



Academic Assessment at a Glance

**Hato Rey
& San Sebastian Campuses**

**Humacao, Manati
& Villalba Branch Campuses**

2019-2020
Number 14

FOREWORD

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

This fourteenth (14th) edition is a historical update of indicators within three (3) years results from the General Education (Core) and the nine (9) Academics School Programs' learning outcomes. These are: Arts and General Education, Technology, Sciences, Administration, Nursing, Health, Design, Criminal Justice and the Graduate School. It includes analysis results for both campuses.

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

Other Institutional general information, such as it's philosophy, vision, mission, goals, profile, and the Strategic Plan for 2019-2023, are presented in order to help the reader to understand EDP University's assessment initiatives.

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Institutional General Information



EDP UNIVERSITY OF PUERTO RICO, INC.

Philosophy

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

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

Mission

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

Vision

EDP University of Puerto Rico adopts the model of entrepreneur university. It assumes and seeks knowledge as an axis for innovation, sustainability and competitive economic development of its constituents in and out of Puerto Rico.

Institutional Goals

ACADEMIC AFFAIRS

1. Offer and develop excellent, pertinent, and relevant graduate and undergraduate academic programs in Technology, Administration, Arts, Sciences and Health related areas.
2. Integrate information technology into the academic offerings, and the Institution's administration.
3. Offer a General Education Program that promotes the development of competencies in the following areas: oral and written communication skills in Spanish and in English, computer literacy, information literacy, critical thinking, scientific and math culture.
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 T. Nieves Vázquez

Website: www.edpuniversidad.edu

Type: Baccalaureate/Associate's

Colleges: Mixed Baccalaureate/Associate's 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 2019-2023

Strategic Axis I: Innovation and Entrepreneurship

EDP will integrate social value and entrepreneurship innovation as a consequence of the academic context of its student formation programs. It will provide academic experiences to students and professors in order for them to contribute toward the creation of an active learning-entrepreneurship and innovation ecosystem.

Strategic Axis II: Institutional Capacity Building

EDP's educational model will be acknowledged externally due to its innovative character focused on competencies, versatile and tempered to the diverse profile of the students and the global market needs.

Strategic Axis III: Renovation and Growth in the Academic Offer, and Fiscal Sustainability of the Institution

The Institution will maintain a dynamic and competitive academic offer which will integrate activities that involve creativity, generation and applicability of knowledge with quality and pertinent attention to social and economic needs or its surroundings, and will provide governance directed to strengthening the Entrepreneur University Model.

Strategic Axis IV: Social Responsibility and the Third Mission

EDP will be acknowledged by the external community through its contributions, and the cultural and educational diffusion, and the solid and sustainable entrepreneurship of the communities it serves.

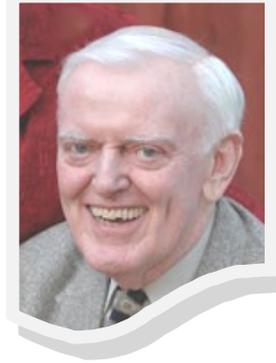
Strategic Axis V: Strategy and Governance

EDP has an institutional governance and a university administration whose management is transparent, flexible, and effective. It has clear policies for effective institutional and learning student appraisal. It will use planning to educational activities.



EDP University's

Academic Assessment Model



EDP UNIVERSITY ACADEMIC ASSESMENT PROGRAM

Academic Assessment Model Based in Talent Development

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

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

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

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

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

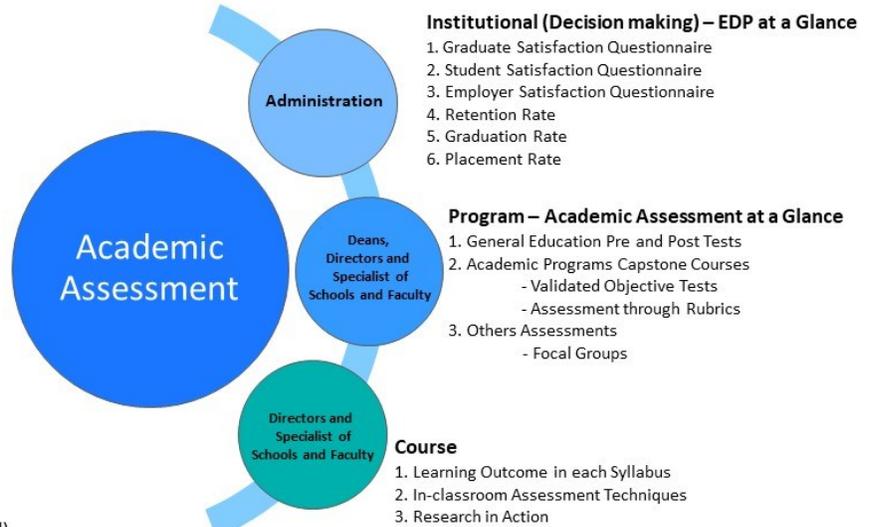
EDP UNIVERSITY'S Academic Assessment Model

Theoretical Framework

Alexander Astin
Bologna Process
Tuning Project

Disclosure

Academic Assessment at a Glance
EDP at a Glance
Academic Assessment Handbook
Revista Multidisciplinaria Academia (Journal)
International Journal of Health and Technology (Coming in Summer 2020)



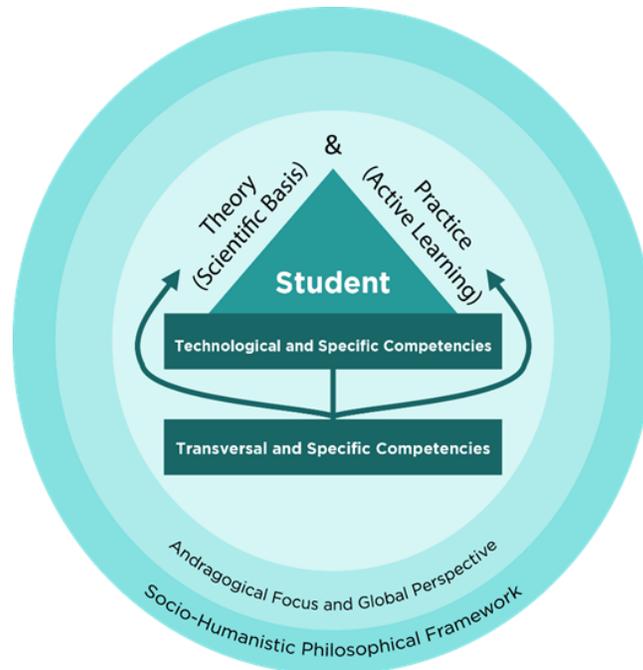
Academic Assessment Model Objectives

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

Curriculum Development and Learning Model at EDP University

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

Figure 1: Curriculum Development and Learning Model at EDP University



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

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

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

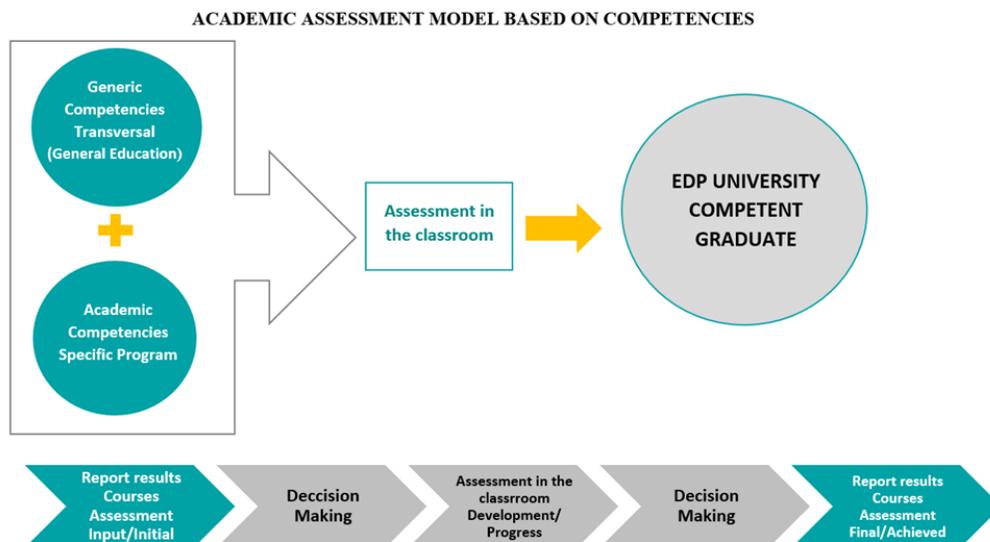
From Knowledge to Competency-based Learning Assessment

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

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

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

- Generic competencies are aligned against existing core competencies assessments offered by the School of General Education; these measure the students' competencies in the areas of Spanish, English, Math, Information Literacy, and Computer Literacy. As a result, each existing core competency assessed is included in the 21 generic competencies adopted.
- Faculty members identified how specialty courses relate to each of the generic competencies adopted.
- Academic Program Directors/Specialists, along with their faculty members, identified professional competencies specifically articulated for their academic program alumni's profile. These specific competencies were aligned to the generic ones in order to complete approximately thirty, all of which the alumni from EDP University academic programs must demonstrate mastery.



General Education Core Competencies

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

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

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

Communication Skills

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

Technological Proficiency (Computer Literacy)

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

Information Literacy

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

Critical Thinking and Problem Solving

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

EDP University's Generic Competencies

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

INSTRUMENTAL - Essential tools for learning and training.

1. Ability to communicate orally and in writing.
2. Basic skills in the use of information technologies and communication.
3. Skills to research, analyze, and evaluate information from multiple sources.
4. Ability to plan and organize time.
5. Ability to identify, formulate, and solve problems.

INTERPERSONAL - Ensure good working and personal relationships with third parties.

6. Capacity for reflective and critical thinking.
7. Commitment to the socio-cultural and historical conditions.
8. Appreciation and respect for diversity and multiculturalism.
9. Commitment to environmental preservation.
10. Ability to work autonomously.
11. Empathy, self-confidence, and ability to encourage the development of others.
12. Initiative, achievement motivation, and adaptability.
13. Capacity for teamwork.
14. Ethical commitment.
15. Social responsibility and civic compromise.

SYSTEMIC – Offer an overview and serve to manage the overall performance.

16. Capacity for applying knowledge in practice.
17. Knowledge of the area of study and profession.
18. Research capacity.
19. Ability to motivate and work towards common goals (leadership).
20. Ability to make decisions.
21. Ability to formulate and manage projects.

Academic Competency-based Learning Assessment Implementation Phases

Phase I: Generic Competencies for General Education

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

Phase II: Specific Professional Academic Competencies

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

Phase III: Classroom Assessment

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

Capstone Course Assessment Instruments

Per Program and Academic Schools

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

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

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

- Identification of points of reference courses for the evaluation of learning outcomes.
- Program assessment instrument construction and revision.
- Results analysis of the administered assessment instruments.
- Alignment of student profile, content knowledge, and syllabi to learning outcomes.
- Informed decision making action plans.

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

Capstone Course Per Program

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

SCHOOL OF ADMINISTRATION				
Programs	Capstones Courses	Instruments		
<i>Associate Degree in:</i>		Test	Rubric	Commentaries
Business Administration	BA 1313 Administration Theory		X	
	BA 2321 Human Resources		Project	
Office Administration	ADO 1101 Keyboarding and Its Application	X		
	ADO 3282 Practicum		Internship	
Health Billing and Codification	HBC 1101 Administrative Procedures for Health Services Providers		X	
	HBC 3282 Practice		Practice	
<i>Bachelor's Degree in:</i>				
Management	BA 1313 Administration Theory		X	
	BA 2321 Human Resources		Project	
	BA 4400 Business Development		Project	
Accounting	ACC 2113 Introduction to Accounting I		X	
	ACC 3213 Intermediate Accounting I		X	
	ACC 4281 Auditing		X	

Capstone Course Per Program

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

SCHOOL OF SCIENCES				
Programs	Capstones Courses	Instruments		
<i>Associate Degree in:</i>		Test	Rubric	Commentaries
Biotechnology	BIO 1102 Introduction to Biology II	X		
	BIT 2260 Molecular Biotechnology	X		
<i>Bachelor's Degree in:</i>				
Natural Sciences	BIO 1102 Introduction to Biology II	X		
	BNS 3001 Research Methodology		X	
	BNS 4002 Research Seminar II		X	

Capstone Course Per Program

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

SCHOOL OF HEALTH				
Programs	Capstones Courses	Instruments		
<i>Associate Degree in:</i>		Test	Rubric	Commentaries
Pharmacy Technician	APH 1101 Pharmacy Fundamentals	X		
	APH 3212 Internship II	X		
Medical Emergencies Technology	MET 1101 Fundamentals of Medical Emergencies	X		
	MET 3213 Medical Emergencies Practice		Practicum	
Physical Therapy Technology	TAS 1101 Introduction to Physical Therapy	X		
	TAS 2312 Clinical Practice II (Internship)		Practicum	

Capstone Course Per Program

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

SCHOOL OF TECHNOLOGY				
Programs	Capstones Courses	Instruments		
<i>Associate Degree in:</i>		Test	Rubric	Commentaries
Information Technology	PRO 1110 Computers and Information Systems	X		
	SIC 2400 Databases		Project	
<i>Bachelor's Degree Information Technology Science, Major in:</i>				
Networks	PRO 1110 Computers and Information Systems	X		
	SIC 2400 Databases		Project	
	ITN 4780/ITN 4790 Project/Practicum		Project/ Practicum	
Programming	PRO 1110 Computers and Information Systems	X		
	SIC 2400 Databases		Project	
	ITP 4780/ ITP 4790 Project/Practicum		Project/ Practicum	

Capstone Course Per Program

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

SCHOOL OF NURSING				
Programs	Capstones Courses	Instruments		
<i>Associate Degree in:</i>		Test	Rubric	Commentaries
Nursing	NUR 1301 Fundamentals of Nursing Practice		X	
	NUR 2306 Child and Adolescent Care Clinical Practice		X	
	NUR 2260 Nursing Integration Seminar	X		
<i>Bachelor's Degree in:</i>				
Nursing Sciences	NUR 1301 Fundamentals of Nursing Practice		X	
	NUR 2306 Child and Adolescent Care Clinical Practice		X	
	NUR 4300 Critical Patient Care Clinical Practice		X	
	NUR 4395 Research in Nursing		X	
	NUR 4460 Seminar	X		

Capstone Course Per Program

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

SCHOOL OF DESIGN				
Programs	Capstones Courses	Instruments		
<i>Associate Degree in:</i>		Test	Rubric	Commentaries
Digital Fashion Design	DMD 1203 Fashion Design I		Portfolio	
	DMD 3201 Collection Development and Construction		Collection Exhibition	
<i>Associate Degree in Arts in:</i>				
Interior Design and Decoration	DEC 1102 Fundamentals of Design		Project	
	DIS 2501 Administration and Practice of the Profession		Project	
Digital Design	BADD 1101 Introduction Digital Design I		Portfolio	
	BADD 3302 Web Design I		Portfolio	

Capstone Course Per Program

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

SCHOOL OF DESIGN				
Programs	Capstones Courses	Instruments		
<i>Bachelor's Degree in Arts Major in:</i>		Test	Rubric	Commentaries
Digital Fashion Design	DMD 1203 Fashion Design I		Collection Exhibition	
	DMD 3201 Collection Development and Construction		Collection Exhibition	
	DMD 4005 Internship		Collection Exhibition	
Interior Design and Decoration	DEC 1102 Fundamentals of Design		Project	
	DIS 2501 Administration and Practice of the Profession		Project	
	DIS 4505 Portfolio		Portfolio	
<i>Bachelor's Degree in Arts in Digital Design Major in:</i>				
Multimedia	BADD 1101 Introduction Digital Design I		Portfolio	
	BADD 3302 Web Design I		Portfolio	
	BADD 4401 Portfolio		Portfolio	

Capstone Course Per Program

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

SCHOOL OF CRIMINAL JUSTICE				
Programs	Capstones Courses	Instruments		
<i>Associate Degree in:</i>		Test	Rubric	Commentaries
Criminal Justice	CJU 1101 Constitutional Law	X		
	CJU 3001 Interview, Interrogatory and Testimony		Project	
Executive Protection and Security	EPS 1101 Intelligence Protection		Project	
	EPS 2212 Escort and Protection II		Project	
<i>Bachelor's Degree in Science of Criminal Justice Major in:</i>				
Forensic Sciences	FSC 1000 Introduction to Forensic Science	X		
	FSC 3003 Investigation and Scene Reconstruction		X	
	FSC 4003 Practice		X	

Capstone Course Per Program

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

GRADUATE SCHOOL				
Programs	Capstones Courses	Instruments		
<i>Master's Degree in:</i>		Test	Rubric	Commentaries
Information Systems	MIS 5540 Organizational Functions and Management		Portfolio	
	MIS 7690 Information Systems Project		Thesis	
Information Systems, Major in Information Security and Digital Fraud Investigation	MIS 5540 Organizational Functions and Management		Project	
	MIF 7890 Seminar in Digital Fraud Investigation		Project	
Business Administration, Major in Strategic Management	MIS 5540 Organizational Functions and Management		Project	
	MSM 7690 Seminar in Strategic Management		Project	
Naturopathic Sciences	NSC 5000 Naturopathic History and Foundations	X		
	NSC 7010 Naturopathic Practice		Internship	
<i>Master's Degree in Science of Nursing, Major in:</i>				
Emergency/Trauma Care	NURS 5510 Physiology and Advanced	X		
	NURS 7610 Advanced Internship Emergency/Trauma Care		Internship	
Acute/Critical Care	NURS 5510 Physiology and Advanced	X		
	NURS 7500 Advanced Internship Acute/Critical Care		Internship	

Implementation Calendar

Activity	Office/Participants	Due Date
Generic General Education (Core) Competencies Assessment (Pre & Post Tests) Pre-Test = Freshmen Students Post-Test = 90 credits completed	<ul style="list-style-type: none"> • Hato Rey and San Sebastian, Academic Affairs Deans • Humacao, Manati and Villalba Directors • AVP Research and Development 	Every other year (Summer and Fall-Sept., Week 3 and 4)
Specific Program Competencies (Professional) Assessment Instruments Administration	<ul style="list-style-type: none"> • Hato Rey and San Sebastian, Academic Affairs Deans • Humacao, Manati and Villalba Directors • AVP Research and Development 	Annually According to the academic offer
Classroom Assessment Activities	<ul style="list-style-type: none"> • Hato Rey and San Sebastian, Academic Affairs Deans • Program Directors • Professors 	On going Classroom Annually (Spring)
Classroom Action Research Report	<ul style="list-style-type: none"> • Hato Rey and San Sebastian, Academic Affairs Deans • Program Directors • Professors 	Annually (Fall)
Assessment Results Analysis	AVP Research and Development	Annually August and December
Data Driven Analysis, Reflection and Planning Meeting	<ul style="list-style-type: none"> • President, Provost, Associates Vice Presidents and Chancellors • Hato Rey and San Sebastian Academic and Students Deans, School Directors, Faculty • Assessment Committee • A representative student per campus 	Annually Week 2 February (Spring)

Assessment Program Development Chronology

January 2001 – December 2002

In charge of Assessment Consultant

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

January 2003 – May 2005

In charge of Assessment and Technology Development Office Director

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

June 2005 – December 2005 Transition

Development of the Institutional Academic Assessment Coordinator Office

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

January 2006- December 2007

In charge of Accreditation, Research and Institutional Development Office Director.

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

January 2008- December 2009

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

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

January 2010-December 2011

Validation and administration of core competencies tests.

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

January 2012 - December 2012

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

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

January 2013 - March 2015

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

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

April 2015 - June 2018

1. Revision for capstone courses, rubrics and tests.
2. Create Curriculum Development and Learning Model at EDP University.

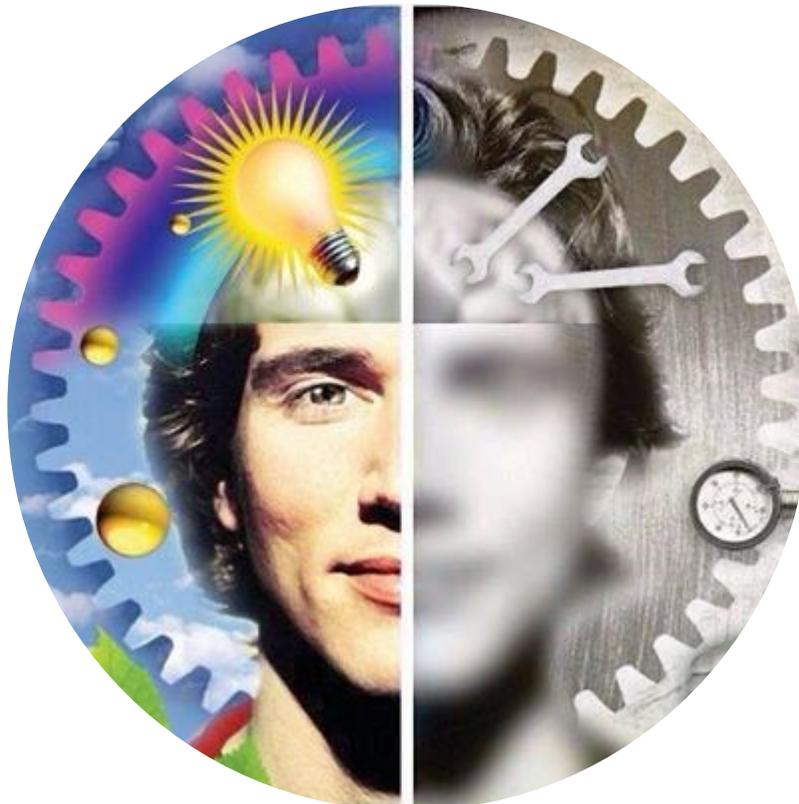
July 2019

1. AVA 0100 Academic Assessment for Students and AVA 1101 Academic Assessment for Professors, were created.

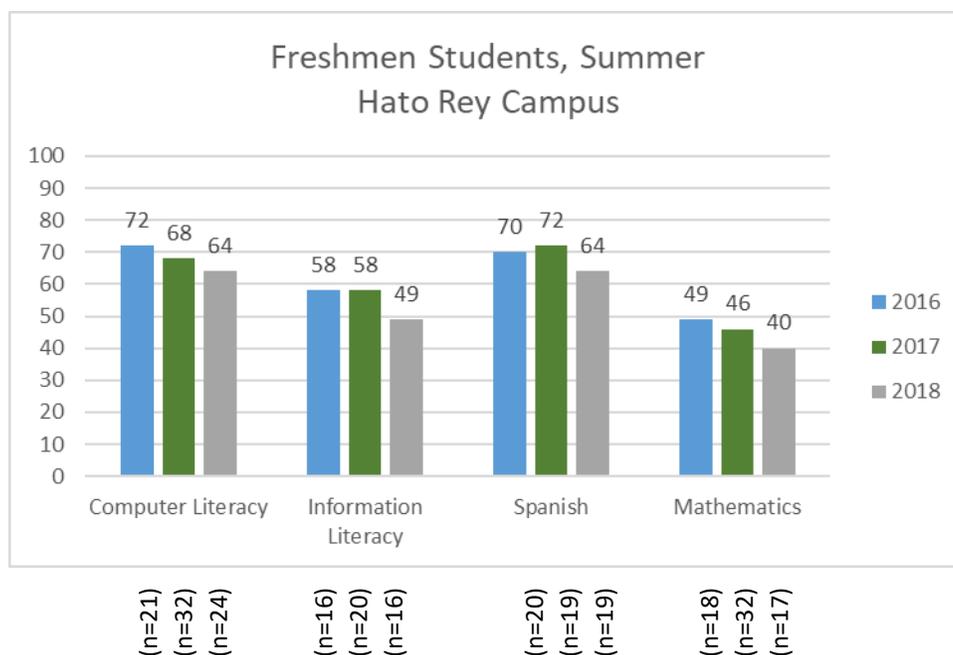
Outcomes Results

Hato Rey Campus

General Education Pre and Post Assessment



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



Pre-Test Results Analysis

In core competencies, the students show a decrease in 2018 in the four (4) areas. In Computing 64%, Computer Science 49%, Spanish 64% and Mathematics 40%. In comparison with 2017 and 2016.

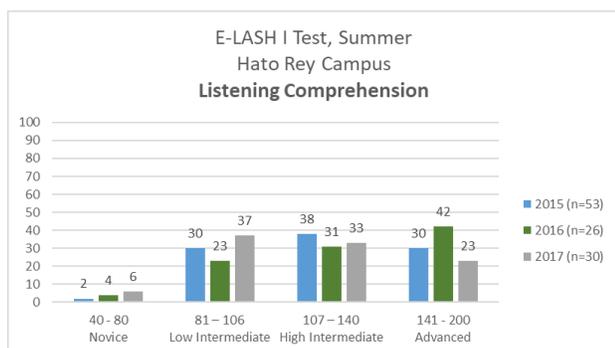
Closing the loop: Assessment Decisions

1. During this summer 2019, EDP University made the switch from Moodle to Canvas. The core current tests were in the process of being accommodated in the new Platform. It cannot be offered to new students.
2. This scores support the decision to update and strengthen the tutorial labs and the acquisition of basic skills software.
3. All student and academic services must be fully aware of this disadvantage and its implications for retention efforts in order to assure adequate institutional support for the student achieving his or her educational goal.
4. Given this information it has been projected to separate the results by program starting Summer 2016 in order to have more specific results.
5. In order to manage the results in the domain of mathematics the institution has a tutoring program (Centro de Apoyo Académico/Academic Support Center). Additional promotion of these services will be implemented in order to have students benefit from them.

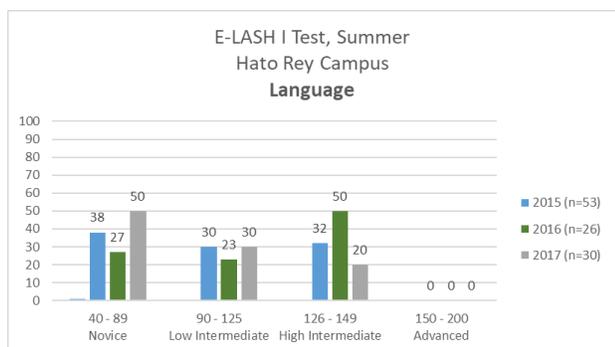
General Education English Assessment ELASH I Pre Test Results and Analysis Hato Rey Campus Summer

Freshmen students from the Hato Rey Campus during 2015 (N=53), 2016 (N=26) and 2017 (N=27) were tested using the College Board standardized Level 1 ELASH Test. This test measures English listening comprehension, reading and language. The College Board changed its assessments availability schedule.

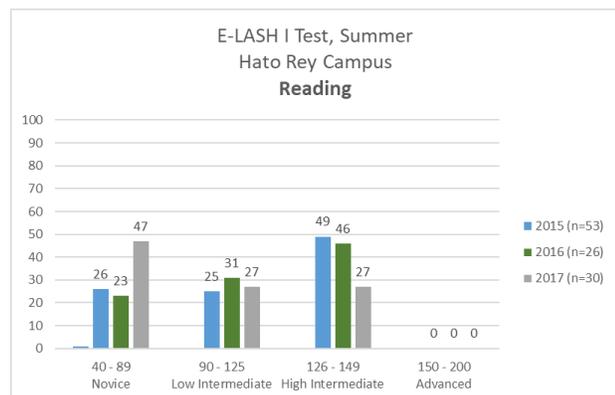
Pre-Test Results Analysis



The Listening Comprehension Results demonstrate that 30% of freshman students in summer 2015 were in an intermediate-low level in comparison to a 23% in 2016 and a 41% in 2017 showing an increase. This pattern was also observed in scores in the high intermediate level where there was a 38% in 2015, 31% in 2016 and a 37% in 2017. In contrast, an inverse pattern was observed in the advanced level with 30% in 2015, 42% in 2016 and a 22% in 2017. The novice level decreased to 0% in 2017. The College Board states that in the low-intermediate level, students understand the general idea of slightly longer discourse on familiar subjects.



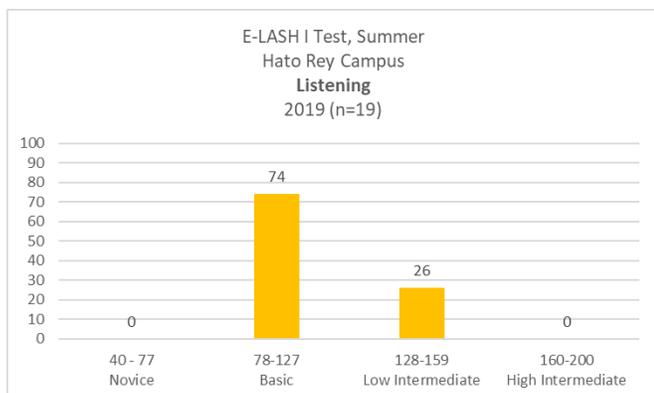
In the Language area, in summer 2015, 38% of students were in the novice level, 27% in 2016 and 48% in 2017. This pattern was also observed in scores in the low-intermediate level where there was a 30% in 2015, 23% in 2016 and a 30% in 2017. In contrast, an inverse pattern was observed in the advanced level with 32% in 2015, 50% in 2016 and a 22% in 2017. The College Board indicates that students in the novice level use basic grammatical structures including but not limited to affirmative, (yes/no) question and negative word order, present and past verb tenses; subject and object pronouns. They can also combine words and phrases into acceptable English sentences.



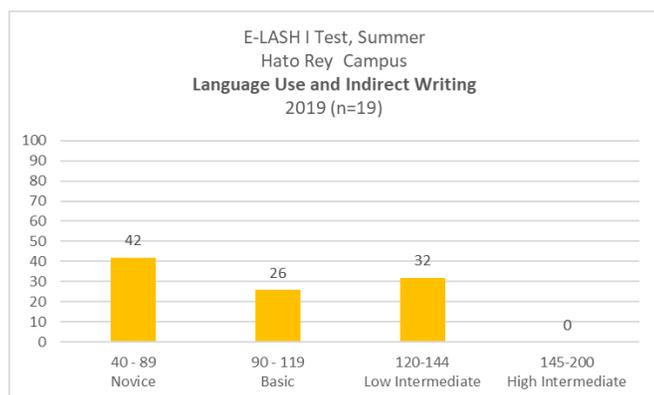
In the Reading area, 26% of freshman students in summer 2015 were in the novice level with a slight decline in 2016 with 23%; however, an increase to 44% in 2017 was identified. In the low-intermediate level where there was a 25% in 2015, 31% in 2016 and a 26% in 2017. In contrast, there has been a constant decline in the high-intermediate level with a 49% in 2015, 46% in 2016 and a 30% in 2017. The College Board indicates that students in the novice level are able to locate basic information and understand high frequency vocabulary.

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

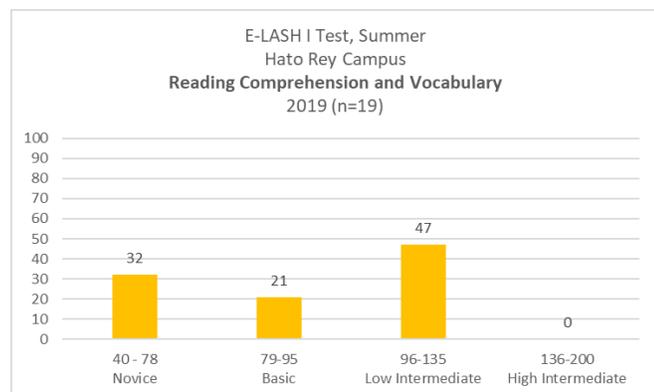
In 2018 the College Board of Puerto Rico & Latin America carried out the review of the E-LASH 1 test. This test is aligned with the Marco Común Europeo (MCE). As of June 2019 the revised test is used.



In the area of listening comprehension, students are at the basic level with 74%. This means they understand phrases, expressions, and short conversations related to areas of more immediate priority, such as basic personal and family information, shopping, and employment. While 26% are in Low Intermediate, where they can understand the main points and some details of standard speech in familiar matters that are regularly found in personal, social and academic settings, including short narratives, announcements and reports.



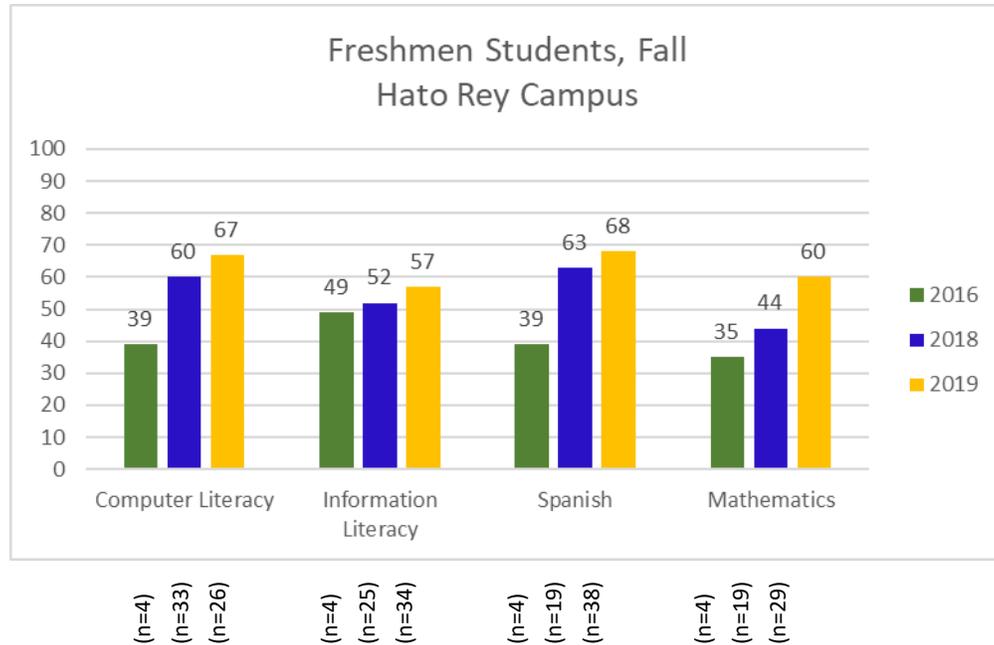
In the area of Language Use and Indirect Writing, 42% are in beginners, 26% in Basic and 37% in Low Intermediate. It means that most students can use various grammatical structures, including adjectives, adverbs, irregular plurals, and present progressive and future verb tenses, in everyday social, familiar, practical, and leisure contexts. Improve sentence structure and combine two or three short sentences into longer sentences using a limited range of connectors and predictable grammatical patterns.



In the Reading Comprehension and Vocabulary area, 47% are at the Low Intermediate level, indicating that students can identify main ideas, distinguish between facts and opinions, and draw conclusions in a simple and factual way from texts, short stories and everyday materials of approximately 280 words containing mostly familiar vocabulary. While 32% are in Novice, they understand basic information in very short texts and authentic materials, such as labels and notices, in common everyday situations and using simple vocabulary, starting with approximately 50 words. But 21% are in Basic, where they understand main ideas in short, simple texts of about 150 words that contain high-frequency vocabulary and in everyday materials, such as posters, labels, instructions, schedules, and notices.

* For more information, you can download the report provided by the College Board of Puerto Rico and Latin America: <https://latam.collegeboard.org/wp-content/uploads/2018/06/Resumen-ejecutivo-del-informe-final-de-la-alineaci%C3%B3n-con-el-MCE.pdf>

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



Pre-Test Results Analysis

In the basic competencies evaluated, the specific results show an increase in the four (4) areas. In the Computer Literacy test, they obtained 67% in 2019, compared to 2016, which was 39%, and in 2018, 60%. While in Information Literacy in 2019 it was 57% and in 2016 it was 49% and in 2018 it was 52%. In the Spanish test in 2019 it was 68%, while in 2016 it was 39% and in 2018 it was 63%. Finally, in the Mathematics test in 2019 they obtained 60%, in 20106 35% and in 2018, 44%.

Closing the loop: Assessment Decisions

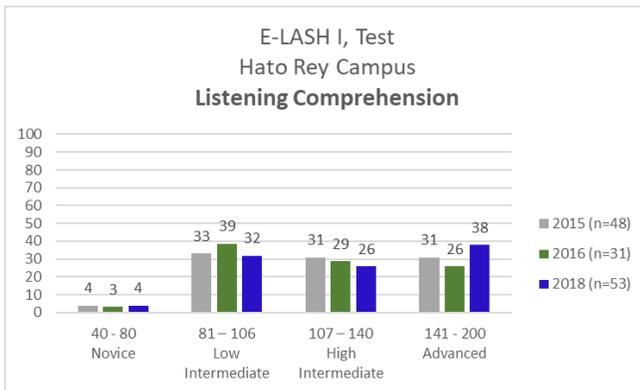
1. Revise the Information Literacy exam.
2. This scores support the decision to update and strengthen the tutorial labs and the acquisition of basic skills software.

*There is no data available for Fall 2017. During this period Puerto Rico suffered the impact of Hurricane María (September 20th, 2017). The aftermath left the Island without power. Given the fact that our assessment is done online through Moodlerooms platform which requires electricity and internet access, it was not possible to be carried out. The data will be collected on September 2018.

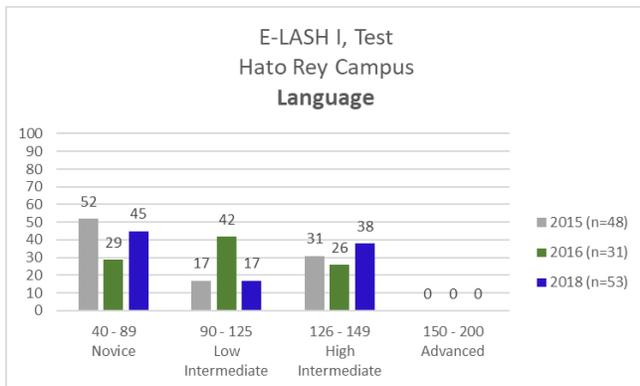
General Education English Assessment ELASH I Pre Test Results and Analysis Hato Rey Campus Fall

Freshmen students from the Hato Rey Campus during September 2015 (n=48); 2016 (n=31); and, 2018 (n=53) were assessed using the College Board Standardized ELASH, Level 1 evaluation instrument. This assessment measures English listening comprehension, reading and the use of the language.

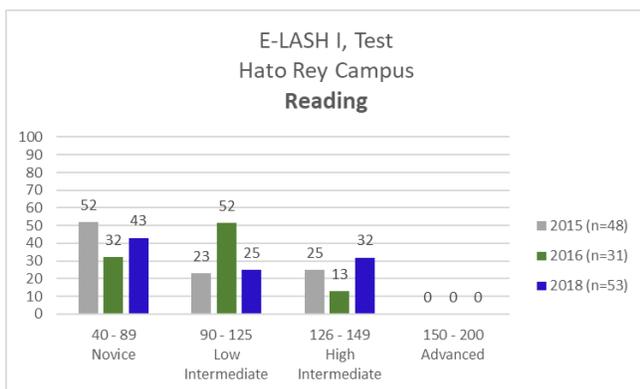
Pre-Test Results Analysis



In the area of Listening Comprehension, 4% of the students were at the beginner level in 2018. The lower intermediate level decreased by 33%. While there is a significant increase in the advanced level with 38% compared to 2016, which was 26%. According to the College Board, advanced level students understand linguistically complex text and extend the ideas by making inferences.



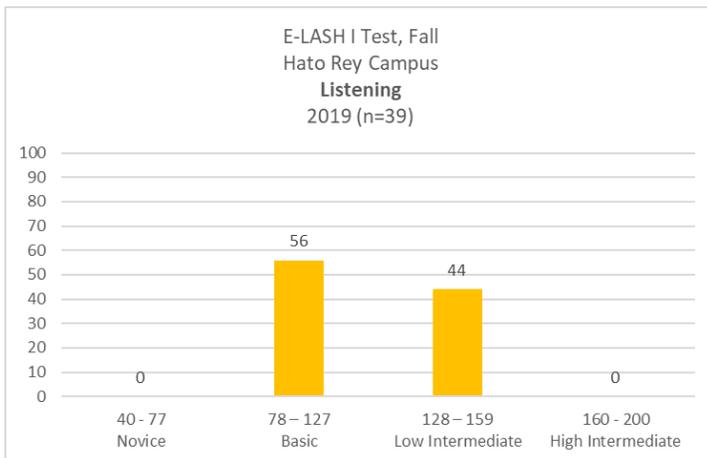
In 2018 the Language area, despite the fact that the novice level increased by 45% and in 2016 it was 29%. However, at the upper intermediate level with 38% unlike in 2016 it was 26%. The College Board indicates that students at the novice level use a basic grammatical structure that includes but is not limited to affirmative or negative questions, use of past and present verb tenses, and subject and object pronouns. Combine words and phrases into English phrases in acceptable ways. As for the upper intermediate level, he says that he can master more advanced grammatical structures and writing skills.



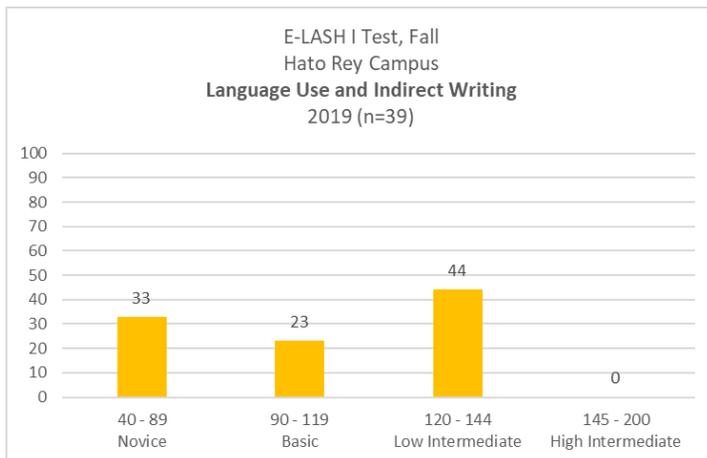
In the Reading area, in 2018 we see one that the novice level increases by 43% compared to 2016, which was 35%. While at the upper intermediate level it increased to 32% compared to 2016, which was 13% and in 2015, 25%. The College Board indicates that students at the novice level can find basic information and understand much of the vocabulary. At the upper intermediate level, main ideas, distinguish between facts and opinions, draw conclusions and understand the vocabulary presented on a variety of topics.

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

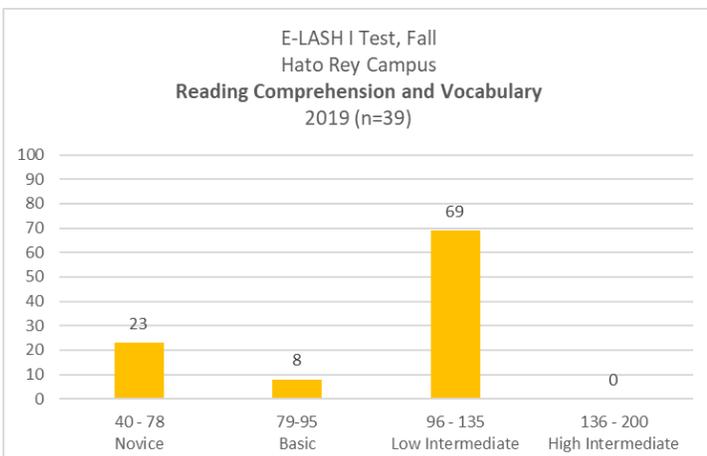
In 2018 the College Board of Puerto Rico & Latin America carried out the review of the E-LASH 1 test. This test is aligned with the Marco Común Europeo (MCE). As of June 2019 the revised test is used.



In the Listening area, 56% of the students are at the Basic level. Understand phrases, expressions, and short conversations related to areas of more immediate priority, such as basic personal and family information, shopping, and employment. While 44% are at the Low Intermediate level, where they understand the main points and some details of standard speech in familiar matters that are regularly found in the personal, social and academic environments, which include short narratives, announcements and reports.



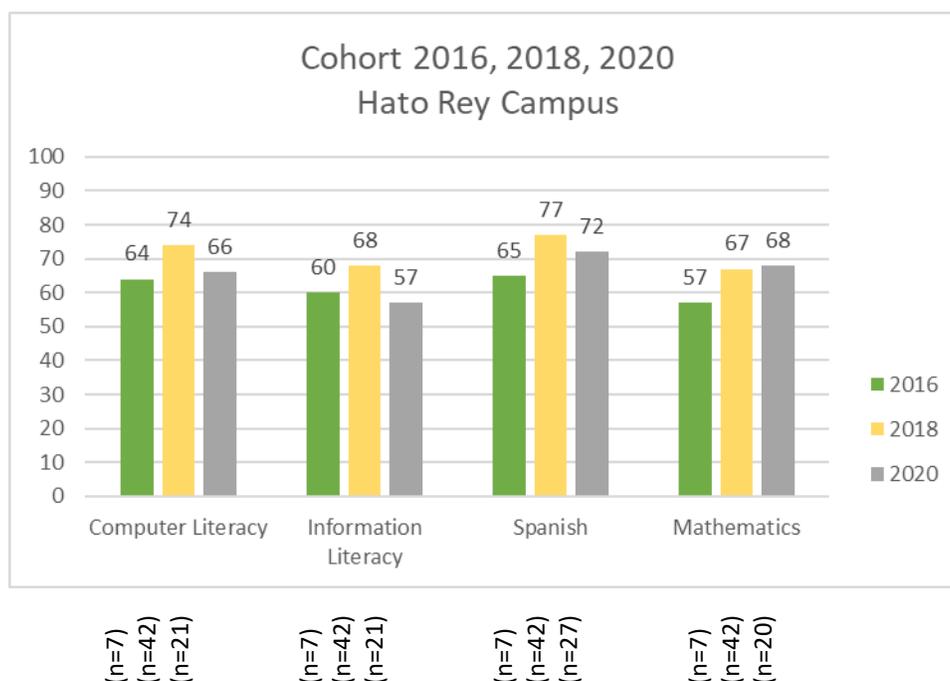
In the area of Language Use and Indirect Writing, 44% of the students are at the Low Intermediate level, where they use various grammatical structures, including adjectives, adverbs, irregular plurals, and present progressive and future tenses, in everyday social and family contexts, practical and leisure. While 33% are at the Novice level, they can locate basic information in very short texts and authentic materials, such as labels and notices, in common everyday situations and using simple vocabulary, starting with approximately 50 words. Finally, 23% of the students are at the Basic level, using basic grammatical structures, including requests, information and "yes / no" questions, and simple past and future tenses with "will" and "going to", in sentences short and simple about everyday matters and in areas of more immediate need. Improve basic sentences and combine groups of words into short sentences that use basic grammatical structures and simple connectors such as "and", "but" and "why".



In the area of Reading Comprehension and Vocabulary, 69% of students are in Low Intermediate, where they can understand specific information, main ideas, distinguish between facts and opinions, draw conclusions in a simple and factual way texts, short stories and everyday materials of approximately 280 words containing mostly familiar vocabulary. 23% percent are at the Novice level, where they understand basic information in very short texts and authentic materials, such as labels and notices, in common everyday situations and using simple vocabulary, starting with understand basic information and identify main ideas in short texts and singles of about 150 words containing high frequency vocabulary and in everyday materials such as posters, labels, instructions, schedules, and notices.

* For more information, you can download the report provided by the College Board of Puerto Rico and Latin America: <https://latam.collegeboard.org/wp-content/uploads/2018/06/Resumen-ejecutivo-del-informe-final-de-la-alineaci%C3%B3n-con-el-MCE.pdf>

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



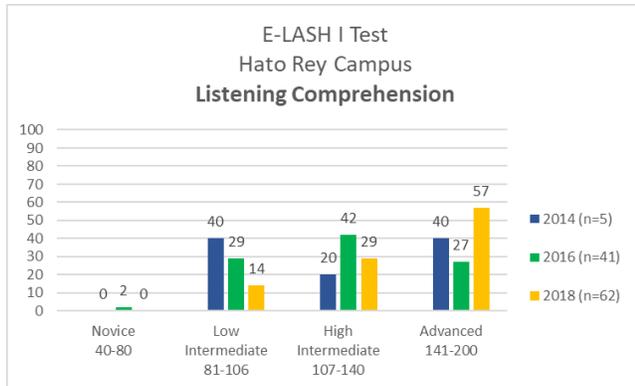
Post-Test Results Analysis

In the 2020 Cohort of the basic competences evaluated, in 2020 the results show that in the areas of Spanish they obtained 72% and Mathematics 68%. While in the areas of Computer Literacy 66% and Information Literacy 57%. A slight increase is seen in Mathematics, which in 2018 obtained 67% and in 2016 57%.

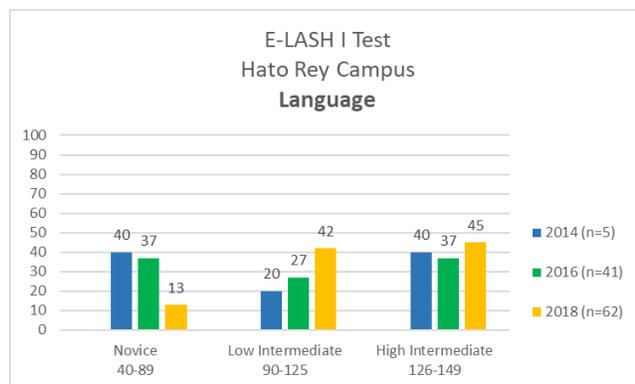
Closing the loop: Assessment Decisions

1. Created the 3 Force Project: the project to Strengthen Opportunities, Strengthening Capacities and Equality collects conceptually and philosophically the treatment that will be used to reduce the lag of students in areas of Spanish, English and mathematics. The project is divided into the following domains:
 - a. Command of Spanish (in process): focused on reading comprehension.
 - b. Mastery of Mathematics: improve students' basic math skills, using the *EducoSoft* platform as a tool.
 - c. Proficiency in English: competence in oral communication for specific purposes.

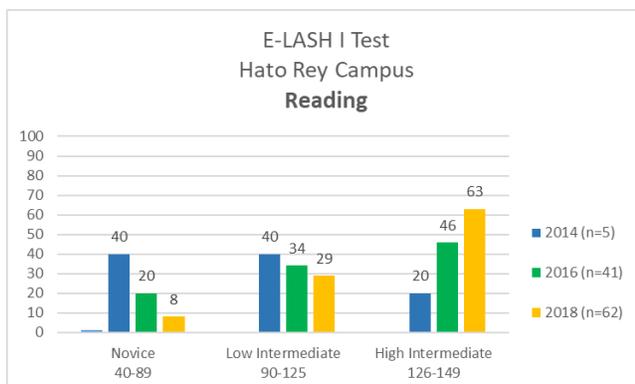
E-LASH-I Post Test Results and Analysis Hato Rey Campus



In 2018, the Listening Comprehension area obtained a significant increase in the advanced area of 57%, compared to 2016, which was 27%. Followed in 2018 by the upper intermediate area with 29%, although in 2016 it obtained 42%. According to the College Board, advanced level students understand linguistically complex text and extend the ideas by making inferences.



