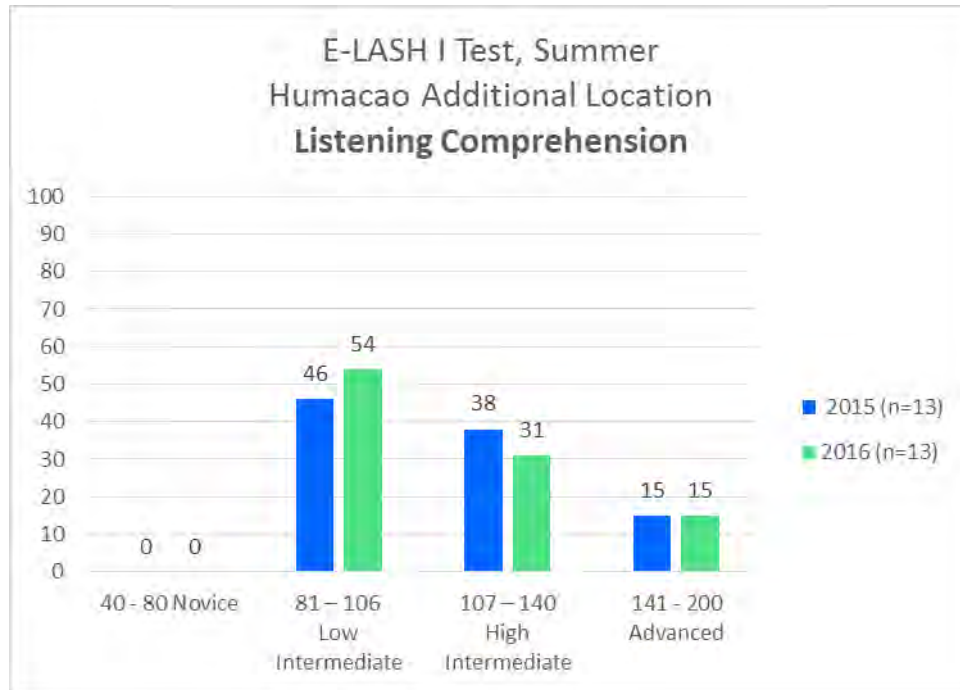
Pre-Test Results Analysis

In 2015 Listening Comprehension Results demonstrate that 46% of freshman students were in the low intermediate level while there was an increase to 54% in 2016. A 38% of students were in the high intermediate level in 2015 while there was a decrease to 31% in 2016. Finally 15% of students in both 2015 and 2016 were in the advanced level. There were no students in the novice level.

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

E-LASH I Test, Summer
Humacao Additional Location
Language
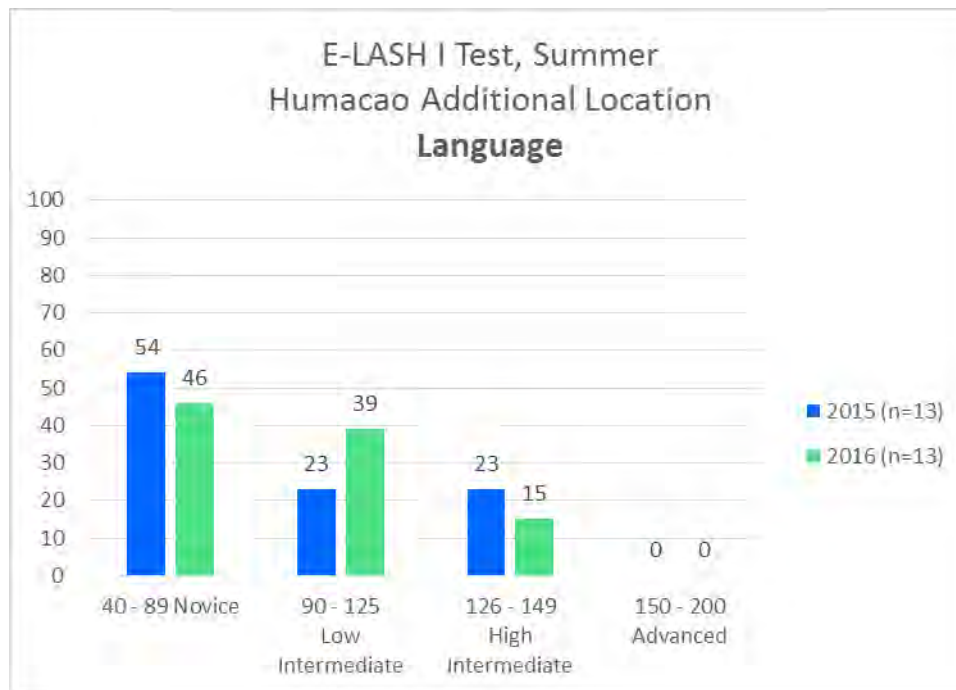
Pre-Test Results Analysis

In 2015 Language Examination Results demonstrate that 54% of freshman students were in the novice level while there was a decrease to 46% in 2016. A 23% of students were in the low intermediate level in 2015 while there was an increase to 39% in 2016. Finally 23% of students in 2015 were in the high intermediate level while there was a decrease to 15% in 2016. There were no students in the advanced level.
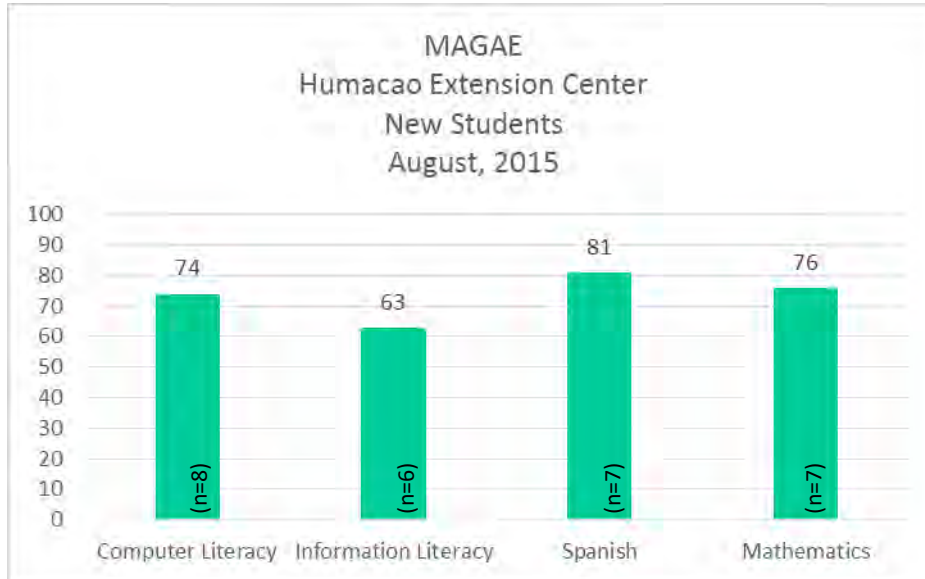
General Education Core Competencies
E-LASH I
Pre-test Results and Analysis
Humacao Additional Location
Summer

E-LASH I Test, Summer
Humacao Additional Location
Reading
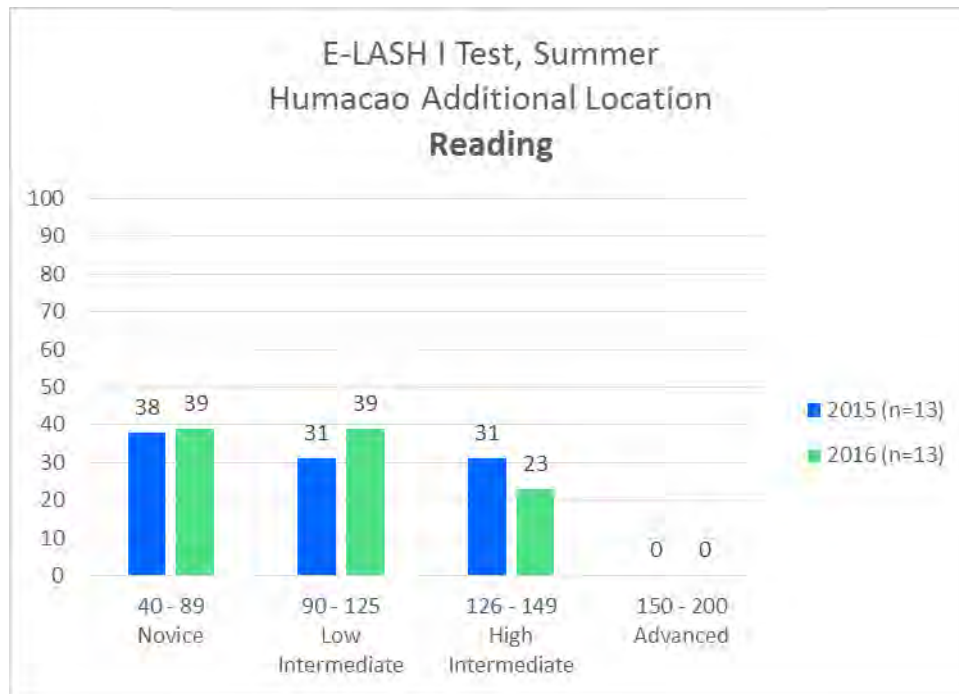
Pre-Test Results Analysis

In 2015 Reading Examination Results demonstrate that 38% of freshman students were in the novice level while there was an increase to 39% in 2016. A 31% of students were in the low intermediate level in 2015 while there was an increase to 39% in 2016. Finally 31% of students in 2015 were in the high intermediate level while there was a decrease to 23% in 2016. There were no students in the advanced level.

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

Freshmen Students, Fall
Humacao
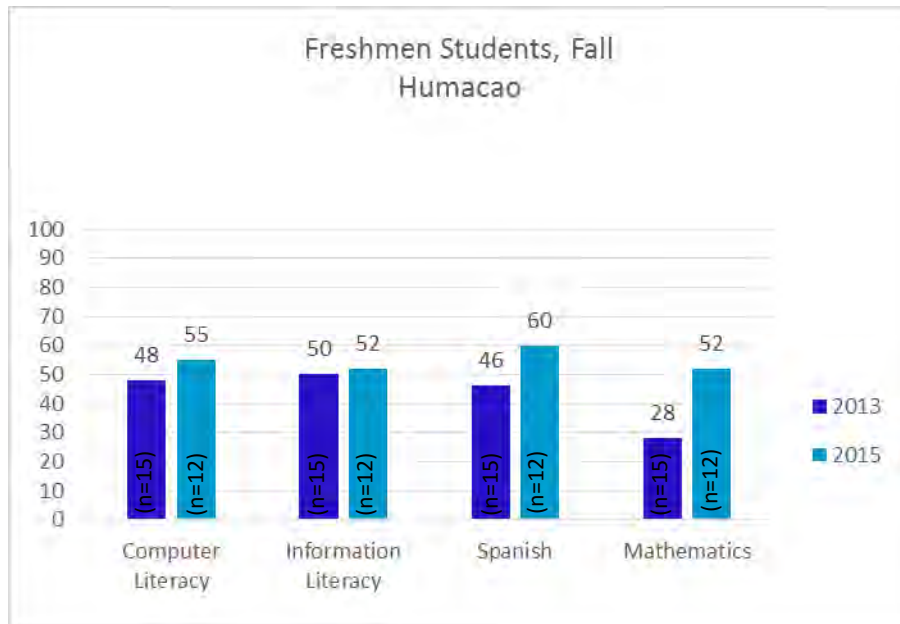
Pre-Test Results Analysis

Freshman students in 2015 showed an increment in all tests in comparison with those of 2013. In Computer Literacy 2015 obtained a 55% versus 48% in 2013. In Information Literacy they obtained 52% in 2015 versus 50% on 2013. In the Spanish area from 46% in 2013 they increased to 60% in 2015. Finally in Mathematics there was a significant increase from 28% in 2013 to 52% in 2015.

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

MAGAE
Humacao Extension Center
New Students
August, 2015

Pre-Test Results Analysis

Freshman from MAGAE 2015 obtained in 74% on Computer Literacy. In Information Literacy they obtained 63%. In the Spanish area they obtained 81% and 76% in Mathematics.
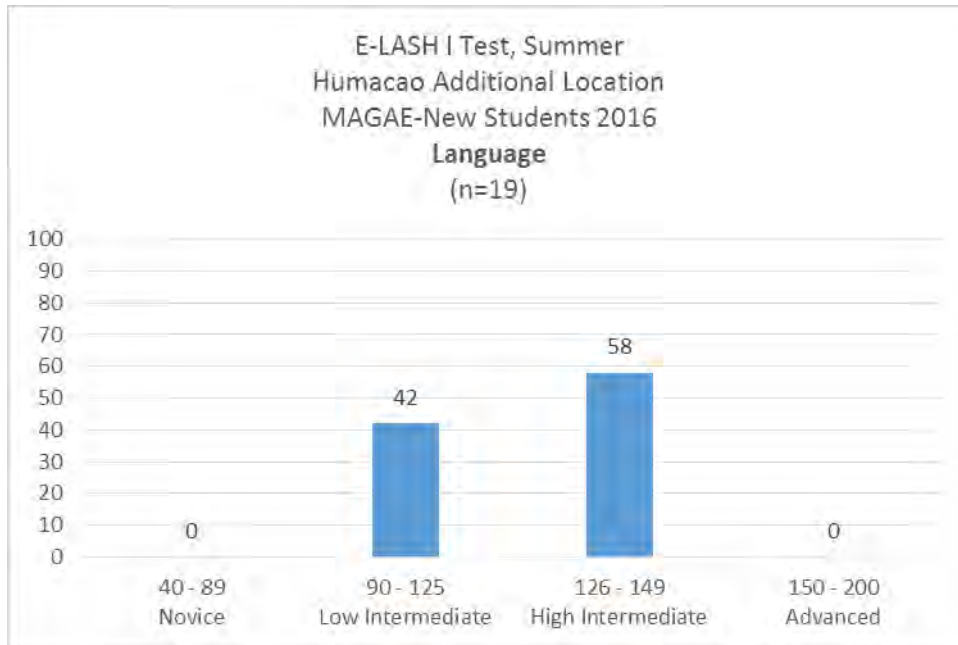
General Education Core Competencies
Pre-Test Results and Analysis
MAGAE
Humacao Additional Location

E-LASH I Test, Summer
Humacao Additional Location
MAGAE - New Students 2016
Listening Comprehension
(n=19)
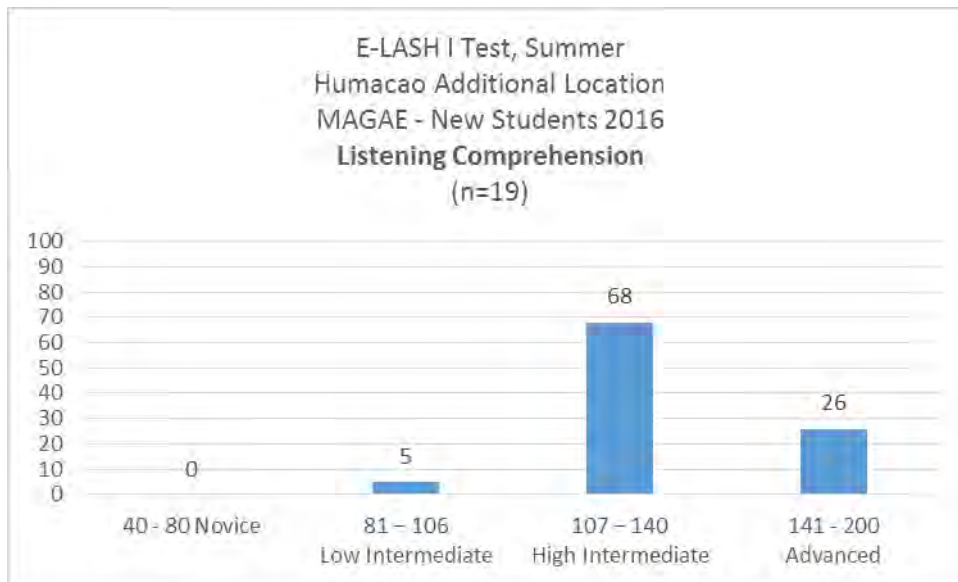
In 2016 MAGAE students Listening Comprehension Examination Results demonstrate that 0% of freshman students were in the novice level, 5% were in the low intermediate level, 68% were in the high intermediate level and 26% were in the advanced level.

