



EDP at a Glance

Hato Rey Campus
San Sebastian Campus

Manati & Humacao
Additional Locations



2015-2016
Number 15

EDP at a Glance

2015-2016 (December 2016)

Number 15

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OVERVIEW

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

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



EDP UNIVERSITY OF PUERTO RICO

PHILOSOPHY

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

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

This philosophy is represented in the Institution's revised Mission, which in essence is an updated rewriting of the Mission that has guided the Institution for the past 43 years.

MISSION

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

VISION

EDP University aspires to be an Institution that achieves recognition in and outside of Puerto Rico, due to its innovative 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.

INSTITUTIONAL GOALS

Academic Affairs

1. Offer and develop excellent, pertinent, and relevant graduate and undergraduate academic programs in the Arts, Sciences, and Technology.
2. Integrate information technology into the academic offerings and the Institution's administration.
3. Offer a General Education Program that promotes the development of competencies in the following areas: oral and written communication skills in Spanish and in English, computer literacy, information literacy, critical thinking, scientific and math culture, and the acquisition of social, humanistic, tolerance and diversity values.
4. Systematically assess institutional effectiveness and student learning outcomes as a basis for decision-making and institutional renewal.

Student Affairs

1. Offer student support services to assist students in achieving their educational objectives in the profession aspired to and their development as integral human beings.

Administrative Affairs

1. Provide a physical, human, and technological infrastructure that guarantees optimal conditions for the development of academic programs.
2. Establish strategic planning processes for the strengthening of Institutional resources and the achievement of academic excellence.

Community Affairs

1. Promote and sustain social and ethical responsibilities among the members of the community.
2. Encourage a relationship of mutual development between the university and the community.

INSTITUTIONAL PROFILE

President: Eng. Gladys Nieves Vázquez

Website: www.edpuniversity.edu Type: Baccalaureate Colleges: Diverse Fields

Licensed by the: Puerto Rico Council of Education

Accredited by: The Middle States Commission on Higher Education since 2005.

Next Evaluation visit for 2020-2021.

Control: Private (Non-Profit)

STRATEGIC PLAN 2013-2017

Strategic Axis I

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

Strategic Axis II

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

Strategic Axis III

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

Strategic Axis IV

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

Strategic Axis V

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

Strategic Axis VI

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

Strategic Axis VII

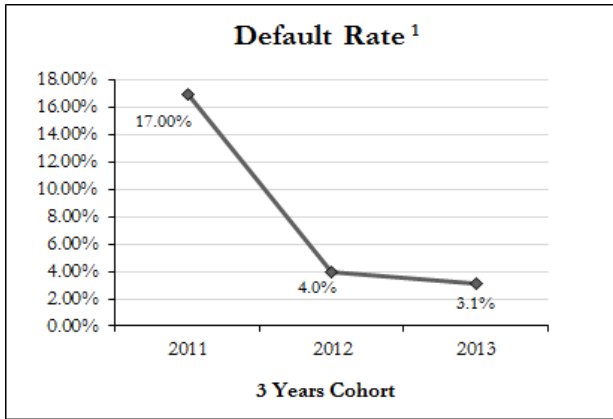
The Institution is proactive in facing maintenance challenges for keeping in optimal conditions the physical and technological infrastructure, its workforce, the development of human resources, and faculty, and successfully moves towards a model for generating external resources as part of its institutional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

FINANCIAL HIGHLIGHTS

The Financial Highlights section updates different score values that reflect the Institutions fiscal health. Administrators and concerned constituents are continually evaluating these score values as one (1) of the means to follow up on the Institutions fiscal health. Default rates, composite scores, credits bought, cost of attendance, tuition, and fees, among others, are considered for this purpose.

DEFAULT RATE AND, COMPOSITE SCORE

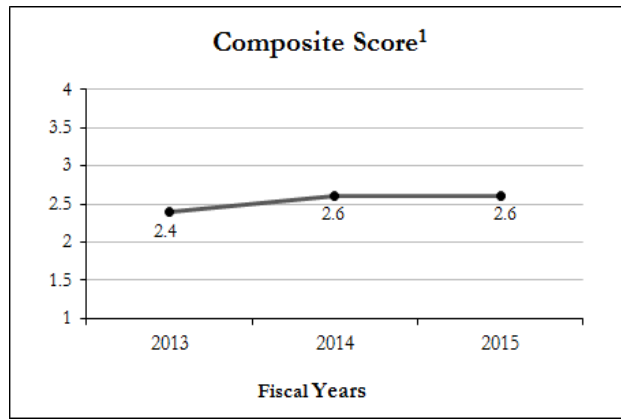
The last two (2) default rates and composite scores reported reflect positive values that continue to show an Institutional healthy fiscal scenario.



Source: National Student Loan Data System (NSLDS)

Benchmark: 11.6 % (3 year official cohort default rate for Puerto Rico calculated in August 2016)

¹Default Rate indicates the percentage of students³ that are in breach of their payments within the program of student loans.



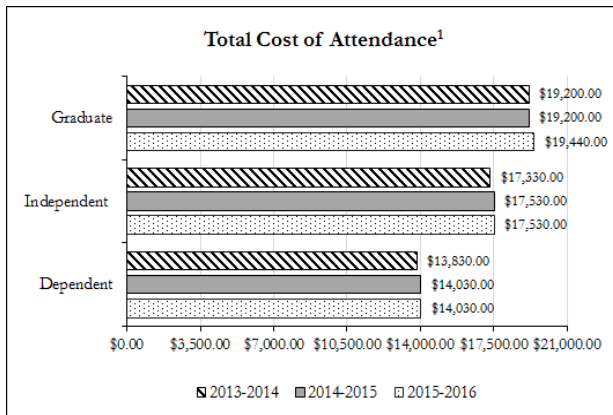
Source: Financial Statement

Scale: Fail: -1 to .9, Zone: 1.0 to 1.4, and Pass: 1.5 to 3.0

¹Composite Score indicates the fiscal health of the Institution.

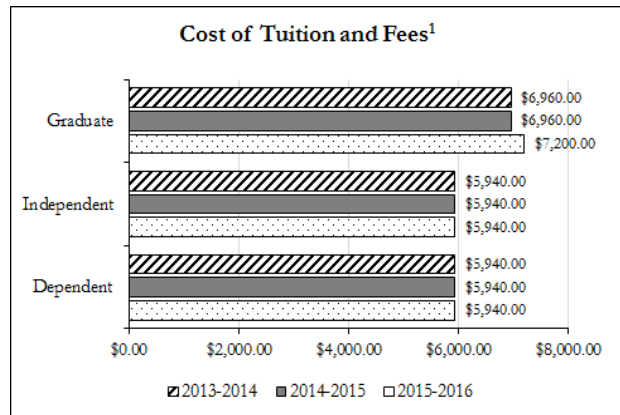
TOTAL COST OF ATTENDANCE, TUITION, AND FEES

The Total Cost of Attendance, Tuition and Fees for the 2015-2016 academic year, remained the same for the Undergraduate independent and dependent tuition components. On the other hand, the Graduate portion had an increase of 1% for the Total Cost of Attendance, and 3% for the Tuition, and Fees.



Source: Financial Office, Cost of Attendance Report

¹The Total Cost of Attendance includes tuition, fees, book, materials, housing transportation and personal expenses.



Source: Financial Office, Cost of Attendance Report

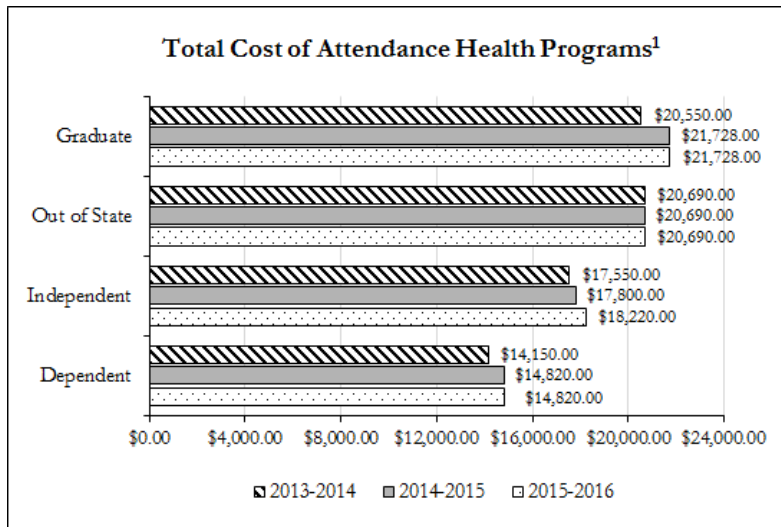
¹The Cost of Tuition and Fees indicates the cost by credits and by semester.

FINANCIAL HIGHLIGHTS (CONTINUATION)

TOTAL COST OF ATTENDANCE, TUITION, AND FEES FOR HEALTH PROGRAMS

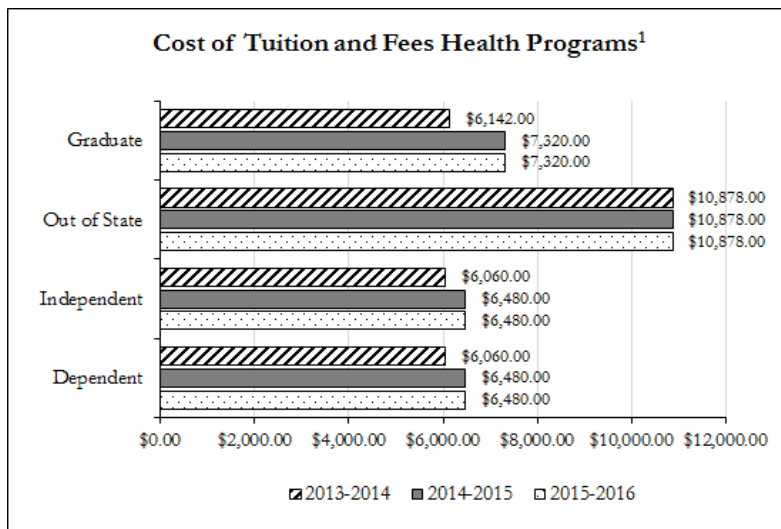
The Health Programs, due to their nature, cost more than all the other programs. This component incorporates an out of state subdivision, as the Institution is expanding its boundaries to include Florida, New York and other possible southeast continental United States region. To this avail, the Institution oversees its costs separately from other programs in order to follow up on their fiscal health.

The Health Programs Cost of Attendance for the 2015-2016 academic year, is ased through the Total Costs of Attendance and the Tuition and Fees. The Total Cost for the Undergraduate increased by 2%, in the independent section, also the dependent and graduate components remained the same. The Out of State maintained the same numbers. The Cost of Tuition and Fees remained the same in all of the components.



Source: Financial Office, Cost of Attendance Report

¹The Total Cost of Attendance for Health Programs includes tuition, fees, book, materials, housing, transportation and personal expenses and others.

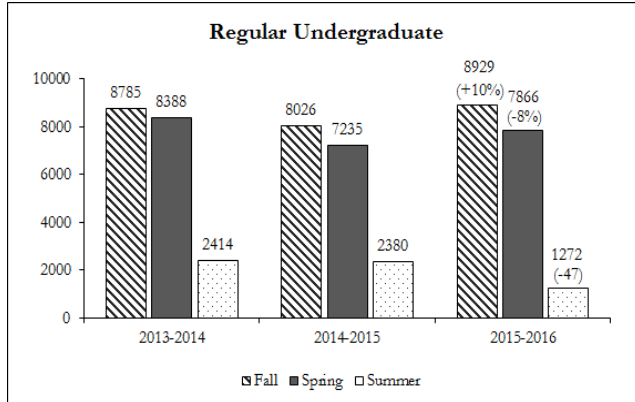


Source: Financial Office, Cost of Attendance Report

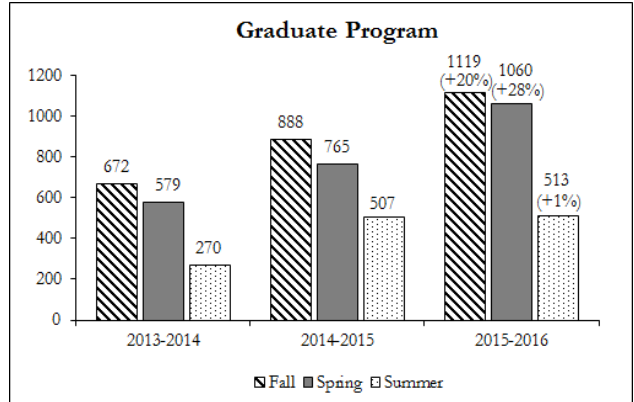
¹The Cost of Tuition and Fees Health Programs indicates the cost by credits and by semester.

HATO REY CAMPUS CREDITS BOUGHT

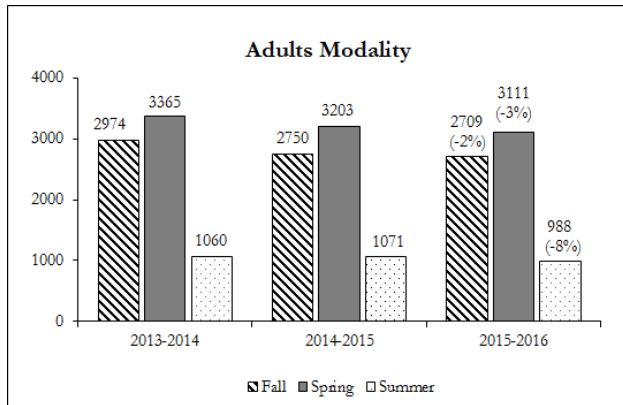
Credits bought during the Fall semester increased for the **Regular Undergraduate**, **Graduate** and **MAGAE** modalities. They decreased for the **Adults** and **MABE** modalities. Whereas, an increase in credits bought during the Spring semester was evident for the **Graduate** and **MAGAE** modalities. During the Summer the **Graduate**, **MAGAE** and **MABE** modalities had most credits bought. The **Graduate Program**, in comparison to all modalities, was the only one to achieve an increase of credits bought in all academic terms.



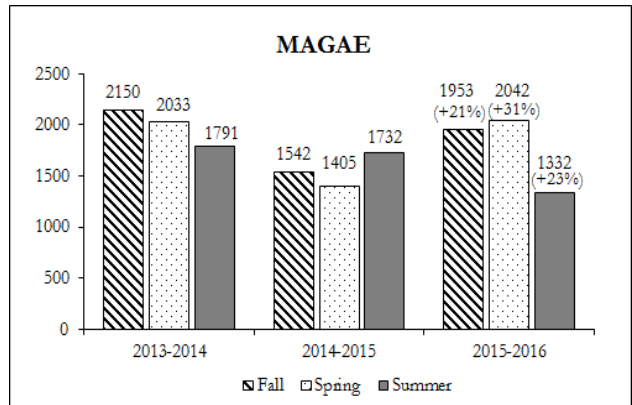
Source: Enrollment Certifications



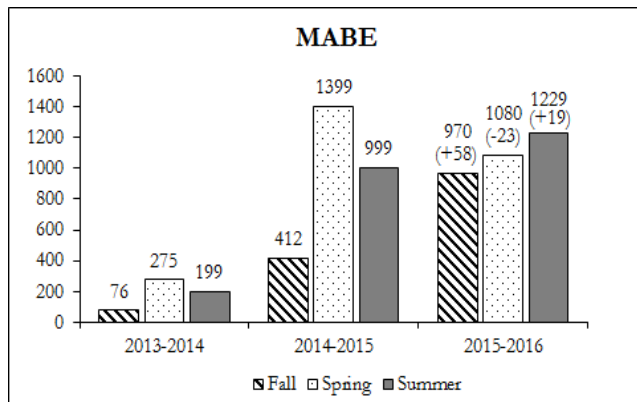
Source: Enrollment Certifications



Source: Enrollment Certifications



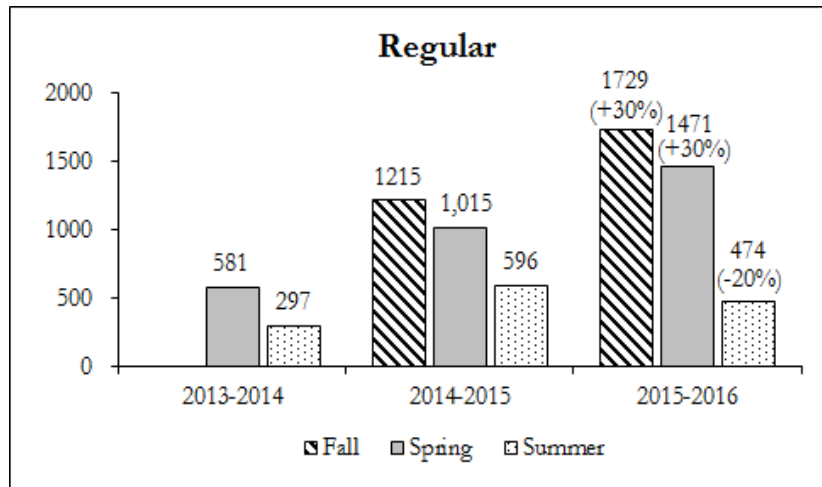
Source: Enrollment Certifications



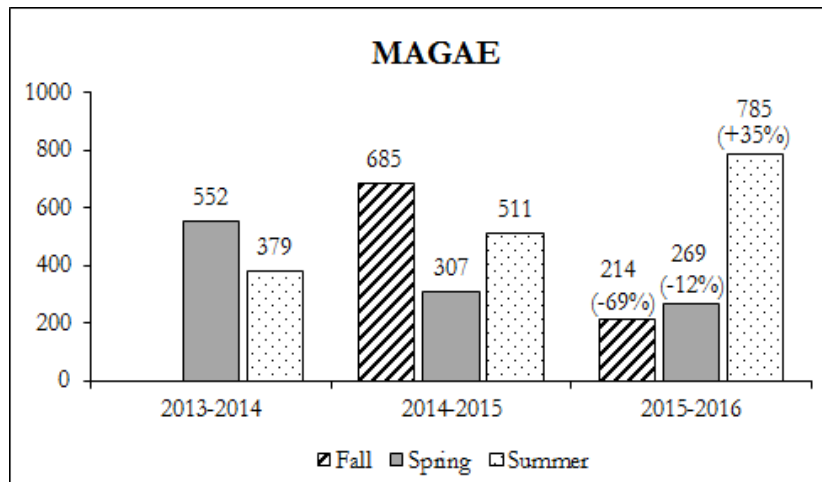
Source: Enrollment Certifications

MANATI ADDITIONAL LOCATION CREDITS BOUGHT

During the Fall and Spring of 2015-2016, the **Regular** modality had an evident increase of 30% credits bought, but a decrease of 20% in Summer session as can be observed. Whereas, the **MAGAE** modality shows a decrease of 69% in the Fall and 12% in Spring sessions. There is an increase of 35% for the Summer session. In the Fall of 2013-2014, the Manati additional location was not operating yet .



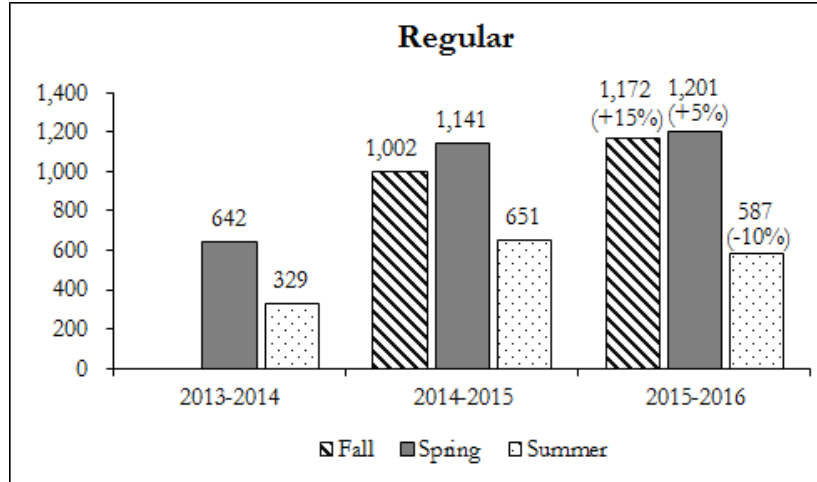
Source: Enrollment Certifications



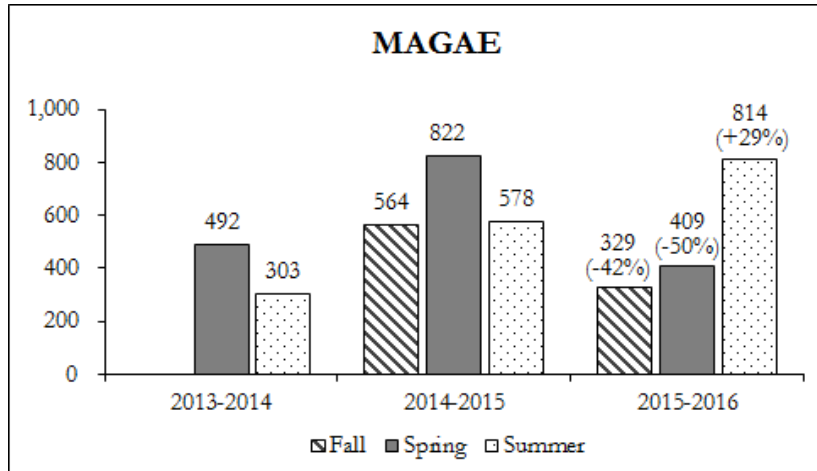
Source: Enrollment Certifications

HUMACAO ADDITIONAL LOCATION CREDITS BOUGHT

An increase of credits bought can be observed on the **Regular** modality during the Fall and Spring of 2015-2016, meanwhile there was a decrease of 10% for the Summer session. Whereas, the **MAGAE** modality shows a decrease in the Fall of 42% and 50% in the Spring sessions, and an increase of 29% for the Summer session. In the Fall of 2013-2014, the Humacao additional location was not operating yet .