The language area in 2018 shows that it increased by 45% in upper intermediate and lower intermediate by 42%. At the novice level there was a decrease and 13% was obtained. According to the College Board, students recombine two and three sentences into acceptable English sentences and improve sentence structure.



In the 2018 Reading area there was a significant increase of 63% of the students in the upper intermediate level compared to 46% in 2016. On the other hand, there was a decrease in the novice level from 40% in 2014 to 8% of students in 2018. According to the College Board at this level students use basic information, have a better understanding of vocabulary, identify ideas, distinguish between facts and actions. In addition to making your own conclusions.

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

Closing the loop: Assessment Decisions

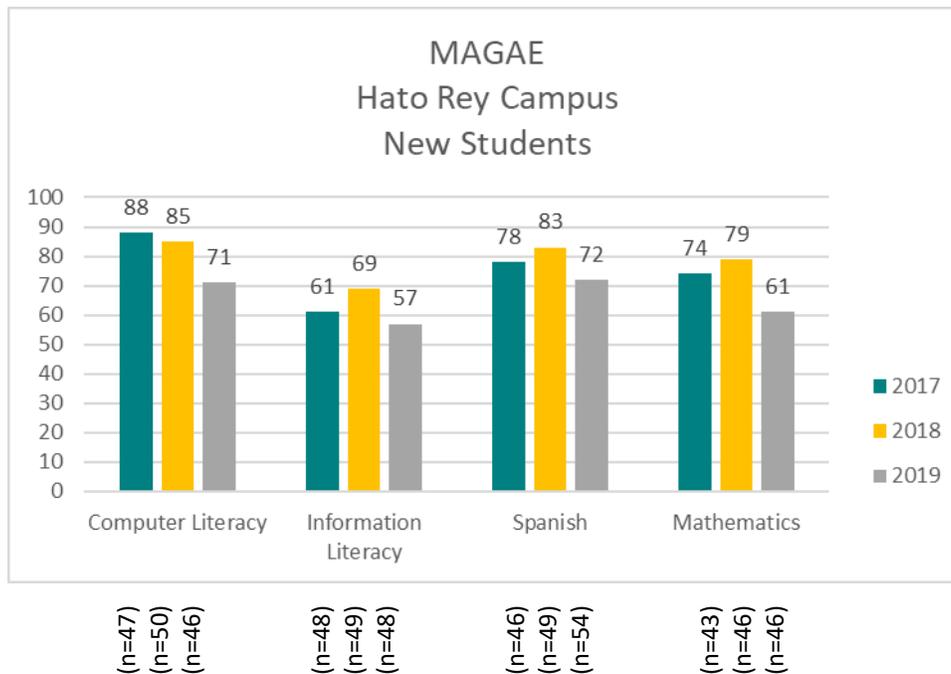
1. During 2017 the faculty will receive workshops on new teaching strategies to help students develop better listening and studying skills.
2. Continue reinforcing the listening, language, and reading skills with tutorial labs, basic skills software, and innovative teaching and learning approaches such as student classroom research activities.
3. A professor committee was created for the Review the Syllabus and the creation of the Vocabulary and Language Exercises Manual.

Due to the situation of the COVID-19 pandemic since March 15, 2020, the Government of Puerto Rico accepted the Executive Order (OE-2020-023) of the Commonwealth of Puerto Rico where it established a *lockdown* of all face-to-face service. In addition, the College Board of Puerto Rico canceled all the administrations of its tests by Executive Order. Therefore, the English test, E-LASH I could not be offered to our students for the 2020 Cohort. (You can check the Executive Order at the following link: <http://www.lexjuris.com/Ordenes/OE-2020-023.pdf>).

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

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

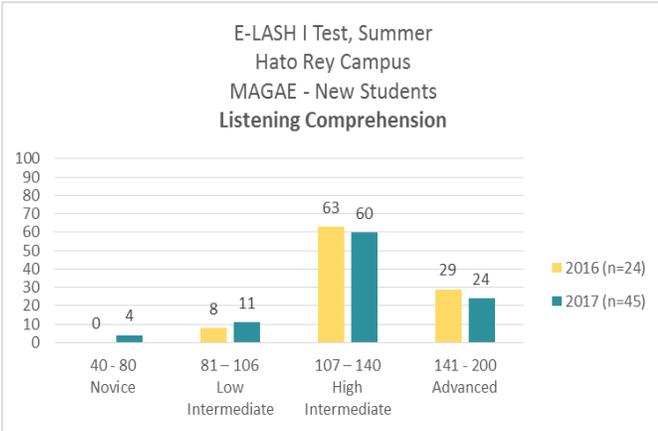
MAGAE is a hybrid distance education modality, where the students complete all of their General Education courses online. Most of the concentration courses and the clinical experience are onsite.



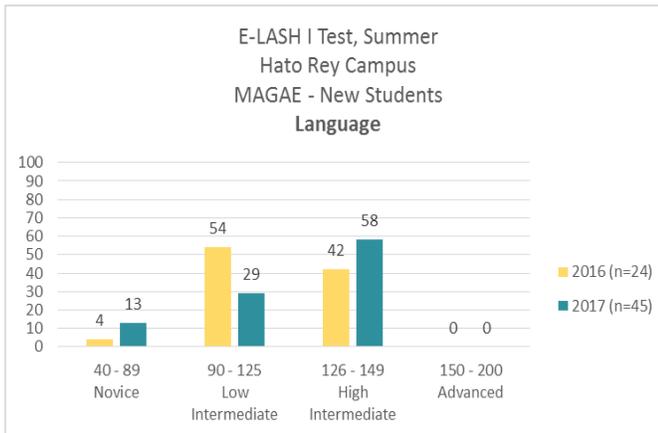
Pre-Test Results Analysis

Freshmen of MAGAE 2019 maintained more than 70% the areas of Computer Literacy 71% and Spanish 72%. While the areas of Information Literacy 57% and Mathematics 61%, a decline is observed in comparison with 2017 and 2018.

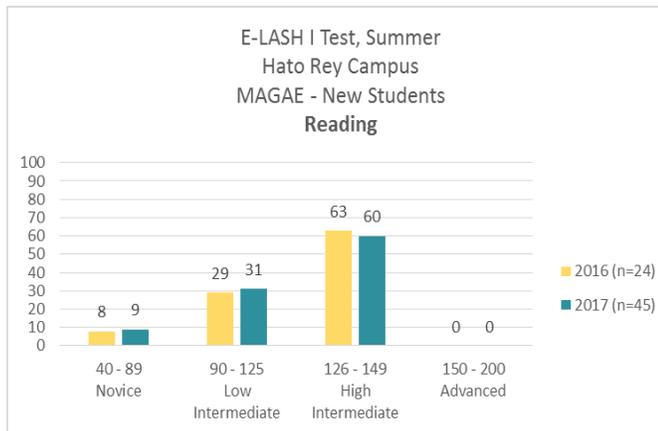
General Education English Assessment ELASH I Pre-test Results and Analysis Hato Rey Campus MAGAE



Listening Comprehension score for Freshmen of MAGAE 2017 decreased their from 29% in 2016 to 24% in 2017 in the advanced level. A slight decrease in the high-intermediate level was identified; from 63% in 2016 to 60% in 2017. There was an increase from 8% to 11% in the low-intermediate level, as well as in the novice level there there was an increase to 4% in 2017. According to the College Board the low-intermediate level students understand general idea of slightly longer discourse on familiar subjects.



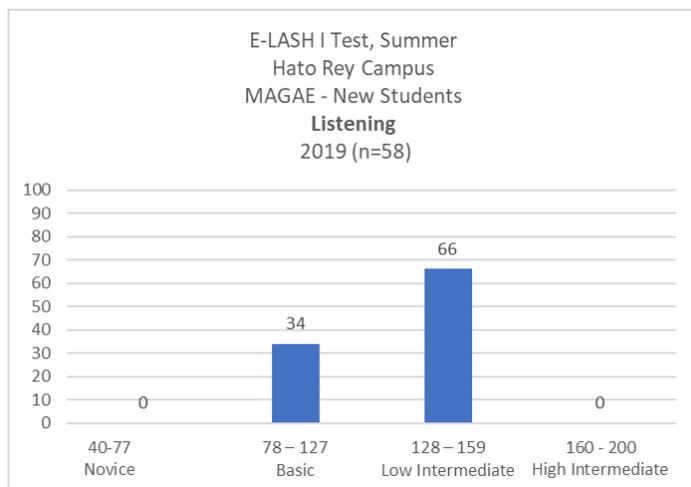
Language results for 2017 MAGAE freshmen increased from 4% in 2016 to 13% in 2017. There was a decreased their from 54% in 2016 to 29% in 2017 in the low intermediate level. A significant increase in the high intermediate level from 42% in 2016 to 58% in 2017 was identified. According to the College Board the high-intermediate level students use novice and low intermediate stages with reasonable accuracy and little effort.



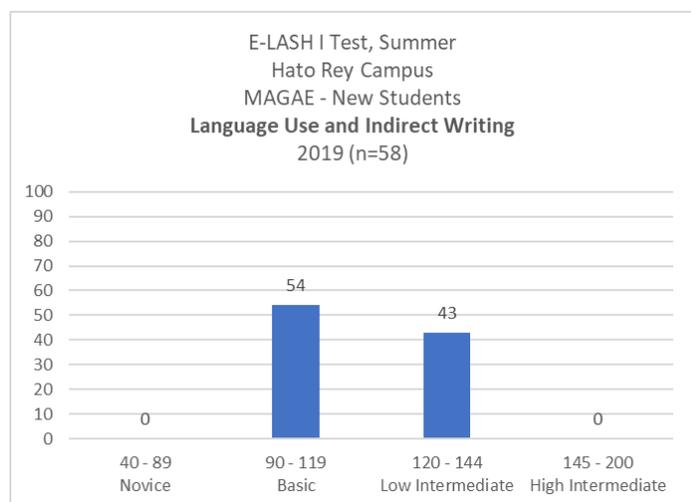
In Reading assessment MAGAE Freshmen in the novice level increased from 8% in 2016 to 9% in 2017. There was also an increase in the low intermediate level from 29% in 2016 to 31% in 2017. A decrease in the high intermediate level was identified from 63% in 2016 to 60% in 2017. No students were in the advanced level. According to the College Board the high-intermediate level students use skills in novice and low intermediate stages with reasonable accuracy and little effort.

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

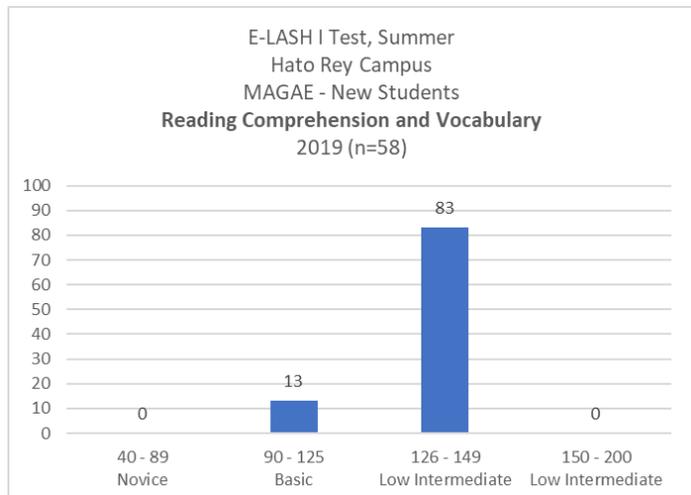
In 2018 the College Board of Puerto Rico & Latin America carried out the review of the E-LASH 1 test. This test is aligned with the Marco Común Europeo (MCE). As of June 2019 the revised test is used.



In the area of Listening, 66% of the students are at the Low Intermediate level, which means that these students understand the main points and some details of standard speech in familiar matters that are regularly found in the personal, social and academic environments, which include short narratives, announcements and reports. While 34% are at the Basic level, where they can understand phrases, expressions and short conversations related to areas of more immediate priority, such as basic personal and family information, shopping and employment.



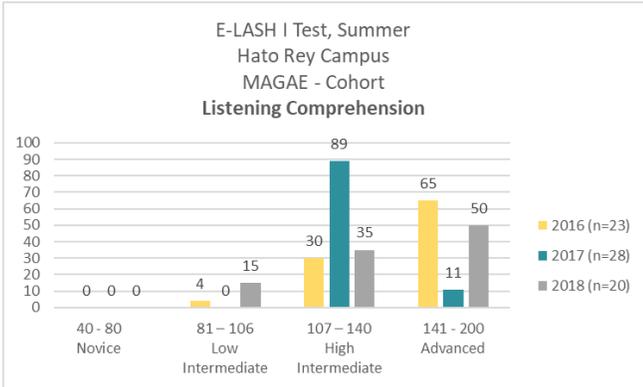
In the area of Language Use and Indirect Writing, 54% of the students are at the Basic level, where they use basic grammatical structures, including prompts, information and "yes / no" questions, and simple past and future tenses with "will" and "going to", in short, simple sentences about everyday matters and in areas of more immediate need. While 43% are in Low Intermediate, where they use various grammatical structures, including adjectives, adverbs, irregular plurals, and present progressive and future tenses, in everyday social, family, practical and leisure contexts. improve sentence structure and combine two or three short sentences into longer sentences using a limited range of connectors and predictable grammar patterns.



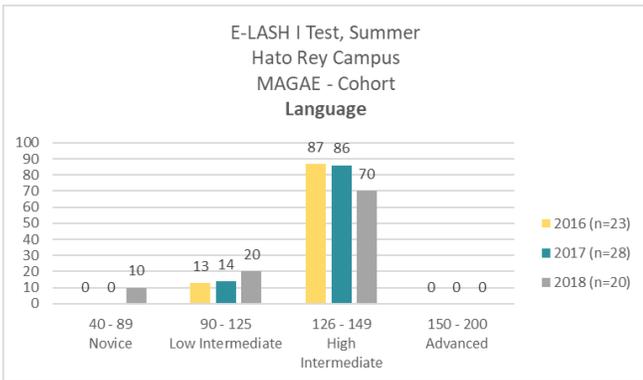
In the Reading Comprehension and Vocabulary area, 83% of the students are at the Low Intermediate level, where they understand to locate specific information, identify main ideas, distinguish between facts and opinions, and draw conclusions in a simple and factual way texts, short narratives and everyday materials of approximately 280 words that contain mostly familiar vocabulary. While 13% are in Basic, where they understand basic information and identify main ideas in short and simple texts of around 150 words that contain high-frequency vocabulary and in everyday materials, such as posters, labels, instructions, schedules, and notices .

* For more information, you can download the report provided by the College Board of Puerto Rico and Latin America: <https://latam.collegeboard.org/wp-content/uploads/2018/06/Resumen-ejecutivo-del-informe-final-de-la-alineaci%C3%B3n-con-el-MCE.pdf>

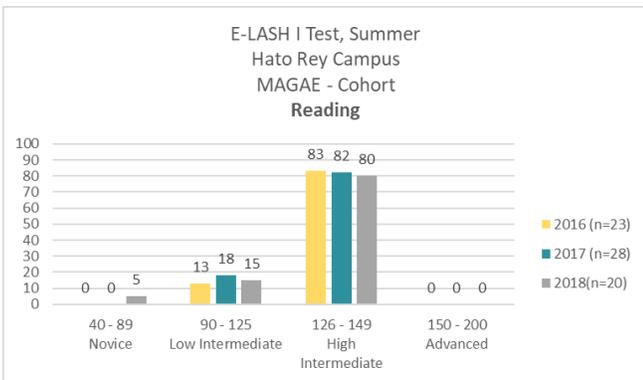
General Education English Assessment ELASH I Post-test Results and Analysis Hato Rey Campus MAGAE



In Listening Comprehension MAGAE are at the advanced level in 2018, 50%. While in upper intermediate 35%, unlike in 2017, it was 89%. According to the College Board, advanced-level students study the main idea and the details of a longer and more complex speech beyond the immediacy of the situation.



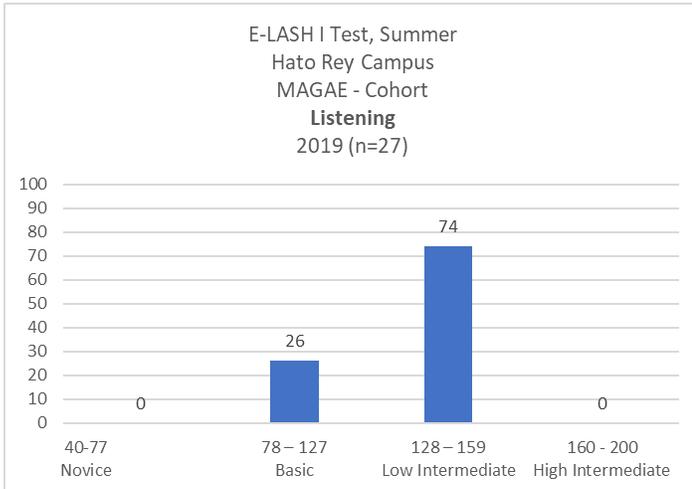
In Language MAGAE students are located in the high intermediate level in 2018, with 70%. Although there was a seat at the upper intermediate level with 20% compared to 2017, which was 14. At the novice level, there was 10%, unlike 2016 and 2017, which was 0%. According to the College Board, upper intermediate level students use beginner and lower intermediate stage skills with reasonable precision and little effort.



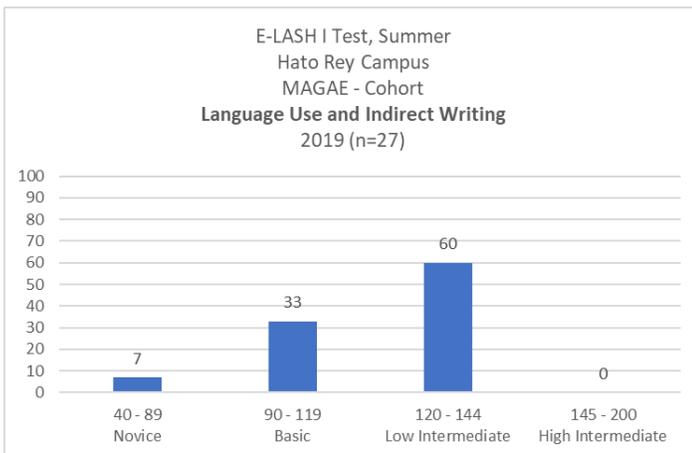
In Reading, MAGAE students, in 2018, continue to be at the upper intermediate level with 80%. Although there are 5% of students at the novice level. According to the College Board, upper intermediate students use beginner and lower intermediate skills with reasonable precision and little effort.

General Education English Assessment ELASH I Post-test Results and Analysis

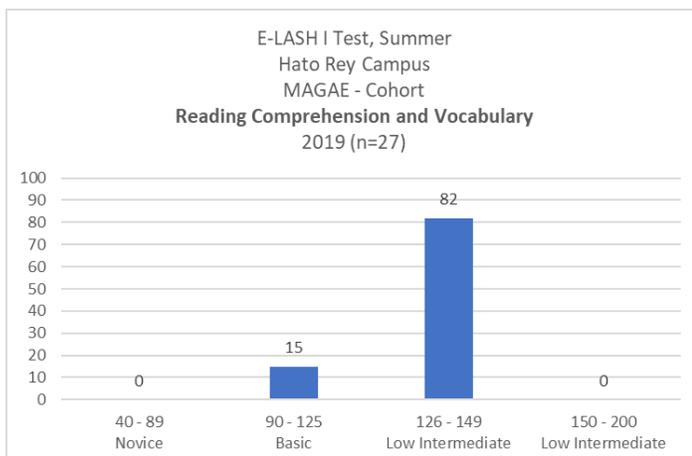
In 2018 the College Board of Puerto Rico & Latin America carried out the review of the E-LASH 1 test. This test is aligned with the Marco Común Europeo (MCE). As of June 2019 the revised test is used.



In the Listening area, 74% of the students are at the Low Intermediate level, which means that understanding the main points and some details of standard speech in familiar matters that are regularly found in the personal, social and academic environments, which include short narratives, announcements and reports. While 26% of students are at the Basic level, which means understanding phrases, expressions and short conversations related to areas of more immediate priority, such as basic personal and family information, shopping and employment.



In the area of Language Use and Indirect Writing, 60% of students are at the Low Intermediate level, which means using various grammatical structures, including adjectives, adverbs, irregular plurals and present progressive and future tenses, in everyday social contexts, family, practical and leisure. While 33% are at the Basic level, who acknowledge using basic grammatical structures, including requests, information and "yes / no" questions, and simple past and future tenses with "will" and "going to", in short, simple sentences on everyday matters and in areas of most immediate need. While 7% are at the Novice level, these students recognize basic information in very short texts and authentic materials, such as labels and signs, in common everyday situations and using simple vocabulary, starting with approximately 50 words.



In the Reading Comprehension and Vocabulary area, 82% of the students are in Low Intermediate, where they understand to locate specific information, identify main ideas, distinguish between facts and opinions, and draw conclusions in a simple and factual way from texts, short stories and everyday materials of approximately 280 words containing mostly familiar vocabulary. While 15% are at the Basic level, these students can understand basic information and identify main ideas in short, simple texts of about 150 words that contain high-frequency vocabulary and in everyday materials, such as posters, labels, instructions, schedules, and notices.

* For more information, you can download the report provided by the College Board of Puerto Rico and Latin America: tina:

<https://latam.collegeboard.org/wp-content/uploads/2018/06/Resumen-ejecutivo-del-informe-final-de-la-alineaci%C3%B3n-con-el-MCE.pdf>



Program

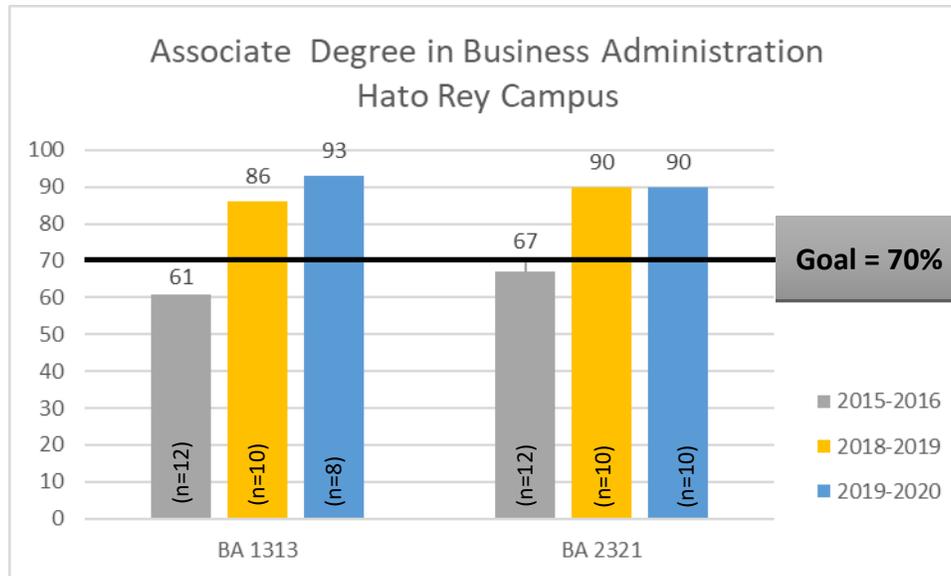
Assessment Outcome Results

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

The Academic Program Assessment Capstone Courses were revised in order to maintain sustainability. The Bachelors' Degree programs were narrowed down from four to three capstone courses. The Associate Degrees programs were narrowed down from two (2) capstone courses.

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

SCHOOL OF ADMINISTRATION



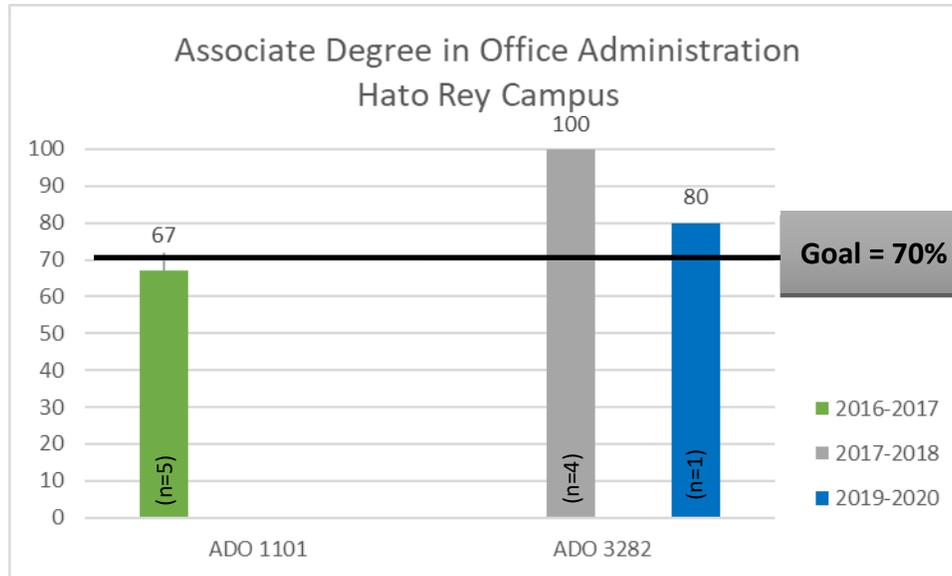
Associate Degree in Business Administration Capstone Course, Hato Rey Campus

In the 2019-2020 period, students obtained 93% in the Capstone Course BA 1313 and 90% in the BA 2321. Which shows a significant increase compared to the academic period 2015-2016 and 2018-2019, reaching the goal 70%.

Closing the loop: Assessment Decisions

1. The program and its methodology were revised in order for students to gain in their learning goals.
2. Awareness of the assessment schedule and its importance must be acquired and reported.
3. Review of teaching strategies in order to make learning more effective.
4. Review the technology used in classroom to promote learning.
5. This program was revised in 2018.
6. Exams were changed to rubrics.
7. Review of curriculum and learning outcomes .

SCHOOL OF ADMINISTRATION



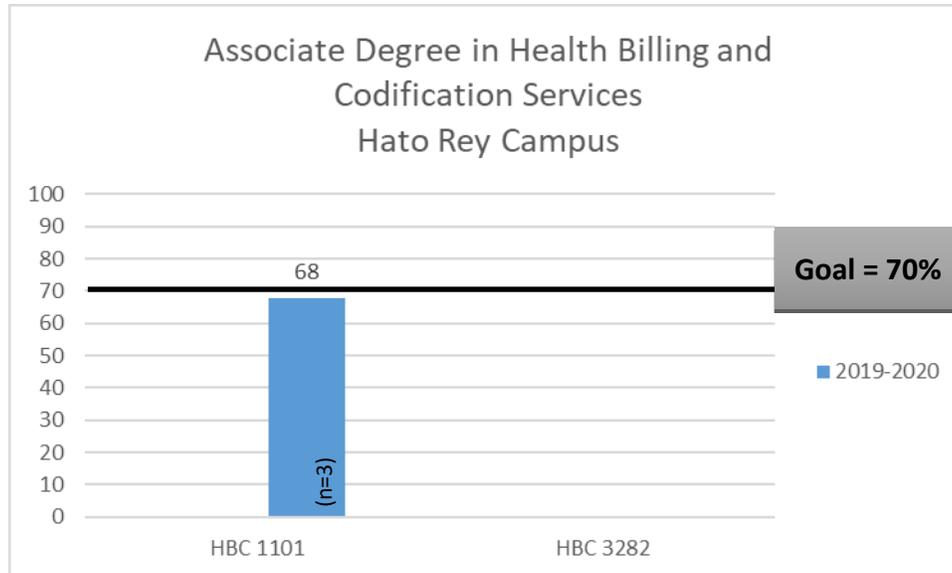
Associate Degree in Office Administration Capstone Course, Hato Rey Campus

In the 2016-2016 period, students obtained 67% in the initial capstone course ADO 1101. In 2017-2018 students obtained a 100% in the Capstone Course ADO 3282, meeting the established goal. However, there was a decrease to 80% in 2019-2020. Which shows that both the students in the exit course reached the goal of 70%.

Closing the loop: Assessment Decisions

1. The program and its methodology were revised in order for students to gain in their learning goals.
2. Awareness of the assessment schedule and its importance must be acquired and reported.
3. Review of teaching strategies in order to make learning more effective.
4. Review the technology used in classroom to promote learning.
5. This program was revised in 2018
6. Exams were changed to rubrics.
7. Review of curriculum and learning outcomes .

SCHOOL OF ADMINISTRATION



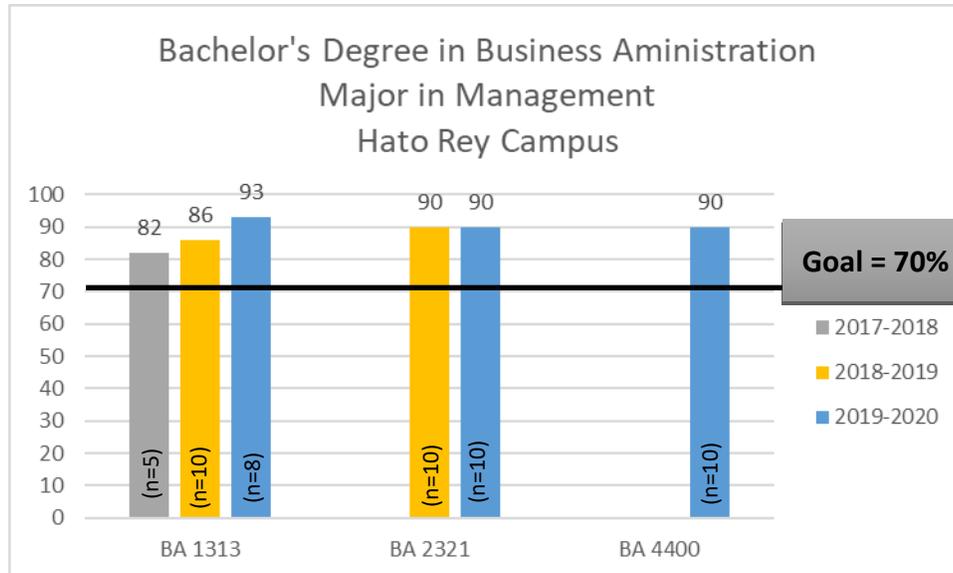
Associate Degree Health Billing and Codification Services Capstone Course, Hato Rey Campus

The first time the assessment was offered in this program was 2018-2019, but it is not available. For 2019-2020, students scored 68% on Capstone HBC 1101.

Closing the loop: Assessment Decisions

1. Create rubrics for HBC 1101.
2. During August-December 2020 the first group is expected to conclude.

SCHOOL OF ADMINISTRATION



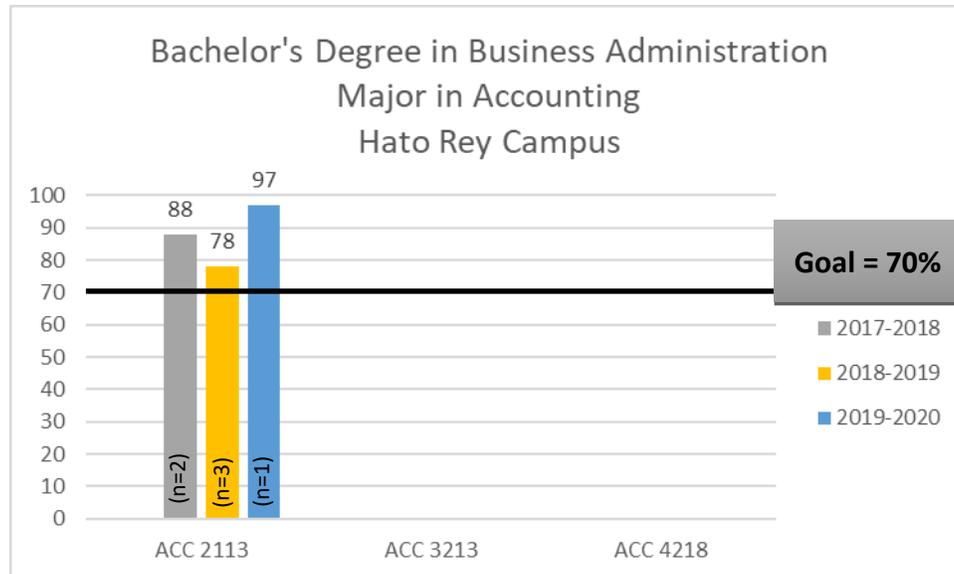
Bachelor's Degree in Business Administration Major in Management Capstone Course, Hato Rey Campus

In the period of 2017-2018 students obtained a 82%, in 2018-2019 86%, and 2019-2020 obtain 93% in Capstone Course BA 1313. In the intermediate course BA 2321 they obtained 90%, in the same way in the course BA 4400. Which shows that both the exit course students reached the goal of 70%.

Closing the loop: Assessment Decisions

1. The program and its methodology were revised in order for students to gain in their learning goals.
2. Awareness of the assessment schedule and its importance must be acquired and reported.
3. Agreements with the private and public sector are been made in order to develop an internship or practicum for final capstone courses.
4. Review of teaching strategies in order to make learning more effective.
5. Review the technology used in classroom to promote learning.
6. This program was reviewed in 2018, had 131 credits and now has 110.
7. This program is now offered online.

SCHOOL OF ADMINISTRATION



Bachelor's Degree in Business Administration Major in Accounting Capstone Course, Hato Rey Campus

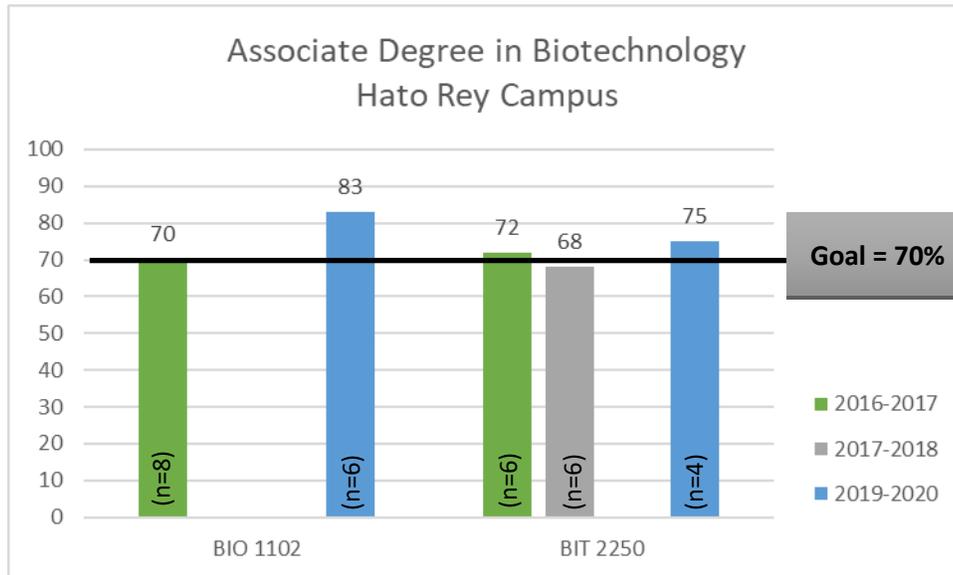
In the 2017-2018 period, students obtained 88%, in 2018-2019 78% and in 2019-2020 they obtained 97% in the Capstone ACC2113 course. They show that they have met the 70% goal. No data is available for courses ACC 3213 and ACC 4218. It is expected that for the period 2020-2021 they can be obtained.

Closing the loop: Assessment Decisions

1. The program and its methodology were revised in order for students to gain in their learning goals.
2. Awareness of the assessment schedule and its importance must be acquired and reported.
3. Agreements with the private and public sector are been made in order to develop an internship or practicum for final capstone courses.
4. Review of teaching strategies in order to make learning more effective.
5. Review the technology used in classroom to promote learning.
6. This program was revised in 2018



SCHOOL OF SCIENCES



Associate Degree in Biotechnology Capstone Course, Hato Rey Campus

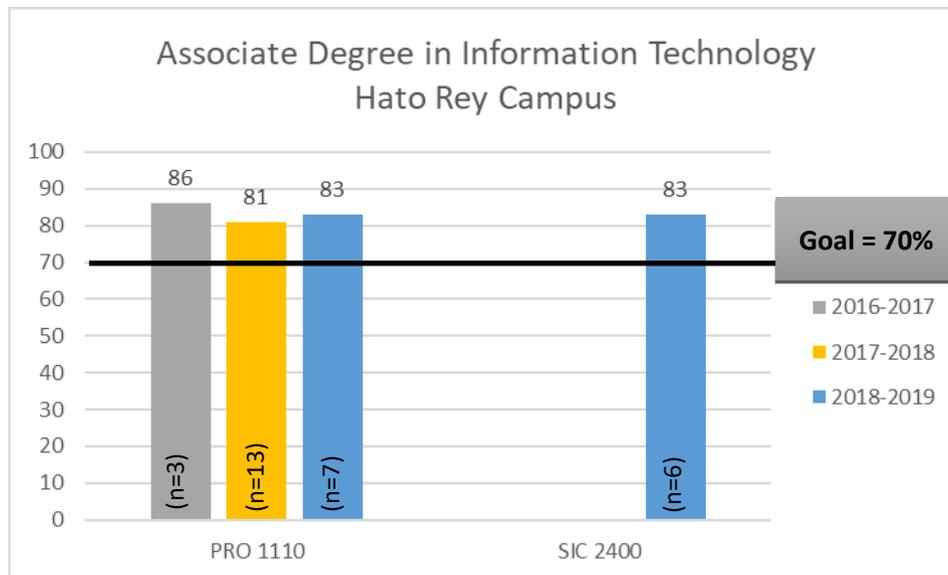
In 2019-2020, students obtained 83% in the Capstone BIO 1102 course. An increase with the 2016-2017 year was observed, which was 70%. While in the final course BIT 2250, in 2016-2017 they obtained 72%. In 2017-2018 they decreased to 68%, and improved in 2019-2020 with 75%. Exceeding the established goal of 70%.

Closing the loop: Assessment Decisions

1. Review of teaching strategies to make learning more effective.
2. Review syllabus and tests used as final exam.
3. Review of curriculum and learning outcomes .
4. This program was reviewed in 2018, had 62 credits and now has 63.
5. The BIO 1101 course as an initial course changed to the BIO 1102.



SCHOOL OF TECHNOLOGY



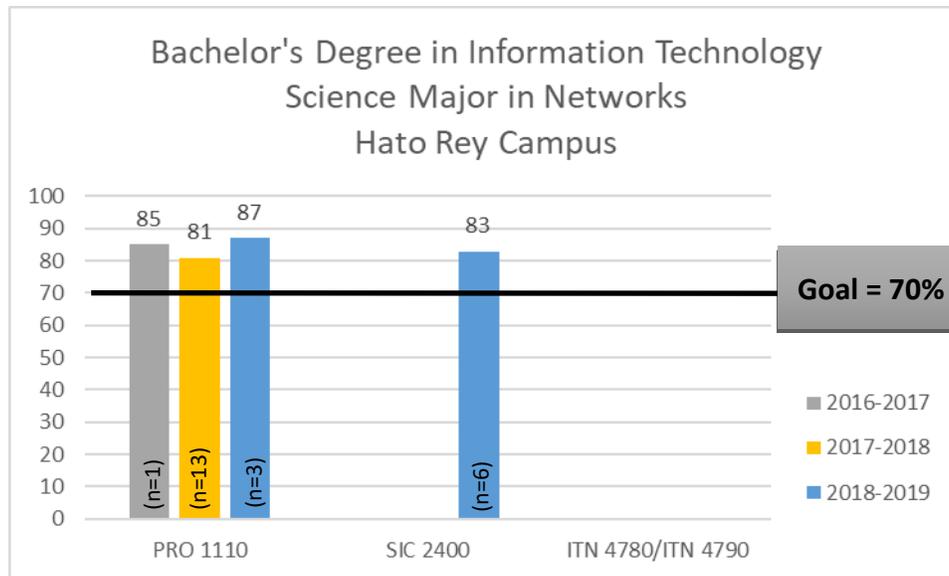
Associate Degree in Information Technology Capstone Course, Hato Rey Campus

In the 2016-2017 period, students obtained 85%, 81% in 2017-2018, and 83% and in 2018-2019 83% in the Capstone PRO 1110 Course, in the same way in the final course SIC 2400. The goal of 70% has been constantly exceeded.

Closing the loop: Assessment Decisions

1. The intermediate course ITP 2340-Programming for Mobile Device II, was reviewed by the Directors and it was decided to change it to SIC 2400-Databases.
2. A total revision of the program was made in 2015, changing courses and program name from Associate Degree in Computer Programming to Associate Degree in Information Technology. Also, 71 credits and now has 64.
3. In 2018, the online program was created.

SCHOOL OF TECHNOLOGY



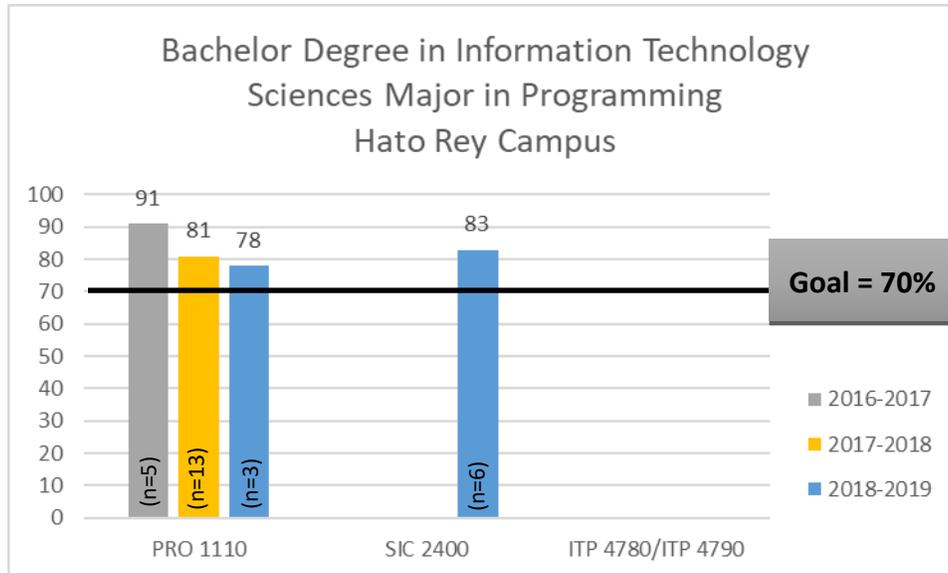
Bachelor's Degree in Information Technology Science, Major in Networks Capstone Courses, Hato Rey Campus

In the period of 2016-2017 students obtained an 85%, in 2017-2018 81%, and increased 87% in 2018-2019, in Capstone Course PRO 1110. In middle course SIC 2400 obtained 83% in 2018-2019, surpassing the 70% goal established.

Closing the loop: Assessment Decisions

1. A total revision of the program was made in 2015, changing courses and program name from Bachelor's Degree in Information Systems, Major in Networks to Bachelor's Degree in Information Technology Science, Major in Networks. Also, 121 credits and now has 119.
2. Since 2015 the practical component has been increased.
3. In 2018, the online program was created.
4. The intermediate course ITP 2340-Programming for Mobile Device II, was reviewed by the Directors and it was decided to change it to SIC 2400-Databases.

SCHOOL OF TECHNOLOGY



Bachelor's Degree in Information Technology Science Major in Programming Capstone Course, Hato Rey Campus

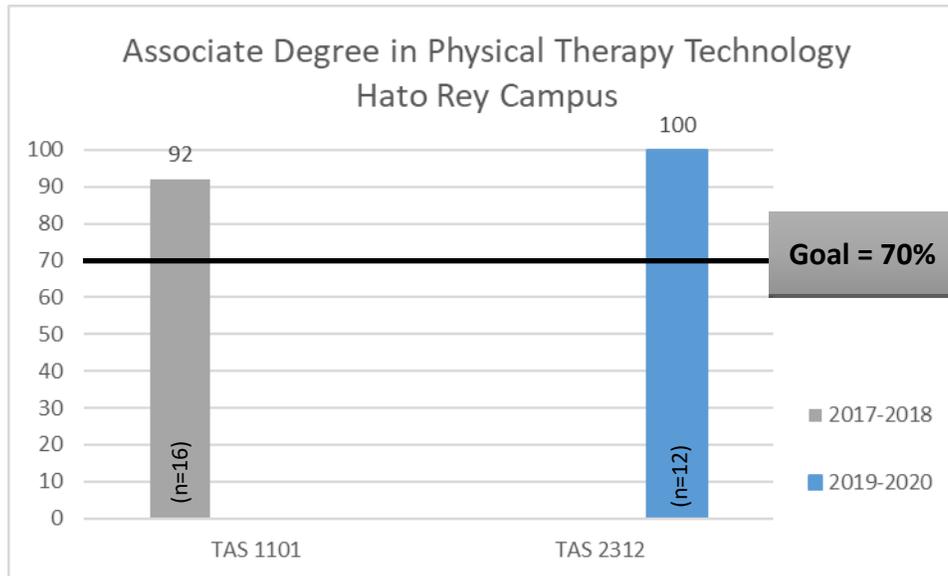
In the period of 2016-2017 students obtained a 91% , in 2017-2018 81%, and 2018-2019 obtain 78% in Capstone Course PRO 1110. in middle course SIC 2400 obtained 83% in 2018-2019, surpassing the 70% goal.

Closing the loop: Assessment Decisions

1. A total revision of the program was made in 2015, changing courses and program name from Bachelor's Degree in Information Systems, Major in Computer Programming to Bachelor's Degree in Information Technology Science, Major in Programming. Also, 122 credits and now has 119.
2. Since 2015 the practical component has been increased.
3. In 2018, the online program was created.
4. The intermediate course ITP 2340-Programming for Mobile Device II, was reviewed by the Directors and it was decided to change it to SIC 2400-Databases.



SCHOOL OF HEALTH



Associate Degree in Physical Therapy Technology Capstone Course, Hato Rey Campus

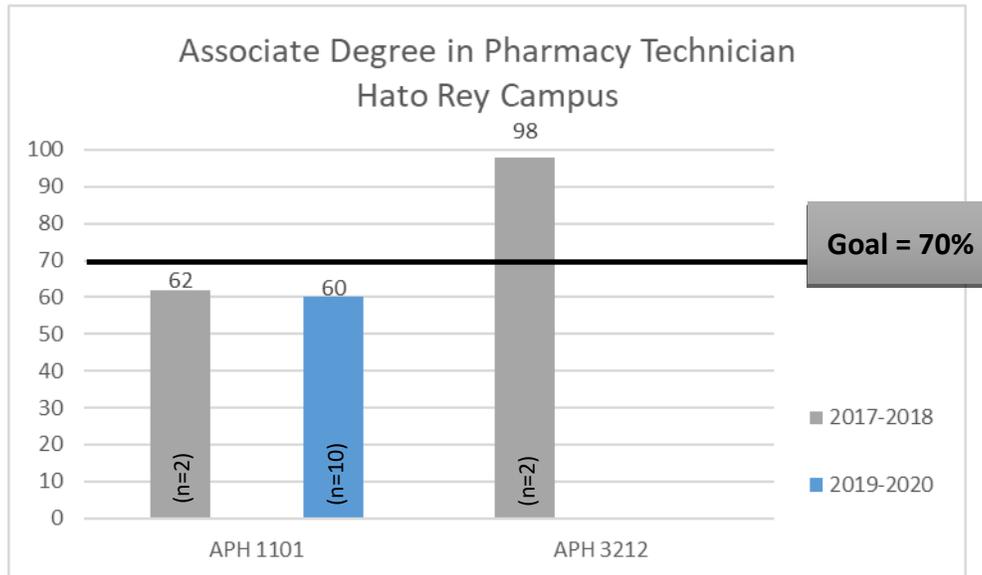
In the period of 2017-2018 students obtained an 92% in Capstone Course TAS1101. In final course TAS 2312 obtain 99% in 2019-2020. The goal of 70% has been constantly exceeded. This is the information of the last group of this grade.

Closing the loop: Assessment Decisions

1. A new program has been created named Associate Degree in Physical Therapy, it will be accredited by CAPTE and will only be offered at the Hato Rey Campus.



SCHOOL OF HEALTH

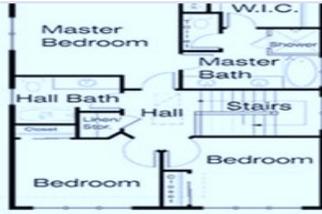


Associate Degree in Pharmacy Technician Capstone Course, Hato Rey Campus

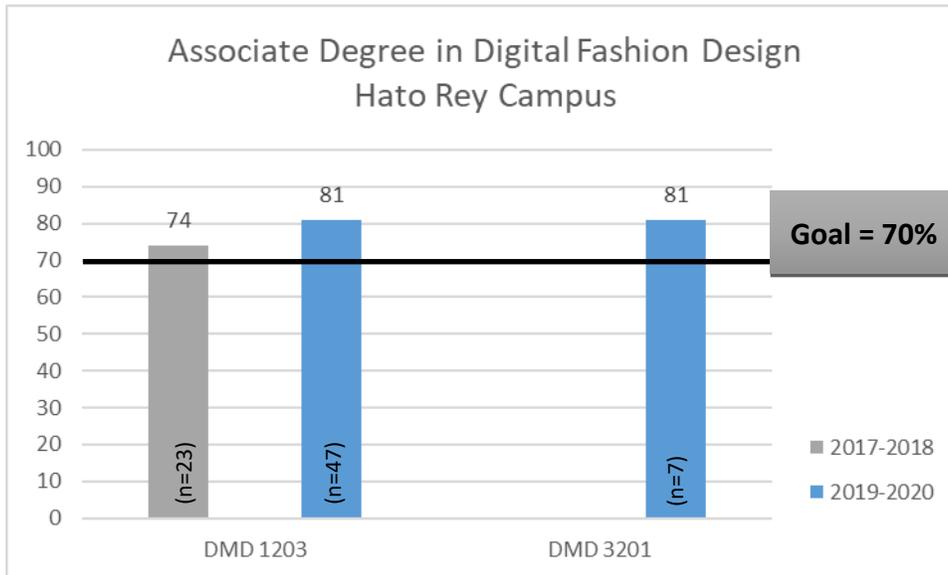
In the period of 2017-2018 students obtained 62% in 2019-2020 decreased 60%, Capstone Course APH1101. In Capstone Course APH 3212 students obtained 98% in the 2017-2018 period, surpassing the 70% goal.

Closing the loop: Assessment Decisions

1. Revised in 2015, the number of Internship hours was increased, from 860 hours to 1,000 hours.
2. A final screening exam was created to prepare the student for the board examination test.