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

In 2016 MAGAE students Language Examination Results demonstrate that 0% of freshman students were in the novice level, 42% were in the low intermediate level, 58% were in the high intermediate level and 0% were in the advanced level.
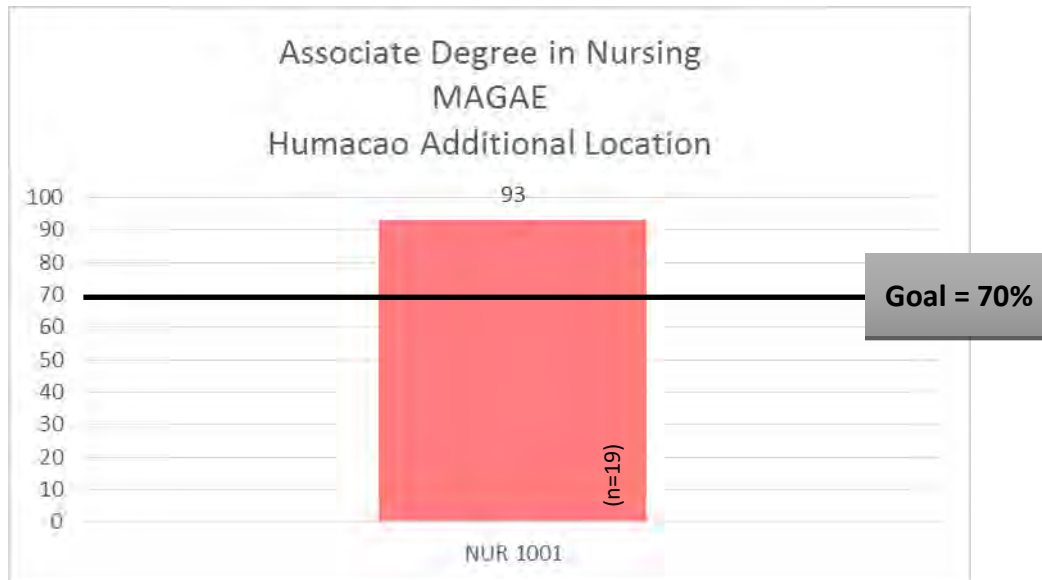
General Education Core Competencies
Pre-Test Results and Analysis
MAGAE
Humacao Additional Location

E-LASH I Test, Summer
Humacao Additional Location
MAGAE-New Students 2016
Reading
(n=19)
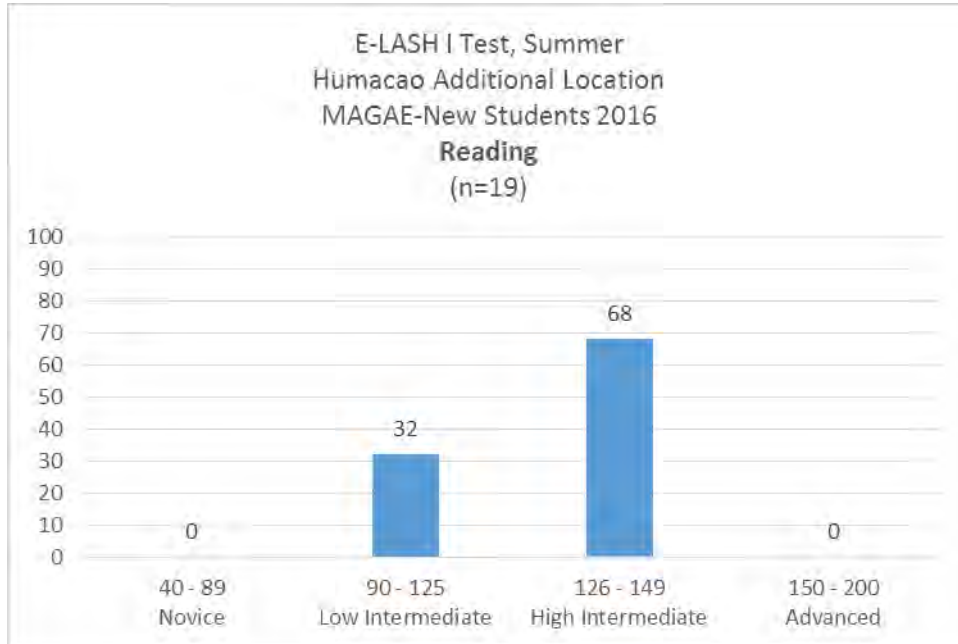
In 2016 MAGAE students Reading Examination Results demonstrate that 0% of freshman students were in the novice level, 32% were in the low intermediate level, 68% were in the high intermediate level and 0% were in the advanced level.

Nursing Program
Capstone Course, Humacao Additional Location
NUR 1001 Fundamentals of Nursing
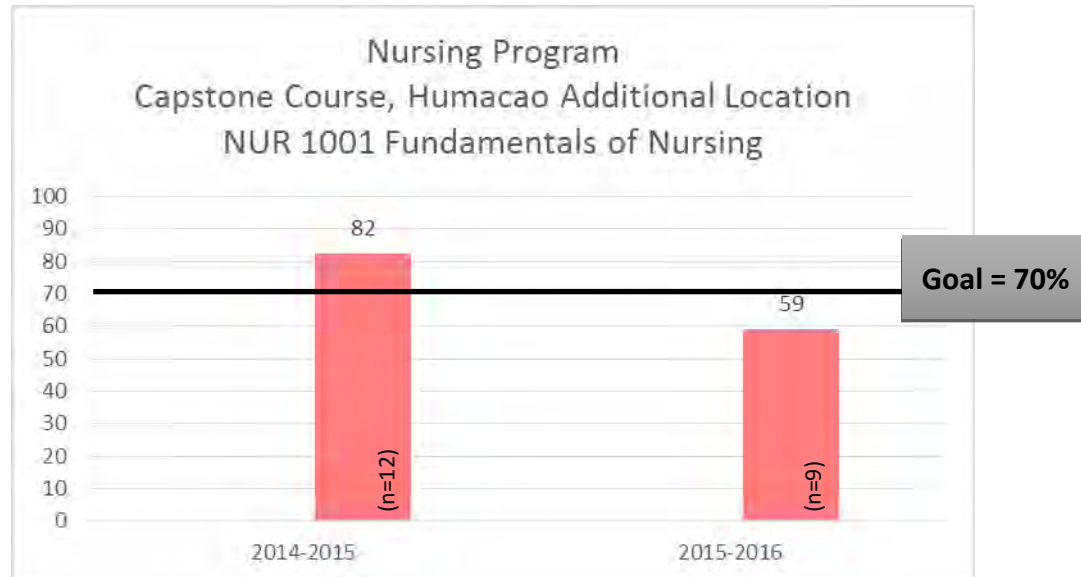
Students of 2014-15 period obtained a 82% in Capstone Course NUR 1101. There was a decrease to 59% in 2015-2016, therefore they did not reach the 70% goal.

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.
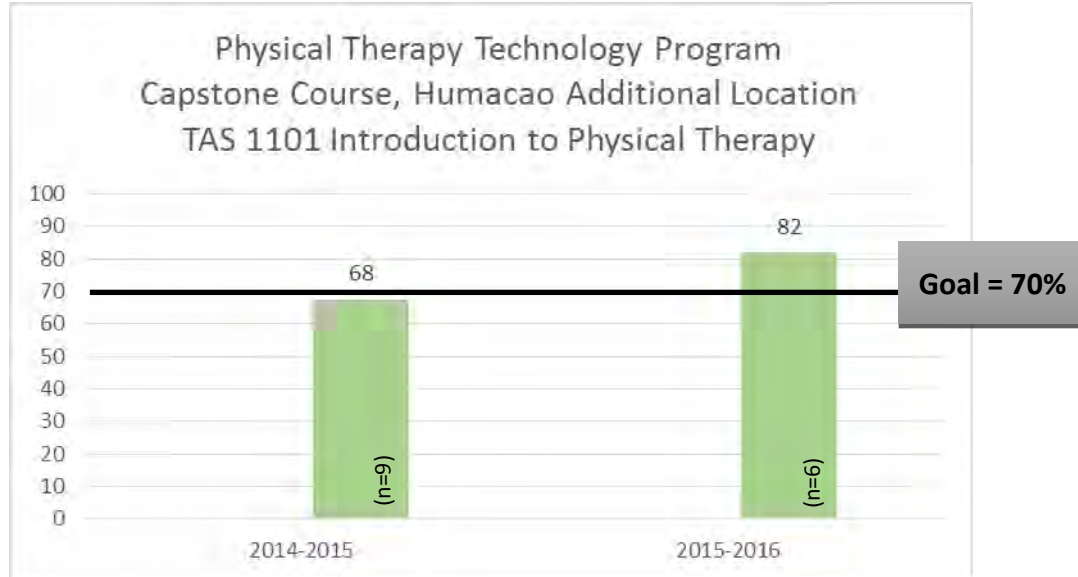
Associate Degree in Nursing
MAGAE
Humacao Additional Location

MAGAE Students of 2016 period obtained a 93% in Capstone Course NUR 1001 surpassing the 70% goal.

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=9): 82

Humacao students of 2014-15 period obtained a 68% in Capstone Course TAS 1101. There was an interment to 82% in 2015-16 surpassing the 70% goal.

Additional Location

Outcomes Results

Manatí

General Education
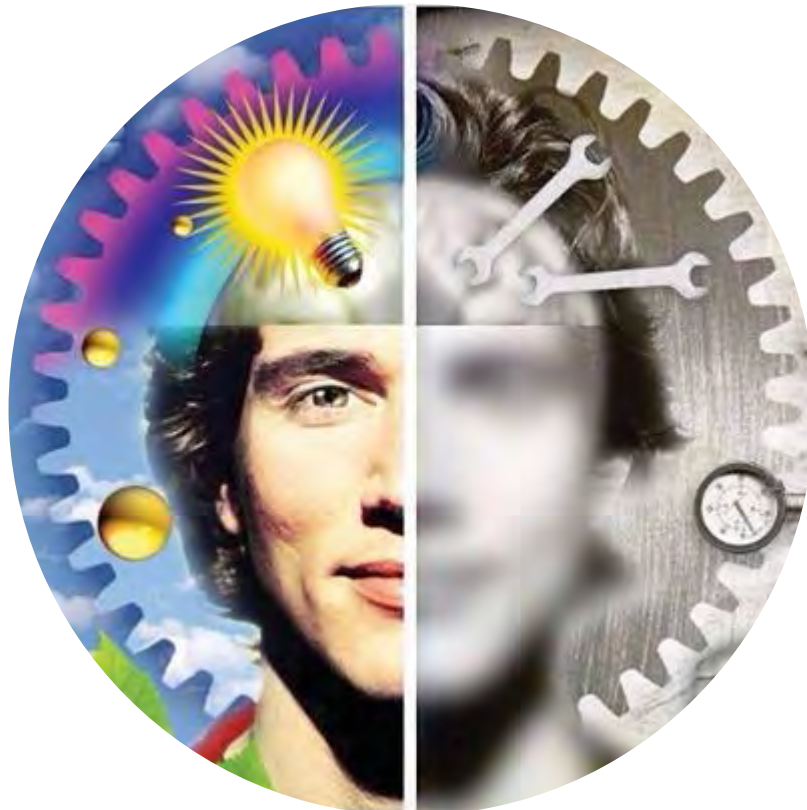
Pre and Post Assessment

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

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

Freshmen Students, Summer
Manatí Additional Location
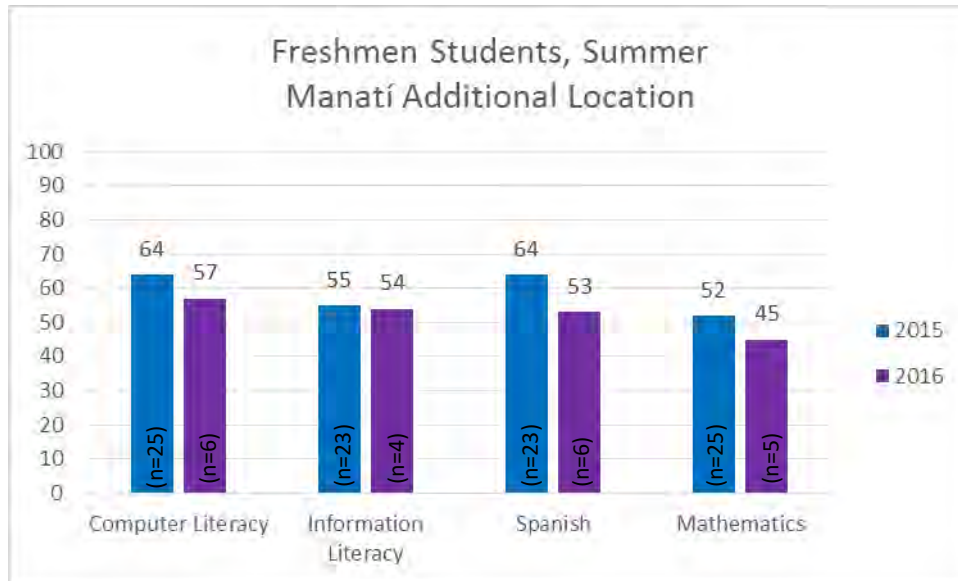
Pre-Test Results Analysis

Students in 2016 showed a decrease in all areas examined when compared to 2015. In Computer Literacy examination of 2015 students obtained a 64% versus 57% in 2016. In Information Literacy they obtained 55% in 2015 versus 54% on 2016. In the Spanish area from 64% in 2015 while they decreased to 53% in 2016. Finally in Mathematics there was a decrease from 52% in 2015 to 45% in 2016.

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

E-LASH I Test, Summer
Manatí Additional Location
Listening Comprehension
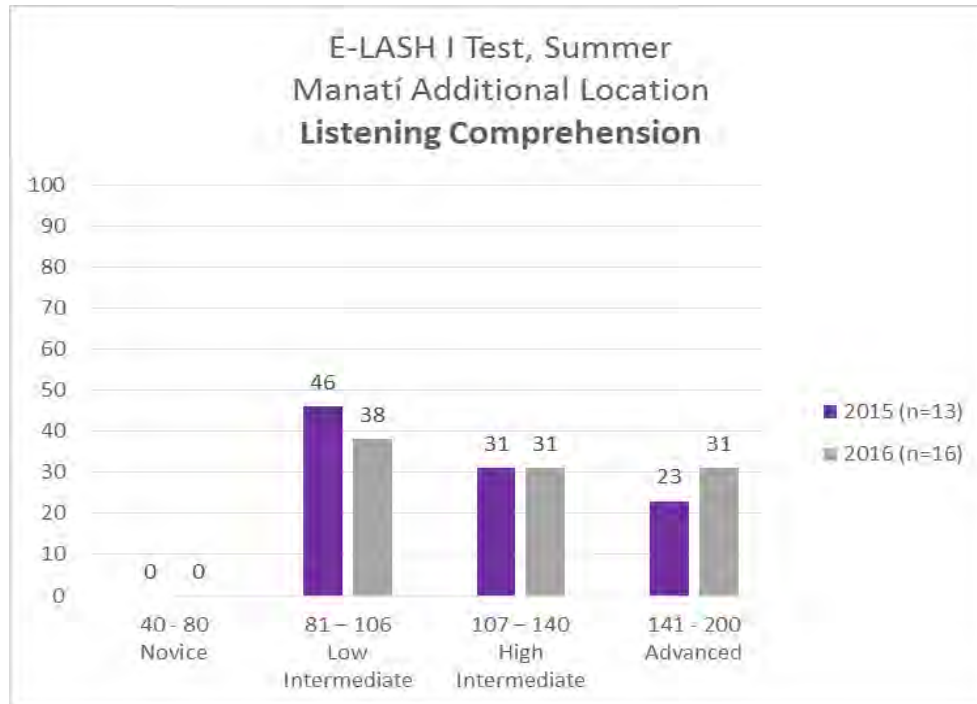
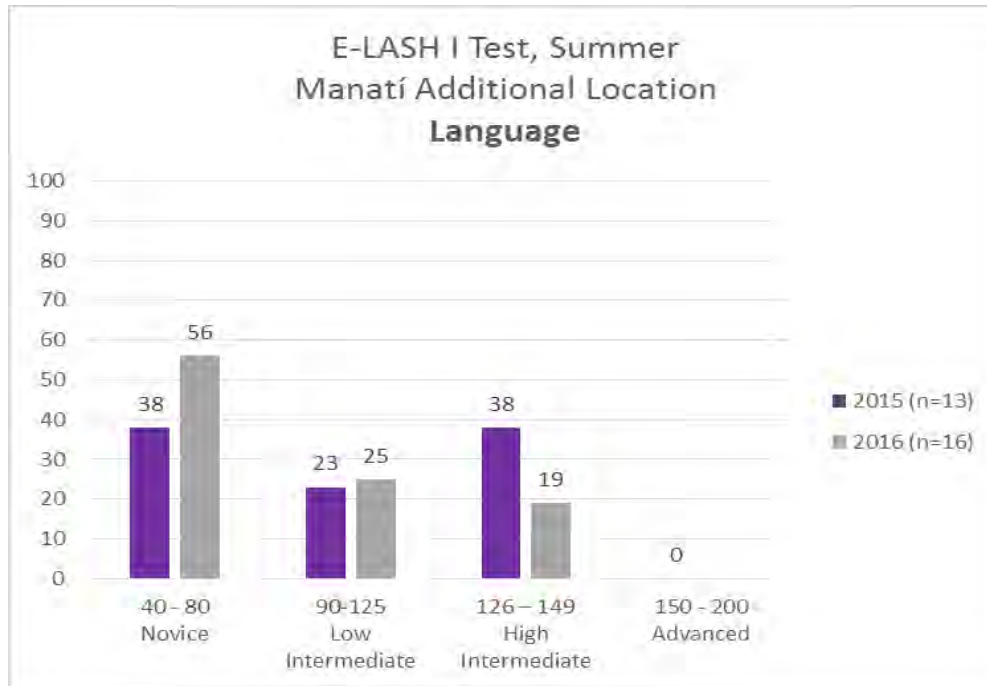## Pre-Test Results Analysis

The Listening Comprehension Examination Results demonstrate that 0% of freshman students were in the novice level in both 2015 and 2016. There was a decrease from 46% in 2015 to 38% in 2016. On the other hand 31% of students were in the low intermediate in both 2015 and 2016. Finally, there was an increase from 23% in 2015 to 31% in 2016 in the advanced level.
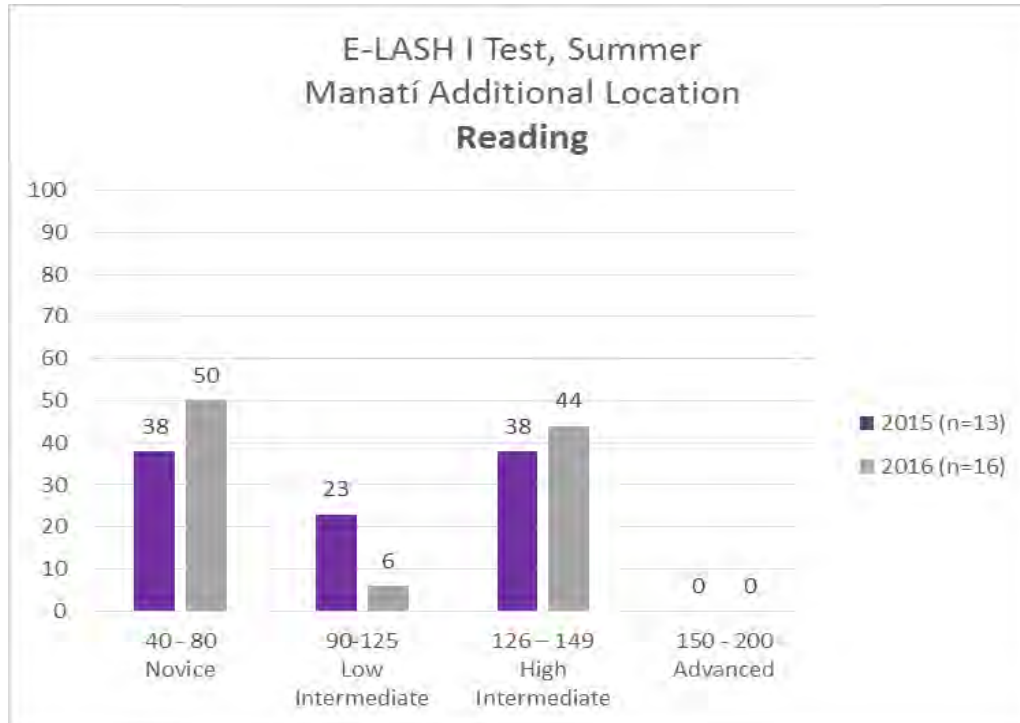
General Education Core Competencies
E-LASH I
Results and Analysis
Manatí Additional Location
Summer

E-LASH I Test, Summer
Manatí Additional Location
Language

Pre-Test Results Analysis

The Language Examination Results demonstrate that 40% of freshman students were in the novice level in 2015 with a significant increase to 56% in 2016. There was an increase from 23% in 2015 to 25% in 2016. On the other hand there was a decrease in the low intermediate from 38% in 2015 to 19% in 2016. There were no students in the advanced level.