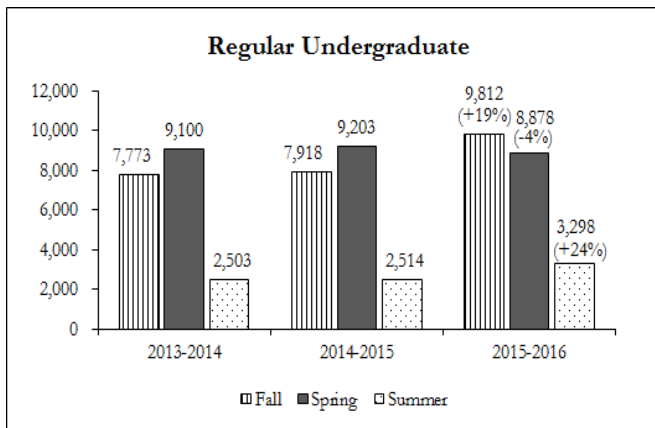
Source: Enrollment Certifications



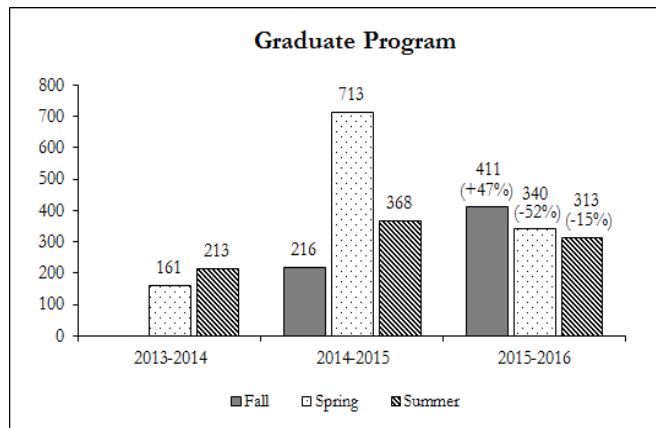
Source: Enrollment Certifications

SAN SEBASTIAN CAMPUS CREDITS BOUGHT

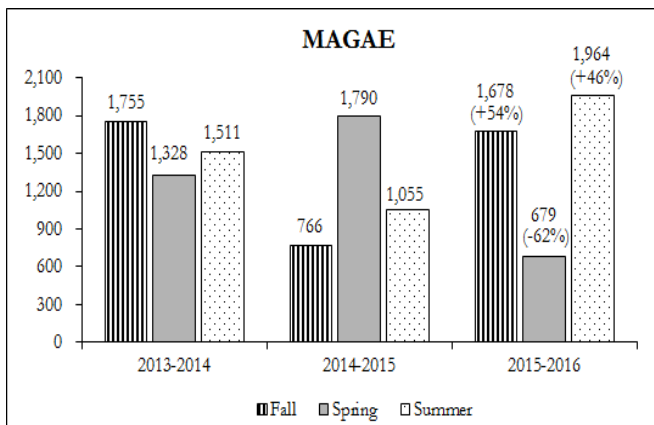
Credits bought during the Fall semester increased for the **Regular Undergraduate**, **Graduate**, and **MABE** modalities, and decreased for the **MAGAE** modality. An increase in credits bought during the Spring semester was evident for **all** the modalities. Whereas, in the Summer, the **Regular Undergraduate**, **Graduate**, and **MAGAE** modality had an increase in credits bought. A decrease in **MABE** modality can be observed in the Summer semester. The **MABE** modality had the lowest of credits bought all the programs. This data may be of interest for further analysis.



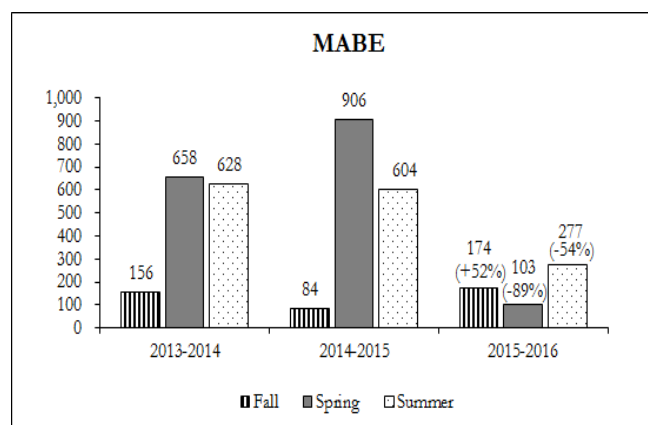
Source: Enrollment Certifications



Source: Enrollment Certifications



Source: Enrollment Certifications



Source: Enrollment Certifications

HATO REY CAMPUS (HR)

**PROGRAMS OF STUDY APPROVED
BY THE PUERTO RICO COUNCIL OF EDUCATION (PRCE)
HATO REY CAMPUS**

ASSOCIATE DEGREES

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

BACHELOR'S DEGREES

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

MASTER'S DEGREES

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

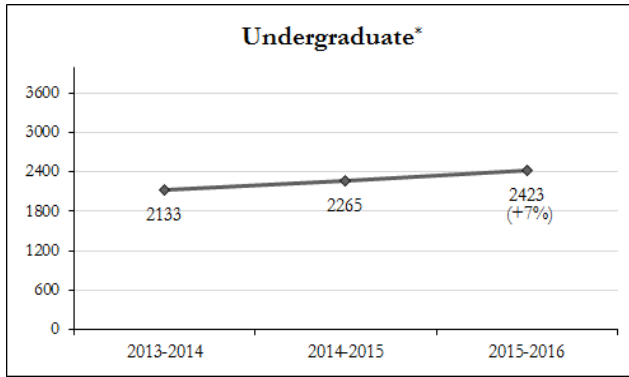
GRADUATE PROFESSIONAL CERTIFICATES

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

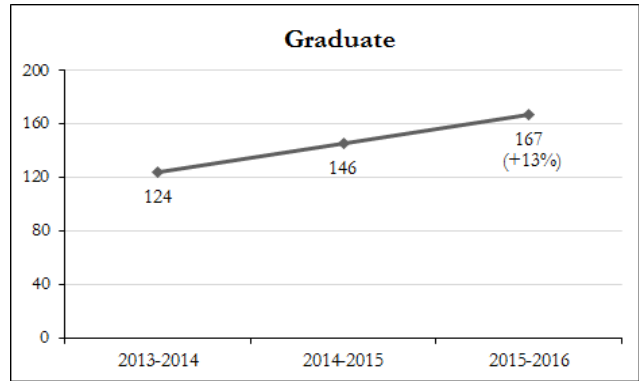
ENROLLMENT (HR)

(INCLUDES MANATI AND HUMACAO ADDITIONAL LOCATIONS)

Based on the IPEDS 12-month Enrollment Data in 2015-2016, the Undergraduate enrollment increased by 7% in comparison to the previous year and the Graduate enrollment increased by 13%.



Source: IPEDS 12-month Enrollment Data



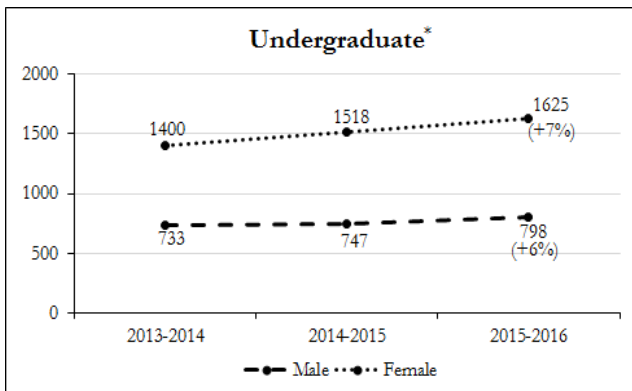
Source: IPEDS 12-month Enrollment Data

* Includes Manati and Humacao Additional Locations

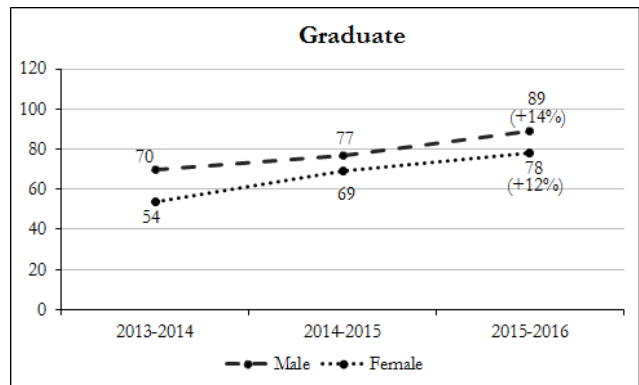
ENROLLMENT GENDER DISTRIBUTION (HR)

(INCLUDES MANATI AND HUMACAO ADDITIONAL LOCATIONS)

The Undergraduate student enrollment had a female increase of 7% (107), while the male enrollment had an increase of 6% (51) in comparison to the previous year. The Graduate student enrollment indicated an increase of 12% (9) for females and 14% (12) for males during the year 2015-2016.



Source: IPEDS 12-month Enrollment Data



Source: IPEDS 12-month Enrollment Data

* Includes Manati and Humacao Additional Locations

FACULTY PROFILE (HR)

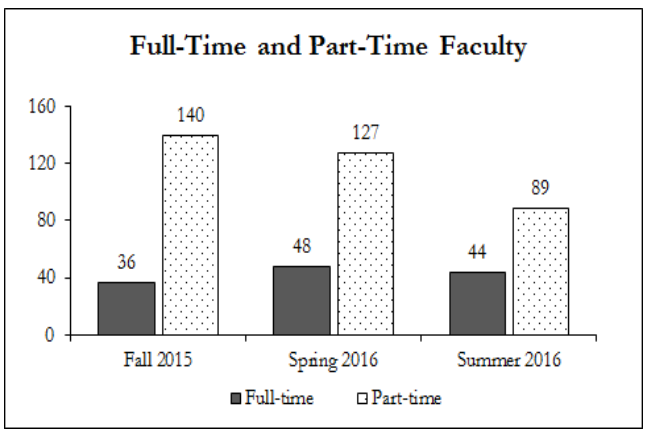
(INCLUDES MANATI AND HUMACAO ADDITIONAL LOCATIONS)

The academic load for full-time faculty remains at 15 credits and a maximum of six (6) credits per semester overload. The maximum load for part-time faculty is 12 credits per semester (Faculty Handbook, 2015).

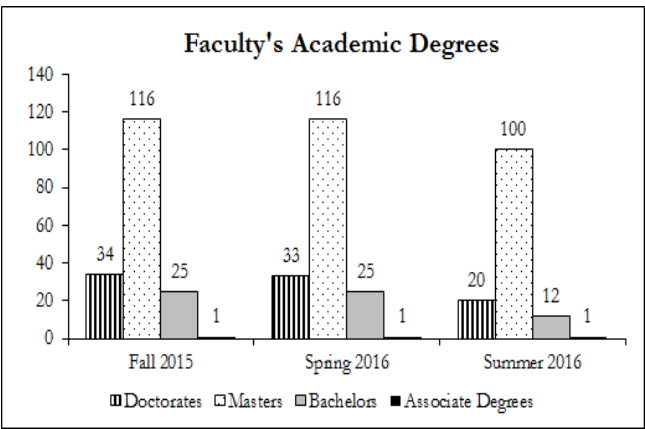
Faculty academic degrees are kept in check as well as the student faculty ratio, as these measures sustain teaching and learning academic quality. Gender distribution data examines equal opportunity concerns.

There is more part-time qualified faculty due to, among other considerations, that many practitioners are available for teaching and learning endeavors as an enhancement to their professional responsibilities. This practice is common among higher education settings. A steady healthy cadre of part timers is in place. A slow increase tendency for full-time faculty is observed as new program developments require homebased qualified committed professors.

Professors with an associate degree are not qualified to teach at the associate degrees level, except in special circumstance. Bachelor's degree faculty is qualified to teach in associate degree programs. Master's degree faculty is qualified to teach all undergraduate programs, and those holding a doctorate degree can also teach in graduate programs. There is one (1) professor with an associate degree due to an academic area that is characterized by its difficult resource availability but has a recognized strong professional knowledge and practice. At present there is a higher number of masters degrees, this may respond to the fact that the Institution targets mostly undergraduate programs.



Source: Academic Dean Office

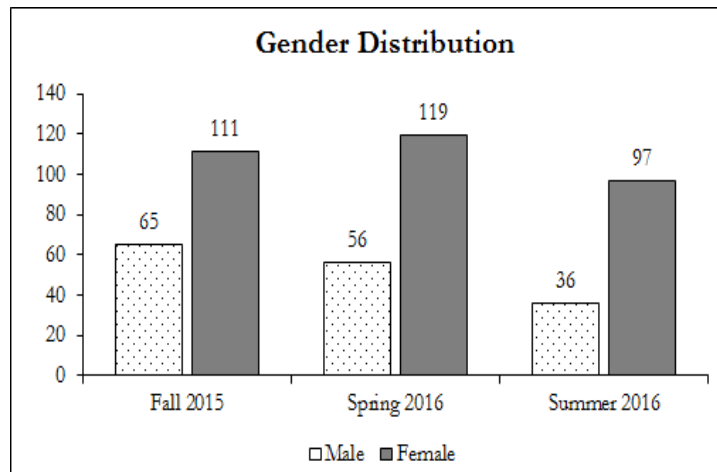


Source: Academic Dean Office

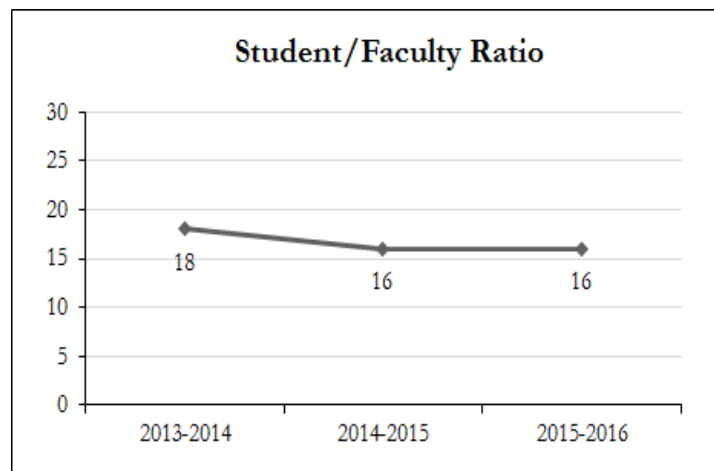
FACULTY PROFILE (HR) (INCLUDES MANATI AND HUMACAO ADDITIONAL LOCATIONS)

Gender distribution sustains that more female faculty is in place. Of all faculty members, 63% represent the female faculty while the remanding 37% corresponds to the male faculty. A growth in female faculty has been observed, and is related in part, to the health and design programs which have a tendency to have more female practitioners in their fields of work.

There is a healthy student ratio of 16 student per faculty member. The student/faculty ratio has a decreased as more part-time and full-time faculty is appointed.



Source: Academic Dean Office



Source: IPEDS Fall Enrollment

LEARNING RESOURCES (HR)

(INCLUDES MANATI AND HUMACAO ADDITIONAL LOCATIONS)

The Information Resource Center continues its efforts to provide an array of efficient and quality services to the university community. Various electronic database collections have been updated: EBSCO, Ocenet, and SIRS Mandarin M-3. They contain a variety of topics such as health, trade human resources, nursing, computer science, clinical pharmacology, nursing, arts and architecture, alternative medicine and general academic areas, among others. Provides access to three (3) digital books databases; Biblioteca Virtual Pearson and e-Libros in Spanish and e-Brary in English. In addition, six (6) new databases were included last year: Microjuris, NIC, NOC & NANDA Consult, and Alexander Street Videos; Nursing Education in Video, Nursing Assessment, and Nursing Assistant and Rehabilitation Therapy.

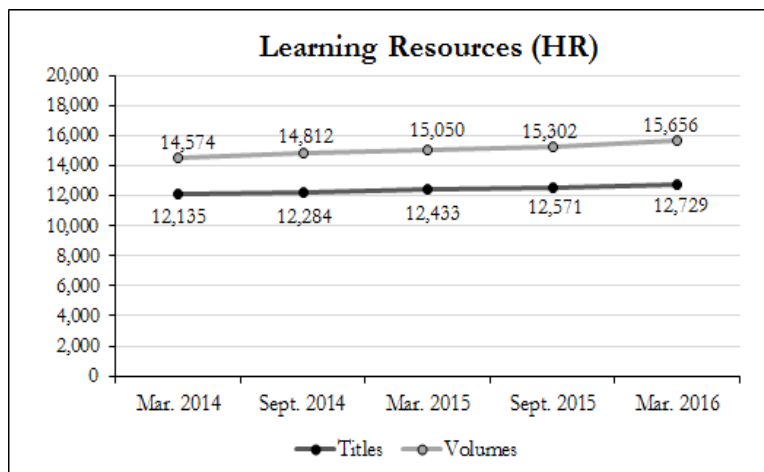
The Instructional Resource Center provides access to:

- **EBSCO Database** Full text journals Natural & Alternative Treatments, Alt Health Watch, Academic Search Premier, Art & Architecture Complete, Business Source Complete, *CINAHL* Plus® with Full Text, Health Source: Nursing/Academic Edition, Education Research Complete, Computer Source, GreenFILE, Library Information Science & Technology Abstracts, and Teacher Reference Center, AHFS Consumer Medication Information, and American Doctoral Dissertations. It also includes one (1) Spanish language databases: Fuente Académica.
- **OCENET** (Universitas, Health and Medicine and Business Administration). Universitas is a tool to help through the learning and research process; it has the most subject coverage in the Spanish language. Health and Medicine is an information center, with contents about health, nursing and medicine, oriented toward the patient, the consumer and the health careers alike. Business administration is an information center, with contents about economy, business and management oriented toward the student and the business professional. It provides a support tool to the learning process of students and to the daily tasks of professionals.
- **SIRS Mandarin M-3** is the Library On-line Catalog. It allows students to access the collection of books, journals and other resources available at the library from anywhere.
- **e-Libro** is the first and only electronic Spanish-language platform devoted to research, with a focus on academic institutions. This site enables the student to search, browse, and preview all of the e-books and other authoritative material that e-Libro offers from leading publishers. It hosts more than 80,000 titles from over 500+ publishers – with 95% of them from Latin America and Spain.
- **e-Brary** offers authoritative e-books in a wide range of subject areas devoted to research, with a focus on academic institutions. This site enables the student to search, browse, and preview all of the e-books and other authoritative material. E-brary currently hosts 948,112 documents.
- **Pearson Virtual Library** its a repository of eBooks ready to be consulted via the internet, is based on the model of a traditional library with the difference that the contents are digital. Hosts Spanish e-books published by Pearson.

LEARNING RESOURCES CONTINUATION(HR) (INCLUDES MANATI AND HUMACAO ADDITIONAL LOCATIONS)

- **Alexander Street Streaming Video Resources** content is selected by expert editors with the student in mind. Nursing Assessment, Nursing Education and Nursing Assistant provides thousands of learning resources in Nursing videos for the classroom. Rehabilitation Therapy provides the same resources for the Physical Therapy Assistant Program.
- **NNN Consult** allows the agile search in each of these standardized languages: NIC, NOC, NANDA or simultaneously in all, also offering the links between them. It is updated with the latest editions of nursing reference works.
- **LexJuris** offers legal and, educational information of Puerto Rico. It is a powerful legal research tool. In addition, it provides information and educational tutorials for all levels of education in Puerto Rico.
- **MicroJuris** Virtual legal library with essential information for legal practice and advice of your company. Laws, jurisprudence, regulations, magazines, and continuing education courses.

There is an increase in learning resources, in both the titles (158) and volumes (354) categories. This increase acts as a response to new program developments and resource updating.