SCHOOL OF DESIGN

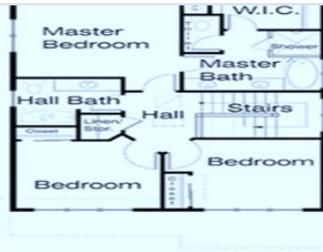


Associate Degree in Digital Fashion Design Capstone Course, Hato Rey Campus

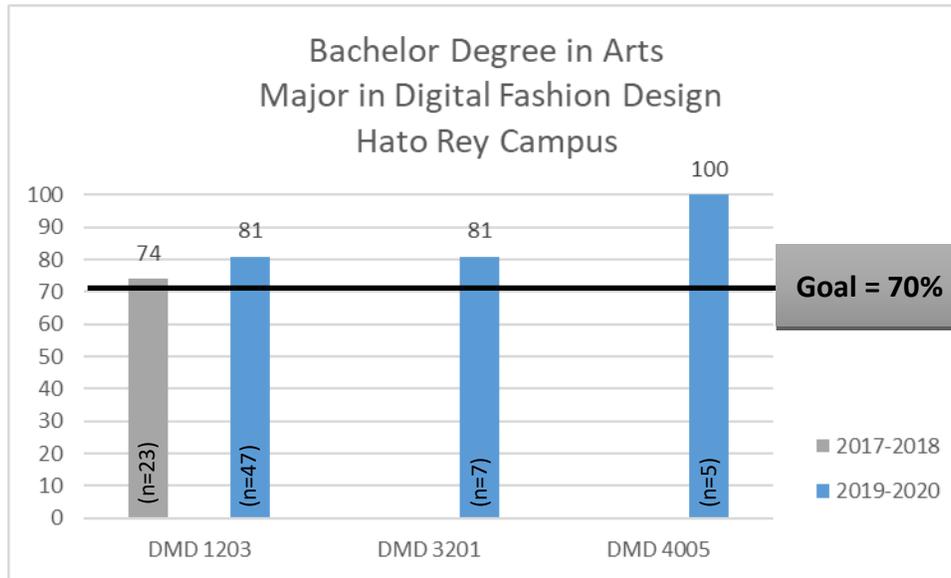
In the period of 2017-2018 students obtained a 74% and 2019-2020 obtain 81% in Capstone Course DMD 1203. While in 2019-2020 in the final course they obtained 81%. Surpassing the goal of 70%. surpassing the 70% goal.

Closing the loop: Assessment Decisions

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



SCHOOL OF DESIGN



Bachelor's Degree in Arts, Major in Digital Fashion Design Capstone Course, Hato Rey Campus

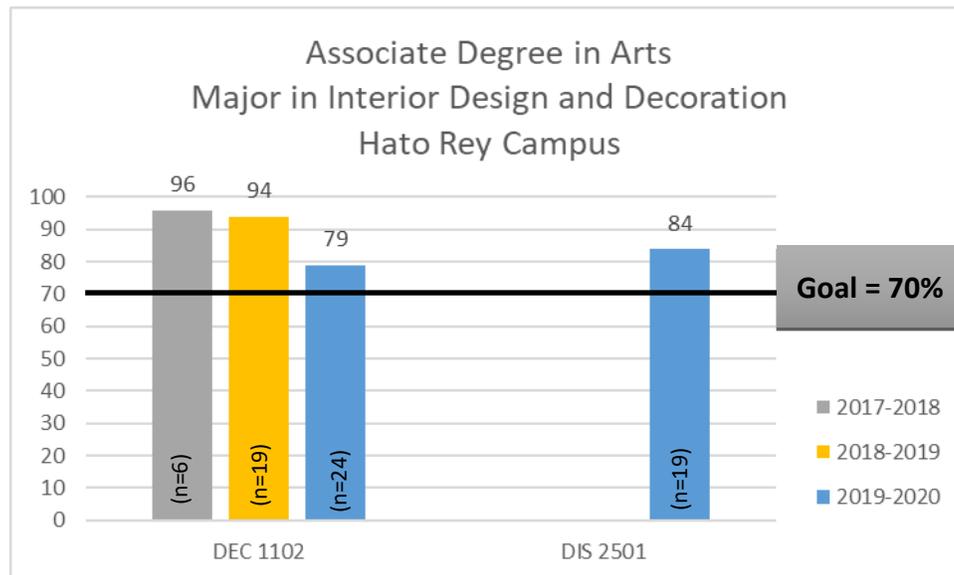
In the period of 2017-2018 students obtained a 74% and in 2019-2020 obtain 81% in initial Capstone Course DMD 1203. While in intermediate course DMD 3201 in the period 2019-2020 they obtained 81%. In the final course DMD 4005 they scored 100%. Surpassing the goal of 70%.

Closing the loop: Assessment Decisions

1. Awareness of the assessment schedule and its importance must be acquired and reported.
2. The program and assessments instruments are being reviewed.
3. Review syllabus, learning outcomes and create new rubrics.



SCHOOL OF DESIGN



Associate Degree in Arts, Major in Interior Design and Decoration Capstone Course, Hato Rey Campus

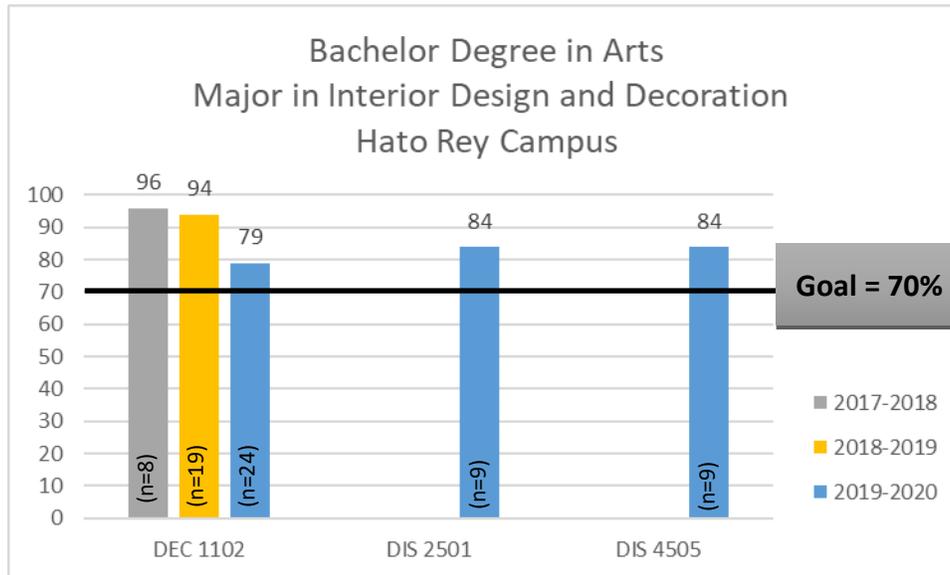
In the 2017-2018 period, students obtained 96%, in 2018-2019 94% and in 2019-2020 79%. It is observed that they have decreased. While the final course DEC 1102 obtained 84%. Exceeding the 70% goal.

Closing the loop: Assessment Decisions

1. Awareness of the assessment schedule and its importance must be acquired and reported.
2. The program and assessments instruments are being reviewed.
3. Review learning outcomes and create new rubrics.



SCHOOL OF DESIGN



Bachelor's Degree in Arts, Major in Interior Design and Decoration Capstone Course, Hato Rey Campus

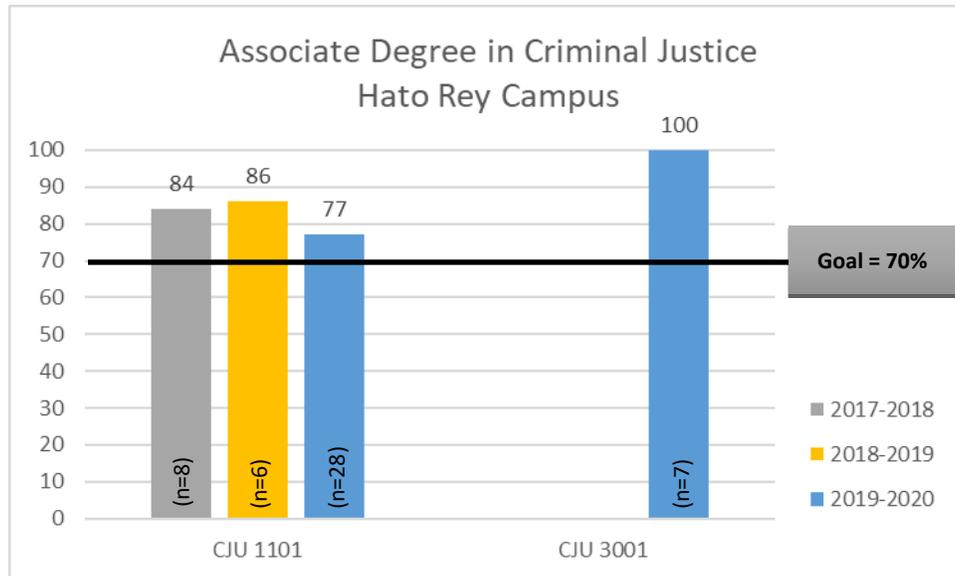
In the 2017-2018 period, students obtained 96%, in 2018-2019 a 94% and in 2019-2020 a 79% in the Capstone DEC 1102 Course. It is observed that they are decreasing. While in the intermediate course DIS 2501 in the period 2019-2020 they obtained 84% and the final course DIS 4505 obtained 84%. Exceeding the 70% goal.

Closing the loop: Assessment Decisions

1. Awareness of the assessment schedule and its importance must be acquired and reported.
2. The program and assessments instruments are being reviewed.
3. Review learning outcomes and create new rubrics.



Criminal Justice School



Associate Degree in Criminal Justice Capstone Course, Hato Rey Campus

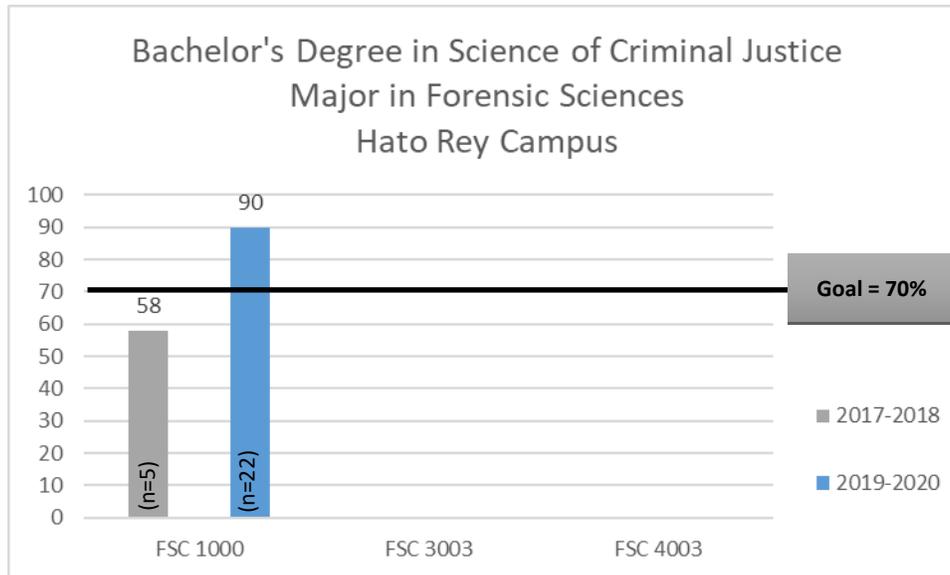
In the period of 2017-2018 students obtained an 82% and period 2018-2019 obtained 84% in the first capstone course CJU 1101. The period 2019-2020 obtained 100% in final capstone course CJU 3001.

Closing the loop: Assessment Decisions

1. The exam course CJU 1101 is based on the Criminal of Law and requires periodical revision.
2. The measuring instrument for the CJU 3001 course was developed.
3. The CJU 1101 exam was revised to update them to the new laws in Puerto Rico and the United States.



Criminal Justice School



Bachelor's Degree in Science of Criminal Justice, Major in Forensic Sciences Capstone Course, Hato Rey Campus

In the period of 2017-2018, the course FSC 1000 was offered for the first time, students obtained 58%, en el 2019-2020 obtain 90%. The first group is expected to finish in August 2020.

Closing the loop: Assessment Decisions

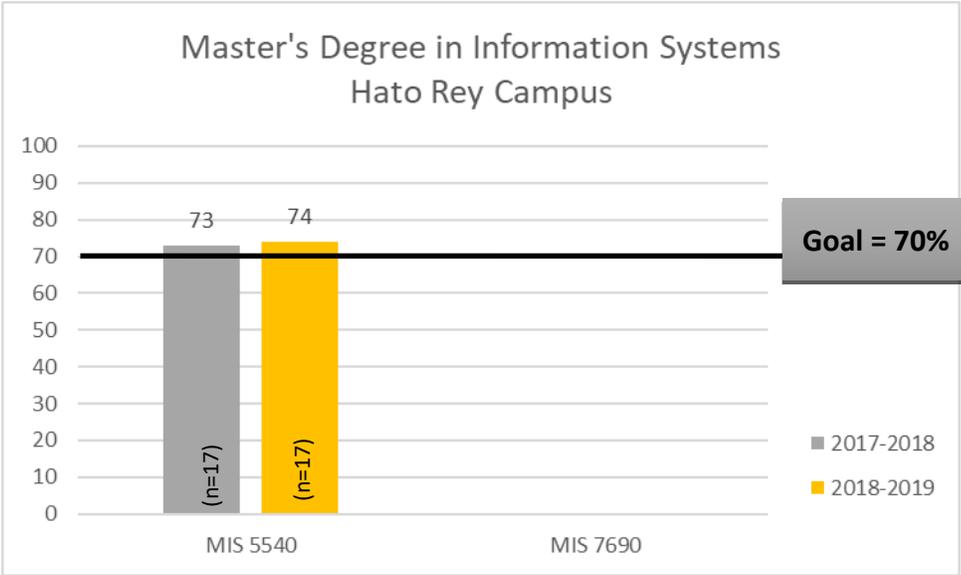
1. The measuring instrument for the FSC 3003 and FSC 4003 course was developed.
2. In order to complete their academic program, these students must carry out their internship at the Puerto Rico Institute of Forensic Sciences. Due to the COVID-19 pandemic they have not been able to conclude it.



Outcome Results

Hato Rey Campus

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



Master's Degree in Information System (MIS)

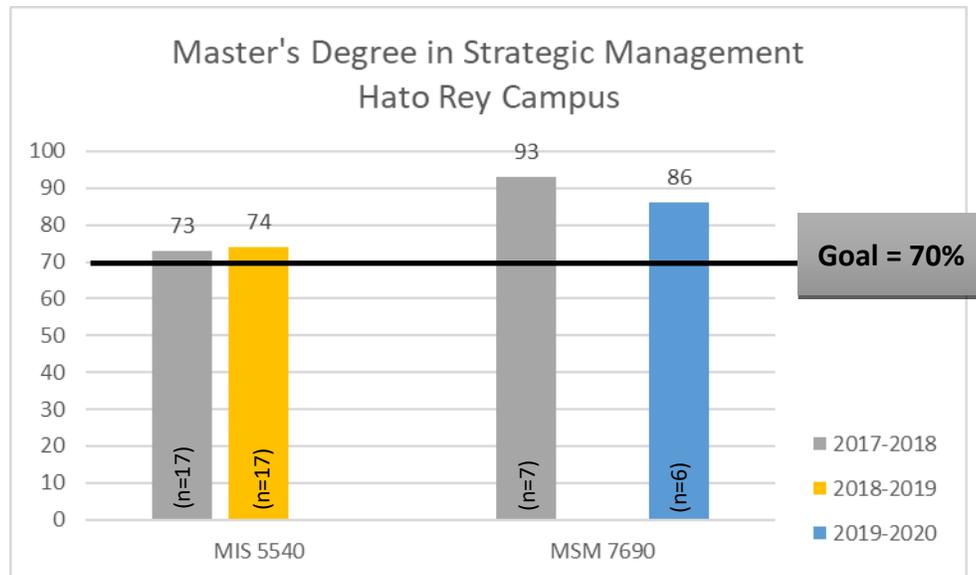
During the 2018-2019 period, students obtained 74% in the initial capstone course MIS 5540. There is no data available for the final course MIS 7690. It is expected that in the 2020-2021 period the data will be obtained.

Closing the loop: Assessment Decisions

1. A program revision is recommended to include more recent common applications, other than Word, Excel and Access.
2. In 2019 a review of syllabus.



Outcome Results Hato Rey Campus



Master's Degree in Strategic Management (MSM)

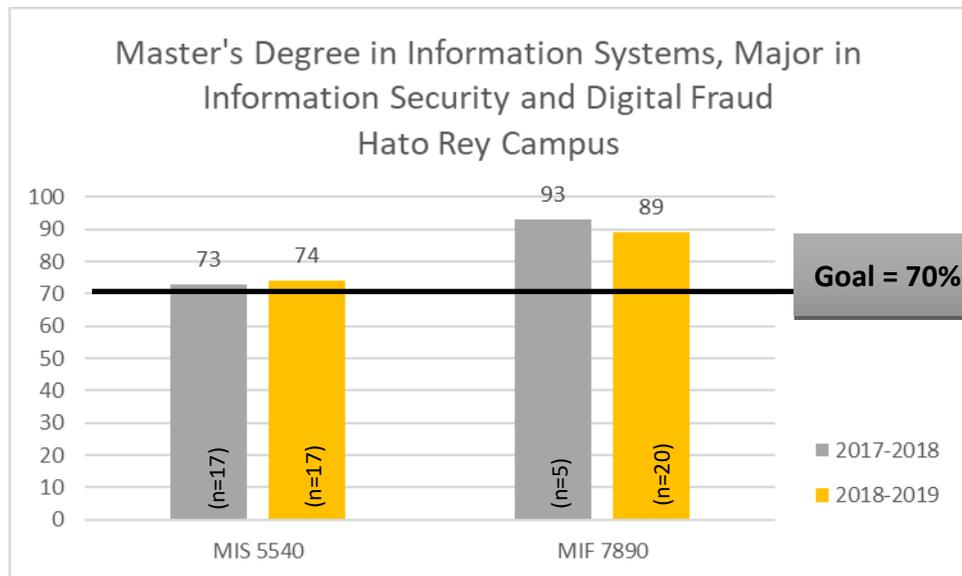
During the 2017-2018 period, students obtains 73% and 2018-2019 period 74% in the initial capstone course MIS 5540. In the final capstone course MSM 7690 students scored 95% in 2017-2018, and 86% in 2019-2020, satisfactorily meeting the established goal of 70%.

Closing the loop: Assessment Decisions

1. Improve the critical thinking and writing report skills.
2. Offer workshops in writing composition and the use of APA Manual Style in academic reports for all students beginning at the Graduated Program.
3. Review of the program began in 2019.



Outcome Results Hato Rey Campus



Master's Degree in Information Systems, Major in Security and Digital Fraud Investigation (MIF)

In the final course MIF 7890, in the 2017-2018 period they obtained 98% and in 2018-2019 89%. Surpassing the goal of 70%.

Closing the loop: Assessment Decisions

1. Offer workshops in writing composition and the use of APA Manual Style in academic reports for all freshmen students in Graduated Program.
2. This program was revised in 2018, increasing the practical component.

Hato Rey Focus Groups for Program Assessment 2016

Focus Group Master's Degree in Naturopathic Sciences



A focus group was performed to evaluate the learning experience offered in the Naturopathic Sciences program at the Hato Rey Campus with a group composed of 15 students, six (6) faculty members and seven (7) administrative members on July of 2016. The results were used in the decision-making to develop corrective and preventive actions, to promote a continuous improvement.

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

Recommendations were classified in two (2) main areas: learning and organizational structure. Within the learning (curricular) domain:

1. Increase the clinical practice time.
2. Perform clinical practice from the beginning of the program for a minimum of 200 hours, and promote practice with real patients.
3. Review the assessment methods used by faculty.
4. Offer continued educations with course such Healthy Lifestyle.
5. Review courses in terms of scope, depth and time.
6. Review the academic offer for the Summer session.

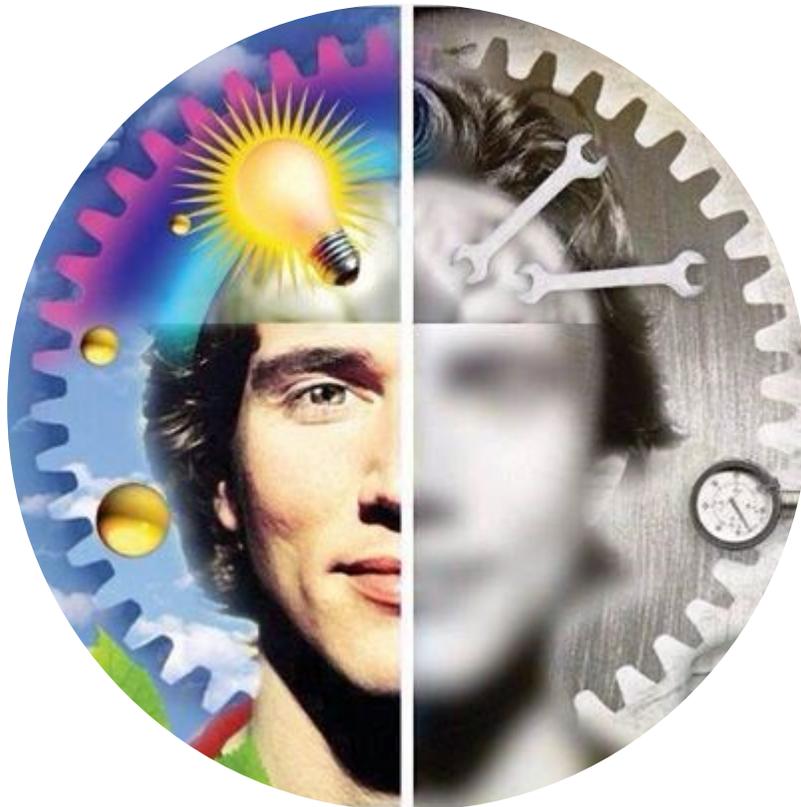
With regard to the organizational structure, emphasis was made in:

1. The creation of a space for healthy foods.
2. Schedule meetings between specialists and faculty.
3. Participation of graduated students as teaching assistants or in offering clinical services to the community.
4. Inform the academic offering with more time.
5. Development a brochure about serviced offered to the community.
6. Review the rubric used in the admissions interview.
7. Carry out different processes through digital platforms.

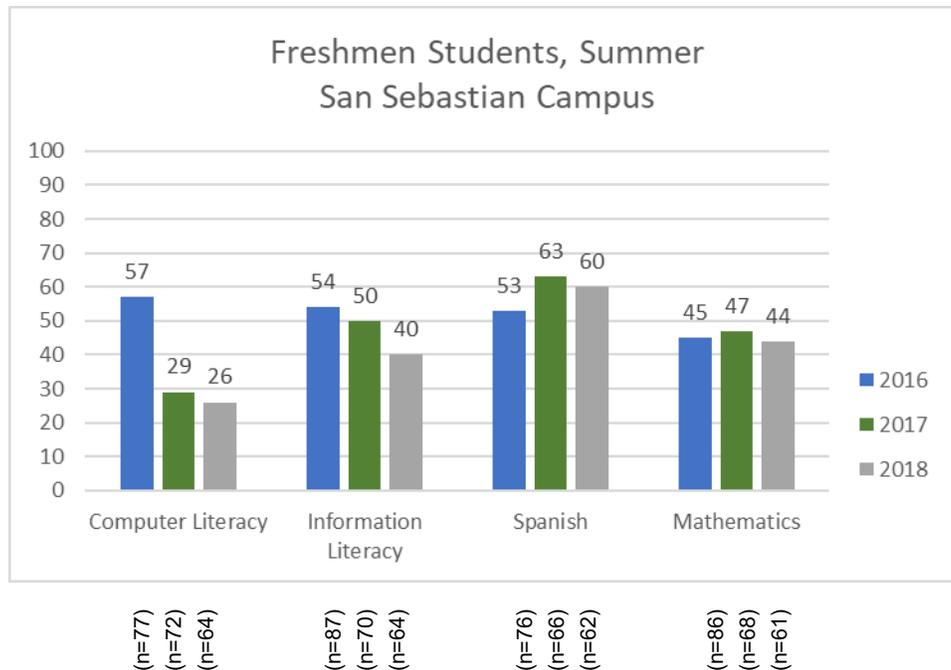
Outcomes Results

San Sebastian Campus

General Education Pre and Post Assessment



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



Pre-Test Results Analysis

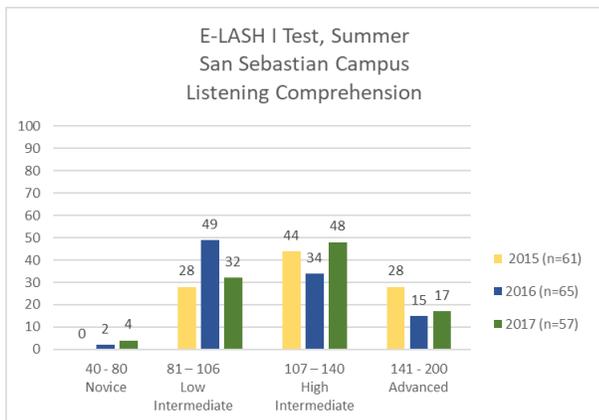
In the Computer Literacy domain students obtained a 57% in 2016, 29% in 2017 and 26% in 2018. In Information Literacy they obtained a 54% in 2016, 50% in 2017 and 40% in 2018. In the Spanish domain students obtained a 53% in 2016, 63% in 2017 and 60% in 2018. Finally in Mathematics students obtained a 45% in 2016, 47% in 2017 and 44% in 2018.

Closing the loop: Assessment Decisions

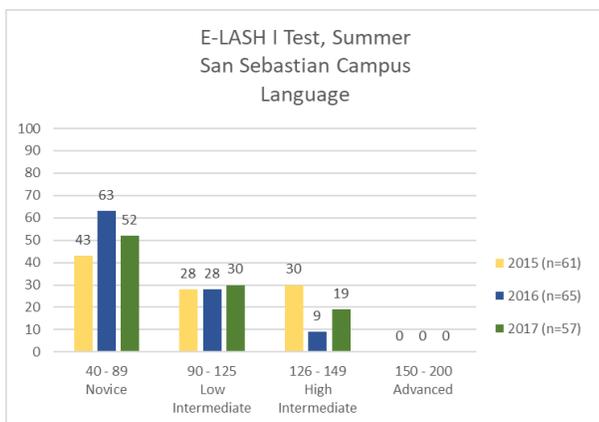
1. During this summer 2019, EDP University made the switch from Moodle to Canvas. The core current tests were in the process of being accommodated in the new Platform. It cannot be offered to new students.
2. This scores support the decision to update and strengthen the tutorial labs and the acquisition of basic skills software.
3. All student and academic services must be fully aware of this disadvantage and its implications for retention efforts in order to assure adequate institutional support for the student achieving his or her educational goal.
4. Given this information it has been projected to separate the results by program starting Summer 2016 in order to have more specific results.
5. In order to manage the results in the domain of mathematics the institution has a tutoring program (Centro de Apoyo Académico/Academic Support Center). Additional promotion of these services will be implemented in order to have students benefit from them.

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

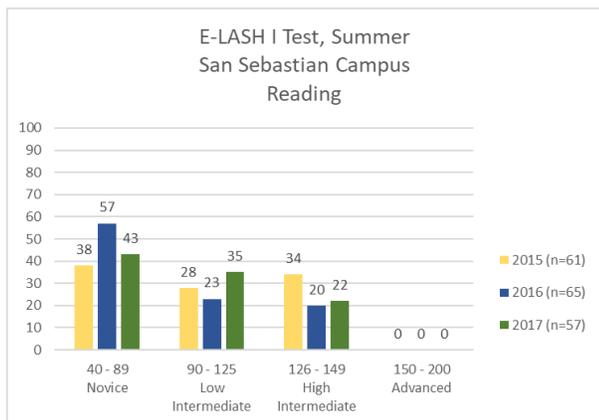
Freshmen from the San Sebastian Campus during summer 2015 (n=61); 2016 (n=65); 2017 (n=57) were assessed using the College Board Standardized ELASH, Level 1 evaluation instrument. This assessment measures English listening comprehension, reading and the use of the language.



In Listening Comprehension Examination Results demonstrate that 0% of freshman were in the novice level in 2015, 0% in 2015, 2% in 2016 and 4% in 2017. 28% of students were in the low intermediate level in 2015, 49% in 2016 and 32% in 2017. On the other hand 44% of students were in the high intermediate level in 2015, 34% in 2016 and improved to 48% in 2017. Finally in 28% of students were in the advanced level in 2015, 15% in 2016 and 17% in 2017.



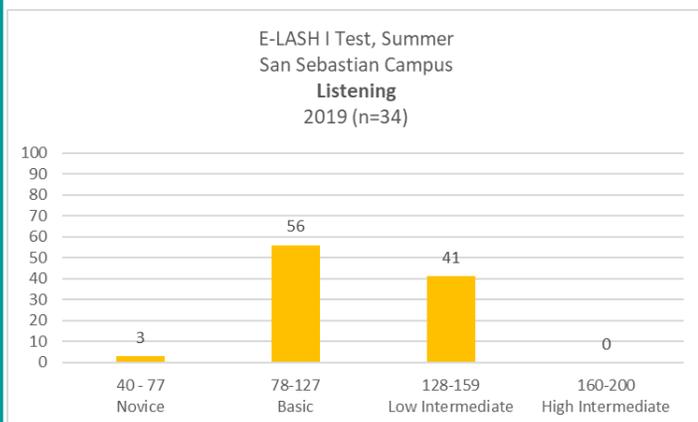
In Language Examination Results demonstrate that a 48% of freshman students were in the novice level in 2015, increasing to 63% in 2016 and 52% in 2017. A 28% of students were in the low intermediate level in 2015 and 2016, and increased to 30% and 2017. On the other hand 30% of students were in the high intermediate level in 2015, 9% in 2016 and 19% in 2017. There were no students in the advanced level.



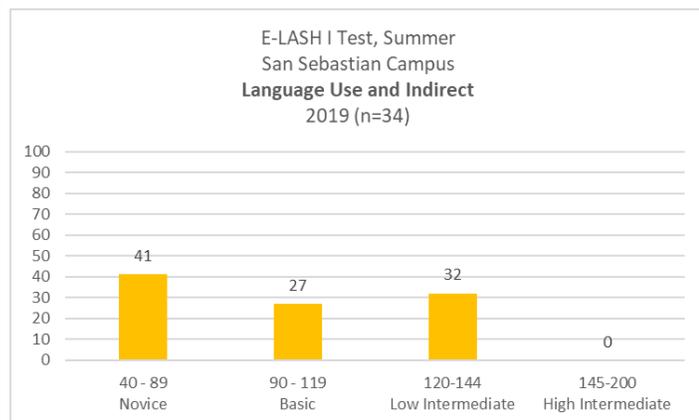
In Reading Examination Results demonstrate that 38% of freshman students were in the novice level in 2015, 57% in 2016 and 43% in 2017. A 28% of students were in the low intermediate level in 2015, 23% in 2016 and 35% in 2017. On the other hand 34% of students were in the high intermediate level in 2015, 20% in 2016 and 22% in 2017. There were no students in the advanced level.

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

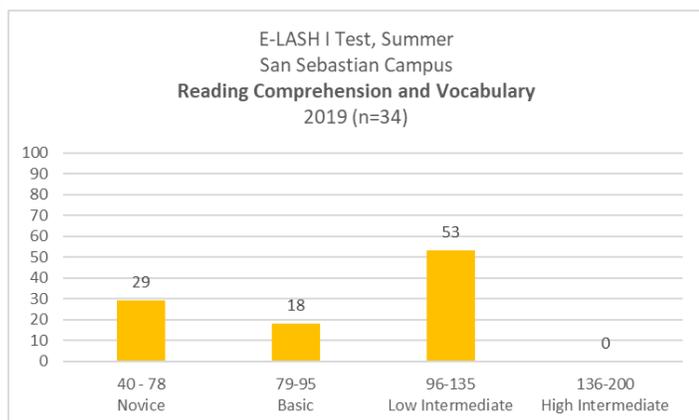
In 2018 the College Board of Puerto Rico & Latin America carried out the review of the E-LASH 1 test. This test is aligned with the Marco Común Europeo (MCE). As of June 2019 the revised test is used.



In the Listening area, 56% of the students are at the Basic level, they understand phrases, expressions and short conversations related to areas of more immediate priority, such as basic personal and family information, shopping and employment. While 41% are at the Low Intermediate level, they understand the main points and some details of standard speech in familiar matters that are regularly found in the personal, social and academic settings, including short narratives, announcements and reports. Finally, 3% are at the Novice level, these students follow a speech containing simple questions and statements. recognize cognates and concrete information, such as numbers, places, times, and days of the week, about familiar themes encountered in everyday life.



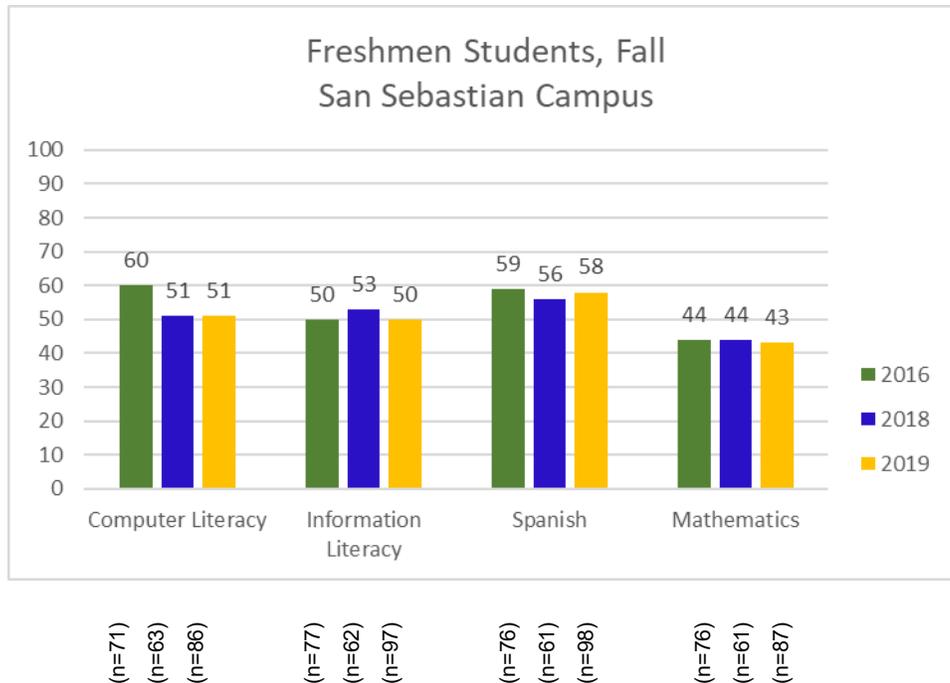
In the Language Use and Indirect area, 41% of the students are at the Novice level, use elementary grammatical structures, including simple present tense and basic determiners like "a" and "an," in short and simple sentences about the most common everyday situations. combine words into short sentences using elementary grammatical structures and very basic connectors like "and." While 32% are at the Low Intermediate level, they use various grammatical structures, including adjectives, adverbs, irregular plurals, and present progressive and future tenses, in everyday social, family, practical and leisure contexts. Finally, 27% are at the Basic level, use basic grammatical structures, including requests, information and "yes / no" questions, and simple past and future tenses with "will" and "going to", in short sentences and tips on everyday matters and in areas of more immediate need.



In the area of Reading Comprehension and Vocabulary, 53% of students are at the Low Intermediate level, using various grammatical structures, including adjectives, adverbs, irregular plurals, and present progressive and future tenses, in everyday social, family contexts, practical and leisure. While 29% are in Novice, they are those who understand basic information in very short texts and authentic materials, such as labels and notices, in common everyday situations and using simple vocabulary, starting with approximately 50 words. Finally, 18% of the students are at the Basic level, they use basic grammatical structures, including requests, information and "yes / no" questions, and simple past and future tenses with "will" and "going to", in short, simple sentences on everyday matters and in areas of more immediate need.

* For more information, you can download the report provided by the College Board of Puerto Rico and Latin America: <https://latam.collegeboard.org/wp-content/uploads/2018/06/Resumen-ejecutivo-del-informe-final-de-la-alineaci%C3%B3n-con-el-MCE.pdf>

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



Pre-Test Results Analysis

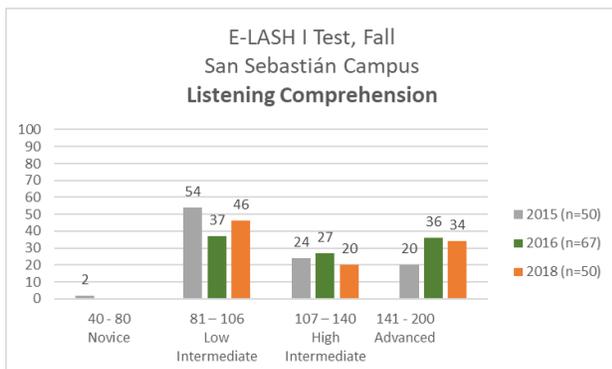
In the Computer Competence domain, students obtained 60% and 51% in 2018 and 2019. In Information Competence they obtained 50% in 2016, 53% in 2018, and 50% in 2019. In the Spanish domain, the Students obtained 59% in 2016, 56% in 2018 and 58% in 2019. Finally in Mathematics they obtained 44% in 2016 and 2018 and 43% in 2019.

Closing the loop: Assessment Decisions

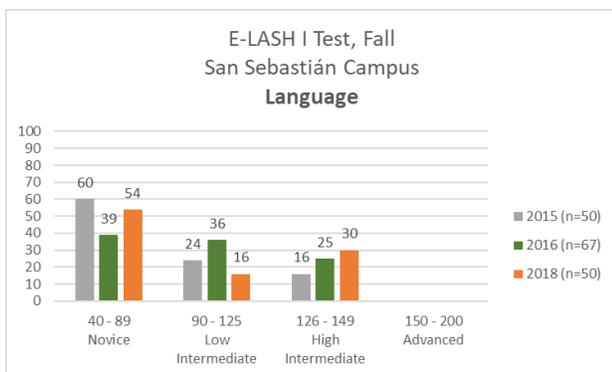
1. This scores support the decision to update and strengthen the tutorial labs and the acquisition of basic skills software.
2. Revise the Information Literacy exam.

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

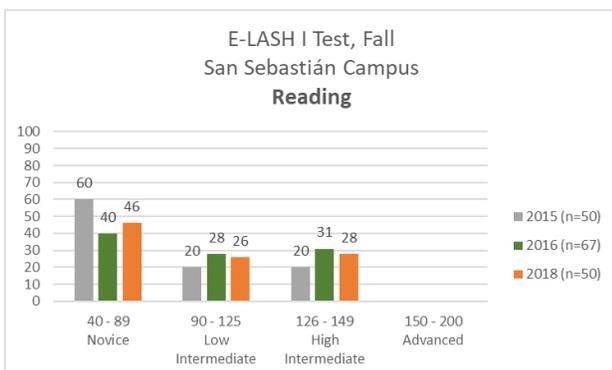
Freshmen students from the San Sebastian Campus during September 2012 (n=112); 2013 (n=151); and, 2015 (n=50) were assessed using the College Board Standardized ELASH, Level 1 evaluation instrument. This assessment measures English listening comprehension, reading and the use of the language.



In Listening Comprehension examination results demonstrate that 46% of freshman were in the Low Intermediate level in 2018, 37% in 2016 and 54% in 2015. A 20% of students were in the low intermediate level in 2018, 27% in 2016 and 24% in 2015. On the other hand 34% of students were in the advanced level in 2018, 36% in 2016 and 20% in 2015. According to College Board the low intermediate level students are able to understand the general idea of slightly longer discourse on familiar subjects.



Language examination results demonstrate that 54% of freshman were in the novice level in 2018, 39% in 2016 and 60% in 2015. A 16% of students were in the low intermediate level in 2018, 36% in 2016 and 24% in 2015. On the other hand 30% of students were in the high intermediate level in 2018, a 25% in 2016 and 16% in 2015. According to the College Board students in the novice level use basic grammatical structure including but not limited to affirmative, (yes/no) question and negative word order, present and past verb tenses; subjects and object pronouns, and are also able to combine words and phrases into acceptable English sentences.



The Reading examination results demonstrate that 46% of freshman were in the novice level in 2018, 40% in 2016 and 60% in 2015. A 26% of students were in the low intermediate level in 2018, 28% in 2016 and decreased to 20% in 2015. On the other hand 28% of students were in the high intermediate level in 2018, 31% in 2016 and 20% in 2015. According to the College Board students in the novice level are able to locate basic information and understand high frequency vocabulary.

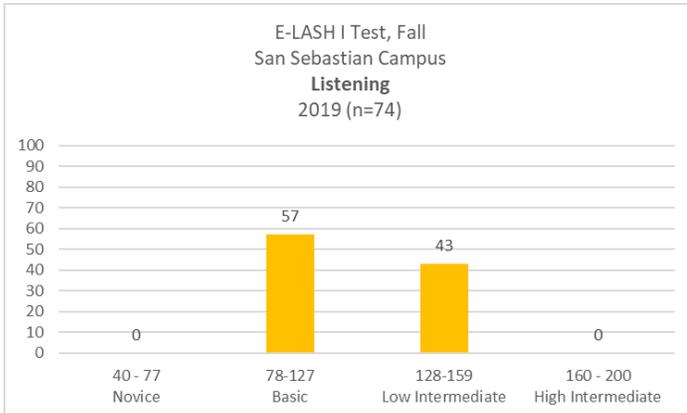
General Education Core Competencies

E-LASH I

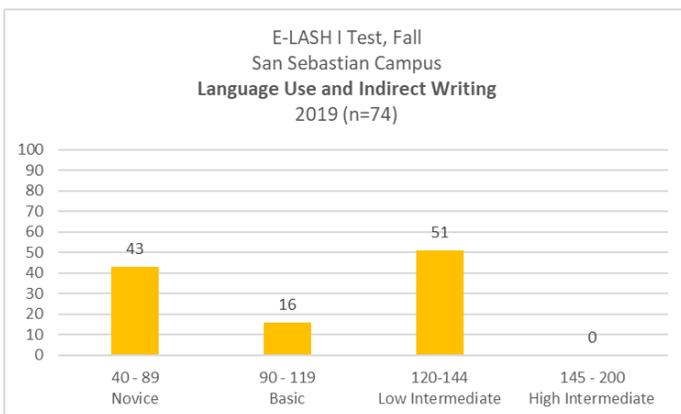
Pre Test Results and Analysis

San Sebastian Campus Fall

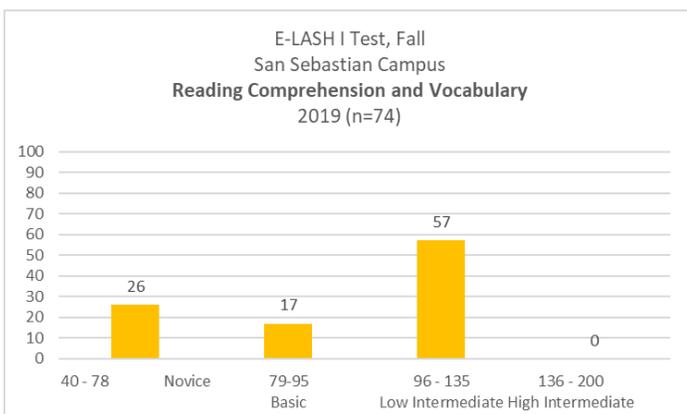
In 2018 the College Board of Puerto Rico & Latin America carried out the review of the E-LASH 1 test. This test is aligned with the Marco Común Europeo (MCE). As of June 2019 the revised test is used.



In the Listening area, 57% of the students are at the Basic level. Understand phrases, expressions, and short conversations related to areas of more immediate priority, such as basic personal and family information, shopping, and employment. While 43% are at the Low Intermediate level, where they understand the main points and some details of standard speech in familiar matters that are regularly found in the personal, social and academic environments, which include short narratives, announcements and reports.



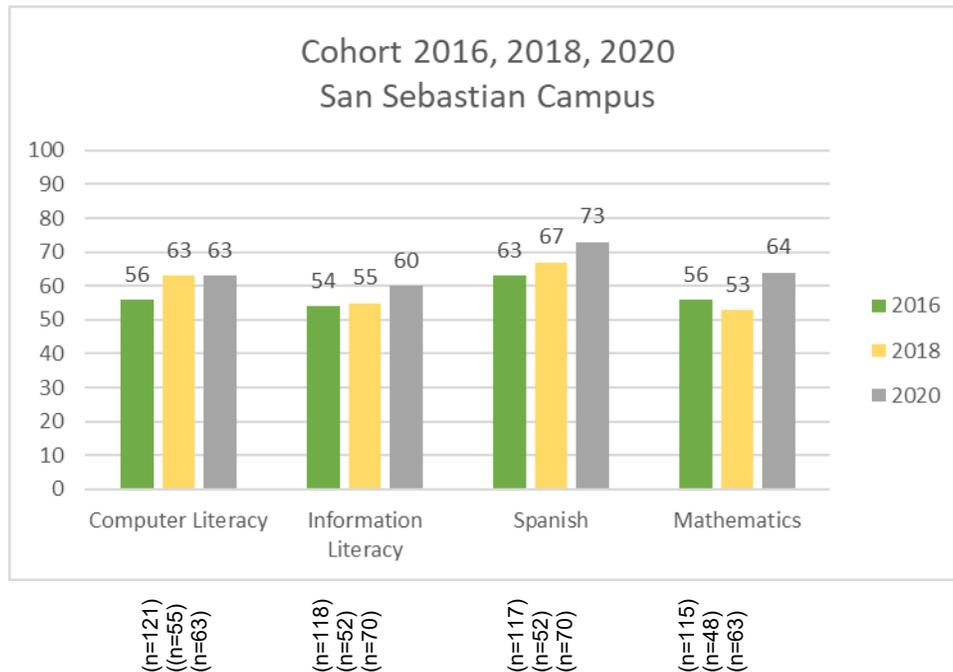
In the area of Language Use and Indirect Writing, 51% of the students are at the Low Intermediate level, where they use various grammatical structures, including adjectives, adverbs, irregular plurals, and present progressive and future tenses, in everyday social and family contexts, practical and leisure. While 43% are at the Novice level, they can locate basic information in very short texts and authentic materials, such as labels and notices, in common everyday situations and using simple vocabulary, starting with approximately 50 words. Finally, 16% of the students are at the Basic level, using basic grammatical structures, including requests, information and "yes / no" questions, and simple past and future tenses with "will" and "going to", in sentences short and simple about everyday matters and in areas of more immediate need. Improve basic sentences and combine groups of words into short sentences that use basic grammatical structures and simple connectors such as "and", "but" and "why".



In the area of Reading Comprehension and Vocabulary, 57% of students are at the Low Intermediate level, using locate specific information, identify main ideas, distinguish between fact and opinion, and draw conclusions in straightforward factual texts, short narratives, and everyday materials of approximately 280 words containing mostly familiar vocabulary. While 26% are in Novice, use basic information in very short texts and authentic materials, such as labels and notices, in common everyday situations and using simple vocabulary, beginning with approximately 50 words. Finally, 17% of the students are at the Basic level, they use basic information and identify main ideas in short, simple textsof around 150 words containing high-frequency vocabulary and in everyday materials, such as signs, labels, instructions, timetables, and notices.

* For more information, you can download the report provided by the College Board of Puerto Rico and Latin America: <https://latam.collegeboard.org/wp-content/uploads/2018/06/Resumen-ejecutivo-del-informe-final-de-la-alineaci%C3%B3n-con-el-MCE.pdf>

General Education Core Competencies Post Test Results and Analysis San Sebastian Campus



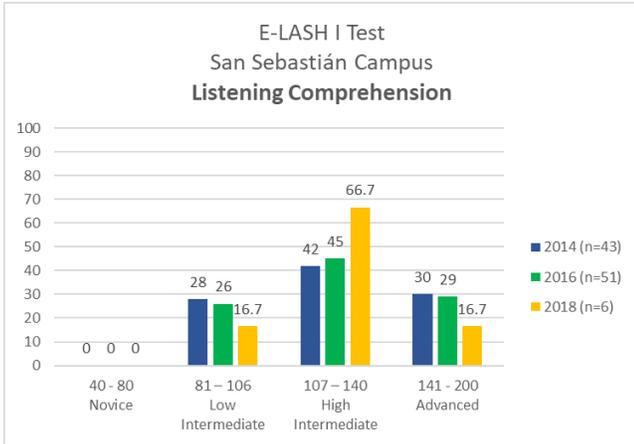
Post-Test Results Analysis

In the basic competences evaluated, in 2020 the results show an increase in the areas of Information Literacy with 60%, Spanish 73% and Mathematics 64%, compared to the cohorts of 2018 and 2016. While in the area of Computer Literacy they remained the same at 63%, in cohort with the 2018 cohort.

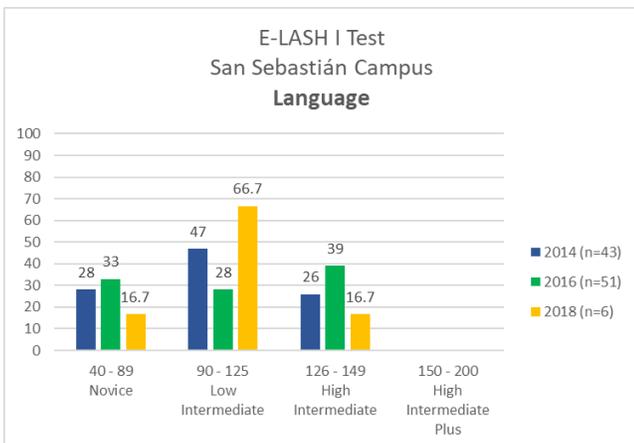
Closing the loop: Assessment Decisions

1. Created the 3 Force Project: the project to Strengthen Opportunities, Strengthening Capacities and Equality collects conceptually and philosophically the treatment that will be used to reduce the lag of students in areas of Spanish, English and mathematics. The project is divided into the following domains:
 - a. Command of Spanish (in process): focused on reading comprehension.
 - b. Mastery of Mathematics: improve students' basic math skills, using the *EducoSoft* platform as a tool.
 - c. Proficiency in English: competence in oral communication for specific purposes.

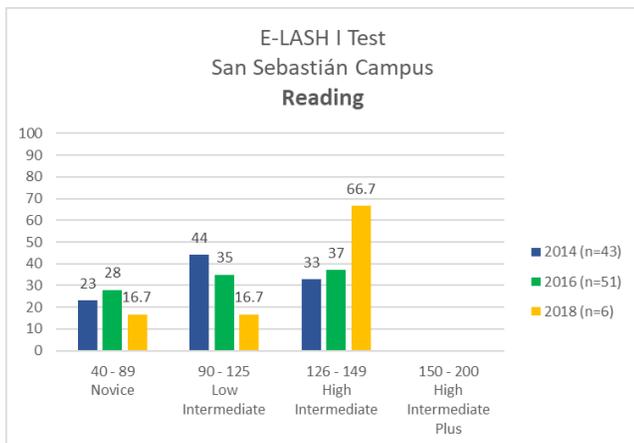
General Education English Assessment ELASH Post Test Results San Sebastian Campus



In Listening Comprehension examination results demonstrate that 66.7% of students were in the high intermediate level in 2018. A 16.7% of students were in the low intermediate level in 2018. On the other hand 16.7% of students were in the high advanced level in 2018. According to College Board the high intermediate level students are able to understand the main idea and details of longer and more complex discourse beyond the immediacy of the situation.