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

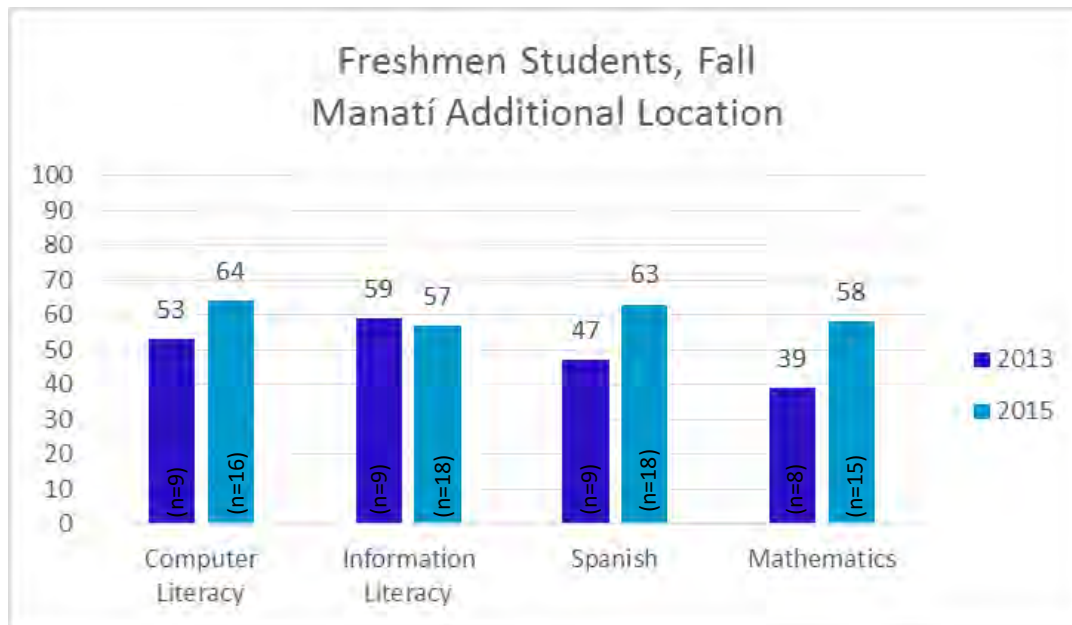E-LASH I Test, Summer
Manatí Additional Location
Reading

Pre-Test Results Analysis

The Reading Examination Results demonstrate that 38% of freshman students were in the novice level in 2015 with a significant increase to 50% in 2016. There was a significant decrease from 23% in 2015 to 6% in 2016 in the low intermediate. In the high intermediate level there was an increase from 30% in 2015 to 44% in 2016. There were no students in the advanced level.

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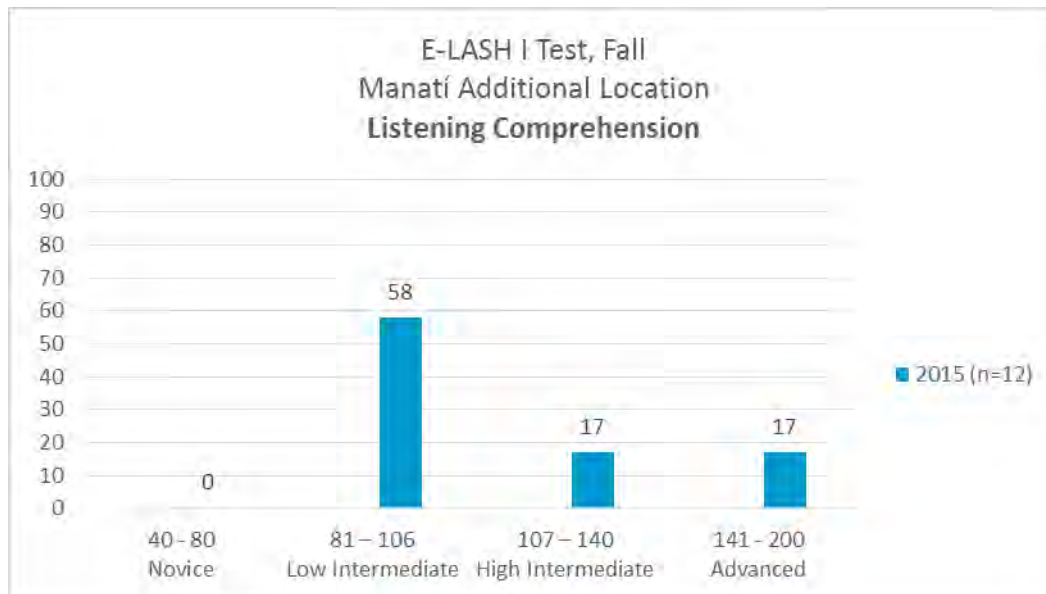## Pre-Test Results and Analysis
Manatí Additonal Locations
Fall

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

Competency	2013	2015
Computer Literacy	53 (n=9)	64 (n=16)
Information Literacy	59 (n=9)	57 (n=18)
Spanish	47 (n=9)	63 (n=18)
Mathematics	39 (n=8)	58 (n=15)

Pre-Test Results Analysis

Freshman students in 2015 showed an increment in 3 of the 4 tests administered. In Computer Literacy students obtained a 53% in 2013 with an increase to 63% in 2015. In Information Literacy they obtained 59% in 2013 versus 57% on 2015. In the Spanish area from 47% in 2013 they increased to 63% in 2015. Finally in Mathematics there was a significant increase from 39% in 2013 to 58% in 2015.
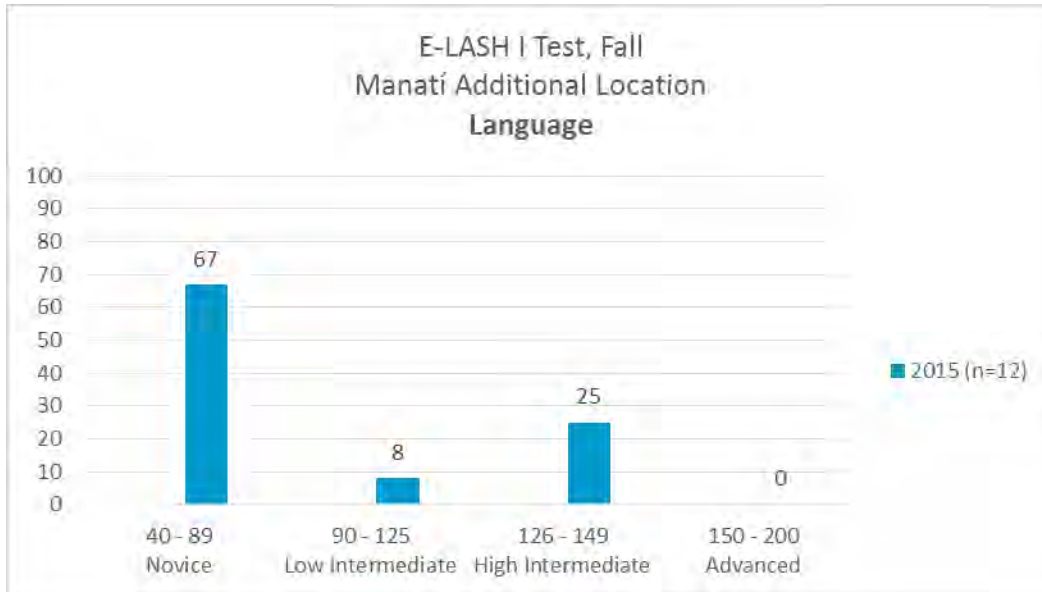
General Education Core Competencies
E-LASH I
Results and Analysis
Manatí Additional Location
Fall

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

Pre-Test Results Analysis

In 2015 Listening Comprehension Results demonstrate that 0% of freshman students were in the novice level. A 58% of students were in the low intermediate and 17% were in the high intermediate level. Finally 17% of students were in the advanced level.
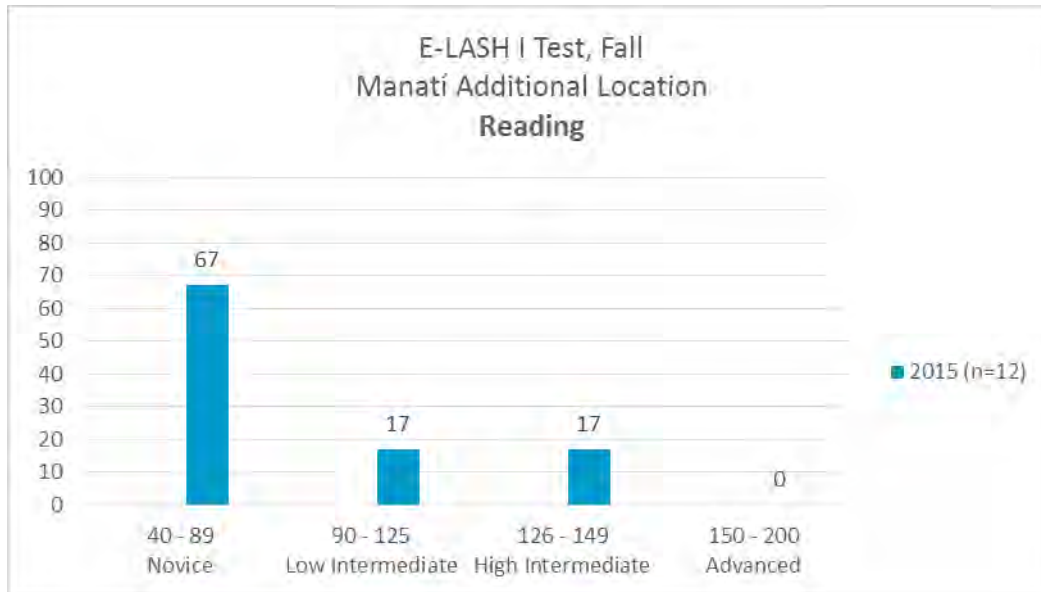
General Education Core Competencies
E-LASH I
Results and Analysis
Manatí Additional Location
Fall

E-LASH I Test, Fall
Manatí Additional Location
Language

40 - 89 Novice	67
90 - 125 Low Intermediate	8
126 - 149 High Intermediate	25
150 - 200 Advanced	0

2015 (n=12)

Pre-Test Results Analysis

In 2015 Language Examination Results demonstrate that 67% of freshman students were in the novice level, while 8% was in the low intermediate. A 25% were in the high intermediate level. No students were in the advanced level.

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

E-LASH I Test, Fall
Manatí Additional Location
Reading

Pre-Test Results Analysis

In 2015 Reading Examination Results demonstrate that 67% of freshman students were in the novice level. A 17% of students were in the low intermediate as the high intermediate level. No students were in the advanced level.
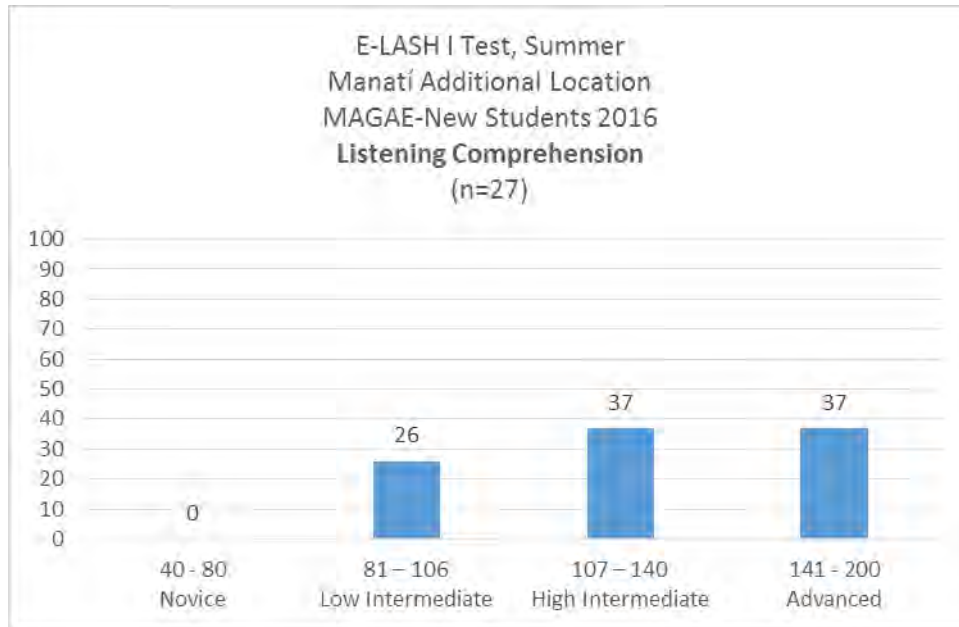
General Education Core Competencies
Pre-Test Results and Analysis
MAGAE
Manatí Additional Location

MAGAE
Manatí Additional Location
New Students 2015 (n=5)
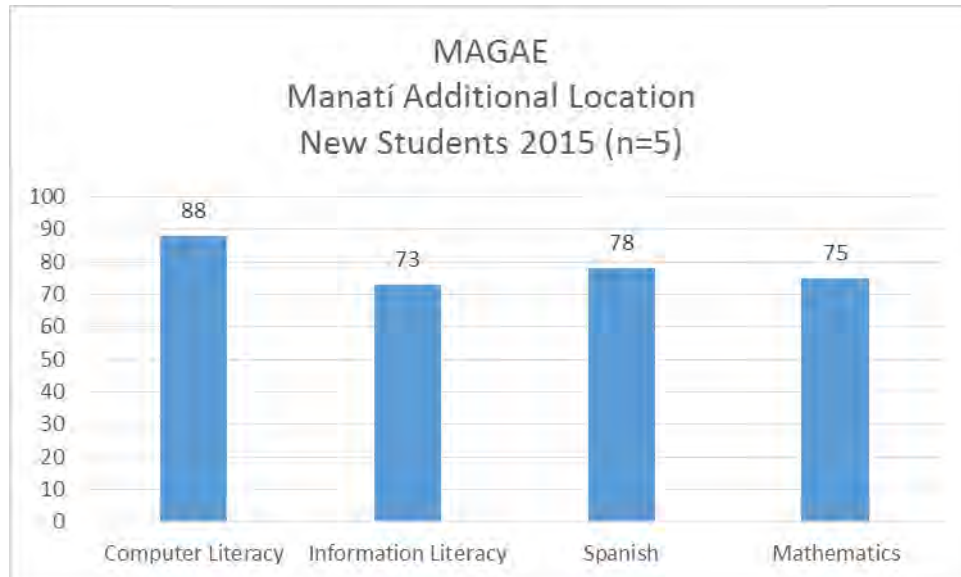
Pre-Test Results Analysis

MAGAE freshman students in 2015 obtained 88% in Computer Literacy 2015. In Information Literacy they obtained 73%. In the Spanish area from 78% and in Mathematics they obtained 75%.
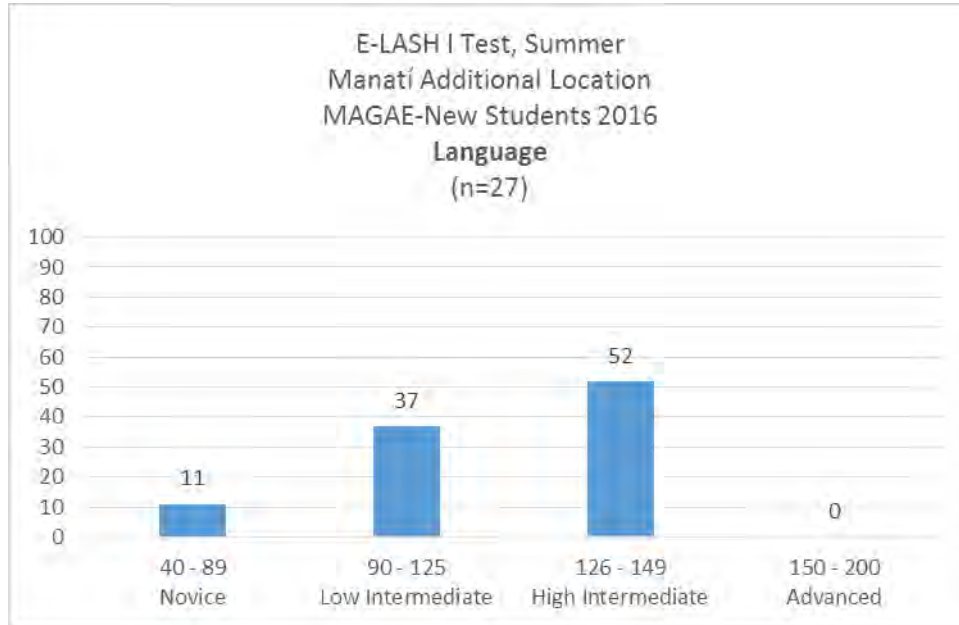
General Education Core Competencies
Pre-Test Results and Analysis
MAGAE
Manatí Additional Location

E-LASH I Test, Summer
Manatí Additional Location
MAGAE-New Students 2016
Listening Comprehension
(n=27)