Source: Center of Information Resources

RETENTION ANALYSIS (HR)
(INCLUDES MANATI AND HUMACAO ADDITIONAL LOCATIONS)

ACADEMIC PROGRAMS	2013-2014		2014-2015		2015-2016	
UNDERGRADUATE	Enrollment/Retention Rate		Enrollment/Retention Rate		Enrollment/Retention Rate	
SCHOOL OF ADMINISTRATION						
Associate Degree in Business Administration	(72)	65%	(94)	62%	(101)	61% ↓
Associate Degree in Office Administration	(82)	65%	(58)	67%	(40)	63% ↓
Bachelor's Degree in Business Administration	(11)	45%	(6)	100%	(5)	60% ↓
	(61)	79%	(54)	78%	(48)	83% ↑
Bachelor's Degree in Business Administration Major in Management	(82)	81%	(74)	82%	(88)	81% ↓
Bachelor's Degree in Technological Office Administration	(49)	80%	(34)	74%	(32)	78% ↑
SCHOOL OF DESIGN						
Associate Degree in Arts in Interior Design and Decoration	(171)	62%	(154)	73%	(148)	61% ↓
Associate Degree in Arts Major in Digital Design	(12)	67%	(18)	56%	(19)	58% ↑
Associate Degree in Digital Fashion Design	(190)	64%	(195)	71%	(208)	67% ↓
Bachelor's Degree in Arts in Major Digital Fashion Design	(61)	79%	(65)	82%	(68)	79% ↓
Bachelor's Degree in Arts Major in Interior Design and Decoration	(89)	65%	(65)	80%	(67)	76% ↓
Bachelor's Degree in Digital Design in Multimedia	(13)	85%	(14)	86%	(20)	75% ↓
SCHOOL OF SCIENCE AND TECHNOLOGY						
Associate Degree in Computer Programming	(60)	57%	(71)	61%	(53)	66% ↑
Associate Degree in Information Technology			(3)	100%	(39)	87% ↓
Associate Degree Biotechnology	(6)	100%	(35)	63%	(36)	67% ↑
Bachelor's Degree in Computer Programming	(2)	100%	N/A		N/A	
Bachelor's Degree in Information Systems Major in Digital Imaging	(15)	60%	(9)	78%	(4)	75% ↓
Bachelor's Degree in Information Systems Major in Computer Programming	(69)	73%	(46)	83%	(39)	80% ↓
Bachelor's Degree in Information Systems Major in Networking	(109)	77%	(93)	78%	(65)	85% ↑
Bachelor's Degree in Information Technology Science Major in Programming					(25)	96 %
Bachelor's Degree in Information Technology Science Major in Networks					(30)	90%
SCHOOL OF CRIMINAL JUSTICE						
Associate Degree in Criminal Justice*					(7)	100%
SCHOOL OF HEALTH						
Associate Degree in Medical Emergencies Technology	(56)	57%	(48)	71%	(53)	64% ↓
Associate Degree in Pharmacy Technician*					(6)	100%
Associate Degree in Physical Therapy Technology	(221)	80%	(291)	77%	(311)	75% ↓
SCHOOL OF NURSING						
Associate Degree in Nursing	(630)	69%	(770)	75%	(854)	75%
Bachelor's Degree in Science Major in Nursing	(167)	90%	(221)	86%	(254)	87% ↑
TOTAL UNDERGRADUATE RETENTION RATE (UNDUPLICATED)	(2133)	70%	(2411)	74%	(2423)	73% ↓
GRADUATE						
Master's Degree in Information Systems Major in Information Security and Fraud Investigation	(73)	88%	(68)	72%	(65)	86% ↑
Master's Degree in Information Systems	(20)	65%	(13)	77%	(16)	69% ↓
Master's Degree in Business Administration Major in Strategic Management	(18)	72%	(18)	94%	(15)	100% ↑
Master's Degree in Naturopathic Sciences			(36)	92%	(58)	95% ↑
Master's Degree in Information Technology for Education	(12)	42%	(4)	75%	(2)	100% ↑
Professional Certificate in Information Systems Auditing	(6)	50%	(9)	89%	(11)	82% ↓
Professional Certificate in Information Technology for Education		N/A		N/A		N/A
Professional Certificate Project Management	(3)	100%	(2)	50%	(6)	67% ↑
Professional Certificate Information Security and Fraud Investigation	(1)	100%	(2)	100%	(4)	100%
Professional Certificate in Relational Database Administration	(1)	100%	(2)	100%	(6)	100%
Professional Certificate in Electronic Commerce		N/A		N/A		N/A
TOTAL GRADUATE RETENTION RATE (UNDUPLICATED)	(124)	76%	(146)	80%	(167)	88% ↑
INSTITUTIONAL RETENTION RATE (UNDUPLICATED)	(2257)	70%	(2411)	74%	(2590)	74%

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

RETENTION ANALYSIS (HR)
(INCLUDES MANATI AND HUMACAO ADDITIONAL LOCATIONS)

The institutional retention rate for 2015-2016 fiscal year remained the same as the previous year. A total of 12 programs presented an increase in their retention rate in comparison to the previous year. They are: Associate Degrees in Computer Programming (5%), Biotechnology (4%), and Digital Design (2%). Bachelor's Degrees in: Information Systems Major in Networks (7%), Business Administration Major in Accounting (5%), Technological Office Administration (4%), and Nursing (1%). The Graduate retention rate had an increase of 8%. The programs responsible for the increase are the Master's Degrees in Information Technology for Education (25%), Information Systems Major in Information Security and Fraud Investigation (14%), Business Administration Major in Strategic Management (6%), and Naturopathic Sciences (3%), and one (1) Professional Certificate in Project Management (17%).

PLACEMENT ANALYSIS (HR)
(INCLUDES MANATI AND HUMACAO ADDITIONAL LOCATIONS)

ACADEMIC PROGRAMS	2013-2014		2014-2015		2015-2016	
	Infield and /Placement Refield Students	Rate	Infield and /Placement Refield Students	Rate	Infield and /Placement Refield Students	Rate
UNDERGRADUATE						
SCHOOL OF ADMINISTRATION						
Associate Degree in Business Administration	(4)	57%	(0)	0%	(1)	100%↑
Associate Degree in Office Administration	(6)	75%	(0)	0%	(4)	100%↑
Bachelor's Degree in Business Administration	(1)	100%	(1)	100%	N/A	
Bachelor's Degree in Business Administration Major in Accounting	(5)	100%	(2)	40%	(4)	80%↑
Bachelor's Degree in Business Administration Major in Management	(8)	62%	(4)	40%	(7)	100%↑
Bachelor's Degree in Technological Office Administration	(7)	58%	(1)	100%	(9)	82%↓
SCHOOL OF DESIGN						
Associate Degree in Arts in Interior Design and Decoration	(4)	31%	(1)	20%	(4)	100%↑
Associate Degree in Digital Design	N/A		N/A		N/A	
Associate Degree in Digital Fashion Design	(3)	25%	(0)	0%	(4)	67%↑
Bachelor's Degree in Arts in Digital Fashion Design	N/A		(1)	50%	(0)	0%↓
Bachelor's Degree in Arts in Interior Design and Decoration	(2)	40%	(6)	100%	(4)	80%↓
Bachelor's Degree in Digital Design in Multimedia	N/A		N/A		N/A	
SCHOOL OF SCIENCE AND TECHNOLOGY						
Associate Degree in Computer Programming	(2)	67%	(1)	100%	N/A	
Associate Degree in Information Technology						
Associate Degree in Biotechnology					(1)	50%
Bachelor's Degree in Computer Programming						
Bachelor's Degree in Information Systems Major in Digital Imaging			(0)	0%	(1)	33%↑
Bachelor's Degree in Information Systems Major in Computer Programming	(3)	33%	(2)	67%	(3)	100%↑
Bachelor's Degree in Information Systems Major in Networking	(10)	23%	(4)	57%	(9)	64%↑
Bachelor's Degree in Information Technology Science Major in Programming						
Bachelor's Degree in Information Technology Science Major in Networks						
SCHOOL OF CRIMINAL JUSTICE						
Associate Degree in Criminal Justice*						
SCHOOL OF HEALTH						
Associate Degree in Medical Emergencies Technology	(3)	75%	(1)	33%	(0)	0%↓
Associate Degree in Pharmacy Technician*						
Associate Degree in Physical Therapy Technology	(1)	4%	(2)	23%	(5)	71%↑
SCHOOL OF NURSING						
Associate Degree in Nursing	(15)	40%	(10)	26%	(22)	73%↑
Bachelor's Degree in Science Major in Nursing	(8)	24%	(13)	42%	(23)	92%↑
GRADUATE						
Master's Degree in Information Systems Major in Information Security and Fraud Investigation	(14)	82%	(5)	63%	(11)	79%↑
Master's Degree in Information Systems	(1)	33%	(0)	0%	(1)	100%↑
Master's Degree in Business Administration Major in Strategic Management	(1)	50%	(1)	34%	(1)	100%↑
Master's Degree in Naturopathic Sciences						
Master's Degree in Information Technology for Education	(1)	25%	(0)	0%	(1)	100%↑
Professional Certificate in Information Systems Auditing	(1)	100%	(1)	100%	(1)	50%↓
Professional Certificate in Information Technology for Education	N/A		N/A		N/A	
Professional Certificate Project Management	N/A		N/A		(2)	100%
Professional Certificate Information Security and Fraud Investigation	(1)	100%	N/A		N/A	
Professional Certificate in Relational Database Administration	N/A		(0)	0%	(1)	100%↑
Professional Certificate in Electronic Commerce	N/A		N/A		N/A	
INSTITUTIONAL PLACEMENT	(107)	45%	(56)	40%	(119)	78%↑

Source: AIR and Placement Office

(n)=(Graduate + Complete)

Formula: $SUM(Infield+Refield)/(Graduate + Complete) - (Outfield)$

*New Programs

PLACEMENT ANALYSIS (HR)

(INCLUDES MANATI AND HUMACAO ADDITIONAL LOCATIONS)

There was a significant increase in placement as it almost doubled from 40% to 78%. Seventeen programs increased their placement rates. They are the Associate Degrees in: Business Administration, Office Administration, Interior Design and Decoration, Digital Fashion Design, Physical Therapy Technology, and Nursing. The Bachelor's Degrees in: Business Administration Major in Accounting, Business Administration Major in Management, Information Systems Major in Computer Programming, Information Systems Major in Networks, and Science Major in Nursing. Master's Degrees in Information Systems Major in Information Security and Fraud Investigation, Information Systems, Business Administration Major in Strategic Management, and Information Technology for Education. The Professional Certificates had an increase in placement in Relational Database Administration and Project Management.

According to AIR data for 2015-2016, the percentage of employability increased 38% in comparison to the previous year. This is based on 205 students contacted, of whom 119 are placed. Some students, at different academic levels, are not working in the appropriate fields of study since they are pursuing their next possible academic goal.

**PERCENTAGE OF STUDENTS THAT GRADUATED
PER PROGRAM
ANALYSIS (HR)
(INCLUDES MANATI AND HUMACAO ADDITIONAL LOCATIONS)**

ACADEMIC PROGRAMS	2013-2014		2014-2015		2015-2016	
UNDERGRADUATE	Complete + Graduate	Enrollment, Graduation Rate	Complete + Graduate	Enrollment, Graduation Rate	Complete + Graduate	Enrollment, Graduation Rate
SCHOOL OF ADMINISTRATION						
Associate Degree in Business Administration	(8/72)	11%	(5/94)	10%	(3/101)	3% ↓
Associate Degree in Office Administration	(9/82)	11%	(7/58)	10%	(9/40)	23% ↑
Bachelor's Degree in Business Administration	(1/11)	9%	(1/6)	17%	(1/5)	20% ↑
Bachelor's Degree in Business Administration Major in Accounting	(5/61)	8%	(10/54)	19%	(11/48)	23% ↑
Bachelor's Degree in Business Administration Major in Management	(14/82)	17%	(16/74)	22%	(16/88)	18% ↓
Bachelor's Degree in Technological Office Administration	(13/49)	27%	(2/34)	6%	(11/32)	34% ↑
SCHOOL OF DESIGN						
Associate Degree in Arts in Interior Design and Decoration	(13/171)	8%	(14/154)	9%	(7/148)	5% ↓
Associate Degree in Arts Major in Digital Design	(0/12)	0%	(0/18)	0%	(1/19)	5% ↑
Associate Degree in Digital Fashion Design	(9/190)	5%	(6/195)	3%	(11/208)	5% ↑
Bachelor's Degree in Arts Major in Digital Fashion Design	(0/61)	0%	(4/65)	6%	(7/68)	10% ↑
Bachelor's Degree in Arts Major in Interior Design and Decoration	(33/64)	6%	(6/65)	9%	(8/67)	12% ↑
Bachelor's Degree in Digital Design Major in Multimedia	(0/13)	0%	(0/14)	0%	(0/20)	0%
SCHOOL OF SCIENCE AND TECHNOLOGY						
Associate Degree in Computer Programming	(3/60)	5%	(2/71)	3%	(1/53)	2% ↓
Associate Degree in Information Technology			(0/3)	0%	(0/39)	0%
Associate Degree in Biotechnology	(0/6)	0%	(0/35)	0%	(5/36)	14% ↑
Bachelor's Degree in Computer Programming	(2/2)	100%	N/A		N/A	
Bachelor's Degree in Information Systems Major in Digital Imaging	(1/15)	7%	(3/9)	33%	(3/4)	75% ↑
Bachelor's Degree in Information Systems Major in Computer Programming	(1/69)	16%	(3/46)	7%	(13/39)	33% ↑
Bachelor's Degree in Information Systems Major in Networking	(16/109)	15%	(15/93)	16%	(24/65)	37% ↑
Bachelor's Degree in Information Technology Science Major in Programming					(0/25)	0%
Bachelor's Degree in Information Technology Science Major in Networks					(0/30)	0%
SCHOOL OF CRIMINAL JUSTICE						
Associate Degree in Criminal Justice*					(0,7)	0%
SCHOOL OF HEALTH						
Associate Degree in Medical Emergencies Technology	(5/56)	9%	(4/48)	8%	(5/53)	9% ↑
Associate Degree in Pharmacy Technician*					(0/6)	0%
Associate Degree in Physical Therapy Technology	(25/221)	11%	(25/291)	9%	(31/311)	10% ↑
SCHOOL OF NURSING						
Associate Degree in Nursing	(41/630)	7%	(106/770)	14%	(150/854)	18% ↑
Bachelor's Degree in Science Major in Nursing	(30/167)	18%	(33/221)	15%	(63/254)	25% ↑
TOTAL UNDERGRADUATE GRADUATION RATE (UNDUPLICATED)	(217/2133)	10%	(194/2265)	9%	(307/2423)	13% ↑
GRADUATE						
Master's Degree in Information Systems Major in Information Security and Fraud Investigation	(17/73)	23%	(17/68)	25%	(22/65)	34% ↑
Master's Degree in Information Systems	(3/20)	15%	(2/13)	15%	(2/16)	13% ↓
Master's Degree in Business Administration Major in Strategic Management	(2/18)	11%	(5/18)	28%	(7/15)	47% ↑
Master's Degree in Naturopathic Sciences			(0/36)	0%	(0/58)	0%
Master's Degree in Information Technology for Education	(5/12)	42%	(3/4)	75%	(1/2)	50% ↓
Professional Certificate in Information Systems Auditing	(1/6)	17%	(2/9)	22%	(8/11)	73% ↑
Professional Certificate in Information Technology for Education	N/A		N/A		N/A	
Professional Certificate Project Management	(2/3)	67%	(0/2)	0%	(3/6)	50% ↑
Professional Certificate Information Security and Fraud Investigation	(0/1)	0%	(0/2)	0%	(1/4)	25% ↑
Professional Certificate in Relational Database Administration	(0/1)	0%	(1/2)	50%	(1/4)	25% ↓
Professional Certificate in Electronic Commerce	N/A		N/A		N/A	
TOTAL GRADUATE GRADUATION RATE (UNDUPLICATED)	(30/124)	24%	(26/146)	8%	(35/167)	21% ↑
INSTITUTIONAL GRADUATION RATE (UNDUPLICATED)	(247/2257)	11%	(220/2411)	9%	(342/2590)	13% ↑

Source: AIR

(n=Graduate+Complete, Total Enrollment)

Formula: SUM(Graduate+Complete)/Total Enrollment

* New Programs

IPEDS Graduation Rates		
2013-2014	2014-2015	2015-2016
29%	25%	27%

Source: IPEDS Graduation Rates Data

**PERCENTAGE OF STUDENTS THAT GRADUATED
PER PROGRAM
ANALYSIS (HR)
(INCLUDES MANATI AND HUMACAO ADDITIONAL LOCATIONS)**

The Institutional percentage of graduating students per academic program increased in 21 programs in comparison to the previous year. They are the Associate Degrees in: Biotechnology (14%), Office Administration (13%), Digital Design (5%), Nursing (4%), Digital Fashion Design (2%), Medical Emergencies Technology (1%) and Physical Therapy Technology (1%). The Bachelor's Degrees in: Information Systems Major in Digital Imaging (42%), Technological Office Administration (28%), Information Systems Major in Computer Programming (26%), Information Systems Major in Networks (21%), Science Major in Nursing (10%), Business Administration Major in Accounting (4%), Digital Fashion Design (4%), Interior Design and Decoration (3%), and Business Administration (3%). In the Graduates programs the Professional Certificates are in: Information System Auditing (51%), Project Management (50%), Information Security and Fraud Investigation (25%); Master's Degrees in Business Administration Major in Strategic Management (19%) and Information Systems Major in Information Security and Fraud Investigation (9%).

These programs reflect those areas in which the Institution is supplying the island's working force needs, as stated in its mission.

IPEDS

During 2015-2016, the IPEDS Graduation Rate increased by 2% in comparison to the year 2014-2015.

CAMPUS CRIME REPORT (HR)

Institutions of postsecondary education that participate in federal student financial assistance programs are required by the Higher Education Act (HEA), Section 486 (a) and (f), to report criminal offenses. The Institution keeps statistics concerning the occurrences at on-campus and off-campus buildings, including nearby public property. The Institution must report criminal offenses which have been notified to on-campus security and/or local police. There are four (4) general categories to be reported: Criminal Offenses: criminal homicide, including murder and non-negligent manslaughter, and manslaughter by negligence; sexual assault, including rape, fondling, incest and statutory rape; robbery, aggravated assault, burglary, motor vehicle theft; and arson; Hate Crime: any of the above-mentioned offenses, and any incidents of larceny-theft, simple assault, intimidation, or destruction/damage/vandalism of property that were motivated by bias; VAWA Offenses: any incidents of domestic violence, dating violence and stalking and; Arrests and Referrals for Disciplinary Action: for weapons-carrying, possessing, etc. law violations, drug abuse violations and liquor law violations.

In 2016, two (2) robbery offenses occurred in public property, they took place at a private Bank adjacent (Banco Popular) to the University facilities located at the Arroyo Street, San Juan. There was no offense reported in the previous three (3) years.

Campus Crime Report

Offense	Year	Quantity	Site
Robbery	2013	0	N/A
Robbery	2014	0	N/A
Robbery	2015	0	N/A
* Robbery	2016	2	Public Property

Source: Campus Safety and Security Survey Report

*Includes Manati and Humacao Additional Locations

**MANATI AND HUMACAO
ADDITIONAL LOCATIONS**

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

The Manati additional location was approved by the PRCE in September 2013. Following are the academic programs offered at the additional location.

ASSOCIATE DEGREES

Associate Degree in Computer Programming

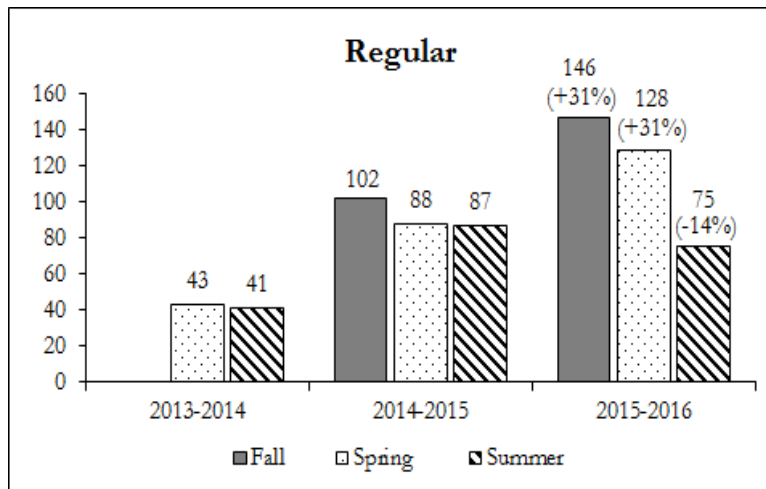
Associate Degree in Nursing

Associate Degree in Physical Therapy Technology

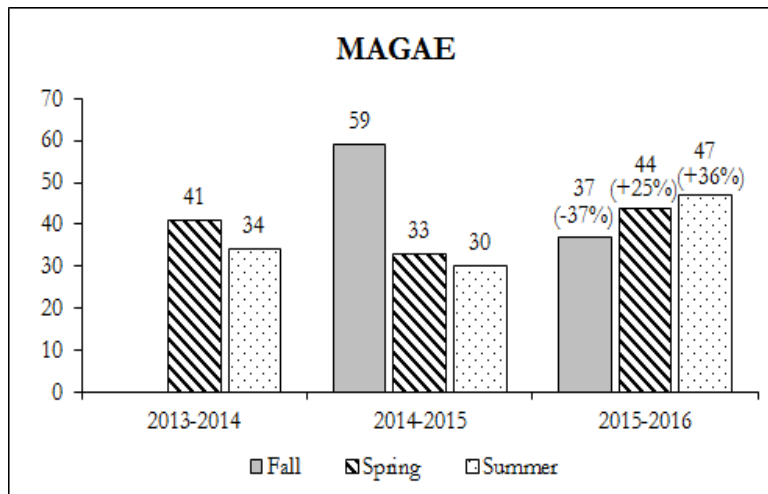
Associate Degree in Digital Fashion Design

MANATI ADDITIONAL LOCATION ENROLLMENT

The enrollment during the Fall and Spring semester of 2015-2016 increased by 31% for the **Regular** modality, and decreased 14% in the Summer as can be observed. Whereas, the **MAGAE** modality shows a decrease of 37% in the Fall semester, and an increase of 25% for the Spring, and 36% for the Summer semesters. In the Fall 2013-2014 the Manati additional location was not operating yet.



Source: Enrollment Certifications



Source: Enrollment Certifications

MANATI ADDITIONAL LOCATION RETENTION

The total retention rate for the academic year 2015-2016 was 70%. The retention rate had a decrease in comparison to the previous year. As can be observed, the retention rate for the Associate Degree in Digital Fashion Design had an increase of 10%.

ACADEMIC PROGRAMS	2014-2015		2015-2016	
	Enrollment	Retention Rate	Enrollment	Retention Rate
Associate Degree in Computer Programming	(10)	80% *	(19)	68% ↓*
Associate Degree in Digital Fashion Design	(25)	64% *	(27)	74% ↑*
Associate Degree in Physical Therapy Technology	(71)	68% *	(85)	67% ↓*
Associate Degree in Nursing	(124)	73% *	(149)	71% ↓*
Total Retention	(230)	71%	(280)	70% ↓

*Data recorded in Hato Rey Campus Retention Table (page 19).

Source : AIR

(n=Enrollment)

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

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

The Humacao additional location was approved by the PRCE in September 2013. Following are the academic programs offered in the additional location.