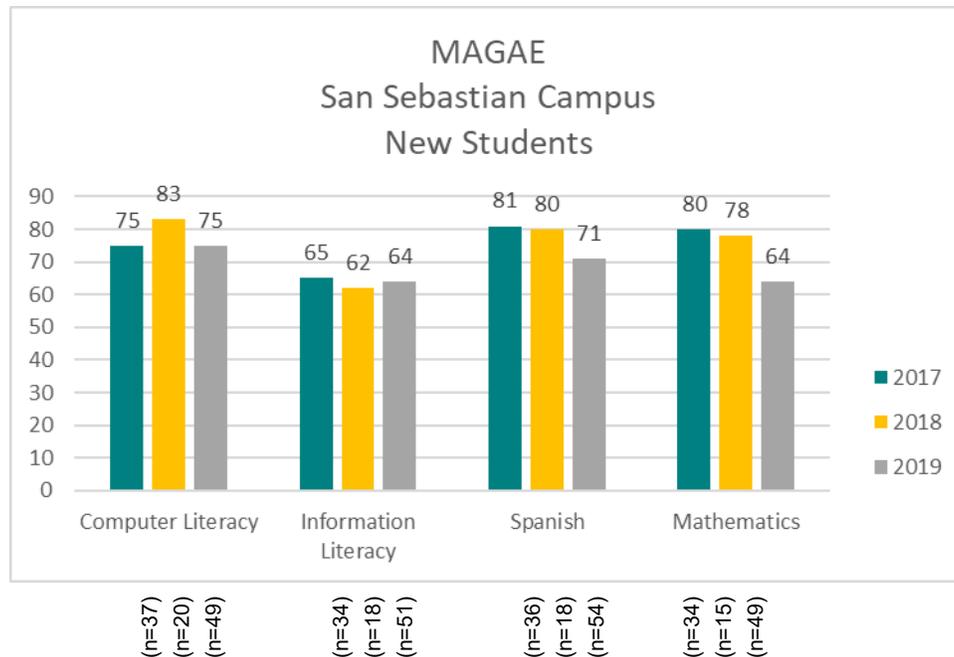


Language examination results demonstrate that 66.7% of students were in the low intermediate level in 2018. A 16.7% of students were in the novice level in 2018. On the other hand 16.7% of students were in the high intermediate level in 2018. According to College Board the low intermediate level students are able to use skills in novice and low intermediate stages with identify main ideas, distinguish between fact and opinion, draw conclusions.



Reading Examination Results demonstrate that 66.7% of students were in the high intermediate level in 2018, increasing to 237% in 2016 and 33% in 2014. A 16.7% of students were in the low intermediate and novice level. According to College Board the high intermediate level students are able to use skills in novice and low intermediate stages with reasonable accuracy and little effort.

General Education Core Competencies Results MAGAE San Sebastian Campus



Pre-Test Results Analysis

Pre-Test Results Analysis

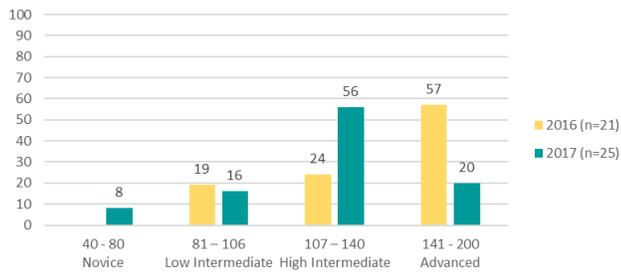
In 2019 the Computer Literacy domain students obtained an 75% in 2017, 83% in 2018, and 75% in 2019. In Information Literacy they obtained a 65% in 2017, 62% in 2018, and 64% in 2019. In the Spanish domain students obtained a 81% in 2017, 80% in 2018, and 71% in 2019. Finally in Mathematics a consistent observed from 80% in 2017, 78% in 2018, and 64% in 2019.

Closing the loop: Assessment Decisions

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

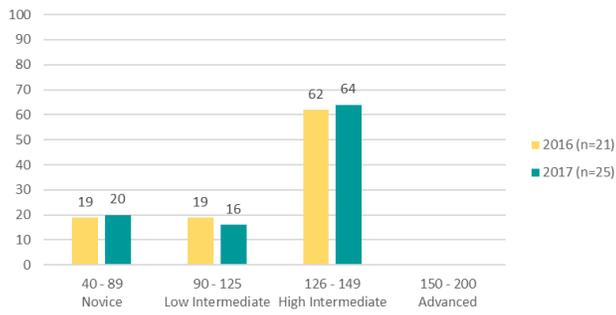
General Education English Assessment ELASH Pre-Test Results San Sebastian Campus MAGAE

E-LASH I Test, Summer
San Sebastian Campus
MAGAE - New Students
Listening Comprehension



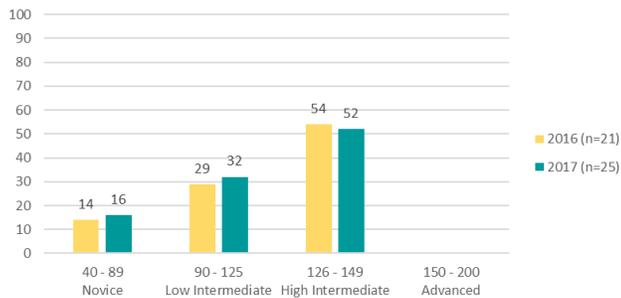
Listening Comprehension Examination Results for MAGAE demonstrate that there were no students in the novice level. A 20% of students were in the low intermediate level in 2016, and 38% in 2017. On the other hand 20% of students were in the high intermediate level in 2016, increasing to 50% in 2017. Finally 60% of students were in the advanced level in 2016 decreasing to 13% in 2017. According to College Board the high intermediate level students are able to understand the main idea and details of longer and more complex discourse beyond the immediacy of the situation.

E-LASH I Test, Summer
San Sebastian Campus
MAGAE - New Students
Language



Language Examination Results for MAGAE demonstrate that there were no students in the novice level. A 20% of students were in the low intermediate level in 2016, and 44% in 2017. On the other hand 40% of students were in the high intermediate level in 2016, increasing to 44% in 2017. Finally 40% of students were in the advanced level in 2016 decreasing to 13% in 2017. According to College Board the high intermediate level students are able to use skills in novice and low intermediate stages with reasonable accuracy and little effort.

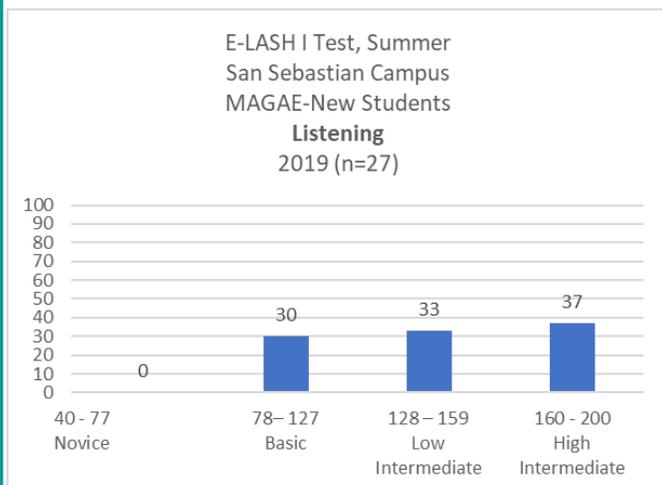
E-LASH I Test, Summer
San Sebastian Campus
MAGAE - New Students
Reading



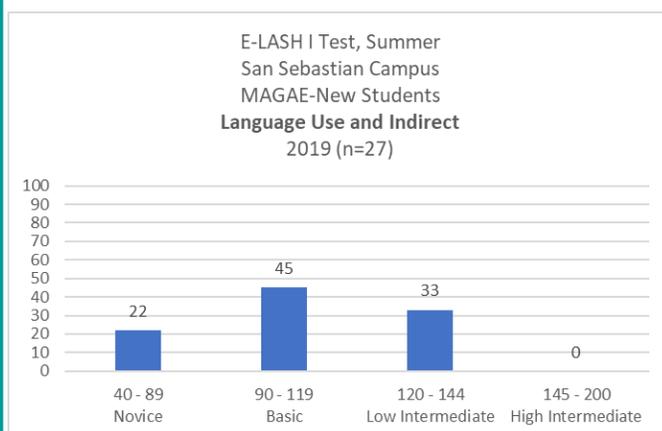
Reading Examination Results for MAGAE demonstrate that there were no students in the novice level. A 20% of students were in the low intermediate level in 2016, and 44% in 2017. On the other hand 40% of students were in the high intermediate level in 2016, decreasing to 31% in 2017. Finally 40% of students were in the advanced level in 2016 decreasing to 19% in 2017. According to College Board the low intermediate level students are able to identify main ideas, distinguish between fact and opinion, draw conclusions, and understand vocabulary presented on a variety of topics.

General Education English Assessment ELASH Pre-Test Results San Sebastian Campus MAGAE

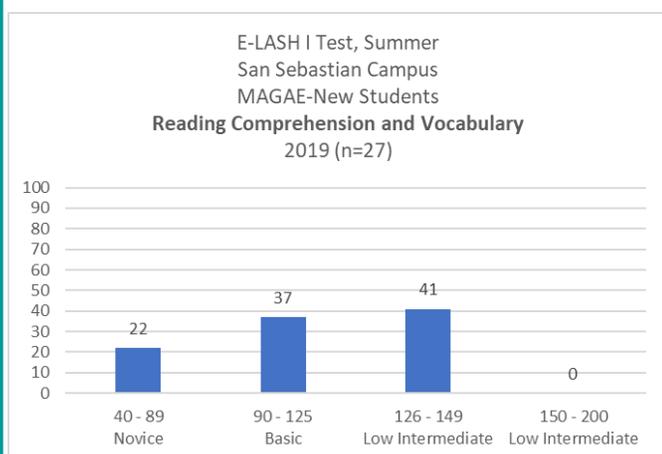
In 2018 the College Board of Puerto Rico & Latin America carried out the review of the E-LASH 1 test. This test is aligned with the Marco Común Europeo (MCE). As of June 2019 the revised test is used.



In the area of Listening, 37% of the students are at the High Intermediate level, which means that they understand standard speech in adequate listening conditions in both familiar topics and some unknown subjects that are normally found at work in related, social environments and academics. While 33% are at the Low Intermediate level, they understand the main points and some details of standard speech in familiar matters that are regularly found in personal, social, and academic settings, including short narratives, announcements, and reports. Finally, 30% are at the Basic level, which comprise phrases, expressions and short conversations related to areas of more immediate priority, such as basic personal and family information, shopping and employment.



In the Language Use and Indirect area, 45% of the students are at the Basic level, using basic grammatical structures, including prompts, information and "yes / no" questions, and simple past and future tenses with "will" and "going to", in short, simple sentences about everyday matters and in areas of more immediate need. While 33% are at the Low Intermediate level, they use various grammatical structures, including adjectives, adverbs, irregular plurals, and present progressive and future tenses, in everyday social, family, practical and leisure contexts. Finally, 22% are at the Novice level, identifying basic information in very short texts and authentic materials, such as labels and notices, in common everyday situations and using simple vocabulary, starting with approximately 50 words.

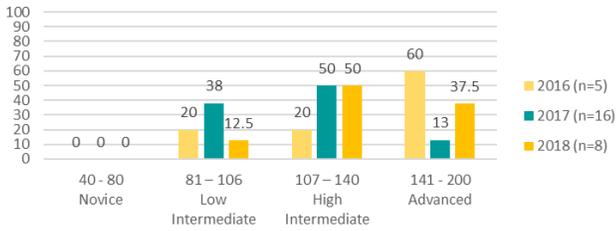


In the area of Reading Comprehension and Vocabulary, 41% of students are at the Low Intermediate level, they understand specific information, identify main ideas, distinguish between facts and opinions, and draw conclusions in a simple and factual way texts, short stories and everyday materials of approximately 280 words that contain mostly familiar vocabulary. Meanwhile, 37% of students are at the Basic level, they understand basic information and identify main ideas in short and simple texts of around 150 words that contain high frequency vocabulary and in everyday materials, such as posters, labels, instructions, schedules, and notices. Finally, 22% are at the Novice level, understand basic information in very short texts and authentic materials, such as labels and notices, in common everyday situations and using simple vocabulary, starting with approximately 50 words.

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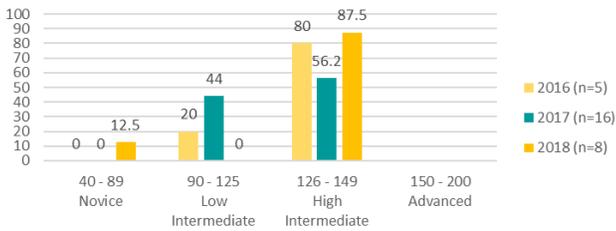
General Education English Assessment ELASH Post-Test Results San Sebastian Campus MAGAE

E-LASH I Test, Summer
San Sebastian Campus
MAGAE - Cohort
Listening Comprehension



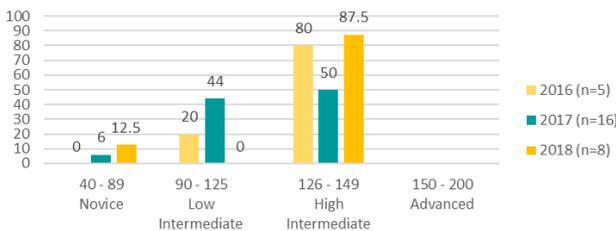
Listening Comprehension Examination Results for MAGAE demonstrate that there were no students in the novice level. A 50% of students were in the high intermediate level in 2018. On the other hand 37.5% of students were in the advanced level in 2018. Finally 12.5% of students were in the novice level in 2018. According to College Board the high intermediate level students are able to understand the main idea and details of longer and more complex discourse beyond the immediacy of the situation.

ELASH I Test, Summer
San Sebastian Campus
MAGAE - Cohort
Language



Language examination results for MAGAE demonstrate that 12.5% in 2018 the novice level. A 0% of students were in the low intermediate level in 2018. On the other hand 87.5% of students were in the high intermediate level in 2018. According to College Board the high intermediate level students are able to use skills in novice and low intermediate stages with reasonable accuracy and little effort.

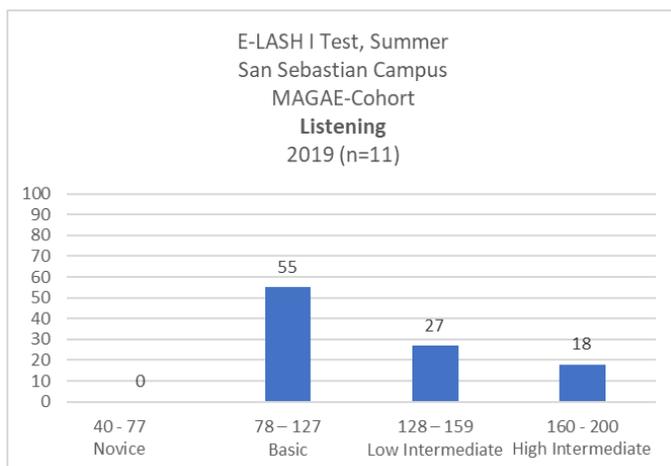
E-LASH I Tes, Summer
San Sebastian Campus
MAGAE - Cohort
Reading



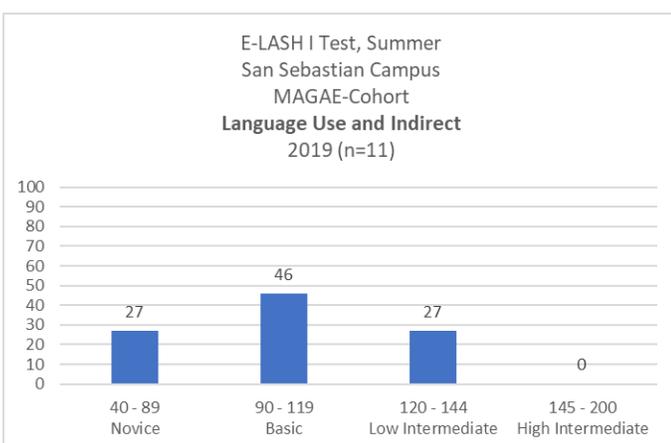
Reading examination results for MAGAE demonstrate that there were 12.5% students in the novice level in 2018. A 0% of students were in the low intermediate level in 2018. Finally 87.5% of students were in the advanced level in 2018. According to College Board the high intermediate level students are able to novice and low intermediate stages with reasonable accuracy and little effort.

General Education English Assessment ELASH Post-Test Results San Sebastian Campus MAGAE

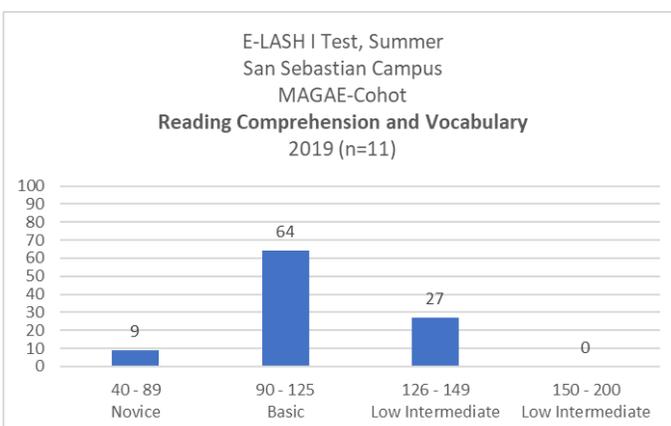
In 2018 the College Board of Puerto Rico & Latin America carried out the review of the E-LASH 1 test. This test is aligned with the Marco Común Europeo (MCE). As of June 2019 the revised test is used.



In the area of Listening, 55% are at the Basic level, they understand the main ideas and details of complex speech in concrete and abstract topics presented in a standard dialect, as well as arguments in which the topic is reasonably familiar, and the address of the talk is marked with explicit markers. While 27% are at the Low Intermediate level, they understand the main points and some details of standard speech in familiar matters that are regularly found in the personal, social and academic settings, including short narratives, announcements and reports. Finally, 18% are at the High Intermediate level, where they understand the main ideas and details of complex speech in concrete and abstract topics presented in a standard dialect, as well as arguments in which the topic is reasonably familiar, and the Address of the talk is marked with explicit markers.

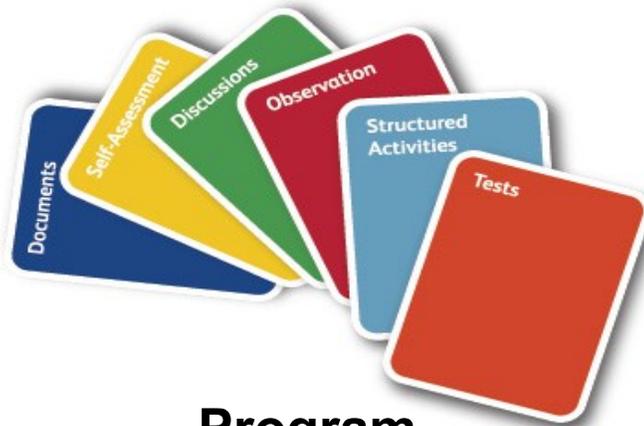


In the Language Use and Indirect area, 46% of the students are in Basic, they use basic grammatical structures, including prompts, information and "yes / no" questions, and simple past and future tenses with "will" and "going to", in short, simple sentences about everyday matters and in areas of more immediate need. While the Novice and Low Intermediate levels have 27% of the students. In Novice students identify basic information in very short texts and authentic materials, such as labels and signs, in common everyday situations and using simple vocabulary, starting with approximately 50 words. In Low Intermediate, they use various grammatical structures, including adjectives, adverbs, irregular plurals, and present progressive and future tenses, in everyday social, family, practical, and leisure contexts.



In the Reading Comprehension and Vocabulary area, 64% of the students are at the Basic level, they understand basic information and identify main ideas in short and simple texts of around 150 words that contain high-frequency vocabulary and in everyday materials, such as posters, labels, instructions, schedules, and notices. While 27% of them are at the Low Intermediate level, they include locating specific information, identifying main ideas, distinguishing between facts and opinions, and drawing conclusions in a simple and factual way from texts, short stories and everyday materials of approximately 280 words that contain mostly familiar vocabulary. Finally, at the Novice level, they understand basic information in very short texts and authentic materials, such as labels and notices, in common everyday situations and using simple vocabulary, starting with approximately 50 words.

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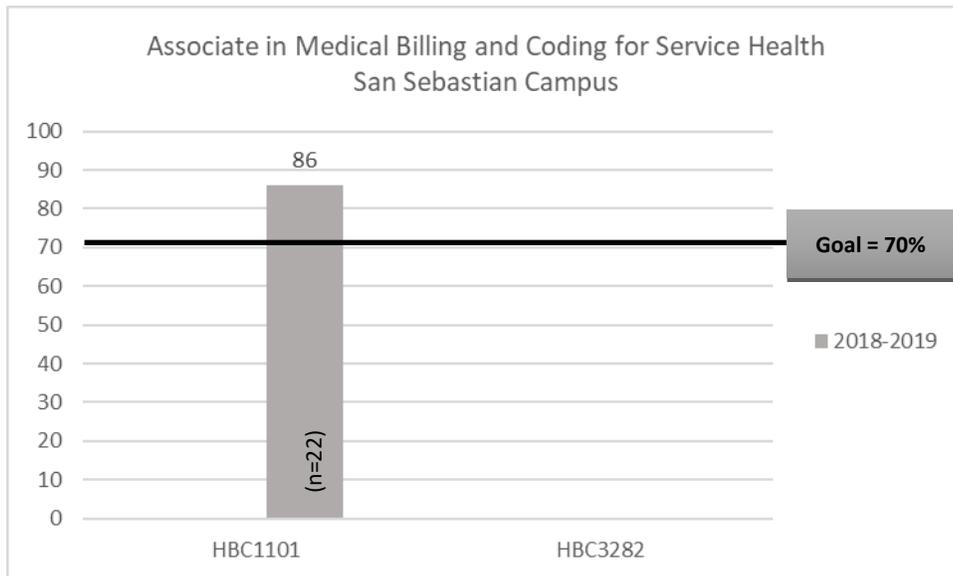
Program

Assessment Outcome Results

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

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

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

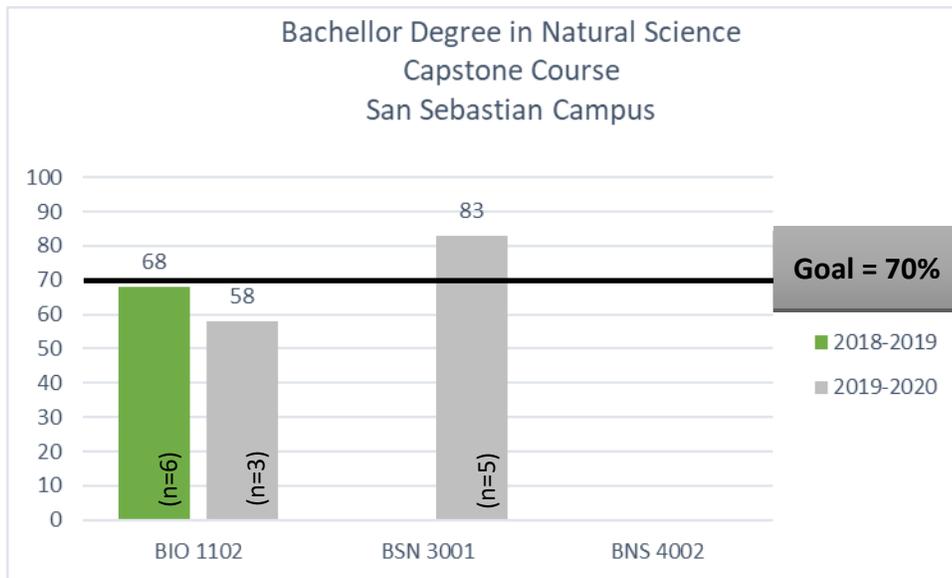


**Associate Degree in Medical Billing and Coding for Service Health
Capstone Course, San Sebastian Campus**

It is the first time that the appraisal is offered in this program. In 2018-2019, students scored 86% on the Capstone course HBC 1101.

Closing the loop: Assessment Decisions

1. During August-December 2020 the first group is expected to conclude.



Bachelor's Degree in Natural Sciences Capstone Course, San Sebastian Campus

In the period of 2018-2019 students obtained a 68% in Capstone Course BIO 1102.

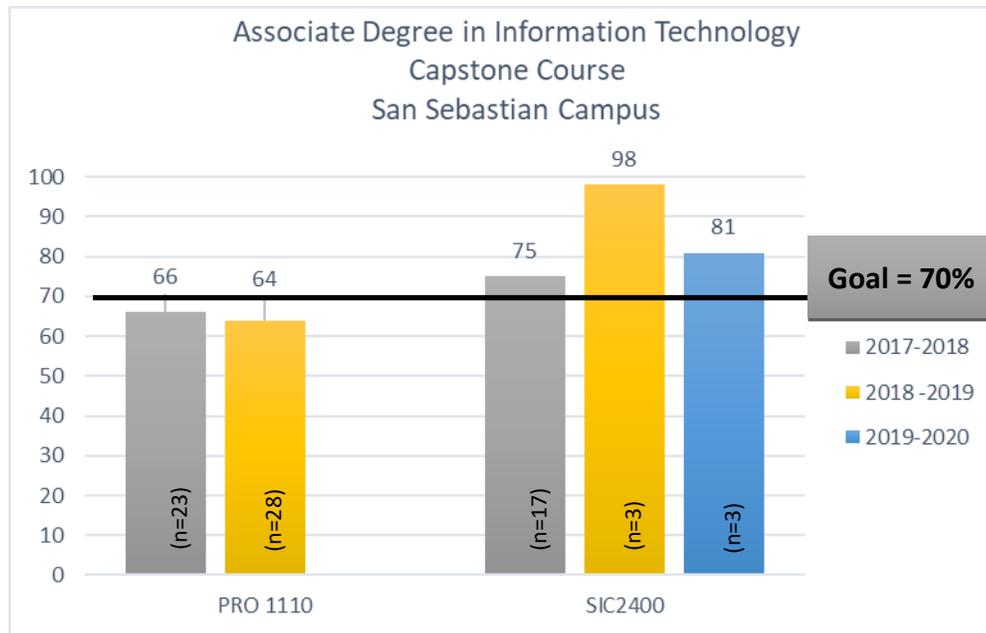
While in the intermediate Capstone Course BSN 3001, in 2019-2020 they exceeded the established goal of 70%.

Closing the loop: Assessment Decisions

1. The initial capstone course tests and the intermediate capstone course rubric were created.



SCHOOL OF TECHNOLOGY



Associate Degree in Information Technology Capstone Course, San Sebastian Campus

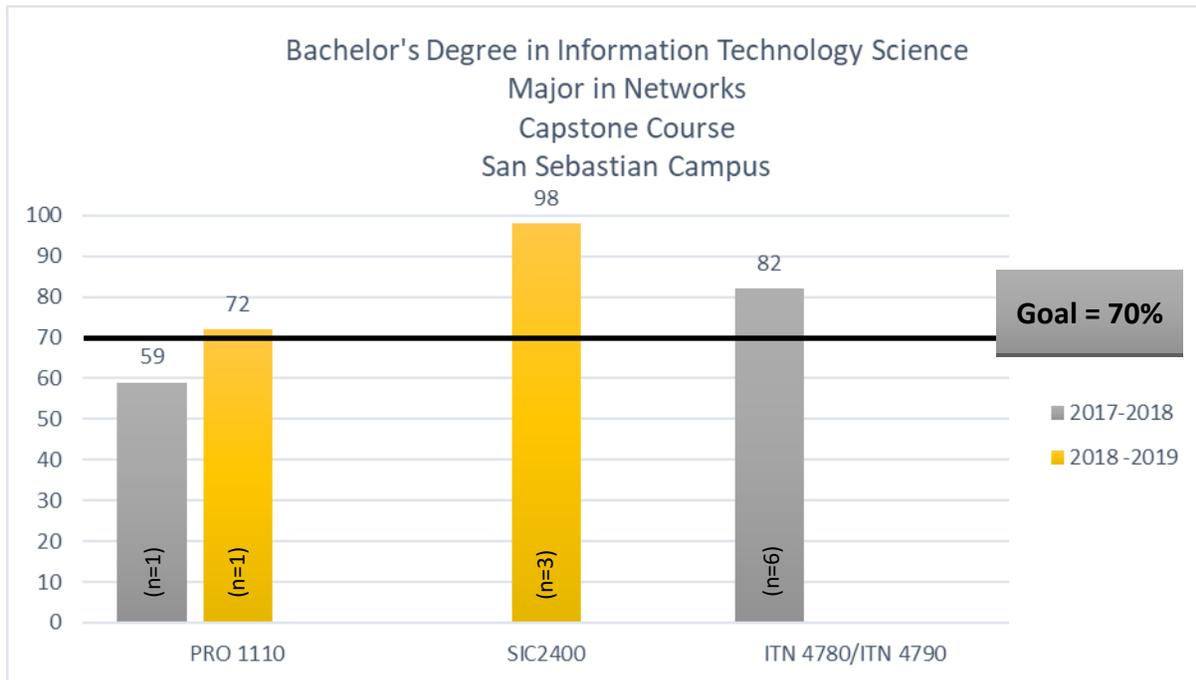
In the period of 2017-2018 students obtained a 66% in Capstone Course PRO 1110. But in the period of 2018-2019 decrease significantly to 64%. While in the final course SIC 2400, in 2017-2018 and 2018-2019 they exceeded the established goal of 70%.

Closing the loop: Assessment Decisions

1. The intermediate course ITP 2340-Programming for Mobile Device II, was reviewed by the Directors and it was decided to change it to SIC 2400-Databases.
2. A total revision of the program was made in 2015, changing courses and program name from Associate Degree in Computer Programming to Associate Degree in Information Technology. Also, 71 credits and now has 64.
3. In 2018, the online program was created.



SCHOOL OF TECHNOLOGY



Bachelor's Degree in Information Technology Science Major in Networks Capstone Courses, San Sebastian Campus

In the period of 2017-2018 students obtained a 59% in Capstone Course PRO 1110. In the period of 2018-2019 increase in 72%.

While in the intermediate course SIC 2400, in 2018-2019 they exceeded the established goal of 70%.

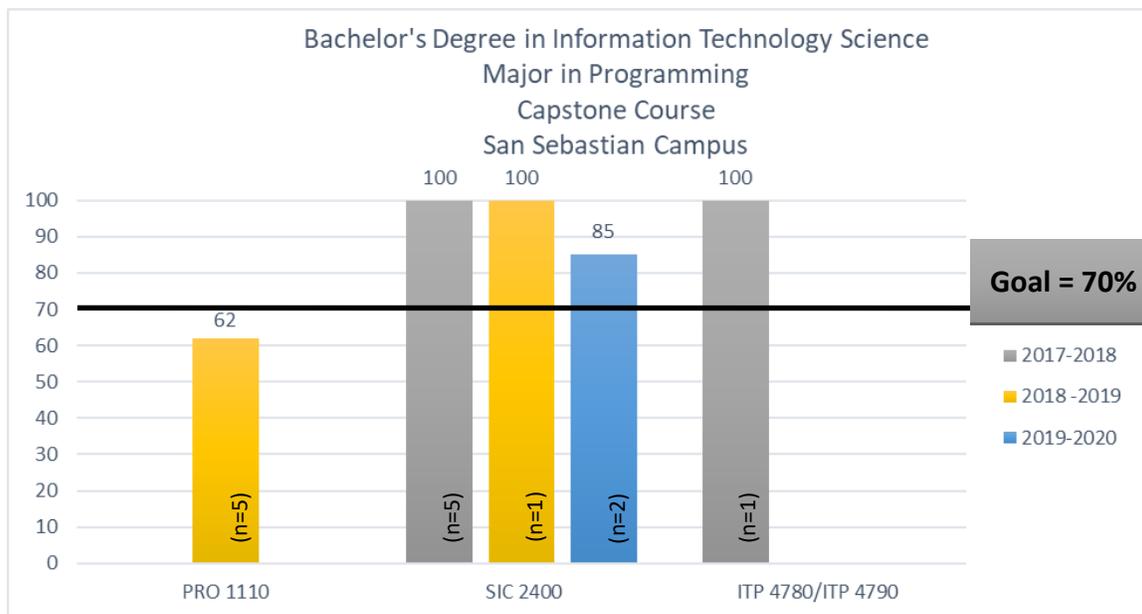
While in the final Capstone Course ITN 4780 / ITN 4790, in 2017-2018 they exceeded the established goal of 70%.

Closing the loop: Assessment Decisions

1. A total revision of the program was made in 2015, changing courses and program name from Bachelor's Degree in Information Systems, Major in Networks to Bachelor's Degree in Information Technology Science, Major in Networks. Also, 121 credits and now has 119.
2. Since 2015 the practical component has been increased.
3. In 2018, the online program was created.
4. The intermediate course ITP 2340-Programming for Mobile Device II, was reviewed by the Directors and it was decided to change it to SIC 2400-Databases.



SCHOOL OF TECHNOLOGY



Bachelor's Degree in Information Technology Science Major in Programming Capstone Course, San Sebastian Campus

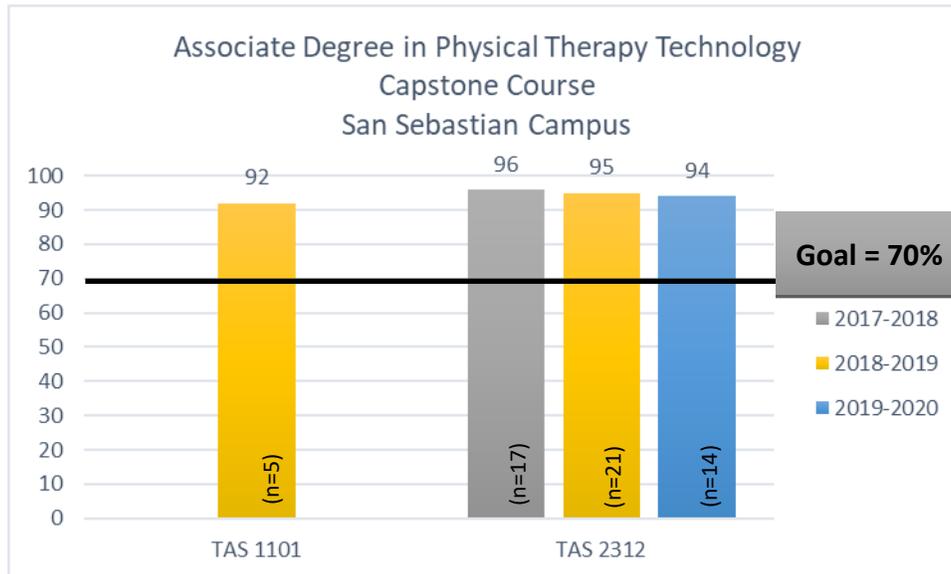
In the period of 2018-2019 students obtained a 62% in Capstone Course PRO 1110. While in the intermediate course SIC 2400, in 2017-2018, 2018-2019 and 2019-2020 they exceeded the established goal of 70%. While in the final Capstone Course ITN 4780 / ITN 4790, in 2017-2018 they exceeded the established goal of 70%.

Closing the loop: Assessment Decisions

1. A total revision of the program was made in 2015, changing courses and program name from Bachelor's Degree in Information Systems, Major in Computer Programming to Bachelor's Degree in Information Technology Science, Major in Programming. Also, 122 credits and now has 119.
2. Since 2015 the practical component has been increased.
3. In 2018, the online program was created.
4. The intermediate course ITP 2340-Programming for Mobile Device II, was reviewed by the Directors and it was decided to change it to SIC 2400-Databases.



SCHOOL OF HEALTH



Associate Degree in Physical Therapy Technology Capstone Course, San Sebastian Campus

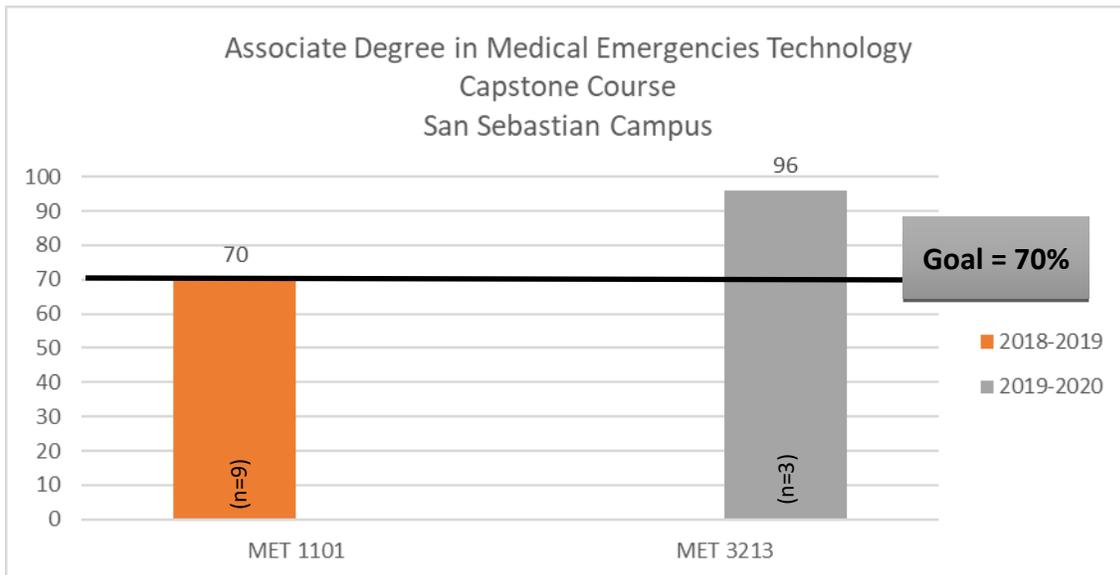
In the period 2018-2019 students they exceeded the established goal of 70% in Capstone Course TAS 1101. In the period of 2017-2018, 2018-2019 and 2019-2020 students they exceeded the established goal of 70% in Capstone Course TAS 3212.

Closing the loop: Assessment Decisions

1. A new program has been created named Associate Degree in Physical Therapy, it will be accredited by CAPTE and will only be offered at the Hato Rey Campus.



SCHOOL OF HEALTH



Associate Degree in Emergencies Technology Capstone Course, San Sebastian Campus

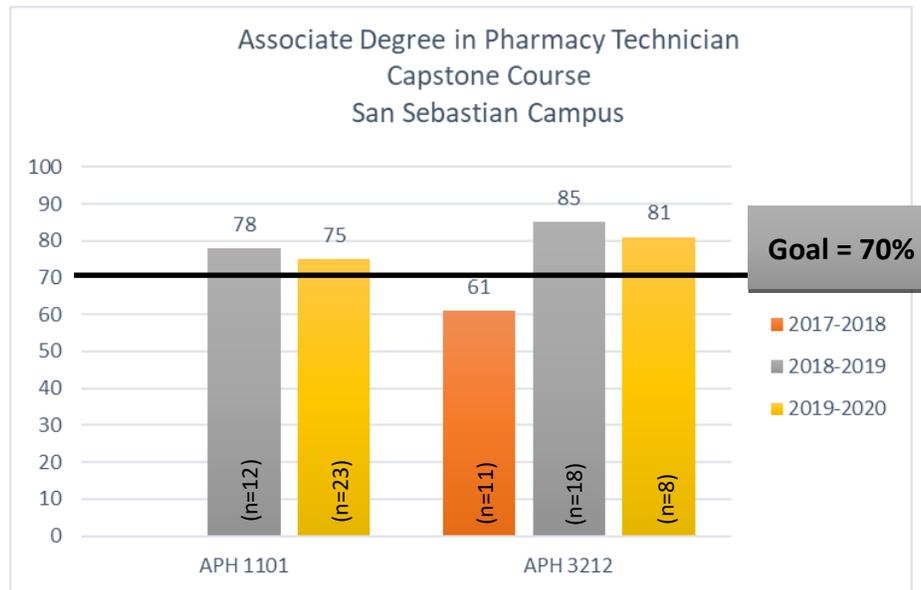
For the Associate Degree in Capstone Course APH 1101 students obtained 69% in 2016 and 78% and 2018. In APH 2312 obtaining 99% in 2016, 98% in 2017, and 61% in 2018.

Closing the loop: Assessment Decisions

1. Awareness of the assessment schedule and its importance must be acquired and reported.
2. The program and assessments instruments are being reviewed.
3. In 2012, the Basic Sign Language course was revised and integrated, and increases to 71 credits to 74.
4. Review tests used .



SCHOOL OF HEALTH

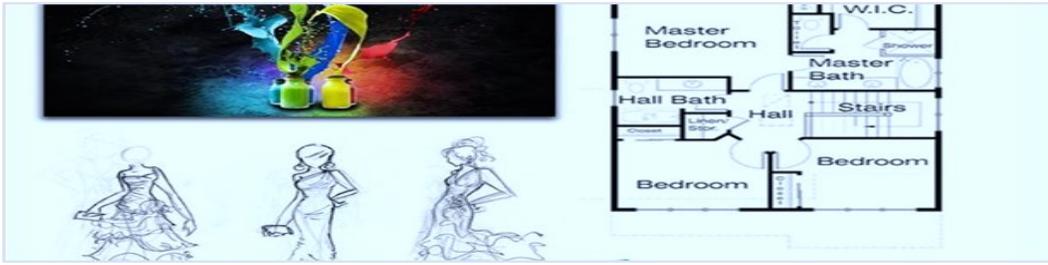


Associate Degree in Pharmacy Technician Capstone Course, San Sebastian Campus

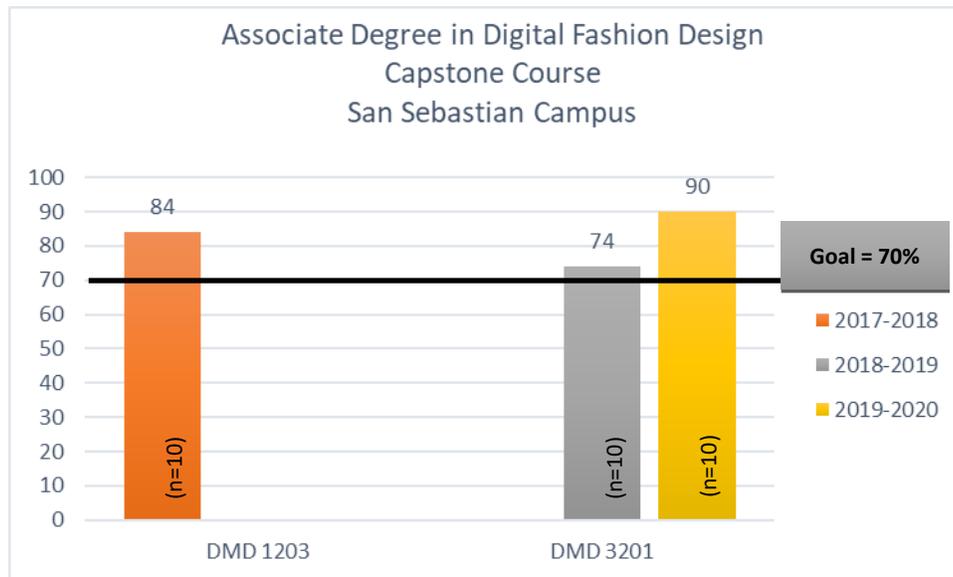
For the Associate Degree in Capstone Course APH 1101 students obtained 69% in 2016 and 78% and 2018. In APH 2312 obtaining 99% in 2016, 98% in 2017, and 61% in 2018.

Closing the loop: Assessment Decisions

1. Revised in 2015, the number of Internship hours was increased, from 860 hours to 1,000 hours.
2. A final screening exam was created to prepare the student for the board examination test.



SCHOOL OF DESIGN

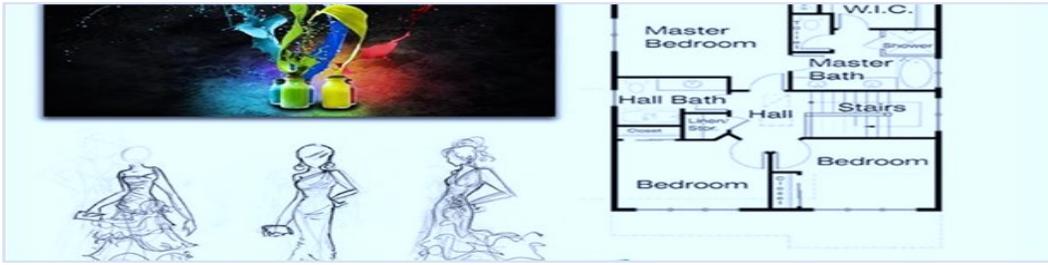


Associate Degree in Digital Fashion Design Capstone Course, San Sebastian Campus

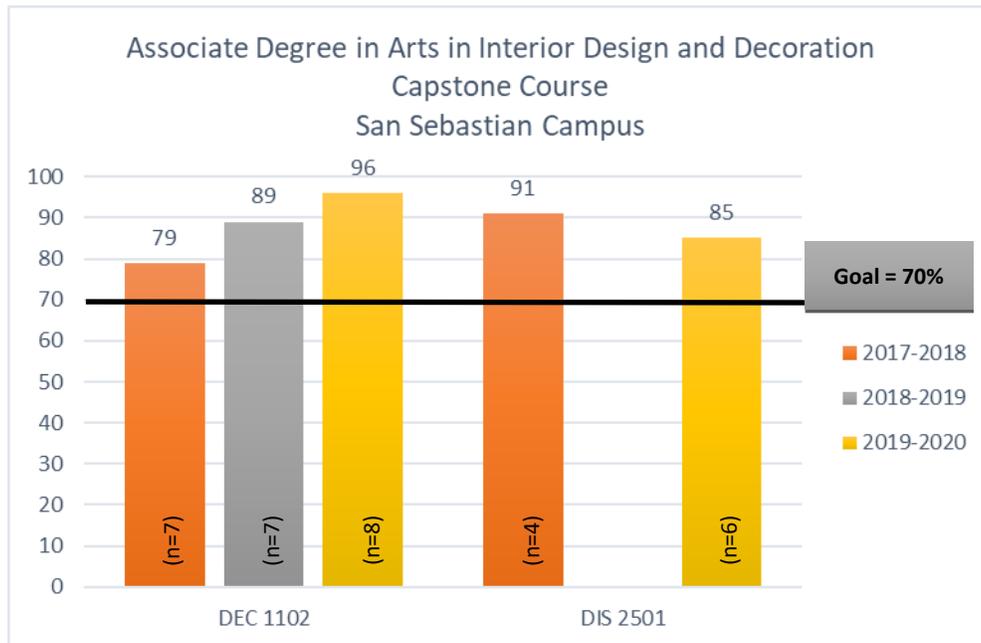
In the period 2017-2018 students they exceeded the established goal of 70% in Capstone Course DMD 1203. In the period of 2018-2019 and 2019-2020 students they exceeded the established goal of 70% in Capstone Course DMD 3201.

Closing the loop: Assessment Decisions

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



SCHOOL OF DESIGN



**Bachelor’s Degree in Arts, Major in Interior Design and Decoration
Capstone Course, San Sebastian Campus**

In the period 2017-2018, 2018-2019 and 2019-2020 students they exceeded the established goal of 70% in Capstone Course DEC 1102.

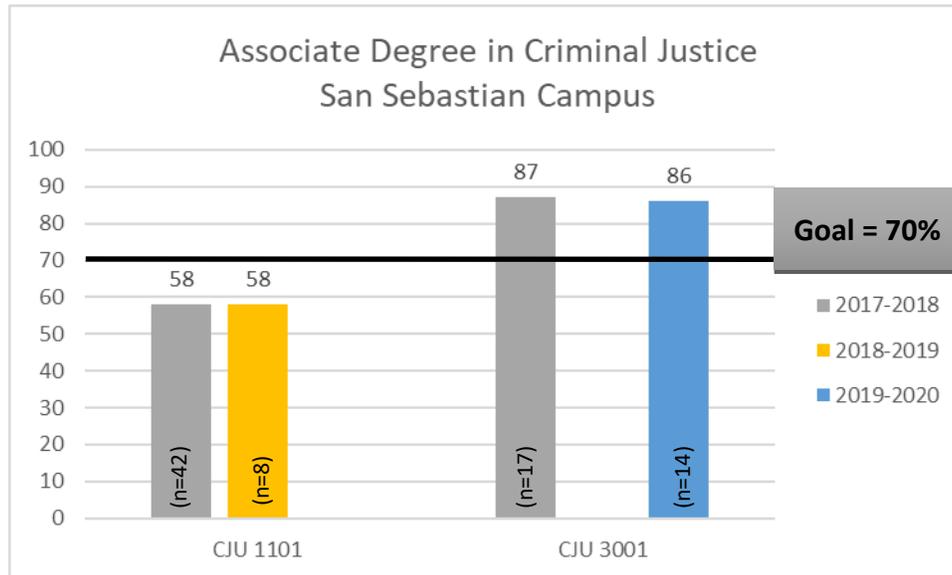
In the period of 2017-2018 and 2019-2020 students they exceeded the established goal of 70% in Capstone Course DIS 2501. While in the period 2018-2019 in Capstone Course DIS 2501, no data available.

Closing the loop: Assessment Decisions

1. Awareness of the assessment schedule and its importance must be acquired and reported.
2. The program and assessments instruments are being reviewed.
3. Review learning outcomes and create new rubrics.



Criminal Justice School



Associate Degree in Criminal Justice Capstone Course, San Sebastian Campus

In the period 2017-2018, 2018-2019 students obtained a 58% in Capstone Course CJU 1101.