In 2016 Listening Comprehension Examination Results of MAGAE demonstrate that there were no students in the novice level while 26% was in the low intermediate level. Finally there was a 37% of students in the high intermediate and advanced levels.
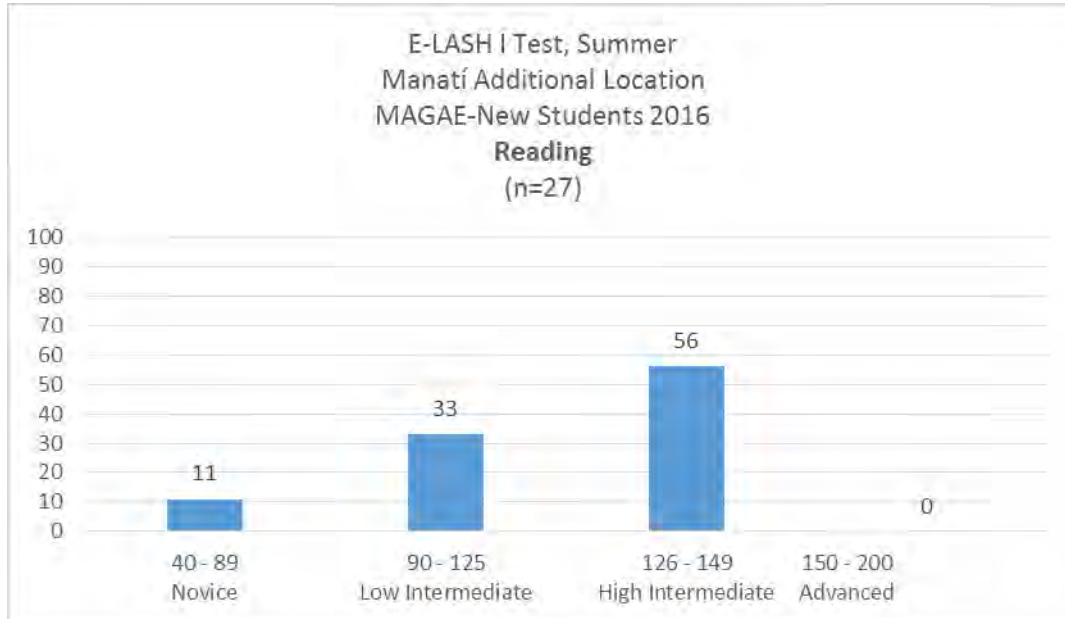
General Education Core Competencies
Pre-Test Results and Analysis
MAGAE
Manatí Additional Location

In 2016 Language Examination Results demonstrate that 11% of MAGAE freshman students were in the novice level, A 37% were in the low intermediate level and 52% in the high intermediate level. There were no students in the advanced level.
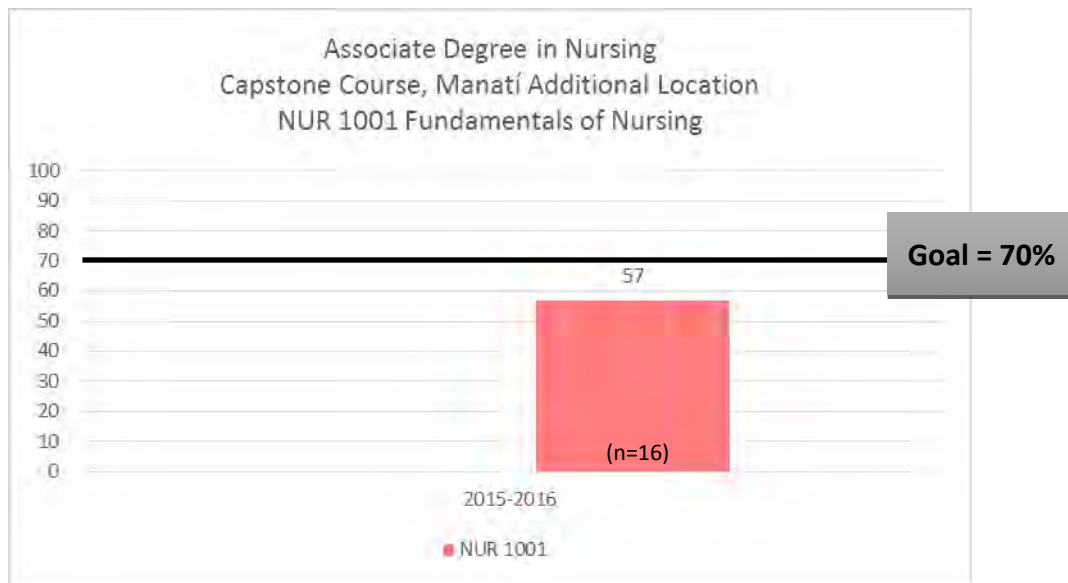
General Education Core Competencies
Pre-Test Results and Analysis
MAGAE
Manatí Additional Location

E-LASH I Test, Summer
Manatí Additional Location
MAGAE-New Students 2016
Reading
(n=27)

	40 - 89 Novice	90 - 125 Low Intermediate	126 - 149 High Intermediate	150 - 200 Advanced
	11	33	56	0

In 2016 Reading Examination Results demonstrate that 11% of MAGAE freshman students were in the novice level, 33% were in the low intermediate level and 56% in the high intermediate level. There were no students in the advanced level.

Associate Degree in Nursing
Capstone Course, Manatí Additional Location
NUR 1001 Fundamentals of Nursing

Goal = 70%
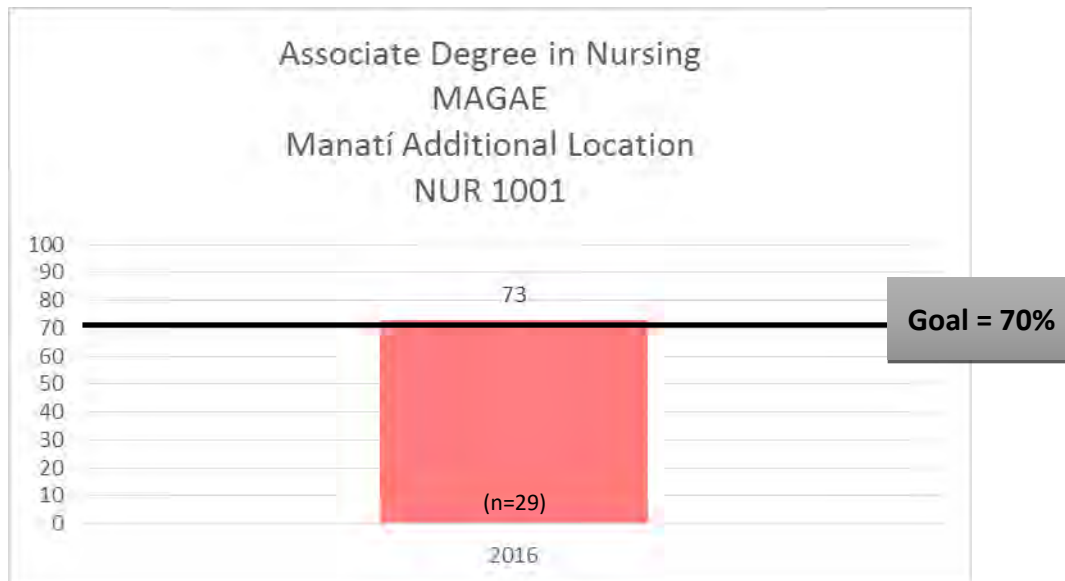
57

(n=16)

2015-2016

NUR 1001

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.

Associate Degree in Nursing
MAGAE
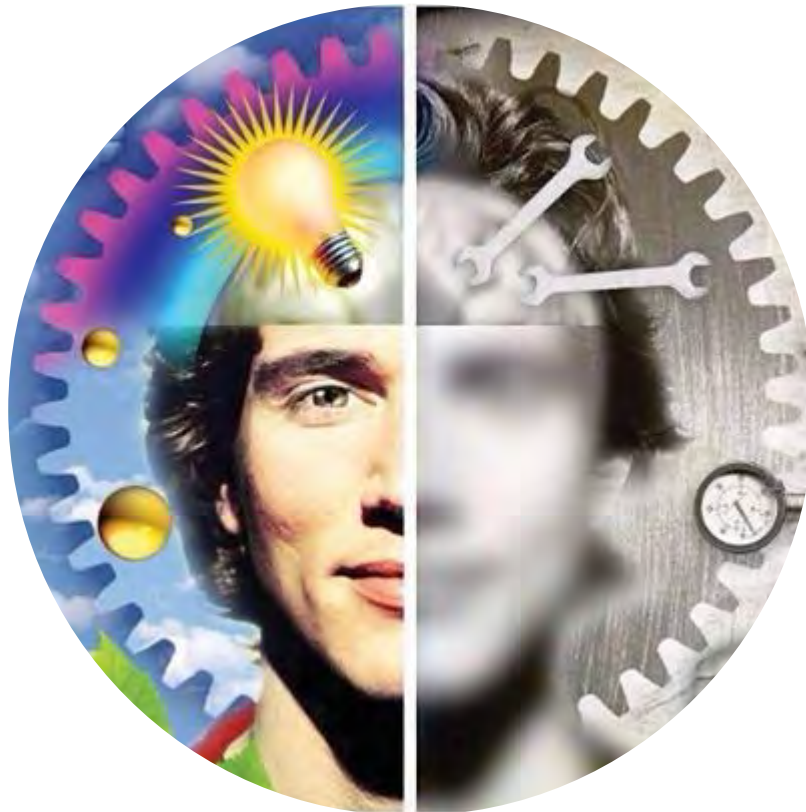Manatí Additional Location
NUR 1001

Goal = 70%

73

(n=29)

2016

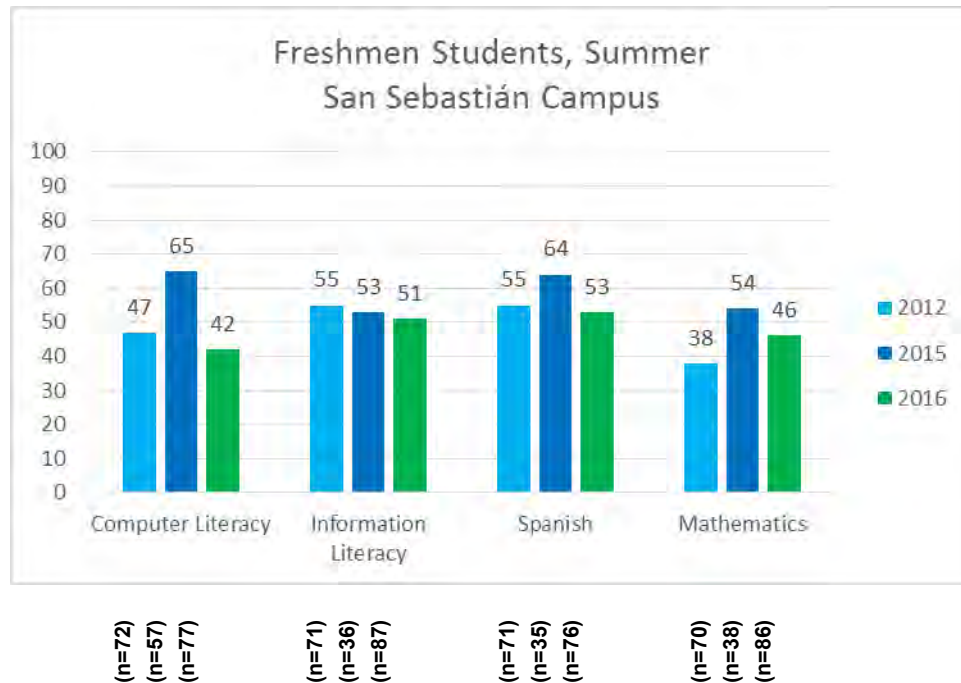MAGAE Students of 2016 period obtained a 73% in Capstone Course NUR 1001 surpassing the 70% goal.

Outcomes Results

San Sebastián Campus

General Education

Pre and Post Assessment

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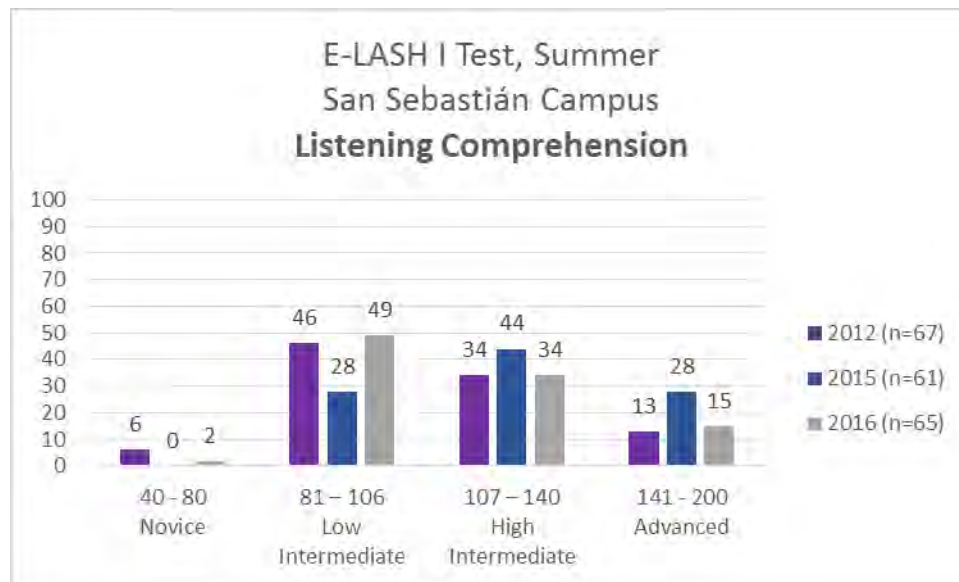**Pre Test Results**
San Sebastián Campus
Summer

Freshmen Students, Summer
San Sebastián Campus

(Computer Literacy: n=72, n=57, n=77)
(Information Literacy: n=71, n=36, n=87)
(Spanish: n=71, n=35, n=76)
(Mathematics: n=70, n=38, n=86)

Pre-Test Results Analysis

Students in 2015 obtained higher scores in most tests except Information Literacy. In the Computer Literacy 2015 domain students obtained a 47% in 2012, 65% in 2015 and 42% in 2016. In Information Literacy they obtained a 55% in 2012, 53% in 2015 and 51% in 2016. In the Spanish area students obtained a 55% in 2012, 64% in 2015 and 53% in 2016. Finally in Mathematics obtained a 48% in 2012, 54% in 2015 and 46% in 2016.

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.

Pre-Test Results Analysis

In Listening Comprehension Examination Results demonstrate that 6% of freshman students were in the novice level in 2012, 0% in 2015 and 2% in 2016. A 46% of students were in the low intermediate level in 2012, 28% in 2015 and 49% in 2016. On the other hand 34% of students were in the high intermediate level in 2012, 44% in 2015 and 34% in 2016. Finally 13% of students were in the advanced level in 2012, 28% in 2015 and 15% in 2016.

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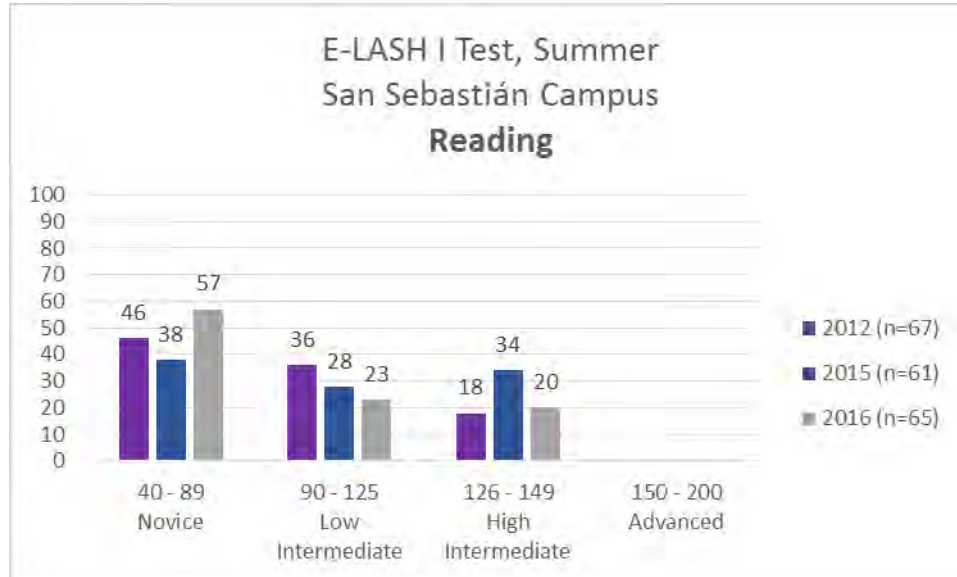

E-LASH I Test, Summer
San Sebastián Campus
Language
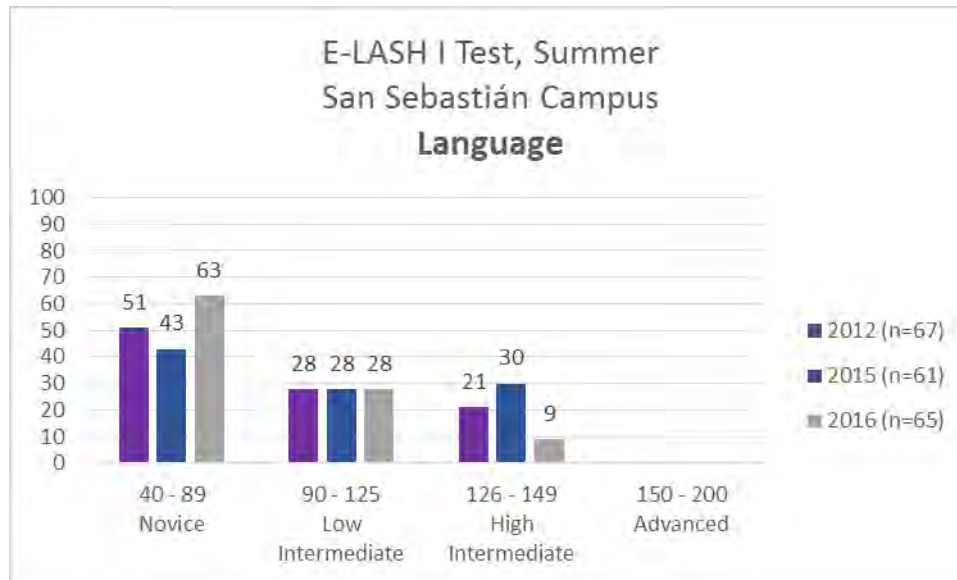
Pre-Test Results Analysis

In Language Examination Results demonstrate that 51% of freshman students were in the novice level in 2012, 43% in 2015 and 63% in 2016. A 28% of students were in the low intermediate level in all 3 assessments (2012, 2015 and 2016). On the other hand 21% of students were in the high intermediate level in 2012, 30% in 2015 and 9% in 2016. There were no students in the advanced level.