ASSOCIATE DEGREES

Associate Degree in Computer Programming

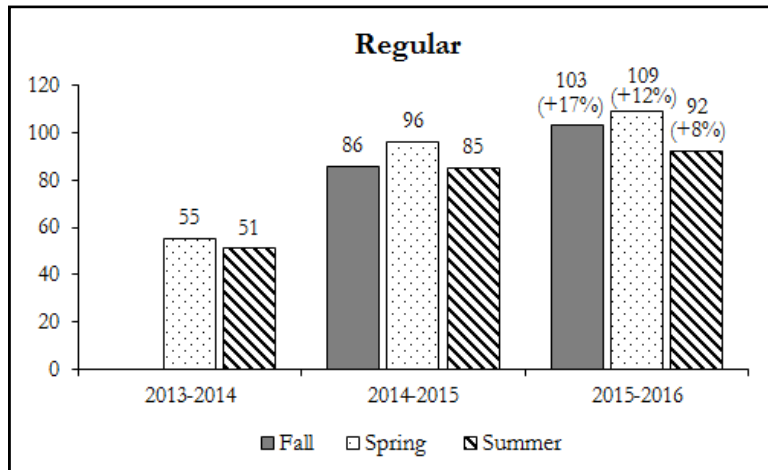
Associate Degree in Nursing

Associate Degree in Physical Therapy Technology

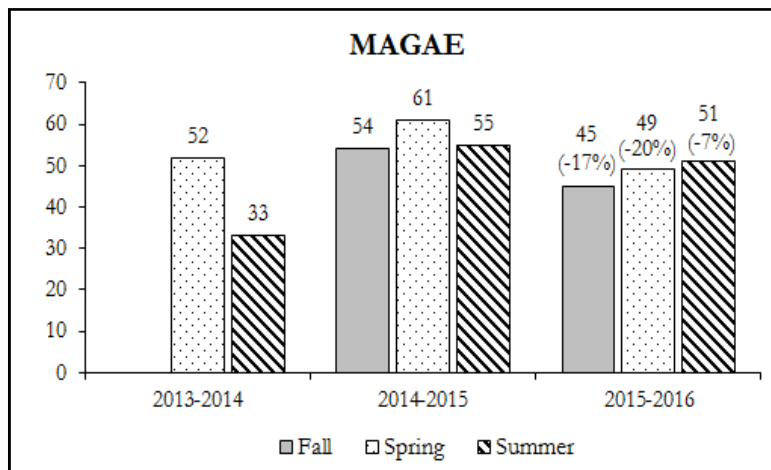
Associate Degree in Digital Fashion Design

HUMACAO ADDITIONAL LOCATION ENROLLMENT

In the 2015-2016 academic year, the **Regular** enrollment increased in all its terms while, the **MAGAE** modality showed a decrease in comparison to the previous year. In the Fall 2013-2014, the Humacao additional location was not operating yet.



Source: Enrollment Certifications



Source: Enrollment Certifications

HUMACAO ADDITIONAL LOCATION RETENTION

The total retention rate for the academic year 2015-2016, was 73%. The retention rate remained the same as the previous year. As can be observed, the retention rate for the Associate Degrees in the Health areas has increased and both programs have a retention rate of 76%.

ACADEMIC PROGRAMS	2014-2015 Enrollment/Retention Rate		2015-2016 Enrollment/Retention Rate	
Associate Degree in Computer Programming	(10)	60% *	(9)	56% ↓*
Associate Degree in Digital Fashion Design	(15)	67% *	(21)	52% ↓*
Associate Degree in Physical Therapy Technology	(68)	72% *	(76)	76% ↑*
Associate Degree in Nursing	(138)	75% *	(154)	76% ↑*
Total Retention	(231)	73%	(260)	73%

*Data recorded in Hato Rey Campus Retention Table (page 19).

Source : AIR

(n=Enrollment)

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

SAN SEBASTIAN CAMPUS (SS)

**PROGRAMS OF STUDY APPROVED
BY THE PUERTO RICO COUNCIL OF EDUCATION (PRCE)
SAN SEBASTIAN CAMPUS**

ASSOCIATE DEGREES

Associate Degree in Computer Programming	1978
Associate Degree in Medical Emergencies Technology	1992
Associate Degree in Nursing	1992
Associate Degree in Pharmacy Technician	2004
Associate Degree in Physical Therapy Technology	2007
Associate Degree in Digital Fashion Design	2013
Associate Degree in Arts Major in Interior Design and Decoration	2014
Associate Degree in Information Technology	2015
Associate Degree in Criminal Justice	2015

BACHELOR'S DEGREES

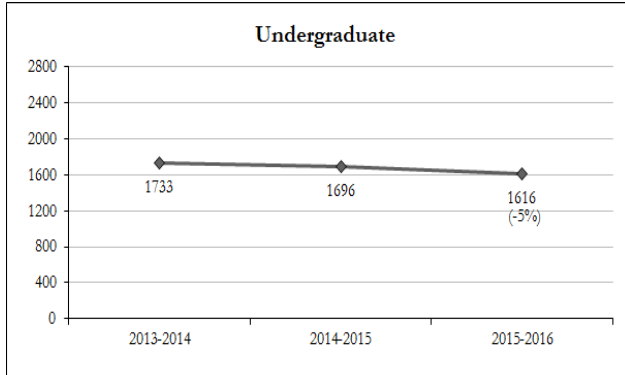
Bachelor's Degree in Science of Nursing	2002
Bachelor's Degree in Information Systems Major in Computer Programming	2006
Bachelor's Degree in Information Technology Science Major in Programming	2015
Bachelor's Degree in Information Technology Science Major in Networks	2015

MASTER'S DEGREES

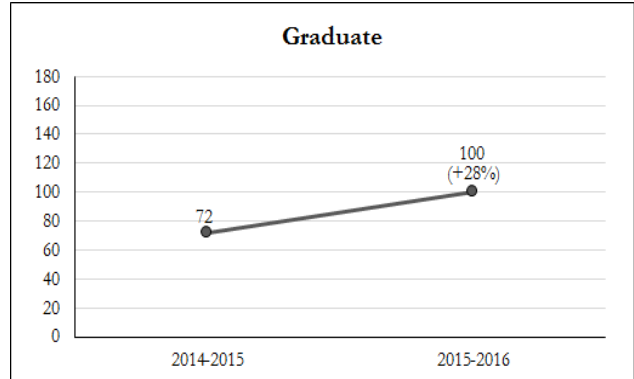
Master's Degree in Science of Nursing Major in Emergency/Trauma Care (MSN)	2013
Master's Degree in Science of Nursing Major in Acute/Critical Care (MSN)	2013

ENROLLMENT(SS)

Based on the IPEDS 12-month Enrollment Data, in 2015-2016, the undergraduate enrollment decreased by 5% in comparison to the previous year and the graduate enrollment increased by 28%.



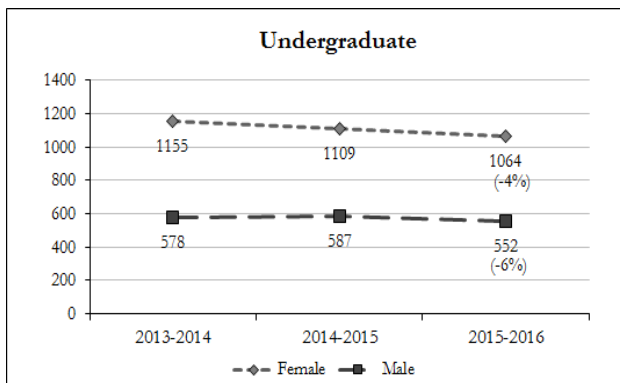
Source: IPEDS 12-month Enrollment Data



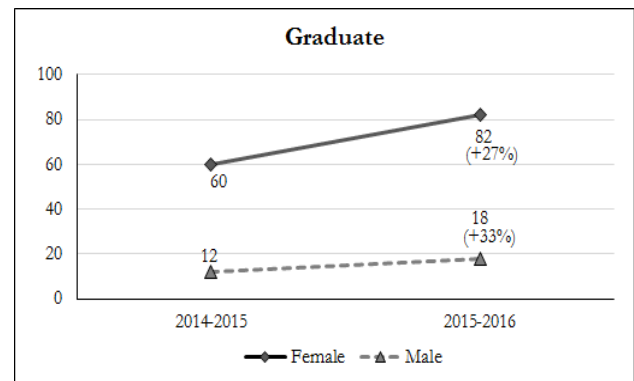
Source: IPEDS 12-month Enrollment Data
(The Graduate Programs began in Spring 2014)

ENROLLMENT GENDER DISTRIBUTION (SS)

The undergraduate student enrollment had a female decrease of 4% (45), while the male enrollment had a decrease of 6% (35) in comparison to the previous year. The graduate student enrollment indicated an increase of 27% (22) for females and 33% (6) for males during the year 2015-2016.



Source: IPEDS 12-month Enrollment Data



Source: IPEDS 12-month Enrollment Data
(The Graduate Programs began in Spring 2014)

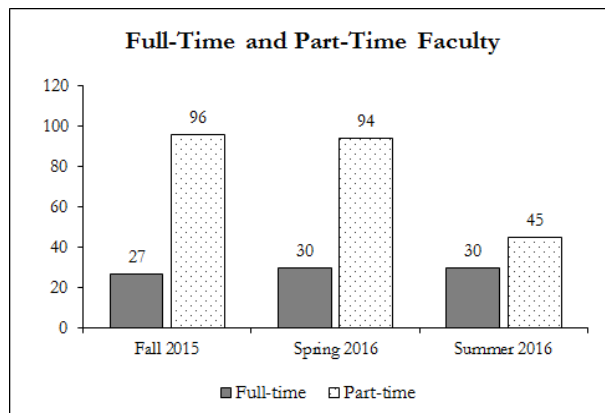
FACULTY PROFILE (SS)

The academic load for full-time faculty remains at 15 credits with a maximum of six (6) credits per semester overload. The maximum load for part-time teachers is 12 credits per semester (Faculty Handbook, 2015).

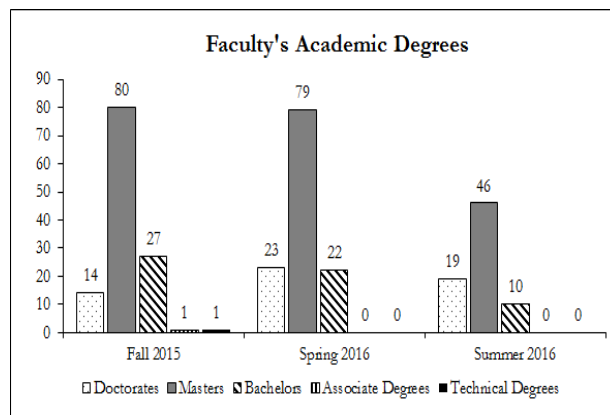
Faculty academic degrees are kept in check as well as the student faculty ratio, as these measures sustain teaching and learning academic quality. Gender distribution data examines equal opportunity concerns.

There is more part-time qualified faculty due to, among other considerations, that many practitioners are available for teaching and learning endeavors as an enhancement to their professional responsibilities. This practice is common among higher education settings. A steady healthy cadre of part timers is in place.

Bachelor's degree faculty is qualified to teach in associate degree programs. Master's degree faculty is qualified to teach all undergraduate programs, and those holding a doctorate degree can also teach in graduate programs. There are more professors holding a master's degree than any other academic level. This is an indicator that points to the need of hiring faculty with the appropriate qualifications for the two (2) new Master's Degrees in the health area. A higher number of master's academic degrees respond to the fact that the Institution targets mostly undergraduate programs.



Source: Academic Dean Office

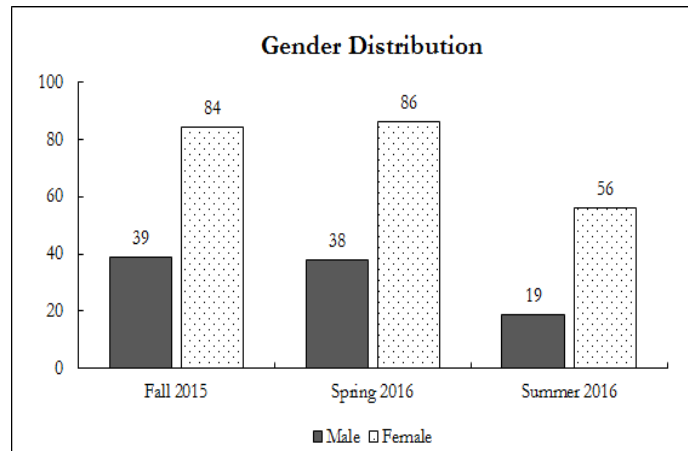


Source: Academic Dean Office

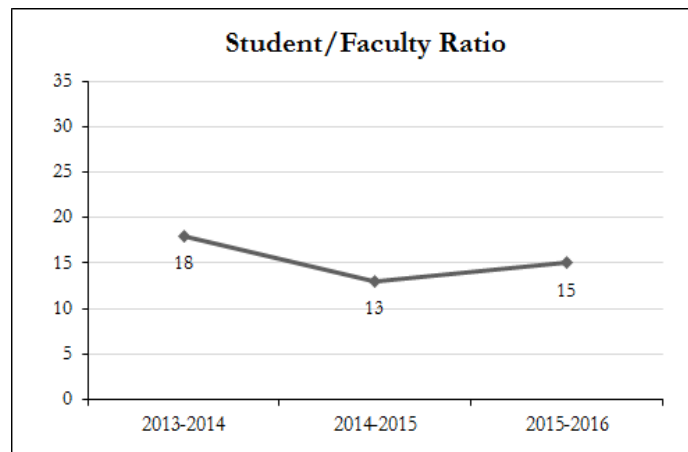
FACULTY PROFILE (SS)

Gender distribution sustains that more female faculty is in place, as the San Sebastian campus focuses mostly on health programs, which historically have a tendency of a female cadre as its major practitioner.

There is a healthy student ratio. It has increased to an adequate student/faculty ratio.



Source: Academic Dean Office



Source: IPEDS Fall Enrollment

LEARNING RESOURCES (SS)

The Information Resources Center continues its efforts to provide a quality service to the community, faculty and students. Additionally, book collections and electronic databases were updated. They contain a variety of topics such as health, trade, human resources, nursing, computer science, clinical pharmacology, and general academic areas, among others. By July 2016, the Information Resource Center had 10,748 titles and 11,992 volumes.

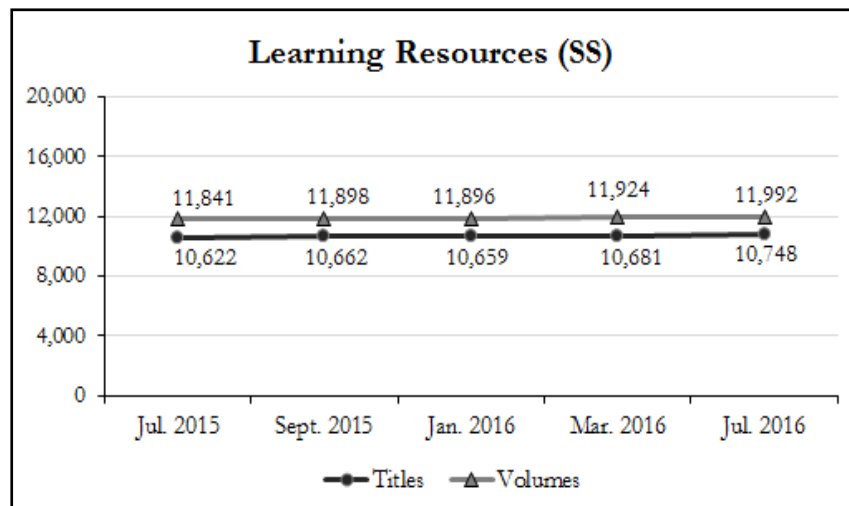
The available databases are:

- **EBSCO Database** Full text journals Natural & Alternative Treatments, Alt HealthWatch, Academic Search Premier, Art & Architecture Complete, Business Source Complete, *CINAHL Plus® with Full Text*, Health Source: Nursing/Academic Edition, Education Research Complete, Computer Source, GreenFILE, Library Information Science & Technology Abstracts, Regional Business News and Teacher Reference Center, AHFS Consumer Medication Information, and American Doctoral Dissertations. It also includes one (1) Spanish language databases: Fuente Académica.
- **OCENET (Universitas, Health and Medicine, and Business Administration)** Universitas is a tool to help through the learning and research process. It has the most subject coverage in the Spanish language. Health and Medicine is an information center, with contents about health, nursing and medicine, oriented toward the patient, the consumer, and the health careers alike. Business Administration is an information center, with contents about economy, business and management oriented toward the student and the business professional. It provides a support tool to the learning process of students and to the daily tasks of professionals.
- **SIRS Mandarin M-3** is the Library On-line Catalog. It allows students to access the collection of books, journals and other resources available at the library from anywhere through the Internet.
- **e-Libro** is the first and only electronic Spanish-language platform devoted to research, with a focus on academic institutions. This site enables the student to search, browse, and preview all of the e-books and other authoritative material that e-Libro offers from leading publishers. It hosts more than 80,000 titles from over 500+ publishers – with 95% of them from Latin America and Spain.
- **e-Brary** offers authoritative e-books in a wide range of subject areas devoted to research, with a focus on academic institutions. This site enables the student to search, browse, and preview all of the e-books and other authoritative material. E-brary currently hosts 948,112 documents.
- **Pearson Virtual Library** is a repository of eBooks ready to be consulted via the internet, is based on the model of a traditional library with the difference that the contents are digital. Hosts Spanish e-books published by Pearson.
- **Alexander Street Streaming Video Resources** content is selected by expert editors with the student in mind. Nursing Assessment, Nursing Education and Nursing Assistant provides thousands of learning resources in video in Nursing for the classroom. Rehabilitation Therapy provides the same for the Physical Therapy Assistant Program.

LEARNING RESOURCES CONTINUATION (SS)

- **NNN Consult** allows the agile search in each of these standardized languages: NIC, NOC, NANDA or simultaneously in all, also offering the links between them. It is updated with the latest editions of nursing reference works.
- **LexJuris** offers legal and, educational information of Puerto Rico. It is a powerful legal research tool. In addition, provides information and educational tutorials of all levels of education in Puerto Rico.
- **MicroJuris** Virtual legal library with essential information for legal practice and advice of your company. Laws, jurisprudence, regulations, magazines, and continuing education courses.

There is an increase in learning resources, in both the titles (67) and volumes (68) categories. This increase acts as a response to new program developments and resource updating.



Source: Center of Information Resources

RETENTION ANALYSIS (SS)

ACADEMIC PROGRAMS	2013-2014		2014-2015		2015-2016	
UNDERGRADUATE	Enrollment/Retention Rate		Enrollment/Retention Rate		Enrollment/Retention Rate	
SCHOOL OF ADMINISTRATION						
Associate Degree in Business Administration	(60)	53%	(33)	61%	(13)	67% ↑
Associate Degree in Office Administration	(70)	61%	(47)	60%	(21)	95% ↑
Bachelor's Degree in Business Administration	(3)	0%				
Bachelor's Degree in Business Administration Major in Accounting	(24)	82%	(20)	80%	(13)	85% ↑
Bachelor's Degree in Business Administration Major in Management	(17)	53%	(10)	60%	(3)	67% ↑
Bachelor's Degree in Technological Office Administration	(22)	70%	(16)	88%	(9)	100% ↑
SCHOOL OF DESIGN						
Associate Degree in Arts in Interior Design and Decoration			(12)	75%	(16)	50% ↓
Associate Degree in Digital Fashion Design	(23)	100%	(41)	68%	(53)	68%
SCHOOL OF SCIENCE AND TECHNOLOGY						
Associate Degree in Computer Programming	(80)	68%	(55)	53%	(23)	48% ↓
Associate Degree in Information Technology			(35)	94%	(66)	79% ↓
Bachelor's Degree in Information Systems Major in Computer Programming	(29)	88%	(19)	79%	(9)	67% ↓
Bachelor's Degree in Information Technology Science Major in Programming					(13)	92%
Bachelor's Degree in Information Technology Science Major in Networks			(16)	100%	(27)	93% ↓
SCHOOL OF CRIMINAL JUSTICE						
Associate Degree in Criminal Justice*					(27)	63%
SCHOOL OF HEALTH						
Associate Degree in Medical Emergencies Technology	(27)	48%	(13)	85%	(8)	88% ↑
Associate Degree in Pharmacy Technician	(264)	74%	(283)	72%	(245)	71% ↓
Associate Degree in Physical Therapy Technology	(118)	72%	(129)	82%	(132)	81% ↓
SCHOOL OF NURSING						
Associate Degree in Nursing	(831)	65%	(662)	76%	(735)	74% ↓
Bachelor's Degree in Science Major in Nursing	(303)	76%	(306)	83%	(310)	85% ↑
TOTAL UNDERGRADUATE RETENTION RATE (UNDUPLICATED)	(1759)	78%	(1696)	76%	(1616)	74% ↓
GRADUATE						
Master's Degree in Science of Nursing, Major in Emergency/Trauma Care with:						
Administrative Role	(7)	86%	(17)	100%	(28)	89% ↓
Educational Role	(20)	90%	(35)	91%	(54)	94% ↑
Master's Degree in Science of Nursing, Major in Acute/Critical Care with:						
Administrative Role	(5)	100%	(8)	100%	(13)	85% ↓
Educational Role	(10)	70%	(12)	100%	(21)	95% ↓
TOTAL GRADUATE RETENTION RATE (UNDUPLICATED)	(39)	92%	(72)	96%	(100)	91% ↓
INSTITUTIONAL RETENTION RATE (UNDUPLICATED)	(1803)	74%	(1768)	77%	(1716)	75% ↓

Source : AIR

(n=Enrollment)

Formula: (Total Enrollment—Drops)/Total Enrollment

* New Programs

RETENTION ANALYSIS (SS)

During the academic year 2015-2016, the institutional retention rate decreased from 77% to 75% in comparison to the previous year. In 2015-2016, eight (8) programs had an increase in their retention rates. At the Associate Degrees level, they were in: Office Administration (35%), Business Administration (6%), and the Medical Emergencies Technology (3%) programs. At the Bachelor's Degrees level, the Technological Office Administration (12%), Business Administration Major in Management (7%), and the Business Administration Major in Accounting (5%) programs; and for the Master's Degrees level, the Science of Nursing Major in Emergency/Trauma care with Educational Role (MSN) (3%).