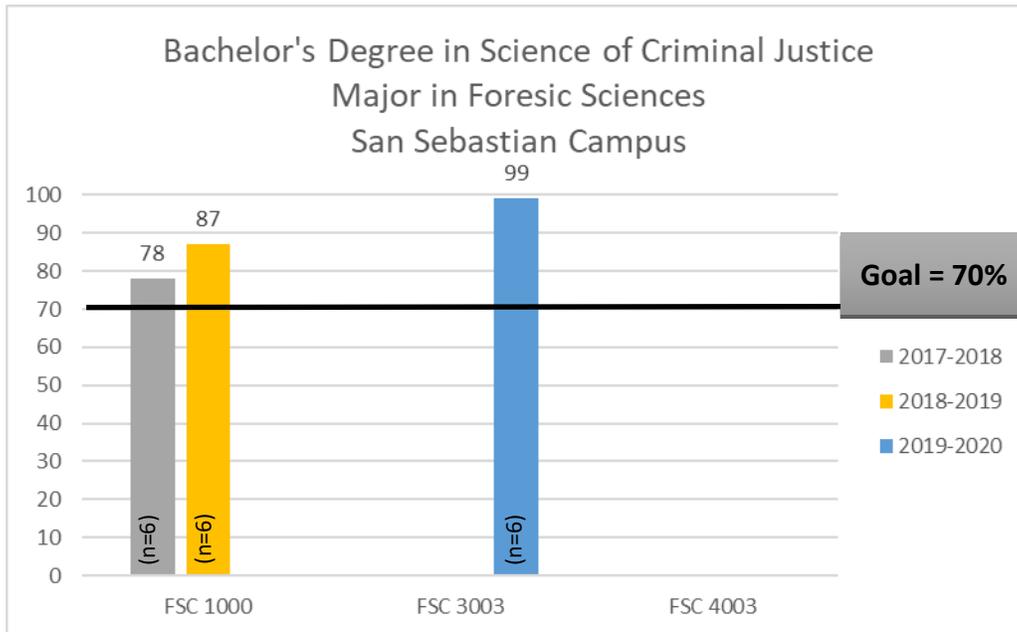
In the period of 2017-2018 and 2019-2020 students they exceeded the established goal of 70% in Capstone Course CJU 3001. While in the period 2018-2019 in Capstone Course CJU 3001, no data available.

Closing the loop: Assessment Decisions

1. The exam course CJU 1101 is based on the Criminal of Law and requires periodical revision.
2. The measuring instrument for the CJU 3001 course was developed.



Criminal Justice School



Bachelor's Degree in Science of Criminal Justice, Major in Forensic Sciences Capstone Course, San Sebastian Campus

In the period of 2017-2018, the course FSC 1000 was offered for the first time, students obtained 78%.

Closing the loop: Assessment Decisions

1. The measuring instrument for the FSC 3003 and FSC 4003 course was developed.
2. In order to complete their academic program, these students must carry out their internship at the Puerto Rico Institute of Forensic Sciences. Due to the COVID-19 pandemic they have not been able to conclude it.

San Sebastian Focus Groups for Program Assessment 2016

Focus Group Master's Degree in Science in Nursing



Changes to the MSN program

1. More time was provided to students to finish their research (thesis).
2. Direct one to one teaching for research development and statistical analysis during research course.
3. Compulsory Advanced Cardiovascular Life Support (ACLS) and Pediatric Advanced Life Support PALS certification before first clinical course for all students.
4. Compulsory Advanced Trauma Care for Nurses (ATCN) course for all emergency/trauma specialty students. This is an advanced course designed for the registered nurse to increase his/her knowledge in management of the multiple trauma patient.
5. We add an anatomy and physiology review course with anatomy corpses offered by the School of Medicine, Medical Science Campus UPR. Include chest tube insertion and chest decompression.
6. We add to emergency/trauma specialty students the Tactical Emergency Casualty Care (TECC) and the Prehospital Trauma Life Support (PHTLS). This two certification are available too to all acute/critical care students.

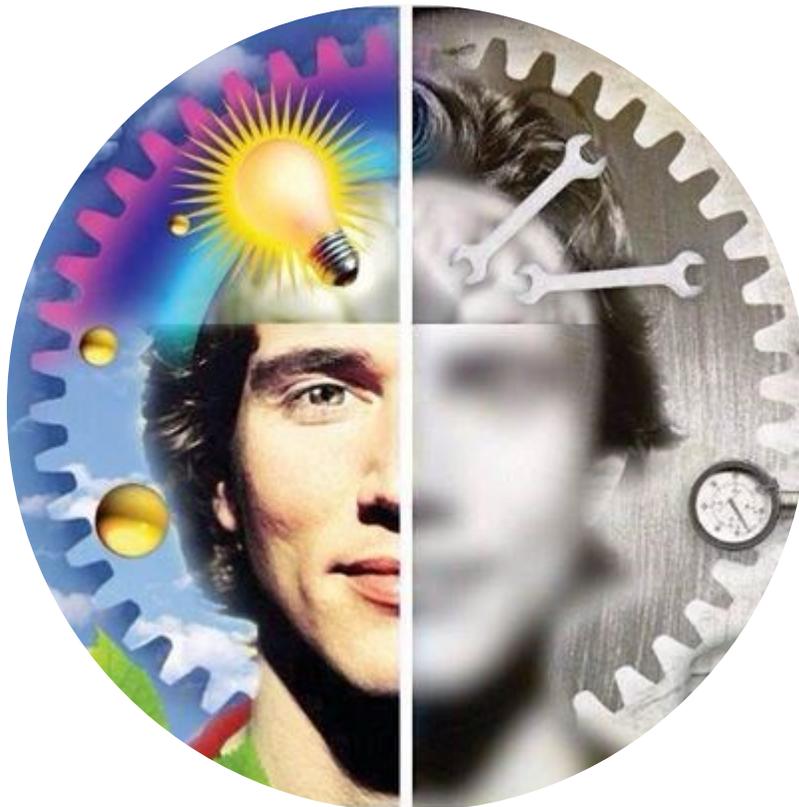


At the Trauma Convention in Boston sponsored by Harvard University. The helicopter was at Case Western Reserve University Ohio in Trauma Camp.

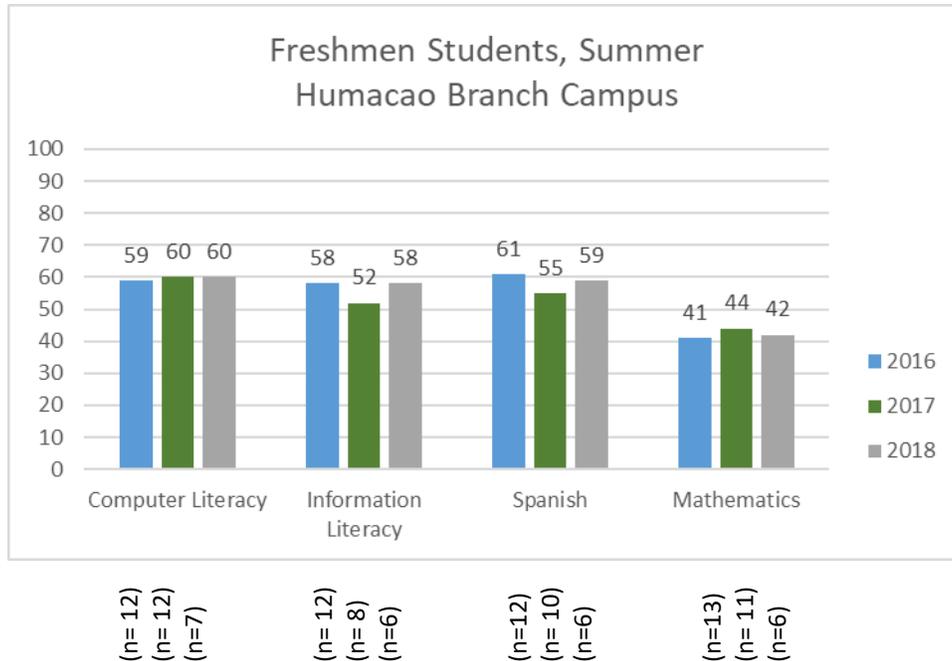
**Branch Campus
Outcomes Results**

Humacao

**General Education
Pre and Post Assessment**



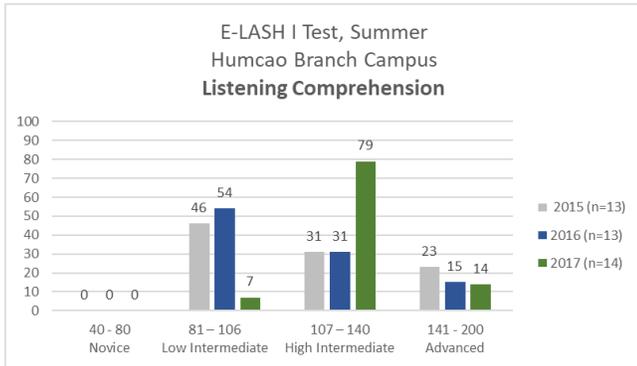
General Education Core Competencies Pre-Test Results and Analysis Humacao Branch Campus, Summer



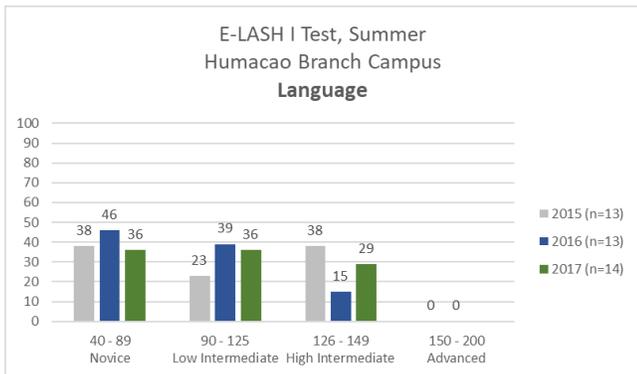
Pre-Test Results Analysis

In Core Competencies assessed the results show an increase in Information Literacy and Spanish, and Mathematics, and a decrease in Computer Literacy, and Mathematics in 2018. In 2017, which was 55% in Spanish and 52% in Information Literacy. However, in Computer Literacy in 2018 and 2017 they obtained 60%. The Mathematics test shows a decrease, although it is not significant. During 2016 they obtained 41%, in 2017, 44% and in 2018, 42%.

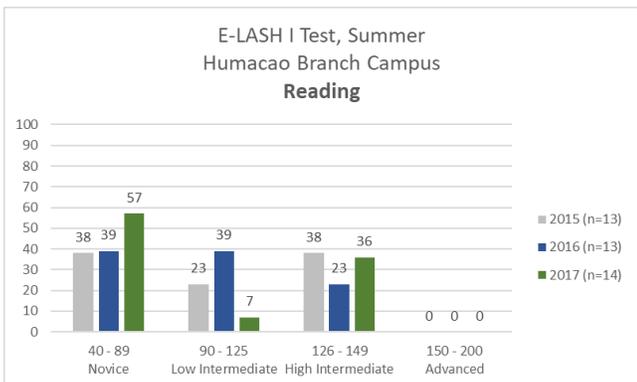
General Education Core Competencies E-LASH I Pre-test Results and Analysis Humacao Branch Campus, Summer



In 2015 Listening Comprehension Results demonstrate that 46% of freshman students were in the low intermediate level with an increase to 54% in 2016, followed by a decrease to 42% in 2017. A 31% of students were in the high intermediate level in 2015 and 2016; however, there was a significant decrease to 8% in 2017. On the other hand, a consistent decrease was observed in the advanced level that went from 23% in 2015 to 15% in 2017 and 0% in 2017. Finally, 50% of students were on the novice level in 2017. According to College Board students in the novice level are able to understand minimal chunks of spoken language mainly isolated words and cognates with great difficulty.



In 2015 Language Examination Results demonstrate a consistent increase in students in the novice level that range from 38% in 2015 to 46% in 2016 and 58% in 2017. Fluctuations were observed in the low intermediate level that went from 23% in 2015 to 39% in 2016 to a decrease of 33% in 2017. A consistent decrease in the high intermediate level was also observed from 38% in 2015 to 15% in 2016 and 8% in 2017. There were no students in the advanced level. According to College Board students in the novice level use basic grammatical structures including but not limited to affirmative, (yes/no) question and negative word order, present and past verb tenses; subject and object pronouns. They can also combine words and phrases into acceptable English sentences.



In 2015 Reading Examination Results demonstrate that 38% of freshman students were in the novice level with an increase to 39% in 2016 and 58% in 2017. There were fluctuations in the low intermediate level that went from 23% in 2015 to 39% in 2016 and 25% in 2017. A steady decrease in the high intermediate level was observed from 38% in 2015 to 23% in 2016 and 17% in 2017. There were no students in the advanced level. According to College Board students in the novice level are able to locate basic information and understand high frequency vocabulary.

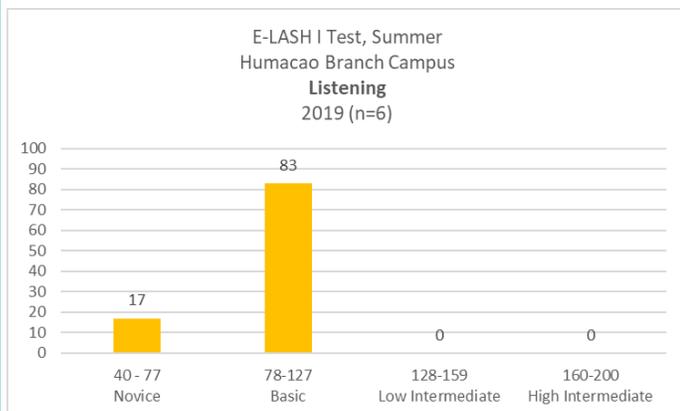
General Education Core Competencies

E-LASH I

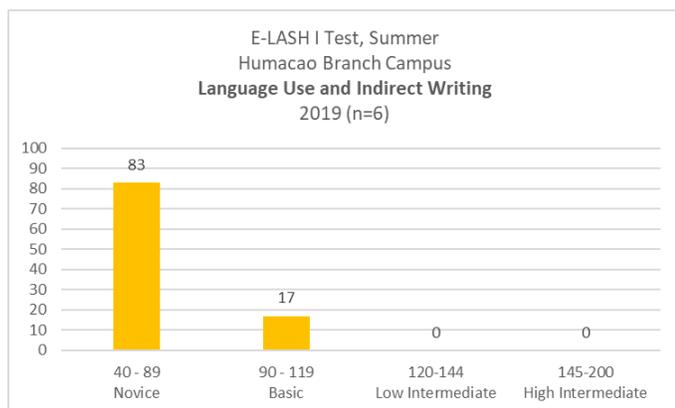
Pre-test Results and Analysis

Humacao Branch Campus Summer

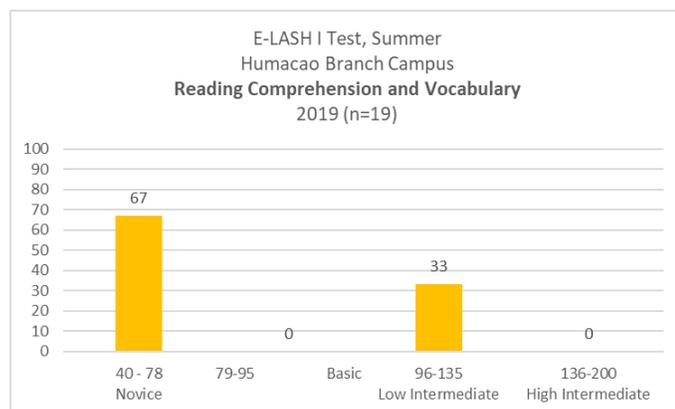
In 2018 the College Board of Puerto Rico & Latin America carried out the review of the E-LASH 1 test. This test is aligned with the Marco Común Europeo (MCE). As of June 2019 the revised test is used.



In the Listening area, 83% of the students are at the Basic level, they understand phrases, expressions and short conversations related to areas of more immediate priority, such as basic personal and family information, shopping and employment. While 17% are at the Novice level, they understand a speech containing simple questions and statements, recognize cognates and concrete information, such as numbers, places, times, and days of the week, about familiar topics found in everyday life.



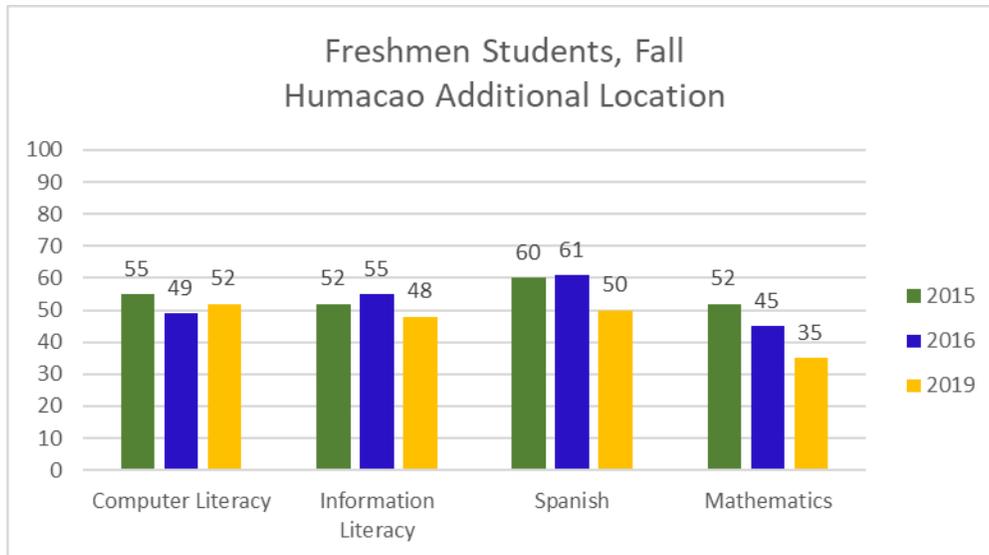
In the Language Use and Indirect Writing area, 83% of the students are at the Novice level, they understand basic information in very short texts and authentic materials, such as labels and notices, in common everyday situations and using simple vocabulary, starting with approximately 50 words. While 17% are at the Basic level, they use basic grammatical structures, including prompts, information and "yes / no" questions, and simple past and future tenses with "will" and "going to", in short sentences and tips on everyday matters and in areas of more immediate need.



In the Reading Comprehension and Vocabulary area, 67% of the students are at the Novice level, they understand basic information in very short texts and authentic materials, such as labels and notices, in common everyday situations and using simple vocabulary, starting with approximately 50 words. While 15% are at the Low Intermediate level, they understand specific information, identify main ideas, distinguish between facts and opinions, and draw conclusions in a simple and factual way from texts, short stories and everyday materials of approximately 280 words that they contain in their most familiar vocabulary.

*For more information, you can download the report provided by the College Board of Puerto Rico and Latin America: <https://latam.collegeboard.org/wp-content/uploads/2018/06/Resumen-ejecutivo-del-informe-final-de-la-alineaci%C3%B3n-con-el-MCE.pdf>

**General Education Core Competencies
Pre-test Results and Analysis
Humacao Branch Campus-Fall**



(n=15)
(n=5)
(n=1)

(n=12)
(n=6)
(n=3)

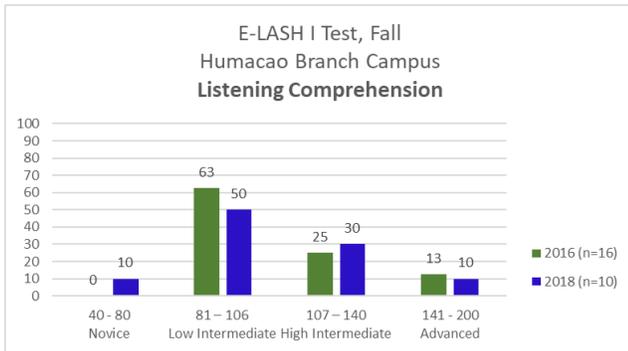
(n=12)
(n=7)
(n=3)

(n=13)
(n=6)
(n=2)

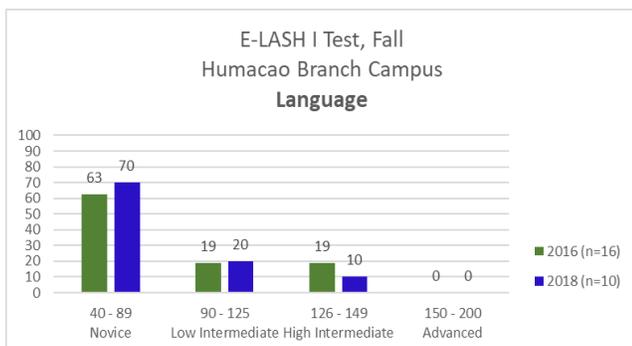
Pre-Test Results Analysis

In Basic Competences, the 2019 results show a decrease in the areas of Computer Literacy with 52%, Information Literacy with 48%, Spanish with 50% and Mathematics with 35%. Compared to 2018 it shows a significant decrease.

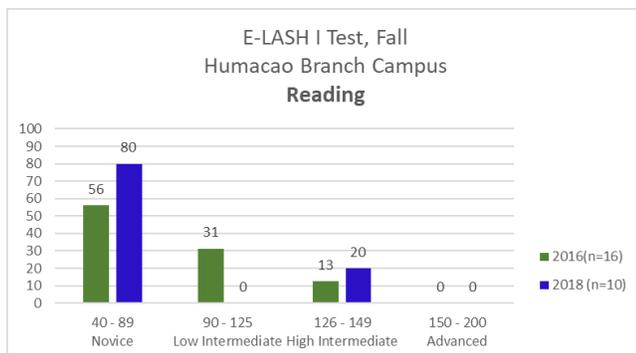
E-LASH-I Pre Test Results Analysis Humacao Branch Campus Fall



In 2018 Listening Comprehension Results demonstrate that 50% of freshman students were in the low intermediate level, 30% in the high intermediate level, 10% in the advanced level and novice. The same pattern from 2016 continues. There were no students in the novice level. According to College Board students in the low intermediate level are able to understand the general idea of slightly longer discourse on familiar subjects.



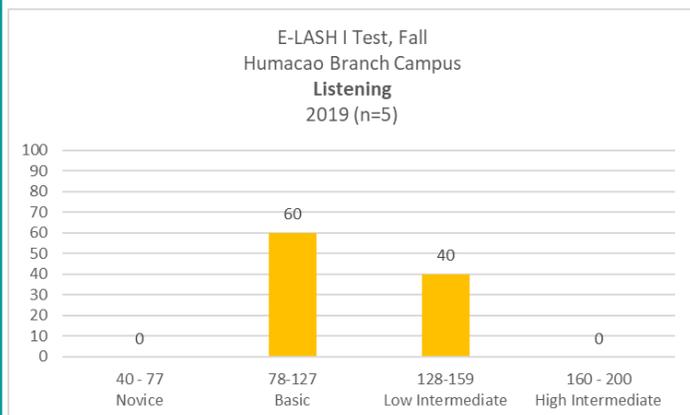
In 2018 Language Examination results demonstrate that 70% of students were on the novice level, 20% on the low intermediate level and 10% in the high intermediate level. There were no students in the advanced level. The same pattern from 2016 continues. According to College Board students in the novice level use basic grammatical structures including but not limited to affirmative, (yes/no) question and negative word order, present and past verb tenses; subject and object pronouns. They can also combine words and phrases into acceptable English sentences.



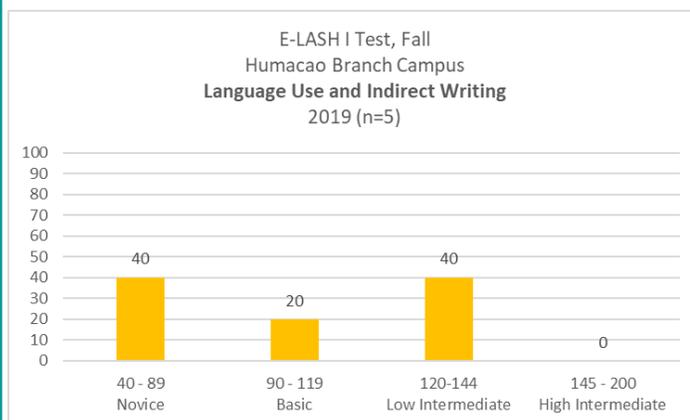
In 2018 Reading Examination results demonstrate that 80% of students were on the novice level, and 20% in the high intermediate level. There were no students in the advanced level. According to College Board students in the novice level are able to locate basic information and understand high frequency vocabulary.

E-LASH-I Post Test Results Analysis Humacao Branch Campus Fall

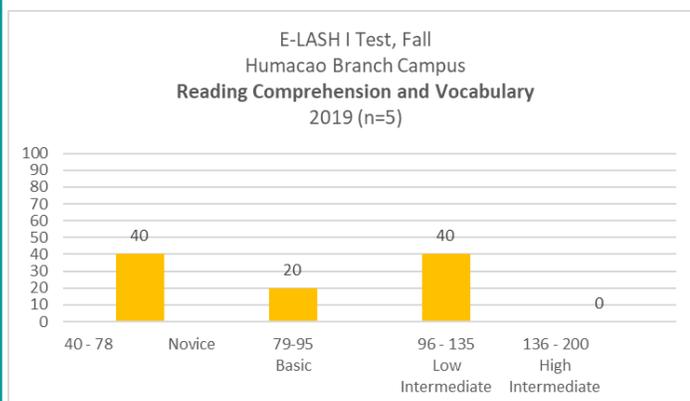
In 2018 the College Board of Puerto Rico & Latin America carried out the review of the E-LASH 1 test. This test is aligned with the Marco Común Europeo (MCE). As of June 2019 the revised test is used.



In the Listening area, 60% of the students are at the Basic level, they understand phrases, expressions and short conversations related to areas of more immediate priority, such as basic personal and family information, shopping and employment. While 40% are at the Low Intermediate level, they understand the main points and some details of standard speech in familiar matters that are regularly encountered in personal, social and academic settings, including short narratives, announcements and reports.



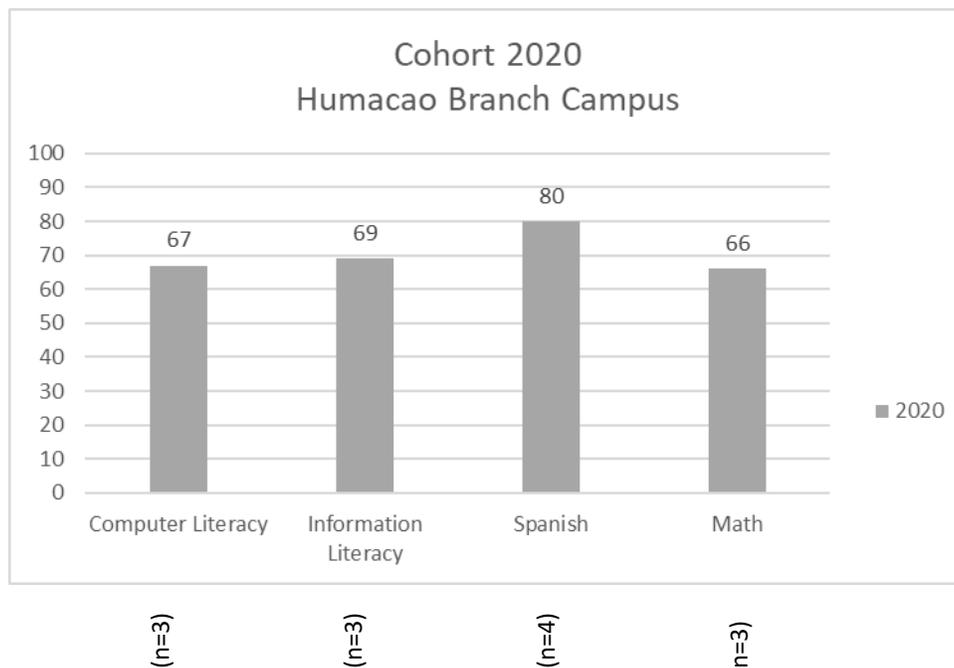
In the Language Use and Indirect Writing areas, the Novice and Low Intermediate levels were obtained by 40% of the students each. Novice indicates that they can use elementary grammatical structures, including the simple present tense and basic determiners such as "a" and "an", in short, simple sentences about the most common everyday situations. While the Low Intermediate level indicates they uses various grammatical structures, including adjectives, adverbs, irregular plurals, and present progressive and future tenses, in everyday social, family, practical, and leisure contexts. But 20% of students are at the Basic level, uses basic grammatical structures, including requests, information and "yes / no" questions, and simple past and future tenses with "will" and "going to", in short, simple sentences about everyday matters and in areas of more immediate need.



In the Reading Comprehension and Vocabulary area, the Novice and Low Intermediate levels obtained 40% each. Novice indicates that the student understands basic information in very short texts and authentic materials, such as labels and notices, in common everyday situations and using simple vocabulary, starting with approximately 50 words. While Low Intermediate, understands specific information, identify main ideas, distinguish between facts and opinions, and draw conclusions in a simple and factual way from texts, short stories and everyday materials of approximately 280 words that contain mostly familiar vocabulary. Finally, 20% are in Basic, basic information in very short texts and authentic materials, such as labels and notices, in common everyday situations and using simple vocabulary, starting with approximately 50 words.

*For more information, you can download the report provided by the College Board of Puerto Rico and Latin America: <https://latam.collegeboard.org/wp-content/uploads/2018/06/Resumen-ejecutivo-del-informe-final-de-la-alineaci%C3%B3n-con-el-MCE.pdf>

General Education Core Competencies Post-test Results and Analysis Humacao Branch Campus



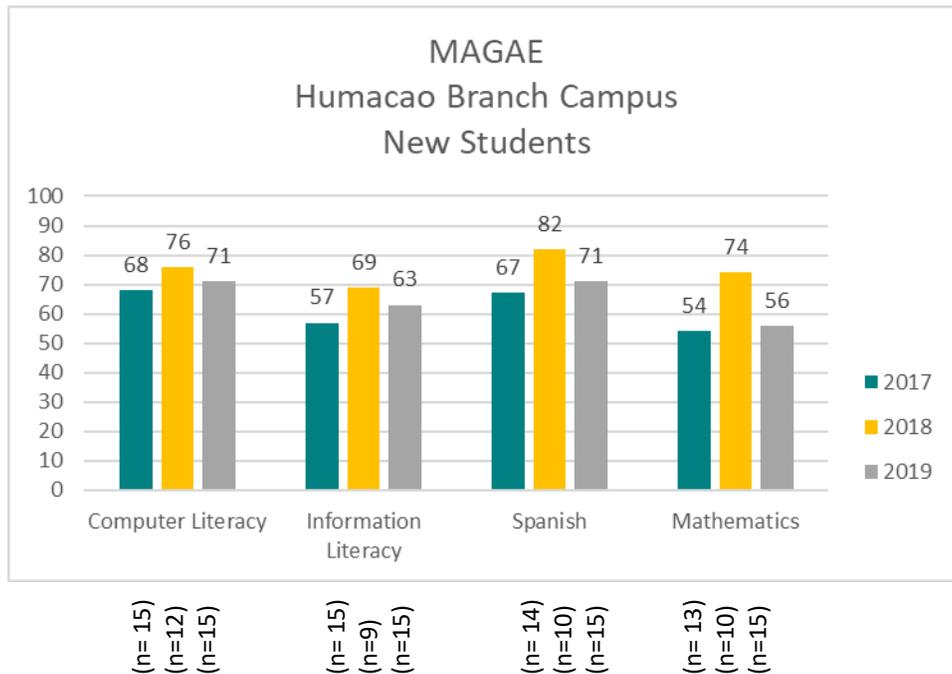
Post-Test Results Analysis

In this 2020 Basic Skills Cohort, it showed that students scored 80% in Spanish. While in Information Literacy 69%, Literacy Computer 67% and 66% in Mathematics.

Closing the loop: Assessment Decisions

1. Created the 3 Force Project: the project to Strengthen Opportunities, Strengthening Capacities and Equality collects conceptually and philosophically the treatment that will be used to reduce the lag of students in areas of Spanish, English and mathematics. The project is divided into the following domains:
 - a. Command of Spanish (in process): focused on reading comprehension.
 - b. Mastery of Mathematics: improve students' basic math skills, using the *EducoSoft* platform as a tool.
 - c. Proficiency in English: competence in oral communication for specific purposes.

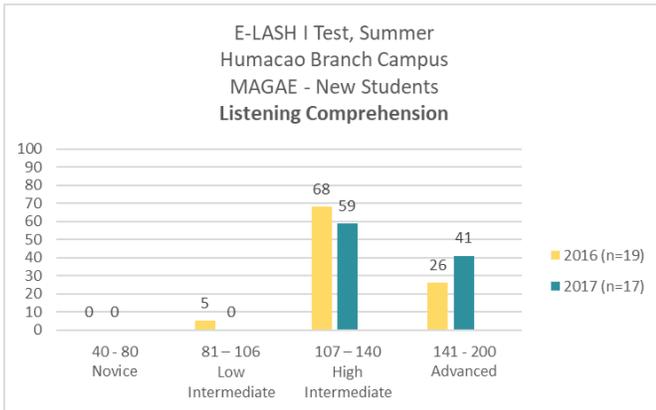
**General Education Core Competencies
Pre-Test Results and Analysis
MAGAE
Humacao Branch Campus**



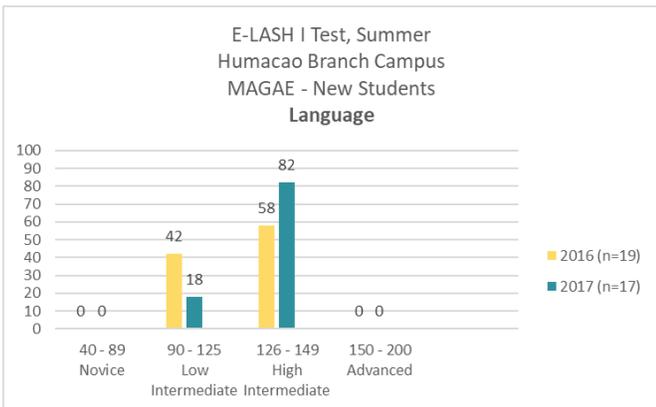
Pre-Test Results Analysis

In the Basic Competences evaluated in MAGAE 2019 students, the results show a decrease in all areas. In Mathematics there was a fluctuation of 54% in 2017, a decrease to 74% in 2017 and a decrease of 56% in 2019. In Information Literacy scores 57% in 2017, 69% in 2018 and 63% in 2018. In Spanish there was a decrease, in 2017 it was 67%, in 2018 82% and in 2019 71%. In Computer Literacy in 2017 it was 68%, in 2018 76% and in 2019 it was 71%.

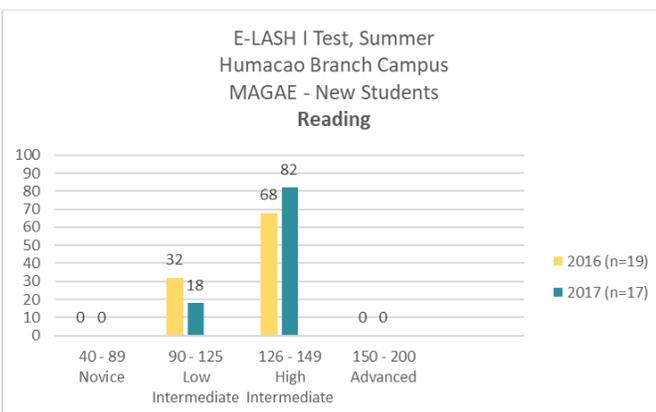
General Education Core Competencies Pre-Test Results and Analysis Humacao Branch Campus MAGAE



MAGAE Listening Comprehension Results demonstrate that 5% of freshman students were in the low intermediate level in 2016 with a decrease to 0% in 2017. A 68% of students were in the high intermediate level in 2016 and decreased to 59% in 2017. There was significant increase in the advanced level that ranged from 26% in 2016 to 41% in 2017. There were no students in the novice level. According to College Boars students in the high intermediate level are able to understand the main idea and details of longer and more complex discourse beyond the immediacy of the situation.



MAGAE Language Results demonstrate that 42% of freshman students were in the low intermediate level in 2016 with a decrease to 18% in 2017. A 58% of students were in the high intermediate level in 2016 with a significant increase to 82% in 2017. There were no students in the novice and advanced levels. According to College Boars students in the high intermediate level use skills in novice and low intermediate stages with reasonable accuracy and little effort.



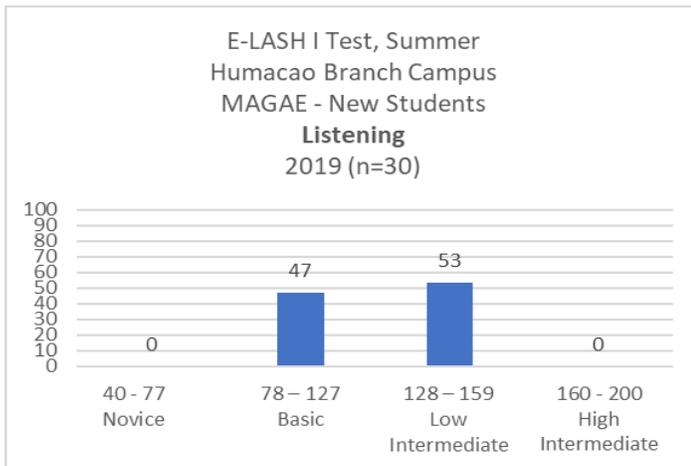
MAGAE Reading Results demonstrate that 32% of freshman students were in the low intermediate level in 2016 with a decrease to 18% in 2017. A 68% of students were in the high intermediate level in 2016 with a significant increase to 82% in 2017. There were no students in the novice and advanced levels. According to College Boars students in the high intermediate level use skills in novice and low intermediate stages with reasonable accuracy and little effort.

General Education Core Competencies

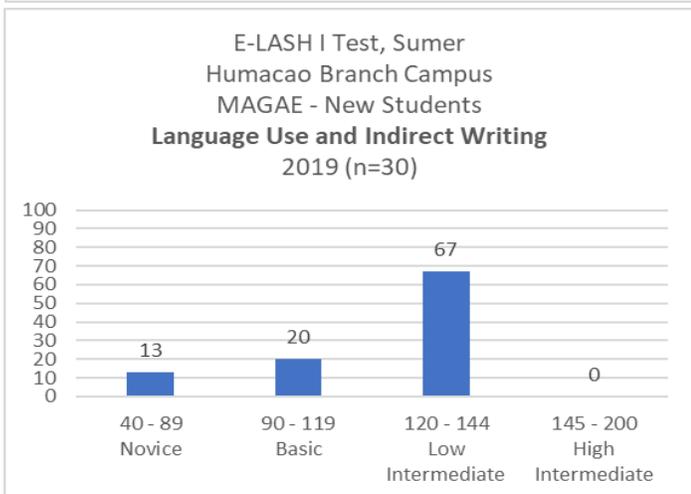
Pre-Test Results and Analysis

Humacao Branch Campus MAGAE

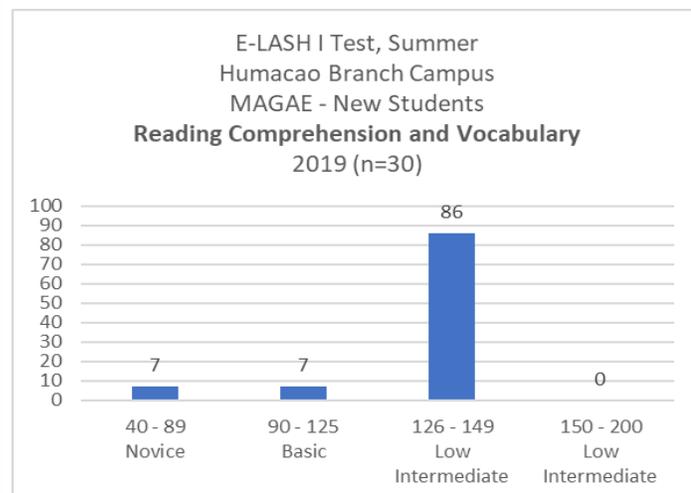
In 2018 the College Board of Puerto Rico & Latin America carried out the review of the E-LASH 1 test. This test is aligned with the Marco Común Europeo (MCE). As of June 2019 the revised test is used.



In the Listening area, 53% of the students are at the Low Intermediate level, they understand to understand the main points and some details of standard speech in familiar matters that are regularly found in the personal, social and academic environments, which include narratives briefs, announcements and reports. While 47% are in Basic, understand phrases, expressions and short conversations related to areas of more immediate priority, such as basic personal and family information, shopping and employment.



In the area of Language Use and Indirect Writing, 67% are at the Low Intermediate level, where they use various grammatical structures, including adjectives, adverbs, irregular plurals and present progressive and future tenses, in everyday social, family, practical and of leisure. While 20% are in Basic, use basic grammatical structures, including prompts, information, and "yes / no" questions, and simple past and future tenses with "will" and "going to", in short, simple sentences about everyday matters and in areas of more immediate need. Finally, 13% are Novice, using elementary grammatical structures, including the simple present tense and basic determiners such as "a" and "an", in short and simple sentences about the most common everyday situations.



In the Reading Comprehension and Vocabulary area, 86% of the students are in Low Intermediate, which means that they understand specific information, identify main ideas, distinguish between facts and opinions, and draw conclusions in a simple and factual way texts, short stories and everyday materials of approximately 280 words that contain mostly familiar vocabulary. While the Basic and Novice levels obtained 7% each. Novice indicates that he understands basic information in very short texts and authentic materials, such as labels and notices, in common everyday situations and using simple vocabulary, starting with approximately 50 words. While Basic, understands basic information and identifies main ideas in short, simple texts of about 150 words that contain high-frequency vocabulary and in everyday materials, such as posters, labels, instructions, schedules, and notices.

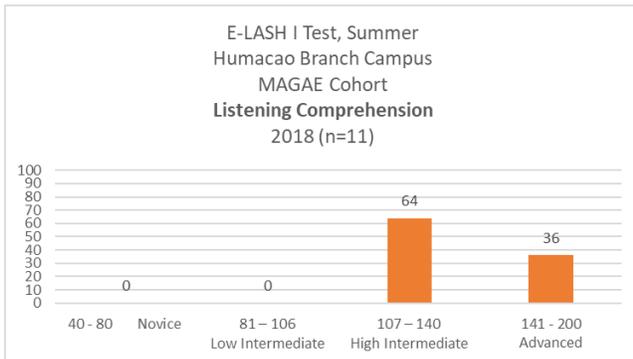
*For more information, you can download the report provided by the College Board of Puerto Rico and Latin America: <https://latam.collegeboard.org/wp-content/uploads/2018/06/Resumen-ejecutivo-del-informe-final-de-la-alineaci%C3%B3n-con-el-MCE.pdf>

General Education Core Competencies

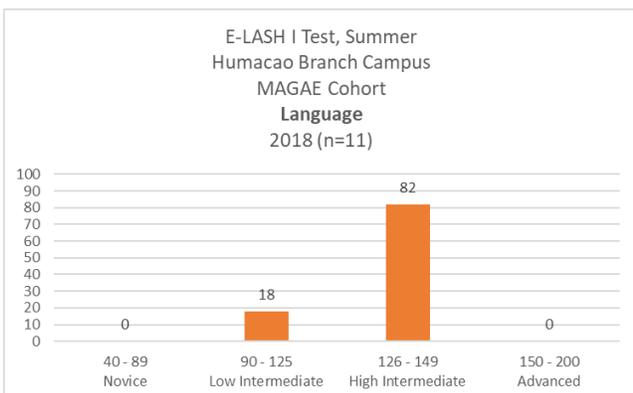
Post-Test Results and Analysis

MAGAE-Cohort

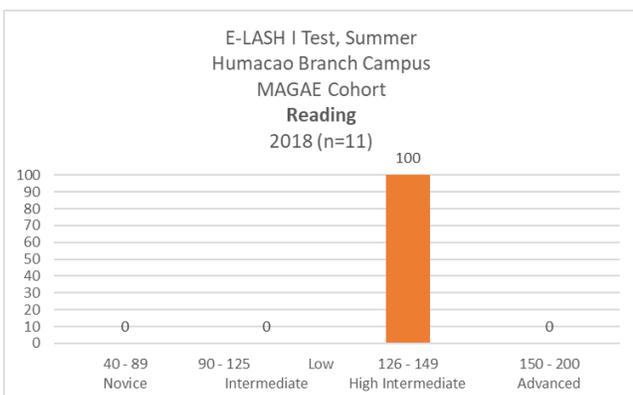
Humacao Branch Campus



MAGAE Listening Comprehension Results demonstrate that 64% of second year students were in the high intermediate level in 2018. A 36% of students were in the advanced level. According to College Board students in the High Intermediate understand the main idea and details of longer and more complex discourse beyond immediacy of the situation.



MAGAE Language Results demonstrate that 82% of second year students were in the high intermediate level in 2018. A 18% of students were in the low intermediate level. According to College Boards students in the high intermediate level use skills in novice and low intermediate stages with reasonable accuracy and little effort.



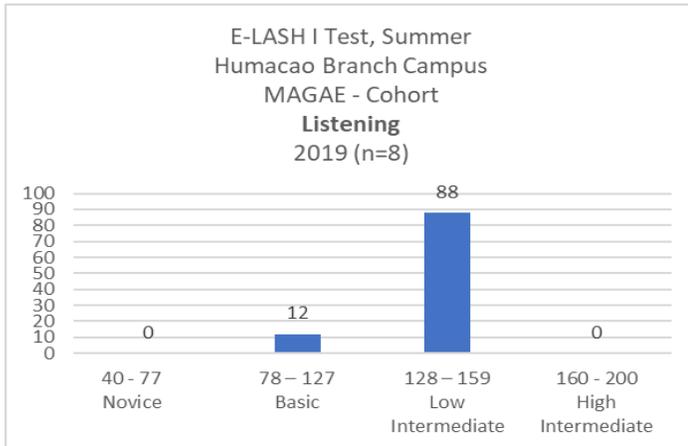
MAGAE Reading results demonstrate that 100% of second year students were in the high intermediate level in 2018. According to College Board students in the High Intermediate possibly master more advanced reading and vocabulary skills.

General Education Core Competencies

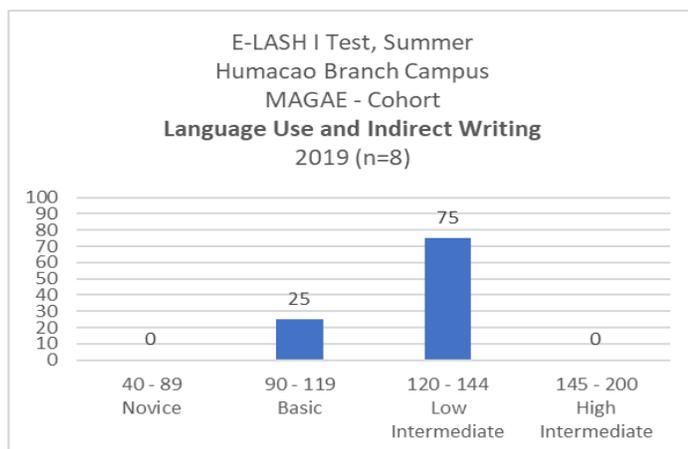
Post-Test Results and Analysis

MAGAE-Cohort

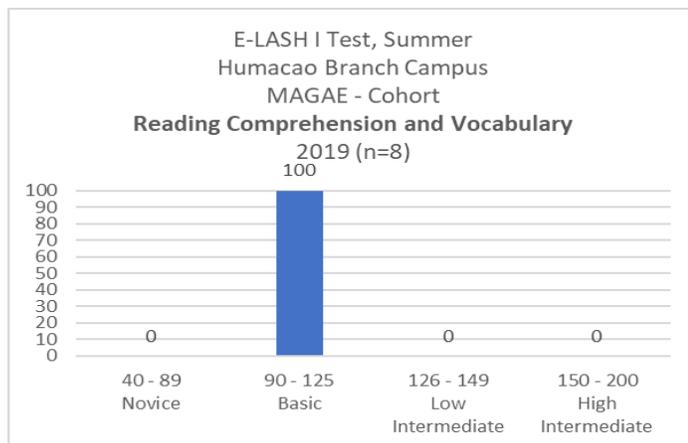
Humacao Branch Campus



In the Listening area, 88% of the students are at the Low Intermediate level, they understand to understand the main points and some details of standard speech in familiar matters that are regularly found in the personal, social and academic environments, which include narratives briefs, announcements and reports. While 12% are in Basic, understand phrases, expressions and short conversations related to areas of more immediate priority, such as basic personal and family information, shopping and employment.



In the area of Language Use and Indirect Writing, 75% of students are at the Low Intermediate level, which means using various grammatical structures, including adjectives, adverbs, irregular plurals and present progressive and future tenses, in everyday social contexts , family, practical and leisure. While 25% are at the Basic level, who acknowledge using basic grammatical structures, including requests, information and "yes / no" questions, and simple past and future tenses with "will" and "going to", in short, simple sentences on everyday matters and in areas of most immediate need. While 7% are at the Novice level, these students recognize basic information in very short texts and authentic materials, such as labels and signs, in common everyday situations and using simple vocabulary, starting with approximately 50 words.



In the Reading Comprehension and Vocabulary area, 100% of the students are at the Basic level, they understand basic information and identify main ideas in short and simple texts of about 150 words that contain high-frequency vocabulary and in everyday materials, such as posters, labels, instructions, schedules, and notices.

*For more information, you can download the report provided by the College Board of Puerto Rico and Latin America: <https://latam.collegeboard.org/wp-content/uploads/2018/06/Resumen-ejecutivo-del-informe-final-de-la-alineaci%C3%B3n-con-el-MCE.pdf>



Program

Assessment Outcome Results

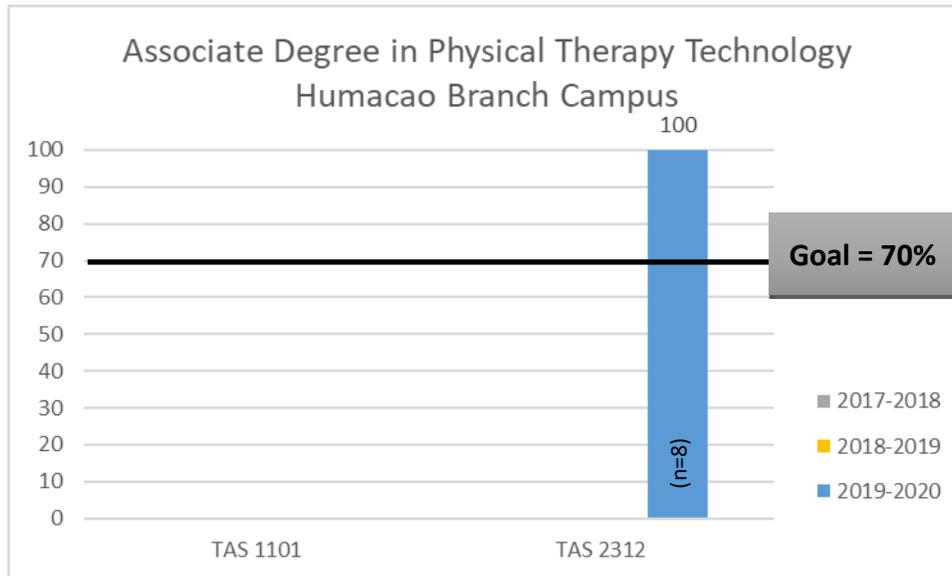
A program assessment plan has been developed which allows follow-up on student's learning at three (3) stages. The students are assessed at the beginning, the middle, and at the final stage of the study program. Capstone courses were identified for each program. These assessments allow student follow-up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

The Academic Program Assessment Capstone Courses were revised in order to maintain sustainability. The Bachelors' Degree programs were narrowed down from four to three capstone courses. The Associate Degrees programs were narrowed down from two (2) capstone courses.

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



SCHOOL OF HEALTH



Associate Degree in Physical Therapy Technology Capstone Courses, Humacao Branch Campus

In the 2019-2020 period, students obtained a 100% in the final course of TAS 3212. Surpassing the goal of 70%.