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

E-LASH I Test, Summer
San Sebastián Campus
Reading

- 2012 (n=67)
- 2015 (n=61)
- 2016 (n=65)

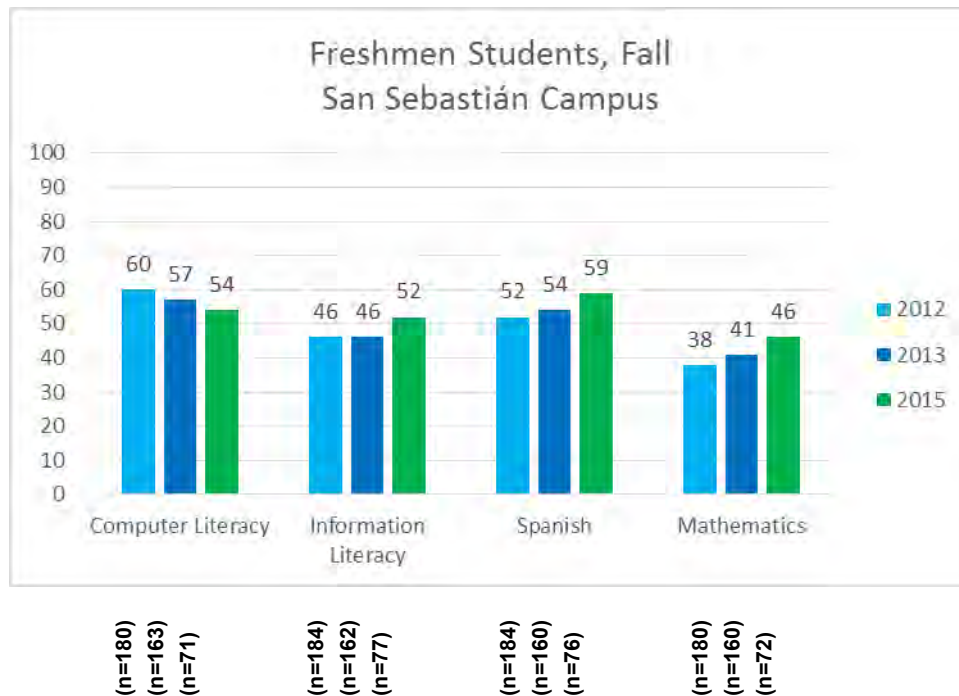# Pre-Test Results Analysis

In Reading Examination Results demonstrate that 46% of freshman students were in the novice level in 2012, 38% in 2015 and 57% in 2016. A 36% of students were in the low intermediate level in 2012, 28% in 2015 and 23% in 2016. On the other hand 18% of students were in the high intermediate level in 2012, 34% in 2015 and 20% in 2016. There were no students in the advanced level.

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

Freshmen Students, Fall
San Sebastián Campus

(n=180) (n=163) (n=71)   (n=184) (n=162) (n=77)   (n=184) (n=160) (n=76)   (n=180) (n=160) (n=72)
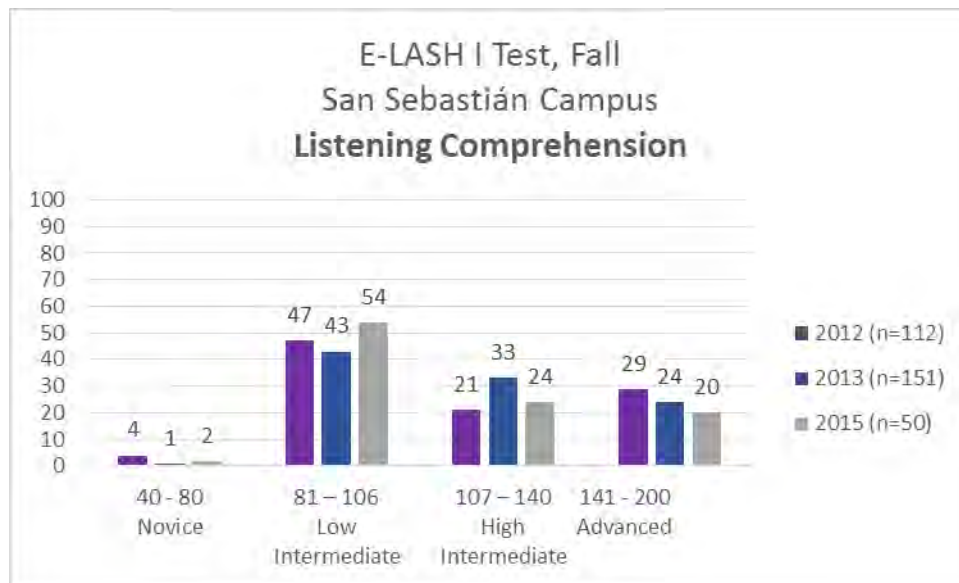
Pre-Test Results Analysis

In 2015 obtained higher scores in most tests except Computer Literacy. In the Computer Literacy domain students obtained a 60% in 2012, 57% in 2013 and 54% in 2015. In Information Literacy they obtained a 46% in 2012, 46% in 2013 and increased to 52% in 2015. In the Spanish area students obtained a 52% in 2012, 54% in 2013 and 59% in 2015. Finally in Mathematics obtained a 38% in 2012, 41% in 2013 and 46% in 2015.

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.

Pre-Test Results Analysis

In Listening Comprehension Examination Results demonstrate that 4% of freshman students were in the novice level in 2012, 1% in 2013 and 2% in 2015. A 47% of students were in the low intermediate level in 2012, 43% in 2013and increased to 54% in 2015. On the other hand 21% of students were in the high intermediate level in 2012, 33% in 2013 and 24% in 2015. Finally 29% of students were in the advanced level in 2012, 24% in 2013 and 20% in 2015.
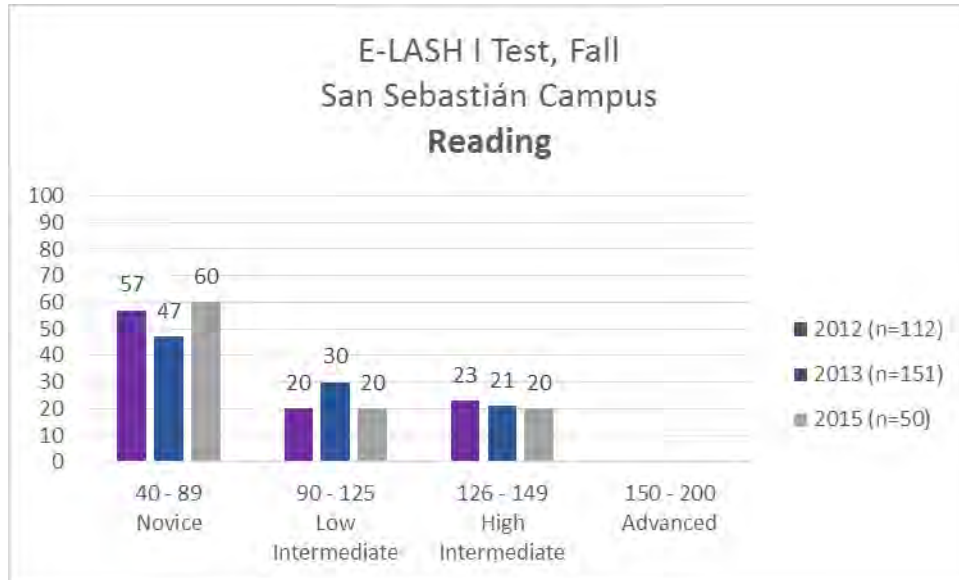
General Education Core Competencies
E-LASH I
Pre Test Results and Analysis
San Sebastián Campus
Fall
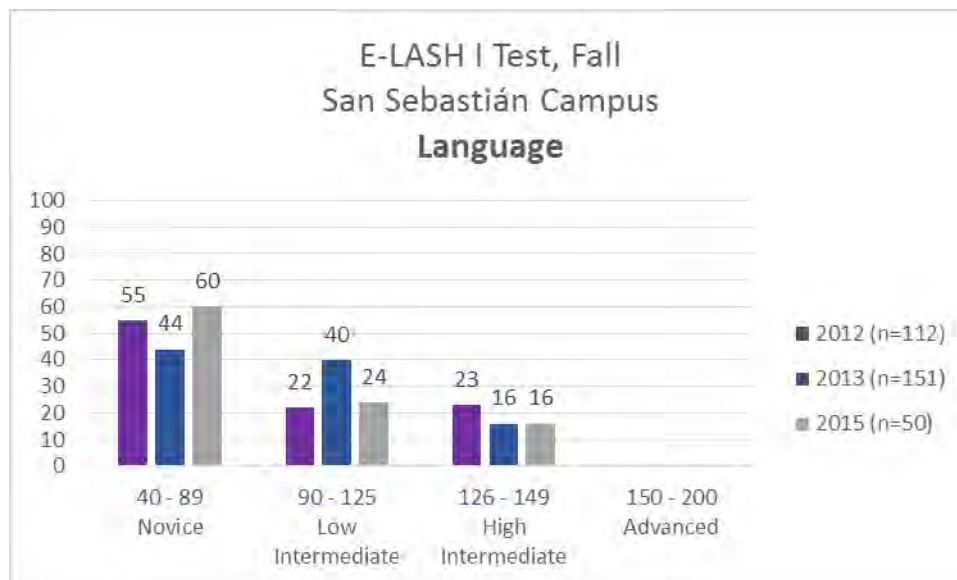
Pre-Test Results Analysis

Language Examination Results demonstrate that 55% of freshman students were in the novice level in 2012, 44% in 2013 and 60% in 2015. A 22% of students were in the low intermediate level in 2012, 40% in 2013 and decreased to 24% in 2015. On the other hand 23% of students were in the high intermediate level in 2012, and maintained a 16% in 2013 and 2015. There were no students in the advanced level.
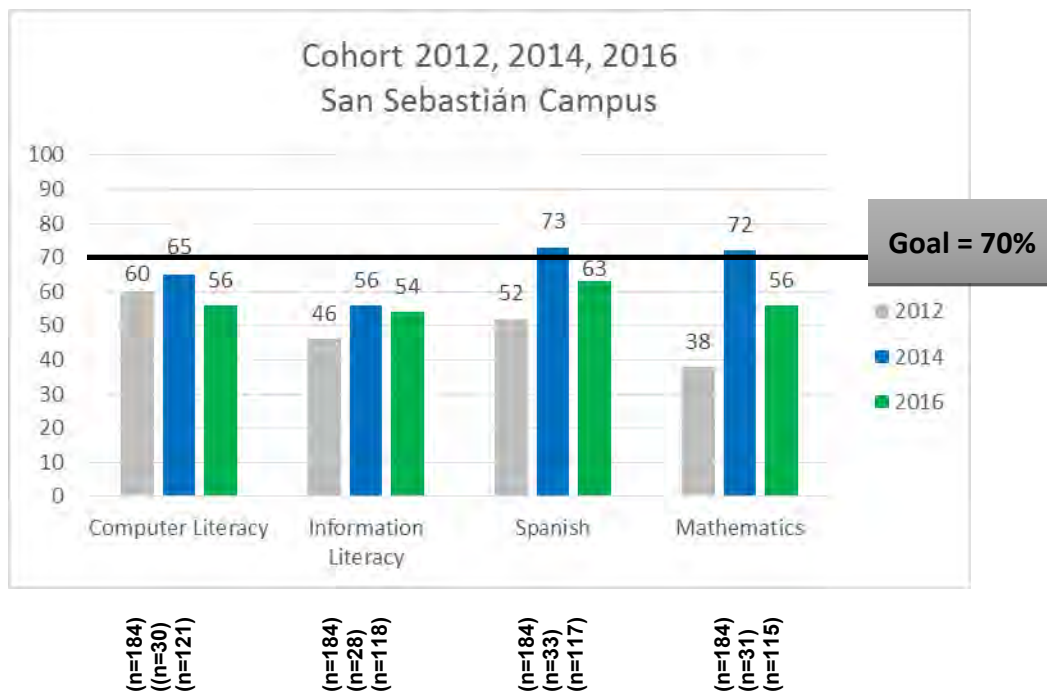
General Education Core Competencies
E-LASH I
Pre Test Results and Analysis
San Sebastián Campus
Fall

E-LASH I Test, Fall
San Sebastián Campus
Reading

Pre-Test Results Analysis

The Reading Examination Results demonstrate that 57% of freshman students were in the novice level in 2012, 47% in 2013 and 60% in 2015. A 20% of students were in the low intermediate level in 2012, 30% in 2013 and decreased to 20% in 2015. On the other hand 23% of students were in the high intermediate level in 2012, 21% in 2013 and 220% in 2015. There were no students in the advanced level.

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

Cohort 2012, 2014, 2016
San Sebastián Campus

Goal = 70%

2012
2014
2016

Computer Literacy: 60, 65, 56
(n=184) (n=30) (n=121)

Information Literacy: 46, 56, 54
(n=184) (n=28) (n=118)

Spanish: 52, 73, 63
(n=184) (n=33) (n=117)

Mathematics: 38, 72, 56
(n=184) (n=31) (n=115)

In 2016 results in all domains decreased in comparison with those of 2014. Computer Literacy results in show that in 2012 students obtained 60%, in 2014 they obtained 65% and decreased to 56% in 2016. In Information Literacy they obtained 46% in 2012, 56% in 2014 and 54% in 2015. In Spanish they obtained 52% in 2012, 73% in 2014 where they surpassed the goal, and then decreased to 63% in 2016. Finally in Mathematics they obtained 38% in 2012, 72% in 2014% and 56% 2016.

General Education English Assessment
ELASH Post Test Results
San Sebastian Campus