PLACEMENT ANALYSIS (SS)

ACADEMIC PROGRAMS	2013-2014		2014-2015		2015-2016	
UNDERGRADUATE	Infield and Refield Students	Placement Rate	Infield and Refield Students	Placement Rate	Infield and Refield Students	Placement Rate
SCHOOL OF ADMINISTRATION						
Associate Degree in Business Administration	(2)	67%	(4)	80%	(0)	0% ↓
Associate Degree in Office Administration	(3)	75%	(3)	50%	(4)	67% ↑
Bachelor's Degree in Business Administration Major in Accounting	(1)	50%	(2)	67%	(5)	100% ↑
Bachelor's Degree in Business Administration Major in Management	(1)	50%	(2)	100%	(2)	100% ↑
Bachelor's Degree in Technological Office Administration	(1)	50%	(3)	60%	(2)	33% ↓
SCHOOL OF DESIGN						
Associate Degree in Arts in Interior Design and Decoration						
Associate Degree in Digital Fashion Design						
SCHOOL OF SCIENCE AND TECHNOLOGY						
Associate Degree in Computer Programming	(3)	100%	(4)	80%	(1)	50% ↓
Associate Degree in Information Technology						
Bachelor's Degree in Information Systems Major in Computer Programming	(3)	100%	(4)	67%	(0)	0% ↓
Bachelor's Degree in Information Technology Science Major in Programming						
Bachelor's Degree in Information Technology Science Major in Networks						
SCHOOL OF CRIMINAL JUSTICE						
Associate Degree in Criminal Justice*						
SCHOOL OF HEALTH						
Associate Degree in Medical Emergencies Technology	(5)	83%	(2)	50%	(2)	33% ↓
Associate Degree in Pharmacy Technician	(8)	53%	(4)	27%	(8)	35% ↑
Associate Degree in Physical Therapy Technology	(9)	53%	(2)	14%	(7)	41% ↑
SCHOOL OF NURSING						
Associate Degree in Nursing	(60)	56%	(39)	39%	(51)	65% ↑
Bachelor's Degree in Science Major in Nursing	(55)	72%	(40)	53%	(35)	53%
GRADUATE						
Master's Degree in Science of Nursing, Major in Emergency/Trauma Care with:						
Administrative Role					(5)	100%
Educational Role					(12)	100%
Master's Degree in Science of Nursing, Major in Acute/Critical Care with:						
Administrative Role					(2)	100%
Educational Role					(7)	100%
INSTITUTIONAL PLACEMENT RATE	(151)	63%	(109)	45%	(143)	60% ↑

Source : AIR and Placement Office

(n)=(Graduate + Complete)

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

*New Programs

PLACEMENT ANALYSIS (SS)

During 2015-2016, six (6) programs increased their placement rates. They are the Associate Degrees in: Office Administration, Pharmacy Technician, Physical Therapy Technology and Nursing. The Bachelor's Degrees in:, Business Administration with Major in Management and Business Administration with Major in Accounting. All 100% of the students who graduated from both the Master's Degrees in Science of Nursing with a Major in Acute/Critical Care with Educational Role and the Major in Emergency/Trauma Care with Administrative Role, Major in Emergency/Trauma Care with Educational Role, and Major in Acute/Critical Care with Administrative Role were placed in their field of study.

According to AIR data for 2015-2016, the percentage of employability increased a 15% in comparison to the previous year. Two (2) of the main reasons that graduates may not be employed are that employers prefer to hire personnel with two (2) years minimum of experience, and many of them do not fully dominate the English language. Also, those who graduated from the Physical Therapy Technology and Pharmacy Technician programs are required to have permanent license in order to be employed, but many are still in the process of completing such requirements.

PERCENTAGE OF STUDENTS THAT GRADUATED PER PROGRAM ANALYSIS (SS)

ACADEMIC PROGRAMS	2013-2014		2014-2015		2015-2016	
UNDERGRADUATE	Complete, Graduate	Enrollment, Graduation Rate	Complete, Graduate	Enrollment, Graduation Rate	Complete, Graduate	Enrollment, Graduation Rate
SCHOOL OF ADMINISTRATION						
Associate Degree in Business Administration	(3/60)	5%	(6/33)	18%	(1/13)	8% ↓
Associate Degree in Office Administration	(4/70)	6%	(7/47)	15%	(8/21)	38% ↑
Bachelor's Degree in Business Administration	(0/3)	0%				
Bachelor's Degree in Business Administration Major in Accounting	(4/24)	17%	(3/20)	15%	(6/13)	46% ↑
Bachelor's Degree in Business Administration Major in Management	(4/17)	24%	(2/10)	20%	(2/3)	67% ↑
Bachelor's Degree in Technological Office Administration	(4/22)	18%	(5/16)	31%	(7/9)	78% ↑
SCHOOL OF DESIGN						
Associate Degree in Arts in Interior Design and Decoration			(0/12)	0%	(0/16)	0%
Associate Degree in Digital Fashion Design	(0/23)	0%	(0/41)	0%	(0/53)	0%
SCHOOL OF SCIENCE AND TECHNOLOGY						
Associate Degree in Computer Programming	(4/80)	5%	(5/55)	9%	(4/23)	17% ↑
Associate Degree in Information Technology			(0/35)	0%	(0/66)	0%
Bachelor's Degree in Information Systems Major in Computer Programming	(3/29)	10%	(7/19)	37%	(1/9)	11% ↓
Bachelor's Degree in Information Technology Science Major in Programming					(0/13)	0%
Bachelor's Degree in Information Technology Science Major in Networks			(0/16)	0%	(0/27)	0%
SCHOOL OF CRIMINAL JUSTICE						
Associate Degree in Criminal Justice*					(0/27)	0%
SCHOOL OF HEALTH						
Associate Degree in Medical Emergencies Technology	(6/27)	22%	(3/13)	23%	(7/8)	88% ↑
Associate Degree in Pharmacy Technician	(11/264)	4%	(18/283)	6%	(27/245)	11% ↑
Associate Degree in Physical Therapy Technology	(21/118)	18%	(13/129)	10%	(22/132)	17% ↑
SCHOOL OF NURSING						
Associate Degree in Nursing	(106/831)	13%	(95/662)	14%	(106/735)	14%
Bachelor's Degree in Science Major in Nursing	(77/303)	25%	(76/306)	25%	(72/310)	23% ↓
TOTAL UNDERGRADUATE GRADUATION RATE (UNDUPLICATED)	(253/1759)	14%	(240/1696)	14%	(263/1616)	16% ↑
GRADUATE						
Master's Degree in Science of Nursing, Major in Emergency/Trauma Care with:						
Administrative Role	(0/7)	0%	(0/17)	0%	(8/28)	29% ↑
Educational Role	(0/20)	0%	(0/35)	0%	(13/54)	24% ↑
Master's Degree in Science of Nursing, Major in Acute/Critical Care with:						
Administrative Role	(0/5)	0%	(0/8)	0%	(3/13)	23% ↑
Educational Role	(0/10)	0%	(0/12)	0%	(7/21)	33% ↑
TOTAL GRADUATE GRADUATION RATE (UNDUPLICATED)	(0/42)	0%	(0/72)	0%	(29/100)	29% ↑
INSTITUTIONAL GRADUATION RATE (UNDUPLICATED)	(253/1803)	14%	(240/1768)	14%	(292/1716)	17% ↑

Source : AIR

(n=Total G+C,TE)

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

* New Programs

IPEDS Graduation Rates		
2013-2014	2014-2015	2015-2016
28%	19%	18%

Source: IPEDS Graduation Rates Data

PERCENTAGE OF STUDENTS THAT GRADUATED PER PROGRAM ANALYSIS (SS)

In 2015-2016, the following 12 programs showed an increase in the students graduation rates. The Associate Degrees in: Medical Emergencies Technology (88%), Office Administration (38%), Computer Programming (17%), Physical Therapy Technology (17%) and Pharmacy Technician (11%). The Bachelor's Degrees level, the Technological Office Administration (78%), Business Administration with Major in Management (67%), and the Business Administration with Major in Accounting (46%). At the Master's Degrees level Nursing with Major in: Acute/Critical Care with Educational Role (33%), Emergency/Trauma Care with Administrative Role (29%), Emergency/Trauma Care with Educational Role (24%), and Acute/Critical Care with Administrative Role (23%).

IPEDS

The IPEDS Graduation rate continues a tendency to decrease. In the last three (3) years it decreased from 28% in 2013-2014 to 18% in 2015-2016.

CAMPUS CRIME REPORT (SS)

Institutions of postsecondary education that participate in federal student financial assistance programs are required by the Higher Education Act (HEA), Section 486 (a) and (f), to report criminal offenses. The Institution keeps statistics concerning the occurrences at on-campus and off-campus buildings, including nearby public property. The Institution must report criminal offenses which have been notified to on-campus security and/or local police. There are four (4) general categories to be reported: Criminal Offenses: criminal homicide, including murder and non-negligent manslaughter, and manslaughter by negligence; sexual assault, including rape, fondling, incest and statutory rape; robbery, aggravated assault, burglary, motor vehicle theft; and arson; Hate Crime: any of the above-mentioned offenses, and any incidents of larceny-theft, simple assault, intimidation, or destruction/damage/vandalism of property that were motivated by bias; VAWA Offenses: any incidents of domestic violence, dating violence and stalking and, Arrests and Referrals for Disciplinary Action: for weapons-carrying, possessing, etc. law violations, drug abuse violations and liquor law violations.

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

Campus Crime Report

Offense	Year	Quantity	Site
Robbery	2013	0	N/A
Robbery	2014	0	N/A
Robbery	2015	0	N/A
* Robbery	2016	0	N/A

Source: Campus Safety and Security Survey Report

*Includes San Sebastian Nursing School

R³
RECRUITMENT, READMISSION,
AND RETENTION

R³ RECRUITMENT, READMISSION, AND RETENTION HATO REY CAMPUS

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

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

The following table shows the projected and real enrollment of students from the regular, graduate program as well as in the adult modality .

HATO REY CAMPUS

In the Fall of 2014, Spring and the Fall of 2015, the real enrollment increased comparing it with the projected enrollment distribution. Nonetheless, there was a decrease in the Summer of 2015, Spring and Summer of 2016 as can be observed.

The Graduate, Regular, and Adult Modality, retention data throughout all the academic periods provides the most student enrollment surpassing the projected outcome, except for the Summers of 2015 and 2016. Accordingly, recruitment efforts did not surpass the projected enrollment, as did not readmission efforts, except for the Summers of 2015 and 2016 consequentially.

GRADUATE, REGULAR, AND ADULT MODALITIES (HR)

P = Projected R = Real	FALL 2014		SPRING 2015		SUMMER 2015		FALL 2015		SPRING 2016		SUMMER 2016	
	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Promotion Office)	307	221	119	128	88	107	286	252	142	124	91	78
Retention (Academic Affairs)	814	965	826	960	578	512	759	891	979	979	595	475
Readmission (Student Affairs)	59	43	50	33	14	26	55	54	59	42	14	23
TOTALS	1180	1229	995	1121	680	645	1100	1197	1180	1145	700	576

Sources: Project Enrollment Analysis and Enrollment Certifications

R³
RECRUITMENT, READMISSION, AND RETENTION
SAN SEBASTIAN CAMPUS

In the Spring of 2015, the real enrollment increased comparing it with the projected distribution. Nonetheless, there was an enrollment decrease in the Fall 2014, Summer 2015, and all the academic terms of 2015-2016.

Retention efforts did not reach its projected enrollment, except in the 2015 Spring semester. Also, recruitment efforts did not reach its projected enrollment, except for the 2016 Summer semester. Readmission efforts surpassed all enrollment projections except for the 2015 and 2016 Spring semesters.

SAN SEBASTIAN CAMPUS
GRADUATE AND REGULAR MODALITIES (SS)

P = Projected R = Real	FALL 2014		SPRING 2015		SUMMER 2015		FALL 2015		SPRING 2016		SUMMER 2016	
	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Promotion Office)	273	207	117	98	83	62	255	162	123	59	84	87
Retention (Academic Affairs)	725	660	806	834	540	392	676	653	851	709	548	313
Readmission (Student Affairs)	53	74	49	50	13	29	49	80	51	34	13	33
TOTALS	1050	941	971	982	635	483	980	895	1025	802	645	433

Sources: Project Enrollment Analysis and Enrollment Certifications

R³

RECRUITMENT, READMISSION, AND RETENTION ADDITIONAL LOCATIONS MANATI AND HUMACAO

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

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

MANATI ADDITIONAL LOCATION

In the Fall of 2014, the real enrollment surpassed the projections established. While, in the Spring, Summer, Fall of 2015, Spring and Summer of 2016 it decreased.

Retention efforts did not reach the expected outcome, except in Fall of 2015.

P =Projected R= Real	REGULAR											
	FALL 2014		SPRING 2015		SUMMER 2015		FALL 2015		SPRING 2016		SUMMER 2016	
	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Academic Affairs)	20	65	14	16	12	31	44	21	18	23	12	22
Retention (Promotion Office)	52	36	95	72	77	57	117	126	125	108	77	51
Readmission (Student Affairs)	4	3	6	0	2	0	9	4	8	0	2	2
Total	75	104	115	88	90	88	170	151	150	131	90	75

Sources: Project Enrollment Analysis and Enrollment Certifications

HUMACAO ADDITIONAL LOCATION

In the Fall 2014 and Summer of 2016, the real enrollment surpassed the enrollment projections. Whereas, in the Spring, Summer of 2015, Fall and Spring of 2016 it decreased compared to the enrollment projection.

Since the Fall of 2014, retention efforts have not reached its enrollment projection, even though recruitment numbers have surpassed them. Readmission has not reached its expected outcome.

P =Projected R= Real	REGULAR											
	FALL 2014		SPRING 2015		SUMMER 2015		FALL 2015		SPRING 2016		SUMMER 2016	
	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Academic Affairs)	20	25	12	32	12	21	44	55	15	25	10	22
Retention (Promotion Office)	52	60	83	64	77	65	117	43	104	85	68	66
Readmission (Student Affairs)	4	0	5	0	2	0	9	6	6	1	2	4
Total	75	85	100	96	90	86	170	104	125	111	80	92

Sources: Project Enrollment Analysis and Enrollment Certifications

R³ RECRUITMENT, READMISSION, AND RETENTION MAGAE AND MABE

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

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

The following table shows the projected and real enrollment for students enrolled in the modalities of MAGAE and MABE for both campuses (Hato Rey and San Sebastian) and the additional locations (Humacao and Manati).

In the Spring of 2015 the real enrollment surpassed the projections established. Nonetheless, a decrease in the 2015 Fall, Spring, and Summer of 2016 can be observed.

Retention efforts surpassed enrollment projection, except for the 2016 Spring semester. Recruitment efforts did not reach its projections as didn't readmission endeavors, except for the 2014 Fall and 2016 Summer semesters.

MAGAE AND MABE R³ DISTRIBUTION HATO REY* AND SAN SEBASTIAN CAMPUSES

P = Projected R = Real	FALL 2014		SPRING 2015		SUMMER 2015		FALL 2015		SPRING 2016		SUMMER 2016	
	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Promotion Office)	130	58	51	25	60	0	138	113	66	29	60	0
Retention (Academic Affairs)	345	375	356	451	391	396	366	376	457	421	391	417
Readmission (Student Affairs)	25	51	21	8	9	1	27	22	28	9	9	12
TOTALS	500	484	429	484	460	397	530	511	550	459	460	429

Source: Project Enrollment Analysis and Enrollment Certifications

* Includes Manati and Humacao Additional Locations

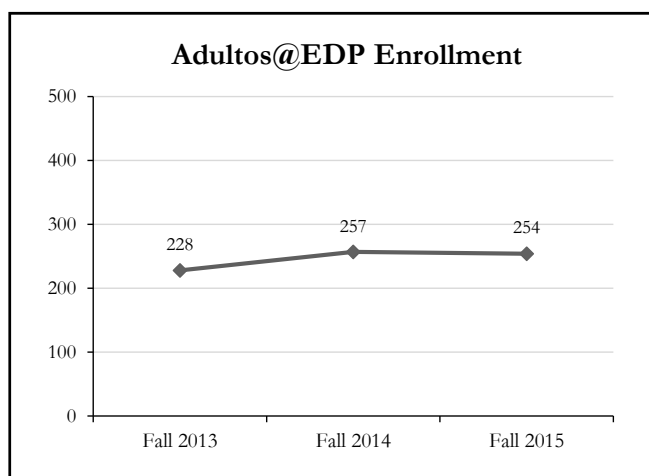
**INSTITUTIONAL
INNOVATIVE INITIATIVES**

ADULTOS@EDP (HR)

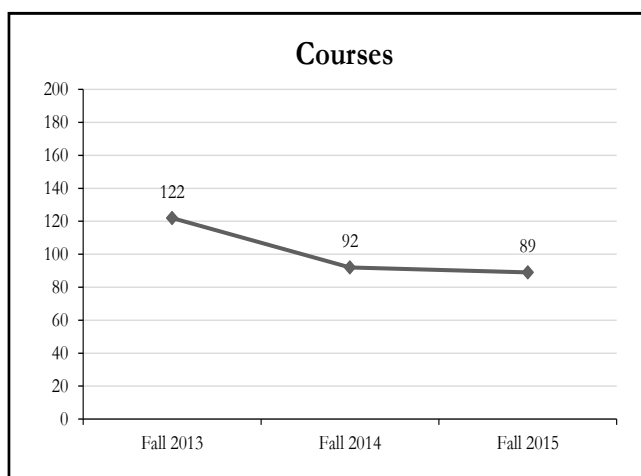
The Adults Modality for teaching and learning follows a nontraditional accelerated calendar of study for students 21 years of age or older. Students meet once a week per cycle. Each cycle clusters two (2) nine (9) weeks into one (1) semester. Each course has a study guide which helps lead the student through the content areas.

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

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



Source: Enrollment Certifications



Source: Campus VUE

ADULTS MODALITY PROGRAM OFFERINGS

Associate Degree in Office Administration

Associate Degree in Business Administration

Associate Degree in Information Technology

Bachelor's Degree in Business Administration

Bachelor's Degree in Technological Office Administration

Bachelor's Degree in Business Administration Major in Management

Bachelor's Degree in Business Administration Major in Accounting

Bachelor's Degree in Information Technology Science Major in Programming

Bachelor's Degree in Information Technology Science Major in Networks

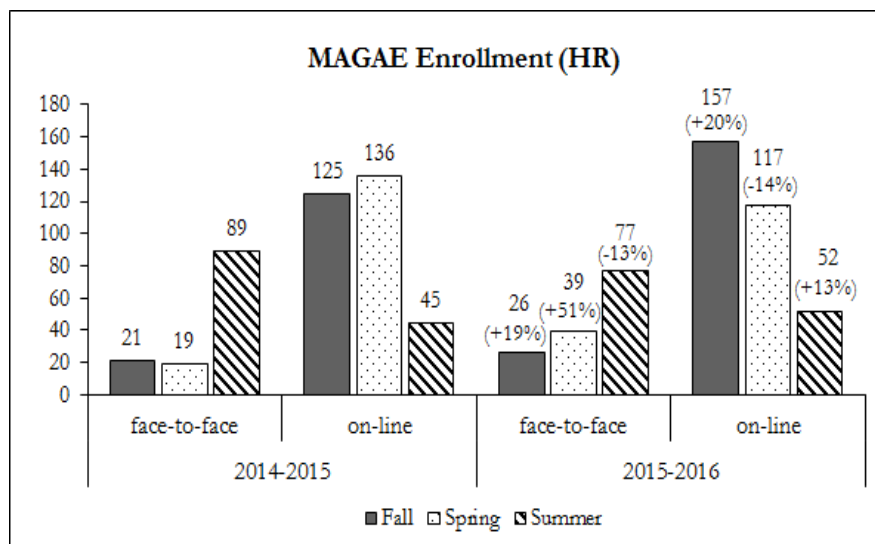
Bachelor's Degree in Science Major in Nursing

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

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

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

In the Hato Rey Campus, the on-line enrollment increased by 20% for the sessions of Fall and Summer by 13% of the 2015-2016 in comparison to the previous year. Meanwhile, the face-to-face enrollment also increased, for the Fall and Spring sessions of the same academic year.



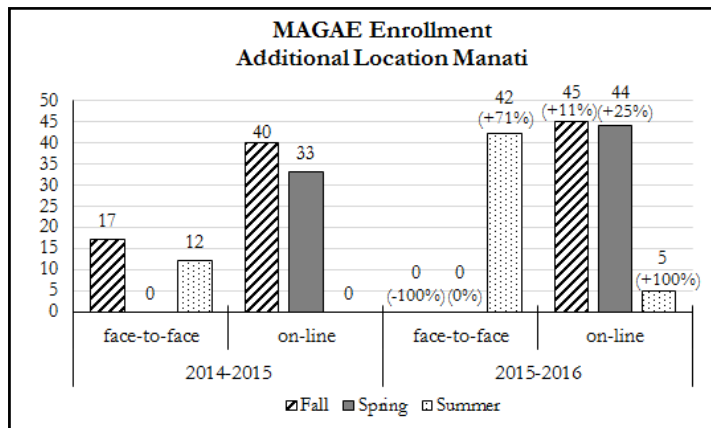
Source: Enrollment Certifications

ASSOCIATE DEGREE IN NURSING ADULT MODALITY (MAGAE) ADDITIONAL LOCATIONS MANATI AND HUMACAO

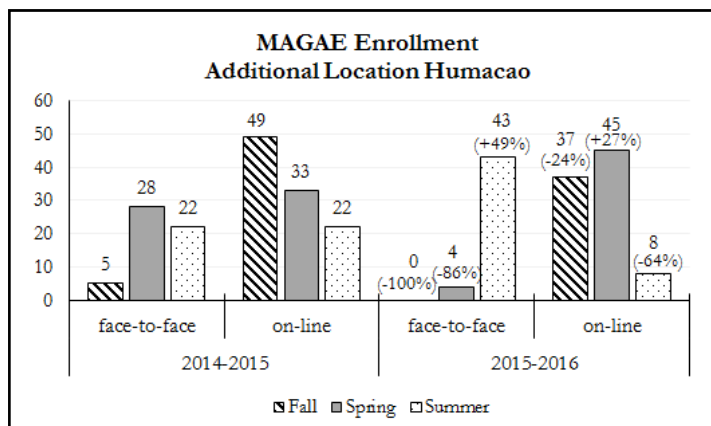
The Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym) program is an adaptation of the Associate Degree in Nursing approved by the Council for Higher Education. The program schedule was formatted to accommodate the fast track pace of the Adult Modality.