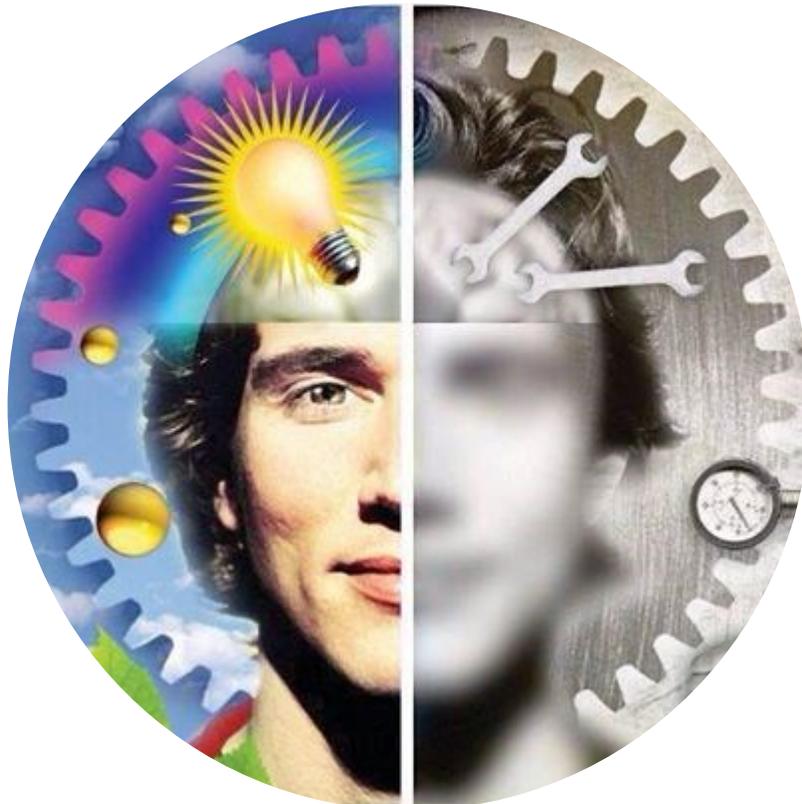
Closing the loop: Assessment Decisions

1. These students began at the Hato Rey Campus and concluded at the Humacao Branch Campus.
2. A new program has been created named Associate Degree in Physical Therapy, it will be accredited by CAPTE and will only be offered at the Hato Rey Campus.

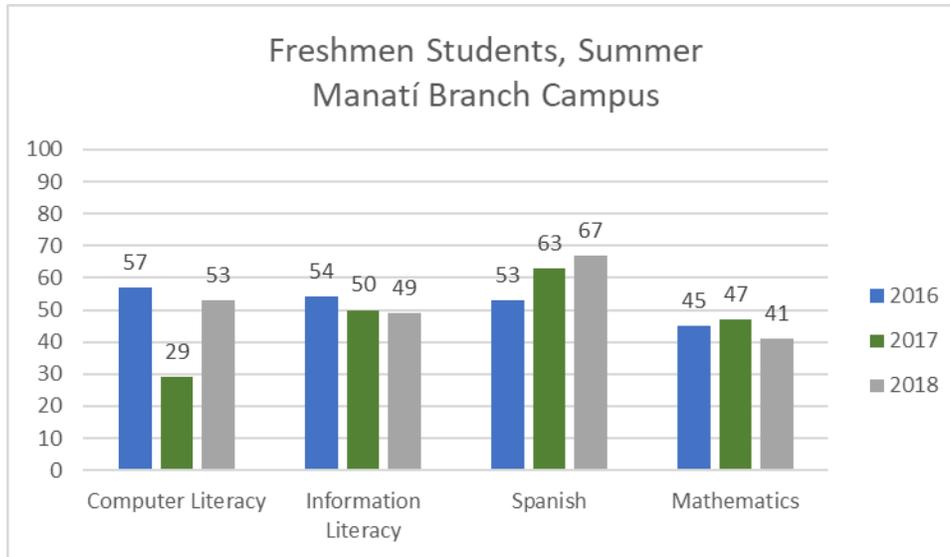
**Branch Campus
Outcomes Results**

Manati

**General Education
Pre and Post Assessment**



General Education Core Competencies Pre-Test Results and Analysis Manati Branch Campus Summer



(n=6)
(n=10)
(n=14)

(n=4)
(n=6)
(n=4)

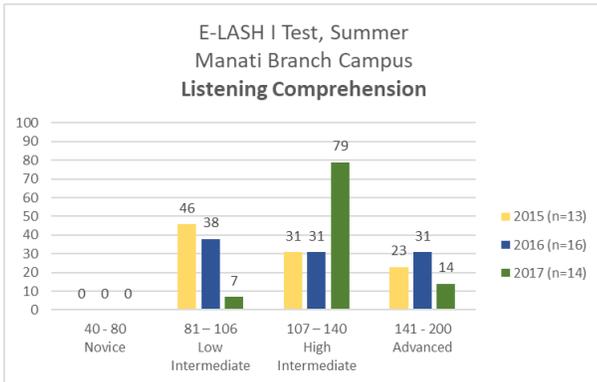
(n=6)
(n=7)
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(n=5)
(n=7)
(n=4)

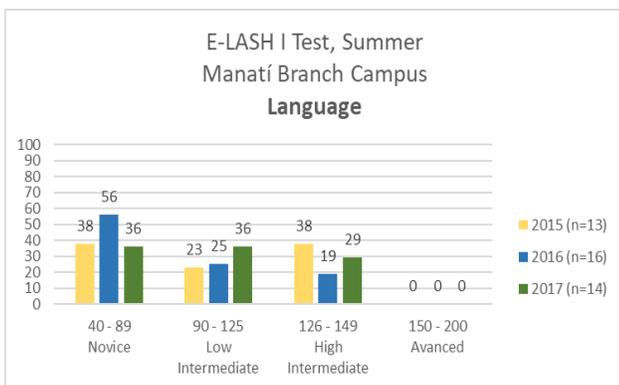
Pre-Test Results Analysis

In Core Competencies assessed the results show an increase in Spanish and Computer Literacy with a decrease in Information Literacy and Mathematics in 2018. In Computer Literacy there was increase from 57% in 2015 to 29% in 2016, to 53% in 2018. In Information Literacy a mild decrease from 54% in 2016 to 50% in 2017, and to 49% in 2018 was observed. In Spanish there was a fluctuation from 53% in 2016 to 63% in 2017 with an increase to 67% in 2018. Finally, in Mathematics from 45% in 2016 there was a increase to 47% in 2017 and increased to 41% in 2018.

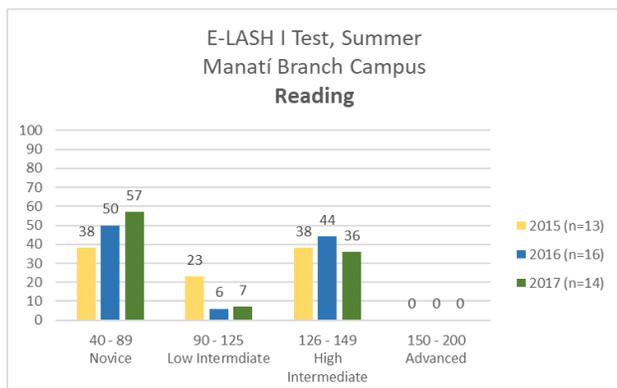
General Education Core Competencies E-LASH I Pre-test Results and Analysis Manatí Branch Campus Summer



The Listening Comprehension Examination Results demonstrate that 0% of freshman were in the novice level from 2015 to 2017. There was a decrease from 46% in 2015 to 38% in 2016 and finally to 7% in 2017 in the low intermediate level. On the other hand 31% of students were in the high intermediate level in both 2015 and 2016, with a significant increase to 79% in 2017. Finally, there was a decrease in the advanced level from 23% in 2015 to 31% in 2016 and 14% in 2017. According to College Boars students in the high intermediate level are able to understand the main idea and details of longer and more complex disclosure beyond the immediacy of the situation.



The Language Examination Results demonstrate that 38% of freshman were in the novice level in 2015 with a significant increase to 56% in 2016; however, there was a decrease to 36% in 2017. There was a consistent increase in the low intermediate level that went from 23% in 2015 to 25% in 2016, and 36% in 2017. On the other hand there was a fluctuation in the high intermediate level from 38% in 2015 to 19% in 2016, and finally an increase to 29% in 2017. There were no students in the advanced level. According to College Boars students in the low intermediate level are able to use the skills in the novice stage, as well as use word order of information, questions and requests; complements, adjectives and adverbs; present progressive and future verb tenses; noun inflections; prepositions and determiners. They can also recombine 2 and 3 sentences into acceptable English and improve sentence structure.



The Reading Examination Results demonstrate that there was a steady increase in the novice level from 38% of freshman in 2015 to 50% in 2016 and 57% in 2017. There was a significant decrease from 23% in 2015 to 6% in 2016 and 7% in 2017 in the low intermediate level. In the high intermediate level there was a fluctuation from 38% in 2015 to 44% in 2016 and 36% in 2017. There were no students in the advanced level. According to College Boars students in the novice level are able to locate basic information and understand high frequency vocabulary.

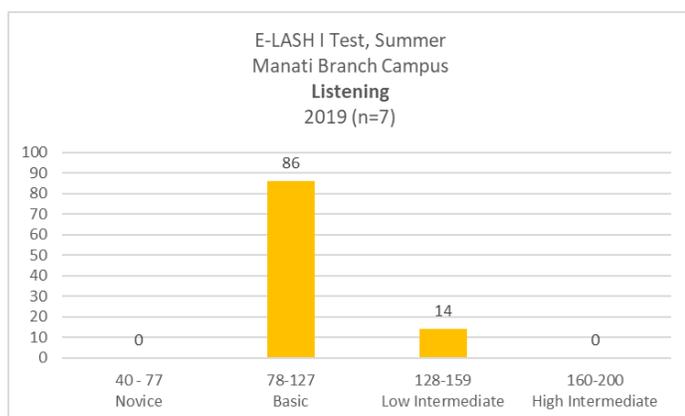
General Education Core Competencies

E-LASH I

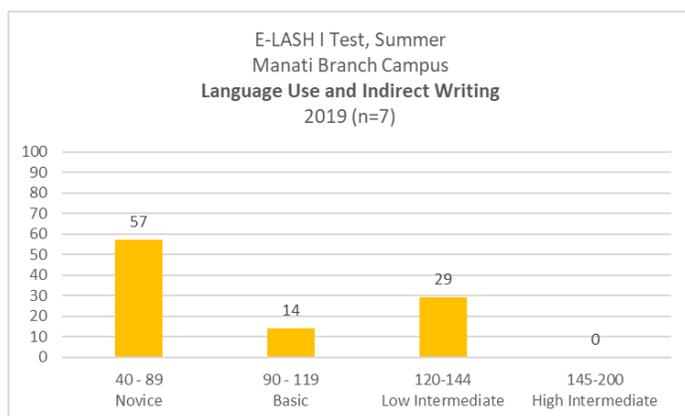
Pre-test Results and Analysis

Manati Branch Campus Summer

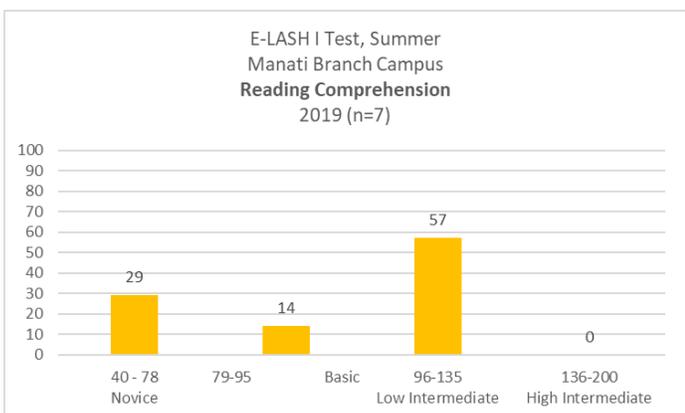
In 2018 the College Board of Puerto Rico & Latin America carried out the review of the E-LASH 1 test. This test is aligned with the Marco Común Europeo (MCE). As of June 2019 the revised test is used.



In the Listening area, 86% of the students are at the Basic level. Understand phrases, expressions, and short conversations related to areas of more immediate priority, such as basic personal and family information, shopping, and employment. While 14% are at the Low Intermediate level, where they understand the main points and some details of standard speech in familiar matters that are regularly found in the personal, social and academic environments, which include short narratives, announcements and reports.



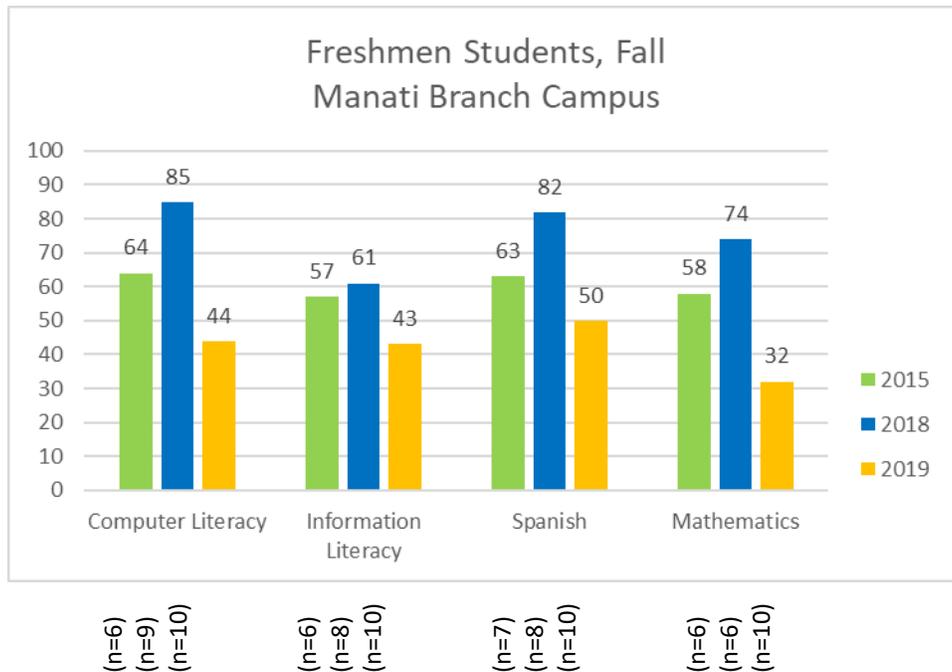
In the Language Use and Indirect area, 57% of the students are at the Novice level, use elementary grammatical structures, including simple present tense and basic determiners like “a” and “an,” in short and simple sentences about the most common everyday situations. Combine words into short sentences using elementary grammatical structures and very basic connectors like “and.” While 29% are at the Low Intermediate level, they use various grammatical structures, including adjectives, adverbs, irregular plurals, and present progressive and future tenses, in everyday social, family, practical and leisure contexts. Finally, 14% are at the Basic level, use basic grammatical structures, including requests, information and “yes / no” questions, and simple past and future tenses with “will” and “going to”, in short sentences and tips on everyday matters and in areas of more immediate need.



In the area of Reading Comprehension and Vocabulary, 57% of students are at the Low Intermediate level, using locate specific information, identify main ideas, distinguish between fact and opinion, and draw conclusions in straightforward factual texts, short narratives, and everyday materials of approximately 280 words containing mostly familiar vocabulary. While 29% are in Novice, use basic information in very short texts and authentic materials, such as labels and notices, in common everyday situations and using simple vocabulary, beginning with approximately 50 words. Finally, 14% of the students are at the Basic level, they use basic information and identify main ideas in short, simple textsof around 150 words containing high-frequency vocabulary and in everyday materials, such as signs, labels, instructions, timetables, and notices.

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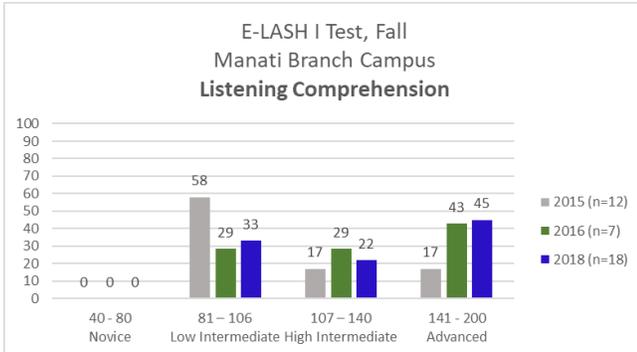
General Education Core Competencies Pre-Test Results and Analysis Manati Branch Campus Fall



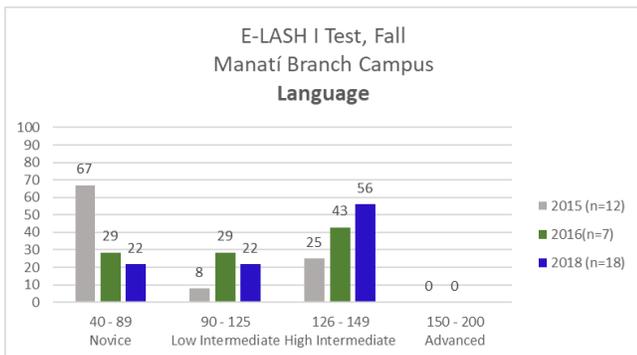
Pre-Test Results Analysis

In Core Competencies assessed the results show an increase in Computer Literacy, Information Literacy, Spanish, and a Mathematics with a slight decrease in Information Literacy in 2018. In Computer Literacy there was an increase from 64% in 2015, 49% in 2016, to 85% in 2018. In Information Literacy a increase from 57% in 2015, 55% in 2016, to 61% in 2018 was observed. In Spanish there was an increase from 63% in 2015, 61% in 2016, to 82% in 2015. Finally, in Mathematics from 58% in 2015, 45% in 2016, there was an increase to 74% in 2018.

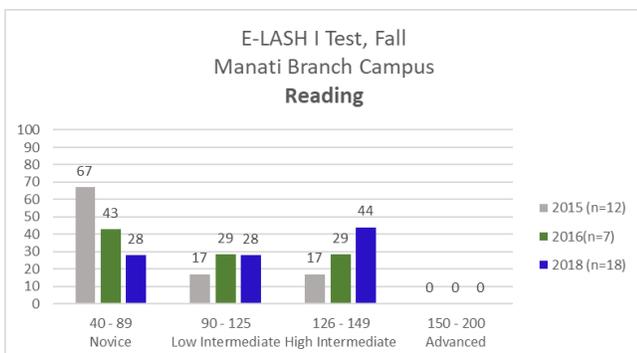
General Education Core Competencies E-LASH I Pre-test Results and Analysis Manati Branch Campus Fall



In 2018 Listening Comprehension results demonstrate that 0% of freshman students were in the novice level. A 45% of students were in the advanced level, 33% in low intermediate and 22% were in the high intermediate level. Finally According to the College Board students in the advanced level Understand linguistically complex text and extend the ideas by making inferences.



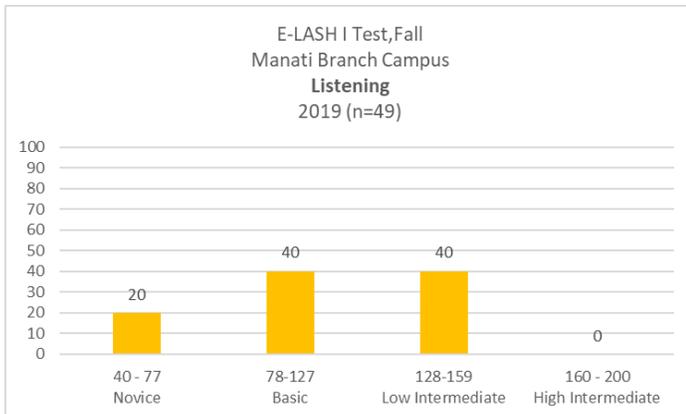
In 2018 Language Examination results demonstrate that 56% of freshman students were in the high intermediate level, while 22% was in the low intermediate. A 22% were in the novice level. There were no students in the advanced level. According to College Board students in the high intermediate level use skills in novice and low intermediate stages with reasonable accuracy and little effort.



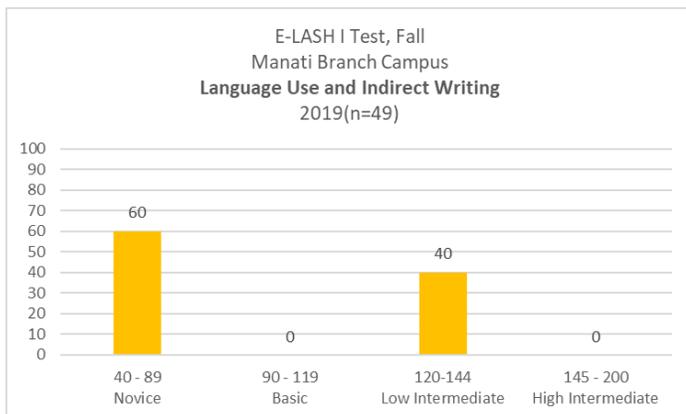
In 2018 Reading examination results demonstrate that 44% of freshman students were in the high intermediate level. A 28% of students were in the low intermediate as in the novice level. There were no students in the advanced level. According to College Board students in the high intermediate level use skills in novice and low intermediate stages with reasonable accuracy and little effort.

General Education Core Competencies E-LASH I Pre-test Results and Analysis Manati Branch Campus Fall

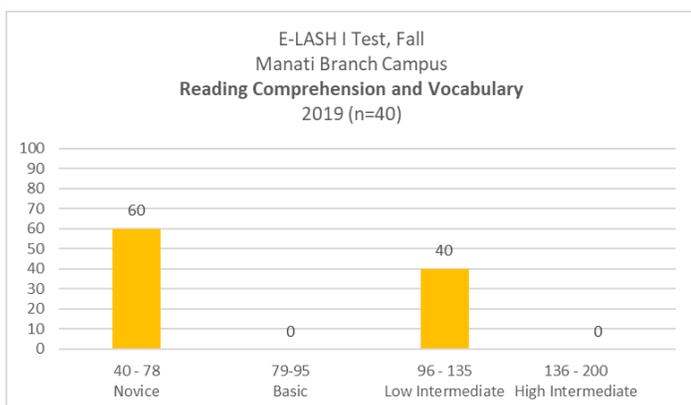
In 2018 the College Board of Puerto Rico & Latin America carried out the review of the E-LASH 1 test. This test is aligned with the Marco Común Europeo (MCE). As of June 2019 the revised test is used.



In the area of Listening, the Low Intermediate and Basic levels obtained 40% each. Students at Low Intermediate understand the main points and some details of standard speech on familiar matters regularly encountered in personal, social, and academic settings, including short narratives, announcements, and reports. While in Basic, they understand phrases, expressions, and short conversations related to areas of more immediate priority, such as basic personal and family information, shopping, and employment. Finally, 20% of the students are in Novice, following a speech containing simple questions and statements. recognize cognates and concrete information, such as numbers, places, times, and days of the week, about familiar themes encountered in everyday life.



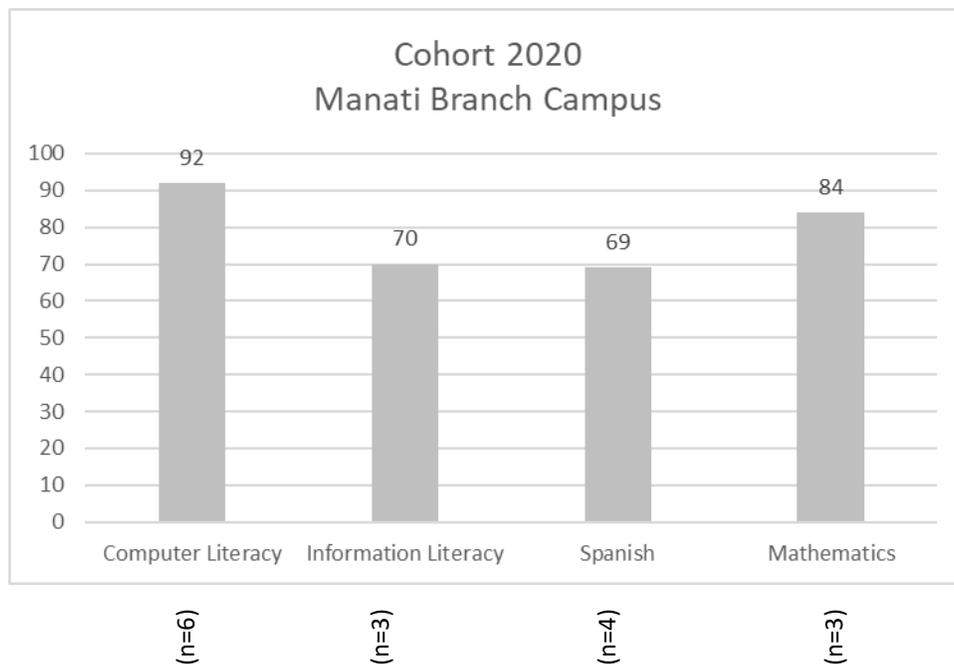
In the area of Language and Indirect Writing 60% of the students are Novice, they use elementary grammatical structures, including the simple present tense and basic determiners such as "a" and "an", in short and simple sentences about everyday situations more usual. While 40% are in Low Intermediate, they use various grammatical structures, including adjectives, adverbs, irregular plurals, and present progressive and future tenses, in everyday social, family, practical and leisure contexts.



In the Reading Comprehension and Vocabulary area 60% of the students are in Novice, the students basic information in very short texts and authentic materials, such as labels and notices, in common everyday situations and using simple vocabulary, starting with approximately 50 words . While 40% are in Low Intermediate, they understand specific information, identify main ideas, distinguish between facts and opinions, and draw conclusions in a simple and factual way from texts, short stories and everyday materials of approximately 280 words that contain mostly familiar vocabulary.

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General Education Core Competencies Post-Test Results and Analysis Manati Branch Campus



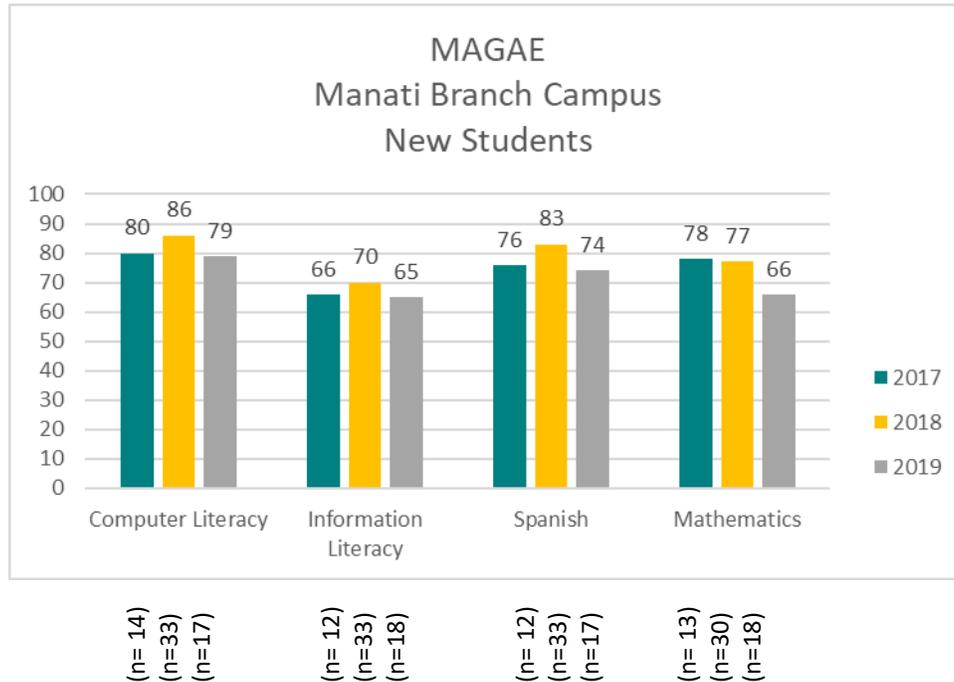
Post-Test Results Analysis

In this 2020 Basic Skills Cohort, it showed that students scored 92% on Computer Literacy and 84% on Mathematics. While in Information Literacy 69%. While in Spanish 69% and in Information Literacy 70%.

Closing the loop: Assessment Decisions

1. Created the 3 Force Project: the project to Strengthen Opportunities, Strengthening Capacities and Equality collects conceptually and philosophically the treatment that will be used to reduce the lag of students in areas of Spanish, English and mathematics. The project is divided into the following domains:
 - a. Command of Spanish (in process): focused on reading comprehension.
 - b. Mastery of Mathematics: improve students' basic math skills, using the *EducoSoft* platform as a tool.
 - c. Proficiency in English: competence in oral communication for specific purposes.

**General Education Core Competencies
Pre-Test Results and Analysis
MAGAE
Manati Branch Campus**



Pre-Test Results Analysis

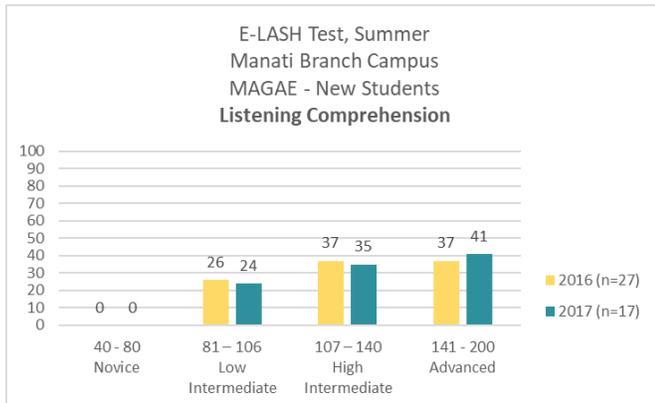
In 2019, the Basic Competencies evaluated, first-year MAGAE students showed a decrease in all areas compared to 2018. However, the Information Literacy tests obtained 65%, less than in 2018. While in Spanish were obtained in 74% compared to 2018, which was 83%.

General Education Core Competencies

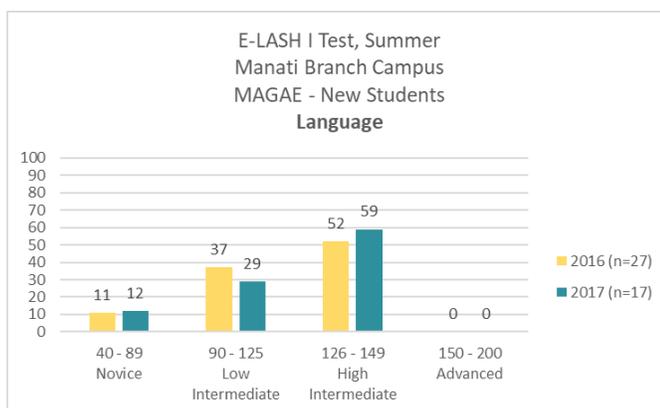
Pre-Test Results and Analysis

MAGAE - New Students

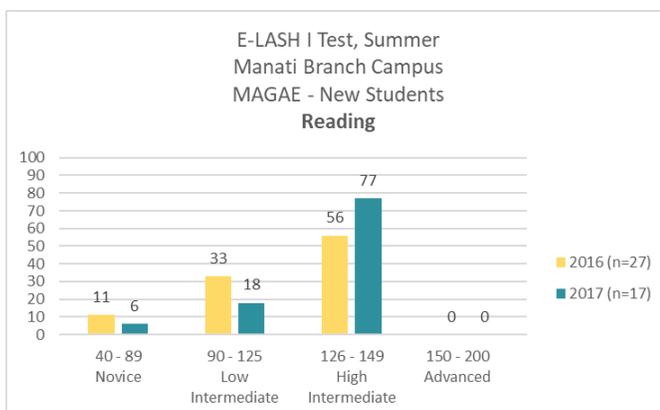
Manati Branch Campus



Listening Comprehension Examination Results of MAGAE demonstrate that there were no students in the novice level in 2016 and 2017. There was a 26% of students in the low intermediate level in 2016 and 24% in 2017. A 37% of students in the high intermediate level in 2016 and 35% in 2017. Finally there was a 37% of students in the advanced level with an increase to 41% in 2017. According to the College Board students in the advanced level are able to understand linguistically complex texts and extend the ideas by making references.



Language Examination Results demonstrate that 11% of MAGAE freshman were in the novice level in 2016 and 12% in 2017. A 37% were in the low intermediate level in 2016 with a decrease to 29% in 2017. IN the high intermediate level there was a 52% in 2016 with an increase to 59% in 2017. There were no students in the advanced level. According to the College Board students in the high intermediate level are able to use skills in the novice and low intermediate stages with reasonable accuracy and little effort.



Reading Examination Results demonstrate that 11% of MAGAE freshman were in the novice level in 2016 and decreased to 6% in 2017. A 33% were in the low intermediate level in 2016 and decreased to 18% in 2017. However, a significant increase from 56% in the high intermediate level in 2016 to 77% in 2017 was observed. There were no students in the advanced level. According to the College Board use skills in novice and low stages with reasonable accuracy and little effort.

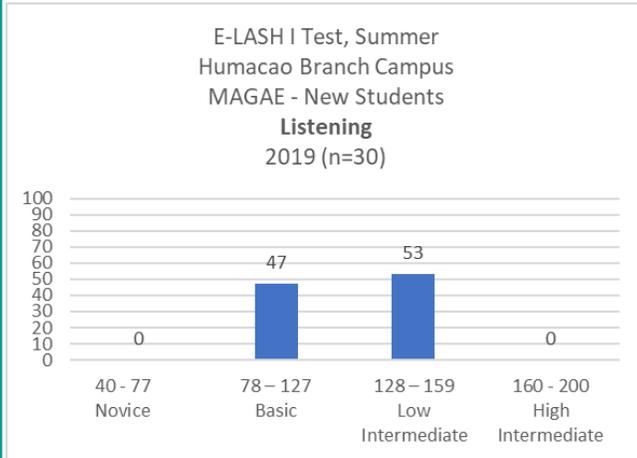
General Education Core Competencies

Pre-Test Results and Analysis

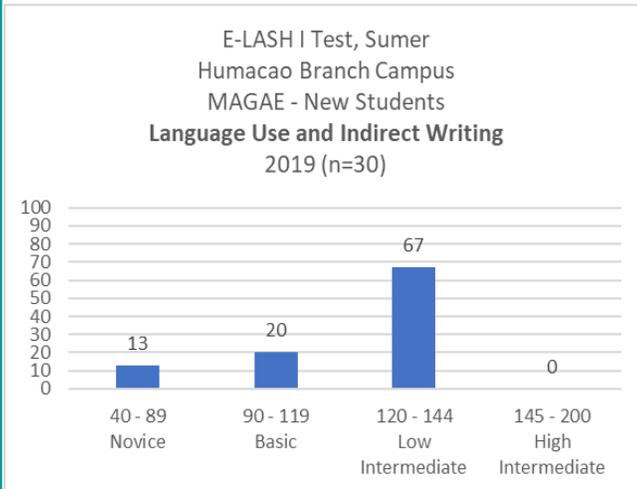
MAGAE - New Students

Manati Branch Campus

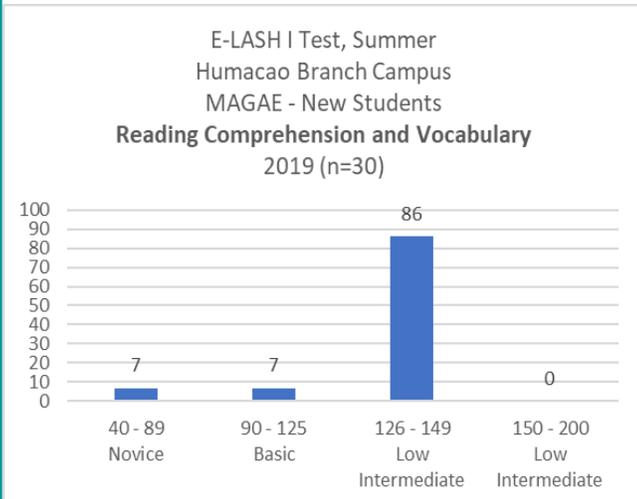
In 2018 the College Board of Puerto Rico & Latin America carried out the review of the E-LASH 1 test. This test is aligned with the Marco Común Europeo (MCE). As of June 2019 the revised test is used.



In the Listening area, 53% of the students are at the Low Intermediate level, they understand to understand the main points and some details of standard speech in familiar matters that are regularly found in the personal, social and academic environments, which include narratives briefs, announcements and reports. While 47% are in Basic, understand phrases, expressions and short conversations related to areas of more immediate priority, such as basic personal and family information, shopping and employment.



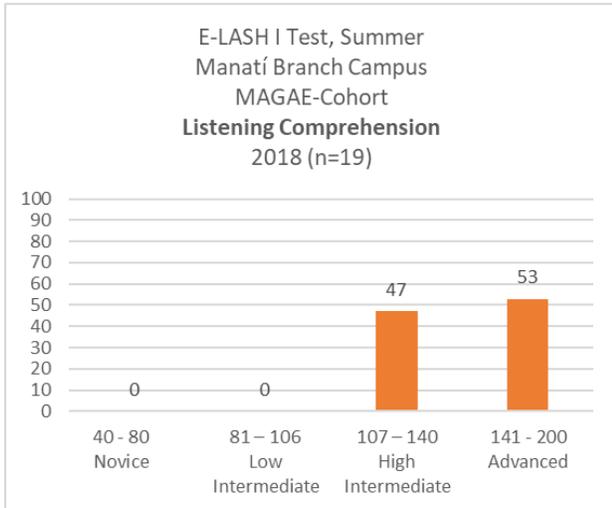
In the area of Language Use and Indirect Writing, 67% are at the Low Intermediate level, where they use various grammatical structures, including adjectives, adverbs, irregular plurals and present progressive and future tenses, in everyday social, family, practical and of leisure. While 20% are in Basic, use basic grammatical structures, including prompts, information, and "yes / no" questions, and simple past and future tenses with "will" and "going to", in short, simple sentences about everyday matters and in areas of more immediate need. Finally, 13% are Novice, using elementary grammatical structures, including the simple present tense and basic determiners such as "a" and "an", in short and simple sentences about the most common everyday situations.



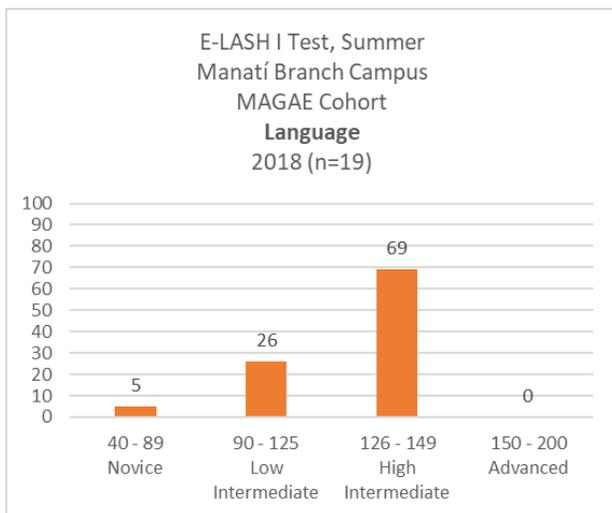
En el área de Reading Comprehension and Vocabulary, un 86% de los estudiantes están en el nivel Low Intermediate, indica que usan información específica, identificar ideas principales, distinguir entre hechos y opiniones, y sacar conclusiones de manera sencilla y fáctica textos, narraciones breves y materiales cotidianos de aproximadamente 280 palabras que contienen en su mayoría vocabulario familiar. Mientras en Basic y Novice sacaron un 7%

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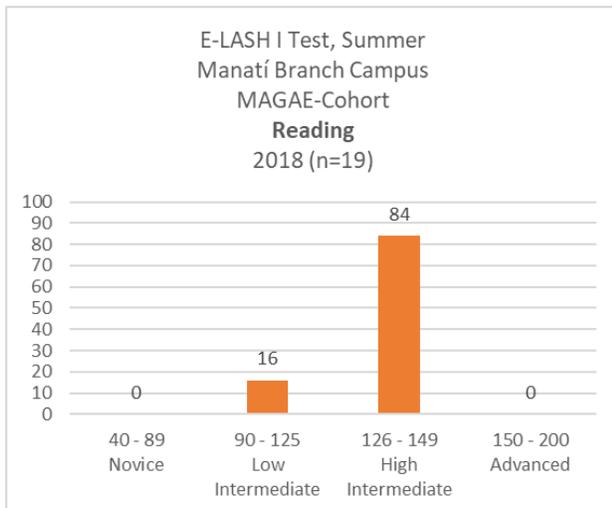
General Education Core Competencies Post-Test Results and Analysis MAGAE - Cohort Manati Branch Campus



Listening Comprehension examination results of MAGAE demonstrate that there were no students in the novice level and low intermediate. There was a 53% of students in the Advanced level in 2018 and 53% in 2018. According to the College Board students in the Advanced level are able to understand linguistically complex texts and extend the ideas by making references.



Language examination results demonstrate that 5% of MAGAE freshman were in the novice level in 2018. A 26% were in the low intermediate level. In the high intermediate level there was a 69%. According to the College Board students in the high intermediate level are able to use skills in the novice and low intermediate stages with reasonable accuracy and little effort.



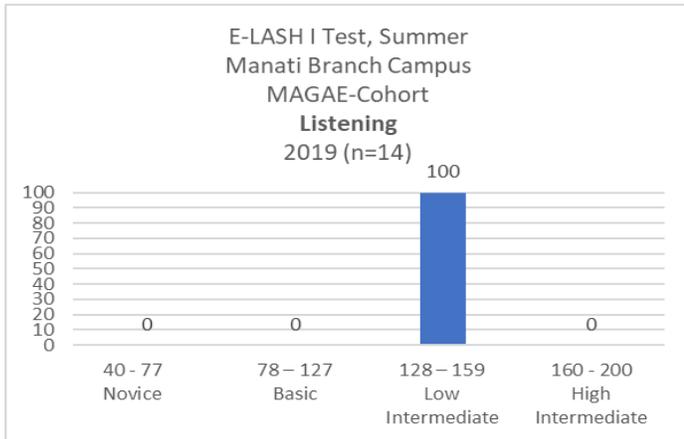
Reading examination results demonstrate that 16% of MAGAE freshman were in the low intermediate level in 2018. A 84% were in the high intermediate level. There were no students in the advanced level. According to the College Board use skills in high intermediate and low stages with reasonable accuracy and little effort.

General Education Core Competencies

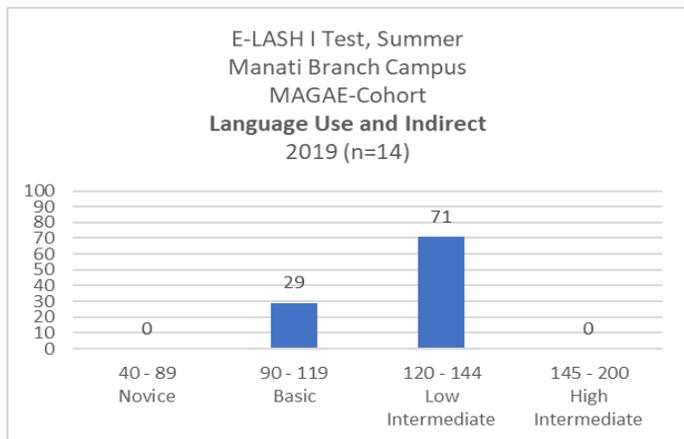
Post-Test Results and Analysis

MAGAE - Cohort

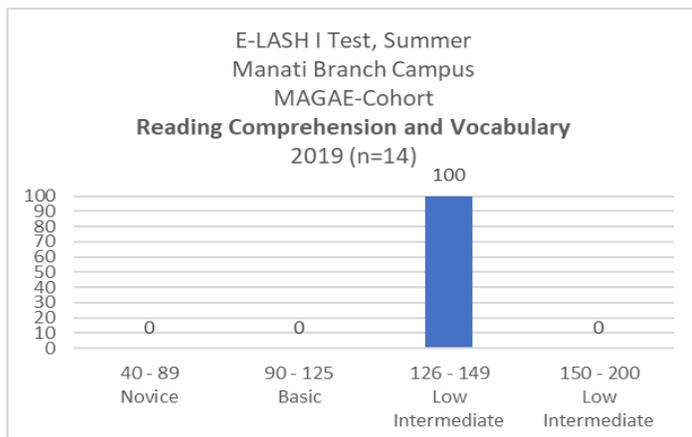
Manati Branch Campus



In the area of Listening, 100% of the students are at the Low Intermediate level, which means that they understand the main points and some details of standard speech in family matters that are close to the personal, social and academic environments, which include short narratives, announcements and reports.



In the Language Use and Indirect area, 71% of the students use various grammatical structures, including adjectives, adverbs, irregular plurals and present progressive and future tenses, in everyday social, family, practical and leisure contexts. While 29% are at the Basic level, they use basic grammatical structures, including prompts, information and "yes / no" questions, and simple past and future tenses with "will" and "going to", in short sentences and simple on everyday matters and in areas of more immediate need.



In the Reading Comprehension and Vocabulary area, 100% of the students are at the Low Intermediate level, they understand specific information, identify main ideas, distinguish between facts and opinions, and draw conclusions in a simple and factual way from texts, short stories and everyday materials of approximately 280 words containing mostly familiar vocabulary.

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Program

Assessment Outcome Results

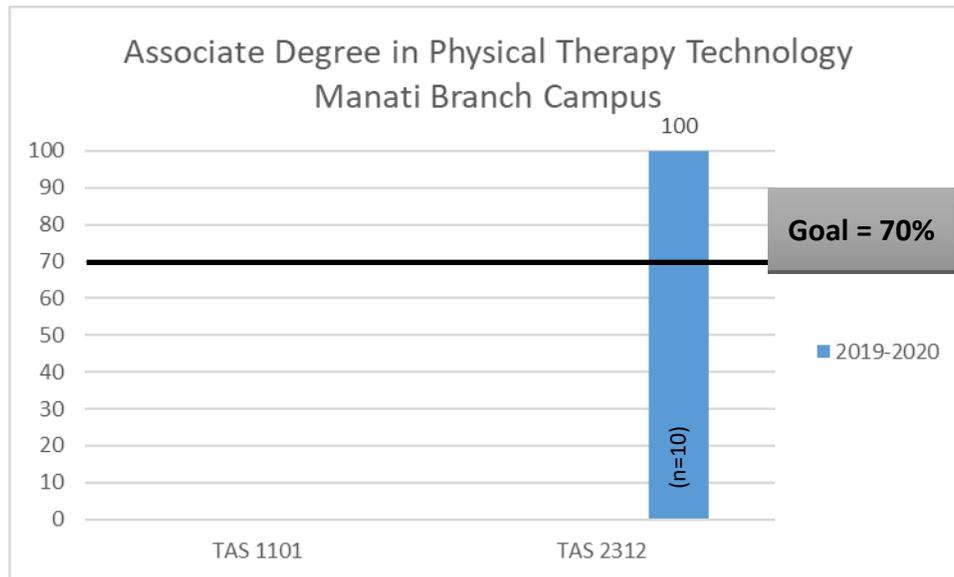
A program assessment plan has been developed which allows follow-up on student's learning at three (3) stages. The students are assessed at the beginning, the middle, and at the final stage of the study program. Capstone courses were identified for each program. These assessments allow student follow-up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

The Academic Program Assessment Capstone Courses were revised in order to maintain sustainability. The Bachelors' Degree programs were narrowed down from four to three capstone courses. The Associate Degrees programs were narrowed down from two (2) capstone courses.

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



SCHOOL OF HEALTH



Associate Degree in Physical Therapy Technology Capstone Courses, Manati Branch Campus

In the 2019-2020 period, students obtained a 100% in the final course of TAS 3212. Surpassing the goal of 70%.

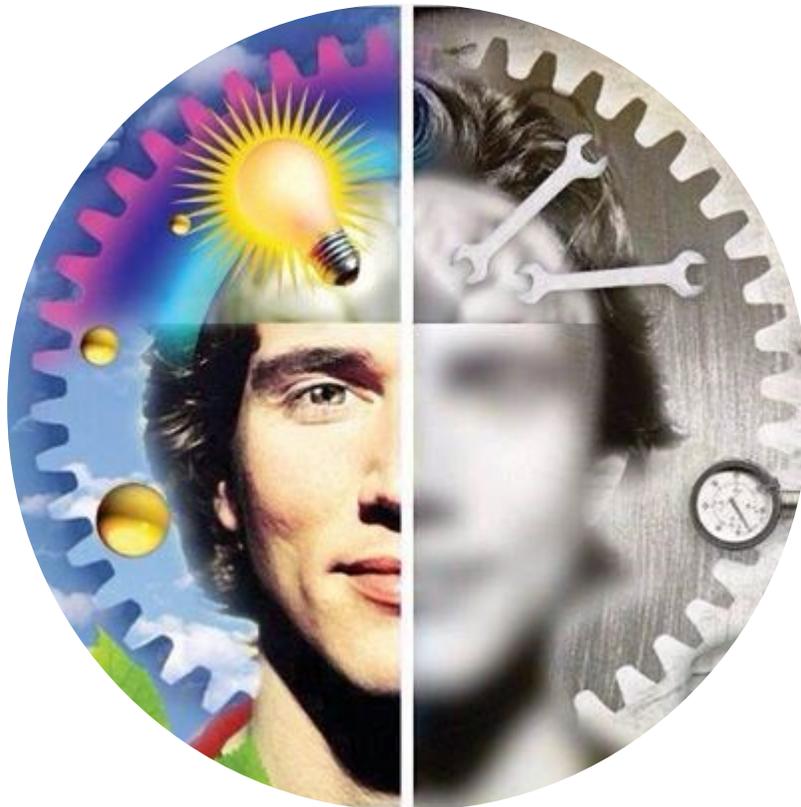
Closing the loop: Assessment Decisions

1. These students began at the Hato Rey Campus and concluded at the Manati Branch Campus.
2. A new program has been created named Associate Degree in Physical Therapy, it will be accredited by CAPTE and will only be offered at the Hato Rey Campus.