E-LASH I Test
San Sebastián Campus
Cohort 2013, 2014, 2016
Listening Comprehension
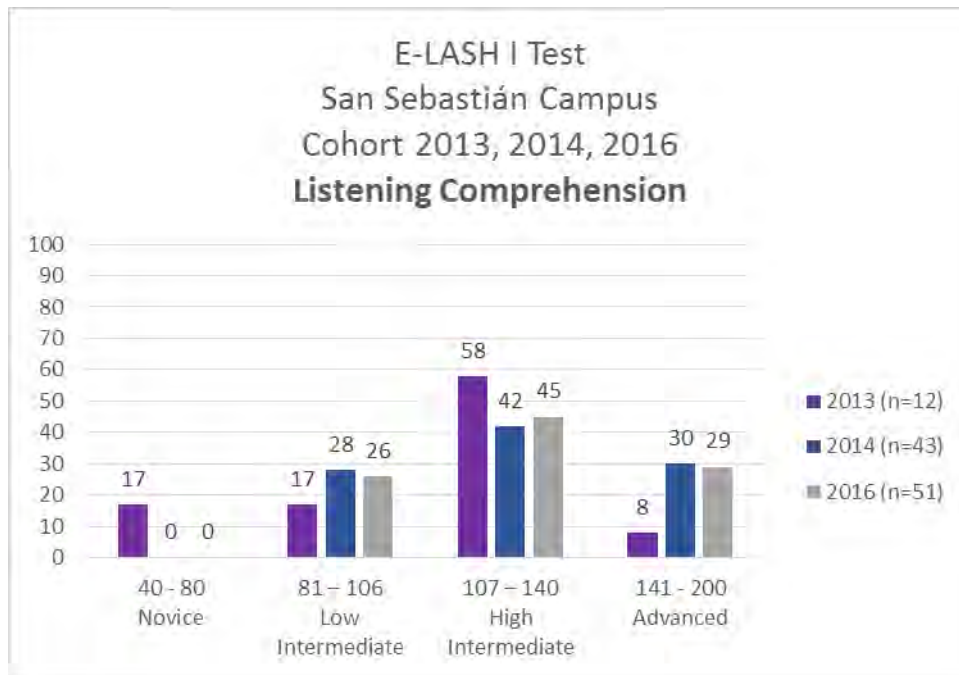
In 2016 Listening Comprehension Examination Results demonstrate that 17% of students were in the novice level in 2013, 0% in 2014 and 0% in 2016. A 17% of students were in the low intermediate level in 2013, 28% in 2014 and 26% in 2016. On the other hand 58% of students were in the high intermediate level in 2013, 42% in 2014 and 45% in 2016. Finally 8% of students were in the advanced level in 2013, 30% in 2014 and 29% in 2016.
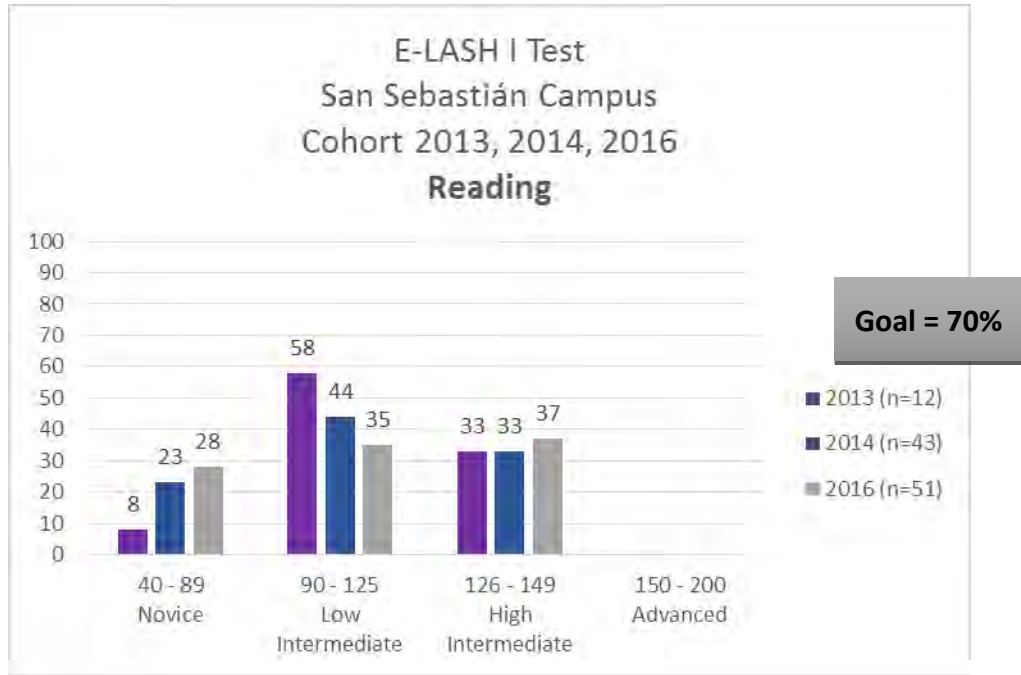
General Education English Assessment
ELASH Post Test Results
San Sebastian Campus
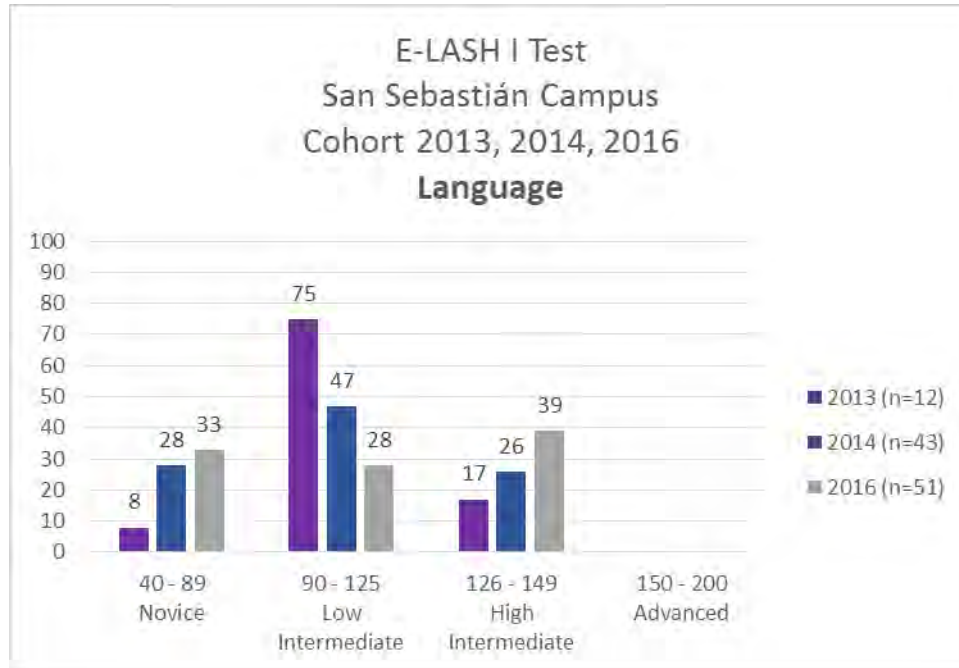
In 2016 Language Examination Results demonstrate that 8% of students were in the novice level in 2013, 28% in 2014 and 33% in 2016. A 75% of students were in the low intermediate level in 2013, 47% in 2014 and 28% in 2016. On the other hand 17% of students were in the high intermediate level in 2013, 26% in 2014 and 39% in 2016.
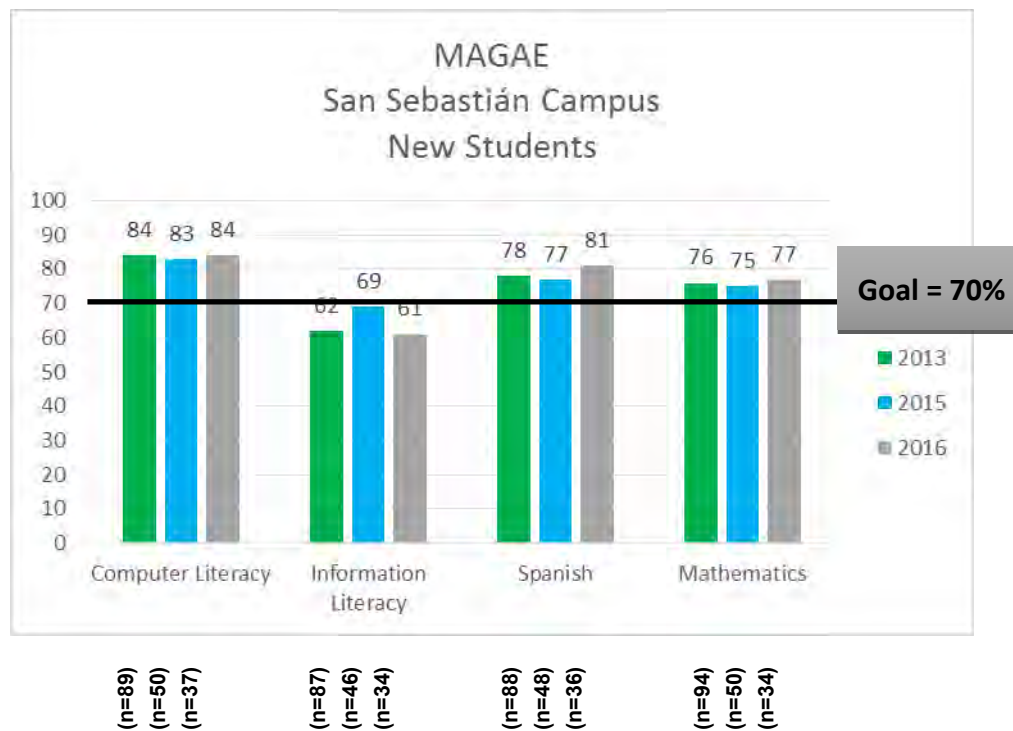
General Education English Assessment
ELASH Post Test Results
San Sebastian Campus

E-LASH I Test
San Sebastián Campus
Cohort 2013, 2014, 2016
Reading

Goal = 70%

2013 (n=12)
2014 (n=43)
2016 (n=51)

In 2016 Reading Examination Results demonstrate that 8% of students were in the novice level in 2013, 23% in 2014 and 28% in 2016. A 58% of students were in the low intermediate level in 2013, 44% in 2014 and 35% in 2016. On the other hand 33% of students were in the high intermediate level in 2013 and in 2014, while there was an increase to and 37% in 2016.

General Education Core Competencies Results
MAGAE
San Sebastián Campus

MAGAE
San Sebastián Campus
New Students

Domain	2013	2015	2016
Computer Literacy	84	83	84
Information Literacy	62	69	61
Spanish	78	77	81
Mathematics	76	75	77

Goal = 70%

Computer Literacy (n=89) (n=50) (n=37)
Information Literacy (n=87) (n=46) (n=34)
Spanish (n=88) (n=48) (n=36)
Mathematics (n=94) (n=50) (n=34)

Pre-Test Results Analysis

The MAGAE modality at the San Sebastián Campus results are as follows. In 2016 results in all domains with the exception of Information Literacy were above the 70% goal. In fact this is the only domain that has remained below the goal in all three measures. Computer Literacy results in show that in 2013 students obtained 84%, 83% in 2015 and 84% in 2016. In Information Literacy they obtained 62% in 2013, 69% in 2015 and 61% in 2016. In Spanish they obtained 78% in 2013, 77% in 2015 and 81% in 2016. Finally in Mathematics they obtained 76% in 2013, 75% in 2015% and 77% 2016.

Closing the loop: Assessment Decisions

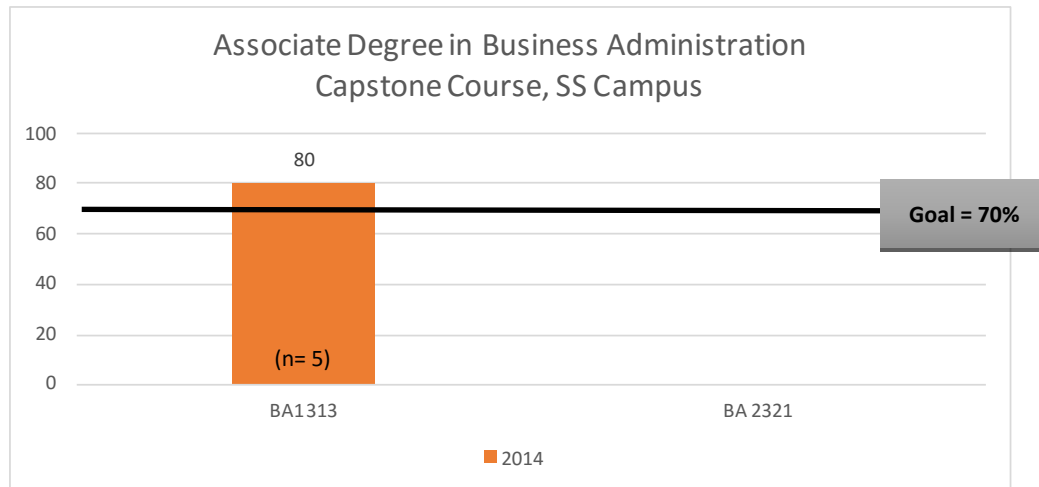   1. Since this is an online experience, authentication processes should be revised.

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 Business Administration Capstone Course, SS Campus

Students of 2014 period obtained an 80% in Capstone Course BA 1313 surpassing the 70% goal.

Bachelor Degree in Business Administration
Mayor in Accounting
Capstone Course, SS Campus
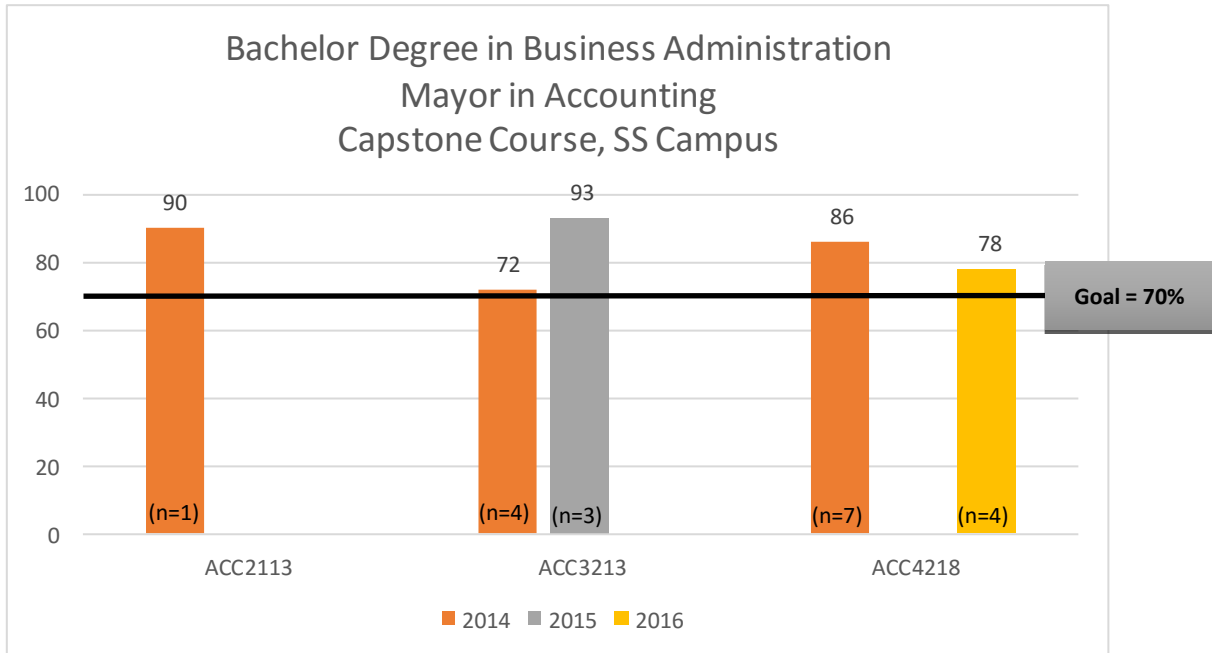
Students of 2014 period obtained a 90% in Capstone Course ACC 2113, 72% in course ACC 3213, and 86% in ACC 4218. In 2015 in course ACC 3213 students obtained a 93%. In 2016 in course ACC 4218 students obtained 78%.

Bachelor Degree in Business Administration
Mayor in Management
Capstone Course, San Sebastián Campus
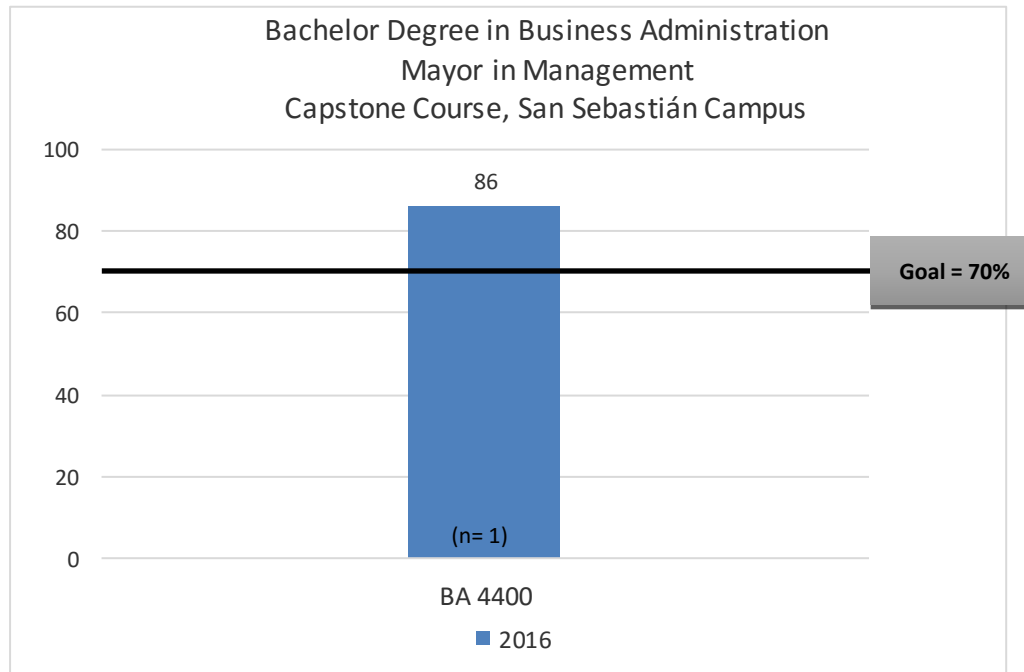
Students of 2016 period obtained an 86% in Capstone Course BA 4400 surpassing the 70% goal.

Associate Degree in Office Administration
Capstone Course, SS Campus
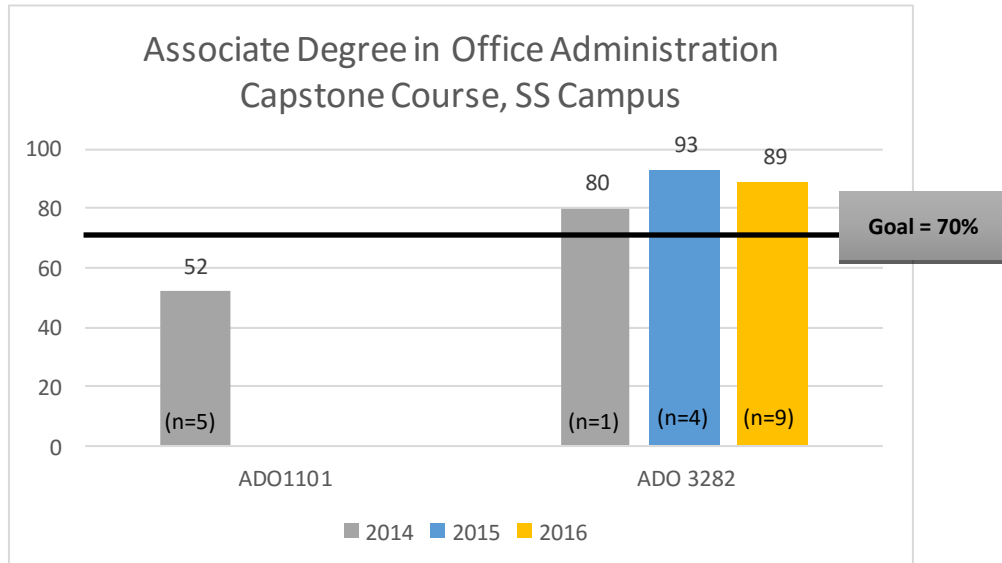
Students of 2014 period obtained a 52% in Capstone Course ADO 1101 and 80% in ADO 3282. In 2015 students obtained a 93% in ADO 3282 and in 2016 they obtained 89%.
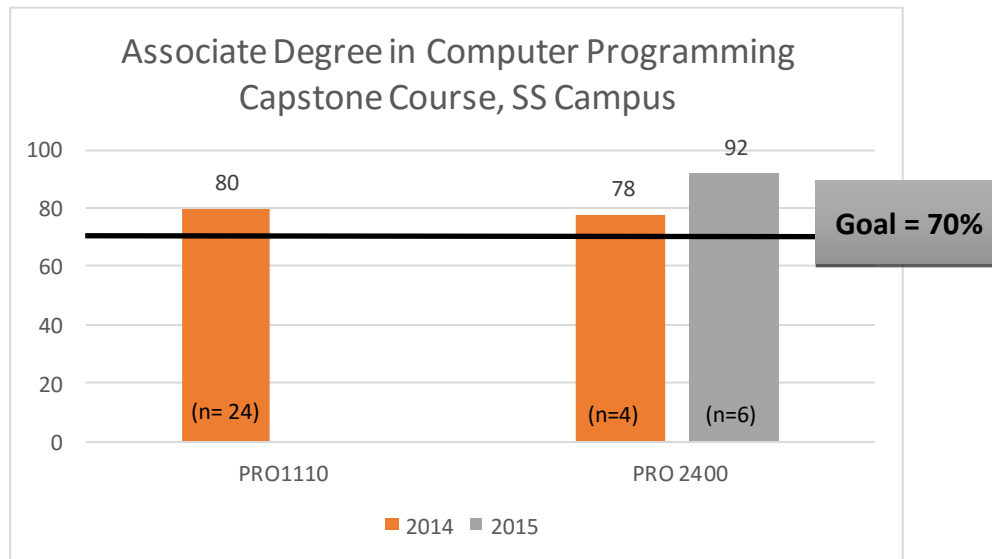
Bachelor Degree in Technology Office Administration
Capstone Course, SS Campus
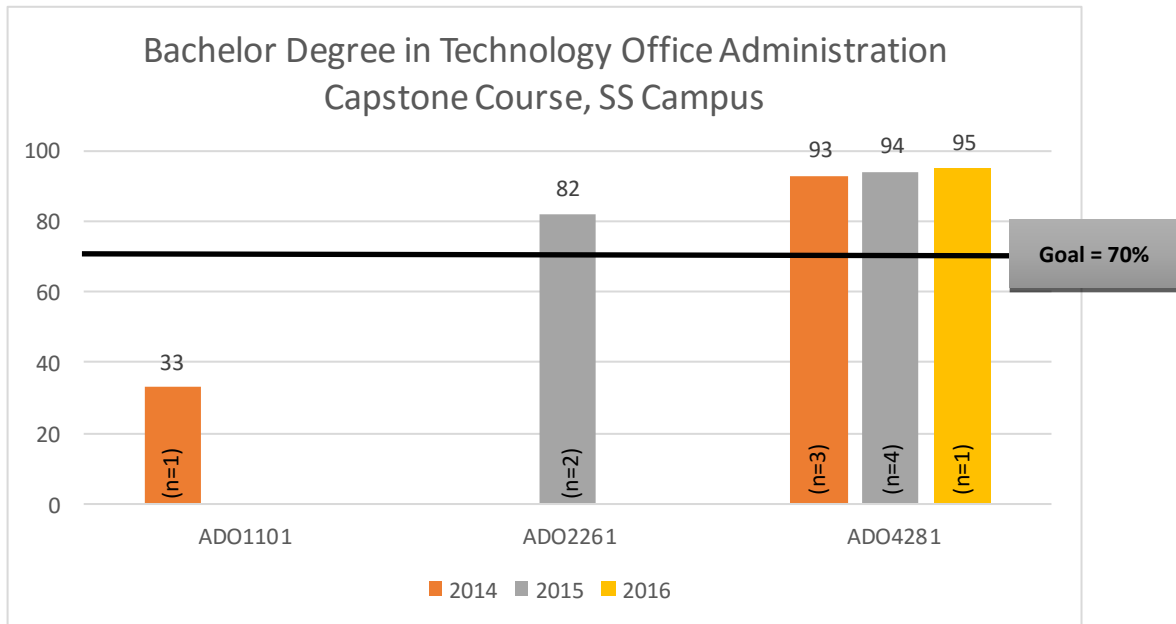
Students of 2014 period obtained a 33% in Capstone Course ADO 1101 and 93% in ADO 4281. In 2015 students obtained an 82% in course ADO 2261, and 94% in ADO 4281. In 2016 students obtained a 95% in ADO 4281.