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

During 2015-2016, at the Manati additional location, the on-line enrollment increased in all the terms, while the face-to-face enrollment increased in the Summer session. In the 2015-2016, at the Humacao additional location, the on-line enrollment increased in the Spring session in comparison to the previous year, while in the Summer we observe an increase in the number of face-to-face students. These enrollment fluctuations reflect the modality's face-to-face and on-line clinical and theory components.



Source: Enrollment Certifications

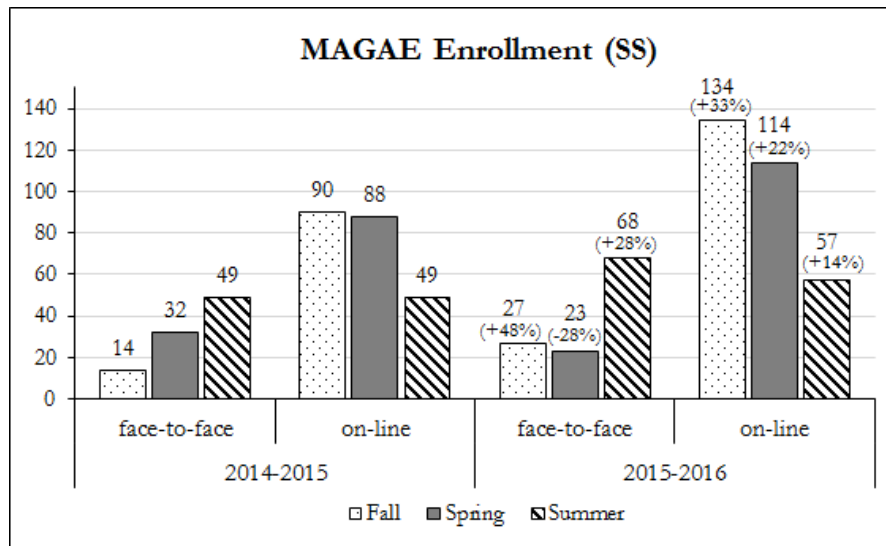


Source: Enrollment Certifications

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

The MAGAE program requires courses taken through both distance education (55%) and traditional in classroom (45%). On-line courses are accessed through EDP's virtual campus (www.campusvirtualedp.net). Face-to-face courses, and clinical practices, require students to travel to Puerto Rico for two (2) consecutive periods. Students may travel during established periods from February to April, June to August and, October to December. During this time period, clinical placements are provided at hospitals currently licensed by the Puerto Rico Department of Health.

In the 2015-2016 academic year, on-line enrollment increased in all of the terms. The 2015-2016 Summer and Fall semesters, an increase in the number of face-to-face students can be observed.



Source: Enrollment Certifications

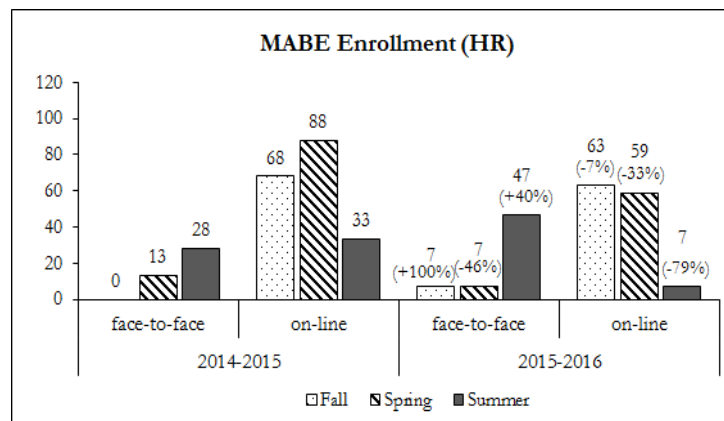
BACHELOR'S DEGREE IN NURSING ADULT MODALITY (MABE) (HR and SS)

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

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

HATO REY CAMPUS (HR)

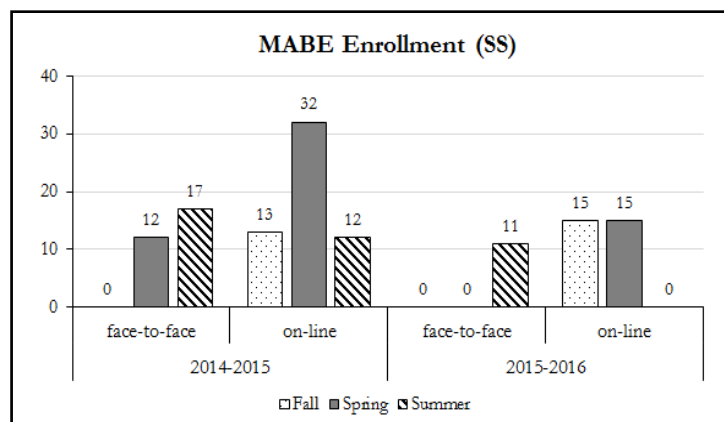
The on-line enrollment decrease during the 2015-2016 academic year. Nevertheless, the face-to-face enrollment for the Summer 2015-2016 increased by 40% in comparison to the previous year.



Source: Enrollment Certifications

SAN SEBASTIAN CAMPUS (SS)

In the 2015-2016 academic year, the on-line enrollment increased for the Fall session, while the face-to-face enrollment decreased in all sessions.



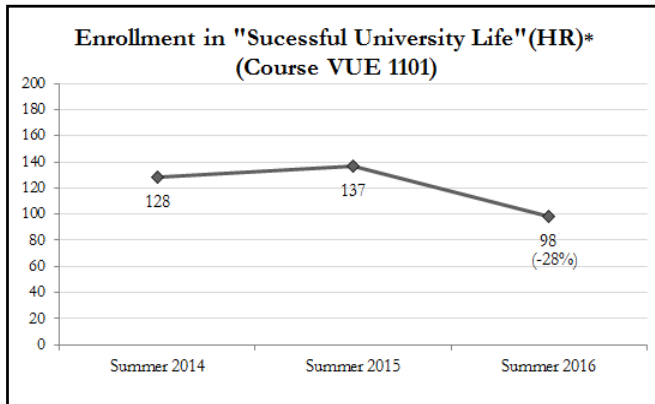
Source: Enrollment Certifications

FRESHMEN SUMMER HATO REY AND SAN SEBASTIAN CAMPUSES

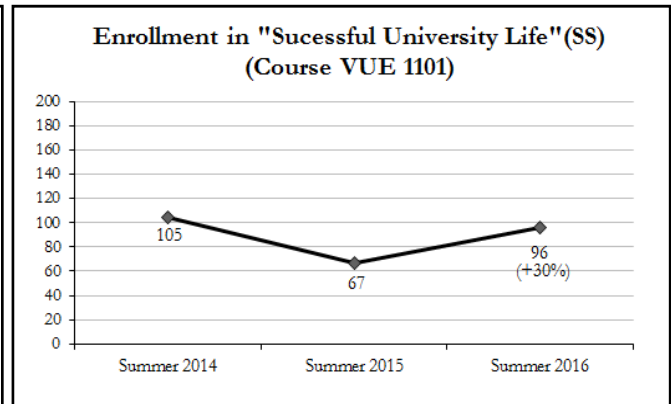
For many students, the transition from high school to university is a challenging experience. In the Summer of 2003, enrollment began with 34 freshmen, in Hato Rey's campus and 45 freshmen in the Summer of 2004, for the San Sebastian site.

The Freshmen Summer project provides students with higher education academic experiences, integrative activities both cultural and social, study skills, collaboration between students and faculty, and field trips. Furthermore, the program develops research skills through presentations of the investigations that they have produced through a team building experience. A competition of their work is in place. Since 2009, the students also participate in Project VIDA, which is an outgrowth of this project. Project VIDA will be described further on.

In the 2016 Summer, the Hato Rey campus had a 28% decrease in enrollment in comparison to the previous year. The San Sebastian campus enrollment increased 30% in comparison to the Summer 2015.



Source: Campus VUE Systems



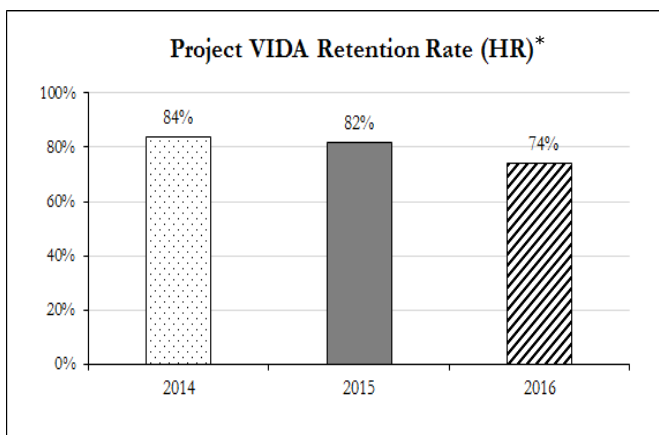
Source: Campus VUE Systems



PROJECT VIDA HATO REY AND SAN SEBASTIAN CAMPUSES

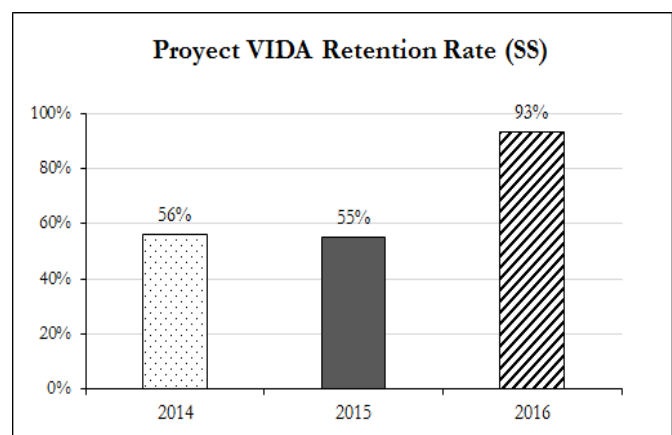
The Admissions and Student Support Services Office is in charge of the Project Intellectual Links for Personal and Academic Development (VIDA by its Spanish acronym). This is a student retention project directed towards creating student-centered initiatives that improve first year student's experiences. Three (3) major characteristics define this project. One (1) characteristic is in student support services where the admissions director keeps track and guides the students until their second year of college. During their first year of college, students develop their capacity for an autonomous and successful university life. This component includes tutoring services and counseling. The second characteristic is the development of personal growth and resilience through systematic visualizations and affirmations. The third characteristic introduces changes to the curricular activities. Courses are scheduled in blocks so that the student can do research as a team experience. An innovative integrated curriculum favors this active integrated teaching and learning experience.

Following, are the retention rates for Project VIDA at the Hato Rey and San Sebastian campuses. During 2015-2016, the Hato Rey campus retention rate decreased 8%, and the San Sebastian campus had a 38% increase, as can be observed.



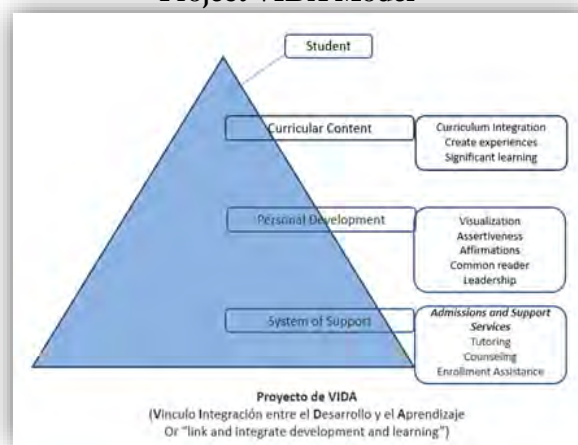
Sources: Admissions and Student Services Office

*Includes Manati and Humacao Additional Locations



Sources: Admissions and Student Services Office

Project VIDA Model



Sources: Admissions and Student Services Office

**VIDA PROJECT ENROLLMENT PER PROGRAM
HATO REY CAMPUS
MANATI AND HUMACAO ADDITIONAL LOCATIONS**

HATO REY CAMPUS			
PROGRAMS	FALL 2013	FALL 2014	FALL 2015
Associate Degree in Office Administration	4	3	7
Associate Degree in Business Administration	9	6	6
Associate Degree in Computer Programming	4	6	1
Associate Degree in Digital Fashion Design	10	20	27
Associate Degree in Physical Therapy Technology	13	3	10
Associate Degree in Medical Emergencies Technology	11	5	11
Associate Degree in Nursing	38	40	52
Associate Degree in Arts Major in Digital Design		3	1
Associate Degree in Interior Design and Decoration	12	25	18
Associate Degree in Biotechnology		13	1
Associate Degree in Information Technology			11
Associate Degree in Criminal Justice			1
Bachelor's Degree Information Systems Major in Computer Programming	1		3
Bachelor's Degree Information Systems Major in Networks		2	
Bachelor's Degree in Information Technology Science Major in Programming			1
Bachelor's Degree in Business Administration Major in Accounting	2	1	2
Bachelor's Degree in Business Administration Major in Management	1		2
Bachelor's Degree in Technological Office Administration	1		
Bachelor's Degree in Interior Design and Decoration	1	2	2
Bachelor's Degree in Digital Fashion Design	6	2	3
Bachelor's Degree in Digital Design with Major in Multimedia	1		5
Bachelor's Degree in Science of Nursing	1		
TOTAL	115	131	164

MANATI ADDITIONAL LOCATION		
PROGRAMS	FALL 2014	FALL 2015
Associate Degree in Nursing	15	15
Associate Degree in Computer Programming	3	4
Associate Degree in Digital Fashion Design	3	4
Associate Degree in Physical Therapy Technology	30	18
TOTAL	51	41

HUMACAO ADDITIONAL LOCATION		
PROGRAMS	FALL 2014	FALL 2015
Associate Degree in Nursing	8	2
Associate Degree in Digital Fashion Design	2	2
Associate Degree in Physical Therapy Technology	3	
TOTAL	13	4

Source: Campus VUE

**VIDA PROJECT ENROLLMENT PER PROGRAM
SAN SEBASTIAN CAMPUS**

SAN SEBASTIAN CAMPUS			
PROGRAMS	FALL 2013	FALL 2014	FALL 2015
Associate Degree in Nursing	77	77	68
Associate Degree in Pharmacy Technician	43	34	23
Associate Degree in Office Administration	11	1	
Associate Degree in Business Administration	6	1	
Associate Degree in Medical Emergencies Technology	2		
Associate Degree in Computer Programming	17	17	
Associate Degree in Information Technology			17
Associate Degree in Digital Fashion Design	4	9	11
Associate Degree in Interior Design and Decoration	1	3	2
Associate Degree in Physical Therapy Technology	10	15	9
Associate Degree in Criminal Justice			3
Bachelor's Degree in Technological Office Administration		1	
Bachelor's Degree in Business Administration Major in Management	2		
Bachelor's Degree in Business Administration Major in Accounting	2		
Bachelor's Degree in Information Systems Major in Computer Programming	3	5	
Bachelor's Degree in Science of Nursing	10	7	4
Bachelor's Degree in Information Technology Science Major Networks			2
TOTAL	188	170	139

Source: Campus VUE

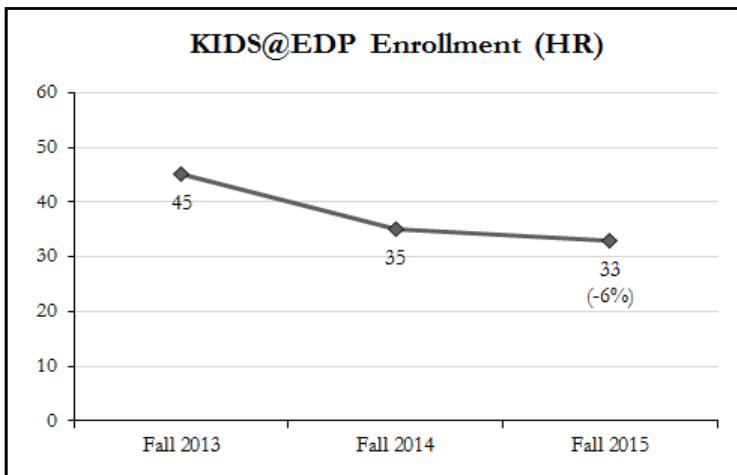
KIDS@EDP HATO REY CAMPUS

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

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

Ages ranges from approximately three (3) month old babies to two (2) years old toddlers, even though, from time to time, older children may be cared for. The caregiver for each child ratio is approximately 2 adults per each two (2) children. A decrease in the ratio can be observed as the enrollment had diminished.

Since 2006, the average enrollment has been 42 children. In Fall of 2015, a 6% decrease from the average enrollment can be observed.



Source: Kids@EDP (HR)

Age and Adult per Child Rate

Fall 2013	
Age Months	Child/Employee Ratio
3-18	20/6
19-35	11/2
36-59	14/2
Fall 2014	
Age Months	Child/Employee Ratio
2-18	14/5
19-35	9/3
36-59	12/2
Fall 2015	
Age Months	Child/Employee Ratio
9-19	12/4
24-32	12/3
36-53	9/2

Source: Kids@EDP (HR)

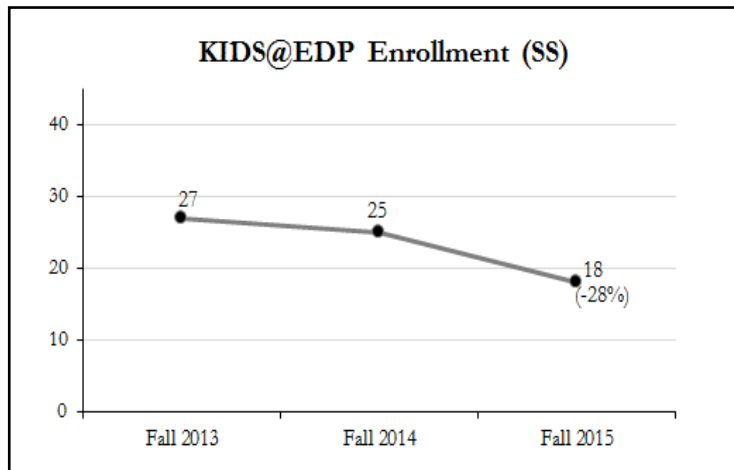
KIDS@EDP SAN SEBASTIAN CAMPUS

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

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

Ages ranges from approximately three (3) month old babies to two (2) years old toddlers, even though, from time to time, older children may be cared for. The caregiver for each child ratio is approximately 2 adults per each two (2) children. A decrease in the ratio can be observed as the enrollment had diminished.

Since 2012, the average enrollment has been 17 children. In Fall 2015, a 28% decrease from the average can be observed.



Source: Kids@EDP (SS)

Age and Adult per Child Rate

Fall 2013	
Age Months	Child/Employee Ratio
3-18	5/1
19-35	8/1
36-59	12/1
Fall 2014	
Age Months	Child/Employee Ratio
3-18	8/1
19-35	9/1
36-59	10/2
Fall 2015	
Age Months	Child/Employee Ratio
2-23	7/2
24-35	6/2
36-59	5/1

Source: Kids@EDP (SS)

DISTANCE EDUCATION ENROLLMENT

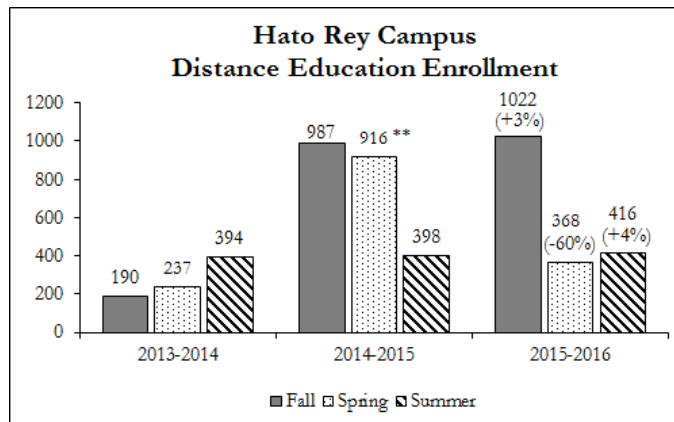
DISTANCE EDUCATION

EDP University of Puerto Rico recognizes the importance of integrating technology within the educational experience and; therefore, enhances the quality of higher education opportunities. The Institution aims to provide students with the experience of taking at least one (1) on-line course. This responds to the Mission which guides all of the Institution’s educational endeavors. The Office of Distance Education and Technological Development oversees access to academic courses and program growth.

In 2003-2004, the Institution began the process of offering distance learning courses. During this period, the proposed on-line courses had to go through the ACICS’s rigorous process for approval. As a result, the Office of Technology Development at EDP was created. This Office is responsible for the design and enrichment of new on-line offerings.

In 2015-2016, the Hato Rey’s campus had an enrollment increase for the Fall and Summer academic terms, as observed in the following chart.

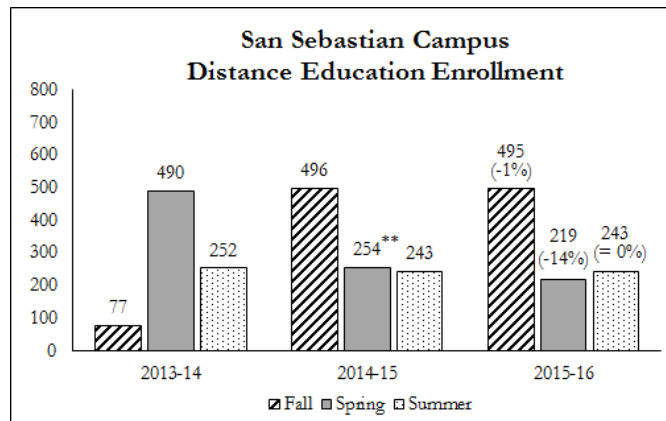
In the 2015-2016, the San Sebastian’s campus enrollment increased during the Fall and Summer academic terms. The Spring term enrollment decreased.