Outcomes Results

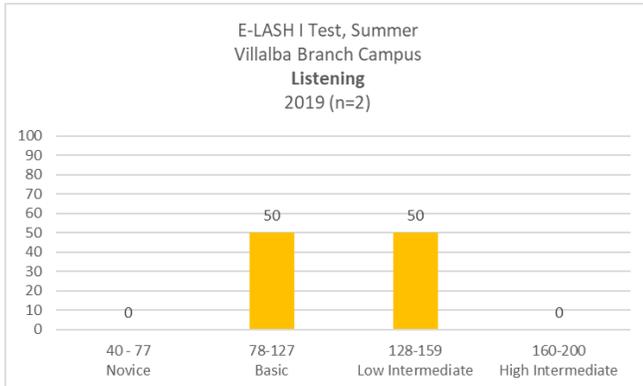
Villalba Branch Campus

General Education Pre and Post Assessment

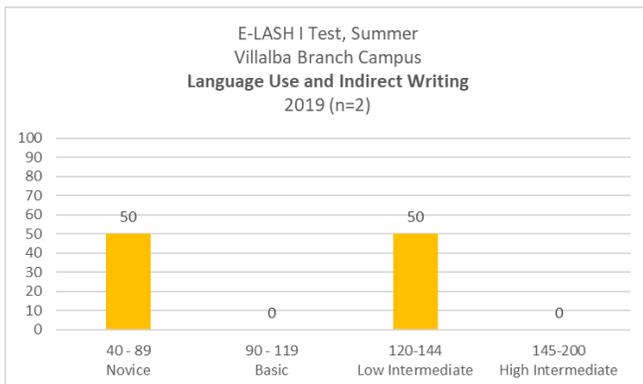


General Education Core Competencies Pre Test Results Villalba Branch Campus Summer

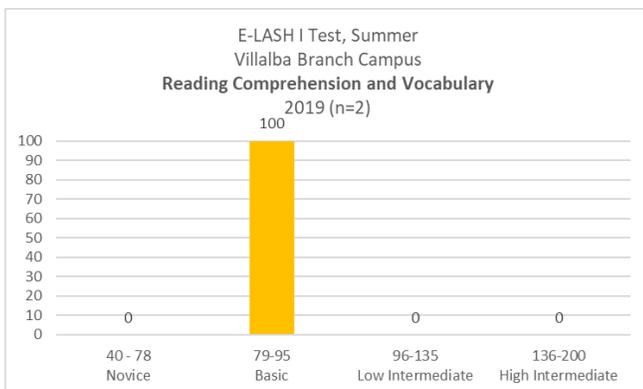
In 2018 the College Board of Puerto Rico & Latin America carried out the review of the E-LASH 1 test. This test is aligned with the Marco Común Europeo (MCE). As of June 2019 the revised test is used.



In the area of Listening, the Basic and Low Intermediate levels obtained 50% each. It means that students in Basic understand phrases, expressions and brief conversations related to areas of more immediate priority, such as basic personal and family information, shopping and employment. While Low Intermediate, they understand the main points and some details of standard speech in familiar matters that are regularly encountered in personal, social and academic settings, including short narratives, announcements and reports.



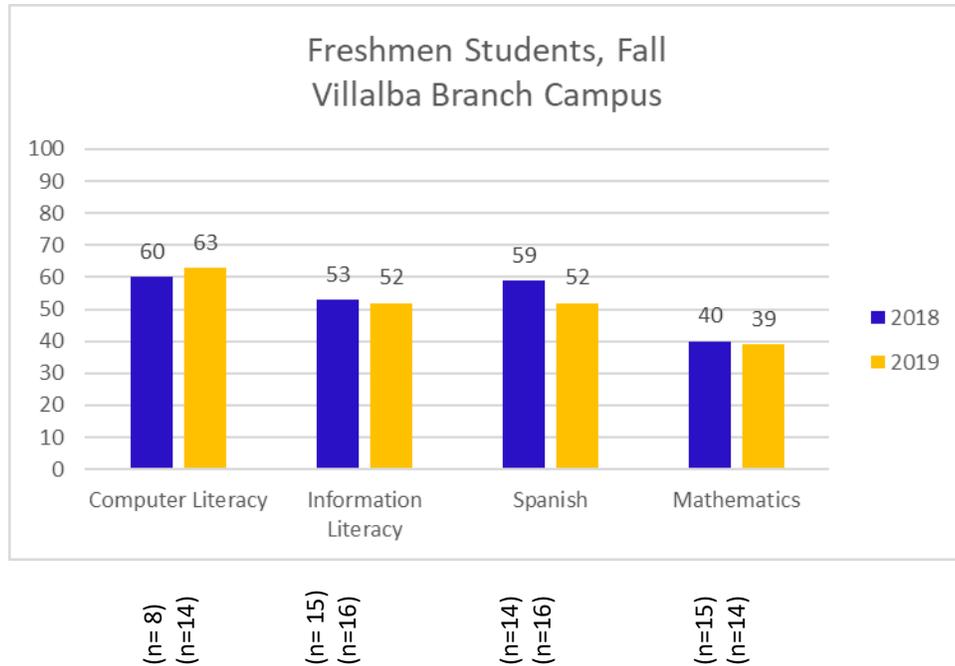
In the Language Use and Indirect Writing area the levels of Novice and Low Intermediate obtained 50% each. Novice indicates that they use elementary grammatical structures, including the simple present tense and basic determiners such as "a" and "an", in short, simple sentences about the most common everyday situations. While Low Intermediate, they use various grammatical structures, including adjectives, adverbs, irregular plurals, and present progressive and future tenses, in everyday social, family, practical and leisure contexts.



In the Reading Comprehension and Vocabulary area, 100% of the students are at the Basic level, understand basic information and identify main ideas in short and simple texts of about 150 words that contain high frequency vocabulary and in everyday materials, such as posters, labels, instructions, schedules, and notices

*For more information, you can download the report provided by the College Board of Puerto Rico and Latin America: <https://latam.collegeboard.org/wp-content/uploads/2018/06/Resumen-ejecutivo-del-informe-final-de-la-alineaci%C3%B3n-con-el-MCE.pdf>

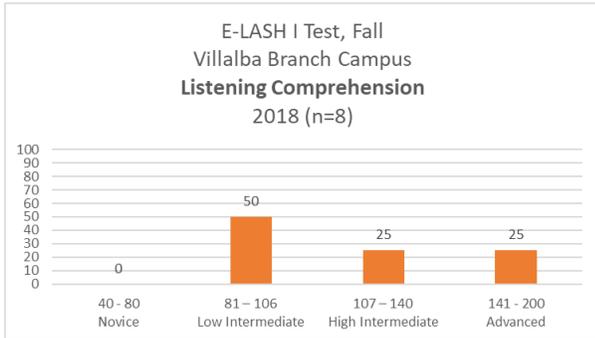
**General Education Core Competencies
Pre-test Results
Villalba Branch Campus Fall**



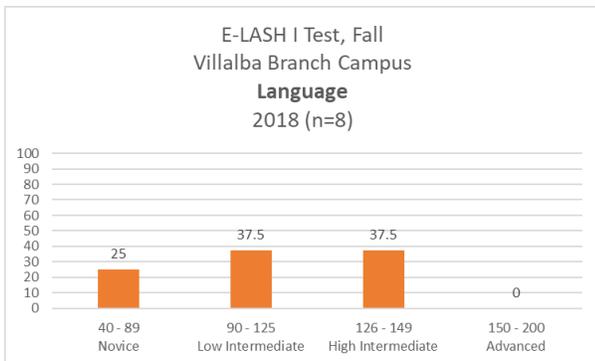
Pre-Test Results Analysis

Students in 2019 made an increase in Computer Literacy with 63% compared to 2018, which was 60%. But in the areas of Spanish and Information Literacy they obtained 52% in 2019. While in Mathematics they obtained 39% in 2019.

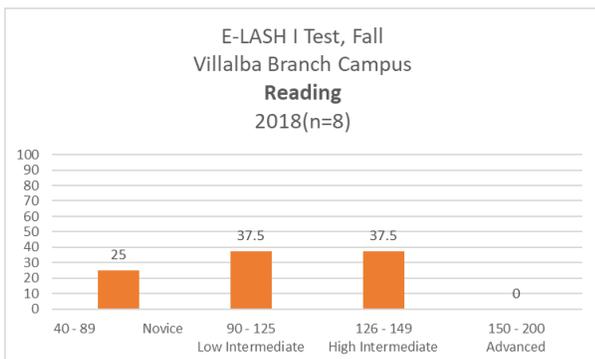
General Education Core Competencies Pre Test Results Villalba Branch Campus Fall



In Listening Comprehension Examination Results demonstrate that 50% of freshman were in the low intermediate level in 2018, 25% in the high intermediate level and 25% in the advanced level. According to College Board the low intermediate level students are able to understand the general idea of slightly longer discourses on familiar subjects.



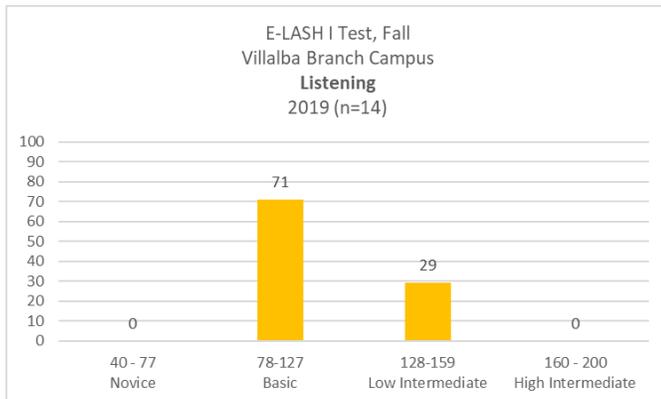
The Language examination results demonstrate that 50% of freshman were in the 25% in novice level, 37.5% in the low intermediate level, and 37.5% in the high intermediate level. According to College Board students in the Low Intermediate combine words and phrases into acceptable English sentences, and high intermediate use skills in novice and low intermediate stages with reasonable accuracy an little effort.



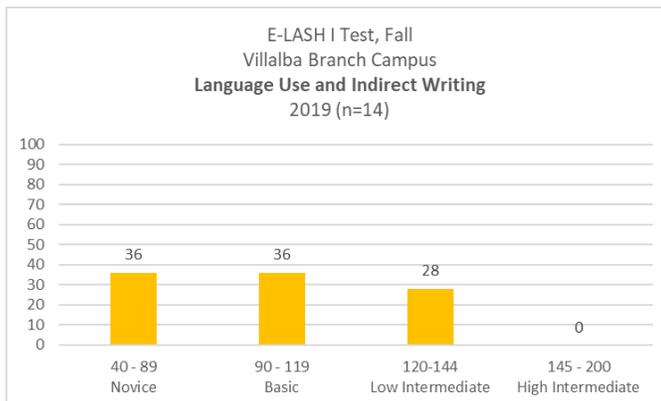
The Reading examination results demonstrate that 25% of freshman were in the novice level, 37.5% in the low intermediate level, and 37.5% in the high intermediate level. According to College Board students in the Low intermediate in addition to skills in novice stage -identify main ideas, distinguish between fact and opinion, draw conclusions, and high intermediate use skill in novice and low intermediate presented on a variety of topics.

General Education Core Competencies Pre Test Results Villalba Branch Campus Fall

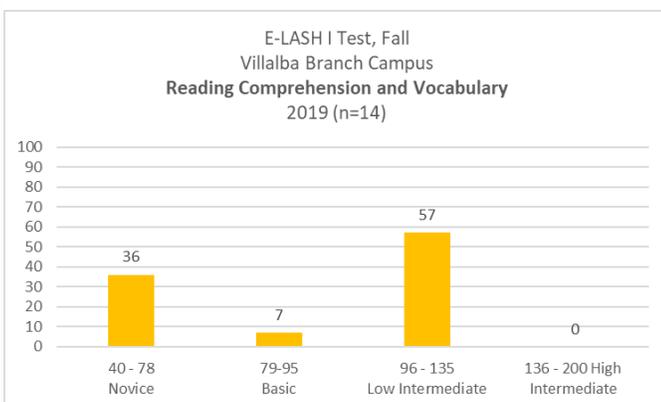
In 2018 the College Board of Puerto Rico & Latin America carried out the review of the E-LASH 1 test. This test is aligned with the Marco Común Europeo (MCE). As of June 2019 the revised test is used.



In the area of Listening, 71% of the students belong to the Basic level, who understand phrases, expressions and short conversations related to areas of more immediate priority, such as basic personal and family information, shopping and employment. While 29% are at the Low Intermediate level, where they understand the main points and some details of standard speech in familiar matters that are regularly found in the personal, social and academic environments, which include short narratives, announcements and reports.



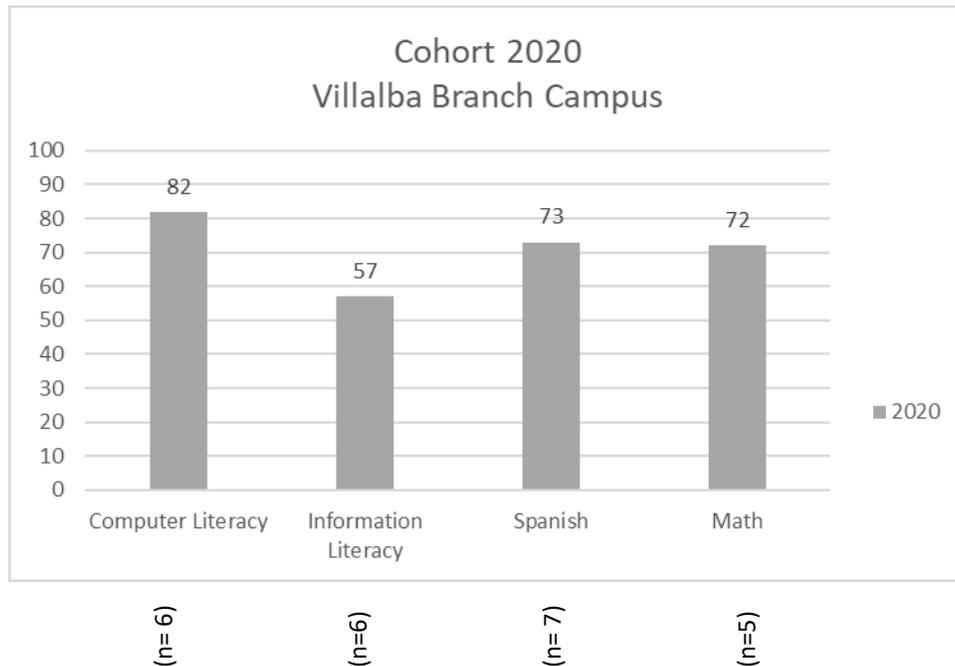
In the area of Language Use and Indirect Writing, the Novice and Basic levels obtained 36% each. Novice indicates that they use elementary grammatical structures, including the simple present tense and basic determiners such as "a" and "an", in short, simple sentences about the most common everyday situations. While Basic, use basic grammatical structures, including prompts, information and "yes / no" questions, and simple past and future tenses with "will" and "going to", in short, simple sentences about everyday matters and in areas most immediate need. But 28% are at the Low Intermediate level, where they use various grammatical structures, including adjectives, adverbs, irregular plurals, and present progressive and future tenses, in everyday social, family, practical and leisure contexts.



In the Reading Comprehension and Vocabulary area, 57% of the students are at the Low Intermediate level, where they understand specific information, identify main ideas, distinguish between facts and opinions, and draw conclusions in a simple and factual way texts, short stories and everyday materials of approximately 280 words that contain mostly familiar vocabulary. On the other hand, 36% are in Novice, where they understand basic information in very short texts and authentic materials, such as labels and notices, in common everyday situations and using simple vocabulary, starting with approximately 50 words. Finally, 7% are in Basic, who understand basic information and identify main ideas in short, simple texts of around 150 words that contain high-frequency vocabulary and in everyday materials, such as posters, labels, instructions, schedules, and notices.

*For more information, you can download the report provided by the College Board of Puerto Rico and Latin America: <https://latam.collegeboard.org/wp-content/uploads/2018/06/Resumen-ejecutivo-del-informe-final-de-la-alineaci%C3%B3n-con-el-MCE.pdf>

General Education Core Competencies Post-Test Results Villalba Branch Campus



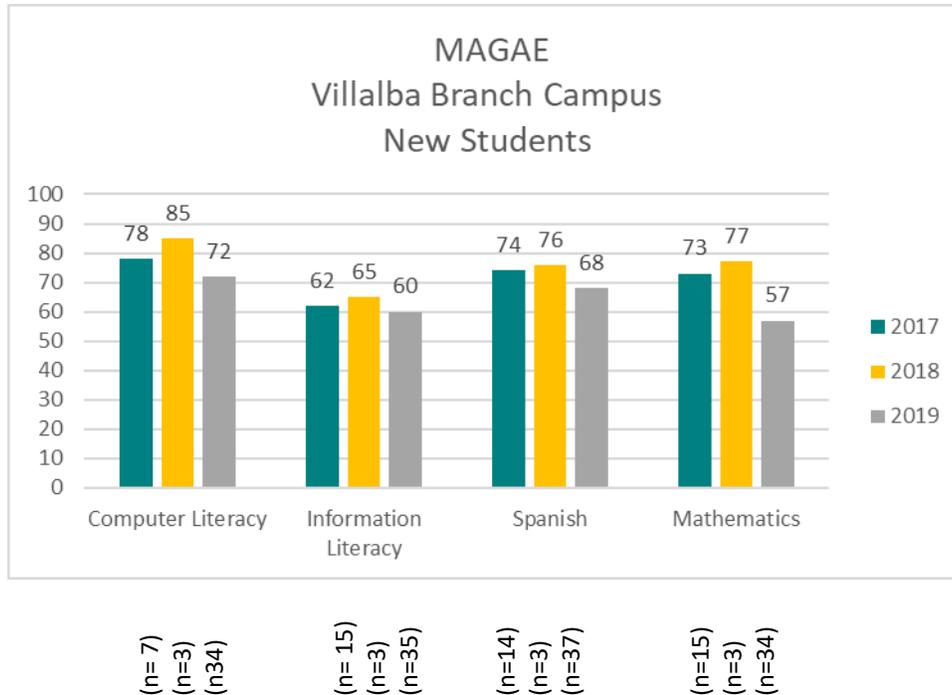
Post-Test Results Analysis

In this 2020 basic skills cohort, it showed that students scored 82% on Computer Literacy, 73% on Spanish, and 72% on Mathematics. In Information Literacy they obtained 57%.

Closing the loop: Assessment Decisions

1. Created the 3 Force Project: the project to Strengthen Opportunities, Strengthening Capacities and Equality collects conceptually and philosophically the treatment that will be used to reduce the lag of students in areas of Spanish, English and mathematics. The project is divided into the following domains:
 - a. Command of Spanish (in process): focused on reading comprehension.
 - b. Mastery of Mathematics: improve students' basic math skills, using the *EducoSoft* platform as a tool.
 - c. Proficiency in English: competence in oral communication for specific purposes.

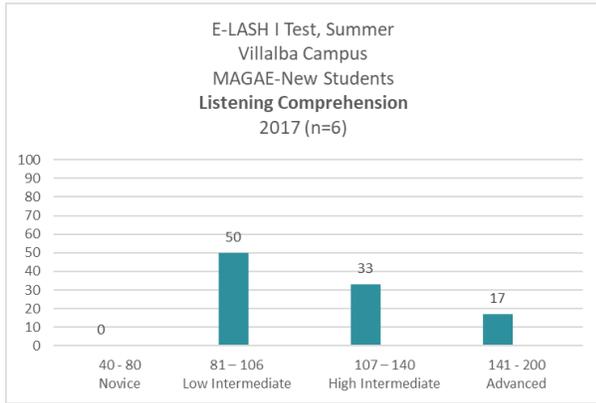
**General Education Core Competencies
Pre -Test Results
MAGAE - New Students
Villalba Branch Campus**



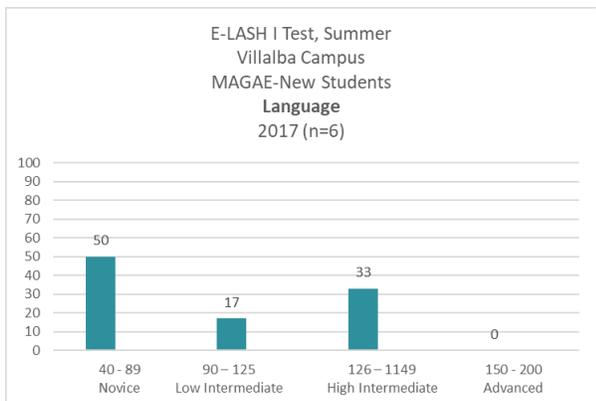
Pre-Test Results Analysis

Villalba students in 2019 scored lower on all tests. In Computer Literacy they obtained 72% compared to 2018 which was 85%. In Information Literacy, 60% were obtained. In Spanish, students obtained 68 %% and in Mathematics they obtained 57% when in 2018 it was 77%.

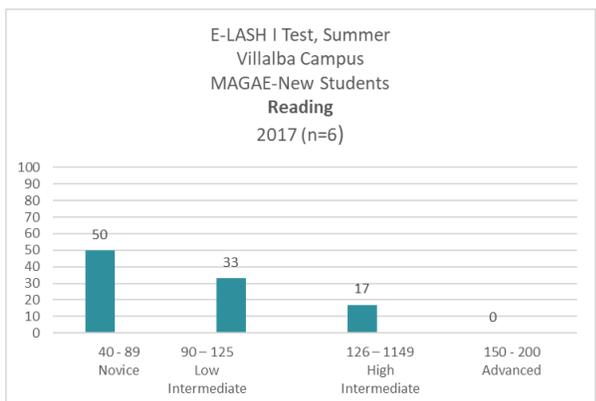
General Education Core Competencies Pre Test Results MAGAE- New Students Villalba Branch Campus



In Listening Comprehension Examination Results demonstrate that 50% of freshman were in the low intermediate level in 2017, 33% in the high intermediate level and 17% in the advanced level. There were no students in the novice level. According to College Board the low intermediate level students are able to understand the general idea of slightly longer discourses on familiar subjects.



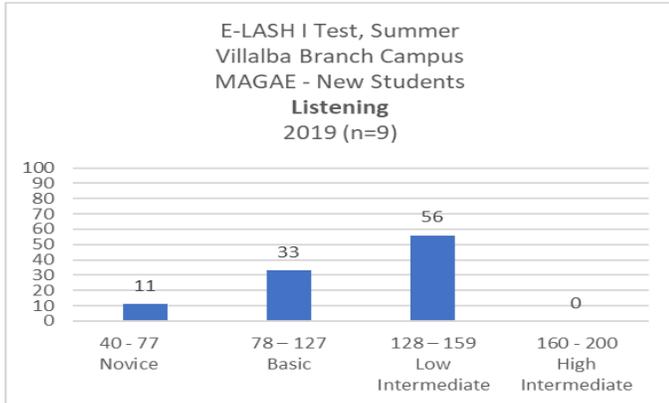
The Language Examination Results demonstrate that 50% of freshman were in the novice level, 17% in the low intermediate level, and 33% in the high intermediate level. There were no students in the advanced level. According to College Board students in the novice level use basic grammatical structures including but not limited to affirmative, (yes/no) question and negative word order, present and past verb tenses; subject and object pronouns. They can also combine words and phrases into acceptable English sentences.



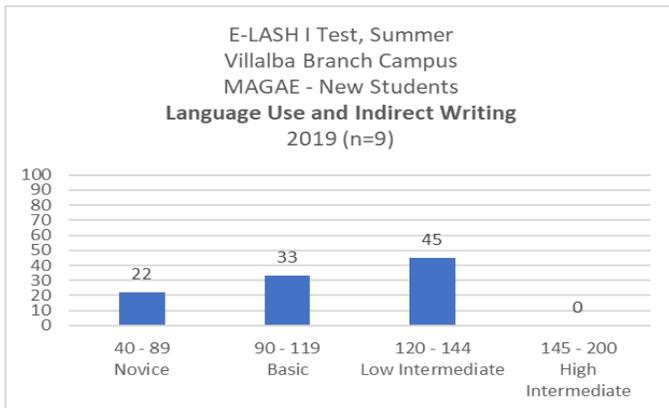
The Reading Examination Results demonstrate that 50% of freshman were in the novice level, 33% in the low intermediate level, and 17% in the high intermediate level. There were no students in the advanced level. According to College Board students in the novice level are able to locate basic information and understand high frequency vocabulary.

General Education Core Competencies Pre Test Results MAGAE - New Students Villalba Branch Campus

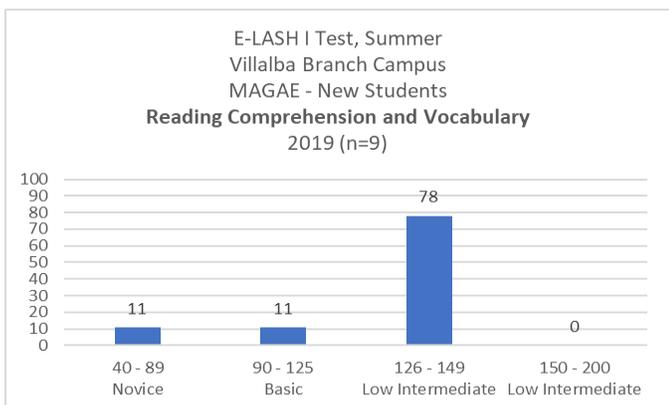
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In Listening Comprehension Examination Results demonstrate that 50% of freshman were in the low intermediate level in 2017, 33% in the high intermediate level and 17% in the advanced level. There were no students in the novice level. According to College Board the low intermediate level students are able to understand the general idea of slightly longer discourses on familiar subjects.



The Language Examination Results demonstrate that 50% of freshman were in the novice level, 17% in the low intermediate level, and 33% in the high intermediate level. There were no students in the advanced level. According to College Board students in the novice level use basic grammatical structures including but not limited to affirmative, (yes/no) question and negative word order, present and past verb tenses; subject and object pronouns. They can also combine words and phrases into acceptable English sentences.



The Reading Examination Results demonstrate that 50% of freshman were in the novice level, 33% in the low intermediate level, and 17% in the high intermediate level. There were no students in the advanced level. According to College Board students in the novice level are able to locate basic information and understand high frequency vocabulary.

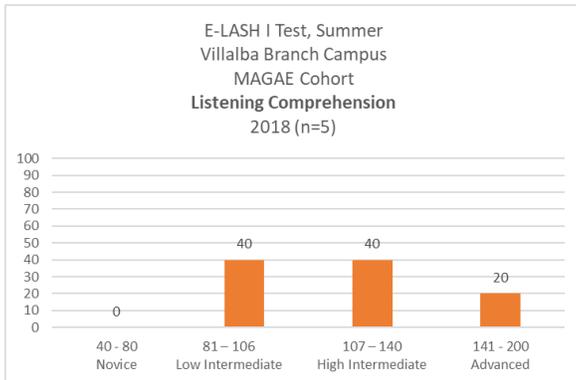
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General Education Core Competencies

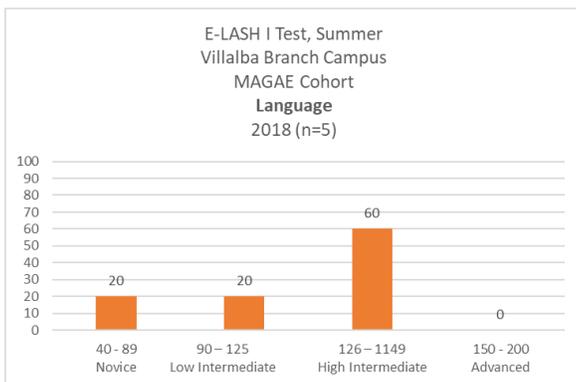
Post Test Results

MAGAE - Cohort

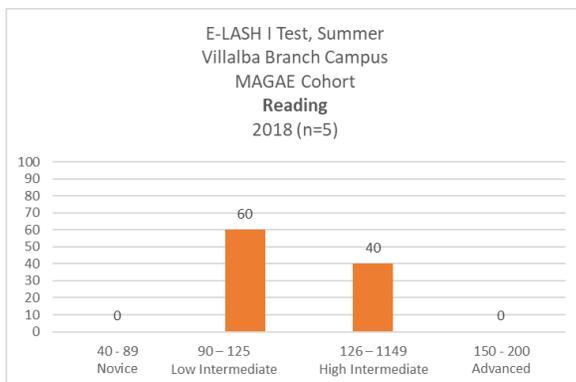
Villalba Campus



In Listening Comprehension examination results demonstrate that 40% of students were in the low intermediate and high intermediate level in 2018, 20% in the high advanced level. According to College Board the low intermediate level students are able to understand the general idea of slightly longer discourses on familiar subjects.



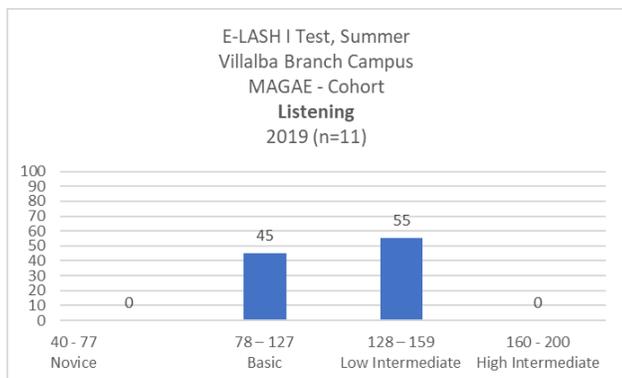
The Language examination results demonstrate that 60% of students were in the high intermediate level, 20% in the low intermediate and novice level. According to College Board students in the high intermediate use skills in novice and low intermediate stages with reasonable accuracy an little effort.



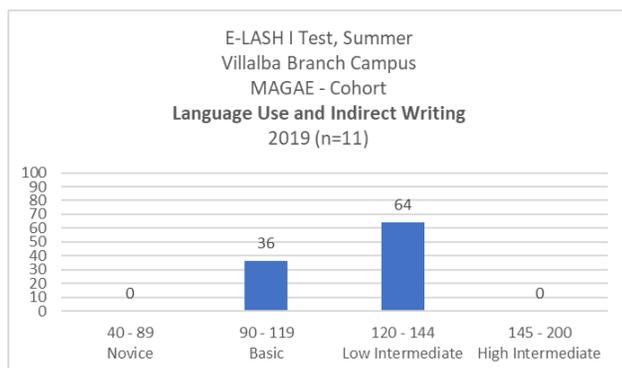
The Reading examination results demonstrate that 60% of students were in the low intermediate level, 40% in the high intermediate level. According to College Board students in the Low intermediate in addition to skills in novice stage -identify main ideas, distinguish between fact and opinion, draw conclusions.

General Education Core Competencies Post Test Results MAGAE - Cohort Villalba Campus

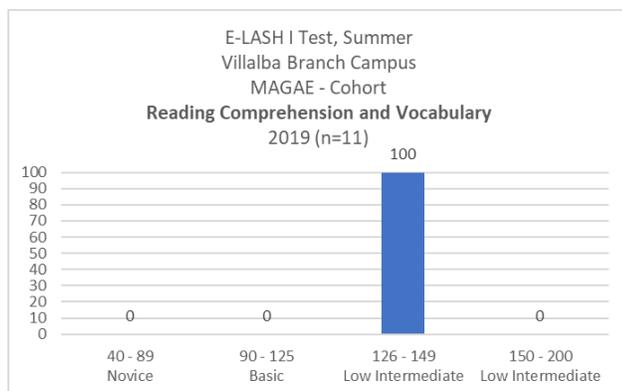
In 2018 the College Board of Puerto Rico & Latin America carried out the review of the E-LASH 1 test. This test is aligned with the Marco Común Europeo (MCE). As of June 2019 the revised test is used.



In the Listening area, 55% of the students are at the Low Intermediate level, indicating that they understand the main points and some details of standard speech in familiar matters that are regularly found in the personal, social and academic environments, which include short narratives, announcements and reports. While 45% are at the Basic level, they understand phrases, expressions and short conversations related to areas of more immediate priority, such as basic personal and family information, shopping and employment.



In the area of Language Use and Indirect Writing, 64% of students are at the Low Intermediate level where they make use of various grammatical structures, including adjectives, adverbs, irregular plurals and present progressive and future tenses, in everyday social contexts, family, practical and leisure. While 36% are at the Basic level, use basic grammatical structures, including prompts, information and "yes / no" questions, and simple past and future tenses with "will" and "going to", in short sentences and simple on everyday matters and in areas of more immediate need.



In the Reading Comprehension and Vocabulary area, 100% of students are at the Low Intermediate level, where they understand specific information, identify main ideas, distinguish between facts and opinions, and draw conclusions in a simple and factual way, texts, short stories and everyday materials of approximately 280 words that contain mostly familiar vocabulary.

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Program

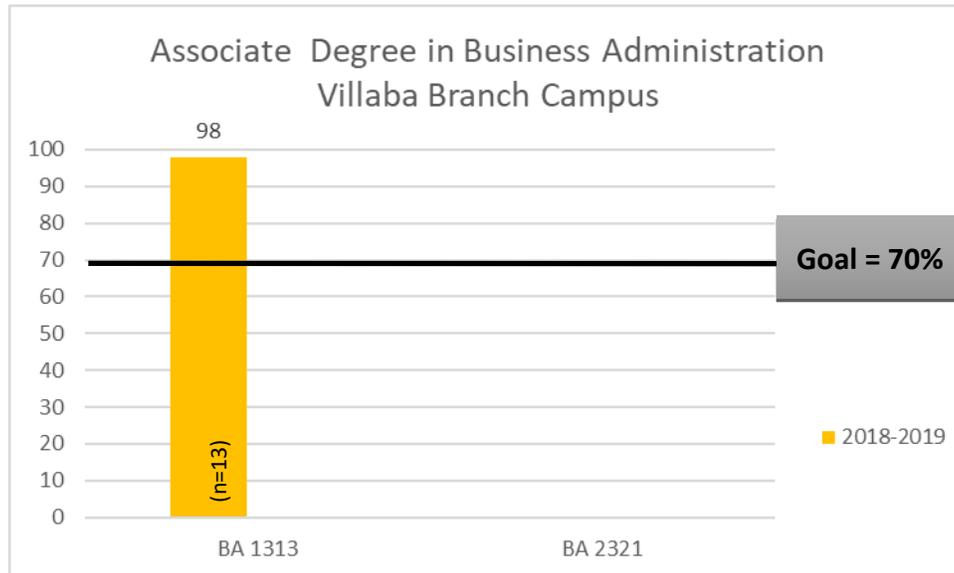
Assessment Outcome Results

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

The Academic Program Assessment Capstone Courses were revised in order to maintain sustainability. The Bachelors' Degree programs were narrowed down from four to three capstone courses. The Associate Degrees programs were narrowed down from two (2) capstone courses.

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

SCHOOL OF ADMINISTRATION



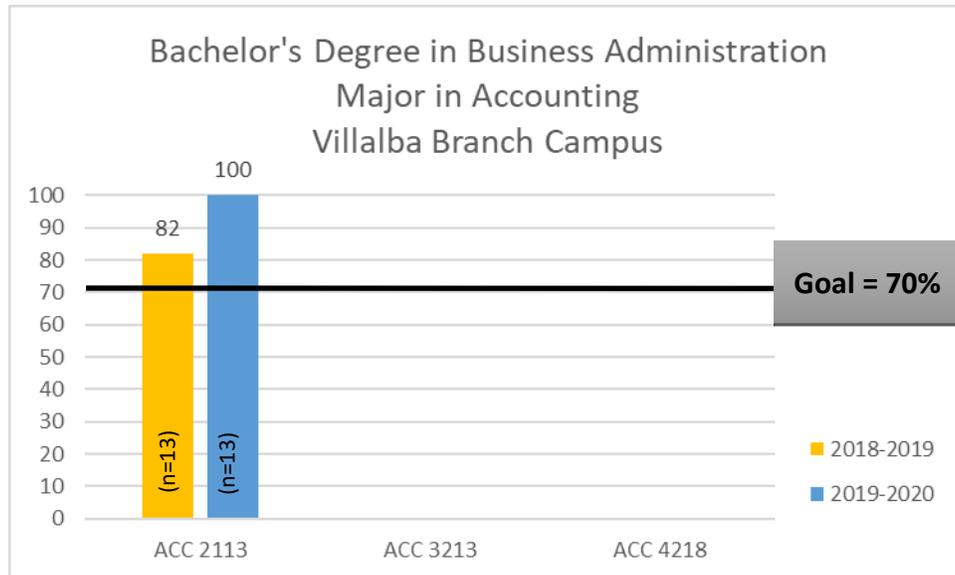
Associate Degree in Business Administration Capstone Course, Villalba Branch Campus

In 2018-2019, students scored 98% on the Capstone course BA 1313.

Closing the loop: Assessment Decisions

1. The program and its methodology were revised in order for students to gain in their learning goals.
2. Awareness of the assessment schedule and its importance must be acquired and reported.
3. Review of teaching strategies in order to make learning more effective.
4. Review the technology used in classroom to promote learning.
5. This program was revised in 2018.
6. Exams were changed to rubrics.
7. Review of curriculum and learning outcomes .

SCHOOL OF ADMINISTRATION



Bachelor's Degree in Business Administration Major in Accountig Capstone Course, Villalba Branch Campus

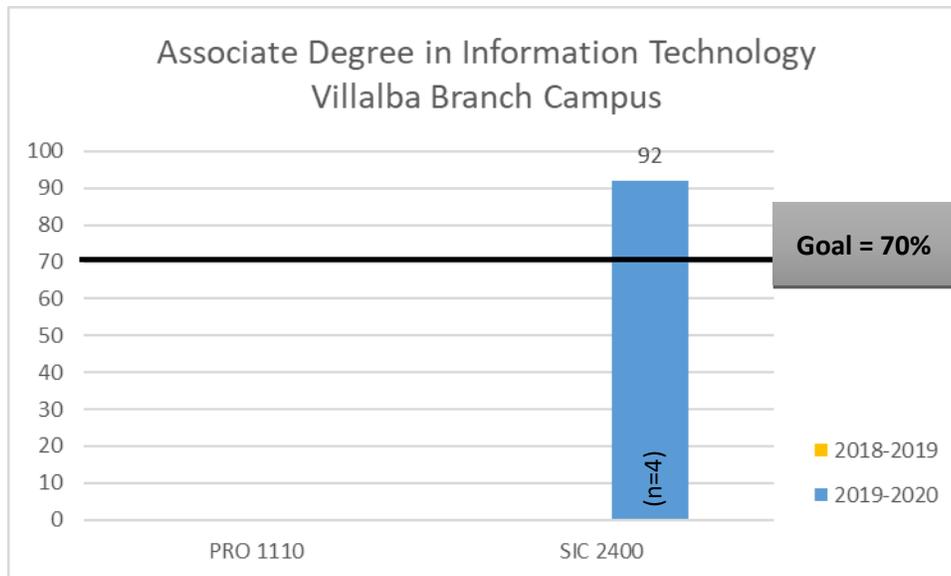
In 2018-2019, students scored 82% and 2019-2020 100% on the Capstone ACC 2113 introductory course.

Closing the loop: Assessment Decisions

1. The program and its methodology were revised in order for students to gain in their learning goals.
2. Awareness of the assessment schedule and its importance must be acquired and reported.
3. Agreements with the private and public sector are been made in order to develop an internship or practicum for final capstone courses.
4. Review of teaching strategies in order to make learning more effective.
5. Review the technology used in classroom to promote learning.
6. This program was revised in 2018



SCHOOL OF TECHNOLOGY



Associate Degree in Information Technology Capstone Course, Villalba Branch Campus

In the periods 2018-2019 students obtained over 92% in Capstone Course SIC 2400. The 70% goal has consistently been surpassed.

Closing the loop: Assessment Decisions

1. In 2018, the online program was created.
2. These students at the beginning belonged to the Hato Rey Campus.

School of Nursing



Hato Rey Campus
San Sebastian Campus
Humacao Branch Campus
Manati Branch Campus
Villalba Branch Campus



Program Assessment Outcome Results School of Nursing

The School of Nursing has developed a program evaluation plan that allows the monitoring of student learning aligned to the standards of the ACEN (professional accreditation agency) that began in 2018. Students are evaluated in their academic program through capstone courses that have been identified by dean, directors and specialists of the School of Nursing. Students of the Associate Degree in Nursing are evaluated in three (3) capstone courses. While the Bachelor of Science in Nursing has four (4) capstone courses.

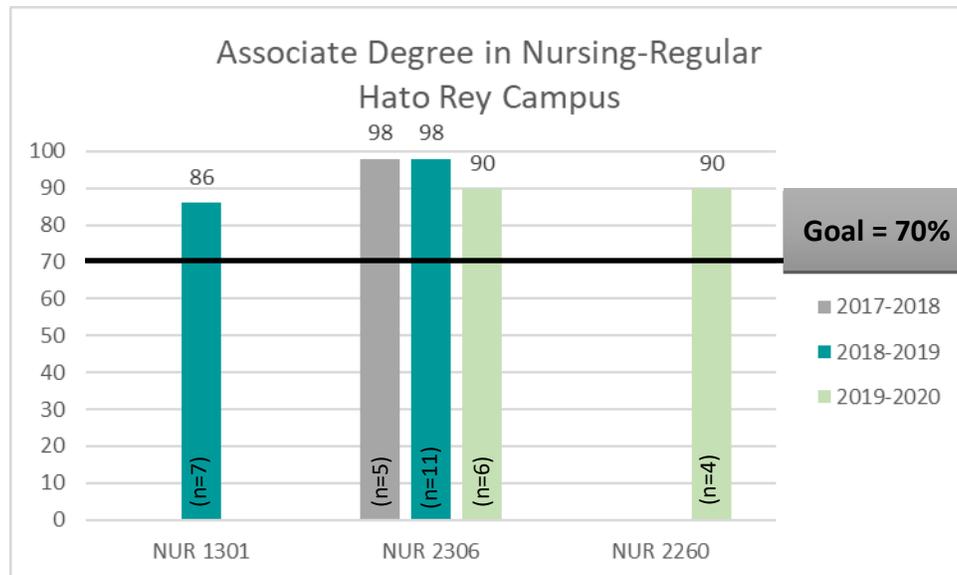
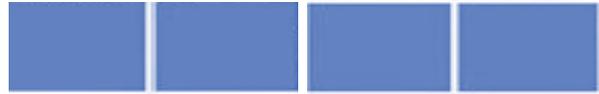
The Capstone Academic Program Assessment Courses were revised for sustainability. These assessments allow monitoring of students and program decision-making for continuous improvement.

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

The School of Nursing investigate technological strategies for teaching nursing skills and has acquired began October 2020 the following:

1. vSim for Nursing Licenses: Designed to simulate real nursing scenarios, it allows students to interact with patients in a safe, realistic online environment. Virtual simulations with integrated curriculum resources and personalized feedback provide comprehensive, individual simulation learning to promote confidence and competence in patient-centered care.
2. SafeMedicate Licensing: An e-learning solution to develop and assess competence for calculating safe medications. In addition, it is an evaluation and audit tool aimed at reducing medication error.
3. Modular Skills Trainer: The Modular Skills Trainer is a portable solution for skill practice and competence development. Optimized for affordable distance learning for independent and repetitive skill practice and to assist with skill validation.

*The Associate Program is accredited by the Accreditation Commission for Education in Nursing (ACEN).



Associate Degree in Nursing - Regular Capstone Course, Hato Rey Campus

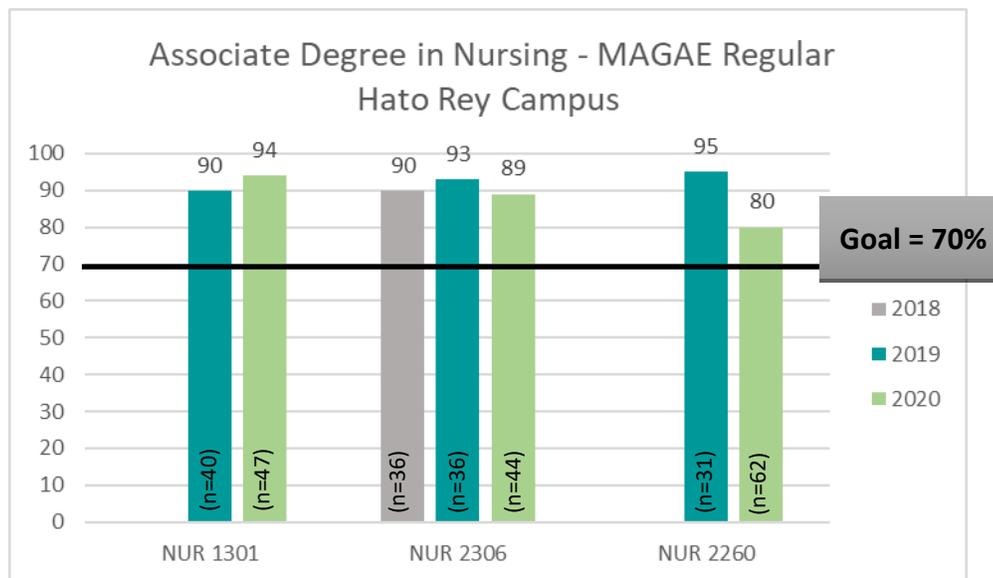
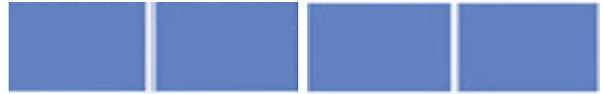
In the period of 2017-18 students obtained an 98% in Capstone Course NUR 2306 and 98% in 2018-19. The minimum expected execution level (70%) was significantly exceeded with a total average of 98%.

Closing the loop: Assessment Decisions

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. The evaluation rubrics were aligned to the programs competencies to be used as more specific and reliable measurement tools in identifying the achievement of expected results.
3. Acquisition of didactic equipment and materials as a support tool in the teaching-learning process.
4. A clinical lab (Centro Tecnológico de Simulación Clínica y Aprendizaje Holístico Modelado, CT-SCAHM) has been expanded with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices was developed.
5. Review of teaching strategies in order to make learning more effective.
6. Review the technology used in classroom to promote learning.



SCHOOL OF NURSING



Associate Degree in Nursing - MAGAE Regular Capstone Course, Hato Rey Campus

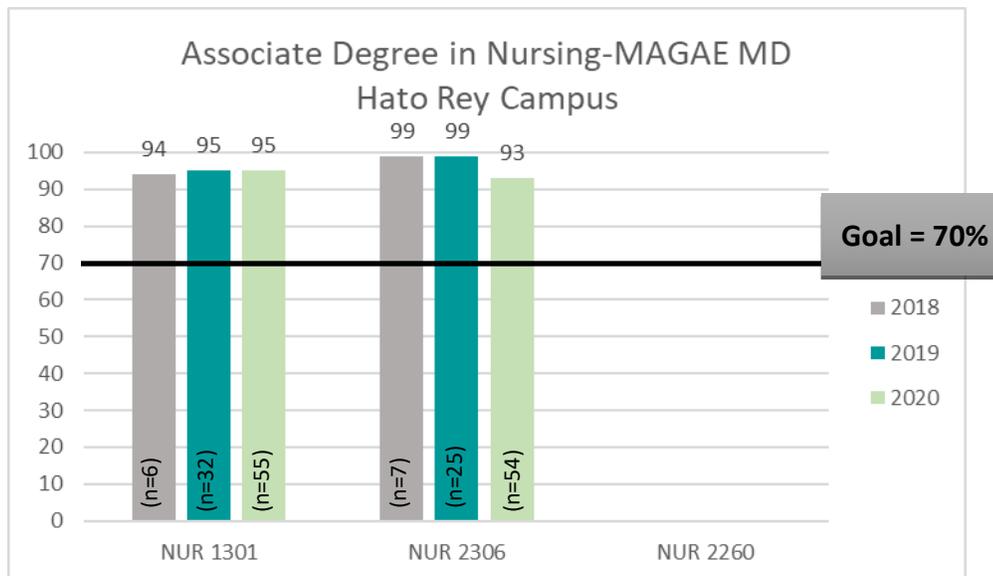
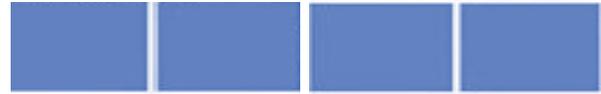
In the period of 2019 students obtained an 90% in Capstone Course NUR 1301. In the period 2018 students obtained 90% in Capstone Course NUR 2306 and 93% in 2019. In the period 2019 students obtained an 95% in Capstone Course NUR 2260. The minimum expected execution level (70%) was significantly exceeded with a total average of 92% for Capstone Courses in this period 2018-19.

Closing the loop: Assessment Decisions

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. The evaluation rubrics were aligned to the programs competencies to be used as more specific and reliable measurement tools in identifying the achievement of expected results.
3. Acquisition of didactic equipment and materials as a support tool in the teaching-learning process.
4. A clinical lab (Centro Tecnológico de Simulación Clínica y Aprendizaje Holístico Modelado, CT-SCAHM) has been expanded with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices.
5. Capstone courses were changed to assess students' learning progress and achievements. The new courses are the following: Fundamentals of Nursing Practice (NUR 1301) and Nursing Integrated Seminar (NUR 2260).
6. Review of teaching strategies in order to make learning more effective.
7. Review the technology used in classroom to promote learning.



SCHOOL OF NURSING



Associate Degree in Nursing - MAGAE MD Capstone Course, Hato Rey Campus

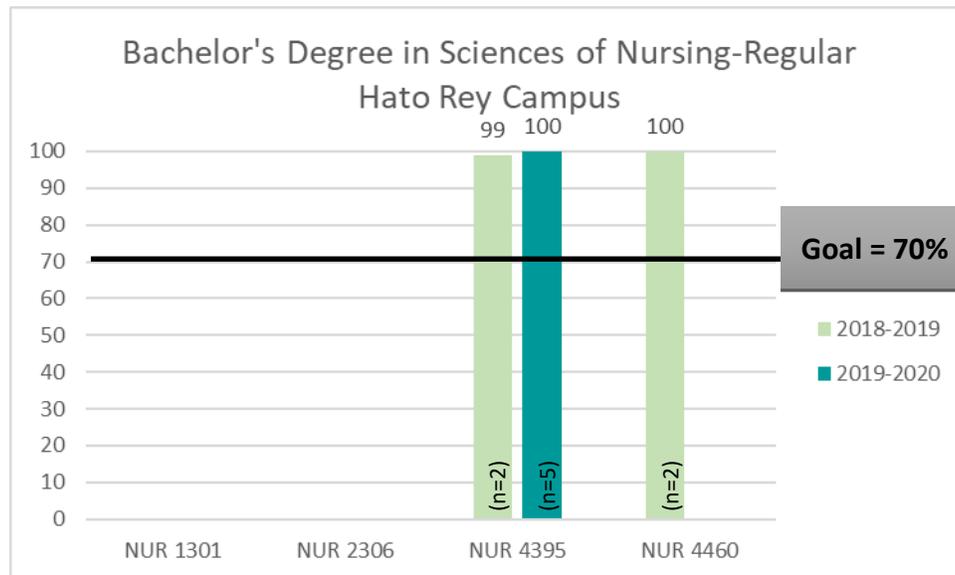
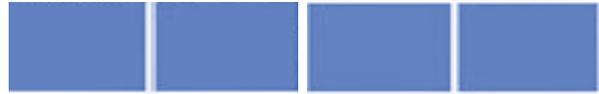
In the period of 2018 students obtained an 94% in Capstone Course NUR 1301 and 95% in 2019. In Capstone Course NUR 2306 students obtained 99% in the 2018 period and 99% in 2019. The minimum expected execution level (70%) was significantly exceeded with a total average of 97% for Capstone Courses in this period 2018-2019.