Associate Degree in Computer Programming
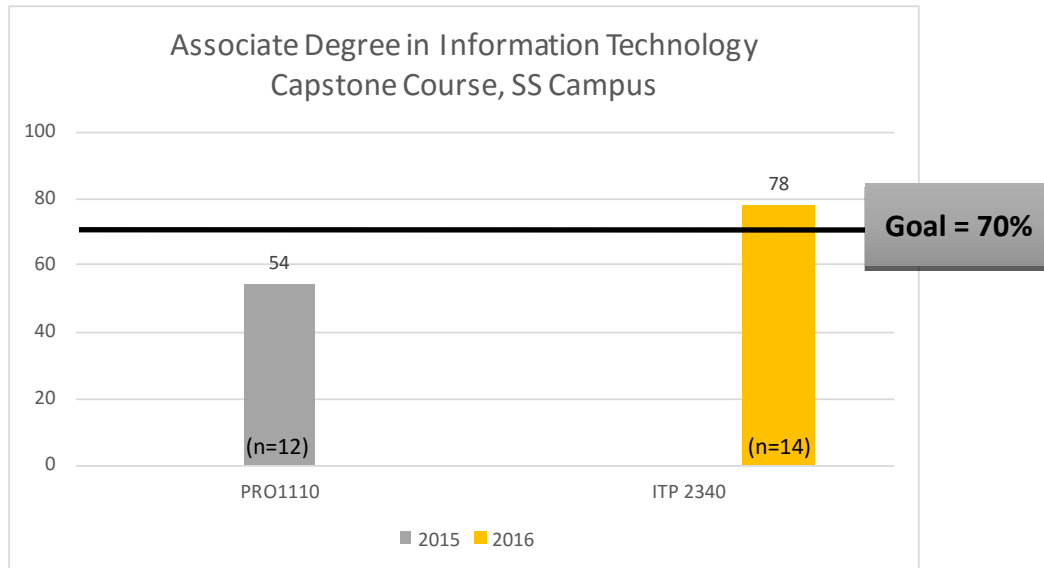Capstone Course, SS Campus

Goal = 70%

PRO1110 (n= 24) 80 (2014)

PRO 2400 (n=4) 78 (2014), (n=6) 92 (2015)

■ 2014 ■ 2015

Past program

Students of 2014 period obtained a 80% in Capstone Course PRO 1110 surpassing the 70% goal. In course PRO 2400 students obtained a 78% in 2014 and increased to 92% in 2015.
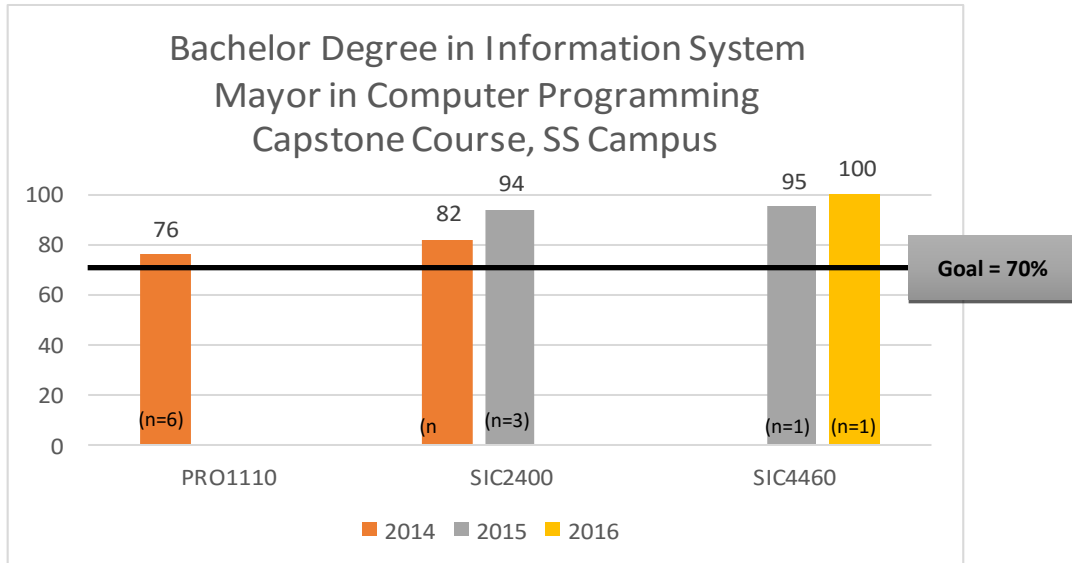
Associate Degree in Information Technology Capstone Course, SS Campus

Students of 2015 period obtained a 54% in Capstone Course PRO 1110. In course ITP 2340 students obtained a 78% in 2016 surpassing the 70% goal.

Bachelor Degree in Information System Mayor in Computer Programming Capstone Course, SS Campus

Students of 2014 period obtained a 76% in Capstone Course PRO 1110. In 2014 in course SIC 2400 students obtained an 82% and increased to 94% in 2015. In 2015 in course SIC 4460 students obtained 95% and increased to 100% in 2016.
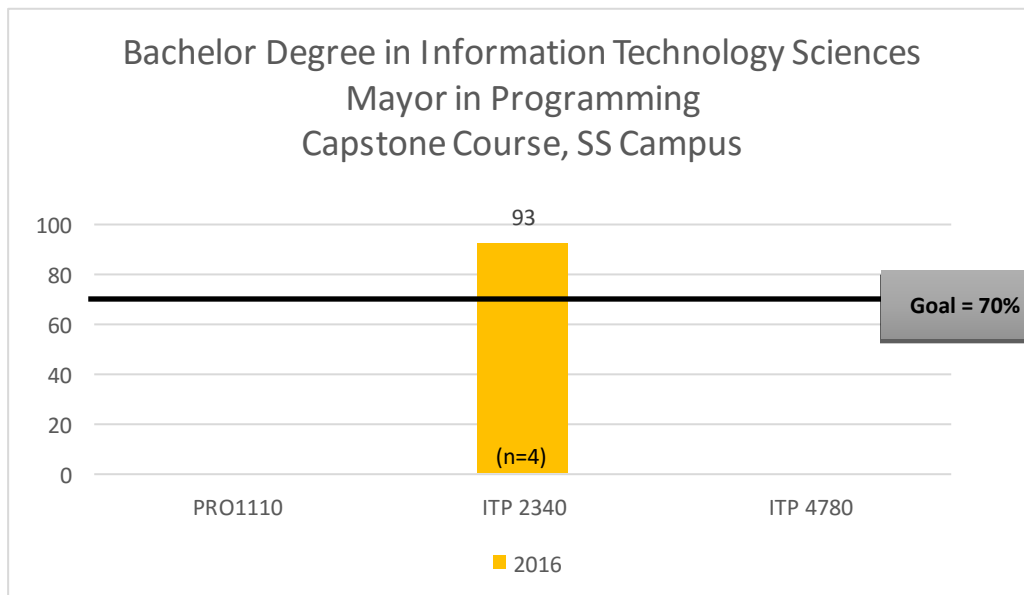
Bachelor Degree in Information Technology Sciences
Mayor in Networks
Capstone Course, SS Campus
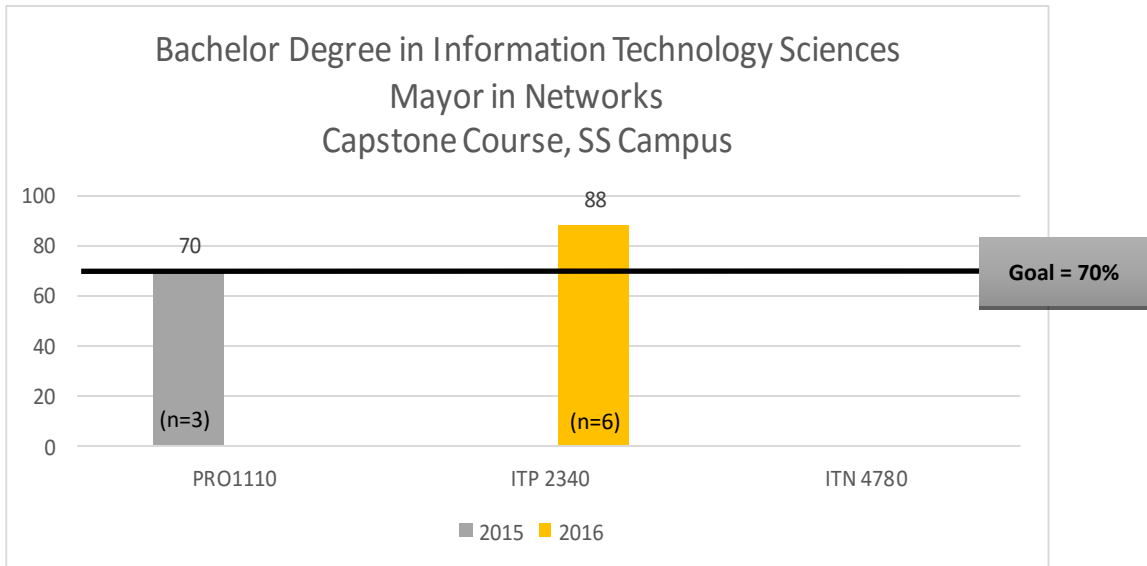
Students of 2015 period obtained a 70% in Capstone Course PRO 1110. In 2016 in course ITP 2340 students obtained an 88% surpassing the 70% goal.
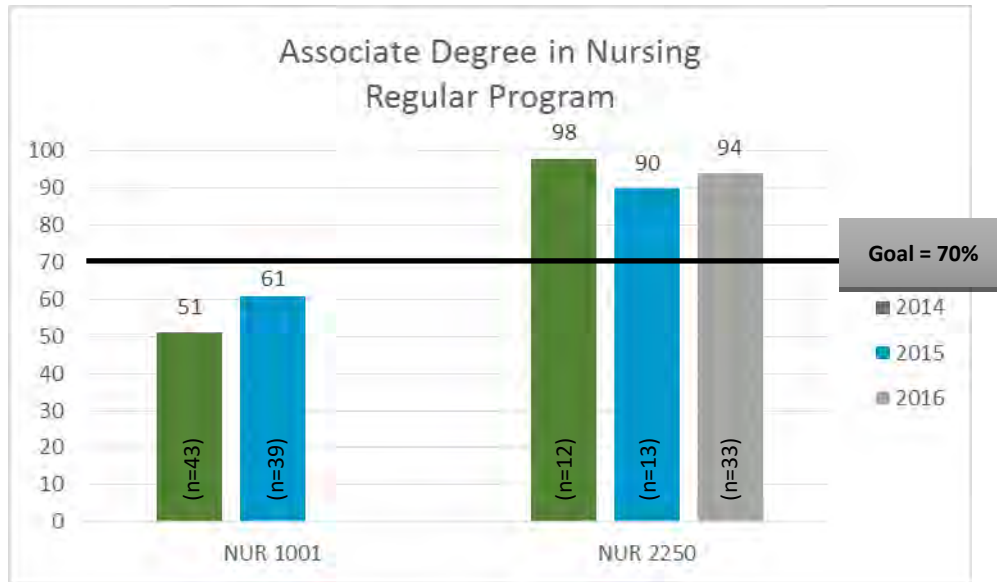
Bachelor Degree in Information Technology Sciences
Mayor in Programming
Capstone Course, SS Campus

Students of 2016 period obtained a 93% in Capstone Course ITP 2340 surpassing the 70% goal.
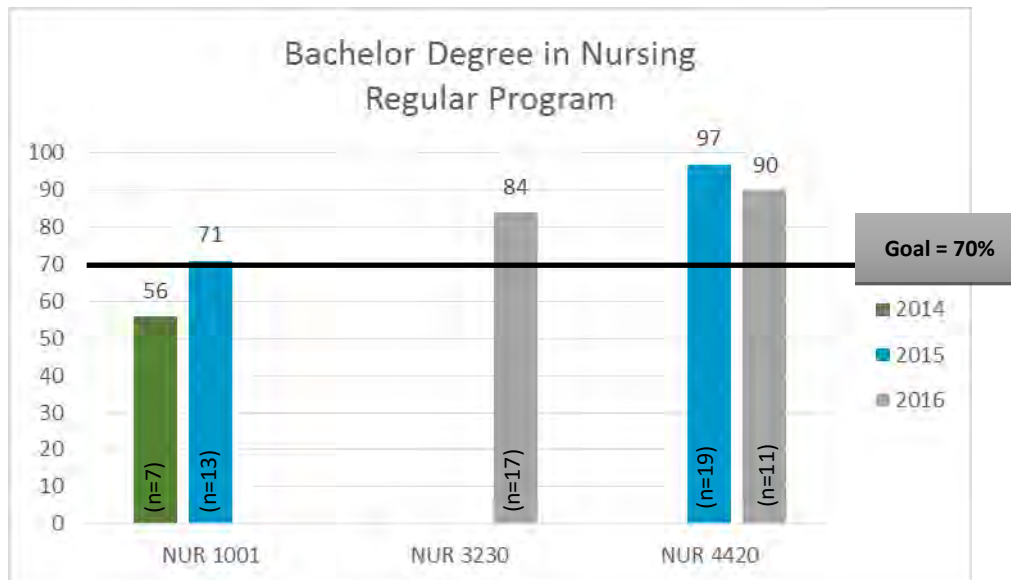
Associate Degree in Nursing
Regular Program

Goal = 70%

Students of 2014 period obtained a 51% in Capstone Course NUR 1001 and a 98% in NUR 2250. In 2015 students obtained a 61% in course NUR 1001, and 90% in NUR 2250. In 2016 students obtained a 94% in NUR 2250.

Bachelor Degree in Nursing Regular Program

Goal = 70%

2014
2015
2016

NUR 1001 — (n=7) 56, (n=13) 71
NUR 3230 — (n=17) 84
NUR 4420 — (n=19) 97, (n=11) 90

Students of 2014 period obtained a 56% in Capstone Course NUR 1001. In 2015 students obtained a 71% in course NUR 1001, and 97% in NUR 4420. In 2016 students obtained an 84% in NUR 3230 and 90% in NUR 4420.