*Includes Manati and Humacao Additional Locations .

**Includes the on-line ABA (Associate Degree in Business Administration) students transferred from San Sebastian Campus.

Source: Campus VUE



** Excludes enrollment of student of ABA (Associate Degree in Business Administration)

Source: Campus VUE

**DISTANCE EDUCATION ENROLLMENT PER COURSE
HATO REY CAMPUS
(INCLUDES MANATI AND HUMACAO ADDITIONAL LOCATIONS)**

The first year, face-to-face program schedule is usually organized around an integrated program which includes **BA, BIO, ENG, HUM, NUR, PRO, SOC, SPA, STA** and **VUE** courses. The distance learning modality also organizes its program schedules the same as the face-to-face integrated approach.

Courses with the highest enrollment include **BA 1313, BIO 1201-1202, BIO2203, ENG 1101-1102, HUM 1105, NUR 1115, NUR 3250, PRO 1101, PSY 1101, SOC 1101, SPA 1101, STA 3207,** and **VUE 1101. PRO 1101** and **VUE 1101**, during the Fall semester, had the highest enrollment of all courses. The Spring semester registered the most online courses enrollment.

The least on-line course enrollment registered (less than 10 students), were in **ACC 2114, BA 4330, BA 4400, BIO 2101, FIN 2105, MAT 4303, MET 3102, STA 4208,** and **SIR 2240.** These tend to be programmatic concentration courses. Summer courses were not included, since they have a tendency for low enrollment activity.

ENROLLMENT PER COURSE*			
Courses	Fall 2015	Spring 2016	Summer 2016
ACC 2113		34	2
ACC 2114	8		8
ACC 3315		16	2
BA 1110		21	
BA 1313	140	56	21
BA 2210			1
BA 2301		30	
BA 2321	41		3
BA 3332			1
BA 3335			1
BA 3351		15	2
BA 4330	2	3	9
BA 4350		9	
BA 4400	1		7
BIO 1101	65	19	19
BIO 1102	37	9	10
BIO 1201	86	67	22
BIO 1202		121	47
BIO 2101	2		
BIO 2203	106	46	13
CHE 1163	12	69	19
ECON 2101		22	
ECON 2102		11	2
ENG 1101	59	135	11
ENG 1102	64	104	39
FIN 2105		8	2
FIN 4310		24	

* Double count

Source: Campus VUE

**DISTANCE EDUCATION ENROLLMENT PER COURSE
HATO REY CAMPUS
(INCLUDES MANATI AND HUMACAO ADDITIONAL LOCATIONS)
(CONTINUATION)**

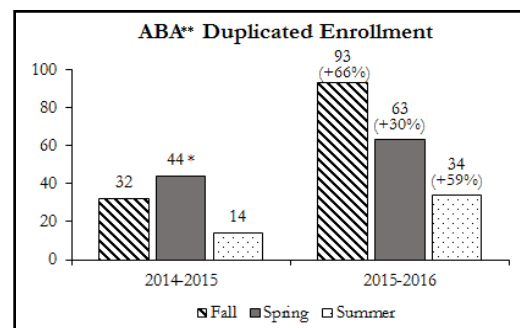
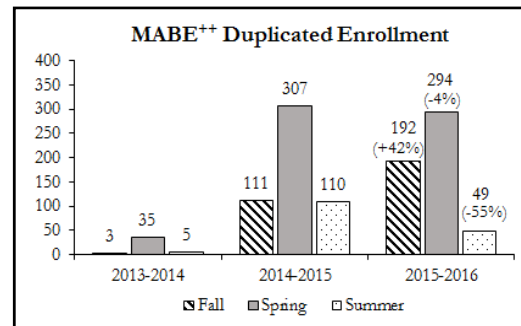
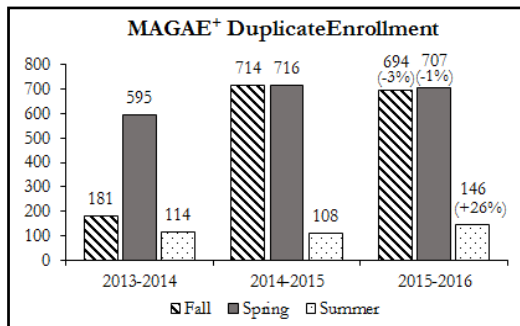
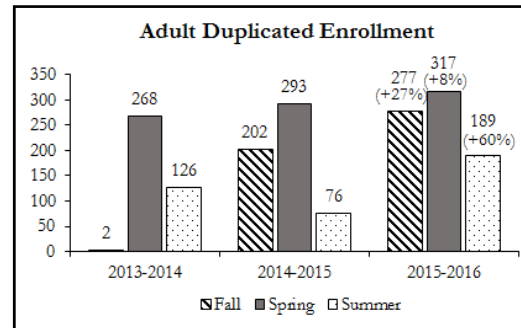
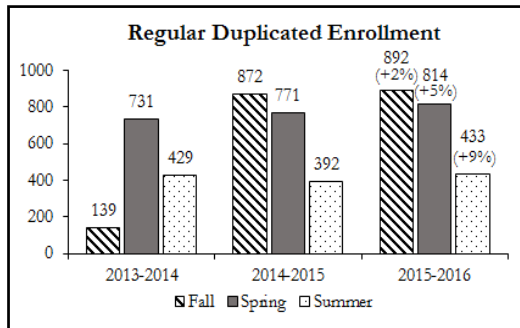
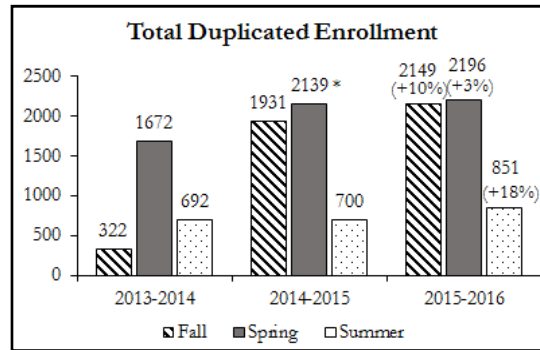
ENROLLMENT PER COURSE*			
HUM 1101	80	23	23
HUM 1102	40	33	6
HUM 1105	30	76	18
ITP 1103			8
LB 1201			22
LB 1202			47
LB 2203			13
LC 1163			19
LE 1101			9
MAT 1101	17	23	
MAT 1111		29	31
MAT 1113	31	24	18
MAT 2301	53	11	14
MAT 3302	20	12	
MAT 4303		6	5
MET 3102	8		
NUR 1115	128	56	20
NUR 1140	23	18	
NUR 3250	15	97	17
NUR 3375		26	15
NUR 4395		38	15
PHY 1102		14	2
PRO 1101	214	68	
PRO 1110	59	11	6
PSY 1101	47	147	73
PSY 1102		58	8
SOC 1101	82	132	5
SOC 1102	42	28	8
SPA 1101	88	79	23
SPA 1102	21	44	39
STA 3207	87	39	
STA 4208		1	8
SIC 1103	21		1
SIR 2240	5		
VUE 1101	180	41	16
TOTAL	1914	1953	730

* Double count

Source: Campus VUE

DISTANCE EDUCATION DUPLICATED ENROLLMENT HATO REY CAMPUS (INCLUDES MANATI AND HUMACAO ADDITIONAL LOCATIONS)

For the 2015-2016 academic year, the **Total** duplicated enrollment increased. The **Regular** and the **Adult** modalities also increased in all its terms. The **MAGAE** nursing program modality slightly decreased its listings, while the **MABE** nursing modality increased only in the Fall semester. In **ABA** (Associate Degree in Business Administration- program fully on-line) increased its registration.



Sources: Campus VUE and Distance Education Academic Dean's Office

*Includes enrollment of students of ABA** on-line transferred from San Sebastian to Hato Rey campus.

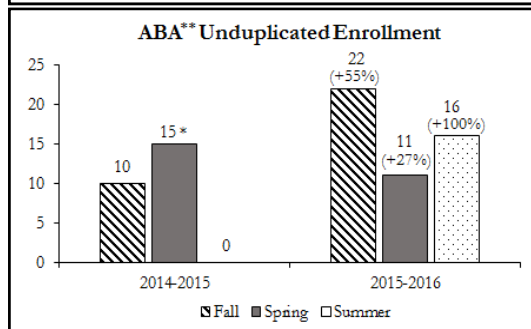
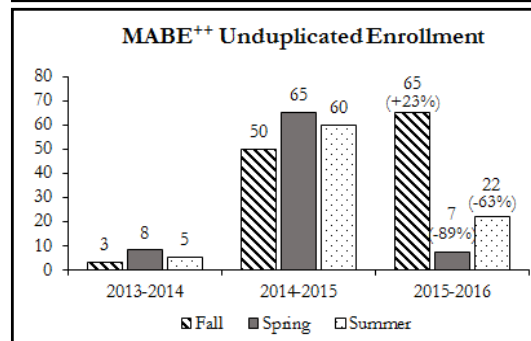
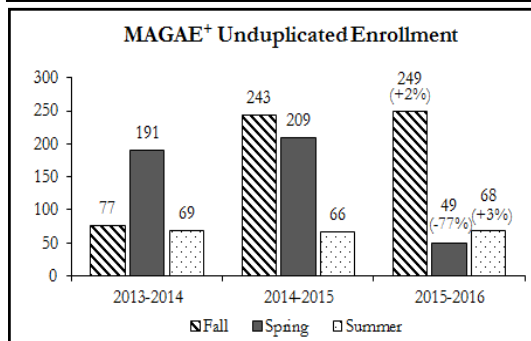
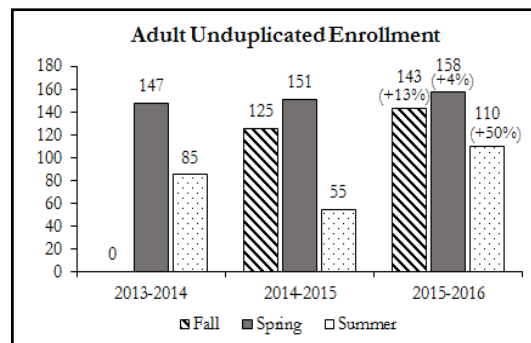
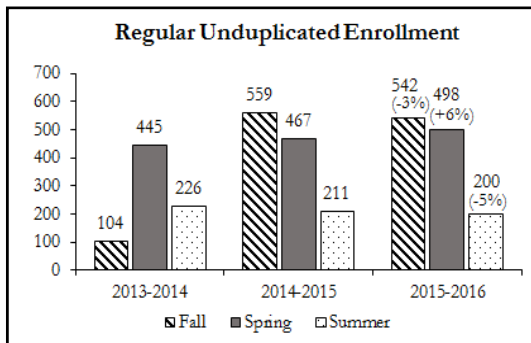
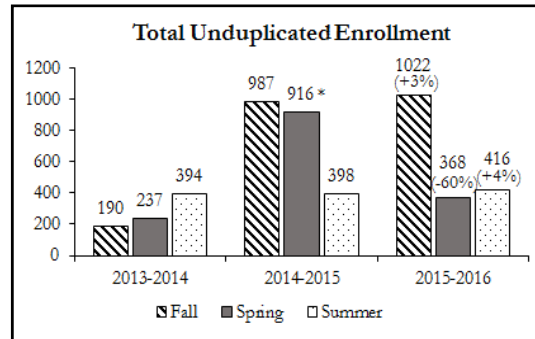
**ABA - Associate Degree in Business Administration (Program fully on-line)

+MAGAE-Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)

**MABE-Bachelor's Degree in Nursing Adult Modality (MABE by its Spanish acronym)

DISTANCE EDUCATION UNDUPLICATED ENROLLMENT HATO REY CAMPUS (INCLUDES MANATI AND HUMACAO ADDITIONAL LOCATIONS)

The Fall of 2015-2016 show an increase for the **Total**, **MAGAE** and **ABA** (Associate Degree in Business Administration- program fully on-line) unduplicated enrollment in comparison to the previous year. The **ABA** unduplicated enrollment increase on all the terms, while the **MABE's** enrollment increased on the 2015-2016 Fall term.



Sources: Campus VUE and Distance Education Academic Dean's Office

*Includes enrollment of students of ABA** on-line transferred from San Sebastian to Hato Rey campus.

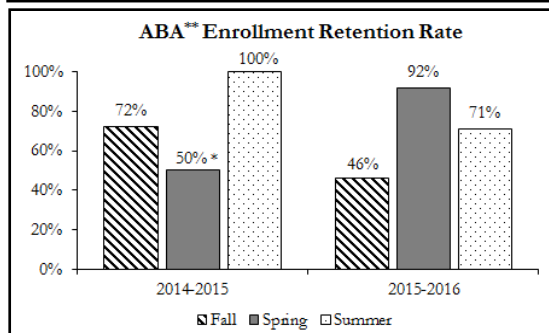
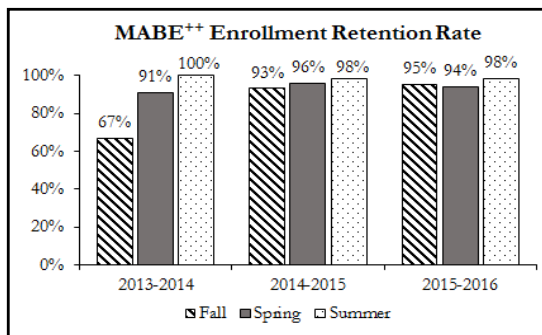
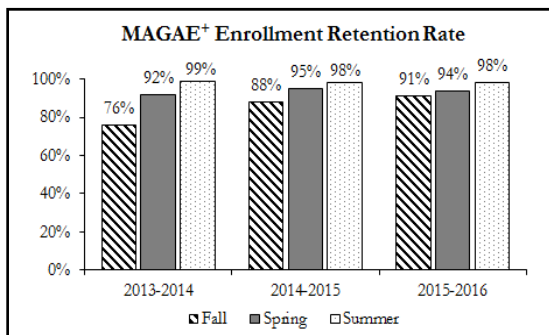
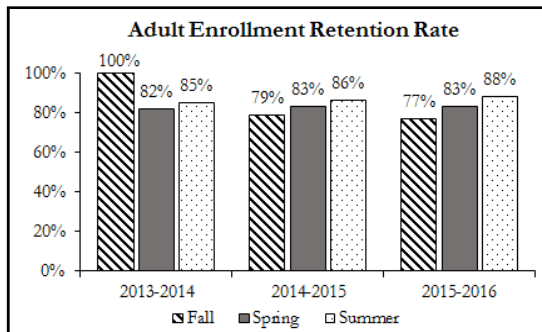
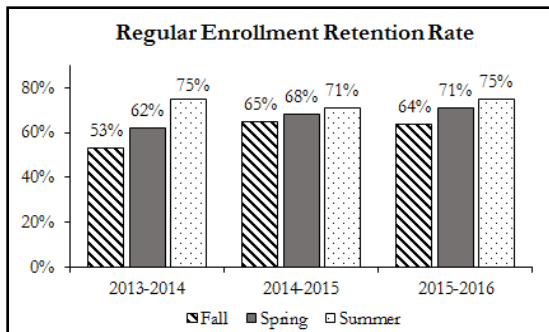
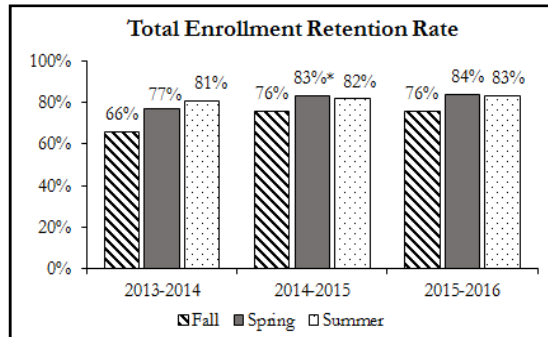
**ABA - Associate Degree in Business Administration (Program fully on-line)

*MAGAE- Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)

**MABE- Bachelor's Degree in Nursing Adult Modality (MABE by its Spanish acronym)

DISTANCE EDUCATION RETENTION RATE HATO REY CAMPUS (INCLUDES MANATI AND HUMACAO ADDITIONAL LOCATIONS)

The Spring and Summer terms of 2015-2016 show an increase on the retention rates for the **Total** and **Regular** enrollment. Both **MAGAE** and **MABE** modalities retention rate increased on the Fall term, while the **ABA** (Associate Degree in Business Administration- program fully on-line) and **Adult** modality presented an increase on the Spring session. All area exhibit a steady pattern in comparison to the previous year.



Sources: Campus VUE and Distance Education Academic Dean's Office

*Includes enrollment of students of ABA** on-line transferred from San Sebastian to Hato Rey campus.

**ABA - Associate Degree in Business Administration (Program fully on-line)

+MAGAE- Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)

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DISTANCE EDUCATION ENROLLMENT PER COURSE SAN SEBASTIAN CAMPUS

The first year, face-to-face program schedule is usually organized around an integrated program which includes **BIO, ENG, NUR, SOC, PRO** and **VUE** courses. The distance learning modality also organizes its program schedules the same as the face to face integrated approach.

Courses with the highest enrollment include **BIO 1201, NUR 1115, PRO 1101** and **VUE 1101**, during the Fall semester, had the highest enrollment of all courses. The highest enrollment for Spring 2016 were **ENG 1102, NUR 1115, NUR 3250, PRO 1101**, and **SOC 1101**. The Spring semester registered the most on-line course enrollment.

The least on-line courses enrollment registered (less than 10 students), were in **ACC 2114** (Fall semester), and **STA 3207** (Spring semester). These tend to be programmatic concentration courses. Summer courses were no included since they have a tendency for low enrollment activity.

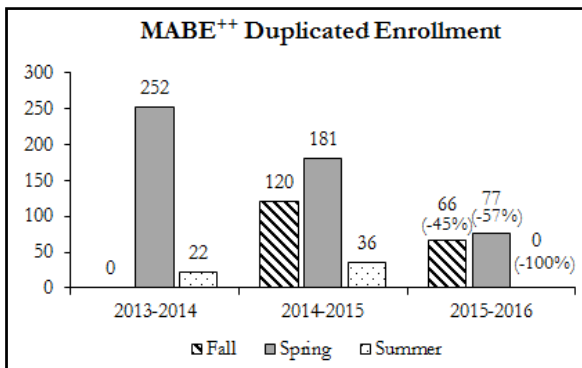
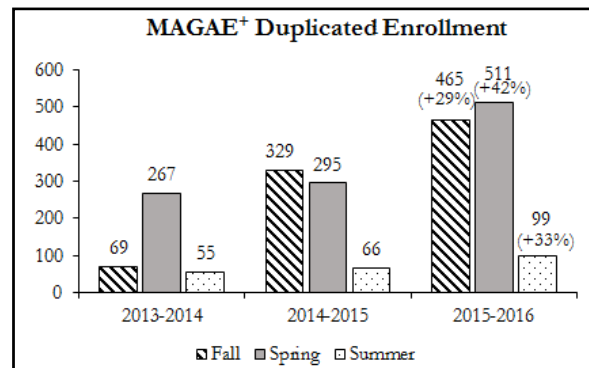
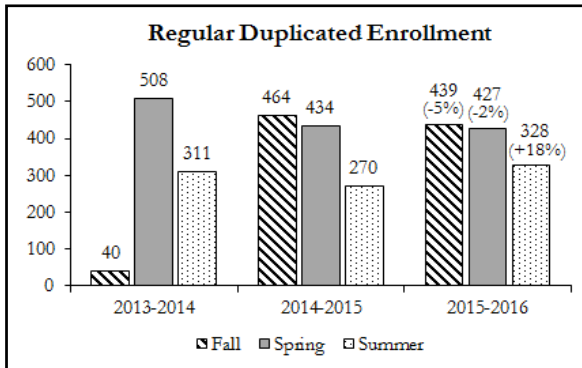
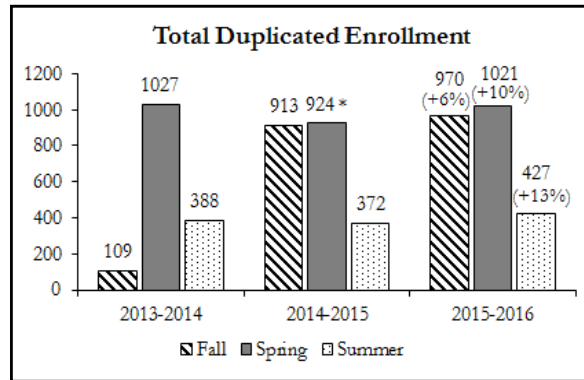
ENROLLMENT PER COURSE *			
Courses	Fall 2015	Spring 2016	Summer 2016
ACC 2114	7		
BA 1313	17		
BIO 1201	60	54	21
BIO 1202	17	50	32
BIO 2203	49	31	12
CHE 1163		27	
ENG 1101	50	41	14
ENG 1102	36	73	35
HUM 1101	38	25	17
HUM 1102	15	24	15
HUM 1105	21	44	14
LB 1201			21
LB 2203			12
LE 1101			15
MAT 1101		14	
MAT 2301	14		
NUR 1115	114	81	15
NUR 1140		52	
NUR 3250	35	86	33
NUR 3375		24	23
NUR 4395		10	15
PRO 1101	68	64	18
PSY 1101	18	49	45
PSY 1102	24	34	16
SOC 1101	22	80	13
SOC 1102	32	28	8
SOR 1101	38		
SPA 1101	23	49	14
SPA 1102	42	41	14
STA 3207		6	
VUE 1101	118	21	
TOTAL	858	1008	422

* Double count

Source Campus VUE

DISTANCE EDUCATION DUPLICATED ENROLLMENT SAN SEBASTIAN CAMPUS

For the 2015-2016 academic year, the **Total** duplicated enrollment increased. The **Regular** modality enrollment increased for the Summer session, while decreasing in the Fall and Spring sessions. The **MAGAE** nursing program modality also increased its enrollment. The **MABE** modality registered enrollment three years in a row, from 2013-14 to 2015-16. Enrollment ended in cero (0), as this modality is only offered on demand.