Closing the loop: Assessment Decisions

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. The evaluation rubrics were aligned to the programs competencies to be used as more specific and reliable measurement tools in identifying the achievement of expected results.
3. Acquisition of didactic equipment and materials as a support tool in the teaching-learning process.
4. A clinical lab (Centro Tecnológico de Simulación Clínica y Aprendizaje Holístico Modelado, CT-SCAHM) has been expanded with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices.
5. Capstone courses were changed to assess students' learning progress and achievements. The new courses are the following: Fundamentals of Nursing Practice (NUR 1301) and Nursing Integrated Seminar (NUR 2260).
6. Review of teaching strategies in order to make learning more effective.
7. Review the technology used in classroom to promote learning.



SCHOOL OF NURSING



Bachelor's Degree in Sciences of Nursing - Regular Capstone Course, Hato Rey Campus

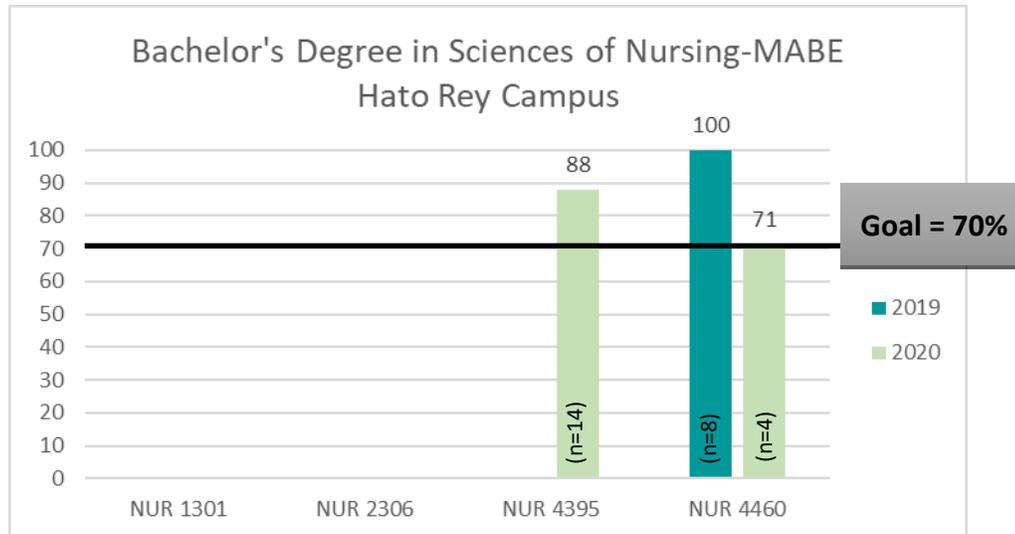
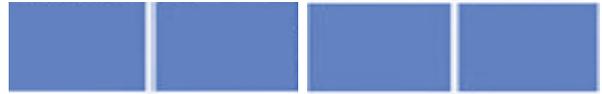
In the period of 2018-19 students obtained an 99% in Capstone Course NUR 4395 and 100% in Capstone Course NUR 4460. The minimum expected execution level (70%) was significantly exceeded. No data are reported from the Capstone Courses of NUR 1301 and NUR 2306 related to the fact that in this modality these students have taken these courses in the associate degree in nursing and they were validated. In addition, students who have passed their professional exam and have their permanent license will have the NUR 4460 course validated.

Closing the loop: Assessment Decisions

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. The baccalaureate program was revised to adjust it to current need in the workplace, accreditation standards and the academic needs of our student population.
3. A clinical lab (Centro Tecnológico de Simulación Clínica y Aprendizaje Holístico Modelado, CT-SCAHM) has been expanded with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices.
4. The evaluation rubrics were aligned to the programs competencies to be used as more specific and reliable measurement tools in identifying the achievement of expected results.
5. Acquisition of didactic equipment and materials as a support tool in the teaching-learning process.
6. Capstone courses were changed to assess students' learning progress and achievements. The new course is the following: Seminar (NUR 4460).
7. Review of teaching strategies in order to make learning more effective.
8. Review the technology used in classroom to promote learning.



SCHOOL OF NURSING

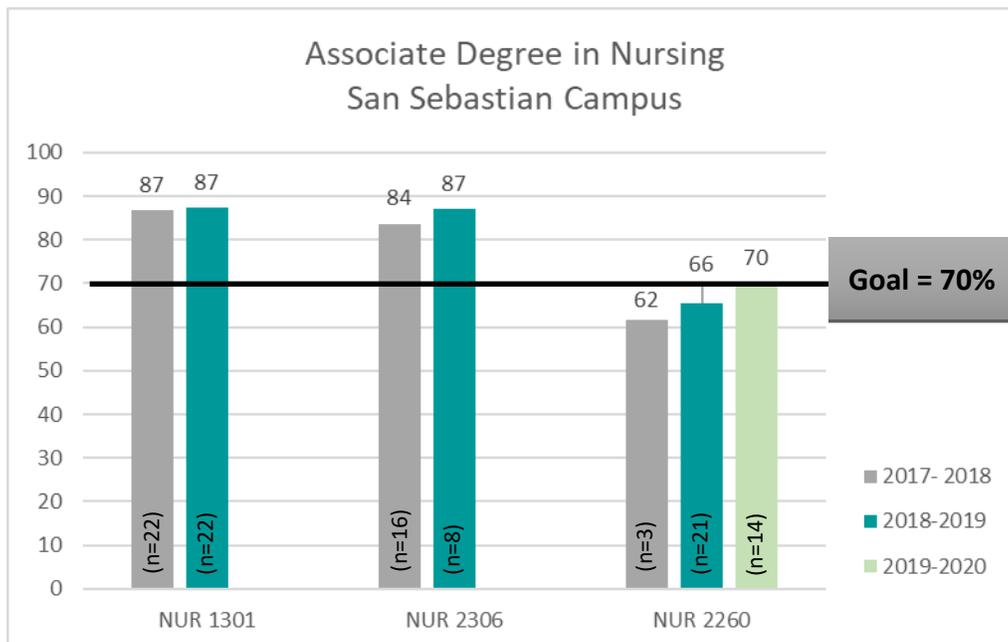


Bachelor's Degree in Sciences of Nursing-MABE Capstone Course, Hato Rey Campus

In the period of 2019 students obtained an 100% in Capstone Course NUR 4460. The minimum expected execution level (70%) was significantly exceeded. No data are reported from the Capstone Courses of NUR 1301 and NUR 2306 related to the fact that in this modality these students have taken these courses in the associate degree in nursing and they were validated. In addition, students who have passed their professional exam and have their permanent license will have the NUR 4460 course validated.

Closing the loop: Assessment Decisions

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. The baccalaureate program was revised to adjust it to current need in the workplace, accreditation standards and the academic needs of our student population.
3. The evaluation rubrics were aligned to the programs competencies to be used as more specific and reliable measurement tools in identifying the achievement of expected results.
4. Acquisition of didactic equipment and materials as a support tool in the teaching-learning process.
5. A clinical lab (Centro Tecnológico de Simulación Clínica y Aprendizaje Holístico Modelado, CT-SCAHM) has been expanded with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices.
6. Capstone courses were changed to assess students' learning progress and achievements. The new course is the following: Seminar (NUR 4460).
7. Review of teaching strategies in order to make learning more effective.
8. Review the technology used in classroom to promote learning.



Associate Degree in Nursing - Regular

Capstone Course, San Sebastián Campus

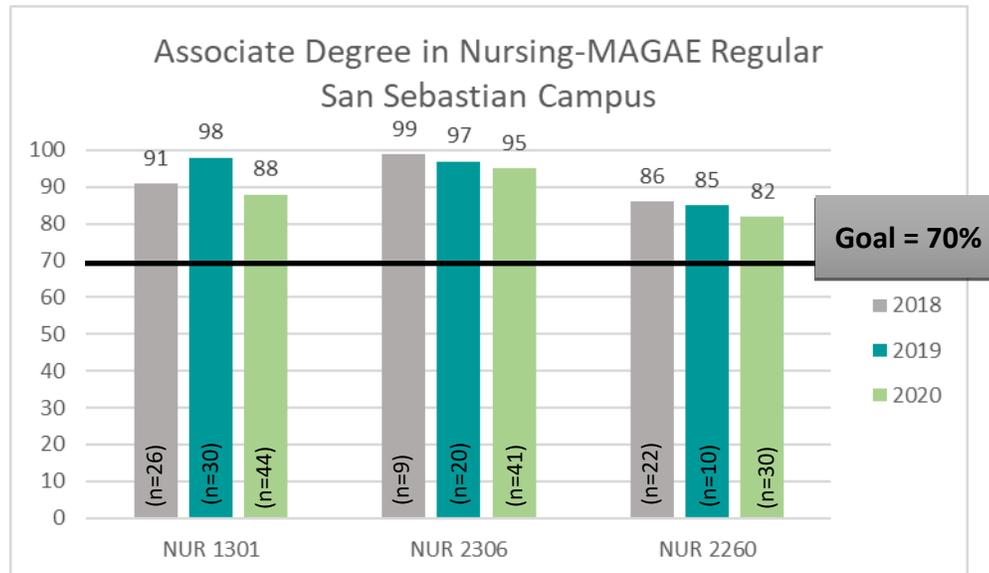
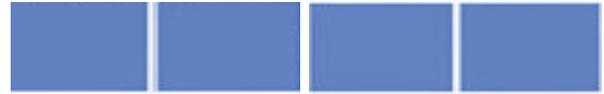
In the period of 2017-18 students obtained an 87% in Capstone Course NUR 1301, 84% in Capstone Courses NUR 2306, and 62% in Capstone Course NUR 2260. In the period of 2018-19 students obtained an 87% in Capstone Course NUR 1301, 87% in Capstone Courses NUR 2306, and 66% in Capstone Course NUR 2260. For the period 2019-2020, the data obtained shows that students obtained 70% in Capstone Course NUR 2260 achieving the minimum level of execution.

Closing the loop: Assessment Decisions

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. The evaluation rubrics were aligned to the programs competencies to be used as more specific and reliable measurement tools in identifying the achievement of expected results.
3. Acquisition of didactic equipment and materials as a support tool in the teaching-learning process.
4. A clinical lab (Centro Tecnológico de Simulación Clínica y Aprendizaje Holístico Modelado, CT-SCAHM) has been expanded with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices.
5. Capstone courses were changed to assess students' learning progress and achievements. The new courses are the following: Fundamentals of Nursing Practice (NUR 1301) and Nursing Integrated Seminar (NUR 2260).
6. Nursing Integrated Seminar (NUR 2260) will be focused on the review of the skills acquired during academic training. The capstone course exam is revised to align it with the program competencies.
7. Review of teaching strategies in order to make learning more effective.
8. Review the technology used in classroom to promote learning.



SCHOOL OF NURSING



Associate Degree in Nursing - MAGAE Regular Capstone Course, San Sebastian Campus

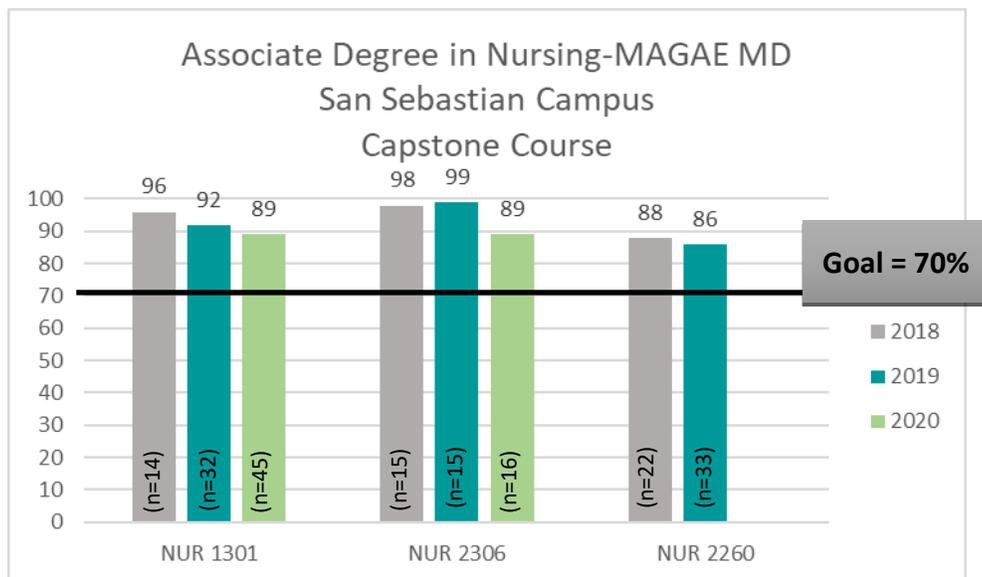
In the period of 2018 students obtained an 91% in Capstone Course NUR 1301 and 98% in 2019. In the period of 2018 students obtained an 99% in Capstone Course NUR 2306 and 97% in 2019. In the period of 2018 students obtained an 86% in Capstone Course NUR 2260 and 85% in 2019. The minimum expected execution level (70%) was significantly exceeded with a total average of 93% for the Capstone Courses in this period 2018-19. The results obtained for the years 2018-2020 evidence the level of execution of the students fluctuates between 82% to 99% in the Capstone Courses, exceeding the minimum expected level.

Closing the loop: Assessment Decisions

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. A clinical lab (Centro Tecnológico de Simulación Clínica y Aprendizaje Holístico Modelado, CT-SCAHM) has been expanded with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices.
3. The evaluation rubrics were aligned to the programs competencies to be used as more specific and reliable measurement tools in identifying the achievement of expected results.
4. Acquisition of didactic equipment and materials as a support tool in the teaching-learning process.
5. Capstone courses were changed to assess students' learning progress and achievements. The new courses are the following: Fundamentals of Nursing Practice (NUR 1301) and Nursing Integrated Seminar (NUR 2260).
6. Review of teaching strategies in order to make learning more effective.
7. Review the technology used in classroom to promote learning.



SCHOOL OF NURSING



Associate Degree in Nursing - MAGAE MD Capstone Course, San Sebastian Campus

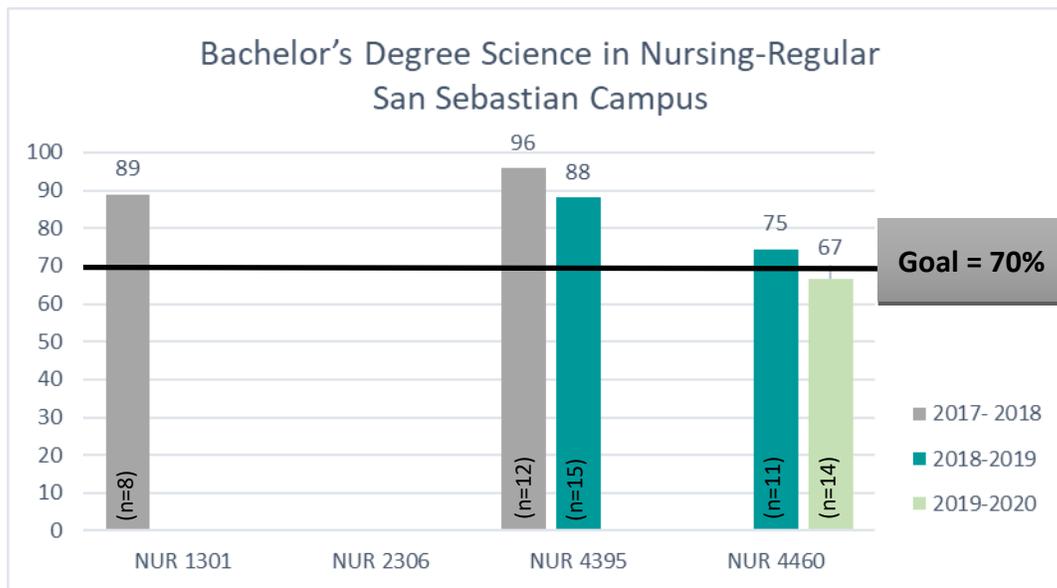
In the period of 2018 students obtained an 96% in Capstone Course NUR 1301 and 92% in 2019. In the period of 2018 students obtained an 98% in Capstone Course NUR 2306 and 99% in 2019. In the period of 2018 students obtained an 88% in Capstone Course NUR 2260 and 86% in 2019. The minimum expected execution level (70%) was significantly exceeded with a total average of 93% for the Capstone Courses in this period 2018-19.

Closing the loop: Assessment Decisions

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. The evaluation rubrics were aligned to the programs competencies to be used as more specific and reliable measurement tools in identifying the achievement of expected results.
3. Acquisition of didactic equipment and materials as a support tool in the teaching-learning process.
4. A clinical lab (Centro Tecnológico de Simulación Clínica y Aprendizaje Holístico Modelado, CT-SCAHM) has been expanded with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices.
5. Capstone courses were changed to assess students' learning progress and achievements. The new courses are the following: Fundamentals of Nursing Practice (NUR 1301) and Nursing Integrated Seminar (NUR 2260).
6. Nursing Integrated Seminar (NUR 2260) It will be focused on the review of the skills acquired during the academic training. The assessment exam of the course aligned to the competencies is reviewed.
7. Review of teaching strategies in order to make learning more effective.
8. Review the technology used in classroom to promote learning.



SCHOOL OF NURSING



Bachelor's Degree in Sciences of in Nursing - Regular Capstone Course, Sa Sebastián Campus

In the period of 2017-18 students obtained an 89% in Capstone Course NUR 1301 and 96% in Capstone Course NUR 4395. In the period 2018-2019 students obtained 88% in Capstone Course NUR 4395 and 75% for NUR 4460. The minimum expected execution level (70%) was exceeded for the Capstone Courses.

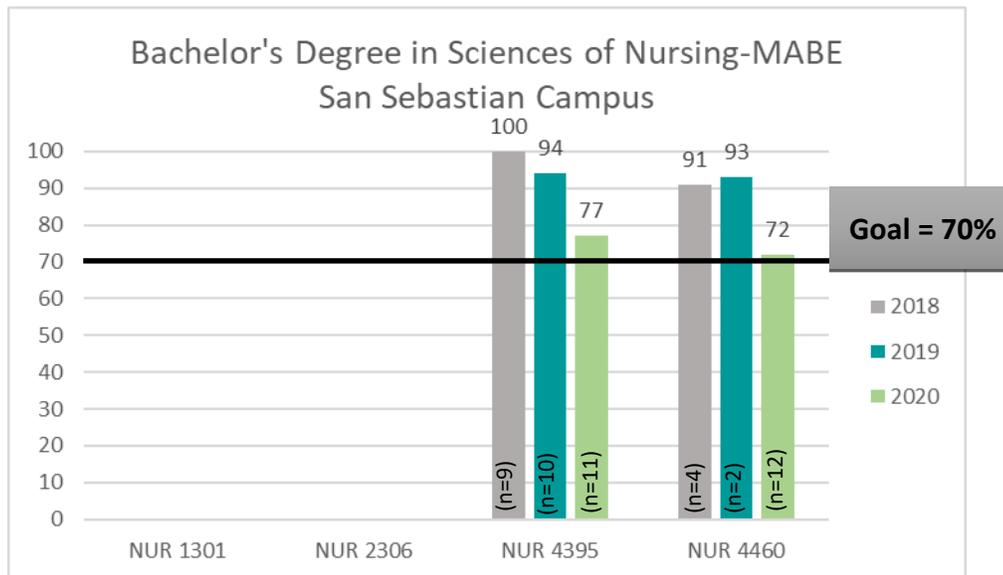
For 2019-2020 the data obtained evidence an 67% for Capstone Course NUR 4460. The minimum expected execution level (70%) was not met for NUR 4460 Capstone Course.

Closing the loop: Assessment Decisions

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. The baccalaureate program was revised to adjust it to current need in the workplace, accreditation standards and the academic needs of our student population.
3. A clinical lab (Centro Tecnológico de Simulación Clínica y Aprendizaje Holístico Modelado, CT-SCAHM) has been expanded with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices was developed.
4. The evaluation rubrics were aligned to the programs competencies to be used as more specific and reliable measurement tools in identifying the achievement of expected results.
5. Acquisition of didactic equipment and materials as a support tool in the teaching-learning process.
6. Review of teaching strategies in order to make learning more effective.
7. Review the technology used in classroom to promote learning.



SCHOOL OF NURSING



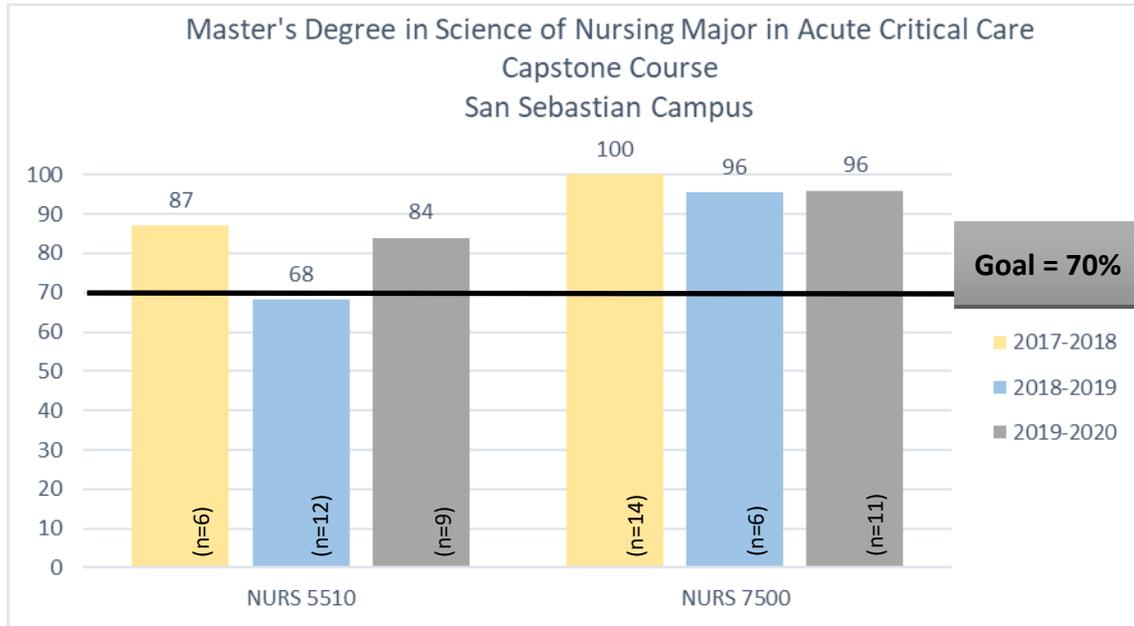
Bachelor's Degree in Sciences of Nursing - MABE Capstone Course, San Sebastian Campus

In the period of 2018 students obtained an 100% in Capstone Course NUR 4395 and 94% in 2019. In Capstone Course NUR 4460 students obtained 91% in the 2018 period and 93% in 2019. The minimum expected execution level (70%) was significantly exceeded with a total average of 95% for the Capstone Courses in this period 2018-19. Through the years from 2018-2020, the data obtained shows that students exceeded the minimum level of execution, evidencing 72% to 100% in the capstone courses for this modality. No data are reported from the Capstone Courses of NUR 1301 and NUR 2306 related to the fact that in this modality these students have taken these courses in the associate degree in nursing and they were validated. In addition, students who have passed their professional exam and have their permanent license will have the NUR 4460 course validated.

Closing the loop: Assessment Decisions

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. The baccalaureate program was revised to adjust it to current need in the workplace, accreditation standards and the academic needs of our student population.
3. The evaluation rubrics were aligned to the programs competencies to be used as more specific and reliable measurement tools in identifying the achievement of expected results.
4. Acquisition of didactic equipment and materials as a support tool in the teaching-learning process.
5. A clinical lab (Centro Tecnológico de Simulación Clínica y Aprendizaje Holístico Modelado, CT-SCAHM) has been expanded with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices was developed.
6. Capstone courses were changed to assess students' learning progress and achievements. The new course is the following: Seminar (NUR 4460).
7. Review of teaching strategies in order to make learning more effective.
8. Review the technology used in classroom to promote learning.

Graduate School Outcome Results San Sebastian Campus

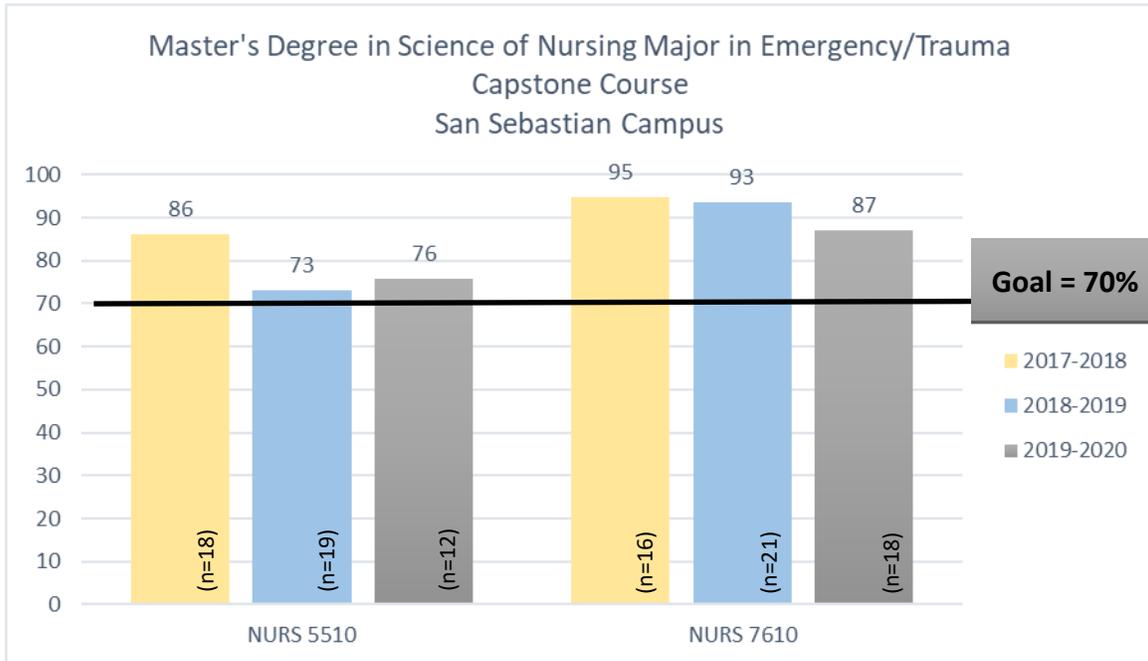


Master's Degree in Science of Nursing Major in Acute Critical Care Capstone Course, San Sebastian Campus

In the period 2018-2019 students obtained a 68% in Capstone Course NURS 5510. While in the period 2017-2018 and 2019-2020 students exceeded the established goal of 70% in Capstone Course NURS 5510.

While in the final Capstone Course NURS 7500 they exceeded the established goal of 70% evidencing a 96%.

Outcome Results Graduate School San Sebastian Campus

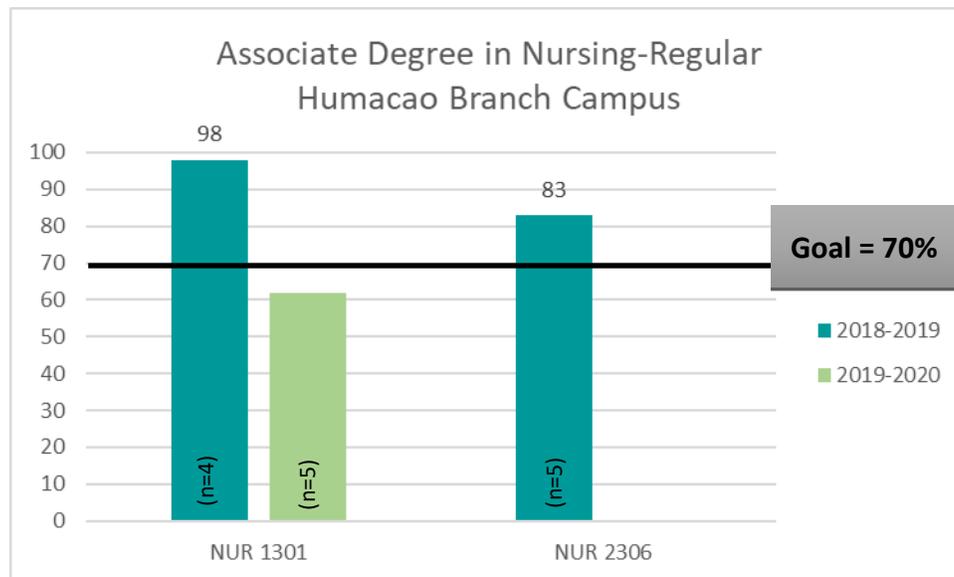
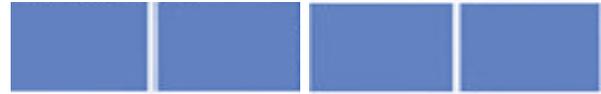


Master's Degree in Science in Nursing Major in Emergency/Trauma Capstone Course, San Sebastian Campus

In the initial Capstone Course NURS 5510 and final Capstone Course NURS 7610 they exceeded the established goal of 70%. Through the years from 2017-2020, the data obtained shows that students exceeded the minimum level of execution, evidencing 73% to 95% in the capstone courses.



SCHOOL OF NURSING



Associate Degree in Nursing - Regular Capstone Course, Humacao Branch Campus

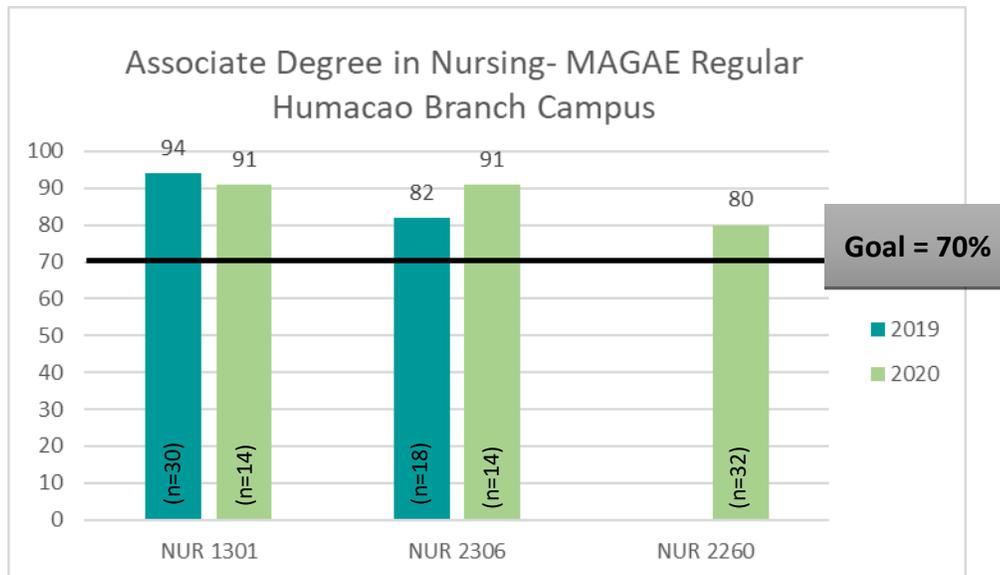
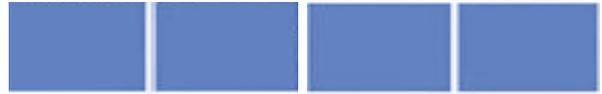
In the period of 2018-19 students obtained an 98% in Capstone Course NUR 1301. The minimum expected execution level (70%) was significantly exceeded in this period 2018-19. In the period of 2019-2020 minimum expected execution level (70%) was not achieved for NUR 1301 capstone course.

Closing the loop: Assessment Decisions

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. The evaluation rubrics were aligned to the programs competencies to be used as more specific and reliable measurement tools in identifying the achievement of expected results.
3. Acquisition of didactic equipment and materials as a support tool in the teaching-learning process.
4. Capstone courses were changed to assess students' learning progress and achievements. The new course is the following: Fundamentals of Nursing Practice (NUR 1301)
5. Review of teaching strategies in order to make learning more effective.
6. Review the technology used in classroom to promote learning.
7. A building has been identified to establish a new clinical lab (Centro Tecnológico de Simulación Clínica y Aprendizaje Holístico Modelado, CT-SCAHM) with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices.



SCHOOL OF NURSING



Associate Degree in Nursing - MAGAE Regular Capstone Course, Humacao Branch Campus

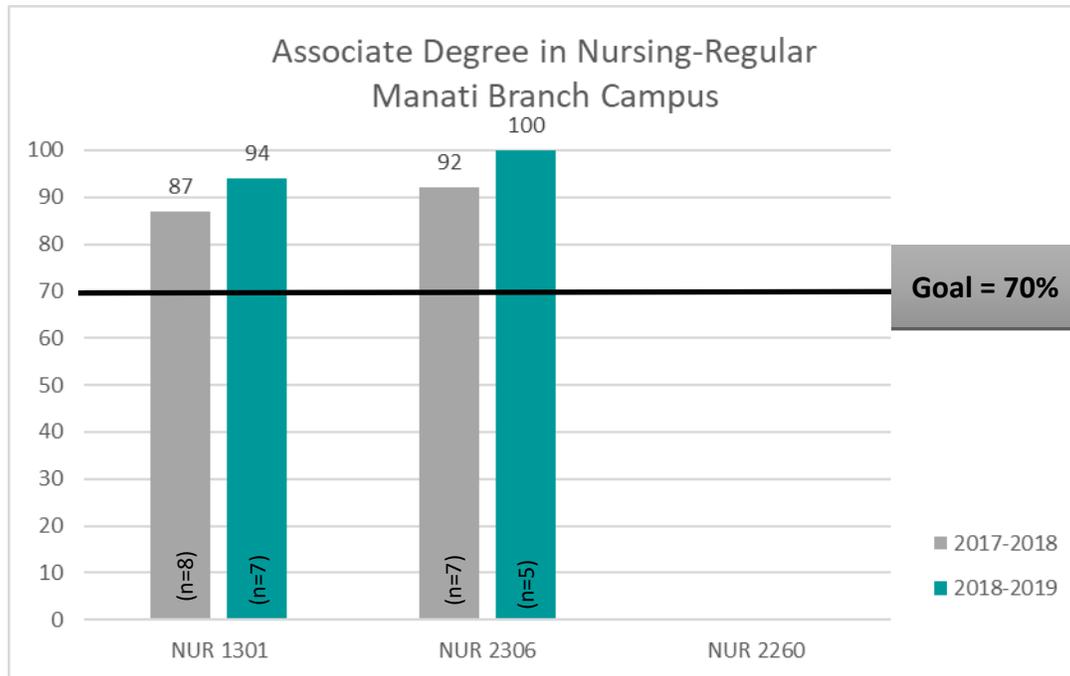
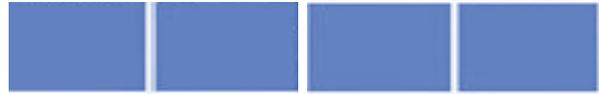
In the period of 2019 students obtained an 94% in Capstone Course NUR 1301 and 82% for NUR 2306. In 2020, the data obtained shows that students have exceeded the minimum level of execution (70%), evidencing 80% to 91% in the capstone courses.

Closing the loop: Assessment Decisions

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. A clinical lab (Centro Tecnológico de Simulación Clínica y Aprendizaje Holístico Modelado, CT-SCAHM) with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices was developed.
3. Capstone courses were changed to assess students' learning progress and achievements. The new courses are the following: Fundamentals of Nursing Practice (NUR 1301) and Nursing Integrated Seminar (NUR 2260).
4. Review of teaching strategies in order to make learning more effective.
5. Review the technology used in classroom to promote learning.



SCHOOL OF NURSING



Associate Degree in Nursing - Regular Capstone Course, Manati Branch Campus

In the period of 2019 students obtained an 94% in Capstone Course NUR 1301 and 82% for NUR 2306. In 2020, the data obtained shows that students have exceeded the minimum level of execution (70%), evidencing 80% to 91% in the capstone courses.

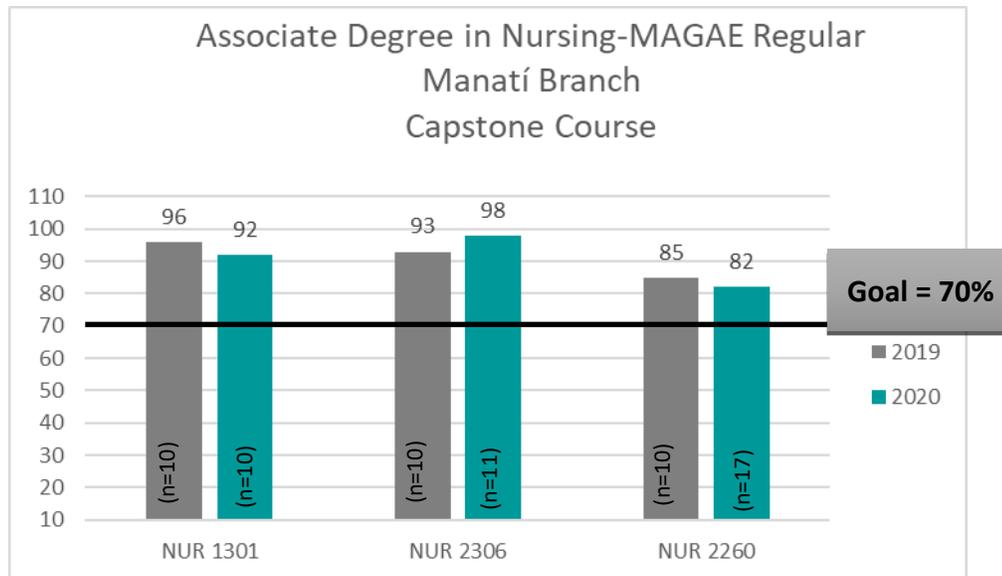
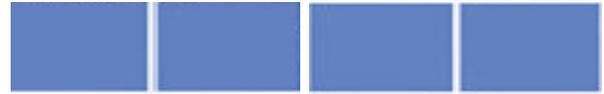
Closing the loop: Assessment Decisions

School of Nursing

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. A clinical lab (Centro Tecnológico de Simulación Clínica y Aprendizaje Holístico Modelado, CT-SCAHM) with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices was developed.
3. Capstone courses were changed to assess students' learning progress and achievements. The new courses are the following: Fundamentals of Nursing Practice (NUR 1301) and Nursing Integrated Seminar (NUR 2260).
4. Review of teaching strategies in order to make learning more effective.
5. Review the technology used in classroom to promote learning.



SCHOOL OF NURSING



Associate Degree in Nursing - MAGAE Regular Capstone Course, Manati Branch Campus

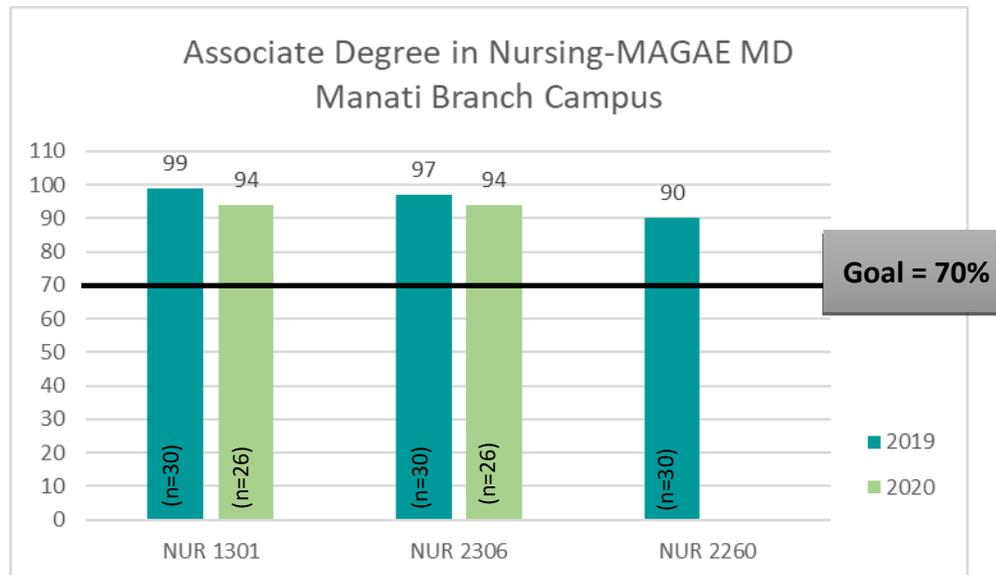
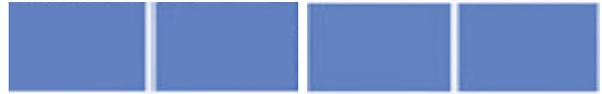
In the period of 2019 students obtained an 96% in Capstone Course NUR 1301, 93% in Capstone Course NUR 2306 and 85% in NUR 2260. In 2020, the data obtained shows that students have significantly exceeded the minimum level of execution (70%), evidencing 82% to 98% in the Capstone Courses for this modality.

Closing the loop: Assessment Decisions

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. A clinical lab (Centro Tecnológico de Simulación Clínica y Aprendizaje Holístico Modelado, CT-SCAHM) with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices was developed.
3. The evaluation rubrics were aligned to the programs competencies to be used as more specific and reliable measurement tools in identifying the achievement of expected results.
4. Acquisition of didactic equipment and materials as a support tool in the teaching-learning process.
5. Review of teaching strategies in order to make learning more effective.
6. Review the technology used in classroom to promote learning.



SCHOOL OF NURSING



Associate Degree in Nursing - MAGAE MD Capstone Course, Manati Branch Campus

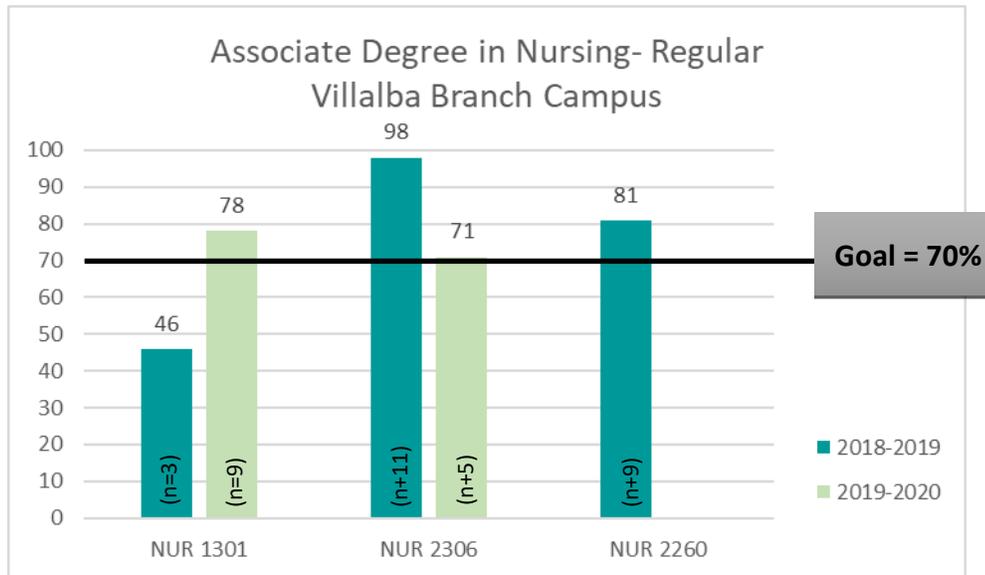
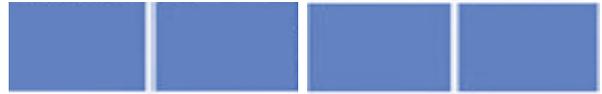
In the period of 2019 students obtained an 99% in Capstone Course NUR 1301, 97% in Capstone Course NUR 2306 and 90% in NUR 2260. The minimum expected execution level (70%) was significantly exceeded Capstone Courses in this period 2019 and 2020.

Closing the loop: Assessment Decisions

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. A clinical lab (Centro Tecnológico de Simulación Clínica y Aprendizaje Holístico Modelado, CT-SCAHM) with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices was developed.
3. The evaluation rubrics were aligned to the programs competencies to be used as more specific and reliable measurement tools in identifying the achievement of expected results.
4. Acquisition of didactic equipment and materials as a support tool in the teaching-learning process.
5. Review of teaching strategies in order to make learning more effective.
6. Review the technology used in classroom to promote learning.



SCHOOL OF NURSING



Associate Degree in Nursing - Regular Capstone Course, Villalba Branch Campus

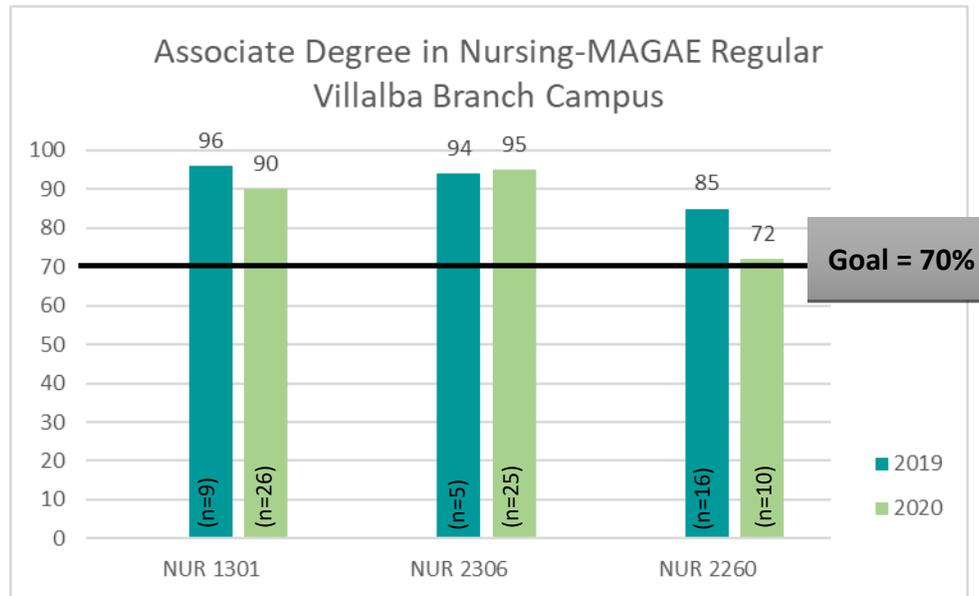
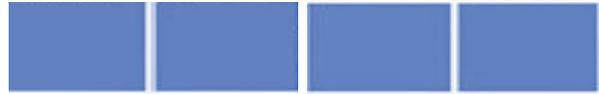
In the period of 2019 students obtained an 46% in Capstone Course NUR 1301. The 70% goal was not met. In 2020, the data obtained shows that students have exceeded the minimum level of execution, evidencing 71% for NUR 2306 and 78% for NUR 1301 Capstone Courses.

Closing the loop: Assessment Decisions

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. The evaluation rubrics were aligned to the programs competencies to be used as more specific and reliable measurement tools in identifying the achievement of expected results.
3. Acquisition of didactic equipment and materials as a support tool in the teaching-learning process.
4. A special academic support for students living in the southern area of the island that are impacted for natural disasters like hurricane and earthquakes. Some strategies are: tutorials and individualized academic assistance and counseling.
5. A clinical lab (Centro Tecnológico de Simulación Clínica y Aprendizaje Holístico Modelado, CT-SCAHM) with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices was developed.
6. Review of teaching strategies in order to make learning more effective.
7. Review the technology used in classroom to promote learning.



SCHOOL OF NURSING



Associate Degree in Nursing—MAGAE Regular Capstone Course, Villalba Branch Campus

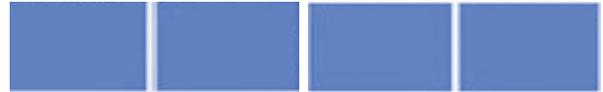
In the period of 2019 students obtained an 96% in Capstone Course NUR 1301, 94% in Capstone Course NUR 2306 and 85% in NUR 2260. The minimum expected execution level (70%) was significantly exceeded with a total average of 92% for the Capstone Courses in this period 2019. In 2020, the data obtained shows that students have exceeded the minimum level of execution, evidencing 72% to 95% in the Capstone Courses.

Closing the loop: Assessment Decisions

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. A clinical lab (Centro Tecnológico de Simulación Clínica y Aprendizaje Holístico Modelado, CT-SCAHM) with digital simulators which allow students to practice their learned skills, knowledge, and abilities before the hospital clinical practices was developed.
3. The evaluation rubrics were aligned to the programs competencies to be used as more specific and reliable measurement tools in identifying the achievement of expected results.
4. Acquisition of didactic equipment and materials as a support tool in the teaching-learning process.
5. Capstone courses were changed to assess students' learning progress and achievements. The new courses are the following: Fundamentals of Nursing Practice (NUR 1301) and Nursing Integrated Seminar (NUR 2260).
6. Review of teaching strategies in order to make learning more effective.
7. Review the technology used in classroom to promote learning.



SCHOOL OF NURSING



Bachelor's Degree of Science in Nursing Closing the loop: Assessment Decisions

The following changes are examples of modifications made as a result of the data analysis.

Revised courses, methodology, among others in order for students to increase their knowledge and competencies to reach their learning goals. For example, Health Assessment Practice (NUR 3325; one (1) credit) was created as a practice course for Health Assessment (NUR 3225; three (3) theory credits), and a new course of Physiopathology (NUR 3000; three (3) credits) and Seminar (NUR 4460; one (1) credit) were added to the curriculum.

Changes in clinical hours are another example of aggregated evaluations findings used to make the Program decisions and help improve student's outcomes. Based on results from students and faculty assessment results over several semesters it was clear to the faculty that an increase from 30-60 to 90 hours of practice, for all clinical practice courses, was an essential part of the curriculum.

The clinical laboratories which allow students to practice their skills, knowledge, and abilities before the hospital clinical practice were updated by acquiring high fidelity mannequins.

Students' learning experiences are reinforced with simulation scenarios and clinical experiences.

There was an increase in full-time faculty members to improve faculty-student ratio as a result of an increase in student enrollment.

Three (3) new positions in each Campus were created:

Two (2) full-time Basic Nursing Skills Coordinator and one (1) Nursing Program Coordinator.

As the revised curricular sequence, developed in 2017, is in place (began August 2017), the following capstone courses were chosen to assess students' learning progress and achievement: Fundamentals of Nursing Practice (NUR 1301), Child and Adolescent Care Clinical Practice (NUR 2306), Research in Nursing (NUR 4395), and Seminar (NUR 4460).

The achievement of the learning process is measured through assessment instruments in each capstone course stated before. In addition, the achievement of the end-of-program SLOs are measured through assessment instruments in the last nursing course.

Collaborators:

Prof. Nydia Rivera,
Associate Vice President of Research and Development

Dr. Carmen Rosa,
Institutional Dean of Nursing

Prof. Sarybell Santiago, Academic Assessment and Research Coordinator,
Hato Rey Campus, Humacao and Villalba Branch Campuses

Prof. Rocío Rosario, Academic Assessment Coordinator,
San Sebastian Campus & Manati Branch Campuses

Miss Joanne Torres , AVP, Research, Academic Assessment
and Institutional Development Administrative Assistant Officer

Dr. Héctor B. Crespo-Bujosa,
Consultant

September 2020