Associate Degree in Nursing
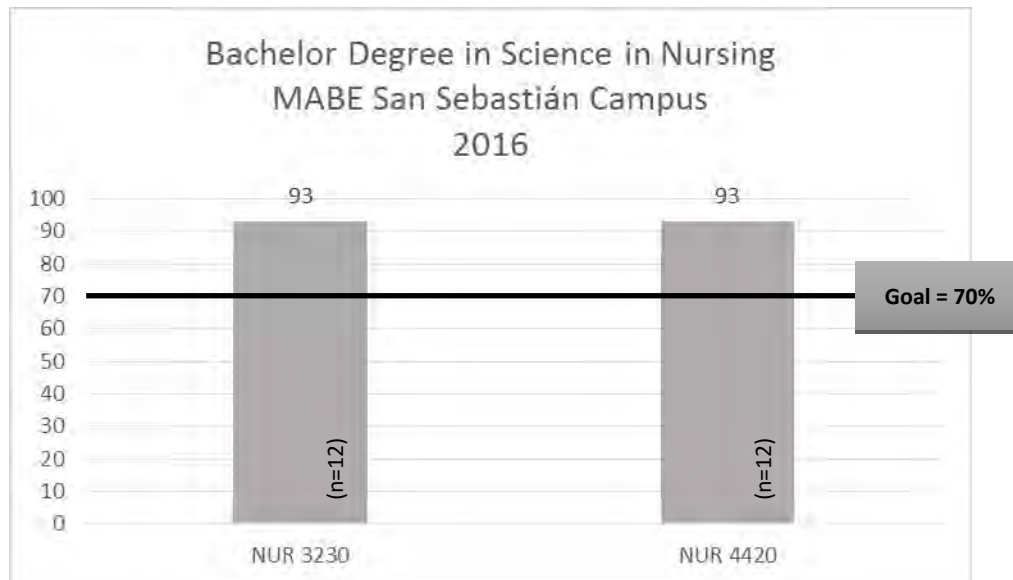MAGAE San Sebastián Campus
2016
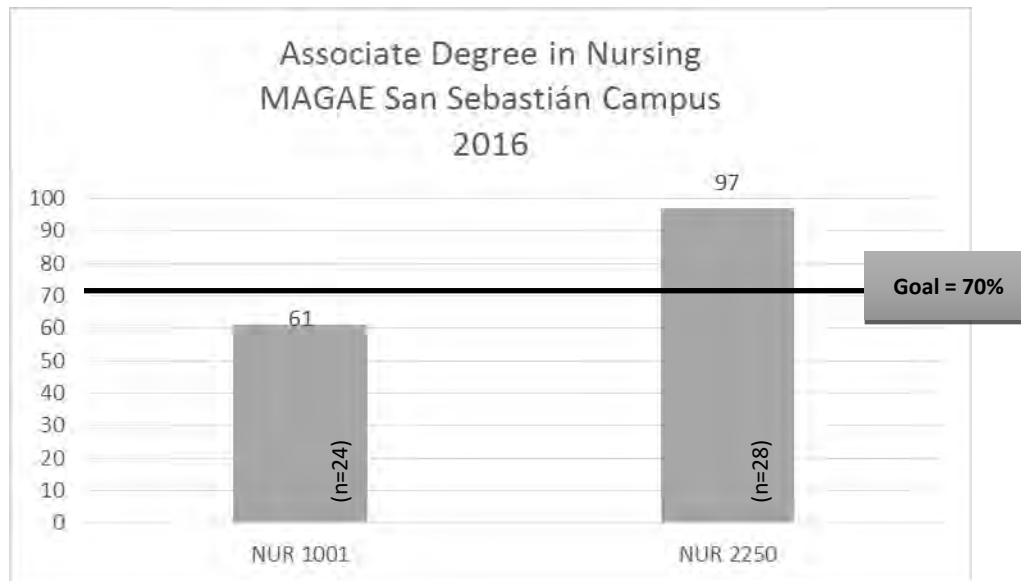
Students of MAGAE 2016 period obtained a 70% in Capstone Course NUR 1001 and a 96% in NUR 2250.
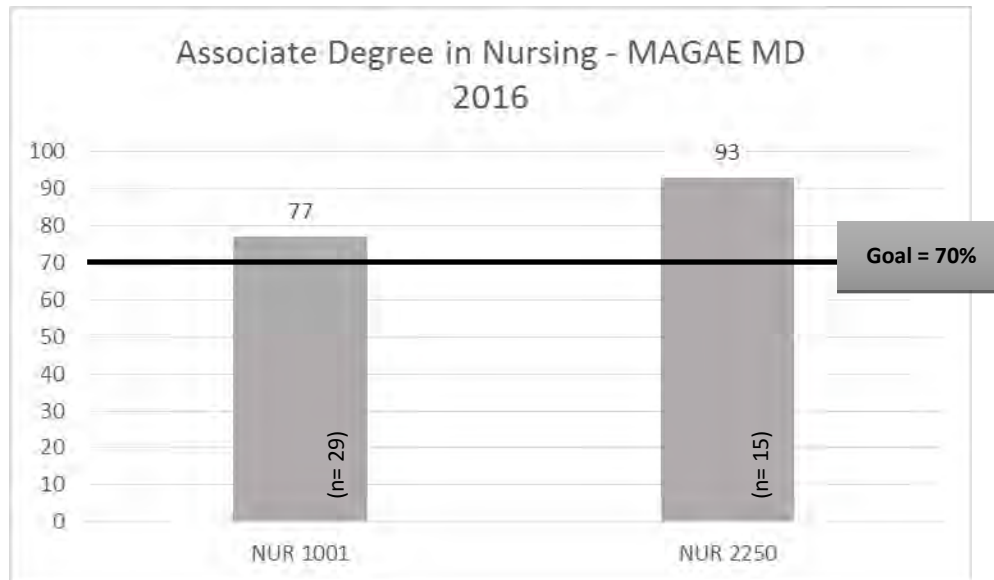
Bachelor Degree in Science in Nursing
MABE San Sebastián Campus
2016

Students of MABE 2016 period obtained a 93% in Capstone Course NUR 3230 and a 93% in NUR 4420 surpassing the 70% goal.

Associate Degree in Nursing - MAGAE MD 2016

Students of MABE 2016 period obtained a 93% in Capstone Course NUR 3230 and a 93% in NUR 4420.

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.
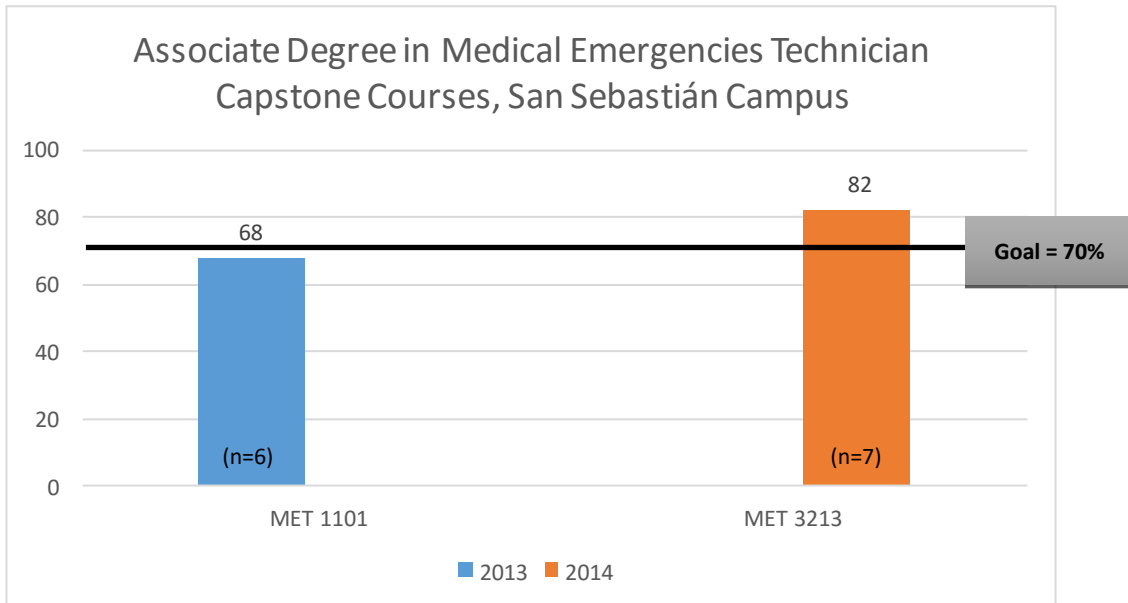
Associate Degree in Pharmacy Technician Capston Courses, SS Campus
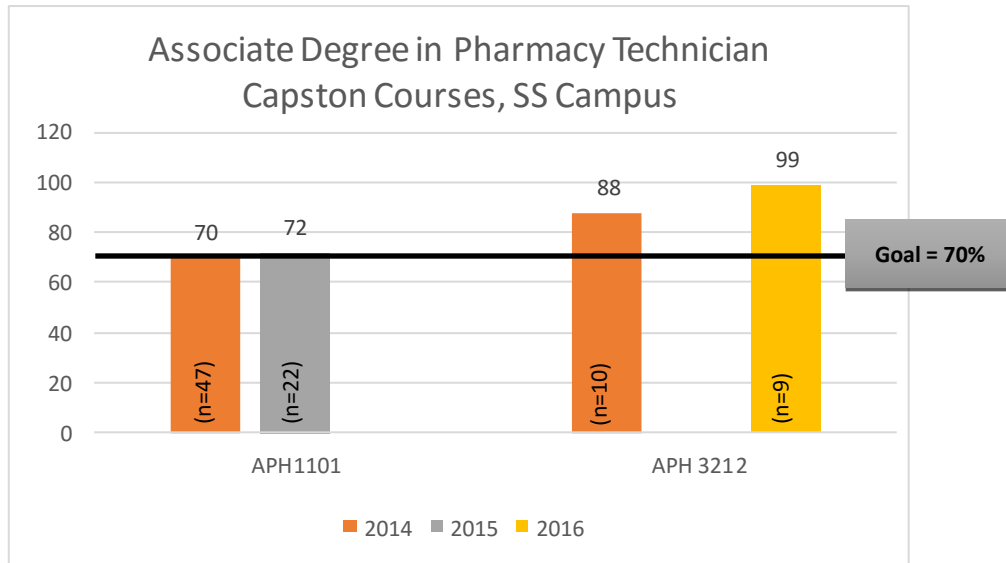
Students of 2014 period obtained a 70% in Capstone Course APH 1101 and 88% in APH 3212. In 2015 students obtained a 72% in course APH 1101. In 2016 students obtained a 99% in APH 3212.
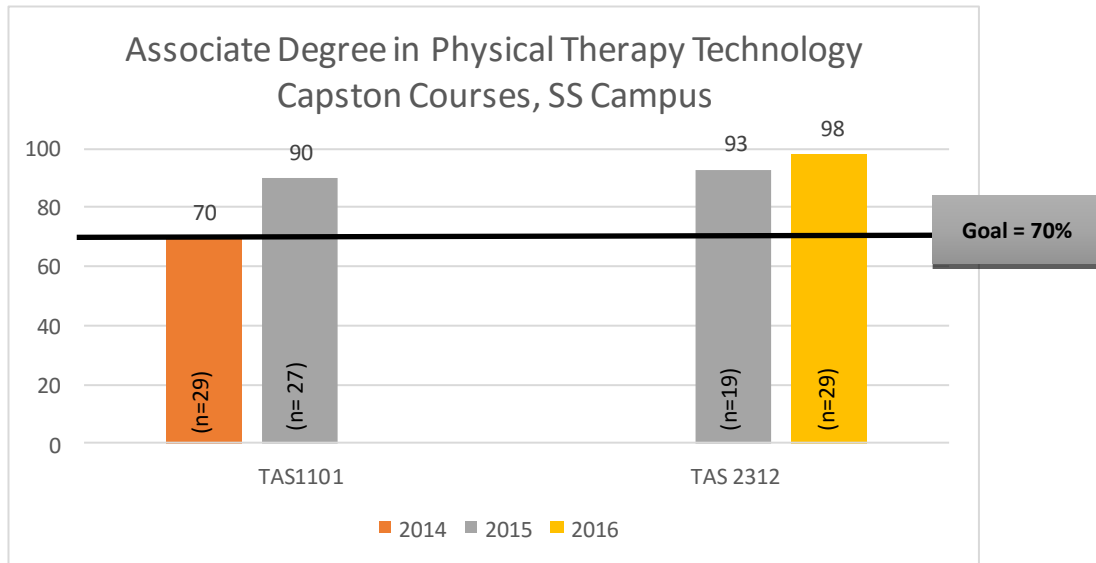
SCHOOL OF HEALTH

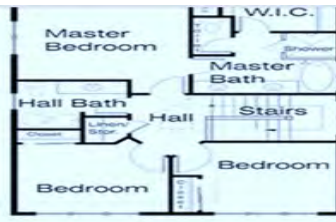## Associate Degree in Medical Emergencies Technician Capstone Courses, San Sebastián Campus

Goal = 70%

MET 1101: 68 (n=6), 2013
MET 3213: 82 (n=7), 2014

Legend: 2013, 2014

Students of 2013 period obtained a 68% in Capstone Course MET 1101 and a 82% in MET 3213 in 2014.

Associate Degree in Physical Therapy Technology Capston Courses, SS Campus
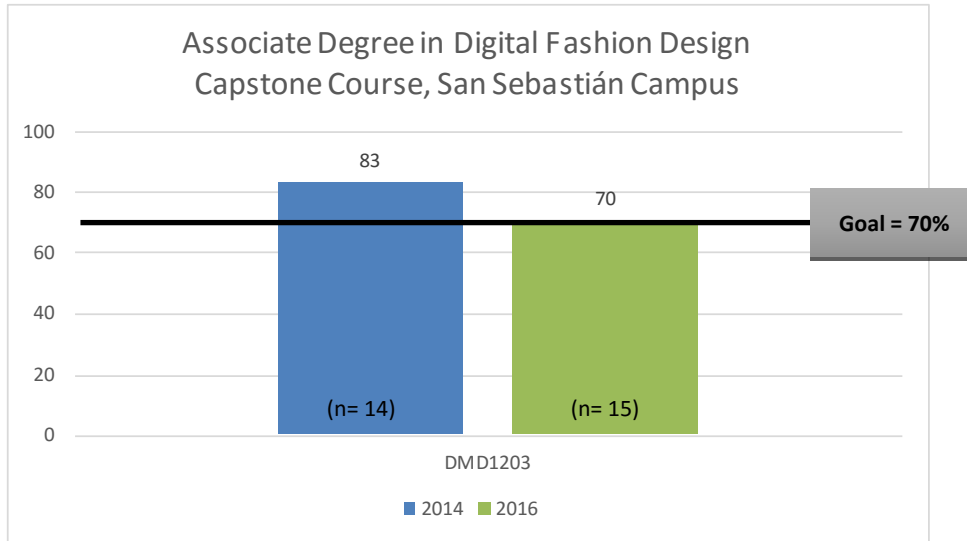

Students of 2014 period obtained a 70% in Capstone Course TAS 1101. In 2015 students obtained 90% in course TAS 1101 and 93% in TAS 2312. In 2016 students obtained a 98% in course TAS 2312. The goal has been met and surpassed since 2014.

Associate Degree in Digital Fashion Design
Capstone Course, San Sebastián Campus

In Capstone Course DMD 1203 students obtained an 83% in 2014 and 70% in 2016.

Associate Degree in
Arts Interior Design and Decoration
Capstone Course, San Sebastián Campus
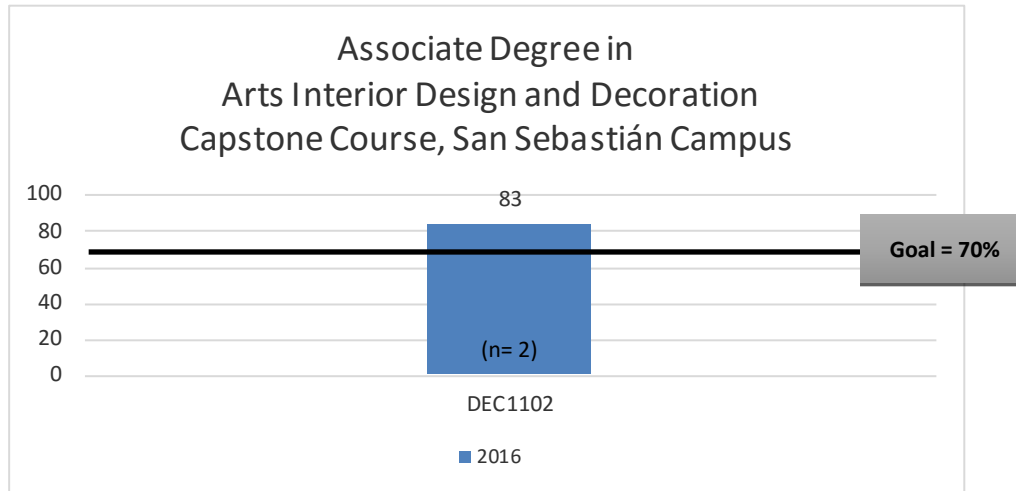
Students of 2016 period obtained an 83% in Capstone Course DEC 1102, surpassing the 70% goal.

Associate Degree in Criminal Justice Capstone Course, San Sebastián Campus
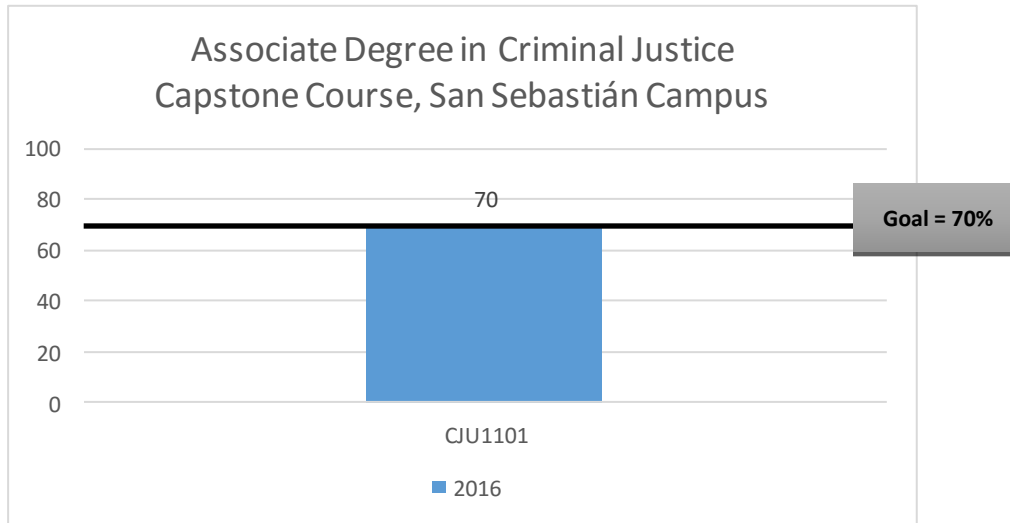
Students of 2016 period met the 70% goal in Capstone Course CJU 1101.

This course is being offered for the first time in 2016.

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:
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Research, Academic Assessment and Institutional Development

Prof. Rocío Rosario, Academic Assessment Officer
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