Sources: Campus VUE and Distance Education Academic Dean's Office

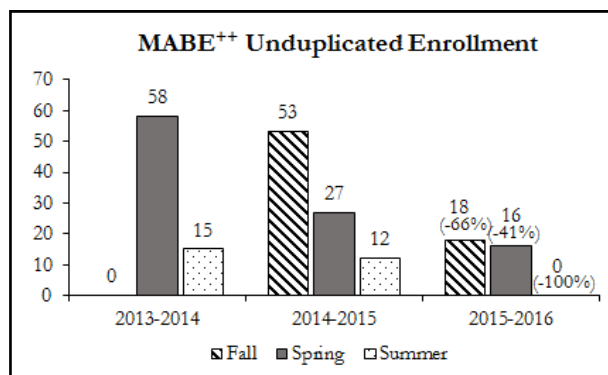
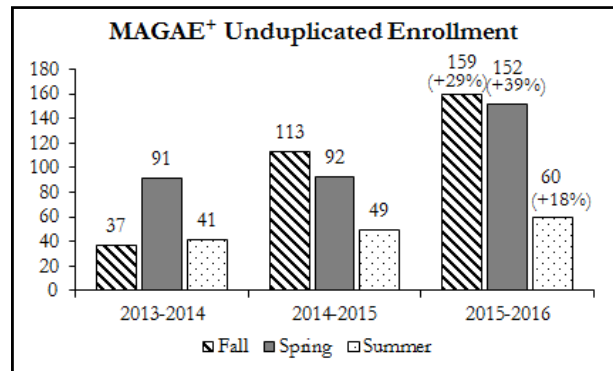
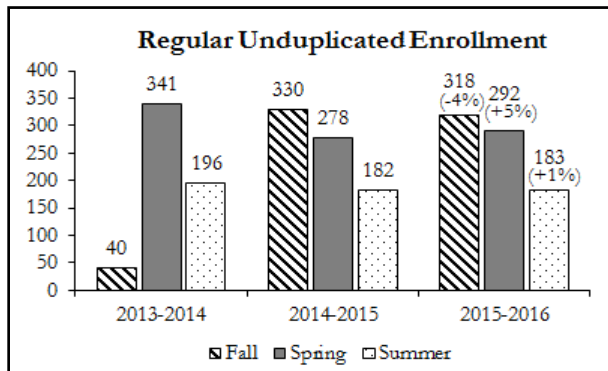
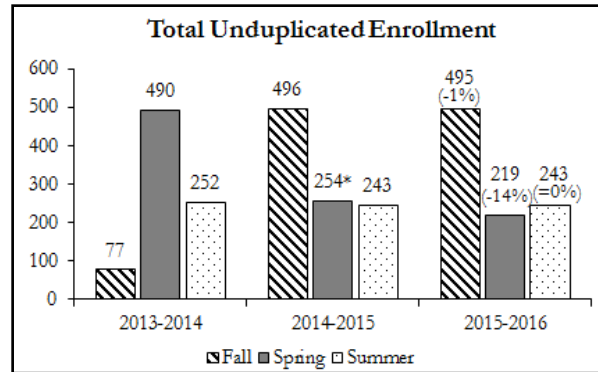
*Excludes enrollment of students from Associate Degree in Business Administration (ABA) on-line transferred from San Sebastian to Hato Rey campus.

+MAGAE-Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)

++MABE-Bachelor's Degree in Nursing Adult Modality (MABE by its Spanish acronym)

DISTANCE EDUCATION UNDUPLICATED ENROLLMENT SAN SEBASTIAN CAMPUS

For the 2015-2016 academic year, the **Total** unduplicated enrollment decreased in the Fall and Spring sessions, while remained the same in the Summer semester. The **Regular** unduplicated enrollment increased in the Spring and Summer session. The **MAGAE** nursing program modality increased its enrollment, throughout all the academic sessions. The **MABE** modality behaved the same as in the duplicated tally, decreasing enrollment on to zero (0). As already said, this modality is only offered on demand.



Sources: Campus VUE and Distance Education Academic Dean's Office

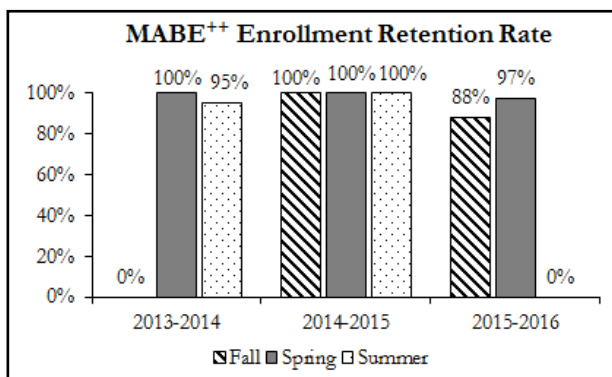
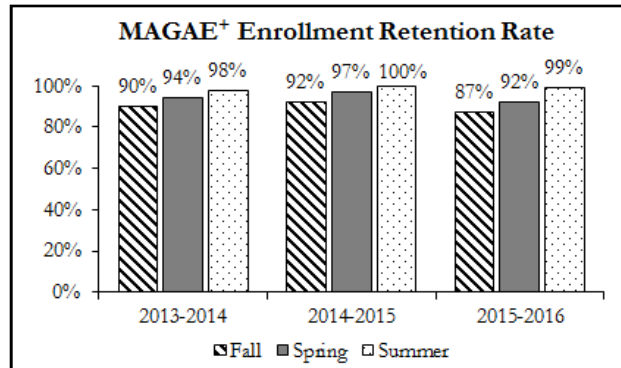
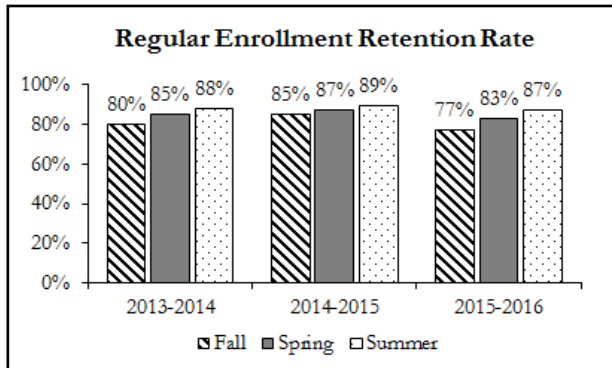
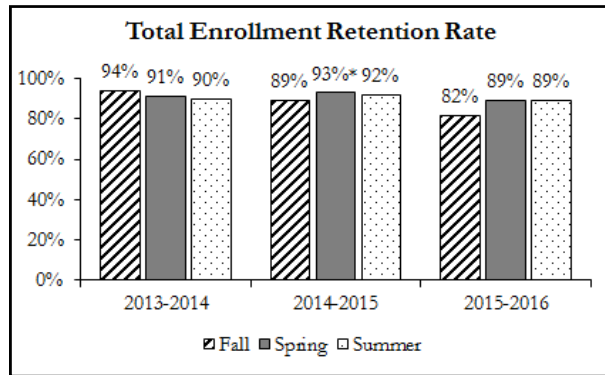
*Excludes enrollment of students from Associate Degree in Business Administration (ABA) on-line transferred from San Sebastian to Hato Rey campus.

+MAGAE-Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)

**MABE-Bachelor's Degree in Nursing Adult Modality (MABE by its Spanish acronym)

DISTANCE EDUCATION RETENTION RATE SAN SEBASTIAN CAMPUS

For the 2015-2016 academic year, the **Total**, **Regular**, **MAGAE** and **MABE's** modalities had high retention rates even though they slightly decreased in all the academic periods. For two (2) years in a row, the Spring academic sessions for the **MABE** modality had a 100% retention rate.



Sources: Campus VUE and Distance Education Academic Dean's Office

*Excludes enrollment of students from Associate Degree in Business Administration (ABA) on-line transferred from San Sebastian to Hato Rey campus.

+MAGAE-Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)

++MABE-Bachelor's Degree in Nursing Adult Modality (MABE by its Spanish acronym)

EXTERNAL FUNDS
2015-2016



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

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

Assigned Funds		
2013-2014	2014-2015	2015-2016
\$1,380,323.00	\$1,279,280.00	\$1,380,323.00

Participating Middle and High Schools			
School	2013-2014	2014-2015	2015-2016
Public	5	5	5
Private	1	1	1
Total	6	6	6

Students				
Grade/ Numbers of Students	2013-2014	2014-2015	2015-2016 Regular School Year	2015-2016 Summer Session
7th	62	82	80	57
8th	36	67	73	22
9th	48	80	74	27
10th	130	66	48	68
11th	84	87	66	62
12th			61	23
Total	360	382	402	259

Source: Institutional External Funds Office.



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

Related educational development activities			
Activities	2013-2014	2014-2015	2015-2016
Workshop	10	25	12
Seminars	2	0	0
Computer Literacy	2	10	28
Cultural Activities	6	8	5
Field Trips	5	30	0
Character Education	27	88	10
Others	0	4	0
Total	52	165	55

Outcomes:

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

Source: Institutional External Funds Office.



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

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

Assigned Funds				
2011-2012	2012-13	2013-2014	2014-2015	2015-2016
\$221,601.00	\$351,471.00	\$231,099.00	\$183,034.00	\$149,760.00

Enrollment	
Academic Year	Enrollment
2011-2012	n/a
2012-2013	n/a
2013-2014	45
2014-2015	45
2015-2016	45

2015-2016:
Activities & Workshops

- Specialized Tutoring Section for program students
- Research Symposium in Bioscience at IAU-B
- Stem cell workshop – Dr. Huerta / President of Banco Vida
- Bioinformatics Workshop / IAU-B
- Stipend students research final presentation
- PR STEM UP TO THE CHALLENGE / Convention Center
- PR SCIENCE TRUST - FORWARD SUMMIT CONFERENCES

Outcomes:

- During the fifth year and last year, seven (7) students graduated from the Associate Degree Program, of which four (4) enrolled at Inter American University of PR, Barranquitas Campus to pursue their BS Degree in Biotechnology.

Source: Institutional External Funds Office.



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

During academic year 2012-2013, a grants proposal was submitted to the National Science Foundation (NSF) to provide scholarships in Science, Technology, Engineering and Mathematics (S-STEM) for EDP students seeking graduate and undergraduate degrees in Computer and Information Sciences. The grant was approved in 2012 for a period of three (3) years with an annual allocation of \$193,660.00 until the fall of 2015. It was extended until the fall of 2016 in order to complete the project with the funds that were rolled over from 2012-2013. The purpose of this grant is to avail Puerto Rico with additional highly technological human resources that can compete in equitable conditions in today's highly technological global market. Through this project, EDP University provides scholarships to qualified graduate and undergraduate students in the fields of Computer and Information Science that are working toward their Associate, Bachelor's, or Master's degrees in majors such as: Information Systems, Computer Programming, Networks, Information Security and Fraud Investigation, and Digital Imaging.

Assigned Funds				
2011-2012	2012-13	2013-2014	2014-2015	2015-2016
\$193,660.00	\$193,660.00	\$193,660.00	\$193,660.00	\$122,677.00

2012-2013			
Degrees	Participants		Total Scholarship Awards
	HR	SS	
Master's	12	0	\$ 42,000.00
Bachelor's	10	4	\$ 23,632.00
Associate	2	4	\$ 10,128.00
Total	35		\$ 75,760.00
2013-2014			
Degrees	Participants		Total Scholarship Awards
	HR	SS	
Master's	26	0	\$ 91,000.00
Bachelor's	23	14	\$ 62,008.68
Associate	2	7	\$ 15,191.30
Total	75		\$ 168,199.98

Source: Institutional External Funds Office.

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

2014-2015			
Degrees	Participants		Total Scholarship Awards
	HR	SS	
Master's	26	0	\$ 45,500.00
Bachelor's	28	9	\$ 29,556.00
Associate	1	11	\$ 9,144.00
Total	75		\$ 84,200.00
2015-2016			
Degrees	Participants		Total Scholarship Awards
	HR	SS	
Master's	12	0	\$ 40,100.00
Bachelor's	13	6	\$ 32,228.00
Associate	2	6	\$ 11,872.00
Total	39		\$ 84,200.00

Outcomes:

- During the 4 years of the Program, a total of 218 participants have been awarded grants (157 from the Hato Rey Campus and 61 from the San Sebastian Campus) for a grand total of \$412,359.98.

Source: Institutional External Funds Office.



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

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

Allocated Funds		
Year	Total Allocated	Additional Contribution
2013-2014	\$70,825.00	\$23,000.00
2014-2015	\$52,838.00	\$17,613.00
*2015-2016	\$6,120.00	\$2,040.00

*The funds allocated for 2015-2016 were for teachers and office supplies. The administrative staff of the next project provided the needed support for this program.

Participants		
Year	Participants	Hours
2013-2014	70	Two (2) cycles of
2014-2015	92	Two (2) cycles of
2015-2016	110	Two (2) cycles of

Outcomes:

- For the year of 2013-2014, the achievement rate resulted in 71.43%.
- For the year of 2014-2015, the achievement rate resulted in 70%.
- For the year of 2015-2016, the achievement rate resulted in 80 %.

Source: Institutional External Funds Office.



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

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

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

Workshops Offered	
Period	Earnings
January-May 2015	\$20,254.00
August 2015-May 2016	\$44,414.00

Outcomes:

- In 2015-16, conducted 46 professional workshops facilitators.
- Incorporating new schools to double the participation rate in PR.

Source: Institutional External Funds Office.



**US Department of Education’s English Literacy/Civics Education
 Workforce Investment Act of 1998, Title II:
 Adult Education and Family Literacy
 Adult Education Program- PEA,
 Puerto Rico Department of Education
 Project: “ADULTOS ALCANZANDO HORIZONTES”**

The Adult Education Program of the Puerto Rico Department of Education approved this federal proposal for the Hato Rey and San Sebastián Campuses through the USDE in the Fall of 2015 with the option of yearly renewal to provide and increase access to two (2) literacy programs for adults. The project titled: “ADULTOS ALCANZANDO HORIZONTES”, or “ADULTS REACHING HORIZONS” emphasizes contextualized instruction under the Conversational English (ESL) Program, and the High School Equivalency Exam Program, Act 217. The main purpose of the project is to help adult participants acquire the skills and knowledge they will need to challenge the required test given by the Department of Education to challenge the High School Equivalency Exam. This course consists of 210 contact hours covering English, Spanish, Mathematics, Science, and Social Studies as per DEPR Standards. The Conversational English Program consists of 60 contact hours per proficiency level for speaking and comprehension skills through highly participative ESL conversational exercises and activities. EDP University offered the aforementioned courses to qualifying adult participants (18 years of age or older) in groups of up to 15 students per group.

Allocated Funds		
Year	Total Allocated	Additional Contribution
*2015-2016	\$117,632.00	\$39,211.00

*The funds allocated for 2015-2016 provided support to the Civics Programs.

Participants		
Year	Participants	Hours
2015-2016	130	Two (2) cycles of 60 hours each One (1) cycle of 210 hours

Outcomes:

- The achievement rate resulted in 85 %

Source: Institutional External Funds Office.



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

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

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

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

The **second project** was for the EDP University Editorial to provide support for the publication, presentation and dissemination of books that perpetuated the Puerto Rican culture.

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

Allocated Funds		
Projects	Year	Total Allocated
First	2013-2014	\$25,000.00
Second	2014-2015	\$13,500.00
Third	2015-2016	\$15,000.00

Outcomes:

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

Source: Institutional External Funds Office.

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

ACHIEVEMENTS

STRATEGIC AXIS I

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

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

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

Achievements:

- The competencies have been integrated into the Graduate School programs.
- Specific competencies for each program and its courses have been identified.

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

Achievements:

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

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

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

Achievements:

- ACEN (Accreditation Commission for Education in Nursing) accreditation status was obtained.
- Faculty attended ACEN annual accreditation conference in Baltimore.
- Working towards accreditation by CAPTE (Commission on Accreditation in Physical Therapy Education).

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

Achievements:

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

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

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

Achievements:

- Dr. Rosa Alicea was recruited as a research for another year.
- Admission of student from El Salvador at the San Sebastian Campus.

ACHIEVEMENTS

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

Achievements:

- 3rd Latin American Congress of Educational Research focused on Leadership in Education Human Quality - in Colombia.
- 4th Latin American Congress of Educational Research focused on Leadership in Education Human Quality - in Mexico.

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

Achievements:

- Computer programs are being considered to transform English laboratories into language communication skills laboratories.
- The Expanding Horizons proposal (project on conversational English for adults) was submitted to DEPR (*Departamento de Educación de Puerto Rico*) for its second year.

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

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

Achievements:

- The development of the following programs are in process: Bachelor's Degree Natural Sciences and Associate in Security and Executive Protection.

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

Achievements:

- We are currently working with the Master's Degree of Information Security and Fraud Detection was fully available online.
- The Associate Degree in Criminal Justice was submitted and approved by the CEPR (*Consejo de Educación de Puerto Rico*).

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

Achievements:

- Faculty workshops.

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

Achievements:

- Distance Education Training.

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

Achievements:

- Student Orientation and Resources Course (SOR 1101).
- Faculty Orientation and Resources Course (FOR 1100).

ACHIEVEMENTS

STRATEGIC AXIS II

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

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

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

Achievements:

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

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

Achievements:

- To be developed.

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

Achievements:

- We are working on the Auxiliary Businesses Project.
- We are working on sewing workshops (Fashion Lab).
- The Nursing Assistant Program was developed (SAP).

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

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

Achievements:

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

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

Achievements:

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

ACHIEVEMENTS

STRATEGIC AXIS III

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

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

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

Achievements:

- The Faculty Manual was revised.

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

Achievements:

- Faculty evaluation calendar.
- Successful Virtual Teacher Certification.
- Faculty training for the Moodleroom platform.

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

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

Achievements:

- Faculty research was opened for proposal submittals.
- Economic incentive was offered and resulted in additional proposals.

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

Achievements:

- Two (2) research proposals were submitted.

ACHIEVEMENTS

STRATEGIC AXIS IV

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

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

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

Achievements:

- Courses offered to the Boys and Girls Club.

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

Achievements:

- Incentive of \$600.00 for faculty researchers.

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

Achievements:

- To be developed.

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

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

Achievements:

- To be developed

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

Achievements:

- The following faculty research projects were developed:
 - The management of stress as a non-cognitive competence through Tai-Chi practice its impact on student academic achievement. Presented in the 4th Latin American Congress of Educational Research (*CLIE* by its Spanish acronym).
Dr. Rosa Alicea and Prof. Larissa Vargas. (2016).
 - The use of demonstrative classes in the course of BIO 1102.
Dra. Angélica Santiago. (2016).
 - The case study as assessment strategy in a Psychobiology course (NSC 3610).
Dr. Héctor Crespo-Bujosa. (2016).
 - Learning strategies, academic persistence and student academic performance in a Nursing program with simulated learning environments.
Prof. César Ruíz Vázquez. (2016).

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- Perception on the use and security in computer operating systems.
Prof. Emanuel Moreno. (2016).
- Integration of the *Remind* application to the course of Western Civilization I (HUM 1101)
Prof. Ángela Gaud Tiles. (2015).
- Relation between relaxation music and academic performance in the course of Basic Mathematics (MAT 0100) course.
Prof. Yolanda Rodríguez Román. (2015).
- What is the foreign students level of anxiety and its effects on their academic performance?
Prof. Aidaliz González Ramos and Prof. Elizabeth Vera González. (2015).

ACHIEVEMENTS

STRATEGIC AXIS V

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

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

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

Achievements:

- The Academic Faculty Credentials Policy was created.

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

Achievements:

- Institutional Policies are being updated as part of the review process with Title IX and other regulations.

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

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

Achievements:

- To be developed.

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

Achievements:

- A strategic retreat with the Board of Trustees was conducted during February 26-27, 2016.

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

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

Achievements:

- Creation and circulation of booklet on the assessment for faculty and students.
- We are currently working on the 2015-2016 edition of EDP at a Glance and Assessment at a Glance.

ACHIEVEMENTS

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

Achievements:

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

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

Achievements:

- VPA of Management and Technology Reports.

ACHIEVEMENTS

STRATEGIC AXIS VI

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

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

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

Achievements:

- The Employer Satisfaction questionnaire was submitted.
- The Student Satisfaction Survey will be utilized.
- The permit from the American Heart Association was renewed to continue offering courses for the CPR (Cardiopulmonary Resolution) certification.

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

Achievements:

- To be developed.

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

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

Achievements:

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

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

Achievements:

- To be developed.

ACHIEVEMENTS

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

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

Achievements:

- To be developed.

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

Achievements:

- To be developed.

ACHIEVEMENTS

STRATEGIC AXIS VII

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

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

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

Achievements:

- To be developed.

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

Achievements:

- To be developed.

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

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

Achievements:

- Moving Manati's Additional Location to larger facilities.
- Establishment of an Additional Location in Villalba.

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

Achievements:

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

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

Achievements:

- To be developed.

ACHIEVEMENTS

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

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

Achievements:

- To be developed.

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

Achievements:

- To be developed.

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

Achievements:

- To be developed.

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

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

Achievements:

- Personnel has been hired to collaborate with the development of proposals.
- A proposal writing consultant was hired.
- Submitted state and federal proposals have generated \$ 6,816,352.00 until June 30, 2016.

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

Achievements:

- Agreements with the following agencies were created: *DEPR (Departamento de Educación de Puerto Rico)*, Department of Health, Walgreens, Architect's Firm, and Universia.

NOTES

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